PROGRAM REVIEW OUTLINE
Museum Science

I. Program Overview

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
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** - An Executive Summary of the report that includes the vision and goals of each program

The Museum Science Program is located within a functioning museum within a public educational institution. The vision, goals, and objectives of the Program are articulated broadly within the Museum of Texas Tech University Strategic Plan. These include:

**Vision Statement**
The Museum will be a leader in developing the legal, ethical, and practical standards for generating, preserving, and using museum collections.

*The Museum of Texas Tech University will*

- Be recognized as one of the top university museums in the United States;
- Provide leadership in professional museum practices;
- Be a research-intensive institution where faculty, staff, and students investigation enhances learning and provides a foundation for intellectual growth and achievement;
- Promote the values of social and intellectual exchange and understanding;
- Engage in the highest standards of museological practice.

**Goal 1: Institutional advancement: Acquire and maintain quality collections that meet the mission and vision of the institution.**

**Objective 1.4: Integrate the use of technology in teaching and learning processes.**

Strategies:
- Provide the appropriate infrastructure for technology-based learning initiatives.
- Seek additional funding for technology in teaching.
- Seek additional funds to enhance technology.
- Investigate distance-learning and short-course possibilities for Museum Science and Heritage Management courses.
- Develop policies for use of technology in the classroom.

**Goal 4: Programmatic Advancement: Increase public and academic educational programming by creating new programs and enhancing existing programs.**

**Objective 4.1: Be a global leader in developing standards for preparing museum professionals.**

Strategies:
- Recruit recognized faculty in areas not currently covered in the Museum Science and Heritage Management curricula.
- Decrease student/teacher ratio by adding faculty.
- Add at least one Museum Science faculty FTE.
- Add at least one Heritage Management faculty FTE.
- Maintain close contact with Heritage Management Program alumni.
- Maintain close contact with Museum Science Program alumni.
- Hold receptions/reunions at national and state organizational meetings each year.
- Increase graduate student participation in collections related research.
- Increase funding for student employment in collections and research activities.
Objective 4.3: Be a global leader in educating museum professionals.

Strategies

- Increase the Museum Science Program enrollment to 35-40 students per year (divided between Museum Science and Heritage Management specializations).
- Advertise the program in national media and actively recruit interested potential students.
- Offer a certificate program in Museum Science and Heritage Management
- Offer an undergraduate museum introductory course each spring semester.
- Initiate student incoming, continuing, and exit questionnaires regarding quality of the Museum Science and Heritage Management program.
- Conduct annual reviews of the Museum Science and Heritage Management Program offerings and make revisions as appropriate to maintain the program as a current and viable educational program.

Include a discussion about the 18 characteristics (Appendix C)

There is no PhD program in Museum Science and Heritage Management so the 18 characteristics do not apply
II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

PROGRAM OVERVIEW

The Master of Arts in Museum Science offers a specialization in either museum science or heritage management. It is one of the few study programs offering classroom instruction coupled with a working museum setting, allowing theory to be applied in practice first-hand. Experiential learning is an integral part of the program. The mission of the academic programs of study in Museum Science and Heritage Management is to prepare graduate students for entry into the international community of museum and heritage professionals by providing both theoretical and practical preparation, and acting as a responsible academic element of Texas Tech University.

The specialization in Museum Science emphasizes thorough preparation in the broad spectrum of museum theory and practice. Graduates from the Museum Science specialization of the program have a comprehensive background in museum studies and are prepared as generalists in such museum functions as collections management and care; exhibitions and interpretation; museology; and museum administration and management. They also can choose to be more specialized such as focusing on museum education or curatorship in Anthropology, Art, History, Paleontology, or the Natural Sciences.

The Heritage Management specialization emphasizes extensive investigation in the field of heritage management. Graduates from the Heritage Management specialization of the program are prepared to enhance local, regional, and national sociological and scientific values; encourage preservation and stewardship of cultural and natural heritage; advocate public service; and direct educational programing designed to derive maximum advantage from innovative technology without the loss of cultural identity and biodiversity. The heritage management specialization is configured to allow students to emphasize areas of special interest such as heritage administration, conservation, interpretation, heritage education, and use (heritage tourism and ecotourism). The specialization offers both theoretical and practical coursework designed to prepare graduates to be leaders in the heritage management field.
B. Number and types of degrees awarded

![Degrees Awarded - Academic Year (Museum Science)
(Museum Science)
Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School](image)

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

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C. Undergraduate and graduate semester credit hours

![Bar chart showing semester credit hours for Museum Science](chart.png)

*Source: IRIM via COGNOS (10/22/14)*
D. Number of majors in the department for the fall semesters

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Enrollment by Level - Fall Data
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Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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

- Figures are totals – classes may be offered more than once a year

**Course Enrollments by Academic Year**

*Source: Institutional Research and Information Management*

### Museum Science

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**AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14**
---|---|---|---|---|---
| 08 | 27  | 25  | 38  | 59  | 41  | 46  |

F. Courses cross listed (syllabus included behind)

There are no Museum Science or Heritage Management cross listed courses

Museum Science
III. Faculty

A. Number, rank, and demographics of the graduate faculty

3 tenured/tenure-track faculty (2.5 full-time): 1 Horn Professor (0.5); 1 Associate Professor; 1 Assistant Professor.

9 adjunct instructors

Total faculty = 12

Total female = 6
Total male = 6
Teaching Resources
(Museum Science)
Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

<table>
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</table>

Museum Science
Tenured and Tenure-Track by Rank - Fall Data
(Museum Science)

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

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Comparison of Full-time Faculty

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<td>4</td>
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Museum Science
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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<thead>
<tr>
<th>FACULTY NAME</th>
<th>JOB TITLE</th>
<th>HIRE DATE</th>
<th>END DATE</th>
<th>Member of Grad Faculty?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Johnson, Ph.D.</td>
<td>Horn Professor/Executive Director</td>
<td>1981</td>
<td>n/a</td>
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<tr>
<td>Hyojung Cho, Ph.D.</td>
<td>Associate Professor</td>
<td>2008</td>
<td>n/a</td>
<td>Y</td>
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<tr>
<td>Cameron Saffell, Ph.D.</td>
<td>Assistant Professor</td>
<td>2012</td>
<td>n/a</td>
<td>Y</td>
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<tr>
<td>Peter Briggs, Ph.D.</td>
<td>Adjunct Instructor/Curator of Art</td>
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<tr>
<td>Stance Hurst, Ph.D.</td>
<td>Adjunct Instructor/Field Manager</td>
<td>2007</td>
<td>n/a</td>
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<tr>
<td>Scott White, Ph.D.</td>
<td>Adjunct Instructor/Curator of Historic Structures/Art</td>
<td>2004</td>
<td>n/a</td>
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<tr>
<td>Jill Hoffman, Ph.D.</td>
<td>Adjunct Instructor/Curator of Education</td>
<td>2008</td>
<td>n/a</td>
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<tr>
<td>Nicholas Crofts, Ph.D.</td>
<td>Adjunct Instructor</td>
<td>2011</td>
<td>n/a</td>
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<tr>
<td>Nicola Ladkin, MA</td>
<td>Adjunct Instructor/Assistant Director</td>
<td>1993</td>
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<tr>
<td>David Dean, MA</td>
<td>Adjunct Instructor/Associate Director</td>
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<tr>
<td>Susan Rowe MA</td>
<td>Adjunct Instructor/Education Program Manager</td>
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<tr>
<td>Mei Wan Campbell, MA</td>
<td>Adjunct Instructor/Curator of Ethnology and Textiles</td>
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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

There were only 2 full-time faculty for the period of the review
D. Responsibilities and leadership in professional societies

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<th>2012</th>
<th>2013</th>
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</table>

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

There were only 2 full-time faculty for the period of the review

Graduate Student Committee’s faculty have served for the past 6 years

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<tr>
<th>Faculty Name</th>
<th>Committees Chaired</th>
<th>Committees Served in department</th>
<th>Committees Served outside department</th>
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<td>Masters</td>
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<tr>
<td>Susan Rowe MA</td>
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</table>

E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
Faculty workload in Museum Science
Source: Institutional Research and Information Mgmt

<table>
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<tr>
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College SCH/FTE - Fall Data
(Graduate School)
Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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<tr>
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Department SCH/FTE - Fall Data
(Museum 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

Note: Students Graduated data is by Academic Year
Graduate Student Summary by Category - Fall Data (Heritage Management)

Note: Students Graduated data is by Academic Year

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Source: Institutional Research and Information Management
Chart prepared by The Graduate School
Graduate Student Summary by Year - Fall Data
(Museum Science)
Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

Note: Students Graduated data is by Academic Year

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Graduate Student Summary by Year - Fall Data
(Heritage Management)

Source: Institutional Research and Information Management
Chart prepared by the Graduate School

Note: Students Graduated data is by Academic Year
Graduate Applicants by Region - Fall Data
(Museum Science)
Source: Institutional Research and Information Management
Chart prepared by The Graduate School

- Unknown/Blank
- TX
- USA
- INTL

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# Graduate Applicants by Region - Fall Data

(Heritage Management)

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

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### Graduate Applicants - Fall Data

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**Gender Total**: 17 | 5 | 28 | 6 | 29 | 4 | 31 | 5 | 19 | 6 | 17 | 9

**Total Applicants**: 22 | 34 | 33 | 36 | 25 | 26

### Admitted Graduate Students - Fall Data

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**Gender Total**: 13 | 4 | 20 | 3 | 22 | 2 | 21 | 2 | 10 | 5 | 12 | 6

**Total Admitted**: 17 | 23 | 24 | 23 | 15 | 18

### Enrolled New Graduate Students - Fall Data

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**Gender Total**: 10 | 1 | 12 | 2 | 17 | 2 | 14 | 2 | 7 | 5 | 11 | 5

**Total Enrolled**: 11 | 14 | 19 | 16 | 12 | 16

---

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

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**Gender Total**: 32 3 32 6 33 5 38 6 33 11 30 13

**Graduate**: 35 38 38 44 44 43
### Graduate Applicants - Fall Data

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### Demographics of Enrolled Graduate Students - Fall Data

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B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

(see appendix H)

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C. GPA of new students

New Graduate Students GPA by Level - Fall Data
(Museum Science)

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

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Museum Science
New Graduate Students GPA by Level - Fall Data
(Heritage Management)
Source: Institutional Research and Information Management
Chart prepared by The Graduate School

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

![Bar chart showing time to degree in years for Museum Science](chart.png)

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Time to Degree in Years (Heritage Management)

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

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

The Museum Science Program does not have any RA or GPTI positions. There are 2 TA positions (for the first year Collections Management course) that are reserved for 2nd year students. Occasionally curators/professors may have grants with funding for RA positions and to which Museum Science students are appointed, but these positions are not funded by or based in the program. Instead, the Museum Science program provides Graduate Student Assistantships to any Museum Science or Heritage Management student who wishes to work in the Museum for up to 20 hours per week. These are dependent on funding, which fortunately always has been forthcoming.

F. Initial position and place of employment of graduates over the past 6 years

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<td>Fred Jones Jr., Museum of Art</td>
<td>Norman, OK</td>
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<tr>
<td>Kandace Trujillo</td>
<td>Educator</td>
<td>American Undersea Warfare Center</td>
<td>Galveston, TX</td>
</tr>
<tr>
<td>Lisa Simmons</td>
<td>Director</td>
<td>American Undersea Warfare Center</td>
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</tr>
<tr>
<td>Casey Seger</td>
<td>Registrar</td>
<td>Deadwood History, Inc</td>
<td>Deadwood, SD</td>
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<td>Anna Jolley</td>
<td>Educator</td>
<td>Science Spectrum</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Jessica Garcia</td>
<td>Coordinator</td>
<td>Goodnight Historical Center</td>
<td>Claude, TX</td>
</tr>
<tr>
<td>Ronnie Gallagher</td>
<td>Regional Supervisor</td>
<td>Texas Parks and Wildlife Department</td>
<td>Austin, TX</td>
</tr>
<tr>
<td>Lori Waters</td>
<td>Documentation Specialist</td>
<td>Qatar Museums Authority</td>
<td>Doha, Qatar</td>
</tr>
<tr>
<td>Renee Meyer</td>
<td>Collections Manager</td>
<td>Galveston Historical Society</td>
<td>Galveston, TX</td>
</tr>
<tr>
<td>Kate Redente</td>
<td>Collections Manager</td>
<td>Ah-Tah-Thi-Ki Museum</td>
<td>Clewiston, FL</td>
</tr>
<tr>
<td>Patricia Rodriguez</td>
<td>Assistant Collections Manager</td>
<td>Museum of TTU - LLL</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Lorna Slupczynski</td>
<td>Archivist</td>
<td>BP</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>Brian Briggs</td>
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<td>Old West Museum</td>
<td>Cheyenne, WY</td>
</tr>
<tr>
<td>Walter Nicolds</td>
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<td>Newport, RI</td>
</tr>
<tr>
<td>Tobin Brannan</td>
<td>Archivist/Librarian</td>
<td>Museum of TTU</td>
<td>Lubbock, TX</td>
</tr>
<tr>
<td>Julie Boatright</td>
<td>Educator</td>
<td>Ogallala Commons</td>
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</tr>
<tr>
<td>Emily Arellano</td>
<td>Educator</td>
<td>National Ranching Heritage Center</td>
<td>Lubbock, TX</td>
</tr>
</tbody>
</table>

Museum Science
Not every student has a job at the time of graduation. We ask that students inform us when they attain their first position and to update us when they change positions. Some do, but not all. Periodic attempts are made to contact alumni and records are updated at that time.

G. Type of financial support available for graduate students

- Domestic Student Scholarship = $1,000 per year
- International Student Scholarship = $2,000 per year
- Helen DeVitt Jones Fellowship = $4,000 per year
- CH Foundation Fellowship = $4,000 per year
- Teaching Assistantship = Collections Management class
- Graduate Student Assistantship
- Internship (paid)
- Thesis Mini-Grant = $1,000
H. Number of students who have received national and university fellowships, scholarships and other awards

<table>
<thead>
<tr>
<th>AWARD</th>
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<th>10/11</th>
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<td>AT&amp;T Chancellor’s Hazlewood</td>
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</tr>
<tr>
<td>Helen Devitt Jones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD Jones PT</td>
<td></td>
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</tr>
<tr>
<td>Summer Dissertation</td>
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<tr>
<td>Museum Science Scholarship - Domestic</td>
<td>$1,000</td>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td># Stud</td>
<td>$</td>
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<tr>
<td>AT&amp;T Chancellor’s Hazlewood</td>
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<tr>
<td>Helen Devitt Jones</td>
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<td></td>
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<tr>
<td>HD Jones PT</td>
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<tr>
<td>Summer Dissertation</td>
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<td>2300</td>
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<tr>
<td>Museum Science Scholarship - Domestic</td>
<td>$1,000</td>
<td>22</td>
<td>$1,000</td>
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<tr>
<td>Helen DeVitt Jones Fellowship</td>
<td>$3,000</td>
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<tr>
<td>Graduate School Recruitment Fellowship</td>
<td>$2,500</td>
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</tbody>
</table>

| Total                                | $22,000| 23    | $35,500| 31    | $35,300| 27    |
I. Percentage of full time master and doctoral students who received financial support.

<table>
<thead>
<tr>
<th></th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100$</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

All full-time students receive financial support either in the form of a scholarship/fellowship or paid employment, and the majority of students receive both. New students must have an incoming GPA of 3.0 or higher to qualify for a scholarship while continuing students must maintain a GPA of 3.5 and higher to qualify for a scholarship. If a full-time student does not qualify for a scholarship they still are eligible for financial support in the form of paid employment. All students in the above table are Masters students.

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.

<table>
<thead>
<tr>
<th></th>
<th>Referred</th>
<th>Non-Referred</th>
<th>Poster presentations</th>
<th>Other activities</th>
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</thead>
<tbody>
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<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
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<td>2009</td>
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<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2012
1 non-refereed publication, non-thesis
7 entries including 1st Prize and 2nd Prize Mountain-Plains Museum Association Student Poster Competition

2013
1 refereed publication, non-thesis
8 entries including 1st Prize and 2nd Prize Mountain-Plains Museum Association Student Poster Competition
5 entries and 2 prizewinners TTU Graduate Student Research Poster Competition
K. Programs for mentoring and professional preparation of graduate students

There is no formal mentoring program within the program. However, faculty members serve as academic mentors to the students that they teach and as professional mentors to students that they supervise. Staff members at the Museum also serve as professional mentors to the students they supervise. The Program Advisor serves as a mentor to students until each student has composed his/her Graduate Advisory Committee, at which point the Chair of the committee then becomes the mentor for the student.

Professional development is addressed in the required courses due to the professional nature of the Masters degree. Students may elect to gain professional development through academic credit by enrolling under the Museum Practicum MUSM 5328 course to gain hands-on, experiential learning of a professional skill. Students also experience professional preparation opportunities through paid employment at the Museum. Lastly, any student who has a paper/poster accepted at an academic or professional conference has their basic registration for the conference funded by the Program and receives a stipend to put towards the cost of travel and accommodation at the conference.

L. Department efforts to retain students and graduation rates.

Students participate in a full day of orientation at the beginning of the program in order to prepare them for the course of study and other related matters. At this time they receive a copy of the Guidelines and Record of Progress handbook for students. Faculty and staff are in frequent contact with students, recognize an at-risk student, and can offer assistance or to refer a student to appropriate campus resources.

Every student is required to meet with their academic advisor at least once a semester and discuss progress and any concerns, and can request additional meetings at any time. Flexibility to address concerns is made to the full extent possible within TTU policies and procedures. In the rare event that a student leaves the program before completing the degree, it usually is for medical or personal reasons rather than for academic reasons. Every effort is made to encourage a student to remain in the program, or to return as soon as possible if a decision is made to withdraw.

M. Percentage of Full-Time Master and Doctoral students per year – Fall Data

<table>
<thead>
<tr>
<th></th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students</td>
<td>100%*</td>
<td>100%*</td>
<td>100%*</td>
<td>100%*</td>
<td>100%*</td>
<td>100%*</td>
</tr>
</tbody>
</table>

* = estimate; please see below for explanation.

All Masters students in the Program are full-time students, unless they are taking fewer hours while writing a thesis (approximately 6% of students write a thesis). Even when writing a thesis, almost all students have to maintain full-time enrollment status for a variety of reasons such as meeting financial aid requirements, deferring student loans, maintaining on-campus housing etc.
V. Department

A. Department operating expenses

N/A

B. Summary of Proposals (submitted)

N/A

C. External Research expenditures

N/A

<table>
<thead>
<tr>
<th>Comparison of Research Expenditures</th>
<th>08/09</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Kansas</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Texas Tech University</td>
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</table>

D. Internal Funding

Source of Internal Funds (TTU)

<table>
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<th>Line Items</th>
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<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
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<td>Research Enhancement</td>
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<tr>
<td>Research Incentive</td>
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<tr>
<td>Line Items</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
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<tr>
<td>New Faculty Start-ups</td>
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<tr>
<td>Matching from VP of Research</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs and opportunities</td>
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<td>Research Promotion</td>
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<tr>
<td>Graduate School Fellowships</td>
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<tr>
<td>HEAF</td>
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</table>

**TOTALS:** 55,000 2,500
E. Scholarships and endowments

During the review period, The Museum of Texas Tech University had endowments that are used specifically to fund domestic student scholarships ($1,000 per year), international student scholarships ($2,000 per year), the Helen DeVitt Jones Fellowship ($3,000 - $4,000 per year), and the CH Foundation Fellowship ($4,000). There also are endowment funds to bring in visiting professors to teach in Museum Science and Heritage Management. Lastly, a portion of the funds from the Helen DeVitt Jones Lubbock Lake Landmark Museum Education and Public Programs endowment are used to fund a one year internship position for a Museum Science or Heritage Management internship. (Data below are all Fall semester data except where stated).

2008
Domestic student scholarships: 25 @ $1,000 TOTAL $25,000
Visiting Professor: TOTAL $8,908
HDJ LLL internship: TOTAL $21,000

2009
Domestic student scholarships: 29 @ $1,000 TOTAL $29,000
Visiting Professor: TOTAL $1,459
HDJ LLL internship: TOTAL $21,000

2010
Domestic student scholarships: 27 @ $1,000 TOTAL $27,000
Visiting Professor: TOTAL $1,824
HDJ LLL internship: TOTAL $21,000

2011
Domestic student scholarships: 22 @ $1,000 TOTAL $22,000
Visiting Professor: TOTAL $245
HDJ LLL internship: TOTAL $21,000

2012
Domestic student scholarships: 27 @ $1,000 TOTAL $27,000
Visiting Professor: TOTAL $4,750
Helen DeVitt Jones Fellowship: 2 @$3,000 TOTAL $6,000
HDJ LLL internship: TOTAL $21,000

2013
Domestic student scholarships: 21 @ $1,000 TOTAL $21,000
Visiting Professor: TOTAL $13,612
Helen DeVitt Jones Fellowship: 4 @$3,000 TOTAL $12,000
HDJ LLL internship: TOTAL $21,000

2014 Spring
CH Foundation Fellowship 1@ $4,000 TOTAL $4,0
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

N/A

G. HEAF expenditures

<table>
<thead>
<tr>
<th></th>
<th>Labs</th>
<th>Classroom</th>
<th>Other (identify)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>2008</td>
<td></td>
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</tr>
</tbody>
</table>

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

There is no accreditation program specifically for Museum Science/Museum Studies/Heritage Management academic programs.
VI. Conclusion

Greatest Need

Two major areas of concern for the Museum Science Program are increasing the number of tenure-track faculty positions and developing organized and systematic recruitment efforts. Two major areas of concern connected to completion of this self-study are difficulties of gathering, analyzing, and tabulating data that were not being gathered systematically for the past six years; and the restrictions of recording the strengths of an interdisciplinary and professional program into a reporting structure focused on traditional discipline-based academic programs.

One of the major strengths of the program is that faculty are integrated into the Museum and also have staff positions. However, only 2.5 faculty are tenure-track and course offerings become difficult to change or add. It is vital that new forms of teaching, learning, and evaluation keep pace with changing expectations of the academic and professional field but this effort is difficult where lack of funding forces reliance on instructors, regardless of their dedication and expertise. Recompense for instructors is minimal and does not necessarily come from faculty funds; job performance is based on staff evaluations not research, teaching, and publications; and the courses instructors teach are vulnerable should they decide to leave employment. This chronic problem must be addressed and changed.

Currently no budget exists for recruitment, nor a staff person dedicated full-time to addressing this and related program administration needs. Recruitment efforts are based on word-of-mouth professional and alumni recommendations and information available on both the Museum and Graduate School websites. This information is difficult to find and confusing, according to prospective students. Once a prospective student has found the program information and made contact, every effort is made to provide personal support to each applicant. Nevertheless, recruitment must become a proactive process to generate a larger applicant pool and grow the program from the 15 – 20 new students each year.

Not all the data presented here are as complete as preferred nor as requested. This situation is due to the fact that it was not known what data were required until the summer of 2014 and it was not possible to gather or reconstruct all the data at this point in time. Compounding that situation has been the lack of staff to carry out the gathering process. Moving forward, the process of gathering and analyzing these data will be implemented so that a thorough and complete reporting can be made for the next program review in six years time.

Finally, reporting the achievements and accomplishments of faculty and students of an interdisciplinary professional program into a format designed to showcase traditional single discipline based programs was a limiting factor. While it is recognized that a format is necessary and that interdisciplinary graduate programs are in the minority, this factor needs to be taken into consideration by both internal and external reviewers.

Significant Contributions

Museum Science Program highlights include having a faculty with diverse expertise and backgrounds also engaged in practice; it is taught on-site in the Museum of Texas Tech University that is a public institution; a thesis or internship option is offered for completion of
the program; and scholarships and fellowships are available, as are paid employment and volunteer opportunities. Study is enhanced by diverse cultural institutions and natural resources on the Texas Tech University campus, including the Lubbock Lake National Historic and State Archeological Landmark, the National Ranching Heritage Center, and the Southwest Collection. A student majoring in the program is required to take a total of 45 credit hours of graduate-level work in either Museum Science or Heritage Management; 27 required course hours, 12 elective courses hours that can be selected from any graduate course offering in any department of Texas Tech University, and 6 hours of either internship or thesis.

The Museum Science Program builds on the traditional format to create a model immersive experience that produces academically and professionally prepared graduate students who successfully compete in the job market. This immersive model offers an integrated approach to education and training, and has two major advantages. One is that the program is housed in and integrated into a working accredited museum so that all activities and functions to supplement the curriculum are available on site. The second is that this environment provides students with exposure to real-world experiences concurrently with their course of study so that they enter the job market as prepared, emerging professionals.

Another strength of the program is its flexible 2-option approach to completing the degree requirements. The thesis option requires a research question or hypothesis pertinent to the museum or heritage field that is framed within a theoretical or philosophical framework. Through the process of research and writing, students are expected to produce publishable work. Alternatively, students may pursue a minimum six-month full-time internship that must have some level of recompense. Internships enhance the work experience and solidify the experiential translation gained within the program.

Museum Science

Museum Science is an academic program of study of the theory and practice of museums within a national to global perspective. Courses cover the entire scope of museum philosophy and management and have a strong professional focus. The program faculty has concurrent professional appointments within the Museum of Texas Tech University, enhancing both academic and professional teaching and learning.

Central to the Museum Science Program’s advantages is its residence within a large public museum. Few programs offer such a close association between the academic classroom and a working museum environment. Core courses are taught in the Museum, and work in collections, exhibitions, and education programs is part of the curriculum. The Museum is an educational, scientific, cultural, and research element of Texas Tech University. Accredited by the American Alliance of Museums, its mission as an educational resource for a diverse audience is to collect, research, and disseminate information about the natural and cultural heritage of local and related regions. It contains over 250,000 square feet of galleries, research facilities, classrooms, work areas, and collections housing. Its collections are in Anthropology, Art, Paleontology, Clothing and Textiles, History, and the Natural Sciences, and total approximately five million objects and specimens.

The Museum Science program of study prepares graduate students from diverse backgrounds for
entry into the international community of museums as active and proficient professionals. A comprehensive program, it is one of the oldest museum graduate programs in the United States. Through a broad spectrum of learning experiences and classroom work tailored to meet individual needs, the program equips graduate students to understand and function within the wide variety of museological disciplines. A student’s path of study is configured to allow for emphasis on areas of special interest such as collections management, preservation, and curation, museum education, interpretation and communication, exhibits, collections documentation, and administration.

**Heritage Management**

The conservation of cultural and natural heritage is a global issue that is crucial for societal well-being. It is also important to the tourism industry that constitutes the state and nation's fastest growing industries. Historical, cultural, and natural sites are major attractions for visitors from across the nation and around the world. A shortage exists of suitably trained heritage management personnel, especially with an understanding of conservation's relationship with tourism. A disturbing lack of awareness also is noticeable among those who research, interpret, and protect the natural and cultural heritage of the state and nation.

The Heritage Management specialization emphasizes broad and extensive investigation in the field of heritage management. Graduates from the program are prepared to promote the values of local to international heritage resources, encourage preservation and stewardship of cultural and natural heritage, advocate public service, and direct educational programming designed to derive maximum advantage from innovative technology to safeguard cultural identity and biodiversity. Heritage is something—tangible or intangible—valued and selected from the past for today’s purposes. Its management involves protection, preservation, conservation, development, and even destruction of heritage resources. Courses in Heritage Management explore the uses of heritage resources as well as their benefits and possible conflicts in culture, politics, and economy.

Taught within the Museum of Texas Tech University, areas of study include: philosophy and theory in heritage management; heritage conservation policies; heritage planning; cultural and natural resource management; heritage tourism and world heritage sites; and collections and documentation management. Heritage is associated with identity, tradition, belief systems, community development, landscape design, urban/regional planning, and tourism, and now is viewed as an emerging industry. Due to the interdisciplinary nature of the program, numerous Texas Tech University degree programs complement the Heritage Management degree curriculum. Graduates of the Heritage Management track are employed by government agencies at the local, state, regional, national, and international levels, and with private industry, consulting firms, nonprofit organizations, and educational institutions.

The Museum Science and Heritage Management graduate programs of study train museum and heritage leaders for today and tomorrow. Graduates from the programs have a comprehensive background in their fields that may include additional education in specializations for career enhancement. The collective effort of the programs has a positive, long-term impact on museum and heritage professions.
VII. **Appendices** – should include, but not be limited to, the following:

A. Strategic Plan  
B. Curriculum Map  
C. Graduate Course Offerings  
D. Graduate Student Handbook  
E. Graduate Faculty 6-Year Resumes (obtained from digital measures)  
F. GRE Revised General Test Scores
APPENDIX A

Strategic Plan

Our departmental strategic plan is located at the following website: http://www.depts.ttu.edu/museumttu/Strategic%20Plan111201.pdf

It currently is undergoing review for 2015
### Texas Tech University Program Level - Curriculum Map

**SELECTED PROGRAM LEARNING OUTCOMES**

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<thead>
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<th>Date</th>
<th>11/20/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Title:</strong> Heritage Management</td>
<td></td>
</tr>
</tbody>
</table>

**Students will be able to demonstrate, in written and oral formats, knowledge of the theory and practice of all elements of heritage management.**

**Students will be able to promote the values of local to national heritage resources, encourage preservation and stewardship, advocate public service, and direct educational programs.**

**Students will demonstrate mastery heritage management theory and practice that can be applied in the variety of professional heritage management fields.**

#### Courses in Degree Program

<table>
<thead>
<tr>
<th>Course Title</th>
<th>[II] Outcome Statement</th>
<th>[II] Level of Content Delivery</th>
<th>[III] Feedback on Student Performance / Assessment</th>
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</thead>
<tbody>
<tr>
<td>MUSM 5327 Collection Management</td>
<td>M I F</td>
<td>M I F</td>
<td></td>
</tr>
<tr>
<td>HMGT 5323 Principles of Heritage Management</td>
<td>M I F M I F M I F M I F</td>
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<tr>
<td>HMGT 7000 Heritage Education</td>
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<td>M I F</td>
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<td>HMGT 5327 Heritage Planning</td>
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<td>M R F</td>
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<tr>
<td>HMGT 7000 Heritage Resources Administration and Marketing</td>
<td>M R F M R F M R F</td>
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<td>HMGT 7000 Public Heritage Communication</td>
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</tr>
<tr>
<td>HMGT 7000 Heritage Information Management</td>
<td>M R F</td>
<td>M R F</td>
<td></td>
</tr>
</tbody>
</table>

**Based on curriculum map from Norfolk State University. Distributed with permission by Alexei G. Matveev (agmatveev@nsu.edu)**
### Texas Tech University Program Level - Curriculum Map

**Degree Title: Museum Science**

**Date:** 11/21/2015

**Selected Program Learning Outcomes**

<table>
<thead>
<tr>
<th>Courses in Degree Program</th>
<th>I) Outcome Statement</th>
<th>II) Level of Content Delivery</th>
<th>III) Feedback on Student Performance / Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSM 5327 Collection Management</td>
<td>M I F M I F M I F</td>
<td>M I F M I F</td>
<td>Students will demonstrate, in written and oral formats, knowledge of the theory and practice of all elements of museum science.</td>
</tr>
<tr>
<td>MUSM 5321 Museology</td>
<td>M I F</td>
<td>M I F</td>
<td>Students will have the experience to apply museum theory and practice in a working museum professional setting.</td>
</tr>
<tr>
<td>MUSM 5334 Curatorial Methodology</td>
<td>M I F M I F</td>
<td></td>
<td>Students will enter the professional field able to apply their training to evaluate theory and practice, create new policy and procedure, and provide leadership in response to evolution.</td>
</tr>
<tr>
<td>MUSM 5333 Museum Education</td>
<td>M I F M I F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSM 5331 Interpretation and Communication</td>
<td>M R F M R F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSM 5330 Laws, Ethics, and Standards</td>
<td>M R F M R F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSM 5332 Preventive Conservation</td>
<td>M R F M R F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSM 5340 Collections Documentation</td>
<td>M R F M R F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSM 5326 Museum Administration</td>
<td>M R F M R F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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).
Our graduate course offerings are located at the following website:
http://www.depts.ttu.edu/museumttu/pdfs/Guidelines%202015%20Final.pdf
Please see Museum Science and Heritage Management Course List pages 65 - 69
Please see Sequence of Course Offerings page 70
Sequence of Course Offerings & Required Courses for Museum Science and Heritage Management Specialization

<table>
<thead>
<tr>
<th>Museum Science MUSM</th>
<th>Semester</th>
<th>Heritage Management HMGT (unless stated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5327 Collection Management*</td>
<td>1 (Fall)</td>
<td>MUSM 5327 Collection Management+</td>
</tr>
<tr>
<td>5321 Museology*</td>
<td></td>
<td>5323 Principles of Heritage Management+</td>
</tr>
<tr>
<td>5334 Curatorial Methodology*</td>
<td></td>
<td>7000 Heritage Education+</td>
</tr>
<tr>
<td>5333 Museum Education*</td>
<td>2 (Spring)</td>
<td>5327 Heritage Planning+</td>
</tr>
<tr>
<td>5332 Interpretation and Communication*</td>
<td></td>
<td>7000 Heritage Resource Administration and Marketing+</td>
</tr>
<tr>
<td>5330 Museum Laws, Ethics &amp; Standards*</td>
<td></td>
<td>MUSM 5330 Museum Laws, Ethics &amp; Standards+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7000 World Heritage Sites</td>
</tr>
<tr>
<td></td>
<td>Intersession</td>
<td>7000 Theory and Practice of Provenance Research</td>
</tr>
<tr>
<td></td>
<td>Summer I</td>
<td>7000 Public Heritage Communication+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7000 Archival Administration, Preservation, and Management</td>
</tr>
<tr>
<td></td>
<td>Summer II</td>
<td>7000 Perspectives on Intangible Heritage</td>
</tr>
<tr>
<td>5332 Preventive Conservation*</td>
<td>3 (Fall)</td>
<td>5324 Heritage Resource Management+</td>
</tr>
<tr>
<td>5340 Collections Documentation*</td>
<td></td>
<td>7000 Heritage Information Management+</td>
</tr>
<tr>
<td>5326 Museum Administration*</td>
<td></td>
<td>7000 Heritage Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7000 Digital Heritage</td>
</tr>
</tbody>
</table>

* Denotes a required course for Museum Science
+ Denotes a required course for Heritage Management

Courses without a notation are elective courses for Museum Science or Heritage Management

- The table lists the 9 required courses for the Museum Science program and Heritage management specialization.
- Museum Science students may take Heritage Management courses to fulfill any of their 4 elective course requirements.
- Heritage Management students may take Museum Science courses to fulfill any of their 4 elective requirements.
• Other elective courses may be taken throughout the course of study on approval of program chair, advisor, or committee chair.
APPENDIX D

Graduate Student Handbook

Our graduate student handbook can be viewed at
http://www.depts.ttu.edu/museumttu/pdfs/Guidelines%202015%20Final.pdf
APPENDIX E

Graduate Student Association(s)

Our department has a Graduate Student Association that is a registered student organization with Texas Tech University. Known as the Museum and Heritage Students Association (since approximately 2005) it has been in existence since the mid 1980s and was originally known as the Museum Science Students Association. Membership is not required, but is strongly encouraged. The website can be accessed here:
http://www.orgs.ttu.edu/museumsciencesa/
CURRICULUM VITA

PETER S. BRIGGS

Contact
Office: Museum of Texas Tech University
Box 43191
Lubbock, TX 79409-3191
U.S.A.
V: 1+ 806-834-4255
F: 1+ 806.742.1136
Cell: 1+ 520-903-8518
E: peter.briggs@ttu.edu

Home: 3410 40th Street
Lubbock, TX 79413
U.S.A.
1+ 806.795.0456

Education
1986 Ph.D., University of New Mexico (major: pre-Columbian/Native American Art; minor: American Art; outside minor: Anthropology (western hemisphere) Dissertation: Pre-Conquest mortuary arts and status in the central region of Panama (400 pp)
1974 MA, University of Kentucky (major: American Art; minor: Native American Art)
Thesis: Popular political art: Paul Plaschke's cartoons on the Russian revolution (166 pp)
1972 BA, Northern Illinois University (major: art history; minor: philosophy)

Advanced Training
1983 Certificado, Departamento de Artes Plasticas, Tegucigalpa, Honduras (International Congress of Workers in the Arts)
1982 Certificate, Higher Education Management Institute, University of New Mexico

Academic/Professional Positions
2004-present Helen DeVitt Jones Curator of Art, Museum of Texas Tech University, Lubbock
Graduate Faculty, Museum Science and Heritage Management
Peer Reviewer, American Association of Museums
2009 Faculty (Fulbright Scholar) of the Academy of Fine Art and Design, Bratislava, Slovakia; Department of Theory

Publications

Books/Exhibition Catalogs/Manuals
2014 Line Up: Pattern/Type/Taxonomy, exhibition catalog, Landmark Art Gallery, 32pp
2012 Just Not Yet, exhibition catalog, Landmark Art Gallery, 56pp
2010 ColorPrint USA 40th Anniversary, (Museum of Texas Tech University, Lubbock) 48 pp
2007 New Mexico Artists: Paintings and Drawings from the Art Collection [of the] Museum of Texas Tech University, (Museum of Texas Tech University, Lubbock) 48 pp., editor and author with Joseph Traugott

Articles/Essays/Book Chapters
2014 "Dogs Have Four Legs," in exhibition catalog for Line Up: pattern/type/taxonomy, pp. 9-12
"Karin Broker," catalog essay for Karin Broker: wired, pressed and nailed, Art Museum of Southeast Texas, Beaumont
"We All Lie," in Afterimage: The Journal of Media Art and Cultural Criticism (40:2): 29-31
2011 “Jumping Across (the River): Ed Blackburn,” in Artlies (68)
"Zaujímavé…Odzbrojujúci…Zaujímavé…", Galéria Cypriána Majerníka, Bratislava

2009  “SITE Santa Fe” Artl (64): 2 pp

“Nataša Floreanová: More, zem a flóra [Sea Earth and Flora],” Galeria mesta Bratislavy, m Slovakia; edit English text.
“Mexická grafika 19.-21. storočia [Mexican printmaking 19th.-21st Centuries],” Galeria mesta Bratislavy, m Slovakia; edit English text.

“Lucky Number Seven, SITE Santa Fe Biennial” Artl (59) (Fall 2008): 118-9
“Natural Selections: Jim Waid Paintings,” Louis Bernal Gallery, Pima Community College, Tucson, AZ (exhibition catalog essay)
“After Five: Recent Prints by Scott Frish,” Graphic Impressions (Summer/Fall 2008): 15-16

“Faith and War,” Artl #53 (Spring 2007): 102

Exhibitions Curated
2015  in progress: Ansel Adams Masterworks from the Collection of David Arrington
2014  Line Up: pattern/type/taxonomy (Landmark Arts)
 In Addition I (MOTTU)
 In Addition II (MOTTU)
2013  Fresco y Dicho: Frederico Vigil (MOTTU)
 Arizona ↔ New Mexico ↔ Texas: 20th and 21st Century Art of the American Southwest (MOTTU)
2012  War Babies (Museum of Texas Tech University, Lubbock) (MOTTU)
 Peter Hurd: War Sketches (MOTTU)
 Just Not Yet (Landmark Arts)
2011  Vision and Style: The Margaret Talkington Art Collection (MOTTU)
 Check Up I and II: Recent Additions to the MOTTU Art Collection, 2005-2010 (MOTTU)
 Neighbors (MOTTU)
2010  ColorPrint USA 40th Anniversary, (MOTTU)
2009  Newell Convers Wyeth, reinstallation of the Diamond M Collection (MOTTU)
 Romancing the West, reinstallation of the Diamond M Collection (MOTTU)
2008  A Family Collects: American Ceramics and Glass from the Last Four Decades (MOTTU)
 Terry Winters: Folio Suites and Portfolios (MOTTU)

Scholarly Papers/Presentations
2014  "Behind the Scene: the Artist Printmaker Research Collection," Museum of Printing History, Houston, TX
2010 “Art Space: Drifting from Pre-Columbian Panama to Post-Columbian Honduras,” Museum of Texas Tech University, Lubbock, TX

Research Awards and Fellowships (all awarded; some award amounts noted)
2012-17 - Fulbright Specialist
2008-9 - Fulbright Scholar, the Fulbright Program, a program of the U.S. Department of State, Bureau of Educational and Cultural Affairs; Bratislava, Slovakia: Academy of Fine Art and Design.

Programmatic Grants, Fellowships and Related (all awarded; some award amounts noted)
2013-15 - Advise Clifford Jones Memorial Endowment for acquisition of art works ($225,000 current expendable balance)
2014-16 - Two year Art Division Internship, Diamond M Foundation ($88,000)
2011-12 - Two year Art Division Internship, Diamond M Foundation ($67,350)
2007-13 - Created and manage Artist Printmaker Research Collection (in 2013 currently over $1,300,000 in-kind donated works of art)
2006-11 - Acquisition of Art Works by Contemporary Southwest Artists ($350,000)
2007-10 - Conservation and Care of Works of Art on Paper, Helen Jones Foundation through the MOTTU Association ($10,000)
 - Increasing Public Access to the Art Collection, Helen Jones Foundation through the MOTTU Association ($35,000)
 - Works of Art on Paper Preparation Workspace, Helen Jones Foundation through the MOTTU Association ($15,000)

Creative Research: Exhibitions of My Art Work
2013 Required Reading: Visual Responses to the Written Word, Tucson, AZ
2012 Marred Geometry, Atlas Fine Art Services, Tucson, AZ
2008 New Texas Talent XV, Craighead-Green Gallery, Dallas, TX (juried)
The New Wave, Louise Underwood Hopkins Center for the Arts, Lubbock, TX
The Log from the Sea of Cortez, Depot Gallery, Lubbock, TX
Earth and Related Sites, Charles Adams Gallery, Lubbock, TX
2007 Visual Arts Society of Texas: National Juried Exhibition, Denton, TX
Orange and Blue: Studies in Monochrome, Nancy Fyfe-Cardozi Gallery, UTPB, Odessa, TX [also in 2008 at the University Art Gallery, Midwestern State University, Wichita Falls, TX]

Professional Memberships
College Art Association
American Alliance of Museums
Art Museum Curators Association
Southern Graphics International Council

University-level Courses Taught
Professional Curatorial Practices for Studio Artists
Curatorial Methodology
Museum Science Research Methods
Museum Science Practicum
Museum Science Internship
Historical and Critical Perspectives in the Arts
Internship supervisor: High School, Undergraduate and Graduate level internships in curating, art collection development and management; and applied research, University of Arizona, Museum of Art

Independent Studies: Ceramic Analysis; Prehistoric Mortuary Arts; The Art of Generation X; Prehistoric Central American Art; Contemporary Native American Art; Applied Art Historical Research

Seminar: Social Analysis in Art History
Seminar: Social Dimensions of Art
Introduction to Art History (semester survey), University of New Mexico School of Art and Art History
Seminar: Popular Art, Central Avenue as Art
Art History Survey: American Art
Art History Survey: Renaissance-Modern
Art History Survey: Paleolithic-Medieval

Biographic Citations
Who’s Who in American Art

Selected Service Activities
- On-site Assessor for American Alliance of Museums Collection Stewardship, Forsyth Galleries, Texas A&M University, College Station (2014)
- KTTZ radio interview relating to grand opening of the Evelyn and William Davies' gallery at MoTTU
- Two guest lectures, TTU School of Art, Art 4335 (2014)
- Guest lecture, MUSM 5340 (2014)
- Member, Search Committee for Deputy Director, MoTTU (2014)
- Chair, Search Committee for Curator of Clothing and Textiles, MoTTU (2014)
- Graduate Committee Chair or Member: Kelly Chandrapal, Jessican Schnieder, Ryan Painter, Amanda Daniels, Selena Capraro, Jamey Williams, Jenna Crenshaw, Marissa Diaz, Brianna Satterfield, Adriana Molina, Maria Vallejo, Joshua Thacker, Lacey Imbert, Celina Aguirre, Dana Oglesby, Michelle Mossman, April Pilley, John McCune, Jessica Jernigan
- Two guest lectures, TTU School of Art, Art 4335 (2013)
- Guest lecture, MUSM 5340 (2013)
- Guest lecture, TTU School of Art (Art 5101: Seminar Professional Art Practices, 2011-12; Art Education; Graduate Studio-Printmaking; Graduate Studio-Painting)
- Guest lecture, MUSM 5340 (2012)
- Guest lecture, MUSM 5340 (2011)
- Tenure Committee, outside evaluator: Scott Frish (West Texas A&M, Canyon, TX, 2008)
- Promotion Committee, outside evaluator: Kenneth Shorr (promotion to full professor, University of Arizona, School of Art, Tucson, AZ, 2008)
MEI WAN CAMPBELL

CURRENT POSITION
Curator of Ethnology/Clothing and Textiles, Museum of Texas Tech University, Lubbock, Texas.
Mailing Address: Museum of Texas Tech University, Box 43191, 4th & Indiana, Lubbock, TX 79409-3191
Work Phone: (806)-742-2479 Fax: (806)-742-1136

EDUCATION
1983 - 1984 ABD, Department of Anthropology, University of Colorado, Boulder, Colorado
1993 - present

1981 - 1982 MA in Anthropology, Department of Anthropology, Texas Tech University, Lubbock, Texas.

1977 - 1980 MA in Museum Science, Department of Museum Science, Texas Tech University, Lubbock, Texas.


1970 - 1974 BA in Anthropology and Archaeology, Department of Anthropology and Archaeology, National Taiwan University, Taipei, Taiwan, Republic of China.

ADDITIONAL EDUCATION
11/94 Two day workshop on "NAGPRA Compliance Workshop - Archaeology Emphasis," co-sponsored by the National Park Service and the Museum of Texas Tech University, at the Museum of Texas Tech University, Lubbock, Texas.

5/94 Six day workshop on "International Management Workshop," offered by the International Center for Arid and Semi-arid Land Studies, Texas Tech University, Lubbock, Texas.

3/94 One day workshop on "Disaster Workshop I: Planning and Preparedness," sponsored by the Collection Managers Committee of the Texas Museum Association, at the 1994 TAM Annual Meeting at Houston, Texas.


7/92 Two-week course in "Collection Care Core Curriculum, Section 1: Materials and Collections," offered by the Campbell Center for Historic Preservation Studies, Mount Carroll, Illinois.

6/91 Four-day Training Congress program on "Purse Strings: Museums, Mission and Money in the Nineties" and one-week individual study program at the Smithsonian Institution, sponsored by the Office of Museum Programs, the Smithsonian Institution.

3/91 Three-day course of study on "Legal Problems of Museum Administration," organized by the American Law Institute-American Bar Association, and cosponsored by the Smithsonian Institution and American Association of Museums, at the California Museum of Science and Industry, Los Angeles, California.

2/91 One-day workshop on "Introduction to Museum Conservation," sponsored by the Collection Managers Committee of the Texas Association of Museums, at Institute of Texan Cultures, San Antonio, Texas.

8/90 One-day workshop on "To Deaccession or not to Deaccession," organized by the Collection Managers Committee of Texas Association of Museums, at Fort Worth Museum of Science and History, Fort Worth, Texas.

7/87 Five-day workshop on "Principles of Conservation and Preventive Care" and one-week individual visiting scholar program on care and management of anthropological objects at National Museum of Natural History and Conservation Analytical Laboratory, sponsored by the Smithsonian Institution, Washington, D.C. (Award for Minority Museum Professionals)

10/86 Two-day symposium on "Baskets of the Southwest", organized by Recursos de Santa Fe, at Maxwell Museum of Anthropology, University of New Mexico, Albuquerque, New Mexico.

5/86 Three-day workshop/symposium on "Shared Horizon III: Southwestern Weaving", organized by Recursos de Santa Fe, at Santa Fe, New Mexico.


7/85 Two-week training on conservation of archaeological basketry and textile under the supervision of Sara Wolf Green, Chief Conservator, at Materials Conservation Laboratory, Texas Memorial Museum, Austin, Texas.

3/85 One-day workshop on "After the Flood, Fire, and Insects... then What?", organized by Conservation Center, the Panhandle-Plains Museum, at Canyon, Texas.

MUSEUM EXPERIENCE


1/1984 - 12/1989. Curatorial Assistant, then Research Associate, Anthropology Division, Museum of Texas Tech University, Lubbock, Texas


5/1981 - 12/1982. Curatorial Assistant, Archaeology Division, Museum of Texas Tech University


MUSEUM-RELATED ORGANIZATIONAL EXPERIENCE

1994 Responsible for the organization, development, and coordination of a two-day (Nov. 1-2, 1994) workshop on NAGPRA (Native American Graves Protection and Repatriation Act) compliance at Museum of Texas Tech University, Lubbock, Texas. The Workshop was participated by over 30 presenters and 100+ participants. Representatives from the federal and state agencies and Native American tribal organizations were speakers in the Workshop. Members of the archaeology and museum communities from around the country also attended this Workshop. The workshop was supported in part by a grant from the National Park Service (NAGPRA Grants for Museums program),

1993 Responsible for the organization and program development of the biannual Northwest Texas Museum Association meeting at Lubbock, Texas on October 15-16, 1993. The one-and-half day meeting was attended by over seventy museum professionals from a forty county region in West Texas.

1993 Responsible for the organization, curriculum development, and instruction of Archaeology Collection Care and Management Workshop at the National Museum of Prehistory Planning Bureau, Taitung, Taiwan, Republic of China, from August 2-7, 1993. The Workshop was attended by museum professionals from 11 institutions including the Planning Bureau, the National Museum of Natural History, the Taiwan Museum, the Museum of Ethnology (Academic Sinica), the Department of Anthropology (National Taiwan University), the Hwalian Museum and Cultural Center, and the Cultural Development Division of Hwalian Prefecture

1993 Responsible for the organization, curriculum development, and instruction of Archaeology Collection Care Workshop at Lubbck Lake Landmark State Historic Park, Lubbock, Texas from June 9-13, 1993. The Workshop was attended by museum professionals from Texas and eastern New Mexico, including staff at the Center for Environmental Archaeology (Texas A&M Univesity), the Crosby County Pioneer Memorial Museum, and the Blackwater Draw Museum (New Mexico).

1993 Responsible for the organization and program development of a public lecture series on Navajo culture and textiles as well as adult and children's workshops on Navajo weaving at the Museum of Texas Tech University, held in conjunction with the temporary exhibit "Gift of the Spider Woman - Navajo Textiles" from June 26 through November 27, 1993.

1990 Assisted in the organization and development of "Archaeology Collection Management Workshop" held at the 1990 Texas Association of Museums annual meeting at Lubbock, Texas. Museum professionals from twenty+ institutions from Texas participated in the Workshop.
UNIVERSITY LEVEL TEACHING EXPERIENCE

9/1992 - Present. Adjunct Professor, Museum Science Program, Texas Tech University, Lubbock, Texas. Teaching and developing a graduate course "Museum Professional Development" and team-teaching of "Collections Management", both core curriculum of the Program. Supervising graduate students in internship, independent research, and collection practicum courses ranging in subject areas from conservation, collection management, education to exhibit.


1/1987 - 9/1992 Museum Science Program, Texas Tech University, Lubbock, Texas. Team-taught in the Museum Science Program graduate course "Collection Management." Lectured on subjects ranging from museum accreditation, collection management policies, to care and management of archaeological, ethnographic, art, textile, and historical costume collections. Supervised graduate students in laboratory exercises in various divisions of the Museum of Texas Tech University. Also assisted in Museum Science graduate course "Basic Conservation," supervising students in their work in Ethnology Collections, including condition reporting, designing individual housing units for specific specimens, selecting specimens for exhibition, delineating specific environmental requirement for objects on exhibit, and basic cleaning and treatment of specific specimens.


OTHER RELATED TEACHING EXPERIENCE

1993 Instructor for a six-day workshop titled "Archaeology Collection Care and Management" held at the National Museum of Prehistory Planning Bureau at Taichung, Taiwan, from August 2-7, 1993. Topics discussed in the workshop ranging from basic collection management principles and policies, museum environments, condition examination and specimen documentation, basic collection processing procedures, collection storage, and long range collection planning.

1993 Instructor for a workshop titled "Archaeology Collection Care" offered by the Museum of Texas Tech University, at the Lubbock Lake Landmark State Historic Park, Lubbock, from June 9-13, 1993. Topics discussed in the workshop ranging from basic collection management principles and policies, museum environments, condition examination and specimen documentation, basic collection processing procedures, collection storage, to long range collection planning.

1986 - 1991 (Summers). Instructor, Institute for the Gifted, Texas Tech University, Lubbock, Texas. Offered "Introduction to Archaeology" course to gifted and talented youth from grades 4 through 6 (two two-week sections). Coordinated (1990) the course "Field Archaeology at Lubbock Lake Landmark", offered to gifted and talented youth from grades 7 through 12.

FIELD EXPERIENCE

1987-1991 Laboratory Supervisor. Archaeology Field Program, Lubbock Lake Landmark, Museum of Texas Tech University, Lubbock, Texas. Project Director: Dr. Eileen Johnson. Supervised all lab activities including cleaning, preserving, identifying, and cataloging of materials in the field lab as well as accessioning, inventory, transferring, and housing of materials in the Museum; supplied conservation advises and demonstrations to field archaeologists; supervised and coordinated all voluntary lab and field workers (YWCA' VolunTeen Program Participants, high school and community volunteers).

5/1983 Laboratory Supervisor. Field school in Central Texas Archaeology, Department of Museum Science, Texas Tech University, Lubbock, Texas. Project Directors: Dr. Eileen Johnson and Dr. Vance Holliday.


1978-1979 (Summers) Field and Laboratory Assistant. Archaeology Field Program, the Lubbock Lake site, the Museum of Texas Tech University, Lubbock, Texas. Project Director: Dr. Eileen Johnson.

PUBLICATION

in prep. Care and Conservation Concerns and Practical Solutions of Organic Specimens Recovered from Archaeological Sites in Taiwan. Senior Author, (in Chinese & English)

in prep. Care and Conservation Concerns and Practical Solutions of Inorganic Specimens Recovered from Archaeological Sites in Taiwan. Senior Author, (in Chinese & English)


1994a Reorganization and Rehousing of Pueblo and Navajo Ceramic and Textile Collections at the Museum of Texas Tech University. Report submitted to the National Endowment for the Arts, Washington, D.C.


1993 Preliminary Observation of Faunal Material from Hexian Hominid Site, Anhui Province, China. Abstract published in conjunction with the Eighth Meeting of Working Group 1 on Bone Modification, Hot Springs, South Dakota.


SELECTED PRESENTATIONS:


1992 "Museology and Museum Training in U.S.A." Paper presented at the Department of Anthropology, National Taiwan University, and the Taiwan Museum, Taipei, Taiwan.


1982 "Bone Tool Technology and Experimentation". Paper given at the monthly meeting of the Anthropology Club, Texas Tech University, Lubbock, Texas.

1982 "Bone Tool Technology - A Case Study." Paper given at the monthly meeting of the Midland Archaeological Society, Midland, Texas.

1979 "Bone Butchering Tools from the Canyon Lakes Collection." Paper presented at the 50th annual meeting of Texas Archaeological Society, Amarillo, Texas.

GRANTS & AWARDS

1994 National Park Service NAGPRA Grants for Museums Program. Grant awarded for the organization, development, and execution of a two-day workshop "NAGPRA Compliance Workshop, part I - Archaeology Emphasis" to be held at the Museum of Texas Tech University, Lubbock, Texas.

1994 Sigma Xi Grants in Aid of Research. Mini grant awarded to assist in the research of faunal material from Hexian site, Anhui Province, China.


1992 Campbell Center for Historic Preservation Studies and National Endowment for the Humanities, Scholarship awarded for partial support to attend the Collection Care Core Curriculum offered by the Campbell Center.

1991 The Smithsonian Institution, Office of Museum Programs, Award for Museum Leadership. Scholarship to attend the Training Congress "Purse Strings: Museums, Mission and Money in the Nineties," and one-week independent study program at the Smithsonian Institution.


1991 The American Law Institute-American Bar Association, the Smithsonian Institution, and the American Association of Museums. Scholarship awarded for partial support to attend the ALI-ABA course of study "Legal Problems of Museum Administration.

1987 The Smithsonian Institution, Office of Museum Programs, Award for Minority Museum Professionals. Scholarship to attend the "Principles of Conservation and Preventive Care" workshop and one-week individual visiting scholar program.
PROFESSIONAL ORGANIZATIONS

American Association of Museums, 1987 - present
Mountain-Plains Museums Association, 1991 - present
Society for the Preservation of Natural History Collections, 1989 - present
Texas Association of Museums, 1987 - present
Collections Managers Committee of TAM, 1987 - present

REFERENCE AVAILABLE UPON REQUEST
Hyojung Cho, Ph.D.

HOME
5204 Kemper Street
Lubbock, TX 79416
(Cel) 703-861-3522
hyojcho@gmail.com

WORK
Museum of Texas Tech University
3301 4th St. Box 43191
Lubbock, TX 79409-3191
806-742-2442
hyojung.cho@ttu.edu

CURRENT POSITION

2008- Lubbock, TX
Texas Tech University
Associate Professor, Museum Science and Heritage Management (2014 -)
Assistant Professor, Museum Science and Heritage Management (2008-14)

EDUCATION

2002-2007 Columbus, OH
The Ohio State University
Ph.D. in Arts Administration, Education and Policy, specialized in Cultural
Policy and Arts Management
Dissertation: “Policy System and Political Dynamics of Heritage
Conservation in the U.S.”

1998-2000 Washington, DC
The George Washington University
M.A. in Museum Studies, concentration on managing museum collections

1993-1998 Seoul, Korea
Sang Myung University
B.A. in History
CURRICULUM DEVELOPMENT

Course Development
- Principles of Heritage Management
- Heritage Planning
- Heritage Tourism
- Public Heritage Communication: Interpreting Heritage in Historic House Museums and Sites (Summer)
- Museum Laws, Ethics, and Standards
- Museology
- Consultation for Development: Courses that are taught by adjunct professors
  - Heritage Resource Management
  - Heritage Resource Administration and Marketing

Current Course Offering
- Principles of Heritage Management (2008-)
- Heritage Planning (2009-)
- Heritage Tourism (2009-)
- Public Heritage Communication: Interpreting Heritage in Historic House Museums and Sites (2010-)
- Museum Law, Ethics, and Standards (2011-)

RESEARCH & TEACHING INTERESTS

Historic Preservation
Policy and political dynamics of historic preservation in the U.S.
Cultural Landscapes
Community development and historic preservation
Dissonance in historic preservation
Holistic approach in preservation planning
Cultural heritage tourism

Folklife/Intangible Cultural Heritage
Policy and political dynamics of folklife in the U.S.
Presentation and representation of folklife
Transmission of Folklife/Intangible Cultural Heritage
Foodway in heritage management

Museum Studies
Interpretation of historic houses and sites
Cultural and economic roles of museums in historic preservation
AWARDS AND RECOGNITIONS

2010 Texas Statewide and Local Scholarship, National Trust for Historic Preservation and Preservation Texas

2006 Manuel Barkan Fellowship Award for Dissertation Writing The Ohio State University

2003-2004 Lawrence and Isabel Barnett Fellowship The Ohio State University

1998 Columbia Arts and Sciences Scholarship The George Washington University

1993-1998 Sang Lok Scholarship for Academic Excellence (4 times) Sang Myung University

PUBLICATIONS


2013 “Fermentation of Intangible Cultural Heritage: Interpretation of Kimchi in Museums”  

2013 “Public Policy and Political Dynamics of Heritage Conservation in the United States”  


**PUBLICATIONS: UNDER REVIEW**

Submitted to _Future Anterior_

2013 “Study of Policy Feasibility for the Transmission of Intangible Cultural Heritage”  
Submitted to _the International Journal of Cultural Policy_

**PRESENTATIONS IN ACADEMIC CONFERENCES**

2014 Presentation
Annual Conference on Social Theory, Politics and the Arts  
Ottawa, Canada  
“Sport as a Channel of Identity Promotion: Presentation of Baseball in Museums”

2014 Presentations
Annual Conference of International Council of Museums-International Committee for Documentation  
Dresden, Germany

- “Documentation of Traditional Music and Dance in Museums: Perspectives on Living Human Treasures”
- “Documentation of Variable Media Art in Museums: Challenges, Progress, and Opportunities” Co-author: Kelly Chandrapal

2013 Presentation
Annual Conference of the Engagement Scholarship Consortium  
Lubbock, TX  
“Let’s celebrate together: 2013 International Arts and Culture Symposium”
2013 Presentation
Annual Conference on Social Theory, Politics and the Arts         Seattle, WA
“Policy Development for Sustainable Preservation: Use of Districts”

2012 Presentation
Annual Conference on Social Theory, Politics and the Arts         Baton Rouge, LA
“Advocacy Coalition in the U.S. Heritage Conservation”

2011 Presentation
Annual Conference of the Mountain-Plains Museums Association       Helena, MT
• Chair and Organizer of the session: Cultural Landscape and Roles of Cultural Institutions
• Presenter: “Bringing the Stories Together: Interpretation of Cultural Landscapes”

2011 Presentation
Annual Conference on Social Theory, Politics and the Arts         Lexington, KY
• Presenter: “Myth, Monument and Identity: Why should we remember the Alamo?”
• Moderator: Session “Museums and New Trends”

2010 The 6th International Conference on Cultural Policy Research     Jyväskylä, Finland
“Policy Need for Intangible Cultural Heritage” (published in proceedings)

2009 Presentation
Annual Conference on Social Theory, Politics and the Arts          London, UK
“Studying Heritage: Holistic Approach and Academic Divisions”

2008 Presentation
Annual Conference on Social Theory, Politics and the Arts         Baltimore, MD
“Restoration of Cheon-Gye Cheon: the Urban Renewal Project Using Heritage Conservation”

2007 Presentation
Annual Conference on Social Theory, Politics and the Arts          New York City, NY
“The Role of Heritage in Community Development: A Case of Wheeling, WV”

2006 Presentation
Annual Conference on Social Theory, Politics and the Arts         Vienna, Austria
“The Policy System and Political Dynamics in the U.S. Heritage Conservation”
2005  Presentation
Annual Conference on Social Theory, Politics and the Arts  Eugene, OR
“Mapping Heritage Policy in the U.S.”

2004  Presentation
Annual Conference on Social Theory, Politics and the Arts  Arlington, VA
“Cultural Diplomacy between North and South Korea”

INVITED TALKS & LECTURES

May, 2014  Invited Talk
Presented to Department of Management Sungkyungkwan University

February 23  Annual Arts and Culture Symposium  Lubbock, TX
2013 Museum of Texas Tech University and Sowoon Arts and Heritage
• Presentation: “Transmission of Intangible Cultural Heritage: Living Human Treasure”

2012, 2014  International Council of Museums
International Committee for Documentation Summer School  Lubbock, TX
• A half-day session instructor: “Copyright & Museum”

Sept. 21, 2011  The Osher Lifelong Learning Institute  Lubbock, TX
• Organizer of the Session: “Breathe Life into Historic Places Invigorate Lubbock”
• Presenter: Introduction “What is Heritage” & “Local Historic Cemetery as a History

2009  Invited Talk
Lecture: “Community Development through Heritage Conservation”
Presented to The Community Development Committee for the City of El Paso
Invited by the Texas Historical Commission

2005  Guest lecture in Art Education 670: Public Policy and the Arts  Columbus, OH
“Heritage Conservation in the U.S.: History and Policy”

2004  Panel Talk for Arts Administration students from Taiwan  Columbus, OH
“Fundraising for Non-Profit Arts”
SERVICES

2014- Editorial Board, Review of Cultural Economics
2013- Organizer and Co-host of Annual Arts and Culture Symposium
       Lubbock, TX
       Museum of Texas Tech University
       The Sowoon Arts and Heritage
2008-2013 Service to the City of Lubbock
       Interpretation of the City of Lubbock Historic Cemetery
2012 Consultation for the rehabilitation of the former Cavel's Pharmacy
       The Lubbock Roots Historical Arts Council
2013 Reviewer for book proposal
       The publishing company, Routledge
2011-2014 Peer-Reviewer for journal articles
       The International Journal of Cultural Policy
       The International Journal of Inclusive Museums
       The Journal of Cultural Heritage Management and Sustainable Development
       The Journal of Arts Management, Law and Society
       Museum Management and Curatorship
2012 Member: The Search Committee for the Assistant Professor of Museum Science
2012 – 2013 Co-chair: The Committee on Museum Professional Training (COMPT)
       The Mountain-Plains Museums Association (MPMA)
2011 Oral history documentation project for a community, Nazareth, TX
2011 Member of the Program Committee
       The Mountain-Plains Museums Association (MPMA)
2009-2011 Mentor,
       Lauro Cavazos & Ophelia Powell-Malone Mentoring Program (Mentor Tech)
2 academic years
February 18, 2011 Panelist,
Panel Discussion: “Beyond the Model Minority Myth: Challenges, Opportunities, and Responsibilities for Asians and Asian Americans in Higher Education”
       The Cross-Cultural Academic Advancement Center, Texas Tech University
2010  Consultation and supervising an intern for the City of Gonzales, Texas

2010  Development of the exhibition, “From Abandoned to Treasured”
      Education Gallery in Museum of Texas Tech University  Lubbock, TX
      Collaborated with Preservation Texas

May 20  Participation in the Statewide Preservation Planning Forum
2010  Panhandle-Plains Historical Museum  Canyon, TX
      Texas Historic Commission

2004-2005  Graduate Delegate to the Council of Graduate Students
           for Arts Priori, the students’ organization in Cultural Policy and Arts
           Administration

2005  Member of the Committee for Technological Development
       Department of Art Education, The Ohio State University

PROFESSIONAL DEVELOPMENT

August 15-16, 2011  Texas Plains Trails Tourism and Preservation Regional Roundup  Plainview, TX
                   Texas Historic Commission

Oct 27-30, 2010  National Preservation Conference  Austin, TX
                   National Trust for Historic Preservation

April 12, 2011  Texas Tech University Diversity Summit  Lubbock, TX
                   The Division of Institutional Diversity, Equity, and Community Engagement

Sept 13-17, 2010  Annual Conference  Rapid City, SD
                   The Mountain-Plains Museums Association (MPMA)

Aug 16-17, 2010  Texas Plains Trails Tourism and Preservation Regional Roundup  Plainview, TX
                   Texas Historic Commission

April 22-24, 2010  Annual Historic Preservation Conference  Houston, TX
                   Texas Historic Commission

Feb 4-5, 2010  Preservation Summit 2010  Austin, TX
               Preservation Texas

Oct 5-9, 2009  Annual Conference  Cheyenne, WY
               The Mountain-Plains Museums Association (MPMA)
WORK EXPERIENCE

2013  Ministry of Culture, Sports & Tourism  Republic of Korea
Contributor,
*Measuring Social Impacts of National Saturday Arts Education Programs, The Dream Attic* (City of Seoul funded report for youth arts programs)

2005  The Ohio State University - Newark Art Gallery  Newark, OH
Graduate Administrative Associate

2004-2005  Department of Art Education, The Ohio State University  Columbus, OH
Graduate Teaching Associate: Instructor of Art Education 367.01- Ethnic Arts:
A Means of Intercultural Communication (3 quarters)

2000-2002  National Women’s History Museum  Washington, DC
Assistant Curator

Volunteer in Collections Documentation Department

2000  National Museum of the American Indian  Washington, DC
Intern in Collections Department

1999-2000  Freer and Sackler Gallery of Art  Washington, DC
Intern in Education

1998  Kyunggi Provincial Museum  Kyunggido, Korea
Intern, rotated in Curatorial, Registrar and Collections Departments

PROFESSIONAL MEMBERSHIP

Member  International Council of Museums (ICOM)
The Mountain-Plains Museums Association (MPMA)
National Trust for Historic Preservation
Association of Academic Museums and Galleries
The Texas Tech University Women’s Club
**Curriculum Vitae**

Nicholas Crofts

23c avenue Miremont  
1206, Genève Suisse  
Tel +41 22 3460197  
Email nicholas@crofts.ch

**Date of birth**  
London, 4.4.1959

**Nationality**  
British and Swiss

**Marital status**  
Married, three children


**Education**

2004  
Doctoral degree in Information Science, University of Geneva, *Integration of cultural heritage information systems*

1997  
Certificate in Management and Technology of Information Systems (MATIS), University of Geneva

1984  
Masters degree in Philosophy, University of New Mexico, Albuquerque, U.S.A

1981  
Degree in Philosophy and Art history, University of Kent, Canterbury

**Professional experience**

**Visiting professor, Museum Studies, Museum of Texas Tech University**  
Master’s level courses in Museology, Museum Administration, Information management and Perspectives on Intangible Heritage.

10.2008 -  
**Project manager, Patrimonial Asset Management, IOC Lausanne**  
Responsible for managing *PAM Referential Ontology*, a bilingual (fr/en) knowledge base used for indexing and retrieval of assets: Conceptual ontology modelling using ITM application; project management using MS-Project; coordination of terminology experts working group (12 people); technical work with XML, RDF, SKOS and ISO 21127 exchange formats. Presentations and inter-departmental communication and coordination. English/French working environment.

1.2005 -  
**Independent consultant, cultural informatics**  

**Head of documentation, Musées d'art et d'histoire, Geneva City**  
Curator with global responsibility for coordination and management of Museum inventories and ancillary documentation, photographic studio and photo library. Inter-sector coordination; cataloguing rules, terminology and quality control; legal inventory; administration of
MUSINFO application; conception and development of online photothèque and multi-lingual website; analysis and specifications for procurement of replacement collections management software. Accounting (SAP) and sector team management (9 people).

Responsible for requirements analysis, specifications and project management; business process modelling; presentations and interdepartmental communication.

4.2000 - 10.2000 Faculty assistant, introduction to database design, University of Geneva
Instructor, undergraduate course on database modelling theory and web development using Oracle PL/SQL, teaching and grading.

Requirements analysis, specifications, budgeting and strategic orientation for the department of cultural affairs. Project leader for development of MUSINFO: software application for collections management used by all museums in Geneva City.

Courses in programming methods (Turbo Pascal) and technical English.


Cours Commerciaux and Inlingua

Media transfer and restoration (disk to tape), cataloguing and live recording.

Conception and production of weekly radio magazine in French.

10.1982 - 5.1984 Teaching assistant, Dept of Philosophy, University of New Mexico, U.S.A
Undergraduate courses Introduction to Logic and Introduction to Philosophy

Standards work
2010- Chair ICOM/CIDOC *International COuncil of Museums* / *Comité International pour la DOCumentation*

2006-2010 Vice-chair ICOM/CIDOC

1999-2006 Convenor, ISO Working group (TC46 SC4 WG9) for ISO 21127 *Ontology for the exchange of cultural heritage information*

1995-1999 Co-chair ICOM/CIDOC Data standards working group
Publications

Gestão de vocabulários multilíngues: estratégias para lidar com um problema insolúvel
SESC Brazil, 2012

CIDOC Factsheet No 3 Recommendations for shooting identity photographs, CIDOC 2012

Other ISO standards...CIDOC Newsletter , 2010


Getting to grips with Egypt's intangible heritage, CIDOC Newsletter 2008


The CIDOC CRM – a new ISO standard, CIDOC Newsletter 2007


Definition of the CIDOC Conceptual Reference Model. 30 November 2003. ICOM/CIDOC Documentation Standards Group and CRM Special Interest Group, Crofts, Nick et al. (eds.).

Using the CIDOC Conceptual Reference Model for integrating heterogeneous data sources - applications developed for Geneva's departement of historical sites and monuments, CIDOC 2003 conference proceedings

The CIDOC Conceptual Reference Model: A standard for communicating cultural contents Crofts,N., Doerr, M. and Gill, T Cultivate Interactive, issue 9, 7 February 2003

Ontologies Odile Artur, Nicholas Crofts and Patrick Le Boeuf ELAG 2002 “Semantic Web and Libraries” Rome

MDA Spectrum CIDOC CRM mapping, CIDOC-CRM Technical Papers, 2000

Introduction au modèle conceptuel de Référence In Archives, Libraries and Museum Convergence,ELAG, Paris 2000


Treatment of chronological data in cultural information systems. CIDOC Bulletin, 1999
Implementing the CIDOC CRM. MCN Spectra, 1999

Developing distributed applications for the web. Proceedings of Museums and the Web, 1999

Electronic Communication on Diverse Data - The Role of an Object-Oriented CIDOC Reference Model, Martin Doerr & Nick Crofts, CIDOC'98 Conference, Melbourne, October 10-14, 1998. Available: (137 KB)

Information technology and the quality of museum documentation. CIDOC Bulletin vol 8, 1997

Museums and the Internet, in “Museums and Media” Georg, Geneva, 1997


Boilerhouse Taste Designer magazine, 1985
Curriculum Vitae

David K. Dean, B.S., M.A.
Director Information Services, MCIO, NSC, Museum of Texas Tech University
Instructor, Center for Advanced Study of Museum Science and Heritage Management, Texas Tech University

Education
1974 Bachelor of Science (B.S.), Hardin Simmons University, Abilene, TX. Majors: Art and Biology; Minor: Education; Texas Teacher Certification in Secondary Level Public Schools
1975 Training course in Personnel Management, US Army, Ft. Benjamin Harrison, Indianapolis, IN
1976 Master of Arts (M.A.) in Museum Science, Texas Tech University (TTU), Lubbock, TX. Specializing in exhibit design and production. (Terminal degree in Museum Studies)
1986 Winedale Museum Seminar, November 9–21, conducted by the Texas Historical Commission at the Winedale Historical Center, University of Texas at Austin, Roundtop, TX
1991 Museum Management Program, University of Colorado at Boulder, CO
2003 Apple Seminar in XServer Implementation at the University of Texas at Arlington, TX
2006 Pachyderm Project training, 1st session, presented by the New Media Consortium in Dallas, TX, funded by the Edward and Betty Marcus Digital Education Project for Texas Art Museums.

Employment History
1974–1975 Assistant Curator of Ornithology, Natural Science Research Laboratory, Museum of TTU
1975–86 US Army Reserve, 413th Civil Affairs Company, Lubbock, TX. Held ranks of 2nd Lieutenant through Captain; duty assignment: Art, Monuments, and Archives Officer.
1975–1984 Preparator, Exhibits Division, Museum of TTU
1984–85 Exhibit Design Manager, Museum of TTU
1985–93 Assistant Director for Operations, Museum of TTU
1991–2011 Instructor, Center for Advanced Study of Museum Science & Heritage Management, TTU
1993–2006 Associate Director for Museum Operations and Programs, Museum of TTU
2006–present Director of Museum Information Services, Museum of TTU
2011–present Instructor, Museum Science Graduate Program, Texas Tech University.

Current Positions
Staff: Director of Museum Information Services, Museum of Texas Tech University, Lubbock, TX

- Direction of Museum network services (MCIO)
- Direction of design, layout, and editing of Museum publications
- Direction of preparation and coordination of Museum publicity and marketing
- Direction of design for Museum of TTU in-gallery & public computing services
- Member of Director’s Advisory Council
- Member of Curators Committee
- Network Site Coordinator (NSC) for the Museum’s computer network and equipment
- Webmaster/Designer/Editor, Museum of TTU website at www.museum.ttu.edu
- Director/Manager, Museum of TTU subordinate websites and blogs including:
  - Lubbock Lake Landmark – www.depts.ttu.edu/museumttu/lll;
  - Ethnology & Textiles Division – www.depts.ttu.edu/museumttu/e%26t/AboutE%26T.html;
Graduate Faculty: Instructor, Center for Advanced Study of Museum Science & Heritage Management

1991–2011  Instructor for Museum Interpretation and Communication course (MUSM 5331), a required course in the Center for Advanced Study of Museum Science and the Heritage Management graduate programs, Texas Tech University.

1991–2011  Served on and/or chair student advisory committees in the Center for Advanced Study of Museum Science & Heritage Management.

1991–2011  Served on faculty committees and reviews student applications in the Center for Advanced Study of Museum Science & Heritage Management.

2003–2006  Instructor for Museum Data Management course (MUSM5340) in the Center for Advanced Study of Museum Science and the Heritage Management graduate programs, Texas Tech University.

2006  Design and oversight of construction of the Student Resource Facility (computing center) for cyber-based instruction and program development at the Museum of TTU.

2006–present  Supervise and manage the Student Resource Facility.

2011–present  Instructor for Museum Interpretation and Communication course (MUSM 5331), a required course in the Museum Science Graduate Program, Texas Tech University.

2011–present  Serve on and/or chair student advisory committees in the Museum Science Graduate Program, Texas Tech University.

2011–present  Serve on faculty committees and reviews student applications in the Museum Science Graduate Program, Texas Tech University.

Consultations & Committees

1991  Established computer database for OS Museum, Post, TX

1992  Guest curator, African Art Exhibit, Old Jail Art Center, Albany, TX

1995  New building construction planning, Art Institute of the Permian Basin, Odessa, TX

1996–98  Consultant *(pro bono)*, Hardin Simmons University White Horse Heritage Center exhibit gallery, Abilene, TX

2002–06  Media Relations Advisory Board, Hardin-Simmons University, Abilene, TX

2006–07  Advisory Committee Member, The Edward and Betty Marcus Digital Education Project for Texas Art Museums

Professional Memberships

- International Council of Museums - ICOM
- American Association of Museums – AAM (Current)
- ICOM International Committee for Training of Professionals – ICTOP
- AAM Committee On Museum Professional Training – COMPT (Current)
- New Media Consortium Directors – NMC (Institutional) (Current)

Professional Peer Review Activities

1998–2000  Institute of Museum and Library Services GOS Grant Applications reviewer

2000  American Association of Museums Peer Reviewer Visiting Committee Member

2001  Institute of Museum and Library Services Panelist for 2000-2001 GOS Grant cycle

2003 & 2008  American Association of Museums Peer Reviewer Visiting Committee Chairperson (on-site assessment visits)
2010-present  New Media Consortium Horizon.Museum Project Advisory Board member (annual appointment)

Grants Awarded
2007  Awarded Edward and Betty Marcus Foundation minigrant for a Pachyderm workshop in Spring 2008 semester and development of Pachyderm presentations for temporary exhibitions.
2008  Awarded Edward and Betty Marcus Foundation minigrant for a Pachyderm workshop in Spring 2009 semester.
2011  Representative, New Media Consortium institutional membership for the Museum of TTU awarded by the Edward and Betty Marcus Foundation.

Publishing Activities
1990  Designer, advertisements for the Museum of TTU
1990  Author/editor, press releases and public service announcements for the Museum of TTU
1990  Designer, weekly advertisements for the Museum of TTU in the Lubbock Avalanche-Journal newspaper, Lubbock, TX
1991  Designer, weekly advertisements for the Museum of TTU in the Lubbock Avalanche-Journal newspaper, Lubbock, TX
1991  Designer, advertisements for the Museum of TTU
1991  Author/editor, press releases and public service announcements for the Museum of TTU
1992  Designer, weekly advertisements for the Museum of TTU in the Lubbock Avalanche-Journal newspaper, Lubbock, TX
1992  Designer, advertisements for the Museum of TTU
1992  Author/editor, press releases and public service announcements for the Museum of TTU
1993  Designer, weekly advertisements for the Museum of TTU in the Lubbock Avalanche-Journal newspaper, Lubbock, TX
1993  Designer, advertisements for the Museum of TTU
1993  Author/editor, press releases and public service announcements for the Museum of TTU
1994  Designer, weekly advertisements for the Museum of TTU in the Lubbock Avalanche-Journal newspaper, Lubbock, TX
1994  Designer, advertisements for the Museum of TTU
1994  Author/editor, press releases and public service announcements for the Museum of TTU
1995  Book designer, Glenna Goodacre: the First 25 Years, Museum of Texas Tech University

1995 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

1995 Designer, advertisements for the Museum of TTU

1995–present Author/editor, press releases and public service announcements for the Museum of TTU


1995–present Manager/editor, websites for Lubbock Lake Landmark www.depts.ttu.edu/museumttu/lll, and Natural Science Research Laboratory www.nsrl.ttu.edu


1996 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

1996 Designer, advertisements for the Museum of TTU

1996 Author/editor, press releases and public service announcements for the Museum of TTU

1997 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

1997 Designer, advertisements for the Museum of TTU

1997 Author/editor, press releases and public service announcements for the Museum of TTU


1998 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

1998 Designer, advertisements for the Museum of TTU

1998 Author/editor, press releases and public service announcements for the Museum of TTU

1999 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

1999 Designer, advertisements for the Museum of TTU

1999 Author/editor, press releases and public service announcements for the Museum of TTU

2000 Editor/Designer, Promotional pamphlet for the Museum of TTU

2000 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

2000 Designer, advertisements for the Museum of TTU

2000 Author/editor, press releases and public service announcements for the Museum of TTU


2001 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

2001 Designer, advertisements for the Museum of TTU

2001 Author/editor, press releases and public service announcements for the Museum of TTU

2002 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

2002 Designer, advertisements for the Museum of TTU

2002 Author/editor, press releases and public service announcements for the Museum of TTU


2003 Designer, weekly advertisements for the Museum of TTU in the **Lubbock Avalanche-Journal** newspaper, Lubbock, TX

2003 Designer, various advertisements for the Museum of TTU

2003 Author/editor, press releases and public service announcements for the Museum of TTU

2004 In negotiation, Turkish language edition of *Museum Exhibitions: Theory and Practice*.


2004 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX

2004 Designer, advertisements for the Museum of TTU

2004–present Author/editor, press releases, and public service announcements for the Museum of TTU


2005 Designer, weekly advertisements for the Museum of TTU in the *Lubbock Avalanche-Journal* newspaper, Lubbock, TX


2008 In-gallery public orientation presentation for Macintosh-based computer-driven kiosks


2010–present Manager of the Museum of Texas Tech University’s online social media: Facebook and Twitter


- EDUCATION -

- Ph.D.  
  PENNSYLVANIA STATE UNIVERSITY, State College, PA;  
  Department of Art Architecture; Art Education /Art History minor  
  Research: Museum Interpretation of Native American Art & Culture

- M.F.A.  
  TEXAS CHRISTIAN UNIVERSITY, Fort Worth, TX; Department of Art;  
  Drawing & Printmaking / Art History minor

- B.F.A.  
  STEPHEN F. AUSTIN STATE UNIVERSITY, Nacogdoches, TX;  
  Dept. of Art; Studio Art & Teacher Certification (TX), All-Level Art, K-12

- B.S.  
  Dept. of Social & Rehabilitation Services; Psychology and Counseling

- MUSEUM EXPERIENCE -

- CURATOR OF EDUCATION:  
  Museum of Texas Tech University, Lubbock, TX, since 2008  
  Faculty, Museum Education; Graduate Program: Museum Studies

- EXECUTIVE DIRECTOR:  
  Millicent Rogers Museum, Taos, NM; 2006-2008

- EXECUTIVE DIRECTOR:  
  Art Center Waco, Waco, TX; 2003-2006

- CURATORIAL ASSISTANT:  
  Southwestern Writers Collection / Gallery of Southwestern & Mexican Photography; Texas State University, San Marcos, TX; 2000-03

- PROJECT MANAGER, TREG:  
  Traveling Exhibits; Museum of New Mexico, Santa Fe, NM; 1996-99

- STATEWIDE OUTREACH:  
  Museum of New Mexico, Santa Fe, NM; 1995-1996

- CURATOR OF EDUCATION:  
  Palmer Museum of Art, Penn State University; 1991-92

- CHILD & OUTREACH PROGRAMS:  
  Art School at Laguna Gloria, Austin Museum of Art Austin, TX; 1989-9

- CURATOR OF EDUCATION:  
  San Angelo Museum of Fine Arts, San Angelo, TX; 1985-87

- GRANTS -

  $200,000  
  THE HELEN DEVITT JONES FOUNDATION, INC., LUBBOCK, TX: Educational programs Museum of Texas Tech

  $65,000  
  COOPER FOUNDATION, WACO, TX; Exhibition/lecture by photographer Steve McCurry, Art Center Waco

  $56,000  
  CH FOUNDATION, LUBBOCK, TX: New docent program, Museum of Texas Tech University

  $25,000  
  NATIONAL ENDOWMENT FOR THE ARTS, WASHINGTON, D.C.; Day of the Dead Festival, Art Center Waco

  $10,000  
  THE EUGENE THAW CHARITABLE TRUST, SANTA FE, NM: Roof repairs, Millicent Rogers Museum
SELECTED PRESENTATIONS
- WORKSHOP "Art for Classroom Teachers", Region 17 Education Service Center, 2014 - Lubbock, TX
- PANELIST & CHAIR "Working with Native Americans on Museum Interpretation" Texas & the New Mexico Assoc. of Museums, Annual Meeting, 2014 - Lubbock, TX
- GUEST SPEAKER / "The Taos Society of Artists and the Creation of A Native American Identity" Museum of the Southwest, 2014 - Midland, TX
- WORKSHOP / "Using Museums to Teach about Diversity" In-Service, Cooper Schools, 2011 - Woodrow, TX
- GUEST SPEAKER / "Millicent Rogers: An Heiress in Taos" CH Foundation Gallery Talk Series, Museum of TTU, 2009 - Lubbock, TX
- Panel Presenter / "Art in Texas" Texas Assoc. of Museums Annual Meeting, 2004 - Waco, TX

SELECTED EDUCATIONAL WRITING
- MUSEUM OF TEXAS TECH UNIVERSITY, 2013 - Frederico Vigil: Dichos & Drawings / The Talkington Gallery
- MÜHLENBERG COLLEGE, 2002 - Robert Forman: Paintings
- MUSEUM OF INDIAN ARTS AND CULTURE - THE STORIES WOVEN IN: NAVAJO TEXTILES, AND, DOROTHY DUNN
- MUSEUM OF FINE ARTS - BETTY HAHN: PHOTOGRAPHY OR MAYBE NOT
- MUSEUM OF INTERNATIONAL FOLK ART - SWEDISH FOLK ART, AND RECYCLED, RE-SEEN

OTHER EXPERIENCE
- ADJUNCT FACULTY
  - ART APPRECIATION, AND, DESIGN I - McLennan Community College, Waco, TX, Art Dept., 2005
  - DRAWING I, AND, FIGURE DRAWING - Austin Community College, Austin, TX, Art Dept., 2000-20003
  - DRAWING I - Texas State University, San Marcos, TX, Art Dept., Fall 1999
- INSTRUCTOR
  - STUDIO ART & WORKSHOPS - Austin Museum of Art/Laguna Gloria, Austin, TX, 1989 - 91
  - ART ENRICHMENT AND ART FOR EARLY CHILDHOOD - Workshops for Region 17, Lubbock, TX, 2011-2013
  - SERVICE LEARNING FELLOW/FACULTY - Texas Tech University, 2010-12

ARTICLES
"THE MILLICENT ROGERS MUSEUM" - Santa Fe Circle Magazine, Winter 2008
"THE COLLECTION AT THE MILLICENT ROGERS MUSEUM" - Santa Fe Circle Magazine, Spring 2007

COMMUNITY ACTIVITIES
- VOLUNTEER / Stray Hearts Animal Shelter, Taos, NM, 2007
- VOLUNTEER DRAWING INSTRUCTOR / Rapoport Academy, Waco Charter School, 2004
- HONORED, "MOST DEDICATED READING TUTOR," / Santa Fe Literacy Council, Santa Fe, NM, 1996

end
Stance Hurst, PhD
Museum of Texas Tech University
Box 43191
Lubbock, Texas 79407
806-224-5109
stance.hurst@ttu.edu

EDUCATION

2007 University of Oklahoma Ph.D., Anthropology
2002 University of Oklahoma M.A., Anthropology
1996 University of Idaho B.S., Anthropology

TEACHING POSITIONS

Adjunct Faculty Texas Tech University, Museum Science and Heritage Management Graduate Program, Present-2011
Instructor University of Oklahoma, Department of Anthropology, 2007-2005

RESEARCH POSITIONS

Field Manager Lubbock Lake Landmark regional research program, Present-2007
Faunal Specialist Paleocultural Research Group, 2006
Research Assistant Oklahoma Archeological Survey, 2001-2000
Research Assistant Department of Anthropology, University of Idaho, 1995
TEACHING EXPERIENCE

Graduate Courses

**Digital Heritage** (Developed Course) *Fall 2014*
Practical skills for heritage documentation, preservation, and public outreach. The focus of the class is on 3D modeling with photogrammetry, GIS, and sharing information with the public on the internet.
Museum Science and Heritage Management, Texas Tech University

**World Heritage** (Developed Course) *Spring 2014-2011*
Seminar on the concept of world heritage.
Museum Science and Heritage Management, Texas Tech University

**Field Methods** *Summer 2013-2011, Spring 2011*
Museum based field methods in archaeology.
Museum Science and Heritage Management, Texas Tech University

**Research Hours** *Fall 2013, Spring 2012, Summer 2012*
Mentored students in their research.
Museum Science and Heritage Management, Texas Tech University

Undergraduate Courses

**North American Archaeology** *Spring 2007*
Upper-division archaeology class.
Department of Anthropology, University of Oklahoma

**Great Discoveries in Archaeology** *Spring 2007, Fall 2006, Spring 2006, Fall 2005*
Introductory world prehistory class.
Department of Anthropology, University of Oklahoma

**General Anthropology** *Fall 2006, Spring 2006, Fall 2005, Spring 2003, Fall 2002*
Introduction to the four subfields of anthropology.
Department of Anthropology, University of Oklahoma
CURRENT RESEARCH

Lubbock Lake Landmark regional research program Leading grant funded field work (4-6 months each summer) that consists of both Landmark staff and volunteers recruited from around the world. Investigating hunter-gatherer use of the Southern High Plains landscape in west Texas, and historic settlement of the region. The outcome of this research are several publications and museum exhibits. I also participate in grant writing to continue to support the research program.

RESEARCH INTERESTS

Digital heritage, lithic technology, prehistoric hunter-gatherer societies, geoarchaeology, heritage management, GIS, and the Southern Plains region

PUBLICATIONS

Submitted for review

Hurst, Stance, Doug Cunningham, Eileen Johnson, and Thomas Lehman
Experiments in Late Archaic Methods of Heat-Treating Ogallala Formation Quartzarenite Clasts along the Southern High Plains Eastern Escarpment of Texas. Geoarchaeology

Hurst, Stance, Dallas C. Ward, Eileen Johnson, and Doug Cunningham
Cowboy Life Along the Llano Estacado’s Eastern Escarpment of Texas: Insights from Macy Locality 16 (41GR722) Historical Archaeology

Murphy, Laura R., Stance C. Hurst, Vance T. Holliday and Eileen Johnson

Hurst, Stance and Eileen Johnson


2011 Ultrathin Biface at the Adair-Steadman (41FS2) Folsom Campsite/Workshop on
Hurst, Stance. and Jack L. Hofman (editors)  
2010 *Exploring Variability in Early Holocene Hunter-Gatherer Lifeways*, University of Kansas Publications in Anthropology 25, Lawrence.

Hurst, Stance  

Hurst, Stance, Brian J. Carter, and Nancy Beavan Athfield  

Hurst, Stance, Eileen Johnson, Vance T. Holliday, and Sophie Butler.  

Hurst, Stance, Eileen Johnson, Zaneta McCoy-Martinez, and Doug Cunningham  

Hurst, Stance, Jim Warnica, and Eileen Johnson  

Hurst, Stance, Leland Bement, Linda S. Cummings, and R.A. Varney  

Hurst, Stance, Elizabeth Louden, and Eileen Johnson  

Hurst, Stance, Eileen Johnson, and Doug Cunningham  
Johnson, Eileen, Stance Hurst, and Vance T. Holliday

Hurst, Stance

Taylor-Montoya, John J., Stance Hurst, and M. Steven Shackley

Hurst, Stance Leland C. Bement, and Linda S. Cummings

Hurst, Stance and Don G. Wyckoff

SELECTED PAPERS PRESENTED

Hurst, Stance
2014  Invited Discussant: Symposium Calf Creek: a Middle Holocene Horizon on the Southern Plains. 79th Annual Meeting, Society for American Archaeology, Austin, Texas.

Johnson, Eileen, and Stance Hurst
2012  Native Peoples and Bison Hunting on the Llano Estacado grasslands – a 12,000 year perspective. Paper presented at the 47th annual Western Literature Association Conference, Lubbock, Texas.

Hurst, Stance, Eileen Johnson, and Doug Cunningham

Hurst, Stance and Eileen Johnson

Hurst, Stance, Eileen Johnson, and Doug Cunningham


Hurst, Stance 2005  Archaeological Investigations at the Howard Gully Site:  A Late Paleoindian Site on the Southern Plains.  Paper presented at the 70th Annual Society for American Archaeology Conference Salt Lake City, Utah.


2002  Paleoindian Lithic Technology Revealed at the Kibridge-Yampa Site.  Paper presented at the 67th Annual Society for American Archaeology Conference in Denver, CO.


SESSIONS AND SYMPOSIA CHAIRED AND ORGANIZED


RESEARCH GRANTS

Hurst, Stance
2004  Investigations into the Development of Social Boundaries and Ethnic Groups Between Hunters and Gatherers on the Southern Plains During the Early Holocene Period. Department of Anthropology, University of Oklahoma ($3,000).

2003  Geoarchaeological Investigations of the Rattlesnake Slough (34GR4) locality, Greer County, OK. Bureau of Reclamation ($15,057.65)

MUSEUM EXHIBITIONS

Museum of Texas Tech University
2013  Ancient Bison Hunters on the Llano Estacado. Designed for the XIT museum in Dalhart, TX.


Sam Noble Oklahoma Museum of Natural History

THESIS AND DISSERTATION COMMITTEES

Plant and Soil Science Department, Texas Tech University

Museum Science and Heritage Management Program, Texas Tech University

Coleman, Raquel  Internship Titled: Golden Gate Recreational Area. Current committee member.

Walter Nicolds, M.A.: Developing internship with the Naval War College Museum in Newport, RI. Graduated Spring 2014. Served as committee member.
Ellen Ferrill, M.A. Internship Titled: Collections Management and Interpretation at The George Ranch Historical Park and Fort Bend County Museum, Richmond, Texas. Graduated Spring 2013. Served as committee member.

Kendra Dean, M.A. Internship Titled: Dinosaur Museum, Mesalands Community College, Tucumcari, New Mexico. Graduated Fall 2012. Served as committee member.

COMMUNITY OUTREACH

City of Lubbock Urban Design/Historic Preservation Commission board member (2013-2011)

Instructor for Native American Summer Bridge Institute. This program is designed to bring Native American high school students on campus to teach them about college and the types of degrees they can pursue. Semester Instructed: Summer 2012

Osher Lifelong Learning Institute, Texas Tech University
Class taught: World Heritage., class for +50 adults in the Lubbock community. Semester instructed: Spring 2013

Class taught: What Happened in 8,000 B.C.?, class for +50 adults in the Lubbock community. Semester instructed: Fall 2010

Class taught: Archaeology of the Southern High Plains, class for +50 adults in the Lubbock community. Semesters instructed: Spring 2010 and Fall 2009

OTHER PROFESSIONAL ACTIVITIES


Professional and society memberships: Society for American Archaeology, Plains Anthropological Society
REFERENCES

Dr. Eileen Johnson
Director
Museum of Texas Tech University
4th and Indiana Avenue
Lubbock, TX 79407
Office# (806)742-2481
eileen.johnson@ttu.edu

Dr. Don G. Wyckoff
Curator Emeritus
Sam Noble Oklahoma Museum of Natural History
130 South Sherry Ave
Norman, OK 73069
Home # (405)360-1259
xtrambler@ou.edu

Dr. Leland Bement
Research Archaeologist and
University of a Oklahoma Adjunct Faculty
Oklahoma Archeological Survey
111 E. Chesapeake
Norman, OK 73019-5111
Office # (405)325-7211
lbement@ou.edu
Eileen Johnson

RESEARCH INTERESTS

As a Quaternary research scientist, my research interests and experience are in Quaternary paleoecology, taphonomy, paleoclimatolopy, and cultural systems; cultural adaptations to ecological changes; hunter-gatherer peoples in grasslands ecosystems; bone technology and the relationships of bone and lithic technologies to adaptive strategies; site formation processes; Quaternary vertebrate paleontology, ecosystems; and Quaternary geomorphology. As a museum professional, my interests and experience are in curation, conservation (particularly bone stabilization), preventive conservation, management of collections, and accreditation systems. I have 45 years experience with the cultural and natural history record of the Great Plains, 42 years of which have been spent researching that record on the Southern Plains. Although I have conducted surveys and excavations of sites and localities associated with playa lakes as well as the draw systems on the Southern High Plains, my field and research experience is on a global basis that includes work throughout the western US, Mexico, South America, and China. In that, I have collaborated in or directed a number of varying-sized interdisciplinary research programs.

CURRENT POSITION
Executive Director, Museum of Texas Tech University; Director, Lubbock Lake Landmark; Chair, Museum Science Program and Heritage Management Program; and Paul Whitfield Horn Professor of Museum Science

ACADEMIC ADDRESS
Museum of Texas Tech University
Box 43191
Lubbock, Texas  79409-3191

TELEPHONE NUMBERS
(806) 742-2481 (Museum Office)
(806) 742-1116 (Landmark Office)

FAX NUMBER
(806) 742-1136 (Museum)
(806) 742-2048 (Landmark)

e-MAIL
eileen.johnson@ttu.edu
EDUCATION
  B.A. Anthropology (Honors), University of California, Berkeley, 1968
  M.A. Anthropology, University of Kansas, 1972
  Ph.D. Zoology, minor in Museum Science, Texas Tech University, 1976

EMPLOYMENT HISTORY
  Visiting Professor, Department of Anthropology, University of California, Berkeley, 1978
  Acting Curator of Anthropology, Museum of Texas Tech University, 1978-1980
  Curator of Archaeology, Museum of Texas Tech University, 1980-1986
  Curator of Anthropology, Museum of Texas Tech University, 1986-present
  Director, Lubbock Lake Landmark, Museum of Texas Tech University, 1981-present
  Assistant (1981), Associate (1987), then full Professor (1992), Museum Science, Texas Tech University, 1981-present
  Interim Director, Museum of Texas Tech University, 2010-2011
  Executive Director, Museum of Texas Tech University, 2011 - present
  Chair, Museum Science Program and Heritage Management Program. 2011 - present

AWARDS AND HONORS
  1984 Action Award for outstanding contributions to the enrichment and culture of the Southern High Plains. West Texas Museum Association, Lubbock, Texas.
  1984 Outstanding Young Woman of America. Board of Advisors, Outstanding Young Women of America, Montgomery, Alabama.
  1990 YWCA Woman of Excellence in Science. YWCA and Methodist Hospital, Lubbock, Texas.
  1991 Elected to membership in the Society of Women Geographers, Washington, D.C.
  1998 Headliner, Women in Communication, Lubbock (Texas) Chapter.
  2007 Named a Paul Whitfield Horn Professor by Texas Tech University Board of Regents, the highest academic honor of the University.

GUBERNATORIAL APPOINTMENTS
  1997 – 2007 Commissioner, Texas Historical Commission, Austin.
  1997 – 2007 Chair, Antiquities Advisory Board, Austin

STATE APPOINTMENTS
  2008-2011 Board member, Texas Preservation Trust Fund Advisory Board
MAYORAL APPOINTMENTS
1998 – 2004  Commissioner, Urban Planning and Historic Preservation Commission, City of Lubbock (Vice-Chair, 2001 - 2004)

EDITORIAL APPOINTMENTS

2006-2007  Quaternary International. Guest Editor for two journal issues
2007-present  Quaternary International. Editorial Board member
2010-present  Texas Tech University Press, Editorial Committee member
2014-present  PaleoAmerica. Editorial Board member

MUSEUM EXPERIENCE
March 2011 – present. Museum of Texas Tech University, Lubbock. Executive Director. Financial, administrative, academic, and policy development responsibilities; development officer and fund raising responsibilities. Chair, Director’s Advisory Council. Ex-officio member of Museum Association Executive Board. Chair of Museum Science Program and Heritage Management Program (graduate programs).


March 1981 – present. Museum of Texas Tech University, Lubbock, Director, Lubbock Lake Landmark, a satellite facility of the Museum of Texas Tech University. Operations and facilities administration, exhibits development, research management, and education direction.


Fall 1966 – Spring 1968. Museum of Paleontology, University of California, Berkeley. Cataloger; Collections Assistant.

TEACHING EXPERIENCE

Fall 1992 – present Full Professor, Museum Science. Teaching and developing graduate courses in Collections Management (Art, Humanities, Natural Sciences); Field Methods; Collections Practicum; and others. Supervise graduate student research, theses, dissertations, and internships in Museum Science, Heritage Management, Interdisciplinary Studies, Anthropology, Biology, Geosciences, Plant & Soil Science, Fine Arts, Land-Use Planning, Management, and Design (historic preservation and resource management) programs.

Fall 1987 – Spring 1992 Associate Professor, Museum Science. Teaching and developing graduate courses in Collections Management (Art and Humanities); Introduction to Museum Conservation; Field Methods; Collections Practicum. Supervise graduate student research, theses, dissertations, and internships in Museum Science, Anthropology, Biology, and Fine Arts programs.

Spring 1981 – Spring 1987 Assistant Professor, Museum Science. Teaching and developing graduate courses in Collections Management; Registration; Anthropological Curation; Historic Archaeology, Museums, and the Preservation Movement; Archaeological Conservation; Field Methods. Supervise graduate student research, theses, and internships in Museum Science and Anthropology programs.

Spring 1978 Visiting Professor, Department of Anthropology, University of California, Berkeley. Taught two courses and served on a doctoral orals committee. Upper division undergraduate course: Science in Archaeology; graduate course: Faunal Analysis.

Fall 1977 Lecturer, Museum Science Department, Texas Tech University. Development and teaching of a graduate course Introduction to Zooarchaeology: Osteological Identification.

Summer 1973, 1974, 1975, 1976, 1977, 1978 Museum of Texas Tech University, Lubbock. Responsible for teaching basic field and laboratory techniques for undergraduate Field Geology and graduate Museum Science Field Methods, through various full-time faculty
members. Teaching of mini-seminars during summer on preservation techniques, faunal identification, and analysis.

Fall-Spring 1975-1977, 1979 Lecturing in Museum Science graduate classes – Conservation, Museum Collections Management I & II, Anthropological Uses of Technology; and in Anthropology undergraduate classes – Archaeological Method and Theory, Human Evolution.

Spring 1969 University of California, Berkeley, Field Assistant: teaching of basic field and laboratory techniques.

FIELD AND LABORATORY EXPERIENCE
1989 – present Lubbock Lake Landmark regional research program – grasslands of the Americas. Lubbock Lake Landmark and other sites on the Southern Plains (e.g., Yellowhouse system, Clovis, Plainview, Ryan, Milnesand, San Jon, U-Lazy-S complex, Stanton, Bonfire Shelter); Mexico (Cueva San Josecito, Tocuila, Basin of Mexico); and Argentina (Arroyo Seco 2, Paso Otero-Zanjón Seco complex, La Olla, La Moderna).

1971 Museum of Anthropology, University of Kansas, Lawrence. Brush Creek Valley Project, Missouri. Assistant Laboratory Supervisor.
1970 Museum of Anthropology, University of Kansas, Lawrence. Tuttle Creek Reservoir Survey, Assistant Field Foreman.
1969 University of California Archaeological Research Facility, Wooden Valley Project, Co-Director.
1969 University of California, Berkeley field class, Field Assistant.
1968 Anasazi Origins Project, crew member.
1968 University of California, Berkeley, field class.
1967 University of California, Berkeley, weekend fieldwork.
1967 Washington State University Field School.
1967 University of California, Berkeley, field class.
1966 University of Arkansas Field School.

GRANTS AND AWARDS (n=131)
Research (57)
National Research Council (1991)
Moody Foundation (1979)
City of Lubbock/Lubbock County (1973, 1974, 1975, 1982)
Plum Foundation (1995)
Big 12 Faculty Fellowship, Texas Tech University (1997)
Arts and Humanities Program, Texas Tech University (2005, 2007)
City of Lubbock (2002-2006; 2009-2014)
Helen Jones Foundation (2006-2007)
Research and Development, Texas Tech University (2007-2009)
Diamond M Foundation (2010-2015)
Private spendable gifts of $25,000 or more (2013 [2])

Collections Curation (6)
National Science Foundation, Systematic Anthropological Collections (1984)
Institute of Museum Services, Conservation Support (1985)
National Endowment for the Humanities, Collections Access (2002-2006)
Diamond M Foundation (2005)
Helen Jones Foundation (2007)

Interpretation (60)
National Endowment for the Humanities, Museum Programs (1981-1983)
National Trust for Historic Preservation (2005)
Humanities Texas (2005)
Texas Commission on the Arts (2005, 2009)
Texas Historical Foundation (1999)
Texas Department of Protective & Regulatory Services (1998)
Texas Parks & Wildlife, Recreational Trails (2005)
Plum Foundation (1999, 2000)
Summerlee Foundation (1999, 2000)
Lubbock Cultural Affairs (1992)

Environmental Protection Agency (2006-2007)

Moody Foundation (2011)

**Museum Operations (5)**

Helen Jones Foundation (2012, 2013)

Talkington Foundation (2013)

Private spendable gifts of $100,000 or more (2012, 2013)

**Museum Academic Programs (3)**

Helen Jones Foundation (2012, 2013)

CH Foundation (2013)

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**PEER-REVIEWED PUBLICATIONS (n=155)**

**Books (2)**

**Journal articles (124)**

**Proceedings chapters (8)**

**Book chapters (21)**


44. 1994a  Sediment Properties from San Josecito Cave, Nuevo León, México. 15th World Congress of Soil Science, Transactions, 6a:129-141. N.A. Rolong, J. Arroyo-Cabales, B.L. Allen, E. Johnson, and A. Flores-Díaz.


Submitted for Peer Review (n=6)


**TECHNICAL REPORTS AND GUIDEBOOKS (n=60)**


19. 1982a Testing Results on the Access Road to Berl Huffman Athletic Complex across from the Lubbock Lake National and State Landmark (41LU1). Report to the Texas Antiquities Committee, Austin. Eileen Johnson.


29. 1993a  Archaeological Survey at Buffalo Springs Lake, Lubbock County, Texas. Report to the Department of Antiquities Protection, Texas Historical Commission, Austin. Eileen Johnson, J. Kent Hicks, and Eric A. Schroeder.


44. 1998a  Archaeological Survey along Big Spring Draw in Comanche Park, Big Spring, Texas. Report to the Department of Antiquities Protection, Texas Historical Commission, Austin. Luc Litwinionek and Eileen Johnson.

45. 1998b  Archaeological Survey in the Sand Hills of Lamb County, Texas. Report to the Department of Antiquities Protection, Texas Historical Commission, Austin. J. Kent Hicks and Eileen Johnson.


OTHER PUBLICATIONS (n=28)


23. 1997  Nuevos Análisis Óseos en el sitio Paso Otero 1 (Partido de Necochea, Provincia de Buenos Aires). In: Monica Berón and Gustavo Politis (eds.), *Arqueología Pampeana en la Década de los '90s*, pp. 213-228. Museo de Historia Natural de San Rafael (Mendoza) y INCUAPA, Olavarría, Argentina.


PROFESSIONAL PRESENTATIONS (n=204)


7. 1975a  Lubbock Lake Site: Late Pleistocene Zooarchaeology. Paper presented at the annual meeting of the South-Central Section of the Geological Society of America, Austin. **Eileen Johnson.**


16. 1978b  Cultural Modification and Bone Technology in the Late Quaternary: Lubbock Lake, Bonfire Shelter, and 41V/162A. Symposium paper presented at the annual meeting of the Plains Anthropological Conference, Denver. **Eileen Johnson.**


23. 1984a An Introduction to Bone Technology. Departmental Graduate Seminar, Department of Anthropology, Texas A&M University, College Station. Eileen Johnson.


27. 1984e Bone Technology and Adaptive Response to Late Holocene Environmental Dynamics on the Southern High Plains. Symposium paper presented at the annual meeting of the American Association for the Advancement of Science/Southwest and Rocky Mountain Division, Lubbock. Eileen Johnson.

28. 1984f Late Pleistocene and Early Holocene Environments of the Southern Plains. Departmental Seminar, Department of Biology, University of Texas, El Paso. Eileen Johnson.

29. 1984g Paleoindian Lifeways in the Southwest and Southern Plains. Annual Sigma Xi banquet address, University of Texas at El Paso Chapter, El Paso. Eileen Johnson.


37. 1988b  The Lubbock Lake Record. Presented to the Texas Tech University chapter of Sigma Xi. Eileen Johnson.

38. 1988c  The Southern Plains Cultural and Environmental Record. Address presented to the Midland Archeological Society, Midland. Eileen Johnson.

39. 1989a  The Late Holocene Record at Lubbock Lake: 4,000 Years on the Southern High Plains. Presented at the annual meeting of the Southwest Federation of Archeological Societies, Midland. Eileen Johnson.


45. 1990b  Site Formation and Disturbance Processes at Lubbock Lake (Southern High Plains, USA) During the Terminal Pleistocene. Symposium paper presented at the Lubbock Lake Landmark 50 Years of Discovery Celebration Week, Museum of Texas Tech University, Lubbock. **Eileen Johnson**.

46. 1990c  The Clovis-Age Bone Bed at the Lubbock Lake Landmark Revisited. Symposium paper presented at the annual meeting of the Plains Anthropological Conference, Oklahoma City. **Eileen Johnson**.


73. 1998f Estado de las Investigaciones en el sitio 1 de Paso Otero (Pdo. de Necochea, Pcia. de Buenos Aires). Paper presented at the 1 Congresso de Arqueologia de la Region Pampeana Argentina, Venado Tuerto (Provincia de Santa Fe). Gustavo Martinez, Gustavo Politis, María Gutierrez, Eileen Johnson, and Pablo Messineo.
74. 1999a  Distribution of the genus *Mammuthus* in México. Paper presented at the
2nd International Mammoth Conference, Rotterdam, The Netherlands. Joaquín Arroyo-

75. 1999b  Bone Technology and Subsistence Strategies at Early Localities in the
Late Pleistocene North American Grasslands. Presented at the Clovis and Beyond
Conference, Santa Fe, New Mexico. *Eileen Johnson*. Renumber after this point.

76. 2000a  Tocuila (México): An Archaeological or Paleontological Site? Paper
presented at the 50th Congreso Internacional de Americanistas, Varsovia, Poland.

2nd Reunión Nacional de Ciencias de la Tierra, Puerto Vallarta, México. Joaquín

78. 2000c  Pilot Diagnesis Program at Mammoth Localities on the North American

79. 2000d  Variation and Change in Late Quaternary Bison Metapodials for Lubbock
Lake. Paper presented at the annual meeting of the Plains Anthropological Conference,
Saint Paul. Patrick Lewis, Briggs Buchanan, and *Eileen Johnson*.

80. 2000e  La Ocupación Mas Temprana en Arroyo Seco 2. Paper presented at the
2nd Congreso de Arqueología de la Región Pampeana Argentina, Mar del Plata,
Argentina. Gustavo Politis, María Gutierrez, and *Eileen Johnson*.

81. 2000f  Developing the Texas-Based Accreditation Program for Curatorial
Facilities. Paper presented at the 3rd Conference on Partnership Opportunities for
Federally-Associated Collections, Austin. *Eileen Johnson*.

82. 2000g  A Measured Approach to Marks on Bones. Paper presented at the annual
meeting of the American Association of Physical Anthropologists, San Antonio. *Eileen

83. 2000h  Early Peoples on the Grasslands of the Americas. Paper presented at the
Taller Internacional del INQUA, La Colonización del Sur de América Durante la
Transición Pleistoceno/Holoceno, La Plata, Argentina. *Eileen Johnson*, Gustavo
Politis, Gustavo Martínez, and María Gutierrez.

84. 2000i  Conserving the Llano Estacado: Trail Planning and Interpretation in
Archaeological Preserves. Paper presented at the annual National Trails Symposium,


92. 2002c  From Accession to Storage: Tracking Collections with Bar Codes. Poster presentation at the annual meeting of the Texas Association of Museums, Lubbock. Terri Carnes, Deborah Rose, Eileen Johnson, and Susan Baxevanis.


125. 2007b  Explorations Along the Upper Brazos River System. Invited public presentation for the Midland Archeological Society, Midland. **Eileen Johnson.**


130. 2007g  Roland Springs Ranch Locality 1 – a Pleistocene Locality on the Southern Plains of Texas. Paper presented at the 67th annual meeting of the Society of Vertebrate Paleontology, Austin. **Eileen Johnson, Joaquin Arroyo-Cabales, Amy Whynott, and John Moretti.**


132. 2007j  Biographical Style Plains Rock Art at Cowhead Mesa (41GR414) near Post, Texas. Paper presented at the 65th annual Plains Anthropological Conference, Rapid City. **Eileen Johnson, Katherine Bell, Stance Hurst, and Doug Cunningham.**

133. 2007k  Lithics on High: An Examination of Hunter and Gatherer Technological Organization and Occupation of Cowhead Mesa (41GR120) near Post, Texas. Paper presented at the 65th annual Plains Anthropological Conference, Rapid City. Stance Hurst, **Eileen Johnson, and Doug Cunningham.**


153. 2009e Research and Teaching within the Larger Framework of Collections Accountability. Session paper presented at the 9th International Conference University Museums and Collections, Berkeley. Eileen Johnson.


166. 2009r  Geoarchaeology and Holocene Bioclimatic Change on the Edge of the Llano Estacado in West Texas. Paper presented at the annual meeting of the
Geological Society of America, Portland. Laura R. Murphy, Stance Hurst, Eileen Johnson, and Vance T. Holliday.


192. 2012g The Late Quaternary Plant Communities of the Caprock Canyonlands Ecotone: Multiple Proxy Paleoenvironmental Data from Two Draws on the Eastern Escarpment of the Southern High Plains of Texas, USA. Presented at the biennial meeting of the American Quaternary Association, Duluth. Laura R. Murphy, Stance Hurst, Vance T. Holliday, Eileen Johnson, and Bridget Sanderson.

193. 2012h The Late Quaternary Plant Communities of the Caprock Canyonlands Ecotone: Multiple Proxy Paleoenvironmental Data from Two Draws on the Eastern Escarpment of the Southern High Plains of Texas, USA. Presented at the annual meeting of the Geological Society of America, Charlotte. Laura R. Murphy, Stance Hurst, Vance T. Holliday, Eileen Johnson, Bridget Sanderson, and Barbara Winsborough.


OTHER PROFESSIONAL ACTIVITIES

Service Work
U.S. Air Force
National Park Service, for U.S. Air Force
Battelle Pantex
Parkhill, Smith & Cooper, Inc. (Midland), for Lubbock County
Parkhill, Smith & Cooper, Inc. (Lubbock), for City of Lubbock
South Plains Association of Governments
Rone Engineers (Dallas), for Mobil Pipe Line Company
Hugo Reed & Associates, Inc. (Lubbock), for City of Buffalo Springs Lake
Hicks & Company (Austin), for City of Lubbock
Energas (formerly Pioneer Natural Gas; currently Atmos Energy) (Lubbock)
Southwestern Public Service (Amarillo)
City of Brownfield, Texas
City of Floydcada, Texas
City of Littlefield, Texas
City of Lubbock, Texas
City of Post, Texas
City of Big Spring, Texas
City of Paducah, Texas

Meetings


Chair, Host Arrangements Committee, Texas Association of Museums annual meeting, Lubbock. April 2014.

Symposia


Co-organizer and Chair of symposium Techniques and Methodology in


Organizer and Chair of session Care of Archaeological Collections: Bringing the Archaeologist and Museum Professional Together, annual meeting of the Texas Association of Museums, Austin. January, 1983.


Organizer and Chair of session Care of Archaeological Collections: Management Measures, annual meeting of the Texas Association of Museums, Houston. March, 1984.

Organizer and Chair of symposium The Last 2000 Years of Aboriginal Occupation on the Southern Plains, annual meeting of the American Association for the Advancement of Science/Southwest and Rocky Mountain Division, Lubbock. March, 1984.


Organizer and Chair of symposium *Cultural Dynamics on the Southern Plains*, annual meeting of the American Association for the Advancement of Science/Southwest and Rocky Mountain Division, Lubbock. May 1991.

Organizer and Chair of session *Texas Accreditation Program*, 3rd Conference on Partnership Opportunities for Federally-Associated Collections, Austin. November 2000.

Organizer and Chair of symposium *A Regional Perspective on the National Curation Crisis*, annual meeting of the Plains Anthropological Conference, Lincoln. October 2001.


Organizer and Chair of session *Accountability – Concept to Practice in Caring for the Nation’s Collections*, 4th Conference on Partnership Opportunities for Federally-Associated Collections, Washington, D.C. December 2002.


Organizer and Chair of session *Conserving Old West Collections Using New West Techniques*, annual meeting of the Mountain-Plains Museums Association, Cheyenne, Wyoming. October 2009.


**Workshops Given**

Care of Archaeological Collections, for Central Texas Museum Association, Waco. October 1984.

Care of Archaeological Collections Workshop, for Archaeology Affinity Group, Texas Association of Museums in conjunction with annual meetings of the Texas Archeological Society, Midland. November 1984.

Museum Acquisition of Amateur Collections, for the Texas Archeological Society, Midland. November 1984.


Care of Archaeological Collections Accreditation Survey, for the Northwest Texas Museum Association Fall Meeting, Crosbyton. October 1996.


**Professional Committees**

1977 Program committee member for the annual meetings of the Society for American Archaeology, New Orleans.

1980-1984 Committee member, Curation Standards Committee, Council of Texas Archaeologists.
1981-1989  Chair, Archaeology Affinity Group, Texas Association of Museums.


1983-1984  Vice-Chair, Social Sciences Section, American Association for the Advancement of Science/Southwest and Rocky Mountain Division.

1983-1984  Committee member, Steering Committee for Annual Meeting, American Association for the Advancement of Science/Southwest and Rocky Mountain Division, Lubbock.

1985-1986  Committee member, Archives Committee, Texas Association of Museums.

1985-1986  Committee member, Annual Program Committee, Texas Association of Museums.

1985-1987  Chair, International Committee on Nomenclature in Bone Modification, Center for the Study of Early Man, Orono, Maine.

1986-1991  Chair, Curation Implementation Committee, Council of Texas Archeologists.


1991-2001  Chair, Accreditation and Review Council, Council of Texas Archeologists.

1993-1994  Organizer and Program Chair, 52nd Annual Plains Conference, Lubbock, Texas.

1997-2010  Chair, Scholarship Committee, Museum Science Program, Texas Tech University.


2001-2002  Committee member, Provost Search Committee, Texas Tech University.

2002  Invited participant, Collections Planning Colloquium, American Association of Museums, Washington, D.C.
2008, 2010, 2013 Committee member, Candidates for Horn Professor Review committee, Texas Tech University

2009-10 Chair, Horn Professor Graduate Achievement Award committee, Texas Tech University.

2009-11 Committee member, Tenure Hearing Committee, Texas Tech University.

2010-11 Committee member, Program Committee, annual meeting of the Mountain-Plains Museums Association, Helena, Montana.

2011 – 2013 Graduate Council, Texas Tech University

2012 - 2013 Academic Program Committee member, Texas Tech University

2011-12 Co-Chair, Program Committee, annual meeting of the Mountain-Plains Museums Association, Corpus Christi, Texas.

2011-12 Committee member, Conference Planning Committee, annual meeting of the Mountain-Plains Museums Association, Corpus Christi, Texas.

2012 Board Member At Large, Mountain-Plains Museums Association (appointed to fill a vacated term).

2012-13 Committee member, Program Committee, annual meeting of the Mountain-Plains Museums Association, Lincoln, Nebraska.

2013-14 Chair, Host Arrangements Committee, annual meeting (2014) of the Texas Association of Museums, Lubbock

2013-14 Committee member, Program Committee, annual meeting of the Mountain-Plains Museums Association, Aspen, Colorado.

Reviewer
National Science Foundation, Anthropology program.
National Science Foundation, Graduate Fellowship program (panelist)
National Science Foundation, Systematic Museum Collections in Anthropology.
National Endowment for the Humanities, Public Programs.
National Endowment for the Humanities, Preservation Assistance program (panelist)
National Geographic Society
Institute of Museum Services, Conservation Support Projects.
Dissertation

1976  Investigations into the Zooarchaeology of the Lubbock Lake Site. Texas Tech University, Lubbock.
NICOLA LADKIN  
Museum of Texas Tech University  
Box 43191  
Lubbock, Texas 79409-3191 USA  
Ph. +1 806-445-6283  
nicky.ladkin@ttu.edu

Curriculum Vitae

Education

MA Museum Science, 1993, Texas Tech University, Lubbock, Texas, USA  
Thesis: Museums: Reflecting and Innovating the Environmental Debate.  
BA (Hons) English Literature with English History, 1985, University of East Anglia,  
Norwich, UK.

Skills

Proven management, organizational, administrative, planning, operational, logistical,  
supervisory, professional development, communication, and teaching skills.  
Competency with PC and Macintosh computers, Microsoft Office programs, Parallels,  
e-mail, and web browsers.

Employment

Assistant Director for Community Engagement. Museum of Texas Tech University,  
Lubbock, Texas. Responsible for developing and maintaining partnerships to engage  
the Museum of TTU with campus, local, national, and international communities through  
educational exhibits, events and programs. January 2013 – present.

Assistant Director for Operations. Museum of Texas Tech University, Lubbock,  
Texas. Responsible for all aspects of operations and management of Museum facilities  
and supervision of security, custodial, operations, and registration staff. January 2006 –  
December 2012.

Vice Chair of Museum Science and Heritage Management. Museum of Texas Tech  
University, Lubbock, Texas. Responsible for all academic issues of the Museum  
Science and Heritage Management programs, including recruitment, program  
development, student advisement, alumni relations and liaison with the TTU Graduate  


Field Archaeologist, then Assistant Crew Chief, and then Crew Chief. Lubbock Lake Landmark, Museum of Texas Tech University, Lubbock, Texas. Archaeological survey and excavation, supervision, and instruction of archaeological field crew. Summer field seasons, 1989 - 1991.


Teaching


**Instructor.** ICOM-CIDOC Summer Schools, Lubbock, Texas and São Paulo, Brazil, 2011 – present. Teach basic and advanced modules in museum documentation.


Consulting

- Building construction and design plans, environmental management, and preventive conservation for proposed University Art Gallery, DePauw University, Greencastle, Indiana. December 2000.

Selected professional experience

2013
Program Coordinator, ICOM-CIDOC Summer Schools, Lubbock, Texas and São Paulo, Brazil. Organize and conduct summer school and teach basic and advanced modules.
Coordinator, Museum Assessment Program Community Engagement Assessment, Museum of Texas Tech University, Lubbock, Texas.
Coordinator and panelist, Student Research Paper session, Mountain-Plains Museums Association Annual Meeting, Lincoln, Nebraska.
Local Arrangements Committee, 2014 Texas Association of Museums Annual Meeting, Lubbock, Texas.

2012
Program Coordinator, ICOM-CIDOC Summer Schools, Lubbock, Texas. Organize and conduct summer school and teach basic and advanced modules.

2011
Program Coordinator, ICOM-CIDOC Summer Schools, Lubbock, Texas. Organize and conduct summer school and teach basic and advanced modules.

2009

2008

2007
Program Committee Co-Chair, Mountain-Plains Museums Association Annual Meeting Fargo, North Dakota.
Coordinator, American Association of Museums Accreditation Program – Reaccreditation, Museum of Texas Tech University, Lubbock, Texas.
Presenter, *Securing the Mission Through Strategic Planning*, 7th Annual UMAC Annual Symposium, 23st ICOM General Conference, Vienna, Austria.

2006
2005
Presenter, *Preservation Perspectives: Collections Care and Use in the Academic Environment*, Association of College and University Museums and Galleries Annual Conference, Bloomington, Indiana.

2003
Committee member, Award for Excellence in Publications Committee, Mountain-Plains Museums Association.
Local Arrangements Committee member, Society for the Preservation of Natural History Collections Annual Meeting.

2002
Texas State Representative to Registrars Committee-Mountain-Plains Museum Association, 2002 - 2006.
Awards Committee Chair, Registrars Committee-Mountain-Plains Museum Association, 2002 - 2006.

2001
Local Arrangements Committee Chair, Texas Association of Museums 2002 Annual Meeting, Lubbock, Texas.
Chair, *How to Purchase Collections Insurance*, Mountain-Plains Museum Association Annual Meeting, Tulsa, Oklahoma.
Ladkin – Curriculum Vitae

2000
Presenter, *Archaeology on the Southern High Plains of Texas*, Department of Archaeology, University of Helsinki, Helsinki, Finland.

1999
Faculty Advisor, Museum and Heritage Students Association, Texas Tech University, September 1999 to September 2008

1998
Local Arrangements Committee Member, Mountain-Plains Museums Association 1998 Annual Meeting, Lubbock, Texas.

1996
Successful completion of *Chemistry for Conservators* correspondence course, International Academic Projects Distance Learning Programme, London, UK.

**1995**

**1994**
Program Co-Organizer, Plains Anthropological Society and Texas Archeological Society Annual Meeting, Lubbock, Texas.

**1991**

**Selected publications**

2009 The Use of Collections in Research and Teaching at the Museum of Texas Tech University (with Baker, Robert J.; Chatterjee, Sankar; Johnson, Eileen). University Museums and Collections Journal 3, International Committee on University Museums and Galleries, [http://publicus.culture.hu-berlin.de/umac/publications](http://publicus.culture.hu-berlin.de/umac/publications)


Ladkin – Curriculum Vitae


**Affiliations**

- American Alliance of Museums.
- International Council of Museums (ICOM).
- ICOM Committee for University Museums and Galleries (UMAC).
- Mountain-Plains Museum Association (MPMA) (Board member, Annual Meeting Program Committee, 2007 Annual Meeting Program Co-Chair, COMPT Rep).
- MPMA Registrars Committee (past Secretary, past Vice-Chair, past Chair, and past Texas State Rep).
- Museum of Texas Tech University Association.
- Texas Association of Museums.
- Texas Tech University Alumni Association.
- US Committee of the Blue Shield

**Research interests**

Experiential and service learning.
Cultural property preservation, protection and repatriation.
Cultural property laws, ethics, and standards.
Museums and sustainable community development
References

Available upon request.
Curriculum Vita
Susan Rowe

Office Address:
Lubbock Lake National Historic Landmark
Museum of Texas Tech University
Box 43191
Lubbock, Texas 79409-3191
(806) 742-1116 (806) 834-0010
susan.rowe@ttu.edu

As education program manager for Lubbock Lake National Historic Landmark, my education interests and experiences are in informal education. I develop interdisciplinary curriculum that introduces K-12 students to environmental education through social studies, language arts, and the sciences. I have collaborated with the Texas Tech University, College of Education, to provide course work for post baccalaureate teacher certification candidates through teaching methods classes. I design and direct all interpretive programming including: school programs and curriculum, school and public outreach, program evaluation, volunteer services, public relations, grant writing, budget development, and new publications. I have participated as a team member in developing new exhibitions, and been a guest lecturer for education-related courses in a graduate level Museum Science Program. I participate in state, local, national and international organizations that promote natural heritage and further education. I teach Heritage Education for the Heritage Management strand of the Museum Science graduate program.

Current Position:
Education Program Manager, Lubbock Lake National Historic Landmark, Museum of Texas Tech University
Adjunct Professor, Heritage Education, Museum Science Program, Museum of Texas Tech University

Academic Degrees:
B.A. History (Honors), University of Texas of the Permian Basin, Odessa, 2006
B.A. Art History (Honors), University of Texas of the Permian Basin, Odessa 2006
M.A. Museum Science, Texas Tech University, Lubbock 2008

Professional Experience:
2012 – present  Instructor, Heritage Education, Museum Science Program, Museum of Texas Tech University
2008 – present  Education Program Manager, Lubbock Lake National Historic Landmark,
               Museum of Texas Tech University, Lubbock, Texas
2007-2008  Museum Education Intern, Lubbock Lake National Historic Landmark,
           Museum of Texas Tech University, Lubbock, Texas
2006-2007  Student Assistant, Museum of Texas Tech University, Lubbock, Texas

Environmental Education Programs Facilitation
Project WET
Project WILD
Flying WILD
Awards and Honors:
Texas Tech University, Distinguished Staff Award, 2011
President’s List, University of Texas of the Permian Basin, 2005-2006
Dean’s List, University of Texas of the Permian Basin, 2002-2004

Publications:

Conference Presentations at the local, state, regional, national, and international level

Professional Affiliations:
Informal Science Educators Association (ISEA) of Texas (Board member, Treasurer)
International Committee of Museums-Committee of Education and Social Action (ICOM-CECA)
Lubbock Independent School District, Geospatial Advisory Committee
Mountain-Plains Museum Association (Membership Coordinator, Education Committee, Program Committee)
South Plains Educators Resource Collaborative, Lubbock (Secretary, term, 2009-11)
Texas Association of Environmental Education
Texas Children in Nature, Steering Committee
Texas Environmental Education Advisory Committee
Texas State Historical Association, (Judge for Texas History Day)
Dr. Cameron L. Saffell  
Texas Tech University  
(806) 834-8752  
cameron.saffell@ttu.edu

Education and Post Graduate Training

Ph D, Iowa State University, 2007.  
Major: Agricultural History and Rural Studies  
Dissertation Title: Common Roots of a New Industry: The Introduction and Expansion of Cotton Farming in the American West

MA, Texas Tech University, 1996.  
Major: Museum Science  
Supporting Areas of Emphasis: Archives, Material Culture  
Dissertation Title: Working in the Cotton Fields of the South Plains, 1910-1990

BA, Texas Tech University, 1993.  
Major: History  
Supporting Areas of Emphasis: Geography

Academic and Professional Experience

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

Oral History Program Director, New Mexico Farm & Ranch Heritage Museum. (August 1, 2002 - August 31, 2012).  
Oversee collection and processing of oral history interviews as a collecting area of the museum.

Adjunct Professor of History, New Mexico State University. (January 2000 - August 2012).  
Facilitate the research, study, and work of university students at the New Mexico Farm & Ranch Heritage Museum.

Responsible for developing and reviewing content for all exhibits and public programs, plus other assignments as needed.

Historical Researcher, Magoffin Home State Historic Site (Texas Historical Commission). (January 2008 - August 2009).  
Contracted for historical research to improve interpretive training materials for the Magoffin Home.

TEACHING

Courses Taught
Texas Tech University
HMGT 7000, Archival Administration, Preservation, and Management for Cultural Heritage Organizations, 1 course.
MUSM 5321, Museology, 3 courses.
MUSM 5326, Museum Administration, 3 courses.
MUSM 5328, Museum Practicum, 2 courses.
MUSM 6001, Museum Internship, 1 course.

Directed Student Learning
Amanda Daniel, Qualifying Exam Committee Member, Museum Science. (October 16, 2013).
Hannah Thompson, Qualifying Exam Committee Member, Museum Science. (October 16, 2013).
Sallie Filippini, Qualifying Exam Committee Member, Museum Science. (October 16, 2013).
Tiffany Demmon, Qualifying Exam Committee Member, Museum Science. (October 16, 2013).
Tim Hicks, Qualifying Exam Committee Member, Museum Science. (October 16, 2013).
Amber Royall, Qualifying Exam Committee Member, Museum Science. (October 14, 2013).
Casey Seger, Qualifying Exam Committee Member, Museum Science. (October 14, 2013).
John-Michael Cavazos, Qualifying Exam Committee Member, Museum Science. (October 14, 2013).

Walter Nicolds, Qualifying Exam Committee Member, Museum Science. (October 14, 2013).
Zujjaj Talpur, Qualifying Exam Committee Member, Museum Science. (October 14, 2013).

RESEARCH

Published Intellectual Contributions

Book, Chapter in Non-Scholarly Book-New


Book, Chapter in Scholarly Book-New


**Book, Nonfiction**


**Journal Article, Professional Journal**


**Newsletter**

Saffell, C. (2012). In Carleen Lazell (Ed.), *New Mexico's Witnesses to Becoming a State*. Santa Fe, N.M.: La Cronica [Historical Society of New Mexico].


**Presentations Given**

Media Contributions

Newspaper

Daily Toreador. (October 20, 2014).

Intellectual Contributions in Submission

Book Review


Book, Chapter in Scholarly Book-New

Saffell, C. Tornadoes. In Andrew J. Waskey (Ed.), *World History Encyclopedia: Era 9, Promises and Paradoxes, 1945-Present* (pp. 77). Santa Barbara, Cal.: ABC-CLIO.

Journal Article, Professional Journal

Saffell, C. A Rexamination of the Bloodless Conquest of Santa Fe. *New Mexico Historical Review*.

Research Interests

true, Arts or Humanities - Area Studies, Agricultural History, American History, Heritage, Historical Documents, Oral History, Curatorship, Museum, Museology, Material Culture

GENERAL

Licensures and Certifications

Referee Certification, United States Soccer Federation. (March 1987 - December 2013).

Consulting

Non-Governmental Organization (NGO), Friends of the Cumbres & Toltec Scenic Railroad, Chama, N.M. (February 2010 - Present).


Non-Governmental Organization (NGO), New Mexico National History Day (N.M. Humanities Council), Albuquerque & Las Cruces, N.M. (March 2000 - April 2012).

Professional Memberships

American Alliance of Museums. (June 2010 - Present).

Agricultural History Society. (September 1997 - Present).

Association for Living History, Farm, and Agricultural Museums. (September 1997 - Present).


American Association of State and Local History. (September 1993 - Present).

Texas Association of Museums. (September 1993 - Present).

Secretary, Camino Real de Tierra Adentro Trail Association. (2001 - December 2011).

**Development Activities Attended**


Richard Scott White

2614 Ridge Road
Lubbock, Texas 79403
Phone: (806) 741-0405
Fax: (806) 741-0405
Cell: (806) 470-8136
E-mail: dabwhite@suddenlink.net

**Education**

2000, Ph.D., Texas Tech University
   Fine Arts (Art History/Criticism and Museum Science)
   Dissertation: “The Painting ‘The Destruction of Mission San Saba: A Document of Service to the King’”

1992, M.A., University of Texas of the Permian Basin
   Master of Arts in American History
   Minor - Latin American History

1990, B.A., University of Texas of the Permian Basin
   Bachelor of Arts in Humanities

**Awards, Fellowships, Grants**

University of Texas of the Permian Basin
Permian Historical Society Fellowship
University of Texas of the Permian Basin
Recipient, Permian Honors Scholarship
Positions Held

Current: Curator of Art. also: Curator of Historic Structures, Oral Historian, Editor

Proposed and created Curator of Art position. Responsible for care of NRHC and Ranching Heritage Association Art Collections. Initiated Western Art Initiative to refine and increase the size and scope of the collections while increasing art collections by more than $3 million. Increased outdoor sculpture collection by $250,000 with commission by Jesus Moroles and other artists. Created NRHC Oral History Program to record the heritage of the rancher and cowboy. Also, created and overseeing research project of the effects of wind turbines on ranching. Responsibilities include oversight and care of all NRHC historic structures. Oversee planning, compliance and reporting of NRHC activities as required in University and NRHC policies and procedures. Assists with museum projects, exhibits and events management as needed. Plans and prepares articles and pages in quarterly magazine as Editor of NRHC publication “Ranch Record.” Serves as liaison for NRHC to University offices. Primary contact for acquiring historic structures for the NRHC collection. Was a finalist candidate for NRHC Executive Director.

Current: Graduate Faculty Teaching graduate level studies of Heritage Resource Management focusing on practical administration for heritage resources. Created scope of study and research for graduate Heritage Management program. Introduced students to real world, hands-on situations through projects and visiting speakers.

2006 – 2007 Special Projects Manager: National Ranching Heritage Center, Texas Tech University

Oversees planning and execution of facilities expansion and construction projects. Serves as contact for with potential donors of structures and researches criteria of each structure offered to NRHC. Responsible for overall security of NRHC. Responsible for preparation and management of policies and procedures of the NRHC. Oversees planning, compliance and reporting of NRHC activities as required in University and NRHC policies and procedures. Assists with museum projects, exhibits and events management. Plans and prepares articles and pages in quarterly magazine as Editor of NRHC publication “Ranch Record.” Serves as liaison for NRHC to University offices. Acquired new radio system for department. Acquired and restored six new structures for historic park. Oversaw preservation and conservation work on all forty-seven structures at NRHC. Supervises most events at NRHC, involved in planning of major award and fundraising events.

2004 -2006 Manager of Operations: National Ranching Heritage Center, Texas Tech University

Oversees day to day operation of historical park. Serves as principal advisor to NRHC Executive Director. Responsible for daily policy implementation, operational requirements, security, preventative maintenance, preservation and conservation of NRHC buildings, grounds and vehicles. Creates, reviews and updates NRHC Operating Policies and Procedures. Performs personnel and administrative duties. Plans and budgets
events and fundraisers. Plans and budgets for acquisitions and reconstructions of historic structures for the NRHC. Participates in fundraising for the NRHC. Oversees new construction, including recent $3.7 million East Wing addition, interacts with TTU Planning departments. Reports to Executive Committee on new projects, maintenance projects and general operations. Advises on collection management.

**Museum Consultant**

Specializing in small museums and art collections. Consults on organizational, collection, and exhibit matters. Also consults and organizes art events and fundraisers. Complete program creation, volunteer training and organization, publicity, workshops, and exhibitions are offered as part of services. Clients include the Oklahoma Historical Society, the Western Trails Historical Society, National Cowgirl Hall of Fame and Museum, Western Heritage Museum, Lea County Cowboy Hall of Fame and the Heart of West Texas Museum.

**Event Planner**

Organized, directed and curated the 1995, 1996, and 1998 national juried art competition and show, Texas Tech University Health Science Center Regional Hand Center Show of Hands. Also curates Permanent Art Collection for West Texas Regional Hand Center. Organized, directed, and curated the 2000 and 2001 Southwest Cancer Center Art Show and Fundraiser, Espiritu de Esperanza. Other event experience includes the 1995 Llano Estacado Video Festival, (and independent film festival), a number of events for an Austin, Texas Neighborhood Association, the Delwood II Neighborhood Association. In each of these events, developed policies and procedures for operations. Responsible for negotiations, insurance, storage, public relations, advertisement materials, and contracts.

**Artist**

Produces and sells original watercolor and acrylic paintings. Handles own sales, negotiations, storage, and shipping.

**Independent Construction Contractor**

From start-up of organization, developed and implemented policies and procedures as an independent contractor in the building trades. Responsible for all functions associated with the acquisition and completion of residential and commercial projects including historic restorations and repairs. Over thirty years experience.

**Consultant**

**Winterpark Music Festival,** Winterpark, CO. Worked as advisor to music festival organizer. Maintained computer base for contest scoring and awards. Assisted with physical operations of festival. During festival events, acted as event coordinator for two of three performance areas. Oversaw equipment, sound, and volunteers.
Historian

Midland-Odessa Symphony and Choral, Midland, TX. Worked closely with Board of Directors and MOSC management while conducting exhaustive research of the symphony orchestra. Compiled a complete, up to date symphony and choral history that included organizational structures and management practices.

Publications

Online publications

GoHomeGrown.com -“Wind Energy in West Texas” February 2011-05-02

Ranch Record Articles (quarterly issues)

Winter 2014  “The Bar CC Ranch” and “Billy Gibbons”

Summer 2013 – “Building Empires”

Spring 2013 – “Sam Butman & Mulberry Canyon”


Fall 2013 – “Enduring Another Dry Spell”

Summer 2012 – “Lost Littlefield Murals”


Winter 2012 – “The Legacy of Tom Ryan”

Fall 2011 – “What’s in a Name?”

Spring 2011 – “A Shotgun and Fifty Dollars”

Winter 2011 – “Bell Cord” Rutherford

Summer 2010 – “Losing Land”
    “Boley Brown”

Spring 2010 – Clairemont: A Silent History

Winter 2010 – “Ranch Maps: Documents of Freedom”
Fall 2009 – “The Times They Are A’Changing”

Summer 2009 – “Carl Darr, Dean of the Texas Saddlemakers”

Spring 2009 – “They Don’t Make ‘em Like That Anymore”

Winter 2009 – “Ranching in West Texas”

Summer 2008 - “Prairie Art – the Granite Windmill”

Spring 2008 – “Restoration and dedication of the Pitchfork Ranch Cookhouse”

Winter 2008 – “Wildfire in Montana”
   “Buster’s Water Pump”

Fall 2007   - “Relocating History: Part Two”

Summer 2007 – “Old Pitchfork Ranch Cookhouse to be restored at the NRHC”
   “Relocating History”

Spring 2007 - “The House That 80 John Built”

Winter 2007 - “Ranching Legacy of the J.W. Friend Ranch”

Fall 2006   - “The Sproul Ranch”

Summer 2006 – “Canon Sheep Hospital”

Winter 2006   - “Valentines”

Fall 2005   - “Ranch Profile D Bar B Ranch”

Summer 2005 – “Old Depot’s Secret Found in Restoration”

Spring 2005 - “Touching History”

Winter 2005 - “Women of the West”

Fall 2004   - “Nebraska Homesteaders: A Tradition of Perseverance”

Summer 2004 – “Mail Camp”

Books

Life in the Saddle: Cow Country Cowboy Stories
Viento – Wind, turbines & Ranchland

Getting By In Hard Times: Letters From the Pitchfork Ranch, 1938-1939

Journal and Magazine Publications

Sound Historian “Growing Up Cowboy” Spring 2013
Western Horseman - “Through an Artist’s Eyes” April 2012

Papers


January 2007 – Feasibility Study to preserve the Cross S Ranch Headquarters. Western Trails Historical Society, Altus, Oklahoma.

History paper presentation– March, 2007 – West Texas Historical Association Annual Meeting at Abilene – “The Last of the Free Range Ranches”

History paper presentation – May, 2009 – West Texas Historical Association Annual Meeting at Lubbock – “Beyond the Windmill: Technology of the Emerging West”


Exhibit texts and gallery guides for:

Hidden Views: Art From the Collections

The Art of Donna Howell-Sickles

The Lost Littlefield Murals

Chances and Choices: The Art of the Cowboy (The Art of David Griffin and Bob Moline)

Unwanted Visitor: A Portrait of Wildfire
(Collaborative exhibit)

Familiar Territory – The Art of Randy Bacon
Across Time and Territory – The History of the Ranching Heritage Center

Familiar Territory – The Art of Randy Bacon

Fred Harmon/Red Ryder

Wayne Baize – Cowboy Artist

Elmer Kelton Remembered

Wayne Baize – 40 Years of Photography

New system of educational interpretative signs in Proctor Park. Wrote all text.

2001-2003 – All biographies for National Cowgirl Hall of Fame and Museum Inductees

Institutional Publications
All Operating Procedures (O.P.s) for the National Ranching Heritage Center and updates.

NRHC Collection Management Plan

NRHC Disaster Plan

Editor of Ranching Heritage Center publication, Across Time and Territory.

Lectures and Presentations

Featured speaker Ozona Friends of the Library, October 7, 2013.


Featured speaker for opening of Wichita Brazos Museum and Cultural Center, Benjamin, Texas, June 27, 2009.

Featured panelist, TAM, March, 2008


Lecture – Collection Management/Conservation, MOTTU Museum Science, Fall, 2005

Kiwanis – Lunch lecture, June 2005

Lubbock Landmark Public Art Panel, May 2005


**Consulting**

Heart of West Texas Museum, Colorado City, TX

National Cowgirl Hall of Fame and Museum, Ft. Worth, TX

Western Heritage Museum and Lea County Cowboy Hall of Fame

Western Trails Historical Society, Altus, OK

Oklahoma Historical Society, OK City, OK
Projects:

Oral History Project for National Cowgirl Hall of Fame and Museum: interviewed more than 80 Hall of Fame honorees and nominees. 2000-2003

Exhibit design and installation for Heart of West Texas Museum: re-designed majority of exhibit space in museum, advised on other projects.

National Ranching Heritage Projects:

a. Mail Camp – recovered and restored c. 1870 stone structure on NRHC grounds.
b. Sheep Hospital – recovered and restored c.1930 sheep barn on NRHC grounds.
c. Fort Worth Spudder – recovered and restored 1935 cable tool drilling rig on NRHC grounds.
d. Pitchfork Cookhouse – recovered and restored c. 1890 ranch cookhouse on NRHC grounds.
e. Wild Cew Corral – supervised recovery and restoration of mountain corral.
f. Block Ranch Drift Fence – supervised recovery and installation of drift fence.
g. Created and installed interpretative sign system for NRHC Proctor Park
h. Supervised construction of Pitchfork Pavilion on NRHC grounds.
i. Supervised conservation and restoration of forty-six structures of NRHC.
j. Assisted with creation of NRHC podcast system.
k. Project Manager for construction of Burk Burnett Reading Room and Library.
   Also managed reconstruction of Anderson Room lecture hall and the restoration and expansion of the Campbell Patio.
l. 80 John Wallace Ranch House – acquired historic ranch house for relocation and restoration on the NRHC grounds.
m. Planned and supervised the unsuccessful attempt to acquire and relocate the XIT Ranch Headquarters in Channing, Texas.
n. Created and administered the Western Narratives Oral History Project.
o. Negotiated, obtained and administered over $3 million of art for the NRHC collections.
p. Created and oversee the research project, Western Narratives Oral History Project: The Introduction of Wind Turbines in the Evolution of Land Use for Ranching. Conducted interviews, directed and wrote transcriptions. Published results in three forms; online, journal and book.

Exhibits:

Bison Antiquis, Heart of West Texas Museum.
Fred Harmon/Red Ryder, National Ranching Heritage Center
Wayne Baize, National Ranching Heritage Center
“Tooter” Cannon Saddle Shop, National Ranching Heritage Center
Recent Acquisitions of the NRHC
Elmer Kelton Remembered
Wayne Baize Retrospective of 40 years of Photography
References

Dr. Eileen Johnson
Executive Director
Museum of Texas Tech
Texas Tech University
Lubbock, Texas 79409
806-742-2479

Jennie Buchanan
Western Trails Historical Society
Museum of the Western Prairie
1100 Memorial Drive
Altus, Oklahoma 73521
580-482-4581

Karen Wiley
Executive Director
Louise Hopkins Underwood Center for the Arts
511 Ave. K
Lubbock, TX 79401
806-762-8606
Fields of Interest

Curator
Texas Tech Department of Art Resource Center. Worked with art collections in the Art Department, particularly Pre-Columbian material. Responsible for accessioning and reproducing slides, performing associated photography, and maintaining slide catalogue and art files.

Collections Management Researcher
Museum of Texas Tech, Anthropology. Conducted inventory of Pre-Columbian and Native American artifacts. Prepared condition reports of Museum collection. Physically examined pieces and reconciled findings to previously recorded data. Updated artifact files, dealt with accessioning and de-accessioning.

Political Activist
Austin, TX. Served as President of Neighborhood Association three terms. Founding member of Austin's Mueller Neighborhood Coalition. Ran for city council. Extensively involved with closure and redevelopment of Austin's municipal airport site. Also sat on TXDOT task force for I35 expansion project. Served on Austin Film Society task force to develop internship program. Cultivated good working relationships with Austin Mayor, City Council, and other community leaders.

Served as board member for the Lubbock Heritage Society. Appointed to Lubbock County Historical Commission. Serves on Board of Overseers for Flatland Film Festival. Serves on Urban Design and Historic Preservation Commission, City of Lubbock

Professional Organizations
Member, Phi Alpha Theta Honor Society
President (2 terms) Texas Tech University Art History Assoc.

Computer Skills
Competent in both Microsoft and Macintosh Computer platforms.
APPENDIX G

GRE revised General Test Scores
(Information taken from http://www.ets.org/gre/institutions/scores/)

For tests taken on or after August 1, 2011

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<tr>
<th>Section</th>
<th>Score Scale</th>
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<tr>
<td>Verbal Reasoning</td>
<td>130-170, in 1-point increments</td>
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<tr>
<td>Quantitative Reasoning</td>
<td>130-170, in 1-point increments</td>
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For tests taken prior to August 1, 2011

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<th>Section</th>
<th>Score Scale</th>
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<tr>
<td>Quantitative Reasoning</td>
<td>200-800, in 10-point increments</td>
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Graduate Program Reviews

FACULTY AND STUDENT SURVEY RESULTS

College: Graduate School
Department: Museum Science
Conducted by: Institutional Research & Information Management

November 2014
### Faculty Surveys

<table>
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<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>-</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Q-1 I have adequate access to facilities and equipment needed for my graduate work.

- **Strongly Agree**: 0
- **Agree**: 4
- **Neutral**: 4
- **Disagree**: 4
- **Strongly Disagree**: 4
- **N/A**: 4
- **Average**: 4.83

Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 2
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 4.20

Q-3 Library resources available to me are adequate.

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 4.75

Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 4
- **Disagree**: 4
- **Strongly Disagree**: 4
- **N/A**: 4
- **Average**: 4.88

Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 4.63

Q-6 The graduate teaching assistants available to faculty in the program are of appropriate quality.

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 4
- **Disagree**: 4
- **Strongly Disagree**: 4
- **N/A**: 4
- **Average**: 4.17

Q-7 Graduate courses in other fields, needed to support your program or minor, are sufficiently available, accepted and recommended.

- **Strongly Agree**: 1
- **Agree**: 4
- **Neutral**: 2
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 4.00

Q-8 There is adequate communication from the upper administration regarding policy changes.

- **Strongly Agree**: 1
- **Agree**: 4
- **Neutral**: 2
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 3.63

Q-9 I am satisfied with the professional interaction with faculty throughout TTU.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 3.75

Q-10 I am receiving the research and professional development support I need from the other faculty.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.50

Q-11 I am satisfied with the professional interaction with the graduate program coordinator(s).

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 3
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

Q-12 I am satisfied with the professional interaction with other faculty within the program(s).

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.00

Q-13 I am treated as a respected contributor to the graduate program in which I am involved.

- **Strongly Agree**: 1
- **Agree**: 2
- **Neutral**: 3
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

Q-14 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 4.00

Q-15 Course and program changes are evaluated by all faculty and voted upon by those faculty.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 3.57

Q-16 Sufficient graduate teaching assistantship stipends are available.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 3.33

Q-17 The program offers adequate opportunity for its faculty to gain teaching training.

- **Strongly Agree**: 1
- **Agree**: 3
- **Neutral**: 3
- **Disagree**: 2
- **Strongly Disagree**: 2
- **N/A**: 2
- **Average**: 3.63

Q-18 Graduate teaching assistantships assignments are made equitably, based on established criteria.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assoc. Professor</th>
<th>Asst. Professor</th>
<th>Professor of Practice</th>
<th>Emeritus</th>
<th>Other</th>
<th>PARTICIPANT TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>
The program offers academic and professional/practical knowledge & experiences for all students, which no other programs in the U.S. can say. The diverse background of students enriches the quality of the program. The Museum Science Program, one of the oldest museum graduate programs in the US, is housed in the Museum. The strength of the program is integration within an accredited museum in every element of the program, from required coursework, to elective coursework, to employment and volunteer opportunities. The Museum Science Program builds on the traditional format to create a model immersive experience that produces academically and professionally prepared graduates who compete successfully in the museum job market. Key elements to this model are: housing of the program within and integrated into an AAM-accredited museum rather than an academic department; and the experiential learning environment it provides students in the critical interface of theory and practice. Classroom education is enhanced and reinforced through hands-on training carried out in all aspects of the Museum’s daily operations. Courses are held in the Museum’s classrooms and everywhere and anywhere is fair game to hold labs associated with the courses. Labs are held in traditional rooms as well as throughout the museum facility footprint. Program faculty has concurrent professional appointments within the Museum, enhancing both teaching and learning and the integration of theory and practice. The immersive model has at least two major advantages. One is that the academic program is housed in and integrated into a working, accredited museum. Neither the program, faculty, nor students are dependent on having to seek outside museums to provide opportunities for projects, classes, tours, and other activities that supplement the curriculum. Second is that graduates are ready to enter the museum job market as prepared, beginning professionals. This immersive model offers an integrated approach to education and training. Lastly another strength of the Museum Science Program is its flexible 2-option approach to completing the degree requirements. The thesis option requires a research question or hypothesis pertinent to museums or the museum profession, couched in a theoretical or philosophical framework. A different skill set is learned than in the second option and students are expected to produce publishable work. The internship option requires either a 6-month external placement at a museum or heritage facility or a 1-year internal placement in the Museum. These internships are full-time and must have some level of recompense. An internship defense is required. Internships provide an expanded array of opportunities and enhance the work experience. They solidify the experiential translation gained within the program and ease the transition from graduate student to emerging professional.

Operation of graduate programs in a functioning, accredited, public museum; faculty teaching in the program also are professional practitioners with museum and heritage staff appointments; opportunities for students for paid work in the museum while in the program; professional development opportunities for students are well supported; national and international recognition of graduate students. Students purposely choose the Museum Science program because of its broad scope of study; academic and professional rigor - students must complete either a thesis, or a six-month, full-time, paid professional internship to graduate.
The greatest strength is hands on training that is available to students who are focused on either museum or heritage management work.

The addition of the two courses I teach allow the students to obtain hands on experience. The additional focus of Heritage Resource Management adds a valuable perspective to Museum Science.

The combination of practical training and theoretical education, reflected in the joint appointments for Faculty as museum staff.

**What changes, if any, could be made to improve the quality of your / graduate program(s)?**

The quality is already extremely high with very strong and high expectations, in order to meet a well-established reputation in the profession. Changes would be largely "tweaking" things to try/adjust to other methodologies, but would probably have little impact on quality.

Additional faculty positions to accommodate course needs and support existing faculty positions that are currently divided between several faculty members.

The curriculum development must be discussed and decided with faculty members. Currently, it is a very much top-down approach. Also, there is a serious lack of communication & collaboration among faculty members.

Enhancing the current balanced approach by integrating new forms of teaching, learning, and evaluation is an ongoing practice designed to keep pace with the changing expectations and demands of the professional field. In order for the Museum Science Program to grow, chronic problem areas need to be addressed and changed. Currently, the program has 2.5 dedicated faculty supplemented by 8 instructors (adjunct). One of the major strengths of the program is that faculty is integrated into the Museum and have real staff positions. But, too few of the faculty are tenure-tract (only the 2.5); course offerings become difficult to change or add; and for the instructors, job performance is based on staff position where research output, peer-reviewed publications, and external funding success usually are not measured. The resources for additional tenure-tract faculty position have not been forthcoming and it has been difficult to secure approval for replacement hires. Due to that circumstance, additional instructors have been added and their compensation not necessarily coming from faculty funds. The program has become too dependent on instructors and the ability to offer new courses is limited by their area of interest/expertise, willingness to offer that course, and whether a suitable replacement could be found to teach that course if and when that staff member leaves. Recompense for an instructor is minimal and not an incentive. We have been very fortunate in that most of the instructors through the years have been very dedicated museum professionals that have taken the position as seriously as if it were a tenure-tract position. Most have gone above and beyond in serving the needs of the programs and students. But, that may not always be the case. Recruitment efforts need to be more organized and systematic to generate a larger applicant pool that also will help to grow the program. We traditionally accept 15 to 20 new students each fall. Currently, that rate is based on word-of-mouth/reputation than proactive measures. Given the work load of the faculty/staff members, this chronic problem has been addressed only minimally with no long-term resolution as yet.

Additional administrative support staff to handle volume of admin work; funding for recruitment activities; more frequent faculty meetings;

We need to more strongly recruit more students.

Move from mostly adjunct instructors to a faculty of professors (Assistant, Associate, etc.)

Better promotion of the program among potential undergraduate students. Greater degree of coordination among faculty. Development of online and distance teaching materials.
Please feel free to add any additional comments or questions in the / space below.

<table>
<thead>
<tr>
<th>This program is very well known for being collections oriented while touching on most all other aspects of museum work. It could expand, however, if additional graduate-quality instructors to create additional specializations, such as in exhibit design/production or administration, that a student could choose as a specialty track through use of their electives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the Museum Science program is one of the largest graduate-level degree granting programs at TTU and in the national educational community, it needs to receive both the recognition it deserves as well as the additional support needed to make it a tier-one program nationally. The graduates of the MSP are nationally and internationally recognized as among the best in their field and are sought as both interns and staff in many museum-related institutions in the worldwide museum community.</td>
</tr>
<tr>
<td>na</td>
</tr>
<tr>
<td>This question appears as an option - Please feel free -- rather than a required question. / / Less than 2 dozen graduate degree-awarding museum programs exist across the country. The Museum Science Program is one of the most successful and has a reputation for excellence. Our graduates compete very successfully in the museum job market. While the program has some chronic problem areas, it nonetheless is a quality program that produces/graduates a quality product sought after in the profession. Our graduates are in museums and heritage facilities across the nation and internationally, many in leadership positions.</td>
</tr>
<tr>
<td>Elimination of the MS in Heritage Management as a separate program by THECB has negatively impacted the ease of which potential students can find out and apply to study Heritage Management at TTU. Programs and courses are informally evaluated frequently by the faculty who teach (in) them. Graduates of the programs are in high demand due to the combination of theory, practice, and professionalism they have mastered upon graduation. It would be helpful for all involved to know in advance what questions will be on this survey. Providing quality responses to these free-text questions demands time to gather and organize a response, and takes considerably longer than 10 - 15 minutes.</td>
</tr>
<tr>
<td>In addition, having more funding to recruit more students is needed for the program.</td>
</tr>
<tr>
<td>For this program to expand, new marketing is necessary.</td>
</tr>
<tr>
<td>No further comments</td>
</tr>
<tr>
<td>Year(s) in Program</td>
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</tr>
<tr>
<td>5 Strongly Agree</td>
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<tr>
<td>4 Agree</td>
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<tr>
<td>3 Neutral</td>
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<tr>
<td>2 Disagree</td>
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<tr>
<td>1 Strongly Disagree</td>
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<tr>
<td>N/A Disagree</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

Q-1 I have adequate access to facilities and equipment needed for my graduate work.

Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.

Q-3 Library resources available to me are adequate for my needs.

Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.

Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

Q-6 Graduate courses in other fields, needed to support my program or minor, are sufficiently available.

Q-7 The initial advising I received when I entered the program was an adequate orientation.

Q-8 I have access to means of communication with faculty and graduate students.

Q-9 I am receiving the professional development support at TTU that I desire.

Q-10 I am satisfied with the professional interaction with my academic advisor.

Q-11 I am treated as a respected contributor to the graduate or research program in which I am involved.

Q-12 I have been given an opportunity to be engaged in significant research for my thesis or dissertation.

Q-13 If I decide to change committee chair, the mechanism for doing so is suitable.

Q-14 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.

Q-15 Graduate teaching or research assistantship stipends are adequate.

Q-16 The program offers adequate opportunity for its graduate students to gain teaching experience.

Q-17 Graduate teaching assistantship assignments are made equitably, based on established criteria.

Q-18 Program policies are clearly defined and readily available to me.

Q-19 Graduate program policies clearly identify petition and appeals procedures available to me.

Q-20 There is a well-established mechanism for regular graduate student participation in decisions affecting student
### Have you ever attended any of the professional development seminars offered through the Texas Tech Graduate School?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>3</td>
<td>20</td>
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</table>

### Did you find the seminar(s) to be beneficial?

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<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tr>
<td>3</td>
<td>20</td>
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</table>

### What do you consider to be strengths of this program?

- Offering experience and work to graduate students. Professors are very accessible. Actively involve graduate students in seminars, meeting and discussions. Offering technology resources seven days a week.

- Dr. [name redacted] is the best part of this program. She has been invaluable as a mentor. I also appreciate being able to work in the museum and getting practical experience. Another major strength of the program is the many opportunities for professional development.

- The networking opportunities in this program are fabulous. The department is well connected within the museum profession, which is beneficial to future career goals. The work experience provided by this program is an opportunity that very few other programs in the United States offer. By the time you graduate, you have enough experience to become competitive within the market. The program provides a strong grounding in the theoretical aspects of running a museum.

- The program has a great work-study program to gain practical experience inside a museum setting. The classes taught cover several fields of museum work, so that students get a broad understanding of all parts of the museum. The heritage management classes offered are excellent.

- The museum offers jobs for students in the grad classes, which is very helpful, but the university has reduced work hours to 20 or less. This, combined with the low student pay, makes it hard to keep afloat financially. The museum gives small scholarships to the grad students, but they are not much in comparison to the tuition and fees.

- Working in the museum was by far the most beneficial part of the program--and it's not really a part of the program. I learned more about how to realistically do things within my career field by working at this museum and others than I ever did in class.

- The ability to work at the institution and gain hands on practical experience

- The content of the classes, certain teachers in the program, being able to work at the museum, learning technical and practical applications of the profession.

- Practical application of knowledge

- Being able to practice the material of the lectures in the environment you desire to create a career out of is very useful and I consider it a substantial strength.

- The graduate apprenticeship jobs that available for students to work in the museum.

- The work opportunities at the museum, alongside coursework, provides excellent hands-on experience and learning.

- You get the advantage of addressing almost every area in a museum. It's well rounded

- The major strength of the program is the willingness of the professors to work with non-traditional students as well as having a genuine care for their success and wellbeing.

- The program allows it's students to work in a professional environment and obtain real world work experience while completing their academic studies.

- Provides significant opportunities to work within the museum through offering jobs and practicums to students in the program.

- The opportunity to work in a museum makes this museum program unique in comparison to most around the country. My work experience at the Museum of Texas Tech will help me tremendously when applying for jobs and out in the field.

- I think the hands on practical experience provided by the program is excellent. I have also had an extremely difficult and rewarding research experience in my program. I feel the experience I am gaining will give me the skills necessary to pursue a career in research. I have also made some very valuable contacts for professional development and future advancement.

### What do you consider to be weaknesses of this program?

- The university has reduced work hours to 20 or less. This, combined with the low student pay, makes it hard to keep afloat financially. The museum gives small scholarships to the grad students, but they are not much in comparison to the tuition and fees.

- The networking opportunities in this program are fabulous. The department is well connected within the museum profession, which is beneficial to future career goals. The work experience provided by this program is an opportunity that very few other programs in the United States offer. By the time you graduate, you have enough experience to become competitive within the market.

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Some courses do not promote graduate level work. For an MA, we should not be taking multiple choice tests. For the most part, I went through more rigorous, thought-provoking and beneficial courses as part of my undergraduate degree. This program requires a thesis or 6th month, paid internship. While they would love for us to write a thesis, they do not support students who do one. Most students on this track take more than a year to finish the thesis. Paid internships in museums, particularly the well-known and large institutions are impossible to find. I believe the program should focus on the quality of the internship and the prestige of the institution instead of the pay.

This program requires a Comprehensive Exam along with the internship or thesis to graduate. The extent of the exam (two days in a room alone to write, one day for a presentation) is too much considering the internship and thesis requirements as well.

I often feel that I am on my own when it comes to determining what academic paths to take, electives, finding practicums, finding internships. I don't feel that I have any assistance or guidance. Sometimes I don't know what to do next, and I don't know who to ask. I often felt that I am an inconvenience when I ask for advice.

Several classes were utterly useless—at least one class per semester. One class involved taking fill-in-the-blank notes that were his copy/pasted powerpoint slides, and open-book tests (where a simple ctrl-f search through pdf files provided the appropriate "fill in the ___ of this quote" answers. Another is not taught by the instructor on record, and is taught by someone who is unable to explain the material (databases) sufficiently, or provide students with appropriate handouts (the "instructions" were for an outdated version of the software we were expected to use). / The student adviser is next to impossible to reach if we have a question, and the chair of the department equally so. In addition, I am extremely nervous about filling out this questionnaire because I do not trust that no retaliative action will be taken—which is why I feel many of us do not speak out until we are on our way out, and at that point, why bother?

The lack of professor and student meeting times due to the fact that our professors also hold staff positions and the lack of advising direction from the program.
I think increased funding could allow for better salaries to students and possibly staff. Additionally, as stated above there is little in the way of scholarships available.

More frequent and clearer communication, more guidance in finding jobs or internships

I would update the technology courses to reflect the modern trends of technology within the museum. I would also like to see changes in the curriculum of the program to encourage more group discussion and class participation. While I understand various factors lend the program to favor lecture style classes (class size, topics, etc.), I feel that their needs to be more interaction to develop critical thinking and dialogue. This is a graduate level program, and I expect more than just to be lectured at for 2 hours.

Professional communication with and support of students is an absolute must. More specialized degree tracks. Broader view of museums.

More academic rigor, more (or just defined) criteria for acceptance (at the moment it seems they will accept anyone the graduate school accepts, leading to wildly dissimilar class sizes between years), less group projects so that our grades do not mostly depend on the honesty (yes, there was uncaught plagiarism) and hard-working traits of our classmates. An adviser we can actually communicate with regularly if need be. It would be nice if the program could develop connections with other related fields on campus so that there was a legitimate partnership in place and clearer communication could take place. In my non-departmental classes I heard more than once that students were having a hard time talking to museum science about their own minors, to the point where they were considering taking a completely different minor.

Given that museum work is so diverse, it makes no sense that we are so isolated from the rest of campus in terms of academic exchange.

Improve funding for more professors and increase the diversity of the classes offered for the program

More advising staff for increased availability, such as frequent or regular informational meetings/emails.

the flexibility of the classes

The instructor mentioned above [as being rude] being removed from teaching positions.

I would like to see more opportunities for teaching opportunities as well as sufficient experience or training on grant writing. I would also like to see more opportunities for collaboration between departments.

I would update the course on electronic databases to allow for a focus on using and editing newer programs rather than just creating a database out of an old program. I would also encourage other museum departments to allow their students to perform more tasks, rather than just a handful of projects. I would also increase the hourly salary of the students to match what is being paid to other teacher assistants and research assistants.

Improve the coursework, reduce the redundancy of material taught, and utilize students more within the museum. Classes should have round-table discussions, promote academic writing and discuss current topics in the field. Coursework should let students research topics they are interested in pursuing. Students should be able to make decisions within the museum as part of coursework such as designing and implementing exhibitions or give guided tours in the galleries. The advisor should meet with students more frequently and provide students with information about the program up front. The program should support students having internships outside of the Museum of Texas Tech University and outside of West Texas. A graduate student who has an unpaid internship at the MET or Smithsonian is probably going to have a successful career in museums. I am not sure how the paid internship requirement helps us achieve our career goals in the long run.

I think increased funding could allow for better salaries to students and possibly staff. Additionally, as stated above there is little in the way of scholarships available.

Please feel free to add any additional comments or questions in the space below.

The Museum being able to offer its graduate students work is hugely beneficial to the program. It is imperative for future success that the program offer as many of those opportunities as possible. Increased funds and resources may need to be addressed.

Overall, my experiences in this program have been very positive. I have learned a lot and would recommend it to anyone.
The museum website is difficult to navigate and I had trouble finding current information about the program online when I was preparing to apply.

The experience I've gained through this program has been exceptional and I am quite proud to say that this is where I've been trained for the museum field. The professors are excellent examples of their fields and expertise, and the administration is quite supportive of their students.

I am on the whole very pleased with the quality of education and level of experience my program affords me. Working in a museum is extremely important for graduates of the program. This provides them with tools necessary to find future employment as well as the experience necessary to obtain such positions.