Graduate Program Review
2012-2013

Department of
Political Science and Public Administration
Dennis Patterson, Chair

College of
Arts and Sciences
Jeff Williams, Interim Dean

November 2012
I. Program Overview – A one to two-page summary of department’s vision and goals.

II. Graduate Curricula and Degree Programs
A. Scope of programs within the department
B. Number and types of degrees awarded
   - Degrees Awarded – Academic Year (chart)
   - Comparison of Degrees Awarded – Fall Data (Peer info table)
   - Program Degrees Awarded (table)
C. Undergraduate and Graduate semester credit hours
   - Semester Credit Hours – Academic Year (chart)
   - SCH compared to Budget - Academic Year (chart)
D. Number of majors in the department
   - Enrollment by Level – Fall Data (chart)
   - Comparison of Enrollment – Fall Data (Peer info table)
   - Program Enrollment (table)
E. Course offerings and their enrollments over the past six years (enrollment trends by course)
   - Course Enrollments by Academic Year (table)
F. Courses cross listed

III. Faculty
A. Number, rank and demographics of the faculty (tenured and tenure track), GPTI’s and TA’s
   - Teaching Resources (chart)
   - Tenured and Tenure-Track by Rank - Fall Data (chart)
   - Comparison of Full-time Faculty (Peer info table)
B. List of faculty members (graduate and non-graduate) (table)
C. Summary of the number of refereed publications and creative activities (table)
D. Responsibilities and leadership in professional societies
   - Professional Leadership (table)
   - Committee service (table)
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
   - Faculty Workload (table)
   - College SCH/FTE – Fall Data (chart)
   - Department SCH/FTE – Fall Data (chart)

IV. Graduate Students
A. Demographics of applicants and enrolled students
   - Graduate Student Summary by Category – AY (chart)
   - Graduate Student Summary by Year – AY (chart)
   - Graduate Applicants by Region – Fall/Summer Data (chart)
   - Graduate Applicants - Fall Data (table)
   - Admitted Graduate Students - Fall Data (table)
   - Enrolled New Graduate Students - Fall Data (table)
   - Demographics of Enrolled Graduate Students - Fall Data (table)
   - Demographics of Enrolled Undergraduate Students - Fall Data (table)
B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   - Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)
C. GPA of new students
   - New Graduate Students GPA by Level – Fall Data (chart)
D. Time to Degree in Years (chart)
E. Provide a breakdown of how many enrolled graduate students are RA’s. TA’s or GPTI’s (chart)
F. Initial position and place of employment of graduates over the past 6 years (table)
G. Type of financial support available for graduate students.
H. Number of students who have received national and university fellowships, scholarships and other awards - fellowships awarded (table)
I. Percentage (%) of full time students receiving financial support
J. Graduate Student Publications and Creative Activities (table) – number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student.
K. Programs for mentoring and professional preparation of graduate students.
L. Department efforts to retain students and graduation rates
M. Percentage of Full Time students per semester – Fall data

V. Department
A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)
B. Summary of Proposals (Submitted)
   - Summary of Number of Proposals Written and Accepted (table)
C. External Research expenditures
   - Summary of Faculty Awards (table)
   - Research Expenditures (chart)
   - Peer Institution Info (if available) (table)
D. Internal funding
   - Source of Internal Funds (TTU) - (table)
E. Scholarships and endowments
F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) - (table)
G. HEAF expenditures (table)
H. External Program Accreditation – Name of body and date of last program accreditation review including description of body and accreditation specifics.

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.
VII. Appendices – should include, but not be limited to, the following:
   Table of Contents
   A. Strategic plan
      - Attachment from Strategic Planning website
   B. Curriculum Map
   C. Graduate Course Offerings (table)
   D. Graduate Student Handbook
   E. Graduate Student Association(s) - Description and information
   F. Graduate Faculty Information (from Digital Measures)
I. Program Overview – A one to two-page summary of department’s vision and goals.

MISSION STATEMENT
The Department of Political Science is dedicated to excellence in teaching, research, and service, and to offering an undergraduate and graduate curricula designed to provide students with a solid foundation and broad understanding of the discipline of political science, and to allow students to specialize in areas of particular substantive interest. In particular, the Political Science Ph.D. program is designed to produce capable and active research scholars. Its’ emphasis is on preparing talented individuals for faculty careers at major, research-oriented, academic institutions. Our masters program in public administration produces trained public servants, and our doctoral program in political science develops sophisticated, skilled scholars and researchers. We provide services to local, regional, and state governmental agencies through our Center for Public Service, and Lewis and Maxine Earl Survey Research Laboratory.

VISION STATEMENT
The Department of Political Science aspires to the highest national standards in teaching, research, and service, while maintaining an educational and professional atmosphere of diversity and inclusiveness at all levels. We look to increase the popularity of our undergraduate major, to make our graduate programs nationally recognized programs of choice, and to serve our students, profession, and community in diverse ways. This will involve expanding the program in terms of the degree and class offerings and growing the number of students pursuing graduate degrees at TTU in Political Science.

Department of Political Science Core Values
• Excellence in all of our activities.
• Outstanding teaching and student advisement at all levels.
• Critical thinking, creativity, and originality as they may foster excellence in teaching, research, and service.
• Research and scholarly activity that are of high quality.
• Community service at all levels -- local, regional, state, national.
• Ethical principles and standards.
• Academic freedom, personal responsibility, and the traditions of higher education

Overview of Political Science Doctoral Program

As stated above, the Political Science Ph.D. program at Texas Tech University is designed to produce capable and active research scholars, with an emphasis on preparing talented individuals for faculty careers at major, research-oriented, academic institutions. We welcome as well applicants whose career interests may lean to either non-academic settings, or academic institutions stressing teaching, but our preparation of, and standards for, of all graduate students are the same. It takes a competent research scholar to maintain currency in the field and thus provide their students or employers with the best contemporary information the discipline has to offer.
Overview of Masters of Public Administration Program

The mission of the Texas Tech University MPA program is to serve the Southwest and Great Plains by preparing both traditional and mid-career students with a high quality professional education and an enduring commitment to public service so they can serve in management positions in governmental, nonprofit, and healthcare organizations. The program pursues this mission by advancing research, providing service to university and academic communities, collaborating with the professional and alumni communities, and offering a diverse and accessible educational environment.

The MPA program is housed in the Department of Political Science, and has strong ties to the Center for Public Service. The program is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Recognized for its rigor and quality, the program is especially proud of its strong placement record that is aided by a loyal and active alumni network. Texas Tech graduates hold positions at the highest levels of municipal government in Texas, New Mexico, and Oklahoma (the program’s primary service areas), in state and federal government, and in a variety of private sector and nonprofit settings. The program also has an impressive record of obtaining Presidential Management Fellowships (PMFs) and other prestigious internships and scholarships.

The interdisciplinary Master of Arts degree in International Affairs and the Graduate Certificate in Strategic Studies have been designed and developed with one goal in mind for two different populations of graduate students. The goal is to introduce graduate students to the basics of strategic studies and global affairs, both from a nations and regions perspective and from an international relations perspective. These graduate programs propose to accomplish this for interested graduate students who are interested in a terminal degree so that they can then use the knowledge they acquire of global and regional politics and strategic studies to an appropriate employment situation. It is also targeted to students who are interested in using what they learn in these graduate programs to pursue additional graduate or professional education. In both cases, our goal is to increase graduate enrollments at both the Masters and Doctoral levels.
II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

Political Science Program

Political Science Degrees

Doctoral

The Ph.D. program in political science is designed to provide intensive work in selected Political Science fields, and to develop within students the necessary skills for scholarly research and publication. Students receiving the Ph.D. degree from this program will be qualified to engage in research and teaching at both teaching colleges and research universities.

There are two basic tracks for doctoral degree work: the Ph.D. track and M.A./Ph.D. track. The Ph.D. degree track is provided for students who have already completed their Master’s degree. The M.A./Ph.D. track is for students who want to pursue doctoral work and have been awarded a Bachelor’s degree, but will have not received an M.A. degree at the time they enter the program.

The Ph.D. degree requires a minimum of 60 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation. Depending upon a student’s preparation, performance, and interests, the student’s major professor, advisory committee, or the Graduate Affairs Committee may require coursework beyond the 60 hour minimum before the student takes the Ph.D. Qualifying Examination.

Students are required to complete three substantive fields, two major fields and one minor field. Students must complete at least 12 hours of coursework in each of the major fields and 9 hours in the minor field. The two major fields must be chosen from American Politics, Public Administration, Comparative Politics, or International Relations. The minor field may also be one of those above, or selected from the areas of Public Policy, or Political Methodology.

It is possible for a minor field, as described above, be taken entirely in a related Department or in a combination of courses in this Department and/or in one or more other departments. It is also possible to declare an “official minor” recognized by the Graduate School. An official minor requires a minimum of 15 hours in a different department or program. However, any minor must have a cohesive character and clearly contribute to the student’s professional development as a political scientist. Any proposed minor other than those described in the prior paragraph must be reviewed and approved by the preliminary examining committee, the Graduate Affairs Committee, and the student’s major professor.

The Department of Political Science has adopted a standardized first year of study for all new doctoral students. It starts in the fall semester. With selected exceptions, this same standardized program is also followed by terminal M.A. and B.A. / M. A. students. That curriculum includes:

- Research methodology:
  - POLS 5381—Research Design
  - POLS 5382—Data Analysis
  - POLS 5383—Advanced Quantitative Research Methods in Political Science
Field Pro-seminars:
  - POLS 5322—Pro-Seminar in American Politics
  - POLS 5360—Pro-Seminar in International Relations
  - POLS 5370—Pro-Seminar in Comparative Politics

All Ph.D. students must take a POLS 5100 course that covers undergraduate teaching.

In order to obtain financial aid and sit for their comprehensive exams, Ph.D. students must successfully defend before a committee of three faculty members a research paper during their 2nd-year of study. The committee will determine whether the student can successfully conduct empirical political science research.

In order to obtain financial aid and sit for their comprehensive exams, Ph.D. students must successfully defend before their dissertation committee a draft dissertation proposal during their 3rd-year of study. The committee will determine whether the student’s dissertation project is sound and whether the student has made sufficient progress to move forward to comprehensive exams.

A student with an accredited bachelor’s degree can apply directly for admission into the Ph.D. program via the M.A./Ph.D. track. The M.A. portion of this degree plan requires 36 hours of doctoral level course work and a successful defense of their 2nd-year paper. All political science courses taken at Texas Tech and applied to the master's degree will be counted toward the coursework requirements for the Ph.D. degree.

Students must take qualifying exams in their two research fields. Normally, students sit for exams at the beginning of their fourth year. The exams are 72-hour take-home essays.

In order to receive financial aid, students are required to defend successfully their dissertation proposals by the end of the semester they graduate.

The PhD program typically admits 8-12 students per year.

For the doctoral degree, the expected time of completion of required coursework is 3 years. In the fourth year, students take the qualifying exams and defend their thesis prospectus. Writing and completion of the dissertation occurs in the fifth year. In other words, 5 years is the expected time to completion of a doctoral degree in political science. Many students, however, require an additional year or two depending on thesis demands, such as language training away from Texas Tech or field research in a foreign country. Reducing the length of time to degree completion is difficult and likely would require additional faculty lines to ensure necessary graduate courses are offered more frequently.

Combined B.A./M.A. Degree

During academic year 2003-04 the department proposed and obtained approval for a joint BA / MA program in political science. Students apply for the program during their junior undergraduate year. The application process follows the department’s and Graduate School’s standard application, evaluation, and admission process used for all graduate students. Students admitted into the program take 9 hours of graduate courses during their senior year that apply to both their undergraduate political science major and a Master’s degree in political science. The
political science is designed to allow outstanding undergraduate political science majors to complete both the BA and MA degrees in approximately 150 hours or 5 years of study.

The BA/MA program was always designed to be small, limited to only a very select group of undergraduate political science majors. The program can well afford its small size because it is zero cost. Students in the program merely enroll in existing graduate courses and do not require the addition of either courses or faculty. Though zero cost, they are not zero benefit. Beyond offering additional opportunities to outstanding undergraduates, students in the program pay graduate tuition and fees for their graduate hours and also earn graduate level formula.

Undergraduate political science majors may apply for admission to the political science MA program during their junior year of study. If accepted, they will begin taking some graduate courses during their senior year. Nine hours of graduate coursework taken during the senior year will count toward both graduate and undergraduate degree requirements. This will cut approximately one semester off the normal time required to complete both degrees. Many students, though not all, should be able to complete the requirements for both degrees after 5 years of full time study at Texas Tech.

After completion of their senior year, students in the joint degree program may be considered for departmental teaching assistant (TA) positions, but such positions are only occasionally available to non-doctoral students, and should not be counted on.

Below are sample schedules covering students opting for either the thesis or non-thesis option for the MA degree. The sample curricula are accurate averages, but extra time may be required depending upon the student’s ability to timely enroll in classes satisfying undergraduate and graduate degree requirements, and to continue as a full time student throughout all 5 years. Any exceptions would affect only the number of semesters required to obtain each degree, not either the content of the degree or the total number of hours required for each degree.

Exact graduate courses to be taken depend upon the student’s selection of major and minor fields. Current requirements for an M.A. degree in political science include: POLS 5381, Research Design; adequate statistics training, satisfied via either POLS 5382, Data Analysis, or sufficient statistics preparation at the undergraduate level, and substantive coursework in two fields of political science, a major field selected from American politics, comparative politics, or international relations, and a minor field selected from among any field of training offered by the department.

Twelve hours of graduate course work is a normal load for full time graduate students with no other University responsibilities. Nine hours is a normal load for full time graduate students who hold a ½ time teaching assistant position. Students under either option taking fewer than 12 hours per semester in year five may need to continue their studies into the fall semester of year 6 to complete all requirements for the MA.

Master of Arts - Terminal

The terminal Master of Arts degree program provides substantive knowledge and selected research skills for those planning careers in government, foreign service, other forms of political science
community or public service, community college or secondary school teaching, or areas of the private sector where knowledge of American government, foreign governments, international relations, or social research methodology would be useful.

There are two basic plans for master's degree work. Under the thesis plan, the student is required to complete 24 hours of course work plus 6 hours of thesis for 30 hours total. Under the thesis option, students declare a single major field of study. Under the guidance of a thesis chair and committee thesis students will write, and must successfully defend, a thesis to receive the M.A. degree.

Under the comprehensive examination plan, students complete 36 hours of graduate courses. The student must declare a major field drawn along with a minor field drawn from these three or from political methodology, public administration, or public policy. At the culmination of the student’s coursework s/he must pass written comprehensive examinations in each field.

M.A. students under either plan are required to begin their graduate study through courses in our standardized first year curriculum with the following exceptions:

- Terminal M.A. students are required to take only two of the three pro-seminars, though the third may also be taken if consistent with the student’s degree objectives.
- Unless the student is serving as a TA, terminal M.A. students are not required to take the socialization courses (POLS 5100). If serving as a TA the student should take the teaching section of POLS 5100.

The program typically admits 3-4 MA students per year.

Recent Changes to the Doctoral Program

The current doctoral program described above contains several changes since the last internal review. First, we added the 2nd-year paper requirement, the 3rd-year draft proposal requirement, and the requirement that students must defend their proposals successfully during the semester in which they pass qualifying exams. These reforms were motivated by two issues. First, the department wanted to ensure that students made timely progress towards their degrees. Second, the department wanted to create points during a student’s career where their research would be reviewed by faculty.

The department added Public Administration as a research field in political science. Prior to this change, political science students were allowed to take courses in PA; however, they could not write a PA dissertation. The department changed this requirement, with the help of the PA faculty, in Fall 2009. The change was motivated primarily by the desire to improve the job market opportunities for our Ph.D. students. Even for those students whose primary research is in American Politics, the ability to have Public Administration as their second field gives them an advantage in the job market.

Political Science Recruitment

Working closely with the Public Administration program, the Department of Political Science has, since the last review, broadened its efforts at graduate recruitment. While graduate recruitment, especially in the Ph.D. program is a function of the department’s national reputation...
and the level of graduate student funding, we have adopted several strategies to ensure that we are casting a broad net to attract students. We have, over the past several years:

- Improved the quality of the department website to include more information about our program.
- Developed an online department application to make admissions easier.
- Visited colleges and universities around the state to meet potential students.
- Contacted potential students directly by obtaining the contact information of students who took the GRE Political Science subject test.
- Held on-campus open houses for prospective students at Texas Tech.
- Developed new marketing materials to distribute to new students.
- Encourage students from other colleges and universities to attend the Texas Tech Undergraduate Research Conference. The department is committed to organizing activities for these students as well as defraying their room and board expenses while at Texas Tech.
Public Administration Program

Master of Public Administration

The MPA degree requires 42 hours of graduate level courses. Of these hours, 21 are specified as core curriculum, and must be completed by all students. Of the remaining hours, 18 are electives that are grouped as a combination of courses in a major field of concentration area and an area of emphasis. In addition, there is a 3 hour internship requirement for those lacking substantial public service work experience. The internship may be waived for students with substantial work experience in their chosen career field.

Required Courses

All students must take the following courses:

PUAD 5319: Research Methods and Program Evaluation
PUAD 5320: Quantitative Analysis for Public Administrators
PUAD 5341: Public Policy Theory and Process
PUAD 5343: Public Personnel Administration
PUAD 5344: Public Budgeting
PUAD 5337: Organization Theory
PUAD 5310: Capstone Practicum in Public Administration

Beyond the core courses listed above, students must take 18 hours of courses in an area of concentration. Students have the option to select a concentration area based on his or her specific career objectives. The following concentration areas (tracks) are currently offered in the program: Public Management, Fiscal Administration, Health Care Administration, and Public Policy Analysis. Areas of emphasis within Public Management include city management, nonprofit management, and organizational management. Areas of emphasis in Public Policy Analysis include environmental policy, economic policy, healthcare policy, and other policy areas of emphasis. Other areas of emphasis can be developed with faculty and program director approval.

Comprehensive Examination

A comprehensive examination that covers the area of concentration and public administration in general is given during the last long semester of enrollment.

Internship

An integral part of each student’s program is an internship assignment with a governmental or nonprofit agency. The experience provides the opportunity to develop further managerial and policy skills and to apply classroom knowledge in work settings. Agencies are asked to assign the intern to at least one project for which he or she is responsible from start to finish, and to provide the intern with an opportunity to participate in as broad a range of activities as possible. All or some portion of the internship requirement may be waived by the MPA program director if students document substantial public sector experience. Students seeking a waiver of some or all of the internship requirement must submit a letter detailing the scope and duration of public sector work experience along with a detailed, current resume.
MPA-Dual Degree Programs

For students with an interest in legal studies, economics, or policy analysis, we offer two joint degree programs. Completing these programs typically requires more than 24 months because more coursework is required.

Joint MPA-J.D. Program

The School of Law and the Graduate School of Texas Tech University offer a joint degree program that allows students to complete the requirements for the MPA and the Juris Doctor (J.D.) Degrees in less than the 5 years that would be required if the two degrees were pursued separately. The joint program reduces the total required hours through a reciprocal arrangement by which elective hours taken in one degree program are accepted by the other degree program. The 12 hours of approved public administration courses are counted as elective credit toward the J.D. degree, and 12 hours of law are counted as credit towards the MPA degree. As a result, students in the joint program take 78 hours of law and 27 hours of public administration (which includes 21 hours of core courses plus two other courses, preferably the Administrative Law and the Ethics course) to earn both degrees. Students are also required to complete 3 hours of internship. To enter the joint program, candidates must apply separately to the School of Law and the Graduate School (see the section on Admission, above) and be accepted by both. The degree is designed so that students complete the first year of law school before taking a mix of PUAD and law school courses. Students may begin a joint degree with PUAD courses, however, if they do not take more than 12 hours prior to matriculating to the law school.

Joint MPA-MA in Economics

In collaboration with the Department of Economics and Geography, we offer a 54-hour joint degree program leading to the Master of Arts in Public Administration and Master of Arts in Economics. The program is designed primarily for students who wish to complement their administrative and policy skills with a greater knowledge of economics and econometric analysis. The joint MPA-MA in Economics degree program will be particularly helpful to students intending to specialize in areas such as fiscal administration and policy analysis.

Students wishing to pursue this dual degree program must apply to, and be accepted by, both the Master of Public Administration program in the Department of Political Science and the Department of Economics. To fulfill the requirements of the dual-degree program, the student must take 18 hours of core courses in public administration, 18 hours in economics, and 12 hours of approved elective courses in public administration, economics, or in a related field, plus 6 hours of internship in public administration for a total of 54 hours.

Dual MPA–MS in Environmental Toxicology

The Department of Environmental Toxicology and the Department of Political Science, both in the College of Arts and Sciences, offer a three year 61-62 hour dual degree program leading to the Master of Public Administration and a Master of Science in Environmental Toxicology degree. This dual degree program is designed primarily for students who wish to complement
their expertise in environmental toxicology with training in public management and policy analytic skills. This dual degree program reduces the number of hours required in the program by 12. Students are required to complete the 21 hour core program, take 6 hours of approved electives and complete a 3-hour internship.

Students wishing to pursue the dual degree program must apply and be accepted to both the Public Administration and the Environmental Toxicology department. See the admission section for requirements into the MPA program

MPA Concentration Areas (Tracks)

All MPA students must declare a concentration area or track by the completion of their first nine (9) hours in the program, which is the end of the first semester for full time students. Track declarations are necessary for completion of a degree plan which must be filed with the university by the end of the first semester in the program. Each track specifies a set of required courses that must be taken to complete the MPA coursework and a set of suggested electives for the area of concentration. Each track advisor and the MPA director must approve all electives and any deviations from the track requirements. Each track program is discussed below.

Public Management (Track coordinator: Dr. David Hamilton)

The primary objective of the public management track is to prepare students for careers in the administration of governmental and nonprofit organizations. The curriculum provides the professional skills that employers demand and the critical analytic skills needed for career advancement. There are two specific objectives for the track. First, the track provides students with the technical and managerial skills necessary for the effective delivery of public services. Second, the track provides students with the analytic skills to understand the formulation and implementation of public policy in the context of political, social, and economic challenges.

The required courses in the public management track further develop skills from the core classes by focusing the skills that public managers need to accomplish work through others and to manage programs, analytic and ethical issues related to public administration, information technology, and financial management.

Each student must declare an area of emphasis within public management by the end of the second semester in the program. Areas of emphasis include city management, nonprofit management, and organizational management. Students can develop alternative areas of emphasis with the permission of the track coordinator and MPA program director.

Public Management

<table>
<thead>
<tr>
<th>Track Requirements</th>
<th>Three electives from the following:</th>
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<tbody>
<tr>
<td>PUAD 5326</td>
<td>PUAD 5342</td>
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<tr>
<td>PUAD 5345</td>
<td>PUAD 5335</td>
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<tr>
<td>PUAD 5346</td>
<td>PUAD 5321</td>
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</table>

* Electives are incorporated into the emphases.
Fiscal Administration (Track coordinator: Dr. Aman Khan)

Fiscal administration deals with a wide range of activities essential to the successful financial operation of a government or nonprofit organization. At a minimum, it deals with all aspects of budget processes, including demand for and provision of public goods, structure and processes of revenue generation, administration of public debt, and management of idle cash. Fiscal administration requires knowledge of collective bargaining, risk management and insurance, purchasing, and inventory policies. The fiscal administration track aims to prepare students to have a basic understanding of these concepts and how they are applied in real world situations as well as to develop an appreciation for analytic frameworks for financial administration and to acquire technical skills that would be useful for a career in public management. Toward that goal, the track is structured around courses student will be required to take both within the department and outside. In addition to taking the six core courses that all public administration students are required to take, fiscal trackers will be taking four required and two elective courses related to their field of specialization.

Fiscal Administration

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<tr>
<th>Track Requirements</th>
<th>Electives (2)</th>
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<tbody>
<tr>
<td>PUAD 5326</td>
<td>PUAD 5321</td>
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<tr>
<td>PUAD 5342</td>
<td>PUAD 5352</td>
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<tr>
<td>PUAD 5346</td>
<td>ECO 5310, 5316, 5320, 5324</td>
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<td>PUAD 5348-Cost/Managerial Acct.</td>
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Health Care Administration (Track coordinator: Dr. Carie Steels)

Health Care Administration focuses on the application of the principle and practices of public administration to the policy and practice of health care and medicine. Health administration is a professional activity associated with public administration because administrators must be able to make intelligent choices about alternative courses of action that their agency might take in reference to the challenges of administering health care-related programs in a rapidly changing medical and policy environment. Program graduates work in hospitals, clinics, the Health Care Financing Administration, Texas Department of Health, and private health care consulting companies. The track is structured so that, in addition to the MPA core, all students will take four track requirements to develop analytic skills and tools. Students also take two electives designed to allow them to develop specialized expertise and leverage the resources available in other university programs.

Health Care Administration

<table>
<thead>
<tr>
<th>Track Requirements</th>
<th>Electives (2)</th>
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<tbody>
<tr>
<td>PUAD 5334</td>
<td>PUAD 5326, 5321, 5335</td>
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<tr>
<td>PUAD 5348-Cost/Managerial Acct.</td>
<td>HOM II 5307</td>
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<tr>
<td>PUAD 5348-Health Policy Analysis</td>
<td>HOM III 5308</td>
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<tr>
<td>HOM I 5306</td>
<td>*Other approved special PUAD 5348 topics</td>
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Policy Analysis (Track coordinator: Dr. Carie Steels)

Policy analysis is the production of policy-relevant information and advice for use by decision-makers to better inform their choices of government activities. Policy analysis is a professional activity associated with public administration because administrators must be able to both produce and consume information intelligently when making decisions about an agency’s course of action. Policy analysts work in a variety of organization settings, such as federal, state, local agencies and legislatures, consulting firms, interest group associations, nonprofit organizations, research institutes, and so on. The Policy Analysis track in the MPA program aims to prepare students to enter the workforce by providing them with a set of tools and skills they will need to engage in policy-related research and analysis. The track is structured so that, in addition to the MPA core, track students will take three required courses specifically to develop analytic skills. Policy track students will also take three electives related to a particular substantive policy area, so as to allow them to develop specialized expertise on issues in that area.

Each student must declare an area of emphasis within public policy analysis by the end of the second semester in the program. Areas of emphasis include environmental policy, economic policy, and healthcare policy. Students can develop alternative areas of emphasis with the permission of the track coordinator and MPA program director.

<table>
<thead>
<tr>
<th>Track Requirements</th>
<th>Electives</th>
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<tbody>
<tr>
<td>PUAD 5321</td>
<td>Three approved courses from a substantive or methodological area.</td>
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<tr>
<td>PUAD 5326</td>
<td>Examples: economics, healthcare, environmental, GIS, statistics</td>
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<tr>
<td>PUAD 5352</td>
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Non-Profit Management (Track coordinator: Dr. Jay Gerlach)

The objective of the nonprofit management track is to prepare students for careers in the management and administration of nonprofit organizations. The curriculum provides students the professional skills necessary to be effective nonprofit board members, executive directors, grant writers, fundraisers, event planners, or volunteers. Students will learn how nonprofit organizations become and stay incorporated, attain funding, impact the community, secure and maintain social legitimacy, work with the public and private sectors, and recruit and retain effective employees and volunteers to advance their specific missions. The track required courses offer a mixture of classroom and hands-on experience to students seeking to work in the nonprofit setting. These courses allow students to interact with nonprofit mentors as they learn to apply classroom knowledge and techniques to real life nonprofit management situations. The nonprofit management track requires that each student take four specific courses in addition to the core courses and the internship. Students must also choose two electives from the specific list below.

Non-Profit Management

Political Science
Track Requirements

- PUAD 5335
- PUAD 5346
- PUAD 5348 (Grant Writing and Fundraising For Nonprofit Organizations)
- PUAD 5348 (Collaborative Management)

Two electives from the following:

- PUAD 5326
- PUAD 5345
- PUAD 5321
- Other approved courses

### MPA Internship Requirements

All “pre-service” MPA students (those without management or policy level administrative experience), are required to enroll in and successfully complete a three-hour course, PUAD 5347: Internship in Public Administration. There are specific requirements and syllabi obtained from the program director. Students generally take the course in their last summer of matriculation although the internship can be taken during fall or spring semester. Students should meet with the MPA program director before the start of the semester in which they wish to take the internship to discuss the requirements and internship opportunities.

Students will receive a grade of “pass” or “fail” for their internship work. The internship is designed to provide an opportunity for students to gain valuable work experience and to combine classroom theory with practice. It places the student in the active role of “participant-observer” in a public or nonprofit work setting at an administrative level. As such, it provides practical experience for “pre-service” students, an opportunity to interface and network with public administrators, and in many cases serves as a bridge between academic preparation and administrative employment.

For “in-service” students (those currently employed or with substantial experience in the public or nonprofit sector), the internship requirement may be waived. To be eligible for a waiver students must write directly to the MPA program director and provide justification for waiving the internship. They must also provide a resume with a detailed description of their current employment.

All internships must be approved by the MPA program director prior to the commencement of the internship. Approval will be based on an acceptable work experience offered at the internship site. The agency must approve in writing the internship arrangement between itself, the MPA Program, and the student. The agency should be willing to make satisfactory arrangements with a member of its staff so that he/she may be assigned as the internship field supervisor. The field supervisor should be able to: [a] give sufficient time to the assigned intern, [b] hold regular supervisory conferences with each assigned intern, [c] be available to each assigned intern in emergency situations, [d] have conferences on a regular basis about each assigned intern with the academic supervisor from the MPA Program, and [e] prepare reports and evaluations regarding each assigned intern. In addition, the agency should provide suitable desk space, office supplies, and reimbursement for transportation on agency business.
Although the internship experience will vary according to the particular field setting, the MPA Program operates under the following expectations. First, it is expected that the intern will be treated and regarded by the sponsoring agency as an employed staff member. The intern is expected to implement agency policies and to abide by agency rules. Among the responsibilities that the intern assumes is protecting all confidential information that comes to him or her by virtue of his/her professional status in the agency.

Stipends for interns should be provided by the sponsoring agency whenever possible. Although hours will vary depending on the arrangements made between the intern and the organization, an intern working full-time is expected to put in the same hours as other employees in the organization. Part-time interns are expected to work the schedule that is agreed to and approved by the MPA program director. Each intern works a minimum of 300 hours at the intern site. He or she must keep track of hours worked and file a weekly report with the MPA program director. The duration of the internship will vary depending on the arrangements between the intern and the organization but will generally range from three months to nine months.

**Student Responsibilities**

Although there will be minimal class meetings during the course of a student’s internship, students are expected to attend all meetings unless the internship is outside the area. Students must meet with the MPA program director prior to the start of the internship and obtain approval for the internship. Approval requires a letter of agreement signed by the student, the internship supervisor and the MPA program director. A sample form for the letter of agreement can be obtained from the program director. While MPA faculty members will provide assistance and direction, the student has the ultimate responsibility for finding and securing an acceptable internship position. In selecting an internship position, the student should first discuss the various internship options with the MPA program director, track coordinator, other MPA faculty members. The student should, of course, select an internship option that best serves her or his professional development. Next, the student should arrange an interview appointment with the prospective host agency and report the results of the interview to the MPA program director. Once the internship position has been selected, the student should prepare the letter of agreement and submit it to the MPA program director for approval.

Student responsibilities in all internships require appropriate professional behavior. Such behavior includes appropriate attire, comportment, and diligence. While serving in an internship, students should not wear jeans, sandals, or other excessively casual clothes. In some intern positions students may be required to wear formal business attire. Students should show deference to their supervisors as they would to any employer. Sponsoring agencies will expect student interns to uphold the same standards as regular employees; thus, tardiness and unexcused absences are un-acceptable practices that may lead to dismissal. It is expected that students will value their internship as a unique and valuable component of their graduate education and will do more than just “put in time.” Students should recognize that they represent Texas Tech University and internship responsibilities should be taken seriously.

**Successful Completion of the Internship**

The following requirements must be fulfilled for successful completion of the internship.
Each intern must enroll in PUAD 5347-00. A syllabus is available from the MPA program office. Each student must comply with syllabi requirements to obtain credit for the internship.

Each intern must serve a minimum of 300 hours and in some circumstances can intern in more than one organization to obtain the 300 hours.

Each intern must provide satisfactory internship performance, as evaluated by the sponsoring agency. This evaluation is confidential and must be submitted directly by the supervisor to the MPA program director.

Each intern must submit weekly reports of hours worked to the MPA program director.

Each intern must keep a journal of his/her experiences during the internship.

**Other Information About the MPA Program**

Students are provided a handbook that identifies the core courses that all students must take. The MPA program collaborates with other graduate programs to leverage the resources of our comprehensive university and thus students may take courses outside the home department. Students in the public management track are strongly encouraged to take all courses within the home department, but taking one course outside the department is occasionally approved for a few students. Students in the policy analysis track typically take two courses outside the department and occasionally three courses, depending upon the substantive area of policy analysis. Students in the fiscal administration track are required to take two courses outside the department, but there are very few students in this track. Students in the healthcare administration track are required to take two courses outside the department and often take a third course from the Health Science Center. Students in joint degree programs, such as the Joint JD/MPA and Joint Economics/MPA take 12 hours from the partnering program. Reciprocity from the partner programs enables students to save one academic year in completing two degree programs.

Full-time students can complete the MPA program in two academic years and a summer and part-time students can complete the program in three academic years. The national accrediting body of MPA programs (NASPAA) mandates that degree programs be no shorter than two academic years. Therefore, we cannot reduce the time to graduate for full-time students. Additional faculty and course offerings in the summer sessions could potentially reduce the time to graduation for part time students.

We have consciously designed our course offering to enable students to graduate in a two or three year period. Students must be carefully advised, but sufficient course offerings enable students to graduate on time. However, there are circumstances that suggest the need for additional courses. First, we offer all courses at night to accommodate mid-career students. This significantly reduces scheduling flexibility and necessitates careful advising. Offering additional courses or sections during the day would alleviate this stress. In addition, we prefer to offer additional courses in healthcare administration within our own department. We are
recruiting faculty to support this action, but a highly competitive market for healthcare administration faculty is an impediment.

In addition to annual peer reviews and student evaluations, the MPA program has recently instituted the collection of information about learning objective performance in each course in each semester. We use comprehensive exam results to assess teaching performance and course content. In addition, the program undergoes periodic national accreditation reviews with mandated curriculum standards. The curriculum undergoes an extensive peer-review process that includes a site visit by faculty from peer institutions and practitioners in public administration.

Marketing and Publicity

The MPA director is responsible for student recruitment. Although students from Texas Tech University, other Texas institutions and regional colleges and universities are the primary targets, we seek to recruit students nationally. We are seeking to become more recognized as a quality public administration program throughout the country. To make our program more visible, we advertise periodically in the American Society for Public Administration organs. We also purchase names of students who have an acceptable score on their GRE exams from the states in reasonable proximity of Texas and send them information on the program. The MPA director also has attended professional and graduate career days at regional universities, visited classes to publicize the program. We have held open houses for adults working in the public service in the Lubbock community and seniors at Texas Tech and other universities in the area. The program director also makes presentations at the law school to recruit joint degree candidates. We have updated and our marketing material, which includes folders with information about the program. We have also updated our webpage to make it more user friendly. Our student population is between 55 and 60 students. We would like to increase enrollments to 80 students. To date, enrollments have remained flat. We bring in about the same number that we graduate.

We review applicants throughout the year and accept students for both the Fall and Spring semesters. All applicants must complete the Graduate School application and an MPA application form and submit two letters of recommendation. Students are also required to submit an essay explaining why they are seeking an MPA degree. We accept GRE, GMAT, and LSAT scores for review. Our preference is for GRE scores, but we accept LSAT and GMAT scores for students who have applied to the Texas Tech University School of Business or School of Law. We also encourage applicants to submit resumes and other evidence of public service and diversity of experience.

The MPA director reviews each applicant’s portfolio of information. Our standards are rigorous. We accept approximately 60 percent of applicants. For example, in 2011-12 academic year, 56 students applied. We accepted 32 for a 57 percent rate. Of those accepted, 23 enrolled. Our goal is to close the gap between accepted and enrolled students. We have also added a new policy for inservice applicants with substantial experience. GRE or other test scores will not be required. Each inservice applicant will be assessed on an individual basis.

One of our problems is that we have very little financial aid. It is difficult to compete with
other schools for top students if we cannot offer competitive financial aid. For example, there are no dedicated assistantships for MPA students. The department funds PhD students first. If funds remain, then MPA students compete with MA students in political science for funding. There are a few scholarship funds that are available to distribute to subsidize a few MPA students’ tuition. The financial aid is disbursed on the basis of academic merit and diversity of experience.

We graduate approximately 70 percent of those who enroll. About 50 percent of these graduate within the two year period. The others take up to three years or longer. A small number of students leave the MPA program for a wide variety of reasons. Perhaps the most prevalent reason is the difficulty of balancing work with their pursuit of a degree. The time commitments are stressful. Other students leave the program for other degrees (i.e. law school). Our goal is to increase the graduation rate to 80 percent.

We have a dedicated assistant who supports that program. She keeps records and assists students if they have trouble registering. The advising is done by the MPA director or by MPA faculty.

MPA students are involved in the governance of the program through the student association, The Public Administration Graduate Association. They also participate in periodic surveys, faculty recruitment, and have representation on the MPA Advisory board. When the program is recruiting new faculty, MPA students are included in job talks and usually a lunch meeting with candidates.

We have numerous objectives regarding teaching and curriculum that are designed to maintain NASPAA accreditation, the highest accreditation for MPA programs. We have numerous objectives regarding the advancement of knowledge through academic knowledge and the provision of applied research that benefits humankind by making the public sector more efficient, effective, and equitable in their delivery of public goods and services. Our objectives regarding access to higher education, student and faculty diversity are consistent with the mission of fostering intellectual and personal development.

The MPA program uses several measures to assess the quality of the program. First, we define the quality of the program in terms of student outputs and outcomes that mentioned in the program mission: “…preparing both traditional and mid-career students with a high quality professional education and an enduring commitment to public service so they can serve in management positions in governmental, nonprofit, and healthcare organizations.” Therefore, our most useful indicator of quality is the six-month placement rate for graduating students. Our goal is to have 85 percent of graduates, who are seeking employment, to be placed within six months. We are still not at that level. For the 2011 academic year, only 60 percent were employed within 6 months. Many of our students are already employed and are not seeking employment. So the number seeking employment is a small number. We have anecdotal evidence that our students who are working, obtain promotions and do well in their careers after they receive their degrees. However, we need to keep better track of these data and plan to do regular surveys of graduates and alumni to track their careers. In addition, to employment data, we rely upon two output indicators. The first is the successful completion of an internship program, which requires a positive evaluation from a practitioner and a significant writing assignment. Secondly, we use the comprehensive exit exam to assess the
quality of each student’s educational experience. The exam requires students to competently discuss and analyze major issues addressed in core courses and a track emphasis.

Location disadvantages, faculty size, and financial support for students are challenges in becoming a highly ranked program. Highly ranked MPA programs typically have large student bodies with a large faculty and large endowment. It is difficult to increase the size of the student body because our location removes us from the source of most public sector employment (state capitols and major metropolitan areas). In addition, we cannot attract students with substantial financial aid packages. Our in-state competition is also severe. Without a larger-student body, it is difficult to justify more faculty resources. Moreover, it has been difficult to maintain a stable faculty core because successful faculty have been recruited by other universities.

The progress and success of the program is evaluated in terms of the MPA program’s mission. This is discussed in a previous section. In addition, the program seeks the external, peer-review of NASPAA accreditation. Maintaining NASPAA accreditation is one indicator of success and the quality indicators discussed above show both progress and success.

The MPA program faces an evolving future of substantially increased competition from new, lower-tier, unaccredited MPA programs within the region. These programs are likely to draw students away from our program because they are offered in more geographically convenient locations, and they lack the academic rigor of our program (unaccredited). The MPA program is proactively addressing this environmental change through closer partnerships with the undergraduate programs on campus and investment in comparative advantages such as healthcare administration and land-use planning. We are pursuing a BA/MPA degree program and hope to have it approved this academic year. We feel that this will be an incentive that will attract qualified students into the program during their senior year. We already have one student interested in the program.

B. Number and types of degrees awarded

Doctoral Program Comments

The department expects to graduate 2 to 3 PhD degrees per year. Over the past 6 years, we have averaged 2.7 PhD degrees a year. This is an improvement of 1.2 degrees per year during the previous six year period, which saw an average of 1.5 PhD degrees per year. This improvement is due to.....

Comments about comparison with peer institutions.

MPA Program Comments

Over the past few years our student population has remained static. We have brought into the program between 20 and 30 new students each year. We graduate between 15 and 20 students each year. There is some attrition of students, who drop out for various reasons. We have had significant faculty turnover. Only two faculty remain from the year 2008 of the
five filled positions.

Future enrollment is contingent upon many factors including our ability to serve niche markets (which requires more faculty), our ability to offer additional financial aid, and the impact of new, low-tier MPA programs within the region.

Comments about comparisons with other MPA institutions.

We are accredited by the National Association of Public Affairs and Administration which is the professional accrediting institution for schools of public administration. Not all schools are accredited. We are in an elite group. Despite our small program and faculty turnover, we have maintained this accreditation and offer a high quality program that ranks with programs from schools with more students and resources. Our program and students compare favorably with other prestigious programs across the country. Our graduates compete favorably with graduates from other schools with more resources.
Political Science

Graduate Program Degrees Awarded
Source: Institutional Research and Information Management

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C. Undergraduate and graduate semester credit hours

Doctoral Program Comments

Undergraduate semester hours have stayed, roughly the same over the past 6 years.

POLS graduate hours have fallen since 2006/2007; however, the total number of hours has been increasing since the low point in 2009/2010.

MPA Program Comments

The number of graduates has varied from a low of 13 to a high of 34. We hope to stabilize the graduation numbers at between 20 and 25 in the near term. We are trying to increase the student population to 80 students. At present we have between 50 and 60 students and admit approximately 25 students per year. We hope to increase that number to approximately 35. Our records show that we have 138 enrollments in out courses fall 2012.

Political Science
This is a slight reduction of 9 enrollments from fall 2011. Total semester hours for the period under study at the graduate level have varied over the years as indicated by the graph below, but for the past two academic year have been over 1550 semester hours. Our goal is to increase these hours to over 1800.

<table>
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<tr>
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<th>06/07</th>
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### D. Number of majors in the department for the fall semesters

**Doctoral program Comments**

The number of majors has been on a steady increase since 2007/2008. This is the result, most likely, of increased upper-division course offering in terms of seats and sections as well as changes that streamlined the undergraduate program.

Enrollments in the POLS program have remained relatively steady over the past 6 years, with an average of 7.6 MA students and 32.6 PhD students per year. These averages represent increases over the six year period. Between 2001 and 2005, the program averaged 3.2 MA students and 27.2 PhD students per year.

**Comparison to Peer institutions**

**MPA Program Comments**

The “Enrollment by level-Fall Data” table for PA is not complete. We have many more students seeking their MPA degree than the table shows. We count 58 students. It is possible that not all of them are enrolled each semester. There are also joint degree students that might not be counted in the data below.
Graduate Program Enrollment
Source: Institutional Research and Information Management

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*Nebraska not able to distinguish between Masters and Doctoral degrees

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E. Course enrollments over the past six years (enrollment trends by course)

Political Science
• Figures are totals – classes may be offered more than once a year

Doctoral Program Comments

Enrollments depend both on the size of the incoming admitted class each year, but also on the type of course. The department has instituted a standardized first year curriculum that includes multiple methods courses, pro-seminars in each of the three major fields offered by the department, and socialization courses. Enrollments in these courses (POLS 5380, POLS 5381, POLS 5382, POLS 5383, POLS 5360, POLS 5370, POLS 5322, and three POLS 5100) will tend to be larger than more advanced seminars. On average, there are 12-15 students in these first year courses. The advanced seminars average 6-10 students per course. However, the sizes of the first year courses and the advanced seminars have been increasing because we have more graduate students entering the program.

MPA Program Comments

The MPA program course offerings must remain responsive to demands from stakeholders and NASPAA, the national accreditation body. Consequently, MPA course offerings have changed over the period under review. Some courses are no longer offered, and other courses have been added to the curriculum. New courses are often taught as PUAD 5348 courses until they are honed and submitted for ASCAP review. The dynamic nature of course offerings makes it somewhat difficult to summarize the number of students in a course in an academic year. Most core courses are offered only once a year, but on a rotating basis a core course might be offered twice in one year. We attempt to keep enrollments in courses under 20 students. We open up courses to students from other programs and generally enroll a few students (5 or less) in many of our courses. We generally have between 15 and 20 students in our core courses. The table on course enrollments reflects data on some courses, which are higher than in other courses because it reflects courses with more than one section in an academic year. Our other courses generally have lower enrollments because students choose particular track with required courses. Our public management track is our most popular track with about a third of our students enrolled in this track. The next most popular program is the joint JD/MPA. Health care administration is the third most popular track and nonprofit administration, our newest program, is growing rapidly. We generally have 10 to 15 students in our track and elective and track courses. Some of the elective course might dip in enrollments to between 5 and 10 students.

We are in the process of recruiting two new faculty for our health care and our nonprofit concentration. We think there is a good future to continue to build enrollments in these tracks. We need faculty, who can nurture and continue to develop these programs. The new faculty will start in fall 2013.
## Course Enrollments by Academic Year

*Source: Institutional Research and Information Management*

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F. Courses cross listed and cooperation between political science and public administration faculties. (syllabus included behind)

We are trying a new approach to our public administrative statistics course and the first statistics course that the political science PhD students take. We have combined these students into one course, however, the public administration students still register for the course in public administration. In this approach we are sharing resources with the political science faculty and freeing up faculty resources to teach other courses. The two faculties are sharing resources in other ways. One political science faculty is currently teaching a course for public administration students fall 2012 and another one is scheduled to teach a public administration course spring 2013. Public administration faculty are also available to teach upper-division undergraduate political science courses. Public administration has also been approved by the political faculty as a field in the PhD program and we have a few PhD students taking courses in public administration.
III. Faculty

A. Number, rank, and demographics of the graduate faculty
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B. List of faculty members

*List all faculty who were employed by your department during the six years of this review*

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C. Summary of the number of refereed publications and creative activities.

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N = # of full time faculty contributing  F = # of full time faculty in department

D. Responsibilities and leadership in professional societies

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N = # of full time faculty contributing  F = # of full time faculty in department
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E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

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College SCH/FTE - Fall Data
(Arts and Sciences)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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Department SCH/FTE - Fall Data
(Political Science)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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IV. Graduate Students

A. Demographics of applicants and enrolled students

Doctoral Program Comments

Over the past 6 years, the POLS program has averaged 35.5 applicants per year. This is a small improvement over the previous 6 year period, 33.8 applicants per year. The pattern does show significant variation over the past 6 years.

The data reveal that the majority of our students are from the state of Texas. This is consistent with previous patterns. We have seen a decrease in the overall number of international applicants.

On average, the POLS applicant pool averaged 35% women. Our admitted class averaged 35% women over this period of time.

Non-resident aliens and minorities represent, on average, 48% of the POLS applicant pool a year over this period. Non-resident aliens and minorities represent, on average, 42% of the admitted students per year during this period.

MPA Program Comments

The chart below shows only fall 2011 data. We also admit in the spring. The data also does not reflect our data. We show for the 2011-2012 academic year 56 applications, 32 admissions and 23 enrolled. The figures in the table indicate 36 applicants, 22 admitted and 14 enrolled. We feel that our figures are more accurate because they reflect the entire year. It is also important to note that compared to the data we have for the previous academic year the number of applicants shows a significant increase from 33 to 56 although the end result was roughly the same number of enrollments. We are encouraged, however, in that our advertising and marketing efforts are resulting in more applications.

Perhaps the most important point in these graphs is the inability to close the deal with accepted applicants. Even according to the data in the charts (with which we find some discrepancies), there is substantial slippage from acceptance to enrollment. Less than 70 percent of admitted students enrolled according to our data. We would like to have a much higher admission to enrollment percentage. Our problems in this regard are attributed to strong competition and the relative paucity of graduate student financial aid at the master’s level. As the other graphs show, most of our students are from Texas, and as such they have in-state tuition access to some of the best schools of public administration and affairs in the U.S. Moreover, most of those schools provide enormous amounts of financial aid. For example, A&M provides all incoming PA students with a laptop computer. Other universities are increasingly providing full scholarships to Hispanic students, which is one area where we should have somewhat of a recruiting advantage.
Also, the ethnicity data presented below are not accurate. For a fact we have a few enrolled black students, who are in the joint JD/MPA program. The data show that we also have a fairly large contingent of Hispanic students. Even though we are relatively diverse, we can always improve our diversity.
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## Public Administration

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**Gender Total** 21 21 12 20 13 7 23 34 19 18 18 18

**Total Applicants** 42 32 20 57 37 36

### Admitted Graduate Students - Fall Data

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**Gender Total** 17 14 11 15 8 2 18 20 14 7 11 11

**Total Admitted** 31 26 10 38 21 22

### Enrolled New Graduate Students - Fall Data

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**Gender Total** 4 9 6 9 4 1 7 7 8 3 5 9

**Total Enrolled** 13 15 5 14 9 14

Political Science
### Demographics of Enrolled Graduate Students - Fall Data

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*Note: Not Available*
B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

Doctoral Program Comments

Between 2006 and 2011, the average verbal GRE score for enrolled students was 494.5 and 572.8 and the average quantitative GRE score for enrolled students was 572.8. In both cases, however, there was some variation across the years. The higher average quantitative score reflects the POLS programs emphasis on quantitative methods. These averages represent an increase of the averages verbal and quantitative scores over the previous six-year period, 464.5 and 564.8 respectively.

MPA Program Comments

The GRE scores for MPA students are generally lower than that of PhD students, and MPA programs routinely have lower GRE qualifications than PhD programs. In addition, approximately 30 percent of the MPA students are well into their career path and have demonstrated excellence in the public sector workplace. It is common for these students to have lower GRE scores because they are returning to the university after 5 to 10 years on-the-job. Their work experience weighs heavily in the admissions decision.

Some of the reported data are significantly “censored.” The MPA program accepts the GRE, GMAT, and LSAT as standardized test scores for review. The LSAT is the most important alternative. The MPA program is often the second choice for undergraduates who are not admitted to law school, especially the Texas Tech University School of Law. There is a significant pool of recent graduates who score between the 45 and 55 percentile on the LSAT and have GPAs between 3.0 and 3.5. Typically, such students are denied admission into law school, but they are solid-to-very good students who perform well in the MPA program. We are able to attract this pool by accepting the LSAT submitted to TTU Law School instead of making these potential applicants take the GRE. On average, 25 to 35 percent of all applicants to the MPA program submit an LSAT score instead of a GRE. Without this option, the size of the program would likely diminish by at least 25 percent.
C. GPA of new students

Doctoral Program Comments

Most of the students admitted to the graduate programs in Political Science have relatively high GPAs. The average GPA for students admitted to the PhD program is 3.4 and 3.5 for the MA program. It appears that the GPA of admitted PhD students has decreased in the last several years. But, again, the department uses holistic admissions and seeks students that can best strengthen our program. Letters of recommendation, statements of purpose, previous experiences, along with GRE scores and GPAs are used in the application process.

MPA Program Comments

The average GPAs for MPA students show no signs of grade inflation or deflation over the period in question. Comparison across time is problematic because of the substantial faculty turnover. For example, a high proportion of visiting faculty taught in 2004-05 and this may have contributed to the higher average GPA for the year. The period of greatest faculty stability 2000-01 through 2002-03 demonstrates a slight downward trend consistent with efforts to increase rigor and academic expectations.

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D. Time to Degree in Years – Average years to graduate for all students graduating each year

Doctoral Program Comments

Over the past 6 years, the time to degree for PhD students averaged 5.6 years. This average, however, has varied across this time period. The average time to degree for MA students is 2.09 years.

In both cases, the time to degree is heavily dependent on a number of factors including the state of the job market and the availability of department funds. We have few PhD students who go beyond 6 years. Our department goal is to get them finished within 6 years.
Time to Degree in Years (Political Science)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

Average years to graduate for all students graduating each year

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Time to Degree in Years (Public Administration)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

Average years to graduate for all students graduating each year

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<td>2010-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PA Program Comments

E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

Doctoral Comments

Below is the percentage of total graduate students within the POLS department who are RA’s, TA’s, or GPTI’s as a percentage of all students. Over all years, the number has never dropped below 80 pct.
F. Initial position and place of employment of graduates over the past 6 years

<table>
<thead>
<tr>
<th>Name</th>
<th>Initial Position</th>
<th>Initial Employer</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td><strong>2006-2007</strong></td>
<td></td>
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<tr>
<td>Sangmook Lee</td>
<td>Asst. Prof.</td>
<td>Sejong Institute</td>
<td>Seoul, Korea</td>
</tr>
<tr>
<td><strong>2007-2008</strong></td>
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<td></td>
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<tr>
<td>Robbins, Joe</td>
<td>Asst. Prof.</td>
<td>McMurray St.</td>
<td>Abilene TX</td>
</tr>
<tr>
<td>Rey, Denis Alberto</td>
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<td>University of Tampa</td>
<td>Tampa, FL</td>
</tr>
<tr>
<td>Castleberg, Melanie</td>
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<td>Abilene Christian U.</td>
<td>Abilene, TX</td>
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<tr>
<td><strong>2008-2009</strong></td>
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<tr>
<td>Watson, David</td>
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<tr>
<td>Vincent, Tiffany</td>
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<td>Blinn JC</td>
<td>Blinn, TX</td>
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<tr>
<td>Woolf, Jaclyn</td>
<td>Adjunct</td>
<td>Abilene Chris.</td>
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<tr>
<td>Mitchell, Nathan</td>
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<td></td>
</tr>
<tr>
<td><strong>2009-2010</strong></td>
<td></td>
<td></td>
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<tr>
<td>McMichael, Taylor</td>
<td>Asst. Prof.</td>
<td>UT-Permian Basin</td>
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<td>Keck, Shelli</td>
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<td>Gasim, Gamal</td>
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<tr>
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<td>CUNY-Queens</td>
<td>New York, NY</td>
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<td><strong>2011-2012</strong></td>
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<td></td>
</tr>
<tr>
<td>Harper, Christopher</td>
<td>Analyst</td>
<td>Anadarko Petroleum</td>
<td>Houston, TX</td>
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<tr>
<td>Hunter, Lance</td>
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<td>Augusta St.</td>
<td>Augusta, GA</td>
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<td>Gonzalez, Stefanie</td>
<td>Adjunct</td>
<td>St. Mary's</td>
<td>San Antonio TX</td>
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</table>
G. Type of financial support available for graduate students

Doctoral Program Comments

Decisions on financial assistance and awards are made by a three person graduate committee. Each year, every graduate student in the program goes through a comprehensive evaluation, which focuses on teaching, research, and service. Funding decisions are based on the committee’s evaluation of student performance over the last year. New graduate students are evaluated as part of the application process.

The Political Science program offers two main types of financial support—scholarships and Teaching Assistant/Graduate Part-Time Instructor positions. The department regularly distributes between 3-4 scholarships a year, depending on the amount of funding in the endowment. These scholarships vary in size between $250-$1,000. The department’s graduate committee makes these awards as part of its financial aid decisions.

The department typically funds 25-30 TA/GPTIs per academic year. Most of these students are work as TAs for individual faculty members. A handful of these students are GPTIs that teach their own courses. We also offer a limited number of TA positions during the summer, between 8 and 10.

Our department’s TA/GPTI salaries are $13,000 for one academic year and $3,000 for one summer session. These levels are woefully inadequate and well below other programs in the state. The stipends are particularly problematic given that many schools also pay student’s tuition, which we do not.

The department also provides all graduate students with $1,000 for travel per year. The vast majority of students use these monies to fund conference trips, which the department encourages. We also allow students to use these resources to fund research trips.

There is a limited amount of funding for Summer Research and Travel Grants. The graduate committee distributes these funds to students who are conducting research, attending foreign language programs, or receiving methods training (ICPSR, etc.) over the summer.

MPA Program Comments

There are no teaching assistantships specifically reserved for MPA students. All students are admitted without assistantships. The department awards teaching assistantships first to PhD students, and if funds remain, MPA students compete with MA students in political science for funding.
H. Number of students who have received national and university fellowships, scholarships and other awards

Doctoral Program Comments

The Department of Political Science submits 2-3 applications for Chancellor’s Awards each year.

MPA Program Comments

The MPA program relies heavily upon departmentally funded scholarships. The recruitment cycle tends to be after the deadline for the Chancellor’s Awards. The endowed scholarships are greatly appreciated and very useful in attracting students because we can guarantee our best applicants at least some funding over a two year period.

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<thead>
<tr>
<th>AWARD</th>
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<th>07/08</th>
<th>08/09</th>
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</thead>
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<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
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<tr>
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<td>3</td>
<td>$3,000</td>
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<tr>
<td>Hazlewood</td>
<td>-</td>
<td>-</td>
<td>$3,000</td>
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<tr>
<td>Health &amp; Social</td>
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<td>Summer Dissertation</td>
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<td>-</td>
<td>$2,300</td>
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<table>
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<th>10/11</th>
<th>11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
</tr>
<tr>
<td>AT&amp;T Chancellor's</td>
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<td>2</td>
<td>$4,500</td>
</tr>
<tr>
<td>Hazlewood</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Health &amp; Social</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Summer Dissertation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
I. Percentage of full time master and doctoral students who received financial support.

Doctoral Comments

Below is a graph plotting the pct. of full-time funded M.A. and Ph.D. students in the Political Science Department. Over this period, we actually increased the number of aid offers; however, we admitted more students without funding.

![Pct. Full-Time Funded Students Graph](image)

J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

Doctoral Comments

The figure below plots the number of conference presentations and graduate student publications by Political Science M.A. and Ph.D. students over the past 5 academic years. The decline in conference attendance is primarily due to the decrease in funds offered by the Graduate School to supplement student travel.
K. Programs for mentoring and professional preparation of graduate students

Doctoral Program Comments

The department of political science has actively worked to prepare graduate students for their dissertation research and sought to socialize students into the discipline. The department has instituted a standardized first year curriculum designed to prepare students methodologically for substantive seminars and professional conferences. Three socialization courses are now required of Ph.D. students all of which are intended to prepare students for the academic profession. Two of these socialization courses emphasize elements such as conference presentations, grant-seeking, vita preparation, prospectus preparation, and dissertation research. The third of these socialization courses provides advice on teaching undergraduate courses. One final program the department has put in place involves early mentoring of graduate students. All graduate students go through a first year review in the spring of their first year in the program. The review not only evaluates each student’s performance to date in the program, but recommends a course of study for the student and assigns a faculty mentor. Each student then meets with the faculty mentor to finalize their program of study and establishes a timeline for adequate progress in the program. In addition to first year reviews, the department conducts annual reviews of all graduate students. The annual review is designed to monitor student progress and advise students of any weaknesses that need to be addressed.

The department considers each of these four elements critical in the socialization and mentoring of graduate students. Further, initial evidence (albeit anecdotal) appears to indicate that recent cohorts are better prepared for thesis research and more effectively socialized into the political science discipline.

MPA Program Comments

The MPA program provides students with multiple opportunities for mentoring and
professional development. In addition to an extensive orientation to the MPA program, students have access to professionals in the public sector in three ways. First, students participate in an annual symposium/conference hosted by the Center for Public Service. Second, students must complete an internship requirement that entails the completion of 300 hours of work under the supervision of a public sector professional. Third, the Center for Public Service has recently created the position of Practitioner-in-Residence who will serve as an in-house mentor and host a professional development symposium for MPA students. The MPA director is currently working with the Advisory Board to develop an alumni mentoring program that is scheduled to begin in Spring 2008.

L. Department efforts to retain students and graduation rates.

Doctoral Program Comments

The department and each individual faculty member make every effort to help ensure that students complete their degree objectives. While students sometimes transfer to other programs after receiving their M.A. from TTU, few drop out without receiving an MA or plans to continue their doctoral program at another institution, and only rarely does the department request that a student be terminated from the program. Faculty work diligently to prepare students for thesis research, and mentors counsel students early in the program about the commitment needed to be successful. Both the first-year and annual reviews of student performance are designed to identify any weaknesses or deficiencies so that a course plan can be constructed that enables each student to successfully complete their degree in a timely fashion. Further, students are advised to repeat courses if necessary and individual research courses are sometimes established for students needing more specific remediation in certain subfields.

The department also tries to alleviate expenses incurred in attending professional conferences. Each student receives departmental travel support and all are encouraged to seek additional funds from the graduate school.

The department further tries to cultivate a close-working relationship with its graduate students. Informal colloquiums have been established in subfields that bring students and faculty together to discuss ongoing research projects in an open and friendly atmosphere. We have found such discussion groups to not only break down barriers of communication between faculty and students, but also such group meetings enable graduate students to learn first-hand the types of research projects faculty are involved in. Senior graduate students are encouraged to present their research as well and this allows faculty an opportunity to help shape and improve student research. These informal programs tend to be some of the most effective methods for retaining graduate students. The ability for students to work closely with faculty offers the type of working relationship many larger programs are incapable of providing.
M. Percentage of Full-Time Master and Doctoral students per year – Fall Data

Political Science Comments

Below is a figure that plots the percentage of full-time MA and Doctoral students in the Political Science program.
V. Department

A. Department operating expenses

<table>
<thead>
<tr>
<th>Department Operating Cost - Academic Year (Political Science)</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
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</thead>
<tbody>
<tr>
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<td>$204,298</td>
<td>$125,560</td>
<td>$110,013</td>
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<td>Faculty &amp; Staff</td>
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<td>23</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Dept Op. Cost /FS</td>
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<td>$8,883</td>
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<td>$6,223</td>
<td>$5,479</td>
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B. Summary of Proposals (submitted)

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<tr>
<th>Year</th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully funded</th>
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<td></td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>6</td>
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<tr>
<td>2010</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>6</td>
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<td>2008</td>
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<td>2</td>
<td>0</td>
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<td>2007</td>
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<td>6</td>
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<td>2006</td>
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<td>0</td>
<td>0</td>
<td>4</td>
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</table>

D = proposals written by CO-PI’s from your department only
M = proposals written by CO-PI’s from multiple departments

C. External Research expenditures

SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT
Source: Office of Research Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Awards</th>
<th>Facilities &amp; Administrative</th>
<th>Award Amount</th>
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</thead>
<tbody>
<tr>
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<td>11/12</td>
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<tr>
<td><strong>Totals:</strong></td>
<td><strong>18.87</strong></td>
<td><strong>$193,084</strong></td>
<td><strong>$880,367</strong></td>
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</table>

Department Comments
These data do not reflect the amount of money that the Center for Public Service, an outreach arm of the department, has brought in through contracts and training programs. The Center provides a certificate training program for in service public administrators who cannot or choose not to enroll in the credit program. We have provided programs in the Amarillo and in the Midland Odessa area. The certificate program consists of 7 tracks. We have had an average of 15 in the Amarillo program for each track and 14 in the Midland Odessa program. Each
participant pays $595 per track. There are substantial costs for instructors, for travel, occasional meals and a 15 percent franchise fee for each track to Texas State University. In addition, we shared any funds after expenses for the Amarillo program with West Texas A&M. However, before expenses for the two programs, we brought $120,785 into the Center. In addition, we have done small projects by contract with the city of Post, Lubbock County, and Kaufman County. The funds for Kaufman county might be reflected in the graph above as it was brought in as a funded grant. However, the total contract work counting the project for Kaufman County was an additional $50,000 making a grand total of $170,785 that has been brought into the university through the Center for Public Service in the last two and a half years.
### Comparison of Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th>06/07</th>
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<tr>
<td><strong>University of Nebraska</strong></td>
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<tr>
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<tr>
<td>New Faculty Start-ups</td>
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<tr>
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### Totals

|              | 100,000 | 42,562 | 50,079 | 33,000 | 39,900 | 29,670 |

### D. Internal Funding

<table>
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<tr>
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<td>$8,262</td>
<td>$9,779</td>
<td>$10,000</td>
<td>$8,400</td>
<td>$670</td>
</tr>
</tbody>
</table>

**TOTALS** 100,000 42,562 50,079 33,000 39,900 29,670
E. Scholarships and endowments

In public administration we have very few scholarship funds that we control. Our scholarship funds are indicated below

**Fiscal Year: 2012/2013**

<table>
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<th>Banner FOP</th>
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<th>Banner Budget</th>
<th>Banner Expense</th>
<th>Banner Balance</th>
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F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

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G. HEAF expenditures

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<th>Other (identify computers for faculty)</th>
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H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

The public administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). We are one of a handful of schools in Texas and throughout the country that have this accreditation. However, more programs are seeking to become accredited each year. We have been accredited for a number of years. We will be subject to reaccreditation in 2015 so our self-study and reaccreditation visit will take place in 2014. This will be a major undertaking as the standards have become more involved with data regarding learning competencies, assessment of value added, and student outcomes.
VI. Conclusion – a one- to two-page summary of the observed deficiencies and needs identified by your review. Identify areas of greatest need and areas of significant contributions.

One of the major problems at the Doctor’s degree level is the lack of resources to offer better financial aid packages to top candidates applying for admission. We have lost a number of outstanding applicants, because we could only offer small scholarships and fellowships, while other schools offered full ride scholarships as well as teaching or research assistantships. This resource problem also concerns the length of time the department can offer assistance. This lack of resources to support graduate students is also a problem for our master’s students. This includes our interdisciplinary MA students focusing on International Affairs as it does our Master of Public Administration students.

Another resource deficiency that affects faculty research productivity is the inability to offer research assistantships to faculty. This is also a detriment to students as many would like to be able to have research opportunities with faculty members. The department has increased its support for faculty research activities, and this includes faculty presenting research at professional conferences. However, the amounts we can provide are limited and, thus, require more than the hourly help with research activities kind of assistance that we can provide. As a result, there is a need for more monetary resources to be able to hire full time R.A.s. It is true that many researchers hire RAs through grants, and some in the department have been able to do this. However, large grants of this type are rare in Political Science, requiring our faculty to rely on department resources for the research needs they have from time to time.

It must be added here that, even if we could support faculty needs for full-time research assistants, it would be difficult because there are so many TA demands on our graduate students. This can be solved by expanding current graduate programs which we have done. This has been accomplished by simply raising our numbers and by offering new and innovative study programs. It is our intention to continue to grow our existing graduate offerings by growing our scholarship funds and endowments so we can enhance the support our students currently receive, but it is also our intention to add new programs, both within the department and in terms of working with other units on campus to make our graduate offerings more interdisciplinary. One example included the current Graduate Certificate in Strategic Studies which we plan to turn into a master’s degree where students work with the Law School (especially the Center for Military Law and Policy) and such departments as History and Environmental Toxicology. We also want to expand our offerings at the master and doctoral levels for science policy with an emphasis on global climate change.

One way to achieve these kinds of graduate program expansions and improvements in the quality of our programs is through the recruiting and retention of the best possible faculty. The truth is that the Department has made great strides in this area. From 2002 to 2008, the department lost an average of 3-4 faculty per year, and most often to universities that were not of the same level and quality. While such an outflow can never be eliminated completely, it can be reduced and Political Science has managed to reduce it to less than one faculty member per year (last three years). This has been possible because of the support the administration has given to retention our efforts and overall support it has extended to departments in general. As a result of this greatly enhanced support, this department was able to retain a faculty member who was received an outstanding offer from the University of Georgia. This assistance has also been
felt in the area of recruitment. The department has been given very much support to recruit top-quality faculty and be sure that all its lines are full. This is very much appreciated, and Political Science wants to be a leader in fulfilling the College’s and the University’s strategic goals, especially in the area of expanding enrollments. However, there are two problems that the department needs to overcome to make this a reality.

The first is space, plain and simple. Political Science needs more office space. At the present moment, there are faculty members sharing offices and to accommodate the new hires we will have this year, there is no way other than to put graduate students out of their current spaces. This is not a viable solution since we also need to grow our graduate enrollments, so space is a true dilemma. I want to point out that this is not simply a luxury issue where we would like to have space to establish a study room where graduate students can gather to network, relax, and study together so as to facilitate student interactions and to improve the learning environment. It is a more fundamental issue than that. We cannot grow and fulfill our (the college’s and university’s as well) strategic goals without having more space.

The next is the department’s infrastructure. It is the intention of all faculty and staff in the Department of Political Science to grow in accordance with the University’s and College’s Strategic Plan. In its current state, there is no doubt that the Department of Political Science can grow at the margins, accommodating more students but not many more students. To grow at the high rate, that is the rate at which members of the department want to grow to lead the college in this endeavor, will require a change in infrastructure. Department faculty are working to put together a plan to create a new department architecture that will be able to accommodate more rapid growth for many years to come.
VII. Appendices

A. Strategic Plan
B. Curriculum Map
C. Graduate Course Offerings
D. Graduate Student Handbook
E. Graduate Student Association(s)
F. Graduate Faculty Information
APPENDIX A
Strategic Plan

Department of Political Science Strategic Plan, 2012-2020

The Strategic Plan of the Department of Political Science consists of short- and long-term goals, based on recent trends in the department, and action items aimed at implementation of listed long-and short-term goals. These items are aligned with the strategic plans of Texas Tech University and the College of Arts and Sciences and designed to be sure that the Department of Political Science is a leader in the attainment of larger College and University goals.

Mission Statement

The Department of Political Science provides basic and advanced training in numerous subfields, specifically, American Politics and Government, Comparative Politics, International Relations, and Political Analysis. Both within and across these subfields is a wide swath of topics at the basic and advanced levels. These subfields are diverse to be sure, but what ties all of these areas and courses together is that they all involve the application of the scientific method to problems in the political area of social science. As a result of this, training in Political Science prepares students to be capable of critical thinking; knowledgeable of the fundamentals of politics, government, and public policy; and competent in use of analytic methods. Such training will prepare students to be not only thinking, lifelong learners but also thoughtful, active citizens with competences in the following areas:

Verbal and Written Communication
Political institutions and Processes in the World’s Nations
Political institutions and Processes in Texas and the United States
Policy Processes in Texas and the United States
The Scientific Method as applied to Problems in Political and other Social Sciences
Commitment to Continued Learning
Appreciative of Differences in People and in Opinions
Knowledge of this increasingly Global World
Able to Engage in Strategic Thinking
Conversant in the Study of Civil and Interstate Conflict
Knowledgeable of the Tools of Economic Statecraft

Vision Statement

The Department of Political Science seeks to become a department of nationally and internationally recognition based on the quality of the research produced by its faculty and the quality of undergraduate and graduate students it produces in its many academic programs.
I) The Department is Committed to increasing its Undergraduate and Graduate Enrollments.

RESULTS: From 2008 to 2012, Political Science increased its undergraduate enrollments by 38% (from 303 to 421), and it increased its graduate enrollments by 7.6%. The Department also increased its weighted student credit hours for the same period of time by 3.94%

GOALS: The principal goal under this first section of the Political Science Strategic Plan is to continue to grow undergraduate and graduate enrollments as well as weighted student hours.

ACTIONS: The Department’s Faculty and Staff will undertake the following actions to fulfill the above-stated goals:

- To have more faculty and staff engaged in undergraduate and graduate recruitment, especially, the Department’s Graduate and Undergraduate Directors and the Department’s Advisor.
- To offer more upper-division courses for undergraduates and expand graduate and undergraduate offerings; this will involve finding ways to be more efficient, especially with respect to offering large core courses that consume large amounts of faculty resources.
- To use the Department’s participation in South Central Climate Science Center to draw non-traditional students to graduate studies in Political Science, especially as that course of study relates to Science and Climate Change Policy. This effort will be enhanced by the addition of a new VAP in Environmental Policy.

II) The Department is committed to strengthening the quality of its academic offerings and raising its reputation as a producer of the highest quality scholarship in the discipline.

RESULTS: The department has increased its scholarly profile and productivity over the last three years. Faculty efforts have resulted in a 2.1 scholarly publications per FTE which is a significant improvement. Its rate of presenting research at academic meetings has also increased dramatically.

GOALS: The principal goal under this first section of the Political Science Strategic Plan is to increase the scholarly output of the faculty, including the publication of refereed articles in top-ranked journals and academic books by the best university presses.

ACTIONS: The Department’s Faculty and Staff will undertake the following actions to fulfill the above-stated goals:

- To continue to incentivize the conduct, production, and publication of the highest quality research
- To provide more financial support for the production and presentation of research, with an emphasis on faculty securing outside financial support for that research
II) The Department is committed to increasing the amount of research its faculty conduct that is supported by outside financial assistance, and it is also committed to increasing the amount of money it possess for the provision of undergraduate and graduate scholarships.

RESULTS: The record of faculty members seeking and obtaining external financial support for research has increased to be sure. In the last year, over 50% of department faculty members have sought external grants and many more members are receiving external support than in the past. Moreover, the Department has increased the amount of funds it has available for graduate and undergraduate scholarships.

GOALS: The principal goal under this first section of the Political Science Strategic Plan is to increase the amount of research supported by external financial sources and grown the amounts available for distribution in the Department’s scholarship funds.

ACTIONS: The Department’s Faculty and Staff will undertake the following actions to fulfill the above-stated goals:

- To initiate and maintain contact with department alumni, including working more closely with the college development staff and being better at informing alums of accomplishments in the department. This will better facilitate the desire of alums to donate to the department for the above-stated purposes
- To continue to support faculty scholarly efforts by expanding available resources in the department
- To increase efforts to assist faculty in seeking and obtaining outside financial support for research activities
- To continue department efforts to raise revenues for research and grant writing, including using more profitable platforms in the delivery of large, undergraduate courses that are part of the university’s core curriculum

IV) The Department is Committed to expanding its outreach and community activities both on campus through interdisciplinary research and training efforts and off campus in offering the local and larger communities information on the importance of research activities being conducted on campus.

RESULTS: Faculty in the Department of Political Science, especially, those in American Politics and the Public Administration program, have always been active in engaging the local and regional communities. These activities have increased in the last three years and can be divided into four main areas: 1) faculty appearing on local media outlets; 2) individual faculty working with faculty in other campus units on areas of mutual interest; 3) the department’s Earl Survey Research Lab engaging in fee-for-service work different one- and off-campus entities, including the Texas Wine Institute, Kauffman County, and a host of local cities like Lubbock, Post, and Midland; and 4) the Public Administration Program’s faculty engaging with various communities through the Texas Certified Public Manager Program.
**GOALS:** The principal goal under this first section of the Political Science Strategic Plan is to increase faculty involvement in outreach and engagement activities and to increase faculty participation in inter-disciplinary research.

**ACTIONS:** The Department’s Faculty and Staff will undertake the following actions to fulfill the above-stated goals:

- To offer incentive for expanded inter-disciplinary research on the part of faculty, particularly when such interdisciplinary research has to potential to be supported with outside funds
- To continue to encourage faculty to engage in outreach and community engagement
- To increase the amount of fee-for-service business completed by the Earl Survey Research Lab by getting more faculty involved in its activities and hiring a new Director who can grow the business of that important teaching and research tool in the department
APPENDIX B
Curriculum Map
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**Legend**

[I] OUTCOME STATEMENT: The program outcome is (x) EXPLICITLY (score of 2) or (m) IMPLICITLY (score of 1) reflected in the course syllabus as being one of the learning outcomes for this course.

[II] LEVEL OF CONTENT DELIVERY:

(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect of a complex program outcome is addressed in the given course (score of 1).

(R) REINFORCED - Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately (score of 2).

(A) ADVANCED - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts (score of 3).

[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal feedback (score of 1).
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</tbody>
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Based on curriculum map from Norfolk State University. Distributed with permission by Alexei G. Mateev (agmatveev@nsu.edu)
APPENDIX C
Graduate Course Offerings
and molecular structure, electromagnetic interactions, and formal scattering theory. Ph.D. core course.


304. Solid State Physics (3). Prerequisite: PHYS 3301 or equivalent. A survey of the microscopic properties of crystalline solids. Major topics include lattice structures, vibrational properties, electronic and magnetic properties, and electronic transport. M.S. and Ph.D. core course.

305. Statistical Physics (3). Elements of probability theory and statistics; foundations of kinetic theory. Gibbs's statistical mechanics, the method of Darwin and Fowler, derivation of the laws of macroscopic thermodynamics from statistical considerations; other selected applications in both classical and quantum physics. M.S. and Ph.D. core course.


307. Methods in Physics I (3). Provides first-year graduate students the necessary skill in mathematical methods for graduate courses in physical sciences; applications such as coordinate systems, vector and tensor analysis, matrices, group theory, functions of a complex variable, variational methods, Fourier series, integral transforms, Sturm-Liouville theory, eigenvalues and functions, Green functions, special functions and boundary value problems. Tools course.

308. Molecular Biophysics (3). Study of the physics of the structures and dynamics of biological molecules and assemblies at the molecular level. Required for students in biophysics research.

309. Methods in Biophysics (3). Study of experimental and computational methods in biophysics. Requires an individual research project. Mandatory for students in biophysics research.

311. Nuclear Physics (3). Prerequisite: PHYS 3301. Deals with nuclear physics covering such topics as nuclear structure models, interactions, reactions, scattering, and resonance. Nuclear energy is discussed as an application.

312. Elementary Particle Physics (3). Prerequisites: PHYS 3302, 3303. The role of symmetries, gauge theories, and the Standard Model. First-order Feynman diagram calculations aided by computing tools and comparison with the experimental data. Experimental techniques and detectors in particle physics.


330. Semiconductor Materials and Processing (3). Survey of semiconductor materials deposition, characterization, and processing techniques with emphasis on the fundamental physical interactions underlying device processing steps.

335. Physics of Semiconductors (3). Theoretical description of the physical and electrical properties of semiconductors; band structures, vibrational properties and phonons, defects, transport, carrier statistics, optical properties, and quantum confinement.

336. Device Physics (3). Principles of semiconductor devices; description of modeling of p/n junctions, transistors, and other basic units in integrated circuits; relationship between physical structures and electrical parameters.


173. Mathematical Modeling of the Physical World (3). Studies how and why mathematics is used to model physical situations and uses physical examples extensively.


100. Master's Thesis (V1-6).

101. Master's Report (V1-6).

104. Condensed Matter Physics (3). Prerequisite: PHYS 3304. Problems of current interest in condensed matter physics. Topics include transport properties in solids, superconductivity, magnetism, semiconductors, and related topics.

105. Statistical Mechanics II: Critical Phenomena (3). Equilibrium treatments of strongly interacting systems, phase transitions, and critical phenomena; mean field and Landau theories, scaling and critical exponents, renormalization approach, disorder and percolation.


6309. Advanced Quantum Mechanics (3). Prerequisite: PHYS 5302. Scattering, second quantization, charge particle interactions, path integral, Klein-Gordon and Dirac equations, many electron systems.

6312. Quantum Field Theory I (3). Prerequisite: PHYS 5301, 5302. A first course in quantum field theory. Path integral approach to quantization of fields, Feynman diagrams and calculation of quantum electrodynamics (QED) processes.

2000. Research (V1-12).

8000. Doctor's Dissertation (V1-12).

### Department of Political Science

Dennis Patterson, Ph.D., Chairperson

**Professors:** Dometrios, Khan, A. Lee, Mayer

**Associate Professors:** Barkdoll, Biggs, Hayhoe, Lekhtanian, Patterson, Thanes

**Assistant Professors:** Gerlach, Goodman, Hamilton, Kwon, H. Lee, Lewis (Visiting), McKenzie, Murray, Nokken, Rider, Rugeley, Steele

**CONTACT INFORMATION:** 113 Holden Hall, Box 41015, Labock, TX 79409-1015, T 806.742.3121 F 806.742.0850, www.depts.ttu.edu/politicalscience

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**About the Program**

This department supervises the following degree programs and certificate:

- Bachelor of Arts in Political Science
- Master of Arts in Political Science
- Master of Public Administration
- Doctor of Philosophy in Political Science
- Graduate Certificate in Strategic Studies

**Dual Degree Programs**

- Master of Public Administration/Master of Arts in Economics
- Master of Public Administration/Master of Science in Environmental Toxicology
- Master of Public Administration/Doctor of Jurisprudence

The department also participates in both the Latin American and Iberian Studies program and the Russian Language and Area Studies program leading to the Bachelor of Arts degree; a minor in women's studies; Honors College programs; and Arts and Sciences minors in urban studies, international studies, ethnic studies, Asian studies, and religion studies.

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**Undergraduate Program**

The political science curriculum is designed to provide students with a solid foundation and broad understanding of the discipline of political science and allow them to specialize in areas of particular substantive interest. Political science provides excellent instruction for students interested in politics, law, journalism, teaching, or civil service. Insight into political values, domestic policy issues, and foreign policy are invaluable for students interested in such careers as well as for careers in business.

Students seeking an undergraduate degree in political science must complete 30 hours of coursework within the department. Political science majors are required to take POLS 1301. Although POLS 2302 is required, students who received an A or B in POLS 1301 may substitute
Graduate Program / Political Science

For the M.A. and Ph.D. degrees, the department emphasizes and encourages specialization in the following areas of political science: American institutions and behavior, comparative politics, and international relations. In addition, the department offers graduate courses in political theory, methodology, public policy, public administration, and strategic studies. To be admitted to the M.A. or Ph.D. program, the student must submit a department application form along with three letters of reference. In addition, the student must complete the Graduate School admittance process, including the Graduate School applications, submission of GRE scores, and submission of official transcripts showing prior graduate and undergraduate work. Students applying to any of these programs should have an overall GPA of at least 3.0 in undergraduate and graduate work. M.A. and Ph.D. students must develop their courses of study in consultation with the department's director of political science graduate programs.

Master's Programs

Master's degree work may follow either of two plans: 24 hours of coursework plus a thesis or 35 hours of coursework without a thesis. M.A. students are required to take POLS 5381 and 5382. The M.A. program requires 36 hours of coursework, an additional 3-hour capstone course, and an internship assignment. Courses are scheduled so that the M.P.A. degree may be obtained in evening study.

Master of Public Administration. The program for the Master of Public Administration degree is designed to prepare students to assume administrative positions in government, health, and nonprofit agencies. Persons already employed in government can be prepared to assume more advanced positions. Applicants to the M.P.A. program should complete the Graduate School application process and submit two letters of reference.

The M.P.A. degree is a non-thesis program that requires 36 hours of in-class coursework, a 3-hour internship, and a 3-hour capstone practicum. These hours, 21, are specified as core-curriculum and must be completed by all students. The remaining 18 hours are electives that are grouped as a combination of courses in a major field of concentration and an area of emphasis. The 3-hour internship can be waived for in-service students with substantial public service work experience. There are no foreign language or thesis requirements. M.P.A. students must develop their courses of study in consultation with the department's M.P.A. director. Comprehensive examinations are given during the last semester of the candidate's coursework.

Specialty tracks include public management, fiscal administration, policy analysis, health administration, and nonprofit management.

Doctoral Programs

The doctoral degree requires a minimum of 60 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation. A minimum total requirement for all Ph.D. students is the successful completion of POLS 5381 and 5382 (or their equivalents) plus POLS 5383. Additional language or test requirements may be imposed at the time of the student's preliminary examination and will be tailored to the student's field of specialization. Students may be admitted directly into the doctoral program without first having completed a master's degree. Students are required to complete coursework in one major field and two minor fields, one of which may be taken outside the department. For the qualifying examination, the student will select one major field and one minor field, and will be tested in those fields only. However, if the student chooses to take a minor outside the department, the outside field will automatically be counted as the second minor field and will be exempt from examination. Additional information and application materials for these programs can be found at www.depts.ttu.edu/politicalscience. Interested students may also address questions and information requests to pdsgrad@ttu.edu for the M.A. and Ph.D. programs and to mpas@ ttu.edu for the M.P.A. program. A brochure providing additional information may also be obtained by writing to the department.

Dual Degree Programs

Dual Master of Public Administration—Doctor of Jurisprudence. The School of Law and the Graduate School of Texas Tech offer a dual degree program that allows students to complete the requirements for the M.P.A. and the J.D. degrees in less than five years normally required if both were pursued separately. The dual program reduces the total required hours through a reciprocal arrangement by which 12 hours of approved public administration courses are counted as elective credit toward the J.D. degree, and 12 hours of law courses are credited toward the M.P.A. degree. To enter the program, candidates must apply separately to the School of Law and the Graduate School and be accepted by both (see top left column for admission information). The degree is designed so that students complete the first year of law school before taking a mix of PJJAD and law school courses.

Dual Master of Public Administration—Master of Arts in Economics. The Department of Political Science and the Department of Economics, both in the College of Arts and Sciences, offer a 54-hour dual degree program leading to the Master of Public Administration and Master of Arts in Economics. The program will be particularly helpful to students intending to specialize in areas such as fiscal administration and policy analysis. To fulfill the requirements of the dual degree program, students must take a total of 54 hours: 21 hours of core courses in public administration; 18 hours in economics; 12 hours of approved elective courses in public administration, economics, or a related field; and 3 hours of internship in public administration.

Dual Master of Public Administration—Master of Science in Environmental Toxicology. The Department of Environmental Toxicology and the Department of Political Science, both in the College of Arts and Sciences, offer a three-year 61- to 62-hour dual degree program leading to the M.P.A. and a M.S. in Environmental Toxicology. This program is designed primarily for students who wish to complement their expertise in environmental toxicology with training in public management and policy analysis skills. This dual degree program reduces the number of hours required in the program by 12. Students are required to complete the 24-hour core program, take 6 hours of approved electives, and complete a 3-hour internship.

Graduate Certificate Program

The Department of Political Science offers a Graduate Certificate in Strategic Studies. The 15-hour program prepares students to fill the need for strategic positions in all branches of federal government, offices in the armed forces of the United States, and similar national and local governments to deal with the strategic responsibilities. For further information contact Professor Dave Lewis, 806-742-2104, dave.lewis@ttu.edu.
Bachelor of Arts in Political Science

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Fall</th>
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<tr>
<td>POLS 1301, American Gov't, Org.</td>
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<td>ENGL 1391, Essentials of Coll. Rhetoric</td>
<td>ENGL 1300, Advanced Coll. Rhetoric</td>
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<tr>
<td>HIST 2300, History of the U.S. to 1877</td>
<td>HIST 2301, History of U.S. Since 1877</td>
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<td>PHIL 2310 or MATH logic course</td>
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<td>Personal Fitness and Wellness</td>
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**THIRD YEAR**

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<td>POLS Jr/Sr Course</td>
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<td>Oral Communications</td>
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<td>Natural Science with Lab</td>
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**FOURTH YEAR**

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<td>Minor*</td>
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<td>Humanities</td>
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<tr>
<td>Visual &amp; Performing Arts</td>
<td>Visual &amp; Performing Arts</td>
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TOTAL: 120

40 hours must be at the junior/senior level; 6 hours must be writing intensive in the major.

Students who will graduate under a catalog previous to 2012-2013 must meet the Technology and Applied Science requirement of the core.

A student must complete 9 hours at the sophomore level or above in a single language. The prerequisite for all sophomore language courses is credit for the freshman level. This credit can be determined through a credit by examination. The score attained on the exam will determine whether the student is placed in a second-year course, a 5-hour review course, or in some cases the first or second semester of a beginning (first-year) language course. See Arts and Sciences General Degree Requirements for further explanation.

* Minors can be 18-22 hours and may have prerequisites that change the order of this plan.

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**Course Descriptions**

(To interpret course descriptions, see page 17.)

**Political Science (POLS)**

**Undergraduate Courses**


1302. [GOVT 2302, 2306] American Public Policy (3). Completion of POLS 1301 not required but strongly recommended before enrolling in POLS 2302. The policy-making process in the governments of the United States, the states in general, and Texas in particular. Partially fulfills core Social and Behavioral Sciences—Political Science requirement.

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* Students who earn an AP score of 3 or better or a grade of A or B in POLS 1301 may substitute in place of POLS 2302 one of the courses marked with an asterisk.
3318. Public Opinion (3). Examines the origins, stability, and meaning of public opinion.

3319. Political Behavior (3). Examines the actions of political citizens as they interact with the political world through voting, joining political parties, and consuming mass media.

3323. Legislation (3). Focuses on the creation and enactment of statutory law with emphasis on the Congress of the United States. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3325. Political Parties (3). Explores the structure, function, and role of political parties in the United States, including their impact on political processes. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3326. Women in Politics (3). A study of female political participation in the United States, including voting, campaign activity, interest group activity, and office holding. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions). (WS 3226)

3327. The American Presidency (3). The presidency, its constitutional basis, structure, powers, functions, and responsibilities. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3339. Religion and Politics (3). Exploration of various aspects of the relationship between major world religions and social issues, including the role of political parties. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).


3346. Public Policy Analysis (3). The study of public policy formulation, implementation, and evaluation at various levels of government. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3351. The Judicial Process (3). Analysis of the judicial process as part of the political process; judicial personnel and organization; sources and instruments of judicial power; judicial reasoning; and behavior; and impact of judicial activity. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).


3353. Constitutional Law-Limits (3). A study of the limitations on government power, with particular emphasis on criminal law and civil liberties. The administrative process with particular emphasis on public law relating to the powers of federal and state agencies. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3360. United States Foreign Policy (3). Examines the patterns and processes that shape U.S. foreign policy. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3361. International Politics (3). Introduction to global issues, actions and processes: north-south relations, post-cold war issues, the role of the state, and leading theories of international relations. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3362. International Organization (3). A comparative study of the major international organizations of the League of Nations, the United Nations, and the International Court of Justice, with emphasis on the role of major actors in world order.

3364. Comparative Foreign Policy (3). Surveys theories that connect domestic politics with foreign policy and applies them to a variety of countries. Partially fulfills core Social and Behavioral Sciences - Political Science requirement.

3365. War and Security (3). Surveys the basic problem in international relations: how to survive. How do countries attempt to secure themselves against foreign threats?


3371. Comparative Politics (3). The primary institutions (e.g., parties, groups, executives, legislatures) and processes (e.g., voting, instability) of politics in various democratic settings. Questions of how and why to compare also are considered. Partially fulfills core Social and Behavioral Sciences - Political Science requirement (with restrictions).

3372. Governments of Russia and the Commonwealth of Independent States (3). Examination of the politics, governments, and cultures of Russia and the republics of the former Soviet Union. Partially fulfills core Social and Behavioral Sciences - Political Science requirement.

3373. Governments of Western Europe (3). The political, social, economic, and political systems of Western Europe. Partially fulfills core Social and Behavioral Sciences - Political Science requirement.

3375. South American Governments (3). The politics, government, and politics of countries such as Argentina, Bolivia, Brazil, Chile, and Peru. Includes consideration of special problems such as land reform, terrorism, and prospects for development. Partially fulfills core Social and Behavioral Sciences - Political Science requirement.

3376. Asian Governments and Politics (3). The political, social, economic, and political systems of Asian countries, including China, Korea, India, and the Middle East. Includes consideration of special problems such as land reform, terrorism, and prospects for development. Partially fulfills core Social and Behavioral Sciences - Political Science requirement.

3377. Practicum in Politics (3). Practical experience integrating academic study of politics through study programs or an intern experience. Credit or no credit. May be repeated once for credit.

3378. Individual Study (3). Prerequisite: 15 hours of political science and consent of instructor. Independent research under the guidance of a staff member. May be repeated once for credit.

Graduate Courses

5100. Colloquium in Political Science (1). Prerequisite: Consent of instructor. Presentations of current research and discussions of the political science profession by department and visiting faculty. Credit no credit. May be repeated.

5321. Seminar in Political Behavior (3). Current research on mass political behavior, including public opinion, political socialization, and voting behavior. Topics vary each semester. May be repeated once for credit.

5322. Pro-Seminar in American Politics (3). Advanced study in subjects relevant to an understanding of how the political process is affected by the environment of politics.

5324. The Executive (3). Study of the executive branch of government in the United States, with particular emphasis on the presidency.

5325. The United States Congress (3). An examination of the Congress, from formal organization, member recruitment, and theories of representation, and to congressional reform, policy-making, and interbranch relations.

5327. Selected Topics in American Government and Politics (3). Problems in American government and politics. Varying topics from semester to semester.

5356. Judicial Behavior (3). Political analysis of actors in the judicial decision-making arena.

5360. Pro-Seminar in International Relations (3). Survey of ongoing theories of world politics, focusing on topics that emphasize the role of power and interest in shaping state behavior.

5361. Interdependence and World Order (3). Survey of conflicting theories of world politics, focusing on those that emphasize interdependence, democratization, functionalism, and state behavior, and the potential for systemic transformation.

5363. International Organization (3). Theoretical examination of the role of global, regional, and functional international organizations and their role in the solution of economic, social, environmental, and political problems.
5365. Special Topics in International Relations (3). Intensive research on topics in international relations. Subjects vary.

5367. International Political Economy (3). An exploration of the interaction of international politics and international economic trends. The course surveys the theories in the field, particularly as they relate to the political economy of trade, foreign investment, finance, and economic development.


5370. Pro-Seminar in Comparative Politics (3). Critical survey of the major theories and literature in comparative politics, the logic of cross-national and cross-cultural inquiry, and the major concepts and approaches.

5371. Area Studies in Comparative Politics (3). The culture and political system of a major geographical area like Western Europe, Latin America, or Asia. Topics vary each semester. May be repeated for credit.

5376. Selected Topics in Comparative Government (3). Studies in comparative politics, with topics varying from semester to semester.

5380. Data Management (3). Covers locating and using data, including creating, accessing, and merging data files, preparing data for analysis, and dealing with data problems. Graded credit/no credit.

5381. Research Design (3). Design and execution of political research.

5382. Data Analysis (3). Techniques of analyzing political data, including descriptive and inferential statistics and computer applications. (PUAD 5320)

5383. Advanced Quantitative Research Methods in Political Science (3). Prerequisite: POLS 5382 or equivalent. Extensions of the least squares model to such techniques as regression and diagnostic, structural equations, factor analysis and/or time series, and computer programs applicable to political data.

5384. Advanced Political Analysis (3). Prerequisite: Consent of instructor. Examination of contemporary methods for investigating selected political topics. Topics may vary from semester to semester. May be repeated for credit.

5395. Practicum in Survey Research (3). Prerequisite: POLS 5381, 5382, and consent of instructor. Introduces students to the operation and management of a survey research lab.

5396. Research Practicum in International Relations (3). Prerequisite: Consent of instructor. Organized professional research on major issues in international relations. May be repeated twice for credit.

5397. Research Practicum in Comparative Politics (3). Prerequisite: Consent of instructor. Organized professional research on major issues in comparative politics. May be repeated twice for credit.

6000. Master's Thesis (V1-6).

7000. Research (V1-12).

8000. Doctor's Dissertation (V1-12).

Public Administration (PUAD)

Graduate Courses

5310. Capstone: Practicum in Public Administration (3). Prerequisite: To be taken during final semester unless an exception is granted. Applied research paper requiring students to use concepts from their M.P.A. courses to analyze, synthesize, and formulate recommendations that address a real-world public administration problem or policy issue. Requires oral presentation. (Graded on pass/fail basis)

5319. Research Methods in Public Administration (3). Prerequisite: PUAD 5320 or consent of instructor. Issues and techniques in data collection, analysis, and management for evaluating programs. Focus on research design, measurement, and decision-making in public organizations.

5320. Program Evaluation and Quantitative Analysis (3). Introduction to techniques of analyzing public policies, including descriptive and inferential statistics and computer applications. (POLS 5382)

5321. Advanced Quantitative Methods in Public Policy and Administration (3). Prerequisite: PUAD 5320 or consent of instructor. Quantitative methods and approaches for analyzing public policy questions and data, including inferential statistics and the use of computer-based statistical programs.

5326. Information Technology in Public Administration (3). The role of information and communication systems are examined as well as applications used by public administrators. Emphasis is placed on understanding the systemic issues facing the application of information technology in the public sector.

5333. Environmental Policy and Administration (3). Analysis of the formulation, implementation, and evaluation of environmental and natural resources policy, emphasizing theoretical foundations, political contexts, and principles of administering environmental policies.

5334. Healthcare Policy and Administration (3). Analysis of the formulation, implementation, and evaluation of healthcare policy and service delivery, emphasizing skills and knowledge in policy-making, management, and decision-making.

5335. Management of Nonprofit Organizations (3). Study of the third sector and the administration of nonprofits, including laws, boards, personnel, volunteers, finances, grant writing, fundraising, marketing, and planning.

5337. Public Organization Theory (3). The major political and administrative theories applicable to public sector organizations are examined. Contemporary trends in organization theory and public management are emphasized.


5342. City Management (3). The political implications and administrative functions of city government are examined. Contemporary issues of municipal management are emphasized.

5343. Public Personnel Administration (3). Description and analysis of the personnel function in public and nonprofit agencies.

5344. Public Budgeting (3). Political aspects of the budgetary process as the central mechanism for public resource allocation and executive planning.

5345. Administrative Ethics and Leadership (3). Apply major frameworks to diagnose organizational problems and to exercise leadership when resolving ethical dilemmas and leading organizational change.

5346. Public Financial Management (3). Prerequisite: PUAD 5344 or consent of instructor. An in-depth study of government finance function with emphasis on fund structure, financial reporting, and related management practices including cash, debt, risk, and inventory management.

5347. Internship in Public Administration (3). Prerequisite: Consent of instructor. Service assignment in a public agency to enhance professional skills for students in the Masters in Public Administration program. Graded pass/fail and may be repeated for credit.

5348. Selected Topics in Public Administration (3). Special studies on subjects in public administration. Topics will vary from semester to semester.

5352. Public Policy Analysis (3). Prerequisite: PUAD 5319, 5320 or consent of instructor. Introduction to analytic tools for evaluating public policies; examines policy choices given resources and informational constraints. Topics include risk assessment, cost-benefit analysis, and market failures.

Modern Conflict, Diplomacy, and Reconciliation (MCDR)

Graduate Courses

5300. Foundations of Strategic Studies (3). An introductory course in strategic thought, taught thematically using historical case studies to reinforce the process and environment of strategy in conflict resolution.

5306. National Security and Intelligence in Post 9/11 World (3). Prerequisite: MCDR 5300 with a grade of B or higher. Covers the structure of the American intelligence community since World War I and changes in response to 9/11 and pre-war intelligence assessments. Pre-requisite.

5307. Seminar in Strategic Studies (3). Prerequisite: MCDR 5300 with a grade of B or higher. This capstone course for the Certificate in Strategic Studies utilizes guest lecturers and culminates in the writing of a research paper based on specific student interests.
Graduate Student Handbook

Department of Political Science
Texas Tech University
# Contents

1 Basic Information ................................. 3  
1.1 Program Management ............................... 3  
1.2 Degrees Offered ................................ 4  
1.3 Degrees Objectives ............................... 4  
1.4 Areas of Specialization ......................... 4  

2 Application Process ............................... 5  
2.1 Application ..................................... 5  
2.2 Application Review ............................... 6  
2.3 Application Deadlines ............................ 6  
2.4 Beginning Study ................................ 6  
2.5 Full Time Study ................................. 6  
2.6 Temporary Admission Status ..................... 6  

3 Degree Programs .................................. 7  
3.1 The Master of Arts Program ...................... 7  
3.1.1 Thesis vs. Comprehensive Exams ............... 7  
3.1.2 Standardized First-Year Curriculum ........... 7  
3.1.3 Transfer Credits ............................... 7  
3.1.4 Enrollment ................................... 7  
3.1.5 Residency Requirement ......................... 8  
3.1.6 Language or Research Tool .................... 8  
3.1.7 Degree Plan and Advisor(s) ................... 8  
3.1.8 Thesis ....................................... 8  
3.1.9 M.A. Comprehensive Examination .............. 9  
3.1.10 Other Requirements ............................ 10  
3.1.11 M.A. Students Interested in the Ph.D. Program 10  
3.2 The Doctor of Philosophy (Ph.D.) Program ..... 10  
3.2.1 M.A. / Ph.D. Track ............................. 10  
3.2.2 Ph.D. Program ................................ 11  
3.2.3 Course Requirements ......................... 11  
3.2.4 Major and Minor Fields ....................... 11  
3.2.5 Standardized First-Year Curriculum ........... 12  
3.2.6 First-Year Methodology Course Grade Requirement 12  
3.2.7 Teaching Course ................................ 12  
3.2.8 2nd-Year Research Paper Requirement ........ 12  
3.2.9 GPA Requirement for Ph.D. Students .......... 13  
3.2.10 Residency Requirement ....................... 13  
3.2.11 Language Requirement ....................... 13  
3.2.12 Degree Plan and Advisor(s) .................. 13  
3.2.13 Ph.D. Qualifying Examinations ............... 14
3.2.14 3rd-Year Draft Proposal Defense Requirement .................................. 16
3.2.15 Dissertation Committee and Prospectus ........................................... 16
3.2.16 Final Examination of Dissertation (Dissertation Defense) .................. 17
3.2.17 Degree Completion .............................................................................. 18
3.3 Advising .................................................................................................. 18
3.4 Transfer of Courses Work Completed Elsewhere ...................................... 18
3.5 Political Science as an External Minor .................................................... 19
3.6 Incomplete Grades .................................................................................. 19
3.7 Enrollment ............................................................................................... 20
3.8 Other Requirements and Deadlines ........................................................... 20
3.9 Policy on Independent Study (POLs 7000) ................................................. 20

4 Annual Evaluation and Financial Aid ......................................................... 21
4.1 Annual Evaluation ..................................................................................... 22
4.2 Department Financial Aid .......................................................................... 22
4.3 International Students .............................................................................. 23
4.4 Terms of Appointment .............................................................................. 24
4.5 Graduate Student Travel Support Policy .................................................. 24
4.6 Preliminary Examinations for First-Year Students ...................................... 25

5 Responsibilities of Teaching Assistants and Graduate Part-Time Instructors (TAs and GPTIs) .............................. 25
5.1 Duties of a Teaching Assistant ................................................................... 25
5.2 Course Records ........................................................................................ 26
5.3 Department and University Training ....................................................... 26
5.4 University Operating Procedures .............................................................. 26

6 Doctoral Student Placement Packets ........................................................ 26

7 Summer Research and Training Scholarships .............................................. 27

8 State of Texas "99 Hour Rule" ..................................................................... 28

9 Appendix: Basic Graduate Program Schedules ........................................... 30
9.1 Doctoral (Ph.D. and M.A./Ph.D.) Program ............................................... 30
9.2 M.A. in Political Science (Terminal) ........................................................ 31
9.3 B.A./M.A. Program .................................................................................. 32
9.3.1 Thesis Option, 30 Total Hours ............................................................. 32
9.3.2 Non-Thesis Option, 36 Total Hours .................................................... 33
This handbook has been prepared as a guide for both applicants and current students to graduate study leading to the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D) degrees in Political Science at Texas Tech University.\footnote{While the Department of Political Science also contributes to other graduate programs such as the Masters in Public Administration (MPA) and the Interdisciplinary Master of Arts in International Affairs (MAIA), these programs are administered separately from the Political Science M.A. and Ph.D. programs. Contact the directors of these other programs for their standards and requirements.} Information for applicants interested in our graduate programs is also available on the department’s web site, www.depts.ttu.edu/politicalscience. Applicants should review that information in addition to material in this Handbook.

From time to time changes may be made in our curriculum, requirements, policies, and similar material described in this handbook. Any such changes, unless specified otherwise when adopted, will apply to both new and continuing students regardless of whether or not the changes are included in this handbook. The Department of Political Science reserves the right to correct any errors of omission or commission contained in this handbook. This handbook is not intended to replace official Graduate School or University policies or requirements as contained in Graduate School or University publications.

1 Basic Information

1.1 Program Management

Administrative responsibilities for M.A. and Ph.D. programs in the Department of Political Science are vested in the Director of Political Science Graduate Programs, sometimes referred to later in this document as the Graduate Advisor, Graduate Director, or the Director of Graduate Studies. Questions about admission or program requirements should be directed to the Graduate Director.

The Department also maintains a Graduate Affairs Committee, of which the Graduate Director is a member. This committee reviews applicants for admission, conducts annual reviews of graduate students, prioritizes applicants and current students for financial assistance and most graduate student awards, and develops general policy for the M.A. and Ph.D. degrees. The Graduate Director and Graduate Affairs Committee report to the Department Chair and/or to the Political Science faculty.
1.2 Degrees Offered

The Department of Political Science currently offers the following graduate degree programs:

- **Combined B.A. and M.A. Degrees:** Current Texas Tech undergraduate political science majors may apply for the combined B.A./M.A. program whereby both degrees may be completed in approximately 5 to 5\(\frac{1}{2}\) years.

- **M.A. Only:** The terminal M.A. is for students possessing a bachelor’s degree and expecting to stop their Texas Tech graduate study at the Master’s level.

- **M.A./Ph.D. Program:** The combined M.A. and Ph.D. program is for students who have completed their bachelor’s degree and plan to study for the Ph.D. in Political Science at Texas Tech. Applicants may be admitted directly into the Ph.D. program and will, upon acceptable performance, be awarded the M.A. degree during, and without interrupting, their doctoral study.

- **Ph.D.:** The Ph.D. program is for students who have completed an M.A. degree in Political Science at Texas Tech or another accredited University.

1.3 Degrees Objectives

- **Ph.D.:** The Ph.D. program in political science is designed to provide intensive work in selected Political Science fields, and to develop within students the necessary skills for scholarly research. Students receiving the Ph.D. degree from this program will be qualified to engage in research and teaching at the college level.

- **M.A.:** The terminal Master of Arts degree program provides substantive knowledge and selected research skills for those planning careers in government, foreign service, other forms of community or public service, or community college or secondary school teaching, or areas of the private sector where knowledge of American government, foreign governments, international relations, or social research methodology would be useful.

1.4 Areas of Specialization

At present, the Department offers major fields of specialization in the areas of American Politics (Institutions and Behavior), Comparative Politics, and International Relations. In addition, the department offers minor fields of study in the above areas as well as in Public Administration, Public Policy, and Research Methodology. To keep up with both changes in the discipline of political science and changes in the
interest and expertise of the Texas Tech faculty, discrete areas of specialization available to graduate students shift from time to time. Contact the Graduate Advisor for information on any changes to fields of specialization.

2 Application Process

2.1 Application

To be considered for admission to any of the graduate programs listed above, applicants must complete the application procedures required by both the Graduate School and the Department of Political Science. The Graduate School requires an application form, payment of an application fee, and transcripts of prior collegiate coursework. Applicants to the M.A., the M.A.-Ph.D., and the Ph.D. program are required to take the Graduate Record Exam (GRE) and arrange to have official grade reports sent to the Graduate School. Applicants to the joint B.A.-M.A. Program are not required to take the GRE Exam. Application forms and requirements of the Graduate School may be found at the Graduate School's web site, http://www.depts.ttu.edu/gradschool/, or by writing to:

Graduate Admissions
Texas Tech University
P.O. Box 41030
Lubbock, TX 79409-1030
Phone 806.742.2781
fax 806.742.4038

In addition to the Graduate School’s requirements, the Department of Political Science requires its own application form and both letters and evaluation forms from three referees. It is preferred that letters of reference and the accompanying evaluations forms come from faculty at a student’s prior institution(s). The department’s application and letter of reference forms may be found at the department’s web site, http://www.depts.ttu.edu/politicalscience/, or by writing to:

Director of Political Science Graduate Programs
Department of Political Science
P.O. Box 41015
Texas Tech University
Lubbock, TX 79409-1015
Phone: (806) 742-3121
fax: (806) 742-0850
email: polsgrad@ttu.edu

There is one departmental application form for those interested in admission to the M.A., Ph.D., the combined M.A./Ph.D programs and the joint B.A./M.A. degree program.
2.2 Application Review

Once an application is complete, the Director of Political Science Graduate Programs will submit the application to members of the Graduate Affairs Committee for its review. The Department uses a holistic evaluation process, examining an applicant’s GRE scores, GPA, prior courses taken, reference letters, areas of interest, personal statements, and other elements of the application.

2.3 Application Deadlines

Applications will be considered at any time throughout the year. However, to be fully considered for all available financial assistance, completed applications should be submitted by January 15 of the year the student expects to begin graduate study. Applicants to the BA/M.A. program should submit completed applications at least two months prior to beginning their senior year of undergraduate work.

2.4 Beginning Study

Those admitted to one of our political science graduate programs are expected to begin their study in the fall semester. On very rare occasions beginning graduate study in the spring may be allowed. Students will need to provide written justification for this exception to the Department.

2.5 Full Time Study

Except in unusual circumstances, all students pursuing a graduate degree are expected to be enrolled full time. Normal full-time enrollment is 9 to 12 hours in a regular semester and 6 hours in a summer session. Doctoral students not on campus who are enrolling to simply satisfy their continuous enrollment requirement are required to register for no more than one credit our each term.

2.6 Temporary Admission Status

The Graduate School will sometimes admit students on temporary, labeled “G-temp” or “non-degree”, status. Such students may, at the discretion of the Department, take graduate courses in Political Science. Such students should be aware, however, that they must be formally admitted into one of our graduate programs in order to pursue a graduate degree in Political Science. Successful completion of one or more courses taken while a G-temp student (even with a grade of “A”) is no guarantee of admission into any of our programs.
3 Degree Programs

3.1 The Master of Arts Program

3.1.1 Thesis vs. Comprehensive Exams

There are two basic plans for master’s degree work:

- **Thesis**: Under the thesis plan, the student is required to complete 24 hours of course work plus 6 hours of thesis for 30 hours total. Under the thesis option, students declare a single major field of study drawn from American Politics, Comparative Politics, or International Relations. The student will need to complete 9 hours of courses in this field. Under the guidance of a thesis chair and committee thesis students will write, and must successfully defend, a thesis to receive the M.A. degree.

- **Comprehensive Exam**: Under the comprehensive examination plan, students complete 36 hours of graduate courses. The student must declare a major field drawn from American Politics, Comparative Politics, or International Relations, along with a minor field drawn from these three or from Political Methodology, Public Administration, or Public Policy. The student must complete 9 hours of courses in their major field and 6 in their minor field. At the culmination of the student’s coursework s/he must pass written comprehensive examinations in each field.

3.1.2 Standardized First-Year Curriculum

M.A. students under either plan are required to begin their graduate study through courses in our standardized first year curriculum\(^2\) with the following exception: M.A. students are required to take only two of the three pro-seminars, though the third may also be taken if consistent with the student’s degree objectives.

3.1.3 Transfer Credits

Under either plan, and with the approval of the Graduate Advisor or Graduate Affairs Committee, a maximum of 6 hours of graduate coursework not taken in this department may be counted toward the degree. The six hour limit includes courses either transferred in from another institution or taken in a different department at Texas Tech. See section 3.4 for a fuller discussion of transfer credits.

3.1.4 Enrollment

Terminal M.A. students are expected to enroll for at least six hours per semester, or a total of 12 hours during the academic year. Occasional enrollment for fewer than six

\(^2\)See section 3.2.5 for a list of the specific classes that form the standardized first-year curriculum.
hours per semester may be approved upon petition to the Graduate Director, but all requirements for the M.A. degree should be completed within three academic years. Any request for exception to these rules must be submitted to the Graduate Director and include a semester-by-semester plan for completing the degree in a timely manner. The decision on whether or not to accept plan will be made by the Graduate Affairs Committee and the Graduate School.

Students receiving financial assistance from Department funds are expected to maintain a minimum enrollment of 9 hours during each semester they are receiving the assistance.

3.1.5 Residency Requirement

All M.A., but not B.A./M.A., students are required to enroll full time (i.e., 9 hours) for their first two long semesters (not including summer sessions).

3.1.6 Language or Research Tool

There is no language requirement for the Master’s degree, though in some cases a student’s major professor may recommend language training as part of, or in addition to, the degree requirements. Students must successfully complete POLS 5381, POLS 5382, and POLS 5383 before advancing to candidacy. Successful completion is defined as receiving a grade of “B” or higher (for the purposes of this definition, a grade of “B-” will NOT be considered satisfactory).

3.1.7 Degree Plan and Advisor(s)

During the student’s second semester in the program, assuming the student has completed 6-9 hours of coursework, he will undergo a preliminary examination. After that examination, assuming acceptable performance, the Graduate Affairs Committee will assign a major professor and an advising professor. The student will meet with the major professor, and the advising professor and Graduate Director as needed, to develop a degree plan. The degree plan should be filed with the Graduate School before the end of the second semester of graduate study.

3.1.8 Thesis

When the student is ready to begin work on the thesis, she will, in consultation with the Graduate Advisor, identify a member of the political science graduate faculty who is willing to direct the thesis. The student and this thesis advisor will then select two supporting political science faculty members to serve on the thesis committee. Where appropriate, and with the approval of the Graduate Affairs Committee, the
third member of the committee may be a member of the graduate faculty from outside this department. The thesis advisor has primary responsibility for directing the thesis, but appropriate revisions and additions may be proposed by the other members of the thesis committee, and the final draft must be approved by the entire committee. Under the thesis plan, a final oral examination will be administered by the thesis committee on the field of the thesis. Once the student begins the thesis, all changes in committee membership must be approved by the thesis advisor and the Graduate Affairs Committee.

As a courtesy to faculty, we recommend that all students provide a complete copy (i.e., all necessary chapters, front matter, bibliography, etc.) of their theses to their committee members and the director of graduate studies no less than 4 weeks before their scheduled defense date. However, all students must provide a complete copy (i.e., all necessary chapters, front matter, bibliography, etc.) of their dissertations or theses to their committee members and the director of graduate studies no less than 3 weeks before their scheduled defense date. The submitted version cannot be substantially changed prior to the defense. Failure to meet these requirements could result in the canceling of the scheduled defense date.

3.1.9 M.A. Comprehensive Examination

Under the comprehensive examination plan, a final written examination based on the major and minor fields of concentration will be administered by the department examination committee(s). Written examinations are scheduled twice each year, normally at the beginning of the fall and spring semesters. Students are eligible to take exams while completing their last semester of coursework or in the first semester after completion of coursework – the latter is recommended – during the scheduled exam period. Students must take exams no later than the next regular semester after completion of coursework.

It is the student’s responsibility to inform the Graduate Advisor at least two months before the beginning of the semester in which he or she expects to take the comprehensive examination. It is also the student’s responsibility to inform the Advisor in which fields she or he will be examined.

The M.A. comprehensive examination, for students adopting this option instead of a thesis, follows the same basic requirements, procedures, and timing as qualifying examinations for the Ph.D. M.A. students following the comprehensive exam option will take the examination in both their major and minor fields. M.A. comprehensive examinations may be shorter, and the time allowed for completion less, than is the case for Ph.D. qualifying examinations. Those decisions will be made by the com-
mittee creating the exam. Most importantly, the standards for passing differ. To pass the M.A. comprehensive examination in each field the student should exhibit a knowledge of the basic literature, the ability to deal with concepts, and insight into the interrelationships between concepts and literature. Further, M.A. comprehensive examinations, though requiring significant knowledge of a field, do not require the same breadth of knowledge expected for Ph.D. qualifying examinations.

3.1.10 Other Requirements

Each student is responsible for meeting other general requirements of the Graduate School as specified in its catalog.

3.1.11 M.A. Students Interested in the Ph.D. Program

Students admitted to the Master’s program who are considering pursuing a Ph.D. degree at Texas Tech should discuss that interest with the Graduate Director promptly. The terminal M.A. program and the combined M.A./Ph.D. program have different requirements and follow different tracks. It is possible to take a set of courses that will simultaneously fulfill the Master’s requirements and also make progress toward a Ph.D. Should the student progress too far in the terminal M.A. program before identifying an interest in the Ph.D. program, she may encounter some otherwise avoidable delays in completing the Ph.D.

3.2 The Doctor of Philosophy (Ph.D.) Program

There are two basic tracks for doctoral degree work: the Ph.D. track and M.A./Ph.D. track. The Ph.D. degree track is provided for students who have already completed their Master’s degree. The M.A./Ph.D. track is for students who want to pursue doctoral work and have been awarded a Bachelor’s degree, but will have not received an M.A. degree at the time they enter the program.

3.2.1 M.A. / Ph.D. Track

A student with an accredited bachelor’s degree can apply directly for admission into the Ph.D. program via the M.A./Ph.D. track. The M.A. portion of this degree plan requires 36 hours of doctoral level course work and a completion of the 2nd-year Research paper requirement. All political science courses taken at Texas Tech and applied to the master’s degree will be counted toward the coursework requirements for the Ph.D. degree.

Students in the M.A. / Ph.D. track should not complete their M.A. via the thesis option nor will thesis hours necessarily be counted as credit toward the Ph.D.
3.2.2 Ph.D. Program

Students who already have the master's degree can apply for admission directly into the Ph.D. program. Upon admission and arrival at Texas Tech, these students should consult with the Graduate Advisor regarding any requests for transfer of coursework. See section 3.4 for a fuller discussion of transfer credits.

3.2.3 Course Requirements

The Ph.D. degree requires a minimum of 60 semester hours of graduate work beyond the bachelor's degree, exclusive of credit for the dissertation. Depending upon a student's preparation, performance, and interests, the student's major professor, advisory committee, or the Graduate Affairs Committee may require coursework beyond the 60 hour minimum before the student takes the Ph.D. Qualifying Examination.

3.2.4 Major and Minor Fields

Students are required to complete three substantive fields, two major fields and one minor field. Students must complete at least 12 hours of coursework in each of the major fields and 9 hours in the minor field. The two major fields must be chosen from American Politics, Comparative Politics, or International Relations. The minor field may also be one of those above, or selected from the areas of Public Policy, Public Administration, or Political Methodology.

Should any graduate student select Political Methodology as a minor field, the course requirements (six hours for an M.A. minor, nine hours for a Ph.D. minor) must be satisfied by courses over and above the required methodology courses for the degree.

It is possible for a minor field, as described above, be taken entirely in a related Department or in a combination of courses in this Department and/or in one or more other departments. It is also possible to declare an "official minor" recognized by the Graduate School. An official minor requires a minimum of 15 hours in a different department or program. However, any minor must have a cohesive character and clearly contribute to the student's professional development as a political scientist. Any proposed minor other than those described in the prior paragraph must be reviewed and approved by the preliminary examining committee, the Graduate Affairs Committee, and the student's major professor.

Occasional courses taken outside the department not constituting either a departmental or official minor may be taken if approved by the student's major professor (or the Graduate Advisor for first year students).
Students are advised to carefully consider, and discuss with their advisor, taking courses outside the department. It is possible, compared to taking all courses inside the department, that doing so may detract from the student's preparation for the Ph.D. Qualifying Examination in political science, or require additional coursework before the student is fully prepared for the Qualifying Examination.

3.2.5 Standardized First-Year Curriculum

All doctoral students will be required to take the standardized first-year core curriculum, or its equivalent. That curriculum includes:

- Research Methodology: POLS 5381, POLS 5382, and POLS 5383.
- Field Pro-seminars: POLS 5322, POLS 5360, and POLS 5370.

3.2.6 First-Year Methodology Course Grade Requirement

Students are required to achieve a grade of B or higher in each of the first year methodology courses. Students receiving a B- or lower grade in any of these courses are permitted to continue taking other courses, but are required to retake the methods course at its next availability and raise the grade to at least a B.

3.2.7 Teaching Course

All Ph.D. students are required to take POLS 5100 during their second year. This one-credit course will be focused on teaching undergraduate political science courses.

3.2.8 2nd-Year Research Paper Requirement

All Ph.D. and M.A./Ph.D. students are required to submit an independent (i.e., solo authored and not part of a larger research project with faculty or other students), article-length research paper to a committee of three political science faculty members (all must be members of the Graduate Faculty at TTU) during the second semester of their second year. The student will select one member of the committee and the graduate advisor will select another. The student and graduate advisor representatives will select a third member. The committee will evaluate the paper to determine whether the student has demonstrated sufficient progress in their theoretical and empirical research skills to continue the program. If the committee determines that the paper is insufficient, then the student must re-submit the paper and obtain approval. Students who do not obtain committee approval will not be eligible for future department financial aid and cannot take Ph.D. qualifying exams.

The student is also required to present the 2nd-year paper to the department in an open presentation. A version of the paper must be available in the Department
office and advertised at least one week prior to the presentation. Students who do not present their papers will not be eligible for future department financial aid until approval of research paper and cannot take Ph.D. qualifying exams.

For M.A.-Ph.D. students, the 2nd-Year Paper requirement will serve as the oral examination for these students to be granted their M.A.

Under extraordinary circumstances (i.e., significant illness, etc.), the Graduate Affairs Committee can waive or give students an extension for the 2nd-year Paper requirement.

3.2.9 GPA Requirement for Ph.D. Students

Doctoral students should maintain a grade point average significantly above 3.0. A grade point average falling below 3.0, the receipt of two or more grades below B (including B-), or any single grade below a C (including C-) may be grounds for termination.

3.2.10 Residency Requirement

All M.A./Ph.D and Ph.D. students must enroll full time (i.e., 9 hours) for their first four long semesters (not including summer sessions).

3.2.11 Language Requirement

There is no formal language requirement for the Ph.D. However, each student must develop appropriate language or methodological skills based on his or her research and teaching interests. The need for such skills will be assessed at the Preliminary Examination and in consultation with the student's major professor and may be added to a student's degree requirements as appropriate. Doctoral students whose primary field is comparative politics may be expected by their major professor and/or advisory committee to develop language skills appropriate to their region of interest.

3.2.12 Degree Plan and Advisor(s)

During the student's second semester in the program, he/she will undergo a preliminary examination. After that examination, assuming acceptable performance, the Graduate Affairs committee will assign a major professor and an advising professor(s). The student will meet with the major professor, and the advising professor and Graduate Director as needed, to develop a degree plan. The degree plan should be filed with the Graduate School by the end of the second semester of graduate study.
The primary responsibility of the major professor (and the advising professor(s) to a lesser extent) will be to guide the student’s coursework and related activities to ensure appropriate preparation for student success on Qualifying Examinations and the dissertation (and prospectus). In addition, the major professor will guide the student on other activities designed to prepare the student as a political science professional, such as: preparation of the student’s vita, conference papers, appropriate association memberships and conferences to attend, and grant applications. The major professor will also guide the student’s preparation to serve as an effective classroom instructor.

As a student’s interests change or become more focused, she may desire to change major or advising professor(s) to faculty members more in line with her interests. If this occurs, the student should propose such a change to the Graduate Affairs Committee. Any such request must be accompanied by letters of comment from the currently assigned professor and the new professor requested to serve in that role.

3.2.13 Ph.D. Qualifying Examinations

A student is eligible to take qualifying examinations upon satisfaction of the following requirements:

1. Approval of the doctoral degree plan by the Graduate School.

2. Completion of all language and tool requirements specified on the degree plan.

3. Completion of all courses specified on the degree plan or currently enrolled in the final courses required by the degree plan.

4. Verification by the relevant instructor(s) that any incomplete grades on the student’s current records have been satisfied and the student qualifies for an acceptable course grade.

Students must take their qualifying examination no later than the first long semester after all courses listed on their degree plan have been completed. If a student fails to do so for any reason, including not being allowed to take qualifying examinations because of outstanding incomplete grades, he or she risks dismissal from the program. For most doctoral students, courses will be completed by the end of their third year of coursework in the program and the student will sit for qualifying examinations at the beginning of their fourth year.

Written qualifying examinations will be administered separately in the student’s two major fields of study. Notice of the student’s intention to take the examinations must be provided to the Graduate Director at least two months prior to the beginning of the semester in which the examinations will be taken. Qualifying examinations are
normally given twice a year, at the beginning of the Fall and Spring semesters. Qualifying examinations are not given during summer sessions.

The Graduate Director will select a committee composed of members of the graduate faculty in the field to prepare the qualifying examination in that field. One member of the committee will be identified as the exam coordinator and will be responsible for coordinating committee efforts to produce the exam and provide a copy of the exam to the Graduate Director in a timely manner. The examinations will be in essay format and students will be provided some choices among the questions. Students will be informed in advance of the format (in-class, take-home) and length of time available to complete each exam. Qualifying examinations in the student's two major fields will take place on different days.

To pass the examination or a particular question, the student must exhibit knowledge of important literature in the field, ability to deal with concepts and theories in the field, and the ability to analyze strengths and weaknesses in the literature. Qualifying examinations require a substantial knowledge of the field and will not necessarily be tied solely to courses a student may have taken. Students should consult regularly with their major and advising professors, as well as other faculty in their major fields, to ensure they have the breadth and depth of knowledge appropriate for performing well on qualifying examinations.

Upon student completion of the exam, the committee writing the examination will grade each exam, though they may invite additional members of the graduate faculty to participate in grading one or more questions on the exam as they deem necessary. Grading faculty will assign either a passing or a failing grade to each exam answer. A majority of passing marks will constitute an acceptable answer for any particular question. The committee will then meet to evaluate the exam as a whole. Under most circumstances it is expected that a student will receive a majority of passing marks on each answer to pass the exam, but the final pass/fail determination is decided by a majority vote of the committee regarding whether the student has met the standards described in this section and is ready to progress to the dissertation prospectus. Written results, including written evaluations by faculty graders, will be submitted to the Graduate Director by the field examination coordinator.

If the student passes the qualifying examinations in both of her major fields, and successfully completes required coursework for the minor field, the Graduate Director will recommended to the Graduate School that the student be admitted to candidacy for the Ph.D. Each student must be formally admitted to candidacy by the Graduate Council, upon recommendation of the department, at least four months prior to the proposed graduation date.
If the student does not pass the qualifying examination in one or both of his major fields, he must retake the exam the next time it is offered. If the student passes the exam one field but not both, he will retake the exam only in the field where he did not pass the first time. Students should be aware that the membership of the examination committee might change between the first (failed) exam and the re-take. Failure to pass qualifying examinations in each of the students’ major fields upon the second taking of the exam will result in the student's dismissal from the program by the Graduate School.

3.2.14 3rd-Year Draft Proposal Defense Requirement

All Ph.D. and M.A./Ph.D. students must submit a complete “draft” dissertation proposal to their dissertation committee (three members of the Political Science Department on the Graduate Faculty and, if desired, one member from another Department/University) during the second semester of their third year. The prospectus draft must include at a minimum, the research question, theory, review of the literature and a statement of the contribution of the dissertation to the literature. The committee will evaluate the merit of the proposed research and the ability of the student to undertake the proposed research. Students who do not obtain an approval for their draft dissertation proposals in this time frame will not be eligible for future department financial aid and cannot take Ph.D. qualifying exams. The formal defense of the proposal cannot take place, however, until the student has successfully passed their qualifying exams.

Under extraordinary circumstances (i.e., significant illness, etc.), the Graduate Affairs Committee can waive or give students an extension for the 3rd-Year Draft Proposal Defense Requirement.

3.2.15 Dissertation Committee and Prospectus

Following satisfactory completion of the qualifying examinations, the student, in consultation with the Graduate Advisor, will find a member of the graduate faculty who is willing to direct the dissertation. The student and the dissertation director will arrange for at least two supporting political science graduate faculty (besides the chair) to serve on the advisory committee. The dissertation chair, and members of the advisory committee, may be, but are not required to be, the same faculty who previously served the student as major and advising professors.

Where appropriate, one member of the committee may be a member of the graduate faculty from some program other than political science or a member of the political science faculty from another doctoral institution. In any event, the chair of the committee and two others must be members of the political science graduate
faculty in this department.

The student's first task will be to prepare in writing a dissertation prospectus and defend it orally in an open session. The prospectus should cover: the research question or issue to be addressed; how the extant literature has dealt with the question; the strategy proposed by the student to address the question; and what unique information the research strategy is expected to produce.

All students must provide a complete copy (i.e., all necessary sections, front matter, bibliography, etc.) of their dissertation proposals to committee members and the director of graduate studies no less than 2 weeks before their scheduled defense date. The submitted version cannot be substantially changed prior to the defense. Failure to meet these requirements could result in the canceling of the scheduled defense date.

The prospectus committee, based on the defense, can either pass or fail the student. Students who fail, must re-defend a new draft. Students must provide the committee chair with the "Report on Results of Oral Defense of Dissertation Prospectus," available from the Graduate Advisor, on which the chair will indicate the result of the defense and submit it to the Graduate Advisor to be placed in the student's file.

Beginning in the 2009-2010 academic year, students are required to defend successfully their dissertation proposals before their dissertation committees by the end of the semester in which they complete their comprehensive exams. Students who fail to meet this requirement will not be eligible for department financial aid in the subsequent semester. In addition, no student will be eligible for financial aid in their 5th year unless they have defended their dissertation proposals.

Under extraordinary circumstances (i.e., significant illness, etc.) and petition by Committee, the Graduate Affairs Committee can waive or give students an extension for the Dissertation Proposal Defense Requirement.

3.2.16 Final Examination of Dissertation (Dissertation Defense)

A final oral examination on the dissertation will be administered by the dissertation committee in an open session. The student is required to both be aware of, and meet, all requirements of the Graduate School regarding arranging the dissertation defense.

As a courtesy to faculty, we recommend that all students provide a complete copy (i.e., all necessary chapters, front matter, bibliography, etc.) of their dissertations to their committee members and the director of graduate studies no less than 4 weeks before their scheduled defense date. However, all students must provide a complete copy (i.e., all necessary chapters, front matter, bibliography, etc.) of their disserta-
tions or theses to their committee members and the director of graduate studies no less than 3 weeks before their scheduled defense date. The submitted version cannot be substantially changed prior to the defense. Failure to meet these requirements could result in the canceling of the scheduled defense date.

A copy of the dissertation will be made available at least one week in advance of the examination in the Department office. The dissertation must be acceptable to all members of the dissertation committee in order to satisfy the requirements for the Ph.D.

3.2.17 Degree Completion

The student is expected to complete the degree within two years after advancement into candidacy. In the case of a student doing field work, and upon the recommendation of the dissertation committee, the Graduate Affairs Committee may grant the student one additional year. Students exceeding these time limits will be allowed a reasonable amount of time to complete the dissertation, but are unlikely to receive continued funding from department sources. Significantly exceeding these deadlines may be cause for dismissal from the program.

3.3 Advising

The Graduate Advisor will be the primary advisor for students during their first year of graduate study. The faculty conducting the spring preliminary examination for first year students will discuss with the student his or her interests. From that discussion they will recommend individuals to serve as the major professor and one or more advising professors to guide the student’s progress through the program. Graduate Affairs will review these recommendations and make a final recommendation about advising faculty during their annual assessment. Students are encouraged to consult regularly with their major professor (and advising professor(s) as needed) regarding courses and professional preparation in the student’s fields. On a secondary basis, students should also consult regularly with the Graduate Advisor regarding general departmental performance and degree requirements.

3.4 Transfer of Courses Work Completed Elsewhere

Graduate work completed at another accredited institution may be included as part of a student’s degree requirements at Texas Tech. Students who wish to transfer such courses must provide to the Graduate Director a full copy of the syllabus for each transfer course requested. The transfer request will be reviewed by the committee conducting the preliminary examination. No more than six semester hours of coursework completed elsewhere can be used to satisfy M.A. degree requirements at Texas Tech. More hours may be transferred to satisfy Ph.D. degree requirements. In all
cases, courses will be accepted for transfer only if it is determined that the courses have prepared the student well to meet the expectations of this program.

If a student feels prior coursework may exempt her from one or more of the courses included in our standardized first year curriculum, the student should provide a full copy of the syllabus for the course(s) to the Graduate Advisor either before, or as soon as possible after, beginning graduate study at Texas Tech. The Graduate Advisor will consult with faculty members who have expertise on the topic(s) in question. On the basis of that consultation, the Graduate Advisor will determine whether or not a given course meets our Department’s standards and may be used in lieu of a course in our first year curriculum.

Waiving a course in the first year curriculum is not the same as using that course for credit toward a Texas Tech degree. That latter decision, as described above, is made by the committee conducting the first year evaluation.

3.5 Political Science as an External Minor

A student taking his or her degree in a department other than the Political Science may include Political Science as a minor field with the approval of the major field department.

For the M.A. degree, a Political Science minor would consist of 2-3 courses (six to nine hours), preferably drawn from the department’s pro-seminars. No comprehensive examination will be required unless requested by the major field department.

For the Ph.D., a minor consists of 15 hours drawn primarily from one field of political science or a cohesive series of courses selected from among two or more political science fields and approved by the Graduate Advisor. A written qualifying examination will be required covering the student’s field or fields of study. Students are advised that many advanced political science courses may require a research methodology background similar to that required of political science doctoral students.

The Department of Political Science also participates in interdisciplinary minors. Students pursuing such a minor should consult the Graduate Advisor of the Department of Political Science.

3.6 Incomplete Grades

Students are not allowed to have more than one incomplete course on their record at any given time. Any student who has more than one incomplete course must, immediately upon receiving any additional incomplete grade, develop a plan and timetable
for removing all incomplete grades in an expeditious manner. The plan should be provided to the Graduate Director within two weeks of receiving the additional incomplete grade. The Graduate Affairs Committee will review the plan, make any changes they deem appropriate, and return a copy of the approved plan to the student. Students who fail to meet the timetable in the approved plan are subject to dismissal from the program.

3.7 Enrollment

Any graduate student receiving financial assistance from the department is required to enroll, and maintain enrollment, in a minimum of 9 hours during each semester during which the student is receiving financial assistance.

3.8 Other Requirements and Deadlines

Each student is responsible for meeting other general requirements of the Graduate School as specified in the Graduate Catalog.

The Graduate School has a number of requirements and sets a number of deadlines over the course of the academic year and enforces them rigorously. Examples include: requirements regarding the minimum and maximum number of graduate hours for degrees, the maximum number of years allowed to complete a degree, deadlines for completing degree plans, intent to graduate forms, and submitting completed theses and dissertations, to name only a few. If a student fails to meet such deadlines, he or she may not be able to graduate during a given term or may have to pay additional tuition and fees in order to be enrolled for another term. While the Graduate Advisor will usually seek to remind students of Graduate School requirements, it is the student’s responsibility to be aware of these deadlines and to adhere to them. These requirements are regularly updated on the Graduate School’s web site.

3.9 Policy on Independent Study (POLS 7000)

Students may include 7000 hours on their degree plans as follows:

- Terminal M.A. students under the thesis option should not include in any 7000 hours on their degree plan.

- Terminal M.A. students under the comprehensive examination option may include one section (3 hours) of 7000 on their degree plans.

- Ph.D. (or M.A. / Ph.D.) students may include two sections (6 hours) of 7000 on their degree plans.
The inclusion of any 7000 hours on the degree plan under the guidelines above must have the approval of the student’s major professor. The major professor may, at his or her discretion, add an additional section (3 hours) to the limits above to a student’s degree plan. Any request to include more than these limits on a student’s degree plan must be approved by the Graduate Affairs Committee. Any such request must include a written justification by the student and a written supporting justification by the student’s major professor.

For any 7000 course to be included on a student’s degree plan, the Graduate Advisor must be provided a copy of the syllabus for the course that includes: a course title, required student readings and / or activities, a schedule of expected meetings between the faculty member and student (e.g. “every Monday at 9:00 a.m.”); and standards for awarding a grade.

7000 hours may be offered for variable credit. As required by Graduate School policies, the faculty member supervising the hours must ensure that credit is assigned consistent with the level of student effort or learning in organized courses - i.e. 3 hours of 7000 should include a level of student activity similar to an organized graduate course.

On occasion, an organized graduate course - multiple students enrolled, full syllabus, meeting approximately 3 hours per week - is offered under the 7000 label. Such courses are exempt from the requirements described above.

Student enrollment in 7000 hours that are not to be included on a student’s degree plan may be approved by the Graduate Advisor or the student’s major professor without regard to the limits described above.

4 Annual Evaluation and Financial Aid

Graduate study involves a significant time and financial commitment by students. It is in both the student’s and the department’s interest to not allow this commitment to continue if the student is unlikely to complete the desired degree in a timely manner. Equally important, many graduate students perform at a superior level and deserve to have that performance recognized. Moreover, the department controls financial aid in the form of teaching assistantships, research assistantships, and scholarship funds that are distributed on a yearly basis. Consequently, the Department will conduct two evaluations of students. First, the Graduate Affairs committee will conduct an annual evaluation of all students. Second, the Graduate Affairs committee

\[3\text{While the Department of Political Science usually has funds for financial aid, it is possible that in some years there will be less or, in extreme cases, no financial aid funds.}\]
will review applications in order to make recommendations to the Chair concerning the distribution of department financial aid. As such, all students must complete the "Annual Evaluation/Application for Financial Aid" form and return it to the Director of Graduate Studies by the first business day in March. Non first-year students must include a letter of recommendation from their advisors.

4.1 Annual Evaluation

Based on a review of a student’s file and the “Annual Evaluation/Application for Financial Aid” form, the Graduate Affairs committee will assess the overall performance of the student’s record. This evaluation results in one of three recommendations:

- The student is encouraged to continue in her or his program without reservation.
- The student is allowed to continue, but with reservations and requirements needing to be met.
- The evaluating committee recommends that the student not continue Political Science Graduate Study at Texas Tech.

The students will receive written results of the committee decisions. For students allowed to continue with reservations, the committee will indicate the areas in which the student needs to improve.

In this process, the Committee will focus on several factors including, but not restricted to, students’ class performance (e.g., GPA), publication record, department service (e.g., attendance at department functions, job talks, etc.), conference presentations, and demonstrated progress toward the degree completion (e.g., sitting for comprehensive exams in a timely manner or passing the dissertation prospectus in a timely manner). The Committee will also review any other relevant information contained within their department file.

4.2 Department Financial Aid

The Graduate Affairs Committee and the Graduate Advisor will also make recommendations to the Chair of political science for Department financial aid. Ultimately, financial aid decisions are the responsibility of the Chair of political science and are dependent upon the availability of funds. The Graduate Affairs Committee will make two recommendations for each student. First, the committee will determine whether a student will receive some form of financial aid. Second, the committee will determine the form of this financial aid (teaching assistantship, research assistantship, or scholarship).
In the financial aid process, the Committee will focus on several factors including, but not restricted to, students’ class performance (e.g., GPA), publication record, department service (e.g., attendance at department functions, job talks, etc.), conference presentations, and demonstrated progress toward degree completion (e.g., sitting for comprehensive exams in a timely manner or passing the dissertation prospectus in a timely manner). In addition, the Committee will consider relevant information concerning previous performance as teaching assistants (e.g., teaching evaluations for those students who taught their own classes, etc.). The Committee will also review any other relevant information contained within students’ department files. All choices will be made with an eye toward the Department’s goals, so the following criteria may be considered in making choices: the teaching needs of the Department, students’ areas of expertise and experience in the classroom, and the need for recruitment of a sufficiently large incoming class.

It is possible for the Committee to give a student a recommendation to receive financial aid and not receive aid. Financial aid is dependent on department resources, the number of graduate students, etc.; therefore, a Committee recommendation is not guarantee of aid. Also, previous financial aid awards are no guarantee of future aid. While every attempt will be made to continue funding students as long as they are making good progress, there is no guarantee of continued employment past the agreed-upon term (either one semester or one academic year). The only exceptions to this rule are those that are stated in writing and bear the signature of the Department Chair.

Teaching assistantship positions are for a fall or spring semester or nine-month academic year. They do not include any funding for the summer months. However, if funds are available, advanced graduate students may be given the opportunity to serve in the summer. Such appointments are almost always as the primary instructor for two sections of a single course. When available, summer appointments are allocated primarily on the basis of the students teaching and program performance. Among students performing well in both categories, advanced graduate students will be given some preference. Primary consideration, however, will always be the department needs. The Director of Graduate Studies and the Graduate Committee will use the “Annual Evaluation/Application for Financial Aid” as well as other materials in the students’ files to make recommendations to the Chair for these positions.

4.3 International Students

Any teaching assistant whose first language is not English will be evaluated by the International Teaching Assistant program. That program takes place in the summer and new international teaching assistants are required to attend. The student’s English language teaching skills will be assessed at the end of the program and a recommendation made to the department. The Department reserves the right to withdraw
support from any student who does not possess the language skills necessary to serve as a teaching assistant.

4.4 Terms of Appointment

Teaching assistantship awards will generally be made for one semester or one academic year. Re-appointment is only guaranteed if the student is given that assurance in writing by the Department Chair (this will occur only rarely, and usually only in cases of new student recruitment). The Department will generally require that each teaching assistant be evaluated by his or her students and by the professor under whom he or she has worked (if that is relevant). Regardless of the initial offer of support from the Department, all students who receive poor evaluations from either source might not be re-appointed and may, in exceptional cases, have their assistantships withdrawn in the middle of a semester or year.

4.5 Graduate Student Travel Support Policy

The Department will, assuming available funds, support the travel of doctoral students to present research papers at professional conferences. To apply for travel funds, students must first apply to the Graduate School for funds (http://www.depts.ttu.edu/gradschool/current/Travel.php). Students must apply to the Graduate School at least 30 days in advance of travel. Once students have received a response from the Graduate School, they can apply to the department for funds by completing the “Application for Conference Support.”

The following conditions apply for receiving such support. Requests for exceptions to any of these rules should be made in writing to the Graduate Affairs Committee. The committee will recommend to the chairperson whether an exception should be granted.

- Support is provided to doctoral students only, which includes students in the M.A./Ph.D program.

- Support is provided only for the presentation of research papers.

- Support is provided only for participation in significant professional political science conferences, those that members of the department faculty usually attend as well.

Students must work with the department’s administrative staff to apply for official leave from the University to attend the conference. This application should be completed in advance following the deadlines recommended by the secretarial staff. This must be done regardless of whether or not the student is receiving support for
the travel.

The student’s major professor should monitor progress on the conference paper and ensure that it is ready for the conference in a timely manner. Students who are presenting papers at their first conference are required to present their work in an open forum prior to their conference presentations.

Barring unavoidable circumstances, students accepted for conference participation must have their project completed in a timely manner and present it at the conference. Once accepted for a conference, failure to complete the project and participate in the conference will automatically lead to a review of the student’s performance by the Graduate Affairs Committee and likely restrictions on future recommendations for travel support.

4.6 Preliminary Examinations for First-Year Students

All graduate students will undergo a preliminary examination during their first year in the program. The examining committee will consist of the first-year course faculty (i.e., the faculty that taught one of the core first year courses: POLS 5380, 5381, 5382, 5360, 5322, 5370, 5383). And the end of the preliminary examination the examining committee writes and submits a report to the Graduate Affairs Committee. The preliminary examination report also includes the committee’s recommendations on courses to take, courses requested for transfer credit, and faculty to advise the student during successive program years. Graduate Affairs uses this report, along with “Annual Evaluation/Application for Financial Aid” forms and other material available, in its annual assessments and recommendations to students.

5 Responsibilities of Teaching Assistants and Graduate Part-Time Instructors (TAs and GPTIs)

5.1 Duties of a Teaching Assistant

Teaching assistants are responsible for an average of up to 20 hours of work per week, which includes time in class, preparation time, and office hours. New graduate students will usually serve as an assistant to a faculty member who is the primary instructor for a large undergraduate course. For doctoral student TAs serving in this position, faculty are strongly encouraged to assist the student in developing the teaching skills needed in the academic profession. This may include such activities as: assisting in developing test questions, conducting exam review sessions, conducting discussion groups, or giving occasional lectures in the course.
Advanced doctoral students may sometimes be given the opportunity to teach their own course. Such an assignment will be made by the Department Chair with special consideration given to the Department's needs. Students who are given this assignment will usually teach two sections of a single course with enrollment limited to approximately 35 students in each section. These graduate student instructors will have full authority for their course, developing the syllabus, presenting the lectures, holding office hours, designing and grading all papers and exams, and determining students' final grades.

5.2 Course Records

Regardless of the nature of the student’s TA assignment, students must maintain accurate class records when teaching their own course or required to maintain records by the course instructor. Those records must be deposited with the department secretary at the end of each semester.

5.3 Department and University Training

All teaching assistants are responsible for undergoing the required training by the Department and University. This includes, but is not limited to, taking the Department’s socialization course on college teaching and completing the University’s training in sexual harassment policy. Please consult with Department staff and the Graduate Catalog to find out when these training sessions are held and how often they are required.

5.4 University Operating Procedures

Teaching assistants are considered members of the faculty and are responsible for knowing and following the Operating Procedures of Texas Tech University relevant to both faculty and graduate student performance and behavior. Copies of University Operating Policies and Procedures are available on the University’s web site or from the department secretaries.

6 Doctoral Student Placement Packets

The Department will, at a student’s request, maintain a placement file doctoral students may use to apply for positions.

The placement file will contain the student’s vita and other material supplied by the student up to a total of 20 pages maximum. Students may supply placement
material exceeding this page limit, but will be charged photocopying fees for the additional pages as well as additional postage costs whenever the file is sent out. Reference letters are not included in this page limit. The Graduate Advisor or Department Chair may also provide a cover letter or similar material for the placement file which also will not be counted in this page limit.

In addition to student-supplied material, the placement file will contain letters of reference requested by the student. Unless the student explicitly requests otherwise, and so notifies his or her referees before they compose their letters, all letters of reference will be treated as confidential and will not be available to the student. The placement file can be accessed only by the department’s secretarial staff, the Department Chair, the Graduate Advisor, or the student’s major professor. Students wishing to review the material they provided for the file should request one of these individuals to obtain the non-confidential material for the student.

Student requests for their placement file to be mailed for a job opening must include approval by their major professor using the departmental form. The department will cover duplication and standard mailing costs for up to 30 copies of the placement file each academic year. Requests for additional copies to be mailed out will be at the student’s expense.

The department will cover standard photocopying and mailing expenses only. Requests for exceptional treatment such as color copies, faxing, or overnight mail will be at the student’s expense.

Requests for placement file copying and mailing will be covered by the department under the guidelines above only after the student has successfully defended the dissertation prospectus. Copying and mailing requests prior to a successful prospectus defense will be at the student’s expense.

7 Summer Research and Training Scholarships

The department maintains a limited pool of resources to fund Summer Research and Training Scholarships. The scholarships are intended to fund student research and training during the summer. Students can use the scholarships to fund language training, research trips, methodological training (e.g., ICPSR), etc. To apply for these funds, the students must complete the “Summer Research and Training Scholarship Application” and provide a letter of recommendation from their advisor. These applications will be due on the first business day in March.

The Director of Graduate Studies and the Graduate Committee will make recommendations to the Chair concerning the award of these scholarships. The Chair
will make the final decision on awarding scholarships. Applications will be evaluated based upon the merit of the proposed research and training, the ability of the student to undertake the project, previous scholarships, and information from the student's department file. While the department usually has the resources to fund these scholarships, it is possible in certain summers that due to the lack of funds no awards will be made.

8 State of Texas "99 Hour Rule"

Texas state law includes what is called the 99 hour rule. The essence of the rule is that the state will provide funds to each state institution for a student's doctoral study only up to a maximum of 99 doctoral hours.

Every doctoral student needs to be aware of the 99 hour rule and monitor their level of doctoral hours so they can be aware of when they are drawing near to this limit. The 99 hour rule is not a fixed "99 hours and you are out" limit. There is some leeway, but it remains an important rule nonetheless.

As soon as a student accumulates 99 doctoral hours, the State of Texas no longer provides the University any funding assistance for that student. Consequently, the Graduate School closely monitors students who are approaching, or have exceeded, 99 doctoral hours. They request regular reports on the student's progress and an assurance that the student will complete all degree requirements rapidly. Should a student accumulate 129 doctoral hours, the law allows the State to financially penalize the University by cutting its budgetary appropriation a proportionate amount. Also, the Graduate School is mandated to charge a student full out-of-state tuition and fees for any doctoral hours exceeding 129. At the Department level, once a student exceeds 99 doctoral hours, the Graduate Affairs Committee considers whether the student will be granted continued funding, and will insist that the student present to the Committee a plan for completing all degree requirements promptly. Failure to present an acceptable plan may lead to the student's dismissal from the program.

Over the last ten years about half of all Political Science doctoral students have comfortably completed all degree requirements within 99 hours. Unfortunately, about half have exceeded the 99 hour limit, some only moderately so and some excessively so. The Department expects its revised curriculum to cut down significantly on the number of students exceeding 99 hours. However each doctoral student needs to monitor his or her own progress through the program and whether they are nearing 99 doctoral hours.

This Handbook cannot cover all applications of the 99 hour rule. Below, however, are some general guidelines students may use to calculate their doctoral hours.
What Hours Count Toward the 99 Hour Limit?

- The limit applies to doctoral hours. For students entering our Ph.D. program with an MA, all hours apply. For students who enter our M.A. / Ph.D. program (i.e. enter with only a Bachelor's degree), their first 30 hours are counted as Master's hours and all hours above 30 count as doctoral hours. This is true even though our M.A. / Ph.D. program does not actually award the M.A. until after 36 hours.

- Once you are admitted to our graduate program and begin taking courses, all hours count toward the limit even though some of the courses you are taking may be undergraduate courses, such as language courses or math courses to correct some deficiency. Undergraduate hours do not count toward either the Graduate School's residency requirement or the minimum 60 post-BA hours of regular coursework required for the doctoral degree, but they do count toward the 99 hour rule.

- All "attempted" hours are counted, regardless of whether you complete the course. Once you enroll in and begin the course its hours will be counted even if you later withdraw from the course.

- All hours taken at any state supported institution in Texas. If you were to return home during the summer and, say, take a music course at the University of Houston, that course would count toward the 99 hour limit.

What Hours Do Not Count Toward the 99 Hour Limit?

- The limit applies to all hours at any Texas state supported institution. Hours taken elsewhere, either outside the state of Texas or at a private institution in Texas, do not count. This is true even if some of those hours are transferred in and applied to your graduate study at Texas Tech.

- Audited courses do not count, either as part of a student's degree plan or against the 99 hour limit.

Guidelines for Student Awareness and Self-Monitoring.

- Do not enroll in 8000 (dissertation) hours until you actually start working on your dissertation. Once you first enroll in 8000, you are required to maintain continuous enrollment, including during the summer.

- If offered a summer TA position, you will be required to enroll in summer hours to qualify for support. Make sure these hours contribute toward your qualifying exam preparation or dissertation work. Do not treat them as pro forma.
• If you take supplementary (non-POLS graduate) courses that may benefit your professional skills but do not directly contribute to your qualifying exam preparation or dissertation work, audit these courses instead of enrolling for a grade whenever feasible.

• If you are doing dissertation research off campus for a semester or more, enroll in the minimum hours required, often 1 hour of dissertation only.

• Actively search for outside (non-TTU) grants to support your dissertation. This will both speed up your dissertation progress and may excuse you from enrolling in 9 hours per semester - required if you are receiving TTU funding.

• Do your best to meet department deadlines regarding completion of qualifying examinations, preparation of the prospectus, and defense of the completed dissertation.

9 Appendix: Basic Graduate Program Schedules

9.1 Doctoral (Ph.D. and M.A./Ph.D.) Program

• First Year
  – Fall Semester (9 Total Hours)
    * POLS 5381, Research Design
    * POLS 5382, Data Analysis
    * POLS 5360, Pro-Seminar in International Relations
  – Spring Semester (9 Total Hours)
    * POLS 5322, Pro-seminar in American Politics
    * POLS 5370, Pro-seminar in Comparative Politics
    * POLS 5383, Advanced Data Analysis

• Second and Third Years
  – POLS 5100 Teaching Course
  – Substantive seminars in the student’s field
  – M.A./Ph.D. Students undergo oral M.A. exam during the spring semester of their second year and receive M.A. degree at the end of that semester.
  – Completion of 60 hours of post BA coursework, not including dissertation hours

• Fourth and Fifth Years
– Take Ph.D. qualifying exam at the beginning of the fall semester of the student's fourth year.

– Develop and defend dissertation prospectus at the beginning of the spring semester of the student’s fourth year.

– Write and defend dissertation during fourth and fifth years.

• Notes

– The above is a general schedule and is not meant as a requirement. Schedules and length of time in the program will vary across individual students.

– Pro-seminars are first year courses emphasizing a review of the literature and major issues of a field, with course activities and papers normally emphasizing knowledge of a field rather than independent student research.

– The Socialization courses familiarize students with the political science profession via discussion of such topics as: conferences, journals, grants, vita preparation, applying for jobs, major research issues in each field, and more.

– Any student who feels her background may exempt her from one or more of the required first year courses should consult with the Graduate Director.

9.2 M.A. in Political Science (Terminal)

Students expecting to complete M.A. degrees at Texas Tech and then transfer to a doctoral program elsewhere should follow as closely as possible the schedule for Ph.D. students. The description below is based upon full time study. Part time M.A. students will take fewer courses each semester but should strive to complete first year courses listed as soon as possible in their studies. Though described below as a three semester program, students often take four semesters and sometimes more to complete the degree. Because of variations in funding and student fields of interest, the department makes no commitment that sufficient courses in the required fields will be available for students wishing to complete degree requirements within three or four semesters.

• First Year

  – Fall Semester
    * POLS 5381, Research Design,
    * POLS 5382, Data Analysis
    * Pro-Seminar (POLS 5322, 5360, or 5370)-M.A. students are required to take 2 of the 3 first year pro-seminars.
* By the end of their first semester, or completion of 9 hours of coursework, whichever comes later, terminal M.A. students must declare whether they will take the thesis or comprehensive exam option.

- Spring Semester
  * Pro-Seminar (POLS 5322, 5360, or 5370)-M.A. students take 2 of the 3 first year pro-seminars
  * POLS 5383, Advanced Data Analysis
  * Two courses in major and/or minor field, 6 hours.

- Second Year
  - Summer/Fall Semester
    * Thesis students: Any additional substantive courses required, plus 6 hours of thesis.
    * Comprehensive exam students: 12 hours of coursework in major or minor fields, followed by a comprehensive exam. Comprehensive exams are normally given only at the beginning of the fall and spring semesters, not during the summer.

9.3 B.A./M.A. Program

9.3.1 Thesis Option, 30 Total Hours

- Fourth Year
  - Fall Semester
    * Classes for Undergraduate Credit
      - POLS 3310, Special Section for Joint Degree Students, 3 Hours
      - Other Undergraduate Classes, 6 Hours
      - POLS 3311, Political Data, 2 Hours
    * Classes for Both Graduate and Undergraduate Credit
      - POLS 5381, Research Design, 3 Hours
  - Spring Semester
    * Classes for Undergraduate Credit
      - Other Undergraduate Classes, 9 Hours
    * Classes for Both Graduate and Undergraduate Credit
      - Graduate Pro-Seminar or POLS 5383, 3 Hours
      - Graduate Pro-Seminar, 3 Hours

- Fifth Year (All Classes for Graduate Credit)
- Fall Semester
  * Graduate Seminar, 12 Hours

- Spring Semester
  * Graduate Seminar, 3 Hours
  * Thesis, 6 Hours

9.3.2 Non-Thesis Option, 36 Total Hours

The non-thesis option requires students to pass a comprehensive exam administered in their final semester.

- Fourth Year
  - Fall Semester
    * Classes for Undergraduate Credit
      · POLS 3310, Special Section for Joint Degree Students, 3 Hours
      · Other Undergraduate Classes, 6 Hours
      · POLS 3311, Political Data, 2 Hours
    * Classes for Both Graduate and Undergraduate Credit
      · POLS 5381, Research Design, 3 Hours
  - Spring Semester
    * Classes for Undergraduate Credit
      · Other Undergraduate Classes, 9 Hours
    * Classes for Both Graduate and Undergraduate Credit
      · Graduate Pro-Seminar or POLS 5383, 3 Hours
      · Graduate Pro-Seminar, 3 Hours

- Fifth Year (All Classes for Graduate Credit)
  - Fall Semester
    * Graduate Seminar, 12 Hours
  - Spring Semester
    * Graduate Seminar, 12 Hours

- 6th Year, Summer or Fall Semester (All Classes for Graduate Credit)
  - POLS 7000, Capstone Research, 3 Hours
APPENDIX E
Graduate Student Association(s)

The department of Political Science does not have any graduate student associations.
APPENDIX F
Graduate Faculty Information

Dr. Katherine A. Austin
Texas Tech University
(806) 742-5156
kathy.austin@ttu.edu

Education and Post Graduate Training

Ph D, Texas Tech University, 2005.
Major: Experimental Psychology
Supporting Areas of Emphasis: Intelligence, Instructional Technology, Learning,
Research Design, and Attention
Dissertation Title: Multimedia Learning: Cognitive Individual Differences And
Display Design Techniques Predict Transfer Learning With Multimedia Learning
Modules. Dissertation Abstracts, etd-05062005-142508

Academic and Professional Experience

Graduate Adjunct Faculty Public Administration, Texas Tech University Public
Administration. (August 2007 - Present).
Graduate courses: IT in Public Administration; Program Evaluation and Assessment

Assistant Vice President, Texas Tech University Information Technology Division.
(November 1, 2005 - Present).
Senior It Management

Graduate Adjunct Faculty, Texas Tech University. (September 2005 - Present).
Teaching graduate research methods and statistics courses; sponosring doctoral
students

TEACHING

Courses Taught

Texas Tech University
PUAD 5320, Program Evaluation and Quantitative Analysis, 1 course.
PUAD 5326, Information Technology in Public Administration, 1 course.
Education and Post Graduate Training

Ph D, University of Wisconsin, 1993.
    Major: Political Science
    Dissertation Title: Formation of the marine oil pollution regime: a case of institutional bargaining

BA, University of Alaska, 1984.
    Major: Political Science
    Supporting Areas of Emphasis: Philosophy

Academic and Professional Experience

Associate Professor, Texas Tech University. (September 1, 1993 - Present).

TEACHING

Courses Taught

Texas Tech University
    POLS 2302, American Public Policy, 2 courses.
    POLS 3360, United States Foreign Policy, 1 course.
    POLS 3368, Transnational Issues, 1 course.
    POLS 4397, Practicum in Politics, 2 courses.
    POLS 4399, Individual Studies, 1 course.
    POLS 7000, Research, 1 course.

Directed Student Learning


Parviz Soltanov, Doctoral Advisory Committee Member, "Islam and Domestic Political Violence: An Empirical Study," Political Science. (November 1, 2011 - Present).
RESEARCH

Published Intellectual Contributions

Book Review


Book, Chapter in Scholarly Book-New


Journal Article, Academic Journal


Research in Progress

"Barack Obama and the Politics of Globalization" (On-Going)  
Critique of Obama administration, suggesting why, in light of global trends and commitments, American policy will show considerable continuity, despite Obama's promise to deliver 'change we can believe in.'

"Governance as a Determinant of Cross-Border Mergers and Acquisitions" (On-Going)  
Empirical analysis of the role of governance in determining the level of M&A investment a country receives.

Research Interests

Globalization and American policy; peaceful change.

SERVICE

College Service

Faculty Advisor, Global Affairs. (September 2006 - Present).

Faculty Advisor, International Studies Minor. (September 2005 - Present).

Department Service
Faculty Advisor.

**GENERAL**

**Professional Memberships**

Phi Beta Delta.
Dr. Nelson Dometrius  
Texas Tech University  
(806) 742-3036  
nelson.dometrius@ttu.edu

Education and Post Graduate Training

Ph D, University of North Carolina, 1979.  
Major: Political Science  
Dissertation Title: Sources of Gubernatorial Power

MA, San Diego State University, 1974.  
Major: Political Science  
Dissertation Title: An Analysis of Selective Service

BA, University of Redlands, 1969.  
Major: Government  
Supporting Areas of Emphasis: English

Academic and Professional Experience

Professor, Texas Tech University. (1989 - Present).

TEACHING

Courses Taught

Texas Tech University  
POLS 1301, American Government, Organization, 2 courses.  
POLS 3341, The Administrative Process, 2 courses.  
POLS 8000, Doctor's Dissertation, 3 courses.

Directed Student Learning

David Pena, Dissertation Committee Member, "Feminie and Masculine Facial Structures as a Heuristic," Political Science. (2011 - Present).


RESEARCH

Published Intellectual Contributions

Book, Chapter in Textbook-Revised


Presentations Given


Research in Progress

"American State Administrators Project 2012" (Planning)
Developing survey and seeking funding for 2012 version of American State Administrators Project to be run out of Auburn University.

"Five Decades of ASAP Data Files" (On-Going)

"Innovativeness as a trait of American States" (Writing Results)
Journal Article submission.

"State Innovativeness as a Trait of American States" (Planning)
Exploring state innovativeness as an independent characteristic of states or merely the sum of state socio-economic elements.

"Systematic Sources of State Administrative Behavior" (On-Going)
State agency leaders constantly divide their time between internal management, policy development, and public relations / outreach. The issue being investigated is whether other actor characteristics, such as a part-time or full time legislature, changes the responsibilities and behavior patterns of agency leaders.
SERVICE

College Service

Committee Member, Arts & Sciences Committee on Academic Programs (ASCAP). (September 2011 - August 2014).

Professional Service


Public Service

Board Member, Kairos Outside Lubbock, Lubbock, TX. (January 2011 - Present).

Newsletter Editor, Kairos Outside Lubbock, Lubbock, TX. (January 2011 - Present).

Program Coordinator, Kairos Outside, Lubbock, Texas. (January 2011 - Present).

Board Member, Kairos Outside Organizing Committee, Lubbock, Texas. (September 2009 - Present).

GENERAL

Licensures and Certifications


Professional Memberships

Legislative Politics Section. (2007 - Present).


**Development Activities Attended**

Workshop, "Blackboard Learning Modules," TTU Professional Development Center. (September 2011 - Present).

Workshop, "Blackboard Assessment Tools," TTU Professional Development Center. (September 2011 - Present).


Workshop, "Grade Book in Blackboard," TTU Professional Development Center. (September 2011 - Present).
Robert Forbis
Texas Tech University
noemailfound@ttu.edu

Education and Post Graduate Training

Ph D, University of Utah, 2010.
Major: Political Science
Supporting Areas of Emphasis: Public Administration, American Government, Public Policy
Dissertation Title: Drill, Baby, Drill: An Analysis of How Energy Development Displaced Ranching’s Dominance Over the BLM’s Subgovernment Policymaking Environment

Master of Public Administration, University of Utah, 2004.
Major: Public Administration
Supporting Areas of Emphasis: Public Policy
Dissertation Title: Lost in Translation: A Critique of the Conflict between Market and Public Trust Schools of Property Regulation

BA, University of Texas at Austin, 1990.
Major: Government
Supporting Areas of Emphasis: History

Academic and Professional Experience

Assistant Professor (Visiting), Texas Tech University. (August 15, 2012 - Present).

Assistant Professor, Idaho State University. (August 21, 2009 - August 1, 2012).

TEACHING

Courses Taught

Texas Tech University
POLS 3300, Environmental Politics and Policy, 2 courses.
PUAD 5333, Environmental Policy and Administration, 1 course.
**Dr. Jay D. Gerlach**  
Texas Tech University  
(806) 742-3065  
john.gerlach@ttu.edu

**Education and Post Graduate Training**

Ph D, North Carolina State University, 2009.  
Major: Public Administration  
Supporting Areas of Emphasis: Environmental and Natural Resource Policy  
Dissertation Title: An Examination of Factors that Explain the Use of Data in the Natural Resource Policy Process


BS, West Virginia University, 2001.  
Major: Wildlife and Fisheries Resources

**Academic and Professional Experience**

**Assistant Professor, Texas Tech University. (September 1, 2009 - Present).**  
Faculty member in the Dept. of Political Science at Texas Tech University. Rank of Assistant Professor.

**TEACHING**

**Courses Taught**

**Texas Tech University**

- POLS 7000, Nonprofit Grantwriting and Fundraising, 3 courses.  
- PUAD 5319, Research Methods and Program Evaluation, 1 course.  
- PUAD 5333, Environmental Policy and Administration, 1 course.  
- PUAD 5335, Management of Nonprofit Organizations, 1 course.  
- PUAD 5348, Sel Tpcs-Public Admin: Nonprofit Grant Writing and Fund Raising, 1 course.

**RESEARCH**

**Published Intellectual Contributions**

**Journal Article, Academic Journal**

Presentations Given


Contracts, Grants and Sponsored Research

Grant


Research in Progress

"Livestock: A Hidden Dimension of Environmental Sustainability" (On-Going)
This paper examines the side effects of the global livestock industry and how they impact the environment. In particular, we examine the use of water in the livestock industry and its propensity for polluting surface water sources.

Research Interests

environmental and natural resource policy

SERVICE

University Service

Faculty Community Outreach Advisor, Public Administration Graduate Association. (August 2010 - Present).

Department Service

Committee Member, MPA curriculum. (January 2012 - Present).

Faculty Advisor, Nonprofit Management track - MPA program. (May 2010 - Present).

Faculty Advisor, Environmental Policy Analysis - MPA program. (September 2009 - Present).

Professional Service

Officer, Vice President, American Society for Public Administration, High Plains Chapter, Canyon, Texas. (October 2010 - Present).
Public Service

Consultant, Lubbock Dog Park Organization, Lubbock, TX. (September 2009 - Present).

GENERAL

Professional Memberships


Vice President, High Plains Chapter, American Society for Public Administration. (2007 - Present).
Education and Post Graduate Training

Ph D, University of Pittsburgh, 1978.  
Major: Urban Affairs  
Supporting Areas of Emphasis: Public Administration  
Dissertation Title: Areawide Government Reform: A Case Study Emphasizing the Charter Writing Process

Academic and Professional Experience

Chair Elect, Section on Intergovernmental Administration and Management of the American Society for Public Administration. (March 2010 - March 2012).

TEACHING

Courses Taught

Texas Tech University

POLS 7000, Research, 2 courses.
PUAD 5310, Capstone: Practicum in Public Administration, 2 courses.
PUAD 5343, Public Personnel Administration, 1 course.
PUAD 5347, Internship in Public Administration, 3 courses.

Non-Credit Instruction

Certification, Center for Public Service, 16 participants. (January 2011 - Present).

Certification, Center for Public Service, 16 participants. (September 2010 - Present).

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Research in Progress
"Comparison of Regional Governance in Canada and the United States" (On-Going)
I am working on a book manuscript comparing regional governance in metropolitan areas in Canada and the United States.

"How effective are regional governing systems" (On-Going)
I am preparing a revision of the paper I presented in China to present at the Urban Affairs Association Conference in Baltimore in April.

"Patronage in Small cities" (On-Going)
We are conducting a survey of small communities on the political influence exerted on administrators. We will present the findings at the American Society for Public Administration Conference in March and prepare an article for publication.

"Regionalism and Citizen Participation in Local Government" (On-Going)
This is ongoing research to prepare a publishable article on the impact of regional government on citizen participation in local governance

Research Interests

Comparative Government or Politics, Government Studies, Governmental Functions, Intergovernmental Relations, Local Government, Municipal Government, Civic Activities, Current research interests include patronage and corruption in local government, comparative regional governance, and suburban growth and decline.

SERVICE

Department Service

Director of the Center for Public Service. (March 2010 - Present).

Director of the Public Administration Program. (January 2010 - Present).

Professional Service

Chair-elect, Section of Intergovernmental Administration and Management of the Society for Public Administration, Washington, DC. (March 2010 - Present).

GENERAL

Professional Memberships

Representative for Texas Tech University, National Association of Schools of Public Affairs and Administration. (August 15, 2009 - Present).

Elected as Chair-elect March, 2010, Section on Intergovernmental Administration and Management. (February 28, 2003 - Present).

American Society for Public Administration. (February 28, 1995 - Present).
Professor Katharine Hayhoe
Texas Tech University
(806) 742-0015
katharine.hayhoe@ttu.edu

Education and Post Graduate Training

Ph D, University of Illinois, 2010.
   Major: Atmospheric Sciences

MS, University of Illinois, 1997.
   Major: Atmospheric Sciences

BS, University of Toronto, 1994.
   Major: Physics and Astronomy

Academic and Professional Experience

CEO, ATMOS Research. (August 1, 1997 - Present).
   ATMOS Research is a scientific research and consulting firm focused on modeling
   and assessment of greenhouse gas emissions and controls, climate change, and the
   impacts of climate change on human and natural systems
   at the regional scale.

TEACHING

Courses Taught

Texas Tech University
   ATMO 6000, Master's Thesis, 3 courses.
   POLS 7000, Research, 1 course.
   PUAD 5348, The Science of Climate Change, 2 courses.

Non-Credit Instruction

   Guest Lecture, various departments, 600 participants. (August 20, 2005 - Present).

Directed Student Learning

   Caleb Crow, Master's Thesis Committee Chair, "Standardized quality control for
   observational weather data," Geosciences. (October 1, 2011 - Present).

   Ian Stewart-Fleming, Dissertation Committee Co-Chair, "Application of NHMM to
downscaling atmospheric variables," Computer Science. (June 1, 2011 - Present).
John McCuin, Doctoral Advisory Committee Chair, Physics. (January 1, 2009 - Present).

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Contracts, Grants and Sponsored Research

Grant

Hayhoe, K., Sponsored by Environmental Protection Agency, Federal, $600,000.00. (2010 - 2013).


Research Interests

Katharine Hayhoe's research interests include greenhouse gas emissions and control policies, numerical modeling of the earth-atmosphere system, and regional assessments of climate change impacts across a range of sectors including water resources, human health, agriculture and natural ecosystems.

SERVICE

Professional Service
Referee, Climatic Change.

Referee, Environmental Research Letters.

Referee, Geophysical Research Letters.


Referee, International Journal of Climatology.


Referee, Proceedings of the National Academy of Science.

Referee, Risk Analysis.

Referee, Urban Greening & Urban Forestry.

Committee Member, National Research Council Committee on Stabilization Targets for Atmospheric Greenhouse Gases. (2009 - Present).

Committee Member, International Joint Commission. (2008 - Present).


Task Force Chair, Union of Concerned Scientists. (2008 - Present).

Lead Author, University of Texas Austin, Austin, Texas. (2008 - Present).

Committee Member, California Climate Action Team, California. (2006 - Present).
Education and Post Graduate Training

Ph D, University of Pittsburgh, 1982.

MA, University of Pittsburgh, 1979.

Academic and Professional Experience

Professor, Texas Tech University. (September 1, 1988 - Present).

TEACHING

Courses Taught

Texas Tech University
POLS 2302, American Public Policy, 1 course.
POLS 7000, Research, 1 course.
PUAD 5344, Public Budgeting, 1 course.
PUAD 5346, Public Financial Management, 1 course.
PUAD 5348, Productivity Analysis in Government, 1 course.

RESEARCH

Intellectual Contributions in Submission

Book, Scholarly-New
Khan, A. Fundamentals of Public Budgeting.

Research in Progress

""Toward A Partial Theory of Capital Budgeting"" (On-Going)

"Cost and Optimization in Government (Revised edition)" (On-Going)
It focuses on various cost and optimization model applied to government

SERVICE
University Service

Grant Proposal Reviewer, Internal, Committee Appointed by the VP of Academic Research. (October 2012 - November 2012).

Department Service

Committee Member, Center Director Search Committee.

Public Service

Board Member, Lubbock Economic Development Board.

Service/Performance Partnerships

Certificate Program in Public Finance, Performance, Program Delivery, Program Development, Relationship Development, It is a week-long program offered through the Institute of Governmental Finance, Graduate program in Public Administration, Department of Political Science, College of Arts & Sciences, Texas Tech University, Texas. (2009 - 2011).
Sung-Wook Kwon  
Texas Tech University  
(806) 742-4786  
sung.kwon@ttu.edu

Education and Post Graduate Training

Ph D, Florida State University, 2008.  
Major: Public Administration  
Dissertation Title: Regional Organizations and Interlocal Cooperation among Florida Cities

MPA, University of Kansas, 2004.  
Major: Public Administration

MPA, Seoul National University, 2001.  
Major: Public Administration

BA, Kookmin University, 1996.  
Major: Public Administration

Academic and Professional Experience

Assistant Professor, Texas Tech University. (August 2008 - Present).

TEACHING

Courses Taught

Texas Tech University

POLS 2302, American Public Policy, 1 course.  
POLS 7000, Research, 2 courses.  
PUAD 5337, Public Organization Theory, 2 courses.  
PUAD 5342, City Management, 1 course.  
PUAD 5345, Administrative Ethics and Leadership, 1 course.

RESEARCH

Intellectual Contributions in Submission

Journal Article, Academic Journal

Kwon, S.-W., Feiock, R., Bae, J. Interlocal Collaboration through Self-Organizing Resource Exchange: The Roles of Regional Organizations.

Manuscript

Political Science
Kwon, S.-W. *Metropolitan Governance: Regional Organizations and Interlocal Coordination of Land Use*.

Park, S.-C., Feiock, R., Kwon, S.-W. *Participants in Local Zoning and Multifamily Housing: Transaction Cost and Hierarchical Governance*.

Park, S.-C., Kwon, S.-W. *Residential Development and Governmental Hierarchy*.

Rawlins, P., Kwon, S.-W. *Walking the Line on Police Privatization: Efficiency, Accountability, and Court Decisions*.

**Research in Progress**

"Competition and Nonprofit Performance" (On-Going)

"Cooperation in Economic Development with the context of State Rules" (Writing Results)

"Development Impact Fees and the Management of Local Growth" (Writing Results)

"How is regionalism incorporated in local economic development? Examining Hierarchical Governance" (Writing Results)

"Local Service Types and Policy Punctuations: Examining County Political Institutions" (Writing Results)

"Regional Network Centrality and Local Government Sustainability Policy?" (Writing Results)

**SERVICE**

**Department Service**

Committee Member, Second-Year Committee (for Sylvia Gonzales). (October 2011 - Present).

Faculty Mentor, MPA Public Management Track. (August 2008 - Present).
Professional Service

Editorial Review Board Member, Korean Association for Organizational Studies. (January 2009 - Present).

GENERAL

Professional Memberships

American Society for Public Administration.

Midwest Political Science Association.

Pi Alpha Alpha.

Southern Political Science Association.

Urban Affairs Association.
Dr. Aie-Rie Lee  
Texas Tech University  
(806) 742-2989  
aie-rie.lee-glasure@ttu.edu

Education and Post Graduate Training

Ph D, Florida State University, 1989.  
Major: Political Science  
Supporting Areas of Emphasis: Comparative Politics

MA, Ewha Womans University, 1982.  
Major: Politics and Diplomacy  
Supporting Areas of Emphasis: Political Science

BA, Ewha Womans University, 1978.  
Major: Politics and Diplomacy  
Supporting Areas of Emphasis: Political Science

TEACHING

Courses Taught

Texas Tech University  
POLS 1301, American Government, Organization, 5 courses.

RESEARCH

Research in Progress

"Emergence and Success of Women Candidates in South Korea" (On-Going)  
Investigate why women candidates emerge and are successful in local elections in Korea, employing 2002, 2006, & 2010 election data.

"Women's Organizations and Democratization in South Korea" (On-Going)  
Conducting a nation-wide survey of more than 100 women's organizations in South Korea

Research Interests

Her areas of specialization include comparative political behavior with an emphasis on Asia, political development, democratization, political economy, and gender politics.
Education and Post Graduate Training

Ph D, University of Iowa, 2008.
   Major: Political Science
   Supporting Areas of Emphasis: International Political Economy
   Dissertation Title: Political Disputes and Investment

MA, University of Iowa, 2004.
   Major: Political Science

MA, Kyunghee Univ., Graduate Institutes of Peace Studies, Korea, 2000.
   Major: International/Public Policy
   Supporting Areas of Emphasis: Peace/Politics/Welfare
   Dissertation Title: Neo-Utilitarianism vs. Constructivism

Academic and Professional Experience

Assistant Professor, Texas Tech University. (September 1, 2008 - Present).

TEACHING

Courses Taught

Texas Tech University
   POLS 2302, American Public Policy, 3 courses.
   POLS 4399, Individual Studies, 1 course.
   POLS 5367, International Political Economy, 1 course.
   POLS 5384, Advanced Political Analysis, 1 course.
   POLS 8000, Doctor's Dissertation, 3 courses.

Directed Student Learning

Yi-yeon Kim, Dissertation Committee Chair, "Armed Conflict and HIV/AIDS," Political

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


**Media Contributions**

**Newspaper**

DailyToReador. (March 27, 2012).

**Research in Progress**

"Armed Conflict: FPI vs. FDI" (On-Going)

"Does Armed Conflict Reduce Foreign Direct Investment?" (On-Going)

"Hayek's Legacy: Legal Theories of FDI"

"International Trade and Territorial Disputes" (On-Going)

"Political Distance and Bilateral Foreign Direct Investment" (On-Going)

"The Effects of Legal Systems on Portfolio Investment"

"Unique or Similar? Domestic Legal Systems and FDI" (On-Going)

**Research Interests**

Capitalism, Intergovernmental Relations, International Relations or Diplomacy, Political Methodology, Foreign Investment, Conflict, International Organizations

**SERVICE**

Political Science
**University Service**

Student Org Advisor (Non-Professional Org), Korean Student Association. (August 1, 2011 - Present).

**Department Service**

Committee Member, Undergraduate Committee. (January 1, 2010 - Present).

Committee Member, IR Search Committee for Assistant Professor. (September 2012 - December 2012).

**Professional Service**


**GENERAL**

**Professional Memberships**

International Political Economy Society. (March 12, 2009 - Present).

Political Methodology. (January 11, 2008 - Present).


Midwest American Political Science Association. (September 20, 2003 - Present).

Professor David J. Lektzian  
Texas Tech University  
(806) 742-2987  
david.lektzian@ttu.edu

Education and Post Graduate Training

Ph D, Michigan State University, 2003.  
Major: International Relations and Quantitative Methods  
Supporting Areas of Emphasis: Formal Theory  
Dissertation Title: Domestic Institutions and International Economic Sanctions

MA, Michigan State University, 1998.  
Major: Political Science

BA, Central Michigan University, 1992.  
Major: Political Science/German

Academic and Professional Experience

Associate Professor, Texas Tech University. (September 2011 - Present).

Assistant Professor, Texas Tech University. (August 1, 2007 - Present).

TEACHING

Courses Taught

Texas Tech University

POLS 3365, War and Security, 1 course.
POLS 4397, Practicum in Politics, 1 course.
POLS 5360, Pro-Seminar in International Relations, 1 course.
POLS 5383, Advanced Quantitative Research Methods in Political Science, 1 course.
POLS 7000, Research, 1 course.
POLS 8000, Doctor's Dissertation, 6 courses.

Directed Student Learning

Aziz Popal, Master's Thesis Committee Member, "Veto Players and Dispute Settlement," Political Science.

YiYeon Kim, Dissertation Committee Member. (2011 - Present).

Tiffany Vincent, Dissertation Committee Chair, "Examining State Compliance in the International Court of Justice," Political Science. (August 1, 2007 - Present).

Marshall Garland, Dissertation Committee Member, Political Science. (August 2007 - Present).

Mia Hall, Doctoral Advisory Committee Chair, Political Science. (August 2007 - Present).

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Presentations Given


Contracts, Grants and Sponsored Research

Grant


Research in Progress

"Investment, Opportunity, and Risk: Do U.S. Sanctions Deter or Encourage Global Investment?"

"The Effect of Economic Sanctions on Public Health" (On-Going)
"The Effect of Foreign Direct Investment on the Use and Success of U.S. Sanctions"

Research Interests

International Relations Theory, International Conflict, Domestic Influences on International Politics, International Political Economy, Economic Sanctions (including their initiation, success, and effect on militarized disputes), Economic Statecraft as a Type of Foreign Policy, Civil War, US International Drug Policy, Resource Based Explanations for Civil Conflict.

SERVICE

University Service

Faculty Mentor, Mentor Tech. (2011 - Present).

College Service

Committee Member, Humanities and Social Sciences Research Council. (September 2010 - Present).


Department Service

Committee Chair, International Relations Comprehensive Exam Committee. (January 2011 - Present).

Committee Member, Graduate Committee. (January 2008 - Present).

Committee Chair, International Relations Search Committee. (January 2012 - December 2012).

Committee Member, 3rd Year Review Committee. (February 2012 - May 2012).

Committee Member, Merit Raise Committee. (February 2012).

Committee Chair, International Relations Search Committee. (October 2011 - February 2012).

Committee Member, Third Year Review - Rider, Gerlach. (February 21, 2012).
Education and Post Graduate Training

   Major: National Security and Strategic Studies
   Supporting Areas of Emphasis: Joint Military Operations

MBA, Embry-Riddle Aeronautical University, 1995.
   Major: Aviation
   Dissertation Title: Using Quality Function Deployment for Aircraft Modification

BS, University of Southern California, 1980.
   Major: Mechanical Engineering

Academic and Professional Experience

Visiting Assistant Professor, Strategic Studies, Texas Tech University.

Assistant Director, Military and Veterans Programs, Texas Tech University. (June 1, 2010 - Present).
   Responsible for the creation and administration of a new program to assist military members, veterans and their families achieve their academic goals.

CEO, Caprock Strategy and Leadership, LLC. (January 1, 2010 - Present).
   Professional consulting services for strategic planning and execution in the public and private sectors.

TEACHING

Courses Taught

Texas Tech University
   MCDR 5300, Foundations of Strategic Studies, 1 course.
   MCDR 5306, National Security and Intelligence in Post 9/11 World, 1 course.
   MCDR 5307, Seminar in Strategic Studies, 1 course.
   POLS 3300, Terrorism and Counter-Insurgency, 4 courses.
   POLS 4397, Practicum in Politics, 1 course.
   POLS 4399, Individual Studies, 3 courses.
   POLS 6000, Master's Thesis, 1 course.
   POLS 7000, Research, 2 courses.
   PUAD 5348, Strategies for Success in the Public Sector: The Warrior Way, 1 course.
**Non-Credit Instruction**

Management/Executive Development, Center for Public Service, 16 participants.  
(February 17, 2012 - Present).

**Directed Student Learning**

Rachel Stelly, Internship Advisor, Political Science.  
Colby Harrell, Internship Advisor, Political Science. (January 17, 2012 - Present).

**RESEARCH**

**Research Interests**

Means and Will in War

**SERVICE**

**Public Service**

Board Member, Vietnam Center Advisory Board, Lubbock, Texas. (October 15, 2011 - Present).

Board Member, Reese Air Legacy Foundation, Inc., Lubbock, Texas. (June 1, 2011 - Present).

Board Member, Texas Aviation Heritage Foundation, Inc., Lubbock, Texas. (February 1, 2011 - Present).

Officer, President/Elect/Past, Veterans Resource Coordination Group, Lubbock, Texas. (September 1, 2010 - Present).
Education and Post Graduate Training

Ph D, University of Texas at Austin, 1969.
Major: Government
Dissertation Title: Federalism and Party Cohesion in Australia and Canada

MA, University of California, 1967.
Major: Political Science
Dissertation Title: The Politics of the Labour Movements in Australia and Canada

BA, University of Florida, 1958.
Major: Political Science

Academic and Professional Experience

Professor, Texas Tech University. (September 1970 - Present).

TEACHING

Courses Taught

Texas Tech University
POLS 2302, American Public Policy, 2 courses.
POLS 3371, Comparative Politics, 2 courses.
POLS 3373, Governments of Western Europe, 1 course.
POLS 6000, Master's Thesis, 1 course.

Directed Student Learning


RESEARCH

Intellectual Contributions in Submission

Research Report

Research in Progress

"Anti-Muslim Sentiment and the Politics of Identity in the EU" (On-Going)
This is a paper to be presented at the forthcoming meeting of the American Political Science Association in August 2010

"The Changing basis of Political Conflict in Western Democracies"
We were invited by Kan Lawson of SF State to contribute a book for the series for Palgrave Press
As class and religiosity become less salient, they have been displaced by parties of strong nationalism or sub-cultural separatism

Research Interests

Party system change.
Identity politics
nationalism and ethnic politics
revolution and violence

SERVICE

Department Service

Committee Member, Survey Research Laboratory. (September 1, 2009 - Present).

GENERAL

Professional Memberships

Western Political Science Association.

American Political Science Association. (January 1, 2009 - Present).

panel chairperson, Midwest Political Science Association. (January 2009 - Present).
Education and Post Graduate Training

Ph D, University of Texas at Austin, 2007.
  Major: Government
  Dissertation Title: Beyond Partisanship? Federal Courts, State Commissions, and Redistricting

MA, University of Texas at Austin, 2004.
  Major: Government

JD, University of Texas at Austin, 1998.
  Major: Law
  Dissertation Title: N/A

BA, University of Texas at Austin, 1995.
  Major: Government

Academic and Professional Experience

Assistant Professor, Texas Tech. (August 2007 - Present).

TEACHING

Courses Taught

Texas Tech University
  POLS 1301, American Government, Organization, 1 course.
  POLS 3300, Election Law, 1 course.
  POLS 3351, The Judicial Process, 1 course.
  POLS 4397, Practicum in Politics, 2 courses.
  POLS 4399, Individual Studies, 2 courses.
  POLS 5356, Judicial Behavior, 1 course.
  POLS 8000, Doctor's Dissertation, 4 courses.
  PUAD 5348, Adminstration Law, 1 course.

Directed Student Learning

  Ryan Rebe, Dissertation Committee Chair, "The Influence of Organized Interests on Elected State Judges," Political Science. (December 2011 - Present).
Sara Tomanek, Dissertation Committee Chair, "N.A.," Political Science. (2010 - Present).


**RESEARCH**

**Intellectual Contributions in Submission**

**Journal Article, Academic Journal**


**Research in Progress**

"Beyond Partisanship? Political Disputes and the Constraints of Law in Judicial Oversight of Redistricting" (On-Going)

This is a book about how state and federal courts deal with redistricting lawsuits.

"The effects of New Style Campaign Messages on Voters" (Writing Results)

This study uses an experiment of about 600 undergraduate students to examine how different campaign messages affect voters and investigate whether political sophistication affects how those messages are received and interpreted.

**Research Interests**

My research focuses on judicial politics, elections, redistricting, the Electoral College and political behavior

**SERVICE**

**University Service**

Faculty Advisor, Gay Straight Alliance. (October 2010 - Present).

**Department Service**

Committee Member, Search Committee - Western Europe position. (December 2011 - January 2012).
Public Service


GENERAL

Licensures and Certifications

Texas Law License, State Bar of Texas. (November 6, 1998 - Present).

Professional Memberships

American Judicature Society.

American Political Science Association.

Midwest Political Science Association.

State Bar of Texas.

Western Political Science Association. (January 2012 - Present).
Education and Post Graduate Training

Ph D, University of Illinois, 2011.
Major: Comparative Politics
Supporting Areas of Emphasis: Comparative Political Economy
Dissertation Title: The Political Economy of Health: Death, Disease and Distribution

BA, University of Illinois, 2003.
Major: Economics

Academic and Professional Experience

Assistant Professor, Texas Tech University. (September 1, 2012 - Present).

Visiting Instructor, Texas Tech University. (September 1, 2011 - Present).

TEACHING

Courses Taught

Texas Tech University
POLS 3300, Historical Political Economy, 1 course.
POLS 3371, Comparative Politics, 2 courses.
POLS 5371, Area Studies in Comparative Politics, 1 course.

RESEARCH

Presentations Given


Research in Progress

"The Relationship Between Government Health Spending and Health Outcomes: Accounting for Health Measure Specificity" (On-Going)
This paper examines the link between public spending on health and health outcomes. Most research shows there is little or no connection between public health spending and general/aggregate health outcomes. We argue that while aggregate health spending may not have an impact on over measures of health (such
as life expectancy), spending on specific programs should have an impact on specific health outcomes --- for example, increased spending on childhood immunization should have a direct impact on deaths due to childhood diseases. Thus, this paper examines the impact of public health spending on specific programs using relevant outcomes to measure the effects of such spending.

**Gregg R. Murray**  
Texas Tech University  
g.murray@ttu.edu

**Education and Post Graduate Training**

- **Ph D**, University of Houston, 2003.  
  Major: Political Science  
  Dissertation Title: "Perceptions of Social Justice and the Death Penalty"

- **MA**, University of Hawaii at Manoa, 1990.  
  Major: Political Science

- **BA**, University of Texas at Austin, 1986.  
  Major: Government

**Academic and Professional Experience**

**Assistant Professor, Texas Tech University. (August 2007 - Present).**  
Assistant Professor of Political Science

**TEACHING**

**Courses Taught**

**Texas Tech University**

- POLS 1301, American Government, Organization, 1 course.
- POLS 2302, American Public Policy, 2 courses.
- POLS 3317, Campaigns and Elections, 1 course.
- POLS 3318, Public Opinion, 1 course.
- POLS 3319, Political Behavior, 1 course.
- POLS 5321, Seminar in Political Behavior, 1 course.
- POLS 7000, Research, 1 course.
- POLS 8000, Doctor's Dissertation, 3 courses.

**Directed Student Learning**

- Colby Tiner, Dissertation Committee Chair. (August 2012 - Present).
- David Pena, Dissertation Committee Chair. (September 2011 - Present).
J. David Schmitz, Dissertation Committee Chair. (August 2009 - Present).

Mark Shockley, Master's Thesis Committee Member. (September 2012).

Qualifying Exam Committee Member. (September 2012).

Floyd Holder, Other. (November 2011 - July 2012).

Stefanie Gonzalez, Dissertation Committee Member. (August 2009 - July 2012).

Teaching Awards and Honors


RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Presentations Given


Media Contributions
**Internet**


**Newspaper**

Scripps Howard News Service. (September 20, 2012).

**Radio**

KTXT 88.1: Texas Tech Radio. (November 6, 2012).

**TV**

Fox34 News @ Nine with Kurt Kiser. (January 18, 2012).

**Intellectual Contributions in Submission**

**Book, Chapter in Scholarly Book-New**

Scime, A., Murray, G. Social Science Data Analysis: The Ethical Imperative. *Ethical Data Mining Applications for Socio-Economic Development*. IGI Global.

**Journal Article, Academic Journal**


**Research in Progress**

"Voter Mobilization, Social Pressure, and Backlash: Some Experimental Evidence" (Writing Results)
Draft journal article.

**SERVICE**

University Service
Competition Adjudicator/Juror, 2012 TTU Arts and Humanities Graduate Research Conference. (September 28, 2012).


Department Service

Committee Member, Undergraduate Affairs Committee. (January 2012 - Present).

Committee Member, Earl Survey Research Lab Governing Committee. (August 2009 - Present).

Faculty Advisor, Pi Sigma Alpha. (August 2009 - Present).

Professional Service

Reviewer, Journal Article, Political Behavior. (September 2012).


GENERAL

Development Activities Attended


"Young Investigator Forum," Texas Tech Office of the Vice President for Research. (February 24, 2012).
Education and Post Graduate Training

Ph D, University of Illinois, 1999.
Major: Political Science
Dissertation Title: The Dynamics of Congressional Behavior: Natural Experiments in Roll Call Voting, 1947-1997

BA, Moorhead State University, 1992.
Major: Political Science
Supporting Areas of Emphasis: Economics

Academic and Professional Experience

Assistant Professor, Texas Tech University. (September 2007 - Present).

TEACHING

Courses Taught

Texas Tech University
POLS 1301, American Government, Organization, 1 course.
POLS 3323, Legislation, 2 courses.
POLS 4397, Practicum in Politics, 1 course.
POLS 5381, Research Design, 1 course.
POLS 7000, Research, 1 course.

Directed Student Learning

Amy Moreland, Dissertation Committee Member, Political Science.

David Schmitz, Dissertation Committee Member, Political Science.

Jangsup Choi, Dissertation Committee Member.

Ryan Rebe, Dissertation Committee Member, "The Influence of Organized Interests on Elected State Judges," Political Science.

Cliff Wilkes, Other, Political Science.

Jonathan Martin, Other.
Tyson Meredith, Other.

RESEARCH

Published Intellectual Contributions

Journal Article, Academic Journal


Research in Progress

"Assessing the Effects of Multiple Referrals on Legislative Outcomes in the United States House of Representatives, 1975 to 2000" (On-Going)

It is well established that congressional committees have the institutional capacity to influence significantly the content of legislation that reaches the House floor. What is less clear is how the referral practice – whether a bill is referred to one or to multiple committees – influences the content of legislation. Scholars are nearly unanimous in concluding that the 1974 changes to the rules governing committee referral greatly enhanced the power of the Speaker. In this paper, I analyze the final passage votes on House bills from the 94th to the 106th Congresses (1975 to 2000) to determine whether multiple referral provides the majority party leadership with a procedural advantage in the policy process. I compare the spatial characteristics and the size of coalitions supporting final passage in an effort to discern whether bills referred to multiple committees were more reflective of the interests of the majority party than bills sent to a single committee. My findings are mixed. Bills emerging from the multiple referral process do not differ from singly-referred bills in spatial terms, but they do have significantly smaller supporting coalitions. Multiple referral carries with it partisan implications for the policy process, but those effects appear to be rather subtle emerging in some settings, but not others.

"Exercising Executive Leadership in the Legislative Arena: A Political-Historical Analysis of Presidentially Convened Sessions of Congress from 1789-1948" (Planning)

The Constitution gives the president the authority to convene Congress, a power invoked by presidents 27 times from 1789 to 1948. I propose to evaluate how presidents’ decisions to invoke this power influenced the institutional development of the U.S. Presidency. The constitutional authority to convene Congress provides the president with a vehicle that has the potential to influence Congressional action. These special sessions serve as a laboratory with which to assess how different presidents exercised leadership and potentially expanded executive power. In this project I first propose to create a typology of special sessions. I then analyze each session to evaluate the extent to which presidents successfully persuaded Congress to produce the type of policy outcomes they sought.

"Party Formation & Changes of Party Affiliation among Legislators: The United States & Great Britain in the 19th & Early 20th Centuries" (On-Going)
This paper investigates party formation and party switching among legislators in the United States and Great Britain during the nineteenth century and early twentieth century. We posit stimuli outside and inside the legislature as inducements to legislators’ choices and changes of party affiliation. The external explanatory factors are redefinitions of legislators’ districts (via suffrage extension or redistricting) and changes in the dimensions of policy competition. Hypotheses on internal influences center on changes in the powers of the majority leadership. The evidence that we examine supports both sets of hypotheses and sheds new light on the classic question: Why parties?

"Presidential Support and Mid-Term Seat Loss in the US House of Representatives, 2006 & 2010" (On-Going)
The House midterm elections of 2006 and 2010 both resulted in large losses for members of the president’s party. The president’s party not only suffered significant seat loss, but resulted in a change in majority control of the House and a shift form unified to divided government. In both instances, the president’s partisans in the House sought reelection in the face of a strong national tide that favored the other party. In 2006, despite a relatively strong economy, Republican House incumbents were strapped with an unpopular president, an unpopular war, and public backlash against perceived Republican corruption. In 2010, Democrats experienced what President Obama called a “shellacking” brought on by a sluggish economy and public discontent with an agenda it perceived as too liberal. In both elections, it seems members faced a potential trade-off. On the one hand, they could “go local” and vote their districts, potentially generating political costs for their president and their party. On the other, members who remained loyal to the president risked alienating voters. In this paper, we assess how the voting behavior of individual House members from the president’s party influenced their reelection prospects.

"Spatial Analysis of Floor Motions in Regular and Lame-Duck Sessions of the House of Representatives, 1879 - 2006" (On-Going)
In this paper I investigate the agenda content and floor behavior in the US House of Representatives across regular and lame duck sessions. These are sessions that convened after the November elections, and consisted of returning and departing members (losers and retirees). No longer constrained by an electoral connection, departing members exhibit significant changes to their roll call behavior along with significantly greater levels of roll call abstention. As a consequence of such behavioral changes, the presence of “lame ducks” served to increase uncertainty in the legislature. Such lame duck-induced changes could result in either or both of two types of changes. First, in recognition of the new political environment, party leaders could respond by altering the content of the agenda; and, secondly, changes in the voting behavior of departing members could lead to significant changes in the types of outcomes observed in a lame duck session. I utilize a data set comprised of House roll call votes on floor motions with an identifiable sponsor from those congresses that convened lame duck sessions from 1879 to 2006 (the 46th to 109th Congresses). I categorize votes into spatial scenarios, which can be used to evaluate changes in the content of the agenda as well as in the relative success rates of proposals falling within each of these spatial arrays. Next, I replicate analyses performed by Poole and Smith (1994) to determine whether the spatial
characteristics of winning and losing motions vary across sessions. My results show that lame duck sessions are distinct from regular sessions not because of marked changes in the spatial characteristic of the agenda, but because of changes in the coalitions that comprise the yeas and nays on proposals within the respective spatial scenarios.

"The Electoral Connection and Participation on House Roll Call Votes, 1819-1921" (On-Going)
Re-election minded members of Congress utilize a variety of strategies to assist them in their goal to remain in office, including the use of "home styles." Visits home, however, may conflict with legislative work, such as opportunities to cast roll call votes. Those missed votes, in turn, may become an electoral liability for the member. We analyze roll call abstention rates in the U.S. House of Representatives to determine whether electorally at-risk members opted to bypass Washington work to return to their districts. The time frame we analyze is of particular importance because it includes a period in which the bases of an electoral connection are not well established, and it encompasses important electoral and institutional reforms. To distinguish between idiosyncratic or dilatory abstentions from more systematic absences that suggest travel home by a member, we analyze members' monthly roll call abstention rates. These data allow us to investigate individual-level abstention to determine both whether at-risk candidates are more likely opt to travel home and when such decisions are made. In addition, we consider whether electoral features distinctive to the early congresses, such as widely varying election dates across states, affected a legislator's decision to participate in the business of the House.

Research Interests

Congressional voting behavior, legislative procedures

SERVICE

Professional Service

Editorial Review Board Member, American Politics Research. (May 2012 - Present).


GENERAL

Professional Memberships

American Political Science Association.

Midwest Political Science Association.

Southern Political Science Association.

Western Political Science Association.

Political Science
Education and Post Graduate Training

Ph D, University of California, Los Angeles, 1995.
  Major: Political Science
  Supporting Areas of Emphasis: Asian Studies
  Dissertation Title: Party Competition, Issues, and Electoral Outcomes in Postwar Japan

  Major: Japanese Language

  Major: History

BA, Providence College, 1975.
  Major: History
  Supporting Areas of Emphasis: Secondary Education

Academic and Professional Experience

Associate Professor, Texas Tech University.

TEACHING

Courses Taught

Texas Tech University
  POLS 2302, American Public Policy-Honors, 2 courses.
  POLS 3310, Introduction to Political Analysis, 1 course.
  POLS 4397, Practicum in Politics, 1 course.
  POLS 4399, Individual Studies, 2 courses.
  POLS 5100, Colloquium in Political Science, 1 course.
  POLS 6000, Master's Thesis, 2 courses.
  POLS 7000, Research, 3 courses.
  POLS 8000, Doctor's Dissertation, 5 courses.

Directed Student Learning

Lance Hunter, Dissertation Committee Member, Political Science.

Parvez Soltanov, Dissertation Committee Member, Political Science.
Saffaydin Shapaotov, Dissertation Committee Member, Political Science.

Michael Hull, Dissertation Defense Committee Member, Political Science.

Faten Arfaoui, Master's Thesis Committee Chair, "Portfolio for MAIA," Political Science.

Valeria Bouche, Master's Thesis Committee Chair, "Portfolio in Strategic Studies/International Affairs," Political Science.

Kritsadathan Kachathan, Dissertation Committee Chair, "Democratization in Asia," Political Science. (October 2009 - Present).


Sirivalaya Kachathan, Dissertation Committee Chair, "Foreign Aid and Democratization," Political Science. (January 2009 - Present).

**RESEARCH**

**Published Intellectual Contributions**

**Book Review**


**Book, Textbook-New**


**Journal Article, Academic Journal**


**Presentations Given**


**Media Contributions**

**Radio**

Political Science
Contracts, Grants and Sponsored Research

Grant


Intellectual Contributions in Submission

Journal Article, Academic Journal


Research in Progress

"explaining the effectiveness of economic sanctions: Political winners and losers and political cleavages" (On-Going)
using rogowski's extension fo Stolper-Samuelson to explain the effectiveness of sanctions

"Explaining the Impact of Islamic Parties" (Writing Results)
An aggregate analysis of the strategies and party system impacts of Islamic parties

"Institutional Causes of Electoral Volatility: A Candidate Level Analysis" (Writing Results)

"Institutions and Election Outcomes in Postwar Japan, 1947-1955: Party Strategy and the Emergence of a Conservative Majority" (Writing Results)
how party strategy in Japan's first five postwar elections led to the establishment of a predominant party system for nearly four decades.

"party competition, electoral institutiona and socialist decline in Japan"
an explanation of how competition from other parties and nomination errors hurt the JSP

Political Science
"Presidential Elections and Inter-Korean Elections: What Difference Does Democracy Make" (On-Going)
this paper explores the impact of democratic elections on Inter-Korean elections

"the institutional causes of electoral volatility" (On-Going)
a study of long and short term electoral volatility

Research Interests

Japanese Electoral Politics, Political (electoral) institutions, Democratization, Asian Security, and the Political Impacts of Economic Sanctions and Foreign Aid

SERVICE

Department Service

Degree Program Coordinator.

Degree Program Coordinator.

Degree Program Coordinator.

GENERAL

Professional Memberships

American Society for Public Administration. (October 2011 - Present).


Association for Asian Studies. (September 1, 1987 - Present).

American Political Science Association. (September 1, 1984 - Present).
Dr. Toby J. Rider  
Texas Tech University  
(806) 742-2686  
toby.rider@ttu.edu

Education and Post Graduate Training

Ph D, University of Illinois, 2009.  
Major: Political Science  
Dissertation Title: The Behavioral Consequences of Territorial Competition

MA, University of Kentucky, 2006.  
Major: Political Science

BA, Louisiana State University, 2001.  
Major: Political Science and History

Academic and Professional Experience

Assistant Professor, Texas Tech University. (September 1, 2009 - Present).

TEACHING

Courses Taught

Texas Tech University
  POLS 2302, American Public Policy, 2 courses.  
  POLS 3360, United States Foreign Policy, 1 course.  
  POLS 5360, Pro-Seminar in International Relations, 1 course.  
  POLS 6000, Master's Thesis, 2 courses.

Directed Student Learning

  Hunter Lance, Dissertation Committee Member, Political Science. (February 2010 - Present).
  YiYeon Kim, Dissertation Committee Member, Political Science. (February 2010 - Present).

RESEARCH

Published Intellectual Contributions

  Journal Article, Academic Journal

**Presentations Given**


**Contracts, Grants and Sponsored Research**

**Grant**


**Research in Progress**

"International Trade and Territorial Disputes" (On-Going)

**Research Interests**

Rivalry, conventional arms races, territorial conflict, alliance formation/termination, and the causes of war.

**SERVICE**

**Department Service**

Committee Member, International Relations Job Search. (November 2011 - Present).

Committee Member, International Relations Search Committee. (October 22, 2009 - Present).
Education and Post Graduate Training

Ph D, Florida State University, 2007.
  Major: American Politics
  Supporting Areas of Emphasis: Public Administration
  Dissertation Title: Home or Away: How legislative and electoral institutions shape
  representation in state legislatures

MA, Midwestern State University, 1983.
  Major: Political Science

BA, Texas Christian University, 1978.
  Major: Journalism/Political Science

Academic and Professional Experience

Assistant Professor, Texas Tech University. (August 1, 2007 - Present).

TEACHING

Courses Taught

Texas Tech University
  POLS 1301, American Government, Organization, 1 course.
  POLS 3300, Selected Topics In POLS : State Government and Politics, 1 course.
  POLS 3310, Introduction to Political Analysis, 1 course.
  POLS 3317, Campaigns and Elections, 1 course.
  POLS 4397, Practicum in Politics, 3 courses.
  POLS 5327, Selected Topics in American Government and Politics, 1 course.
  POLS 7000, Research, 1 course.
  POLS 8000, Doctor's Dissertation, 2 courses.

Directed Student Learning

Dave Schmitz, Dissertation Committee Member, Political Science.

David Pena, Dissertation Committee Member, Political Science.

Taylor McMichael, Dissertation Committee Member, Political Science.

David Pena, Other, Political Science.
Chinweike Eseonu, Dissertation Committee Member, Industrial Engineering. (September 1, 2011 - Present).

Ryan Reve, Dissertation Committee Member, Political Science. (September 1, 2011 - Present).

Stefanie Gonzalez, Dissertation Committee Chair, "How Religion Influences Latino Electoral Behavior," Political Science. (January 1, 2010 - Present).

Cliff Wilkes, Other, Political Science. (January 1, 2010 - Present).

RESEARCH

Published Intellectual Contributions

Book Review


Journal Article, Academic Journal


Presentations Given


Media Contributions

Newspaper

Washington Examiner.

Radio

Political Science
Fox Talk.

TV

Fox 34.

Intellectual Contributions in Submission

**Journal Article, Academic Journal**


**Manuscript**


Research in Progress

"Electoral systems and Strategic Decisions of elected officials" (On-Going)

How MMDs and Primary systems influence representation in state governments

Research Interests

Political behavior, policy representation, state and local politics and policy, public opinion

**SERVICE**

**University Service**

Committee Member, Student Publications Faculty Advisory Committee. (October 1, 2011 - October 1, 2012).

**Department Service**

Committee Member, Earl Survey Research Lab Executive Committee. (August 1, 2010 - Present).

Committee Member, Graduate Student Committee. (May 2008 - Present).

**Professional Service**

Reviewer, Journal Article, American Politics Review.

Reviewer, Journal Article, Political Behavior.


GENERAL

Professional Memberships

American Political Science Association.

Midwest Political Science Association.

Southern Political Science Association.

Development Activities Attended

Workshop, "Blackboard Training," Texas Tech Information Technology Division, Lubbock, TX.
Education and Post Graduate Training

Ph D, University of Illinois, 2011.
Major: Political Science
Dissertation Title: Disease Control and Donor Priorities

BS, University of Nebraska, Kearney, 2003.
Major: Political Science

Academic and Professional Experience

Assistant Professor, Texas Tech University. (September 1, 2011 - Present).

TEACHING

Courses Taught

Texas Tech University

PUAD 5334, Healthcare Policy and Administration, 1 course.
PUAD 5341, Public Policy Theory and Process, 1 course.
PUAD 5352, Public Policy Analysis, 1 course.

RESEARCH

Presentations Given


Research in Progress

"Disease Control and Donor Priorities" (Writing Results)
Over the past two centuries, the threat of disease has prompted diverse efforts at international cooperation. The eradication of smallpox and the near eradication of polio demonstrated the potential public benefits of global cooperation. Over the last
two decades, development assistance for health (DAH) has reached record levels. Yet, even with record levels of international funding to combat disease, many developing states continue to struggle with diseases easily prevented and treated in industrialized states. Millions of people in developing states die each year from measles, acute respiratory infections, malaria, and diarrheal diseases. In an international system devoting growing quantities of development aid to improving health, these inconsistencies present a pressing and troubling question. The literature on military and economic aid distribution argues that these forms of aid are subject to a constellation of political forces. In contrast, the same literature often addresses humanitarian and health aid as technical rather than political. I argue that, like other forms of foreign aid, DAH is subject to political influences. Using theories of public goods, international cooperation and foreign aid, I develop a theory of DAH allocations based upon donors' interests. I test this theory using a unique dataset of disease specific aid for health allocations, as well as disease, donor, and recipient variables. The results of a hierarchical linear model suggest that, although allocations reflect some aspects of recipient need, donors' interests regarding the cost and geographic spread of specific diseases affect the distribution of DAH. Moreover, the results indicate that bilateral donors allocate disease specific health aid to satisfy political interests, while multilateral donors address recipient need. These results suggest an explanation for poor health outcomes in many developing countries – where health aid does not correspond with need the consequences include increased disease, disability and death.

"Interest versus Assistance: Comparing Disease Specific Aid Allocations Across Types of Donors" (On-Going)
This paper examines differences in disease specific aid allocation across bilateral, multilateral, and philanthropic donors. Using disease characteristics such as geographic distribution, mode of transmission, and infection rates, this project is able to shed light on what motivates different actors, specifically addressing the difference between humanitarian assistance and foreign aid distributed to address political interests.

"International Cooperation and Domestic Preservation: Selection of World Heritage Sites" (On-Going)
This paper addresses why the United Nations Educational, Scientific, and Cultural Organization, with a mission of encouraging preservation, would deny states' efforts to bind themselves to a preservation policy through World Heritage Site status.

"The Relationship Between Government Health Spending and Health Outcomes: Accounting for Health Measure Specificity" (On-Going)
This paper examines the link between public spending on health and health outcomes. Most research shows there is little or no connection between public health spending and general/aggregate health outcomes. We argue that while aggregate health spending may not have an impact on over measures of health (such as life expectancy), spending on specific programs should have an impact on specific health outcomes --- for example, increased spending on childhood immunization should have a direct impact on deaths due to childhood diseases. Thus, this paper
examines the impact of public health spending on specific programs using relevant outcomes to measure the effects of such spending.

GENERAL

Professional Memberships

American Political Science Association.

Midwest Political Science Association.
Education and Post Graduate Training

Ph D, University of Texas at Austin, 2000.
  Major: Government
  Dissertation Title: Improbable Allies: Patronage, Presidentialism, and Coalition Building in the Russian Second Republic

MA, University of Texas at Austin, 1994.
  Major: Government

BA, College of William and Mary, 1991.
  Major: Soviet Studies
  Supporting Areas of Emphasis: Government

TEACHING

Courses Taught

Texas Tech University
  POLS 2302, American Public Policy, 2 courses.
  POLS 5370, Pro-Seminar in Comparative Politics, 1 course.
  POLS 5376, Comparative Legislatures, 1 course.
  POLS 5382, Data Analysis, 1 course.
  POLS 7000, Research, 1 course.
  POLS 8000, Doctor's Dissertation, 5 courses.
  PUAD 5320, Quantitative Analysis for Public Administrators, 1 course.

Directed Student Learning

Justin Carter, Dissertation Committee Chair, Political Science. (January 2011 - Present).
Terrah Thomas, Dissertation Committee Chair, Political Science. (January 2011 - Present).
Jonathan Meredith, Dissertation Committee Chair, Political Science. (September 2010 - Present).
Tyson Meredith, Dissertation Committee Chair, Political Science. (September 2010 - Present).
Royce Wu, Dissertation Committee Chair, Political Science. (September 2009 - Present).

Mikhail Rybalko, Dissertation Committee Chair, Political Science. (2008 - Present).

Pariviz Soltanov, Dissertation Committee Chair. (2005 - Present).

Sayffidin Shapoatov, Dissertation Committee Chair, "Policies of Eighty five Regions of Russian Federation toward Moscow: Determinants of centrifugal or centripetal tendencies," Political Science. (2005 - Present).

David Watson, Dissertation Committee Member. (2004 - Present).

RESEARCH

Research in Progress

"the institutional causes of electoral volatility" (On-Going)
a study of long and short term electoral volatility

Research Interests

Comparative Politics, Legislatures, Post-Communist Politics, Democratization, Gender and Politics

SERVICE

Department Service

Associate Chair. (August 1, 2009 - Present).

Committee Chair, Graduate Affairs. (May 2007 - Present).

GENERAL

Professional Memberships

Graduate Program Reviews
2006-2012

FACULTY AND STUDENT SURVEY RESULTS

College: Arts and Sciences
Department: Political Science
Conducted by: Institutional Research & Information Management

November 2012
### FACULTY SURVEY RESULTS – POLITICAL SCIENCE

**Number of faculty participated in survey**

<table>
<thead>
<tr>
<th>Title</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>5</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>8</td>
</tr>
<tr>
<td>Emeritus</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

**SCALE**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th><strong>Average</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td><strong>4.06</strong></td>
</tr>
</tbody>
</table>

**Q-1 The facilities and equipment available to teach graduate courses are adequate.**

| 5 | 8 | 4 | 0 | 0 | 2 | **4.06** |

**Q-2 I have adequate access to facilities and equipment needed for my graduate work.**

| 5 | 10 | 3 | 0 | 0 | 1 | **4.11** |

**Q-3 The quality and availability of departmental graduate student office space is adequate for my needs.**

| 3 | 4 | 5 | 5 | 2 | 0 | **3.05** |

**Q-4 Library resources available to me are adequate.**

| 7 | 6 | 4 | 1 | 0 | 1 | **4.06** |

**Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs.**

| 3 | 10 | 3 | 2 | 1 | 0 | **3.63** |

**Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.**

| 4 | 7 | 5 | 2 | 1 | 0 | **3.58** |

**Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.**

| 5 | 11 | 3 | 0 | 0 | 0 | **4.11** |

**Q-8 The graduate teaching assistants available to faculty in the program are of appropriate quality.**

| 2 | 10 | 6 | 1 | 0 | 0 | **3.68** |

**Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available.**

| 2 | 8 | 8 | 1 | 0 | 0 | **3.58** |

**Q-10 There is adequate communication about policy and program changes in your department.**

| 2 | 9 | 3 | 3 | 2 | 0 | **3.32** |
Q-11 There is adequate communication from the upper administration regarding policy changes.  
| 2 | 8 | 4 | 2 | 3 | 0 | 3.21 |

Q-12 I am satisfied with the professional interaction with faculty throughout TTU.  
| 5 | 5 | 8 | 1 | 0 | 0 | 3.74 |

Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.  
| 2 | 6 | 10 | 1 | 0 | 0 | 3.47 |

Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).  
| 2 | 6 | 8 | 2 | 1 | 0 | 3.32 |

Q-15 I am receiving the research and professional development guidance I need from other faculty.  
*Not reported for 2012-2013*

Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s).  
| 1 | 9 | 4 | 2 | 1 | 2 | 3.41 |

Q-17 I am satisfied with the professional interaction with other faculty within the program(s).  
| 4 | 8 | 4 | 1 | 0 | 2 | 3.88 |

Q-18 I am treated as a respected contributor to the graduate program in which I am involved.  
| 5 | 7 | 2 | 2 | 1 | 2 | 3.76 |

Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).  
| 4 | 4 | 5 | 1 | 2 | 3 | 3.44 |

Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty.  
| 6 | 2 | 6 | 1 | 2 | 2 | 3.53 |

Q-21 Sufficient graduate teaching assistantship stipends are available.  
| 2 | 2 | 3 | 4 | 6 | 2 | 2.41 |

Q-22 The program offers adequate opportunity for its faculty to gain teaching training.  
| 2 | 8 | 5 | 1 | 1 | 2 | 3.53 |

Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria.  
| 4 | 5 | 6 | 2 | 0 | 2 | 3.65 |

Q-24 Graduate program policies are clearly defined and readily available to me.  
| 5 | 6 | 2 | 3 | 1 | 2 | 3.65 |

Q-25 Graduate program policies clearly identify petition and appeals procedures available.  
| 2 | 8 | 2 | 3 | 1 | 3 | 3.44 |
**FACULTY COMMENTS:**

**What do you consider to be the strengths of your graduate program(s)?**

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program has tremendous potential for growth and expansion.</td>
</tr>
<tr>
<td>Quality of training and faculty</td>
</tr>
<tr>
<td>Many professors will make the effort to really help grad students who make an effort to learn.</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>The MPA program is good at recruiting locally.</td>
</tr>
<tr>
<td>Faculty care about the grad curriculum. There is a pretty clear set of courses students are required to take.</td>
</tr>
<tr>
<td>The willingness of faculty to work with graduate students. The diversity of experience available in the faculty, the emphasis on quantitative training.</td>
</tr>
<tr>
<td>Access to the world class professionals highly respected in their fields at my Political Science Department</td>
</tr>
<tr>
<td>Makes a concerted and successful effort to prepare students for careers as political science teachers and researchers.</td>
</tr>
<tr>
<td>Thames carries the department</td>
</tr>
<tr>
<td>Faculty diversity and research</td>
</tr>
<tr>
<td>The rigor of the program and the quality of the faculty. We also have a good student teacher ratio that provides opportunity for students to develop close relationships with their professors. Our professors are interested in student success and are available to counsel with them.</td>
</tr>
</tbody>
</table>

**What changes, if any, could be made to improve the quality of your graduate program(s)?**

<table>
<thead>
<tr>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program appears to be moving in the right direction</td>
</tr>
<tr>
<td>More resources</td>
</tr>
<tr>
<td>We need financial resources to pay grad students on a year-round basis. That way we could attract better-quality students. We also need help marketing our program. We should have some resource(s) giving us an idea of best practices in regard to student recruitment. It has been reported that individuals in the grad school are not terribly helpful in this regard.</td>
</tr>
<tr>
<td>Tighter focus instead of trying to do a bit of everything.</td>
</tr>
<tr>
<td>I feel that the MPA program should consider modeling itself after higher ranked policy and public administration programs in the state and across the nation. I feel that raising standards and expectations would improve our overall standing and reputation by improving the skills and placement of our graduates, thus enabling us to recruit a higher caliber of student. In addition, I feel that the decision-making structures and procedures could be improved. As it is, many decisions are made without group input. Also, because there is only one tenured faculty member who has very decided opinions about the future of the program, junior faculty have very little option for influencing the decisions without potentially jeopardizing their tenure prospects.</td>
</tr>
<tr>
<td>More assistance from the graduate college to help with recruitment. The need for clear guidelines on procedural matters from upper levels.</td>
</tr>
<tr>
<td>The graduate director has a tendency to make statements that undermine the chair. This results in confusion among the faculty. The graduate director in his discussions with graduate students also is critical of other faculty in other fields. He has actively encouraged graduate students to avoid taking IR or American courses, and has belittled faculty in his fields to graduate students. This has created an</td>
</tr>
</tbody>
</table>
environment in which there are few graduate students in any field other than comparative and graduate students overwhelmingly select one dissertation advisor -- the current graduate director. Graduate students have also been told that faculty members are weak and will not be tenured. The department is well-served by a well-rounded graduate program and faculty members that work in concert to build the department.

<table>
<thead>
<tr>
<th>Increase scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>More faculty, with a wider range of courses. We no longer offer any kind of political theory, although the University has recently emphasized ethical issues, which theory would address. No coverage of Africa or the Middle East in graduate courses. We don't have the resources to offer the kind of broad graduate curriculum found at a top university.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More class offerings for grad students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>More quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need to set up processes to assess student success not in individual courses but at the program level and work more closely with them as they matriculate. To this end we are going to start tracking our students from the time they come into the program to after graduation to success in obtaining their first position. We are also going to review our program offerings to make sure that they are relevant to the needs of the employers and that we are adequately preparing them for the job market. We will review course and program competencies in accordance with our professional accrediting organization to prepare for reaccreditation. This review will take place over this and the next academic year.</td>
</tr>
</tbody>
</table>

Please feel free to add any additional comments or questions in the space below.

None at this time
### STUDENT SURVEY RESULTS – POLITICAL SCIENCE

#### Number of students participating in survey

| Doctoral | 13 |
| Master’s Thesis | 7 |
| Other | 6 |
| **PARTICIPANT TOTAL** | **26** |

#### Student participant: Years in program

| 1<sup>st</sup> year | 10 |
| 2<sup>nd</sup> year | 6 |
| 3<sup>rd</sup> year | 3 |
| 4<sup>th</sup> year | 4 |
| 5<sup>th</sup> year | 2 |
| 6<sup>th</sup> year | 1 |

#### SCALE

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th><strong>Average</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Q-1 The research facilities and equipment available for my graduate research meet my needs.

| 8 | 13 | 3 | 1 | 0 | 1 | **4.12** |

#### Q-2 I have adequate access to facilities and equipment needed for my graduate work.

| 9 | 13 | 2 | 2 | 0 | 0 | **4.12** |

#### Q-3 The quality and availability of departmental graduate student office space is adequate for my needs.

| 6 | 6 | 5 | 5 | 2 | 2 | **3.38** |

#### Q-4 Library resources available to me are adequate for my needs.

| 11 | 11 | 3 | 1 | 0 | 0 | **4.23** |

#### Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs.

| 7 | 5 | 7 | 6 | 1 | 0 | **3.42** |

#### Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

| 5 | 7 | 5 | 7 | 2 | 0 | **3.23** |

#### Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

| 8 | 10 | 4 | 4 | 0 | 0 | **3.85** |

#### Q-8 The graduate teaching by faculty in the program is of appropriate quality.

| 7 | 10 | 5 | 3 | 1 | 0 | **3.73** |

#### Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available.

| 3 | 7 | 10 | 2 | 0 | 4 | **3.50** |

#### Q-10 Program seminars are adequate to keep me informed of developments in my field.

| 5 | 8 | 6 | 4 | 1 | 2 | **3.50** |
| Q-11   | The initial advising I received when I entered the program was an adequate orientation. | 5 | 9 | 5 | 3 | 4 | 0 | 3.31 |
| Q-12   | I have a department mailbox or other form of communication with faculty & graduate students. | 8 | 12 | 3 | 3 | 0 | 0 | 3.96 |
| Q-13   | I have adequate access to my major professor. | 9 | 10 | 4 | 2 | 1 | 0 | 3.92 |
| Q-14   | I am receiving the research and professional development guidance I need. | 7 | 8 | 5 | 6 | 0 | 0 | 3.62 |
| Q-15   | I am satisfied with the professional interaction with my major professor. | 7 | 9 | 5 | 4 | 1 | 0 | 3.65 |
| Q-16   | I am satisfied with the professional interaction with faculty both within the program and at TTU. | 8 | 10 | 3 | 4 | 1 | 0 | 3.77 |
| Q-17   | I am treated as a respected contributor to the research program in which I am involved. | 4 | 13 | 5 | 2 | 1 | 1 | 3.68 |
| Q-18   | I have been given an opportunity to be engaged in significant research for my thesis or dissertation. | 4 | 6 | 8 | 2 | 0 | 6 | 3.60 |
| Q-19   | If I decide to change my major professor, the mechanism for doing so is suitable. | 5 | 5 | 10 | 0 | 3 | 3 | 3.39 |
| Q-20   | I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings. | 6 | 11 | 4 | 2 | 1 | 2 | 3.79 |
| Q-21   | Graduate teaching or research assistantship stipends are adequate. | 4 | 0 | 6 | 8 | 4 | 4 | 2.64 |
| Q-22   | The program offers adequate opportunity for its graduate students to gain teaching experience. | 4 | 5 | 9 | 3 | 2 | 3 | 3.26 |
| Q-23   | Graduate teaching assistantships, assignments are made equitably, based on established criteria. | 2 | 6 | 10 | 2 | 4 | 3.18 |
| Q-24   | Program policies are clearly defined and readily available to me. | 6 | 9 | 6 | 3 | 2 | 0 | 3.54 |
| Q-25   | Graduate program policies clearly identify petition and appeals procedures available to me. | 4 | 9 | 6 | 3 | 3 | 1 | 3.32 |
| Q-26   | There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate. | 4 | 8 | 6 | 4 | 3 | 1 | 3.24 |
**STUDENT COMMENTS:**

**What do you consider to be the strengths of this program?**

<table>
<thead>
<tr>
<th>I feel that the faculty is very strong in their subject areas. I have been impressed with most of the faculty in the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the Professors are very good at what they do.</td>
</tr>
<tr>
<td>Access to famous US scholars and learning about statistical methods.</td>
</tr>
<tr>
<td>The fact that the courses are in the evening are accommodating to the working professional and the courses in the MPA program are broad and informative and can apply to any profession in the industry.</td>
</tr>
<tr>
<td>Offering night classes so that I can maintain my full time job.</td>
</tr>
<tr>
<td>I like that the program is a night program designed for working individuals. It is a small program so the student teacher relationships are close.</td>
</tr>
<tr>
<td>The professors are usually readily available and most are experts in their fields of study. I also appreciate that the classes are set up to be convenient for in-service students like myself.</td>
</tr>
<tr>
<td>The availability of professors and the advising.</td>
</tr>
<tr>
<td>Thames</td>
</tr>
<tr>
<td>The basic direction is sound.</td>
</tr>
<tr>
<td>Hours classes are taught and the interest the professors exhibit.</td>
</tr>
<tr>
<td>Professors are very knowledgeable</td>
</tr>
<tr>
<td>The strength of this program for me is that it directly impacts and enhances the quality of my work as a professional in the field of public administration.</td>
</tr>
<tr>
<td>Non-profit concentration and faculty involved in those classes.</td>
</tr>
<tr>
<td>Very helpful in all ways. Both the prof. and the other grad students are more than willing to give you a hand.</td>
</tr>
</tbody>
</table>

**What do you consider to be the weaknesses of this program?**

<table>
<thead>
<tr>
<th>Lack of information dissemination; we operate in the dark until a deadline appears.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little in the way of consideration for the students. I.e. offering summer courses, allowing substitution of courses, making accommodations for students who work full-time (as is common in the MPA program) and taking seriously, or making it clear that student complaints regarding professors are taken seriously.</td>
</tr>
<tr>
<td>Professors do not put students first. The teaching and mentorship is definitely the downfall of the department.</td>
</tr>
<tr>
<td>Nothing</td>
</tr>
<tr>
<td>Seminars or informative sessions from professionals already in the work industry would be helpful.</td>
</tr>
<tr>
<td>One of the core class requirements is a statistics class - this class moves entirely too fast and I feel to in-depth for an introduction class. I do feel that this is a needed course but not to the degree of which we are learning. If I were pursuing a degree with heavy stats then this class would be appropriate. We seem to all be lumped in one class where it is too advanced for most.</td>
</tr>
<tr>
<td>The classes are ONLY offered at night. / The classes are not always offered in a two year span for everyone. / The TAs and Professors are not as available after business hours for those who are</td>
</tr>
</tbody>
</table>
working full time and cannot make it to the office hours. / The course outline and program outlines are not extensively presented to the students.

The Handbook has changed every year I have been in the program, so program requirements are never clear to students. We were assured initially that whatever Handbook we came in under would be the one we graduated under, and that has not proven to be the case. We do not know how to do scheduling or how our advisors are supposed to be involved, and class schedules change such that it makes it difficult for students to plan.

The number of courses offered per semester is smaller than what I would prefer.

Non-profit management tract future is unknown. Data analysis is too theoretical and practical applications are not specified.

Poor pay, very poor.

Many of the Professors are not committed to the program. There is significant turnover which has not been addressed.

Limited course offerings.

No tutorial services are offered or none to my knowledge.

Class options within each semester

I am an older student (veteran) returning to school after many years and probably expect more than the average student from those instructing me. The instruction is too academic and doesn't sufficiently address how things happen in the real world, in my humble opinion.

Quantitative Analysis. The MPA students were put in a class with PhD Political Science students, and it has been a struggle. The professor caters to the PhD students, and leaves us in the dark. He is very rude and unprofessional during class. The workload requirement is excessive. We are made to learn a computer program on our own that will never be used by us when this semester is over. I strongly feel this class is/was a waste of time, because we are not learning anything. None of it is applicable to our field. It may be different if were taught by a MPA professor, but it is not.

Limited office space for everyone. Assigning 4-6 grad students per office is not productive to say the least, not that it’s the departments fault.

What changes, if any, could be made to improve the quality of this program?

<table>
<thead>
<tr>
<th>Change Suggestion</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have regular meetings with the 1st years, 2nd years, 3rd years etc. to make sure that all expectations for each class/year are clearly spelled out (ex: due dates for 2nd year papers, dissertation proposals, prospectuses etc)</td>
<td></td>
</tr>
<tr>
<td>More sections, more offerings throughout the year, and a better attempt to accommodate students’ needs.</td>
<td></td>
</tr>
<tr>
<td>Clear and communicated policies for the program, and consistent enforcement of them. In addition, more variety of courses are needed.</td>
<td></td>
</tr>
<tr>
<td>Probably stay the same</td>
<td></td>
</tr>
<tr>
<td>More informational seminars.</td>
<td></td>
</tr>
<tr>
<td>Either take quantitative analysis out of the curriculum or make it a MPA course alone. Sharing with the PhD students has caused a shift in morale for the MPA students. The professor is a Poli-Sci professor and bad mouths the MPA students</td>
<td></td>
</tr>
<tr>
<td>Expectations of students, reporting structures, class requirements, and available resources should all be made clear to students when they begin and remain fixed throughout their tenure in the program.</td>
<td></td>
</tr>
<tr>
<td>Hiring more professors would improve the quality of the graduate program.</td>
<td></td>
</tr>
<tr>
<td>There needs to be a practical application emphasis for MPA student in quantitative analysis. Currently, theory is being taught.</td>
<td></td>
</tr>
</tbody>
</table>
Pay grad students more and don't stack us all in so few offices. Also let students teach more.

Look for Professors who are passionate and committed to Texas Tech instead of just using Tech as a catapult to another Institution.

More faculty, that are well published in their field. As well as, higher graduate stipends, and travel funds.

I believe it is fine just the way it is.

More class options - online and within each semester

Scheduling of class

My opinion is based on the program I'm currently enrolled in and the program may actually be okay for the average younger student. I know that, for me, there's isn't a sufficient return on the investment of my time and I don't plan to return next semester unless something changes.

The statistics course should be two separate classes. The PhD students should be in a class with a political science professor, and the MPA students should be taught by a MPA professor. Combining the classes has not benefitted us at all. If anything, it's caused more harm and stress than good. The teacher doesn't teach with any practical application, it's all theoretical and about academic research. I am very unhappy with this course.

More office space

Please feel free to add any additional comments below.

The non-profit professor is leaving and a successor is still not found.

Proud to be a participant of the program.

It's a great program and thus far have learned a great deal from the courses that I have taken.

I have a master's in Personal Financial Planning from Texas Tech, and I had a great experience in this department several years ago. If I were designing a department today, I would model it after the PFP department in the COHS.

I got my undergraduate degree at Tech, which is why I stayed for my graduate degree. I love the school, and the atmosphere. However, if I would have known the way the statistics class was going to be conducted, I might have accepted an offer at another school. The math camp that was provided the week before school began was a waste of time. We didn't learn or review anything that has been taught during our statistics class.