DEPARTMENT OF SOCIOLOGY SELF-STUDY 2016-2021

Acknowledgements 5

Territorial Acknowledgment for the College Station Campus of Texas A&M University 5

1. **External review team charge** 6
   1.1 Peer Review Team Charge 6
   1.2 Overview of the Program 6
   1.3 Academic Program Review Team 7

2. **Executive summary of the self-study report** 8
   2.1 Strategic Plan & Program Growth 8
   2.2 Graduate Program 9
   2.3 Undergraduate Program 9

3. **Introduction to the Degree Program** 11
   3.1 Brief History of the Department 11
   3.2 Mission, Planning, and Goals 11
      - Mission 11
      - Planning 12
      - Alignment of College and Program Goals 12
   3.3 Administrative structure 14
      - Structure of Departmental Decision Making 15
      - Other Departmental Committees 16
      - Tenure and Promotion Committee 16
   3.4 Department resources: Facilities and Finances 17
      - Space 17
      - Computer Resources 17
      - Research Centers and Labs 18
      - Departmental Budget 20
   3.5 Analysis 22
      - Improvements since the last review 22
      - Strategic Path to Excellence and Additional Questions for the External Review Team 23

4. **Academic Programs and Curricula** 24
   4.1 Programs offered 24
      - Undergraduate programs 24
      - Graduate Programs 24
   4.2 Program curricula 26
Workshops 63

6.4 Assessment of outcomes & improvements made 63

7. Student Profile: Undergraduate Program 70

7.1 Diversity and Demographics 70

Majors and minors 71

Demographics and retention 72

7.2 Time to degree, retention and graduation 73

7.3 Financial Support 75

7.4 Student Achievements and High-impact Experiences 75

Undergraduate research 75

Other high-impact opportunities 76

8. Concluding observations 78

9. Appendices 79

Appendix A. College of Liberal Arts Strategic Plan 79
Appendix B. Sociology Department Bylaws 86
Appendix C. Sociology Department Guidelines for the Evaluation of Faculty 96
Appendix D. Guidelines For Faculty Appointments, Tenure and Promotion 105
Appendix E. Faculty Committee Appointments, 2021-2022 116
Appendix F. Faculty Arrivals and Departures since 2007 118
Appendix G. Abbreviated Faculty Curricula Vitae 119
Appendix H. Graduate Program Student Handbook 120
Appendix I. PhD Placement, 2015-2021 148
Appendix J. Graduate student publications, 2017-2021 152
Appendix K. Graduate student honors and awards, 2016-2021 161
Appendix L. Graduate student presentations, 2016-2020 166
Appendix M. Undergraduate Internship Placements, 2016-2021 182
Appendix N. Undergraduate Focus Areas (Tracks) Offered 184
Appendix O. Selected Undergraduate Presentations, 2016-2021 186
Appendix P. Degree requirements for a BA or BS in Sociology 188
Appendix Q. Institutional Profile 190
ACKNOWLEDGEMENTS

This document was developed by Mary Campbell, Heili Pals, Pat Goldsmith, Steve Garner, Peggy Carris, Luz Cisneros Franco, Andrew Garcia, and Luna Chandna. Many thanks to all of the Sociology department faculty, staff, and students for their input and revisions, and especially to Christi Barrera, Marisa Winking, Zena Miller, Zuleika Carrasco, Kathy Dietrich, Robert Durán, Joe Feagin, Holly Foster, Alex Hernandez, Judith Linneman, Tim Woods, and Joseph Jewell for providing helpful edits, data, and information.

TERRITORIAL ACKNOWLEDGMENT FOR THE COLLEGE STATION CAMPUS OF TEXAS A&M UNIVERSITY

We acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and the Indigenous people that live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.
1. **EXTERNAL REVIEW TEAM CHARGE**

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.

1.1 **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 external review team, what are the degree program’s overall strengths and weaknesses?
- How well do the degree program’s strategic goals align with those of its college and with those of Texas A&M University?
- How would you compare this degree program with its peers? Specifically, is the curriculum directly related and appropriate to the mission and goals of the institution?
- What improvements (including student learning and faculty development) has the degree program made since the previous program review?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the degree program’s performance, marginally or significantly?

1.2 **OVERVIEW OF THE PROGRAM**

The Department of Sociology at Texas A&M offers BA, BS, MS and PhD degrees, and recently celebrated the 49th anniversary of the first Sociology PhD awarded. The department is housed in the iconic Academic Building, perhaps the most photographed building on campus. There are 23 tenured and tenure-track faculty in Sociology, including 11 Professors, 10 Associate Professors, 1 Assistant Professors, as well as 9 faculty in other classifications. The Sociology department currently enrolls about 75 graduate students and 450
undergraduate majors. The faculty employ a diverse range of methodologies and focus on six core areas of emphasis: crime, law and deviance; culture; demography; political and economic sociology; race, class and gender, and social psychology. The department is also closely tied with multiple research entities, including the Race & Ethnic Studies Institute (RESI), the Texas Census Data Research Center (TXC DRC), the Stuart J. Hysom Social Psychology Laboratory, the Howard B. Kaplan Laboratory for Social Science Research; Women’s and Gender Studies; Africana Studies; and Latino/a and Mexican American Studies.

<table>
<thead>
<tr>
<th>Degree Offered</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>47</td>
<td>66</td>
<td>61</td>
<td>61</td>
<td>44</td>
</tr>
<tr>
<td>B.S.</td>
<td>113</td>
<td>146</td>
<td>162</td>
<td>185</td>
<td>132</td>
</tr>
<tr>
<td>M.S.</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M.A.</td>
<td>6</td>
<td>13</td>
<td>7</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>170</td>
<td>225</td>
<td>232</td>
<td>256</td>
<td>187</td>
</tr>
</tbody>
</table>

1.3. ACADEMIC PROGRAM REVIEW
Team

Edward Telles
Distinguished Professor
Department of Sociology
University of California-Irvine
3151 Social Sciences Plaza
Irvine, CA 92697-5100
(949) 824-6800
e.telles@uci.edu

Rayshawn Ray
Professor and Executive Director for the Lab for Applied Social Science
Department of Sociology
University of Maryland
3834 Campus Dr.
College Park, MD 20742
(301) 405-9581
rjray@umd.edu

Pamela Braboy Jackson
Professor
Department of Sociology
University of Indiana
1020 E. Kirkwood Ave.
Bloomington, IN 47405-7103
(812) 855-2540
pjackson@iu.edu

Sharmila Rudrappa
Professor and Director of South Asian Institute
Department of Sociology
The University of Texas at Austin
305 E. 23rd St. A1700
Austin, TX 78712-1086
(512) 232-6310
rudrappa@austin.utexas.edu
2. Executive Summary of the Self-Study Report

Texas A&M University offered its first sociology course in 1918. Beginning as a subject within the Department of Rural Social Science, Sociology has been housed in multiple departments since that time, becoming its own department in 1980. Today, the Department of Sociology at Texas A&M offers BA, BS, MS and PhD degrees. The department is housed in the iconic Academic Building, perhaps the most photographed building on campus.

There are 23 tenured and tenure-track faculty in Sociology, including 12 Professors, 9 Associate Professors and 2 Assistant Professors, as well as 6 Instructional faculty, 1 full-time Professor of Practice and one half-time Professor of Practice. The Sociology department currently enrolls roughly 75 graduate students, 440 undergraduate majors, and 300 undergraduate minors. The faculty employ a diverse range of methodologies and focus on six core areas of emphasis: crime, law and deviance; culture; demography; organizational, political and economic sociology; race, class and gender; and social psychology. The department is also closely tied with multiple research entities, including the Race & Ethnic Studies Institute (RESI), the Texas Federal Statistical Research Data Center (TXRDC), the Stuart J. Hysom Social Psychology Laboratory, and the Howard B. Kaplan Laboratory for Social Science Research. In addition, the newly forming Collaboratory for Research Impact of Social Science (CRISS) is a new center that could become a focus for interdisciplinary collaboration.

This self-study of the department focuses on the past five years (2016-2021), as specified by the program review guidelines.

2.1 Strategic Plan & Program Growth

Below, we highlight the key ways in which the department is working to produce high-impact experiences for students, high-impact research, and serve the people of the state of Texas. Our faculty are award-winning researchers who have held some of the most prestigious offices in Sociology. Our faculty include a former President of the American Sociological Association, a former president of the Southern Demographic Association, and the current president-elect of the Southwest Sociological Association. Our faculty have had major awards named after them (ASA’s Section on the Sociology of
Development’s “Samuel Cohn Distinguished Service Award”) and have won major research career awards from the American Sociological Association (for example, the Cox-Johnson-Frazier Award, the W.E.B. DuBois Career of Distinguished Scholarship Award, and the Public Understanding of Sociology Award).

Despite the very difficult global public health circumstances for the last 18 months, in the past five years, our faculty have produced more than 30 books and more than 150 articles and book chapters. They have secured funding from federal grants and private foundations, and they continue to create new collaborations on- and off-campus.

2.2 GRADUATE PROGRAM
The mission of the graduate program is to train students to be active researchers and engaging teachers, so that they will flourish in academic settings as well as research and policy settings. To this end, we have developed a curriculum that requires all students to take two theory courses (classical and contemporary) as well as three methods courses (Measurement of Sociological Parameters, the Seminar in Sociological Research and either Qualitative Methodology or Comparative Historical Methods). Additionally, every graduate student must take three professionalization seminars: Introduction to the Profession, the Teaching Seminar (if they wish to teach a course as the instructor of record), and Publication.

If students do not already have a master’s degree, we require a master’s paper, a paper that is deemed by the student’s committee to be publishable. This paper is to be completed by the end of the student’s second year in the program. Toward this end, we require a course that students take while they are developing their project (in the spring semester of their first year) which addresses issues involved in developing and testing theoretical ideas.

We also require our students to develop expertise in a major and a minor area, and it is in these areas that they take preliminary exams. We stress the mentorship relationship, and emphasize the importance of publications. As demonstrated in Appendices J and L, most of our doctoral students leave with at least one publication and experience in conference presentation, key stepping stones to professional success. Many of our students have received awards reflecting their accomplishments, as shown in Appendix K.

Since our last program review, we have divided the faculty graduate advisor position into two positions: Director of Graduate Recruitment and Director of Graduate Retention, Professional Development and Placement.

2.3 UNDERGRADUATE PROGRAM
Our undergraduate program is designed to be rigorous, with two required theory courses and two required methods and research design courses. The university now requires all
undergraduates to have two writing intensive courses in their major and we have developed a number of these courses. Our second research methods course is designated as a writing intensive course and we believe that writing a research paper that incorporates the development and empirical testing of ideas is particularly important. We have a vibrant internship program, first developed more than fifteen years ago and flourishing under the leadership of Kathy Dietrich, who has overseen it since 2008. There are around 100 intern positions in a given year and all of these require a research component in addition to the 100 hours of experience. We also have two undergraduate “professionalization” courses that introduce our students to possibilities for employment, graduate school and expanded education, and teaching and research fellowships for high performing sociology majors.

Since our last program review, we have divided the undergraduate faculty advisor position into two positions: Director of Undergraduate Curriculum and Director of Undergraduate Programs. In the last five years, with help from the college, we have also developed and expanded our advising functions. We have two full-time advisors that we share with other departments on campus.
3. INTRODUCTION TO THE DEGREE PROGRAM

3.1 BRIEF HISTORY OF THE DEPARTMENT
Texas A&M University was established in 1876. Sociological studies were first developed within the College of Agriculture. The first sociology course was offered in the 1918-1919 academic year. In 1920, the Department of Rural Social Science was created, incorporating both sociology and agricultural economics. The Sociology and Anthropology department was created in 1969 and left the College of Agriculture to become part of the College of Liberal Arts. During this time, the Department of Rural Sociology also existed. (The Department of Rural Sociology persevered until the 2000’s and then was absorbed into the department of Recreation, Parks and Tourism Science.) The first MS was awarded in 1925 and the first PhD in 1972.

Our last program review was in 2014. At that time there were 100 graduate students and over 450 undergraduates, with 26 tenured and tenure track faculty and 4 instructional faculty (an academic professional track within the university that allows for advancement within the track but does not include tenure).

3.2 MISSION, PLANNING, AND GOALS
MISSION
The faculty and staff of the Sociology Department at Texas A&M University (TAMU) are dedicated to achieving excellence in the areas of research, teaching and service. The faculty undertake rigorous research addressing important issues in social science and social policy. As part of their mission they extend the frontiers of knowledge by: developing new concepts and theories and refining existing ones; by developing and refining methodologies for studying the social world; by designing and executing studies that better describe the social world and explore and test our ideas about it; and by sharing and disseminating these achievements via the publication of books with prominent presses and articles in leading scientific journals.

The faculty in the department embrace the charge, given to them by the Higher Education Coordinating Board of the State of Texas, to produce future generations of scholars and researchers. To accomplish these goals, the faculty strive for excellence in graduate instruction. They also work closely with graduate students, supervising them
and mentoring them to help them become accomplished researchers and instructors.

The faculty in the department are committed to the goal of excellence in undergraduate instruction. Through rigorous classroom instruction, honors courses, a certificate program, an internship program, and other special programs, the faculty help students develop critical thinking, leadership and decision-making skills and enhance academic and employment opportunities for undergraduate students.

The faculty and staff of the Department are dedicated to providing excellence in service to the state, the university and the discipline and promoting diversity in graduate and undergraduate education.

PLANNING

The Sociology faculty have engaged in several major strategic planning activities since our last program review. We held a retreat soon after our last program review (in Spring 2015) in order to go over the recommendations from that review and make changes to our bylaws (changing administrative structures) and course requirements for graduate students (for example, placing a greater emphasis on training for publishing and increasing the teacher training course from 1-credit to 3-credits, to better reflect the amount of time that students were investing in their pedagogical training).

We held another retreat in 2017 to discuss our mission, recruitment, graduate program, graduate funding, course structure, and governance. At that retreat, we also developed our strategic faculty hiring plan, creating a document that has guided our proposals for new faculty lines and the order in which we have pursued filling openings in our program.

The department’s executive committee has discussed having another planning retreat soon. Our new department head, Steve Garner, joined the department this semester (Fall 2021), and so the committee decided to delay that planning discussion until he could participate.

Regular planning activities occur in executive committee meetings, with faculty bringing topics and questions that they would like to see addressed to that committee for discussion. The committee then brings proposals to the full faculty for discussion and votes. Standing committees similarly bring planning topics to the full faculty meeting regularly for discussion.

ALIGNMENT OF COLLEGE AND PROGRAM GOALS

The College of Liberal Arts laid out strategic goals for the next five years in the Shape the Future 2021-2026 strategic plan (see Appendix A). The
strategic priorities in the plan are to enhance teaching and student success; build community; champion influential research; reach out with strategic messaging; and create a thriving workplace. They also identified cross-cutting themes including embracing diversity and inclusiveness and fostering collaboration.

Our departmental goals are well-aligned with this plan. The themes are especially closely linked with the department’s goals. Our commitment to diversity and inclusion is long-standing; at the last program review in 2014, the external review committee described our department as a “national leader” in this area. The Sociology department has expanded recruitment efforts at the undergraduate and graduate level designed to increase diversity, and our active Diversity committee has worked to increase inclusiveness in our department by, for example, working with faculty of color and graduate student instructors of color to increase their feelings of safety and support in the classroom. Over the last several decades, we have targeted Race and Ethnicity as our central area. Almost every faculty member addresses issues related to diversity, including issues of inequality, gender, and class. At our last program review, the external review committee concluded that these efforts have put us “among the top 5” departments in the country for the sociological study of race and ethnicity.

Our faculty are also engaged in a wide range of interdisciplinary collaborations, as we discuss in the faculty section. Just as one example of this, within the last five years our faculty have directed or coordinated 6 different interdisciplinary centers or programs on campus: the Texas Federal Statistical Research Data Center (TXRDC), the Race and Ethnic Studies Institute (RESI), the Collaboratory for Research Impact in the Social Sciences (CRISS), Women’s and Gender Studies, Latino/a and Mexican American Studies, and Religious Studies. We seek to establish national prominence by adhering to high standards for our faculty, graduate students and undergraduate students.

As discussed below, the Sociology department has also been very active in teaching innovations, with faculty engaging in service-learning, participating in programs to support first-generation and underrepresented students (such as Freshman Innovation Group classes and Posse), and creating new senior-level professionalization courses and first-year experiences for undergraduates. We have also worked to support our graduate students’ and faculty’s influential research through such initiatives as providing consulting resources for applications for external grant funding and supporting junior faculty’s participation in mentoring programs like ADVANCE and the National Center for Faculty Development and Diversity.

We have also worked hard to create a thriving workplace where all of our staff, faculty, and students feel supported. Examples of new initiatives since the last
self-study include adding a space in the department for breastfeeding and creating new hallway signage in multiple languages.

Our department was ranked 41st in the 2021 US News Rankings. This puts us about 25th for public universities. This is a slight improvement over our ranking in our last self-study (where we were ranked 46th in 2013). We are tied with Boston University, SUNY-Albany, and the University of Iowa. The ranking is based on reputation only and there is traditionally quite a bit of volatility around the middle ranks. Still, we have the goal of improving this ranking over the long term by increasing the visibility of our faculty, research, and graduate program.

3.3 ADMINISTRATIVE STRUCTURE

Texas A&M University is the main campus of the Texas A&M System, which is one of the largest systems in the United States. It includes 11 universities, a health science center, and 8 state agencies. The Chancellor oversees the management of the system, while the President has the responsibility for Texas A&M University. There is a nine-member Board of Regents, plus a non-voting student member. Members of this board are appointed by the Governor of the State of Texas and then confirmed by the Texas Senate for six-year terms. The Provost is the primary academic officer, responsible for teaching, research and service activities of the university.

Sociology is located in the College of Liberal Arts, along with 11 other departments, 4 interdisciplinary programs, and 7 interdisciplinary centers or institutes.

The sociology department’s administrative structure includes the department head, an associate department head, a director of undergraduate curriculum, a director of undergraduate programs, a director of graduate admissions, and a director of graduate evaluation and retention. The department head position is acquired through application to the department and to the dean of the college. The department votes on whether candidates are acceptable, and the dean is charged with making the final decision. The department head initially appoints the other faculty administrative officers, but the tenure track faculty also vote to confirm the appointments.

We have a very small staff. Our office staff consists of our Senior Administrative Coordinator, Christi Barrera, and our Administrative Coordinator, Marisa Winking. Christi Barrera is charged with supporting the department head and maintaining files and materials related to faculty. This includes confidential matters such as tenure and promotion, hiring, etc. Marisa Winking handles office matters including graduate student issues which include recruitment, admissions, nominations, etc. Four business staff are shared with 3 other departments, and they are in
charge of all financial issues, including payroll, onboarding, and departmental accounts.

The college supports two advisors assigned to our undergraduates part-time, Zuleika Carrasco and Ziena Miller. They advise students and help develop and maintain policies relevant to our undergraduate program. The college also supports IT staff charged with supporting all the college units.

We routinely hire 3-4 student workers to help with the office. Because we have relatively few staff, these student workers are critical for our day-to-day activities. Student workers answer phones, help with developing reports and spreadsheets, run errands, copy, and do many other assorted tasks essential to keeping our front office running.

Our award-winning and exceptional staff has consistently maintained high standards, working overtime when some deadline necessitated it. Every academic understands how important the staff are for the day-to-day efficiency and comfort of the department. Our staff have definitely helped our department and provided a welcoming climate. Unfortunately, in many cases, their salaries are low. Recently we have been able to seek small raises and promotions for staff, as well as one-time bonuses.

**Structure of Departmental Decision Making**

The department head is the executive officer of the department. They are responsible for administrative duties that include presiding over departmental meetings, hiring and supervising the staff, coordinating and overseeing annual reviews for faculty and staff, and overseeing curriculum developments at both the graduate and undergraduate level. They are also responsible for the departmental budget and allocation.

The associate department head duties can vary a great deal depending on the department head and the needs of the department. The associate department head serves as the acting head when the department head is unavailable, and usually helps with scheduling issues, committee assignments, and policy issues.

The graduate directors are the chief officers for our graduate program. They direct and coordinate the Graduate Recruitment and Evaluation/Retention Committees, the committees charged with deciding which graduate applicants will be admitted and with the annual evaluation of the graduate students as well as policy matters for the graduate program. Each director chairs their own committee and sits as a non-voting member on the other graduate committee, to ensure coordination across the program. The recruitment director plans and hosts our annual open house for graduate student applicants and recruiting trips. They usually teach the professional development proseminar that is required for all graduate students. The director of graduate recruitment is also the departmental representative to the
College Graduate Instruction Committee.

The Director of Undergraduate Curriculum is responsible for policy issues related to undergraduate advising and for undergraduate curriculum. The Director of Undergraduate Programs coordinates our undergraduate research fellowships, teaching fellowships, and internships. Together they jointly chair the Undergraduate Curriculum and Program Committee. The Director of Undergraduate Curriculum is the departmental representative to the college Undergraduate Instruction Committee. To ensure high standards, we have codified our guidelines for promotion and tenure, as well as for the annual faculty and graduate student review processes. The faculty and graduate student review processes occur every year: each faculty member and student fill out an annual review form that is then evaluated by our elected departmental executive committee. Each faculty member then receives a letter of review from the committee.

The department is also committed to open, transparent decision processes. Our bylaws (see Appendix B) specify the organization and decision-making processes of the department. The faculty ordinarily meet as a whole every month, although faculty meetings may be called at any time.

Other Departmental Committees
The department has a set of standing committees and ad hoc committees to address issues that arise. At the beginning of each academic year, faculty are asked for their preferences and then the department head and associate department head draw up committee assignments. Graduate students hold elections for their representatives and undergraduate representatives are chosen based on faculty recommendation. (For a listing of the committees for Academic year 2020-2021, see Appendix E).

Additionally, each of our six substantive sections is asked to select a coordinator who is responsible for coordinating meetings and helping with course scheduling within the section.

Tenure and Promotion Committee
The Tenure and Promotion Committee reviews applications for tenure and promotion from Assistant to Associate Professor and consists of all tenured faculty at the associate or full professor rank (with the exception of the department head). For candidates for promotion to full professor, the committee consists of all full professors (with the exception of the department head). A chair of the committee is appointed by the department head, and this person coordinates meetings and subcommittees for service, teaching and research.

The department head does not serve on the tenure and promotion committee as they submit a separate evaluation of each case. Consequently, there is a report and then a vote of the tenure and promotion committee (or
the promotion committee for candidates for full professor) and a report and vote of the department head submitted for each candidate.

Promotion committees for our instructional faculty or professors of practice being considered for the Associate rank consist of all faculty at the Associate rank or higher, in all tracks. Promotional committees for instructional faculty or professors of practice being considered for the Full rank consist of all Full professors in all tracks.

3.4 Department Resources: Facilities and Finances

Space

The sociology department is located in the center of campus in the Academic Building. The Academic Building is over 100 years old and is a landmark for the campus. The department occupies about 2/3 of the third floor and about 1/2 of the fourth floor. Interspersed on the third floor are spaces for faculty in Hispanic Studies and International Studies. The fourth-floor space not occupied by the sociology department has been newly renovated in 2020 and holds the Racial and Ethnic Studies Institute (RESI) and the new Collaboratory for Research Impact of the Social Sciences (CRISS).

Since the last self-study, we lost the additional offices for graduate students that we had in other buildings, and we also lost several offices on the 4th floor when the space for RESI and CRISS was renovated. These changes have increased the space problems that our graduate students face. Not all of our graduate students have an assigned office space. Those who do are mostly housed in “bullpen” offices, which can create difficulties for students who are instructors and need to meet with students. When space allows, we place graduate students in other offices on the third and fourth floors of the Academic building.

Space is an important resource and it is clear that we require more space for our graduate students and for our research projects.

Computer Resources

Every faculty and staff member has a personal desktop and printer installed in his or her office. Additionally, faculty members have the option of purchasing supplementary equipment, such as laptops, tablets, scanners, and other hardware. Flexibility exists in the choice of these computing resources. Faculty can choose to use Macintosh or PC-based systems.

There is a university-wide program for allocating faculty workstations every 4 years. Every microcomputer is connected to the Texas A&M University campus-wide network.

The Department of Sociology has a Graduate Student Lab with computers, printers, and a large plotter (for printing posters). These computers are available for student use and have a myriad of software such as Windows, Microsoft
Office suite, SAS, SPSS, Stata, and Atlas.

The department also maintains an instructional laboratory designed for undergraduate methods and design classes, which includes laptops for student use. Additionally, the department shares a conference room with Hispanic Studies outfitted with networking capabilities that can facilitate and enable outreach efforts and distance learning for graduate courses.

To support and maintain the above hardware, the College of Liberal Arts has an IT center that provides the necessary maintenance. Other resources from the center include: Instructional and web design services, network services such as shared drives, technical support/training for software and hardware.

One long-term source of concern is that the available IT support does not include specialized knowledge related to statistical software and hardware important for much social science research. The department continues to seek new sources of support for statistical consulting, a resource that could benefit many social science departments.

RESEARCH CENTERS AND LABS
There are multiple research entities and laboratories that are closely tied with researchers in the Sociology department and provide support. One significant example is the Race and Ethnic Studies Institute, or RESI. RESI was directed by Dr. Vema Keith until she left TAMU in 2018. RESI regained a director in 2020 when Dr. Troy Harden assumed the role. RESI has an active (currently virtual) interdisciplinary speaker series, research projects such as two waves of a survey of race/ethnicity in Texas (in 2015 and currently on-going), and developing collaborations with other institutions such as the nearby HBCU Prairie View A&M University. RESI’s newly renovated space in the Academic Building includes offices, conference rooms, and socializing spaces for research teams.

The Stuart J. Hysom Social Psychology Laboratory is housed in the Academic building. The laboratory has several rooms designed to be easily configured in a variety of ways and includes technology resources designed for use in experimental work, including iPads and software that was designed by scholars in the lab for use across the country. The laboratory has been supported with funds from Texas A&M University (the Sociology department, the College of Liberal Arts, and the Office of University Research) and the National Science Foundation. The Hysom lab is a rare resource for a sociology department; only a few others have active social psychology labs (Iowa, Stanford, Indiana, South Carolina, Georgia, Kent State). However, we are in danger of ours becoming inactive. Jane Sell retired in 2020, and since then, the lab has lacked a director. The lab supports overlapping concentrations, particularly crime, law and deviance and race/ethnicity, and attracts faculty and graduate students from psychology.
and sociology, but we do not currently have a faculty member whose primary focus is experimental work. This is a critical hiring need.

Many Sociology scholars, as well as others around the University, are also affiliated with the Texas Federal Statistical Research Data Center (TXRDC) housed in the Teague Building on central campus. The TXRDC emerged from an initiative led by faculty in Sociology and is currently directed by Mary Campbell from Sociology. The TXRDC is one of more than 30 Research Data Centers located at leading research universities and institutions around the country. RDCs enhance the research environment by providing qualified researchers the opportunity to use restricted-access versions of many important datasets in the federal statistical system (including data collected by the U.S. Bureau of the Census, economic censuses and surveys, data from the National Center for Health Statistics, and others). The nature of these data, combined with the potential to merge multiple data sets to make new data sets, allows researchers to conduct analyses that would not be possible with public-use data. The TXRDC opened in 2012 and has been very active since that time. The TXRDC provides proposal development workshops and employs multiple predoctoral students who can directly assist researchers at Texas A&M University and other TXRDC Consortium member institutions develop and undertake projects using restricted data. Currently the TXRDC has active research projects and proposal development efforts from researchers drawn from many different disciplines (e.g., business, demography, economics, management, policy studies, political science, public health, sociology, urban planning, etc.) and from institutions throughout the TXRDC consortium – specifically, TAMU and the Texas A&M System, Baylor University, Rice University, the University of Houston, the University of Texas at San Antonio, and the University of Texas at Austin (which houses a branch of TAMU’s TXRDC). The TXRDC thus serves as a hub for interdisciplinary and intercollegiate research in the region and is engaged in active discussion with additional institutions who may join the consortium in the future.

Fourth, the Howard B. Kaplan Laboratory for Social Science Research has a long history at Texas A&M, continuing the work that Howard Kaplan started in the 1970s, when he began collecting data for a longitudinal study of deviance, substance abuse and stress. Today, this study provides one of the few data sources that spans two generations, including data beginning with 7th graders in the Houston Independent School District in the 1970s and following them through their mid-life, as well as following their children through their transition into young adulthood. Much of this work has been supported by grants from the National Institutes of Health, and the data were used by Howard Kaplan and his colleagues to explore a wide range of questions around deviance,
criminology and substance abuse. Over 200 academic books, papers and book chapters have resulted from this project. Today, the laboratory is continuing his work, preserving and analyzing the data that has been collected and preparing to both continue the data collection and to make some portions of the data available for public use. Since the last program review, a postdoctoral fellow, multiple graduate students and several undergraduates have been actively involved in using the data and ensuring that it is fully digitized for other’s use. Additionally, the Howard B. Kaplan Assistantship is awarded to a graduate student who is writing his or her dissertation. Funding for this assistantship is made available through funds established by the friends and family of Howard Kaplan.

CRISS (the Collaboratory for Research Impact in the Social Sciences) is the product of many years of work in the College of Liberal Arts. In 2016, the College convened an interdisciplinary Task Force on Social Science Research Support, and this task force met with leaders at other social science research centers and made recommendations for developing such a center at TAMU. This group hosted several methodology workshops of general interest to social scientists, coordinated a small seed grant program, and developed ideas about the future role such a center could play. In 2020-2021, Dr. Theresa Morris (in Sociology) received an administrative fellowship from ADVANCE to meet with social scientists across campus and develop the structure of the new center, and she worked with the College of Liberal Arts to develop programs to extend the impact of social science research at TAMU (such as workshops on how to submit to the website “The Conversation”) as well as seed grant programs encouraging impactful research. As of the writing of this self-study, CRISS does not yet have a director, but CRISS has a newly-renovated space on the 4th floor of the Academic building that interdisciplinary social science teams can write proposals to use, and approval comes with research support.

Sociology faculty have also been involved with the Melbem G. Glasscock Center for Humanities Research, which provides funding for research as well as residential and research fellowships, cultural enrichment and campus diversity grants, funding for working groups, publication support, course development grants, and seminar programs. The Glasscock Center has regular programs and activities, including conferences, colloquia, seminar series, roundtable discussions and working groups. This Center is housed in the College of Liberal Arts and supports independent and cross-disciplinary work throughout the college.

DEPARTMENTAL BUDGET
Our annual base budget allocation for FY 2021 salaries was $3,537,819: $2,990,288 for faculty lines, $104,352 for staff lines, $443,179 for graduate assistants. Some of the budgeting processes of the department are
centralized. For example, salary savings from faculty leaves without pay, departures, and retirements are transferred to the College, and then the department requests money for positions, replacement teaching and other needs. This means that faculty lines are not replaced one-for-one.

Graduate students are on 9-month contracts that will pay $16,000 and $16,500 for those who are ABD beginning FY22. This is a $1,000 raise from 2017-2021. Tuition and fees for graduate students are funded by the college, the department, or a faculty member depending on a number of factors. We receive financial assistance for graduate students through Aviles Johnson Fellowships (for students from underrepresented groups). The Department pays Fellows $8,000 for each of the first three years and the Office of Graduate and Professional Students pays Fellows an additional $20,000 and their tuition and fees. After the third year, we fund Fellows at the same rate as our other graduate students. We currently have 12 Aviles Johnson Fellows in their first three years. The money saved by the department on their stipends in the first three years is used to pay the stipends of those that transition to their fourth and fifth years. We will receive an additional $91,000 to support the graduate program in FY22 (which was a small cut from last year’s $97,000) that we use for graduate student stipends, summer fellowships, recruitment, tuition and fees, and research needs.

We received $155,000 for operating expenses. These include faculty research funds, copying, telephone, student worker support, speaker support, business meals, etc. Faculty development funds are also derived from our operating expenses. In recent years, we have allocated around $1200 per year to every tenure track faculty member for any research-related activity. We have not restricted this to travel, since different faculty have different research needs. Faculty on the instructional track received $700 a year for their teaching, research or service activities. Amounts are variable and subject to changes depending on the budget challenges faced by the department. We received additional money last year related to COVID signage and accommodations. This year, we have provided basic PPE for department members (masks, alcohol wipes, microphone covers, etc.).

Additionally, we receive funds for instructional support derived from undergraduate student tuition. These funds can only be spent on activities that directly benefit the undergraduate courses and experience. In our department, this has been an important source of funding for graduate students who assist faculty in grading, developing materials, or mentoring students. In past years, this source has provided the department with $70,000. This money also is used to fund a few undergraduate student employees assisting instructors with grading and other instructional support. In the coming years, the policy regarding
these fees will change, and it is not yet clear how that might affect the department.

3.5 ANALYSIS

IMPROVEMENTS SINCE THE LAST REVIEW

Our department’s last review occurred in 2014. Since that time, there have been some significant changes in the department. As we will discuss in more detail below, administrative functions in the department have been formalized and shared among more faculty in order to reduce the service burden on individual faculty (for example, there are now two graduate directors, so that recruitment and evaluation tasks, both of which are time-consuming in the Spring semester, do not fall on the same person). We also formalized the hiring and promotion guidelines for instructional track faculty, a career track that was relatively new at the time of our last review.

We also formalized the faculty mentoring program, ensuring that each junior faculty member selects one or two senior faculty as mentors and then has regular meetings with the mentors and the department head, in order to make sure that each faculty member is getting consistent guidance (in response to research that shows that junior faculty sometimes receive conflicting advice from mentoring teams).

Following the recommendation of the last review committee, we established a 3-credit graduate course in pedagogy (replacing our 1-credit course), discussed in detail below. In addition, we have raised the stipends for graduate students. In 2014, we paid $12,150, $13,050, and $13,950 at the masters, doctoral, and ABD levels. We now pay $16,000 and $16,500 at the pre- and post-ABD levels. As recommended in our last review, we limited the size of our graduate cohorts and now make more multi-year funding offers to newly admitted graduate students, and we fund a greater proportion of admitted students.

To promote publishing for graduate students, we formalized two required courses: a master’s paper course and a publication course.

To encourage grant writing, we added grant applications (in addition to rewards) to our annual faculty review guidelines, and also offer graduate students an optional grant writing course. We believe this led to more applications and funding, although primarily for internal grants. We also support grants by contributing to a graduate research assistant’s stipend when a faculty member’s grant is unable to fully fund them.

Our annual assessments of graduate students shows that we need to improve
their skills, especially in methods. This year we developed and received approval for a new methods course designed to improve the skills of incoming graduate students who have not had strong training in their undergraduate program. The new course is also a part of the Applied Master's program we hope to implement, if our plans are approved. In the meantime, Mark Fossett and Ernesto Amaral have offered free workshops for graduate students in methods for two years now. These workshops have been optional but popular.

**STRATEGIC PATH TO EXCELLENCE AND ADDITIONAL QUESTIONS FOR THE EXTERNAL REVIEW TEAM**

One of the concerns that the department faces in planning a strategic path forward is the loss of faculty who were key to several of our areas of focus in the department. For example, the retirement of Jane Sell leaves us without a director for the Hysom experimental lab, a key resource that few sociology departments have and therefore a significant benefit when we are recruiting faculty and students. We have also had faculty retire recently in Demography, Culture, and Race/class/gender. We would appreciate any suggestions or feedback on supporting our existing areas of concentration, especially in light of recent and upcoming faculty losses.

Second, we would also appreciate any thoughts the team would like to share about recruiting Sociology majors. As we will discuss below, the number of undergraduate majors in our department has dropped from a high of 675 in the fall of 2017 to 440 in 2020. Our number of students completing a Sociology minor has been rising during that same time period, with 300 students enrolled as Sociology minors in 2020. We have discussed various methods of increasing recruitment of Sociology majors but would appreciate any input the team has as well.

Third, we would appreciate any feedback the team has on the structure of the graduate curriculum. We have had recent discussions about potential revisions to the curriculum, especially as decreasing cohort sizes mean that we cannot offer as many graduate courses each semester. (Graduate classes at TAMU have a minimum enrollment of 5 students.)
4. ACADEMIC PROGRAMS AND CURRICULA

Both the undergraduate and graduate programs are discussed in detail in the Student Profile chapters. Here, we introduce the programs’ structure and some key facts about our strategic plans for the department’s future.

4.1 PROGRAMS OFFERED

UNDERGRADUATE PROGRAMS

The day-to-day affairs of the undergraduate program are coordinated by the Director of Undergraduate Curriculum, Warren Waren, and the Director of the Undergraduate Programs, Katheryn Dietrich, and supported by the Undergraduate Academic Advisors, Zuleika Carrasco and Ziena Miller.

The Department of Sociology offers both a B.A. and a B.S. degree, as well as a Sociology minor. Students can also specialize if they wish to by selecting an area of focus. Degree requirements for both the BA and the BS degrees can be found in Appendix P, and details about the areas of focus that students can select can be found in Appendix N.

In addition, the Department of Sociology and the Bush School of Government and Public Service offer a 5-year (3+2) combined degree program that allows Sociology majors to enter the Bush School at the start of their senior year (typically year four) at Texas A&M University. This enables students to receive their Sociology undergraduate degree (BS) and a Master of Public Service and Administration (MPSA) graduate degree in five years.

GRADUATE PROGRAMS

Currently, our program only admits students who intend to complete a PhD. We admit students who do not have a master’s degree, as well as students who already have a master’s degree from another institution. Those who have no master’s degree take two years of coursework and complete and defend a publishable paper before they are advanced to PhD candidacy. Those who have already completed a master’s degree have their thesis evaluated by a committee of their choice in order to ensure they have met this same requirement. Doctoral candidates select a major and minor area of focus, complete coursework and preliminary exams in both areas, and complete a dissertation.

We do not currently admit any students to the terminal master’s degree (although rarely students do complete this degree before leaving the program). Sociology majors have an opportunity to earn a master’s degree in a 3+2 joint program with the Bush School.

However, we also hope to open a terminal Master’s of Science in Applied Sociological Research degree directly in
the Sociology Department. Our vision is that this proposed program will best serve strong undergraduate sociology students who are interested in pursuing advanced training in sociological methods and applying those methods outside of academia. Distinct from our Sociology Ph.D. program which prepares academics and researchers, the proposed Master of Science in Applied Sociological Research program would train researchers and analysts who will apply their sociological insight to the challenges confronting communities, institutions, organizations, government agencies, working groups, policymakers, consumers, marketers, campaigners, and advocacy groups.

The Master of Applied Social Research will set students on a trajectory to begin careers in occupations such as:

- Survey or market researchers
- Program evaluators
- Evaluation researchers
- Policy analysts
- Grant writers
- Report writers
- Investigative journalists
- Diversity specialists
- Community advocates
- Educators

And some students of course will be motivated to continue their training towards a Ph.D.

This proposed Master's program will be offered both as a 2-year MS program and as a "3+2" program where an advanced undergraduate can begin taking graduate classes early and complete their undergraduate and Master's training in five years. The new courses associated with this program have been approved in the University’s course approval system (CARS). Interim Dean Oberhelman has met with the committee to chart a course to final approval. The curriculum itself is merely rearranging our existing Master's program, which makes the path to approval simpler. We are hopeful to get final approval and start the program in 2022. The major hurdle in getting the Master's program approved is that the program is designed to use a student fee to hire a coordinator to run the program, and because of concerns about new fees during the time of the pandemic as well as transitions in college and department leadership, we do not yet have approval for our proposed fee. Without hiring a coordinator, we would be unable to launch this program, because it would limit our faculty’s ability to contribute to the current programs in the department. We are moving forward this year with the proposals to revise the program and request the new student fee.

We hope that the proposed terminal Master's degree will also enhance our current doctoral program. First, some exceptional students from the Master's degree may be motivated to continue in the Ph.D. program. Second, the proposed data analysis courses for the terminal Master's program will help prepare those incoming Ph.D. students who have not had enough statistics preparation. Several of our incoming
Ph.D. students have not had enough quantitative preparation or have had it a long time ago. Currently, we guide these students to take undergraduate SOCI 420 Data Analysis course in their first semester to prepare them for the required SOCI 631 (quantitative data analysis) in their second semester. However, the proposed Master’s data analysis course would be a much better way to ensure that our incoming Ph.D. students are ready for their required Ph.D. level data analysis course. Third, it would add courses to our graduate program that from which our doctoral students would also benefit, such as a course on program evaluation.

4.2 PROGRAM CURRICULA

UNDERGRADUATE CURRICULA

The last five years have seen several changes in the undergraduate curriculum. One of the significant changes is the university’s revision of the core curriculum. In the past, virtually all of the Sociology department’s courses were considered part of the Social and Behavioral Sciences Foundational Component Area, and fifteen were also designated as part of the International and Cultural Diversity requirement. When the core curriculum was revised in 2014 and then again more recently, our courses were assigned to a range of core curriculum categories, including International and Cultural Diversity (ICD) and Cultural Discourse (CD). Courses that meet the ICD requirement are SOCI 205 Introduction to Sociology and SOCI 206 Global Social Trends. Courses that meet the CD course requirement are SOCI 207 Introduction to Gender & Society and SOCI 217 Introduction to Race & Ethnicity. These courses are regularly recertified, with faculty and graduate teaching assistants providing examples of syllabi, assignments, and projects that meet the core requirements.

All of our courses in the core curriculum provide a focus on empirical methods of evaluating interactions among individuals, groups and institutions. Each course is required to contain specific components that relate to critical thinking, communication, empirical and quantitative skills, and social responsibility. The long-term implications of these changes are that we will have to ensure that we offer the core courses often and with sufficient numbers of sections to meet the demand for the courses.

Based on the strengths of the faculty and the needs of the students, the undergraduate program now also offers several ways to focus your undergraduate degree program (see Appendix N for a description of the program for each focus area). These options are somewhat rare in Sociology departments; according to the American Sociological Association, only 43% of departments in 2006 offered specializations to undergraduates, and those who did were most likely to offer them in criminology or social
GRADUATE CURRICULA
Completion of the Master’s program in the Department requires at least 34 credit hours of coursework, including seven required courses: Classical Theory, Contemporary Theory, Measurement of Sociological Parameters, Seminar in Sociological Research, and either Qualitative or Comparative and Historical Methods. In addition, a 0-credit professional seminar for new students; a 3-credit teaching sociology seminar, and a 3-credit Master’s paper course are required. The Master’s program can be completed with a thesis, a master’s paper, or a non-thesis option that requires additional coursework. The thesis and master’s paper options are similar (both require a paper of publishable quality), but the master’s paper does not have to comply with all of the university thesis requirements and timelines, and is only an option for those students who are continuing on to the doctoral degree. We recommend that students take the more efficient “master’s paper” track. Currently, all of our students are working towards the Ph.D. program and only very few exceptions decide to terminate their program with the Master’s degree without continuing to the Ph.D.

One of the distinguishing features of our graduate program is the requirement that every doctoral student identify a major and a minor area of study, ensuring both depth and breadth in training. The major consists of at least four courses from a single area of concentration, and the minor consists of at least three courses from a single area of concentration. (It is possible to construct a major and a minor both within one of the Department’s areas of concentration if the student’s committee agrees that they reflect two distinct specializations within the area, such as race and gender from the Race, Class and Gender area.) While the major has to be selected from the 6 main areas in the department, the minor can be constructed in consultation with the advisor to be a more specific area either within one concentration or outside the 6 areas. Doctoral students take preliminary exams in both their major and minor areas of concentration.

The doctoral degree requires an additional 64 hours of coursework beyond the master’s degree or master’s paper; this includes at least 21 hours of coursework in the major and minor (12 hours in the major and 9 hours in the minor); a sociology publications course (3 hours); a minimum of 18 Research Hours and additional 22 hours in Research Hours (691) or Elective courses. In addition to the coursework, students must pass a preliminary examination in...
the student’s specialty areas. The exam is designed and administered by the student’s committee, who give each student explicit requirements about the form of the exam. These exams can be either in-class exams (usually an 8-hour closed-book exam on campus) or at-home exams (usually a 3-day open book exam at home). The committee prepares questions that are suitable for the selected form of the exam. Students must also complete and successfully defend a dissertation, which must be a major research project that extends the boundaries of the discipline. This process is also guided by the student and the student’s committee, with the proposal and the defense of the proposal serving as a guideline for the committee’s expectations.

Preparation for teaching

A comprehensive teaching training and mentoring program for our students also sets our graduate program apart from those of many comparable institutions. The pedagogical training, development and mentoring of graduate students in the Department of Sociology includes four components described below. All were developed and are guided by Dr. Judith Linneman, an Instructional Professor and Director of Instructional Training and Teaching Resources (hereafter referred to as “the Director”).

All graduate students in the Texas A&M Department of Sociology are required to take a 3-credit teaching course (SOCI-680: Teaching Undergraduate Sociology), taught by the Director. This semester-long course focuses on preparing graduate students for teaching sociology at the college level, particularly at Texas A&M University. Graduate students must have earned their Master’s Degree (or equivalent) and successfully completed all requirements of SOCI-680 before they can be assigned primary teaching responsibility for a course.

The Teaching Course involves four primary course components.

Classroom Instruction. Topics covered include, but are not limited to:

- Overcoming Anxiety and Self Doubt about Teaching
- Teaching: Gift or Learned Skill?
- Attributes of Excellent Teachers
- Nature of Teaching Sociology
- Essence of Introduction to Sociology
- Is Teaching at TAMU Unique?
- Teaching Controversial Topics
- Title IX
- Diverse Classrooms; Learning Styles
- Teaching Styles
- Syllabus Requirements/Components
- Features of Effective Syllabi
- Resources and training available from the Texas A&M Center for Teaching Excellence, Teaching Assistant Institute; and Center for the Integration of Research, Teaching, and Learning
- Meaning of Grades
- TAMU Grading Policies
- FERPA Rules; Dos and Don’ts
Mini-Lectures. SOCI-680 students are placed in collaborative teaching teams of three or four and required to present a brief lecture to their teammates (out of class). Team members share feedback and submit brief reflection papers. Then they present an improved version of the mini-lecture to the entire class and the Director. Lectures are recorded and reviewed by the Director and recordings are made available to the presenters. Students are also required to submit copies of any PowerPoint slides and a series of sample test questions covering the content of their mini-lecture. After students submit a second reflection paper, the Director provides written feedback on their presentation, sample test questions and slides.

Construction of a Complete Course Syllabus. SOCI-680 students prepare a first draft of a complete syllabus for a course they would like to teach. Before submitting this document (and a brief reflection paper), they seek feedback from a Sociology faculty member and a fellow graduate student. The Director provides feedback on their final draft.

Preparation of a Preliminary Philosophy of Teaching and Learning Statement. SOCI-680 students write a first draft of their Teaching (or Pre-Teaching) Statement and then seek feedback from a Sociology faculty member and a classmate. The Director provides feedback on the final draft.

Soon after graduate students are assigned their first course as instructor of record, they meet with the Director. Then they submit drafts of their course syllabus to the Director until the syllabus is approved. They then enroll in SOCI-681 (Professional Development Seminar for New Instructors). SOCI-681 is a zero-credit, satisfactory/unsatisfactory professional development seminar that meets weekly for an hour, and is facilitated by the Director. Sociology graduate students who have been assigned primary responsibility for teaching their first course are required to attend this seminar during their first semester of teaching at Texas A&M University.
SOCI-681 seminar participants are required to:

- submit a copy of their final course syllabus
- conduct an early teaching evaluation
- submit the teaching evaluation questions they administered to students
- have their course observed and evaluated by a Sociology faculty member with significant teaching experience and expertise in the content area of the course
- submit the completed faculty observation form

Weekly SOCI-681 meetings of new instructors and the Director are used for making time-sensitive announcements related to teaching, answering questions related to teaching,

reminding new instructors about important course content, providing instruction about use of Learning Management Systems, discussing Texas A&M requirements related to teaching, providing mutual support for new instructors, solving problems, and interpreting and acting upon teaching evaluation feedback from students.

The Director also provides teaching-related mentoring and resources to any Sociology graduate student or faculty member at any time. This often includes providing feedback on syllabi or teaching and learning philosophy statements, providing a copy of one of the 37 teaching guides authored by the Director, answering questions about teaching at Texas A&M University, or providing advice on solving teaching-related problems.

4.3 ADMISSIONS CRITERIA

We discuss only the admissions criteria for the PhD program here, because admissions for the undergraduate program is governed by TAMU rules, and the Sociology department places no special admissions requirements on first-year undergraduates.

Doctoral Students

The Graduate Recruitment and Retention Committee is responsible for evaluating applications to the doctoral program. Starting with the 2019-2020 academic year, we no longer require GRE scores as these results are heavily dependent on the candidate’s socioeconomic status. Also, the diversity statement is now a required part of application. Applicants can either describe their potential contributions to diversity at Texas A&M University or in profession of sociology; discuss any economic or social barriers they may have faced in life (for example, being first generation student, coming from a low-income background, or being a member of an under-represented minority group); or write about their ideas about diversity and how their
future or past work may contribute to the issue of diversity.

The committee considers all of the information in the application (including transcripts, statement of purpose, diversity statement, letters of recommendation, and writing sample) in reaching their decisions, with particular emphasis on identifying applicants whose academic and research interests and future plans are a good fit with the graduate program at Texas A&M. The committee considers the writing samples to evaluate the applicants’ writing ability and potential for original thought and analysis at the graduate level. The committee also considers applicants’ experiences or skills relevant to the study of Sociology, as well as any particular challenges the applicant has faced during their pursuit of education. The review process does not specify minimum criteria on any indicator (e.g., test scores, grade point average, etc.). This holistic review of the candidates is essential to our goal to have a student body that is intellectually diverse and brings a wide-ranging set of strengths to our program.

We discuss our recruiting strategies and the demographics of our applicants and admitted students in the graduate student profile chapter.

4.4 HIGH-IMPACT OPPORTUNITIES
UNDERGRADUATE PROGRAM

We offer many high-impact opportunities to undergraduates. One example is our large internship program, which places more than 100 students each year in sites around the community (and even in other parts of the country). This internship program has served as a model for other programs, and has been featured in conference presentations at the American Sociological Association, the Southwestern Social Science Association, and the International Higher Education Teaching & Learning Association. Totals of internships can be found in Table 4.1. Examples of placements can be found in Appendix M.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>123</td>
</tr>
<tr>
<td>2017</td>
<td>158</td>
</tr>
<tr>
<td>2018</td>
<td>165</td>
</tr>
<tr>
<td>2019</td>
<td>124</td>
</tr>
<tr>
<td>2020*</td>
<td>100</td>
</tr>
<tr>
<td>2021*</td>
<td>103</td>
</tr>
</tbody>
</table>

*Many agencies stopped accepting interns during the pandemic

Although we do not have a Sociology honors program, we have an active chapter of Alpha Kappa Delta (the International Sociology Honor Society) providing social, service, leadership development, and academic
development opportunities for graduate students and high-achieving undergraduate Sociology majors and minors. The Texas A&M Iota Chapter of Alpha Kappa Delta (AKD) celebrated its 60th birthday in 2021. Approximately 12 to 15 members are inducted each fall and spring semester. Qualifications for membership include major, classification, sociology courses taken, grades in sociology courses, and cumulative GPA. Membership is typically between 40 and 60 members, and Instructional Professor Judith Linneman serves as the AKD Chapter Representative.

Each fall and spring, qualified prospective members are identified and invited to join Alpha Kappa Delta. Those who elect to join are formally inducted at a ceremony, which features an invited speaker and a meal. Speakers are typically sociology faculty or graduate students who present research of particular interest to undergraduates. The AKD chapter usually participates in two service activities per year. Recent service activities include food drives to benefit the local food bank, a letter-writing campaign to support healthcare workers during the COVID-19 pandemic, volunteering for local Elder-Aid projects, and participation in “The Big Event,” a massive University-wide service project, for which AKD members might spend a Saturday raking leaves or washing windows for a local resident.

Near the end of each spring semester prior to the pandemic, AKD members also assisted with the Departmental spring graduation/achievement celebration at which graduate and undergraduate sociology students are recognized for their accomplishments. AKD members assisted with development of the event flier, food/beverage ordering and serving, set up and clean up. Every few years members create a new AKD t-shirt design and sell the shirts to members at or near cost.

Each year prior to pandemic travel restrictions, the AKD chapter processed applications of several graduate student members for AKD travel mini-grants to present academic papers at regional sociology conferences. In addition, the chapter has processed the submissions of several undergraduate student member papers for the national AKD student paper competition.

We also have many undergraduate research opportunities in our department, including a paid Undergraduate Research Fellowship and the NSF-funded Research Experience for Undergraduates summer program. Our students in these programs present at academic conferences and occasionally publish co-authored research with faculty members. A selected list of recent conference presentations by undergraduate researchers can be found in Appendix O.

Similarly, although our department does not have an undergraduate research journal of its own, Texas A&M’s research
journal for undergraduates provides an outlet for undergraduate research. In addition, Sociology faculty participate in high-impact opportunities offered on campus, such as first-year experience courses and study abroad courses.

GRADUATE PROGRAM
The graduate program has many opportunities for high-impact experiences. To name a few, graduate students in Sociology can apply for departmental funding for conference travel, workshops where they will learn new methodological skills, research expenses such as paying research participants or traveling to research sites, and so on. These are detailed below, in the graduate student profile chapter.

In addition, the partnerships between the Sociology department and the many interdisciplinary organizations and opportunities on campus, described in more detail below, provide a wide range of high-impact opportunities for students, no matter what their methodological approach or topic area. Affiliated faculty, such as the U.S. Census Bureau employee who is the TXRDC administrator, provide opportunities for graduate students to work with individuals with Sociology PhDs with a range of experiences, including non-academic career paths.

4.5 ASSESSMENT OF LEARNING OUTCOMES AND ANALYSIS OF IMPROVEMENTS MADE
UNDERGRADUATE PROGRAM
Our assessment of the undergraduate program is multi-pronged. For many years now, we have distributed a GRE-style test to undergraduates in our courses, in order to test how their knowledge changes depending on the number and type of Sociology courses they have taken. This is especially important for our program, where most of the courses do not have prerequisites, so students take the courses in almost any order. In addition, we survey the graduating seniors each year to find out about their experiences as an undergraduate and their plans after graduation, and we engage in regular assessment of our courses, in conjunction with major milestones like the recertifications of the core curriculum courses.

These assessments have shown us that many of our students have participated in at least one high-impact activity while an undergraduate (for example, study abroad, an internship, or a research or teaching experience). They have also shown us, however, that there were several barriers to timely completion of the degree. For example, we have found that many students delay taking the research methods sequence until they are juniors and seniors, which
creates a course bottleneck and also means that fewer of our majors qualify to become undergraduate teaching assistants (which requires having taken the first class in the methods sequence). The advisors are working to encourage students to take these classes earlier, and the faculty have discussed the sequencing of the courses and how to encourage students to take courses in the order intended.

GRADUATE PROGRAM
The ongoing annual assessment of our graduate program focuses on placement of program graduates in positions that require a PhD and increasing the visibility of our students in the profession, as well as ensuring that students graduate with all of the research and writing skills they will need to flourish. Since the last self-study, we have instituted new assessment practices that evaluate, at an aggregate level, the quality of the master’s papers and PhD theses that our students write. These assessments show that our students are significantly improving their writing skills, methodological skills, and theoretical skills during graduate school. They also point to more that we can do to help our students prepare for publishing their work. In our most recent assessment report, we failed to meet three of our self-identified goals. Only 62% of students earning a masters demonstrated methods skills that met the standards we set, and only 58% and 68% of students earning a doctorate demonstrated methods and writing skills, respectively, that met the threshold we expect for graduates. Our goal is to have all three of these numbers reach 70%. In the area of theory, our masters and doctoral students performed above the benchmarks we set.

These findings are shared with the faculty who teach required courses, including the class that the students take when they are preparing their master’s proposal and the faculty teaching the class focused on publication, so that they can better help the students meet these goals. In recent years, for example, we have started inviting current journal editors to the publication course, in order to help the students better understand what journal editors are looking for in the submissions they receive. We have also proposed a new methods course, described above, to help remedy the gap in methods preparation that we have identified.
5. Faculty profile

5.1 Introduction
The faculty of the Department of Sociology are engaged in high profile, award-winning research using a wide range of methodologies, theoretical perspectives and sources of data. The department has emphasized six fields of study: culture; crime, law and deviance; demography; organizational, political and economic sociology; race, class and gender; and social psychology.

In the section that follows, we discuss the demographics of the faculty, the awards and recognition that faculty have received in recent years, the grants that faculty have received in recent years, and the high-impact scholarship that Sociology faculty have produced. Throughout, we discuss the changes that have occurred since our last self-study. We also include a discussion of the types of programs available that support faculty productivity and success.

5.2 “Core” Faculty

Table 5.1 Sociology Faculty by Rank, 2021.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Tenure-line Faculty</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur Sakamoto</td>
<td>Chaitanya Lakkimsetti</td>
<td>Defne Över</td>
</tr>
<tr>
<td>Harland Prechel</td>
<td>Ernesto Amaral</td>
<td>Emilce Santana</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>Heili Pals</td>
<td></td>
</tr>
<tr>
<td>Joe Feagin</td>
<td>Joseph Jewell</td>
<td></td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>Kazuko Suzuki</td>
<td></td>
</tr>
<tr>
<td>Mary Campbell</td>
<td>Nancy Plankey-Videla</td>
<td></td>
</tr>
<tr>
<td>Pat Goldsmith</td>
<td>Robert Durán</td>
<td></td>
</tr>
<tr>
<td>Pat Thornton</td>
<td>Sarah Gatson</td>
<td></td>
</tr>
<tr>
<td>Samuel Cohn</td>
<td>Wendy Moore</td>
<td></td>
</tr>
<tr>
<td>Steve Gamer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stjepan Meštarić</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theresa Morris</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Professional Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Professor</td>
</tr>
<tr>
<td>Judith Linneman</td>
</tr>
<tr>
<td>Katheryn Dietrich</td>
</tr>
<tr>
<td>Robert Mackin</td>
</tr>
<tr>
<td>Tim Woods</td>
</tr>
</tbody>
</table>
Core faculty are defined by TAMU as appropriately credentialed individuals integral to the program, such as those who teach courses, mentor students, or serve on committees. In Sociology, all of our tenure-line faculty, instructional track faculty, and professors of practice meet these criteria.

**NUMBER OF CORE FACULTY**

The faculty of the Department of Sociology currently consists of 30 full-time faculty who teach courses in the program. Of those, 23 are tenured or tenure-track faculty, 6 are instructional track faculty, and 1 is a professor of practice. One half-time professor of practice also teaches courses in the department. Of the 23 faculty members in tenure-line positions, 12 are Professors, 9 are Associate Professors and 2 are Assistant Professors. Of the 6 in instructional positions, 4 are Professors and 2 are Associate Instructional Professors. Abbreviated CVs for all of the faculty can be found in Appendix G, and the faculty are listed by rank in Table 5.1, and by area of concentration in Table 5.1b. (Note that faculty are listed in more than one concentration area.) At the time of our last program review, the review committee noted that our department’s strengths in the

<table>
<thead>
<tr>
<th>Crime, Law, and Deviance</th>
<th>Culture</th>
<th>Demography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert J. Durán</td>
<td>Sarah Gatson</td>
<td>Emesto Amaral</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>Joseph Jewell</td>
<td>Mary Campbell</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td>Robert Mackin</td>
<td>Mark Fossett</td>
</tr>
<tr>
<td>Chaitanya Lakkimsetti</td>
<td>Stjepan Mestrovic</td>
<td>Pat Rubio Goldsmith</td>
</tr>
<tr>
<td>Wendy Moore</td>
<td>Kazuko Suzuki</td>
<td>Theresa Morris</td>
</tr>
<tr>
<td>Heili Pals</td>
<td>Defne Över</td>
<td>Heili Pals</td>
</tr>
<tr>
<td>Harland Prechel</td>
<td></td>
<td>Arthur Sakamoto</td>
</tr>
<tr>
<td>Defne Över</td>
<td></td>
<td>Emilce Santana</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kazuko Suzuki</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations, Political, and Economic</th>
<th>Race, Class, and Gender</th>
<th>Social Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Cohn</td>
<td>Emesto Amaral</td>
<td>Mary Campbell</td>
</tr>
<tr>
<td>Sarah Gatson</td>
<td></td>
<td>Holly Foster</td>
</tr>
<tr>
<td>Pat Rubio Goldsmith</td>
<td>Robert J. Durán</td>
<td>Heili Pals</td>
</tr>
<tr>
<td>Joseph Jewell</td>
<td>Joe Feagin</td>
<td>Jane Sell</td>
</tr>
<tr>
<td>Robert Mackin</td>
<td>Mark Fossett</td>
<td></td>
</tr>
<tr>
<td>Nancy Plankey-Videla</td>
<td>Sarah Gatson</td>
<td></td>
</tr>
<tr>
<td>Harland Prechel</td>
<td>Pat Rubio Goldsmith</td>
<td></td>
</tr>
<tr>
<td>Arthur Sakamoto</td>
<td>Joseph Jewell</td>
<td></td>
</tr>
<tr>
<td>Kazuko Suzuki</td>
<td>Wendy Moore</td>
<td></td>
</tr>
<tr>
<td>Defne Över</td>
<td>Nancy Plankey-Videla</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur Sakamoto</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emilce Santana</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kazuko Suzuki</td>
<td></td>
</tr>
</tbody>
</table>
area of race and ethnicity put us “among the top 5” departments in the country, and that area remains our largest concentration. The size of the concentrations in Table 5.1b should be viewed with caution, however, because almost all of our faculty are connected to multiple areas, so covering course and mentoring needs in each area can sometimes be difficult.

The College of Liberal Arts at TAMU currently has only 5 University Distinguished Professors, the highest rank it offers. Joe Feagin, the Ella C. McFadden Professor of Sociology, is one of those five faculty to have achieved this highest honor that TAMU awards. Pat Thornton holds the position of Grand Challenge Initiative Faculty in Sociology and Entrepreneurship, as well as a Senior Research Fellow position in the Center for Society and Organizations, HEC in Paris. In addition, Mark Fossett, Harland Prechel, and Art Sakamoto are Cornerstone Faculty Fellows and Holly Foster is a Chancellor EDGES (Enhancing Development and Generating Excellence in Scholarship) Fellow.

Figure 5.1 shows how the faculty size has changed from 2007 to the present academic year. During the 2007-2021 time period, the tenure-line faculty have decreased from a high of 30 (with even greater numbers of faculty in the past), to only 22 tenure-line faculty remaining by the end of this academic year (one departure will occur in January 2022). Instructional faculty lines have doubled during this time, from 3 to 6 positions. We have also gained 1.5 lines in the Professor of Practice role. See Appendix F for the list of faculty arrivals and departures since 2007.

One important thing to note about the faculty recruitment since the last self-study is that of the 13.5 faculty lines who arrived in the department since our last self-study (2014-2021), 4 were positions created because of partner placement opportunities, 1½ were positions created by the College of Liberal Arts because of a college-level strategic initiative, and 1 resulted from the successful recruitment of an ACES (Accountability, Climate, Equity and
Scholarship) fellow. Only 7 of the 13.5 hires in this period were based on the strategic hiring plan of the department. The department enthusiastically supports these hires, but this has nonetheless limited the department’s ability to hire strategically in areas of need, and has left several research areas struggling to offer courses regularly, as we discuss below.

**CORE FACULTY/STUDENT RATIOS**

There is one tenure-line faculty member for roughly every 19 undergraduate Sociology majors, or about 15 undergraduate Sociology majors for every faculty member in total. The ratio of tenure-line faculty to graduate students is roughly 3:1.

In Fall 2021, about 3,200 undergraduate students are enrolled in Sociology courses. Enrollments in Sociology courses were about 447 student credit hours per faculty full-time equivalent and 332 student credit hours per Graduate Instructor full-time equivalent, for a combined total of 403 undergraduate student credit hours per full-time instructor line. For graduate courses, the Sociology department taught 125 master’s-level and 31 PhD-level student credit hours per faculty full-time equivalent.
The Sociology faculty published more than 150 articles and book chapters in the 2016-2021 period, as well as 34 books. Abbreviated copies of the faculty’s CVs can be found in Appendix G. Our faculty published books with some of the most prestigious university presses during this time period (Columbia, Cornell, New York University, Oxford) and in high-quality generalist as well as specialty journals.

The faculty in Sociology produce high-quality, high-impact research that regularly receives attention from regional and national organizations. Table 5.2 lists the book and article awards that faculty won during this period, honoring a specific piece of work for its high quality.

The Sociology faculty have produced work that has had a significant impact on policy and the community as well. To give just a few examples, during this time period, Robert Durán served as an expert gang witness in seven court cases across three different states. Troy Harden worked as a consultant with three different groups designing interventions to reduce violence and protect communities. Theresa Morris’ work on birth outcomes was featured on blogs, websites, radio shows, podcasts, and in newspaper articles. Nancy Plankey-Videla’s work was used by local organizations to make decisions about the best way to improve their services for an immigrant day-laborer population with changing needs.

Many of our faculty have also won awards for their body of work, such as career awards and fellowships. Table 5.3 shows the many such awards achieved by our faculty in the last five years, which include some of the top honors in Sociology. In addition, the faculty’s scholarship has been recognized by invitations to serve as visiting fellows in Paris, Japan, Berlin, and Yale University.

The Sociology faculty have held some of the most prestigious positions and awards in the field of Sociology. To give a few prominent examples, Joe Feagin is a former President of the American Sociological Association, and was also the 2018 recipient of the American Sociological Association’s Cox-Johnson-Frazier Scholarship Award, as well as the 2019 Public Understanding of Sociology Award. Robert Durán was awarded the Coramae Richey Mann Award by the American Society of Criminology for his work on race, ethnicity, crime, and justice. Mark Fossett was awarded the Norma Williams Distinguished Service

<table>
<thead>
<tr>
<th>Table 5.2 Book and article awards, 2016-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Durán</td>
</tr>
<tr>
<td>Joe Feagin</td>
</tr>
<tr>
<td>Theresa Morris</td>
</tr>
<tr>
<td>Theresa Morris</td>
</tr>
<tr>
<td>Kazuko Suzuki</td>
</tr>
</tbody>
</table>
Award by the Southwestern Sociological Association. Our faculty are also regularly recognized by TAMU awards for their significant contributions to the institution and the profession, also found in Table 5.3.

<table>
<thead>
<tr>
<th>Table 5.3 Selected Faculty Awards, 2016-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Awards and Fellowships</strong></td>
</tr>
<tr>
<td>Robert Durán 2019 Coramae Richey Mann Award for outstanding contributions of scholarship on race, ethnicity, crime, and justice (American Society of Criminology, Division on People of Color and Crime)</td>
</tr>
<tr>
<td>Joe Feagin 2015 Texas NAACP Civil Rights Hero Award</td>
</tr>
<tr>
<td>Joe Feagin 2016 16th Charles R. Lawrence II Lecturer, Brooklyn College, CUNY (New York), September 2016</td>
</tr>
<tr>
<td>Joe Feagin 2018 Cox-Johnson-Frazier Scholarship Award (American Sociological Association).</td>
</tr>
<tr>
<td>Joe Feagin 2019 Public Understanding of Sociology Award (American Sociological Association)</td>
</tr>
<tr>
<td>Mark Fossett 2016 Norma Williams Distinguished Service Award, Southwestern Sociological Association</td>
</tr>
<tr>
<td>Holly Foster 2015 21st Century America Scholar, University of California-Irvine, School of Social Sciences, Department of Sociology</td>
</tr>
<tr>
<td>Sarah Gatson 2018 Environmental Educator Award, Keep Brazos Beautiful</td>
</tr>
<tr>
<td>Defne Över 2018 Research Lab: Constitutional Politics in Turkey II, Institute for Social Sciences at Humboldt Universitaet zu Berlin</td>
</tr>
<tr>
<td>Kazuko Suzuki 2021 Foreign Visiting Professors Program, Hosei University, Japan</td>
</tr>
<tr>
<td>Kazuko Suzuki 2017 Faculty of Arts and Science Visiting Fellowship Program, Yale University</td>
</tr>
<tr>
<td>Pat Thornton 2015 Max D. Richards Distinguished Speaker for Management and Organizations, Pennsylvania State University</td>
</tr>
<tr>
<td>Pat Thornton 2017 Outstanding Leadership as Representative-At-Large, Academy of Management</td>
</tr>
<tr>
<td>Pat Thornton 2019 Distinguished Visiting Professor, Strategy, HEC, Paris</td>
</tr>
<tr>
<td>Pat Thornton 2019 Senior Research Fellow, Center for Society and Organizations, HEC, Paris</td>
</tr>
<tr>
<td>TAMU Awards and Fellowships</td>
</tr>
<tr>
<td>Mary Campbell 2020 Achievements in Climate and Inclusion (ACI) Award, College of Liberal Arts</td>
</tr>
<tr>
<td>Robert Durán 2021 Glasscock Faculty Residential Fellow</td>
</tr>
<tr>
<td>Joe Feagin 2019 College of Education Legacy of Excellence and Equity Research Award</td>
</tr>
<tr>
<td>Joe Feagin 2020 Texas A&amp;M University ADVANCE Diversity Champion Award</td>
</tr>
<tr>
<td>Holly Foster 2019 Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship</td>
</tr>
<tr>
<td>Sarah Gatson 2020 Faculty Sustainability Champion Award, Office of Sustainability</td>
</tr>
<tr>
<td>Theresa Moms 2020 Presidential Impact Fellow</td>
</tr>
<tr>
<td>Theresa Moms 2020 ADVANCE Administrative Fellow</td>
</tr>
<tr>
<td>Defne Över 2020 Glasscock Faculty Research Fellowship</td>
</tr>
<tr>
<td>Videla 2019 Achievements in Climate and Inclusion (ACI) Award, College of Liberal Arts</td>
</tr>
<tr>
<td>Harland Prechel 2018 Texas A&amp;M Energy Institute Fellow</td>
</tr>
<tr>
<td>Art Sakamoto 2017 Comerstone Faculty Fellow Professor</td>
</tr>
<tr>
<td>Emilce Santana 2020 ADVANCE Scholar</td>
</tr>
</tbody>
</table>
**EXTERNAL GRANTS**

In the 2016-2021 period, faculty in the Sociology department were quite successful in securing external funding for their work. During this period, Sociology faculty secured almost $1 million as Principal Investigators and participated as co-PIs in grants totaling another $2.5 million. In addition, TAMU has recently expanded its internal grants to include major interdisciplinary funding opportunities, in order to encourage major innovations on campus. Our faculty have successfully competed for these funds, securing more than $1 million in funding from major internal funding programs as well.

Table 5.4 lists the major funding awarded to Sociology faculty during the 2016-2021 period from federal agencies, foundations, and major internal funding programs. (The initial funding for the Texas Research Data Center is listed only as $300,000 from federal funding, but in fact it also was accompanied by $1.8 million from TXC RDC Consortium members, increasing these numbers significantly.) All of these sources of funding are extremely competitive.

One of the incentives that currently reward faculty who achieve external funding is that the PI receives 15% of the indirect costs associated with the grant, although the future of this incentive is uncertain. Our promotion guidelines and annual reviews also provide

<table>
<thead>
<tr>
<th>PI (External)</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Campbell</td>
<td>2018-2022</td>
<td>National Science Foundation</td>
<td>$315,116</td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>2014-2017</td>
<td>National Science Foundation</td>
<td>$180,000</td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>2011-2016</td>
<td>National Science Foundation</td>
<td>$300,000</td>
</tr>
<tr>
<td>Troy Harden</td>
<td>2019</td>
<td>WTTW/Public Broadcasting System</td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$815,116</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-PI (External)</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Foster</td>
<td>2021-2024</td>
<td>National Science Foundation</td>
<td>$318,536</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>2015-2019</td>
<td>National Science Foundation</td>
<td>$370,159</td>
</tr>
<tr>
<td>Troy Harden</td>
<td>2017</td>
<td>Bureau of Justice Assistance</td>
<td>$900,000</td>
</tr>
<tr>
<td>Troy Harden</td>
<td>2014-2019</td>
<td>Robert R. McCormick Foundation</td>
<td>$390,000</td>
</tr>
<tr>
<td>Chaitanya Lakkimsetti</td>
<td>2019</td>
<td>National Science Foundation</td>
<td>$518,639</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>2019-2021</td>
<td>National Science Foundation</td>
<td>$371,023</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>2017-2019</td>
<td>National Science Foundation</td>
<td>$11,954</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$2,561,775</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal &gt;50K</th>
<th>Year</th>
<th>Granting Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Campbell (Co-PI)</td>
<td>2016-2019</td>
<td>Tier One Program (TOP)</td>
<td>$291,000</td>
</tr>
<tr>
<td>Alex Hernandez (PI)</td>
<td>2021-2022</td>
<td>Presidential Transformational Teaching Grant</td>
<td>$60,000</td>
</tr>
<tr>
<td>Theresa Morris (PI)</td>
<td>2021-2023</td>
<td>X Grant: Presidential Excellence Fund</td>
<td>$325,000</td>
</tr>
<tr>
<td>Theresa Morris (PI)</td>
<td>2020-2022</td>
<td>Presidential Clinical Research Partnership Grant</td>
<td>$200,000</td>
</tr>
<tr>
<td>Nancy Plankey-Videla (Co-PI)</td>
<td>2018-2021</td>
<td>Global Engagement Grant</td>
<td>$80,000</td>
</tr>
<tr>
<td>Pat Thornton (Co-PI)</td>
<td>2019</td>
<td>Global Engagement Grant</td>
<td>$60,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$1,016,000</strong></td>
</tr>
</tbody>
</table>
research recognition for achieving external funding, and service recognition for external proposals submitted that are ultimately unsuccessful.

TEACHING LOAD
The typical teaching load for a tenure-line faculty member in Sociology is 4 courses per year. The typical teaching load for academic professional track faculty is 6 courses per year. These teaching loads can be modified by specific arrangements in the offer letter for the position, as well as by duties in an administrative position.

Ten of our faculty are in part-time administrative positions and thus have other administrative responsibilities, some of which involve an adjusted teaching load. Pat Goldsmith serves as Department Head (soon to be replaced by Steve Gamer), Chaitanya Lakkimsetti serves as Associate Department Head, Ernesto Amaral is Director of Graduate Admissions, Art Sakamoto is Director of Graduate Retention, Professional Development and Placement, Warren Waren is Director of Undergraduate Curriculum, Kathy Dietrich is Director of Undergraduate Programs, and Joe Feagin is the Advisor for Graduate Recruitment. Outside the department, Mary Campbell is the Executive Director of the TXRDC, Theresa Morris is the Coordinator of the Women’s and Gender Studies Program, Nancy Plankey-Videla is the Coordinator of the Latino/a and Mexican American Studies Program, and Troy Harden is the director of RESI.

5.3 DEMOGRAPHICS AND DIVERSITY
The Sociology Department is more diverse than most of our peers and aspirational peers (highly-ranked, selective Sociology departments in public universities). Demographic information for the faculty can be found in Table 5.5, which shows that 52% of the tenure-line faculty are women (a 10 percent increase since our last self-study), compared to 47% of faculty in our peer departments. Latina/o (22%) and Asian (13%) faculty are represented in greater numbers in our department than they are in peer departments (6% and 8% respectively). Nine percent of the tenure-line faculty are African American, which is the same as our peer institutions. This represents a significant loss compared to our last review, however, when 19 percent of our tenure-line faculty were African American (5 faculty), and this percentage will drop further next semester (down to just 1 African American tenure-line faculty member who is not Latina/o, as well as a Latina/o faculty member who identifies as multiracial Black). This decline is a source of considerable concern to the department. Two of our African American faculty left to chair other departments, a third left for a top-ranked department, and another left for a similarly-ranked department.
Breaking down the demographics of the faculty by rank (Table 5.6), women are underrepresented at the rank of professor (33%) but make up more than half of Associate and Assistant Professors. Faculty of color make up 17% of the Professors, 78% of the Associate Professors, and 50% of the Assistant Professors. At the time of our last departmental self-study, recent hiring had increased our faculty diversity significantly so that 30 percent of the full professors in the department were faculty of color. Today, that share has declined, because of departures noted in Appendix F.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Percent</th>
<th>N</th>
<th>Percent</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12</td>
<td>52%</td>
<td>2</td>
<td>25%</td>
<td>47%</td>
<td>63%</td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>48%</td>
<td>6</td>
<td>75%</td>
<td>53%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>N</th>
<th>Percent</th>
<th>N</th>
<th>Percent</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>13</td>
<td>57%</td>
<td>6</td>
<td>75%</td>
<td>77%</td>
<td>68%</td>
</tr>
<tr>
<td>Black/Multiracial</td>
<td>2</td>
<td>9%</td>
<td>1</td>
<td>13%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Latina/o</td>
<td>5</td>
<td>22%</td>
<td>1</td>
<td>13%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>13%</td>
<td>0</td>
<td>0%</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Sources:
Doctorates: https://www.asanet.org/academic-professional-resources/data-about-discipline/data-dashboard

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
<th>Faculty of color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>33%</td>
<td>17%</td>
</tr>
<tr>
<td>Associate</td>
<td>67%</td>
<td>78%</td>
</tr>
<tr>
<td>Assistant</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

FACULTY TRACKS AND PROMOTIONS

All the tenure-line faculty are automatically members of the graduate faculty and are eligible to serve as chairs or co-chairs of graduate committees. Two of the Instructional Professors are also eligible to teach graduate courses and serve as committee co-chairs. Since 2013, the department has successfully tenured and promoted 5 faculty into the rank of Associate Professor; promoted 4 faculty into the rank of Professor; promoted 4 faculty into the rank of Instructional Professor; and promoted 2 faculty into the rank of Instructional Associate Professor.

Assistant Professors, after having passed a mid-tenure review typically receive a two course release. Under current College of Liberal Arts policy, after
serving a full term (usually considered 5 years), the department head receives a two-semester course release. Faculty members can, of course, buy out from a course with external grant money; the current buyout rate is 1/6th of the faculty member's 9-month salary.

After serving for 5 years in a tenured or tenure-track position (and at least 2 years at Texas A&M), a faculty member is eligible for a faculty development leave (university level) or professional development leave (college level). The leave programs are competitive programs and if granted, award the recipient a semester leave at full pay or a year leave at half pay. A faculty member becomes eligible for a leave every five years.

Our faculty are well connected with other programs, departments, and units on campus. As mentioned above, our faculty have productive relationships with the Racial and Ethnic Studies Institute and the Texas Census Research Data Center in the College of Liberal Arts. Several of our faculty also have courtesy appointments in other departments on campus (Africana Studies, Latino/a and Mexican American Studies, Women’s and Gender Studies, and Religious Studies). In addition, several of our faculty have had productive relationships with the Melbem G. Glasscock Center for Humanities Research.

5.4 Faculty Qualifications

The qualification for all instructional and tenure-line ranks, is the achievement of a PhD. Professors of practice often have a PhD as well, but this track is designed to also reward professional practice experience. At the Instructional ranks, we expect indications of exceptional teaching expertise and contributions to service. Hiring at the Assistant Professor level requires indications that research can be conducted at high standards. And of course, hiring at the Associate and Full Professor level requires demonstrated excellence in the components of Research, Teaching and Service.

In addition to meeting these qualifications, our faculty across all the different tracks have also been repeatedly recognized for their excellent teaching, as shown in Table 5.7. In the five years from 2016-2021, five of our faculty won the prestigious Association of Former Students Distinguished Achievement Award for Teaching: Mary Campbell, Kathy Dietrich, Joseph Jewell, Judith Linneman, and Stipe Mestrovic. In

<table>
<thead>
<tr>
<th>Table 5.7 Teaching Awards, 2016-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Jewell 2020                      Association of Former Students Distinguished Achievement Award</td>
</tr>
<tr>
<td>Defne Över 2020                      Montague-Center for Teaching Excellence Scholar</td>
</tr>
<tr>
<td>Mary Campbell 2019                      Association of Former Students Distinguished Achievement Award</td>
</tr>
<tr>
<td>Alex Hernandez 2019                      Innovative Learning Center Faculty Fellow</td>
</tr>
<tr>
<td>Kathy Dietrich 2018                      Association of Former Students Distinguished Achievement Award</td>
</tr>
<tr>
<td>Troy Harden 2017                      Outstanding Educators Award, Congressman Danny Davis</td>
</tr>
<tr>
<td>Judy Linneman 2016                      Association of Former Students Distinguished Achievement Award</td>
</tr>
</tbody>
</table>
addition, Troy Harden was awarded the Outstanding Educators Award, Alex Hernandez was selected by the Center for Teaching Excellence as an Innovative Learning Center Faculty Fellow, and Defne Över was named a Montague-Center for Teaching Excellence Scholar. These excellent teachers span the instructional track, the tenure track, and the practice track, which is a point of pride in our department.

Our faculty are also very engaged in the profession, and many of the faculty have recently served as elected officers and leaders in national and regional organizations, as shown in Table 5.8. Theresa Morris is the current President-Elect of the Southwestern Sociological Association, and Mark Fossett is a past President of the Southern Demographic Association. Our faculty also serve as elected members of governing councils and on key elected committees for regional and national organizations.

This table does not include the many volunteer positions our faculty also take part in, many of which also have a significant impact on the profession. This service to the profession shows the broad impact of our faculty on the discipline through their participation in regional (e.g., the Southwestern Sociological Association) and national (e.g., American Sociological Association) organizations.

**Table 5.8 Recent elected service to the profession, 2016-2021**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Position/Association</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ernesto Amaral</td>
<td>Board Member, Southern Demographic Association</td>
<td>2020-2023</td>
</tr>
<tr>
<td>Mary Campbell</td>
<td>Board Member, Southern Demographic Association</td>
<td>2019-2021</td>
</tr>
<tr>
<td>Mary Campbell</td>
<td>Publications Committee, ASA Section on Racial and Ethnic Minorities</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Mark Fossett</td>
<td>President, Southern Demographic Association</td>
<td>2016-2020</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>Secretary/Treasurer, ASA Section on Crime, Law, and Deviance</td>
<td>2019-2022</td>
</tr>
<tr>
<td>Holly Foster</td>
<td>Council Member, ASA Section on Crime, Law, and Deviance</td>
<td>2016-2019</td>
</tr>
<tr>
<td>Wendy Lea Moore</td>
<td>Member-at-large ASA Council, Executive Committee Representative</td>
<td>2018-present</td>
</tr>
<tr>
<td>Wendy Lea Moore</td>
<td>Publications Committee, ASA Section on Racial and Ethnic Minorities</td>
<td>2018-present</td>
</tr>
<tr>
<td>Wendy Lea Moore</td>
<td>ASA Section on Racial and Ethnic Minorities, Chair and Past-Chair</td>
<td>2015-2017</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>President Elect, Southwest Sociological Association</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>Vice President, Southwest Sociological Association</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>Medical Sociology Section of the ASA, Career and Employment Chair</td>
<td>2019-2021</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>Executive Council, Southwest Sociological Association, Elected Position</td>
<td>2017-2022</td>
</tr>
<tr>
<td>Pat Thornton</td>
<td>Representative at Large, Organization and Management Theory Division,</td>
<td>2014-2017</td>
</tr>
<tr>
<td>Warren Waren</td>
<td>Southwestern Social Science Association, Executive Committee</td>
<td>2018-2020</td>
</tr>
</tbody>
</table>

FACULTY SALARIES
At the time of our last department review, we also set a goal to increase salaries in the department, which at the time were 85% of the faculty salaries at peer institutions. As we see in the table of current faculty salary calculations (Table 5.9), our position relative to the peer institutions identified by TAMU has worsened. Our weighted average salary (weighted by the rank composition of our department) is 70% of our peers' institutions' salaries. The disparity is the greatest for Assistant Professors and Full Professors (64% and 67% of our peers,
respectively), and best for our Associate Professors (82% of our peers’ salaries). As we noted in our last review, the department’s relatively low salaries are a significant issue for the recruitment and retention of faculty.

Another goal we set in our last review was to support and encourage international research activities. Many of our faculty are engaged in global research activities, and our faculty have published in English, Polish, Japanese, Chinese, Korean, and Estonian. In addition to the long-standing international research programs of Amaral, Cohn, Lakkimsetti, Pals, Plankey-Videla, Sakamoto, and Suzuki, we also have new international collaborations developing, such as the partnership that Ernesto Amaral is developing with universities in Brazil. Although the global pandemic has slowed some of this work, plans continue to develop more links between our faculty and the faculty in other countries. Our faculty have also taught many courses focused on global issues, including some courses taught abroad (such as the courses that Plankey-Videla taught at Texas A&M’s Santa Chiara facility in Italy).

### 5.5 Faculty Mentoring and Collaboration

The Sociology department is committed to creating and sustaining productive mentoring relationships for junior faculty. The department has engaged in several different models over the years, but currently we employ an individual model, where each junior (and Associate) faculty member chooses one or more senior mentors. Under this system, each faculty member and mentor(s) meet first with the department head to ensure that all have the same information. (In ADVANCE training workshops, one issue repeatedly mentioned is that junior faculty often receive mixed signals from senior faculty.)

The department has worked to protect the research time of junior faculty, especially by reducing the amount of service expected and ensuring that junior faculty receive a semester without teaching before coming up for tenure.
The current college policies have determined that this semester will be granted following a successful third year review.

The ADVANCE program has also been integral to the department’s efforts to support faculty. The ADVANCE program at A&M has supported formal mentoring programs for female faculty. To give just one example, Emilce Santana received mentoring from Shelley Correll (Stanford), meeting with her regularly (virtually, because of the pandemic) and keeping in touch more regularly through phone calls and email to gather advice on research projects, networking, and strategies for publicizing her work. She also received mentoring from two on-campus mentors and developed connections with several people in the Office of the Vice President who mentored her on access to other resources on campus and supported projects such as initiatives to bring speakers to campus who focus on diversity and access in education. ADVANCE programs on campus have been useful to many of the faculty because of the networking opportunities they provide. The ADVANCE program has also funded other support for female faculty, such as a grant to the department supporting female Associate Professors who will be participating in professional service with travel funds for the meetings in which the professional service meetings occur.

EVALUATION PROCEDURES
The department has codified the Expectations for Excellence in research, teaching and service in our promotion and tenure guidelines as well as our annual review guidelines. (These can be found in Appendices C and D.) As mentioned above, our elected annual review committee conducts annual reviews of all faculty each year. In this review, committee members each independently assess the categories of research, teaching and service for each faculty member. One person is randomly assigned to present the individual’s record and there is also a secondary reviewer. Then each member of the committee assigns a score from zero to 10 for each category. For research, the evaluation is based upon both the quality and quantity of the publications. Quality of research is determined by the impact of the journal or the research reputation of the particular press in the case of books. We also consider the role of coauthors in such assessment. If grants or contracts are part of a researcher’s portfolio, the agency is also considered. For teaching, student evaluations, syllabi, assignments, and class observations (if available) are considered. Graduate mentorship is also evaluated based upon the number of student committees and the progress students are making, as well as the placement of the graduating students. Measures of the progress include preliminary exams, proposal defenses, applications for funding, and employment. Service is measured by activities for the discipline, the university, the college, and the department. In accordance with university mandates,
our annual review also asks for specific reporting on international and interdisciplinary activities, as well as safety measures. Each faculty member receives a yearly annual written review, which specifies the committee’s evaluations. These reviews directly relate to salary increases when merit money is available.

5.6 ANALYSIS
Currently, the Sociology tenure-line, full-time faculty is in danger of becoming too small to adequately support the quality and integrity of our doctoral program. Recent retirements and departures have left us with several areas that lack core faculty. The Social Psychology area, for example, currently lacks a faculty member with a focus on experimental work, which jeopardizes our training in that methodology as well as the continued existence of our Hysom lab. Other areas have suffered significant losses as well, creating demand for doctoral classes that we can no longer offer regularly. We discuss this in more detail in the next chapter.

Our faculty continue to meet our metrics for teaching, research, and service, despite the increasing challenges of declining faculty size. We are seeking to improve in several areas, including external grants and drawing additional attention to our work in order to increase its impact on the field. One area that could have a significant impact on the social sciences at TAMU is increased resources for grant writing. Many faculty have used the resources that the College currently offers, including occasional grant-writing workshops and a staff member who can help find new potential sources of funding, but support for grants remains limited.
6. Student Profile: Doctoral Program

In 2022, the doctoral program at Texas A&M will celebrate its 50th anniversary. The program has changed dramatically during those 50 years, and recent years have seen important gains in measures of student success.

In this section, we discuss the demographics of the graduate program today, the structure of the program, the impact of the program, and the assessment of the graduate program outcomes. Throughout, we describe the goals that we set forth in our last review and our progress toward those goals.

6.1 Demographics and Diversity

The graduate program in the Department of Sociology is proud to have a diverse and accomplished student body. As shown in Table 6.1, our program admits 80% of applicants, on average, and more than a third of those who are admitted choose to enroll. In 2020 we admitted 53% of the candidates. In 2021 we admitted 30% of the candidates (accounting for 2021, the average selectivity goes down to 68%). However, 2021 is likely an anomaly due to the global pandemic which increased the number of people wanting to pursue a Ph.D. and limited the number of opportunities to do so. We strongly believe that we are successful in recruiting high-quality candidates.

The demographics of our entering graduate classes show that we are significantly more diverse than most Sociology programs in the nation. The National Science Foundation estimated that in 2019, 83% of students enrolled in graduate programs in Sociology were U.S. citizens or permanent residents, and more than half of all the students (56%) were non-Hispanic whites.1 Nationally, only 14% of all enrolled students in 2019 were Black, while our 2020 entering class reached 29%, and the student population of our program over the period 2016-2020 was 14% Black, on Average. The gap for Latina/os is even more dramatic: nationally, the share of Latina/o graduate students in 2019 was less than 17%, while our entering classes reach 24% on average, and our overall Latina/o graduate student population has ranged between 25% and 31% throughout 2016-2020.

Recruiting Practices

We believe this is the result of systematic and long-term recruiting practices. For example, we have been involved in mentoring programs such as Research Experiences for Undergraduates (REU)

---

(and earlier related programs, funded through various agencies) for more than twenty years. Most recently, this program was funded by the National Science Foundation (NSF). Our REU program recruits first-generation students and students from underrepresented groups from all over the country to spend eight weeks in the summer at TAMU working on a research project with a faculty mentor and helps prepare those students for graduate study. This program funds 2-3 graduate students as mentors each summer, as well as at least 10 undergraduates who receive a stipend, housing, and travel to an academic conference to present their work. In the last three cohorts of students, 29 of the 32 students were students of color, and 18 were the first generation in their family to attend college. Of the students who have already graduated, almost 80 percent have already enrolled in a graduate program, and more plan to do so.

Table 6.1 Graduate Applications, Admissions and Demographics of the Entering Class

<table>
<thead>
<tr>
<th>Graduate Applications</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>64%</td>
<td>47%</td>
<td>59%</td>
<td>49%</td>
<td>56%</td>
<td>73%</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>34%</td>
<td>38%</td>
<td>38%</td>
<td>22%</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Black/Multiracial</td>
<td>11%</td>
<td>11%</td>
<td>23%</td>
<td>20%</td>
<td>16%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Latino</td>
<td>25%</td>
<td>30%</td>
<td>15%</td>
<td>29%</td>
<td>22%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial excl.</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>International</td>
<td>20%</td>
<td>17%</td>
<td>21%</td>
<td>22%</td>
<td>22%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Admissions</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>44</td>
<td>47</td>
<td>39</td>
<td>45</td>
<td>32</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Admitted</td>
<td>44</td>
<td>37</td>
<td>34</td>
<td>29</td>
<td>30</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Enrolled</td>
<td>13</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Selectivity</td>
<td>100%</td>
<td>79%</td>
<td>87%</td>
<td>64%</td>
<td>94%</td>
<td>53%</td>
<td>80%</td>
</tr>
<tr>
<td>Yield</td>
<td>30%</td>
<td>30%</td>
<td>35%</td>
<td>21%</td>
<td>33%</td>
<td>88%</td>
<td>39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Entering Class</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62%</td>
<td>82%</td>
<td>58%</td>
<td>50%</td>
<td>70%</td>
<td>86%</td>
<td>68%</td>
</tr>
<tr>
<td>White</td>
<td>54%</td>
<td>45%</td>
<td>50%</td>
<td>33%</td>
<td>40%</td>
<td>7%</td>
<td>38%</td>
</tr>
<tr>
<td>Black/Multiracial</td>
<td>15%</td>
<td>9%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>12%</td>
</tr>
<tr>
<td>Latino</td>
<td>23%</td>
<td>27%</td>
<td>8%</td>
<td>33%</td>
<td>30%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
<td>10%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Multiracial excl.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>International</td>
<td>8%</td>
<td>18%</td>
<td>17%</td>
<td>33%</td>
<td>10%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Another great help in recruiting and retaining a diverse body of graduate students has been the Aviles-Johnson Fellowship (formerly the Diversity Fellowship). The Aviles-Johnson Fellowship provides more generous assistantship for 3 years (a large portion of this is paid by the Office of Graduate and Professional Studies - OGAPS). The difficulty with this program, however, is that the students on this fellowship revert to regular (lower) assistantships in their 4th and 5th year. Also, since the OGAPS contribution ends after the students’ 3rd year, every year there are qualified applicants who the department cannot afford to admit. In 2020, 10 candidates were nominated for the Aviles-Johnson Fellowship. We were awarded 7 of these fellowships and 5 of the candidates accepted our offer. In 2019, 9 candidates were submitted and 6 eventually accepted the offer. In recent two academic years, we have had a much higher rate of incoming students with Aviles-Johnson (Diversity Fellowship) than before. In 2016 only 1 student in the incoming cohort had the diversity fellowship.

The Department has also engaged in a variety of special recruiting methods over the years, testing out new strategies as the need arises. In recent years, the recruiting efforts have led us to contact all the Historically Black colleges and Universities (HBCUs) in the region (Texas, Mississippi, Louisiana, Alabama, Arkansas, and Oklahoma) — a list of 14 institutions with sociology or sociology-related programs. In addition, each year we contact Hispanic-Serving Institutions (HSIs) in Texas (a list of 25 schools with a sociology or sociology-related program). In the 2020-2021 academic year, Dr. Pals also contacted one tribal institution that had a Social and Behavioral Sciences Department (Dine College in Arizona). However, most tribal colleges do not offer any courses in sociology. In the 2019-2020 academic year, our Director of Graduate Admissions (Dr. Pat Goldsmith) personally visited Minority-Serving Institutions (MSIs) around the region: University of Texas Rio Grande Valley, University of Texas El Paso, Texas A&M San Antonio, Prairie View Texas A&M, University of Houston, and Texas Southern University. In the 2020-2021 academic year, the pandemic curbed the recruitment efforts. The Director of Graduate Admissions (Dr. Heili Pals) contacted all of these same HBCUs and HSIs, but visiting was not possible. The schools were offered Zoom sessions and an interactive PDF file to send out to interested students that had links to different types of resources. Due to the overwhelming nature of the pandemic, none of the schools accepted the Zoom offer, but several distributed the recruitment materials. However, the introduction of Zoom allowed Dr. Pals to have individual Zoom sessions with interested students from different institutions.

Formerly, Directors of Graduate Admissions attended special recruiting events. For example, Dr. Moore
attended the Bayou Classic College fair in November 2013. We could attempt to identify other similar types of events to take our recruiting efforts there. Currently, the main recruiting efforts are conducted in the Fall semester as Spring semester gets busy with admission-related activities. However, Spring might actually be a better time to recruit, as students will start preparing for their next year’s admission cycle then. The familiarity of Zoom now would allow Zoom meetings with different schools and, thus, recruiting events could be conducted on Zoom in Spring. In addition, instead of trying to create recruiting events for each school, Zoom would allow merging several recruiting events where students from multiple schools are invited (i.e., the timing and Zoom link of the recruiting event could be sent to several schools at once). This would centralize the recruiting, make it easier for the Director of Graduate Admissions, and make it also easier for the contacts at universities since they do not have to coordinate an event themselves.

The Department also engages in the standard recruiting procedures in the discipline, such as advertising in outlets such as the ASA Guide to Graduate Programs, providing information about the program on our departmental website, and promoting the graduate program at national and regional conferences. In the last 2 years the sociology department’s website has gone through a major improvement, helping us to use the website as a recruiting tool. We also use our faculty contacts in the profession to make targeted inquiries seeking referrals of their very best students, with particular emphasis on faculty in colleges and universities in Texas. We have had considerable success with this strategy, mainly because higher education institutions in the state are often very familiar with the strengths of our program and are also often neglected by other major sociology programs in other parts of the country, increasing the likelihood that they will refer their very top students to us.

APPLICATIONS AND ADMISSIONS

Table 6.1 shows the statistics about applicants and admissions. The number of applications was lower in 2019 and in 2020 (32 and 30, respectively). However, the number of applications increased again in 2021 (56 fully completed applications; 76 applications in total) — higher than any of the recent years. This was likely driven by the global pandemic — the loss of jobs and reduction in the number of departments in the U.S. who admitted students.

Table 6.1 also indicates the race of the applicants. Starting in 2017, the proportion of Black applicants ranges around 20%. The proportion of Latina/o applicants has varied between 15% and 30% in the last 6 years. In the state of Texas, Blacks make up about 12% and Latina/o 38% of the population. Therefore, we are doing well in attracting Black applicants, but we
could do better in attracting Latina/o applicants into our program.

As of Spring 2021, we have 75 graduate students enrolled in our program, all classified as doctoral students. All of these students entered with Bachelor’s or Master’s degrees and they are expected to continue on to Ph.D. We currently do not admit anyone to a terminal Master’s program. A few students do decide to finish the program only with a Master’s degree (a total of 4 students have done so since 2018).

With 23 tenure-line faculty, we have a graduate student/core faculty ratio of 3.13 doctoral students per core faculty member. In addition to tenure-line faculty, we have 6 instructional-line faculty and 1.5 practice-line faculty. Thus, the overall student/faculty ratio is 2.32. Thus, although our faculty size has decreased somewhat in the last five years, we still have a competitive student/faculty ratio compared to other universities in the region, such as UT Austin, with about two students per faculty member (UT 2021).

However, instructional faculty are generally not allowed to teach graduate courses (they can do so with only a special permission from the Dean and University) and cannot serve on PhD committees and, thus, cannot chair a PhD committee. They can be appointed by Special Appointments (approval from the Dean required) to serve on a PhD committee without voting rights. Thus, the decrease in tenure-line faculty is considerably affecting graduate training in our department.

Among current students, 50 (67%) are enrolled full-time. Students who have completed their required classes generally do not register for a full-time course load. Since 2016, the proportion of full-time students has continuously diminished from 83% in Fall 2016. Table 6.2 summarizes the funding of our graduate students from 2016-2020. We have steadily increased our proportion of funded students among full-time students (from 76 and 58% in 2016/2017 to 84 and 90% in 2020/2021). However, the proportion of all students funded has stayed relatively stable (we have more part-time students now than in 2016). Starting with this latest academic year, we are able to also fund some advanced graduate students who are not full-time (ABD). They are hired with a Graduate Assistant Lecturer (GAL) title that requires registration for 1 credit. Students in this position are the sole instructors of a course.

**Funding and finances**

In Fall 2020, 42 full-time students had department- or university-funded assistantships, fellowships, or grants (thus, 84% of the full-time students were funded). In Spring 2021, 45 of the full-time students were funded (90% of the full-time students). We also funded 7 part-time students (all students in more advanced years who are ABD). In total, 65% of the students were funded in Fall 2021.
2020 and 69% of the students were funded in Spring 2020.

This illustrates one of the major challenges the graduate program faces (and faced in 2014 - during the last external review): the lack of funding for graduate students. Many of our students work in other units on campus, some have research assistantships in different divisions (such as Undergraduate Research), and others work in full- or part-time positions related to their academic experience. In very recent semesters we have improved our rate of funding through both internal and external grant money and different awards faculty have received from the University.

Currently the lack of funding for graduate students is revealed not as much by the number of students funded, but in the salary rate and in the limited funding for summer. Our departmental assistantship pays approximately $16,000 per 9 months (the monthly stipend is $1,778 before ABD status and $1,833 with ABD status). Students holding an assistantship receive tuition and fee waivers. An important improvement since our last review is that fees are now covered for all funded students. In Spring 2021, tuition and fees totaled $3,905.70, a very large increase over Fall 2020 tuition and fees, which totaled $2,503.80.

Even though the assistantship comes with waivers for tuition and fees, the cost of living presents a major challenge for graduate students. For example, the median monthly rent for a 1-bedroom

<table>
<thead>
<tr>
<th>Semester</th>
<th># of students</th>
<th># of funded students</th>
<th># Diversity Fellows on higher assistantship (first 3 years)</th>
<th># funded students</th>
<th>% funded among</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa 2016</td>
<td>66</td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>76</td>
</tr>
<tr>
<td>Sp 2017</td>
<td>66</td>
<td>38</td>
<td>1</td>
<td>38</td>
<td>58</td>
</tr>
<tr>
<td>Fa 2017</td>
<td>61</td>
<td>48</td>
<td>2</td>
<td>48</td>
<td>79</td>
</tr>
<tr>
<td>Sp 2018</td>
<td>61</td>
<td>54</td>
<td>2</td>
<td>54</td>
<td>89</td>
</tr>
<tr>
<td>Fa 2018</td>
<td>54</td>
<td>45</td>
<td>3</td>
<td>45</td>
<td>83</td>
</tr>
<tr>
<td>Sp 2019</td>
<td>54</td>
<td>46</td>
<td>3</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>Fa 2019</td>
<td>50</td>
<td>42</td>
<td>4</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>Sp 2020</td>
<td>50</td>
<td>41</td>
<td>4</td>
<td>41</td>
<td>82</td>
</tr>
<tr>
<td>Fa 2020</td>
<td>50</td>
<td>49</td>
<td>8</td>
<td>49</td>
<td>84</td>
</tr>
<tr>
<td>Sp 2021</td>
<td>50</td>
<td>52</td>
<td>8</td>
<td>52</td>
<td>90</td>
</tr>
</tbody>
</table>
apartment in the Bryan/College Station metropolitan area is $831 (HUD 2020) (see Table 6.3). If a student does not secure any summer funding, then 62% of their assistantship would be spent on 12 months of median rent.

Starting with the pandemic in 2020, the department has worked hard to extend the summer funding to as many students as possible (see Figure 6.1). The summer assistantship varies: $2,500 for teaching one summer class, $2,000 for a research project, and $3,000 for teaching a class and conducting a research project. However, even with summer funding, 54% of a student’s annual income would go towards median rent for a 1-bedroom. This means that our graduate students are in rental stress (they spend considerably more than 30% of their income on rent). The situation is a little better for Aviles-Johnson Fellowship recipients who, based on this calculation, would spend about 37% of their income on rent.

Despite these challenges, summer funding through the ramped-up Summer Fellowship has been instrumental in mitigating the short-term economic shock of the pandemic in students’ livelihoods and a means to offer students further chances of engaging in academic and professional development. The Interim Department Head, Dr. Pat Goldsmith, and the Executive Committee developed the structure of the Summer Fellowship based on best practices research. The organizing team included two graduate students who hosted weekly accountability meetings, peer-review meetings, and frequent writing groups. Thus, the Summer Fellowship is designed to provide resources to improve students’ research and writing habits and develop peer networks, all of which, in turn, enhances their profiles to stand out in a very competitive job market.

Table 6.3 50th Percentile Rent Estimates for Bryan/College Station, 2020

<table>
<thead>
<tr>
<th>Type</th>
<th>Rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio/Efficiency</td>
<td>717</td>
</tr>
<tr>
<td>1-bedroom</td>
<td>831</td>
</tr>
<tr>
<td>2-bedroom</td>
<td>985</td>
</tr>
<tr>
<td>3-bedroom</td>
<td>1421</td>
</tr>
<tr>
<td>4-bedroom</td>
<td>1729</td>
</tr>
</tbody>
</table>

In December 2019, the Sociology Department started a food pantry called “SociologyEats!” in response to several accounts of food insecurity among graduate students. Faculty (and graduate students) donated food items to be stored in the break room and a conference room. Anybody could take whatever they needed without any
However, in March 2020, when the pandemic hit and University went online, the SociologyEats! program had to be re-vamped. We moved the program online. Students now can email Dr. Pals (with no justification required) that they want to participate and they are sent $50 (the requests are kept confidential). There is no cap on the number of times a student can request help. In February 2021 (during the “Snowpocalypse” in Texas, which shut off power and water for residents across the state) the payment was increased to $100. So far, 31 different graduate students have participated in the SociologyEats! program with a total of $13,800 distributed over 18 months (an average of $766 per month). Faculty have donated $14,201 into the program (as of August 19, 2021). The increase in demand in times of sudden crisis (like the Snowpocalypse in February 2021) shows the vulnerability of our graduate student population: 31 installments were sent out in February 2021 to 23 different students, totaling $2,050 in February alone. The demand for the program shows that our assistantships are not enough for adequate living. It also puts our students in this vulnerable position where they need to ask for help and, unfortunately, due to the online nature of the program, they cannot do it completely anonymously (i.e., they have to reveal their need to Dr. Pals).

Despite the financial challenges, our retention and graduation rates in the program have been improving significantly over time. For students who enrolled between 1985-1989, only 20% earned a doctorate. This increased to 25% for the cohorts that enrolled between 1990-1994, and to 35% for the cohorts enrolled between 1995-1999. For those who enrolled between 2000 and 2005, over 46% successfully completed the doctoral degree. Another 24% of the students who enrolled in 2000-2005 left after completing a Master’s degree. Only 13% did not complete a degree (transferring to other departments, universities, or withdrawing), whereas 60% of the cohort that started between 1985-1989 left with no degree.

In more recent years, of those who started their Ph.D. program in 2011 66% have earned their Doctoral degree (see Table 6.4). The percent of earned degrees diminishes after 2011, but many students are still working on their Doctoral degrees. While among the 2012 cohort we had a higher rate of students who withdrew from the program without any degree (26%), for other cohorts, this percent is always below 5%.
The sociology department has split the Graduate Director’s role into two: Director of Graduate Admissions and Director of Graduate Retention, Professional Development and Placement. Having two positions allows to split the heavy workload between two different faculty members.

The Director of Graduate Admissions is in charge of recruitment into graduate program, leading the evaluation of the candidates into the graduate program, and guiding the incoming cohort through the first year as Graduate Advisor. The Director of Graduate Admissions also regularly attends to students’ concerns and questions.

The Director of Graduate Retention, Professional Development and Placement organizes professionalization workshops for all graduate students (such as talking about entering the job market; introducing non-academic job opportunities; talking about the publication process; addressing mental health and graduate school; etc.). In addition, the Director of Graduate Retention, Professional Development and Placement is in charge of annual review of all graduate students in the Sociology Department, including writing annual letters about their progress to each graduate student. In 2019, Dr. Pat Goldsmith held this position. In 2020, Dr. Heili Pals took over as Dr. Goldsmith shifted to the Interim Head position. In Fall 2021, Dr. Ernesto Amaral is serving as Graduate Director of Admissions because Dr. Pals was granted a sabbatical. The graduate advisor receives support for record-keeping and other administrative matters from the department staff, mainly from Marisa Winking (Administrative Coordinator), but also from Christi Ramirez (Senior Administrative Coordinator). The business hub, led by Brynn Pinto, handles the issues of onboarding, employment, and budgeting. The department head makes most of the budget-related decisions.

In 2019 the Graduate Director of Retention was Dr. Heili Pals, followed by Dr. Ernesto Amaral in 2020. In Fall 2021 this position is taken over by Dr. Art Sakamoto.

Both Graduate Directors are guided by policies set forth by the University Office of Graduate and Professional Studies.

<table>
<thead>
<tr>
<th>Year started</th>
<th>Years since the start</th>
<th>% earned Ph.D.</th>
<th># of students started</th>
<th># of students still in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9</td>
<td>66.7</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>8</td>
<td>47.8</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>7</td>
<td>56.3</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
<td>6</td>
<td>57.1</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>2015</td>
<td>5</td>
<td>15.4</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>
OGAPS) and the Sociology Department's Graduate Program Handbook, which can be found in Appendix H. Changes to departmental policy regarding the graduate program originate either with the Department's Graduate Recruitment Committee (chaired by Graduate Director of Admissions with the Graduate Director of Retention as a non-voting member) or Graduate Retention Committee (chaired by Graduate Director of Retention with the Graduate Director of Admissions as a non-voting member) and are voted on by the full faculty.

Our doctoral program focuses throughout on the importance of presenting research at academic conferences and publishing research in peer-reviewed outlets. In addition to the professionalization seminars offered regularly on topics such as publishing, grant-writing and preparing for the job market, coursework focuses on developing research projects that are publishable, and the graduate handbook makes it clear that professional activity (progress toward publication, including submitting grant or fellowship proposals or engaging research projects with faculty) and research are key components of the students' annual evaluations, which are used to determine funding decisions for those students without a funding guarantee and decisions for fellowship applications. The handbook specifies, for example, that by the end of their sixth semester, students are expected to present a paper at a conference or a department brown bag, and by the end of the eighth semester they are expected to have submitted a single-authored article or two coauthored articles to peer-reviewed Sociology journals. This emphasis on research results in a high rate of productivity from our graduate students, as demonstrated by the approximately 31 publications in 2020 alone and 99 since 2016 listed in Appendix J (recent graduate student publications) and the more than 184 presentations listed in Appendix L (recent graduate student presentations).

The Department also awards research-related grants to students in order to support their work. Usually, the Graduate Student Award Committee supports graduate students attending conferences (such as attending ASA Annual Meetings). In the latest, 2020/2021 academic year, however, the requests were rare. The committee awarded 3 awards for conference attendance/registration and 2 awards to support data collection. In the latest, 2018-2019 (the year prior to global pandemic), the committee awarded 24 students with a $200 to $800 award to present at regional and national conferences (in total, $7,800 were spent supporting conference presentations). In addition, 13 students received other research support (to attend ICPSR or other research related workshops or to support with direct research costs – total near $17,000). In 2017-2018, the numbers were similar: 25 students received conference support ($11,100) and 13
students received research related support ($16,600).

<table>
<thead>
<tr>
<th>Table 6.5 Graduate Degrees Awarded and Time to Degree, 2014-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS</strong></td>
</tr>
<tr>
<td>Degrees Awarded</td>
</tr>
<tr>
<td>Time to Degree</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
</tr>
<tr>
<td>Degrees Awarded</td>
</tr>
<tr>
<td>Time to Degree</td>
</tr>
</tbody>
</table>

**TIME TO DEGREE**

As Table 6.5 demonstrates, our time to degree for students completing the master’s degree is about 4 years, and our time to degree for the doctoral averages 6.6 years. The numbers for the master’s degree are somewhat misleading because they only include the students who officially defended the Master’s thesis through OGAPS and does not include the majority of students who defended their Master’s paper internally in the department. Also, students will sometimes decide after the defending an internal master’s paper that they want a formal master’s degree, and will go back and complete that process after the fact. Formally processing the thesis through OGAPS subjects it to a series of institutional deadlines that sometimes significantly delay the date that the degree is formally conferred. Having the ability to defend the Master’s paper internally (implemented in 2011) makes it easier for the students to complete the requirements and may cut down the time to completing Master’s requirements. In the recent years, however, students have voluntarily started to desire the official master’s degree and opt to go through the official OGAPS route to defending the Master’s thesis (likely because they feel that having Master’s degree in hand gives them more opportunities and more security when managing the challenging Ph.D. process).

Graduate student annual evaluations give a glimpse of how long it takes for students to defend the master’s paper or thesis, regardless of the process they opt to go through. It takes, on average, more than 6 semesters (more than 3
years) to complete a master’s paper/thesis (see Table 6.6). The current Graduate Student Handbook, however, sets the expectation that the Master’s paper should be defended on 4th semester - a whole year before students actually complete it.

6.3 High-Impact Opportunities

Publications and Presentations

Appendices J and L show that our graduate students are research productive during their time at A&M, as a result of the strong emphasis that we place on research and working closely with faculty members on their research projects. Appendix J lists the papers published by our current graduate students during the 2016-2021 period, and Appendix L lists the presentations our current graduate students made during this time period. During this time, our current students published 99 papers and presented their research either at external invited talks or at conferences more than 180 times.

<table>
<thead>
<tr>
<th>Year</th>
<th>Single-authored</th>
<th>Co-authored with current sociology graduate student</th>
<th>Co-authored with TAMU sociology faculty</th>
<th>Co-authored, but not with TAMU sociology faculty or student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>2017</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>2018</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2019</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>2020</td>
<td>10</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>5</td>
<td>43</td>
<td>21</td>
<td>90</td>
</tr>
</tbody>
</table>

Table 6.7 provides analysis of graduate student publications from 2016-2020 (note that 2016 information is likely incomplete as we used 2016 annual evaluations for this, but many papers take time to get published and may have been mentioned in 2015 annual evaluations). Our graduate students consistently publish both as single-authors, and together with other researchers. The research productivity in terms of publications increased in 2020. The number of publications co-authored with TAMU sociology faculty varies around 10 in each year. Our students also publish with other researchers, both within University and outside, including former faculty and alumni.

Our students are also active in presenting their research at
conferences. However, this has been affected by the pandemic as the former close to 50 presentations per year diminished to 19 in 2020 (see Table 6.8).

<table>
<thead>
<tr>
<th>Year</th>
<th># of presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>52</td>
</tr>
<tr>
<td>2017</td>
<td>37</td>
</tr>
<tr>
<td>2018</td>
<td>48</td>
</tr>
<tr>
<td>2019</td>
<td>28</td>
</tr>
<tr>
<td>2020</td>
<td>19</td>
</tr>
</tbody>
</table>

The department colloquium, which features research talks by external speakers, faculty, and graduate students, also contributes to student development by highlighting cutting-edge scholarship from around the country as well as providing students and faculty opportunities to get feedback on work in progress and opportunities to practice giving conference presentations or job talks. Visitors regularly meet with students both in one-on-one meetings and at department receptions. The colloquium meets weekly, with the exception of weeks where there are job candidates giving talks or other speakers on campus who are co-sponsored by the Sociology department. Due to COVID, the colloquium is now held on Zoom, allowing us an easier way to invite faculty from outside the department and university to present. In 2021 alone, we have had presentations from faculty from the University of Wisconsin-Madison, University of Colorado-Boulder, University of Texas El Paso, University of California, Irvine, and New York University. This ability to bring external faculty to present enriches our graduate student program. All graduate students are encouraged to attend the colloquia, especially encouraged is the attendance of the first-year cohort as it helps to integrate the cohort to the department and helps them to form a habit of attendance in such opportunities. In academic year 2020/2021 four graduate students presented their work at the departmental colloquium (three presentations were co-authored with faculty, one was a single-authored presentation). In 2019/2020 academic year we had four graduate students present their single-authored work. Thus, the colloquium is used well as a platform to present one’s work. However, the pandemic has definitely reduced the attendance numbers as graduate students’ lives are stretched thin with the pandemic stressors.

Our graduate student’s efforts are rewarded with different types of awards. Appendix K lists graduate student awards from 2016. (Note that awards given out by the department are not included in this list.) Our students seek and obtain national awards (like NSF Doctoral Dissertation Research Improvement Award for Katherine Willyard in 2017 and Scholarly Activity Award from Sociologist’s AIDS Network for Gabe Miller in 2018); awards at regional conferences (Southwest Sociological Association Graduate Student Paper Award for Guadalupe...
Marquez-Velarde in 2016) and various TAMU awards (Will Rogers Memorial Scholarship in 2016 for Christopher Mathey; Fasken Distinguished Teaching Award in 2021 for Andrew Garcia and Kirstie Boyett and in 2019 for Linzi Berkowitz).

**WORKSHOPS**

Graduate Directors organize a variety of different workshops available for all graduate students throughout the year. In 2018-2019, a series of job search related workshops were organized (general employment workshop; phone and Skype interview workshop; and on-campus interview workshop) - all organized by Dr. Jane Sell. In 2019-2020, Dr. Heili Pals organized three workshops: 1) on the publication process; 2) on dealing with stress in the graduate school; and 3) on annual evaluations. In 2020, the publications process workshop was repeated. In addition, Dr. Pals organized a workshop with a panel of alumni at non-academic jobs talking about the types of non-academic jobs and how to get them. The panelists were from the U.S. Census Bureau, Texas Juvenile Justice Department, Rand Corporation, Wiley Education Solutions, and University of Chicago Consortium on School Research. All of the workshops were video-recorded and made available for students for asynchronous viewing as well.

In summer 2021, Dr. Amaral and Dr. Fossett taught a Quantitative Methods Series open for all graduate students. Five days of instruction included: 1) analysis using survey weights; 2) ordinary least squares regression; 3) ordered logit and fractional regression; 4) path analysis and structural equation models; and 5) workflow of data analysis. These workshops were recorded and made available for all on the departmental website.

**6.4 ASSESSMENT OF OUTCOMES & IMPROVEMENTS MADE**

Overall, in the last five years since 2016, 69% of the graduates are in positions that require a Ph.D. In more detail, 50% of the graduates are at tenure-track jobs; 15% are lecturers at universities. 3 graduates (6%) obtained a post-doctoral position (one of them has since transferred over to a tenure-track job). Four graduates (7%) teach at community colleges. 15% of the graduates are at research positions - half at universities, half at non-academic institutions (including 2 at the U.S. Census Bureau). One recent graduate (who graduated in 2018) is still in an adjunct position (however, their ability to find a job is complicated due to family issues limiting the geographical area for potential jobs). One graduate established a consulting company that provides training, education, and evaluation services. Among the last five years of graduates, we do not know the placement of 3 of the graduates (6%). See the full list of placements in Appendix I.
Recent placements are strongly affected by the pandemic. Table 6.9 shows the proportion of placements that require a Ph.D. over time. While the proportion of jobs that require a Ph.D. varies from year to year (the highest in the recent years was 2016 when 89% of the placements are in jobs that require Ph.D.), it is especially low in 2021, where up to now, only 1 of the 5 graduates has received a job that requires Ph.D. This number is perhaps low because of the lecturer title that several graduates start out with. In theory, this title does not require a PhD; however, in practice, it would be very hard for someone with a Master’s degree to obtain these lecturer jobs that our graduates take on. Among the 2021 graduates, 2 have lecturer positions in their field.

However, we are still quite successful in placing the students after graduation. We offer temporary lecture positions for recent graduates to help students transition to more permanent jobs at this challenging time. In Fall 2021, we have hired two recent graduates to teach as a lecturer. In both the 2020-2021 and 2019-2020 academic years, we hired one recent graduate to teach as a lecturer. Both have now found more permanent jobs – one is an Assistant Professor at Del Mar College, and the other is an Assistant Professor at Newberry College. We hope that the lecturer positions offered in Fall 2021 will also help these recent graduates find more permanent jobs.

Among the 5 graduates in 2021, 2 found jobs at universities (including an Assistant Professor at Oklahoma State University), one in a community college, one at Texas Health and Human Services, and one stayed on as a lecturer at Texas A&M University. Thus, among the 5 2021 graduates, all but 1 have permanent jobs.

Among the 13 graduates in 2020, 5 are now at tenure-track jobs at the University of Georgia, University of Massachusetts-Lowell, Mississippi State University, Del Mar College, and University of Houston. For three of them, this is their second job (one after a half-a-year position as an assistant research scientist at the Institute for Science, Technology, and Public Policy in the Bush School of Government and Public Service, and one after a year of a lecturer position at our department; and for one after a year as an Assistant Professor at Florida Atlantic University). Two graduates hold post-doctoral positions (Dworak-Peck School of Social Work, University of Southern California, and Rand Corporation). Four are lecturers (two at Texas A&M Prairie View, one at Texas A&M Agricultural school, and one at the temporary lecturer position at our department). One is a Research Associate at the Office for

<table>
<thead>
<tr>
<th>Year</th>
<th># of Graduates</th>
<th>Require PhD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>9</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>2017</td>
<td>12</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>2018</td>
<td>10</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>2019</td>
<td>5</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>2020</td>
<td>13</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>2021</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>
Undergraduate Studies at the University of Texas, El Paso, and one is a Data Analyst at Kinder Institute for Urban Research, Rice University. This means that all 13 2020-graduates currently have jobs; 12 of them have permanent employment. Especially for the current pandemic times, this is a notable achievement by our graduates.

In 2019, we had 5 Ph.D. graduates. Two of them are now on tenure track positions (Henderson State University and Newberry College); one is a faculty member at Blinn College, and one works as a survey statistician at the U.S. Census Bureau (we do not have information for one of the graduates).

The graduating cohort of 2017 was especially successful in placements. 9 out of 12 graduates landed tenure-track positions, one is at a research position at the University of Chicago, one started their own company, and we lack information on one graduate.

All graduates who hold academic positions teach or research in Sociology or directly related fields of study (i.e., Social and Behavioral Sciences). Further, among our alumni who obtained a Ph.D. degree over the period 2016-2018 and hold tenure-track positions, 4 currently serve in administrative roles as well, including an alumnus who is the Director of the Institute for Social Justice at Harris-Stowe State University, and another who is the Director of the Criminal Justice Program and Program Co-Chair of the Sociology Major at Concordia University.

To help graduate students with placements, we conduct workshops on job search, interview techniques, etc. We also encourage research and publication (both at the institution level - the Graduate Student Handbook states that the minimum level of publication record is either 1 single-authored or 2 co-authored publications by the end of the 5th year of study. Also, most graduate courses require students to complete at least some part of independent research (either proposal or data analysis or both). We also have two required publications courses - one at the Master's level and the other at the Ph.D. level. Most faculty collaborate with graduate students in research and publication.

One significant change that has occurred since our last review is that our funding letters for incoming cohorts guarantee 4 or 5 years of support (depending on whether they need to obtain a Master’s degree) as long as they make adequate progress in the program. This reduces the stress related to the annual review process. In the previous years, the annual review scores were directly used to rank students to receive funding. While the system encouraged productivity, it also generated a lot of competition and thus, contributed negatively to the cohesion of the graduate student community. In addition, the new system reduces the strain on graduate students'
mental well-being. The annual reviews are still used to rank the students in older cohorts. The information from annual reviews is used for fellowship and scholarship nominations and to analyze the graduate program's effectiveness as a whole. Also, the individualized letters that the graduate students and their mentors receive as a result of this review process help the mentor-mentee pair to keep on track.

In general, however, we admit both students with a funding guarantee and students without funding guarantee. In usual years, we extend admission to a certain set of applicants and once they decide, we may extend admission to more students (often then without funding). In 2020, we extended the offer of admission to 25 students, 11 of them without funding offer. A total of 13 students accepted our offer, 5 of them without funding offer. In the latest round of admissions, however, we extended the offer to 17 applicants (some with funding, some without funding). We ended up with 9 applicants who accepted our offer and we were eventually able to give all of them a funding promise. Due to the global pandemic and the stressors from that, we decided to not extend any more non-funded offers as the uncertainty of an unfunded position adds to general stress and mental health of these students.

One of the major challenges facing the graduate program is the limited resources available to recruit graduate students. We have discussed the issues around the assistantship above. A change from the previous review is that in addition to tuition, the assistantship also covers all the fees university charges (except special fees for international students). The fees amount to $1390 per semester – thus, a considerable amount. The outcomes of the graduate program (number of publications, presentations, awards, and placements) are affected by the low assistantship as our graduate students often do not have enough funds to devote 100% of their time to professional activities. Currently, some graduate students work as adjuncts at other universities or community colleges; some have other types of additional employment to make ends meet.
Figure 6.2. Since COVID-19 began, have you had to... (percent of 3rd year and higher years graduate students, N=33)

The pandemic situation has made the lives of graduate students more difficult both because of reduced income and other stressors. We conducted a survey of all of our graduate students in December 2020 to assess the effect of the pandemic on our graduate students. Over 40% of the graduate students in years 3 and up report delaying their dissertation due to poor job market and half of them state that they had to redesign their dissertation due to the pandemic (see Figure 6.2). Nearly half also list delays in data collection due to social distancing rules.

Figure 6.3 shows the list of factors that make it more difficult to complete the program during the pandemic. On this graph, all respondents are included (a total of 55 graduate students). Most notably, nearly everyone (89% of the respondents) report having increased mental health demands (among those in their 3rd year and up, 100% reported increased mental health demands). Next most frequently selected factor is health – 76% of the respondents say that their own or their family health is impeding their progress in the program. Similarly high is the lack of motivation – 69%. Why this high rate of mental health demands and lack of motivation? Likely the next factors explain those. Students have seen increased care responsibilities for family or friends (44%) and children (16%). A third of the respondents report reduced income. A quarter report increased workload as an instructor (7% also report increased workload as a TA). A third of the respondents also report poor internet access. None of the respondents report excessive demands by their committee.

Based on qualitative comments, students felt isolated from the department - it was not as easy to
come across faculty in the department. As a response, the faculty created easier ways to meet students online. Many faculty held regular office hours on Zoom, many used Calendly to easily schedule meetings. Graduate Directors had a regular check-in meeting open for all graduate students every week starting in March 2020 (these check-in meetings are still happening on a weekly basis on Zoom). Of course, the incoming cohort was especially affected as it was harder for them to make connections to find mentors. Several students also contracted COVID and some had long-term effects. Increased demands for screen time also created other types of issues - migraines, eye problems. But it was not only individual health that affected students, but also the health of their family and friends. Graduate students with small children had increased childcare duties, severely affecting their ability to concentrate on graduate work. International students were affected by all of the uncertainty regarding migration status and by the inability to visit family. However, it was also revealed from the qualitative comments, that students felt like the department tried to help students. Many were grateful for the SociologyEats! program as a lifeline.

Figure 6.3. What made it more difficult for you to complete the program due to COVID-19? (Percent of graduate students selecting the factor, N=55)

In response to these issues, the department has tried to extend summer funding to as many students as possible. We attempt to keep students on assistantships beyond the usual 4 or 5 years. To help with isolation we also held
departmental Zoom parties, and instituted a new Mentoring Happy Hour where graduate students were encouraged to discuss their research ideas in a low-pressure environment (organized by the Diversity Committee).

Another major challenge faced by the graduate program is the lack of space. This was also noted in the previous self-study. The Department occupies space on the third and fourth floors of the Academic Building. Still, there is insufficient space to supply graduate student offices. Currently, several faculty offices are split between different students to provide office space. We also lost ACAD 409 that provided graduate student office space when Liberal Arts College used this space to create RESI led by Dr. Troy Harden. The department also used to have graduate student offices at Reed McDonald Building. While this was not an ideal solution (these offices were physically away from the rest of the department), it still provided office space for a considerable number of students (18). Office space is needed to provide graduate students with opportunity to work, opportunity to create community, and opportunity to be close to faculty. Thus, even graduate students who are not on assistantship should have offices. Right now we are struggling to find space for those who have assistantships.
In our last self-study, we set several goals for our undergraduate program. One of our goals was to monitor our curriculum to ensure quality education. We seek to complete this goal by routinely evaluating our classes through the undergraduate program committee, and by our assessment committee charged with annual assessments by the college and university. Since the last self-study, we participated in a major revision of our core curriculum, which added a new category of course (“Cultural Discourse” courses, which emphasize discussion of difficult topics). Adding this new option to our courses involved re-evaluation of our core program and the significant revision of some classes.

Another goal was the promotion of the internship program and more emphasis on undergraduate research. These goals have been combined in important ways: the internship program has grown (with the exception of during the pandemic, when many agencies stopped accepting interns), and includes a significant component of research and presentation of that research. This combination was always a feature of the internship program, but it has grown.

Another goal was the promotion of the undergraduate fellows program. The program includes both research fellows and teaching fellows. Candidates for fellowships apply to the undergraduate program advisor before the start of the semester in which they would work. A subcommittee of the undergraduate program committee evaluates the applications and selects candidates. Depending on our budget, we select several 3 to 6 fellows each semester, and these students have made significant contributions to the program while gaining important professional experience.

Below we address another goal from our last review, the continued promotion of diversity in our undergraduate program.

7.1 DIVERSITY AND DEMOGRAPHICS
MAJORS AND MINORS

The total number of Sociology majors has been declining in the past five years, as shown in Table 7.1. The Fall 2016 total undergraduate student enrollment in the Sociology major was 656 students, and during the pandemic in Fall 2020 our total number of majors dropped to 440. During this same time period, the number of Sociology minors has risen from 51 to 309.

There are several reasons that we think there have been declining numbers of Sociology majors. Some reasons are positive (e.g. students are graduating more quickly, so they are spending fewer years “active” as a Sociology major). Some reasons are neutral (e.g. we have increasing numbers of students who change to a Sociology major later in their undergraduate career, so they spend fewer years “active” as a Sociology major; and other programs like Psychology have started admitting more first-year students so students are less likely to be a Sociology major for just a short time while they wait to change to other social science majors). Some reasons are negative (e.g. few students start their time at TAMU knowing what Sociology is, in part because it is rarely offered in Texas high schools for AP or dual credit). One important thing to note is that although our number of majors has declined since the last self-study, the number of BA and BS degrees earned annually in our department has actually increased. We are actively working to increase our recruitment into the major, however, and would appreciate any feedback on how to expand these efforts.

With a total tenure-line faculty size of 23, this makes our Fall 2020 student/tenure-line faculty ratio about 19 students per total faculty. Despite the dropping number

<table>
<thead>
<tr>
<th>Table 7.1 Demographics of Undergraduate Sociology Majors, 2016-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>First generation student</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Race/ethnicity</td>
</tr>
<tr>
<td>White only</td>
</tr>
<tr>
<td>Black/Multiracial Black</td>
</tr>
<tr>
<td>Latino (of any race)</td>
</tr>
<tr>
<td>Asian only</td>
</tr>
<tr>
<td>Native Hawaiian or Pac. Islander</td>
</tr>
<tr>
<td>Native American only</td>
</tr>
<tr>
<td>Multiracial (excluding Black)</td>
</tr>
<tr>
<td>International</td>
</tr>
<tr>
<td>Other/Unknown</td>
</tr>
<tr>
<td>TOTAL SOCI majors:</td>
</tr>
<tr>
<td>TOTAL SOCI minors:</td>
</tr>
</tbody>
</table>
of Sociology majors, this student/faculty ratio has grown significantly in the last dozen years, with the ratio in 2008 at 10 (338 undergraduate majors/34 faculty). This illustrates the significantly increased burden on faculty as class sizes have increased and the number of faculty has decreased.

DEMOGRAPHICS AND RETENTION
The diversity of our Sociology majors remains high. More than 90 percent of Sociology majors are enrolled full-time. Although less than a third of all TAMU undergraduates are first-generation, almost half of Sociology majors are the first generation in their family to attend college. About 40% of the first-generation Sociology majors identify as Latina/o, and roughly 25% percent identify as White. About three-quarters of our majors are women.

We also have more racial diversity in our majors than found in TAMU as a whole. About 25 percent of TAMU undergraduates in Fall 2020 were Latinx, but in Sociology more than a third of our students identify as Latinx. Similarly, African American students make up only 3% of TAMU undergraduates but 9% of Sociology majors. In 2010, the American Sociological Association estimated that 17% of Bachelor’s degrees in Sociology went to African Americans, 13% to Latinx, and 7% to Asian Americans. Compared to the national distribution, then, Latinx students are overrepresented (35%) in our Sociology department, and Black (9%) and Asian American students (6%) are underrepresented.

The department values this diversity and uses multiple strategies to recruit and retain our sociology majors who are women and students of color. For example, once students of color who declare sociology as their major are accepted by the university, Sociology Department Advisors send a handwritten postcard congratulating the student and encouraging the student to enroll. In addition, all first-year students, and specifically first-generation students, receive a document entitled “Things to Do Throughout Your First Year,” which provides practical advice and important deadlines.

The Sociology department is also an active participant in the Freshman Innovation Group (FIG) initiative, which provides first-generation first-year students two small classes that they take together as a cohort, allowing them to get to know a group of 25 peers well and gain special access to faculty and academic programming during their first year of college. We offer, for example, a special “FIG” section of our Introduction to Sociology (SOC 205) course.

The Undergraduate Advising team also designed a mentorship program, which links first generation and racial minority students to advanced undergraduate students and to a faculty member. The goal of the program is to teach students about the “hidden curriculum” (or unwritten expectations) associated with college life. Incoming students participating in the program are matched with a faculty and
undergraduate student mentor. Mentors and mentees are required to meet at least once a month. Mentors are provided with monthly memos and peer meetings regarding issues related to student success to help facilitate their meetings with their mentee.

Retention is the goal of these strategies; we are proactively working to help students from disadvantaged backgrounds stay in college. The five-year average 1-year retention rate prior to the implementation of this program was 51%. This figure increased to an average of 65% in the five years post-implementation.

<table>
<thead>
<tr>
<th>Table 7.2 Undergraduate Degrees Awarded and Time to Degree, 2016-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baccalaureate</strong></td>
</tr>
<tr>
<td>Total Degrees Awarded</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Time to Degree</strong></td>
</tr>
<tr>
<td>Across Sociology</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
</tr>
<tr>
<td>Asian Only</td>
</tr>
<tr>
<td>Black/Multiracial with Black</td>
</tr>
<tr>
<td>Hispanic or Latino (any race)</td>
</tr>
<tr>
<td>Multi-racial excluding Black</td>
</tr>
<tr>
<td>Native American Only</td>
</tr>
<tr>
<td>Native Hawaiian or Pac. Isl.</td>
</tr>
<tr>
<td>White Only</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

Retention is the goal of these strategies; we are proactively working to help.

7.2 TIME TO DEGREE, RETENTION AND GRADUATION

Table 7.2 includes our average time to degree for both the BA and the BS and shows that time-to-degree for these degrees has, on average, declined during the 2016-2020 time period. We believe this can be attributed to increased emphasis on timely completion of the degree from our advisors, as well as the university incentive that offers a tuition rebate of $1,000 if students graduate within four calendar years. It must be noted that the slight increase in time to completion for the 2019/20 academic year is attributed to disruptive effects caused by the global pandemic and the significant disruption to campus and
classrooms. Overall, reducing the time-to-degree was an important goal for the department and the institution, and we are pleased to see progress toward that goal.

Table 7.3 shows the undergraduate retention and graduation rates for students who start their first year of college at Texas A&M as a Sociology major. (For the top half of Table 7.3, then, retention refers to retention in the major rather than retention in the institution; individuals who join the major later in their college careers are not included in the numbers, and those who are not retained in many cases have gone on to get another degree at Texas A&M. The bottom half of Table 7.3 shows retention at TAMU for those students who start their undergraduate careers as Sociology majors.) These data show that in the 2015 cohort (the last to not be affected by the pandemic), more than half of students who declare a Sociology major when they are entry-level first-year students graduate with a degree in Sociology within four years, and almost 90 percent of them graduate with some degree within four years. Only 13 percent of students in the College of Liberal Arts graduate from the department in which they originally enrolled within four years, showing that timely graduation of Sociology majors is 2.5 times higher than average. Our two-year retention rates in the major closely mirror the overall rates for the college.

<table>
<thead>
<tr>
<th>Retention in Sociology</th>
<th>Cohort</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
</tr>
<tr>
<td>2015</td>
<td>37</td>
<td>65%</td>
<td>49%</td>
<td>16%</td>
<td>41%</td>
<td>43%</td>
</tr>
<tr>
<td>2016</td>
<td>11</td>
<td>55%</td>
<td>27%</td>
<td>0%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>2017</td>
<td>26</td>
<td>73%</td>
<td>42%</td>
<td>12%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>17</td>
<td>71%</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>28</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retention in TAMU</th>
<th>Cohort</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
<td>Graduation</td>
<td>Retention</td>
</tr>
<tr>
<td>2015</td>
<td>37</td>
<td>89%</td>
<td>84%</td>
<td>19%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>11</td>
<td>91%</td>
<td>73%</td>
<td>0%</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>2017</td>
<td>26</td>
<td>92%</td>
<td>77%</td>
<td>12%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>17</td>
<td>94%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>28</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Average 2015-2019 | Sociology | 24 | 66% | 44% | 9% | 40% | 26% | 3% | 51% |
| TAMU | 92% | 80% | 10% | 74% | 47% | 13% | 84% |
7.3 FINANCIAL SUPPORT
Institutional support for full-time undergraduates enrolled in the Sociology major is included in Table 7.4. The share of our students who have financial support from the institution has grown in the last 5 years, but the average amount of that aid has declined somewhat. TAMU has made several emergency funds available during the pandemic for students with unexpected financial needs.

Our department also has several opportunities for students to get involved in research and teaching that include funding. Students who are accepted to the Undergraduate Research Assistant or Undergraduate Teaching Assistant programs are paid for working up to 10 hours per week during the semesters that they are involved in the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent with financial aid</th>
<th>Average amount of aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>54%</td>
<td>$6,209</td>
</tr>
<tr>
<td>2016-17</td>
<td>56%</td>
<td>$6,541</td>
</tr>
<tr>
<td>2017-18</td>
<td>55%</td>
<td>$6,530</td>
</tr>
<tr>
<td>2018-19</td>
<td>57%</td>
<td>$6,811</td>
</tr>
<tr>
<td>2019-20</td>
<td>61%</td>
<td>$5,863</td>
</tr>
</tbody>
</table>

7.4 STUDENT ACHIEVEMENTS AND HIGH-IMPACT EXPERIENCES

Our department has a long history of supporting undergraduate research. For more than 30 years, Sociology has had a summer research program for undergraduates. In recent years, this has been the program funded by the National Science Foundation, led since the last self-study first by Mark Fossett, and then by Mary Campbell and Alex Hernandez. In that program, students work closely with faculty mentors for eight weeks during the summer, producing their own original research project, and then they present that work at an academic conference the following academic year. This program puts a heavy emphasis on increasing the diversity of the pipeline for graduate study in Sociology, and admits predominantly students of color, first-generation college students, and students from institutions with fewer research opportunities. The grant covers a stipend for the students (so that students from low-income backgrounds can afford to forego work for the duration of the program), living expenses and housing in College Station, and travel costs.
The department also has students involved in research in the Undergraduate Research Fellowship, which also provides a stipend, and opportunity to take research hours for credit. The undergraduates in the Sociology department are very actively involved in research. Appendix O lists some of the presentations that our undergraduate researchers did at academic conferences in the past five years. These presentations have also resulted in co-authored publications with students who were undergraduates at the time the work was written. For example, these articles all feature TAMU faculty and an undergraduate co-author:

- Forthcoming. Theresa Morris, Joan Robinson, Keri Spiller (undergraduate), and Amanda Gomez (undergraduate). “Screaming, ‘No! No!’ It was Literally Like Being Raped”: Connecting Sexual Assault Trauma and Coerced Obstetrical Procedures.” Social Problems.
- 2016. Theresa Morris, Olivia Meredith (undergraduate), Mia Schulman (undergraduate), and Christine Morton. “Why Do Low-Risk Women Have C-Sections?: A Case Study of a Tertiary Care Hospital.” Women’s Health Issues 26(3):329-335.

OTHER HIGH-IMPACT OPPORTUNITIES
In addition to undergraduate research, our faculty also work on a wide range of other high-impact opportunities for our students. For example, the internship program (see Appendix M for a list of placements, and chapter 4 for a description of the program) and the ability to focus the Sociology degree on a specific topic area or track (see Appendix N for descriptions of the focus
areas) allow students to graduate with specialized skills and knowledge, in order to better prepare them for future employment. Preparation for the job market is also the focus of our undergraduate professionalization seminars, SOCI 478 and 479. In these courses, Sociology majors prepare job market materials, revise their work, and learn about different careers of Sociology graduates.

In another recent example of the high-impact work that our faculty embrace, since the start of the Fall 2020 semester, Alex Hernandez has been working with a cohort of ten Posse students as a faculty mentor. The Posse Foundation is a national organization that works to recruit and shape the future leaders of our society. The organization prides itself on focusing not simply on recruiting intelligent and skilled students, but also those that are truly representative of their communities. As a result, many of the Posse students come from racial and class backgrounds that are underrepresented in higher education. The faculty work with them to ensure that they graduate, engage in social and professional groups, and pursue career prospects. This is done through (1) weekly meetings with the entire group, (2) bi-weekly meetings with each individual Posse student, and (3) two multi-day retreats with all the on-campus Posse groups. These meetings/retreats are focused on ensuring that these students, many of whom do not understand the hidden curriculum of the university, thrive in college.
8. **Concluding Observations**

This document provides an overview of the Sociology Department at Texas A&M University, with an emphasis on the 2016-2021 period. The department has made significant progress since the early 1990s when it was ranked for the first time. Today, it is a world-class, highly-productive research department, which was described in our last review as “among the top 5” in the nation for the study of race and ethnicity. As we have discussed above, there is much that we still plan to accomplish, and we will appreciate guidance on the questions we noted at the beginning of the self-study, as well as any other feedback the team can provide.

In the appendices that follow, we provide context for the data that we presented above, as well as information about the current faculty and students of the Sociology department and context on the larger structures and contexts of Texas A&M University.
9. APPENDICES

APPENDIX A. COLLEGE OF LIBERAL ARTS STRATEGIC PLAN

TEXAS A&M UNIVERSITY
College of Liberal Arts

SHAPE THE FUTURE

2021 - 2026
The title of our new strategic plan, “Shape the Future,” deliberately focuses on our collective agency—and responsibility—to craft our identity and practice to ensure that Liberal Arts and its people continue to thrive.

A complex backlash against the idea of privileged information or authoritative knowledge, both of which are associated with universities and other centers of learning, has caused higher education to think hard about its role in educating students for life and conducting influential research. Calls for practical skills and workforce readiness for graduates, and for applied knowledge and rapid response to global emergencies in research, have made it especially difficult for the liberal arts, based as they are on contextualized and historicized modes of thinking and slow, deliberate processes of discovery. It is no longer possible for us to argue that our value is self-evident. We must communicate about our contributions clearly and passionately to our students, our research peers, and the public that invests in us.

The need for the values and methods of liberal arts has never seemed more urgent to me, and the many faculty, staff, and students who helped to create “Shape the Future” clearly agree. Based on the input from summit participants, survey respondents, focus group members, and a wide variety of other meeting attendants, several consistent keywords or identifying phrases emerged: collaboration, community, engagement, inclusiveness, interdisciplinarity, teaching excellence, research impact, and a climate that makes us all want to come to work every day. In the following pages, you’ll see our five strategic priorities and the three cross-cutting themes woven into them, one to three goals to help us strengthen those priorities, and a few specific objectives by which we will measure our progress. I am proud of our accomplishments so far, and excited to see what happens next.

Mathews

Dean Pamela R. Matthews ’81
MISSION STATEMENT

SHAPING A BETTER TOMORROW

OUR VISION

A liberal arts education exists to open minds, and shaping a better tomorrow starts with a hard and unflinching look at our past and present in order to create the future. The word “liberal” shares a root meaning with “freedom,” and it has been associated since ancient times with a well-rounded education that prepares citizens for a thoughtful life and continued learning.

Liberal arts faculty and students put human beings at the center of our inquiry and seek to learn about all aspects of the human condition. We study how the human past affects the present; how humans across the world and across time behave; how their brains work; how they express themselves creatively in literature, language, and performance; how they make decisions; how they organize and conduct themselves; and how they view themselves in relation to others. On the foundations of this broad knowledge, we build the ability to listen and talk to one another, ask hard questions of ourselves and other people, tolerate ambiguity, and communicate deeply in many formats. We learn to read and think critically and to distinguish opinion from fact, and—always—to ask how any action will affect the human beings involved.

Shaping a promising future for all takes a willingness to think outside of received knowledge, to imagine worlds beyond the boundaries of the familiar, to question what is perceived to be unquestionable, and to act on bold ideas that sometimes make us uncomfortable. Contributing knowledge that’s useful for individual and collective human life—and not just for making a living—is the goal of the College of Liberal Arts.
CROSS-CUTTING THEMES

Solidify our identity as a college
Embrace diversity and inclusiveness
Foster collaboration

STRATEGIC PRIORITIES

1. Enhance Teaching and Student Success
   - Recruit, support, and retain students
   - Adopt teaching innovations
   - Help students prepare for career and life

2. Build Community
   - Integrate diverse disciplinary perspectives
   - Build infrastructure to support collaboration

3. Champion Influential Research
   - Foster knowledge creation
   - Elevate interdisciplinary research
   - Promote external research funding

4. Reach Out
   - Create strategic communications and messaging
   - Inform and lead collaborative discourse on social challenges
   - Attract investment in the Liberal Arts mission from a broad variety of stakeholders

5. Create a Thriving Workplace
   - Recruit, retain, and develop exceptional and diverse faculty and staff
STRATEGIC PLAN PRIORITIES, GOALS, AND OBJECTIVES

Enhance Teaching & Student Success

Goal 1: Recruit, support, and retain students
- Use data to inform student enrollment and retention strategies
- Create a welcoming and supportive climate for all graduate and undergraduate students
- Make the value of a liberal arts education tangible

Goal 2: Adopt teaching innovations
- Focus on interdisciplinarity
- Invest in innovation
- Employ active, participatory learning

Goal 3: Help students prepare for career and life
- Teach practical skills for college success
- Prepare for post-college life
- Demonstrate career readiness

Build Community

Goal 1: Integrate diverse disciplinary perspectives
- Incorporate collaborative teaching and learning opportunities
- Determine and fill curriculum gaps
- Foster interdisciplinary research collaborations

Goal 2: Build infrastructure to support collaboration
- Expand IT resources
- Host collaborative events
- Invite shared use of available spaces
STRATEGIC PLAN PRIORITIES, GOALS, AND OBJECTIVES

Champion Influential Research

Goal 1: Foster knowledge creation
- Recruit excellent faculty and graduate students
- Establish consistent evaluation practices
- Engage undergraduates in research

Goal 2: Elevate interdisciplinary research
- Bring interdisciplinary researchers together
- Incentivize interdisciplinary research collaborations

Goal 3: Promote external research funding
- Connect faculty to funding opportunities
- Support proof-of-concept projects tied to specific funding opportunities
- Articulate clear expectations for external funding in tenure and promotion decisions

Reach Out

Goal 1: Enhance strategic communications/messaging
- Refine our college brand
- Expand communications capacity
- Chart a leadership role for our college

Goal 2: Inform and lead discourse on social challenges
- Collaborate with communities
- Support informed dialogue
- Raise awareness

Goal 3: Attract investment in the liberal arts mission
- Communicate our college vision
- Engage donors
- Launch strategically targeted capital campaigns
STRATEGIC PLAN PRIORITIES, GOALS, AND OBJECTIVES

Create a Thriving Workplace

Goal: Recruit, retain, and develop exceptional and diverse faculty and staff
- Recruit diverse and inclusive faculty, staff, and administrators
- Make our college a coveted employer on campus
- Create professional development plans and opportunities
APPENDIX B. SOCIOLOGY DEPARTMENT BYLAWS

SOCIIOLOGY DEPARTMENT BYLAWS

Bylaws of the Department of Sociology, Texas A&M University

September 2015

(Amended September 21, 2018, Amended December 2020)

The Department of Sociology at Texas A&M is committed to collegial governance, with matters decided by majority vote of the members of the department eligible to vote and present at the meeting.

For the purposes of this document, “tenure-track faculty” refer to Assistant Professors, Associate Professors and Full Professors with tenure or eligible for tenure. “Academic professional track faculty” refer to Lecturers, Senior Lecturers, Instructional Assistant Professors, Instructional Associate Professors, and Instructional Professors.

I. Issues Related to Departmental Voting Rights and Responsibilities

A. Tenured and tenure-track faculty whose appointment is 50% or greater in Sociology will have the right to vote on all matters not involving personnel issues. For personnel matters, all tenured and tenure-track faculty have the right to vote on all hiring decisions, regardless of the potential rank of the individual(s) being considered. All tenured faculty have the right to vote on matters involving the evaluation and promotion of Assistant Professors (tenure-track as well as instructional track), and Full Professors have the right to vote on matters involving the evaluation and promotion of Assistant and Associate Professors (tenure-track as well as instructional track). All tenured faculty have the right to vote on matters involving the evaluation and promotion of Lecturers.

B. Tenured, tenure-track and instructional faculty whose appointment is less than 50% in Sociology will not have the right to vote on departmental matters, but are welcome to attend and contribute to meetings (except meetings closed by a majority of those eligible to vote, as specified in F.1).

C. Instructional faculty whose appointment is 50% or greater in Sociology will have the right to vote on all matters not involving personnel issues. For personnel matters, all Instructional faculty have the right to vote on hiring decisions involving Instructional faculty positions or Lecturer positions, regardless of the potential rank of the individual(s) being considered. Instructional faculty also have the right to vote on promotion and evaluation of other Instructional faculty of lesser rank. All Instructional Associate and Full Professors have the right to vote on matters involving the evaluation and promotion of Lecturers.

D. Lecturers and Senior Lecturers will not have the right to vote on departmental matters, but are welcome to attend and contribute to meetings (except meetings closed by a majority of those eligible to vote, as specified in F.1).

E. Graduate Students may elect one graduate student member to attend departmental meetings that do not consider personnel matters or matters in which particular graduate students are being discussed. That one member may vote on issues not involving personnel matters.

F. Unless personnel matters are under consideration, all departmental or committee meetings, except for the meetings of the executive council, are open to anyone, including graduate students and postdoctoral scholars.

1. Upon request from a member of the department who is eligible to vote, all persons who are not eligible to vote on departmental matters will leave and a privileged discussion concerning
closing the meeting can occur. A majority vote of the present members eligible to vote can close a particular meeting to those not eligible to vote.

II. Organization and Positions

A. Department Head

1. Functions

   a. To represent the interests of the department and faculty to other departments, administrative officials and the larger community.
   b. To preside at departmental faculty meetings.
   c. To act as executive officer of the department in implementation of policies.
   d. To be responsible for the daily functioning of the department and its offices.
   e. To report to the faculty concerning the departmental budget and other matters pertinent to the faculty.
   f. To serve on and chair the executive council and the annual review committee.
   g. In consultation with each area concentration group, to appoint a member of each area to provide a list of graduate courses for each year.

2. Appointment and term of office

   a. The department head appointment and tenure are determined by the rules and regulations of the university.

B. Associate Department Head

1. Functions

   a. To serve in the capacity of department head in cases where the department head is unable to serve.
   b. To attend executive council meetings as a non-voting member, unless elected, and to serve as recorder.
   c. To take the minutes at the faculty meetings, and distribute them to the faculty within 2 weeks of each meeting.
   d. To perform such duties relating to departmental matters as may be assigned by the department head and to advise the department head.

2. Appointment

   a. The associate department head is appointed by the department head in consultation with the executive council and the approval of a majority of the department’s voting members (tenure-track and instructional faculty). The associate department head serves at the discretion of the head to be appointed or reappointed by faculty majority vote for a term no longer than 4 years.
   b. The associate department head shall be compensated for duties as agreed upon with the department head.
C. Director of Graduate Recruitment (DGR)

1. Functions
   a. To chair the Graduate Admissions Committee.
   b. To be responsible for all graduate admissions and recruitment activities, including recruitment trips, letters of nomination for fellowships, and providing information to admitted students.
   c. To be responsible for the First Year Graduate Student Proseminar course and providing information to students upon their arrival.
   d. To serve as a non-voting member of the Graduate Program and Evaluation Committee.
   e. To implement departmental policies regarding admissions to the graduate program.

2. Appointment
   a. The DGR is appointed by the head in consultation with the executive council and the approval of a majority of the department's voting members (tenure-track and instructional faculty). The DGR serves at the discretion of the department head to be appointed or reappointed by faculty majority vote for a term no longer than 4 years.
   b. The DGR shall be compensated for duties as agreed upon with the department head.

D. Director of Graduate Retention, Professional Development and Placement (DGP)

1. Functions
   a. To chair the Graduate Program and Evaluation committee, and bring potential revisions to the program to the Graduate Program and Evaluation committee.
   b. To be responsible for award nominations for all of the graduate student awards.
   c. To be responsible for graduate student annual evaluation.
   d. To be responsible for knowing the details of the graduate program, answering faculty and student questions about assistantships and program requirements.
   e. To serve as a non-voting member on the Graduate Admissions Committee.
   f. To implement departmental policies regarding students currently enrolled in the graduate program.

2. Appointment
   a. The DGP is appointed by the head in consultation with the executive council and the approval of a majority of the department's voting members (tenure-track and instructional faculty). The Director serves at the discretion of the department head to be appointed or reappointed by faculty majority vote for a term no longer than 4 years.
   b. The DGP shall be compensated for duties as agreed upon with the department head.

E. Director of Undergraduate Curriculum (DUC)

1. Functions:
   a. To meet with the department head and provide policy advice related to curricular matters.
b. To co-chair the Sociology Undergraduate Curriculum and Program Committee.

c. To serve on the College of Liberal Arts committee dedicated to undergraduate instruction and other committees relevant to Sociology course and program proposals.

d. To review and serve as the final arbiter (official signatory) of syllabi that are submitted for transfer equivalent to the department.

e. To be responsible for undergraduate course catalog content for the Sociology Department

2. Appointment

a. The Director of Undergraduate Curriculum is appointed by the head in consultation with the executive council and the approval of a majority of the department’s voting members (tenure-track and instructional faculty). The DUC serves at the discretion of the department head to be appointed or reappointed by faculty majority vote for a term no longer than 4 years.

b. The DUC shall be compensated for duties as agreed upon with the department head.

F. Director of Sociology Undergraduate Programs (DUP)

1. Functions:

a. To coordinate undergraduate co-curricular programs such as the Sociology Internship Program, professional development courses, and student awards, and extra-curricular programs such as AKD and Sociology Clubs.

b. To oversee communication of undergraduate opportunities including maintaining social media and distributing announcements.

c. To work with advisors regarding recruitment and retention initiatives and advising policies.

d. To assist assessment committees and advisors and oversee other initiatives to assess undergraduate program.

e. To assist the Director of Undergraduate Curriculum with implementation of undergraduate curriculum initiatives.

f. To co-chair the Undergraduate Curriculum and Program Committee

2. Appointment

a. The Director of Sociology Undergraduate Programs is appointed by the head in consultation with the executive council and the approval of a majority of the department’s voting members (tenure-track and instructional faculty). The Director of Sociology Undergraduate Programs serves at the discretion of the department head to be appointed or reappointed by faculty majority vote for a term no longer than 4 years.

b. The Director of Sociology Undergraduate Programs shall be compensated for duties as agreed upon with the department head.

G. Standing Committees and Ad hoc Committees

Standing committees are committees that continue from year to year. Standing committees can be created or dissolved by a majority vote of the department’s voting members (tenure-track and
instructional faculty). With the exception of the executive council and the annual review committee, the head appoints faculty members to these committees. Individuals whose appointment in Sociology is less than 50% are not generally expected to serve on departmental committees, except where specified in letters of appointment. All faculty shall be asked for their committee preference at the beginning of the academic year. The department head, in consultation with the associate head, will consider these faculty preferences in committee appointments.

When the executive council or the annual review committee are not diverse in terms of gender and race (including the head), the head, in consultation with the diversity committee, shall offer an extra position on the committee for one year to assure diversity, equity and inclusion factors, as well as the individual faculty member’s service burden, are adequately taken into consideration.

Ad hoc committees are created for a specific purpose or goal. Ad hoc committees can be created by the department head or they can be created by a majority vote of the department’s voting members (tenure-track and instructional faculty). Upon completion of their particular tasks, these committees will be dissolved by the appointing authority.

1. Executive Council

   a. Functions and duties include:

      1. To prepare the agenda for departmental meetings, including adding any recommendations for departmental action to the agenda under the category of motions coming from committees.

      2. To act for the department in emergency matters and to report to the faculty on actions taken as soon as possible, but no later than one month after the action has been taken.

      3. To serve as an advisory board to the head.

      4. To consult with the head regarding matters of salary increases and counter-offers.

      5. To consider any other matter that might be brought it its attention by members of the faculty.

   b. Membership

      1. The executive council should consist of 4 elected members.

      2. All of the department’s voting members (tenure-track and instructional faculty) are eligible to vote and to serve on the committee.

      3. Voting for council members shall be conducted by secret ballot within the first month of the fall semester.

         a) In the nomination stage, each voting member of the faculty can nominate one person for each open position. Candidates receiving 3 or more nominations will be included in the ballot for the second stage election, provided they are willing to serve if elected. There are no limits on the number of candidates on the second stage ballot.

         b) In the second stage, the two people receiving the largest number of votes are considered the executive council members.

         c) In cases of ties in the second stage, a runoff election shall be held.
4. Results are made available to the department’s voting members (tenure-track and instructional faculty).

5. Terms are two year, staggered terms so that two positions are decided each year.

6. The associate department head is an ex officio, non-voting member of the executive council (unless he or she is elected, in which case the individual is a voting member).

7. Elected members cannot serve two consecutive terms.

8. The department head is a fifth, ex officio, voting member.

2. Graduate Admissions Committee
   a. Functions
      1. To admit or deny admission to the graduate program.
      2. To recruit new students and increase the pool of qualified applicants to the program.
   b. Membership
      1. The committee chair is the Director of Graduate Recruitment.
      2. The committee membership will include at least four faculty members who are graduate faculty (of any category). The committee membership, when possible, will represent all of the substantive areas in the department. In addition, the Director of Graduate Retention, Professional Development and Placement will serve as a non-voting member.

3. Graduate Program and Evaluation Committee
   a. Functions
      1. To evaluate, on at least an annual basis, the progress of graduate students and make decisions concerning retention.
      2. To rank-order graduate students for department assistantships and other monies under departmental control that are available for retention.
      3. To serve as a graduate course curriculum committee to recommend courses, changes in courses and coordinate the concentration areas courses.
      4. To maintain a manual of current procedures for graduate students that specifies the requirements, rules and regulations to which they are subject. This manual must be approved by the faculty and when so approved becomes a supplement to these bylaws.
      5. To suggest policy changes regarding the graduate program to the department.
   b. Membership
      1. The committee chair is the Director of Graduate Retention, Professional Development and Placement.
      2. At least four faculty who are graduate faculty (of any category) shall serve on the committee. In addition, the Director of Graduate Admissions will be a non-voting member of the committee.
4. Undergraduate Curriculum and Program Committee
   a. Functions
      1. To serve as an undergraduate course curriculum committee to recommend courses, changes in courses and coordinate the courses required for undergraduate majors.
      2. Faculty members of the committee may serve as proxies for the DUC on external committees as needed.
      3. To suggest policy changes regarding the undergraduate curriculum to the department.
      4. To suggest policy changes related to the Sociology undergraduate co-curricular programs, such as the internship, professional development, and awards programs, as well as the extracurricular organizations affiliated with the department, such as AKD.
      5. To suggest policy changes related to content of undergraduate programs, advising, recruitment and retention.
   b. Membership
      1. At least four faculty shall serve on the committee; 1 graduate student and 1 undergraduate student serve on the committee.
      2. The DUC and DUP serve as co-chairs of the committee.

5. Undergraduate Program Committee
   a. Functions
      1. To suggest policy changes related to the Sociology undergraduate co-curricular programs, such as the internship, professional development, and awards programs, as well as the extracurricular organizations affiliated with the department, such as AKD.
      2. To suggest policy changes related to content of undergraduate programs, advising, recruitment and retention.
   b. Membership
      1. At least three faculty and one undergraduate student shall serve on the committee.
      2. The DUP serves as chair of the committee.

6. Graduate Student Award Committee
   a. Functions
      1. To nominate and select graduate students for scholarships or special awards.
      2. To allocate monies available for various awards.
   b. Membership: At least three faculty shall serve on the committee.

7. Colloquium Committee
   a. Functions: To coordinate, schedule and advertise speakers.
b. Membership: At least four faculty shall serve on the committee.

8. Annual Review Committee
   a. Functions: To conduct the annual reviews of the faculty.
   b. Membership
      1. The annual review committee should consist of 4 elected members selected from the tenure-track faculty who are not currently serving on the executive council and have a 50% or greater appointment in Sociology.
      2. All of the department’s tenure-track and instructional faculty are eligible to vote.
      3. Voting for committee members shall be conducted by secret ballot within the first month of the spring semester.
         a) In the nomination stage, each voting member of the faculty can nominate one person for each open position. Candidates receiving 3 or more nominations will be included in the ballot for the second stage election, provided they are willing to serve if elected. There are no limits on the number of candidates on the second stage ballot.
         b) In the second stage, the two people receiving the largest number of votes are considered the annual review committee members in years where there are two vacancies, and the one person receiving the largest number of votes is the member in years where there is one vacancy.
         c) In cases of ties in the second stage, a runoff election shall be held.
      4. Results are made available to the department’s tenure-track faculty.
      5. Terms are two year, staggered terms so that two positions are decided each year.
      6. Elected members cannot serve two consecutive terms.
      7. The department head is a fifth, ex officio, voting member.

III. Meetings, Quorum and Voting Procedures

A. Meetings and Quorum
   1. The Department shall meet at least once during the regular semester and at other times called either by the head or by request to the head of at least 20% of the department’s voting members (tenure-track and instructional faculty). When such a request is received, the head will call a meeting within 2 weeks.
   2. An agenda for each meeting (regular or special), to include specific motions to be voted on, shall be sent to all members at least three working days before the meeting. New business will be the last item on all department meetings of the full faculty.
   3. A quorum will consist of not less than half of the department’s voting members (tenure-track and instructional faculty, and the graduate student representative) who are not on leave or full-time administrative assignment outside of the department.
   4. No proxy votes are allowed in faculty meetings, except when both a. and b. below are met:

8
a. The proxy is transmitted with respect to a specific motion, and
b. The proxy is transmitted to the department head or the associate department head.
c. In the event the original motion is amended or substituted, the head and associate head
will determine whether the proxy applies to the amended or substituted motion. Any
voting member present may challenge the decision and request a vote for final
determination.

B. Voting Procedure

1. A secret ballot shall be used for all personnel decisions, elections, or whenever one voting
   member requests it.

2. Ballots shall be counted by two faculty.

3. Voting procedures for faculty hiring of interviewed candidates for tenure-track positions, or
   academic professional track positions that are part of a national search, are as follows:
   a. A quorum is defined as earlier in II. A. 3. Proxies may be submitted and counted as defined
      earlier in II. A. 4. Proxies should specify an acceptable/unacceptable vote for each
      candidate, as well as a rank ordering of all the candidates that the voting individual
      believes should be included on the list of candidates who can receive an offer.
   b. Abstentions do not count in the total number of votes cast.
   c. The faculty cast an acceptable/unacceptable vote on each candidate.
      Acceptable/unacceptable is decided by majority vote. A majority is more than 50% of the
      votes.
   d. Each faculty member votes for one of the candidates in the pool of candidates that were
      considered acceptable by a majority vote of the faculty. For proxy votes, this will consist
      of the candidate the individual ranked highest, out of the pool of candidates considered
      acceptable by a majority of the votes.
   e. If a candidate receives a majority of the votes, an offer will be extended to that candidate.
      If no candidate receives a majority of the votes, the candidate receiving the fewest votes
      is (temporarily) dropped from the pool and the faculty vote on the candidates remaining
      in the pool of candidates. This procedure continues until one candidate receives a
      majority. The first candidate to receive a majority of the votes is the first choice
      candidate and is offered the job.
   f. The second choice to receive an offer, third choice to receive an offer, etc. are determined
      in the same manner, by majority vote. (On these votes, all acceptable candidates that
      were in the original pool and not previously voted as the first choice, etc. are placed back
      in the pool of candidates.) Each candidate must receive a majority vote to be placed on
      the list who may be offered the position. (In other words, it is possible for a majority to
      vote that a candidate is “acceptable” but not include that person on the list who can
      receive an offer if that individual does not ever receive a majority vote endorsing placing
      that individual on the offer list.)

In the event that only one candidate exists, the following procedure is followed:

1. The acceptable/unacceptable vote follows the above procedure.
h. A yes/no vote is cast for the candidate. If the candidate receives a majority of the votes, the candidate is offered the job.

4. Voting procedures for partner hires in academic professional track positions:
   a. Due to the very short time often available to make decisions about partner hires, these hires may or may not include an interview.
   b. The head will consult the executive council when deciding whether or not to extend an offer for partner hires. Executive council will notify the full faculty of the decision reached at the next regular faculty meeting.

IV. Amendment

The Department of Sociology may amend its by-laws at any time, subject to consistency with requirements of the College and University. An amendment may be proposed by written resolution presented to faculty members at least three working days prior to a department faculty meeting. A proposed amendment to the by-laws is adopted when it has been approved by a simple majority of the department’s voting members (tenure-track and instructional faculty) of the department.

V. Adoption

The by-laws shall be discussed in departmental meetings. In these discussions the draft shall be subject to amendment by a simple majority vote of the members present. The final draft (as amended) shall be submitted to all the department’s voting members (tenure-track and instructional faculty) of the department for ratification by secret ballot.
APPENDIX C. SOCIOLOGY DEPARTMENT GUIDELINES FOR THE EVALUATION OF FACULTY

Revised December 2016/January 2017 (editing changes January 2019)

SOCIOLOGY DEPARTMENT GUIDELINES
FOR THE EVALUATION OF FACULTY

Procedures

Annual Evaluation: The evaluation period is for one calendar year (January through December) and is not a cumulative record of a faculty member’s performance. One exception is the rolling credit described below. The Faculty Evaluation will be initiated by the Department Head on an annual basis, at the end of the fall semester.

Each faculty member must complete the annual faculty evaluation form at the end of the Fall semester each year. Any faculty member who does not submit an evaluation form after two requests cannot be evaluated and subsequently cannot be considered for a raise. The evaluation procedure will be done at the middle of the Spring semester so that individual faculty receive their evaluations by the end of the Spring semester.

Process: Each faculty member will complete the faculty evaluation form; supply copies of any book or article manuscripts which are in press, but not yet published. Student evaluations are kept by the department as they become available. In addition to student evaluations, other evidence of teaching may be submitted: syllabi, texts, chair and membership on Masters and Ph.D. committees, the teaching of 485s and 685s, and work with master teachers who have observed a faculty member’s classes to review teaching.

All faculty are expected to update their vitae at the beginning of each semester.

Each faculty member will be evaluated in each of the three areas of teaching, research, and service. These areas will be weighted as follows, unless their appointment letter specifies otherwise:

<table>
<thead>
<tr>
<th>TENURED</th>
<th>TENURED</th>
<th>NONTENURED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard</td>
<td>Advising and Coordinating</td>
</tr>
<tr>
<td>Research</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Teaching</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Service</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Academic Professional Faculty:

<table>
<thead>
<tr>
<th>Instructional Professors</th>
<th>Lecturers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching 80%</td>
<td>Teaching 95%</td>
</tr>
<tr>
<td>Service and enhancing</td>
<td>Service and enhancing</td>
</tr>
<tr>
<td>instructional effectiveness 20%</td>
<td>instructional effectiveness 5%</td>
</tr>
</tbody>
</table>
Salary increases will be determined by weighting the faculty member's scale score in each of these areas by the percentage the area contributes to the entire workload of the faculty member. These percentages are not to be considered absolute. They are approximate guidelines.

Medical/family Leave: If a person is on medical/family leave, merit scores for teaching and service should be calculated based upon the preceding 2 years the faculty member was in residence. Merit scores for research should be based upon the person's choice of either the present year's accomplishments or the mean of the preceding 2 years.

Research or Other Leave: If a person is on research or other leave, merit scores for teaching and service should be calculated based upon the preceding 2 years the faculty member was in residence. Merit scores for research should be based upon the person's research accomplishments for the present year.

Standards

The faculty of the Department of Sociology are working to achieve the highest standards of the discipline. We wish to encourage appropriate faculty investment in long-range scholarship. Furthermore, we are aware of the year-to-year fluctuations in the size of the available salary pool. Thus the annual evaluation will give consideration to the quality of the overall record while placing primary focus on the efforts of the preceding year.

The evaluation will be based on the quality and quantity of the following types of work (the order of the items does not indicate relative importance, see appendix 2 for more complete description of categories above average, average, satisfactory, needs improvement, and unsatisfactory):

Research:

Original research and theoretical monographs
Refereed journal articles
Anthologies, edited books and special issues of journals
Textbooks
Book chapters
Book reviews
Funded grants
Submitted grants
Invited presentations and papers
Papers given at meetings
Research awards

Credit will ordinarily be given for published works in the year they are published. Rolling credit will be given for original book manuscripts. In order to ensure the historical compensation that such works merit, credit will be given in the year the book is in press and in the following year. (Published work and materials either in press or accepted for publication should be submitted to the Department Head as they are published or accepted so that they will be part of the faculty member's dossier at the time of the review.)

Individuals will receive credit for externally funded research held in the year of the evaluation. Special recognition will be given in the first year of an externally funded project.

Awards for distinguished scholarship will be given credit in the year they are received.
Teaching:

Advising Doctoral and Master's students
Number of courses taught
Teaching awards
College Student Evaluations of Faculty Teaching
Syllabi for courses taught
Student advising at the graduate and undergraduate levels
688s and 485s taught
Reports of work with master teachers

In addition, other evidence of teaching such as that listed above may be submitted. Awards for teaching will be given credit in the year in which they are received.

Service:

Number and level of participation on committees:

Department
College
University
Profession
Editorial boards
National review committees

Organization of major professional conferences:

National
Regional
State
Local

Organization of sessions at professional meetings:

National
Regional
State

Discussant at professional meetings:

National
Regional
State

Community Service

National
Regional
State
Local
Credit for service will be given for substantial and consistent service on Department Committees (e.g., the Department Council, Chair of Tenure and Promotion Committee), College Committees (e.g., the College Council, the Dean’s Advisory Committee), for Professional Service (e.g., ASA committees, and major regional committees), and for Profession-Related Public Service Activities.

Awards for service will be given credit in the year they are received.

Annual Review

As mandated by University and System policies, an overall ranking of “Unsatisfactory” for the annual review of a tenured faculty member results from being rated as Unsatisfactory in any single category or Needs improvement in any two categories, regardless of the average numerical score described in Appendix I. An overall “Unsatisfactory” rating requires a report to the dean with a written plan (developed by the faculty member and the department head) for near-term improvement. A “Needs improvement” rating in a single category also requires an improvement plan, focused on the next year if for teaching or the next 3 years if for other areas. If milestones in this improvement plan are not met, subsequent years can remain “needs improvement,” but if they are not being met, subsequent years must change to “unsatisfactory.”

Three consecutive “Unsatisfactory” annual reviews for a tenured faculty member will initiate a Professional Development Review.

Periodic Peer Review

Every 6th year the annual review conducted by the elected Annual Review Committee will be designated a Periodic Peer Review for tenured faculty (the first will be 2021.) The procedures and performance rubric described above and in Appendix 2 for the annual peer review will not change.

An “Unsatisfactory” rating in any category or a “Needs improvement” rating in any two categories will yield an overall rating of unsatisfactory, which will initiate a Professional Development Review. As above, “Needs improvement” in one category requires an improvement plan.

Professional Development Review

If a professional development review is required, the review will be conducted following the procedures outlined by the College and University. An exemption from this review is allowed if the department head and dean agree that there are substantive mitigating circumstances. If there are not, the review is conducted by an ad hoc committee appointed by the dean in consultation with the department head and the faculty member.
Appendix 1. Explanation of Sociology Department’s Annual Review Process

This appendix details the steps involved in the sociology department’s annual evaluation process, by which performance is evaluated and raises are determined. These general policies and procedures have been discussed within the department and voted upon. Discretion in any one year is granted to our elected department executive committee and the department head.

Annual Report and Evaluation:

a) Every faculty member is required to turn in an annual report. This report asks each person for evidence of his or her research, teaching and service.

b) The executive committee consists of 4 elected members and the department head. Faculty reports are randomly assigned to a first reviewer and second reviewer for discussion (and no faculty member reviews their own report). Each faculty person is discussed. At the end of the discussion of each of the areas, each committee person assigns an initial score—if the scores are more than one point away from the median score, there is a reevaluation. At the end of the discussion, each faculty member has a score for research, teaching and service (or in the case of Instructional faculty or lecturers, just teaching and service).

For each category, scores can range from 0 to 10.

The following categories guide our discussions (see appendix 2 for detailed descriptions of these categories):

<table>
<thead>
<tr>
<th>Performance</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Average</td>
<td>8-10</td>
</tr>
<tr>
<td>Average</td>
<td>5-7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>2-4</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>1</td>
</tr>
<tr>
<td>Unsatisfactory/Inactive</td>
<td>0</td>
</tr>
</tbody>
</table>

To detail the process more fully:

a. EC members assign a first round of scores; individuals may change their initial scores based on discussion.

b. After first round scores are submitted to the group, the median of the scores is used to set the middle value of a three-point range of scores that can be assigned in a second round.

For example, if the EC members assign scores of 2, 4, 4, 5, and 8, the median score would be 4. Note that the median might not be an integer— the median would be 4.5 for the scores 2, 4, 5, 8.

c. EC members cast a second round of votes. This second round of scores must fall within a range of plus or minus one point from the median score from the first round of votes. (For example, a median of 4 from round 1 would allow votes of 3, 4, and 5 in the second round of scores.)

All assigned scores are recorded. At least two EC members should record scores.

The Department Head compiles the assigned scores to obtain the faculty members average scores on research, teaching, and service.

The resulting average scores are used to prepare an “Overall Merit Score.” This is a weighted average of the separate research, teaching, and service averages. The weights used depend on the nature of the faculty member’s appointment (e.g., senior lecturers, untenured faculty, tenured faculty, tenured faculty in administrative positions, etc.) and rank.

The Department Head distributes the results to the members of the EC. The results are reviewed to inspect for anomalies or inconsistencies in scoring. Scores may be reviewed and revised by agreement of EC members.
EC members prepare draft letters for the faculty members for which they served as primary reviewers. The letters report the merit scores assigned and the substantive basis for the outcome.

The Department Head finalizes the letters and circulates them for comment. When all EC members are satisfied, final copies are circulated.

The Department Head prepares a summary of procedures to accompany the letters. The purpose is to provide an overview of the evaluation process and a context for interpreting evaluation scores.

The final letters and the accompanying summary materials are distributed to the faculty members.

The Department Head records the Overall Merit Scores in a database of ongoing merit review scores.

The merit scores for year 3 also consider years 1 and 2, so for example, the scores for 2013 will consider scores for 2012 and 2011. Year 3 is weighted more heavily than years 1 and 2.
Appendix 2. Descriptions of evaluation scores in each category

Research

Above Average 8.0-10.0

Scores in this category indicate outstanding performance. Examples of research records that would merit scores in this category include but are not limited to: having a book published by an academic press published in this year; having a well-received peer-reviewed article appear in one of the very top journals along with other peer-reviewed work; receiving a major regional, national or international research award; having a major federal or prestigious private institution grant funded.

Average 5.0-7.9

Scores in this category indicate average performance. Examples of research records that would merit scores in this category include but are not limited to: having a peer-reviewed article appear outside the top journals; having a book published with a nonacademic press without strong evidence of positive reviews or significant impact on the field; having chapters appear in edited volumes; submitting a high quality grant proposal to a competitive outlet with an indication of positive reviews.

Satisfactory 2.0-4.9

Scores in this category indicate performance at the basic level expected of faculty. Examples of research records that would merit scores in this category include but are not limited to: showing clear signs of research activity such as research presentations at conferences, grant submissions, or demonstrated progress on a book project or other major research undertaking.

Needs Improvement 1.0-1.9

Scores in this category indicate performance below the basic level expected of faculty, but still showing evidence of research progress during the year. Examples of research records that would merit scores in this category include but are not limited to: not having research publications, presentations, or awards, but showing evidence of progress on a major research project.

Unsatisfactory/Inactive 0.0-0.9

Scores in this category indicate that no significant research activity occurred during the year. Research records that would merit scores in this category include those that cannot demonstrate any significant progress compared to the previous year.

Teaching

Above Average 8.0-10.0

Scores in this category indicate outstanding performance. Examples of teaching records that would merit scores in this category include but are not limited to: receiving a teaching award; exceptionally high student and peer evaluations of teaching while teaching a range of courses; exceptional graduate mentoring such as
chairing or serving on multiple committees that result in strong placement outcomes in the year being reviewed; investing an unusually large amount of time mentoring a large number of students above and beyond the performance of regular course duties; documentation of impactful pedagogical presentations or innovations; investment of an unusually large amount of time in teaching development with master teacher training opportunities and implementing innovations from that training.

Average 5.0-7.9

Scores in this category indicate average performance. Examples of teaching records that would merit scores in this category include but are not limited to: positive student and/or peer evaluations and well-documented syllabi while teaching the expected range of courses; graduate mentoring such as chairing one or more committees or serving on several committees; investing an average amount of time mentoring students above and beyond regular course duties.

Satisfactory 2.0-4.9

Scores in this category indicate performance at the basic level expected of faculty. Examples of teaching records that would merit scores in this category include but are not limited to: completing the expected range of courses with lower than average student and/or peer evaluations; a small amount of graduate mentoring or no graduate mentoring.

Needs Improvement 1.0-1.9

Scores in this category indicate performance below the basic level expected of faculty, but still showing evidence of teaching effectiveness during the year. Examples of teaching records that would merit scores in this category include but are not limited to: student evaluation scores that average below 2.5 over a two-year period as well as poor or absent peer evaluations from faculty observing the classes; numerous student complaints over a two-year period indicating that the faculty member is unable to communicate in the English language; syllabi that are inadequate or inaccurate.

Unsatisfactory/Inactive 0.0-0.9

Scores in this category indicate teaching that does not meet the professional standards of the discipline. Examples of teaching records that would merit scores in this category include but are not limited to: failing to meet 10% or more of their classes without arranging satisfactory coverage, not providing updated syllabi for courses; student evaluation scores that average below 2.5 over a three-year period as well as poor peer evaluations from faculty observing the classes; numerous student complaints over a three-year period indicating that the faculty member is unable to communicate in the English language.

Service

Above Average 8.0-10.0

Scores in this category indicate outstanding performance. Examples of service records that would merit scores in this category include but are not limited to: receiving a major regional, national or international service award; consistently going above and beyond expectations while serving in one of the major service roles in the
department, college or university, performing exceptionally time-consuming community, regional, national or international service for a professional organization, organizing a major research conference.

Average  5.0-7.9

Scores in this category indicate average performance. Examples of service records that would merit scores in this category include but are not limited to: serving competently on department committees as well as performing some impactful community, college, university or professional service.

Satisfactory 2.0-4.9

Scores in this category indicate performance at the basic level expected of faculty. Examples of service records that would merit scores in this category include but are not limited to: serving competently on department committees, evidence of effective service to the profession or community.

Needs Improvement 1.0-1.9

Scores in this category indicate performance below the basic level expected of faculty, but still showing evidence of service effectiveness during the year. Examples of service records that would merit scores in this category include but are not limited to: some activity on department committees, or some evidence of basic professional service involvement. Consistent lack of participation in faculty meetings.

Unsatisfactory/Inactive 0.0-0.9

Scores in this category indicate that no significant service activity occurred during the year. Service records that would merit scores in this category include those that cannot demonstrate any actual participation in department, college, university, community or professional service. No participation in faculty meetings.
APPENDIX D. GUIDELINES FOR FACULTY APPOINTMENTS, TENURE AND PROMOTION

GUIDELINES FOR

FACULTY APPOINTMENTS, TENURE AND PROMOTION

Department of Sociology
Texas A&M University
College Station, Texas 77843-4351

Approved unanimously by the department, April 12, 2000
(scanned and reformatted February 2009)

Revised April, 2019
1. PURPOSE AND AUTHORITY

1.1 This document establishes guidelines (the Department Guidelines) for making initial appointment to the faculty, conferring permanent tenure to faculty, promoting faculty to a higher rank, retaining faculty who are not tenured, and conducting post-tenure review.

1.2 The Department Guidelines are subordinate to those established by the college (the College Guidelines), the university and the university system.

2. CRITERIA FOR INITIAL APPOINTMENT

2.1. Candidates for initial appointment to any title in the academic professional track must have met the following requirements:

a. First, they must have credentials appropriate to the title and consistent with SACS COC rules for accreditation.

b. Second, if teaching general education or baccalaureate courses at the undergraduate level they must hold a doctorate or master's degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Third, if teaching graduate and post-baccalaureate course work they must hold an earned doctorate or terminal degree in the teaching discipline or a related discipline. In the College of Liberal Arts, faculty in the lecturer position should not be assigned to graduate courses. Faculty in instructional titles require the approval of the Dean to teach graduate level courses.

2.2 Candidates for initial appointment at the rank of assistant professor must have met the following four requirements:

a. First, they must have earned their PhD by the first effective day of their initial appointment to the faculty. If this condition is not met, their appointment becomes a one-year terminal appointment. In such cases, the department head will notify the faculty member of this fact in writing, within two weeks after the first effective day of the initial appointment.

b. Second, they must possess substantial promise for scholarly achievement in one or more areas within the discipline, as evidenced by prior research or by strongly supportive and detailed letters of reference, which address this point.

c. Third, they must demonstrate substantial promise for high quality in teaching, as evidenced by prior teaching experiences or by strongly supportive and detailed letters of reference, which address this point.

d. And, fourth, they must display a willingness to serve the university and the profession.
2.3 Candidates for appointment to the rank of associate professor must have met all the requirements for appointment at the lower rank. In addition, they must meet the following four requirements:

a. First, they must have established a record and program of research and scholarly productivity as evidenced by publication of journal articles, books, chapters in books, or other relevant outlets.

b. Second, they must have a record of high quality in teaching as evidenced by syllabi, other course materials, student evaluations, teaching awards, and/or direct faculty observations, as appropriate.

c. Third, they must have a record of high quality in service to their department, university, and profession.

d. And, fourth, they must show promise of continued growth likely to result (in due course) in promotion to the rank of full professor.

e. Criteria and indicators for meeting these requirements are listed in section 3.

2.4 Candidates for appointment to the rank of full professor must have met all the requirements for appointment at the lower ranks. In addition, they must meet the following three requirements:

a. First, they must have achieved a national or international reputation, readily evidenced, for example, by publications, citations, professional honors or awards, and evaluations by other nationally visible scholars.

b. Second, they must have demonstrated high quality in teaching since their appointment to the rank of associate professor.

c. And, third, they must have displayed the ability and willingness to serve in the governance of the department, college, and university, in the governance and conduct of the profession, or in other ways to use one's professional expertise to benefit student and public life.

d. Criteria and indicators for meeting these requirements are listed below in sections 3 and 4.

3. CRITERIA AND PROCEDURE FOR PROMOTION OF ACADEMIC PROFESSIONAL TRACK FACULTY

Academic Professional Track Faculty members being considered for promotion must meet the following minimum criteria as established by the College of Liberal Arts (See CLLA Academic Professional Track Faculty Guidelines).

3.1 Criteria for promotion to Instructional Associate Professor for Faculty in Instructional Titles

a. Normally service of at least 5 years in department.
b. Demonstrated meritorious teaching as indicated by a combination of some of the following:
   - Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes.
   - Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes.
   - Evidence of very high quality in class preparation, interaction, and accomplishments.
   - Successful development of new courses or major revision of existing courses.
   - Effectively coordinating a multi-section course.
   - Demonstrated success in departmental undergraduate advising activities (may also be included as a service activity where appropriate).
   - Significant self-development activities leading to enhanced teaching effectiveness.
   - Receiving competitive funding for teaching.
   - Participation in University Honors or other programs for mentoring the professional development of students.
   - Offering high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.).
   - Selection for outstanding teacher awards.
   - Teaching related publications.

c. Demonstrated meritorious service to the department as indicated by some combination of the following:
   - Serving actively on university, college, or department committees and task forces.
   - Serving as an advisor to student organizations.
   - Serving in administrative roles within the department.
   - Serving as an active member of the Faculty Senate.
   - Significant self-development activities that lead to enhanced service effectiveness.

3.2 Criteria for promotion from Instructional Associate to Instructional Full Professor

a. Normally served 5 years in rank.

b. Demonstrated excellence in teaching as indicated by a combination of some of the following:
   - Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes.
   - Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
   - Publication of instructional materials.
   - Developing a new course that fills an identified need in the curriculum.
   - Receiving external grant support for teaching/learning projects.
   - Receipt of awards for success in academic performance by the faculty member's students.
   - Significantly contributing to the professional development of students (e.g., working with the University Honors program).
   - Outstanding performance in departmental undergraduate advising activities (may also be included as a service activity where appropriate).
o Frequent offerings of high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.).
  o Selection for a teaching award.

3. Demonstrated excellence in service to the department, university, or profession as indicated by a combination of some of the following:
  o Chairing a university, college, or department committee or task force.
  o Sustained service as an advisor to student organizations.
  o Serving in key administrative roles within the department.
  o Serving as an officer in the Faculty Senate.
  o Sustained and significant self-development activities that lead to enhanced service effectiveness.
  o Serving as chair or other major leadership position on teaching related sessions or panels at regional, national or international meetings or conferences.

3.3 Procedure for all promotions in the Academic Professional Track will follow the same process and timeline as for tenure-track and tenured faculty in the Department. (These guidelines are consistent with the College Guidelines. See “Guidelines for Review, Tenure, and Promotion of Tenure-track and Tenured Faculty” for details on required components of the dossier and timetable with these exceptions:

  a. Letters that articulate contributions made from outside the university or outside the department can be included, but are not required.

  b. In the cases of lecturers and faculty in instructional titles no research report is required in the dossier.

  c. The department review will be done by the Department Promotion and Tenure Committee.

4. CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Faculty members being considered for the award of tenure and promotion to associate professor are judged on the quality of their accomplishments in scholarship, teaching, and service to the university and the profession. Accomplishments of high quality are required. The criteria outlined below indicate commonly accepted indicators of quality in each area.

4.1 Scholarship. Candidates for tenure and promotion must have established a program of research consistent with the mission of a major research university and accepted within the discipline as evidenced by publication. Because styles of research vary widely within the discipline, assessments of the quality of scholarship must rest on multiple indicators. These indicators must offer clear evidence that:

  a. The candidate’s research program contributes to the body of knowledge of the discipline. This may be shown for instance by publication of a substantial number of one’s research articles in journals clearly established as the leading general journals in the field (these include the American Journal of...
Sociology, the *American Sociological Review*, *Social Forces* and other highly ranked journals) or in other leading journals in the candidate’s sub-field. Publications in other journals will be judged by the quality of the outlets as measured by their visibility within the substantive area, their acceptance rates, or other relevant indices. In the case of books and book chapters, similar evidence of the quality of the publication outlet will be considered, along with book reviews (if available). Candidates are strongly encouraged to consult with the department head and the tenure advisory committee appointed by the department head to develop a list of suitable publication outlets.

b. The candidate’s research program makes various contributions to the body of knowledge of the discipline as shown, typically, by the number of publications to which it leads. If the candidate’s publication program is focused on articles, the number of publications during the probationary period should average between one or two a year, suggesting a minimum of six to twelve publications (or articles accepted for publication) before the award of tenure. With fewer publications, expectations rise that they are sole-authored works published in highly visible outlets. If the candidate’s publication program is focused on books, the number of publications expected is less, but candidates should not count on gaining tenure based on the publication of one book only.

c. The candidate is capable of taking a leading role initiating and completing research projects as shown by publications that (1) go beyond research conducted for the dissertation and (2) are solo- or lead-authored publications. Collaboration in research is often desirable and necessary results in co-authored publications. Yet candidates for tenure and promotion should know that expectations about the overall number of publications required during the probationary period will increase with the proportion of co-authored to total publications, and they should take care to document their contribution to co-authored publications. Candidates are encouraged to solicit their co-authors’ statements about relative contributions to publications.

d. The candidate’s research program promises to build the candidate’s reputation as an influential scholar in the field. The primary evidence of the candidate’s reputation rests on explicit evaluation of the quality of candidate’s work by external reviewers. Other evidence may include award of external peer-reviewed research grants or major research fellowships, award of prizes or other honors for published work, citation of publications, appointment to the editorial board of major journals, or other similar indices.

e. The candidate’s contributions were made during the probationary period. Works published prior to the onset of the candidate’s probationary period are ordinarily not considered in the tenure and promotion process, with one exception. Candidates for tenure and promotion to the rank of associate professor sometimes transfer several years of probationary service from another institution. In such cases, all work published during the transferable portion of the probationary period will be evaluated as if it had been done at Texas A&M University. In addition to that work, the candidate, nevertheless, must have a record of successful scholarly publication during the probationary period in residence at Texas A&M University.
4.2 Teaching. Tenure and promotion to the rank of associate professor requires positive evidence of high quality and effectiveness in teaching. A record of high quality in teaching is established by the underlying quality of research that goes into course preparations and the ability to transmit the substance of course materials to students. The indicators of quality and effectiveness in teaching are various and not every indicator is appropriate to use in the evaluation of every case. Among the indicators considered the following are commonly used to provide clear evidence that:

a. The candidate’s teaching effectively presents current knowledge of the discipline in the areas of instruction. This is judged by (1) evaluation of course syllabi, required and supplemental reading lists, the rigor of examinations, term papers and other course projects, and other course materials; (2) peer-reviewed evaluations of classroom performance; and (3) student evaluations of courses.

b. The candidate’s teaching contributes to the range and depth of the department’s curriculum as shown by the development of new courses or major revisions of existing courses, documented use of innovative teaching methods, the variety of course offerings at the graduate and undergraduate level, and other major contributions to the development of new instructional programs.

c. The candidate’s contribution to graduate training through the supervision of graduate student research at the master’s and PhD levels as the chair or as a member of graduate student committees in this and other departments.

d. The candidate’s special contributions to the quality of teaching in the department and the discipline as shown by publication of textbooks or other widely adopted or acclaimed instructional materials, publication of articles on teaching in professional journals, award of external, peer-reviewed grants for teaching, award of prizes or other honors recognizing teaching performance, or other relevant evidence.

4.3 Service. Departmental policy is to minimize the service requirements for untenured assistant professors. Nevertheless, effective service is a necessary but not sufficient component in the promotion of candidates from assistant to associate professor with tenure. While opportunities for service vary widely, effective service makes a major contribution to the department’s reputation and the quality of life for faculty, staff and students alike. It is expected that, when called on, faculty members will serve in a timely and collegial manner, within the university and the profession. Clear evidence of acceptable service is provided when:

a. The candidate has contributed to the governance of the department, college and university by service as member or chair on standing or ad hoc committees, by holding elective offices on faculty committees and representative assemblies, by assuming responsibility for directing or developing new departmental programs, or by helping to direct or develop interdisciplinary programs.

b. The candidate has contributed to the governance or conduct of the profession as shown by service as an elected officer of a professional association, as the chair or member of committees or task forces organized by a professional association, or as a chair or organizer of a professional conference.
c. The candidate has contributed to the quality of student life as shown by acting as an advisor to student organizations, documented service as a student mentor, or other appropriate participation to promote student activities.

d. The candidate has contributed to the quality of public life as shown by rendering professional service to government agencies, being invited to address public groups or giving interviews to the media on matters related to one’s professional expertise, or receiving public awards in honor of one’s professional service.

5. CRITERIA FOR PROMOTION TO FULL PROFESSOR

Promotion to the rank of full professor recognizes a career of distinguished achievement in the discipline. It is the highest honor that a department can bestow upon its faculty. Therefore, promotion to full professor must be recommended only when there is great certainty that it is warranted.

5.1 Scholarship. Candidates for promotion to full professor must have achieved a distinguished record of high quality publication. The hallmarks of such a record are (a) the influence of one’s work on others within the discipline and (b) the receipt of professional honors and awards.

a. There are two standard measures of the influence of scholarly work on others. One is the citation by others of the candidate’s publications. The degree to which citations are adequately measured by standard indices will vary by the style and format of publication appropriate to one’s research specialty. Care must be taken to allow for this variation. The other is an explicit evaluation of the influence of the candidate’s work by external referees.

b. Professional honors and awards are diverse in their form and nature. There are, nevertheless, some standard honors and awards that generally reflect one’s standing in the discipline. Among these are (1) appointments as editor of scholarly journals, (2) positions on the editorial boards of scholarly journals and presses, (3) membership in grant review panels or professional advisory groups, (4) invitational lectures to professional groups, and (d) prizes or awards for scholarly achievement from professional groups.

5.2 Teaching. Candidates must have maintained an established pattern of high quality in teaching as evidenced by meeting the criteria for initial appointment to the rank of full professor.

5.3 Service. Candidates must have been active in promoting the intellectual development, growth, and visibility of the department as evidenced by meeting the criteria for initial appointment to the rank of full professor.

6. REVIEW STRUCTURE AND PROCESS

6.1 Tenure and Promotion Committee. Responsibility for evaluating candidates for tenure and promotion to associate and full professor and for promotion to instructional associate and full professor rests with the tenure and promotion committee. The committee is composed of all tenured faculty in the department, except that associate professors are eligible to deliberate and vote only on the candidacies of assistant professors. If academic professional track faculty are being considered for
promotion, the tenure and promotion committee consists of all tenured faculty and all academic professional faculty whose rank is higher than that of the faculty member under consideration for promotion. The committee is called into active service on three occasions: (1) to conduct a third-year review of progress toward tenure and promotion by untenured assistant professors; (2) to conduct a sixth-year review of untenured assistant professors going up for tenure and promotion (or a similar review for those who may be going up for an early tenure decision); (3) to conduct a formal review of those being considered for promotion to full professor; and (4) to conduct a formal review of those being considered for promotion within the academic professional track. When the committee is active:

a. The department head appoints the chair of the committee from among the ranks of the full professors.

b. The department head also solicits external reviewers of the candidate’s scholarship in accordance with the College Guidelines. Nominations for external reviewers are made and approved by the tenure and promotion committee. The candidate may submit a list of persons to be considered as reviewers and may also submit a second list of persons who should not be considered as reviewers. At least one of the external reviewers should be drawn from the candidate’s preferred list, if such a list is submitted.

6.2 Subcommittee Responsibilities. The department head and committee chair appoint three subcommittees of at least three members, with one designated to serve as the subcommittee chair. Each subcommittee is assigned to review either the scholarship, teaching, or service of the faculty members being considered for retention, tenure, and promotion in accordance with the criteria specified in these Department Guidelines. In the case of those in the Academic Professional Track, there are only two subcommittees: teaching and service.

da. Subcommittee chairs are expected to interview each candidate in detail about the materials in their dossier relevant to the subcommittee’s task.

b. All members are expected to evaluate each candidate’s dossier. Once the individual evaluations are complete, the subcommittee will meet to discuss each candidate’s dossier.

c. On the basis of their discussions, each subcommittee prepares a report for each candidate of the candidates’ strengths and weaknesses in the area it examined. The subcommittee report is forwarded to the chair of the tenure and promotion committee.

d. The promotion committee chair collates the sub-committee reports for each candidate and distributes the collated report for each candidate to all members of the tenure and promotion committee eligible to vote on each candidate.

6.3 Full Committee Review. No less than ten working days after the distribution of the collated report, the tenure and promotion committee chair convenes a meeting of the eligible members of the tenure and promotion committee to consider each candidate in turn. Before the meeting, it is expected that
each eligible member of the tenure and promotion committee will have read the functional sub-committee reports and personally reviewed each candidate’s entire dossier.

a. At that meeting, the eligible members of the tenure and promotion committee shall discuss and vote, by secret ballot, on recommending each candidate for retention, tenure or promotion.

b. The committee chair takes notes of the discussion, duly recording the sense of the meeting. From those notes, the chair writes an overall report on each candidate.

c. The chair distributes copies of the overall report for informational purposes to all tenure and promotion committee members eligible to vote on the candidates. The chair also distributes the complete report, consisting of the overall report and the three functional sub-committee reports, to the dean of the college, through the head of the department.

6.4 Initiation of the Committee Review Process. Reviews by the tenure and promotion committee will occur automatically for untenured assistant professors at the beginning of their third and sixth years of service. Any assistant, associate or instructional professor may request prior to May 1st that the tenure and promotion committee consider, in the next academic year, his or her case for promotion or tenure. That request must be made in writing to the department head.

7. CRITERIA FOR RETENTION OF UNTENURED FACULTY

7.1 The accomplishments of all faculty are reviewed annually.

7.2 Appointments at the rank of assistant professor are without tenure and are probationary in nature. All contracts during the probationary period are for a term of one year.

a. The department may renew or terminate probationary contracts during each and every year of the probationary period. Decisions whether to renew the contracts of assistant professors are based on annual assessments of the faculty member’s performance and progress toward the award of tenure.

b. The tenure and promotion committee conducts detailed annual reviews at the third and sixth years of the probationary period. The department head conducts annual reviews in other years after reviewing the faculty member’s progress in consultation with the annual review committee.
   - Department head reviews will be based on information provided in the candidate’s annual review forms augmented, if required, by an interview with the candidate.
o The primary aim of the review is to assess the candidate’s progress toward tenure and promotion and to give guidance about how the candidate can present the strongest possible record when the coming up for tenure and promotion. Steady progress toward this goal is expected. The department head will advise the candidate in writing of the results of this review, to include any recommendations for strengthening the candidate’s case.

o The contracts of candidates for tenure who fail to make steady progress toward tenure and promotion in the areas of scholarship, teaching and service may not be renewed.

o If the department head believes renewal is not warranted, a special meeting of the tenure and promotion committee—that is, all tenured faculty eligible to deliberate and vote on the candidate—will be called to consider and decide the matter. If agreed upon by a majority vote of the tenure and promotion committee, the department head will notify the faculty member in writing of the decision not to renew the contract.

c. A non-tenured faculty member whose contract has not been renewed may appeal the decision on the basis that the decision was made in violation of academic freedom of the individual or for an illegal reason. Any appeals are made in accordance with college, university and system policies and procedures.

8. REVISION OF THE TENURE AND PROMOTION GUIDELINES

The Department Guidelines are subject to periodic review. All voting faculty are eligible to participate in deliberation and vote on any revisions. Any changes in guidelines will take effect in the next academic year.
APPENDIX E. FACULTY COMMITTEE APPOINTMENTS, 2021-2022

Undergraduate Program and Curriculum Committee
Kathy Dietrich and Warren Waren (co-chairs), Sam Cohn, Judith Linneman, Rob Mackin, Stjepan Mestrović, Ziena Miller, Peggy Carris (graduate student) and one undergraduate student

Graduate Recruitment
Ernesto Amaral (chair), Joe Feagin, Mark Fossett, Alex Hernandez (Arthur Sakamoto serves as non-voting member)

Graduate Retention
Arthur Sakamoto (chair), Joseph Jewell, Chaitanya Lakkimsetti (Ernesto Amaral serves as non-voting member)

Graduate Student Awards Committee
Joseph Jewell and Harland Prechel (co-chairs), Defne Över and Fizza Raza (graduate student)

Colloquium Committee
Sam Cohn (chair), Wendy Moore, Patricia Thornton and Bryson Bassett (graduate student)

Diversity Committee
Nancy Plankey-Videla (chair, Fall only), Robert Durán, Troy Harden, Alex Hernandez, Wendy Moore, Zuleika Carrasco, Marisa Winking and Dezerae Reyes (graduate student)

Assessment Committee
Ernesto Amaral (undergraduate and graduate assessment chair), Alex McIntosh, Warren Waren, Ziena Miller

Faculty, Student, Staff Awards
Kathy Dietrich (chair), Chaitanya Lakkimsetti, Stjepan Mestrović, Warren Waren

Liberal Arts Council (elected)
Patricia Thornton

Gemeinschaft News
Heili Pals

**Director of Instructional Training and Teaching Resources**

Judith Linneman

**Executive Council (elected)**

Holly Foster (2020–2022), Heili Pals (2020–2022), To be elected (2021-2023), To be elected (2021-2023)

**Annual Review Committee (elected)**


**Media ad hoc Committee**

Ernesto Amaral, Robert Durán, Marisa Winking and Katie Rowe (graduate student)

**Applied Sociology Master’s ad hoc Committee**

Mary Campbell (Chair), Ernesto Amaral, Troy Harden, Theresa Morris, Warren Waren, Zuleika Carrasco

**Chair of Tenure and Promotion Committee**

Harland Prechel

**Glasscock Advisory Committee Department Representative**

Harland Prechel

**Graduate Student Representative to Faculty Meeting**

Jalia Joseph (alternate: Mary Jalufka)

**Graduate Student Hospitality and Welcoming Committee**

Mary Jalufka, Cody Richter, Oralia Zamaripa, Eustache Zgashane

**Graduate and Professional Student Council (GPSC)**

Fizza Raza and LaTresa Williams
APPENDIX F. FACULTY ARRIVALS AND DEPARTURES SINCE 2007

Table 5.1 Faculty Arrivals and Departures, 2008-2021

<table>
<thead>
<tr>
<th>Faculty Arrivals</th>
<th>Year</th>
<th>Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verna Keith</td>
<td>2009</td>
<td>Professor</td>
<td>Recruited from Florida State University</td>
</tr>
<tr>
<td>Joseph Jewell</td>
<td>2010</td>
<td>Associate Professor</td>
<td>Returned from Loyola Marymount University</td>
</tr>
<tr>
<td>Pat Goldsmith</td>
<td>2012</td>
<td>Associate Professor</td>
<td>Recruited from University of Wisconsin-Milwaukee</td>
</tr>
<tr>
<td>Mary Campbell</td>
<td>2013</td>
<td>Associate Professor</td>
<td>Recruited from University of Iowa</td>
</tr>
<tr>
<td>John Eason</td>
<td>2013</td>
<td>Assistant Professor</td>
<td>Recruited from Arizona State University</td>
</tr>
<tr>
<td>Helli Pais</td>
<td>2013</td>
<td>Assistant Professor</td>
<td>Recruited from University of Central Florida</td>
</tr>
<tr>
<td>Arthur Sakaamoto</td>
<td>2013</td>
<td>Professor</td>
<td>Recruited from University of Texas Austin</td>
</tr>
<tr>
<td>Warren Wang</td>
<td>2013</td>
<td>Instructional Associate</td>
<td>Recruited from University of Central Florida</td>
</tr>
<tr>
<td>Chatikya Lakimsetti</td>
<td>2014</td>
<td>Assistant Professor</td>
<td>Recruited from University of Southern California</td>
</tr>
<tr>
<td>Tim Woods</td>
<td>2014</td>
<td>Instructional Associate</td>
<td>Recruited from Manchester Community College</td>
</tr>
<tr>
<td>Theresa Morris</td>
<td>2014</td>
<td>Associate Professor</td>
<td>Recruited from Trinity College</td>
</tr>
<tr>
<td>Alexander Hernandez</td>
<td>2015</td>
<td>Instructional Assistant</td>
<td>Recruited from Boston College</td>
</tr>
<tr>
<td>Pat Thornton</td>
<td>2015</td>
<td>Professor</td>
<td>Recruited from Stanford</td>
</tr>
<tr>
<td>Denis O’Ream</td>
<td>2016</td>
<td>Professor (Head)</td>
<td>Recruited from SUNY-Binghamton</td>
</tr>
<tr>
<td>Ernesto Amaral</td>
<td>2017</td>
<td>Assistant Professor</td>
<td>Recruited from RAND</td>
</tr>
<tr>
<td>Omar Helim</td>
<td>2018</td>
<td>Professor of Practice (S)</td>
<td>Recruited by the College of Liberal Arts</td>
</tr>
<tr>
<td>Robert J. Durán</td>
<td>2018</td>
<td>Associate Professor</td>
<td>Recruited from University of Tennessee</td>
</tr>
<tr>
<td>Stephanie Cenzalés</td>
<td>2018</td>
<td>Assistant Professor</td>
<td>Recruited from University of Southern California</td>
</tr>
<tr>
<td>Deene Over</td>
<td>2019</td>
<td>Assistant Professor</td>
<td>Recruited from Gottingen University</td>
</tr>
<tr>
<td>Emilie Santina</td>
<td>2019</td>
<td>ACE Fellow</td>
<td>Recruited from Princeton University</td>
</tr>
<tr>
<td>Troy Hardin</td>
<td>2020</td>
<td>Professor of Practice</td>
<td>Recruited from Northeastern Illinois University</td>
</tr>
<tr>
<td>Steve Garner</td>
<td>2021</td>
<td>Professor (Head)</td>
<td>Recruited from Cardiff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Departures</th>
<th>Year</th>
<th>Title</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Finlay</td>
<td>2008</td>
<td>Professor</td>
<td>Moved to Utah State</td>
</tr>
<tr>
<td>Don Albrecht</td>
<td>2008</td>
<td>Professor</td>
<td>Moved to Utah State</td>
</tr>
<tr>
<td>Carol Albrecht</td>
<td>2008</td>
<td>Lecturer</td>
<td>Moved to Utah State</td>
</tr>
<tr>
<td>Paul Almeida</td>
<td>2008</td>
<td>Associate Professor</td>
<td>Moved to UC-Merced</td>
</tr>
<tr>
<td>Stuart Hyhom</td>
<td>2009</td>
<td>Associate Professor</td>
<td>deceased</td>
</tr>
<tr>
<td>Howard Kaplan</td>
<td>2009</td>
<td>Professor</td>
<td>deceased</td>
</tr>
<tr>
<td>David Sculli</td>
<td>2008</td>
<td>Professor</td>
<td>deceased</td>
</tr>
<tr>
<td>Rogelio Saenz</td>
<td>2010</td>
<td>Professor</td>
<td>Moved to UT-San Antonio (Dean, Public Policy)</td>
</tr>
<tr>
<td>Ashley Currier</td>
<td>2011</td>
<td>Assistant Professor</td>
<td>Moved to University of Cincinnati</td>
</tr>
<tr>
<td>Wenquan (Charles) Zhang</td>
<td>2011</td>
<td>Assistant Professor</td>
<td>Moved to University of Wisconsin-Whitewater</td>
</tr>
<tr>
<td>Lu Zheng</td>
<td>2011</td>
<td>Assistant Professor</td>
<td>Moved to Tsinghua University, Beijing, China</td>
</tr>
<tr>
<td>Jeffrey Ackerman</td>
<td>2012</td>
<td>Assistant Professor</td>
<td>Moved to Griffith University, Brisbane, Australia</td>
</tr>
<tr>
<td>Nadia Flores</td>
<td>2012</td>
<td>Assistant Professor</td>
<td>Moved to Texas Tech University</td>
</tr>
<tr>
<td>John Thomas</td>
<td>2012</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Zilema Valdez</td>
<td>2012</td>
<td>Associate Professor</td>
<td>Moved to UC-Merced</td>
</tr>
<tr>
<td>Hiroshi Ono</td>
<td>2014</td>
<td>Associate Professor</td>
<td>Moving to Ritsumeikan University Business School</td>
</tr>
<tr>
<td>Dongnao Liu</td>
<td>2015</td>
<td>Assistant Professor</td>
<td>Moved</td>
</tr>
<tr>
<td>James Burk</td>
<td>2017</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Kathryn Henderson</td>
<td>2017</td>
<td>Associate Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Dudley Poston</td>
<td>2017</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Ed Murguia</td>
<td>2018</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>John Eason</td>
<td>2018</td>
<td>Associate Professor</td>
<td>Moved to University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Verna Keith</td>
<td>2018</td>
<td>Professor</td>
<td>Moved to University of Alabama-Birmingham (Dean)</td>
</tr>
<tr>
<td>Denis O’Ream</td>
<td>2018</td>
<td>Professor</td>
<td>Moved to UTEP Pass (Dean)</td>
</tr>
<tr>
<td>Stephanie Cenzalés</td>
<td>2019</td>
<td>Assistant Professor</td>
<td>Moved to UC-Merced</td>
</tr>
<tr>
<td>Reuben May</td>
<td>2020</td>
<td>Professor</td>
<td>Moved to University of Illinois</td>
</tr>
<tr>
<td>Jane Sell</td>
<td>2020</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Alex Mincich</td>
<td>2021</td>
<td>Professor</td>
<td>Retired</td>
</tr>
<tr>
<td>Joseph Jewell</td>
<td>2022</td>
<td>Associate Professor</td>
<td>Moving to University of Illinois-Chicago (Head)</td>
</tr>
</tbody>
</table>
APPENDIX G. ABBREVIATED FACULTY CURRICULA VITAE

The following pages include an abbreviated CV for each current faculty member, with an emphasis on the last five years. Longer versions of faculty CVs can be found on the department webpage at https://liberalarts.tamu.edu/sociology/people/faculty/.
ERNESTO F. L. AMARAL (http://www.ernestoamaral.com/cv.pdf)  
CURRICULUM VITAE

Associate Professor
Department of Sociology
Texas A&M University

311 Academic Building
College Station, TX 77843–4351
amaral@tamu.edu

RESEARCH INTERESTS: Social Demography; Migration; Public Policy Analysis

TEACHING INTERESTS: Demography; Migration; Methods; Social Statistics; Public Policy Analysis

EDUCATION
2007  Ph.D., Sociology/Demography, The University of Texas at Austin (Dissertation)
2002  M.A., Demography, Federal University of Minas Gerais (UFMG), Brazil (Thesis)
2000  B.A., Social Sciences, Federal University of Goiás (UFG), Brazil (Final project)

* Undergraduate student at the time of working on the study.
** Graduate student at the time of working on the study.

PUBLICATIONS


CONFERENCE PRESENTATIONS


FUNDED RESEARCH GRANTS AT TEXAS A&M UNIVERSITY

– Project title: Association of government policies and trade agreements with migration flows in the United States
– Project team: Ernesto F.L. Amaral (PI), Valen Johnson, Raymond E. Robertson
– Period: January 2020 – December 2021
– Amount funded: $30,000 (for one year of sociology graduate student salary/benefits/tuition/fees)

2020 Research seed grant: College of Liberal Arts COVID-19 Innovation Fund Program
– Project team: Ernesto F.L. Amaral (PI), Huyen Pham (Co-PI), Raymond Robertson (Co-PI), Suojin Wang (Co-PI), Vivian Bronsoler-Nurko
– Amount funded: $5,000 (for sociology graduate research assistants)

2019–2022 Research seed grant: 2019 Program to Enhance Scholarly and Creative Activities (PESCA) Research Seed Grant Program, Division of Research, Texas A&M University
– Project title: Factors associated with internal and international migration at the local level in the United States
– Project team: Ernesto F.L. Amaral (PI), Valen Johnson, Corey Sparks
– Period: May 2019 – April 2022
– Amount funded: $24,849 (for one year of sociology graduate student salary/benefits/tuition/fees)

TEACHING AT TEXAS A&M UNIVERSITY (with links to course material)

Spring 2021 SOCI 312–501 – Population and Society (45 students)

Fall 2020 SOCI 647–600 – Migration (13 students)
SOCI 312–500 – Population and Society (71 students)

Spring 2020 SOCI 622–600 – Social Demography (4 students)
SOCI 312–501 – Population and Society (38 students)

Fall 2019 SOCI 312–500 – Population and Society (43 students)
SOCI 320–500 – Demographic Methods (10 students)

Spring 2019 SOCI 312–501 – Population and Society (16 students)
(overall evaluations of 4.79 based on 11 students)

Fall 2018 SOCI 312–500 – Population and Society (61 students)
(overall evaluations of 4.18 based on 45 students)
SOCI 420–903 – Advanced Methods of Social Research (13 students)
(overall evaluations of 4.73 based on 11 students)

Spring 2018 SOCI 420–902 – Advanced Methods of Social Research (20 students)
(overall evaluations of 3.85 based on 9 students)
SOCI 647–600 – Migration (graduate course; 6 students)
(overall evaluations of 4.98 based on 3 students)
Fall 2017  
**SOCI 420–903 – Advanced Methods of Social Research** (35 students)  
(overall evaluations of 3.80 based on 20 students)  
**SOCI 420–904 – Advanced Methods of Social Research** (35 students)  
(overall evaluations of 3.67 based on 8 students)

**ADVISING ACTIVITIES – PHD DISSERTATION**

*Committee chair*

*Committee member*

**SERVICE ACTIVITIES**

2020–present  
Member of Graduate Instruction Committee, College of Liberal Arts, Texas A&M University.  
2020–present  
Director of Graduate Retention, Professional Development and Placement, Department of Sociology, Texas A&M University.  
2020–present  
Chair of Undergraduate and Graduate Assessment Committee, Department of Sociology, Texas A&M University.  
2020–present  
Member of Applied Sociology Master’s ad hoc Committee, Department of Sociology, Texas A&M University.  
2020–present  
Non-voting member of Graduate Recruitment Committee, Department of Sociology, Texas A&M University.  
2020–2023  
Board Member of the Southern Demographic Association (SDA)  
2018–present  
Member of Media ad hoc Committee, Department of Sociology, Texas A&M University.  
2018–2020  
Member of Executive Council, Department of Sociology, Texas A&M University.  
2018  
2017  
Reviewer for Social Sciences and Population Studies A (SSPA) Study Section, Population Sciences and Epidemiology (PSE) Integrated Review Group, National Institutes of Health (NIH), San Antonio, TX, February 16.  
2017–2018  
Member of Diversity Committee, Department of Sociology, Texas A&M University.  
2017–2018  
Member of Graduate Student Awards Committee, Department of Sociology, Texas A&M University.
MARY E. CAMPBELL  
ORCID 0000-0001-6125-191X  
Abbreviated CV (2016-2021)

EDUCATIONAL AND PROFESSIONAL HISTORY

Education
2004 Ph.D., Sociology, University of Wisconsin-Madison

Academic Positions
Fa 2021 Professor, Department of Sociology, Texas A&M University
Sp 2013-Sp2021 Associate Professor, Department of Sociology, Texas A&M University
Fa 2004-Fa 2012 Assistant to Associate Professor, Sociology, University of Iowa

Administrative Positions
Fa 2020-2025 Director, Texas Federal Statistical Research Data Center
2016-17, 2019-20 Associate Director, Texas Federal Statistical Research Data Center
2013-15, 16-17, 19-21 Associate Department Head, Sociology, Texas A&M University

SCHOLARSHIP (2016-2021)

Edited Journal Issues

Refereed Journal Articles

1 Graduate student at the time of writing.


*Book Chapters and Proceedings*


*Grants and Awards (2016-2021)*

**External Grants**

Mary E. Campbell (PI) and Alexander Hernandez (Co-PI). 4/1/2018-3/31/2022 (one-year no-cost extension). “REU Site: Research Institute in Sociology and Social Inequality.” National Science Foundation (REU program), Award 1757813. Funded. $315,116

**Internal Grants, Scholarship**

Campbell, Mary E., Patrick Rubio Goldsmith and Brendan Bartanen. 1/1/2020-12/31/2021. “Still separate, still unequal? The impact of enduring segregation on educational outcomes.” T3: Texas A&M Triads. $30,000


Campbell, Mary E. and Nancy Plankey-Videla. 2017-2018. “Know Your Rights.” Innovations in Inclusion, Diversity, Equity and Accountability (IIDEA) Grant, College of Liberal Arts. $5,000

Internal Grants, Pedagogical
Natarajarathinam, Malini, Trez Jones and Mary E. Campbell (co-PI). 2016-2019. “Famine to Feast: Engaging Texas Food Banks.” Tier One Program (TOP) interdisciplinary education grant. $291,000
Campbell, Mary E. 2016-2017. Summer Research Experience for Undergraduates (funding for Texas A&M undergraduates). High Impact Instructional Innovations (H3I) program. $22,400

TEACHING (2016-2021)

Graduate Students Supervised
Current Doctoral advisees: 4
Doctoral advisees completed 2016-2021: 3
Current Masters advisees: 3
Masters advisees completed 2016-2021: 3
Committee membership (not advisor) since 2016: 14 doctoral, 3 master’s.

PROFESSIONAL SERVICE (Highlights 2016-2021)

2021-2023 Faculty Affiliate, Texas Population Research Center
2019-2021 Elected Member, Board, Southern Demographic Association
2020 Co-organizer and participant, Panel “Lessons Learned from Research Experiences for Undergraduates (REU) Programs,” annual meeting of Midwest Sociological Society; cancelled because of COVID-19
2016-2019 Elected Member, Publications Committee, ASA Section on Racial and Ethnic Minorities
2014-2018 Advisory Board, Program for the Study of Ethnicity, Race and Culture, Rice University
2013-2016 Member, Committee on Women in the Profession, Midwest Sociological Society
2013-2018 Founding Editorial Board, Sociology of Race and Ethnicity

Selected Honors and Awards

2020 Achievements in Climate and Inclusion (ACI) Award, College of Liberal Arts
2019-2020 Association of Former Students Distinguished Achievement Award for Teaching, College-level, Texas A&M University
SAMUEL COHN

APPOINTMENTS
Professor, Sociology, Texas A & M University 1997-Present
Professorial Associate, Development Studies, School of Oriental and African Studies, University of London 2014-Present
Associate Professor, Sociology, Texas A & M University 1991-1997
Assistant Professor, Sociology, Texas A & M University 1989-1991
Assistant Professor, Sociology and Industrial Relations, University of Wisconsin-Madison, 1981-9

EDUCATION
Ph.D., Sociology, University of Michigan, 1981
B.A., Sociology, Yale University

SPECIALTIES: Global Poverty, Macrosociology, Historical Sociology, Gender and Discrimination

NATIONAL HONORS AND PRIZES
Founder and First President of the Council of the ASA Section on the Sociology of Development


Winner of ASA’s Sociology of Development 2014 Samuel Cohn Award for Distinguished Service to Development Sociology. (The award was actually named for me.)

Fulbright Fellow 2002. Department of Economics, Universidade Federal Fluminense, Rio de Janeiro Brazil. Taught an interdisciplinary course in industrial relations theory to institutional economics students.

RESEARCH:
MONOGRAPHS


EDITED VOLUMES


ARTICLES SINCE 2000


**MAJOR SERVICE**

Run a Public Sociology Website Samuel Cohn: Global Social Trends. I write nearly all of the articles myself. Once a week I post a new article explaining sociological findings to the general public.

Founder and First President of American Sociological Association Section on Development

Member Editorial Board Sociology of Development

Organizer of Multiple Sociology of Development Conferences and Panel Session

Sponsor of multiple undergraduate research teams and social media teams. (I run three such teams currently)
KATHERYN THOMAS DIETRICH
Department of Sociology
Texas A&M University
College Station, TX 77843-4351

EDUCATION
Ph.D., Sociology, Texas A&M University, 1994
M.A., Sociology, University of Kentucky, 1970
B.A., Psychology, University of Kentucky, 1966

ACADEMIC APPOINTMENTS
Texas A&M University, Department of Sociology
   Instructional Professor, Fall 2015-Present
   Instructional Associate Professor, Fall 2015-Summer 2018
   Director, Sociology Undergraduate Programs, Fall 2016-Present
   Director Sociology Internship Program, Summer 2008-Present
   Instructional Assistant Professor, Summer 2008-Summer 2015
   Senior Lecturer (part-time), 2003-2008
   Lecturer (part-time), 1995-2003
   Assistant Lecturer (part-time), 1991-1994
   Graduate Teaching Assistant, 1988-1990

Blinn College, Division of Social Science
   Lead Faculty Advisor for Social Science, 2000-2008

Texas A&M University, Youth Adventure Program
   Instructor (part-time), Criminology Camp, Summer 2003

Texas A&M University, Department of Sociology, Laboratories for Studies of Social Deviance
   Research Associate, 1988

Texas A&M University, Texas Agricultural Experiment Station, Department of Rural Sociology
   Graduate Research Assistant, 1987

Texas A&M University, Texas Transportation Institute, Transportation Economics and Sociology
   Research Associate, 1977

Texas A&M University, Texas Agricultural Experiment Station, Department of Rural Sociology
   Research Associate, 1968-1977

AWARDS AND HONORS
The Association of Former Students Distinguished Achievement Award for Teaching, College of Liberal Arts, Texas A&M University, 2018

Flipping Your Course Institute Grant, Texas A&M Instructional Technology, 2018.

The Association of Former Students Distinguished Achievement Award for Teaching, College of Liberal Arts, Texas A&M University, 2003

Teaching Excellence Award, Blinn College Faculty Recipient, International Conference on Teaching and Leadership Excellence, National Institute of Staff Organization and Development (NISOD), University of Texas, Austin, 2000.
McDonald Teaching Award for Graduate Students, College of Liberal Arts, Texas A&M University, 1994.


Pass with High Honors, Departmental Comprehensive Examination in Sociological Theory, Department of Sociology, Texas A&M University, 1989.


Winner, Graduate Student Paper Competition, Southwestern Sociological Association, 1972.

**TEACHING EXPERIENCE**

Courses Taught:
- Contemporary Sociological Theory
- Classical Sociological Theory
- Social Problems
- Race and Ethnic Relations
- Criminology
- Deviance
- Social Organization
- Sociology of Family
- Sociological Methods I
- Professional Development in Sociology I
- Professional Development in Sociology II

**PUBLICATIONS AND PRESENTATIONS**

**PRESENTATIONS/WORKSHOPS RELATED TO TEACHING/SERVICE**


**PUBLICATIONS RELATED TO TEACHING/SERVICE**


ABBREVIATED CURRICULUM VITAE
March 18, 2021

Robert J. Durán

Texas A&M University
Department of Sociology
Academic Building 426
College Station, TX 77843-4351

979-845-0813 (office)
720-480-9579 (cell)
rjduran@tamu.edu

Education
University of Colorado - Boulder

Academic Experience
Associate Professor, Texas A&M University, 2018-present
Assistant to Associate Professor, University of Tennessee, 2014-2018 (tenured 2017)
Assistant to Associate Professor, New Mexico State University, 2006-2014 (tenured 2012)

Research and Teaching Interests
Crime, Law, and Deviance
Ethnography
Gangs
Critical Race/Settler Colonialism Theories
Participatory Action Research

Racial and Ethnic Inequality
Chicana/o Criminology/Sociology
Police Shootings/Policing
Violence/Public Health
Social Justice/Youth Justice

Books


2019 Recipient, Betty and Alfred McClung Lee Book Award, Association for Humanist Sociology


2014 Honorable Mention, Betty and Alfred McClung Lee Book Award, Association for Humanist Sociology

Articles in Refereed Journals


Book Chapters


Honors and Awards
2018-21. Texas A&M University


Expert Court Testimony
2020 Expert Gang Witness, X County, Georgia. Additional information not disclosed until outcome resolved.
Expert Gang Witness, Weber County, Utah (several defendants in a RICO case). Several Attorneys.


Courses Taught at Texas A&M University

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology</td>
<td>Texas A&amp;M University</td>
<td>*1, 3</td>
</tr>
<tr>
<td>Foundations of Crime, Law &amp; Deviance</td>
<td>Texas A&amp;M University</td>
<td>*2, 3</td>
</tr>
<tr>
<td>Racial and Ethnic Relations</td>
<td>Texas A&amp;M University</td>
<td>*1, 3</td>
</tr>
<tr>
<td>Race, Ethnicity, Crime and Justice</td>
<td>Texas A&amp;M University</td>
<td>*1, 2, 3</td>
</tr>
</tbody>
</table>

*1 (undergraduate); 2 (graduate); 3 (online); 4 (Honors College)

Graduate Theses and Oral Examinations: Honors, Masters, and Doctoral
Texas A&M University
Leon, Maria. Committee Member for dissertation proposal, Doctorate of Recreation, Park and Tourism Sciences Department, ongoing.

Academic Department Positions
Texas A&M University
Department of Sociology
Annual Review Committee (2018-2020)
Area Coordinator – Crime, Law, and Deviance (August 2020-present)
Department Head Search Committee (2020-present)
Diversity Committee (2020-present)
Graduate Recruitment (2018-2020)
Promotion and Tenure Case – Research (2019)
Promotion Case – Teaching (2020)

Editorial Positions
2017-Present, Editorial Board Member of Sociology Compass, Race and Ethnicity Section
2020-Present, Editorial Board Member of The Journal of Qualitative Criminal Justice and Criminology
2017-2020, Editorial Board Member of American Journal of Criminal Justice

Accepted Media Coverage
JOE R. FEAGIN

March 2021 (2015-2021 only)
(Full vita https://liberalarts.tamu.edu/sociology/profile/joe-feagin/)

DISTINGUISHED PROFESSOR
ELLA C. MCFADDEN PROFESSOR
TEXAS A&M UNIVERSITY

EDUCATIONAL BACKGROUND:
Ph.D. (Social Relations/Sociology), Harvard University 1966

MAJOR TEACHING AND RESEARCH INTERESTS:
Racial and Ethnic Relations
Critical Race/Racism Theory
Sociology of Gender
Urban Sociology

HONORS AND AWARDS (Since 2015)
(28) Texas NAACP Civil Rights Hero Award (2015)
(29) 16th Charles R. Lawrence II Lecturer, Brooklyn College, CUNY (New York), September 2016
(32) 2018 Excellence in Research Award (University of Winnipeg) for Elite White Men Ruling (Routledge)
(33) Public Understanding of Sociology Award (American Sociological Association, 2019)
(34) Texas A&M University College of Education Legacy of Excellence and Equity Research Award (2019)
(35) Texas A&M University ADVANCE Diversity Champion (2020) Award

EDITORIAL POSITIONS:
Founding Editor, Perspectives on a Multiracial America, Rowman & Littlefield, 2003-
Founding Editor, New Critical Viewpoints on Society Series, Routledge, 2010-

PUBLISHED BOOKS (Since 2015)
(68) Racial Theories in Social Science. New York: Routledge, 2016. (with S. Elias)


**BOOKS CONTRACTED AND IN PREPARATION**


**PUBLISHED RESEARCH ARTICLES AND MAJOR MONOGRAPHS (Since 2015)**


“Foreword,” in Rachel Feinstein, When Rape was Legal (New York: Routledge, 2018).


“Toward a Critical Public Sociology,” in Routledge Handbook


COURSES TAUGHT (Selected examples):
Sociology – Racism and Anti-Racism (Seminar)
Sociology - Contemporary Social Theory (Seminar)
Sociology - African Americans (Seminar)
Sociology – Black and White Americans (Overview Seminar)
Sociology – Race, Class, and Gender (Overview Seminar)
Sociology – Theories of Racial and Ethnic Relations (Seminar)

SELECTED UNIVERSITY ADMINISTRATIVE AND COMMITTEE EXPERIENCE:
Texas A&M University Head Search Committee
Texas A&M University Committee on Academic Diversity Workshops
Texas A&M University NSF ADVANCE Committee
College of Liberal Arts Diversity Committee
Advisory board, Hagler Institute for Advanced Study, Texas A&M University
VITA
Mark Fossett
May 2020

ADDRESS
Department of Sociology
College Station, Texas 77843-4351
(979) 845-5133
m-fossett@tamu.edu

Texas Federal Statistical Research Data Center
328 Teague Building
College Station, Texas 77843-2406
(979) 845-5618

EDUCATION
B.A. Sociology. 1976. The University of Texas. Austin, Texas.
M.A. Sociology. 1980. The University of Texas. Austin, Texas.
Ph.D. Sociology. 1983. The University of Texas. Austin, Texas.

RESEARCH AND TEACHING INTERESTS
Computational Methods, Racial and Ethnic Segregation and Inequality, Urban and Spatial Demography, Social Demography, Quantitative Research Methods and Demographic Techniques

PROFESSIONAL EMPLOYMENT HISTORY
2012-present. Cornerstone Faculty Fellow, College of Liberal Arts, Texas A&M University, College Station, Texas.
2011-2020. Founding Executive Director, Texas Federal Statistical Research Data Center, Texas A&M University, College Station, Texas.
2005-2011. Head, Department of Sociology, Texas A&M University, College Station, Texas.
1998-present. Professor of Sociology. Texas A&M University, College Station, Texas.
1991-1998. Associate Professor of Sociology. Texas A&M University, College Station, Texas.
1989-1991. Assistant Professor of Sociology. Texas A&M University, College Station, Texas.
1983-1986. Assistant Professor of Sociology. Louisiana State University, Baton Rouge, Louisiana.

SELECTED GRANTS AND FUNDED PROJECTS
2011-2016. National Science Foundation, “Texas Census Research Data Center (TXCRDC)” (PI, co-authored with Rogelio Saenz, Simon Sheather, and Walter Peacock [Co-Principal Investigators]). $2,100,000 ($300,000 NSF; the remainder from four participating institutions].
BOOKS


SELECTED JOURNAL ARTICLES AND BOOK CHAPTERS


Fossett, Mark and Amber Crowell. 2019. “Urban and Spatial Demography” Chapter 21 (pages 555-598) in Dudley L. Poston, Jr. (ed.) Handbook of Population. Springer. (Second edition) (This chapter is completely rewritten with less than 25 percent overlap with an earlier chapter of the same name published in the first edition of this handbook [2005]).


Fossett, Mark. 2006a. “Ethnic Preferences, Social Distance Dynamics, and Residential Segregation: Results from Simulation Analyses.” Journal of Mathematical Sociology 30:185-273. (This is a special issue of JMS which consists of this article, four comments on the article by other authors, and a rejoinder [Fossett 2006b].)


RECENT INVITED PRESENTATIONS


SELECTED HONORS AND AWARDS

President, Southern Demographic Association, 2016-2019.

Norma Williams Distinguished Service Award, Southwestern Sociological Association, 2016.

President, Southwestern Sociological Association, 2009-2013.

College of Liberal Arts Cornerstone Faculty Fellow. 2012-present.

HOLLY FOSTER
hfoster@tamu.edu; https://liberalarts.tamu.edu/sociology/profile/holly-foster/

EDUCATION
Ph.D. Sociology. 2001. The University of Toronto, Toronto, Ontario, Canada
M.A. Sociology. 1994. The University of Calgary, Calgary, Alberta, Canada
B.A. Sociology. 1992. The University of Calgary, Calgary, Alberta, Canada

EMPLOYMENT HISTORY
2019-present. Professor of Sociology & Chancellor EDGES Fellow, Texas A&M University, College Station, Texas
2017-2019. Professor of Sociology, Texas A&M University, College Station, Texas
2009-2017. Associate Professor of Sociology, Texas A&M University, College Station, Texas

PROFESSIONAL ACTIVITIES

FELLOWSHIPS, HONORS AND AWARDS
2019-2022. Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellowship, Texas A&M University, $90,000
2015. 21st Century America Scholar at University of California-Irvine, School of Social Sciences, Department of Sociology, $15,000

REFEREED PUBLISHED JOURNAL ARTICLES (*student co-authors underlined)


**BOOK CHAPTERS**


**BOOK MANUSCRIPT**


**COMMISSIONED EDITED REPORTS**


**FUNDED RESEARCH GRANTS**

**External**


2012-2015. National Science Foundation, Law and Social Sciences Program and Sociology Program. “Punishment Regimes and the Multi-Level Effects of Parental Imprisonment: Inter-institutional, Inter-generational and Inter-sectional Models of Inequality and Exclusion.” John Hagan (Principal Investigator) and Holly Foster (Co-Principal Investigator). SES-1228345, $231, 615.

**Internal**

across the Early to Mid-Life Course: Pathways from Early Pubertal Timing to Women’s Later Health Inequalities.” Program to Enhance Scholarly and Creative Activities. Office of the Vice President for Research at Texas A&M University, $10,000.
2018. Foster, Holly. International Travel Grant from College of Liberal Arts and Texas A&M University for paper presented at Life History Conference in Paris, France. $1500.

SERVICE
Texas A&M University
College of Liberal Arts
Invited Member, Dean’s Advisory Committee for Promotion and Tenure 2019-2022
Member of Graduate Instruction Committee 2018-2019
Sociology Department
Appointed Head of Elected Department Head Search Committee, 2020-2021
Elected Member of Departmental Executive Committee, 2020-2022
Member, Graduate Retention Committee 2019-2020
Graduate Director of Retention, Professional Placement and Development, Texas A&M University 2018-2019
Chair, Search Committee for Assistant or Associate Professor in Criminology and Social Justice, 2017
Elected Member of Departmental Annual Review Committee, 2016-2017, 2017-2018
Area Coordinator of Crime, Law, Deviance Section of Department 2010-2019
Member of Undergraduate Curriculum Committee 2016-2017
University
Faculty Advisor to TAMU Students for a Sensible Drug Policy (SSDP), an organization focused on education about the costs of the War on Drugs and benefits of harm reduction policies (2020-2021).
Invited Member, Graduate Student’s Research Excellence Awards Committee for Dean of Faculties, Association of Former Students Achievement Awards, Spring 2020
Reviewer for University Diversity Excellence Fellowships, 2019
Other Service to Profession
External Tenure and Promotion Reviews: 1 completed in 2020; 1 completed in 2019; 1 completed in 2018; 2 completed in 2016-2017

TEACHING/MENTORING
Supervisor or Co-Supervisor: (9 since 2015); about 13 in total
1. Eileen Huey, (Ph.D.)
2. Angelique Maes, (Ph.D.), ABD
3. Jess Garica (Yanker), (M.S., Ph.D.)
4. Chris Mathey, (Ph.D.) — ABD
5. Jason Campos, (M.S.)— Co-supervisor
7. Richard Abel, (M.S.) (Supervisor), Ph.D. (Co-supervisor), Graduated 2020
8. Xavier Serna (M.S. and Ph.D.)—Graduated December 2018, Lecturer at Sam Houston State University
9. Eric Gamino (Ph.D) — (Co-Supervisor), Graduated 2015, Assistant Professor at California State University, Northridge
Member of Student Academic Advisory Committees for 21 students (since 2015), about 40 in total
-CURRICULUM VITAE-

Dr Steve Garner

e-mail: steve.garner@tamu.edu ; Academia.edu: https://tamu.academia.edu/SteveGarner

• Formerly Senior Research Fellow, School of Social Sciences, Cardiff University; Professor of Critical Race Studies, and Head of Criminology & Sociology Dept., Birmingham City University (2015-18). Also worked in Senior Lecturer roles at The Open University (2013-15); Aston University (2008-13); University of the West of England-Bristol (2003-08); and lectureships at University College Cork (2001-03), and the University of Paris (1995-97).

• Member of Americans Sociological Association. British Sociological Association, Society for the Study of Social Problems; Fellow of Higher Education Authority (UK body charged with teaching standards in HE)

Education


1993: Masters (Maîtrise): History of the British Empire, université Paris III.

1988: Masters in Caribbean History / Race and Ethnic Relations, Centre for Research in Ethnic Relations, University of Warwick

1985: B.A (Hons). History and French, University of Warwick

PhD supervision: Completed (4): PhD examining (11):

• Member of founding editorial team & Book Review Editor of The Sociology of Race and Ethnicity, 2014-21; Editorial Board Member of la Revue Européenne des Migrations Internationales (REMI), 2014-; Whiteness and Education, 2015-

• Articles reviewed for 30+ journals across the social sciences
• Reviewer for ESRC; AHRC; Canadian SSRC; Icelandic Research Council.

• **External Examiner:** University of the West of Scotland, Politics and Sociology (2010-2013); Royal Holloway University London, Criminology & Sociology (2019-21).


Currently on **Expert Boards** of two European research projects: (ERC-funded ‘Euromix’ project @Free University Amsterdam, 2019-21; and Intersectional Border Struggles and Disobedient Knowledge in Activism (KNOWACT-project) University of Helsinki, 2020-22)

**Funding:** Over £250,000 funding from the Economic and Social Research Council; the British Academy Birmingham City Council; Bristol City Council; the Department for Communities and Local Government; and the Joseph Rowntree Foundation. Research consultancy (2000-03) did commissioned work for the Irish Department of Justice, Equality and Law Reform; the European Monitoring Centre on Racism and Xenophobia; and the Irish Equality Authority.

**Publications summary:**

<table>
<thead>
<tr>
<th>Type of publication</th>
<th>Single-authored</th>
<th>Joint-authored</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monograph</td>
<td>6</td>
<td>3 (1 in progress)</td>
<td>9 (+1)</td>
</tr>
<tr>
<td>Journal article</td>
<td>21</td>
<td>7 (+1 on press; 1 R and R)</td>
<td>28 (+2)</td>
</tr>
<tr>
<td>Book chapter</td>
<td>13 (1 in press)</td>
<td>5</td>
<td>18 (+1)</td>
</tr>
<tr>
<td>Reports</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>41 (+1)</td>
<td>22 (+3)</td>
<td>63 (+4)</td>
</tr>
</tbody>
</table>

Citations [http://tinyurl.com/ztrc3sz](http://tinyurl.com/ztrc3sz) 2,808 (9.7.21)

| Edited peer-reviewed journal special issues | 2 | 1 other bid being prepared |

**Indicative teaching experience**
Cardiff (2020-21) Social Inequalities (Yr 1); Race, Ethnicity and Migration (Yr 2)

Bristol (2018-19) Thinking Politically, Yr 1; Ethnicity and Racism, Yr 2 (Module leader); The Politics of Ethnicity, Yr 3 (Module leader); Religion, Ethnicity and Value Change, MSc (Module leader); Qualitative Methods, MSc (Module leader)

OU (2013-15) Level 1 Investigating the Social World

Aston (2008-13) Level 1, Research Methods: Module leader, Identities and Inequalities; Level 2 Sociology of Racism; Level 3 Racism, class and gender; MA in Social Research Module leader: critical literature review; dissertation

UWE-Bristol (2003-08) Year 3 Racism, Class and Gender; Year 2 Social Sciences core course: Institutions and Processes in Modern Society

University College, Cork (2001-03) Year 1 Introduction to Sociology course; Year 2. Qualitative Methodology; Year 2 Sociology option; ‘Racism’; Year 3 - ‘Race’ and Ethnicity sections of various other professional qualifications including BSW, Social Policy and Diploma Courses.


- Over 50 invited and public conference & seminar presentations given in the UK, France, Sweden, Iceland, USA, Ireland (since 2005)
BIOGRAPHICAL SKETCH

Name: Sarah N. Gatson
Position: Associate Professor

Education/Training

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell College</td>
<td>B.A.</td>
<td>Sociology &amp; Spanish</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>M.A.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>PhD</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

A. Positions and honors.
1998 Visiting Lecturer, Cornell College
1999-2005 Assistant Professor, Sociology Department, Texas A&M University
2001-2002 Ford Foundation Fellow, Northwestern University & The American Bar Foundation
2002-Present Affiliated Faculty, Women’s & Gender Studies Program, Texas A&M University
2004-Present Affiliated Faculty, Africana Studies Program, Texas A&M University
2005-Present Associate Professor, Sociology Department, Texas A&M University
2005-2013 Affiliated Faculty, American Studies Program, Texas A&M University
2006-2008 Council Member, Communication and Information Technology Section, ASA
2007-2010 Interim/Assoc. Director, Race & Ethnic Studies Institute, Texas A&M University
2007-2010 Council of Principal Investigators, TAMU
2009-2012 Executive Committee, Sociology Department, TAMU
2011-2016 Director of Undergraduate Curriculum, Sociology Department, Texas A&M University
2016-Present Coordinator, Community Food Security & Food Justice Working Group, Glasscock Center, TAMU
2016-Present Texas Master Gardener (Brazos County, TAMU AgriLife Extension)

Honors
1995-97 American Bar Foundation Minority Doctoral Dissertation Fellow
2001-02 Ford Foundation Minority Postdoctoral Fellow
2018 Environmental Educator Award, Keep Brazos Beautiful
2020 Faculty Sustainability Champion, TAMU
B. Selected Publications


C. Research support.

The Gulf Coast Heritage Preparedness Initiative Funded for 9/1/21-8/31/24
Total: TAMU X-Grant $300,000
Role: Co-PI (PI: Andrea Roberts)

Planning for Extreme Heat: Applying a Plan Integration for Resilience Scorecard to Evaluate Urban Heat Vulnerability in Japan Funded for 2021-2024
Total: $50,000 TAMU Global Engagement Grant (Funded as an Institute for Pacific Asia Grant)
Role: Co-PI (PI: Siyu Yu)

Innovation for sustainability: Outlining opportunities to transition Texas A&M to carbon neutrality Funded for 9/1/21-8/31/22
Total: $20,000 TAMU Innovation X-Grant
Role: Co-PI (PI: Tazim Jamal)

Creating Alternative Food-Provision Efforts in Local Congregations 2020-2021 (extension for use of funds interruption due to COVID-19)
Total: $20,260 Louisville Institute Project Grant for Researchers
Role: PI (Co-PI Andrew McNeely)

First Year Eats 2019-2021 (2019-2021)
Innovations X-Grant, TAMU School of Innovation
Role: Co-PI (PI Sumana Datta)

Center for Digital Humanities Research Seed Grant 2019
Center of Digital Humanities (TAMU)
Role: Group member

Melburn G. Glasscock Center for Humanities Research (TAMU) Summer Scholars Program director, 2019-2020
Role: PI & Faculty Mentor

The Contextual Effects of Supplemental Nutrition Assistance Program Participation on Health Care Expenditures among Low-Income Adults; 2021-2024 (delayed start due to COVID-19)
Texas Federal Statistical Research Data Center Seed Grant
Role: PI
Pat (António) Rubio Goldsmith

Education
1999 Ph.D. Sociology University of Arizona

Academic Employment
2020- Interim Head of Sociology Department Texas A&M University
2020- Professor of Sociology Texas A&M University
2019-20 Director of Graduate Recruitment, Sociology, Texas A&M University
2012-20 Associate Professor of Sociology Texas A&M University

Research Interests
Education, School/Neighborhood Segregation, Race, Immigration, and Quantitative Methods

Selected Peer-Reviewed Journal Articles


Under Review & In Preparation


Grants


Blake, Jamilia (PI), PR Goldsmith and 10 other TAMU faculty members. “Project X-CEL: Eliminating Bias in School Discipline.” TAMU X Grant. $7 million. Under review. My role is about 4%.


Goldsmith, Pat Rubio (PI), Nadia Flores-Yeffal (Co-PI), Bruce Reese (I), Juan Salinas (I), and Cristina Cruz (I). 2013. “Immigration Policy and the Educational Attainment of Mexicans and Mexican Americans.” Race and Ethnic Studies Institute, Texas A&M University, cluster award. Funded, $5,000.


Awards, Honors and Invitations

2018 Invited Speaker, “New Directions in Residential Segregation: Research Presentations and Methods Workshops.” May 14-15, College Station TX.

2018 Invited lecture, University of Arizona, “Mexican parent's undocumented status and the educational attainment of the children left behind.” April 11.


OMAR HAKIM
9600 Escarpment Blvd., Suite 745-60, Austin, Texas 78749
omar@hammersmithventures.com
www.linkedin.com/in/omarbhakim/
Mobile: (512) 577-7000

EDUCATION
MS, Science & Technology Commercialization
McCombs School of Business, The University of Texas at Austin - Austin, Texas, 2004

BS, Applied Mathematics (Minor: Electrical Engineering)
University of New Mexico - Albuquerque, New Mexico, 1990

AS, Pre-Engineering (Computer Engineering Option)
University of New Mexico - Albuquerque, New Mexico, 1989

LICENSES
Professional Engineer (P.E.) - Industrial & Systems Engineering
Texas Board of Professional Engineers, (P.E. License #139344)

Professional Engineer (P.E.) - Software Engineering
Texas Board of Professional Engineers, (P.E. License #139344)

SUMMARY
• Professor of Practice at Texas A&M University, teaching entrepreneurship and technology commercialization.
• VP of Client Strategy for Michael Best & Friedrich LLP from April 2017 to November 2019, responsible for providing intellectual property and entrepreneurship strategy consulting services to the global clientele of Michael Best (ranked No. 172 in the 2019 AmLaw 200 rankings).
• Aggie Angel Network co-founder, past executive director, and current board member who screened 900+ startup companies and led $7 million of equity investments into 16 companies over three years.
• Co-founder of a patent brokerage (2007-2009), which facilitated patent transactions with Intellectual Ventures, Fortress Investment Group, Acacia Research Group, and RPX.
• Led (or co-led) patent litigation efforts against Google, Adobe Systems, Citrix Systems, Tivo, and Time Warner Cable in the Eastern District of Texas, the Western District of Texas, the Northern District of California, and the US Court of Appeals for the Federal Circuit.
• Ten years at Accenture as a business strategy consultant and network technology expert.
• Accenture’s Communications & High Tech patent portfolio manager (500+ patents).
• Accenture’s New Business Models group co-founder, and due diligence deal lead for Accenture’s internal VC fund (Accenture Technology Ventures - $1 Billion VC Fund).
• Award-winning technology startup business accelerator general manager for two years.
• Founder of Hammersmith Ventures, an investment firm with holdings in 12 startups.
• Successful inventor with 26 issued and pending US patents.
OMAR HAKIM

EXPERIENCE

PROFESSOR OF PRACTICE (ENTREPRENEURSHIP)

Dept. of Sociology, Texas A&M University, College Station, Texas 2019 - Present

• Supported the development the Entrepreneurial Studies curriculum for the undergraduate all-campus minor program from 2016 to final Faculty Senate approval in November 2018.
• Co-developed the syllabus and training materials for the “Entrepreneurial Practice” course (SOCI/MGMT 476) and co-taught this course in Spring 2019 and Spring 2020. Integrated best-of-class entrepreneurship software tools (e.g. LivePlan, LeanStack, Gust) and training materials to provide students with a unique, iterative, hands-on entrepreneurial experience as they defined, quantified, validated, and communicated their new venture business models.
• Co-developed the syllabus and training materials for the “Social Entrepreneurship” capstone course (SOCI 450) and taught this course in Fall 2019.
• Developed the syllabus and training materials for the “Technology Commercialization” course (SOCI/MGMT 489-501) and taught this course in Fall 2020.

VP OF CLIENT STRATEGY

Michael Best & Friedrich LLP, Austin, Texas 2017 - 2019

• Providing business consulting, IP strategy, Seed and Series A fundraising support, and management team mentoring services to over 131 early stage, high-growth clients and potential clients of the law firm of Michael Best & Friedrich LLP (d/b/a Michael Best).
• Michael Best liaison to the Texas A&M Technology Commercialization office (TTC), assisting over twenty Belgian TTC licensees, potential licensees, and partners with entering the US marketplace.
• Providing business consulting services and overseeing the delivery of legal services to the clients of the Brazos Valley Economic Development Corporation’s International Gateway program.
• Providing ongoing mentoring and business strategy consulting services to over 20 portfolio companies of the Texas Health Catalyst - the life sciences business incubator of the Dell Medical School at The University of Texas at Austin.

ENTREPRENEUR-IN-RESIDENCE FOR AWEX

Wallon Export & Foreign Investment Agency (AWEX), Belgium 2018 - 2019

• The Walloon Export & Foreign Investment Agency (AWEX) - in partnership with Michael Best - began an entrepreneur-in-residence program in June 2018, and AWEX subsidized Mr. Hakim’s extended visits to the Walloon region of Belgium so he could meet with and mentor startup companies across the entire Walloon entrepreneurial ecosystem.
• Provided extensive business strategy, IP strategy, and fundraising assistance to Walloon companies in Belgium in June 2018 (38 companies), January 2019 (18 companies), and June 2019 (30 companies).

CEO & CO-FOUNDER OF COLLABORATIVE AGREEMENTS LLC

Collaborative Agreements LLC (dba Oui Agree), Austin, Texas 2011 - Present

• Formed an investment group to purchase an online contracts patent portfolio in February 2011, and became the part-time CEO of the company.
• Hired Forrester Research to determine the de facto technical architectures currently used in the online contracts industry, and then filed six new continuation applications covering their findings. The first of the new continuations was issued in September 2012 (US 8,271,393), with a priority date of April 2002.
• The newly issued ‘393 patent was found to have over 1,522 potential infringers in 15 industries.
• Negotiated purchase agreements with Fortress Investment Group, Acacia Research Group and RPX before deciding to retain ownership of the patent portfolio.
• Oui Agree is currently developing software plugins and extensions to Microsoft Office 365 and Microsoft Word to bring enhanced collaboration functionality to Microsoft end-users, with a launch date set for 2021.

EXECUTIVE DIRECTOR AND CO-FOUNDER OF THE AGGIE ANGEL NETWORK
Aggie Angel Network, Inc., College Station, Texas
2010 - Present

• Co-founded a non-profit angel network which is now part of the Texas A&M University Mays Business School, and was its full-time executive director from 2010 to 2013 before transitioning to the board of directors in 2013.
• Personally screened over 900 technology startup companies. Invited 62 companies to present to the AAN membership. Led the due diligence for over $7 million invested into 16 companies.

CEO & CO-FOUNDER OF AQUADATION LLC
Aquadation LLC, Austin, Texas
2014 - 2016

• Formed Aquadation® in 2014 to develop and commercialize a disruptive, patent-protected foundation repair and maintenance system that can be retrofitted to existing residential homes to enable them to become automatically “self-leveling”. The patented system uses foundation-mounted IoT accelerometer sensors, cloud-based machine learning algorithms and buried micro-drip irrigation technology to selectively “swell” areas of soil under and around a house.
• Raised $350,000 in seed funding in 2014 and $700,000 in Series A funding in 2016 from angel investors and foundation repair industry leaders.
• Deployed a prototype for field testing in 2015, and successfully repaired a residential home with severe structural (foundation) damage.
• Aquadation was selected by the prestigious "Plug and Play" incubator in Silicon Valley to be third out of 25 companies admitted in their Spring 2016 IoT incubator program, out of over 800 IoT startup company applicants. http://plugandplaytechcenter.com/corporations/internet-of-things/
• Aquadation merged with a leading foundation engineering company in August 2016.

GENERAL MANAGER OF THE RESEARCH VALLEY INNOVATION CENTER (TECHNOLOGY STARTUP INCUBATOR AND ACCELERATOR)
Research Valley Partnership, Inc., College Station, Texas
2009 - 2010

• Provided strategy and technology commercialization consulting services to over 50 technology startups from the Texas A&M University ecosystem. Identified and sought initial funding from various sources (e.g. SBIR, Texas Emerging Technology Fund, angel investors, VCs, private equity funding, etc.) and provided business accelerator services.
• Conceived and implemented the “International Gateway” accelerator program, which received the 2011 “Excellence in Economic Development Award” in the category of Responding to Globalization for communities with populations of greater than 500,000 from the International Economic Development Council (IEDC).
Troy Harden, Ph.D., LCSW

18719 San Saba Creek Court
Cypress, Texas 77433
312.286.5274
E-mail: troyharden@gmail.com

EDUCATIONAL HISTORY

DePaul University, School of Education
Degree: Ph.D. June, 2010
Major: Curriculum Studies
Advisor: Ronald Chennault, PhD.
Dissertation: “Court-involved African-American Males, Public Schooling and Social Capital”

Loyola University at Chicago, School of Social Work
Degree: MSW June 1998
Track: Clinical/Community

Chicago State University
Degree: B.A. June 1994
Major Psychology/Sociology

ACADEMIC APPPOINTMENT

2020-present Director, Race & Ethnic Studies Institute, Texas A & M University
Professor of Practice, Sociology, College of Liberal Arts, Texas A & M University

2021-present Faculty Fellow, Hazard Reduction and Disaster Recovery Center, College of Architecture, Texas A & M University

2016-2020 Director, Master of Social Work Program/Associate Professor, Department of Social Work, Northeastern Illinois University, Chicago, Illinois
2013-2015  Associate Professor, Chicago State University  
Master of Social Work Program, Chicago, Illinois

2007-2013  Assistant Professor, Chicago State University  
Master of Social Work Program, Chicago State University

PROJECTS, AWARDS, GRANTS

September-December 2019  Firsthand: Gun Violence, Developed curriculum for Discussion Guide and Lesson Plans. WTTW/Public Broadcasting System, $20,000

June-October, 2018  Design Consultant for CBT Interventions, Chicago CRED, $35,000

January, 2018-  Design Consultant and Investigator, Metropolitan Peace Academy Coalition for Peaceful Communities, Metropolitan Family Services. $150,000

September, 2017-  Co-Principal Investigator, Bureau of Justice Assistance, Byrne-JAG, Community-based Crime Reduction, $900,000

July, 2017  Outstanding Educators Award, Congressman Danny Davis

July, 2016-2017  CSWE Leadership Academy Fellow, Council of Social Work Education

December, 2016-present  Designing and training consultant, Latino Policy Forum

May, 2014-2019  Mutli-faith Veterans Support Project, Co-Investigator, Robert R. McCormick Foundation, Co-Principal Investigator, $390,000.00

2012-2013  Truth n’ Trauma Project, Principal Investigator, Illinois Criminal Justice Information Authority, Special Projects Award, Principal Investigator, $595,000.00

2009-2012  Project MENTOR, Principal Investigator, Department of Health and Human Services Office of Minority Health, Youth Empowerment Project Award, Co-Principal Investigator $900,000.00

2010-2012  Full Circle, Co-Investigator, Community Gang Intervention,
Department of Juvenile Justice and Delinquency Prevention, $78,000.00

PUBLICATIONS


ALEXANDER A. HERNANDEZ
Department of Sociology, Texas A&M University
Email: aahernandez@tamu.edu

325C Academic Building
4351 TAMU
College Station, TX 77843-4351

Teaching Interests

Socratic classroom dialogues; Practical application of theoretical concepts (Public Sociology); Undergraduate research; Integration of historical context of course material; Assignments that integrate experiential components.

Professional Experience and Academic Appointments Related to Teaching and Mentoring

Teaching Positions

2015-Present  Instructional Assistant Professor, Dept. of Sociology, Texas A&M University
2014-2016   Lecturer, Dept. of Sociology & Anthropology, Rutgers University, Newark
2011-2013   Lecturer, Dept. of Sociology, Framingham State University

Teaching Experience

Teaching Assignments, Texas A&M University
• Introduction to Sociology – Fall 2020 [Online], Fall 2019, Fall 2018, Spring 2018, Spring 2017, Spring 2016
• FOCUS: Introduction to Sociology – Spring 2017, Fall 2015
• Social Problems – Spring 2020, Spring 2019, Fall 2017 Fall 2016, Fall 2015
• Death and Dying – Fall 2020 [Online], Fall 2019, Fall 2018, Fall 2017, Fall 2016
• UScholar Exploration Group: Future Studies – Fall 2016 [Team Teaching]
• REU Research Methods – Summer 2019, Summer 2018

Teaching Assignments, Rutgers University – Newark
• Sociology of Death – Summer 2016, Summer 2015, Summer 2014 [All Online]
• Social Issues of the Future – Summer 2015 [Online]
• Sociology of Technology and Science – Fall 2014

Teaching Assignments, Boston College
• Introduction to Sociology – Fall 2012
• Technology and Society – Fall 2013, Spring 2013
• Research Methods – Fall 2013

Teaching Assignments, Framingham State University
• Social Problems - Fall 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011

Teaching Assignments, University of South Florida
• Introduction to Sociology – Fall 2008

Certifications

2016   Aggie Ally
2016   Green Dot Bystander
Teaching

Course Syllabi

- Intro to Sociology
- Death and Dying
- Social Problems
- Technology and Society

Course Example Assignments

- Preparing for Your Death Assignment
- Hands-On With Technology Assignment
- Critical Response Assignment

Examples of Feedback on Student Work

- High-Level Performance
- Mid-Level Performance
- Low-Level Performance

Recognition for Teaching/Mentorship

2020 – 2024  Posse Faculty Mentor
Responsibilities include weekly mentoring meetings with ten undergraduates who were selected by the Posse foundation, bi-weekly individual mentoring meetings with each of the ten students to discuss their professional and personal lives

2019 – 2021  Innovative Learning Center Faculty Fellow
Responsibilities include bi-weekly planning and development meetings, participating in a Community of Scholars book study, collaborating on the creation and implementation of faculty development materials, serving as a peer mentor to other faculty.

Professional Service

2019 – Present  Diversity Committee
Department of Sociology, Texas A&M University

2018  Organizer and Presider for Undergraduate Research Sessions
Southern Demographic Association
New Orleans, Louisiana

2018 – 2020  Co-Director of the NSF-funded Research Experience for Undergraduates (REU) Program
Department of Sociology, Texas A&M University

2016 – 2019  Colloquium Committee
Department of Sociology, Texas A&M University

2018  Organizer and Presider for Undergraduate Research Sessions
Southwestern Social Science Association
Orlando, Florida

2015 – 2018  Program Coordinator on Diversity and Inclusivity
L.A.U.N.C.H., Texas A&M University
Professional Memberships

- American Sociological Association
- Southern Demographic Association
- Society for the Study of Social Problems
- Midwest Sociological Society
- Southwestern Social Science Association
- Association for Humanist Sociologists

Research and Scholarship Related to Teaching

Peer-Reviewed Publications


Grants Related to Teaching

Mary E. Campbell (PI) and **A.A. Hernandez** (Co-PI). 2018-2020. “REU Site: Research Institute in Sociology and Social Inequality.” National Science Foundation (REU program), Award 1757813. Recommended for funding ($315,116)

Diversity Development Grant. 2016. Texas A&M University ($3,500)

Presentations Related to Teaching


Professional Development in Teaching

Conferences Related to Teaching Attended

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>Professional and Organizational Development (POD) Network</td>
</tr>
<tr>
<td></td>
<td>Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Southern Sociological Society</td>
</tr>
<tr>
<td></td>
<td>New Orleans, Louisiana</td>
</tr>
</tbody>
</table>

Other Activities Supporting Student Learning

Undergraduates Supervised

- **Alyjah Benton**
  - “Discussions of Police Violence on Wikipedia”
  - Presented at the Southern Demographic Association, 2019

- **Mario Paez-Arellano**
  - Undergraduate Teaching Assistant for Intro to Sociology, 2018

- **Bailey Crawford**
  - Undergraduate Teaching Assistant for Intro to Sociology, 2018
JOSEPH OSCAR JEWELL
CURRICULUM VITAE

Department of Sociology
Texas A&M University
College Station, TX 77843-4351
JJEWELL@TAMU.EDU

AREAS OF SPECIALIZATION
Race & Ethnicity, Race/Class/Gender, Inequality & Mobility, Comparative & Historical Methods, Sociology of Education, Comparative Racial Studies, African Americans

EDUCATION

1998 PhD in Sociology
University of California at Los Angeles
1994 MA in Sociology
University of California at Los Angeles
1991 BA in Sociology
University of California at Berkeley

ACADEMIC POSITIONS

2005-present Associate Professor of Sociology (with tenure)
Texas A&M University
2008-2010 Associate Professor (with tenure) & Chair of African American Studies
Loyola Marymount University, Los Angeles
2006-2008 Interim Director
Race & Ethnic Studies Institute
Texas A&M University
1999-2005 Assistant Professor of Sociology
Texas A&M University
1998-1999 Postdoctoral Fellow
African American Studies Research Program
University of Illinois at Urbana-Champaign
PUBLICATIONS

Books

Refereed Journal Articles


2016 Joseph O. Jewell. “‘We Have in This City Many Good Mexican Citizens’: The Race-Class Intersection and Racial Boundary Shifting in Late Nineteenth Century San Antonio” *Sociology of Race and Ethnicity* v. 2, no. 2: 186-199.

Book Reviews & Comments


Manuscripts in Preparation

- *White Man’s Work: Race and Middle-Class Mobility in Late Nineteenth Century America* (book manuscript in progress, under contract with at University of North Carolina Press)
- “A ‘New’ Type of New Negro: Responses to Black Queer Identities in New York and Chicago, 1920-1930” (article in progress for *History of Sexuality*)
- “The City is for White People”: Spatial Mobility and Middle-Class Racisms in North American Cities, 1880-1920” (article in progress)

Awards

2020-2021 College of Liberal Arts Association of Former Students Distinguished Achievement Award for Teaching

PRESENTATIONS & PROFESSIONAL ACTIVITIES

Conference Panelist


Panels Organized


Conference Papers Presented

2021  “A White Man’s Place”: Whites’ Narrative Responses to Non-White Mobility in three US Cities, 1890-1910,” Annual meeting of the American Sociological Association, Chicago, IL, August 2021

2019  “Policing a Shifting Racial Boundary: Tejano Policemen, Race, and Occupational Identity in Late Nineteenth Century San Antonio.” Social Science Historical Association, Chicago, IL, November 2019.


Campus and Departmental Talks


2017  Panelist, “*Considering Matthew Shepard*: Voices from Texas A&M University” January 29 & 30, 2017

2015  Moderator, *Dear White People*: Film Screening and Discussion, February 16, 2015
# CHAITANYA LAKKIMSETTI, PH.D.

<table>
<thead>
<tr>
<th><strong>Associate Professor</strong></th>
<th>305 C Academic Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>College Station, TX 77843-4351</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td><a href="mailto:clakkimsetti@tamu.edu">clakkimsetti@tamu.edu</a></td>
</tr>
</tbody>
</table>

## EMPLOYMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Position and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-present</td>
<td>Associate Professor, Sociology, Texas A&amp;M University</td>
</tr>
<tr>
<td>2014–2020</td>
<td>Assistant Professor, Sociology &amp; Women’s and Gender Studies, Texas A&amp;M University</td>
</tr>
</tbody>
</table>

## BOOKS


## REFEREED JOURNAL ARTICLES


## BOOK CHAPTERS

Lakkimsetti, Chaitanya. (Forthcoming) “Traditional Genders, Modern Sexualities: Struggles Around Sexual and Gender Nonconformity in Postcolonial India”. In *Toward a Sociology of South Asia* edited by Smitha Radhakrishnan & Gowri Vijayakumar, Palgrave Macmillian.

## OTHER PUBLICATIONS


**Fellowship and Grants**

2020  “Effective Communication Strategies During COVID-19”, T3 grant, Texas A&M University, (PI: Chaitanya Lakkimsetti, Co-PIs: Defne Over, Joseph Sharkey)


2019  “Towards Fairness in Deep Neural Networks with Learning Interpretation,” National Science Foundation (PI: Dr. Xia Hu, Co-PIs: James Caverlee, Na Zou, Chaitanya Lakkimsetti)

2019  “#MeToo and the Transnational Politics of Social Media Feminism Social Media Feminism, Glasscock Three-Year Seminar Grant (with Vanita Reddy)

2019  “Devotional Practices and Sexuality in Contemporary India.” Arts & Humanities Fellowship, Texas A&M University

2019  “LGBTQ Social Movements and Law In India.” Glasscock Center Faculty Humanities

**Selected Conference Presentations**


**Invited Lectures and Presentations**


2018  “From AIDS to Rights: Using Biopower to Achieve Citizenship in India”,
Department of Sociology, University of Wisconsin, Madison.

COURSES TAUGHT

Sociology & Women’s and Gender Studies, Texas A&M University

SOCI/WGST 661: Feminist Theory and Practice (graduate course, Fall 2020)
WGST/SOCI 689: Sexualities and Genders in Transnational Perspective (graduate course, Spring 2017)
WGST 200: Introduction to Women’s and Gender Studies (Fall 2018, Spring 2017)
SOCI/WGST: 207: Introduction to Gender and Society (Spring 2020, Fall 2020, Spring 2019, Spring 2018)
SOCI/WGST 316: Sociology of Gender (Fall 2020, Spring 2020, Spring 2018)

SERVICE

Texas A&M University (2014-present)

Sociology Department

Faculty and Staff Awards Committee (2020-2021)
Graduate Retention Committee (2020-2021)
Executive Council (2019-2021)
Interim Head Search Committee (2018)
Graduate Student Award Committee (2014-2020)

Women’s and Gender Studies

Dissertation Research Award Committee (2021)
Jameson Prize Committee (2020)
Program Review Committee (2015-2018)
Ad-hoc Awards Committee (Fall 2018)

College Level Service

Co-chair, Task Force to create LGBTQ minor (2020-2021)
Co-coordinator of the South Asia Working Group, Glasscock Center for the Humanities (2018-2019)
Co-Director “MeToo and the Transnational Politics of Social Media Feminisms”, Glasscock Center for the Humanities (2019-2022)

University Level Service

College of Liberal Arts strategic planning committee (2021)
Arts & Humanities Fellowship reviewer (2020)
Judith Ann Linneman  
Curriculum Vitae

CONTACT INFORMATION

Department of Sociology  
311 Academic Building; MS 4351  
Texas A&M University  
College Station, Texas 77843-4351  
Phone: (979) 845-0816  
Email: j-linneman@tamu.edu

EDUCATION


1977  Bachelor of Science in Agriculture, (May), University of Missouri-Columbia.

PROFESSIONAL EXPERIENCE

Fa 2019 – present  Instructional Professor and Director for Instructional Training and Teaching Resources, Texas A&M University, Department of Sociology. Course Load: five courses and several seminars per year. Duties: teach undergraduate courses in research methods and graduate courses on teaching, advise/mentor Graduate Instructors and others new to teaching in the Sociology Department, train undergraduate teaching assistants, Alpha Kappa Delta (Iota Chapter) Faculty Representative.

Fa 2015 – Su 2019  Instructional Associate Professor and Director for Instructional Training and Teaching Resources, Texas A&M University, Department of Sociology. Course Load: five courses and two seminars per year. Duties: teach undergraduate courses in research methods and professionalization, and graduate courses on teaching; advise/mentor Graduate Instructors and others new to teaching in the Sociology Department, Alpha Kappa Delta Faculty Representative.

TEACHING EXPERIENCE

Fa 2019 – present  Instructional Professor, Texas A&M University, Department of Sociology. Courses taught each academic year: Undergraduate: Introduction to Social Research Methods (SOCL 220, four sections), Graduate: Teaching Undergraduate Sociology (SOCL 680, one section), and Seminar in Sociology (Teaching): New Instructors (SOCL 681, one to four sections).

Fa 2015 – Su 2019  Instructional Associate Professor, Texas A&M University, Department of Sociology. Courses taught each academic year: Undergraduate: Introduction to Social Research Methods (SOCL 220, four sections), Professional Development in Sociology II (SOCL 479, one section, beginning Fa 2017). Graduate: Teaching Undergraduate Sociology (SOCL 680, one section, beginning Sp 2016) and Seminar in Sociology (Teaching): New Instructors (SOCL 681, one to three sections).

March 2021
PUBLICATIONS (Peer Reviewed)


PAPERS PRESENTED AT PROFESSIONAL MEETINGS

Linneman, Judith A. 2020. “R1 = T2? Enhancing Learning at Large Universities through Meta-Teaching and Instructor Mentoring.” Transformational Teaching and Learning Conference, Texas A&M University, April 30. (Paper accepted, but conference cancelled due to the COVID-19 pandemic.)


LECTURES, SEMINARS AND WORKSHOPS

2017–2020 “Essential Training for Undergraduate Teaching Assistants.” Department of Sociology, Texas A&M University.


2019 “Diversity University: Teaching in a Diverse Classroom.” Academy for Future Faculty, Texas A&M University, February 11 and October 3, 2019.

2018 “Discussion vs. Demonstration: What the Data Demonstrate,” in Introduction to Evidence-Based Undergraduate STEM Teaching, a Massive Open Online Course on Discipline-Based Education Research sponsored by CIRTL, June 21, 2018.


2017 “Preparing Graduate Students for Teaching.” Workshop organized at the Annual Meeting of the Southwest Social Science Association, Austin, Texas.


2016 “Why You Need CATs* in Your Classroom.” Academy for Future Faculty, Texas A&M University, September 19, 2016. (*Classroom Assessment Techniques.)

SERVICE ACTIVITIES

2019 – 2021 Chaired two and served on one Academic and Professional Track faculty promotion subcommittees in the Department of Sociology.

2009 – 2021 Advise and mentor Graduate Instructors and other new teachers in the Texas A&M University Department of Sociology. Duties: meet regularly with Graduate Instructors (particularly newly-appointed ones), both individually and in mentoring seminars, to assist them with development of their course, course organization, teaching methods, assessment tools, etc., as well as in assessment of feedback from their students.

2014 – 2018 Create and Administer Sociology Department Teaching Website (Sociology Teaching In-Site on eCampus), Texas A&M University.

2017 – 2021 Sociology Undergraduate Curriculum/Program Committee, Texas A&M University.

2011 – 2021 Faculty Advisor for Alpha Kappa Delta (International Sociology Honor Society), Texas A&M University.

PROFESSIONAL ORGANIZATIONS

American Sociological Association

AWARDS AND SCHOLARSHIPS

2016 Association of Former Students Distinguished Achievement Award: College Level Teaching, College of Liberal Arts, Texas A&M University.

2016 One-Time Merit Award in recognition of contributions to the Department of Sociology, Texas A&M University.
Robert Sean Mackin
Department of Sociology, Academic Building 428, Texas A&M University, College Station, TX 77840-4351; phone: 979-862-1548; fax: 979.862.4057; email: mackin@tamu.edu

Professional Preparation
University of Wisconsin, Madison Sociology, Ph.D. 2005
University of Wisconsin, Madison Sociology, M.S. 1997
Loyola Marymount University Political Science, B.A. 1991

Academic Appointments
2015-present; Instructional Associate Professor, Department of Sociology, Texas A&M University, College Station, TX 77843
2012 – 2014; Instructional Assistant Professor of Sociology, Department of Sociology, Texas A&M University, College Station, TX 77843
2005 – 2012; Assistant Professor of Sociology, Department of Sociology, Texas A&M University, College Station, TX 77843
2005 (January – August); Assistant Lecturer, Department of Sociology, Texas A&M University,

Selected Publications


Selected Fellowships and grants
2018 College of Liberal Arts IRTAG Award, Texas A&M University, Amount of Award: $1500, Title: “Emotions and (Ir)rationality in Choosing To Go on Strike.”

2009 – 2010 Glasscock Center Travel to Archives Grant, Texas A&M University, Amount of Award: $1000, Title: “Secularization and the Structuring of the Public Sphere in Mexico”

2006 Department of Sociology/Glasscock Center Stipendiary Faculty Fellow, Texas A&M University, Amount of Award: $1500, Title: “Papal volunteers, Ivan Illich and the Origins of Liberation Theology in Latin America”

2005  International Research Travel Assistance Grant, Texas A&M University, Amount of Award: $1207, Title: “The Origins of Progressive Catholicism in Chile: The Young Catholic Worker Movement and the Legacies of Church Reform”

1998 Global Studies MacArthur Fellowship, University of Wisconsin, Madison

Selected Professional Highlights
2012  The Melbern G. Glasscock Center for Humanities Research 14th Annual Susanne M. Glasscock Humanities Book Prize for Interdisciplinary Scholarship Selection Committee

2008 – 2011 Sociology of Religion Associate Editor

Courses Taught
SOCI 205 Introduction to Sociology
SOCI 326 Sociology of Religion
SOCI 412 Political Sociology (Designed and taught honors section)
SOCI 430 Contemporary Sociological Theory
SOCI 479 Professional Development in Sociology II (co-taught with Dr. Dietrich)
SOCI 489: Special Topics: Sociology of Ireland (taught in Dublin, Ireland)
SOCI 604 Comparative Historical Methods (Graduate)
SOCI 608 Social Organization (Graduate)
Stjepan Gabriel Mestrovic

EDUCATION
B.A., Psychology and Social Relations    Harvard University    1976
Master of Education Clinical Psychology   Harvard University    1977
Master of Theological Studies            Harvard University    1979
Ph.D., Sociology                         Syracuse University    1982

PROFESSIONAL APPOINTMENTS

Professor of Sociology at Texas A&M University, College Station, Texas, 1991-present
Assistant and Associate Professor of Sociology at Lander College, tenured in 1988, Greenwood, South Carolina, from August 1981 to 1990.

RECENT PROFESSIONAL EXPERIENCE RELATED TO WAR CRIMES (2010-present)
Consultant and expert witness in sociology at the court-martial of Jeremy Morlock in the Afghanistan “kill team” case, held at Ft. Lewis, March 2011
Consultant and expert witness in sociology at the court-martial of Specialist Ryan Offutt in the Danny Chen suicide and negligent homicide case, held at Ft. Bragg in August 2012
Consultant and expert witness in sociology at the federal trial of US v Michael Smith in the beating death of an inmate at an Alabama state prison, Birmingham, Alabama, October 2013

HONORS AND FELLOWSHIPS HELD (2010-present)
Two Office of the Provost grants, approximately $10,000 each, for research that led to the publication of two books, in the past seven years
Texas A&M University Association of Former Students Distinguished Achievement Award in Teaching 2015

PUBLICATIONS (2010-present)

Books and Edited Works

18. My copyrighted lectures, supporting materials, and documents pertaining to SOCI 657, Cultural Studies: War Crimes, on Texas A&M University’s itunes webpage:


**Translations of my books**

*Anthony Giddens: The Last Modernist* was translated into Chinese in 2008 under the title, *Jidengsi: zu hou ji wei xian dai zhu yi zhe*, translated by Weimig Huang, Taipei

*The Barbarian Temperament* was translated into Turkish in 2004 by Mehmet Ozay under the title, *Uygar Barbaruk: bir postmodern elestiri teorisi*

*Postemotional Society* is currently being translated into Chinese

*The Coming Fin de Siecle* was translated into Turkish in 2015 under the title *Duyguotesi Toplum* by the publisher Ayrinti Yayinlan

**Published Research Articles and Essays**


73. “Vicious Abstractionism and the Struggle for Existence of Veblen’s and Durkheim’s Ideas” in the Turkish journal, *Sosyoloji Dergisi* Vol 21, 2010


WENDY LEO MOORE

EDUCATION
2005 Ph.D. Sociology, University of Minnesota
2000 JD, Law, University of Minnesota Law School (cum laude)
1997 MA Sociology, University of Minnesota
1995 BA Sociology, University of Minnesota (summa cum laude, Phi Beta Kappa)

ACADEMIC POSITIONS
September, 2012-Present
  Associate Professor, Department of Sociology
  Affiliated, Africana Studies Program
  Texas A&M University
September, 2005-2012
  Assistant Professor, Department of Sociology
  Texas A&M University

PUBLICATIONS
Books
2008 Reproducing Racism; White Space, Elite Law Schools and Racial Inequality.
  Lanham, MD: Rowman & Littlefield.

Refereed Articles


**Book Chapters**


**Essays/Symposiums**


**Book Reviews**

**Special Issue Journal Editorship**

**FELLOWSHIP AND GRANT ACTIVITY**
2012 College of Liberal Arts Seed Grant. Texas A&M University. 2012-2013. $7502.
2007 American Association of University Women Publication Grant, Summer 2007; $6000.
2003 Graduate Research Partnership Program Award, to facilitate research between graduate students and faculty, May 2003; $6,577.
2002 Anna Welsch Bright Research Award, Department of Sociology, University of Minnesota, November 2002; $5000.

**PROFESSIONAL & SERVICE ACTIVITY**
American Sociological Association
- Member-at-Large ASA Council 2018-present
- Executive Committee, Council Representative 2020-present
  - Elected by council to serve as Member-at-Large Council representative
- Program Committee 2017-2019
American Sociological Association, Section on Racial and Ethnic Minorities
- Publications Committee 2018-present
- Past-Chair 2016-2017
- Chair 2015-2016
- Chair-Elect 2014-2015
- Newsletter Editor 2008-2014
- Committee Member, Oliver Cromwell Cox Book Award Committee 2010-2011
- Committee Member, Nominations Committee 2011-2012
Editorial Board Member, Sociology of Race and Ethnicity 2015-2019
Editorial Board Member, Contemporary Sociology 2012-2015
ABBREVIATED CURRICULUM VITAE
Theresa Morris

EDUCATION
Ph.D. 2000 Texas A&M University, Sociology
M.S. 1996 Texas A&M University, Sociology
B.A. 1994 Southwestern Oklahoma State University, Sociology, Summa Cum Laude

PROFESSIONAL EMPLOYMENT RECORD
2020-2021 ADVANCE Administrative Fellow, College of Liberal Arts, Texas A&M University
2019-present Coordinator, Women’s and Gender Studies Program, Texas A&M University
2018-present Professor of Sociology, Texas A&M University
2014-present Affiliate Faculty, Women’s and Gender Studies, Texas A&M University
2014-2018 Associate Professor of Sociology, Texas A&M University
2009-2011 Chair, Department of Sociology, Trinity College, Hartford, CT
2000-2015 Assistant to Full Professor of Sociology, Trinity College, Hartford, CT

LEADERSHIP TRAINING
2020-2021 HERS Leadership Institute
2020-2021 Texas A&M University, Leadership Learning Community

BOOKS

• 2019 Featured book in Author Meets Critics session, Eastern Sociological Society Annual Meetings
• 2019 Listed as Top 20 Best-Selling Books on Medicine—Academic Best Sellers, May 2019, Library Journal
• Review in: American Journal of Sociology, Asian Hospital and Healthcare Management, Choice, Contemporary Sociology, Social Forces, Sociology of Health and Illness
• Featured in blog: Science and Sensibility (Lamaze)
• Interviewed on: Birth Geeks Blog


• 2018 Author podcast interview on “Attachment Parenting” Podcast (October 31)
• 2017 Author television interview, SÉPTIMO DÍA in CARACOL, Colombia (August 3)
• 2017 Author newspaper interview, Desert News, Salt Lake City Utah (June 30)
• 2016 Featured book in Author-Meets-Critic session, Southwestern Social Science Association Annual Meetings
PEER REVIEWED ARTICLES
Theresa Morris, Joan Robinson, Keri Spiller, and Amanda Gomez. Forthcoming “Screaming, ‘No! No!’ It was Literally Like Being Raped”: Connecting Sexual Assault Trauma and Coerced Obstetrical Procedures.” Social Problems.
https://doi.org/10.1016/j.socscimed.2020.113240

BOOK CHAPTERS

FUNDED GRANTS
Theresa Morris (PI), Vani Mathur (Co-PI), Ping Ma (Co-PI), Elizabeth Wells-Beede (Co-PI), and Hector Chapa (Co-PI). Presidential Clinical Research Partnership Grant. “Improving Maternal Health Equity and Decreasing Racial Disparities through Transdisciplinary Research and Collaboration in the Brazos Valley.” $200,000, 2020-2023
Susan Fortney (PI) and Theresa Morris (Co-PI). National Science Foundation, “The Ethical Infrastructure and Fostering Ethical Leadership to Prevent Sexual Misconduct and Harassment in STEM Research and Practice Settings.” $371,023, 2019-2022
Theresa Morris (Faculty PI) and Katherine Willyard (Student Co-PI), Doctoral Dissertation Research Improvement Grant, National Science Foundation, “The Effects of Organizational Community and State Regulatory Characteristics on Texas Gas and Well Venting and Flaring Rates.” $11,954. 2017-2019.

Theresa Morris. Women’s and Gender Studies Program Curriculum Development Grant, Texas A&M University. $1500. 2016-2017

SUBMITTED GRANT APPLICATIONS


AWARDS

2020 Presidential Impact Fellowship, Texas A&M University

Recipient of 2019 Adele E. Clarke Book Award (Honorable Mentions) of Repronetwork for the book *Health Care in Crisis: Hospitals, Nurses and the Consequences of Policy Chang.*


DEFNE ÖVER

311 Academic Building College Station, TX 77843-4351
+49 551 39-10757
dover@tamu.edu
extended version of my cv

ACADEMIC POSITIONS
Assistant Professor of Sociology
Texas A&M University
Fall 2019

Early Career Fellow
Göttingen University, Lichtenberg Kolleg
Human Rights, Constitutional Politics & Religious Diversity Group
2017-2019

Country Expert
The Free Speech Repository Project
since 2016

EDUCATION
PhD, Sociology
Cornell University, Ithaca, NY, USA
2017

MA, Social and Political Sciences
Humboldt University, Berlin, Germany
2009

BA, Sociology
Boğaziçi University, Istanbul, Turkey
2006

INTERESTS
State-society relations, Authoritarianism, Populism, Media, Legal Institutions, Social Movements, National Identity

ARTICLES


BOOK CHAPTERS
Ilkiz, Fikret; Över, Defne. 2018. “Freedom of Expression and the Press in Turkey.” in Emrah Altındiş, Gaye Özpmar & Esra Özyürek (eds.) Authori-
tarianism and Resistance in Turkey: Conversations on Democratic and Social Challenges. Springer.


WORK IN PROGRESS
Stigma, Seizure, Trial: The Media in Turkey (BOOK MANUSCRIPT)

“Insult and Charisma in Turkey: Deployment of an Obsolete Law in Person-alization of Power” (with Irem Ebetürk) (Under Review)

“A Qualitative Comparative Analysis of Populist Success Beyond Europe” (with Oliver Cowart & Irem Ebetürk) (Under Review)

PUBLIC SOCIOLOGY & INTERVIEWS


“Al Jazeera Journalists Detained in Egypt” The Diplomatist, March 5, 2015.


AWARDS
Montague-Center for Teaching Excellence Scholar, Texas A&M University, 2020-21.

Sidney Tarrow Paper Award, Best paper in the field of European Politics, Cornell University, Mario Einaudi Center for International Studies. 2015.

Excellence in Teaching Award, Cornell University, Dep. of Sociology. 2011.

Sakıp Sabancı International Research Award, Honorable Mention. 2009.

FELLOWSHIPS & GRANTS

Innovation [X] Project Grant, the School of Innovation & the Office of Diversity, Texas A&M University, 2020.

Glasscock Faculty Research Fellowship, Texas A&M University, 2020-2021.


Luigi Einaudi Fellowship for Dissertation Research from the Cornell Institute
of European Studies 2013-2014.

SAGE Fellowship, Cornell University, College of Arts and Sciences. Fall 2015, Fall 2014, 2012-2013, 2009-2010.


DAAD (German Academic Exchange Service) - TEV (Turkish Education Foundation) Scholarship for M.A. Study in Germany. 2006-2009.

**INVITED TALKS**


Insult and Charisma: Deployment of an Obsolete Law in Turkish Democratic Backsliding. (with Irem Ebetürk), *WZB Berlin Social Science Center*, Berlin, Germany, 2019.


Destabilization, Self-censorship & Institutional Change: the Turkish Mainstream Media as a Case Study. *Texas A&M University*, College Station, TX, USA, 2018.


**WORKSHOPS**


Illiberal Challenges to Political Institutions: the Case of the Turkish Media. *Liberalism and Its Critics Workshop*, Lichtenberg Kolleg, Göttingen, Germany, 2019.

(Discussant) *Fantasies, Anxiety, Difference: The Figure of the Other in the Aftermaths of a Violent Political Transformation*, MPI-MMG, Göttingen, Germany, 2018.

A Qualitative Comparative Analysis of Populist Success Beyond Europe, *International QCA Young Researcher Workshop*, Zürich, Switzerland, 2017. (with Irem Ebetürk)

**SELECTED CONFERENCE PRESENTATIONS**


Politics and Emotions: Race, Ethnicity and Political Identity. Social Science History Association Annual Conference, Chicago, IL, 2016 (Panel Organizer)


**TEACHING**

Instructor, Texas A&M University

- Political Sociology
  - Fall 2019, Spring 2020, 2021
- Social Movements
  - Fall 2019, Spring 2020, 2021

Guest Lecturer, Clark University

- “Populist Politics” (Course Title: Globalization)
  - Fall 2016

Teaching Assistant, Cornell University

- Introduction to Sociology
  - Spring 2012, 2015, Summer 2015
- Politics and Culture
  - Fall 2010, 2011
- Classical Theory
  - Spring 2011

**SERVICE**


Memberships: American Sociological Association, Council for European Studies, European Consortium for Political Research, Law and Society Association
Heili Pals, Ph.D.

CURRICULUM VITAE

Associate Professor 311 Academic Bldg.
Department of Sociology College Station, TX 77843-4351
Texas A&M University hpals@tamu.edu
Full CV at: https://liberalarts.tamu.edu/sociology/profile/heili-pals/

EMPLOYMENT

2018 – Current  Associate Professor, Department of Sociology, Texas A&M University
2013 – 2018  Assistant Professor, Department of Sociology, Texas A&M University
2008 – 2013  Assistant Professor, Department of Sociology, University of Central Florida

EDUCATION


AREAS OF RESEARCH SPECIALIZATION

Social Psychology, Deviance, Life Course, LGBTQ Studies, Inequality, Health, Demography, Transitional Societies, Quantitative Research.

PROFESSIONAL ACTIVITIES AND AWARDS

AWARDS

2015  The Southwestern Sociological Association Distinguished Paper Award
2013  Springer Publishing Outstanding Article, American Journal of Criminal Justice
2011  Poster Session Winner, Population Association of America

EDITORIAL ACTIVITIES

2019 – Current  Co-editor, Population Review
2019 – Current  Associate Editor on the editorial board of Society and Mental Health

RECENT PUBLICATIONS (LAST 5 YEARS)


1 Ceylan Engin was a doctoral student at Texas A&M University at the time of writing this article.

ENCYCLOPEDIA ENTRY

CONFERENCE PRESENTATIONS (LAST 2 YEARS)


TEACHING EXPERIENCE

SOCI 621: Social Psychology
SOCI 628: Deviant Behavior
SOCI 677 Seminar in Social Psychology: Advanced Data Analysis

² Bryce Hannibal was a doctoral student at the Texas A&M University at the time of writing this article.
SOCI 681: Professionalization Seminar for New Students  
SOCI 311: Social Change (fully online course)  
SOCI 211: Sociology of Deviance  
SOCI 213: Population and Society

PH.D. CHAIR OR CO-CHAIR
5. Richard Abel (Sociology, Ph.D. in 2020). “Global Social Outcasting Examined through a Stress-Strain Paradigm.”

OTHER PROFESSIONAL ACTIVITIES
2020 Communications Committee, Southwestern Social Science Association  
2020 Editor of the Southwestern Sociological Association’s Newsletter.  
2018 Invited reviewer for promotion to dotset position (Associate Professor) in Sociology of Journalism for Ragne Köuts-Klemm at Tartu University, Estonia in May 2018.  
2017 Invited reviewer and opponent for the Ph.D. defense at Tartu University, Estonia  

SERVICE

TEXAS A&M UNIVERSITY (2016-PRESENT)
Sociology Department  
Member of Executive Committee, 2020-2022  
Director of Graduate Admissions, 2020-present  
Director of Graduate Retention, Professional Development and Placement, 2019-2020  
Editor of Departmental Journal Gemeinschaft News, 2013-current  
Coordinator of Crime, Law, Deviance Section, Spring 2019-Spring 2020  
Member of Executive Committee, 2018-2019  
Member of Graduate Assessment Committee, 2017-2018  
Member of Ad-Hoc Recruitment Committee, 2016-2017  
Member of Ad-Hoc Head Recruitment Committee, 2015-2016
CURRICULUM VITAE
NANCY PLANKEY-VIDEla

Texas A&M University
Department of Sociology
Office: (979) 224-3489

College Station, Texas 77843-4351
plankeyvidela@tamu.edu
323A Academic Building

EDUCATION
University of Wisconsin, Madison PhD, Sociology, 2004; MA, Sociology, 1996 Loyola Marymount University BA, Political Science, Cum Laude, 1990

ACADEMIC EMPLOYMENT
Texas A&M University, Department of Sociology
Associate Department Head, 8/2017-8/2018; Associate Professor, 2012-present; Assistant Professor, 2004-2012
- Coordinator, Latino/a and Mexican American Studies, 8/2020-Present,
  Founding member and Advisory Board member, 2014-Present
- Affiliated with the Women’s and Gender Studies Program, 2008-Present

PUBLICATIONS

Monographs
  - Winner, 2012 National Women’s Studies Association Sarah A. Whaley Book Prize for books on gender and labor
  - Winner, 2013 Society for the Study of Social Problems’ Global Division Best Book Award

Selected Refereed Journal Articles and Chapters


(* graduate student, **undergraduate student)

SELECTED HONORS, GRANTS & FELLOWSHIPS

2021-2023 T3 Triads for Transformation. “Where Do I Go from Here? Examining the Transition of Graduating Undocumented College Students,” Cinthya Salazar, Nancy Plankey-Videla and Glenda Musoba, Texas A&M University, $30,000

2021-2022 Melbern G. Glasscock Center for Humanities Archive and Fieldwork Grant. “Deported Home? Life after Deportation in Contemporary Mexico,” Texas A&M University, $1,500

2019-2020 Sociology Undergraduate Research Fellow. “Deportability In the Brazos Valley,” Sofía Chunga Pizarro, Texas A&M University


2018-2021 Global Engagement Grant. "Mexican Re-Integration Project," PI Huyen Pham, CO-PIs Luz Herrera, Angela D. Morrison, Guillermo García Sánchez (Texas A&M School of Law), and Nancy Plankey Videla and Sonia Hernández, Texas A&M University, $80,000

2018-2019 Melbern G. Glasscock Center for Humanities Faculty Research Fellow. "The Role of Media in Facilitating a Contested Community of Resistance during Anti-Immigrant Times," Texas A&M University, $5,000


2016-2017 Carlos H. Cantu Hispanic Education and Opportunity Endowment Award. "Barriers to Naturalization, Research with Undergraduates," PIs Nancy Plankey-Videla and Mary Campbell, Texas A&M University, $4,735


2014-2015 Program to Enhance Scholarly and Creative Activities. "The Hidden Consequences of Deportation: A Focus Group Study of Latino Mixed-Status Families in Bryan/College Station", Texas A&M University, $10,000

2012-2013 Race & Ethnic Studies Institute, Research Cluster Award. "Understanding the Mexican Immigrant Community in the Bryan/College Station Area: Mexican Mobile Consulate Survey and Focus Groups," PIs Nancy Plankey-Videla, Nadia Y. Flores-Yeffal, and Zulema Valdez, Texas A&M
SELECTED SCHOLARLY PRESENTATIONS AND PROFESSIONAL ACTIVITIES


2021  Panelist, “Community-Engaged Research as a Means to Emancipatory Sociology.” American Sociological Association, Chicago and online (8 August)

2021  Co-presenter with Cynthia Luz Cisneros Franco* (Texas A&M University). “‘Lot’s of Time They Don’t Pay’: Day Laborers, Nativity, and Race in Texas.” Southern Sociological Society, New Orleans and online (8 April)


2020  Presenter, “The Supreme Court’s DACA Decision and its Impact.” Texas A&M University School of Law Online Webinar (12 July)


2019  Co-presenter with Apryl A. Williams (Harvard University), Beatriz Aldana Márquez (Texas State University) and Selene Diaz (Texas A&M University). “Latinx Immigrant Divisions: Radio and Digital Media During Rumored ICE Raids.” American Sociological Association, New York (11 August)


2018  Co-presenter with Robert Mackin, "Emotions and (Ir)rationality in Choosing To Go on Strike: Women Garment Workers in Mexico," Latin American Studies Association, Barcelona, Spain (25 May)


2017  Invited Panelist, "Doing 'That Mexican Thing': Cross-Racial Organizing for Immigrant Rights in Trump's America," Open Plenary National Association for Chicana and Chicano Studies, College Station, Texas (23 February)

2017  Invited Speaker, "Migration to Texas Today," Political Economy of the World System Conference, Bryan, Texas (27 April)

2016  Invited Speaker, "Living in the Shadows in Bryan/College Station: Deportability and Everyday Life," Aggie Agora, Texas A&M University (7 April)

2015  Featured Speaker, with Dr. Zulema Valdez, “Mixed Status Families and Deportation Threat in the Southwest,” Blurring The Border: Deporting Denizens In The 21st Century Conference, University of California, Merced (17 April)

2014  Invited Author for “Author Meets Critic” on We Are In This Dance Together at the Southwestern Sociological Association Meetings, San Antonio. Panelists: Dr. Mary Romero (Arizona State University), Dr. Maria Cristina Morales (University of Texas, El Paso), Dr. Lorena Murga (University of Texas, El Paso), and Dr. Jennifer Bair (University of Colorado at Boulder), (April 19)

2014  Invited Expert to Wellesley College to be interviewed on the garment industry for online course, Global Sociology 108X, taught by Dr. Smitha Radhaskrishnan (28,000 people enrolled worldwide).


DIVERSITY AND INCLUSION RELATED GRANTS AND AWARDS
2020-2021  Advancing Climate Together Grant for Inclusive Excellence

2020-2021  Advancing Climate Together Grant for Inclusive Excellence
“‘Race Talks’ Interdisciplinary Colloquium Series,” Marina Gariazzo, Christine Bergeron, Rayna Dexter, Donnalee Dox, Daniel Humphrey, Alain Lawo-Sukam, Nancy Plankey-Videla, and Angenette Spalink

2019-2020  Advancing Climate Together Grant for Inclusive Excellence
“Somos Tejas: Digital Stories for First-Generation Hispanic/Latinx Students,” Gabriela Zapata, María Irene Moyna, and Nancy Plankey-Videla

2019  Achievements in Climate and Inclusion Award, College of Liberal Arts, Texas A&M University

2017-2018  Innovation in Inclusion, Diversity, Equity, and Accountability Grant
“Know Your Rights University and Community Support,” Mary Campbell and Nancy Plankey-Videla
Curriculum Vita: August 2021

Harland Prechel
Department of Sociology
4351 Academic Building
Texas A&M University
College Station, TX 77843-4351
Voice:  (979) 845-5133
FAX:   (979) 862-4057
e-mail: hprechel@tamu.edu

Education
Ph.D., University of Kansas, 1986, Sociology (Thesis: "Capital Accumulation and Corporate Rationality: Organizational Change in an American Steel Corporation").

Professional Appointments
Professor, Texas A&M University, Department of Sociology, 2001-present.
Texas A&M Energy Institute Fellow, 2018-present.

Areas of Specialization
The Corporation, Corporate Malfeasance, Class, Comparative & Historical, Environmental Sociology, Political Economy, Political Sociology, Theory.

Professional Awards, Honors, and Elected Professional Positions
-Climate Social Science Network, Institute at Brown for Environment and Society, Brown University, 2020-present.
-Energy Institute Fellow. Texas A&M University, 2018-present
-Awarded Cornerstone Faculty Fellowship in Liberal Arts. Texas A&M University, 2012-present.

Selected Publications
Books:


Edited Volumes:

**Selected Refereed Articles and Book Chapters**


2012  "Corporate Characteristics, Political Embeddedness, and Environmental


- Outstanding Article Award, American Society of Criminology. 2012.
- Best Published Paper Award. Organization and Management Theory Division of the Academy of Management, 2011.


Selected Service: Elected Positions and Editorial
Associate Editor, *The Sociological Quarterly*, 2016-present
Council of Principle Investigators Executive Committee, Texas A&M University, 2020 Re-elected, 2020-2023

External Research Proposals in Under Review
2021 SRS RN: “Sustainable Transportation Electrification for an Equitable and Resilient Society (STEERS).” This is an interdisciplinary collaborative NSF planning grant lead by Tom Overbye (Engineering) in preparation for a $15.1 million grant proposal to develop an Electric Transportation Grid in the EROCT region. $200,000.
ARTHUR SAKAMOTO

FULL CURRICULUM VITAE AVAILABLE AT:

BIRTH: 1959 in New York City
CITIZENSHIP: U.S.A.

OFFICE ADDRESS
Department of Sociology, Texas A&M University, 4351 TAMU, College Station, TX 77843-4351
telephone: (512) 567-8120, email: asakamoto@tamu.edu

EDUCATION
Ph.D. (Sociology): 1988, University of Wisconsin, Madison, WI
M.A. (Sociology): 1985, University of Wisconsin, Madison, WI

AREAS OF RESEARCH INTEREST
social stratification and inequality, racial and ethnic relations, demography, economic sociology, Japan

POSITIONS HELD
2017 to current: Cornerstone Faculty Fellow Professor at Texas A&M University
2013 to 2017: Professor of Sociology at Texas A&M University
2007 to 2013: Professor of Sociology at University of Texas-Austin
1994 to 2007: Associate Professor of Sociology at University of Texas-Austin
1989 to 1994: Assistant Professor of Sociology at University of Texas-Austin

PAPERS AND PUBLICATIONS


**OTHER PUBLICATIONS**


**TEACHING**

*Undergraduate Courses at Texas A&M University:*
Advanced Research Methods-Writing Component; Racial and Ethnic Relations

*Graduate Courses at Texas A&M University:*
Demographic Methods; Seminar in Social Stratification and Inequality; Seminar in Economic Sociology

*International Teaching Experience:*
During the summer of 2018, I taught two sociology courses at Shanghai Jiao Tong University (上海交通大学) in Shanghai, China (Introduction to Sociology; Social Stratification and Inequality).

During the summer of 2020, I was invited to teach an undergraduate seminar at Rikkyo University (立教大学) in Tokyo, Japan (Social Stratification and Inequality) as well as a two-week social statistics course in Beijing, China at Peking University (北京大学), but these courses were canceled due to the COVID pandemic.

**PROFESSIONAL ACTIVITIES**
Discussant for “Educational Attainment and Labor Market Outcomes” session at the 2019 meetings of the Population Association of America, Austin, TX.
Chair of “Income Inequality: Measures and Methods” session at the 2018 meetings of the RC28 Social Stratification Committee of the International Sociological Association, Seoul, South Korea.
Organizer of “The Structure of Income Inequality and Exploitation” session at the 2017 meetings of the American Sociological Association in Montreal, Canada.
Organizer of “International Perspectives on Educational Attainment and Economic Achievement” session at the 2017 meetings of the Population Association of America in Chicago, IL.
Organizer of “Educational Attainment and Economic Achievement” session at the 2017 meetings of the Population Association of America in Chicago, IL.
External reviewer for various government funding agencies for sociological research in the U.S., Canada, Hong Kong, and Israel.
External reviewer for the promotion of faculty members in various sociology departments in the U.S., China, Hong Kong, Israel, and Taiwan.

INVITED LECTURES AND PRESENTATIONS
“Inequality in Asia.” Keynote speaker for a symposium on socioeconomic inequality, Center for East Asian Studies, University of Kansas, March 19, 2021.
“Longitudinal Research on Income Inequality.” Invited participant for a workshop at the University of Haifa, March 15-17, 2020, Haifa, Israel. (Canceled due to the COVID pandemic.)
“How Race and Class Shape Social Mobility.” Woodson Black Awareness Committee, Texas A&M University, October 6, 2019.
“Cultural Sources of Household Income Equality in East Asia.” Invited lecture at the Department of Sociology, Hong Kong University of Science and Technology, May 17, 2019.
“Cultural Sources of Household Income Equality in East Asia.” Invited lecture at the Department of Sociology, Chinese University of Hong Kong, May 16, 2019.

EDITORIAL BOARD MEMBERSHIP
*The Sociological Quarterly, 2020-2023, Socius, 2018-2020*

SERVICE AT TEXAS A&M UNIVERSITY
Head Search Committee, Department of Sociology, 2020-2021; Faculty Adviser, Beta Tau Omega Fraternity for Asian Americans, 2019-2021; Annual Review Committee, Department of Sociology, 2019-2021; Strategic Priorities Advisory Committee, College of Liberal Arts, 2019-2021

LANGUAGES
English (native fluency); Japanese (advanced); Chinese (intermediate); French (intermediate)
Emilce Santana  
304A Academic Building  
4351 TAMU  
College Station, TX 77843-4351  
santana@tamu.edu

**Employment**
*Assistant Professor*, Sociology Department, Texas A&M University  
September 2021-Present

*Visiting Assistant Professor/ACES Fellow*, Sociology Department, Texas A&M University  
August 2019-August 2021

**Education**
*PhD in Sociology with a specialization in Population Studies*, Princeton University  
September 2019

- Dissertation Title: “Can Love Conquer All?: Platonic and Romantic Relationships across Ethnoracial Lines in the U.S.”
- Committee: Douglas Massey (chair), Tod Hamilton, Marta Tienda, and Yu Xie

*MA in Sociology*, Princeton University  
October 2016

- Exams: Demography (Thomas Espenshade and Tod Hamilton), Immigration (Douglas Massey), and Inequality (Sara McLanahan)

*BA in Sociology with a minor in French*, University of Pennsylvania  
May 2013

- Summa Cum Laude with Distinction in Sociology

**Publications**


**Ongoing Projects**


Book Review

Presentations
- Annual Meeting of the American Sociological Association, August 2021, Virtual
- Texas A&M University – Glasscock Center for Humanities Research’s Colloquium (Invited), November 2020, College Station, TX
- UT Austin – Population Research Center’s Friday Seminar Series (Invited), October 2020, Austin, TX
- University of Pennsylvania – Population Studies Center/Population Aging Research Center’s Colloquium (Invited), October 2020, Philadelphia, PA
- Texas A&M University – Sociology Department’s Colloquium, October 2020, College Station, TX

- Annual Meeting of the American Sociological Association, August 2019, New York, NY

Santana, Emilce. “Is Love (Color) Blind?: Skin Color and Interdating across Ethnoracial Groups.”*
- Notestein Seminar, Office of Population Research, April 2019, Princeton, NJ
- Texas A&M University – Sociology Department’s Colloquium (Invited), March 2019, College Station, TX
- Annual Meeting of the American Sociological Association (Roundtable), August 2018, Philadelphia, PA
- Annual Meeting of the Population Association of America (Poster Session), April 2018, Denver, CO
- Fellowship of Woodrow Wilson Scholars’ Monthly Seminar, November 2017, Princeton, NJ

- Annual Meeting of the Latin American Studies Association, May 2018, Barcelona, Spain
- Annual Meeting of the American Sociological Association, August 2017, Montreal, Canada
- Annual Meeting of the Population Association of America (Poster Session), April 2017, Chicago, IL
Santana, Emilce. “Situating Perceived Discrimination: How Do Skin Color and Acculturation Shape Perceptions of Discrimination among Latinos?”

- Annual Meeting of the Population Association of America (Poster Session), April 2016, Washington, DC
- Annual Meeting of the Eastern Sociological Society, March 2016, Boston, MA
- Annual American Association of Behavioral and Social Sciences Conference, February 2016, Las Vegas, NV

Title change*

Service

*Member, Master’s Committee – Luna Chandna, Sociology Department, Texas A&M University 2021-Current

*Member, Dissertation Committee – Sylvia Emmanuel, Sociology Department, Texas A&M University 2020-Current

Teaching

*Texas A&M University

Racial and Ethnic Relations – main instructor Fall 2021

International Migration – main instructor Spring 2020; Spring 2021

*Princeton University

Princeton Summer Undergraduate Research Experience – research methods instructor Summer 2017

Travelers, Tourists, and Pilgrims – assistant in instruction Spring 2016

Introduction to Sociology – assistant in instruction Fall 2015

Hustles and Hustlers – assistant in instruction Spring 2015

Honors and Awards

Innovation X Grant (2020) - "Effective Communication Strategies During COVID-19"

ADVANCE Scholars Program (2020-2021)
KAZUKO SUZUKI, PH.D.

Department of Sociology  Phone: 979-458-2658
Texas A&M University  Fax: 979-862-4057
4351 TAMU  E-mail: ks2303@tamu.edu
College Station, Texas 77843-4351
Website: https://liberalarts.tamu.edu/sociology/profile/kazuko-suzuki/

EMPLOYMENT / ACADEMIC POSITIONS

09/17-present  Associate Professor  Texas A&M University, Sociology
08/09-06/17  Assistant Professor
09/05-08/09  Lecturer

04/21-07/21  Hosei University, Visiting Associate Professor of Sociology, Ichigaya, Japan

07/17-06/18  Yale University, Visiting Associate Professor of Sociology (affiliation with the Ethnicity, Race, and Migration Program, the Council of East Asian Studies)

06-12/14  University of Tokyo, Visiting Researcher, Graduate School of Interdisciplinary Information Studies

09/09-07/10  Stanford University, Visiting Scholar, CASBS and Center for Comparative Studies in Race and Ethnicity

09/08-08/09  Institute for Advanced Study, Visiting Scholar, School of Social Science, Princeton

11/08-06/09  Princeton University, Guest Scholar, Center for Migration and Development

07/04-06/05  Columbia University, ExEAS Fellow, Weatherhead East Asian Institute

09/02-05/04, 06-08/2002  University of California at San Diego, Visiting Researcher/CCIS Fellow, Center for Comparative Immigration Studies / Social Science Research Council/CGP, SSRC/CGP Abe Fellow

EDUCATION

2003  Princeton University, Department of Sociology, Ph.D. in Sociology
1999  Princeton University, Department of Sociology, Master’s in Sociology
1990  Aoyama Gakuin University, Tokyo, Japan, Bachelor’s in Economics

PUBLICATIONS (Selected)

Books and Monographs

Suzuki, Kazuko. *Yaoi: Male-Male Romance Novels by and for Women and Post-Male Feminism in Contemporary Japan* (Working title), (Manuscript in progress).

**Refereed Journal Articles (Selected)**

Yulei Guo (60%), Jillian M. Rickly (20%), and Kazuko Suzuki (20%). (Under review) “Consuming Cuteness: Panda Tourism and Souvenir Purchase.”

Suzuki, Kazuko. (Forthcoming). “Empire and Racialization: Reinterpreting Japan’s Pan-Asianism from a Du Boisian Perspective.” *Political Power and Social Theory.*


**Book Chapters (refereed)**


[One of the five nominees of “Best Academic/Scholarly Work” of 2016 Eisner Award.][The chapter is reviewed and specifically mentioned in the following Book Reviews: *Japanese Studies; Japan Forum; Anime and Manga Studies; Mechademia: Journal and conferences on Asian popular cultures; The Japan Times.*]

**Others (Selected)**


**FELLOWSHIPS AND RESEARCH GRANTS (Selected)**

Suzuki, Kazuko. Foreign Visiting Professors Program, Hosei University, Japan, April-July, 2021 (Accepted).


Jain, Priya (project owner), Kazuko Suzuki, and Sarah McNamara. “Spatializing the Immigrant Experience: Place (Re)making by the South Asian Community in Houston.” Texas A&M Triads for President’s Excellence Fund (T3-Grant) (2020 Round 1 lottery successful, moving to the next stage).


Suzuki, Kazuko. Foreign Visiting Scholars Program, Hosei University, Japan, 2020 (withdrawn due to COVID-19).


Suzuki, Kazuko. Faculty of Arts and Science Visiting Fellowship Program, Yale University, 2017.

“Robust Policy Making for the Long Term Impact of International Refugee Displacement on Receiving Countries’ Infrastructure Systems.” Interdisciplinary Behavioral and Social Science Research (IBSS), National Science Foundation (NSF). Jing Du (PI), Wei Li, Ren Mu, Andrew Natsios, Silva Hamie, Kazuko Suzuki, Jianhua Huang ($923,655; 05/2016 unsuccessful).

INVITED LECTURES (Selected)


*The University of Tokyo (Japan)*. “What Are We Talking About? Terminological and Classificatory Issues Involving Japanese BL/Yaoi,” Graduate School of Interdisciplinary Information Studies, Tokyo, Japan, 12/11/2014.

Advisory Board
Oxford University Press (“Studies in Comparative Political Theory” Series).

Referee
Patricia H. Thornton

EDUCATION
Ph.D. Sociology, Stanford University
   Committee: Richard Scott, John Meyer, Jeffrey Pfeffer, & Nancy Tuma
   Qualifying Exams: Organization & Management Theory; Health Care Organizations
M.A. Sociology, Stanford University
B.A. Sociology, San Jose State University (With Distinction)

AWARDS AND HONORS (2016-2021)
2021, March 20, Google Scholar citation count 17,030
2020, 2018, 2017 Juror for Best Paper Award, Vienna University of Economics and Business,
   for Business, Communication, Law, Humanities, Sociology, Economic Geography and
   Interdisciplinary work, Vienna Austria.
2020 Juror for Kauffman Foundation Knowledge Challenge for student research proposals.
2017 Juror and Nomination Committee, George R. Terry Award, for Outstanding Contribution to
   Management Knowledge, Academy of Management.
2017 Outstanding Leadership as Representative-At-Large 2014-2017, Organization and
   Management Theory Division of Academy of Management
2015 Max D. Richards Distinguished Speaker for Management and Organizations, Pennsylvania
   State University
2014-2017 Elected Representative at Large, Organization and Management Theory Division of
   Academy of Management, Representative at Large

EXPERIENCE
2020—present, Senior Research Fellow, Center for Society and Organizations, HEC, Paris
2015—present, Professor of Sociology and Entrepreneurship, Regents Grand Challenge Faculty
   for Entrepreneurship, Texas A&M University.
2015—present Adjunct Professor, Mays School of Business.
2004—2015 Affiliated Faculty, Department of Sociology, Stanford University.
2009—2015 Affiliated Faculty, Center for Innovation and Entrepreneurship, Fuqua School of
   Business, Duke University.
2003—2015 Adjunct Associate Professor, Fuqua School of Business, Duke University.
2004—Visiting Scholar, Department of Organizational Behavior, INSEAD, France.
2000—2002 Associate Professor of Business Administration, Fuqua School of Business, Duke
   University.
1993—2000 Assistant Professor, Department of Sociology, Duke University.

BOOKS
Thornton, Patricia H., William Ocasio, and Michael Lounsbury 2012. The Institutional Logics
   Perspective: A New Approach to Culture, Structure and Process, Oxford University Press.,
   2013 recipient of the George R. Terry award for outstanding contribution to
management knowledge, Academy of Management.

- 2020 Chinese translation published by Zhejiang University Press, PRC.


REFEREED ARTICLES


Thornton, Patricia H. and Nancy Brandon Tuma 1995. “The Problem of Boundaries in Contemporary Research on Organizations,” Dorothy Moore (ed.), *Best Paper Proceedings of the Academy of Management*. (This is an abbreviated version of a paper that won the best paper award from the Organization and Management Theory Division, Academy of Management, competing with 239 submissions.)


**EDITED VOLUME AND ENCYCLOPEDIA CHAPTERS**


INVITED TALKS (2016-2021)
2021 Keynote speaker, Schools of Education and Social Work, Wuppertal and Duisburg-Essen Universities, Germany
2020 Department of Organization and Personnel Management, Rotterdam School of Management, Erasmus University, The Netherlands
2020 School of Management, the Institute of Scientific Economics and Management IESEG, Paris France
2018 Department of Leadership and Organization Management, School of Economics and Management, Tsinghua University, PRC
2018 Strategy and Organizations Group, Dauphine University, Paris, France
2018 Keynote speaker, Center for Society and Organizations, Haute Ecole Commerce (HEC), Paris, France
2017 Keynote speaker, Academic and Practitioner Workshops, Business School, University of Edinburgh, Scotland
2017 Institute for Urban Governance and Organization Studies, School of Business and Economics, University of Vienna, Austria
2016 Desautels Faculty of Management, McGill University, Montreal, Canada

GRANTS
Lewis, Donald, Patricia H. Thornton, and Janet Parish, “McFerrin Center Global Entrepreneurship Initiative,” Global Engagement Grant, Texas A&M University, $60,000.

Thornton, Patricia H. with Sim Sitkin, “Entrepreneurship in the Health Sector,” a Joint Initiative of the Health Sector Management Program and the Hartman Center, Fuqua School of Business, Duke University, $10,000.

WARREN WAREN, PH.D.

ACADEMIC APPOINTMENTS
2020-Current  Instructional Associate Professor, Sociology Department, Texas A&M University
2013-2019  Instructional Assistant Professor, Sociology Department, Texas A&M University
2010-2013  Visiting Assistant Professor, Sociology Department, University of Central Florida (UCF)
2008-2010  Assistant Professor, Sociology Department, Loyola University New Orleans
2006-2008  Graduate Lecturer, Sociology Department, Texas A&M University

EDUCATION
<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Major</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>2008</td>
<td>Sociology</td>
<td>Texas A&amp;M University, College Station, TX</td>
</tr>
<tr>
<td>MA</td>
<td>2003</td>
<td>Sociology</td>
<td>University of Arkansas, Fayetteville, AR</td>
</tr>
<tr>
<td>BA</td>
<td>1993</td>
<td>Sociology</td>
<td>Northeastern State University, Tahlequah, OK</td>
</tr>
</tbody>
</table>

TEACHING EXPERIENCE
2013-current  Undergraduate Research Methods (220) and Undergraduate Advanced Research Methods (420). These are required courses for sociology undergraduates. 220 covers methods of data collection in the social sciences; 420 is an introduction to statistical analysis using STATA.
2015-2016  Sociology of Popular Music. This is an in-class version of the online course developed at UCF. The course is centered around a new perspective to the topic—focusing on Fans, Artists, Music, Industry, Literature, and context (FAMILy).
2010-2013  Taught the three-course sequence of Social Research Methods, Social Statistics, and Data Analysis. These are core courses for undergraduate sociology majors at UCF.
2011-2013  Sociology of Music (online). Popular elective course offered online. Developed a new approach to the topic and incorporated innovative methods for delivering the course online. Produced an internationally acclaimed short video as part of this course with Level2 Productions.
2010  Completed IDL6543 training at UCF to allow development of blended and fully online courses.
Proposed  Social Demography of New Orleans; and Sociology of Race in New Orleans (for Loyola University’s Center for the Study of New Orleans).
2010  Prepared GIS for Social Science Research course.
2010  Taught Urban Sociology and Race and Ethnicity at Loyola University New Orleans.
FUNDING & GRANTS

2009 Loyola University New Orleans Research Grant for Junior Faculty ($3,500). Interviews of 300 immigrant day laborers about their experiences as victims of violent crime and theft in New Orleans since Katrina.

2009 Loyola University New Orleans Course Development Grant ($3,500). A course release to develop an interdisciplinary GIS course.

PEER-REVIEWED PUBLICATIONS


PROFESSIONAL SERVICE

2018-2020  Southwestern Social Science Association, Executive Committee
2015-2016  Undergraduate Program Committee, Department of Sociology TAMU
2015-2016  Southwestern Social Science Association, Nominations Committee
2015-2016  Faculty, Staff, and Student Awards Committee, TAMU Sociology
2013-2015  Graduate Program Committee, Department of Sociology TAMU
2012-2014  Southwestern Social Science Association, Executive Committee
2012-2014  Southwestern Social Science Association, Resolutions Committee
2011-2013  Research Champion for Cocoa Campus, UCF

HONORS AND AWARDS

2011  Communicator Award, Award of Excellence (highest honor) with Level2 Productions in the Education Film/Video Category for the animated short titled, *Sociology of Popular Music*
2011  Telly Award with Level2 Productions in the Education Film/Video Category for the animated short titled, *Sociology of Popular Music*
2007  *Departmental Dissertation Funding Award*, awarded by Texas A&M University- Department of Sociology.
2005  *Houston Area Survey Summer Research Fellowship*, awarded by Rice University.

PROFESSIONAL AFFILIATIONS

2007-current  Population Association of America (PAA)
2005-current  American Sociological Association (ASA)
2004-current  Southwestern Sociological Association (SSSA)

OTHER SKILLS

<table>
<thead>
<tr>
<th>STATA/SPSS</th>
<th>Data Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS Mapping and Analysis</td>
<td>Spanish Language</td>
</tr>
<tr>
<td>Camtasia Video Editing Software</td>
<td>Professional Guitarist</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

Tim Woods, Ph.D.

Instructional Associate Professor
Department of Sociology
Texas A&M University
College Station, TX 77845
twoods@tamu.edu

Education

Ph.D. 2000  Department of Sociology, Texas A&M University, College Station, Texas.
M.A. 1994  Department of Sociology, University of Memphis, Memphis, Tennessee.
B.A. 1992  Southwestern Oklahoma State University, Weatherford, Oklahoma.

Professional Experience

2014-present  Instructional Associate Professor of Sociology, Texas A&M University
Faculty Affiliate, Center for Population Health and Aging.
2011-2014  Professor of Sociology, Manchester Community College, Manchester, CT.
2008-2011  Associate Professor of Sociology, Manchester Community College, Manchester, CT.
2004-2008  Assistant Professor of Sociology, Manchester Community College, Manchester, CT.
2000-2003  Visiting Assistant Professor, Trinity College, Hartford, CT.

High Impact Teaching

2019  Fall, SOCI 205, Service-Learning, Freshman Innovation Group/Community-Learning Course.
2019  Fall, SOCI 230, Writing-Intensive, Classical Sociological Theory, with coordinated Writing-Breakout Sessions/assignments
2018  Fall, SOCI 205, Service-Learning, Freshman Innovation Group/Community-Learning Course.
2018  Fall, SOCI 230, Writing-Intensive, Classical Sociological Theory, with coordinated Writing-Breakout Sessions/assignments
2018  Fall, SOCI 205, Pilot of Majors-only Intro Course, service-learning and collaboration with department advisors to incorporate student development/transition exercises into course.
2018  Spring, SOCI 205, Service-Learning, 1 large-enrollment section.
2017  Fall, SOCI 205, Intensive Service-Learning, Freshman Innovation Group Community-Learning Course.
2017  Fall, SOCI 230, Writing-Intensive, Classical Sociological Theory, with coordinated Writing-Breakout Sessions/assignments

2016  Fall and Spring, SOCI 205, Service Learning, 2 large-enrollment sections.

2015  Development of Aging-related course curriculum, including 3 new courses (Introduction to Aging and Society, Community Issues in Aging, Death and Dying).

**Administrative Experience**

2016-present  Director of Undergraduate Curriculum, Sociology Department, Texas A&M University, College Station, TX (developed and initiated department Honors Program, strengthened service-learning, oversee development of ICD/CD coursework, collaborate with faculty for CORE-curriculum recertification).

2017-present  Director, Department of Sociology Honors Program.


2008-2014  Coordinator, Academic Community Engagement, Manchester Community College.

2010-2011  Coordinator, Pathway to Teaching Program, Manchester Community College.

2008-2010  Chair, Department of Sociology and Political Science, Manchester Community College.

**Publications**


**Professional Engagement**


2018. Common Ground Faculty Fellow. College of Liberal Arts, Texas A&M University.

2019. Faculty Mentor, Kelly McNamara, Academy for Future Faculty Certification, providing mentorship in graduate student’s teaching progress and teaching-career preparation.

2018. External Reviewer, Instructional Faculty Promotion, Department of Sociology, University of Oklahoma.


2011 Highlighted Sociologists in Korgen and White’s, An Engaged Sociologist: Connecting the Classroom to the Community, 3rd edition, Pine Forge Press.


2008 Tim Woods. “Student Engagement and Community Change.” Association for Humanist Sociology, Boston, MA.


2006 Tim Woods. “Student Engagement at MCC” Joint Retreat of Student and Academic Affairs, Manchester Community College.


**Department/College/University Service**

2018-present  Member, Sociology Field of Study Advisory Committee, Texas Higher Education Coordinating Board.

2018-present  FIRST Faculty Mentor. Mentor for first-generation college students, Texas A&M University.

2015-present  College of Liberal Arts Undergraduate Instruction Committee, Texas A&M University. (2018) Sub-Committee on Student Retention and Graduation (2017) Sub-Committee on Course Level Designation

2015-present  Undergraduate Curriculum Committee, Department of Sociology, Texas A&M University (Chair 2016-present).

2014-present  Assessment Committee, Department of Sociology, Texas A&M University (Co-Chair 2015-2017).

2015-2017  Faculty Advisor, Sociology Club, Department of Sociology, Texas A&M University.

2015-2016  Faculty Mentor, Undergraduate Teaching Scholars Capstone, Jaqueline Chavez, Biomedical Sciences Major. “The Role of Health Care Professionals in the Dying Process.”

2012-2014  Task Force on General Education Reform, Manchester Community College.

2013-2014  Carnegie Classification Committee, Manchester Community College.

2010-2014  Institute for Community Engagement and Outreach, Manchester Community College.

2011-2013  Tenure Committee, College-Level (Chair, 2012-2013), Manchester Community College.

2012-2013  Chair, Search Committee for Instructor of Economics (Full time), Manchester Community College.

2010-2011  Co-chair, NEASC Standard One (College Mission) Accreditation Team, Manchester Community College.

2010  Chair, Search Committee for Educational Assistant in Academic Community Engagement, Manchester Community College.
2007-2012 Jurisdiction Committee, Manchester Community College.


2008-2012 Pathways to Teaching Committee, Manchester Community College.

2003-2011 College Cultural Diversity Committee, Manchester Community College.

2007 Search Committee for full time Counselor, Manchester Community College.


2006-2007 Co-Chair, Learning Outcomes Committee, NEASC Re-Accreditation, Manchester Community College.

2005-2006 Vista Mentor, Social Sciences and Hospitality Division, Manchester Community College.

2005 Search Committee for Instructor of Biology (Full time), Manchester Community College.

2004-2006 Academic Standards Committee, Manchester Community College.

2004-2008 Cultural Diversity Festival Organizing Committee, Manchester Community College.


2004 External assessor, Sociology, Holyoke Community College.


**Community Service**

2015-present Board of Directors and Volunteer, ElderAid BCS (nonprofit with mission to assist low-income elderly in remaining independent and in the community)

2011-2014 Board of Directors, Orford Village Housing (nonprofit low-income elderly housing).

2008-2014 Manchester Youth Service Bureau Advisory Board.


2006-2014 Board of Directors, Manchester Initiative Supportive Housing.

2009-2014 Volunteer Coach, Youth basketball, running and soccer, Manchester, CT.

2009-2010 Board of Directors, Manchester Chapter/National Alliance on Mental Illness.

APPENDIX H. GRADUATE PROGRAM STUDENT HANDBOOK

DEPARTMENT OF SOCIOLOGY

GRADUATE PROGRAM HANDBOOK

Updated Spring 2021

Texas A&M University
College Station, Texas 77843-4351
(979) 845-5133
GRADUATE PROGRAM HANDBOOK

Preface

Progressing through the graduate program in Sociology at Texas A&M University requires that students and faculty be familiar with the details of the graduate program. The purpose of this handbook is to provide a convenient reference for answering questions students and faculty may have about the current policies and procedures of our graduate program. For students new to the program, we hope the handbook provides a useful overview of departmental life and, even more, an encouragement to become an active participant in that life.

Please note that this handbook is meant to serve as a guide. It is not an official statement of university policy and should not be relied upon in place of graduate catalogs or other official university publications. While every effort has been made to provide correct and up to date information about university policies, students and faculty should consult the Texas A&M University Graduate Catalog for the official statements on university policies regarding degree requirements and related matters. View this handbook as a potential starting place to find out what you need to know on a wide variety of important topics.

This document is maintained by the department and is updated periodically to reflect relevant changes. If you find an error or notice information left out which should be included, please contact the graduate advisor or department head so appropriate revisions can be made.
GRADUATE PROGRAM HANDBOOK
DEPARTMENT OF SOCIOLOGY
TEXAS A&M UNIVERSITY

COURSE WORK

1.0 Program Structure

Students may earn a master’s degree and a doctoral degree in the Sociology Department. The master’s degree may or may not entail completion of a thesis. Students who plan to continue with graduate studies will be better served by taking the thesis option or the master’s paper option. The thesis involves a formal thesis and the student earns a Master’s Degree. The Master’s Paper option is for students who are pursuing their doctoral degree, are working directly through all the requirements, and do not wish to earn an official Master’s Degree. The non-thesis option for a Master’s Degree provides good preparation for work in an applied research setting. Rely on your committee chair to advise you about these three options.

1.1 Master’s Degree (Thesis Option)

The master’s degree (thesis option) requires a minimum of thirty-two credit hours of work. In addition, students must write a research thesis, which entails preparation of a research proposal and a thesis. The thesis is typically of journal article length and potentially publishable in quality, reporting on empirical research or a critical review of literature. Both the proposal and the thesis require an oral defense.

Prerequisites. Entry into the master’s program presupposes that students have completed preliminary courses in sociological theory, research methods, and statistics, equivalent to our courses SOCI 430, SOCI 420, and STAT 651. Students who have not will be required to pass the missing course work here as a condition of their enrollment in the program.

Required Courses. Eight courses (worth twenty-two hours) are required for completion of the master’s degree. Two courses (six hours) are in theory: 611 Classical Theory and 615 Contemporary Theory. Students must take three methods courses (for three hours each; nine hours total): 623 Measurement of Sociological Parameters, 624 Qualitative Methodology OR 607 Comparative and Historical Methodology, and 631 Seminar in Sociological Research (Quantitative). In addition, students must take three professional development courses (worth 6 hours): 691 Master’s Paper Class (taken in the Spring semester of the student’s first year), 680 Teaching Sociology, and 681 a zero-hour introductory professional development seminar devoted to professional training in research.

Students must earn a grade of B or higher in all required courses to receive credit. Students who fail to do so may retake the required course once. Failure to earn a B after repeating the course will result in the student being dropped from the program.

Elective Courses. Two courses (six hours) are free electives, one of which must be taken in the sociology department. Students may wish to use one of these electives to receive additional training in
statistics.

Research Hours. Master’s students will be required to take a total of eight hours of 691—devoted to research on the master’s thesis (note that the Master’s paper course is 3 of these credits, so students must take 5 more hours of 691).

1.2 Master’s Degree (Non-Thesis Option)

Course requirements for the master’s degree (non-thesis option) are identical to those for the thesis option with these exceptions: Additional course work is substituted for a written thesis, and so this degree program requires no research hours. Elective hours are increased as follows. The number of elective hours taken is increased to 21, with 6 hours being directed individual study taken in consultation with the committee. Six elective hours are to be taken in courses offered outside the department in a supporting field, as approved by the student’s advisory committee. In addition, the student is required to pass an oral examination conducted by the student’s advisory committee.

1.3 Master’s Paper Requirement in pursuit of the Doctoral Degree

Course requirements for the Master’s Paper program are identical to those for the thesis option. The only difference is that no formal thesis is completed but rather a paper of publishable quality is required. This paper does not go through the formal channels of a thesis (that is, it does not have to meet any university office of graduate studies requirements). The student’s committee members sign an internal document when the paper is completed to the satisfaction of the committee.

1.4 Doctoral Degree

Concentrations:

(1) Crime, Law, and Deviance

(2) Culture

(3) Demography

(4) Organizational, Political and Economic Sociology

(5) Race, Class and Gender

(6) Social Psychology

The doctorial degree requires a minimum of sixty-four hours of course work beyond the master’s degree or master’s paper program. In addition, students must pass a preliminary examination in the student’s specialty areas. The preliminary examination is a written and oral examination administered by the student’s committee. The committee will give explicit requirements about the form of the exam to the student.

Students must also successfully complete and orally defend a written dissertation, which can be a book length monograph or several separate articles. The dissertation is original research the student has accomplished under the guidance of his or her committee. Part of this process includes preparation and defense of a dissertation proposal.
Doctoral students are required to fulfill requirements for a major and a minor.

The major will consist of four courses from a single area of concentration.

The minor will consist of three courses from a single area of concentration.

The major and minor may be comprised of courses from the same area of concentration providing the student’s committee approves the coursework for the major and the coursework for the minor as reflecting distinct specializations within the area of concentration.

The minor (but not the major) may be constructed from an “open” concentration. That is, coursework for the minor may come from two or more concentrations if the student’s committee approves the three courses as reflecting a coherent program of study.

Prerequisites. All courses required for the master’s degree are prerequisites for the Ph.D. degree.

Required Courses. There are no specifically required courses in the doctoral program.

Coursework for the major concentration should include at least one survey seminar.

Doctoral students will take qualifying exams in both their major and minor areas of concentration. The department requirements for the distribution of course hours within the 64 hours minimum hours required by the University should be amended as follows.

A minimum of 21 hours in areas of concentration (12 hours in the major and 9 hours in the minor).

One Sociology Publications Course (e.g., 683) (3 hours).

A minimum of 18 Research Hours (691).

22 additional hours in Research Hours (691) or Electives Courses (which may also be additional courses in students’ major or minor area).

Note: students may only take 6 hours of readings courses (685’s).

2.0 Course Offerings

With committee approval, a student may take some upper division undergraduate courses for graduate credit. (There is a limit of nine hours that may be used in this way for a master’s degree.) This possibility significantly expands the range of substantive areas students may study. (One might give special consideration to upper division honors courses.)

Students should expect to meet a higher standard than undergraduates do and to meet additional course requirements.

Students should also be alert for courses offered in other departments in the social sciences or humanities that may supplement instruction critical for their scholarly development.
2.2 Frequency of Course Offerings.

Required courses are offered at least once every year. Other courses listed in the catalog are offered at least once every three years. Occasional courses, listed as 689s or as rotating topics seminars within specific areas may only be offered once.

2.3 Readings Courses

Readings courses, though no substitute for seminars, are an important way to tailor one's graduate training for in-depth study of a particular subject matter. Students are encouraged to meet with faculty to explore the possibility of undertaking specialized study.

Students may include up to 6 hours of readings courses (685's) toward their combined master's and doctoral degree plans with the following restrictions:

Readings courses may not be used to take the place of required theory and methods courses or a survey course in the student's major area of concentration.

Readings courses taken will be excluded from calculations of student grade point ratio used in evaluations for department assistantships.

It is necessary to make arrangements for the course during the semester prior to the time you intend to undertake the study. Other faculty commitments may make it impossible for them to do a readings course with the students during a particular semester.

It is wise, though not mandatory, to have a specific project of study in mind before making initial contact with a faculty member.

2.4 Research Courses

Research courses provide students with time to conduct research for their master's thesis or dissertation. Before signing up for research hours, it is wise to meet with the chair of your committee to agree upon specific objectives to be accomplished during the semester.

Research courses do not receive letter grades until after a successful oral defense of the thesis or dissertation.

2.5 New Courses (689s/489s)

Courses not listed in the catalog are given the number 689, for graduate seminars, or 489, for upper division undergraduate courses. Some of these are occasional courses offered one time only or else irregularly. Do not overlook those when registering. Even if they do not fit into your previous plan of study (see 3.0 Degree Plans below), plans of study are easily changed when doing so allows students to better meet their educational goals.
2.6 Proseminars

The department requires students to take a four-hour sequence for professional training in teaching and research. Their aim is provide practical guidance about how to perform effectively in these two central areas of professional life at A&M and after graduation.

The required Proseminar is structured in two semesters. The first semester (1 credit hour) will cover issues related to professional socialization within the discipline of sociology. The ASA Code of Ethics is to be covered in one session of the seminar. The second semester will cover teaching sociology (3 credit hours). Both of these Proseminars will be offered once a year.

Students must take both semesters to graduate. Students must take the teaching Proseminar before they teach for the department.

Additional Proseminars are taught regularly. These include proseminars addressing publishing, grant-writing and preparing for the job market.

3.0 Degree Plans

3.1 Purpose of Degree Plans

Degree Plans are forms filed with the Office of Graduate Studies, which list the courses a graduate student plans to take to fulfill the degree requirements for a master’s or Ph.D. degree. In addition, the form lists the members (and indicates the chairperson) of the student’s committee.

3.2 How and When to File Degree Plans

The degree plan requires that the student has formed a committee to supervise his or her graduate studies and that both the student and the committee agree on a proposed outline of courses to satisfy degree requirements.

Degree plan forms can be downloaded from the Office of Graduate and Professional Studies (OGAPS) website.

The information requested is straightforward and self-explanatory. Questions and requests for clarifications may be addressed to the Office of Graduate and Professional Studies, phone 845-5631; email ogaps@tamu.edu; mail stop 1113, or the department graduate advisor.

There are a few things to note about filling out the form. First, no course hours listed on the form for one degree (master’s) may be listed again for another degree (Ph.D.). Second, any graduate course which you do not wish to have included in your degree plan may be listed in the section entitled “Prerequisites or Other Courses Not applicable for Graduate credit.” (Graduate courses listed in this section will not be included in your degree plan grade point ratio but will be included in your cumulative grade point ratio.)
You may find the following check list helpful in filling out your degree plan:

- Make sure you have included all required courses and sufficient electives and research hours.
- List only courses to be utilized for credit toward the degree being sought.
- Do not list a course that has been used previously toward another degree.
- In the tiny box entitled “PREREQUISITES OR OTHER COURSES Not Applicable for Graduate Credit” list courses required for admission, other prerequisites, or special cases.
- Provide official course numbers and department abbreviations.
- List 689 special topics courses by exact course title.
- List TAMU course titles exactly as in your registration record.
- List official grades received or leave grade blank for courses not yet taken.
- All committee members should be on the graduate faculty.
- Provide correct names and official department abbreviations for committee members.
- The Degree Plan form must be approved and signed by the student’s committee, and the department head.

Students are supposed to complete a degree plan at the end of their first year of study. Many students wish to wait longer than this to file a plan because they are uncertain about who they want to serve on their committee and which courses they ought to take to complete their degree program. These are not good reasons to delay, however, especially since delay may slow student progress through the program. To allay concerns about Forming a Committee and Changing Course Plans, read on.

3.3 Forming a Committee

Forming a committee to guide one’s graduate study is a big decision, and should be done with care. Students need to know mainly three things to pick a committee: first, what general topical areas or subfields in sociology are particularly interesting to them; second, which of our faculty share strong interests in these areas; and, third, how many people need to be on a committee.

Master’s committees must have at least three members, one of whom must come from outside the department. Ph.D. committees must have at least four members, one of whom must come from outside the department. The chair of any graduate committee must be a member of the department.

Once students know their interest areas and how they overlap with those of the faculty, they should visit with the faculty whose interests they share, take courses with them if possible, talk with them at department gatherings, and by appointment in their offices. Make your shared interests known. If you
can, reveal something about why you find the area intellectually interesting and what your professional aspirations are.

After a few weeks of diligent inquiry, you should be in a position to know fairly well those people on the faculty who are likely candidates to serve as committee members. (You may also find talking with fellow graduate students especially helpful in this regard.)

Visit your potential choice for committee chair and explore the possibilities of that person serving as your chairperson. If a match is made, then ask the chairperson for recommendations for committee members. (This is a particularly valuable way to determine who the outside committee member should be.) Then visit with those people whom you and your chairperson agreed would be good committee members, and soon the job will be done.

Sometimes it becomes clear to the student (or the committee members) that the student’s progress through the program would be better served by making a change in the committee, whether changing a member or even changing the chair. If so, the change should be made as soon as possible, by petitioning the Office of Graduate and Professional Studies. (Petitions can be obtained from the OGAPS website.)

The graduate advisor will be glad to assist you if you need help.
Part II

STUDENT EVALUATIONS

4.0 Course Grades

Course grades are an important indicator of one's progress in graduate study. Speaking generally, grades below B are not regarded as acceptable at the graduate level. A student who earns a grade of C or below in a required course will have to repeat the course and earn a grade of B or else face being dropped from the program. Students cannot graduate with grades of D or F in courses on their degree plan. Otherwise, students must maintain a grade point ratio of 3.00 to remain in the program. Note that some fellowships, assistantships, or other awards may specify a higher minimum grade point ratio to retain the award.

4.1 Incompletes

Students should be careful to complete their courses in the semester in which they are enrolled. Incompletes may be awarded, but only under exceptional circumstances as spelled out in the University's Regulations. Failure to clear up an incomplete within one semester causes the incomplete to be recorded as a failure ("F").

5.0 Faculty Reviews

Evaluation of the work of teaching assistants is central to the department's aim to assure high quality undergraduate instruction. Yet it requires a flexible procedure because of the wide range of tasks assistants are required to perform and because teaching is not an activity that can be easily judged by mechanical means, over the short-term.

The evaluation process is divided into two parts. The first considers teaching assistants who are responsible for instructing their own course. The second considers teaching assistants who are helping faculty with their courses.

5.1. Teaching Assistants with Full Course Responsibility

The work of teaching assistants with full course responsibility will be evaluated by multiple means. Responsibility for coordinating the evaluation will rest with the graduate advisors.

First, before the beginning of the semester in which they are to teach, they will submit a copy of their proposed course outline to an advisor of their choosing, or the professor chairing the teaching seminar. The advisor will meet with the assistant to review the course plan, offering comments to indicate its strengths and weaknesses. (If necessary the process will be repeated until a course outline is produced that the graduate advisors approve.)

Second, an advisor will visit each assistant's class at least twice over the course of the semester. The visiting faculty member will meet with the assistant afterwards providing comments on the conduct of the class.
Third, courses will be subject to the standard student evaluation, the results of which will be given to the assistant and the graduate advisors. The graduate advisor will arrange to meet with the assistants after the evaluations are distributed to review their content and usefulness as a guide for improving the quality of course instruction.

5.2. Teaching Assistants Aiding Faculty

The work of teaching assistants aiding faculty is varied in content, ranging from library research necessary to support course preparation to meeting student discussion sections. The most important evaluation will occur informally throughout the semester as individual faculty counsel with their assistants. More formal performance evaluations to augment this process must be open-ended and task related. Two measures will be used.

First, the faculty to whom assistants are assigned will evaluate their assistant’s performance at the end of the semester. They will provide a memo to the evaluation committee which (a) describes the task or tasks which they asked the assistant to perform, (b) provides a statement of the assistant’s strengths and weaknesses in performing each task, and (c) provides an overall assessment of the assistant’s performance. The department has a standard form for this evaluation (Appendix 2).

Second, also at the end of the semester, the assistants will provide a memo to the graduate advisors (a) describing the tasks they were asked to perform, (b) assessing the strength and weaknesses of their performance of each task, and (c) offering an overall assessment of their performance.

6.0 Formal Examinations

6.1 Master’s Degree Final Examination

Before graduating, at the end of their degree program, master’s students must pass a final oral examination. The examination is conducted by the student’s committee, but all graduate faculty are invited to attend. The examination covers all work taken on the degree plan and, when appropriate, the results of the thesis project. A student who fails will have one opportunity to repeat the examination.

6.2 Master’s Paper Examination. Ordinarily a student will present his or her paper to the committee and other interested faculty and students; however, this is a committee decision.

6.2 Doctoral Preliminary Examination

The preliminary examination tests students’ competence in their areas of specialization. Students decide on specialty areas in consultation with their committee.

The preliminary examination has both a written and an oral component, and is created, administered, and graded by the students’ committee. Three grades are possible: Pass with distinction, pass, or fail. A student who fails the examination may retake the exam after a period of six months. Students who fail a second time are dropped from the program.
6.3 Dissertation Proposal Hearing

Students must prepare a written proposal of the research they intend to do for their Ph.D. dissertation. The proposal must be approved by the students’ committee. Final approval occurs after the proposal has been presented and defended at a hearing. A dissertation thesis proposal must be submitted to the office of graduate studies at least 15 working days before the request for final defense (which is officially called the final examination). Keep in mind that if human participants are involved, compliance issues must be addressed.

Committees vary in their expectations of how detailed a proposal should be and on how far along students should be in their research before having their hearing. What is constant, however, is that the proposal specify clearly what the research project intends to accomplish (to refute a widely accepted theory, to gather new evidence on subject about which we know too little, to offer a new theory, etc.) and how the study has been organized to make the research goal attainable.

Students who are unsure about how to write a proposal should consult with their committee, read previously approved proposals, and check the library for sources on the subject.

6.4 Ph.D. Final Examination

After the dissertation is completed, students defend their work in an oral examination. (Make sure to check deadline dates announced each semester by the Office of Graduate and Professional Studies [OGAPS]. Defenses must ordinarily be conducted at least one month before the degree is to be conferred.) The examination is conducted by the student’s advisory committee. The examination may cover the broad field of the student’s training. The major portion of the time, however, is usually devoted to the dissertation. It is recommended that the committee require students to submit their dissertation via Turnitin, which checks for plagiarism. The Head of the Department will request the dissertation submitted on Turnitin.

6.5 Required Forms

Beginning on October 5, 2020, OGAPS will only accept DocuSign documents for several forms, including the ones listed below. The OGAPS website (http://grad.tamu.edu/Buttons/Forms-Information) provides links to the forms.

Approval of Written Thesis Form - This is the form to complete when students complete the In House M.S. Paper. It *does not route* to OGAPS, it stays in the student’s file.

Preliminary Examination Checklist and Report - This is the form to complete when students complete their preliminary oral exam (a. checklist and b. report of the preliminary examination).

Request and Announcement of the Final Examination - This is the form to complete when students want to schedule their final exam (dissertation defense).

Approval of Written Dissertation Form - This is the form students must submit to the Thesis Office along with an electronic pdf of their dissertation.
Part III STUDENT

SUPPORT

7.0 Financial Aid and Assistantships

7.1 Sources of Financial Aid

Financial aid for graduate study is limited and more often awarded on the basis of merit alone rather than on need. There are three chief sources of aid available through the university: fellowships, assistantships, and employment on faculty grants.

Fellowships. Fellowships are occasionally awarded by the university. Fellowships may have special registration requirements. They offer the student a stipend.

Assistantships. Assistantships are more widely available than fellowships, but these awards are limited as well. The department regularly awards a number of teaching and research assistantships. Faculty members with internal and external grants and other sources of funding also may award research assistantships.

Teaching assistantships provide financial support for nine months. Teaching assistants are usually assigned to assist a professor in course work. Advanced students may teach one three-hour course, under the supervision of appropriate faculty. Summer assistance is sometimes available.

Research assistantships vary in term. Department assistantships are normally for the 9 month academic year.

All fellowship recipients and graduate assistants are exempt from paying out-of-state tuition rates.

Faculty Employment. Individual faculty members or institutes sometimes hire graduate students with funds from their research grants or operating budgets. The amount of financial support provided and the duties to be performed vary widely by assignment.

Those hired as graduate assistants by faculty or research institutes or other units are also exempt from paying out-of-state tuition.

7.2 Procedures and Criteria for Assigning Departmental Assistantships
GENERAL ORGANIZATION AND PROCEDURES

A. Organizational Recommendations

1. A “Graduate Recruitment and Admissions Committee” and a “Graduate Program Committee” should be formed. These committees will perform the admissions functions and the function of evaluating continuing students for assignment of departmental assistantships respectively.

2. Department policy regarding the procedures for the allocation of department assistants to support faculty efforts involves, but is not exclusive of, the following:
   a. the number of students taught,
   b. teaching SOCT 420 and SOCT 631, and
   c. department needs and special commitments.

B. General Procedures for Reviewing Continuing Students

1. Continuing students wishing to be considered for departmental assistantships must apply to the Graduate Evaluation Committee using standard application forms to be distributed to all students in the spring semester.

2. Completed application forms are to be returned to the graduate office by the date specified on the application form. It is solely the responsibility of the graduate student to submit a completed form with accompanying evidence of completion of various requirements.

3. Within a month of the application deadline, the committee will:
   a. review the graduate students using criteria outlined below;
   b. establish a ranking of applicants;
   c. make decisions on appointments to departmental assistantships; and
   d. notify students of the decisions.

4. Faculty members on the graduate admission/evaluation committee are to excuse themselves from scoring graduate students who were assigned to them for the previous semester (Fall) as a departmental assistant or for whom they are chairperson of either a thesis or dissertation committee.

C. Appeals Process

1. A student wishing to appeal a decision should meet first with the chair of the committee to review the decision.

2. If the student wishes to pursue the appeal further, she or he should meet with the Department Head who may appoint an independent appeals committee to review the decision.

SPECIFIC PROCEDURES

A. Assignment of Assistantships to Newly Admitted Graduate Students
1. Newly admitted graduate students should be ranked for departmental assistantship awards giving approximately equal weight to the following criteria.

   a. Quantitative Information including
      • Graduate Record Examination scores
      • Grade Point Ratio
      • TOEFL scores (foreign applicants)

   b. Qualitative and/or Supplemental Information including but not limited to
      • letters of recommendation
      • examples of student writing
      • student's statement of interest and intent
      • student's contribution to diversity of the program and profession

2. Incoming graduate students who receive graduate assistantships will be funded for two years contingent on maintaining successful progress in the program. These graduate students progress will be evaluated at the end of the first year by the Graduate Evaluation Committee. The second year of funding is contingent on (1) achieving the 3.5 grade point ratio, (2) performance on their graduate assistantship assignment when appropriate, and (3) completing at least 4 required courses.

B. Assignment of Assistantships to Continuing Students

1. To be eligible for consideration for a departmental assistantship, a student must be in good standing with the graduate school and the department.

   Students who enter with a B.A. or B.S. will not ordinarily receive more than five years of funding. Students who enter with a M.A. or M.S. will not ordinarily receive more than four years of funding. Exceptions may be made in the case of extreme departmental need, or if there are other extenuating circumstances, if funding is available. The criteria to assign departmental assistantships on a competitive basis are specified below.

2. Continuing graduate students in good standing will be ranked with respect to awarding departmental assistantships according to the following four criteria: Progress in the Program, Grade Point Ratio, Teaching/Research Assistantship Evaluation, and Professional Potential.

   a. Progress in the Program

      Graduate students entering with a B.A. or a B.S. are expected to finish the program in five years and will be evaluated based on the following standard of progress in the program.
      • At the end of 2 semesters, students are expected to have completed a minimum of 4 required courses, and all required courses should be completed by the end of 4 semesters.
      • At the end of 4 semesters, students are expected to complete their master's thesis.
      • At the end of 7 semesters, students are expected to complete their comprehensive exams.
      • At the end of 8 semesters, students are expected to complete their dissertation
proposal.

- At the end of 10 semesters, students are expected to complete their dissertation.

Graduate students entering the program with a M.A. or M.S. are expected to finish the program in four years and will be evaluated based on the following standard of progress in the program:

- At the end of 2 semesters, students are expected to have completed a minimum of 4 required courses, and all required courses should be completed by the end of 4 semesters.
- At the end of 5 semesters, students are expected to complete their comprehensive exams.
- At the end of 6 semesters, students are expected to complete their dissertation proposal.
- At the end of 8 semesters, students are expected to complete their dissertation.

Waived courses do not count toward progress in the program for purposes of evaluation assessment.

Consideration may also be given to information provided to the committee that impede students’ progress in the program (e.g., unusually time-consuming data collection, severe illness), and the following factors:

For all students: hours of coursework, completion of required courses, timely completion of incompletes (carrying two or more incompletes over two semesters is grounds to disallow participation).

For master’s students: formation of thesis committee and identification of a committee chair, defense of proposal, and progress on the thesis (as reflected in letters from the chair of the student’s advisory committee).

For doctoral students: identification of specialty areas, completion of specialty coursework, formation of dissertation committee and identification of a committee chair, approval of a degree plan, approval of relevant reading lists, defense of dissertation proposal, and progress on the dissertation (as reflected in letters from the chair of the student’s advisory committee).

Extending the expected progress in the program clock

Extensions to the expected progress in the program period may be granted upon petition by the graduate student to the Head of the department or the Director of Graduate Studies. The purpose of these petitions is to maintain student privacy about circumstances affecting progress in the program and evaluating students fairly.

Extensions are usually for six months or one year, but a longer period may be requested in compelling circumstances. A graduate student may petition for an extension in the following cases:

- The graduate student has encountered circumstances that may seriously impede progress in the program. Such circumstances might include (but are not limited to):
• Serious illness or injury;
• Having responsibility for the primary care of an infant or small child;
• Having responsibility for the primary care of a close relative who is disabled, elderly or seriously ill;
• Any serious disruption of the academic period for unexpected reasons beyond the graduate student’s control.

Petitions need to provide a written description and documentation for the circumstance. Extensions to the clock are finalized by approval from the Department Head or the Director of Graduate Admission. The Graduate Program and Evaluation Committee is informed of the decision. This extension applies solely to annual evaluations of graduate students and does not apply to requirements by the College of Liberal Arts or Texas A&M University.

b. Grade Point Ratio (GPR)

c. Teaching Assistant / Research Assistant Evaluations

The committee will evaluate student performance in previous departmental assistantships and previous non-departmental research assistantships (for students holding an assistantship only).

Assistantship evaluations are scored using a form provided as Appendix 2 to this section.

d. Professional Activity

When graduate students receive their Ph.D. they are expected to have demonstrated professional activity in the areas of teaching and research.

• Professional activity in the areas of research will be evaluated based on students’
progress in demonstrating the capacity to publish a peer-reviewed sociology article.

- Professional activity in the area of teaching will be evaluated based on the students’ progress in demonstrating the capacity to competently teach a college or university course.

The Committee will also consider the following types of professional activity:

- submitting a grant or fellowship proposal,
- obtaining funding from outside the department but within the university,
- obtaining funding from outside the university,
- taking advanced methods courses in other departments, and
- engaging in collaborative analysis with faculty.

The Graduate Program Committee will place primary emphasis on professional activity during the year of the evaluation, but can consider the entire record.

Guidelines for the Graduate Program Committee

The committee will use the following guidelines when assigning a score to graduate students for professional activity. In these guidelines, semester is defined as a regular academic semester (i.e., spring and fall, not including the summer semester). There are two implications of the expectations described in these guidelines:

- Over time, graduate students are expected to become competent teachers and researchers.
- Graduate students at later stages of their graduate career will not receive the same credit for the same activities as graduate students who are earlier in their graduate career (e.g., presenting a paper at a regional conference or annual meeting, guest lecturing in a faculty member’s class).

Research

In addition to Department research requirements, graduate students entering the program with a B.A. or a B.S. are expected to do the following to demonstrate professional activity in the area of research:

- At the end of 6 semesters, students are expected to present a paper at a conference (i.e., regional, national, specialty) or a department brown bag. (This paper might be developed from their Master’s thesis or paper.)
- At the end of 8 semesters, students are expected to have submitted a single authored article or two coauthored articles to peer-reviewed sociology journal(s).
- At the end of 10 semesters, students are expected to have published a single authored article or two coauthored articles in peer reviewed sociology journal(s).

In addition to Department research requirements, graduate students entering the program with a M.A. or M.S. are expected to do the following to demonstrate professional activity in the area of research:

- At the end of 4 semesters, students are expected to present a paper at a conference (i.e., regional, national, specialty) or at a department brown bag.
• At the end of 6 semesters, students are expected to have submitted a single authored article or two coauthored articles to peer-reviewed sociology journal(s).

• At the end of 8 semesters, students are expected to have published a single authored article or two coauthored articles in peer-reviewed sociology journal(s).

Teaching

In addition to Departmental teaching requirements, graduate students entering the program with a B.A. or a B.S. are expected to do the following to demonstrate professional activity in the area of teaching:

• At the end of 6 semesters, students are expected to complete a teaching workshop or similar teaching activity. (This may include workshops available on campus.)

• At the end of 8 semesters, students are expected to attend teaching activities (e.g., a workshop, sessions that focus on teaching) at a professional conference or guest lecture in a faculty member’s class.

• At the end of 10 semesters, students are expected to have competently taught a sociology course at a college or university.

In addition to Department teaching requirements, graduate students entering the program with a M.A. or M.S. are expected to do the following to demonstrate professional activity in the area of research:

• At the end of 4 semesters, students are expected to complete a teaching workshop or similar teaching activity on campus. (This may include workshops available on campus.)

• At the end of 6 semesters, students are expected to attend teaching activities (e.g., workshop, sessions that focus on teaching) at a professional conference or guest lecture in a faculty member’s class.

• At the end of 8 semesters, students are expected to have competently taught a sociology course at a college or university.

3. Scoring Individual Items and Computing Final Evaluation Scores

Applicants will be scored on each of the relevant items (i.e., Progress in the Program, Grade Point Ratio, Teaching/Assistantship Evaluation, and Professional Activity) on a scale of 1 to 5 where a score of 5 indicates the highest evaluation. Scores will be assigned by all
members of the committee and averaged across committee members. The assignment of scores will be left to the judgments of committee members with the exception of grade point ratio which will convert the cumulative GPR to a 5-point basis using a formula noted below.

**Progress in the Program.** Applicants will be scored on their progress in the program based on the following:

1. Substantially behind guidelines
2. Lagging behind guidelines
3. On track with guidelines
4. Beyond the guidelines
5. Well beyond the guidelines

**Grade Point Ratio (GPR).** Applicants will be scored on their cumulative grade point ratio according to the following.

Applicant’s grade point ratio will be scored as GPR * 1.25.

Example 1 - a student with a GPR of 4.0, is scored 4.0 * 1.25 = 5.000.

Example 2 - a student with a GPR of 3.5, is scored 3.5 * 1.25 = 4.375.

Grade point ratio is computed for all coursework including courses outside of the department (cumulative GPR). It is not limited to degree plan courses.

SOCI 685 Directed Studies courses are not included when computing grade point ratios.

Grades are obtained by department staff from official university records. Recent grade changes must be documented to be considered.

Incomplete must be resolved within one semester. Incompletes that have not been resolved convert to F and are included in the calculations. They carry a grade point of 0 and thus impose a significant penalty on GPR.

**Teaching Assistant / Research Assistant Evaluation.** Applicants will be scored on assistantship performance based on the Teaching Assistant / Research Assistant Evaluation Form (i.e., Appendix 2) that is filled out by the faculty member supervising the graduate student holding the Assistantship.

The mean score of the responses from Appendix 2 will be the teaching/research assistantship score. Graduate students are responsible to provide the faculty members that supervised their assistantship with the evaluation forms two or more weeks in advance of the deadline for submitting them to the Department.

For teaching assistants with full course responsibility, the evaluation is based on the standard student evaluation. However, these teaching assistants would be in disadvantage, compared to teaching assistants aiding faculty. Undergraduate students evaluate teaching assistants with full course responsibility, while faculty members evaluate teaching assistants working with them.

As a way to deal with this disparity, the committee should calculate departmental averages of student evaluations by semester and course level (100-level, 200-level, 300-level, 400-level). If the teaching assistant with full course responsibility received an evaluation above the departmental average for the respective course level, the graduate student is assigned a score of 5.0. If the evaluation is below the departmental average (within one standard deviation from the departmental average), the graduate student is assigned a score of 4.0. If the evaluation is below the departmental average (further than one standard deviation from
the departmental average), the graduate student is assigned a score of 3.0 or the original score (whichever is higher).

*Professional Activity.* Applicants will be scored on professional activity based on the following:

5. Very high activity
4. High activity
3. Average activity
2. Low activity
1. Little or no activity

4. After scores on individual items are obtained for each student, a weighted sum of the item scores will be computed as follows.

**Students who are holding a departmental assistantship.**

50% Progress in the Program  
20% Grade Point Ratio  
20% Assistantship Evaluations  
10% Professional Activity

**Students who are not holding a departmental assistantship.**

60% Progress in the Program  
25% Grade Point Ratio  
15% Professional Activity

Graduate students at early stages of the graduate program are not evaluated on the professional activity criteria because they are expected to focus on obtaining sociological knowledge through their academic work (e.g., courses, writing a thesis) to prepare them to teach and conduct research.

When professional activity does not apply, students with an assistantship will be evaluated based on:

60% Progress in the program  
20% Grade Point Ratio  
20% Assistantship evaluation

When professional activity does not apply, students without an assistantship will be evaluated based on:

70% Progress in the program  
30% Grade Point Ratio
Examples of Scoring

Student A with GPR 4.0 (scored $4.0 \times 1.25 = 5.000$) and other scores. This student is a doctoral student who held an assistantship. They are evaluated on all four items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>5.000</td>
<td>50%</td>
<td>2.500</td>
</tr>
<tr>
<td>Grade Point Ratio</td>
<td>5.000</td>
<td>20%</td>
<td>1.000</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>4.000</td>
<td>20%</td>
<td>0.800</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>4.000</td>
<td>10%</td>
<td>0.400</td>
</tr>
</tbody>
</table>

Score based on Sum: 4.700

Student B with GPR 3.7 (scored $3.7 \times 1.25 = 4.625$) and other scores. This student is a doctoral student who did not hold an assistantship in the previous year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>4.000</td>
<td>60%</td>
<td>2.400</td>
</tr>
<tr>
<td>Grade Point Ratio</td>
<td>4.625</td>
<td>25%</td>
<td>1.156</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>4.000</td>
<td>15%</td>
<td>0.600</td>
</tr>
</tbody>
</table>

Score based on Sum: 4.156

Student C with GPR 3.4 (scored $3.4 \times 1.25 = 4.250$) and other scores. This student is a master’s student and is not evaluated on professional activity.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>4.000</td>
<td>60%</td>
<td>2.400</td>
</tr>
<tr>
<td>Grade Point Ratio</td>
<td>4.250</td>
<td>20%</td>
<td>0.850</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Score based on Sum: 4.050

Student D with GPR 3.8 (scored $3.8 \times 1.25 = 4.750$) and other scores. This student did not hold an assistantship in the previous year. This student is a master’s student and is not evaluated on professional activity.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Weight</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in the Program</td>
<td>3.000</td>
<td>70%</td>
<td>2.100</td>
</tr>
<tr>
<td>Grade Point Ratio</td>
<td>4.250</td>
<td>30%</td>
<td>1.275</td>
</tr>
<tr>
<td>Assistantship Evaluations</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Professional Activity</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Score based on Sum: 3.375
5. Reporting Guidelines. Graduate students are responsible for ensuring that the Graduate Program Committee receives the following:
   a. An updated and accurate copy of Appendix 1: Information Sheet: Graduate Students’ Progress in the Program.
   b. Documentation on accomplishment with regard to professional activity.
   c. When appropriate (i.e., for graduate who held an assistantship and were assigned to a faculty member), a Teaching Assistant / Research Assistant Evaluation Form (i.e., Appendix 2) from each faculty member they assisted.
   d. When appropriate (i.e., for graduate students who taught a course): (1) teaching evaluations, and (2) average grade assigned to the students in the class(es) taught.

   In addition, graduate students may include a statement describing their progress in the program, professional activities, and, when appropriate, GTA responsibilities.

6. Continuing students will be ranked based on the weighted sums of item scores. Assistantships will be offered to the highest ranked student. This process will continue until all available assistantships are assigned and accepted.

7. In the event of ties in the ranking, preference should be given to students who have the fewest years of departmental support. Otherwise, the committee will make a good faith attempt to differentiate fairly between the tied students.

8. Exceptions to the allocation process outlined here can be made to accommodate important departmental needs (e.g., specific departmental teaching needs, departmental needs to provide assistants to research projects to fulfill “matching” obligations, etc.).
Appendix I: Information Sheet: Graduate Students’ Progress in the Program

Semester and year of admission to the graduate program ______________________

________________ Entered the graduate program with a B.A or B.S
________________ Entered the graduate program with a M.A or M.S.

Master’s Degree Required Coursework: 32 Hours

Enter N/A if you entered the graduate program with a M.A. or M.S. and have been formally exempted from taking a required course. Note: formal exemption requires a memo signed by the Graduate Advisor and Department Head.

Completion of required theory courses (N/A if exempt):

________________ 611 Classical Sociological Theory .......... Semester Completed
________________ 615 Contemporary Sociological Theory .......... Semester Completed

Completion of required methods courses (623, 631, and either 607 or 624; N/A if exempt):

________________ 623 Measurement of Sociological Parameters .......... Semester Completed
________________ 631 Seminar in Sociological Research (Quantitative) .......... Semester Completed
________________ 624 Qualitative Methodology .......... Semester Completed

OR

________________ 607 Comparative and Historical Methodology .......... Semester Completed

Completion of required professional development courses (689, 691, 691)

________________ 680 Teaching Undergraduate Sociology .......... Semester Completed
________________ 691 Master’s Paper Class .......... Semester Completed
________________ 681 Proseminar in Research .......... Semester Completed

Master’s Electives (two courses, six hours)

________________ Elective One .......... Semester Completed
________________ Elective Two .......... Semester Completed

Research Hours (5 hours in addition to Master’s Paper Class)

________________ Research Hours .......... Semester Completed

Other M.S. Requirements; Name of M.S. Committee Chair ______________________

________________ M.S. degree plan approved .......... Semester Completed
________________ M.S. thesis completed .......... Semester Completed
Ph.D. Required Coursework 64 Hours (in addition to the Master’s Coursework)

Courses in Major Area of Doctoral Study (12 hours); Name of Major Area is: 

________________________________________________________________________

<table>
<thead>
<tr>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Courses in Minor Area of Doctoral Study (9 hours); Name of Minor Area is: 

________________________________________________________________________

<table>
<thead>
<tr>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Professional Development Sociology Publishing Course (e.g., 683) (3 hours)

________________________________________________________________________

<table>
<thead>
<tr>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

40 hours of Electives and/or Research Hours (691) (Must include 18 hours of 691 doctoral research hours)

Semester Completed ______

Electives:

________________________________________________________________________

Research Hours: ______

Other Doctoral Requirements; Name of Ph.D. Committee Chair:

________________________________________________________________________

Ph.D. Degree Plan Approved.................................Semester Completed_____

Completion of Comprehensive exams........................................Semester Completed_____

Completion of Dissertation Proposal..................................Semester Completed_____

Completion of Dissertation.............................................Semester Completed_____

Appendix 2: Teaching Assistant / Research Assistant Evaluation Form

Section to be filled out by student applicant.

Name of Assistant: ____________________________________________

Name of Professor: ____________________________________________

Course/Project: ___________________________ Semester/Year: _________

Section to be filled out by Professor for whom student served as TA/RA.

Please answer the following questions regarding the student’s performance as a teaching or research assistant in relationship to standards that are consistent with that of a responsible future faculty member or professional sociologist.

First, please write short answers to the following questions (as stated in Graduate Student Handbook, page 11) on this page and, second, the quantitative questions on the second page:

a) Describe the task or tasks which the assistant is asked to perform.

b) Provide a statement of the assistant’s strengths and weaknesses in performing each task.

c) Please add any additional comments you believe are relevant to a fair evaluation of the applicant. This might include more specific information about accomplishments or extenuating circumstances relevant to less than expected performance.

Please continue on the next page.
1. Did he/she carry out the duties assigned to them?
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

2. Did the student finish assignments in a timely manner?
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

3. Did the quality of the student’s work live up to your expectations?
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

4. Was the student asked to make original contributions of their own?
   1 Yes ... Continue to question 5
   2 No ... Skip to question 6

5. Did the student make original contributions of their own? (Answer ONLY IF you responded ‘Yes’ on Question 4)
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor

6. Did the student meet with you on a regular basis as expected and keep appointments with others (e.g., students or project members)?
   5 Excellent
   4 Above Average
   3 Average
   2 Below Average
   1 Poor
Checklist of Materials to Include with Your Application

1. Assistantship Application Form.

2. Student Information Sheet (Appendix 1).

3. Assistantship Evaluation Forms (Appendix 2). Where appropriate the form should be provided to the relevant faculty members. Note the faculty members you have asked to submit evaluation forms.

4. Documentation of Professional Activities. This may be an updated CV, or a statement, or both.

5. Documentation of recent grade changes or resolutions of incompletes (these may not be reflected in official records).

6. A statement providing information regarding unusual circumstances that have impeded progress in the program (e.g., serious illness requiring temporary withdrawal from the university). Please note that financial need is not considered in assistantship evaluations and thus statements speaking to this cannot be taken into account.
APPENDIX I. PHD PLACEMENT, 2015-2021
First job after graduation; where known, current job is also listed.

2015

Arlett Lomeli  Assistant Professor, University of Texas Rio Grande Valley
Bryce Hannibal  Assistant Research Scientist, Texas A&M University → Survey Statistician (RDC Administrator), U.S. Census Bureau
Chad Scott  Adjunct Professor, Southwest College
Danielle Xiaodan Morales  Postdoctoral Research Fellow, University of Texas, El Paso → Assistant Professor, University of Texas, El Paso
Eric Gamino  Assistant Professor, California State University, Northridge
Kenneth Chaplin  Visiting Assistant Professor, Miami University
Marisa Sanchez  Assistant Professor, California State University, Bakersfield
Misael Obregon  Administrative Coordinator, City of Houston Human Resources Department → Consultant, self-employed
Omar Camarillo  Assistant Professor, Eastern New Mexico University
Qian Xiong  Assistant Professor, University of Lancaster
Rolande Dathis Dorancy  Houston Community College
Shaida Kalbasi  Instructional Assistant Professor, Texas A&M University

2016

Candice Idlebird  Adjunct Professor, Sam Houston State University → Assistant Professor, Harris-Stowe State University
Chantrey Murphy  Assistant Professor, California State University, Long Beach
Christine McCown  Lecturer, Virginia Tech
Frank Ortega  Assistant Professor, Diablo Valley College
Gabriel Amaro  Research Associate, University of Texas, Austin → Faculty Associate, University of Texas, Austin
Glenn Bracey  Assistant Professor, Villanova University
Gwenetta Curry  Assistant Professor, University of Alabama → Assistant Professor, University of Edinburgh
Huong Le  Adjunct Professor, Blinn College → Professor, San Jacinto College
Zinobia Bennefield  Assistant Professor, University of North Carolina, Charlotte

2017

Alesha Brereton  Adjunct Lecturer, National University → Consultant, Collective Capacity Consulting

Apryl Williams  Assistant Professor, Susquehanna University → Assistant Professor, University of Michigan

Beatriz Aldana Marquez  Assistant Professor, California State University, Monterey Bay → Assistant Professor, Texas State University

Billy Brocato  Assistant Professor, Wiley College → Assistant Professor, University of Maryland Eastern Shore

Christina Cruz  Unknown

Danny Malone  Assistant Professor, Coker College

David Orta  Assistant Professor, The College of Wooster → Senior Research Analyst, University of Chicago

Jesus Smith  Assistant Professor, Lawrence University

John Kainer  Lecturer, University of Texas, San Antonio → Assistant Professor, University of the Incarnate Word

Juan Salinas  University of Texas → Assistant Professor, University of North Florida

Nayoung Heo  Postdoctoral Research Fellow, Shanghai University → Assistant Professor, Shanghai University

Nicole Jones  Postdoctoral Research Fellow, University of Missouri → Assistant Professor, University of Florida

2018

Alma Trevino-Garza  Lecturer, University of Texas Rio Grande Valley

Angelica Menchaca  Statistician, U.S. Census Bureau

Bruce Reese  Assistant Professor, Concordia University

Ceylan Engin  Postdoctoral Research Fellow, State University of Milan → Assistant Professor, Bogazici University

Chung-Pei Pien  Postdoctoral Research Fellow, National Taiwan University → Assistant Professor, National Chengchi University

Emily Knox  Manager of Research, Texas Juvenile Justice Department
Guadalupe Marquez-Velarde  Assistant Professor, Utah State University

Jessica Martinez  Unknown

Xavier Sema  Adjunct Professor, Sam Houston State University

Xuanren Goodman  Assistant Professor, Delaware State University

2019

Crystal Murry  Unknown

Katherine Ann Willyard  Survey Statistician, U.S. Census Bureau

Melissa Ochoa  Lecturer, Texas A&M University → Assistant Professor, Newberry College

Shari Valentine  Assistant Professor, Henderson State University

Sharon Baker-Hughes  Professor, Blinn College

2020

Asheli Atkins  Lecturer, Texas A&M Prairie View

Gabe Miller  Assistant Professor, Mississippi State University

Hyunseok Hwang  Assistant Research Scientist, Texas A&M University → Assistant Professor, University of Houston

Jeffrey Opaleye  Lecturer, Texas A&M Prairie View

Kay Varela  Postdoctoral Research Fellow, University of Southern California

Kelly Vinson  Lecturer, Texas A&M University → Assistant Professor, Del Mar College

Marissa Cisneros  Assistant Lecturer, Texas A&M University

Monica Williams  Postdoctoral Research Fellow, RAND Corporation

Richard Abel  Lecturer, Texas A&M University

Stephanie Ortiz  Assistant Professor, Florida Atlantic University → Assistant Professor, University of Massachusetts, Lowell

Trinidad Morales  Research Associate, University of Texas, El Paso

Vanessa Gonlin  Assistant Professor, University of Georgia

Xinyuan Zou  Data Analyst, Rice University
2021

Cheryl Rollman-Tinajero  Research Specialist, Texas Health and Human Services
Jacob Hardy  Lecturer, Texas A&M University, San Antonio
Katie Constantin  Assistant Professor, Oklahoma State University
Kirstie Boyett  Lecturer, Texas A&M University
Tiffany Amorette Young  Pima Community College
# APPENDIX J. GRADUATE STUDENT PUBLICATIONS, 2017-2021

## Forthcoming


## 2021


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal</th>
<th>Year</th>
<th>DOI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennings, Carly</td>
<td>“The Love Note That Launched a Movement.”</td>
<td>ASA Footnotes</td>
<td>2020</td>
<td></td>
</tr>
<tr>
<td>Kelly McNamara</td>
<td>“Failing to Protect: A Historical Analysis of The Employment Non Discrimination Act.”</td>
<td>Sociological Spectrum</td>
<td>2020</td>
<td></td>
</tr>
<tr>
<td>Korver-Glenn, Elizabeth, Sylvia Emmanuel, Mary E. Campbell, and Vema M. Keith</td>
<td>“Media Consumption and Racial Residential Preferences.”</td>
<td>Social Science Quarterly</td>
<td>2020</td>
<td></td>
</tr>
</tbody>
</table>


Noboa-Ortega, Patricia, and América Soto-Arzt. 2020. “De perderlo todo en un instante... a construir junto a otros nuestros espacios” / “From losing everything in an instant... to building our spaces with others.” Polimorfo Magazine April, 162-179.


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Year</th>
<th>Publication</th>
<th>DOI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zou, Karl</td>
<td>“Residential segregation and intermarriage,”</td>
<td>2020</td>
<td>International Handbook on Demography of Marriage and Family</td>
<td></td>
</tr>
<tr>
<td>Campbell, Mary E. and Sylvia M. Emmanuel</td>
<td>“On the Edge: Multiracial Groups and Public Policies.”</td>
<td>2019</td>
<td>How Public Policy Impacts Racial Inequality</td>
<td></td>
</tr>
<tr>
<td>Hwang, Hyunseok and Laurie E. Paarlberg</td>
<td>“The Energy Boom: Boon or Bane for Local Philanthropy?”</td>
<td>2019</td>
<td>Social Science Quarterly</td>
<td><a href="https://doi.org/10.1111/ssqu.12682">https://doi.org/10.1111/ssqu.12682</a></td>
</tr>
<tr>
<td>Authors</td>
<td>Title and Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2018**

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title and Details</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Last Name, First Name and Middle Name</th>
<th>Article Title</th>
<th>Journal Title</th>
<th>Volume/Issue/Range</th>
<th>DOI Link</th>
</tr>
</thead>
</table>
## APPENDIX K. GRADUATE STUDENT HONORS AND AWARDS, 2016-2021

### 2021 Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Description</th>
<th>Institution/Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garcia, Andrew</td>
<td>2021</td>
<td>Murray and Celeste Fasken Distinguished Graduate Teaching Award</td>
<td>Texas A&amp;M University ($300)</td>
</tr>
<tr>
<td>Boyett, Kirstie</td>
<td>2021</td>
<td>Murray and Celeste Fasken Distinguished Graduate Teaching Award</td>
<td>Texas A&amp;M University ($300)</td>
</tr>
</tbody>
</table>

### 2020 Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Description</th>
<th>Institution/Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boyett, Kirstie</td>
<td>2020</td>
<td>Doctoral Fellow, Academy of Criminal Justice Sciences, ACJS Doctoral Summit Scholarship.</td>
<td>MARC, Texas A&amp;M</td>
</tr>
<tr>
<td>Huang, Wan</td>
<td>2020</td>
<td>Sixth Tone Fellowship (a six-week field research program on contemporary China initiated by Sixth Tone and partnered by Fudan Development Institute). Support: Sixth Tone will pay for a round trip airline ticket to Shanghai, all fieldwork related flights, and train/bus costs incurred within China, and housing.</td>
<td>Sixth Tone, Fudan Development Institute</td>
</tr>
<tr>
<td>Boyett, Kirstie</td>
<td>2020</td>
<td>TAMU Accountability, Climate, and Equity &quot;Women’s Progress Award	hin&quot; sponsored by the Women’s Resource Center, award honors students who encourage and promote sensitivity to and awareness of issues that relate to women ($250).</td>
<td>TAMU, Women’s Resource Center</td>
</tr>
<tr>
<td>Cindy Barahona</td>
<td>2020</td>
<td>Graduate Research Assistant with Dr. Salazar. Department of Education. Triad for Transformation T3 Round 4. Texas A&amp;M University. &quot;Where do I from here? Examining the Transition of Graduating Undocumented College Students&quot;. Forthcoming amount awarded: $16,000.</td>
<td>TAMU, Department of Education</td>
</tr>
<tr>
<td>Creason-Parker, Gemini Alexis</td>
<td>2020</td>
<td>Member of ADVANCE Research Project. Funding from Texas A&amp;M School of Innovation; Texas A&amp;M College of Liberal Arts; Texas A&amp;M Office for Diversity; Texas A&amp;M's Glasscock Center for Humanities Research.</td>
<td>TAMU, ADVANCE Research Project</td>
</tr>
<tr>
<td>Kuniyoshi, Masatoshi</td>
<td>2020</td>
<td>Glasscock Center Graduate Archive and Fieldwork Grant ($1,000).</td>
<td>TAMU, Glasscock Center Graduate Archive and Fieldwork Grant</td>
</tr>
<tr>
<td>Berkowitz, Linzi</td>
<td>2020</td>
<td>College of Liberal Arts, 2020 Summer Dissertation Fellowship ($6,000).</td>
<td>TAMU, College of Liberal Arts</td>
</tr>
<tr>
<td>Ramasubramanian, Srividya, Craig Coates, Anna Wolfe, Julie Wilson, Julie Harlin, Marisa Suhm, Vanessa Gonlin, and Anthony Ramirez</td>
<td>2020</td>
<td>“Fighting Campus Racism: A Dialogue-Based Anti-Racism Intervention.” Texas A&amp;M University, School of Innovation, Innovation X Grant ($20,000).</td>
<td>TAMU, School of Innovation, Innovation X Grant</td>
</tr>
</tbody>
</table>
### 2019 Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constantin, Katie</td>
<td>2019</td>
<td>Honorable Mention, Graduate Student Investigator Award 2019 Competitive award supporting innovative research, ASA Section on Social Psychology.</td>
</tr>
<tr>
<td>Campos, Jason A.</td>
<td>2019</td>
<td>ICPSR Summer Program, University of Michigan, Diversity Scholarship ($5,300).</td>
</tr>
<tr>
<td>Berkowitz, Linzi</td>
<td>2019</td>
<td>The Murray and Celeste Fasken Distinguished Graduate Student Teaching Award, Texas A&amp;M University College of Liberal Arts ($300).</td>
</tr>
<tr>
<td>Jennings, Carletta (Carly)</td>
<td>2019</td>
<td>Association of Former Students Award ($1,000).</td>
</tr>
<tr>
<td>Diaz, Selene</td>
<td>2019</td>
<td>Graduate award from Glasscock Texas A&amp;M ($2,000).</td>
</tr>
<tr>
<td>Atzmon, Thaddeus</td>
<td>2019</td>
<td>Graduate Teaching Consultant Fellowship, Texas A&amp;M University, Center for Teaching Excellence.</td>
</tr>
<tr>
<td>Ortiz, Stephanie M.</td>
<td>2019</td>
<td>Dissertation Fellowship, Office of Graduate and Professional Studies, Texas A&amp;M University ($14,000).</td>
</tr>
<tr>
<td>Ortiz, Stephanie M.</td>
<td>2019</td>
<td>Diversity Matters Seed Grant. Office for Diversity, Texas A&amp;M University ($5,500).</td>
</tr>
<tr>
<td>Kuniyoshi, Masatoshi</td>
<td>2019</td>
<td>The L. T. Jordan Fellows Program from L. T. Jordan Institute ($1,000).</td>
</tr>
<tr>
<td>Ramasubramanian, Srividya,</td>
<td>2019</td>
<td>“Difficult Dialogue Sessions on Race Relations.” Texas A&amp;M University, Office for Diversity, 2018-2020 Diversity Matters Seed Grant ($3,000); Texas A&amp;M University, College of Liberal Arts, “Advancing Climate Together” Grant for Inclusive Excellence ($10,000).</td>
</tr>
</tbody>
</table>

### 2018 Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller, Gabe</td>
<td>2018</td>
<td>Scholarly Activity Award, Sociologists’ AIDS Network, American Sociological Association.</td>
</tr>
</tbody>
</table>
Huey, Eileen. 2018. Invitation to attend “Problem-Solving” Dissertation Workshop 2018-2019 at Northwestern University. Competitive; Costs of airfare, hotel accommodations, and meals, etc. for two trips to Evanston, Illinois to attend “Problem-Solving” Dissertation workshop, led by Monica Prasad of Northwestern University.

Atzmon, Thaddeus. 2018 Summertime for Advancement in Research (STAR) Award, Texas A&M University Liberal Arts College.

Atkins, Asheli. 2018. Mays Innovation Research Center Research Grant, Mays Business School at Texas A&M University ($10,000).

Ortiz, Stephanie M. 2018. Women and Gender Studies Research Award, Texas A&M University, Women and Gender Studies ($250).

Hyunseok Hwang. 2018. Mays Innovation Research Center Research Grant, Mays Business School at Texas A&M University ($10,000).

<table>
<thead>
<tr>
<th>2017 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonlin, Vanessa. 2017. Inter-university Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Methods of Social Research. Texas A&amp;M University, Student Awards Committee, Research Enhancement Grant ($3,045).</td>
</tr>
<tr>
<td>Hürman, Hazal. 2017. Summertime Advancement in Research (STAR) Fellowship Award, College of Liberal Arts, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Harvey, Kimberly. 2017. Alpha Kappa Delta, Travel Grant, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Hwang, Hyunseok. 2017. ARNOVA Diversity Scholars and Leaders Professional Development Award.</td>
</tr>
</tbody>
</table>
Marquez-Velarde, Guadalupe. 2017. Summertime for Advancement in Research (STAR) Award, Texas A&M University Liberal Arts College ($5,000).

Willyard, Katherine A. 2017. Doctoral Dissertation Research Improvement Grant, National Science Foundation ($11,954).

<table>
<thead>
<tr>
<th>2016 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willyard, Katherine A., Graduate Research Award, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Ochoa-Garza, Melissa K., Graduate Research Award, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe, Conference Travel Funding, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Nummi, Josephine R., Global Opportunity Fund Scholarship, Texas A&amp;M University ($7,067).</td>
</tr>
<tr>
<td>Miller, Gabe, Conference Travel Funding, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Wang, Sharron X., Conference Travel Funding, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Harvey, Kimberly, Conference Travel Funding, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Williams, Monica E., Conference Travel Funding, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Williams, Monica E., Conference Travel Funding, 2016, Texas A&amp;M Women’s and Gender Studies Program.</td>
</tr>
<tr>
<td>Boyett, Kirstie, Graduate Research Award, 2016, Texas A&amp;M Sociology Department.</td>
</tr>
<tr>
<td>Valentine, Shari, Sowell Foundation Faculty Development Grant, 2015-2016, ($15,000).</td>
</tr>
<tr>
<td>Abel, Richard D., Dr. Howard B. Kaplan Memorial Assistantship, Texas A&amp;M Sociology Department ($21,000).</td>
</tr>
<tr>
<td>Williams, Monica E., Simmel Summer Research Grant, Texas A&amp;M University.</td>
</tr>
<tr>
<td>McNamara, Kelly. 2016. Summertime for Advancement in Research (STAR) Award, Texas A&amp;M University Liberal Arts College.</td>
</tr>
<tr>
<td>Ochoa-Garza, Melissa K., Diversity Matters Seed Grant, Texas A&amp;M University.</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Ramasubramanian, Srividya</td>
</tr>
<tr>
<td>Alexandra Sousa</td>
</tr>
<tr>
<td>Vanessa Gonlin</td>
</tr>
<tr>
<td>Gonlin, Vanessa</td>
</tr>
<tr>
<td>Gonlin, Vanessa</td>
</tr>
<tr>
<td>Wang, Sharron X</td>
</tr>
<tr>
<td>Hou, Dadao</td>
</tr>
<tr>
<td>Engin, Ceylan</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe</td>
</tr>
</tbody>
</table>
# APPENDIX L. GRADUATE STUDENT PRESENTATIONS, 2016-2020

<table>
<thead>
<tr>
<th>2020 Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cisneros. “Factors Affecting Life Satisfaction of Mexican Adults: A Study on Age, Sex, and Educational Attainment” (Cisneros), presentation at the refereed roundtable on Race, Ethnicity, and Health, 2020 ASA Annual Meeting, San Francisco, California. [Online due to COVID-19.]</td>
</tr>
<tr>
<td>Cisneros. “Factors associated with internal migration at the local level in the United States” (Amaral, Yen, Harris &amp; Cisneros), presentation at the refereed roundtable on Sociology of Population, 2020 ASA Annual Meeting, San Francisco, California. [Online due to COVID-19.]</td>
</tr>
<tr>
<td>Raza. “Effect of Mother's education on son preference in Pakistan,” Twentieth Annual Diversity Challenge organized by Institute for the Study and Promotion of Race and Culture(ISPRC) at Boston College, Massachusetts.</td>
</tr>
<tr>
<td>Huang, Wan. “Life satisfaction of migrants in china: The two dimensions of household registration system and stress.” IV ISA (International Sociological Association) Forum of Sociology, virtual, Feb 23-28, 2021. (Which should have been held in January 2020 but got delayed because of the pandemic.)</td>
</tr>
<tr>
<td>Author/Title</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tanabe, Megumi. “Child Care in Aging Society: Assessing People’s Attitudes Towards Socialization of Care in Japan” – Accepted to American Sociological Association Annual Meeting 2020 *Presented virtually due to COVID-19.</td>
</tr>
<tr>
<td>Garcia, Emmber. “Graduate Student Panel” Virtual panel at Texas A&amp;M University- San Antonio that addressed topics about applying to graduate school and personal experiences while in graduate school. October 2020.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019 Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cisneros-Franco, Cynthia L. The Mexican recipe for life satisfaction: Gender differences in the role of age and education,Poster. Wittgenstein Centre Conference 2019 Vienna, Austria.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Conference, Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atkins, Asheli</td>
<td>Black-Ownership Identity: Altering the Public’s Knowledge Through the Construction of Organizational Strategies</td>
<td>Southern Sociological Society, Atlanta, 2019</td>
<td></td>
</tr>
<tr>
<td>Hwang, Hyunseok &amp; Lee, Young-joo</td>
<td>Corporate Social Responsibility for Sustainable Development</td>
<td>Texas A&amp;M Energy Research Society, 2019, College Station, TX</td>
<td></td>
</tr>
<tr>
<td>Hwang, Hyunseok</td>
<td>“The Diversity Imperatives: Changing Effectiveness of Social Capital on Community Philanthropy.”</td>
<td>79th annual Conference of Academy of Management (AOM), Boston, MA. 2019</td>
<td></td>
</tr>
<tr>
<td>Hwang, Hyunseok &amp; Lee, Young-joo</td>
<td>Institutional Logics as Contingent Resources in the Nonprofit Sector: A Logic Dependence Perspective</td>
<td>79th annual Conference of Academy of Management 2019</td>
<td></td>
</tr>
<tr>
<td>Boyett, Kirstie</td>
<td>The Rape Paradox: The Effect of Anti-Sexual Assault Policies on Gender Beliefs</td>
<td>Annual meeting of the Group Processes Conference, American Sociology Association (ASA), New York</td>
<td></td>
</tr>
<tr>
<td>Gonlin, Vanessa</td>
<td>Colorful Reflections: Skin Tone, Reflected Race, and Discrimination</td>
<td>Population Association of America (PAA), Austin, 2019</td>
<td></td>
</tr>
<tr>
<td>McNamara, Kelly</td>
<td>&quot;Women's Labor and Birth Experiences: Why Hospitals Matter&quot;</td>
<td>Southwestern Social Science Association Annual Meeting, 2019</td>
<td></td>
</tr>
<tr>
<td>Miller, Gabe</td>
<td>Serious Psychological Distress among Black Immigrants to the United States by Region of Birth - Population Association of America - 2019</td>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>

### 2018 Presentations


McNeely, Andrew. The Research Intensive Community Model Within--and Without--Sociology; Teaching Sociology Section, ASA 2018.

McNeely, Andrew. Collaborative Ethnographic Teams in Community Food Security; Teaching Symposium Poster Section, ASA 2018.


<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel, Richard D. “Examining the Influences of Early Paternal Incarceration on Adolescent Delinquency and Health through Hypothesized Mediating Mechanisms.” American Society of Criminology Annual Meeting, Atlanta, Georgia, November 2018.</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Harvey, Kimberly, Heili Pals</td>
</tr>
<tr>
<td>Barahona, Cindy</td>
</tr>
<tr>
<td>Pat Goldsmith, Nadia Flores-Yeffal, Joshua Martin, Zayra Gomez, Cindy Barahona, Patricia Perez, and Estefany Reyes</td>
</tr>
<tr>
<td>Jennings, Carly</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde, Apryl A. Williams, and Vema M. Keith</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde, Apryl A. Williams, and Vema M. Keith</td>
</tr>
<tr>
<td>Miller, Gabe</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde and Vema M. Keith</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde and Vema M. Keith.</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde and Vema M. Keith.</td>
</tr>
<tr>
<td>Miller, Gabe with Guadalupe Marquez-Velarde and Vema M. Keith.</td>
</tr>
<tr>
<td>Nummi, Jozie.</td>
</tr>
<tr>
<td>Williams, Monica E.</td>
</tr>
<tr>
<td>Huey, Eileen.</td>
</tr>
<tr>
<td>Huey, Eileen.</td>
</tr>
<tr>
<td>Cisneros, Marissa.</td>
</tr>
<tr>
<td>Cisneros, Marissa.</td>
</tr>
<tr>
<td>Puga, Martin Jr.</td>
</tr>
<tr>
<td>2017 Presentations</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Opaleyę, Jeffrey, Phelps, Kenyatta, Funches, LaTrista. “Scholarly Productivity: Redefining Doctoral Student Success,” (Poster session) Invited to present at the AIR Forum hosted by Association for Institutional Research (AIR), Washington, DC., May-June 2017.</td>
</tr>
<tr>
<td>Puga, Martin Jr. “Depression Among Latino High School Students and School Composition.” Presented at the NACCS Tejas Foco Conference, College Station, TX, February 2017.</td>
</tr>
<tr>
<td>Authors</td>
</tr>
<tr>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Knox, Emily</td>
</tr>
<tr>
<td>Author(s)</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Young, Tiffany A., Beatriz Aldana, Kay Varela, and John Eason</td>
</tr>
<tr>
<td>Hwang, Hyunseok</td>
</tr>
<tr>
<td>Hwang, Hyunseok</td>
</tr>
<tr>
<td>Nevarez Maes, Angelique</td>
</tr>
<tr>
<td>Nevarez Maes, Angelique</td>
</tr>
<tr>
<td>Miller, Gabe</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe and Nicole E. Jones and Vema M. Keith</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe and Nicole E. Jones and Vema M. Keith</td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe and Nicole E. Jones and Vema M. Keith</td>
</tr>
<tr>
<td>Berkowitz, Linzi</td>
</tr>
</tbody>
</table>


### 2016 Presentations

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Title</th>
<th>Institution</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brocato, Billy R. and William A. McIntosh</td>
<td>“Examining the Sociocultural Barriers Affecting the Underrepresentation of Minority Students in U.S.-based Large Animal Veterinary Programs: A Multivariate Analysis.”</td>
<td>Rural Sociological Society 79th Annual Meeting</td>
<td>August 7-10, Toronto, Canada</td>
<td>2016</td>
</tr>
<tr>
<td>Heo, Nayoung</td>
<td>“Natural Increase/Decrease in the Subareas of South Korea: Is South Korea Following the Pattern of Japan?”</td>
<td>International Sociological Association, Vienna, Austria</td>
<td>July 2016</td>
<td></td>
</tr>
<tr>
<td>Marquez-Velarde, Guadalupe</td>
<td>“Mood and Anxiety Disorders among Foreign-Born Latinos: The Role of Family Cohesion, Conflict and Acculturative Stress,”</td>
<td>Southwestern Social Science Association, Las Vegas, Nevada</td>
<td>March 2016</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Conference/Location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zou, Xinyuan, Southwestern Social Science Association, Las Vegas, Nevada, March 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rico, Brittany, “Components of a Healthy Lifestyle: Considering the effects of socioeconomic status and race,”</td>
<td>Association for the Study of Food and Society, Toronto, Canada, 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ortega, Frank J., Kay Varela, and Oscar Morales, “The Socialization of Professionalism: Latinas/os Conforming, Reproducing, and Resisting Multiple forms of Oppression in Higher Education and Beyond,” Student Conference on Latino Affairs, College Station, TX, March 2016.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engin, Ceylan, “Natural Increase/Decrease in Turkey: Is Turkey Starting to Follow the European Pattern?,” International Sociological Association, Vienna, Austria, July 2016.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reese, Bruce, “Advancements in Coding Interactive Processes,” Texas Experimental Association Symposium, Rice University, Houston, TX, March 2016.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author(s)</td>
<td>Title</td>
<td>Conference details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engin, Ceylan</td>
<td>&quot;Political Conservatism, Religion, and Educational Outcomes in Turkey.&quot; International Conference on Social Sciences and Education Research, November 2016, Istanbul, Turkey.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hwang, Hyunseok</td>
<td>“Resource dependence of institutional entrepreneurship in the case of community improvement and capacity building nonprofit organizations.” 45th annual conference of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX M. UNDERGRADUATE INTERNSHIP PLACEMENTS, 2016-2021

Non-Profit Social Services
Brazos Interfaith Immigration Network
Brazos Valley Council on Alcohol and Substance Abuse
Boys and Girls Club of the Brazos Valley
Downs Syndrome Association
Elder Aid
Junction 505 (Adults with Disabilities)
Mama’s Club, Aggieland Pregnancy Outreach
Save Our Streets Ministries
Scotty’s House Child Advocacy Center
Sexual Assault Resource Center
Single Moms Created4Change
Twin City Mission Domestic Violence Services
Twin City Mission Housing and Homeless Services
Twin City Mission Youth Services
United Way of the Brazos Valley

Government Services
Brazos County Juvenile Justice Center
Brazos County Constable, Precinct 2
Brazos County Sheriff’s Office
Brazos Valley Council of Governments
College Station Police Department
Community and Supervisions and Corrections, Brazos County
Lincoln Recreational Center, City of College Station
Robertson County Sheriff’s Office
Texas AgriLife Extension Service
Texas Child Protective Service, Conservatorship Department
Texas Transportation Institute

Law
Anthony Drummond, Family Law
Brazos County District Attorney’s Office
Foreman Family Law
Judge Edward Spillane, College Station Municipal Court
Lone Star Legal Aid
Patrick Gendron, Juvenile Defense Attorney
Shannon Flanigan, Criminal Defense Attorney
Texas Attorney General’s Office, Child Support Division
Medical
  Crestview Retirement Center
  Generations Center for Senior Living
  Health for All
  Health Point
  Legacy Nursing and Rehabilitation
  Physicians Center Hospital, Director of Nursing
  The Prenatal Clinic

Marketing/Human Resources/Public Relations
  Baylor Scott & White
  CHI St. Joseph Human Resources
  Cortier's Real Estate Marketing

Texas A&M University Student Services
  TAMU Student Life
  TAMU Community Engagement and Traditions
  TAMU Office of Sustainability
APPENDIX N. UNDERGRADUATE FOCUS AREAS (TRACKS) OFFERED

Focus Areas of Study for Sociology Majors

Community, Health and Human Services
Sociology studies the causes of many problems faced by members of modern society, and this area provides a broad overview of those concerns, with a focus on integrating knowledge with practices to serve diverse populations. This topic area prepares students for roles in non-profit, social service, and advocacy fields, plus students pursuing medical school or health-related fields. Students may wish to consider minors in Human Resource Development, Neuroscience, Psychology, Public Health, or Youth Development, as well as the certificate program in Nonprofit & Social Innovation.

Primary Courses:
- SOCI 208: Introduction to Aging & Society
- SOCI 213: Gender and Health
- SOCI 308: Community Issues in Aging
- SOCI 314: Social Problems
- SOCI 330: Sociology of Nutrition
- SOCI 404: Sociology of the Community
- SOCI 408: Death & Dying
- SOCI 410: Reproduction, Birth, and Power
- SOCI 411: Social Psychology
- SOCI 415: Sociology of Education
- SOCI 425: Medical Sociology
- SOCI 484: Field Practicum Internship

Criminology & Legal Studies
Sociology examines individual and group behaviors in violation of social norms. These norms range from formally established rules or laws to social expectations or standards of conduct. This area prepares students for careers in law enforcement, crime prevention, and criminal justice, as well as students pursuing law school and law-related fields. Students may also wish to consider minors in History, Philosophy, or Psychology, and/or applying to the Bush School’s 3+2 program to receive a Bachelor’s and Master’s degree in 5 years.

Primary Courses:
- SOCI 211: Sociology of Deviance
- SOCI 304: Criminology
- SOCI 314: Social Problems
- SOCI 421: Gender & Crime
- SOCI 422: Race, Ethnicity, Crime and Justice
- SOCI 445: Sociology of Law
- SOCI 484: Field Practicum Internship

Diversity, Social & Economic Inequality
Sociology explores the differences that exist between identities in society. This includes power and wealth distribution and systems of stratification, such as race or ethnicity, gender, and other factors impacting one’s income, education, health, and other institutions. Students may wish to consider minors in Africana Studies, Asian Studies, Communication, Hispanic Studies for Community Engagement, Latina/o & Mexican-American Studies, and Women’s & Gender Studies, in addition to the Liberal Arts Diversity Certificate program.

Primary Courses:
- SOCI 207: Introduction to Gender & Society
- SOCI 217: Introduction to Race & Ethnicity
- SOCI 302: Women & Religion
- SOCI 311: Social Change
- SOCI 315: The Marriage Institution
- SOCI 316: Sociology of Gender
- SOCI 317: Racial & Ethnic Relations
- SOCI 323: Sociology of African Americans
- SOCI 332: Alternative Genders
- SOCI 326: Sociology of Religion
- SOCI 403: Sociology of Latinos
- SOCI 412: Political Sociology
- SOCI 413: Social Movements
- SOCI 415: Sociology of Education
- SOCI 419: Social Class in Contemporary Society
- SOCI 424: Women & Work in Society
- SOCI 426: Sociology of Work
- SOCI 463: Gender in Asia
- SOCI 484: Field Practicum Internship

Focus areas are not formal academic designations, nor are courses guaranteed to be offered; this document is intended to assist students in exploring and enhancing the application their sociology degree post-graduation.
Focus Areas of Study for Sociology Majors

Globalization, Immigration & Population Studies
Sociology investigates many aspects of populations, including demography – the study of human population processes, the implications of population changes – both domestic and globally, and the intersection of demography with social dynamics. This area provides students with preparation for careers in research, government and policy fields, and social service work, but also offers a strong foundation for students going into graduate programs with a focus on research or international/global sociology. Students may also wish to consider minors in Anthropology, Asian Studies, Latina/o and Mexican-American Studies, or U.S. Comparative Cultural Studies.

Primary Courses:
- SOCI 203: U.S. – Mexico Border
- SOCI 206: Global Social Trends
- SOCI 306: Society & Population of Modern China
- SOCI 312: Population & Society
- SOCI 320: Demographic Methods
- SOCI 328: Environmental Sociology
- SOCI 337: International Migration
- SOCI 338: Latino Immigration
- SOCI 402: Sociology of Latin America
- SOCI 403: Sociology of Latinos
- SOCI 423: Globalization & Social Change
- SOCI 463: Gender in Asia
- SOCI 484: Field Practicum Internship

Nonprofit Leadership, Organizational Innovation and Entrepreneurship
Sociology seeks to understand connections between social influences and institutions, specifically markets, entrepreneurship, and consumers. This area offers knowledge in business strategies, organizational management, and marketing, as well as development in becoming an innovative, opportunity-seeking creator and visionary. Students may also wish to consider minors in Business, Economics, Entrepreneurship, Human Resource Development or Recreation, Park, & Tourism Sciences. In addition to the Nonprofit & Social Innovation or Professional Event Management Certificate programs.

Primary Courses:
- SOCI 210: Sociology of Technology & Science
- SOCI 212: Sociology of Popular Culture
- SOCI 322: Industrial Sociology
- SOCI 325: International Business Behavior
- SOCI 335: Sociology of Organizations
- SOCI 376: Entrepreneurial Perspectives
- SOCI 377: Entrepreneurial Thought Leaders Seminar
- SOCI 424: Women & Work in Society
- SOCI 426: Sociology of Work
- SOCI 445: Social Entrepreneurship
- SOCI 476: Entrepreneurship Practice
- SOCI 484: Field Practicum Internship

Focus areas are not formal academic designations, nor are courses guaranteed to be offered; this document is intended to assist students in exploring and enhancing the application their sociology degree post-graduation.
### APPENDIX O. SELECTED UNDERGRADUATE PRESENTATIONS, 2016-2021

#### 2021

**“Factors associated with internal migration at the local level in the United States.”**
American Sociological Association (ASA) Annual Meeting.
Author(s): Ernesto F.L. Amaral, Shih-Keng Yen, Colette Harris (UG), Cynthia Luz Cisneros Franco (graduate).

**“Linkage-Based Growth: Multipliers as a New Strategy and the Sociology Behind their Global Variation.”**
American Sociological Association annual meeting
Author(s): Bryson Basset (graduate), Jackson Haynes (UG), Madison Poe (UG), Jose Morales (UG), and Yilin Li (UG).

American Sociological Association annual meeting
Author(s): Samuel Cohn, Bryson Basset (graduate), Jose Morales (UG), Jackson Haynes (UG), Madison Poe (UG), Lexie Ford (UG).

**“Transnational and Intersectional Approaches to #MeToo Movement.”**
Glasscock Undergraduate Summer Scholar Presentations
Author(s): Chaitanya Lakkimsetti, Abigail Jablon (UG), Tanvi Deshpande (UG), and Marla Guerra (UG).

#### 2020

American Sociological Association annual meeting
Author(s): Samuel Cohn, Bryson Basset (graduate), Jose Morales (UG), Madison Poe (UG), Rachel White (UG), and Lexie Ford (UG).

**“Linkage Based Growth: An Analysis of the Determinants of Leontief Multiplier Size.”**
Undergraduate Research Scholars Symposium, Texas A&M University
Author(s): Madison Poe (UG), Rachel White (UG), and Jose Morales (UG).

#### 2019

**“Factors associated with attitudes toward U.S. immigration, 2004-2016.”**
Author(s): Emesto F.L. Amaral, Paige Mitchell (UG), Guadalupe Marquez-Velarde.

**“Educational and labor market outcomes of Ghanaian, Liberian, Nigerian, and Sierra Leonean Americans, 2010-2017.”**
Author(s): Emesto F.L. Amaral, Arthur Sakamoto, Courtney Nelson (UG), Sharron X. Wang.
Author(s): Ernesto F.L. Amaral, Arthur Sakamoto, Courtney Nelson (UG), Sharron X. Wang.

“Viability of Social-Democratic Development: Analysis of World’s Input-Output Matrices 2010.”
Authors: Lexie Ford (UG), Samuel Cohn, Bryson Bassett (UG), Anna Kimmery (UG).
Presenter(s): Samuel Cohn, Bryson Bassett

“Becoming a Citizen in the Age of Trump: Citizenship Motivations of Latinx Residents in Texas.”
American Sociological Association annual meeting and Race, Identity and Social Equity (RISE) Conference
Author(s): Nancy Plankey-Videla, Mary Campbell, Diana Mercado (UG) and Alejandro Salas (UG).

“States’ Influence on Post-Exoneration Compensation Legislation for Wrongly Convicted Individuals.”
Southern Demographic Association annual meeting
Author(s): Khoi Quach (UG) and Mary Campbell.

2018
“Viability of Social Democratic Development: Evidence From Leontieff Input-Output Matrices.”
Author(s): Lexie Ford (UG), Samuel Cohn, Bryson Bassett (UG)
Presenter(s): Lexie Ford, Samuel Cohn, Bryson Bassett

Annual meeting of the Southern Sociological Society
Author(s): Nancy Plankey-Videla, Mary Campbell, Diana Mercado (UG) and Alejandro Salas (UG).
# Appendix P. Degree Requirements for a BA or BS in Sociology

## Bachelor of Arts in Sociology

Students entering Texas A&M University between Fall 2015 and Beyond

<table>
<thead>
<tr>
<th>Primary Degree Requirements</th>
<th>Primary Degree Requirements, Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>Foreign Language</strong></td>
</tr>
<tr>
<td>SOCI 205*</td>
<td>101</td>
</tr>
<tr>
<td>SOCI 220*</td>
<td>102</td>
</tr>
<tr>
<td>SOCI 230*</td>
<td>201</td>
</tr>
<tr>
<td>SOCI 420*</td>
<td>202</td>
</tr>
<tr>
<td>SOCI 430*</td>
<td>Social and Behavioral Science</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>KSOC</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>KSOC</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>Citizenship</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>US History (KHIS)</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>US or Texas History (KHIS)</td>
</tr>
<tr>
<td>SOCI Electives* (300-499)</td>
<td>POLS 206</td>
</tr>
<tr>
<td>SOCI Electives* (300-499)</td>
<td>POLS 207</td>
</tr>
<tr>
<td>Communication</td>
<td>General Electives</td>
</tr>
<tr>
<td>ENGL 104*</td>
<td>Electives</td>
</tr>
<tr>
<td>(ENGL 203, 210; COMM 203, 205, 243)</td>
<td>Total 120</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Mathematics (KMAT)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Logic</td>
<td></td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>KILPS</td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td></td>
</tr>
<tr>
<td>KCRA</td>
<td></td>
</tr>
<tr>
<td>KILPC</td>
<td></td>
</tr>
<tr>
<td>KCRA or KILPC</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Requirements

(These requirements may be double counted with primary requirements and other additional requirements)

- Must receive a grade of C or higher for degree credit

<table>
<thead>
<tr>
<th>Writing Intensive</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 200-499 with UWRT designation</td>
<td>6</td>
</tr>
<tr>
<td>International and Cultural Diversity</td>
<td>6</td>
</tr>
<tr>
<td>UICD</td>
<td>6</td>
</tr>
<tr>
<td>Residency</td>
<td>Credits</td>
</tr>
<tr>
<td>SOCI 300-499</td>
<td>12</td>
</tr>
<tr>
<td>ANY TAMU course 300-499</td>
<td>24</td>
</tr>
</tbody>
</table>
### Bachelor of Science in Sociology

Students entering Texas A&M University between Fall 2015 and Beyond

#### Primary Degree Requirements

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 205*</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 220*</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 250*</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 420*</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 430*</td>
<td>3</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI Electives* (200-499)</td>
<td>3</td>
</tr>
<tr>
<td>SOCI Electives* (300-499)</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>ENGL 104*</td>
<td>3</td>
</tr>
<tr>
<td>(ENGL 203, 210; COMM 203, 205, 243)</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (KMAT)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Logic</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>KLPS</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td></td>
</tr>
<tr>
<td>KCRA</td>
<td>3</td>
</tr>
<tr>
<td>KLPC</td>
<td>3</td>
</tr>
<tr>
<td>KCRA or KLPG</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Primary Degree Requirements, Continued

<table>
<thead>
<tr>
<th>Additional Sciences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>KSOC</td>
<td>3</td>
</tr>
<tr>
<td>KSOCC</td>
<td>3</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>US History (K HIS)</td>
<td>3</td>
</tr>
<tr>
<td>US or Texas History (K HIS)</td>
<td>3</td>
</tr>
<tr>
<td>POLS 206</td>
<td>3</td>
</tr>
<tr>
<td>POLS 207</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

### Additional Requirements

(These requirements may be double counted with primary requirements and other additional requirements)

*Must receive a grade of C or higher for degree credit

<table>
<thead>
<tr>
<th>Writing Intensive</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 200-499 with UWRT designation</td>
<td>6</td>
</tr>
<tr>
<td>International and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>UICD</td>
<td>6</td>
</tr>
<tr>
<td>Residency</td>
<td></td>
</tr>
<tr>
<td>SOCI 300-499</td>
<td>12</td>
</tr>
<tr>
<td>ANY TAMU course 300-499</td>
<td>24</td>
</tr>
</tbody>
</table>
APPENDIX Q. INSTITUTIONAL PROFILE
September 1, 2021

TO: External Program Reviewers and Program Accreditors

FROM: Mark Weichold, Interim Provost and Executive Vice President

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master’s, and doctoral degrees. Consistent with SACSCOC requirements (comprehensive standard 14.4), the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies as presented in official documents as noted.

Purpose

Classified by the Carnegie Foundation as a Research University (very high 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 catalogs, 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

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 (including a student representative), appointed by the Governor, directs the Texas A&M System. The appointment of each regent follows Texas Education Code (Tex. Educ. Code, Chapter 85, Section 21). This statute outlines the duties and responsibilities of the Board of Regents. These responsibilities are defined further in System Policy 02.01, Board of Regents, and Texas Education Code (Tex. Educ. Code Chapter 51, Section 352).

The Board elects two officers: chair and vice chair. There are four standing committees of the Board: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the chair with Board approval.

Jack K. Williams Administration Building, Suite 100
1248 TAMU
College Station, TX 77843-1248 USA

Tel. +1 979.845.4016 Fax. +1 979.845.6994
http://provost.tamu.edu/
The president of Texas A&M University is its 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.

**Leadership and Personnel**

The institution is led by the President, Dr. M. Katherine Banks. As of September 1, 2021, key members of university administration include:

- Andrew Acker, Vice President for Development
- Jack G. Baldauf, Interim Vice President for Research
- Ross Bjork, Athletics Director
- Susan Ballabina, Vice President for Academic and Strategic Partnerships
- John W. Crawford, Vice President and Chief Financial Officer
- Michael E. Fossum, Vice President and Chief Operating Officer, Texas A&M University at Galveston
- Norman Garza, Vice President for Government Relations and External Affairs
- Greg Hartman, Senior Vice President and Chief Operating Officer
- Marilyn M. Martell, Vice President and Chief Marketing and Communications Officer
- Kevin McGinnis, Chief Compliance Officer
- Annie McGowan, Interim Vice President and Associate Provost for Diversity
- Jon Mogford, Interim Vice President and Chief Operating Officer for Texas A&M Health
- Michael O’Quinn, Senior Advisor
- Joseph P. Pettibon, Vice President for Enrollment & Academic Services
- Joe Ramirez, Interim Vice President for Student Affairs
- Mark Weichold, Interim Provost, Executive Vice President and Chief Academic Officer; and,
- C.J. Woods, Associate Vice President and Chief of Staff.

Academic colleges and schools are led by a dean with each academic department led by a department head.

**Finances**

See the *Financial Profile*, submitted to SACSCOC July 15, 2021.

**Programs, Degrees, Diplomas, and Certificates and Approved Locations and Distance Education Programs**

See the attached *Institutional Summary* submitted to SACSCOC September 7, 2021.
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
Alicia M. Dorsey, Ph.D.
Assistant Provost for Institutional Effectiveness and SACSCOC Accreditation Liaison
979.845-4016  |  901.482.4549 (cell)
amdorsey@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 and SACSCOC Accreditation Liaison
979.845-4016  |  901.482.4549 (cell)
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):
   Submitted at the time of Reaffirmation Orientation
   X Submitted with Compliance Certification for Reaffirmation
   Submitted with Materials for an On-Site Reaffirmation Review
   Submitted with Compliance Certification for Fifth-Year Interim Report
   Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
   Submitted with Merger/Consolidations/Acquisitions
   Submitted with Application for Level Change

Submission date of this completed document:  September 1, 2021
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - X Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - X 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:

- X Public state * (check one)
  - ☐ Not part of a state system, institution has own independent board
  - X Part of a state system, system board serves as governing board
  - ☐ Part of a state system, system board is super governing board, local governing board has delegated authority
  - ☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.
INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University (Texas A&M) opened in 1876 as the state’s first public institution of higher education. Texas A&M 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. Texas A&M remains one of only six senior military colleges that provide Reserve Officer Training Corps (ROTC) programs under US Code Title 10 with a full-time Corps of Cadets leading to commissions in all branches of service. The institution’s ROTC programs are administratively housed in the School of Military Science and are offered through the departments of Aerospace Studies, Military Science, and Naval Science; academic matters are under the purview of the Associate Provost for Undergraduate Studies. Texas A&M has 16 academic colleges and schools (not counting the School of Military Science); two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003); 18 SACSCOC-approved off-campus instructional locations (OCIS) at which 50% or more of the total credit hours for specified academic programs is provided; and, three additional locations approved for 25 - 49% instruction, primarily supporting clinical instruction for the College of Medicine. In 2013, the Texas A&M University System Health Science Center merged with Texas A&M University. This same year, the university acquired the School of Law from Texas Wesleyan University. Texas A&M 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 2020 total enrollment was 71,109 students (across all campuses and locations), with 65,684 (92%) located on the main campus in College Station. Undergraduate enrollment made up 79% (56,205) of the total student body, with Hispanic, Black, and American Indian students making up 25% (17,676) of the total student body. Texas A&M University at Galveston branch campus enrolled 1,656 students as of fall, 2020, with Texas A&M University at Qatar branch campus enrolling 662 students.

**Admissions Process.** Reviews for undergraduate first time in college (FTIC) admissions are handled centrally by the Office of Admissions for all applicants other than those applying for admission to either of the branch campuses. Applicants who are Texas residents and who are enrolled in a recognized public or private high school with a rank in the top 10% of their high school graduating class are automatically admitted per Texas Education Code (Tex. Educ. Code §51.803, as amended by SB 175). All other FTIC applicants are reviewed based on their application and accompanying essay, including consideration of the applicant’s academic record and potential, distinguishing characteristics, exceptional circumstances, and personal achievements. Transfer admission decisions, as well as decisions for admission to graduate or professional programs, are decentralized to the college, department, or program level as appropriate.

**Peer Institutions.** Georgia Institute 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 2.1 provides a comprehensive list of all degrees and academic certificates awarded by Texas A&M University during academic year 2020-21, arranged by college/school/branch campus and department. The number of graduates for the fall 2020 and spring 2021 is provided for each academic program listed.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Fall '20 Graduates</th>
<th>Spring '21 Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agribusiness - MAB</td>
<td>12</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Agribusiness and Managerial Economics - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Biotechnology - MBiot</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology - PHD</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology - MS</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Energy - MS</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Genetics - MS</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Genetics - PHD</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Molecular and Environmental Plant Sciences - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Molecular and Environmental Plant Sciences - PHD</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Neuroscience - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neuroscience - PHD</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Toxicology - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Toxicology - PHD</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Water Management and Hydrological Science - MS</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Water Management and Hydrological Science - MWM</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Water Management and Hydrological Science - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Digital Humanities - GR Certificate</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Energy - GR Certificate</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Geographic Information Science - GR Certificate</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Health Systems and Design - GR Certificate</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>International Petroleum Management - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Remote Sensing - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Space Life Sciences - GR Certificate</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Transportation Planning - GR Certificate</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Prevention Science - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neuroscience - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1. not including August 2021 graduates
<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewable Natural Resources - BS</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>34</td>
<td>42</td>
<td>76</td>
</tr>
<tr>
<td>Natural Resources Development - MNRD</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Plant Breeding - MS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Plant Breeding - PHD</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Interdepartmental Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Agricultural Economics [AGEC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agribusiness - BS</td>
<td>27</td>
<td>58</td>
<td>85</td>
</tr>
<tr>
<td>Agricultural Economics - BS</td>
<td>86</td>
<td>160</td>
<td>246</td>
</tr>
<tr>
<td>International Trade and Agriculture - UG Certificate</td>
<td>14</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Agricultural Economics - MAgr</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural Economics - MS</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Agricultural Economics - PHD</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>Agricultural Leadership, Education, and Communications [ALEC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Communications and Journalism - BS</td>
<td>20</td>
<td>53</td>
<td>73</td>
</tr>
<tr>
<td>Agricultural Leadership and Development - BS</td>
<td>24</td>
<td>49</td>
<td>73</td>
</tr>
<tr>
<td>Agricultural Science - BS</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Agricultural Development - MAgr</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Education - EDD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication - MED</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication - MS</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Agricultural Leadership, Education, and Communication - PHD</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Advanced Pedagogy in Agriculture - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture eLearning Development - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extension Education - GR Certificate</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>International Agriculture - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Leadership Education, Theory, and Practice - GR Certificate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Animal Science [ANSC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Science - BS</td>
<td>99</td>
<td>169</td>
<td>268</td>
</tr>
<tr>
<td>Equine Science - UG Certificate</td>
<td>14</td>
<td>30</td>
<td>44</td>
</tr>
<tr>
<td>Meat Science - UG Certificate</td>
<td>6</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Animal Breeding - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Animal Breeding - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Animal Science - MAgr</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Animal Science - MS</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Animal Science - PHD</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Equine Industry Management - MEIM</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physiology of Reproduction - MS</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Program</td>
<td>BS</td>
<td>MS</td>
<td>PHD</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Physiology of Reproduction - PHD</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Food Safety - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Meat Science - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Biochemistry and Biophysics [BCBP]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry - BS</td>
<td>15</td>
<td>28</td>
<td>43</td>
</tr>
<tr>
<td>Genetics - BS</td>
<td>11</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Biochemistry - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biochemistry - PHD</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td><strong>Biological and Agricultural Engineering [BAEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Systems Management - BS</td>
<td>14</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering - BS</td>
<td>6</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>Agricultural Systems Management - MAGR</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural Systems Management - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering - MEng</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biological and Agricultural Engineering - PHD</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Ecology and Conservation Biology [ECCB]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecological Restoration - BS</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Forestry - BS</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Spatial Sciences - BS</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Watershed - UG Certificate</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Ecosystem Science and Management - MAgr</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ecosystem Science and Management - MS</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ecosystem Science and Management - PHD</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Entomology [ENTO]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entomology - BS</td>
<td>2</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Forensic and Investigative Sciences - BS</td>
<td>3</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Public Health Entomology - UG Certificate</td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Entomology - MS</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Entomology - PHD</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Vector Biology and Vector-Borne Disease Response in Human and Animal Systems - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Food Science and Technology [FSTC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Science and Technology - BS</td>
<td>6</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Food Systems Industry Management - BS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Food Diversity - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Food Science and Technology - MAGR</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Food Science and Technology - MS</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Food Science and Technology - PhD</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Horticultural Sciences [HRSC]</td>
<td>BA</td>
<td>BS</td>
<td>BS</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Horticulture - BA</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Horticulture - BS</td>
<td>14</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Enology - UG Certificate</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Horticulture - MAGR</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Horticulture - MS</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Horticulture - PHD</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition [NUTR]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition - BS</td>
<td>39</td>
<td>89</td>
<td>128</td>
</tr>
<tr>
<td>Clinical Nutrition - MCN</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nutrition - MS</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Nutrition - PhD</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Dietetic Internship - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plant Pathology and Microbiology [PLPM]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bioenvironmental Sciences - BS</td>
<td>14</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Environmental Studies - BS</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Plant Pathology - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plant Pathology - PHD</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Poultry Science [POSC]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry Science - BS</td>
<td>17</td>
<td>43</td>
<td>60</td>
</tr>
<tr>
<td>Poultry Science - MAggr</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Poultry Science - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Poultry Science - PHD</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Rangeland, Wildlife and Fisheries Management [RWFM]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rangeland Ecology and Management - BS</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences - BS</td>
<td>46</td>
<td>55</td>
<td>101</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences - MS</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Wildlife and Fisheries Sciences - PHD</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Wildlife Science - MWSC</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military Land Sustainability - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences [RPTS]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences - BS with Certificate</td>
<td>38</td>
<td>61</td>
<td>99</td>
</tr>
<tr>
<td>Community Recreation and Park Administration - UG Certificate</td>
<td>8</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Hospitality Management - UG Certificate</td>
<td>11</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>Parks and Conservation - UG Certificate</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Professional Event Manager - UG Certificate</td>
<td>25</td>
<td>48</td>
<td>73</td>
</tr>
<tr>
<td>Tourism Management - UG Certificate</td>
<td>21</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>Youth Development - UG Certificate</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Recreation and Youth Development - MRYD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Program Name</td>
<td>MS</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences - MS</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Recreation, Park and Tourism Sciences - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Community Development - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Soil and Crop Sciences [SCSC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant and Environmental Soil Science - BS</td>
<td>16</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Turfgrass Science - BS</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Agronomy - MS</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Agronomy - PHD</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Soil Science - MS</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Soil Science - PHD</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Regulatory Science in Food Systems - GR Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>College of Architecture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>94</td>
<td>71</td>
<td>165</td>
</tr>
<tr>
<td>Environmental Hazard Management - GR Certificate</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Facility Management - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diversity - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Architecture [ARCH]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Design Architectural Studies - BED</td>
<td>27</td>
<td>70</td>
<td>97</td>
</tr>
<tr>
<td>Architecture - MAR</td>
<td>0</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Architecture - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Architecture - PHD</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Historic Preservation - GR Certificate</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Construction Science [COSC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Science - BS</td>
<td>93</td>
<td>156</td>
<td>249</td>
</tr>
<tr>
<td>Construction Management - MS</td>
<td>4</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td><strong>Landscape Architecture and Urban Planning [LAUP]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landscape Architecture - BLA</td>
<td>1</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Urban and Regional Planning - BS</td>
<td>5</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Land and Property Development - MLPD</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Landscape Architecture - MLA</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Urban and Regional Planning - MUP</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Urban and Regional Science - PHD</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sustainable Urbanism - GR Certificate</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>Visualization [VIZA]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visualization - BS</td>
<td>25</td>
<td>76</td>
<td>101</td>
</tr>
<tr>
<td>Visualization - MFA</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Visualization - MS</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Interdepartmental Programs</td>
<td>5</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Business Honors - BBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European Union Business - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Business Studies - UG Certificate</td>
<td>5</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>Latin American Business - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonprofit and Social Innovation - UG Certificate</td>
<td>4</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>37</td>
<td>78</td>
<td>115</td>
</tr>
<tr>
<td>Analytics - MS</td>
<td>1</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>Business - MS</td>
<td>0</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Business Administration - MBA</td>
<td>48</td>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>Business Administration - PHD</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mays Executive MBA Program</td>
<td>0</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Mays Professional MBA Program</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Business - GR Certificate</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Business Data Analytics - GR Certificate</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Finance - GR Certificate</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>International Business - GR Certificate (Mays MBA Students Only)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International Business - GR Certificate (Mays MS Students Only)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing - GR Certificate</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Supply Chain and Operations - GR Certificate</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Accounting [ACCT]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting - BBA</td>
<td>51</td>
<td>246</td>
<td>297</td>
</tr>
<tr>
<td>Energy Accounting - UG Certificate</td>
<td>0</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Internal Audit - UG Certificate</td>
<td>2</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Accounting - MS</td>
<td>13</td>
<td>79</td>
<td>92</td>
</tr>
<tr>
<td>Finance [FINC]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance - BBA</td>
<td>70</td>
<td>205</td>
<td>275</td>
</tr>
<tr>
<td>Capital Markets and Investments - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Commercial Banking - UG Certificate</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Corporate Finance - UG Certificate</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Investment Banking - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment Banking and Private Equity - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Trading, Risk and Investments - UG Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Finance - MS</td>
<td>11</td>
<td>39</td>
<td>50</td>
</tr>
<tr>
<td>Financial Management - MFM</td>
<td>31</td>
<td>81</td>
<td>112</td>
</tr>
<tr>
<td>Land Economics and Real Estate - MRE</td>
<td>20</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Program</td>
<td>Management Information Systems - BBA</td>
<td>Supply Chain Management - BBA</td>
<td>Management Information Systems - MS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>59</td>
<td>84</td>
</tr>
<tr>
<td>Management [MGMT]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management - BBA</td>
<td>60</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurial Leadership - MS</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management - MS</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Management - PHD</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship - GR Certificate</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Marketing [MRKT]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing - BBA</td>
<td>38</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Marketing - MS</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Analytics - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dentistry - DDS</td>
<td>0</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Oral Biology - MS</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Oral Biology - PHD</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Comprehensive Dentistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Education in General Dentistry - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Prosthodontics - GR Certificate</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Diagnostic Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral and Maxillofacial Pathology - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Oral and Maxillofacial Radiology - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Endodontics [ENDO]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endodontics - GR Certificate</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Oral and Maxillofacial Surgery [OMSS]</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orthodontics [ORTH]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orthodontics - GR Certificate</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Pediatric Dentistry [PEDD]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pediatric Dentistry - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Periodontics [PERI]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Periodontics - GR Certificate</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Public Health Sciences [DDPH]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dental Public Health - GR Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Caruth School of Dental Hygiene [DDHS]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Dental Hygiene - BS</td>
<td>0</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education and Human Development</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdepartmental Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>30</td>
<td>51</td>
<td>81</td>
</tr>
<tr>
<td>Education and Social Sciences Advanced Research Methods - GR Certificate</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Administration and Human Resource Development [EAHR]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Development - BS</td>
<td>19</td>
<td>49</td>
<td>68</td>
</tr>
<tr>
<td>Technology Management - BS</td>
<td>15</td>
<td>32</td>
<td>47</td>
</tr>
<tr>
<td>Educational Administration - MS</td>
<td>1</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Educational Administration - MEd</td>
<td>41</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>Educational Administration - EdD</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Educational Administration - PHD</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Educational Human Resource Development - MS</td>
<td>18</td>
<td>19</td>
<td>37</td>
</tr>
<tr>
<td>Educational Human Resource Development - PHD</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Adult Education - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>College Teaching - GR Certificate</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Psychology [EPSY]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education - BS</td>
<td>20</td>
<td>34</td>
<td>54</td>
</tr>
<tr>
<td>Interdisciplinary Studies - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bilingual Education - MEd</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Bilingual Education - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Counseling Psychology - PHD</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology - MEd</td>
<td>12</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>Educational Psychology - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational Psychology - PHD</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Educational Technology - MEd</td>
<td>10</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>School Psychology - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Special Education - MED</td>
<td>0</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Special Education - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Applied Behavior Analysis - GR Certificate</td>
<td>0</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Latino Mental Health - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Kinesiology [HLKN]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health - BS</td>
<td>8</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>Health - BS</td>
<td>105</td>
<td>198</td>
<td>303</td>
</tr>
<tr>
<td>Kinesiology - BS</td>
<td>74</td>
<td>168</td>
<td>242</td>
</tr>
<tr>
<td>Sport Management - BS</td>
<td>63</td>
<td>99</td>
<td>162</td>
</tr>
<tr>
<td>Athletic Training - MS</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Program Name</td>
<td>MS</td>
<td>PHD</td>
<td>GR</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Health Education - MS</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Health Education - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Kinesiology - MS</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Kinesiology - PHD</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sport Management - MS</td>
<td>21</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td><strong>Teaching, Learning and Culture [TLAC]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education - BS</td>
<td>120</td>
<td>209</td>
<td>329</td>
</tr>
<tr>
<td>Curriculum and Instruction - MEd</td>
<td>38</td>
<td>47</td>
<td>85</td>
</tr>
<tr>
<td>Curriculum and Instruction - MS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum and Instruction - EdD</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum and Instruction - PHD</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Science, Technology, Engineering and Mathematics (STEM) Education - GR Certificate</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

**College of Engineering**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MS</th>
<th>PHD</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Concept, Creation, and Commercialization - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Holistic Leadership in Engineering - UG Certificate</td>
<td>5</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>International Engineering - UG Certificate</td>
<td>4</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Polymer Specialty - UG Certificate</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Safety Engineering - UG Certificate</td>
<td>21</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>Cybersecurity Engineering - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Safety Engineering - MS</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Engineering Concept, Creation, and Commercialization - GR Certificate</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engineering Project Management - GR Certificate</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Safety Engineering - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MS</th>
<th>PHD</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering - BS</td>
<td>60</td>
<td>105</td>
<td>165</td>
</tr>
<tr>
<td>Aerospace Engineering - MEng</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Aerospace Engineering - MS</td>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Aerospace Engineering - PHD</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MS</th>
<th>PHD</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering - BS</td>
<td>12</td>
<td>135</td>
<td>147</td>
</tr>
<tr>
<td>Quality Engineering for Regulated Medical Technologies - UG Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Biomedical Engineering - MEng</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Biomedical Engineering - MS</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Biomedical Engineering - PHD</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Quality Engineering for Regulated Medical Technologies - GR Certificate</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MS</th>
<th>PHD</th>
<th>GR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering - BS</td>
<td>91</td>
<td>136</td>
<td>227</td>
</tr>
<tr>
<td>Program</td>
<td>UG</td>
<td>MEng</td>
<td>MS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>Engineering Therapeutics Manufacturing - UG Certificate</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Chemical Engineering - MEng</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Chemical Engineering - MS</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Chemical Engineering - PHD</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Engineering Therapeutics Manufacturing - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Civil and Environmental Engineering [CVEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering - BS</td>
<td>86</td>
<td>141</td>
<td>227</td>
</tr>
<tr>
<td>Environmental Engineering - BS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Civil Engineering - MEng</td>
<td>16</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Civil Engineering - MS</td>
<td>31</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>Civil Engineering - PHD</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td><strong>Computer Science and Engineering [CSCE]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Engineering - BS, Computer Science Track</td>
<td>21</td>
<td>47</td>
<td>68</td>
</tr>
<tr>
<td>Computer Science - BS</td>
<td>62</td>
<td>195</td>
<td>257</td>
</tr>
<tr>
<td>Computing - BA</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Computer Engineering - MEng</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Computer Engineering - MS</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Computer Engineering - PHD</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science - MCS</td>
<td>28</td>
<td>44</td>
<td>72</td>
</tr>
<tr>
<td>Computer Science - MS</td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Computer Science - PHD</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td><strong>Electrical and Computer Engineering [ECEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Engineering - BS, Electrical Engineering Track</td>
<td>22</td>
<td>61</td>
<td>83</td>
</tr>
<tr>
<td>Electrical Engineering - BS</td>
<td>92</td>
<td>146</td>
<td>238</td>
</tr>
<tr>
<td>Computer Engineering - MEng</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>Computer Engineering - MS</td>
<td>20</td>
<td>57</td>
<td>77</td>
</tr>
<tr>
<td>Computer Engineering - PHD</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Electrical Engineering - MEng</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Electrical Engineering - MS</td>
<td>16</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>Electrical Engineering - PHD</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Analog and Mixed-Signal Integrated Circuit Design - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electric Energy Systems - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Engineering Technology and Industrial Distribution [ETID]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Systems Engineering Technology - BS</td>
<td>31</td>
<td>52</td>
<td>83</td>
</tr>
<tr>
<td>Industrial Distribution - BS</td>
<td>123</td>
<td>213</td>
<td>336</td>
</tr>
<tr>
<td>Manufacturing and Mechanical Engineering Technology - BS</td>
<td>36</td>
<td>87</td>
<td>123</td>
</tr>
<tr>
<td>Multidisciplinary Engineering Technology - BS</td>
<td>24</td>
<td>35</td>
<td>59</td>
</tr>
<tr>
<td>Engineering Technology - MS</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Field</td>
<td>BS</td>
<td>MS</td>
<td>PHD</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Industrial Distribution - MID</td>
<td>0</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Technical Management - METM</td>
<td>1</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td><strong>Industrial and Systems Engineering [ISEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering - BS</td>
<td>82</td>
<td>119</td>
<td>201</td>
</tr>
<tr>
<td>Data Center Operations Engineering - UG Certificate</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Engineering Systems Management - UG Certificate</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Engineering Systems Management(^2) - MS</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Engineering Management - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Engineering - MEng</td>
<td>28</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Industrial Engineering - MS</td>
<td>21</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>Industrial Engineering - PHD</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Industrial Data Analytics - GR Certificate</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Materials Science and Engineering [MSEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Science and Engineering - BS</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Corrosion Science and Engineering - UG Certificate</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Materials Science and Engineering - MEng</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Materials Science and Engineering - MS</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Material Science and Engineering - PHD</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Corrosion Science and Engineering - GR Certificate</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Materials, Informatics and Design - GR Certificate</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><strong>Mechanical Engineering [MEEN]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering - BS</td>
<td>109</td>
<td>250</td>
<td>359</td>
</tr>
<tr>
<td>Mechanical Engineering - MEng</td>
<td>10</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>Mechanical Engineering - MS</td>
<td>28</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>Mechanical Engineering - PHD</td>
<td>18</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td><strong>Multidisciplinary Engineering [MTDE]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural Engineering - BS</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Interdisciplinary Engineering - BS</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Engineering - MEng</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Engineering - DEng</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Interdisciplinary Engineering - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interdisciplinary Engineering - PHD</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Systems Engineering - MEng</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

\(^2\) Name changed to Engineering Management; degrees were conferred under Engineering System Management for AY20-21 graduates
<table>
<thead>
<tr>
<th>Nuclear Engineering [NUEN]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuclear Engineering - BS</td>
<td>7</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>Nuclear Engineering - MEng</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nuclear Engineering - MS</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Nuclear Engineering - PHD</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Nuclear Security - GR Certificate</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ocean Engineering [OCEN]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ocean Engineering - BS</td>
<td>9</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>Ocean Engineering - MEng</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Ocean Engineering - MS</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ocean Engineering - PHD</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Petroleum Engineering [PETE]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum Engineering - BS</td>
<td>54</td>
<td>51</td>
<td>105</td>
</tr>
<tr>
<td>Energy Engineering - UG Certificate</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Petroleum Ventures - UG Certificate</td>
<td>15</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Petroleum Engineering - MEng</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Petroleum Engineering - MS</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Petroleum Engineering - PHD</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Geosciences</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdepartmental Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Geoscience - BS</td>
<td>8</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Environmental Studies - BS</td>
<td>21</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Geoscience - MGsc</td>
<td>24</td>
<td>15</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atmospheric Sciences [ATMO]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meteorology - BS</td>
<td>5</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Atmospheric Science - MS</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Atmospheric Sciences - PHD</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography [GEOG]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Information Science and Technology - BS</td>
<td>14</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Geography - BS</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Geography - MS</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Geography - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geospatial Intelligence - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geology and Geophysics [GEPL]</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology - BA</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Geology - BS</td>
<td>20</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Geophysics - BS</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Geology - MS</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Program</td>
<td>undergraduate</td>
<td>graduate</td>
<td>PhD</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td>Geology - PHD</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Geophysics - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Geophysics - PHD</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Petroleum Geoscience - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Oceanography [OCNG]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceanography - BS</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Oceanography - MS</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Oceanography - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ocean Science and Technology - MOST</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Bush School of Government and Public Service</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdepartmental Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Security Affairs - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>International Affairs [INTA]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Affairs - MIA</td>
<td>4</td>
<td>79</td>
<td>83</td>
</tr>
<tr>
<td>International Policy - MIP</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Advanced International Affairs - GR Certificate</td>
<td>8</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td><strong>Public Service and Administration [PSAA]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Service and Administration - EMPSA</td>
<td>25</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>Public Service and Administration - MPSA</td>
<td>3</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td>Homeland Security - GR Certificate</td>
<td>1</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Nonprofit Management - GR Certificate</td>
<td>11</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>Public Management - GR Certificate</td>
<td>4</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td><strong>School of Law</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Property - LLM</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Intellectual Property - MJUR</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Juris Doctor - JD</td>
<td>1</td>
<td>165</td>
<td>166</td>
</tr>
<tr>
<td>Jurisprudence - MJUR</td>
<td>29</td>
<td>40</td>
<td>69</td>
</tr>
<tr>
<td>Laws - LLM</td>
<td>6</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td><strong>College of Liberal Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdepartmental Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Studies - BA</td>
<td>10</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Women's and Gender Studies - BA</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Women's and Gender Studies - BS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diversity - UG Certificate</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Africana Studies - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Film and Media Studies - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Latino/a and Mexican-American Studies - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Women's and Gender Studies - GR Certificate</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Program</td>
<td>BA</td>
<td>BS</td>
<td>MS</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Anthropology [ANTH]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology - BA</td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Anthropology - BS</td>
<td>10</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>Anthropology - MA</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Anthropology - PHD</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Maritime Archaeology and Conservation - MS</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conservation Training - GR Certificate</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Communication [COMM]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication - BA</td>
<td>120</td>
<td>229</td>
<td>349</td>
</tr>
<tr>
<td>Communication - BS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Telecommunication Media Studies - BA</td>
<td>13</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td>Telecommunication Media Studies - BS</td>
<td>16</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>Communication, Diversity and Social Justice - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Communication and Global Media - UG Certificate</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communication Leadership and Conflict Management - UG Certificate</td>
<td>2</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Health Communication - UG Certificate</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Social Media - UG Certificate</td>
<td>11</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Strategic Communication - UG Certificate</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Communication - MA</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Communication - PHD</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>International Communication and Public Diplomacy - GR Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Economics [ECON]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics - BA</td>
<td>3</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Economics - BS</td>
<td>84</td>
<td>149</td>
<td>233</td>
</tr>
<tr>
<td>Business Economics - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quantitative Economic Methods - UG Certificate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics - MS</td>
<td>45</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>Economics - PHD</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>English [ENGL]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English - BA</td>
<td>60</td>
<td>88</td>
<td>148</td>
</tr>
<tr>
<td>English - MA</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>English - PHD</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Hispanic Studies [HISP]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish - BA</td>
<td>8</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Hispanic Studies - MA</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic Studies - PHD</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Program</td>
<td>Course Type</td>
<td>UG Credits</td>
<td>MA Credits</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>History [HIST]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History - BA</td>
<td>45</td>
<td>76</td>
<td>121</td>
</tr>
<tr>
<td>History - MA</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History - PHD</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>International Studies [INTS]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics - BA</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International Studies - BA</td>
<td>44</td>
<td>112</td>
<td>156</td>
</tr>
<tr>
<td>Modern Languages - BA</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Proficiency in Arabic - UG Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Performance Studies [PRFM]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Studies - BA</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Performance Studies - MA</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Philosophy and Humanities [PHUM]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy - BA</td>
<td>9</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Philosophy Pre-Law - UG Certificate</td>
<td>6</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Philosophy - MA</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Philosophy - PHD</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Political Science [POLS]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science - BA</td>
<td>35</td>
<td>97</td>
<td>132</td>
</tr>
<tr>
<td>Political Science - BS</td>
<td>47</td>
<td>86</td>
<td>133</td>
</tr>
<tr>
<td>Political Science - MA</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Political Science - PHD</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Psychological and Brain Sciences [PBSI]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience - BS, Behavioral and Cognitive Neuroscience Track</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology - BA</td>
<td>34</td>
<td>60</td>
<td>94</td>
</tr>
<tr>
<td>Psychology - BS</td>
<td>135</td>
<td>291</td>
<td>426</td>
</tr>
<tr>
<td>Applied Behavioral Health - UG Certificate</td>
<td>8</td>
<td>27</td>
<td>35</td>
</tr>
<tr>
<td>Healthy Development - UG Certificate</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Psychology of Diversity - UG Certificate</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Work and Organizations - UG Certificate</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Clinical Psychology - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Industrial Organizational Psychology - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychological Sciences - MS</td>
<td>22</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Psychology - PHD</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology - GR Certificate</td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>Sociology [SOCI]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology - BA</td>
<td>8</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Program</td>
<td>BS</td>
<td>MS</td>
<td>PHD</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Sociology</td>
<td>39</td>
<td>69</td>
<td>108</td>
</tr>
<tr>
<td>Education for Health Care Professionals - MS</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Medical Sciences - MS</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Medical Sciences - PHD</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Medicine - MD</td>
<td>4</td>
<td>142</td>
<td>146</td>
</tr>
<tr>
<td>Education for Health Care Professionals - GR Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**College of Medicine**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing - BSN</td>
<td>29</td>
<td>113</td>
<td>142</td>
</tr>
<tr>
<td>Family Nurse Practitioner - MSN</td>
<td>0</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Forensic Nursing - MSN</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Nursing Education - MSN</td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Forensic Healthcare - GR Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**College of Nursing**

**Irma Lerma Rangel College of Pharmacy**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutical Sciences - MS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pharmaceutical Sciences - PHD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pharmacy - PharmD</td>
<td>0</td>
<td>112</td>
<td>112</td>
</tr>
</tbody>
</table>

**School of Public Health**

**Interdepartmental Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health - BS</td>
<td>49</td>
<td>163</td>
<td>212</td>
</tr>
<tr>
<td>Health Administration - MHA</td>
<td>0</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Health Policy and Management - MSPH</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health Services Research - PHD</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Occupational Safety and Health - MPH</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Public Health Sciences - DrPH</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Epidemiology and Environmental Health- DrPH³</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Health Promotion and Community Health Science - DrPH⁴</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Environmental and Occupational Health [PHEO]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Health - MPH</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**Epidemiology and Biostatistics [PHEB]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics - MPH</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Epidemiology - MPH</td>
<td>7</td>
<td>20</td>
<td>27</td>
</tr>
</tbody>
</table>

³ Program being consolidated into DrPH in Public Health Sciences (students no longer accepted into this program; approved teach out, August 2023)
⁴ Program being consolidated into DrPH in Public Health Sciences (last students graduating August 2021)
<table>
<thead>
<tr>
<th>Program</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal and Child Health - GR Certificate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Health Policy and Management [PHPM]</strong></td>
<td></td>
</tr>
<tr>
<td>Health Policy Management - MPH</td>
<td>1</td>
</tr>
<tr>
<td>Health Systems Management - GR Certificate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Health Promotion and Community Health Sciences [HPCH]</strong></td>
<td></td>
</tr>
<tr>
<td>Health Promotion and Community Health Sciences - MPH</td>
<td>0</td>
</tr>
<tr>
<td>Global Health - GR Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Health Coaching for Chronic Disease Prevention and Management - GR</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td><strong>College of Science</strong></td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Programs</td>
<td></td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>6</td>
</tr>
<tr>
<td>Computational Sciences - GR Certificate</td>
<td>1</td>
</tr>
<tr>
<td><strong>Biology [BIOL]</strong></td>
<td></td>
</tr>
<tr>
<td>Biology - BA</td>
<td>15</td>
</tr>
<tr>
<td>Biology - BS</td>
<td>58</td>
</tr>
<tr>
<td>Microbiology - BS</td>
<td>5</td>
</tr>
<tr>
<td>Molecular and Cell Biology - BS</td>
<td>2</td>
</tr>
<tr>
<td>Neuroscience - BS, Molecular and Cellular Neuroscience Track</td>
<td>0</td>
</tr>
<tr>
<td>Zoology - BS</td>
<td>4</td>
</tr>
<tr>
<td>Biology - MS</td>
<td>0</td>
</tr>
<tr>
<td>Biology - PHD</td>
<td>0</td>
</tr>
<tr>
<td>Microbiology - MS</td>
<td>3</td>
</tr>
<tr>
<td>Microbiology - PHD</td>
<td>1</td>
</tr>
<tr>
<td><strong>Chemistry [CHEM]</strong></td>
<td></td>
</tr>
<tr>
<td>Chemistry - BA</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry - BS</td>
<td>9</td>
</tr>
<tr>
<td>Chemistry - MS</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry - PHD</td>
<td>23</td>
</tr>
<tr>
<td><strong>Mathematics [MATH]</strong></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematical Sciences - BS</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics - BA</td>
<td>14</td>
</tr>
<tr>
<td>Mathematics - BS</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics - MS</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics - PHD</td>
<td>3</td>
</tr>
<tr>
<td>Quantitative Finance - MS</td>
<td>0</td>
</tr>
<tr>
<td><strong>Physics and Astronomy [PHYS]</strong></td>
<td></td>
</tr>
<tr>
<td>Physics - BA</td>
<td>3</td>
</tr>
<tr>
<td>Physics - BS</td>
<td>5</td>
</tr>
<tr>
<td>Program</td>
<td>BS</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Applied Physics - PHD</td>
<td>0</td>
</tr>
<tr>
<td>Astronomy - MS</td>
<td>1</td>
</tr>
<tr>
<td>Astronomy - PHD</td>
<td>0</td>
</tr>
<tr>
<td>Physics - MS</td>
<td>5</td>
</tr>
<tr>
<td>Physics - PHD</td>
<td>4</td>
</tr>
<tr>
<td><strong>Statistics [STAT]</strong></td>
<td></td>
</tr>
<tr>
<td>Statistics - BS</td>
<td>5</td>
</tr>
<tr>
<td>Statistics - MS</td>
<td>30</td>
</tr>
<tr>
<td>Statistics - PHD</td>
<td>1</td>
</tr>
<tr>
<td>Applied Statistics - GR Certificate</td>
<td>15</td>
</tr>
</tbody>
</table>

**College of Veterinary Medicine and Biomedical Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences - BS</td>
<td>110</td>
<td>349</td>
<td>459</td>
</tr>
<tr>
<td>Neuroscience - BS, Translational and Preclinical Neuroscience Track</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University Studies - BS</td>
<td>31</td>
<td>52</td>
<td>83</td>
</tr>
<tr>
<td>International Certificate in Cultural Competency and Communications in Spanish - UG Certificate</td>
<td>8</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>Biomedical Sciences - MS</td>
<td>15</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td>Biomedical Sciences - PHD</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Science and Technology Journalism - MS</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Veterinary Medicine - DVM</td>
<td>0</td>
<td>132</td>
<td>132</td>
</tr>
</tbody>
</table>

**Veterinary Integrative Biosciences [VIBS]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Public Health Epidemiology - MS</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Veterinary Physiology and Pharmacology [VTPP]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Research and Development - UG Certificate</td>
<td>16</td>
<td>38</td>
<td>54</td>
</tr>
</tbody>
</table>

**Texas A&M University at Galveston**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Studies - BS</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

**Liberal Studies [LIST]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maritime Studies - BA</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

**Marine and Coastal Environmental Science [MCES]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal Environmental Science and Society - BS</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Marine Sciences - BS</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Marine and Coastal Management and Science - PhD</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marine Resources Management - MMRM</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**Marine Biology [MARB]**

<table>
<thead>
<tr>
<th>Program</th>
<th>BS</th>
<th>MS</th>
<th>PHD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marine Biology - BS</td>
<td>34</td>
<td>62</td>
<td>96</td>
</tr>
<tr>
<td>Marine Fisheries - BS</td>
<td>4</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Marine Biology - MS</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>
Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

None are offered.

3. Off-Campus Instructional Locations and Branch Campuses

List all approved off-campus instructional locations where 25% 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.

Table 1: 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.
Table 3.1: Educational Programs by Off-campus Instructional Site - 50% or more

<table>
<thead>
<tr>
<th>Physical Address (street, city, state, country)</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 each approved off-campus instructional site</th>
<th>Active during the past 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEXAS A&amp;M HEALTH SCIENCE CENTER – Bryan TX</td>
<td></td>
<td></td>
<td>Medicine, MD</td>
<td>Yes</td>
</tr>
<tr>
<td>8441 State Hwy 47 Clinical Building 1, Suite 3100 Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>Medical Sciences, MS, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing, BSN</td>
<td></td>
</tr>
<tr>
<td>VERO Center – Canyon TX</td>
<td></td>
<td></td>
<td>Biomedical Sciences, PhD</td>
<td></td>
</tr>
<tr>
<td>3210 Russell Long Blvd Canyon, TX 79015</td>
<td>2020</td>
<td>2021</td>
<td>Veterinary Medicine, DVM</td>
<td>No</td>
</tr>
<tr>
<td>BAYLOR UNIVERSITY MEDICAL CENTER – Dallas TX</td>
<td></td>
<td></td>
<td>Medicine, MD</td>
<td>Yes</td>
</tr>
<tr>
<td>3500 Gaston Ave Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>Advanced Education in General Dentistry, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dental Hygiene, BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dental Public Health, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dentistry, DDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Endodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Pathology, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Radiology, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Surgery, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Biology, MS, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Orthodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pediatric Dentistry, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Periodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prosthodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td>COLLEGE OF DENTISTRY – Dallas TX</td>
<td></td>
<td></td>
<td>Advanced Education in General Dentistry, CERT-G</td>
<td>Yes</td>
</tr>
<tr>
<td>3302 Gaston Ave Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>Dental Hygiene, BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dental Public Health, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dentistry, DDS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Endodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Pathology, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Radiology, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral and Maxillofacial Surgery, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Biology, MS, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Orthodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pediatric Dentistry, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Periodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prosthodontics, CERT-G</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Address</td>
<td>Years</td>
<td>Programs</td>
<td>Degrees</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>SCHOOL OF LAW – Fort Worth TX</strong></td>
<td>1515 Commerce St</td>
<td>2013</td>
<td>Intellectual Property</td>
<td>MJur, LLM</td>
</tr>
<tr>
<td>Fort Worth, TX 76102-6509</td>
<td></td>
<td>2013</td>
<td>Juris Doctor</td>
<td>JD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jurisprudence</td>
<td>MJur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Laws</td>
<td>LLM</td>
</tr>
<tr>
<td><strong>CITY CENTRE – Houston TX</strong></td>
<td>800 W. Sam Houston Prkwy</td>
<td>2012</td>
<td>Analytics</td>
<td>MS</td>
</tr>
<tr>
<td>North, Suite 200</td>
<td></td>
<td>2012</td>
<td>Business Administration</td>
<td>MBA - Executive; MBA - Professional</td>
</tr>
<tr>
<td>Houston TX 77024-3920</td>
<td></td>
<td></td>
<td>Human Resource Management</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering Management</td>
<td>MS</td>
</tr>
<tr>
<td><strong>HOUSTON METHODIST HOSPITAL – Houston TX</strong></td>
<td>6670 Bertner Avenue, R2-216</td>
<td>2015</td>
<td>Engineering</td>
<td>MEng</td>
</tr>
<tr>
<td>Houston, TX 77030</td>
<td></td>
<td>2015</td>
<td>Medical Sciences</td>
<td>MS, PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medicine</td>
<td>MD</td>
</tr>
<tr>
<td><strong>INSTITUTE OF BIOSCIENCES &amp; TECHNOLOGY – Houston TX</strong></td>
<td>2121 W. Holcombe Blvd.</td>
<td>2000</td>
<td>Administration</td>
<td>MHA</td>
</tr>
<tr>
<td>Houston, TX 77030</td>
<td></td>
<td>2000</td>
<td>Medical Sciences</td>
<td>MS, PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medicine</td>
<td>MD</td>
</tr>
<tr>
<td><strong>IRMA LERMA RANGEL COLLEGE OF PHARMACY – Kingsville TX</strong></td>
<td>1010 W. Avenue B</td>
<td>2011</td>
<td>Pharmaceutical Sciences</td>
<td>MS, PhD</td>
</tr>
<tr>
<td>Kingsville, TX 78363</td>
<td></td>
<td>2006</td>
<td>Pharmacy</td>
<td>PharmD</td>
</tr>
<tr>
<td><strong>RURAL PUBLIC HEALTH - MCALLEN CAMPUS⁵ – McAllen TX</strong></td>
<td>2101 South McColl Road</td>
<td>2011</td>
<td>Public Health</td>
<td>BS</td>
</tr>
<tr>
<td>McAllen, TX 78503</td>
<td></td>
<td>2010</td>
<td>Health Promotion and Community Health Sciences</td>
<td>MPH</td>
</tr>
</tbody>
</table>

⁵ No programs currently offered at this location
<table>
<thead>
<tr>
<th>Location</th>
<th>Program</th>
<th>Degree</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEXAS A&amp;M HIGHER EDUCATION CENTER AT MCALLEN – McAllen TX</strong></td>
<td>Agricultural Economics</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td>6200 Tres Lagos Blvd McAllen, TX 78504</td>
<td>Biomedical Sciences</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construction Science</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Systems Industry</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Promotion &amp; Community</td>
<td>MPH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Engineering</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multidisciplinary Engineering</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Health</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Studies</td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>HEALTH PROFESSIONS EDUCATION BUILDING – Round Rock TX</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td>Medicine</td>
<td>MD</td>
<td></td>
</tr>
<tr>
<td>Education Building</td>
<td>Nursing</td>
<td>BSN</td>
<td></td>
</tr>
<tr>
<td>3950 North A. W. Grimes Blvd Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TRAVIS PARK PLAZA – San Antonio TX</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>711 Navarro Street, Suite 250 San Antonio, TX 78205</td>
<td>Jurisprudence</td>
<td>MJur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>COLLEGE OF MEDICINE – TEMPLE CAMPUS – Temple, TX</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>Medical Sciences</td>
<td>MS, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>MD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2000</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LAWRENCE LIVERMORE NATIONAL LABORATORY – Livermore, CA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7000 East Avenue Livermore, CA 94550</td>
<td>National Security Affairs</td>
<td>CERT-G</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>2018</td>
<td></td>
</tr>
</tbody>
</table>

6 Anticipated first cohort of students at this site as of AY21-22
7 Approved to be discontinued at this location as of 5.31.23
8 Anticipated first cohort of students at this site as of AY21-22
9 Discontinued at this site as of 9.1.19
Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment.

Table 3.2: Educational Programs by Off-campus Instructional Site - 25 - 49% or more

<table>
<thead>
<tr>
<th>Physical Address (street, city, state, country)</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 25 – 49% credits hours offered at each approved off-campus instructional site</th>
<th>Active during the past 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARL R. DARNALL ARMY MEDICAL CENTER - Ft. Hood, TX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36065 Santa Fe Ave Ft. Hood, TX 76544</td>
<td>4.30.19</td>
<td>8.1.19</td>
<td>Medicine</td>
<td>MD</td>
</tr>
<tr>
<td>HOUSTON METHODIST WILLOWBROOK HOSPITAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18220 State Highway 249 Houston, TX 77070</td>
<td>1.27.21</td>
<td>8.1.19</td>
<td>Medicine</td>
<td>MD</td>
</tr>
<tr>
<td>WILFORD HALL AMBULATORY SURGICAL CENTER – JBSA-Lackland, TX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1100 Wilford Hall Loop, Bldg. 4554 JBSA-Lackland, TX 78236</td>
<td>4.30.19</td>
<td>8.1.19</td>
<td>Medicine</td>
<td>MD</td>
</tr>
</tbody>
</table>

A request was submitted to SACSCOC on May 26, 2021, to remove each of the three locations listed above given the clarification in the revised substantive change policy that clinical training sites are not considered off-campus instructional sites.

Table 3: Branch campus—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.
<table>
<thead>
<tr>
<th>Physical Address (street, city, state, country)</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 each approved branch campus</th>
<th>Active during the past 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Branch Campus: TEXAS A&amp;M UNIVERSITY AT GALVESTON</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200 Seawolf Pkwy Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>Coastal Environmental Science and Society</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interdisciplinary Engineering</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine &amp; Coastal Management &amp; Science</td>
<td>PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Biology</td>
<td>BS, MS, PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Engineering Technology</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Fisheries</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Resources Management</td>
<td>MMRM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Sciences</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marine Transportation</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maritime Business Administration</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maritime Business Administration &amp; Logistics</td>
<td>MMAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maritime Studies</td>
<td>BA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ocean Engineering</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University Studies</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International Engineering</td>
<td>CERT-UG&lt;sup&gt;10&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multidisciplinary Engineering Technology</td>
<td>BS&lt;sup&gt;11&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Branch Campus: TEXAS A&amp;M UNIVERSITY AT QATAR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>253 Texas A&amp;M Engineering Building Education City Al Luqta St</td>
<td>2005</td>
<td>2003</td>
<td>Chemical Engineering</td>
<td>BS, MEng, MS, PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Electrical Engineering</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International Engineering</td>
<td>CERT-UG</td>
</tr>
</tbody>
</table>

<sup>10</sup> Offered through the College of Engineering on the Galveston branch campus
<sup>11</sup> Offered through the College of Engineering on the Galveston branch campus
### Doha, Qatar

<table>
<thead>
<tr>
<th>Mechanical Engineering</th>
<th>BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum Engineering</td>
<td>BS</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.

Texas A&M was approved on **December 7, 2001**, to offer 50% or more of a program by distance learning. All credit-bearing educational programs delivered through distance education modalities (either through synchronous or asynchronous delivery) during academic year 2020-21 (AY20-21) are summarized in Table 4 below.

**Table 4: Distance Education Programs by College: AY20-21**

<table>
<thead>
<tr>
<th>Curriculum/Major</th>
<th>Academic Credential</th>
<th>Asynchronous, Synchronous, or Both</th>
<th>Site (for Synchronous or Both if other than to individual homes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary Programs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy</td>
<td>CERT-G; MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Science</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td><strong>College of Agriculture and Life Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Development</td>
<td>M Agr</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>EdD</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Advanced Pedagogy in Agriculture</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Agriculture eLearning Development</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Extension Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>International Agriculture</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Leadership Education, Theory, and Practice</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Agricultural Systems Management</td>
<td>MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Biological and Agricultural Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Poultry Science</td>
<td>M Agr</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Natural Resources Development</td>
<td>MNRD</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Wildlife Science</td>
<td>MWSC</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Military Land Sustainability</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>CERT-UG</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Recreation and Youth Development</td>
<td>MRYD</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Tourism Management</td>
<td>CERT-UG</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Mode</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Plant Breeding</td>
<td>MS; PhD</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Regulatory Science in Food Systems</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td><strong>College of Architecture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Science</td>
<td>BS</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>McAllen, TX (MHEC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mays Business School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytics</td>
<td>MS</td>
<td>Synchronous</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>CERT-G</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td><strong>College of Education and Human Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Administration</td>
<td>MEd</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Educational Human Resource Development</td>
<td>MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>MEd; MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Education Psychology</td>
<td>MEd</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>MEd</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>MEd; MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Applied Behavior Analysis</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Sport Management</td>
<td>MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>MEd; EdD</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Science, Technology, Engineering and Mathematics (STEM) Education</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td><strong>College of Engineering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cybersecurity Engineering</td>
<td>CERT-G</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Engineering Concept, Creation, and Commercialization</td>
<td>CERT-G</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Safety Engineering</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Analog and Mixed-Signal Integrated Circuit Design</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MEng; MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Electric Energy Systems</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Title</td>
<td>Degree</td>
<td>Delivery</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Industrial Distribution</td>
<td>MID</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Technical Management</td>
<td>METM</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Engineering Management</td>
<td>MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>MEng</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Industrial Data Analytics</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>DEng</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Engineering</td>
<td>PhD</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Nuclear Security</td>
<td>CERT-G</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>MEng</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>

**College of Geosciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Degree</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoscience</td>
<td>MGsc</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Geospatial Intelligence</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>

**Bush School of Government and Public Service**

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Degree</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced International Affairs</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Public Service and Administration</td>
<td>EMPSA</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Homeland Security</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Nonprofit Management</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Public Management</td>
<td>CERT-G</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>

**School of Law**

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Degree</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurisprudence</td>
<td>MJur</td>
<td>Asynchronous</td>
<td></td>
</tr>
<tr>
<td>Laws</td>
<td>LLM</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>

**College of Medicine**

<table>
<thead>
<tr>
<th>Program</th>
<th>Title</th>
<th>Degree</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for Health Care Professionals</td>
<td>CERT-G; MS</td>
<td>Asynchronous</td>
<td></td>
</tr>
</tbody>
</table>
5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Accrediting agencies recognized by the U.S. Department of Education are noted with an asterisk (*).
Table 5: Professionally Accredited Programs by Accrediting Agency

<table>
<thead>
<tr>
<th>Accrediting Agency</th>
<th>Program (College)</th>
<th>Last Reviewed&lt;sup&gt;12&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Council for Graduate Medical Education</td>
<td>Postgraduate Residency Training for Physicians: Institution</td>
<td>January 2021</td>
</tr>
<tr>
<td>(ACGME)</td>
<td>Family Medicine</td>
<td>February 2021</td>
</tr>
<tr>
<td></td>
<td>Sports Medicine</td>
<td>February 2021</td>
</tr>
<tr>
<td></td>
<td>Psychiatry</td>
<td>November 2020</td>
</tr>
<tr>
<td></td>
<td>(College of Medicine)</td>
<td></td>
</tr>
<tr>
<td>Accreditation Council for Pharmacy Education*</td>
<td>Doctor of Pharmacy (Pharm.D.) (Irma Lerma Rangel College of Pharmacy)</td>
<td>January 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Bar Association*</td>
<td>Juris Doctor (J.D.) (School of Law)</td>
<td>December 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Council for Construction Education</td>
<td>Construction Management, M.S. Construction Science, B.S. (College of Architecture)</td>
<td>July 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 2018</td>
</tr>
<tr>
<td>American Psychological Association, Commission on</td>
<td>Clinical Psychology, Ph.D. (College of Liberal Arts)</td>
<td>December 2017</td>
</tr>
<tr>
<td>Accreditation*</td>
<td>Counseling Psychology, Ph.D. (College of Education &amp; Human Development)</td>
<td>July 2021</td>
</tr>
<tr>
<td></td>
<td>School Psychology, Ph.D. (College of Education &amp; Human Development)</td>
<td>May 2018</td>
</tr>
<tr>
<td>American Society for Biochemistry and Molecular Biology</td>
<td>Biochemistry, B.S. (College of Agriculture and Life Sciences)</td>
<td>June, 2015</td>
</tr>
<tr>
<td>American Veterinary Medical Association, Council on</td>
<td>Doctor of Veterinary Medicine (D.V.M.) (College of Veterinary Medicine and Biomedical</td>
<td>April 2016</td>
</tr>
<tr>
<td>Education*</td>
<td>Sciences)</td>
<td></td>
</tr>
</tbody>
</table>

<sup>12</sup> This date reflects the date of the most recent official action taken by the accrediting body following its review (i.e., following the review of a self-study and site visit).
| Association to Advance Collegiate Schools of Business | Bachelor of Business Administration (B.B.A.)  
Master of Business Administration (M.B.A.)  
Master of Financial Management (M.F.M.)  
Master of Real Estate (M.R.E)  
Master of Science (M.S. in Analytics, Business, Accounting, Finance, Management Information Systems, Entrepreneurial Leadership, and in Human Resource Management)  
Doctor of Philosophy (Ph.D. in Business Administration; Accounting, Finance, Information & Operations Management, Management, Management, Marketing) (Mays Business School) | June 2018 (all) |
| Commission on Accreditation of Athletic Training Education | Athletic Training, M.S.  
(College of Education & Human Development) | April 2018 |
| Commission on Accreditation of Healthcare Management Education | Master of Health Administration, M.H.A.  
(School of Public Health) | May 2020 |
| Commission on Collegiate Nursing Education* | Nursing, B.S.N.  
Nursing, M.S.N. (in Family Nurse Practitioner, Forensic Nursing, Nursing Education)  
(College of Nursing) | October 2020 (all) |
| Commission on Dental Accreditation, American Dental Association* | Dental Hygiene, B.S.  
Predoctoral Dental Education, D.D.S.  
*Advanced Clinical Certificates:  
Advanced Education in General Dentistry  
Dental Public Health  
Endodontics  
Orthodontics  
Oral & Maxillofacial Surgery  
Oral & Maxillofacial Radiology  
Oral & Maxillofacial Pathology  
Pediatric Dentistry  
Periodontics  
Prosthodontics  
(College of Dentistry) | August 2019  
August 2019  
August 2020  
August 2019  
August 2019  
August 2019  
August 2019  
August 2019  
January 2020  
August 2020  
August 2019  
August 2019  
August 2019  
August 2019  
August 2019 |
| Commission on Peer Review and Accreditation, Network of Schools of Public Policy, Affairs, and Administration | Public Service and Administration, M.P.S.A.  
(Bush School of Government and Public Service) | July 2021 |
| Computing Accreditation Commission of ABET | Computer Science, B.S.  
(College of Engineering) | August 2017 |
| Council on Education for Public Health* | Public Health, B.S.  
Master of Public Health (M.P.H.; in Biostatistics, Environmental Health, Epidemiology, Health Policy & Management, Health Promotion & Community Health, and in Occupational Safety & Health)  
Doctor of Public Health (Dr.P.H.)  
*(School of Public Health)* | March 2019 (all) |
| --- | --- | --- |
| Engineering Accreditation Commission of ABET | College Station Programs:  
Aerospace Engineering, B.S.  
Biological & Agricultural Engineering, B.S.  
Biomedical Engineering, B.S.  
Chemical Engineering, B.S.  
Civil Engineering, B.S.  
Computer Engineering, B.S.  
Electrical Engineering, B.S.  
Industrial Engineering, B.S.  
Mechanical Engineering, B.S.  
Nuclear Engineering, B.S.  
Ocean Engineering, B.S.  
Petroleum Engineering, B.S.  
Texas A&M at Qatar Programs:  
Chemical Engineering, B.S.  
Electrical Engineering, B.S.  
Mechanical Engineering, B.S.  
Petroleum Engineering, B.S.  
* in the College of Agriculture and Life Sciences; all other programs listed are offered in the College of Engineering* | September 2017 (all) |
| Engineering Technology Accreditation Commission of ABET | Electronic Systems Engineering Technology, B.S.  
Industrial Distribution, B.S.  
Manufacturing & Mechanical Engineering Technology, B.S.  
Multidisciplinary Engineering Technology, B.S.  
*(College of Engineering)*  
Marine Engineering Technology, B.S.  
*(Texas A&M University at Galveston)* | August 2020 |
| Forensic Science Education Programs Accreditation Commission (FEPAC) | Forensics & Investigative Sciences, B.S.  
*(College of Agriculture & Life Sciences)* | February 2017 |
| Institute of Food Technologists | Food Science & Technology, B.S.  
*(College of Agriculture & Life Sciences)* | December 2019 |
| Landscape Architectural Accreditation Board | Landscape Architecture, B.L.A.  
Landscape Architecture, M.L.A.  
*(College of Architecture)* | August 2015 |

*March 2019 (all)*

*September 2017 (all)*

*October 2020 (all)*

*August 2020 (all)*

*February 2017*
| \textbf{Liaison Committee on Medical Education*} | Doctor of Medicine (M.D.) \((\textit{College of Medicine})\) | June 2020 |
| \textbf{National Architectural Accreditating Board} | Architecture, M.Arch. \((\textit{College of Architecture})\) | August 2014 |
| \textbf{Planning Accreditation Board} | Master of Urban Planning, M.U.P. \((\textit{College of Architecture})\) | November 2018 |
| \textbf{Society for Range Management} | Rangeland Ecology and Management, B.S. \((\textit{College of Agriculture & Life Sciences})\) | April 2017 |
| \textbf{Society of American Foresters} | Forestry, B.S. \((\textit{College of Agriculture & Life Sciences})\) | December 2013 |

### Additional professionally accredited programs\(^{13}\)

| \textbf{Accreditation Council for Education in Nutrition and Dietetics} | Didactic Program in Dietetics \((\textit{College of Agricultural & Life Sciences})\) | May 2020 |
| \textbf{Texas Education Agency} | Educator Preparation programs (certification to be an educator within the state of Texas) \((\textit{College of Education and Human Development})\) | November 2019\(^{14}\) |
| \textbf{US Coast Guard} | License program for a Third Mate (Deck) or Third Assistant Engineering (ENGINE) Officer in the U.S. Merchant Marines \((\textit{Texas A&M University at Galveston})\) | October 2019 |
| \textbf{Accreditation Council for Continuing Medical Education (ACGME)} | Continuing Medical Education for Physicians\(^{15}\) \((\textit{College of Medicine})\) | December 2020 |

\(^{2}\) 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).

---

\(^{13}\) The programs listed below are not academic credentials awarded by the institution, but some or all of the preparation needed to complete the programs or accompanying licensure or certification examination is embedded within related academic programs offered by Texas A&M.

\(^{14}\) Accreditation renewed annually based on previous year’s performance; 2020 was declared a state of disaster thus extending the 2019 accreditation until the next review.

\(^{15}\) Accredited program though not embedded within an academic program.
COMMISSION ON ENGLISH LANGUAGE PROGRAM ACCREDITATION (CEA) – The English Language Institute at Texas A&M University voluntarily withdrew from CEA. The English Language Institute was accredited in good standing through August 2018, at the time of the voluntary withdrawal (with no history of adverse action). The university made the decision to close the English Language Institute as an administrative unit on May 31, 2017. A copy of the correspondence with SACSCOC is provided.

(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-recognized agency 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.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
Revised: January 2018
### Financial Profile 2020 Form A for Public Institutions

<table>
<thead>
<tr>
<th>Category</th>
<th>Collection Year: 2020</th>
<th>Collection Year: 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total All Revenues &amp; Other Additions (IPEDS Part B, line 25)</td>
<td>4,073,297,250.00</td>
<td>4,023,029,434.00</td>
</tr>
<tr>
<td>Instruction (IPEDS Part C-1 line 01, Column 1)</td>
<td>940,505,024.00</td>
<td>1,069,231,336.00</td>
</tr>
<tr>
<td>Research (IPEDS Part C-1 line 02, Column 1)</td>
<td>800,770,999.00</td>
<td>978,864,830.00</td>
</tr>
<tr>
<td>Public Service (IPEDS Part C-1 line 03, Column 1)</td>
<td>273,501,740.00</td>
<td>165,950,802.00</td>
</tr>
<tr>
<td>Academic Support (IPEDS Part C-1 line 05, Column 1)</td>
<td>348,299,833.00</td>
<td>370,082,300.00</td>
</tr>
<tr>
<td>Student Services (IPEDS Part C-1 line 06, Column 1)</td>
<td>104,736,748.00</td>
<td>109,090,901.00</td>
</tr>
<tr>
<td>Institutional Support (IPEDS Part C-1 line 07, Column 1)</td>
<td>131,673,201.00</td>
<td>137,722,637.00</td>
</tr>
<tr>
<td>Auxiliary Enterprises (IPEDS Part C-1 line 11, Column 1)</td>
<td>271,155,434.00</td>
<td>269,559,690.00</td>
</tr>
<tr>
<td>Hospital Services (IPEDS Part C-1 line 12, Column 1)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Independent Operations (IPEDS Part C-1 line 13, Column 1)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Expenses &amp; Deductions (IPEDS Part C-1 line 14, column 1)</td>
<td>369,332,975.00</td>
<td>285,294,956.00</td>
</tr>
<tr>
<td>Scholarship &amp; Fellowships (IPEDS Part C-1 line 10, Column 1) (excluding discounts &amp; allowances)</td>
<td>116,731,127.00</td>
<td>142,651,390.00</td>
</tr>
</tbody>
</table>

### Financial Indicators (From FY 2020 Financial Statements)

<table>
<thead>
<tr>
<th>Category</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets and Deferred Out Flows</td>
<td>7,264,533,102.22</td>
<td>7,650,688,688.90</td>
</tr>
<tr>
<td>Total Liabilities and Deferred In Flows</td>
<td>804,268,172.96</td>
<td>755,925,251.26</td>
</tr>
<tr>
<td>Total Unrestricted Net Assets and Capital Assets, Net</td>
<td>5,345,692,269.81</td>
<td>5,747,884,876.97</td>
</tr>
<tr>
<td>Expendable/Temporarily Restricted Net Assets</td>
<td>242,701,099.24</td>
<td>253,332,289.74</td>
</tr>
<tr>
<td>Nonexpendable/Permanently Restricted Net Assets</td>
<td>871,871,560.21</td>
<td>893,546,270.93</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>2,358,049,436.13</td>
<td>2,728,317,975.33</td>
</tr>
<tr>
<td>Tuition and Fees, Net</td>
<td>681,917,517.64</td>
<td>716,065,320.57</td>
</tr>
<tr>
<td>Current Debt</td>
<td>105,959,154.34</td>
<td>95,468,159.34</td>
</tr>
<tr>
<td>Long Term Debt</td>
<td>1,746,904,197.10</td>
<td>1,709,233,415.77</td>
</tr>
</tbody>
</table>