SELF STUDY
GRADUATE PROGRAM
UNDERGRADUATE PROGRAMS

DEPARTMENT OF POLITICAL SCIENCE
COLLEGE OF LIBERAL ARTS
TEXAS A&M UNIVERSITY

March 2015
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I. Introduction

Charge to the Peer Review Team

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

Peer Review Team Charge

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

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

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

- How would you compare this department with its peers?

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

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

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, please contact Dr. Pamela R. Matthews, Vice Provost, at p-matthews@tamu.edu or Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.

Thank you.
Overview of the Program

Political Science has been recognized as a distinct program at Texas A&M for forty-five years. The University received approval to offer bachelors and masters programs in 1969, has offered a Bachelor of Science degree since 1981, and received approval to offer the doctoral program in 1987. According to the 2013 rankings of the US News and World Report, the department’s Ph.D. program ranks 12th among public universities and 25th overall.

The department currently has 32 tenured and tenure track faculty, excluding any serving in college- or university-level administrative positions.

<table>
<thead>
<tr>
<th>Degree Offered</th>
<th>Degrees Awarded Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08-09</td>
</tr>
<tr>
<td>B.A.</td>
<td>145</td>
</tr>
<tr>
<td>B.S.</td>
<td>95</td>
</tr>
<tr>
<td>M.A.</td>
<td>6</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>257</td>
</tr>
</tbody>
</table>
II. The Department

Administrative Structure of the Department

*Departmental Leadership:* The Department of Political Science is administered by a Head appointed by the Dean of the College of Liberal Arts after consultation with faculty in the department. The faculty, operating through a committee, recruit and nominate an individual for the headship position whom the Dean may in turn appoint. The head serves a four-year, renewable term. Since the founding of the Ph.D. program in the late 1980s, the department has had six heads: Bryan D. Jones (1984-1992), Charles A. Johnson (1992-2001) and Patricia A. Hurley (2001-2008), James R. Rogers (2008-2013), Robert Harmel (2013-14) and William Roberts Clark (2014-present). The Head’s Advisory Committee, comprised of five faculty members, consults with the Head. The committee, elected by the tenure-track faculty, has one member from each rank and two members elected at-large.

The Department Head is assisted in administering the department by three program officers and several key staff members. The Director of Graduate Studies (currently Alexander Pacek) chairs the departmental graduate committee and administers the graduate program. The Director of Undergraduate Programs (currently Joseph Ura) chairs the departmental undergraduate committee, which is responsible for curriculum matters in the department. Undergraduate advising is done by a full-time staff member, Vincent Hernandez. The Assistant Department Head, Douglas Thornton (a full-time staff member), is an ex officio member of the Head’s Advisory Committee and serves as advisor to the Head. He also handles course scheduling, property management and supervision and coordination of the front office staff.

*Departmental Organization and Bylaws:* Appendix 1 provides an organization chart of the administrative structure of the department. A copy of the department’s bylaws is attached as Appendix 2.

Brief History of Degree Programs and the Department

The Department of Political Science was created as a separate department granting Bachelor of Arts and Master of Arts degrees in 1968. The Bachelor of Science degree was added in 1981. Beginning in 1988 the department was authorized to grant Ph.D. degrees. For several years the Ph.D. Program operated concurrently with the department’s Master of Arts in Political Science and its Master of Public Administration Program. In the beginning, these programs accounted for most of the graduate students in the department. In 1994, however, with the pending establishment of the Bush School of Government and Public Service, which would offer its own professional graduate degree, the department stopped enrollments in the MPA Program and began phasing it out. At the same time, the Graduate Program de-emphasized its MA degree and concentrated its focus on the Ph.D. Program. Starting with nine students in its first year, the Ph.D. program has grown to approximately 50 students, typically enrolling 12 new students each year. No terminal M.A. students have been admitted for several years.
The Ph.D. program first appeared in the rankings of *U.S. News and World Report* in 1998. That year, and again in 2001, the program was ranked in the top quarter of all political science graduate programs in the U.S. In 2005, the Ph.D. program was rated 22nd overall in the nation and eighth among public universities. The American Politics subfield program was rated 17th overall in 2005. In 2013 the Ph.D program was rated 25th overall in the nation and 13th among public universities. The American Politics subfield program was rated 17th overall, and 7th among public universities in 2013.


**Vision and Goals of the Department**

The Vision and Goals of the department are derived from Texas A&M University’s Vision 2020, the University’s plan to be recognized as a top ten public institution by the year 2020. Vision 2020, initiated in 1997, identifies 12 imperatives that must be met to achieve that goal. Former Texas A&M President Robert M. Gates resolved that the University should focus first on the imperatives of elevating the faculty to national prominence, improving graduate and undergraduate programs, globalization, and diversity identified in the Vision 2020 Statement. To this he added a new imperative of improving physical space. More detailed information regarding Vision 2020 may be found at [http://www.tamu.edu/vision2020/](http://www.tamu.edu/vision2020/)

Under the leadership of Dean José Luis Bermúdez, and now Interim Dean Pamela Matthews, all departments in the College of Liberal Arts have focused on achieving national prominence, globalization and internationalization, diversity, and enhancing our graduate and undergraduate programs. For Political Science, this meant continued movement forward on a course that the department had already set. There has long been a consensus within the department to strive to be a top department. In 1997, the department’s strategic plan identified four goals: provide intellectual leadership in the discipline, build a nationally recognized doctoral program, develop notable undergraduate programs, and expand diversity in the department. The additional focus on internationalization and globalization is compatible with the existing goals, and is a natural fit with the subject of political science.

Last year, the department conducted a nation-wide search for an external Head and Dean Bermúdez selected William Roberts Clark, then a full professor at the University of Michigan. Professor Clark assumed his new position at the start of the current academic year and has engaged in a number of reforms aimed at achieving the above goals.
Departmental and Related Research Programs

Various centers and programs within the Department of Political Science or affiliated with it offer graduate students additional opportunities beyond their coursework to learn about new cutting edge research, discuss this research with leading scholars in the discipline, and gain both intellectual and financial support for their own research.

There are six programs, some connected to the major fields of study and research in the department, and other programs that are organized around particular research questions. The programs are American Politics, Cross-National Politics, International Conflict and Cooperation, Scientific Political Methodology, the Political Theory Convocation, and the Program in Race, Equity, Representation, and Governance.

Program in American Politics – Established in 1995, this program is currently directed by Professor Joe Ura. It supports a speaker series which meets nearly every week featuring research presentations by departmental faculty and graduate students, as well as prominent scholars from other universities. Visitors are invited to the department to make formal presentations of their research to the faculty and students in addition to meeting informally with interested graduate students. In March 2005 the program sponsored a mini-conference entitled “Issue Framing and American Public Opinion,” with seven speakers from around the nation presenting original research papers. The program is presently considering faculty proposals for another national mini-conference to be held in academic year 2007 – 2008, and plans to host one conference each year. More information is available at the program’s website: http://www-polisci.tamu.edu/programs/american/

Program in the Cross-National Study of Politics – Established in 1998, this Program, directed by Professor Christine Lipsmeyer, promotes the cross-national research and activities of the Comparative Politics faculty and graduate students. The primary vehicle is workshops, organized by faculty around their special research interests or broader interests of concern to comparatists generally, and drawing participants both from other U.S. institutions and often internationally as well. For example, in the 2014-15 academic year, the program supported a series of outside speakers on Comparative Political Economy. Additionally, the Program provides logistical and other in-kind support to events and activities co-sponsored with the European Union Center. The Program also maintains a portion of the department’s website, with sections on future and past events, subsequent publications associated with past events, and links to important data sets (maintained by Professor Alex Pacek). More information is available at the program’s website: http://www-polisci.tamu.edu/programs/cross/

Program in International Conflict and Cooperation (PICC) evolved from The Program in Foreign Policy Decision Making, which was created in 1993, is directed Nehemia Geva. It supports several activities and functions bearing on the education of the department’s Ph.D. students interested in international relations that involve various political and economic forms of conflict and cooperation. Methodologically, its research and teaching emphasize the social scientific approach that uses cutting edge experimental, formal, and/or statistical methods to shed light on a wide range of topics in international conflict and cooperation. It seeks to produce theoretical and methodological innovations that contribute
to the social scientific knowledge on international relations. The PICC organizes and sponsors internal and external speakers, workshops, and theme conferences. It also provides research support for faculty and graduate student members. Further information about the program can be found on the program’s website: http://politicscience.tamu.edu/html/programs--program-on-international-conflict-and-cooperation.html

**Political Theory Convocation:** Revitalized in 2000, the Political Theory Convocation is currently directed by Diego Von Vacano. The Convocation frequently hosts nationally and internationally renowned experts in the field at monthly meetings. Recent foreign visitors have included a specialist on the history of tolerance from Russia, an eminent scholar of Islamic political thought from Scotland, and a noted political communications theorist from Canada. Political theorists from Yale, UC-Davis, Berkeley, Michigan, and UT-Austin have presented papers. Moreover, graduate students from the political theory program at TAMU regularly offer their research. Faculty in political theory have research strengths in global and comparative political theory, the history of political thought, democratic theory, feminist theory, the philosophy of social science, contemporary political philosophy, and the theory of tolerance. The program has been the institutional home for the Texas (Lone Star) chapter of the Conference for the Study of Political Thought. More information on Convocation is available at the program’s website: http://www-polisci.tamu.edu/programs/theory/

**The Project for Equity, Representation, and Governance (PERG)** is currently directed by the Charles H. Gregory Chair in Liberal Arts, Kenneth Meier. PERG provides an opportunity for graduate students to conduct scholarly research in the areas of public administration and public policy that directly affect racial and ethnic minorities. PERG has created original data sets on Latino and African American education, the management of public schools, social capital in the U.S. states, and disaster response. PERG provides support for graduate students in the form of undergraduate research assistants, additional funds for convention travel or data acquisition, and a mentoring network. It also sponsors conferences and guest speakers on the topics of equity, representation, and governance. http://perg.tamu.edu/

PERG and its programs have received support from the Carlos Cantu Hispanic Education and Opportunity Endowment, the Spencer Foundation, and the National Science Foundation as well as the Department of Political Science, the College of Liberal Arts, and the Gregory Chair in Liberal Arts.

The current Head of the department, Professor William Clark, has proposed a change in structure to these programs. While the existing subfields (American Politics, Cross-National Study of Politics, International Relations, Political Theory, Public Policy and Public Administration, Race and Ethnic Politics (minor only), and Methods (minor only)) will remain in place, extracurricular research efforts would follow the example of Race, Equity, Representation, and Governance and be organized in research programs that cut across existing fields, such as Political Behavior, Political Institutions, Political Economy, Political Violence, Political Methodology, and Ethics and Political Science.
Faculty Profile

The department experienced a net loss of faculty in the 1990s owing to a College policy of retrieving positions after faculty departures. With the appointment of a new dean in 2001, and the implementation of a faculty reinvestment plan that added 447 faculty members across the university the department has been able to recover much of that lost ground. In a College-wide competitive process, the department argued successfully for three faculty lines of the 25 that were granted to the Dean as part of his appointment package. Subsequently, the department received six new “reinvestment” faculty lines in the subfield of international relations, to be phased in over a three year period (hiring for these positions is still in progress as of March 2007). The department was also granted an additional reinvestment position in the area of Chinese domestic politics. Although the department has also experienced departures since 2001, we have been permitted to replace those faculty members, although budgetary constraints have generally meant that senior departures are replaced with junior hires.

As of the Spring semester of 2007, the department had 39 tenure or tenure-track faculty members. Two of these had administrative or research appointments outside the department (Professor Charles A. Johnson is Dean of Liberal Arts, Associate Professor James Dyer is full time at the Public Policy Research Institute). Five additional tenure-track faculty were hired to begin in academic year 2007-2008. Faculty hires have slowed over the last several years averaging one assistant professor per year. In addition, the department has hired two full professors – Quan Li and William Clark, and one associate, Manuel Teodoro. This year, however, the department has hired five new assistant professors to begin in the Fall of 2015.

Table 1 documents the faculty who joined the department between the Fall of 2001 and 2007 and Table 2 documents the faculty who joined the department since Fall 2008.
Table 1: Faculty Hires from 2001-2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>Rank</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Hoddie</td>
<td>Fall 2001</td>
<td>Assistant</td>
<td>Comparative</td>
</tr>
<tr>
<td>Carol Silva</td>
<td>Fall 2001</td>
<td>Assistant</td>
<td>Public Policy</td>
</tr>
<tr>
<td>Christopher Sprecher</td>
<td>Fall 2002</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Ahmer Tarar</td>
<td>Fall 2002</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Paul Kellstedt</td>
<td>Fall 2003</td>
<td>Assistant</td>
<td>American Politics</td>
</tr>
<tr>
<td>Hyeok Yong Kwon</td>
<td>Fall 2004</td>
<td>Assistant</td>
<td>Comparative</td>
</tr>
<tr>
<td>Brian Mc Kenzie</td>
<td>Fall 2004</td>
<td>Assistant</td>
<td>Race and Politics</td>
</tr>
<tr>
<td>Marisa Abrajano</td>
<td>Fall 2005</td>
<td>Assistant</td>
<td>Race and Politics</td>
</tr>
<tr>
<td>Michael Koch</td>
<td>Fall 2005</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Diego von Vacano</td>
<td>Fall 2005</td>
<td>Assistant</td>
<td>Political Theory</td>
</tr>
<tr>
<td>Robert Walker</td>
<td>Fall 2005</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Marisa Kellam</td>
<td>Fall 2006</td>
<td>Assistant</td>
<td>Comparative</td>
</tr>
<tr>
<td>Shuhei Kurizaki</td>
<td>Fall 2006</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Christine Lipsmeyer</td>
<td>Fall 2006</td>
<td>Assistant</td>
<td>Comparative</td>
</tr>
<tr>
<td>Elena McLean</td>
<td>Fall 2006</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Sarah Fulton</td>
<td>Spring 2007</td>
<td>Assistant</td>
<td>American Politics</td>
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<tr>
<td>Hyeran Jo</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Evan Parker-Stephen</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>American Politics</td>
</tr>
<tr>
<td>Sylvia Manzano</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>Race and Politics</td>
</tr>
<tr>
<td>Joseph Ura</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>American Politics</td>
</tr>
<tr>
<td>Taehee Whang</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
</tbody>
</table>

The department has also lost a number of faculty members since 2007. A number of these departures are due to retirement, and the department anticipates further retirements in the coming years. Also notable are the departures of junior faculty in recent years – many of whom anticipated negative tenure decisions.

Table 2 documents the faculty who have left the department since 2007 and the reasons for their departures.
### Table 2: Faculty Hires since 2008

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>Rank</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erik Godwin</td>
<td>Fall 2008</td>
<td>Assistant</td>
<td>PA/PP</td>
</tr>
<tr>
<td>Min-Hua Huang</td>
<td>Fall 2008</td>
<td>Assistant</td>
<td>Comparative/Methods</td>
</tr>
<tr>
<td>Quan Li</td>
<td>Fall 2008</td>
<td>Full</td>
<td>International Relations</td>
</tr>
<tr>
<td>Kim Yi Dionne</td>
<td>Fall 2010</td>
<td>Assistant</td>
<td>Race &amp; Ethnic Politics</td>
</tr>
<tr>
<td>Francisco Pedraza</td>
<td>Fall 2010</td>
<td>Assistant</td>
<td>Race &amp; Ethnic Politics</td>
</tr>
<tr>
<td>Matthew Fuhrmann</td>
<td>Fall 2011</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Erica Palmer Owen</td>
<td>Fall 2011</td>
<td>Assistant</td>
<td>International Relations</td>
</tr>
<tr>
<td>Manuel Teodoro</td>
<td>Fall 2013</td>
<td>Associate</td>
<td>PA/PP</td>
</tr>
<tr>
<td>William Clark</td>
<td>Summer 2014</td>
<td>Full/Head</td>
<td>Comparative/IR</td>
</tr>
<tr>
<td>Scott Cook</td>
<td>Fall 2014</td>
<td>Assistant</td>
<td>Methods</td>
</tr>
<tr>
<td>Timm Betz</td>
<td>Fall 2015</td>
<td>Assistant</td>
<td>Comparative/IR/Methods</td>
</tr>
<tr>
<td>Florian Hollenbach</td>
<td>Fall 2015</td>
<td>Assistant</td>
<td>Comparative/IR/Methods</td>
</tr>
<tr>
<td>Amy Pond</td>
<td>Fall 2015</td>
<td>Assistant</td>
<td>Comparative</td>
</tr>
<tr>
<td>Carlisle Rainey</td>
<td>Fall 2015</td>
<td>Assistant</td>
<td>Methods</td>
</tr>
<tr>
<td>Ian Turner</td>
<td>Fall 2015</td>
<td>Assistant</td>
<td>American/Methods</td>
</tr>
</tbody>
</table>

Faculty are well distributed across ranks, as indicated in Table 3.

### Table 3: Number of Faculty by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Faculty in Spring 2015</th>
<th>Anticipated Number in 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished Professor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Professor</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Full time non tenured track</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total as of March 2015</td>
<td>38</td>
<td>42</td>
</tr>
</tbody>
</table>
Table 4: Distribution of Faculty by Major & Minor Fields of the Ph.D. Program, Spring 2015 (alphabetical by rank)

<table>
<thead>
<tr>
<th>American Politics</th>
<th>Comparative Politics</th>
<th>International Relations</th>
<th>Political Theory</th>
<th>Public Policy and Administration</th>
<th>Quantitative Methods</th>
<th>Race &amp; Ethnic Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Baer</td>
<td>William Clark</td>
<td>William Clark</td>
<td>Judith Baer</td>
<td>Kenneth Meier</td>
<td>William Clark</td>
<td>Kenneth Meier</td>
</tr>
<tr>
<td>Jon Bond</td>
<td>Robert Harmel</td>
<td>Quan Li</td>
<td>Cary Nederman</td>
<td>Mitchell Rice</td>
<td>Kim Hill</td>
<td>Mitchell Rice</td>
</tr>
<tr>
<td>George Edwards</td>
<td>Alex Pacek</td>
<td>Matthew Fuhrmann</td>
<td>Diego von Vacano</td>
<td>Harvey Tucker</td>
<td>Quan Li</td>
<td>Paul Kellstedt</td>
</tr>
<tr>
<td>Kim Hill</td>
<td>John Robertson</td>
<td>Nehemia Geva</td>
<td></td>
<td>B. Dan Wood</td>
<td>Kenneth Meier</td>
<td>Francisco Pedraza</td>
</tr>
<tr>
<td>Patricia Hurley</td>
<td>Michelle Taylor-Robinson</td>
<td>Michael Koch</td>
<td></td>
<td>Christine Lipsmeyer</td>
<td>Guy Whitten</td>
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<td>Ahmer Tarar</td>
<td></td>
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<td>B. Dan Wood</td>
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<td>Maria Escobar-Lemmon</td>
<td>Scott Cook</td>
<td></td>
<td>Manuel Teodoro</td>
<td>Nehemia Geva</td>
<td></td>
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<tr>
<td>Harvey Tucker</td>
<td>Christine Lipsmeyer</td>
<td>Hyeran Jo</td>
<td></td>
<td>Francisco Pedraza</td>
<td>Paul Kellstedt</td>
<td></td>
</tr>
<tr>
<td>B. Dan Wood</td>
<td></td>
<td>Elena McLean</td>
<td></td>
<td></td>
<td>James Rogers</td>
<td></td>
</tr>
<tr>
<td>Paul Kellstedt</td>
<td></td>
<td>Erica Owen</td>
<td></td>
<td></td>
<td>Ahmer Tarar</td>
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<tr>
<td>James Rogers</td>
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<td></td>
<td></td>
<td></td>
<td>Scott Cook</td>
<td></td>
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<tr>
<td>Manuel Teodoro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hyeran Jo</td>
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</tr>
<tr>
<td>Joseph Ura</td>
<td></td>
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<td></td>
<td></td>
<td>Elena McLean</td>
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<tr>
<td>Sarah Fulton</td>
<td></td>
<td></td>
<td></td>
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<td>Erica Owen</td>
<td></td>
</tr>
<tr>
<td>Francisco Pedraza</td>
<td></td>
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</tr>
</tbody>
</table>
Table 4 shows the distribution of faculty by field as of Spring 2015 in the seven sub-fields offered as majors or minor areas of concentration in the Ph.D. program. A number of faculty are associated with more than one subfield, and all quantitative methods faculty also have a substantive subfield affiliation. The new hires for Fall 2015 will add to the ranks of faculty in American politics (two hires), international relations (two hires), comparative politics (two hires) and methods (five hires). Although the American politics group appears large, several members of this group have indicated an intention to retire in the near future. Indeed, two members of this group are already in the voluntary phased separation program.

The department has responded with vigor to the Vision 2020 goal of diversifying the faculty. Women, and, to a lesser extent, faculty of color are well represented in the department. As of Spring 2015, nine of the 35 tenured/tenure-track faculty were women, and one additional woman will join the faculty in the Fall of 2015. There is currently one African-American faculty member and four Latino/a faculty members on the faculty. Table 6 shows the distribution of women and faculty of color by rank.

Table 5: Distribution of Women and Faculty of Color by Rank, 2007 and 2015

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number and (Percent) of Women</td>
<td>Number and (Percent) of Color</td>
<td>Number and (Percent) of Women</td>
<td>Number and (Percent) of Color</td>
</tr>
<tr>
<td>Full</td>
<td>2 (13%)</td>
<td>1 (7%)</td>
<td>3 (16.7%)</td>
<td>1 (5.6%)</td>
</tr>
<tr>
<td>Associate</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>2 (18.2%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Assistant</td>
<td>5 (42%)</td>
<td>2 (17%)</td>
<td>4 (66.7%)</td>
<td>1 (16.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>9 (23%)</td>
<td>4 (10%)</td>
<td>9 (25.7%)</td>
<td>5 (14.3%)</td>
</tr>
</tbody>
</table>

Merit pools are determined by a department’s demonstrated progress on the Vision 2020 goals emphasized by the College (national prominence, internationalization, and diversity), and the department of Political Science has consistently received one of the highest merit pools in the College. Nevertheless, faculty salaries have fallen behind relative to our Peer Group in the last seven years. Table 7 presents the median salaries by rank for FY 2006, as well as comparison

Table 6: Median Political Science Salaries, FY 12, Texas A&M and Peer Institutions

<table>
<thead>
<tr>
<th>Rank</th>
<th>FY 06</th>
<th>FY 12</th>
<th>FY 06</th>
<th>FY 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$116,876</td>
<td>$116,452</td>
<td>$139,788</td>
<td>$139,628</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$73,860</td>
<td>$77,319</td>
<td>$86,345</td>
<td>$93,988</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$64,160</td>
<td>$63,046</td>
<td>$74,577</td>
<td>$78,148</td>
</tr>
<tr>
<td>All Ranks</td>
<td>$91,151</td>
<td>$91,025</td>
<td>$99,715</td>
<td>$102,746</td>
</tr>
</tbody>
</table>

Source: Faculty Salary Survey by Discipline collected by Oklahoma State University, 2012; [http://dars.tamu.edu/dars/files/23/23e6a046-dd50-4e61-a6cd-41f5b8eb5fd0.pdf](http://dars.tamu.edu/dars/files/23/23e6a046-dd50-4e61-a6cd-41f5b8eb5fd0.pdf), Texas A&M University Office of Institutional Statistics and Planning, based on The Oklahoma State Faculty Salary Survey, 2006.
Data for peer institutions both now, and in 2006. In 2006, faculty salaries either matched or exceeded peer group salaries with the exception of Associate Professors. In contrast, in 2012, full professors are the only group with salaries on par with our peer group and Associate Professors have fallen even farther behind. Overall, the median A&M salary is about 3% lower than the median at a peer institution.

The faculty are professionally active. The table below documents a variety of measures of productivity from 2010 through 2014.

**Table 7: Faculty Productivity, Selected Measures, 2010-2014**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of faculty with publications in top journals or university presses</td>
<td>17%</td>
<td>21%</td>
<td>26%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Proportion of faculty with peer reviewed journals or books</td>
<td>39%</td>
<td>55%</td>
<td>67%</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>Proportion of faculty with competitive external grants</td>
<td>3%</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Proportion of faculty with fellowships from external agencies</td>
<td>3%</td>
<td>9%</td>
<td>4%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Number of faculty editing or co-editing journals</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Number of faculty serving on journal editorial boards</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>16</td>
</tr>
</tbody>
</table>

Top journals include the general journals *American Journal of Political Science, American Political Science Review, British Journal of Political Science*, and *Journal of Politics*. Top subfield journals include *Journal of Conflict Resolution, Legislative Studies Quarterly, Political Research Quarterly, Political Theory*, and *Public Administration Review*.

Generally, some 20 percent of the faculty publish articles in top journals or books with university presses each year and greater than 50% of the department publishes peer reviewed journal articles and books each year.

Our faculty have become increasingly visible over time. The proportion of faculty with fellowships from external agencies ranges between 4 and 13% in recent years and the proportion with competitive external grants has increased in recent years. Many of our faculty serve as editors, associate editors, or members of editorial boards on top journals or book series.

Short vita for tenured and tenure-track faculty are presented in Appendix 3. More complete vitae are available on the departmental website under the link to each faculty member.
General Faculty Research Support

The department attempts to ensure an environment and set of resources compatible with the expectation that faculty can and will pursue their research agendas actively and as successfully as possible. To this end, the following resources are provided:

• 2-2 course load with reductions in load for those with notable administrative responsibilities in the department or the profession (e.g., editors of major journals).
• Faculty members offer only a small set of different courses to minimize time spent on diverse course preparations and to encourage intellectual specialization.
• Faculty members have no formal advising responsibilities for undergraduate students.
• All faculty members with active research agendas have graduate research assistant support.
• All faculty members are eligible for departmental funding for travel to two conferences per year, presently supported at $800 per trip for those presenting papers and $600 per trip for all other program roles.
• Additional support for conference travel, particularly international travel, is available through the College of Liberal Arts and other components of the University.
• All faculty members receive generous support for computer hardware and software (described in detail elsewhere in this documents), copying, long distance telephone, and mail.

Information Technology Resources for Faculty, Staff, and Students

Beginning in 1978, the department made a commitment to providing personal computers to faculty and staff employees, transferring resources used to employ manuscript typists to purchase information technology equipment. The Department of Political Science has always provided computer laboratories to support the instruction of undergraduates and graduate students as well as faculty research. Equipment progressed from the technology of punch-cards to CRTs connected to mainframe computers to personal computers to networked facilities linked by servers. When the department moved to the Allen Building in 1997, its investment in new information technology equipment was valued within Texas A&M University second only to the Department of Computer Science.

Today, the Department of Political Science has an active program of computer-aided instruction in its lower division honors classes, special upper division undergraduate courses and graduate courses. We operate three computer laboratories in the Allen Building for the use of Political Science majors and other students registered for our courses. We assign desktop and portable computers to faculty, staff and graduate students. Our system of computers is connected through a network powered by four mirrored server computers. Political Science is one of the largest instructional academic units at Texas A&M University by all measures--student credit hours, student majors, and degrees awarded. We make computer-aided instruction available to undergraduates and graduates students, majors and non-majors.

Personnel resources: The Department of Political Science receives IT support from college IT employees – three of whom are housed in the Allen Building supporting both Political Science and Economics. These professionals are supported by 6 to 8 part-time undergraduate students.
Financial resources: Information technology is financed by four major funding sources: departmental operating funds, student computer access fees, Texas A&M University’s faculty workstation program and grants from the College of Liberal Arts and Texas A&M University and the College.

• Departmental operating funds are allocated from the College of Liberal Arts to the department. The ultimate source of these funds includes legislative appropriations, the Permanent University fund, and student fees. Departmental funds are used to pay the faculty Director of Media and Information Services, to pay part of the other full time computer personnel, and to purchase computer hardware and software.

• Student computer access fees allocated directly to the department are used to support part of the full time computer personnel, to pay student workers, to purchase and support laboratory hardware and software and to purchase supplies for printing.

• The faculty workstation program provides funding from the university and college sufficient to purchase a new computer for each faculty member every four years.

• The department has been awarded several competitive grants from the College of Liberal Arts and Texas A&M University. Details of these awards are provided in Appendix 3.

Faculty Office and Home Information Technology Resources: Faculty members are provided new office desktop computers and printers every three years through the university’s Faculty Workstation Program. New faculty members are given start-up funds. A majority choose to purchase computer hardware and software with these resources. In recent years portable computers have been a popular purchase.

When faculty members receive new workstation computers they have the option of relocating the older workstation equipment to their homes. These machines continue to be owned and supported by the Department of Political Science. In addition, the department usually has older computers available for faculty who have not yet received second workstation computers to take home. Hardware and software provided to faculty through departmental and university funds are supplemented by items purchased through external grants obtained by individual faculty and by items purchased by faculty with their own private resources.

Faculty members are further supported by departmental Computer Staff members. In addition, the time of one office staff member is dedicated almost exclusively to supporting teaching personnel. Two main services are provided. First, electronic test banks are established and supported. Faculty who use these resources can have tests prepared by indicating which questions from their banks should be used. The staff member then prepares and supervises reproduction of test booklets. Second, the staff member maintains and supports faculty materials on the departmental internet site. Items such as research interest lists and biographies are posted on individual faculty pages. In addition, class pages are established for each course. Material chosen by faculty members is posted on such class pages, usually within a few hours after a request.

Classroom Information Technology Resources: Political Science courses are offered on the main campus and in the Allen Building. Introductory courses with large enrollments are all taught on the main campus. Information technology resources for these classrooms are provided by Texas A&M University. All large classrooms are provided with computers connected to smart podiums
and ceiling-mounted projectors. Teaching personnel are allocated space to store class materials on local servers. Additional items, such as microphones and equipment to show videos are delivered to classrooms on request.

Equipment in Allen Building classrooms was originally provided by Texas A&M University and supplemented by purchases from Political Science Department resources. Today, classrooms controlled by Political Science have computers connected to smart podiums and ceiling mounted projectors. There are also VCR-DVD players in the podiums. All equipment is connected to stereo speakers in each room. The same equipment is provided in Political Science Department seminar rooms which also include smart boards that are fully integrated with computer resources.

The department makes use of classrooms controlled by the Department of Economics. Political Science and Economics were awarded a competitive grant to equip Economics classrooms with the resources currently in Political Science classrooms. Installation was completed at the beginning of the spring 2007 semester.

Political Science further supports delivery of material to classrooms by maintaining a library of video tape and DVD recordings. We also provide equipment to record broadcast television and transfer it to DVD. Finally, there are two units with 32 inch LCD screens and dedicated computers and software used for videoconferencing. These portable units can be used in classrooms, conference rooms and offices in the Allen Building to conference through the internet.

*Computer Laboratory Resources:* The department maintains three computer laboratories. Each has computers connected to the departmental network via Ethernet, a presentation computer, and projector. Two rooms of approximately 25 computers each are called Undergraduate Labs because they are financed by student computer access fees and are used primarily by undergraduates. They have smart podiums with the same equipment available in our classrooms. Faculty can hold classes in one of the rooms; the other room is reserved for drop-in use. Faculty and graduate students have keys that permit access to these labs when the lab is not open.

These labs have high speed printers. Undergraduate student majors and non-majors enrolled in Political Science classes and Political Science graduate students have unlimited printing privileges in these labs. The computers require pre-registration and login through a card-swipe system. Undergraduates must register their student ID cards with us to use these facilities. New computers are purchased every three years. Printers and other equipment are purchased when necessary. A variety of software programs and computer databases on departmental network servers is available to students through this equipment.

In addition to undergraduate course and drop-in use, these undergraduate laboratories are sometimes used for experimental research conducted by department faculty and graduate students.
A third computer laboratory, the Research Laboratory (room 2068), is available to faculty and graduate students. It has 25 computers connected to Ethernet. These computers have the same software and the same access to the departmental network of servers as the computers in the Undergraduate Labs. Research lab machines are on individual tables. This permits reconfiguration of the room to meet the needs of faculty and students conducting experimental research. The room also contains a conference area for approximately 20 people. There is a high speed printer in this lab that is used by faculty and graduate students whose offices are nearby. The hardware and software for this laboratory was purchased with competitive grant funds obtained by the department supplemented with departmental operating funds.
III. The Graduate Program

Vision and Goals of the Graduate Program

The Department of Political Science aims to attain and sustain national prominence in the discipline. The Graduate Program plays an integral part in this aspiration. The goal is to have an internationally-recognized doctoral program, one that makes significant scholarly contributions to the discipline through high-impact research, through the education and placement of new scholars, and through diversity in faculty and graduate students.

The doctoral program is based on a mentoring model of graduate education that received special recognition at the 1996 Convocation on Graduate Education sponsored by the National Academy of Science, the National Academy of Engineering, and the Institute of Medicine. A notable emphasis in the graduate program is the provision of research experience to doctoral students that leads to a high incidence of graduate student participation in research projects, professional presentations, and publications.

Graduate Program Administration


The Director of Graduate Studies is responsible for administering all aspects of the graduate program and for assuming a leadership role in developing a nationally-recognized graduate program. The position’s responsibilities range from recruiting applicants, supervising admissions, assigning temporary “mentoring” committees to first and second-year students, monitoring the academic performance of students in their courses and in their work as graduate assistants, scheduling graduate seminars, and overseeing the field-examination process. The Director also plays a supportive role in advising students on their academic progress. The responsibility for academic and career advice is shared by members of the student’s dissertation committee (and the student’s Temporary Advising Committee before that). The Placement Director, who is also appointed by the Head, has primary responsibility for assisting with job placement. The current Placement Director is Ken Meier. The Director of Graduate Studies is also expected to develop close working relations with the university’s Office of Graduate Studies and the College of Liberal Arts.

The Graduate Committee closely advises the Director. The committee is comprised of six faculty members representing each of the department’s five major academic fields (American Politics, Public Policy and Public Administration, Comparative Politics, International Relations, and
Political Theory), plus the Placement Director. The graduate student body president sits on the committee, but not for personnel matters. The Committee reviews all aspects of the program’s activities and makes recommendations to the director. Faculty members of the Committee, appointed by the Head after consultation with the Graduate Director, and the Head’s Advisory Committee, typically serves two-year terms. Faculty members who have served on the Graduate Committee since 200-2010 are shown in Table 8

Table 8: Faculty Membership on Department Graduate Committee 2009-2014

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>P. Kellstedt</td>
<td>P. Kellstedt</td>
<td>K. Hill</td>
<td>K. Hill</td>
<td>P. Kellstedt</td>
<td>J. Bond</td>
</tr>
<tr>
<td>IR</td>
<td>Q. Li</td>
<td>Q. Li</td>
<td>A. Tarar</td>
<td>A. Tarar</td>
<td>E. McLean</td>
<td>M. Koch</td>
</tr>
<tr>
<td>Theory</td>
<td>L. Ellis</td>
<td>J. Baer</td>
<td>J. Baer</td>
<td>D. von Vacano</td>
<td>D. von Vacano</td>
<td>D. von Vacano</td>
</tr>
</tbody>
</table>

Graduate Program Policies and Procedures

Recruitment of Students. The first step in the recruitment process is obtaining applications to the program. Typically, the prospective student initiates the application, often because faculty members at other universities recommended the department, or as a result of the student’s own research. Every few years the department sends out informational letters to other colleges and universities to promote graduate recruitment.

Representatives of the department have attended the Ralph Bunche Summer Institute to contact African-American and Hispanic students about their graduate school plans. For the past several years, Ken Meier has also hosted a recruitment weekend for largely minority students in the fall. The typical number of students invited and who attend this event has ranged from 7-15 in the past. The department has made an effort to establish contacts with TAMU System schools and with other Texas colleges and universities, which has resulted in the recruitment of greater numbers of minority students to the program. Faculty have also given recruitment talks at Historically Black Colleges. Students have also been recruited through the university’s Pathway to Doctorate program.

The second step in recruitment is for admitted students to matriculate in the program. To this end, the program invites students to the campus each spring for a “recruitment weekend.” The department’s Office of Graduate Studies pays for the expenses. The weekend is arranged so potential students meet faculty members who are teaching and doing research in their areas of interests. The prospective students also meet current graduate students to learn about the program from a student’s perspective, and see the department’s facilities and resources in both formally and informally organized settings (A copy of the 2014 schedule and itinerary is attached as Appendix 5).

Admission Policies: Graduate-Program admissions focuses almost exclusively on doctoral-level students (although students may declare an MA while pursuing their Ph.D.). No MA students have been admitted recently, although applications are considered on a case-by-case basis. In considering admissions, the Graduate Committee looks at the whole person, including GPA,
course of previous study in the social sciences, quantitative background and record, recommendations, writing sample, statement of professional interest, potential contribution to diversity, and other indications of scholarly promise. The Texas legislature has prohibited using GRE scores as a uniquely determinative element in admitting or denying applicants to graduate programs at state-funded universities.

Below is a table comparing the number and qualifications of applicants and those admitted to the program for the fall semesters of 2009 through 2014.

Table 9 shows the pool of applicants, admitted students and matriculated students by REG.

<table>
<thead>
<tr>
<th>Table 9 Applications and Acceptances to the Ph.D. Program 2009-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>Total number of applicants</td>
</tr>
<tr>
<td>Rejected</td>
</tr>
<tr>
<td>Applications pending (not complete)</td>
</tr>
<tr>
<td>Accepted for admission</td>
</tr>
<tr>
<td>Declined our offer</td>
</tr>
<tr>
<td>Accepted offer but did not enroll</td>
</tr>
<tr>
<td>Accepted but deferred entry</td>
</tr>
<tr>
<td>Matriculated</td>
</tr>
<tr>
<td>Number of department assistantships</td>
</tr>
<tr>
<td>Minority Students</td>
</tr>
<tr>
<td>Women Students</td>
</tr>
<tr>
<td>International Students</td>
</tr>
</tbody>
</table>

Between 2009 and 2014, the number of applicants varied from a high of 121 in 2010 to a low of 70 in 2014. The number of matriculating students has declined, overall, from a high of 17 in 2009 to 9 in 2014, the numbers have been somewhat steady from 2010 to 2014. This decline is in part due to insufficient funding to sustain large entering classes, and students receiving more competitive outside offers from other programs. Nearly all students admitted to the program are awarded graduate assistantships, and present funding for the program is only adequate to fund approximately 12 students each year. Some of the assistantships are supplemented by Merit, Diversity, and Vision2020 Fellowships competitively awarded on a university-wide basis, and occasionally a student comes in with external funding. The program has been successful in attracting female students; female students account for roughly 50 percent of the matriculating students in the last several years. Success at attracting minority students has been mixed, with increased success in more recent years, though much remains to be done here.

Table 10 also shows the mean GRE and GPA of all students with completed applications (the applicant “pool”) and those who matriculated. Overall, both the GRE and GPA have been consistent over the past five years. We emphasize that current state law precludes either admissions or rejection decisions based solely on an applicant’s GRE score.
Table 10: Average GRE/GPA Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicant “Pool”</th>
<th>Matriculated Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>310 3.80</td>
<td>313 3.80</td>
</tr>
<tr>
<td>2011</td>
<td>312 3.81</td>
<td>313 3.71</td>
</tr>
<tr>
<td>2012</td>
<td>317 3.80</td>
<td>313 3.82</td>
</tr>
<tr>
<td>2013</td>
<td>307 3.78</td>
<td>306 3.80</td>
</tr>
<tr>
<td>2014</td>
<td>318 3.85</td>
<td>313 3.81</td>
</tr>
</tbody>
</table>

Progress and Retention of Students – Appendix 6 displays a breakdown of student progress toward the degree by yearly cohort from the fall of 2009 through the Fall of 2014 and their current status. For those students who remained in the Ph.D. program, the table in the appendix indicates the dates field examinations were taken, the date the dissertation proposal was filed.

Table 11 below presents data by subfield on completion rates.

Table 11: Completion Rates by Subfield

<table>
<thead>
<tr>
<th>Subfield</th>
<th>Admits</th>
<th>Completes</th>
<th>Left</th>
<th>Still Here</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>14</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>6 years</td>
<td>6.3</td>
</tr>
<tr>
<td>American</td>
<td>25</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Comparative</td>
<td>23</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>5.8</td>
</tr>
<tr>
<td>IR</td>
<td>22</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>PAPP</td>
<td>35</td>
<td>19</td>
<td>16</td>
<td>0</td>
<td>4</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Time to Degree and Completion Rate: The Placement Director has been collecting data on the time it takes to complete a Ph.D. in the program, along with completion and attrition rates. Table 12 below indicates data from students who received their Ph.D. between 2003 and 2013. The time to degree reflects when the student actually graduated.

Table 12: Time to Degree and Number of Students

<table>
<thead>
<tr>
<th>Time (years) to Degree</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four years</td>
<td>7</td>
</tr>
<tr>
<td>Five years</td>
<td>19</td>
</tr>
<tr>
<td>Six years</td>
<td>4</td>
</tr>
<tr>
<td>Seven Years</td>
<td>4</td>
</tr>
</tbody>
</table>

Both the median and the mode is five years from enrollment to Ph.D. This is substantially below the national average for doctoral/research extensive programs. Below, Table 13 presents the data in a different way, illustrating the actual range in years to degree completion, with a larger set of students who have completed the program.
Table 13: Time to Degree and Number of Students

<table>
<thead>
<tr>
<th>Time (years) to Degree</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three years</td>
<td>2</td>
</tr>
<tr>
<td>Four years</td>
<td>15</td>
</tr>
<tr>
<td>Five years</td>
<td>26</td>
</tr>
<tr>
<td>Six years</td>
<td>8</td>
</tr>
<tr>
<td>Seven years</td>
<td>10</td>
</tr>
<tr>
<td>Eight years</td>
<td>0</td>
</tr>
<tr>
<td>Nine years</td>
<td>1</td>
</tr>
<tr>
<td>Ten years</td>
<td>1</td>
</tr>
</tbody>
</table>

We also compiled data on completion rates for those who began the program in 2000 through the class of 2009.

Double majors are counted twice in the data here. The percentage completion rate by admission class is presented in Table 14 below.

Table 14: Percentage Completion rate by Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Completion Rate</th>
<th>If ANDs Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>64%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2006</td>
<td>63.5%</td>
<td>62.2%</td>
</tr>
<tr>
<td>2007</td>
<td>59.2%</td>
<td>61.0%</td>
</tr>
<tr>
<td>2008</td>
<td>57.1%</td>
<td>60.1%</td>
</tr>
<tr>
<td>2009</td>
<td>52%</td>
<td></td>
</tr>
</tbody>
</table>

Student Advisory Committee and Faculty Mentoring—During the first two years in the program, Ph.D. students are advised by the Director of Graduate Studies and by Temporary Advising Committees. These committees provide students with guidance, advice, and counseling in making the transition to graduate school and developing a coherent educational program.

The Director of Graduate Studies forms these committees in consultation with the Graduate Committee for each incoming student in the summer prior to matriculation. Each temporary advising committee includes a minimum of three faculty members selected from the department’s multiple sub-fields. The initial committees may be re-appointed or new members assigned annually to adjust for evolving student interest.

At the end of their second year, students select their permanent advisory committees to supervise their dissertation research and file a degree plan; these committees also provide professional counseling and are involved in the placement process of the students. Finally, students receive varied forms of mentoring from the faculty members to whom they are assigned as graduate assistants. Mentoring is most intense when the student is integrally involved in the faculty member’s research and participates in presenting the research at professional conferences and in the publication process.
The Graduate Director also advises and mentors as the need advises. In addition, the director teaches POLS 681, Professional Development, a one-hour course required of all first-year students in the Ph.D. program. An important purpose of this course is to introduce students to a range of materials they will encounter as members of the political science profession. (A copy of the syllabus for POLS 681 is attached as Appendix 7). This course also includes discussions centering on the ethics of research and publication, including a special emphasis on plagiarism.

Graduate students are mentored with respect to teaching. In their third or fourth year in the program, all students take POLS 681: Teaching Political Science, a one-hour devoted entirely to the teaching enterprise that is offered each spring semester. It is taught by the Graduate Director or another senior faculty member with excellent teaching skills. Students are not hired to teach their own courses in the department until they have completed this course. A syllabus is also included in Appendix 7. An extensive description of the mentoring program administered by the Associate Department Head in Appendix 4.

Goals and Rationale of Graduate Curriculum

The Ph.D. program is designed to prepare students for a lifetime of scholarship and teaching at the college and university level. All students are expected to have:

- A firm grasp of the general field of political science
- A sophisticated understanding of the methodological and theoretical foundations of the discipline.
- A thorough familiarity with the literature and intellectual problems of the fields each student chooses to emphasize.

University regulations stipulate that 96 graduate credit hours, including research hours (POLS 691), beyond the baccalaureate degree must be earned for the Doctor of Philosophy degree. (For students with a master’s degree this number is reduced to 64 credit hours.) The minimum number of credit hours from seminars and independent studies (POLS 685) for the Ph.D. in Political Science is 48, although students with a prior master’s degree in political science may satisfy some course requirements with previous work. The remaining hours are earned through additional elective coursework and/or directed research on the dissertation (9691). Figure 1 summarizes the curriculum’s structure.
# Degree Requirements Form

## DEGREE REQUIREMENTS FOR DOCTOR OF PHILOSOPHY

### Distribution Requirement (9 hours)

<table>
<thead>
<tr>
<th>Field</th>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Field:** __________________________

*(9 hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS _____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>POLS _____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

**Minor Field:** __________________________

*(9 hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>POLS _____</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>POLS _____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

### Methods Requirement (12 hours)

**Year/Semester**

- POLS 601
- POLS 602
- POLS 603*

**Grade**

-

* May substitute an alternative course only with the permission of the Advisory Committee and of the Graduate Director.

**Topical Field:** __________________________

*(9 hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Year/Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS _____</td>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>

### Professional Development and Teaching Training (2 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 681</td>
<td>(1) Pass/Fail (2) Pass/Fail</td>
</tr>
</tbody>
</table>
As this figure illustrates, the curriculum is structured in three ways. First, all students must complete a four-course sequence in methods. POLS 601 and 602 are required of all Ph.D. students. POLS 601 and POLS 602 are taken concurrently during the first semester of graduate work. The third and fourth methods courses are selected from POLS 603, POLS 604, or POLS 606, 607. (Which is a variable content course). Students consult with their advisory committees before selecting these courses. With the approval of the chair of a student’s advisory committee a student may petition the Graduate Director to complete a methods requirement with courses other than those listed above.

The department hires a supplemental instructor for the introductory methods courses, POLS 602 and 603. This typically is an advanced graduate student with advanced technical capabilities and an approachable personality. The supplemental instructor is charged solely with the object of assisting students who may have weaker backgrounds in prerequisites to the quantitative methods classes.

Since 2007 a summer course has been offered to help incoming students with their quantitative prerequisites. This is taught by methods faculty, and is offered during the second five-week summer session. Students who take advantage of this program will have their graduate assistantships begin in July. Work requirements will be kept to an absolute minimum so the students can focus on the course. While open to all incoming students, the sole focus of this program is to help insure that all students have a sufficient background in quantitative prerequisites that they can focus on the new material presented in POLS 602 and POLS 603.

Five major fields of study and two minor fields structure the program’s curriculum.

The five major fields are:
- American Politics
- Comparative Politics
- International Politics
- Political Theory
- Public Administration and Public Policy

The two minor fields are:
- Methodology
- Race and Ethnic Politics

Students select their major and minor concentration from these fields. Students complete at least three courses in both the major and minor fields. The distribution requirement encourages students to enhance their understanding of political science in one of two ways. They may either take courses in fields other than their major or minor fields to broaden their knowledge, or they may choose to focus or deepen their knowledge of their major or minor fields by taking additional courses in these areas. If they choose the former option, it is recommended that they enroll in the “gateway” or introductory reading seminars, although it is possible to take an advanced seminar with the permission of the instructor.
The topical field offers students an in-depth knowledge of a particular area linked to their major field. Students take three courses in the topical field. Students can use the topical field to develop the theoretical and methodological foundations required for their dissertation proposal. Alternatively, they may develop a specialized topical field that is logically connected to their major area of interest and that will contribute to their expertise and formation of a professional research agenda in that area. Topical fields, selected in consultation with the student’s Advisory Committee are tailored to the intellectual needs and interests of each student.

Appendix 8 includes the catalog course descriptions of all graduate courses in the 2013-2014 Graduate Catalog. Table 15 below shows the seminars that have been offered since the Fall semester of 2009 through Spring semester 2014.

### Table 15: Graduate Courses Offered Fall 2009-Spring 2014

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 603</td>
<td>Quantitative Political Analysis II</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Political Research Methods: Game Theory</td>
</tr>
<tr>
<td>POLS 607</td>
<td>Advanced Research Methods II: Time Series</td>
</tr>
<tr>
<td>POLS 621</td>
<td>Theory and Method in Comparative Politics</td>
</tr>
<tr>
<td>POLS 635</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>POLS 642</td>
<td>Seminar in Public Policy</td>
</tr>
<tr>
<td>POLS 644</td>
<td>Seminar in Race and Ethnic Public Policy</td>
</tr>
<tr>
<td>POLS 674</td>
<td>American Political Behavior</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Teaching Political Science)</td>
</tr>
<tr>
<td><strong>Fall 2014</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 602</td>
<td>Components of Political Inquiry</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Political Research Methods: MLE</td>
</tr>
<tr>
<td>POLS 607</td>
<td>Advanced Research Methods II</td>
</tr>
<tr>
<td>POLS 623</td>
<td>Seminar in Cross-National Topics</td>
</tr>
<tr>
<td>POLS 631</td>
<td>Conflict Studies</td>
</tr>
<tr>
<td>POLS 641</td>
<td>Seminar in Public Administration</td>
</tr>
<tr>
<td>POLS 646</td>
<td>Public Policy Theory</td>
</tr>
<tr>
<td>POLS 654</td>
<td>Seminar in Theories of Political Legitimacy</td>
</tr>
<tr>
<td>POLS 660</td>
<td>Politics of Race and Ethnicity</td>
</tr>
<tr>
<td>POLS 670</td>
<td>American Political Institutions</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Professional Development)</td>
</tr>
<tr>
<td><strong>Summer 2014</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 604</td>
<td>Concepts and Theories of Political Analysis</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Political Research Methods</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
</tr>
<tr>
<td>POLS 603</td>
<td>Quantitative Political Analysis II</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Research Methods in Political Science: Game Theory</td>
</tr>
<tr>
<td>POLS 607</td>
<td>Advanced Research Methods II</td>
</tr>
<tr>
<td>POLS 620</td>
<td>Comparative Political Systems</td>
</tr>
<tr>
<td>POLS 623</td>
<td>Seminar in Cross-National Politics</td>
</tr>
<tr>
<td>POLS 630</td>
<td>International Politics</td>
</tr>
<tr>
<td>POLS 641</td>
<td>Seminar in Public Administration: Advanced Public Mgmt.</td>
</tr>
<tr>
<td>POLS 642</td>
<td>Seminar in Public Policy</td>
</tr>
<tr>
<td>POLS 671</td>
<td>American Political Behavior: Legislative Representation</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Teaching Political Science)</td>
</tr>
<tr>
<td>Fall 2013</td>
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</tr>
<tr>
<td>POLS 601</td>
<td>Components of Political Inquiry</td>
</tr>
<tr>
<td>POLS 602</td>
<td>Quantitative Political Analysis</td>
</tr>
<tr>
<td>POLS 603</td>
<td>Quantitative Political Analysis II</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Research Methods: Time Series</td>
</tr>
<tr>
<td>POLS 623</td>
<td>Seminar in Cross-National Topics: Political Economy</td>
</tr>
<tr>
<td>POLS 642</td>
<td>Seminar in Public Policy</td>
</tr>
<tr>
<td>POLS 644</td>
<td>Seminar in Race, Ethnicity, and Public Policy: Normative Political Theory</td>
</tr>
<tr>
<td>POLS 645</td>
<td>Politics, Policy, and Administration</td>
</tr>
<tr>
<td>POLS 650</td>
<td>Normative Political Theory</td>
</tr>
<tr>
<td>POLS 672</td>
<td>Seminar in American Political Institutions</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Professional Development)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2013</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>POLS 607</td>
<td>Advanced Research methods: Hierarchical Linear Modeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 606</td>
<td>Advanced Research Methods: Game Theory</td>
</tr>
<tr>
<td>POLS 621</td>
<td>Theory and Methods in Comparative Politics</td>
</tr>
<tr>
<td>POLS 624</td>
<td>Seminar in Regional Topics: Federalism and Decentralization</td>
</tr>
<tr>
<td>POLS 631</td>
<td>Conflict Studies</td>
</tr>
<tr>
<td>POLS 641</td>
<td>Seminar in Public Administration: Federalism and Decentralization</td>
</tr>
<tr>
<td>POLS 644</td>
<td>Seminar in Race, Ethnicity, and Public Policy</td>
</tr>
<tr>
<td>POLS 654</td>
<td>Seminar: Environmental Political Theory</td>
</tr>
<tr>
<td>POLS 671</td>
<td>American Political Behavior: Public Opinion</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Teaching Political Science)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2012</th>
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</thead>
<tbody>
<tr>
<td>POLS 601</td>
<td>Components of Political Inquiry</td>
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<tr>
<td>POLS 602</td>
<td>Quantitative Political Analysis</td>
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<td>POLS 606</td>
<td>Advanced Political Science Research Methods: MLE</td>
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<td>POLS 623</td>
<td>Seminar in Cross-National Politics: Comparative Political Economy</td>
</tr>
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<td>POLS 635</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>POLS 643</td>
<td>Theory and Practice of Public Administration</td>
</tr>
<tr>
<td>POLS 646</td>
<td>Public Policy Theory</td>
</tr>
<tr>
<td>POLS 670</td>
<td>American Political Institutions</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Professional Development)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2012</th>
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</thead>
<tbody>
<tr>
<td>POLS 606</td>
<td>Advanced Political Science Research Methods</td>
</tr>
<tr>
<td>POLS 671</td>
<td>American Political Behavior</td>
</tr>
<tr>
<td>POLS 674</td>
<td>Seminar in race, Ethnicity, and American Politics</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Spring 2012</th>
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<tbody>
<tr>
<td>POLS 603</td>
<td>Quantitative Political Analysis II</td>
</tr>
<tr>
<td>POLS 606</td>
<td>Advanced Political Research Methods: Game Theory</td>
</tr>
<tr>
<td>POLS 620</td>
<td>Comparative Political Systems</td>
</tr>
<tr>
<td>POLS 623</td>
<td>Seminar in Cross-National Politics: Comparative Welfare Politics</td>
</tr>
<tr>
<td>POLS 641</td>
<td>Seminar in Public Administration</td>
</tr>
<tr>
<td>POLS 642</td>
<td>Seminar in Public Policy: Comparative Welfare Policy</td>
</tr>
<tr>
<td>POLS 670</td>
<td>American Political Institutions: The Presidency</td>
</tr>
<tr>
<td>POLS 674</td>
<td>Seminar in Race, Ethnicity, and American Politics</td>
</tr>
<tr>
<td>POLS 681</td>
<td>Seminar (Teaching Political Science)</td>
</tr>
<tr>
<td>Year</td>
<td>Semester</td>
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</tr>
<tr>
<td>2011</td>
<td>Fall</td>
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Several things about Table 15 warrant attention. First, the number of summer courses has decreased in recent years, reflecting decreased funding. Graduate assistantships run over a twelve-month period. A few years ago, the faculty determined that reliance on independent studies during the summer did not meet the educational goals of the department or the educational needs of the students. Due in part to budget limitations, there is typically a methods course in the summer and one or at most two seminars. These are ten-week courses. Students may also enroll in the ICPS Summer Program at the University of Michigan or comparable programs such as the ECPR program at the University of Essex in England, for which they receive credit at Texas A&M.

Assessments of Student Performance

Student performance is assessed through such traditional means as grades and through field examinations. The performance of students is also evaluated on an annual basis prior to their admission to candidacy.

Annual Reviews – Student performance prior to the dissertation is assessed in several ways beyond the normal grading process. First, faculty members prepare written assessments of the students in their classes. (A sample form is attached as Appendix 9). They are asked to consider the strengths and weaknesses of the students, identifying those areas needing improvement and evaluate the students’ prospects for successfully completing the graduate program. Faculty also assess the performance of the students assigned to them as graduate assistants (A sample form is attached as Appendix 9). Both of these evaluations as well as course grades provide the basis for the Graduate Committee’s annual reviews of students in their first two years. The Graduate Director meets with the students to discuss these assessments. The committees then prepare a written evaluation for the Director. In turn, the Director summarizes these evaluations in a memorandum to each student at the end of each academic year.

In the event a student fails to meet expectations of “satisfactory progress” (as defined in the Graduate Handbook) in either classroom performance or as a graduate assistant, the Graduate Committee may recommend that a student be transferred to the M.A. program, that the student’s funding be revoked, or that the student’s participation in the program be terminated. A student in these circumstances receives written notice and a probationary period of at least one semester to meet expectations of good progress. The notice of probation will communicate the actions necessary to achieve good progress. To transfer to the M.A. programs, students must have a GPA of at least 3.0. Negative decisions of the Graduate Committee may be appealed to the Department Head.
Field Examinations – In the third year, students take “field examinations” as a condition for making “satisfactory progress.” The examinations cover the student’s major, minor, and topical fields of interests. The format of the examination varies from field to field in the department because each field organizes its own examinations. These procedures are described in Appendix 10.

All faculty members from each field are invited to submit possible questions for these examinations, which are then drawn upon by field committees as it composes the exam in field. To grade the written examinations, the director appoints an “examining committee” as stipulated by each subfield. In every subfield except American Politics and Methodology, the field committee grades the exam. In the American Politics and in the Methods subfields all faculty members of the subfield are invited to grade the exams. All who attend the grading meeting in these subfields then compose the grading committee for that field exam. If the student passed all three examinations, the committee chair sets a date for the oral “preliminary examination,” as required by the university. This examination is conducted by the student’s permanent advisory committee.

No oral examination is conducted if any written field or topical examination is judged by the examining committee to be unsatisfactory. Students who fail one or more of the field examinations may be given one additional opportunity to take the failed examination(s), depending on the recommendations of the examining and advisory committees. Students repeat only the failed exam(s). If they pass the previously failed exam(s), the students then take their oral “preliminary examination.”

Students who pass the field and preliminary examinations are admitted to candidacy after an approved dissertation proposal is filed with the University Office of Graduate Studies. They then proceed to their dissertation research.

The Evaluation of Graduate Teaching Assistants and Assistant Lecturers – Almost all fifth year students admitted to candidacy are offered positions as Graduate Teaching Assistants or Assistant Lecturers so they can gain teaching experience in the classroom (the former option is increasingly popular as it carries a tuition waiver while the lectureships do not). They may teach either large sections of introductory courses or upper division undergraduate courses in their major field of interest. Whenever possible, students are assigned first to smaller upper division courses before being assigned large lecture sections.

Graduate Teaching Assistants are evaluated in several ways. Prior to the first semester of teaching, their syllabi must be submitted for approval to the Associate Department Head. Graduate Teaching Assistants are evaluated by undergraduate students in the same way that other university faculty are, using a form that includes closed ended options scores numerically, and allows the students to comment. When the evaluations are returned at the end of the semester, the Associate Department Head reviews all open-ended comments from students, notes any particular problems and discusses them with the teaching assistant. The closed-ended items use a five-point scale (with higher numbers indicating better evaluations). Table 16 shows the scores for the general question, “On the whole, this was a good course” for the time period Spring 2008 through Fall 2013. The data indicate that graduate student teaching is well received, with many students scoring ratings above the departmental mean.
Table 16: Graduate Teaching Assistant Evaluations: Assistant Evaluations, Upper Division Courses

<table>
<thead>
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</table>

Graduate Teaching Assistant Average: 4.40 4.26 4.59 4.52 4.64 4.51 4.54 4.30 4.62 4.64 4.61 4.41
Department Average for all Faculty: 4.34 4.38 4.39 4.45 4.51 4.35 4.29 4.24 4.44 4.53 4.44 4.29

Writing and assessing the dissertation: All Ph.D. students write a dissertation under the supervision of a faculty member specializing in the student’s field of concern. This faculty member also serves as chair of the Advisory Committee. As soon as a research proposal can be outlined in reasonable detail, the Advisory Committee reviews the proposal as to its merit and feasibility. The proposal must be signed by all members of the Advisory Committee. After being signed by the Graduate Director the proposal is submitted to the Office of Graduate Studies for final approval.

When the dissertation is available in substantially final form and all the members of the student’s Advisory Committee have had adequate time to review the document, the Advisory Committee conducts an oral review. Although the final oral exam may cover all aspects of the student’s training, the major portion of the time typically focuses on the dissertation and allied topics. The dissertation must incorporate the suggestions and corrections of the members of the student’s Advisory Committee and be signed by the Department Head and the Advisory Committee. After the final exam, the Advisory Committee submits its recommendations to the Director of the University’s Office of Graduate Studies regarding the acceptability of the candidate for the doctoral degree.
Assessing Graduate Program Performance

The performance of the program is measured by student success at garnering awards and honors (including fellowships awarded by the university), publishing their work in professional outlets, and obtaining academic positions upon the completion of their degrees.

Graduate Student Awards – The Graduate Program recognizes student research accomplishments with the “Bryan D. Jones Award,” awarded annually on a competitive basis for outstanding research through conference papers or publications by a student. The department nominates students for various university fellowships that are competitive. The university recognizes graduate student research and teaching through awards given annually by the Association of Former Students. There are other competitive awards within the University for graduate students, the most prestigious of which is the George W. Kunze Prize, awarded each spring to the student with outstanding records in both research and public service.

A list of students who have won departmental awards or whose accomplishments have been recognized by the university, other academic units within the university, or by professional associations is presented in Table 17. This table also includes those students who have successfully competed for grants and mini-grants to support their research activities.

Table 17: Awards and Honors for Political Science Graduate Students 2010-2013

2013

- Bradly Goodine – AFS Distinguished Graduate Student Award for Excellence in Teaching, Doctoral (spring 2013)
- Bradly Goodine – Fasken Teaching Award (spring 2013)
- Miwa Nakajo – Fasken Teaching Award (spring 2013)
- Nathan Favero – NSF 2013 Graduate Research Fellowship honorable mention
- Department teaching award (spring 2013)
  - Excellence in Teaching: Grant Ferguson, Yao-Yuan Yeh
  - Distinction in Teaching: Miwa Nakajo, Catarina Thomson, Brad Goodine

External:
- Angela Allison – Jack Kent Cooke fellowship
- Nick Conway – ICPSR Cogg Scholarship
- Carlie Fogleman – ICPSR Warren Miller Scholarship
- Thiago Nascimento da Silva – Fulbright travel grant (summer 2013)
- Mitch Radtke – ICPSR Cogg Scholarship
- Katsunori Seki – ICPSR Cogg Scholarship
- Compton-Vuillaume, Mallory – Prestage Cook Travel Award Grant

Internal:
NOTE – of the students we admitted for the 2013 graduate class, we nominated 3 for Merit Fellowships and 2 received Merit Fellowship, we nominated 7 for Diversity Fellowship and 7 received Diversity, we nominated 3 for Vision 2020 Fellowships and 1 received Vision 2020 Texas A&M College of Liberal Arts Vision2020 Graduate Fellowship
- Kristen Carroll
TAMU College of Liberal Arts Professional Development Grant:
- Mallory Compton-Vuillaume
- Nicholas Conway
- Nathan Favero
- Carlie Fogleman
- Kendall Funk
- Soren Jordan
- Andrew Philips
- Mitch Radtke
- Katsunori Seki
- Clayton Webb
- Blake Windham
- Matthew Giebert

2012
American Educational Research Association (AERA) Dissertation Grant
- Jureé Capers
Empirical Implications of Theoretical Models (EITM) Fellowship
- Katsunori Seki (Princeton)
- Cameron Wimpy (University of Houston)
EITM Travel Scholarship for APSA 2012/MPSA 2013
- Amanda Rutherford
Prestage-Cook Travel Award, Southern Political Science Association
- Amanda Rutherford
Delta Gamma Fraternity Foundation Fellowship
- Amanda Rutherford
CLLA Vision 2020 Dissertation Improvement Awards
- Brad Goodine
- Yao-Yuan Yeh
CLLA Vision 2020 Graduate Fellowships
- Nathan Favero
- Kendall Funk
TAMU Glasscock Center Fellowships
- Sejin Koo. Graduate Travel to Fieldwork Grant
- Brian Shreck. Graduate Travel to Archives or Fieldwork Grant
- Bethany Shockley Graduate Travel to Fieldwork Grant
Bush Foundation Travel Grant
- Bethany Shockley supporting dissertation research
CLLA Professional Development Grants
- Mallory Compton-Vuillaume
- Matthew Giebert
- Amanda Rutherford
- Bethany Shockley
- Di Wang
- Cameron Wimpy
AFS Distinguished Graduate Student Award for Excellence in Teaching, Doctoral
  • McKinzie Craig

2011
American Political Science Association Minority Fellowship
  • Jessica Ross
Delta Gamma Graduate Fellowship
  • Amanda Rutherford
Empirical Implications of Theoretical Models (EITM) Fellowship
  • Sejin Koo
NSF Dissertation Improvement Grant
  • McKinzie Craig
  • Catarina Thomson
NSF EDGE-SBE Predoctoral Research Fellowship
  • Jessica Ross
National Association of University Women Dissertation Fellowship
  • McKinzie Craig
TAMU Dissertation Fellowship
  • Catarina Thomson
TAMU College of Liberal Arts Vision2020 Fellowship
  • Amanda Rutherford

2010
American Political Science Association Minority Fellows Fellowship
  • Jureé Capers

Carlos Cantu Graduate Assistantship for the Study of Latino Policy Issues, 2009-2010
  • Erin Melton

Empirical Implications of Theoretical Models (EITM) Fellowship
  • Katsunori Seki
  • Ling Zhu

National Defense University, research fellow (2009-10).
  • Ben Tkach

Research grant for fieldwork in Costa Rica from The Organization for Tropical Studies,
International Research Experience for Graduate Students
  • Ashley Ross

Research Grant, Yoshida Scholarship Foundation, Japan
  • Katsunori Seki

TAMU Diversity Fellowship
  • Jureé Capers
  • Angel Molina
Graduate Student Publications – The policies of the Graduate Program are intended to foster strong research orientations among its graduate students. Graduate assistantships are assigned to faculty to encourage mentoring relationships that result in both sole and coauthored publications. The measure of program success is the publication record of the graduate students. Table 18 lists this record since 2010.

Table 18: Publication record of Graduate Students

2013

- **Flink, Carla.** Scott Robinson and Chad King. forthcoming. "Organizational History and Budgetary Punctuation." *Journal of Public Administration Research and Theory.*


2012


• Seki, Katsunori and Shinya Sasaoka. forthcoming. “Democracy and Quality of Life in Asian Societies.” In C. Michalos, ed., Encyclopedia of Quality of Life Research. Springer. (Invited for submission, in English)


2011

2010
Graduate Student Placement: Placement responsibilities traditionally rest with the student and the chair of his or her Advisory Committee. The University Career Planning and Placement Center offers advice on career opportunities in a variety of fields and techniques of searching for appropriate positions in both academic and non-academic settings. Beginning in 2003-2004, the department named a senior faculty member to serve as Placement Director (currently Ken Meier).

The Placement Director conducts a series of sessions for graduate students to prepare them to be viable candidates on the job market. All graduate students, not just those currently seeking jobs, are invited to these sessions. Separate sessions are devoted to the following: writing a vita, preparing application cover letters, writing a marketing statement and discussing it with one’s dissertation advisor, the process of applying for jobs, how to make a job presentation, and the interview itself. The Placement Director approves all vita, cover letters, statements of teaching philosophy, and dissertation summary paragraphs. He also reads all letters of recommendation and, on occasion, makes suggestions concerning their content. He attends practice job talks and offers criticism on content and style.

Several activities orient graduate students to the political science market before the students are actual candidates. Students are asked to attend two job talks a year at Texas A&M and write up critical evaluations. There are also annual sessions on the process of publishing articles and the book publishing process. Former students are brought back to campus to talk about their own job search and what life is like as a new professor in various different types of schools.

The following table shows the current positions of the students who graduated with doctoral degrees since 2008 or who will graduate this year.

**Table 19: Current Placement of Ph.D. candidates since 2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2015</td>
<td>Amanda Rutherford</td>
<td>Indiana University*</td>
</tr>
<tr>
<td>2015</td>
<td>Clayton Webb</td>
<td>University of Kansas*</td>
</tr>
<tr>
<td>2015</td>
<td>Brian Shreck</td>
<td>Post Doc, National Wind Institute and Texas Tech University</td>
</tr>
<tr>
<td>2014</td>
<td>Carla Flink</td>
<td>University of Texas-San Antonio*</td>
</tr>
<tr>
<td>2014</td>
<td>Ted Brown</td>
<td>Southwest Oklahoma State*</td>
</tr>
<tr>
<td>2014</td>
<td>Grant Ferguson</td>
<td>Texas Christian University</td>
</tr>
<tr>
<td>2014</td>
<td>Yao Yuen Yeh</td>
<td>University of California Merced</td>
</tr>
<tr>
<td>2014</td>
<td>Cameron Wimpy</td>
<td>Research Associate, Fors Marsh Group</td>
</tr>
<tr>
<td>2014</td>
<td>Bethany Shockley</td>
<td>Post Doc, Qatar University</td>
</tr>
<tr>
<td>2014</td>
<td>Katsunori Seki</td>
<td>Post Doc, University of Mannheim</td>
</tr>
<tr>
<td>2014</td>
<td>Piotr Urbanski</td>
<td>Southern California Edison</td>
</tr>
<tr>
<td>2013</td>
<td>Juree Capers</td>
<td>Georgia State University*</td>
</tr>
<tr>
<td>2013</td>
<td>Christopher Anderson</td>
<td>Global Skills Xchange</td>
</tr>
<tr>
<td>2013</td>
<td>Rhonda Struminger</td>
<td>CS4ED</td>
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<tr>
<td>2013</td>
<td>Tabitha Morton</td>
<td>Post Doc, Institute for Science and Technology, George Bush School of Government</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Institution</td>
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<tr>
<td>2013</td>
<td>Ben Tkach</td>
<td>Texas A&amp;M Conflict and Development Center</td>
</tr>
<tr>
<td>2013</td>
<td>Bradley Goodine</td>
<td>Visitor Texas A&amp;M</td>
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<td>2013</td>
<td>Erica Socker</td>
<td>Brookings Institution</td>
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<td>2012</td>
<td>McKenzie Craig</td>
<td>Marietta College*</td>
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<td>2012</td>
<td>Catarina Thompson</td>
<td>Exeter University*</td>
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<td>2012</td>
<td>Jesse Chupp</td>
<td>Regent University</td>
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<td>2011</td>
<td>Ling Zhu</td>
<td>University of Houston*</td>
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<tr>
<td>2011</td>
<td>Meredith Walker</td>
<td>Post Doc, American University</td>
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<tr>
<td>2011</td>
<td>Erin Melton</td>
<td>University of Connecticut*</td>
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<tr>
<td>2011</td>
<td>Chris Olds</td>
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<td>2010</td>
<td>Daniel Betti</td>
<td>Pittsburgh State, KS*</td>
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<tr>
<td>2010</td>
<td>Roberto Loureiro</td>
<td>St. Petersburg College</td>
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<tr>
<td>2010</td>
<td>Christie Maloyed</td>
<td>University of Nebraska, Kearny*</td>
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<tr>
<td>2010</td>
<td>Ashley Ross</td>
<td>Sam Houston University*</td>
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<tr>
<td>2010</td>
<td>Mary Beth Sullivan</td>
<td>Central Arkansas University</td>
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<td>2010</td>
<td>Zowie Hay</td>
<td>Department of Treasury (UK)</td>
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<tr>
<td>2009</td>
<td>Nicolai Petrovsky</td>
<td>University of Kentucky*</td>
</tr>
<tr>
<td>2009</td>
<td>Cigdem Sirin</td>
<td>University of Texas El Paso*</td>
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<tr>
<td>2009</td>
<td>Tyler Johnson</td>
<td>University of Oklahoma*</td>
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<tr>
<td>2009</td>
<td>Dwight Roblyer</td>
<td>US Air Force, Texas A&amp;M</td>
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<tr>
<td>2009</td>
<td>Mark Ramirez</td>
<td>Arizona State University*</td>
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<tr>
<td>2009</td>
<td>Benjamin Freeman</td>
<td>US State Department</td>
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<tr>
<td>2009</td>
<td>Morgan Johansen</td>
<td>University of Hawaii*</td>
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<tr>
<td>2009</td>
<td>Jason Smith</td>
<td>Instructional Asst. Prof. Texas A&amp;M University</td>
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<tr>
<td>2009</td>
<td>Douglas Kuberski</td>
<td>Florida State, Jacksonville*</td>
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<tr>
<td>2009</td>
<td>Han Soo Lee</td>
<td>Soonsil University, Korea</td>
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<tr>
<td>2009</td>
<td>Nathan Ilderton</td>
<td>University of Central Florida*</td>
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<tr>
<td>2009</td>
<td>Matthew Allen</td>
<td>Private law practice</td>
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<tr>
<td>2009</td>
<td>Stephen Sargent</td>
<td>Private business</td>
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<tr>
<td>2008</td>
<td>Daniel Hawes</td>
<td>Kent State University*</td>
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<tr>
<td>2008</td>
<td>Hassan Bashir</td>
<td>Texas A&amp;M campus, Qatar</td>
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<tr>
<td>2008</td>
<td>Diqing Lou</td>
<td>Ryder College*</td>
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<tr>
<td>2008</td>
<td>David Rossbach</td>
<td>Chatham University*</td>
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<tr>
<td>2008</td>
<td>Jose Villalobos</td>
<td>University of Texas El Paso*</td>
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<tr>
<td>2008</td>
<td>Laron Williams</td>
<td>University of Missouri*</td>
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<tr>
<td>2007</td>
<td>Claudia Avellaneda</td>
<td>Indiana University*</td>
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<tr>
<td>2007</td>
<td>Holly Goerdel</td>
<td>University of Kansas*</td>
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<tr>
<td>2007</td>
<td>Philip Gray</td>
<td>Texas A&amp;M Qatar</td>
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<tr>
<td>2007</td>
<td>Tetsuya Matsubayashi</td>
<td>University of North Texas*</td>
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<tr>
<td>2007</td>
<td>Justin Vaughn</td>
<td>Boise State University*</td>
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<tr>
<td>2007</td>
<td>Renat Shaykhutdinov</td>
<td>Florida Atlantic University*</td>
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<tr>
<td>2007</td>
<td>Nick Theobald</td>
<td>Cal Poly San Luis Obispo</td>
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<td>2007</td>
<td>Michael Pennington</td>
<td>University of North Carolina-Pembroke*</td>
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<tr>
<td>2007</td>
<td>Anne Wilson</td>
<td>California State University-Dominguez Hills*</td>
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</tbody>
</table>
In general, students are obtaining academic employment at colleges and universities. Throughout the graduate program’s development, we have generally been successful in placing graduates in Ph.D. granting departments.

Methods and Levels of Student Financial Support

*Graduate Research Assistantships* – Graduate assistantships are the program’s primary means of providing financial support to graduate students. Although assistantships are awarded on the basis of academic merit, they are not scholarships.

Instead, graduate students are half-time employees (20 hrs/week) of the university, which allows them to receive some state benefits, including health insurance. Tuition (but not fees) is also waived for graduate assistants. The graduate assistantships are for twelve months and currently worth $18,000 a year.

Eligibility for continued funding depends upon satisfactory progress toward the degree and satisfactory performance of duties. Each student is reviewed annually to determine his or her eligibility for continued employment as a graduate assistant. Lack of satisfactory academic progress, which is described at length in the Graduate Handbook, can jeopardize continued employment. Assistantships are guaranteed to continue for four years, assuming satisfactory progress toward the degree. In the fifth year, students typically are appointed as assistant lecturers, Funding during the fifth year depends upon the availability of resources and the department’s need for assistant lecturers.

Through 2014, graduate students have not taught in their first four years. This has been a policy in the past. The preference has been to maintain that policy but changing budgetary considerations have caused the department to think creatively about a plan that would incorporate some teaching at and beyond the fourth year level.

For the first two years, graduate assistants are assigned on a semester-by-semester basis to one or two faculty members. GAs assist faculty members in their research, and are assigned based on proposals submitted by faculty members prior to the beginning of each semester. The goal is to involve students in the research process and to foster mentoring relationships with individual faculty. Through this process students gain an appreciation for the practical and theoretical issues of conducting political science research. Some faculty members assign graduate assistants very modest classroom responsibilities (e.g. guest lectures, tutoring, or grading).

*Graduate Teaching Assistantships and Graduate Assistant Lecturers:* In their fifth year, ABD students may be offered positions as Graduate Teaching Assistants or Graduate Lecturers (the former is increasingly preferred because it carries a tuition waiver). Graduate Teaching Assistants are hired by the semester and teach one undergraduate course a semester (50 percent appointment max). They are currently paid $2000 per month. Graduate Assistant Lecturers may teach two courses per semester, and are paid $2000 per course per month. Students in their sixth year may be offered teaching positions depending on the department’s teaching needs and financial resources.
Other Sources of Financial Assistance – The University awards a limited number of Merit fellowships, Diversity Fellowships, and Vision2020 Fellowships.

Vision2020 Fellowships, are awarded on a competitive basis to students who are seen as having the best chances of being placed at a top AAU institution. The Department of Political Science has 5 of the 19 Vision2020 Fellowships in the College of Liberal Arts.

The Merit and Diversity Fellowships are very limited in number and granted only through university-wide competitions based on nominations from colleges after a review of departmental applications. How do these compare with the regular stipends? The department has attained some success in nominating Merit Fellows, and good progress in obtaining Diversity Fellowships. The Graduate Committee typically nominates two applicants for Merit Fellowships, with one applicant receiving the award in recent years. The Graduate Committee typically nominates two to seven applicants for Diversity Fellowships, with almost all of our nominees receiving the fellowship.

Conference Travel Support – During each of their first four years in the program, students are guaranteed $600 of departmental support to present a paper at one professional conference. In recent years, the department’s Graduate Office has been able to provide the same support for travel to summer conferences, and the Methods Programs at the University of Michigan and University of Essex (UK).

As a condition for conference funding, all students in their fifth year or beyond who are graduate teaching assistants or lecturers who participate in major conferences. They are generally supported for up to two trips per year at $500 per trip if they are presenting a paper.

The total funds for support of graduate travel have fluctuated over the last five years from approximately $500 in FY09 to approximately $600 in FY13. Students are guaranteed one conference per year, but often additional conferences are funded.

Estimated Living Expenses While Pursuing Ph.D. Degree – The estimated annual living expenses while pursuing a Ph.D. degree at Texas A&M University are shown in Table 20. Because the expenses reflect the expenses of an unmarried graduate student, the total represents the minimum annual costs. Expenses for married students with children are significantly higher. As these estimates indicate, the financial support just described is not adequate to meet the expenses students bear while they are in the program.
Table 20: Estimated Annual Living Costs for Pursuing Ph.D. at TAMU

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
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<tr>
<td>Rent (avg. $650 per month)</td>
<td>$7,800</td>
</tr>
<tr>
<td>Utilities (avg, $250 per month including $40 internet)</td>
<td>$3,480</td>
</tr>
<tr>
<td>Parking Fees (<a href="http://transport.tamu.edu/Parking/faqpermit/info.aspx">http://transport.tamu.edu/Parking/faqpermit/info.aspx</a>)</td>
<td>$275</td>
</tr>
<tr>
<td>Transportation/Gas or Bus Fees ($100)</td>
<td>$1,200</td>
</tr>
<tr>
<td>Car insurance and Maintenance (Most students own a car)</td>
<td>$1,560</td>
</tr>
<tr>
<td>Food (avg. $250 per month)</td>
<td>$3,000</td>
</tr>
<tr>
<td>Fees (Spring, Summer, and Fall semesters)</td>
<td>$3,494</td>
</tr>
<tr>
<td>Phone (avg. $80 per month)</td>
<td>$960</td>
</tr>
<tr>
<td>Books ($300 per semester/$240 during summer)</td>
<td>$940</td>
</tr>
<tr>
<td>Photocopying Fees (avg. $20 per semester)</td>
<td>$60</td>
</tr>
<tr>
<td>Laundry (avg. $20 per month)</td>
<td>$240</td>
</tr>
<tr>
<td>Entertainment/Movies, Dinners, Etc. (avg. $50 per week)</td>
<td>$2,400</td>
</tr>
<tr>
<td>Travel (particularly with regards to average holiday travel per year)</td>
<td>$1,500</td>
</tr>
<tr>
<td>Political Science Association Dues and preregistration</td>
<td>$540</td>
</tr>
<tr>
<td>Miscellaneous (avg. $100 per month)</td>
<td>$1,200</td>
</tr>
<tr>
<td>Total</td>
<td>$28,649</td>
</tr>
<tr>
<td>Less Graduate Assistantship</td>
<td>$18,000</td>
</tr>
<tr>
<td>Deficit</td>
<td>$10,649</td>
</tr>
</tbody>
</table>

NOTE: An estimate of income withheld for income taxes and social security is not included.

Unless a student receives support from other sources than the graduate assistantship, he or she will incur an annual debt of $10,649. The expenses in Table 20 do not take into account federal taxes and OAH/OASI, which vary widely according to the personal situation of students. The modal amount of withheld taxes is roughly $229.43 a month. Because most students take out loans to make up the difference between expenses and income, the total debt should also include interest payments that will vary with the loan arrangements made by each student.

**Strengths and Weaknesses of the Graduate Program**

The material presented for this self-study provides the grounds for summarizing the strengths and weaknesses of the Graduate Program. The program’s most notable strengths are:

- A faculty that is nationally recognized for its productivity and involvement in the profession.
- A program designed to encourage mentoring relationships between faculty and students, and between senior students and junior students.
- Early involvement of students in academic research to develop the skills, experience, and orientation required to succeed in a competitive academic marketplace.
- Guaranteed financial support during the first four years of graduate study with a strong likelihood of an assistant lectureship in the fifth year.
- Strong financial support for graduate student participation in professional conferences.
• A summer course in basic methodology and supplemental instructors in introductory methods classes that level the playing field for students with poorer backgrounds in quantitative methods.
• Small graduate seminars that rarely exceed 10 students in a seminar.
• Private student offices with networked, up-to-date personal computers in each office.
• Multiple state-of-the-art computer laboratories.
• Notable student success in publications and in the academic job market.
• The REP program is a good way to attract minority students.

With regard to the program’s weaknesses, several stand out as critical to improving the quality of the program, and enhancing the success of its students.

• The program is not attracting sufficient numbers of applicants with the scholastic credentials expected of a nationally ranked program.
• Academic Placements have been very good in Public Policy programs but progress needs to be made in the place of students in top tier Political Science Departments.
• The size of incoming classes is insufficient to sustain the number and variety of seminars expected of a nationally-visible graduate program given the state-mandated requirement of five students for a seminar.
• Insufficient numbers of fellowships and stipends are available to the department to attract academically outstanding students and to promote diversity.
• The current faculty size is insufficient in light of instructional demands at the undergraduate level to sustain a nationally recognized graduate program.
• GA stipends are lagging relative to other peer programs. Stipends should be competitive with top-twenty departments.
• A culture of applying for grants needs to be more widely established among faculty members as well as among graduate students.
IV. The Undergraduate Programs

Goals and Rationale

The Department of Political Science is committed to excellence in undergraduate education. This commitment involves a conscious effort to connect students to critical analytical concepts in political science and essential tools for social science reasoning and research in support of engaged citizenship, intellectual and professional development, and lifelong learning. These goals span the three principal sets of courses and programs offered by the Department—core curriculum teaching in service to the University’s student body, a comprehensive program of study in political science for the Department’s majors, and a body of curricular and extracurricular programs to serve the Department’s especially high achieving students.

Degree Programs

The Department of Political Science offers two core undergraduate degree programs, leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), respectively. The B.A. degree program offers a strong liberal arts curriculum aimed at enhancing students’ understanding of the political world along with essential training in social science research methods. The B.A. degree program offers an undergraduate program of study in political science comparable in many respects to bachelor’s degree programs at peer and aspirant peer institutions.

The B.S. program emphasizes building skills for conducting social science research and data analysis while gaining a better understanding of politics. The B.S. program is one of the most unique and important features in the undergraduate political science program at Texas A&M. The program is designed to introduce students to political science research practices and methods and to serve as a springboard for students interested in pursuing more technical careers (e.g. policy analysis or survey research) or graduate studies in political science. The B.S. program is among the largest and most rigorous science-focused undergraduate degree programs in the discipline.

In addition to various University and College mandates, both programs require introductory courses in American national government (POLS 206) and state politics (POLS 207) as well as an introductory course on political science research methods (POLS 209) and twenty-four hours of additional political science courses. The B.A. program requires four semesters (14 hours) of a foreign language as well as a two course sequence in mathematics or logical reasoning (MATH 141 or 166 and Math 142 of PHIL 240). The B.S. program requires introductory and advanced political science research methods courses (POLS 209 and 309), an additional advanced research skills course (e.g. POLS 308, STAT 307, ECON 449, or CSCE 110), a two course mathematics sequence (MATH 141 or 166 and MATH 142 or 131), a course on logical reasoning (PHIL 240), and two semesters (8 hours) of a foreign language.

The B.A. and the B.S. programs also anchor two pairs of joint degree programs. These programs offer admitted students the opportunity to pursue simultaneously an undergraduate degree in Political Science and a graduate degree from one of our partner institutions. The Department
offers both a five year B.A.-M.P.S.A. (Master of Public Service and Administration) and five-year B.S.-M.P.S.A. program with Bush School of Government at Texas A&M University. Students admitted to these programs enroll in courses at the Bush School during their fourth year (U4) at Texas A&M and are reclassified as graduate students (G7) after completing 120 total credit hours. Students normally complete the remainder of the Bush School’s 48 credit hour curriculum over a fifth academic year.

The Department also offers four year joint degree programs with the Department of Government at the University of Essex in the United Kingdom. These programs offers students the chance to earn a Bachelor's degree in Political Science from Texas A&M (B.A. or B.S.) along with a Master’s Degree in Government from the University of Essex (M.A. or M.Sc.) in just four years plus a summer term. Students participating in the program spend three years at Texas A&M and a fourth year abroad at Essex. While at the University of Essex, students undertake a course of study that will complete the requirements for a Bachelor’s degree in Political Science at Texas A&M University. The courses offered at the University of Essex are taught by Essex faculty and are pre-approved for transfer credit to Texas A&M University. Specifically, a student can earn up to 12 hours of credit that can count in the major area and up to 12 additional hours that can count in the elective area of our degree plans. These “Essex 3+1” programs received final approval from both Texas A&M and Essex in 2014 and began accepting applications in fall 2014.

Certificate Programs

In addition to our degree programs, the Depart also offers six certificate programs. These programs provide defined curricula for students who are interested in pursuing a specialized course of study in Political Science. The certificate programs are not required, and they are open to students in all majors. Completion of a certificate program results in special designation on the student’s transcript upon graduation. In the spring of 2003 the Department opened its first such certificate program, in European Union Politics. The Department now offers six active certificate programs:

- Advanced Research Methods
- Comparative Study of National Politics
- Foundations of Political Theory
- European Union Politics
- International Relations
- Race, Ethnicity, and Gender Politics

Outlines of the curriculum for each certificate program are included in the Appendix. (There is also a seventh approved certificate program in Law, Society, and Politics that has been dormant for several years because of instructional staffing limitations.)
Student Clientele

Core Curriculum Courses

Texas law requires:

Every college and university receiving state support or state aid from public funds shall give a course of instruction in government or political science which includes consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. This course shall have a credit value of not less than six semester hours or its equivalent.

The Department of Political Science fulfills this requirement for Texas A&M University by offering a pair of courses covering “American national government, politics, and constitutional development” and “state and local government and politics with special reference to the constitution and politics of Texas.” These are designated POLS 206 and POLS 207, respectively.

Offering these two courses is a critical service for Texas A&M University which places substantial demands on the Department’s teaching capacity. In 2014, 4,040 students completed Introduction to American Government (POLS 206) in 23 different class sections in the Department of Political Science, and 5,293 completed State and Local Government (POLS 207) in 27 class sections. These two courses alone accounted for 9.6% of all student-courses completed in the College of Liberal Arts in the last calendar year.

Majors

In the fall of 2013, the department served 756 undergraduate majors, 562 (74%) in the B.A. program and 194 (26%) in the B.S. program. This figure represents an 8% increase over the previous year. At the start of the 2012 academic year, the department had only 698 majors, 535 (77%) in the B.A. program and 163 in the B.S. program (23%). These figures remain substantially lower than recent peak periods of undergraduate enrollment. The department’s (fall) undergraduate major population since 2002 is presented below in Table 21. As late as fall 2003, the department had over one thousand undergraduate majors.

In 2013, the Department of Political Science expanded its substantial portfolio of undergraduate research programs. During the summer semester, the Department conducted its first Political Science Summer Research Academy. Twenty students (seventeen from Texas A&M and three visitors from other colleges and universities) attended intensive workshops on research design and data analysis while developing independent research projects with support from teams of faculty mentors. Students earned six hours of academic credit during the Academy’s five week term. A proposal for ongoing support for the program from the National Science Foundation (NSF) was not funded, but subsequent contact with NSF program personnel indicates that a revised application would be welcome.
Table 21: Number of Declared Political Science Majors Enrolled

<table>
<thead>
<tr>
<th>Semester</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>959</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1,009</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>975</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>976</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>939</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>842</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>843</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>838</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>747</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>698</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>698</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>756</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>811</td>
</tr>
</tbody>
</table>

Table 22: Number of Declared Political Science Majors by Degree Track

<table>
<thead>
<tr>
<th>Semester</th>
<th>B.A.</th>
<th>B.S.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>550</td>
<td>292</td>
<td>842</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>586</td>
<td>257</td>
<td>843</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>633</td>
<td>205</td>
<td>838</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>569</td>
<td>178</td>
<td>747</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>554</td>
<td>144</td>
<td>698</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>533</td>
<td>165</td>
<td>698</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>557</td>
<td>199</td>
<td>756</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>540</td>
<td>271</td>
<td>811</td>
</tr>
</tbody>
</table>

Course Offerings

The Department offers undergraduate courses in American politics, comparative politics, international relations, political methodology, political theory, the politics of race, ethnicity, and gender, and public administration and public policy. These areas, of course, reflect the substantive expertise of our faculty and map onto the major and minor fields of study available in our graduate program. Altogether, the Department of Political Science offers between seventy and eighty undergraduate class sections during the Fall and Spring semesters including various research seminars and independent studies. Table 23 reports the distribution of enrollments in Political Science courses in Fall 2012, the last semester for which the University’s Data and Research Service provided information.

About a quarter of the sections offered by the department were for introductory courses in American Government and States and Local Government, which are typically taught in lecture formats to large student audiences. Nearly three quarters of the Department’s course sections enrolled forty or fewer students in the observed semester. Thirty-nine percent of course sections enrolled twenty or fewer students. This high proportion of very small classes is, in part, enforced
by University rules capping enrollment in writing-intensive courses at twenty students. All sections of introductory and advanced undergraduate research methods are taught in this small, writing-intensive format. Students majoring in political science may generally expect close interactions with faculty in small classes.

**Table 23: Distribution of Course Sizes, Fall 2012**

<table>
<thead>
<tr>
<th>Size Cohort</th>
<th>Number of Sections</th>
<th>Percent of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>200+</td>
<td>20</td>
<td>26.0%</td>
</tr>
<tr>
<td>41-75</td>
<td>1</td>
<td>1.3%</td>
</tr>
<tr>
<td>21-40</td>
<td>26</td>
<td>33.8%</td>
</tr>
<tr>
<td>≤20</td>
<td>30</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

**High Impact Undergraduate Experiences and Opportunities**

**Study Abroad**

Consistent with efforts to promote internationalization and diversity, the Department of Political Science sponsors five study abroad opportunities for our students. The newest program is the Essex 3+1 joint degree program outlined above. The Essex 3+1 program complements the Department’s more established study abroad programs: the Summer European Academy, the Danube Summer Institute, the Centre International de Formation Européenne-Texas A&M (CIFE-TAMU) European Semester, and a direct enrollment program at the University of Passau in Germany.

The Summer European Academy, organized by Professor John Robertson, is offered annually during a summer I term and is designed to introduce (through European and American perspectives) the Texas A&M student to the political, economic and security issues that are shaping the European Union and transforming Europe. The program combines cultural, political and economic topics designed to provide the student with a rich cross-cultural introduction to the new Europe, with emphasis on how Germany and France are both affecting and are affected by the process, and what implications follow for the United States. It entails 30 days of study and travel in Germany, France, Belgium and Luxembourg. It includes as well a 9-day joint-seminar with students from the Technical University of the Saarland (Germany). Field trips include five nights in Brussels, Paris, and Berlin as well as shorter trips to Luxembourg and Strasbourg, France.

The Danube Summer Institute, organized by Professor John Robertson, is offered during the Summer II semester and is intended to afford the student an introduction to the new Europe undergoing significant political, economic and cultural transformation. The program focuses on a key geopolitical area of Europe, where East meets West and where the future of the European Union is being played out in dramatic fashion. This is the area where the success of EU enlargement, cultural extension, and political and economic accommodation between diverse political histories and traditions will in all likelihood spell the future course of the EU and define the extent of European political and economic transformation over the course of the next several decades. The program combines cultural, political and economic topics designed to provide the
student with a rich cross-cultural introduction to the new Europe, with emphasis on how enlargement and the inclusion of Central Europe within the EU is affecting European integration, and what implications follow for the United States. It entails 30 days of study and travel in Germany, Austria, Slovakia and Czech Republic. It includes as well a two-week joint seminar with students and faculty from the University of Passau, located in Passau, Germany. Two weeks of field trips include Munich, Salzburg, Vienna, Bratislava, and Prague, with official appointments with various guest speakers and symposia in each location (as well as cultural opportunities and free time).

The CIFE-TAMU European Semester is a fourteen week program offered to the Department’s majors in conjunction with Centre International de Formation Européenne. The program meets at the main CIFE campus in Nice (five weeks) as well as Brussels (two weeks) and Berlin (seven weeks). CIFE faculty offer courses on Europe and European Union politics as well as on the economics and culture of Europe and the European Union. The semester culminates in a research project produced by the students. Courses are taught in English and provide participating students with 15 hours of course credit – 9 hours in political science and 6 hours of elective credits. The program also provides opportunities for participants to network with their European counterparts.

The Department also sponsors a direct enrollment study abroad program with the University of Passau in Passau, Germany. The Passau program is a traditional, semester long program. The primary language of instruction is German, although the University of Passau also offers many courses in English. Students enroll directly in courses offered at Passau. These transfer back to A&M through an established direct enrollment agreement.

**Research**

Texas A&M University identifies student research as a special characteristic of its undergraduate programs and prioritizes teaching of analytical thinking and research skills. The Department endorses these principles, and they are reflected in our undergraduate programs.

The core of the Department’s commitment to undergraduate research remains its Bachelor of Science degree program. Students who complete this degree with undergo six hours of coursework in political science research methods, nine semester hours of supporting coursework in mathematics and logical reasoning, and an additional three hours of coursework on an additional “research tool,” e.g. game theory, survey sampling, or computer science. Since the advanced undergraduate research methods course (POLS 309) was introduced in 2007, all sections have required students to complete an independent research project involving statistical modeling. (Recent syllabi for POLS 309 are included in the Appendix.) Our Bachelor of Science program provides students with one of the most comprehensive and rigorous programs in political science research tools available to undergraduate political science students in the United States.

Students may also earn a certificate in Advanced Political Science Research Methods. This certificate is a means of enhancing undergraduate education through a focused combination of courses and independent research. Administered by the Political Science Department, the
program is open to all Texas A&M University undergraduate students. This certificate is designed to help students gain a background for postgraduate studies, professional school, or a career in a research-intensive, data-driven field. The program requires students to take the Department’s advanced undergraduate research methods course, an elective research methods course, a course on contemporary political problems, a supervised undergraduate research seminar, and complete an independent research project.

Our B.S. degree and research methods certificate programs are complemented by a variety of other curricular and extracurricular programs to encourage undergraduate research. For the past five years, the Department has sponsored an undergraduate research grant program, which offers awards of up to $1,000 to faculty-undergraduate student pairs and up to $1,500 for research teams including faculty, graduate students, and undergraduates. In 2013, four awards were made under this program, and five awards were made in 2014. Numerous recipients of these undergraduate research awards have gone on to continue their education in outstanding graduate and professional schools. In the last five years, these include:

- Claire Steig, Texas A&M Political Science Ph.D. Program
- Megan Mumford, Texas A&M M.P.S.A. Program (Bush School)
- Marlette Jackson, Stanford Political Science Ph.D. Program
- Angela Allison, Texas A&M Political Science Ph.D. Program
- Keleisha Stuart, Stanford Law School
- Daisy Puente, University of Pennsylvania Law School
- Cindy Alvarado, Texas A&M M.P.S.A. Program (Bush School)
- Madeleine Faubert, University of Denver International Affairs M.A. Program
- Scott Dougherty, Texas A&M M.P.S.A. Program (Bush School)
- Holly Scott, Vanderbilt Political Science Ph.D.

In 2013, the Department conducted its first Political Science Summer Research Academy. Fourteen students (eleven from Texas A&M and three visitors from other colleges and universities) attended intensive workshops on research design and data analysis while developing independent research projects with support from teams of faculty mentors. Students earned six hours of academic credit during the Academy’s five week term. In addition some of the students from the Ralph Bunche Institute attended this when the institute was cancelled. A proposal for ongoing support for the program from the National Science Foundation (NSF) was not funded, but subsequent contact with NSF program personnel indicates that a revised application would be welcome. Preliminary data shows that participants in the Summer Research Academy have also had extraordinary success in pursuing advanced studies.

- Claire Steig, Texas A&M Political Science Ph.D. Program
- Liana Gonzalez, Texas A&M Political Science Ph.D. Program
- Monica Cueva, University of Denver Law School
- John Curiel, UNC-Chapel Hill Political Science Ph.D. Program
- Gabe Miller, Texas A&M Sociology Ph.D. Program
- Genna Beckenhaupt, UC-Irvine Political Science Ph.D. Program
- Carlie Potz-Nielsen, Minnesota Political Science Ph.D. Program
- Holly Scott, Vanderbilt Political Science Ph.D.
The College of Liberal Arts has extended funding to support revising the NSF grant application for the Summer Research Academy, and the Department will submit a revised proposal in the August 2015 cycle.

The Department offers further support for student research activities through paid research assistant positions and sponsorship of awards for outstanding undergraduate research. For example, in 2013, the Project for Equity, Race, and Governance sponsored 20 undergraduate research semesters and Professor Joseph Ura supported an additional research semester with funding from the Charles Koch Foundation. The Department of Political Science sponsors awards recognizing outstanding undergraduate research.

**Career Preparation**

The Department’s most recent self-study (completed in 2007) identified “Insufficient advising and counseling on career opportunities” as an important weakness of its undergraduate programs. Since then, the Department has taken action to make clearer the pathways from an undergraduate education in political science to various professional careers. While preliminary efforts in this regard were somewhat unfocussed, a more institutionalized set of career programs have been initiated.

The Department’s career pathways programs have made extensive use of the Political Science Former Student Advisory Board (FSAB), a political science alumni organization. After the last self-study, the Department expanded the size of its “Career Day” each semester, hosting members of the FSAB to discuss their professions as guest speakers in various classes and in plenary informational meeting. These programs provided students with the opportunity to learn about the connection between their political science education and some career opportunities.

However, the size and composition of the alumni groups that participated in career days over the years has varied substantially. As a result, students have not been systematically exposed to important career pathways during the course of their undergraduate careers. This has limited the effectiveness of the Department’s career planning programs.

To remedy this, the “Career Day” program has been reorganized to offer a series of career pathway events over the course of each year focusing on specific professional fields. The revised program will initially offer an event focused on an individual field each semester (fall and spring) rotating among law, business, and government and politics. These programs will continue to be offered in conjunction with the FSAB.
The first of these renewed career events was held in February 2014 and focused on Careers in Law. The event included a panel on the law school admissions process featuring Karen Severn (Texas A&M Pre-Law Advisor), Nicole Neeley (Associate Dean of Admissions for Baylor Law School), and Liz Clearman (Political Science B.A. 2001 and Assistant Director of Admissions for the University of Houston Law Center). It continued with a panel on careers in law led by Glyn Cook (Political Science B.A. 1964), Clint Hackney (Political Science B.S. 1974), and James Mason (Political Science B.S. 2011). Former Texas Supreme Court Justice Dale Wainwright led a final session on careers in law and public service.

In addition to these career advising and networking opportunities, the Department of Political Science also commissioned Professor Kim Hill to prepare career guides for students interested in business and law. These are posted on the Department’s website and are used to supplement in-person career support in the advising office (http://politicalscience.tamu.edu/html/careers.html). The Department also collaborated with the University Career Center to develop electronic resources for political science majors, which are also available online at http://careercenter.tamu.edu/guides/mymajor/POLS.cfm?sn=parents. While these activities and materials represent a improvements over previous iterations of the Department’s efforts at career support, this remains an area in which the Department may benefit from additional efforts.

Awards

The Department of Political Science currently sponsors several awards and scholarships to recognize students’ outstanding academic achievements. The first is the Bonnie Browne Award (named in honor of a former faculty member). It is given at the close of each semester to the graduating senior with the highest grade point average. The award carries a cash prize of $250, and the recipients’ names are on permanent display on a plaque in the Department.

The Department also offers the Woodrow Jones Jr. Award (named in honor of a former professor of political science and emeritus dean of the College of Liberal Arts) given each semester to the student who has written the best undergraduate paper applying the scientific method to a political science question. Faculty members nominate students for this award, and the winner is chosen by a committee appointed by the Undergraduate Curriculum Committee. Carrying a cash prize of $250, this award was originally financed through a contribution by a member of the departmental faculty. The original award funds were supplemented by contributions in memory of Professor Jones, who passed away in November of 2005.

The Department also offers to one student each year the John Alvis Memorial Scholarship, awarded to a Texas A&M University Political Science major. Recipients are chosen on the basis of their commitment to careers in public service and their public service activities at Texas A&M. This endowment for this scholarship was contributed by friends and family of John Alvis, Political Science major and Texas A&M graduate in the class of 1989, to honor his dedication to public service and to his country.

The Department also sponsors the Mary Anne and J.W. Kornegay Scholarships. These scholarships help cover the costs of attendance and travel for the Summer European Academy and Danube Summer Institute, which are organized by the Department. These scholarships are made possible by the generous gift of a Political Science former student and are named in honor of his parents.
Administration

Decisions regarding the undergraduate program are first the purview of the department’s Undergraduate Curriculum Committee (UCC), chaired by the Director of Undergraduate Programs (currently Joseph Ura). The committee is currently staffed by Professors Hyeran Jo, Matt Fuhrmann, Mike Koch, John Roberston, and Manny Teodoro as well as Instructional Professor Jason Smith. The UCC advises the department head, who takes important matters to the Head’s Advisory Committee and/or the faculty for additional advice.

Matters requiring college-level approval are then taken to the College’s Undergraduate Instruction Committee (UIC), of which the department’s Director of Undergraduate Programs is a member. Matters requiring university level-approval are approved first by the UIC and then taken to the University’s Undergraduate Curriculum Committee (UCC), then the Faculty Senate, and finally the President of the University for Final Approval.

Responsibility for day-to-day advising of undergraduate students rests with the department’s professional advising staff. The advising office is directed by Vince Hernandez (Senior Academic Advisor II) and includes an additional full-time advisor, Emily Baumann (Academic Advisor I), and a part-time student worker. In addition to advising students on degree requirements, the undergraduate advising office also handles all paperwork for the department’s certificate programs and offers limited career counseling. The advising office staff also assist faculty in planning and publicizing academic and career development events for undergraduate students.

Admissions

Freshman admissions for Texas A&M University are managed by the University the various Colleges and Schools. Admissions policies are described more fully online at http://admissions.tamu.edu/freshman/ and on pages 40-90 of the current (2014-2015) academic catalog (137th edition). Freshmen are admitted through one of three applicant groups: the top ten percent admissions, academic admissions, and review admissions. The first two cohorts are admitted automatically by graduating in the top ten percent of their (public or private) Texas high school class or by graduating in the top quarter of their Texas high school class and earning either a combined SAT score of 1300 or combined ACT score of 30, respectively. The third cohort is admitted by a discretionary process that evaluates success in academic coursework, standardized test scores, participation in extracurricular activities, and other factors. The Department of Political Science is rarely consulted on specific admissions decisions.

Although students in the first two groups are guaranteed admission to the University, they are not guaranteed admission to any particular college or department. Freshmen admitted to the College of Liberal Arts are required to declare a major upon their initial enrollment in the University, though they may transfer later pending approval from their destination major. Any freshman admitted to the College of Liberal Arts may declare a major in Political Science and elect to pursue either a B.A. or B.S.
Currently, the Department of Political Science accepts internal transfers (students already enrolled at Texas A&M) from any student in good academic standing with 90 or fewer credit hours who has maintained a G.P.R. or at least 2.0 overall and in Political Science courses. External transfer admissions are also managed by the University and its Colleges. External transfer admissions are made on a rolling basis and are evaluated on the basis of students’ performance in their previous academic institution.

**Diversity and Climate**

**Commitment to Diversity**

The Department’s faculty is strongly committed to diversity as evidenced by support for a field of study in Race, Ethnic, and Gender Politics in our graduate program, and support for the Project for Equity, Race, and Governance among the principal research enterprises in the Department. These manifest in the undergraduate program in sponsorship of a certificate program in Race, Ethnicity, and Gender Politics. Moreover, the Project for Equity, Representation, and Governance sponsors national undergraduate writing contests for various subfields in political science, including Latino, African-American and Gender politics.

More broadly, the Department aims to foster an inclusive, respectful, and supportive climate for students of all backgrounds who arrive in our program. The Department’s diversity mission statement reads as follows:

> The Department of Political Science at Texas A&M University is committed to recruiting, retaining and fostering an academic and professional community that embraces and supports the chosen pursuits of all individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality group. Thus the Department endorses the goals of the University Diversity Plan (available at [http://diversity.tamu.edu/documents/diversityplan.pdf](http://diversity.tamu.edu/documents/diversityplan.pdf)).

In addition to the work of individual faculty members’ to promote diversity, the Department encourages faculty members to include a voluntary diversity statement in course syllabi to underscore these values for students. The suggested diversity statement reads:

> The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See [http://diversity.tamu.edu/](http://diversity.tamu.edu/). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

A further indication of the Department’s dedication to promoting and facilitating diversity at the undergraduate level stems from its outreach activities. For example, the Department sponsors an annual event for undergraduates from underrepresented groups throughout the country at which
opportunities for graduate study are explored. The Department also participated in a College initiative that arranged for graduate students to teach at Prairie View A&M, an historically black-serving institution, as a way to demonstrate a commitment to undergraduate experience in a diverse environment. Moreover, in 2013, when the Ralph Bunche Summer Institute, a program for political science undergraduates from underrepresented groups normally housed at Duke University, was cancelled at the last moment due to NSF funding restrictions, the Department arranged for about a dozen Bunche participants to receive an alternative educational experience here.

**Undergraduate Student Recruitment**

Undergraduate admissions decisions at Texas A&M are principally made by rule in the top ten percent and academic admissions categories. Students in these groups are also eligible for admission at most other public universities in Texas. The student body at Texas A&M is, therefore, largely self-selected from among the top tiers of the state’s high school graduates. Similarly, students in the College of Liberal Arts are required to declare a major upon enrollment and are eligible to enter any major they like. Thus, the composition of each incoming class is principally an aggregate of individual students’ interests in our field rather than any structured by decision-making by the Department. This is unlikely to change in the foreseeable future.

Despite these obstacles, the Department has begun work to improve diversity in its undergraduate student body by beginning targeted efforts to recruit high-achieving minority students into our incoming freshman classes. These efforts have involved e-mail, postal correspondence, and telephone calls to students designated as semi-finalists, finalists, or winners of the National Achievement Scholarships and National Hispanic Merit Scholarships in addition to the National Merit Scholarships program. These student contact programs began in the Fall of 2013 and are continuing this year.

**Race, Ethnicity, and Gender in Undergraduate Programs**

Overall, however, the demographic composition of the Department of Political Science very nearly matches those of the University as a whole and the College of Liberal Arts. The top panel of Table 24 shows the racial and ethnic compositions of Texas A&M, the College of Liberal Arts, and the Department of Political Science; the lower panel shows the gender composition of these three units.

<table>
<thead>
<tr>
<th></th>
<th>Texas A&amp;M</th>
<th>Liberal Arts</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>65.4%</td>
<td>63.3%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Black</td>
<td>3.3%</td>
<td>4.4%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>20.9%</td>
<td>24.5%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.6%</td>
<td>3.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Multiracial, refused, or other</td>
<td>4.8%</td>
<td>4.1%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Male</td>
<td>52.4%</td>
<td>39.9%</td>
<td>61.3%</td>
</tr>
<tr>
<td>Female</td>
<td>47.6%</td>
<td>60.1%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>
In terms of race and ethnicity, the Department of Political Science’s student body is very similar to the University and College. However, the Department’s student body is much more heavily male than either the University of the College. This is consistent with other sizeable gender disparities in many of the College’s popular degree programs. For example, 76.4% of Communication majors and 77.4% of Psychology majors are women while 67.2% of History majors and 70.6% of Economics majors are men.

However, the data also show a more troubling pattern. Over the last several years, there has been a substantial gender disparity in the completion of B.S. degrees. Over the last six years for which data is available, the proportion of B.S. degrees awarded to women has declined, albeit unevenly, from around thirty percent or more to less than a fifth. Most of this decline has become evident only since 2011. While this decline may only represent a slide to a local minimum, the gender distribution of Bachelor of Science degrees is troubling and deserves continued attention and suggests much value in efforts to recruit and retain more women into the B.S. program.

Table 25: Gender Composition of Completed Undergraduate Degrees

<table>
<thead>
<tr>
<th>Year</th>
<th>B.A. Male</th>
<th>B.A. Female</th>
<th>B.S. Male</th>
<th>B.S. Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>47.6%</td>
<td>52.4%</td>
<td>70.2%</td>
<td>29.8%</td>
</tr>
<tr>
<td>2008</td>
<td>46.5%</td>
<td>53.5%</td>
<td>70.2%</td>
<td>29.8%</td>
</tr>
<tr>
<td>2009</td>
<td>57.2%</td>
<td>42.8%</td>
<td>57.9%</td>
<td>42.1%</td>
</tr>
<tr>
<td>2010</td>
<td>51.9%</td>
<td>48.1%</td>
<td>74.5%</td>
<td>25.5%</td>
</tr>
<tr>
<td>2011</td>
<td>53.6%</td>
<td>46.4%</td>
<td>68.6%</td>
<td>31.4%</td>
</tr>
<tr>
<td>2012</td>
<td>64.1%</td>
<td>35.9%</td>
<td>81.6%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2013</td>
<td>65.1%</td>
<td>34.1%</td>
<td>88.0%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Additional Indicators of Success

In addition to the University-mandated undergraduate program assessment which has evolved to evaluate the Department’s efforts to improve internationalization and undergraduate research (a copy of the most recent assessment is included in the Appendix), a variety of evidence indicates that the Department of Political Science continues to offer an outstanding undergraduate curriculum and particularly strong support for high achieving students. For example:

- Eleven of the 95 Texas A&M students inducted into Phi Beta Kappa—one out of every nine inductees for the entire University—in 2013 were Political Science majors.
Nearly one quarter (16 out of 68) of Texas A&M students placed in internships in Washington, DC or Austin, TX by the Public Policy Internship Program in 2013 were Political Science majors.

In 2013, the Department successfully placed undergraduate students in Ph.D. programs in Political Science at Stanford University (Charles Arvin), UCSD (Kelly Matush), Florida State (Philip Henrickson), and Texas A&M (Polly Calderon and Liana Gonzalez) in addition to those previously listed within descriptions of our undergraduate research support programs.

Liana Gonzalez, a senior Political Science major, was awarded a Minority Graduate Fellowship by the American Political Science Association. Liana is a graduate of the Political Science Department's Summer Research Academy, and she serves as a research assistant in the Project for Race, Equity, and Governance under the direction of Professor Ken Meier. Liana is the fifth Aggie to win one of these fellowships. The others are Marlette Jackson (2012; Stanford Doctoral Student), Soledad Artiz (2011; Harvard Doctoral Student), Tabitha Morton (2009; Texas A&M Ph.D.), and Amanda McCree (2007).

Shelbi Sturgess presented research conducted with faculty collaborators from the Department of Political Science and the Bush School of Government at the Annual Meeting of the Midwest Political Science Association in Chicago, IL. The paper was subsequently published in the peer-reviewed journal *Energy Policy*. Shelbi graduated in December 2013, served as a White House intern in the Spring of 2014, and continues work as a member of the White House advance team.

**Conclusions**

The material presented for this self-study provides the grounds for summarizing the undergraduate programs’ strengths and weaknesses.

**Strengths**

- Strong courses that emphasize teaching political science as a science along with essential skills in critical thinking and communication.
- A diverse catalog of course offerings spanning the major subfields of political science.
- Small class sizes outside of a limited number of introductory courses.
- A growing population of undergraduate majors emerging after a period of decline.
- Numerous opportunities for students to develop independent research projects and to collaborate with faculty and graduate students.
- Innovative and intensive study-abroad options including faculty-led programs, direct-enrollment options, and joint degree programs.
- Active support for students interested in pursuing graduate studies in political science.
- Professional, dedicated, full-time advising support.
- Certificate programs designed to provide guidance as well as distinction for students wishing to concentrate in an area of special interest within political science.
Areas for Improvement

- The Department could improve its assessment of student learning outcomes and more actively engage the continuous improvement cycle mandated by the University.
- Undergraduate degree plans lack distribution requirements, leaving students with ad hoc and incomplete grasp of important areas in the discipline.
- As enrollment in undergraduate degree programs continues to climb, additional faculty will be required to continue to offer the small class sizes that mark the department’s course offerings.
- Insufficient advising and counseling on career opportunities.
- Insufficient resources for maintaining contact with the Department’s former students and creating opportunities for them to return to campus to connect with and advise current students.
- Insufficient communication, data, and resources to permit rigorous and reliable recruitment of high-quality freshmen students.
- The Department’s location in College Station limits opportunities to engage in experiential learning in state and federal government.
- Study abroad participation is substantially limited by sparse funding to help students defray the costs.
- The Department’s study abroad options are concentrated in Europe. Developing new programs in Latin America consistent with faculty expertise about that region is an obvious direction for expansion.
V. Conclusions and Prospects for the Future

The Ph.D. Program in the Department of Political Science at Texas A&M University has achieved considerable success, but still has much to do if it is to attain its goal of being a nationally recognized doctoral program fully competitive with established, better-known programs. The program is an intrinsic element in the department’s goal of national prominence in political science. It plays a pivotal role in establishing the foundation for achieving the department’s goals of attaining intellectual leadership in the field.

The future of the Ph.D. program and its continued growth depend on two linked factors: increasing the number and quality of matriculating students and increasing financial support for graduate students. The recent addition of minors in methods and race and ethnic politics (both related to the Vision 2020 goals of national prominence and diversity) requires that we offer a larger number of graduate seminars than previously. This dictates a larger program so that seminars do not fall short of the state-mandated minimum of five students. The size of recent entering cohorts (10 to 12 students) is insufficient to sustain the number of seminars we must offer to serve our students. A larger program is also in line with the university’s stated interest in increasing the size of the graduate student population.

A highly regarded, professionally visible faculty doing important research is a central factor in establishing the program as an attractive alternative to quality students who might otherwise be drawn to older programs. The size of the faculty has declined in recent years for two reasons. Fewer new faculty have been hired and there have been a large number of departures. Particularly alarming was the large number of junior faculty who departed in expectation of a negative tenure decision. Unless these events can be attributed to a string of bad luck, this suggests either or both of two processes are at work – either inferior faculty were hired, or high quality faculty were hired but not provided an environment which made success likely.

The recently hired Head, William Clark, has placed an emphasis on addressing both of these possible weaknesses. Clark restructured hiring practices in a way that placed an emphasis, to the extent permitted by the College, on a “best available athlete” strategy. Five assistant professor offers were made and all five will be joining the faculty in the fall. All of the scholars chosen were highly rated by both a methodology and an omnibus search committee and all five scholars have interests that cut across at least two of the department’s seven fields. Four of the new hires come from highly ranked departments with reputations for training some of the most successful students in the discipline (Washington University, St. Louis, Michigan, and Duke) and one is a high performing recent Ph.D. from a peer institution (Florida State) who was an Assistant Professor at the University of Buffalo. In addition to reforming hiring practices, Clark is committed to changing the climate of the department in ways that will facilitate a more positive mentoring environment for junior faculty. It is hoped that Clark’s own success mentoring graduate students will prove useful in this regard.

The level of graduate student financial support must be increased to make the program competitive among other nationally-ranked institutions. Recruitment and student financial aid are intertwined. We have been helped by the University’s recent decision to pay in-state
tuition for most graduate students on departmental assistantships, but students are still required to pay fees. Moreover, graduate students currently incur a minimum annual debt of roughly $7,120 (excluding unrefunded taxes and social security deductions) given the cost of living relative to their annual stipends.

The biggest challenge to our Ph.D. program is a matter of scale. To be considered a top ten public program we need strength across at least four of the five traditional fields of political science. To do that, we need curricular offerings in as many fields and those are difficult to maintain when admitting fewer than fifteen students a year. Thus, our challenge is to find a way to increase funding to support entering classes larger than the ten to twelve students that have been typical in recent years. We recognize that expanding the size of the graduate program will strain our physical resources. At present, we have office space for 54 graduate students. Adding three additional students each year over a four-year period would increase the size of the program to 66 students, which would require an additional four to six offices, depending on room configuration. The department most likely could identify short-term solutions for this problem, but the long-run solution would be to acquire additional space in the Allen Building or to relocate the department to a larger physical space.

The primary challenge for the department’s undergraduate program will be to maintain the existing program strengths and develop new ones in the face of a growing student body (as envisioned by university planners) and a simultaneous demand for smaller class sizes. A major strength of our programs is that most of our upper-division undergraduate classes are currently capped at 35 students or fewer, and that increasingly – with addition of more POLS 481 and other W and I courses -- many sections will be capped at 20 students or fewer. But maintaining small class sizes (and re-introducing small class size to the upper division introductory courses in international relations and comparative politics) will become increasingly difficult as faculty resources are spread across even more sections – a necessary consequence of offering multiple sections of 20 students or smaller in addition to increasing numbers of students coming to Texas A&M University. This is especially so since the university and department are committed to teaching as many undergraduate courses as possible with faculty in tenured or tenure-track positions. At the same time, the department must offer sufficient sections of the two introductory courses in American government (POLS 206 and POLS 207) to accommodate the state requirement that all students graduating from a public university take these classes. Given the increasing sizes of entering classes at the university, there has been and will continue to be increased demand for these required classes.

The confluence of these pressures suggests that to maintain the benefits of small class size across all upper-division courses, and to meet our service teaching obligations, it would be necessary for the department to receive additional faculty positions than those added this year. Assuming that no faculty are on leave, we estimate that we need an additional six tenure-track positions (with a 2-2 load) to meet teaching demands. The university recognizes this need college wide and has allocated additional faculty lines to the College of Liberal Arts. The department will compete for one or more of these new positions this Spring.
Additional demand could be met in part by increasing the number of lecturers or other temporary faculty. At present, we are able to make such hires when senior faculty members are on leave and the department realizes salary savings. But depending on the serendipity of salary savings to meet consistent demand for teaching is risky. Base salary allocations that are dedicated to the hiring of non-tenure track lecturers (who teach a 3-3 load) would address the problem, and we understand that such funding might be available in the near future.

Ideally, the department would expand the faculty by a combination of new tenure-track positions and dedicated funding for lecturers. Meeting teaching demands entirely with new tenure-track faculty positions would tax the administrative capacity of the department severely. It would also create additional budgetary challenges because of the need to provide research resources to such faculty. And additional faculty would add to the challenge of finding suitable office space.

We are also challenged by an increasing need for classroom space resulting from the growing number of upper-division classes being taught (partly because of Texas A&M’s growing student body and partly because of the need for small sections of 20 or fewer students) and the developing need for at least one classroom configured for courses using quick polls or simulations (due partly to the new POLS 481 courses). Demand for classrooms will soon outgrow availability in Allen. Moving small classes to the main campus (thus separating classes from department/faculty offices) is not a desirable option. Moving the department to a proposed new social science building on the main campus could provide the solution assuming that the building materializes soon. A new building would also address the office space needs.

We recognize that there is some tension between the desire to expand the graduate program (requiring an increase in the number of graduate seminars offered) and the need for more faculty to meet demand for undergraduate classes. One solution to the problem could be to contract the size of the graduate program and divert faculty from graduate seminars into undergraduate classrooms. Yet such a solution is incompatible with the department’s goals of intellectual leadership and national recognition. If forced to choose between these competing pressures, the needs of the graduate program must take precedence.
Appendix 1

Department of Political Science
Staff Organizational Chart

Head
William Roberts Clark

Associate Head
Maria Escobar-Lemmon

Undergraduate Director
Joseph Ura

Assistant to the Head
Carrie Kilpatrick

Assistant Dept. Head
Douglas Thornton

Graduate Director
Alexander Pacek

PSQ Editor
George Edwards III

EU Center Director
Guy Whitten

Senior Academic Advisor II
Vince Hernandez

Business Administrator II
Lisa Blum

Office Software Associate
Marcy Heathman

Senior Office Associate
Dede Bright

Administrative Coordinator
Lou Ellen Dozier

Assistant Editor
Marissa Madsen

Associate Director
Ann Klaus

Academic Advisor
Emily Kaufman-Baumann

Business Associate II

Business Assistant III
Elaine Tuttle
Appendix 2

By-Laws
Department of Political Science
Texas A&M University

Faculty Advice to the Department Head

1. The ultimate advisory body to the Department Head is the tenured and tenure-track faculty. To that end, the departmental faculty may give advice in faculty meetings, through a poll of the faculty, and through an advisory committee.

1.1 The term "tenured and tenure-track" faculty shall refer to faculty who are tenured or are employed in a tenurable position in the department. The term "faculty" shall refer to all individuals holding a teaching position in the department and who are not graduate students at Texas A&M University.

1.2 A minimum of one regular faculty meeting shall be held each semester to receive reports from departmental committees, advise the Department Head in areas of faculty and departmental concerns, and to consider other matters consistent with the rules and regulations of Texas A&M University.

1.3 Special faculty meetings may be called by the Department Head, or shall be called upon petition of 10 percent of the tenured and tenure-track faculty.

1.4 The Department Head may poll the faculty in lieu of additional faculty meetings; or upon petition of 10 percent of the tenured and tenure-track faculty, the faculty shall be polled on issues facing the department.

1.5 Faculty meetings shall be open to all faculty, and shall be chaired by the Head or designated substitute.

1.6 Voting in faculty meetings and in polls shall be limited to the tenured and tenure-track faculty.

1.7 To aid the faculty in its role of advising the Department Head, there shall be a faculty advisory committee. Between faculty meetings, the advisory committee shall convey faculty concerns and advice to the Department Head.

1.7.1 The advisory committee shall be composed of five faculty members. One delegate shall be elected by and from each professorial rank (Assistant, Associate, and Full), and two delegates shall be elected at large.

i. Elections to the advisory committee shall take place late in the Spring Semester. Delegates shall be elected by a majority of those voting. If necessary, run-off elections shall be held among the candidates with the largest pluralities. The number of candidates in a run-off shall be one more than there are positions to fill. Ties to get into a run-off or to elect a delegate in a run-off shall be decided by lot. Newly elected members shall assume office upon election.

1.7.3 Delegates may not serve three consecutive terms.

1.7.4 The minutes of advisory committee meetings shall be distributed to the faculty after meetings.

1.8 Nothing contained in these by-laws shall limit the right of any faculty member to consult with the Department Head individually.
Departmental Committees

2. The Department Head may create departmental committees as necessary and appropriate.
   
   2.1 The chair and membership of all departmental committees shall be appointed by the Head.
   
   2.2 There shall be two standing committees in the department to deal with curricular matters: an Undergraduate Curriculum Committee and a Graduate Instruction Committee.
   
   2.2.1 All curricular matters shall be referred to the appropriate standing committee for study and recommendation.
   
   2.2.2 The faculty shall be given an opportunity to give advice on all curricular matters before recommendations and requests are transmitted to the appropriate College level committee.
   
   2.2.3 Under normal circumstances, appointments to departmental committees will not exceed two years and appointments should be staggered to provide carry over membership from year to year.

Personnel Procedures

The personnel decisions for the Department of Political Science shall be governed by these by-laws, which in turn are governed by policies of the Texas A&M University System, Texas A&M University, and the College of Liberal Arts. Copies of these policies are available in the Faculty and Staff Handbook and online. The policies and procedures described below draw from these policy statements when appropriate.

3. Recruitment and Hiring

   3.1 The Department Head shall consult with the faculty in designating the area and rank of tenured and tenure-track faculty positions being recruited.
   
   3.2 The Department Head shall appoint search committees with the advice of the faculty or the HAC to assist in recruiting and hiring of tenured and tenure-track faculty.
   
   3.3 All tenured and tenure-track faculty shall be given an opportunity to cast a ballot on the acceptability of each candidate interviewed prior to the extension of an offer for any tenured or tenure-track position.

4. Annual Merit Reviews

   4.1 The Department Head shall conduct an annual review of the faculty for merit salary increases. This review shall take into account the results of any prior informal and formal reviews accomplished for purposes of contract renewal, midterm and end-of-term tenure review, and promotion consideration. Reviews for salary recommendations shall consider teaching, research, and service activities for the previous three years based on information supplied by the faculty and generated by the head.
   
   4.2 Salary recommendations shall be based on criteria which are parallel to those relevant to the tenure and promotion of tenure-track faculty and to the continuation of non-tenure-track faculty.
   
   4.3 The faculty advisory committee shall not give advice on individual merit salary cases.

5. Annual Reviews for Contract Renewals of Tenure-track Faculty

   5.1 Faculty in the tenure-track are appointed on a year-to-year probationary basis in anticipation of more formal reviews during the third and sixth years. The Department Head, in consultation with
the faculty in a meeting, shall conduct first, second, fourth, and fifth year reviews of a less formal
nature (in comparison to those for mid-term and promotion and tenure) of all untenured tenure-
track faculty members for purposes of judging satisfactory performance relevant to contract
renewal.

5.1.1 For Instructors and Assistant Professors, the consultative faculty shall consist of tenured Associate
Professors and Professors. For untenured Associate Professors and Professors, the consultative
faculty shall consist of the tenured faculty at or above the ranks of the individual being reviewed.

5.1.2 The Department Head shall solicit written evaluations from the consultative faculty prior to the
faculty meeting.

5.1.3 Upon request of the candidate, the Head, or 10 percent of the consultative faculty, a vote on
satisfactory/unsatisfactory progress toward tenure and on contract renewal shall be taken and
transmitted. Votes on satisfactory progress and contract renewal will normally take place for 2d,
3rd, 4th, and 5th year reviews. In the absence of a vote, the presumption is that the department's
recommendation is to renew the contract.

5.1.4 If the Head's decision on contract renewal is contrary to that of the consultative faculty, then, prior
to transmittal of a recommendation to the Dean, the consultative faculty shall be convened for
further consultation.

5.1.5 Candidates should be informed as soon as possible after the meeting of the faculty vote and the
head's recommendation. A written evaluation by the head summarizing the evaluation shall be
given to the candidate as soon as possible, but no later than 60 days after the faculty meeting.

5.2 The annual review of untenured tenure-track faculty aims to gauge and monitor the progression of
a candidate through the probationary period in terms of the criteria applicable to the eventual
granting of promotion and tenure.

5.2.1 A teaching evaluation committee shall review the teaching record of candidates under review and
shall transmit its report to the Head and the consultative faculty.

5.2.2 Instructors are expected to show satisfactory progress toward completion of the Ph.D., which
would normally be completed within the first year of probationary status.

6. Annual Reviews of Non-Tenure-track Faculty

Those in non-tenure-accruing positions (e.g., visiting appointments) shall have their status considered by
the Head annually with no presumption of reappointment.

7. College Level Reviews -- Mid-term, Tenure and Promotion

The Department Head shall review the status of all tenured and tenure-track faculty members in the
department annually for purposes of determining eligibility for mid-term review, promotion and tenure
review, and peer review of tenured faculty. This determination normally occurs in the Spring semester and
may be accompanied by requests from individual faculty who wish to be considered.

The Department Head shall prepare a dossier for each candidate undergoing formal college-level review.
Each dossier must include the following:

✦ A curriculum vitae of the candidate
✦ A teaching report
✦ A research report
✦ A service report
✦ A summary report that summarizes the deliberation, recommendation, and vote of the personnel
committee

- External letters evaluating the candidate's research (required for promotion to Associate or Full; optional for mid-term reviews)
- Personal recommendation of the department head

The procedures described below outline the means by which these materials are to be prepared and the criteria to be used in reaching decisions at appropriate stages in the process.

7.1.1 Materials for Review Provided by the Candidate. It is the faculty member's responsibility to provide as complete a documentation or file as possible in light of the policies, procedures, and criteria described below. This information shall be provided to the Department Head and Personnel Committee. All reviews require the submission of a complete, up-to-date vita which includes published works which distinguishes between books, articles, book chapters, etc. and between peer-reviewed and non-peer reviewed publications; an educational summary; professional employment history; fellowships, grants, or other awards; courses taught; university and departmental responsibilities; professional association memberships, activities, and achievements; research consulting; complete citations (including coauthors) for chapters in books, journal articles, monographs, book reviews, and grant reports; a list of unpublished research such as convention papers, unpublished manuscripts, grant proposals, and occasional papers; and an enumeration of research in progress with an indication of the stage of completeness. Candidates should read and abide by the College of Liberal Arts guidelines on preparation of the vita. The file should also contain copies of publications, teaching scores and other teaching-related data as mentioned below, plus any additional supporting evidence, such as letters, documents, or syllabi. In addition, candidates for midterm, or end-of-term tenure and promotion should submit a brief personal statement placing the above materials and the faculty member's own career in whatever perspective the individual sees fit.

7.1.2 When the individual submits the file to the Department Head, he or she will include a signed cover memo indicating that the file includes all the materials the candidate wishes to be considered by the Committee in deciding promotion and tenure.

7.1.3 The Head will inform all members of the Committee and the individual under review when external letters are available for Committee review. The Head will retain the original letters and copies of the letters will be available in the file of the individual under review.

7.1.4 Draft reports from the teaching, research, and service subcommittees will be placed in the promotion and tenure file one week prior to the Committee Meeting, and the Head will inform the individual under review that the reports are in the file.

7.1.5 The Department Head will make available to the individual under review, upon written request, copies of the external letters and draft reports to be reviewed by the Committee in the course of making its decision.

7.1.6 Once the individual under review has assembled the promotion and tenure file, the Department Head will inform all members of the Committee and the individual under review if material is added to the file prior to the Personnel Committee's meeting to vote on the case. This material may include additional information about publications, teaching activities, or service activities, or additional memoranda clarifying material in the file.

7.1.7 After the Personnel Committee's vote, additional material or comments for the file by the individual under review should be directed to the individual responsible for the file at the next stage of review, namely the Department Head, Dean of the College, Dean of Faculties, Provost, or President.
7.1.8 Members of the Personnel Committee shall maintain confidentiality with respect to comments in the Departmental Personnel Committee meeting regarding the candidate and elements of the file.

7.2 Review Committees

7.2.1 Department Personnel Committee

The Department Personnel Committee for mid-term reviews and for tenure and promotion decisions from Assistant Professor to Associate Professor shall consist of all department faculty at the rank of Associate Professor or Professor with tenure. For tenure decisions regarding Associate Professors and Professors, the Department Personnel Committee shall consist of the tenured faculty at or above the ranks of the individual being reviewed. For promotion decisions from Associate Professor to Professor, or from Professor to Distinguished Professor the Department Personnel Committee shall consist of all department faculty at the rank of Professor.

7.2.2 Responsibilities

The Personnel Committee is responsible for the preparation of four reports: a summary report, and one each in the areas of teaching, research and service.

The Department Head will appoint evaluation sub-committees for each type of personnel decision (i.e., mid-term review, promotion to Associate Professor with tenure if appropriate, and promotion to Professor with tenure if appropriate). Evaluation sub-committees shall prepare first drafts of the teaching, research and service reports for review by the appropriate Personnel Committee. The evaluation sub-committees shall revise the report consistent with the Faculty's vote and incorporating comments from the Faculty. The summary report will be prepared after the meeting as described below. Evaluation sub-committee members shall sign the report as preparers of the report.

7.3 Preparation of Reports

7.3.1 Teaching Report

The Department Head shall appoint a Teaching Review Committee. The committee shall prepare a written report after reviewing relevant materials provided by the candidates and the department in accordance with procedures described below.

Evaluation of teaching performance for mid-term review, final tenure review and promotion to ranks above Assistant Professor shall be based upon instructional materials submitted by the faculty member under review and student evaluations. The faculty member may also request peer evaluations as described below or add other relevant information demonstrating teaching performance.

Furthermore, the data relevant to teaching will be accompanied by basic information indicating years of teaching service, grade distributions and student loads as generated by the Teaching Review Committee or as requested of the faculty.

7.3.1.1 Student evaluations from all available years derived from the formal process operative in the College. In evaluating these data the Teaching Review Committee shall consider scores in light of grades, departmental and college norms, and they may also take into account such factors as course level, number of students, required status of courses, requirements of the course, and types of materials, methods and examinations. The information in this category, as well as any other basic data, will be assembled by the candidate and forwarded to the Head, who in turn will forward it to the chair of the Teaching Review Committee as part of the candidate's files.

7.3.1.2 Peer evaluations by faculty visitations. Upon consultation with the faculty member being evaluated, members of the Teaching Review Committee may make at least two visits to classes, with the understanding that all courses have at least one visitation from a member of the Committee.
7.3.1.3 Factors to be considered by the Committee relate to the four general criteria (listed in 7.4) as well as to the specifics of course content and presentation, educational management, and the promotion of learning. Where appropriate, the Committee should consider instructional activities at the undergraduate and graduate levels.

7.3.14 The Teaching Review Committee shall provide all information gathered or provided in the above processes plus collectively composed narratives on strengths and weaknesses and any minority narratives to the Personnel Committee. The collective narrative and any minority narratives shall be signed by committee members. The Teaching Review Committee shall also forward recommendations for teaching improvement to the Head, who shall convey the information to the individual being evaluated.

7.3.2 Research Report

The Research Committee should personally examine research materials (publications, professional papers, grant applications, etc.) of the candidate. Factors to be considered by the Committee relate to the general criteria listed in 7.4. The committee's evaluation should include an assessment of the quality, quantity, and placement of the candidate's research.

In cases of tenure or promotion to Associate Professor or Professor, at least three letters from scholars outside the university must be obtained to assist in the committee's evaluation. External reviewers are to be selected in accordance with University and College of Liberal Arts policies. At least one of the letters should be solicited from a person on a list submitted by the candidate, if the candidate so chooses. Unless the candidate's list preempts all qualified persons, two referees should be independently designated by the Head in consultation with the Personnel Committee. The candidate may also submit a list of individuals who should not be asked to serve as external reviewers. Letters should be obtained from scholars familiar with the candidate's work and who will take the trouble to study it. Letters from the candidate's major Professor, or the candidate's graduate student colleagues, are to be avoided. Requests for external letters shall include a statement that the letter will be available to individuals under review. Comments of the outside referees should be limited to the candidate's research unless other information is requested by the Department. Copies of all letters and the evaluation of the credentials of the referees prepared by the Department Head should be placed in the candidate's dossier.

7.3.3 Service Report

The Research Committee should review materials pertaining to the service activities of the candidate. Factors to be considered by the Committee should relate to the general criteria listed in section 7.4.

7.3.4 Personnel Committee

The Department Head shall assure that the candidate's dossier includes the following:

- Reports from the research, teaching, and service review sub-committees.
- At least three letters from outside referees;
- Credentials of the outside referees;
- All Supporting materials provided by the candidate.

The Department Head shall ask for written comments from members of the Personnel Committee prior to its meeting to vote on the case. These optional comments will not be part of the official file for the individual under review, but may be made available to that individual upon his or her request.

A meeting of the Personnel Committee shall be called by the Department Head who shall chair the committee meeting. The Personnel Committee shall evaluate each candidate based on his or her teaching, research, and service record. Deliberation on each candidate shall be followed by a vote of the Personnel Committee on that candidate. Votes shall be cast anonymously on paper ballots and shall be counted and announced at the meeting.
7.3.5 Absentee ballots

Members of the Personnel Committee who are unable to attend the Personnel Committee meeting because of professional conflicts (e.g., teaching conflict, briefly out of town on university business with an appropriate travel and leave request on file) may cast an absentee ballot prior to, but not after, the Personnel Committee meeting.

Members of the Personnel Committee who are unable to attend the meeting for any reason covered by formal university leave policy other than vacation leave (e.g., sick leave, jury leave) may cast an absentee ballot prior to, but not after, the Personnel Committee meeting.

Absentee ballots must be accompanied by a written and signed statement from the person casting the ballot certifying that the person casting the absentee ballot has reviewed the complete dossier of the individual under consideration, including the external letters of evaluation.

Members of the Personnel Committee who are not able to review the candidate’s complete dossier because of an extended absence from campus (e.g., away on development leave or leave without pay) may not cast absentee ballots.

7.3.6 Summary Report and Post-meeting Revisions to Draft Reports

The Department Head shall appoint a general summary report draft sub-committee. Immediately following the Personnel Committee meeting this committee shall prepare a draft summary evaluation report consistent with the Personnel Committee's deliberations and vote. This report should include a summary of the discussion at the Personnel Committee meeting, the recommendation of the Personnel Committee, and the vote on the candidate.

The Teaching, Research and Service Committees shall also prepare final drafts of their respective reports consistent with the Personnel Committee's vote. These reports shall be available to members of the Personnel Committee for review and comment. The Department Head shall call a meeting of the Personnel Committee if members raise substantive objections to the final report that cannot be resolved informally. In the absence of objections or after formal approval by the Personnel Committee, these reports shall be considered the final reports from the Personnel Committee.

7.3.7 Department Head Report

The Department Head shall prepare an independent personal recommendation regarding the candidate for the Dean.

The Department Head is also responsible for transmission of the complete dossier as described above to the Dean's office. If the Department Head's decision on mid-term or promotion and tenure cases is contrary to that of the consultative faculty, then, prior to transmittal of a recommendation to the Dean, the consultative faculty shall be convened for further consultation.

The Department Head shall inform candidates of decisions made at each step in the review process. In consultation with the Personnel Committee, the Head will normally provide all successful candidates for mid-tenure review with a written performance report within 60 days of the mid-term review meeting. This report should include observed strengths and areas of performance where particular improvement in the next two years is expected. The report should contain the kind of detail that will assist a candidate in demonstrating appropriate accomplishment at the next formal college-level review.

7.4 Criteria

Faculty members are evaluated on their teaching, research, and university and professional service. Retention or advancement within the faculty depends upon high performance in all three categories. Exceptional performance in one category cannot substitute for inadequate performance in another.
In the case of promotion from Instructor to Assistant Professor, the bulk of the evidence relevant to research criteria rests on the successful completion of the Ph.D., which is also a prerequisite for such promotion, and an evaluation of teaching effectiveness need rely on only one set of criteria defined below, normally the formal student evaluations conducted by the faculty. In addition, when there is a consideration of promotion from instructor to Assistant Professor during a faculty member's first year of employment, a formal teaching evaluation need not be conducted.

For promotion to Associate Professor or Professor, the normal minimum time in rank prior to consideration is four years. Promotion to Associate Professor and the granting of tenure normally occur in tandem.

7.4.1 Teaching

Faculty are expected to maintain a high standard of scholarship for themselves and for their students. This will be reflected by:

1) a thorough and up-to-date knowledge of his/her field of specialty;
2) good skills in the planning, organization, and presentation of course material;
3) ability to stimulate participation, thought, and inquiry by students; and
4) ability to provide effective advisement and direction of students in their academic work and in their research tasks (e.g. through the directing of senior honors theses, integration with an ongoing research project, co-authoring of papers with students, directing dissertations, participating on dissertation committees)
5) contributions to mentoring of graduate students in the department, especially when considering promotion from Associate Professor to Professor

7.4.2 Research

All faculty are expected to contribute to the development of the discipline, or cognate multidisciplinary areas, through research and publication. Quality and quantity of effort will be considered. Both the advancement of knowledge and its professional dissemination are crucial.

At a minimum (necessary, but not necessarily sufficient conditions), candidates are expected to have the following:

7.4.2.1. For tenure and promotion to the Associate rank: the completion of a research program culminating as a series of articles published in major political science journals, or in major journals in cognate multidisciplinary areas, or as a book published by a university press or reputable academic publisher. The Department does not discourage work from the dissertation, but expects in addition peer-reviewed publications beyond the dissertation. Faculty who achieve excellence in cognate multidisciplinary areas will be rewarded no differently from faculty who make equivalent contributions to disciplinary research or teaching.

For promotion to Professor: the completion of a substantial research program, since promotion to associate professor, culminating in the publication of a scholarly book or articles in the discipline’s major journals, or cognate multidisciplinary areas, the theoretical and empirical significance of which will be evaluated in light of its impact on the discipline or in cognate multidisciplinary areas, the theoretical and empirical significance of which will be evaluated in light of its impact on the discipline or cognate multidisciplinary areas, the theoretical and empirical significance of which will be evaluated in light of its impact on the discipline or in cognate multidisciplinary areas.

The primary indicators of professional progress for promotion to Associate Professor or to Professor include, but are not necessarily limited to, published or in press scholarly monographs, refereed articles in professional journals, or in major journals in cognate multidisciplinary areas, and chapters in scholarly books in which peer review played a substantial role in accepting the publication.

Additional considerations in assessing research activities may also include:

* Published review essays, book reviews, and symposia proceedings.
Grants received from external agencies to support disciplinary research activities, or research in cognate multidisciplinary areas.

* Reviews and favorable references to the faculty member’s published work
* Work in progress (e.g. unpublished conference papers) giving evidence of an ongoing research program leading to substantial contributions to the discipline, or in cognate multidisciplinary areas.

The research file and report should also give evidence of independent scholarly abilities through single authored publications or substantial contributions in co-authored research activities.

7.4.3 University and Professional Service

7.4.3.1 Evidence of service to the profession shall include the following:

1) Active participation in scholarly and professional societies, such as service as an officer, editorial board member, or major committee member;
2) Service as a consultant to or member of national, state, or local agencies, or other public bodies.

7.4.3.2 In evaluating the contribution of a faculty member to University governance, the following criteria shall be used:

1) Active participation in University and College-wide councils, boards, and committees;
2) Service to the department by participation in departmental committees, student committees, and departmental student activities.

Amendment and Adoption

8. Amendment of the By-Laws

Amendments to these by-laws may be recommended by 10 percent of the tenured and tenure-track faculty or the Department Head and must be approved by a majority of the ballots cast by the tenured and tenure-track faculty.

9. Adoption

These by-laws shall be adopted if approved by a majority of the ballots cast by tenured and tenure-track faculty in the department.

As amended and approved by the Faculty, May 2009.
EDUCATION

Ph.D. University of Chicago, 1974  
A.M. University of Chicago, 1971  
B.A. Bryn Mawr College, 1968

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


SELECTED ARTICLES


FELLOWSHIPS AND AWARDS

Fulbright Roving Senior Lecturer, Bogazici University, Istanbul, Turkey, 1997-98.


SELECTED PROFESSIONAL ACTIVITY

Vice President and 2015 Program Chair, Southern Political Science Association

American Political Science Association Executive Council, 2003-05

President-elect and Program Chair, Women’s Caucus for Political Science, 2001-02; president, 2002-03
EDUCATION

Ph.D. University of Illinois at Urbana-Champaign, 1978
M.A. Oklahoma State University, 1973
B.A. Oklahoma State University, 1969

CURRENT POSITION

Professor of Political Science, Texas A&M University

PUBLICATIONS

BOOKS

Rogers, James R., Roy B. Flemming and Jon R. Bond., eds. 2006. *Institutional Games and the U.S. Supreme Court.* (Charlottesville: University of Virginia Press).

ARTICLES


Chapter in Books


EDUCATION

Ph. D., Rutgers University, New Brunswick, NJ. October 1994
M.A., Rutgers University, New Brunswick, NJ. May 1991

CURRENT POSITION

Professor and Head, Political Science Department, Texas A&M University, June 2014-present.

PUBLICATIONS

BOOKS


ARTICLES


“Monetary Institutions and the Political Survival of Long-Serving Political Leaders” with Paul Poast and Sona Golder International Studies Quarterly. 57:3 (2013).


**CHAPTER IN BOOKS**


EDUCATION

Ph.D. University of Pittsburgh, 2014
A.M. University of Pittsburgh, 2011
B.A. Oakland University, 2007

CURRENT POSITION

Assistant Professor of Political Science at Texas A&M University

ADDITIONAL TEACHING

Instructor, Essex Summer School in Social Science Data Analysis, August 2015. (Spatial Econometrics)

PUBLICATIONS

ARTICLES


BOOK REVIEW


AWARDS AND SUPPORT

John T. Williams Prize (Society for Political Methodology), best dissertation proposal in political methodology, 2013

Andrew W. Mellon Fellowship (University of Pittsburgh – University wide), 2013

Social Science Doctoral Dissertation Fellowship (University of Pittsburgh – Arts & Sciences), 2012

PROFESSIONAL ACTIVITIES


Presented at American Political Science Association, European Political Science Association, Peace Science Society, International Studies Association, Society for Political Methodology, St. Louis Area Methods Meeting

Discussant at American Political Science Association, Southern Political Science Association
GEORGE C. EDWARDS III

EDUCATION
Ph.D.  University of Wisconsin-Madison, 1973
M.A.  University of Wisconsin-Madison, 1970
B.A.  Stetson University (magna cum laude), 1969

CURRENT POSITION
University Distinguished Professor of Political Science and George and Julia Blucher Jordan Chair in Presidential Studies

PUBLICATIONS

BOOKS
Why the Electoral College Is Bad for America, 2nd ed. (Yale University Press, 2011).
The Oxford Handbook of the American Presidency (Oxford University Press, 2009), co-editor.
Presidential Politics (Wadsworth, 2005), editor.
New Challenges for the American Presidency (Longman, 2004), co-editor.
Researching the Presidency (University of Pittsburgh Press, 1993), co-editor.
At the Margins: Presidential Leadership of Congress (Yale University Press, 1989).
The Presidency and Public Policy Making (University of Pittsburgh Press, 1985), co-editor.
Public Policy Implementation (JAI Press, 1984), editor.
The Public Presidency (St. Martin’s, 1983).
Studying the Presidency (University of Tennessee Press, 1983), co-editor.
Implementing Public Policy (Congressional Quarterly Press, 1980).
Presidential Influence in Congress (W. H. Freeman, 1980).
The Policy Predicament (W. H. Freeman, 1978), co-author
Perspectives on Public Policy-Making (Tulane, 1975), co-editor.

Articles
“Presidential Influence in the House: Presidential Prestige as a Source of Presidential Power,”
“Bill Clinton and his Crisis of Governance,” *Presidential Studies Quarterly* 28 (Fall 1998): 754-760.
EDUCATION

Ph.D. University of Arizona, 2000
M.A. University of Arizona, 1996
B.S. Georgetown University, 1994

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


CHAPTER IN BOOKS


“Mejor Solo Que Mal Acompañado: Political Entrepreneurs in Colombia” in Pathways to Power: Political Recruitment and Candidate Selection in Latin America edited by Scott Morgenstern and Peter Siavelis, University Park, PA; Penn State University Press, 2008, pp. 119-142.
EDUCATION

Ph.D. University of Georgia, 2008
M.S. Georgia Tech, 2004
B.A. University of Georgia, 2002

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


Li, Quan, Matthew Fuhrmann, Bryan R. Early, and Arnold Vedlitz. 2012. “Preferences, Knowledge, and Citizen


**Chapter in Books**


EDUCATION

Ph.D. University of California at Davis, 2006
A.M. University of California at Davis, 2002
B.A. University of California at Berkeley, 1995

CURRENT POSITION

Assistant Professor of Political Science

PUBLICATIONS

ARTICLES


EDUCATION

Ph.D. The Ohio State University, 1977
B.A. University of Tel Aviv, Israel, 1970

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


“The Graphical Case Record: An Interface Congruent with Professional Work Style”. Computers in Human Behavior 1995 (with M. Monnickendam and H. Yaniv)


“Computerized Case Record: From Theory to Practice”. Society and Welfare: Social Work Quarterly 1996 (July) 521-539. (with M. Monnickendam and H. Yaniv)


**CHAPERS IN BOOKS**

“Subjectivity in the Application of the Just War Doctrine to Collateral Damage: An Experimental Test in Israel and the U.S.” Forthcoming. In Harvey Starr (Ed.) New Horizons in Conflict System Analysis: Applications to the Middle-East” Routledge. (with B. Bragg)


“Marketing the Peace Process in the Middle East: The Effectiveness of Thematic and Evaluative Framing in Jordan and Israel”. In: M. Chatterji (ed.), Arms, Security and Development 1996:359-377. (with A. Astorino-Courtois and A. Mintz)

“Military Leadership in a Social Psychological Perspective”. In: M. Popper and A. Ronen (eds.) Military Leadership, 1990. [in Hebrew]
EDUCATION

Ph.D. Northwestern University, 1977
M.A. Northwestern University, 1975
B.A. Luther College, 1972

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES

(Robert Harmel and Yao-Yuan Yeh) “China's Age Cohorts: Differences in Political Attitudes and Behavior.” *Social Science Quarterly*, forthcoming (final acceptance January 2, 2014).


(with Keith Hamm) "Legislative Party Development and the Speaker System: The Case of the Texas House,"


**CHAPTER IN BOOKS**


**EDUCATION**

Ph.D.  Rice University, 1974  
M.A.  Rice University, 1973  
B.A.  Rice University, 1970

**CURRENT POSITION**

Cullen-McFadden Professor of Political Science

**PUBLICATIONS**

**BOOKS**


*Democracy in the Fifty States* (University of Nebraska Press, 1994)


**ARTICLES**


“‘Why Some and Not Others?’ The Determinants of the Quality and Prestige of Public Graduate Research Universities.” *State Politics & Policy Quarterly* 14(March, 2014), 29-49. (with C. Flink and J. Capers)

“Ethical Assurance Statements in Political Science Journals,” *Journal of Academic Ethics* 10(September 2012), 243-250. (with Sara R. Jordan)


“Editors’ Perceptions of Ethical and Managerial Problems in Political Science Journals,” *PS: Political Science and Politics* 45(October 2012), 724-727. (with Sara R. Jordan)


“Myths about the Physical Sciences and Their Implications for Teaching Political Science,” *PS: Political Science and Politics* XXXVII(July, 2004), 467-471.


“Symbolic Speeches in the U.S. Senate and Their Representational Implications,” *Journal of Politics* 64(February, 2002), 219-231. (with P.A. Hurley)


"Mobilizing Institutions and Class Representation in U.S. State Electorates," *Political Research Quarterly* 47(March, 1994), 137-150. (With J. Leighley)


Patricia A. Hurley

Education

Ph.D. Rice University, 1976
M.A. Rice University, 1975
B.A. Tulane University, 1972

Current Position

Professor of Political Science and Associate Dean of Liberal Arts, Texas A&M University

Publications

Book


Articles


“Nonvoters in Voters’ Clothing: The Impact of Voting Behavior Misreporting on Voting Behavior Research,”


EDUCATION

Ph.D. University of Michigan, 2008
M.A. Yonsei University, Korea, Graduate School of International Studies, 2001
B.A. Yonsei University, 1999

CURRENT POSITION

Assistant Professor of Political Science, Texas A&M University

PUBLICATIONS

BOOKS


ARTICLES


CHAPTER IN BOOKS


EDUCATION

Ph.D. Political Science, University of Kentucky, Lexington, Kentucky, 1977
M.A. Government, University of Maryland, College Park, Maryland, 1972
B.A. Mathematics, Towson State College, Baltimore, Maryland, 1970

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


"Follow Up Citations in the U.S. Supreme Court," *Western Political Quarterly* 39 (September 1986) 538-547.


"Community Racial Division, Electoral Structure, and Minority Representation," *Social Science Quarterly* 63 (December, 1983) 729-737. (with A. Vedlitz)

"Certiorari Decisions by the Warren and Burger Courts: Is Cue Theory Time Bound?" *Polity* 15 (Fall, 1982) 141-151.(with V. Armstrong)

“Policy Implementation and Community Linkages: Hospital Abortion Services After Roe v. Wade," *Western Political Quarterly* 35 (September, 1982) 385-405. (with J. Bond)

"Personnel Change and Policy Change on the U.S. Supreme Court," *Social Science Quarterly* 62 (December, 1981) 751-758.


"The Salience of Judicial Candidates and Elections," *Social Science Quarterly* 59 (September, 1978) 371-378. (with N. McKnight and R. Schaefer)

"Voter Awareness and Information Sources in a Controversial Judicial Election," *Public Service* 4 (September, 1977) 6-8 (with N. McKnight and R. Schaefer)


**Chapter in Books**


EDUCATION

Ph.D. University of Minnesota, 1996
A.M. University of Iowa, 1992
B.A. Calvin College, 1990

CURRENT POSITION

Associate Professor of Political Science, Texas A&M University

PUBLICATIONS

BOOKS


ARTICLES


**CHAPTER IN BOOKS**


EDUCATION

Ph.D. UC Davis, 2002
B.A. UC Davis, 1992

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

ARTICLES


Koch, Michael T. and Benjamin K. Tkach. 2012“Deterring or Mobilizing? The Influence of Government Partisanship and Force on the Frequency, Lethality and Suicide Attacks of Terror Events.” Peace Economics, Peace Science and Public Policy. 18(2)


CHAPTER IN BOOKS

EDUCATION

Ph.D., Political Science, Florida State University, December 1998
Fields: International Relations, Formal Modeling, Comparative Public Policy
Dissertation: *International Monetary Policy Interactions and Domestic Politics*
M.S., Political Science, Florida State University, 1995
B.A., English Language and Literature, Institute of International Relations, Nanjing, China, 1986

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


SELECT ARTICLES


CHRISTINE S LIPSMeyer

EDUCATION

Ph.D.  Vanderbilt University, 1999
M.A.  Vanderbilt University, 1997
B.A.  Hendrix College, 1993

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

ARTICLES


EDUCATION

Ph.D. Syracuse University, 1975
B.A. South Dakota, 1972

CURRENT POSITION

Distinguished Professor of Political Science and Charles H. Gregory Chair in Liberal Arts

PUBLICATIONS

BOOKS


ARTICLES


Governance, Structure, and Democracy: Luther Gulick and Future of Public Administration.” Public Administration Review 20 (Special Issue 2010), S284-S292.


“Taking Managerial Context Seriously: Public Management and Performance in U.S. and Denmark Schools.” *International Public Management Journal* (forthcoming) with Nathan Favero, Simon Calmar Andersen,


EDUCATION

Ph.D. York University (Toronto) 1983
M.A. York University (Toronto) 1979
B.A. Columbia College of Columbia University in the City of New York 1978

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS (FROM 2000; 12 BOOKS PUBLISHED PRIOR TO THAT)


ARTICLES (FROM 2010; 70 ARTICLES PUBLISHED PRIOR TO THAT)


“Christine de Pizan and Jean Gerson on the Body Politic: Inclusion, Hierarchy, and the Limits of Intellectual


CHAPTER IN BOOKS (FROM 2010; 33 BOOK CHAPTERS PUBLISHED PRIOR TO THAT)


“The Sword in Her Hand: Judith as Anglo-Saxon Warrior and John of Salisbury’s Tyrant Slayer” (with Karen Bollermann). In Gianluca Briguglia and Thomas Ricklin, eds., Thinking Politics in the Vernacular from the Middle Ages to the Renaissance (Freibourg, Switzerland: Academic Press Freibourg, 2011), 23-41.


ERICA OWEN PALMER

EDUCATION

Ph.D. University of Minnesota, 2010
B.A. University of Rochester, 2005

CURRENT POSITION

Assistant Professor of Political Science

PUBLICATIONS

ARTICLES


CHAPTER IN BOOKS


WORKING PAPERS

Owen, Erica. "The Political Power of Organized Labor and the Politics of Foreign Direct Investment in Developed Democracies." Revise and resubmit (minor revisions) at Comparative Political Studies.

Owen, Erica. "Exposure to Offshoring and the Politics of Trade Liberalization: Debate and Votes on Free Trade Agreements in the 108th U.S. Congress"

Owen, Erica and Noel Johnston. “Occupation and the Political Economy of Trade: Job routineness, offshorability and protectionist sentiment.”

Owen, Erica and Quan Li. “How Do Labor and Capital Share Private Sector Economic Gains in an Age of Globalization?”

Owen, Erica. “Labor, Multinational Corporations and the Political Economy of Trade.”

McClean, Elena and Erica Owen. “Insuring against Political Risk: The Effect of Domestic and International Institutions on Foreign Direct Investment.”
EDUCATION

Ph.D. University of Washington, 2010
A.M. University of Iowa, 2005
B.A. Boise State University, 2002

CURRENT POSITION

Assistant Professor of Political Science

PUBLICATIONS

ARTICLES


Wampler, Brian, Maria Chavez and Francisco I. Pedraza. 2009. “Should I stay or should I go? Explaining why most Mexican immigrants are choosing to remain permanently in the US.” Latino Studies. 7(1):83—104.

CHAPTER IN BOOKS


MITHCILL F. RICE

EDUCATION

Ph.D. Claremont Graduate University, 1976
M.S. California State University, Los Angeles, 1973
B.A. California State University, Los Angeles, 1970

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES (72 total)
(partial listing)


**CHAPTER IN BOOKS (25 TOTAL)**

**PARTIAL LISTING**


JOHN DOUGLAS ROBERTSON

EDUCATION

Ph.D. University of Illinois, Urbana-Champaign, 1979
M.A. University of Kansas, 1976
B.A. Western Illinois, 1974

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


EDITED BOOKS


CHAPTERS IN BOOKS


"Coming to Terms: American Foreign Policy and the Constitutional Political-Economy of the European Community" in Post-Cold War Policy: The International Perspective, pp.131-159.
EDUCATION

Ph.D.  Texas A&M University, 2009
M.S.  Air Force Institute of Technology, 1992
B.A.  Texas A&M University, 1984

CURRENT POSITION

Lecturer of Political Science

PUBLICATIONS

ARTICLES

EDUCATION
Ph.D. University of Iowa, 1994
A.M. Brown University (Economics), 1989
J.D. University of Nebraska, 1987
B.A. University of Nebraska-Lincoln, 1983.

CURRENT POSITION
Associate Professor of Political Science.

PUBLICATIONS

BOOKS

ARTICLES

Law Review Articles
CHAPTER IN BOOKS
EDUCATION

Ph.D. Texas A&M University, May 2009
   Fields: Comparative Politics, International Relations

Dissertation: Challenging the Status Quo: The Rise and Consequences of Anti-Establishment Parties in Western Europe
Committee: Robert Harmel (chair), Alexander Pacek, Michael T. Koch, Harland Prechel

M.A. Political Science, University of North Texas, 2003
Thesis: Extreme Politics: An Analysis of the State Level Conditions Favoring Far Right Parties in the European Union

B.A. History, University of North Texas, 2000

CURRENT POSITION

Assistant Instructional Professor, August 2013 – Present
Lecturer - Texas A&M University, August 2009 – August 2013
Graduate Assistant Lecturer, August 2007 - August 2009

PUBLICATIONS

ARTICLES


“Forms of Civil War Violence and Their Consequences for Future Public Health: Battle Deaths versus One-Sided Violence” International Studies Quarterly 53:1 175-202 (with Matthew Hoddie)
EDUCATION

Ph.D. University of Rochester, 2003
M.A. University of Rochester, 2001
B.S. University of Florida, 1996
B.A. University of Florida, 1995

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

ARTICLES


CHAPTER IN BOOKS


MICHELLE M. TAYLOR-ROBINSON

EDUCATION

Ph.D. Rice University, 1990  
M.A. Rice University, 1989  
B.A. Rice University, 1985

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


“The Electoral Connection and Legislative Committees,” *Journal of Legislative Studies* 15(1, 2009), 34-50. (with Brian Crisp, Maria Escobar-Lemmon, Bradford Jones and Mark Jones)


“The Rules Matter: An Experimental Study of the Effects of Electoral Systems on Shifts in Voters’ Attention,”
Electoral Studies 24 (3, 2005), 465-483. (with Michelle Chin)


“Do Women Legislators Have Different Policy Priorities than Their Male Colleagues? A Critical Case Test,” Women and Politics 24 (4, 2003), 77-100. (with Roseanna Heath)

“Participation in Congress Debates and What it Indicates about Representation: Evidence from the Honduran Congress,” Journal of Legislative Studies 8 (1, 2002), 10-36. (with J. Sky David)

“Old Parties and New Democracies: Do They Bring Out the Best in One Another?” Party Politics 7 (5, 2001), 581-604.

“Who Gets Legislation Passed in a Marginal Legislature and is the Label Marginal Legislature Still Appropriate? A Study of the Honduran Congress,” Comparative Political Studies 32 (5, 1999), 590-626. (with Christopher Diaz)


RECENT CHAPTERS IN BOOKS

“Dilemmas in the Meaning and Measurement of Representation,” in Representation: The Case of Women, pp. 1-16. (with Maria Escobar-Lemmon)


“Does Presence Produce Representation of Interests?” in Representation: The Case of Women, pp.227-247. (with Maria Escobar-Lemmon)

“Gender and Parliament,” in Oxford Handbook of Legislative Studies, pp.250-266.


“How do Candidate Recruitment and Selection Processes Affect Representation of Women?” in Candidate Selection in Latin America, pp.345-368. (with Maria Escobar-Lemmon)
EDUCATION

Ph.D. University of Michigan, 2007
M.P.A. Cornell University, 1997
B.A. Seattle University, 1995

CURRENT POSITION

Associate Professor of Political Science
Associate Professor of Public Policy (by courtesy)

PUBLICATIONS

BOOKS


ARTICLES


**CHAPTER IN BOOKS**

EDUCATION

Ph.D., Political Science, Indiana University
M.A., Political Science, Indiana University
A.B., Occidental College

CURRENT POSITION

Professor of Political Science, Texas A&M University

PUBLICATIONS

BOOKS


ARTICLES

Online version: http://ras.sagepub.com/content/early/2014/07/04/0020852313517991.
Harvey J. Tucker, "State Legislative Apportionment: Legal Principles in Empirical Perspective," Political Geography
Gary Halter and Harvey J. Tucker, "The City As A Restaurant," Texas Town and City, April 1982.

Chapter in Books

EDUCATION

Ph.D. University of North Carolina at Chapel Hill, 2006
M.A. George Washington University, 2002
B.A. George Washington University, 2001

CURRENT POSITION

Associate Professor of Political Science, Texas A&M University

PUBLICATIONS

ARTICLES


CHAPTER IN BOOKS


EDUCATION

Ph.D. Princeton University, 2003
A.M. Harvard University, 1996
B.A. Wesleyan University, 1993

CURRENT POSITION

Associate Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES

“Las Casas and the Birth of Race.” History of Political Thought, Volume 33, Number 3, 2012, pp. 401-426(26)


CHAPTER IN BOOKS


EDUCATION

Ph.D. University of Rochester, 1994  
M.A. University of Rochester, 1991  
B.A. University of Rochester, 1988

CURRENT POSITIONS

Professor of Political Science  
Director, European Union Center

PUBLICATIONS

BOOKS


ARTICLES


**CHAPTER IN BOOKS**


EDUCATION

Ph.D. University of Houston, Political Science, 1987
M.A. University of Houston, Political Science, 1985
B.A. University of Houston, Political Science, 1976

CURRENT POSITION

Professor of Political Science

PUBLICATIONS

BOOKS


ARTICLES


**CHAPTERS IN BOOKS**


Appendix 4

Mentoring Program for Graduate Students
[For both Graduate Assistant Teaching (GATs) and Lecturers]

Goals:
Enhance the quality of the teaching experience for graduate students by providing them with mentoring during their initial teaching experience rather than throwing them in sink-or-swim. Provide them with a regularized opportunity to ask questions, get answers, and receive feedback and support as they teach for the first time. The overriding goal of the program is to help graduate students become better teachers.
Recognize and honor superior teaching by graduate students. Provide recognition of teaching experience and excellence which students can document on the CVs (and which might help them get a job).
Ensure that university and department requirements are met. This includes, but is not limited to, compliance with minimum syllabi requirements as established by the faculty senate and compliance with W-course requirements.

Requirements for graduate students and timeline:
Attend the university mandated workshop for all new GATs. These are run by CTE. Students must attend one if they have not done so previously. Registration and details coordinated by Graduate Secretary.
Attend a meeting covering the basics of the program and classroom/syllabus requirements with the associate head and department head.
Submit syllabi in advance of having them copied for review and approval by associate head or head. Syllabi are due ___________ (2 weeks before 1st day of class).
Submit grade distributions for first exam (throughout the semester).
Arrange for your chair or another committee member to observe your class. (Can be scheduled at any time during the semester). OPTIONAL
Attend an end of semester debrief meeting
Attend graduate student diversity vignette discussions (as scheduled by Diversity Committee)

Benefits to students:
Help you become a better teacher.
Ensure that you have support and assistance during your initial solo teaching efforts.
If you complete all elements of the program except for the optional classroom evaluation you will be eligible to receive one of several “Distinction in Teaching” awards. One or more of the “Distinction in Teaching” award winners who as also completes the optional classroom evaluation will receive an “Excellence in Teaching” award which carries with it a research bursary. “Distinction in Teaching” and “Excellence in Teaching” Award winners will be selected by the Department Head and any designees who will also consider student evaluations as part of the selection process.

Benefits to department:
Minimize grade appeals and teaching related complaints.
Ensure that grade distributions and rigor of content are consistent with departmental norms and
standards for courses taught by graduate students.
Guarantee that W-sections are compliant with W-course requirements.
Enhance the quality of undergraduate teaching.

**Participation in the program is required**
While the amount of mentoring students receive directly from this program will vary based on how much they seek every student is expected to complete the minimal required elements outlined above. Failure to submit syllabi in advance as directed, attend mandatory meetings, or submit grade distributions as requested may make students ineligible to receive departmental travel funding and/or may affect student’s reappointment in subsequent semesters.

**Content of and Rationale for Program Components:**

**TAMU Workshop:** Attendance is mandated by TAMU and they set the date. CTE Runs/coordinates these workshops.

**Meeting on program basics:** Associate head and department head will meet with all graduate students who will be teaching in the fall semester. This includes both those teaching for the first time and those teaching again. The purpose of this meeting is to remind them about syllabus content requirements, educate them about what W-courses are and their special, additional requirements, review good teaching practices (including meeting the class regularly and issues surrounding extra credit) the components of this program, and answer any questions or concerns that students may have. Additionally, the meeting will include a discussion of strategies for dealing with inevitable but unplanned absences for job interviews. Meeting with students in May after classes end but before summer begins gives them significant lead time to incorporate things into their syllabi. It also is more likely to be feasible to assemble all (or nearly all) students in May than in early August.

**Advance review and approval of all syllabi** by associate head (or head) for all graduate student taught courses The syllabi will be returned to the student with notes on required changes (e.g. you must add the ADA statement) as well as any suggestions for improvement which are optional (e.g. recommending the student consider how an assignment will work). The purpose of this requirement is primarily to ensure university requirements are being met but also to offer the benefit of our experience in warning students about unintended consequences of assignments or scheduling of them. We do not intend to act as gatekeepers for every book or article assigned and intend to give students as much discretion as possible in constructing their courses as they see fit. These are due two weeks before the start of classes to allow sufficient time for review and amendment as well as photocopying.

**Review of grade distributions:** Graduate students are to submit a report on the distribution of grades on the first exam for each of their classes to the associate head (or head). This should contain information on the number and percent of As, Bs, Cs, Ds, and Fs given on the exam as well as information on the mean and standard deviation. Either the head or associate head are then available for consultation regarding any concerns the instructor has about the distribution or the exam that produced it. Students are invited to send distributions on all subsequent examinations and major papers as well, although they will be notified individually if this is required as well as whether there are any concerns.
Optional Classroom observation. A student’s major advisor is asked to observe him/her in the classroom each semester they are teaching. If their advisor is not in residence that semester or the course content is a better fit with another committee member this visit can be made by another member of the student’s committee. Students are asked to set up these visits to facilitate schedule coordination. Chairs and committee members are being asked to do these visits for three reasons: 1. This provides them with a direct opportunity to observe the student in the classroom giving them additional information they can use in letters of recommendation. 2. We expect advisors to be better judges of the content of a student’s courses and thus they should be best positioned to offer substantive and meaningful comments to the student on the class and their syllabi. 3. Students and advisors already have established mentoring relationships and students may be most likely to approach their advisors with questions about or problems that arise in the classroom. Having seen the class and the student “in action” may provide their advisors with important context for any questions. The faculty member who conducts the observation is asked to send a brief note to the department head (or associate head) notifying them they conducted the visit, whether they have any concerns, and whether there is anything especially praiseworthy about the student’s teaching.

Debrief Meeting: The debrief meeting is a chance for all graduate students who have been teaching to get together and share any lessons learned during the semester and talk through any problems they might have encountered. This is a chance to talk about teaching in an informal environment that should build confidence in their teaching skills as well as give them additional, practical tools about how to deal with any teaching challenges they encounter in the future. Optionally in future semester this could be expanded to include maybe 2 lunch meetings during the semester. This meeting should take place in December so most of the semester will be concluded but before everyone leaves in advance of winter break.

Proposed 4/14/2010 MEL
Revised 4/26/2010 MEL
Revised 5/3/2010 MEL
Appendix 5

Graduate Recruitment Weekend
March 21-23, 2014

Friday, March 21

Students arrive at various times.
Pick up at airport and taken to Quality Suites Hotel by graduate student hosts.
6:30-8:30 – Dinner catered by Ninfa’s at home of Charlie and Barbara Johnson (invites include
all faculty and graduate student hosts).

Saturday, March 22

9:00 -- pick up from hotel
9:15 -- Continental breakfast and paperwork
9:30 – Welcoming remarks (Robert Harmel, Department Head, Cameron Wimpy, President of
the Political Science Graduate Association)
9:45 – Overview of the Ph.D. program (Alexander Pacek, Director of Graduate Studies)
10:15 – Field presentations by faculty
American Politics (Kim Hill)
Comparative Politics (Maria Escobar-Lemmon)
International Relations (Michael Koch)
Public Administration & Public Policy (Manny Teodoro)
Political Theory (Cary Nederman)
Race & Ethnic Politics (Kenneth Meier)
Political Methodology (Guy Whitten)

12:00-1:30 – Lunch – time to talk informally with faculty
1:30 – Facilities tour

2:00 – Major field informal meetings with faculty (students attend meetings with faculty in their
primary field of interest)
2:30 – Minor field informal meetings with faculty (students attend meetings with faculty in their
2nd field of interest)

American        2041
PA/PP and REP    2029
IR               2064
Comparative      2100
Methods          2015
Theory           2057

3:00-4:30 – Research presentations by current graduate students
American Politics (Grant Ferguson)
“The Conflict oriented Group Identity of Partisanship”
Comparative Politics (Bethany Shockley)
“Decentralization and Social Services: Outcomes Vs. Perceptions.”
International Relations (Clayton Webb)
“Economic Sanctions are Bad News: The Domestic Economic Consequences of Political Sanctions.”
Public Administration and Public Policy (Amanda Rutherford)
“Organizational Strategy Revisited: Expanding the “3R’s” Strategy for Turnaround.”
Political Theory (David Switzer)
“Human and Non-Human Migration: Understanding Species Conversation Through Migration Ethics.”
Race & Ethnic Politics (Angel Molina)
“The Politics of Education Outcomes in Latino Communities: A National Snapshot.”
Political Methodology (Andrew Philips)

4:30-5:30 – Town tour
6:15 – pick up at hotel to go to dinner
6:30-9:00 – Dinner at La Riviera for graduate students and graduate student hosts.
9:00—Informal event for potential recruits and all interested graduate students.

Sunday, March 23

Pick up at hotel for transportation to Easterwood Airport.

Graduate Student Hosts

<table>
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<tr>
<th>Kendall Funk</th>
<th>Seung-Ho An</th>
<th>PA/PP, Methods</th>
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<tbody>
<tr>
<td>Grant Ferguson</td>
<td>Kelly Arndt</td>
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<td>Mallory Compton-Vuillaume</td>
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<td>Julianne Philips</td>
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<td>Molly Berkemeier</td>
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## Appendix 6: Student Progress Toward Degree

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<th>Student</th>
<th>Year Entered Program</th>
<th>Field Exam Taken</th>
<th>Dissertation Proposal</th>
<th>Graduated (or is scheduled) As Ph.D</th>
<th>Current Status</th>
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Appendix 7

POLS 681
Professional Development Seminar
Fall 2013

Instructor: Alexander Pacek
Office Hours: Wednesday 1-2 and by appointment
Office: 2055 and 2009A ALLN
E-mail: e339ap@pols.tamu.edu
Class Meetings: Wednesday 2-3
Class Room: 2115 ALLN (unless otherwise indicated due to other event in this room)

COURSE OBJECTIVES:
This course introduces you to some of the aspects of the political science profession that, while important to your professional success, will rarely be discussed in your courses. We will survey the design of the TAMU program, strategies for graduate school success, and life in the profession. We also address the hiring process, strategies for building a career, and getting tenure. The aim of this seminar is to provide some insight into the challenges of establishing a successful career in political science. Grades for this course are on a PASS/FAIL basis. To receive a PASS, students must attend and actively participate in the discussions. Be prepared to talk critically about the readings and to raise your own questions about how to succeed in political science. Students must also submit required written materials by email 24 hours before class meetings.

REQUIRED TEXTS:
Graduate Student Handbook
Texas A&M University Graduate Catalog

TOPICS AND ASSIGNMENTS:
You are required to read the material assigned for each class and to participate in discussions about the readings and presentations. This is not a lecture course but a seminar intended to get you thinking and talking about your professional goals and how to achieve them. You will be expected to ask questions and to participate in class discussions.

You will also be expected to complete the brief out of class assignments.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Services for Students with Disabilities in B118 Cain Hall, or call 845-1637.
Course Schedule: Reading Topics and Assignments
POLS 681—Professional Development Seminar
Fall 2013

August 28: Class Overview, reflections on being a rookie

September 4: Making It in the Political Science Profession: Who Are We and Who Are You?

Read Before Class:


September 11: Getting Started

Read Before Class:
Graduate Student Handbook, Sections I-V.

Do Before Class: Visit [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) and review Sec. 12 on scholastic deficiency. (“Student Rules” is the official book of rules and is only available on-line.)

September 18: Planning Your Program

Read Before Class:

Graduate Student Handbook, Sections VI-IX

Do Before Class: Prepare a tentative “Degree Requirements Form” indicating the courses you plan on taking for your degree. Send a copy to the instructor by email at least 24 hours before class. (Copies of this tentative degree plan should also be sent to your Temporary Advisory Committee. You should consult your committee about the specifics of your degree plan before the end of this semester.)

September 25: Ethical Issues in the Profession

Read Before Class: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/) and review Sec. 20 on scholastic dishonesty and Part III on student grievance procedures. (“Student Rules” is the official book of rules and is available only on-line.); and the American Political Science Association Ethics Statement located at [http://www.apsanet.org/pubs/ethics.cfm](http://www.apsanet.org/pubs/ethics.cfm)

Do Before Class: 1) Interview a faculty member about their views on ethics in the profession. Be sure to ask them about the most important ethical dilemmas faced by scholars with their particular interests. Write a short (approximately 1 page) description of what you learned from your interview; bring to class. Send a copy to the instructor by email at least 24 hours before class. 2) Peruse the research compliance website: [http://researchcompliance.tamu.edu](http://researchcompliance.tamu.edu)
October 2: Tips for Successful Conferencing and TAMU Travel and Conference Rules and Regulations

Do Before Class: Go to the APSA website “Conference” section, identify and print off a call for papers for an upcoming conference at which you might like to present a paper and bring the call to class.

Read Before Class:

Appendices D, E and F of Graduate Student Handbook

Do: 1) Interview a faculty member in your major field about their views on which conferences a student in that field should attend and why these are important conferences. Write a short (approximately 1 page) description of what you learned from your interview; bring to class. Send a copy to the instructor by email at least 24 hours before class. 2) Bring Graduate Student Handbook to class.

October 9: Hiring in Political Science (this class meeting is highly likely to be rescheduled)

Read Before Class:


October 16: Journal Publishing: How to Do It and Why It Matters

Read Before Class:


Do Before Class: Go to the journal reading room in the PSEL Library, pick a journal in which you might be interested in publishing, and bring a copy of the instructions for contributors to class. You may also complete this assignment online.

October 23: So, You Want to Publish a Book

Read Before Class:
Do Before Class: Go to the website of an academic publisher whose list of publications is strong in your area of specialization and locate information about the process of submitting a manuscript or proposal; bring this information to class.

October 30: Grant Writing in Political Science


Do Before Class: Using on-line resources (such as APSANet, the grant site at TAMU, and the NSF and NEH websites), locate a granting program or agency that offers funding for some project (dissertation, collaborative research, travel, etc.) in your research field; print and bring to class.

November 6: Getting It on the Page: Your Curriculum Vitae

Read Before Class: Samples of curriculum vitae to be provided.

Do: Bring to class your current c.v.; if you don’t have one, create what you think it should look like. Send a copy to the instructor by email at least 24 hours before class.

November 13: The (Long and Winding?) Road to Employment

Do Before Class: Revise your curriculum vitae in light of the November 11 meeting. Bring it to class. Send a copy to the instructor by email at least 24 hours before class. Check APSA’s job pages at http://www.apsanet.org/ejobs/login.cfm, www.apsanet.org/opps, plus http://www.apsanet.org/jobplc/

November 20: Approaching the Dissertation Project

Read Before Class:

Do Before Class: Approach a senior graduate student in your major field who is writing a dissertation and ask him/her for a copy of his/her proposal; read it and bring it to class.

November 27: No class meeting

December 4: Life AFTER Graduate School: Making the Transition

Read Before Class:

ADDITIONAL READING AND RESOURCES

Political Science as a Discipline
I recommend you join the American Political Science Association, one benefit of which is the news about on teaching and the profession that appear regularly in the quarterly journals, *PS: Political Science and Politics* and *Perspectives on Politics*, as well as the *American Political Science Review*.

On Writing Well:
The importance of writing well for your professional success cannot be overestimated. While this is not a class in composition and writing, I believe it is in your interest to have on your desk while you are writing both a dictionary and thesaurus. The spell check and thesaurus in word processing programs are useful but they are not foolproof. More important, they are weak crutches on which to rely. There is no alternative to looking up words on your own. Equally important is your personal mastery of syntax and grammar. (The grammar “checks” in word processing programs are especially fallible.) I very strongly recommend that you have on your desk books that offer advice and guidance on writing well. The following books are some of my personal favorites. The craft of writing well is a lifetime task and as critical to your career as learning statistical methods. Most of these books have gone through various editions. I therefore skipped the customary citations. This also means, though, you can find used earlier editions of these books in bookstores that will serve most of your purposes quite nicely.

Strunk, William, Jr. and E.B. White, *The Elements of Style*
Cook, Claire Kehrwald, *Line by Line: How to Edit Your Own Writing.*
McCloskey, Deidre *The Rhetoric of Economics*
McCloskey, Deidre *Economical Writing*
Zinsser, William, *On Writing Well: An Informal Guides to Writing Nonfiction.*

As a final matter, you should have at your elbow the American Political Science Association’s *Style Manual for Political Science*. The manual details the rules and format required for article submissions to the *Review*. Most of the other professional journals in political science adhere to the Style Manual. I want to add, however, that many other journals have their own particular requirements; you should always consult the journal to which you are submitting an article regarding these requirements. You might also consider getting a copy of:

Political Science 681

Seminar: Teaching Political Science

Joe Ura, Associate Professor

Office Hours: By Appointment

Course Meetings for Spring 2012: Monday, 2:00-2:50PM, Allen 2064
jura@pols.tamu.edu
(979) 845-2327

Course Description

Credit 1.0 Hours Topics of interest to political scientists with emphasis on professional norms, opportunities and teaching strategies. Prerequisite: Approval of graduate advisor. This course will prepare graduate students in political science to teach as Graduate Assistant Lecturers at TAMU by introducing them to a variety of teaching skills and principles. Students will study examples of instruction at TAMU and elsewhere, attend lectures and demonstrations given by the instructor and visiting experts, write and deliver their own lectures, and design their own courses including the syllabus and course assignments.

Learning Outcomes

In this course, students will learn: to think systematically about political science education; to design and teach an undergraduate course; to engage undergraduate students in learning; to write a syllabus; to construct appropriate assignments; to assess undergraduate learning; to tailor a course for specific learning objectives; to teach in a variety of learning environments; to use instructional technology effectively; principles of good teaching and professional practices.

Grading Policies

This course will be graded on a PASS/FAIL basis. All written work must be turned in by 9:00AM on the Monday it is due, so that we will have time to prepare for course discussion. (You may turn in work to my mailbox in the department's front office). Late work is only acceptable in cases of university excused absences or for professional reasons discussed in advance with the instructor. Every assignment must be completed at an acceptable level to pass the course. Attendance at every seminar is required; absence is only acceptable in cases of university excused absences or for professional reasons discussed in advance with the instructor.
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 945-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
For additional information please visit http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Course Materials/Copyright Statements: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
Assignments
All assignments should be submitted via e-mail by 9:00AM on the day they are due.

(1) A plan for fulfilling the semester's requirements for this course, including commitments for guest lectures, courses to shadow, and so forth. This needs to be approved by the instructor before the third class meeting. Due 2/3.

(2) A collection of syllabuses on courses related to the one you might teach, gathered from scholars whose work and/or teaching you admire. Include at least five examples of related courses, plus a cover sheet detailing what you were looking for in your search and what you learned from them (bullet point format is fine). Submit this work in PowerPoint or any similar presentation format. Due 2/10.

(3) A collection of policies on standard for promotion and tenure gathered from universities or colleges representative of the type of institutions to which you expect to apply for employment. Include at least five sets of guidelines plus a coversheet detailing standards for promotion and tenure (include teaching guidelines and other elements of the promotion and tenure standards) and what you learned from them. Due 2/3.

(4) Shadow class analysis. You will pick 2 courses to shadow—one will be POLS 206 or 207, and one a 300 or 400-level course. No more than 2 students can shadow a particular course. You need to attend each course twice and interview the professor for each course about their approach to teaching. You will then write a 1-2 page paper about each course, describing the professor's approach to teaching, what you observed, and assessing how teaching techniques differ across the two types of teaching. Note: If you plan to give your guest lecture in a professor's course instead of to the POLS 681 audience, you should shadow that professor's class for this assignment. Due 3/3.

(5) Syllabus for a class you hope to teach (draft [due 2/24] and revised version [due 3/31]). Includes a course overview description, learning outcomes for the course, list of assignments (including assignment descriptions) and their contributions to the course grade, required texts and other reading assignments, weekly course topics and readings, and any other pertinent information students will need for the course. There is an official TAMU syllabus template, among other resources, here: http://curriculumservices.tamu.edu/minimum-syllabus-requirements/

(6) Two kinds of sample assignments. One assignment is part of a test (5 multiple choice questions and 1 essay question), and one assignment is a take-home writing assignment (e.g., a research paper assignment description, book review, or data analysis assignment). Due 2/17.

(7) Student practice class (including a 1-page overview of sample class, due 3/7). Each student will prepare a 40-50 minute class on a topic of the course for which they designed a syllabus, OR an appropriate topic for a course being taught in spring 2014 by one of their committee members that they will guest teach. The student teaching the practice class is responsible for distributing appropriate readings to all others in the class at least a week before giving their practice class. Other class members are expected to read the assigned readings and be an appropriately active "class" for the practice instructor. NOTE— if feasible, you can teach your practice class in the class of your dissertation advisor or another dissertation committee member, provided you obtain their permission to do so and confirm this with me during the first 2 weeks of the semester. If you use this option your professor will have to attend your lecture and provide you with feedback on your teaching.

(7) Participation in any other outside presentations.

Readings will be assigned on an ad hoc basis. Lectures will include lists of resources.
Course Outline (provisional: some guest appearances are still being scheduled)

Jan. 13  Introduction and Overview: Politics and political science

Jan. 20  Martin Luther King Day: Class does not meet.

Jan. 27  Teaching at Texas A&M: Policies and procedures
Semester plan due.

Feb. 3   Teaching and your career
Promotion and tenure policies collection due.

Feb. 10  Having something to say
Course design, content and skills, modes of teaching
Syllabus collection due.

Feb. 17  Assessment: designing tests, quizzes, and other assignments.
Example assignments due.

Feb. 24  Grading and providing feedback on written work
Syllabus draft due.

Mar. 3   Teaching veterans
Shadow class analysis due.

Mar. 10  Spring Break: Class does not meet.

Mar. 17  Teaching students with disabilities
Sample class description and reading assignments due.

Mar. 24  Teaching for diversity

Mar. 31  Student practice class
Final syllabus due.

Apr. 7   Student practice class (if needed)

Apr. 14  Student practice class

Apr. 21  Student practice class

Apr. 25  Student practice class
APPENDIX 8

Catalogue Description of Graduate Courses

601. Components of Political Inquiry. (3-0). Credit 3. Elements of empirical research design, techniques of data collection and data analysis. The evolution of political science as a scientific discipline. Required for political science majors. Prerequisite: Completion of or concurrent enrollment in STAT 303 or equivalent.

602. Quantitative Political Analysis. (3-0). Credit 3. Theory, techniques and applications of quantitative analysis in political science. Required for political science majors. Prerequisite: POLS 601 or equivalent.

603. Quantitative Political Analysis II. (2-2). Credit 3. Introduction to advanced applications of quantitative analysis in political science; critical evaluation of the use of several advanced statistical techniques in political analysis. Prerequisite: POLS 602 or equivalent.

604. Conceptualization and Theory in Political Analysis. (3-0). Credit 3. Exploration of the function of general theoretical assumptions in social scientific research and a critical analysis of some of the most influential general conceptualizations of political phenomena. Prerequisite: POLS 601 or equivalent.

606. Advanced Research Methods for Political Scientists. (3-0). Credit 3. Advanced techniques for specialized problems in empirical political analysis, including voter choice models, longitudinal data, elite interviewing, problems of formal theory and others. May be taken three times. Prerequisites: POLS 601 and POLS 602 or equivalents.

607. Advanced Research Methods for Political Scientists II. (3-0). Credit 3. Advanced techniques for specialized problems in empirical political analysis, including voter choice models, longitudinal data, elite interviewing, problems of formal theory and others. May be taken up to three times as content varies. Prerequisites: POLS 601.

620. Comparative Political Systems. (3-0). Credit 3. Comparative study of national political systems; cross-national relationships and comparative analysis.

621. Theory and Method in Comparative Politics. (3-0). Credit 3. Introduction to methods for conducting research in comparative politics, including approaches to theory development and overcoming obstacles to comparative politics research. Prerequisites: Graduate classification or approval of instructor.

623. Seminar in Cross-National Topics. (3-0). Credit 3. Cross-cultural investigation of the manner in which selected political processes manifest themselves in various political systems. May be taken for credit up to three times as content varies.

624. Seminar in Regional Studies. (3-0). Credit 3. Political behavior or institutions within a specified country, region or cultural area. May be taken for credit up to three times as content varies.

625. Seminar in Comparative Race and Ethnic Politics. (3-0). Credit 3. Significant themes in comparative study of race and ethnic politics; includes racial and ethnic identities, government and diversity, racial and ethnic violence, managing conflict. May be taken three times for credit. Prerequisite: Graduate classification.
630. International Politics. (3-0). Credit 3. Survey of international politics; security politics, the development of nations, international law, organization and integration.

631. Conflict Studies. (3-0). Credit 3. The study of international conflict, especially factors pertaining to the causes of war. Prerequisite: Graduate classification or approval of instructor.

632. Theory and Method in International Relations. (3-0). Credit 3. Theory, techniques and applications of quantitative analysis in international relations. Prerequisites: POLS 602 and POLS 630 or approval of instructor.

633. Seminar in Foreign and Security Policy. (3-0). Credit 3. Selected aspects of the formation and conduct of foreign and defense policy. May be taken for credit up to three times as content varies.

634. International Institutions. (3-0). Credit 3. Current theoretical and empirical debates in the field of international institutions; includes the value and limitations for understanding the creation, design, behavior, change and impact of international institutions in world politics. Prerequisite: POLS 630.

635. International Political Economy. (3-0). Credit 3. The study of international political economy, focusing on the economic and political causes and consequences of international trade, foreign direct investment, capital mobility, exchange rate, monetary policy, migration, and development. Prerequisite: Graduate classification or approval of instructor.

641. Seminar in Public Administration. (3-0). Credit 3. Literature and research problems of a selected aspect of public administration. May be taken three times.

642. Seminar in Public Policy. (3-0). Credit 3. Literature and research problems of a selected aspect of public policy. May be taken three times.

643. Theory and Practice of Public Administration. (3-0). Credit 3. Theory, process and structure of management in the public sector. Internal management and behavior in federal, state or local agencies in a political setting.

644. Seminar in Politics of Race, Ethnicity and Public Policy. (3-0). Credit 3. Examines race, ethnicity, and public policy; emphasizes how policy process considers race and ethnicity, and differential impact of policy on racial groups. May be taken three times for credit. Prerequisite: Graduate classification.

645. Politics, Policy and Administration. (3-0). Credit 3. Relationship of politics and administration with reference to the influence of administration and bureaucracy, legislative bodies, parties, interest groups and other forces in the formation and execution of public policy in various levels of, primarily, American government.

646. Public Policy Theory. (3-0). Credit 3. Major theories and classifications of public policies, and general explanations of policy formation and impact; recent research testing major theories.

650. Normative Political Theory. (3-0). Credit 3. Examination of the most influential approaches, concepts and political arguments of classical and contemporary political theory. May be taken for credit up to three times as content varies.

654. Seminar in Theories of Political Legitimacy, Order and Obligation. (3-0). Credit 3. Intensive examination of contending theories of political authority, obligation and justice. May be taken up to three times for credit as content varies. Prerequisites: Graduate classification and approval of instructor.
660. Gateway Seminar in the Politics of Race and Ethnicity. (3-0). Credit 3. Overview of the race and ethnicity literature in four different subfields: comparative politics, international relations, American politics, and public administration/policy; emphasis on four themes across the subfields: identity participation (including non traditional participation such as violence), representation, and institutions/structure.

670. American Political Institutions. (3-0). Credit 3. Explores the major issues and controversies in the study of American political institutions; topics include executive, legislative and judicial branches of government, as well as formal organizations such as parties and interest groups. May be taken for credit up to three times as content varies.

671. American Political Behavior. (3-0). Credit 3. An introduction to core theories and controversies about American mass political behavior; topics include public opinion, political culture, political socialization, party identification and political participation. May be taken for credit up to three times as content varies.

672. Seminar in American Political Institutions. (3-0). Credit 3. Relevant literature and research problems of selected aspects of American political institutions at the national level; emphasis on original student research. May be taken for credit up to three times as content varies. Prerequisite: Approval of instructor.

674. Seminar in Race, Ethnicity and American Politics. (3-0). Credit 3. This seminar examines social science theories of race, ethnicity and politics in the United States; highlights the political behavior of Latinos, African-Americans, and Asian Americans. May be taken three times for credit. Prerequisite: Graduate classification.

675. Seminar in American Political Processes and Behavior. (3-0). Credit 3. Relevant literature and research problems of selected aspects of mass political behavior in the United States; emphasis on original student research. May be taken for credit up to three times as content varies. Prerequisites: Approval of instructor.

681. Seminar. (1-0). Credit 1. Topics of interest to political scientists with emphasis on professional norms, opportunities and teaching strategies. Prerequisite: Approval of graduate advisor.

685. Directed Studies. Credit 1 to 6 each semester. Individual instruction in selected fields of political science. Prerequisite: Approval of instructor.

689. Special Topics in... Credit 1 to 4. Selected topics in an identified area of political science or public policy. May be repeated for credit. Prerequisite: Approval of instructor.

691. Research. Credit 1 or more each semester. Thesis research. Credit will be given only upon acceptance of completed thesis. Prerequisite: Approval of graduate advisor
Appendix 9

EVALUATION OF STUDENTS IN GRADUATE COURSES

INSTRUCTOR:
COURSE:
TERM:
STUDENT’S NAME:

STRENGTHS:

WEAKNESSES:

SPECIFIC RECOMMENDATIONS THAT THIS STUDENT NEEDS NOW:

PROSPECTS FOR SUCCESS IN PROGRAM:

OTHER COMMENTS AND RECOMMENDATIONS:
Evaluation of Graduate Assistant
Fall 2014

FACULTY NAME:
NAME OF STUDENT:

I. Research: Please summarize the work performed by this student on specific projects or work, including any single- or joint-authored work completed by the student and presented at a conference or submitted to a journal, what data were collected, and other related work.

Please comment on any aspect of the student’s work in this regard:

II. Direct Classroom Contact:

This student _______ gave lectures. Please list how many _______

_______ held review sessions

_______ other (specify)

Please comment on any aspect of the student’s work in this regard:

Just FYI -- I have observed Nick in the past. He has all the marks of a very fine instructor.

III. Please evaluate the graduate assistant's overall work for you:
(If you rate your GA fair or poor, please be specific about why)

Excellent _______

Good _______

Fair _______

Poor _______

COMMENTS:

The description of work must detail specific projects or work completed by the GAs, including, any single- or joint-authored work completed by the student and presented at a conference or submitted to a journal, what data were collected, etc.
Appendix 10

FIELD AND PRELIMINARY EXAMINATION PROCEDURES

The Doctor of Philosophy in Political Science is a research degree that indicates mastery of a field of study and the ability to conduct original, meaningful, and independent investigation of political phenomena and questions. Students must become familiar with the literature and intellectual issues that characterize the discipline generally and their fields of interest in particular. Consequently, completion of required course work is insufficient as an end in itself and is supplemented in a Ph.D. program with examinations. There are three levels of examinations for the program in Political Science at Texas A&M University.

1. Field Examinations: The Department of Political Science requires students to take written field examinations. The written examination has three parts that cover the major, minor, and topical fields. The major and the minor field exams must be taken in the same semester. Failed field examinations must be retaken in the next semester or summer session.

2. Preliminary examination: The oral preliminary must be conducted within three weeks of the written exam. The oral examination encompasses at minimum the three fields of interest.

3. Final oral defense: This exam is primarily a defense of the completed dissertation. At its successful conclusion, the student's Advisory Committee approves the dissertation and recommends that the student be awarded the Ph.D. degree. (See the next section for further discussion of the final exam).

Only students in good academic standing who are making satisfactory progress toward the degree will be allowed to take their field examinations. Any student with “Incomplete” or failing grades (D, F) in courses on the degree plan will be precluded from taking the examinations until the student achieves good academic standing and the Graduate Director and the student’s permanent advisory committee conclude that the student is making satisfactory progress. Note that under university rules, students must also have an overall GPR of 3.0 for all courses taken as well as those on the degree plan in order to take their field examination.

Field and preliminary examinations should be taken in the first semester following completion of required course work on the degree plan. During the Fall semester, field examinations will normally begin in October. During the Spring semester all field examinations will normally begin in February. Upon request, there may be a Summer administration of the field exams. Students failing field examinations in the Spring semester must retake the failed examination in the summer. Ordinarily the oral preliminary should be conducted within three weeks of the written exam. The checklist for field and preliminary exams can be accessed on the OGS website, http://ogs.tamu.edu/.

The Graduate Director will empanel major and minor field exam committees comprised of faculty members appointed to the Graduate Faculty by the Department of Political Science to write the questions and report the final assessment of the exams for each field. Topical exam committees may include members of the Graduate Faculty appointed by other departments. Each
field committee will have a minimum of three members and include whenever possible faculty members from the advisory committees of the students being examined in that field. The Graduate Director designates the chair of each field committee. (If avoidable, no more than one member of any advisory committee will serve as a chair of a field committee.) Each field committee prepares an examination according to the format and policy of the relevant field. Students are strongly advised to consult the requirements of the fields in which they will be examined, as well as members of the committee, to review these formats and policies. While every effort will be made to assure the anonymity of students during the grading process, there may be instances where, because too few students are taking the examination, anonymity is not possible.

The Graduate Director also appoints the topical field committee, which will typically be comprised of the student’s permanent advisory committee and chaired by the advisory committee’s chair. The topical examination committee for each student will write and assess the exam in the topical field. Although the topical exam committee will normally consist of relevant members of the student's advisory committee, it may include additional members as deemed appropriate by the Graduate Director and the advisory committee. Because each topical exam committee will determine the format and conditions of its exam, the student should discuss the format with the committee when preparing for the examination.

Each field committee will communicate in writing to the Graduate Director the result and the specific strengths and weaknesses of the examination. These assessments will be given to the student’s advisory committee which will conduct the preliminary oral examination. Students will not proceed to the oral examination stage if they fail one or more of the field or topical examinations.

After the written departmental field exams, the student's advisory committee conducts the oral preliminary exam in accordance with the rules and procedures outlined in the Graduate Catalog. Students should consult with field committees and their advisory committee after the written exam to receive guidance for the oral exam. The advisory committee will determine whether the student’s performance is satisfactory on the basis of the oral examination, the field committee’s written assessment, and the written examinations.

Students who fail one or more of the written examinations will be notified by the Graduate Director of their performance and given one additional opportunity to fulfill this requirement if the advisory committee so recommends. Students repeat only the field or topical exams that were failed. Failure to pass the exams after repeating them will result in the student’s dismissal from the Ph.D. program.