TEXAS TECH UNIVERSITY
Graduate School™

Graduate Program Review
2000-2006

Department of Political Science
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College of Arts and Sciences
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PROGRAM REVIEW OUTLINE
Political Science and Public Administration

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I. Program Overview

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

VISION STATEMENT
The Department of Political Science aspires to the highest national standards in teaching, research, and service, while maintaining an educational and professional atmosphere of diversity and inclusiveness at all levels. We look to increase the popularity of our undergraduate major, to make our graduate programs nationally recognized programs of choice, and to serve our students, profession, and community in diverse ways.

Department of Political Science Core Values

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

Overview of Political Science Doctoral Program

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

Overview of Masters of Public Administration Program

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

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

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II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

Combined B.A./M.A. Degree

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

The program enrolled its first student in fall 2004. After a semester in the program the student transferred to the College of Education where he eventually received a certificate in teacher education. The second student was enrolled in fall 2005. This student has amassed all As in 18 hours of graduate coursework and will soon begin working on her MA thesis. Fall 2006 saw two students enter the program. They have each completed their first semester in the program and are continuing for the spring 2007 semester.

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

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

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

Below are sample schedules covering students opting for either the thesis or non-thesis option for the MA degree. The sample curricula are accurate averages, but extra time may be required depending upon the student's ability to timely enroll in classes satisfying undergraduate and graduate degree requirements, and to continue as a full time student throughout all 5 years. Any exceptions would affect only the number of semesters required to

obtain each degree, not either the content of the degree or the total number of hours required for each degree.

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

The program typically admits 1-2 BA/MA students per year. At this time, there are 3 students in the program.

Program Summary

Thesis Option

- Years 1-3, 98 undergraduate hours.
- Year 4, 29 undergraduate hours (includes 9 graduate hours as undergraduate electives). 127 undergraduate hours, receipt of B.A. degree (only 125 required for BA)
- Year 5, 21 graduate hours, including 6 hours of thesis. Completion of 30 graduate hours and thesis defense, receipt of M.A. degree

Non-Thesis Option

- Year 5, 24 graduate hours and comprehensive exam, which may require summer coursework or continuing through the next fall semester. Comprehensive exams are not always available during the summer. Upon completion of 36 graduate hours and passing a comprehensive exam, the M.A. degree is awarded.

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

Sample Curriculum: Thesis Option (30 graduate hours total), Fourth Year
(POLS 5381 and 6 hours of graduate survey courses count toward B.A.)

Fall		*Spring*	
POLS 5381, Research Design[b]	3	Graduate Pro-seminar or 5383[b]	3
POLS 3310-special section for joint degree students	3	Graduate Pro-seminar[b]	3
POLS 3311, Political Data[u]	2	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Total	14	Total	15
Undergraduate	11	Undergraduate	9
Graduate	3	Graduate	6

Fifth Year

Fall		*Spring*	
Graduate Seminar[g]	3	Graduate Seminar[g]	3
Graduate Seminar[g]	3	Thesis[g]	3
Graduate Seminar[g]	3	Thesis[g]	3
Graduate Seminar[g]	3		
Total	12	Total	9

Sample Curriculum: Non-Thesis Option (36 graduate hours total), Fourth Year (POLS 5381 and 6 hours of graduate survey courses count toward B.A.)

Fall		*Spring*	
POLS 5381, Research Design[b]	3	Graduate Pro-seminar or 5383[b]	3
POLS 3310-special section for joint degree students	3	Graduate Pro-seminar [b]	3
POLS 3311, Political Data[u]	2	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Total	14	Total	15
Undergraduate	11	Undergraduate	9
Graduate	3	Graduate	6

Fifth Year

Fall		*Spring*		*Summer or Fall year 6*	
Graduate Seminar[g]	3	Graduate Seminar[g]	3	POLS 7000, capstone research	3
Graduate Seminar[g]	3	Graduate Seminar [g]	3	Comprehensive Exam	
Graduate Seminar[g]	3	Graduate Seminar [g]	3		
Graduate Seminar[g]	3	Graduate Seminar [g]	3		
Total	12	Total	12	Total	3

[U]Counts as undergraduate credit [G]counts as graduate credit
[B]counts as both graduate and undergraduate credit

Master of Arts - Terminal

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

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

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

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

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

The program typically admits 3-4 MA students per year. At this time, there is only 1 student in the program.

Doctoral

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

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

A student with an accredited bachelor's degree can apply directly for admission into the Ph.D. program via the M.A./Ph.D. track. The M.A. portion of this degree plan requires 36 hours

of doctoral level course work and a final oral examination, administered by a departmental examination committee. The committee will examine the student's knowledge of the literature, ability to deal with concepts, and insight into the interrelationships between concepts and literature. This oral examination should take place during the student's second year of graduate study. Students passing this oral examination will be recommended for the M.A. degree at the next available commencement date and will continue their studies toward the Ph.D. All political science courses taken at Texas Tech and applied to the master's degree will be counted toward the coursework requirements for the Ph.D. degree.

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

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

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

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

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

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

- Research methodology: POLS 5380, POLS 5381, POLS 5382, and POLS 5383;
- Field Pro-seminars: POLS 5322, POLS 5360, and POLS 5370; and
- Professional Socialization: three sections of POLS 5100.

During each student's second year of graduate study (or as soon thereafter as they are offered) he or she will enroll for two sections (six hours) of research practicum in the student's

primary major field. At the discretion of the student's major professor, these six hours may be distributed as three hours of research practicum in each of the student's two major fields.

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

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

Decisions on financial assistance and awards are made by a three person graduate committee. Each year, every graduate student in the program goes through a comprehensive evaluation, which focuses on teaching, research, and service. Funding decisions are based on the committee's evaluation of student performance over the last year. Students may be admitted to the doctoral program without funding, but in reality, nearly every one receives a half-time assistantship.

Other Information about the Doctoral program

The Department of Political Science supports a faculty member who serves as the graduate advisor. For students in their first year, this faculty member will be their primary advisor. Along with other members of the graduate affairs committee, a program of study is designed to meet the specific field interests of each student. Based on these interests, the graduate advisor will recommend a major professor to serve as the primary advisor for the remaining time in the program, although the graduate advisor will continue to consult regularly with students regarding general departmental performance and degree requirements.

Political Science graduate students are involved in the governance of the program in two primary ways. First, students participate in faculty recruitment by attending research colloquiums and by meeting with job candidates. Second, graduate students regularly discuss their program and course needs with the graduate advisor. The advisor then makes recommendations for course offerings and other general program requirements to the department. Several years ago the doctoral graduate students in the department had an association, but it disbanded for lack of interest and/or agreement of purpose, etc. There has been no request to reestablish such an association, but the department would support such an effort if the students wanted one.

The primary mission of the graduate program is to produce capable and active research scholars. The department participates in National Research Council reviews of graduate programs nationwide, and as such the department attempts to provide students with the knowledge and tools to succeed in research-oriented academic institutions. The objectives of the program are consistent with the University's goals of providing citizens with access to higher education and supporting diversity among students and faculty.

We define quality based on objective of the program, which is to prepare students for faculty careers at academic institutions. As such, the most obvious indicator of quality is the department's placement of its doctoral students upon completion of their degree. According to our most recent information, of the 12 students who have completed the PhD program over the last 6 years, 10 (or 83%) have secured academic positions, and 1 other has a research position related to his doctoral work. We are anxious to know our departmental/program ranking from the current national doctoral program reviews that are underway.

Location disadvantages, faculty size, and financial support for students continue to present challenges in becoming a highly ranked graduate program. Given the university's distance from major metropolitan areas, the pool of applicants for the graduate program will typically be lower than many other programs within the state and nation-wide. The number of full-time faculty presents challenges as well. With only 16 tenure track political scientists on staff, it is difficult to service maximally the needs of both undergraduate and graduate student. Further, and perhaps most importantly, the department struggles to attract the best graduate students due to lower financial aid packages compared to peer institutions. To compensate for these deficiencies, the department concentrates on establishing strong faculty-student working relationships. We promote faculty-graduate student research collaboration as an advantage of our department in preparing students for academic careers, and a focus on such mentoring is not always found at larger universities.

Master of Public Administration

The MPA degree requires 36 hours of graduate level courses. Of these hours, 18 are specified as core curriculum, and must be completed by all students. The remaining 18 hours are electives that are grouped as a combination of courses in a major field of concentration area and an area of emphasis. In addition to the 36 classroom hours, there is a 6-hour internship requirement for those lacking substantial public service work experience.

Required Courses

All students must take the following courses:

PUAD 5319: Research Methods in Public Administration (currently PUAD5348)
PUAD 5320: Program Evaluation and Quantitative Analysis
PUAD 5341: Public Policy Theory and Process
PUAD 5343: Public Personnel Administration
PUAD 5344: Public Budgeting
PUAD 5337: Organization Theory

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

Comprehensive Examination

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

Internship

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

MPA-Dual Degree Programs

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

Joint MPA-J.D. Program

In collaboration with the Schoolk of Law, we offer a joint degree program that allows students to complete the requirements for the MPA and the Juris Doctor (J.D.) Degrees in less than the 5 years that would be required if the two degrees were pursued separately. The joint program reduces the total required hours through a reciprocal arrangement by which elective hours taken in one degree program are accepted by the other degree program. The 12 hours of approved public administration courses are counted as elective credit toward the J.D. degree, and the 18 hours of law are counted as credit towards the MPA degree. As a result, students in the joint program take 78 hours of law and 24 hours of public administration (which includes 18 hours of core courses plus two other courses, preferably the Administrative Law and the Ethics course) to earn both degrees. Students are also required to complete 6 hours of internship. To enter the joint program, candidates must apply separately to the School of Law and the Graduate School (see the section on Admission, above) and be accepted by both. The degree is designed so that students complete the first year of law school before taking a mix of PUAD and law school courses. Students may begin a joint degree with PUAD courses, however, if they do not take more than 12 hours prior to matriculating to the law school.

Joint MPA- MA in Economics

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

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

MPA Concentration Areas (Tracks)

All MPA students must declare a concentration area or track by the completion of their first nine (9) hours in the program, which is the end of the first semester for full time students. Track declarations are necessary for completion of a degree plan which must be filed with the

university by the end of the first semester in the program. Each track specifies a set of required courses that must be taken to complete the MPA coursework and a set of suggested electives for the area of concentration. Each track advisor and the MPA director must approve all electives and any deviations from the track requirements. Each track program is discussed below.

Public Management (Track coordinator: Dr. Brian Collins)

The primary objective of the public management track is to prepare students for careers in the administration of governmental and nonprofit organizations. The curriculum provides the professional skills that employers demand and the critical analytic skills needed for career advancement. There are two specific objectives for the track. First, the track provides students with the technical and managerial skills necessary for the effective delivery of public services. Second, the track provides students with the analytic skills to understand the formulation and implementation of public policy in the context of political, social, and economic challenges. The required courses in the public management track further develop skills from the core classes by focusing the skills that public managers need to accomplish work through others and to manage programs, analytic and ethical issues related to public administration, information technology, and financial management.

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

Public Management

Track Requirements

	City Mgt.	**Non-Profit Mgt.**	**Organizational Mgt.**
PUAD 5326	PUAD 5342	PUAD 5335	PUAD 5349
PUAD 5345	PUAD 5353	PUAD 5328	
	Two from:	Two from:	Three from:
	PUAD 5346	PUAD 5346	PUAD 5321
	PUAD 5349	PUAD 5349	PUAD 5335
	PUAD 5321	PUAD 5321	PUAD 5328
	PUAD 5328	PUAD 5342	PUAD 5346

* Electives are incorporated into the emphases.

Fiscal Administration (Track coordiator: Dr. Aman Khan)

Fiscal administration deals with a wide range of activities essential to the successful financial operation of a government or nonprofit organization. At a minimum, it deals with all aspects of budget processes, including demand for and provision of public goods, structure and processes of revenue generation, administration of public debt, and management of idle cash. Fiscal administration requires knowledge of collective bargaining, risk management and insurance, purchasing, and inventory policies. The fiscal administration track aims to prepare students to have a basic understanding of these concepts and how they are applied in real world situations as well as to develop an appreciation for analytic frameworks for financial administration and to acquire technical skills that would be useful for a career in public

management. Toward that goal, the track is structured around courses student will be required to take both within the department and outside. In addition to taking the six core courses that all public administration students are required to take, fiscal trackers will be taking four required and two elective courses related to their field of specialization.

Fiscal Administration

Track Requirements	Emphases	Electives (2)
PUAD 5321	None	
PUAD 5346		ACCT 5310
PUAD 5348-Accounting		ECO 5310, 5316, 5320, 5324
PUAD 5326		FIN 5421

Health Care Administration (Track coordinator: Dr. Clarke Cochran)

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

Health Care Administration

Track Requirements	Emphases	Electives (2)
PUAD 5334	None	PUAD 5326, 5321, 5335, 5328
PUAD 5346		ECO 5337
MGT 5306		MGT 5308
MGT 5307		GHSR 5301-10

Policy Analysis (Track coordinator: Dr. Thomas Longoria)

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

to a particular substantive policy area, so as to allow them to develop specialized expertise on issues in that area.
Each student must declare an area of emphasis within public policy analysis by the end of the second semester in the program. Areas of emphasis include environmental policy, economic policy, and healthcare policy. Students can develop alternative areas of emphasis with the permission of the track coordinator and MPA program director.

Policy Analysis	
Track Requirements	**Electives**
PUAD 5321 PUAD 5326 PUAD 5352	Three approved courses from a substantive or methodological area. Examples: economics, healthcare, environmental, GIS, statistics

MPA Internship Requirements

All “pre-service” MPA students (those without management or policy level administrative experience), are required to enroll in and successfully complete two three-hour sections of PUAD 5347: Internship in Public Administration. There are specific requirements and syllabi for each section.

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

For “in-service” students (those currently employed or with substantial experience in the public or nonprofit sector), the internship requirement may be waived. To be eligible for a waiver students must write directly to the MPA program director and provide any supporting information as may be necessary.

Successful Completion of the Internship

The following requirements must be fulfilled for successful completion of the internship. Each intern must enroll in PUAD 5347-001 and PUAD 5347-002. Enrollment in 5347-002 should not occur until the student has taken at least nine hours of core courses. In most cases, this means that the second section of internship hours should not be completed until the semester in which the internship will terminate. A syllabus for each section is available to students enrolled in each section. Each student must comply with syllabi requirements to obtain credit for each section.

Each intern must serve approximately 300 hours in a position or positions in the public sector. Each intern must provide satisfactory internship performance, as evaluated by the

sponsoring agency. Each intern must complete an experiential/analytical research paper of substantial depth, integrating the specific objectives of the internship with relevant concepts learned from core and track courses. The MPA program director has the right to reject the report if in his or her judgment it fails to meet the minimum requirements for the paper. In this case, credit for the internship hours will not be awarded until the paper is satisfactory.

Other Information About the MPA Program

Students are provided a handbook that identifies the 18 hours of core courses that all students must take. The MPA program collaborates with other graduate programs to leverage the resources of our comprehensive university and thus students may take courses outside the home department. Students in the public management track are strongly encouraged to take all courses within the home department, but taking one course outside the department is occasionally approved for a few students. Students in the policy analysis track typically take two courses outside the department and occasionally three courses, depending upon the substantive area of policy analysis. Students in the fiscal administration track are required to take two courses outside the department, but there are very few students in this track. Students in the healthcare administration track are required to take two courses outside the department and often take a third course from the Health Science Center. Students in joint degree programs, such as the Joint JD/MPA and Joint Economics/MPA take 12 hours from the partnering program. Reciprocity from the partner programs enables students to save one academic year in completing two degree programs.

Full-time students can complete the MPA program in two academic years (approximately 22 months) and part-time students can complete the program in three academic years. The national accrediting body of MPA programs (NASPAA) mandates that degree programs be no shorter than two academic years. Therefore, we cannot reduce the time to graduate for full-time students. Additional faculty and course offerings in the summer sessions could potentially reduce the time to graduation for part time students.

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

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

The MPA director is responsible for student recruitment. Students from Texas Tech University and regional universities are the primary targets. The MPA director visits regional campuses. The program university newspaper advertisements and holds two or three information sessions for Texas Tech University undergraduates each semester. The program director also makes annual presentations at the law school to recruit joint degree candidates. Much of our recruitment is passive, through student-initiated searches of our webpage (about 5,000 hits a year). We are also part of the departmental postings. Mid-career students are largely recruited in the city of Lubbock by word of mouth. As a consequence, the MPA program has been the largest MA program in the College of Arts and Sciences for the past two academic years.

We review applicants throughout the year and accept students for both the Fall and Spring semesters. All applicants must complete the Graduate School application and an MPA application form and submit at least one letter of recommendation. We accept GRE, GMAT, and LSAT scores for review. Our preference is for GRE scores, but we accept LSAT and GMAT scores for students who have applied to the Texas Tech University School of Business or School of Law. The LSAT is particularly important to the program because there is a large pool of quality applicants with LSATs insufficient for admission into law school. We also encourage applicants to submit resumes and other evidence of public service and diversity of experience.

The MPA director reviews each applicant's portfolio of information. In 2002-03, the acceptance rate to the program was nearly 100 percent. Over the past several years, the acceptance rate has declined as the academic standards have increased. In particular, the evaluation process has placed additional weight on the GRE writing scores. The acceptance rate for academic year 2006-07 is approximately 83 percent.

Financial aid is distributed during the admissions process. There are no dedicated assistantships for MPA students. All students are admitted without assistantships. The department funds PhD students first. If funds remain, then MPA students compete with MA students in political science for funding. The MPA director allocates scholarship funding from the department and three endowed scholarships to applicants who are admitted to the program. The financial aid is disbursed on the basis of academic merit and diversity of experience. One endowed scholarship is dedicated to students seeking a career in city management, which is conveyed in the application process. Continuing students receive financial aid from the program based upon academic merit and demonstrated commitment to public service.

A small number of students leave the MPA program for a wide variety of reasons. Perhaps the most prevalent reason is the difficulty of balancing work with their pursuit of a degree. The time commitments are stressful. Other students leave the program for other degrees (i.e. law school).

The Department of Political Science supports a faculty member who serves as the MPA advisor. The director advises all students in the program. All course enrollments are done in house and only after all students have met with the advisor each semester. This investment in resources ensures that students graduate in a timely fashion.

MPA students are involved in the governance of the program through participation in annual surveys, focus groups, participation in faculty recruitment, and representation on the

MPA Advisory board. The MPA program systematically collects student feedback through annual surveys and focus groups usually conducted in the Spring semester. When the program is recruiting new faculty, MPA students are included in job talks and usually a lunch meeting with candidates. Written feedback from students is then included in each candidate's file. Student representatives are also included in the MPA Advisory Board, an institution that includes representatives of major program stakeholders. Feedback from these sources has been incorporated into programmatic changes such as earlier starting times for classes, day classes, internship requirements, and changes to the core curriculum.

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

The MPA program uses several measures to assess the quality of the program. First, we define the quality of the program in terms of student outputs and outcomes that mentioned in the program mission: "…preparing both traditional and mid-career students with a high quality professional education and an enduring commitment to public service so they can serve in management positions in governmental, nonprofit, and healthcare organizations." Therefore, our most useful indicator of quality is the six-month placement rate for graduating students. We expect 85 percent of graduates who are seeking employment to be placed within six months. Since education is a post-experience good, we track alumni satisfaction with the program in a survey conducted every four years. The survey is comprehensive and enables us to gauge changing expectations among public sector professionals and identify gaps in the curriculum. In addition to these two outcome-based indicators, we rely upon two output indicators. The first is the successful completion of an internship program, which requires a positive evaluation from a practitioner and a significant writing assignment. Secondly, we use the comprehensive exit exam to assess the quality of each student's educational experience. The exam requires students to competently discuss and analyze major issues addressed in core courses and a track emphasis.

Location disadvantages, faculty size, and financial support for students are challenges in becoming a highly ranked program. Highly ranked MPA programs typically have large student bodies with a large faculty and large endowment. It is difficult to increase the size of the student body because our location removes us from the source of most public sector employment (state capitols and major metropolitan areas). In addition, we cannot attract students with substantial financial aid packages. Our in-state competition is also severe. Without a larger-student body, it is difficult to justify more faculty resources. Moreover, it has been difficult to maintain a stable faculty core because successful faculty have been recruited by other universities. The post-9/11 surge in student demand and university support for public administration programs exacerbates the program's ability to attract and maintain faculty. Therefore, we focus upon the quality of the program rather than our ranking.

The progress and success of the program is evaluated in terms of the MPA program's mission. This is discussed in a previous section. In addition, the program seeks the

external, peer-review of NASPAA accreditation. Maintaining NASPAA accreditation is one indicator of success and the quality indicators discussed above show both progress and success.

The MPA program faces an evolving future of substantially increased competition from new, lower-tier, unaccredited MPA programs within the region. These programs are likely to draw students away from our program because they are offered in more geographically convenient locations, and they lack the academic rigor of our program (unaccredited). The MPA program is proactively addressing this environmental change through closer partnerships with the undergraduate programs on campus and investment in comparative advantages such as healthcare administration and land-use planning. Additional funding for marketing is forthcoming from the department, and will help with these efforts.

B. Number and types of degrees awarded

Doctoral Program Comments

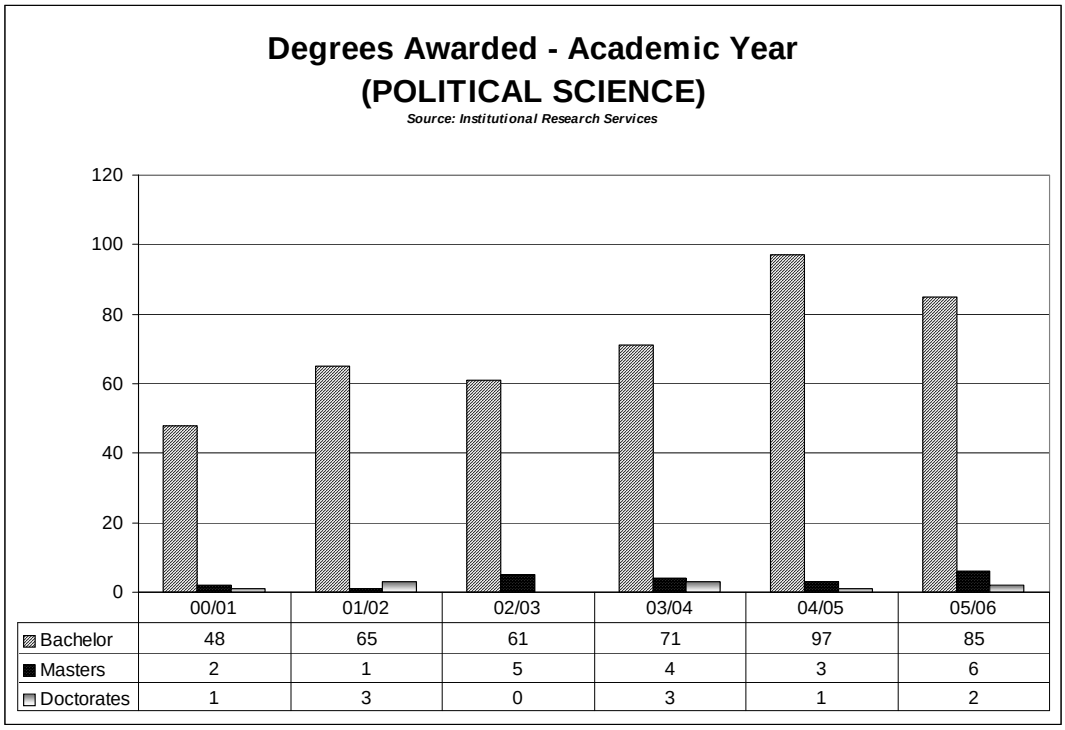
The department expects to graduate 2 to 3 PhD students per year. Over the last 6 years, the department average is slightly below the 2-3 expectation. However, there has been a building process on going in faculty recruitment and this has contributed in part to the lower on average number of PhD graduates. For MA degrees, the department also expects to graduate 2 to 3 per year. The average over the last 6 years has been slightly higher than the expectation. However, since many of the MA students are also PhD students, they have not yet left the program, but are continuing to work on their PhD coursework. The turnover in faculty has put many of our students behind in their degree plans and some students have transferred to other PhD programs after receiving the MA from TTU. With a more stable faculty roster, we do hope to enroll 8-12 PhD students per year, 3-4 students per year, and graduate 2-3 PhD and MA students each year.

Texas Tech graduates fewer doctoral students than the peer programs. It is closest in numbers to Southern Illinois University at Carbondale, which appears to graduate 1-2 PhD students each year. Including MA and MPA degrees, Texas Tech graduates more students than University of Missouri, many more than UN-Reno, but similar numbers compared to SIU and Tennessee. Since the peer institution data do not specify whether the MA degrees reflect students enrolled in an MPA program, the aggregate numbers are a bit hard to compare accurately. In terms of bachelors' degrees, Texas Tech graduates more students than SIU and UNLV, about the same numbers as Oklahoma, and fewer than Missouri-Columbia. Texas Tech has seen a rather large increase in BA degrees awarded over the last 6 years. This trend appears in the data provided by Oklahoma and Missouri as well.

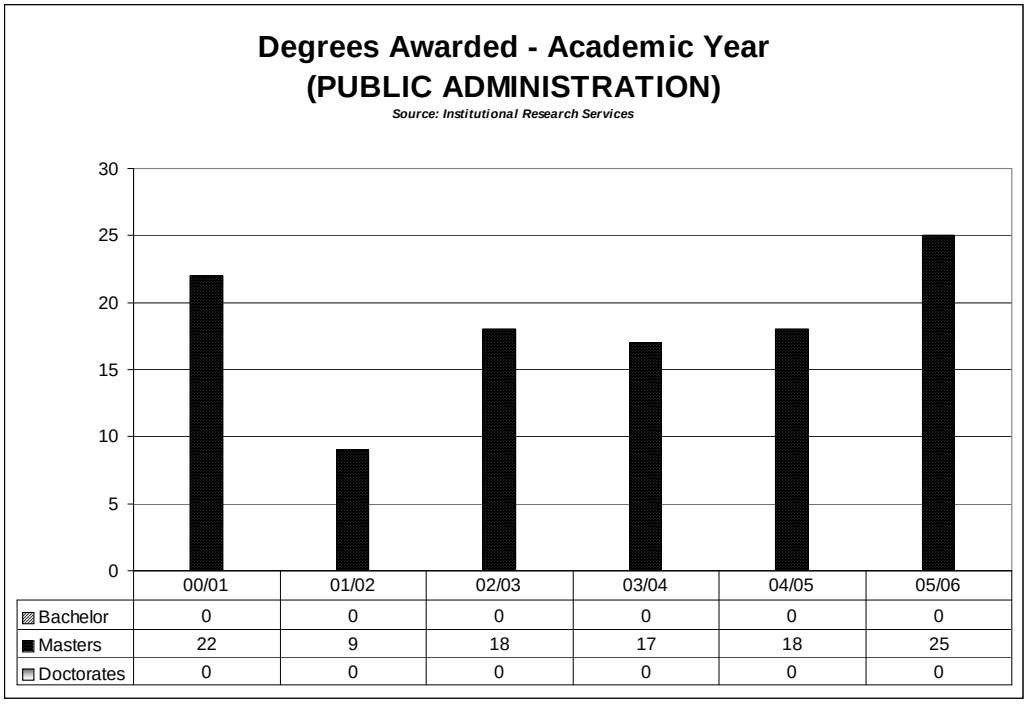
MPA Program Comments

The MPA program has experienced consistent growth during the time under review and has housed the largest number of students in an MA program in the College of Arts and Sciences since at least 2005. This has occurred despite significant turnover in the faculty. Only two faculty remain from the year 2000 faculty roster and all six tenure-track lines have never been simultaneously filled with all senior or junior tenure-track faculty. Nevertheless, during this period of growth, the MPA faculty set a target of maintaining a 70-student program and

graduating between 15 and 20 students per academic year. Future enrollment is contingent upon many factors including our ability to serve niche markets (which requires more faculty), our ability to offer additional financial aid, and the impact of new, low-tier MPA programs within the region. We expect our enrollment to stabilize between 60 and 70 students given status quo resources.



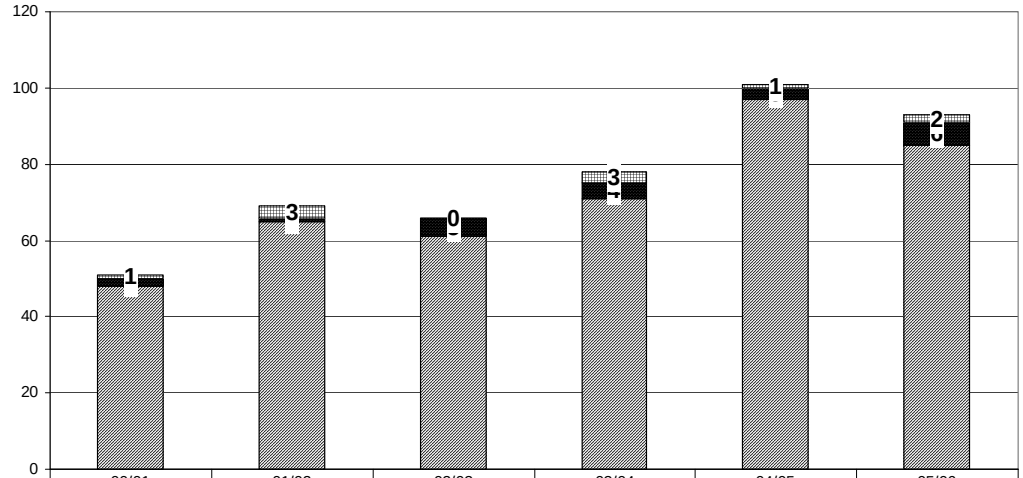
	00/01	01/02	02/03	03/04	04/05	05/06
Bachelor	48	65	61	71	97	85
Masters	2	1	5	4	3	6
Doctorates	1	3	0	3	1	2



	00/01	01/02	02/03	03/04	04/05	05/06
Bachelor	0	0	0	0	0	0
Masters	22	9	18	17	18	25
Doctorates	0	0	0	0	0	0

Total Degrees Awarded by Year - Academic Year (POLITICAL SCIENCE)

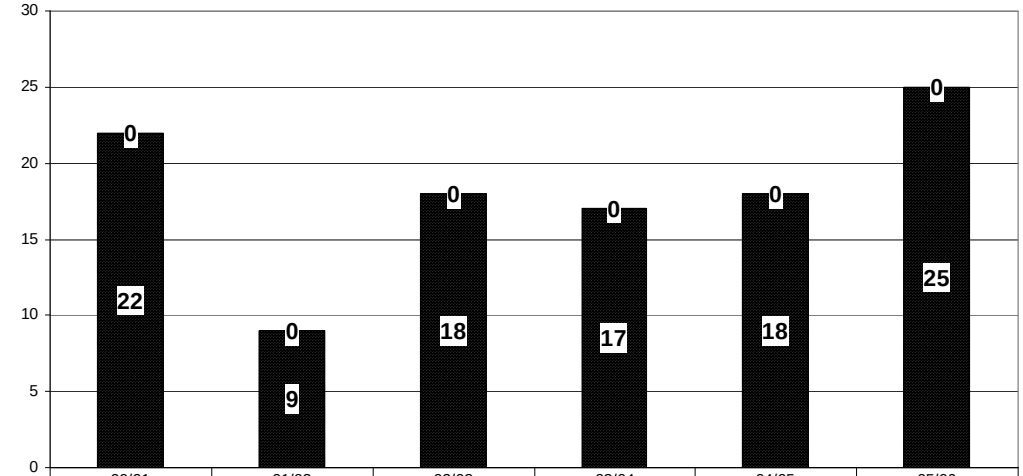
Source: Institutional Research Services



	00/01	01/02	02/03	03/04	04/05	05/06
Doctorates	1	3	0	3	1	2
Masters	2	1	5	4	3	6
Bachelor	48	65	61	71	97	85

Total Degrees Awarded by Year - Academic Year (PUBLIC ADMINISTRATION)

Source: Institutional Research Services



	00/01	01/02	02/03	03/04	04/05	05/06
Doctorates	0	0	0	0	0	0
Masters	22	9	18	17	18	25
Bachelor	0	0	0	0	0	0

It is not possible to compare these results with the peer institutions because the data most likely reflect only MA degrees in political science. In the case of Oklahoma, the data probably reflect both MAs in political science and MPAs. The MPA program at Missouri is outside the Department of Political Science. It is our assessment that MPA degrees were not included in much of the peer review data.

Comparison of Degrees Awarded - Fall Data	00/01	01/02	02/03	03/04	04/05	05/06
Southern Illinois University Carbondale						
Bachelor	42	43	51	48	46	55
Master	19	13	11	18	13	15
Doctoral	1	4	1	1	1	2
University of Missouri-Columbia						
Bachelor	108	136	122	134	146	142
Master	5	7	6	5	7	9
Doctoral	12	2	6	3	2	3
University of Nevada Reno						
Bachelor	27	22	28	36	33	N/A
Master	1	2	3	4	2	N/A
Doctoral	0	2	2	5	3	N/A
University of Oklahoma						
Bachelor	63	67	74	89	122	N/A
Master	105	78	72	77	75	N/A
Doctoral	7	3	2	3	4	N/A
University of Tennessee						
Bachelor						
Master	11	13	13	20	9	16
Doctoral	4	4	3	1	6	5
Texas Tech						
Bachelor	48	65	61	71	97	85
Master	24	10	23	21	21	31
Doctoral	1	3	0	3	1	2

Program Degrees Awarded

Source: Institutional Research Services

Name of Program	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Political Science	3	4	5	7	4	8
Public Administration	22	9	18	17	18	25

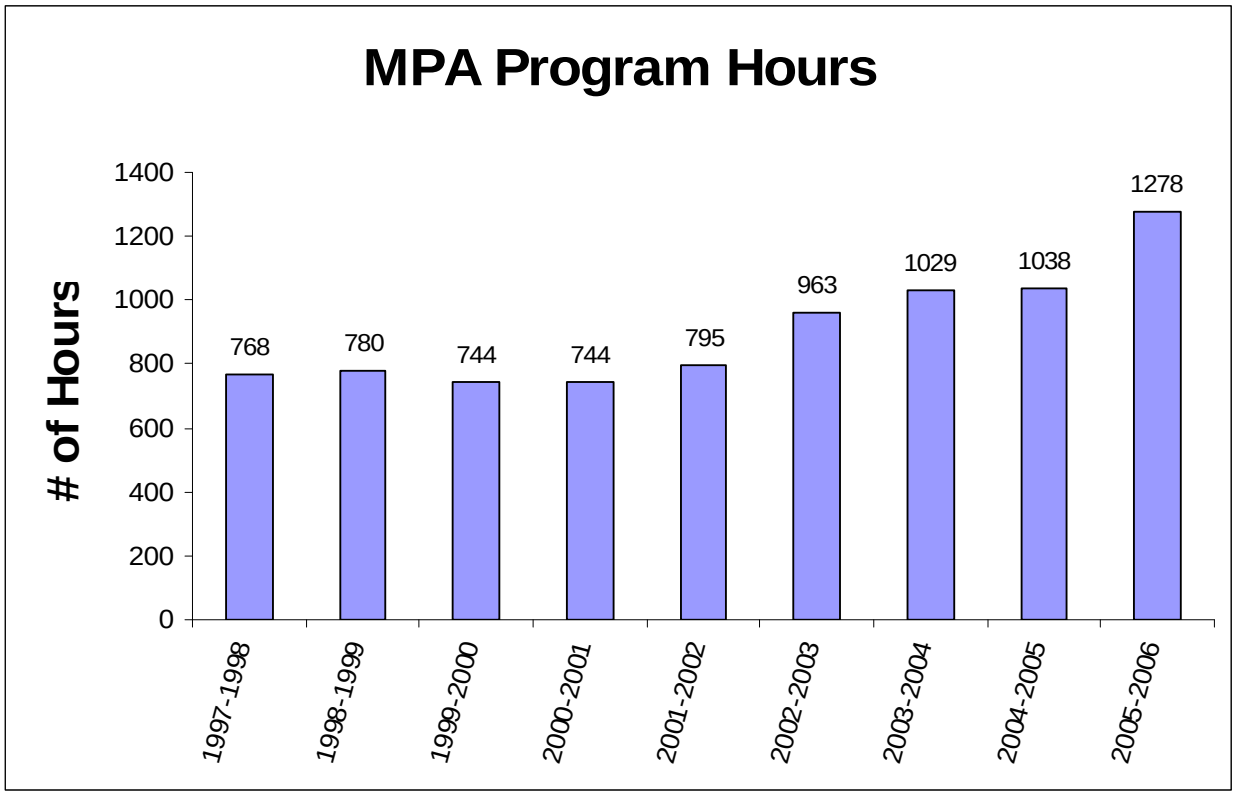
C. Undergraduate and graduate semester credit hours

Doctoral Program Comments

Both undergraduate and graduate semester credit hours show an average increase over the last 6 years, however the increase has been considerably larger for the graduate program, which nearly doubled its credit hours going from 2000-01 to 2005-06.

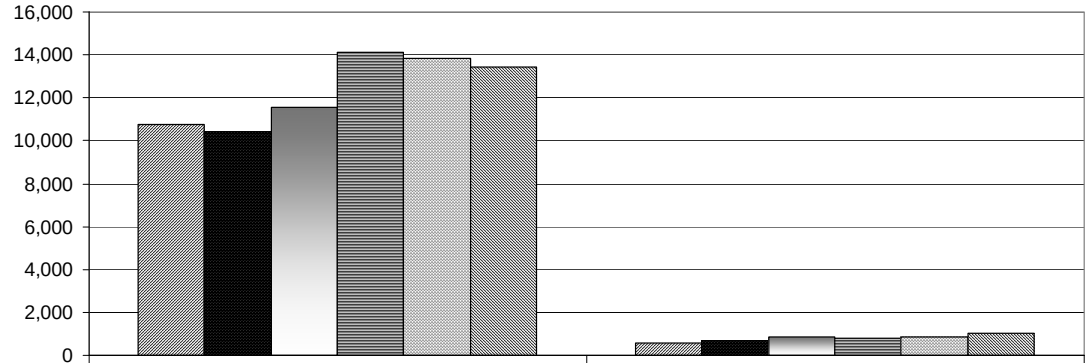
MPA Program Comments

We submit the following chart, because we believe the data supplied to the department are either incomplete, inaccurate, or at least incompatible with our own records. For example, in the table "Semester Credit Hours – Academic Year" the entry for combined POLS and PA show 1010 SCH for POLS and PA combined for AY 05-06. Our departmental data show nearly 1300 SCH for MPA students alone. The following table ("MPA Program Hours") shows that the MPA program has shown a 71.8 percent increase in hours in recent years.



Semester Credit Hours - Academic Year (POLS and PA)

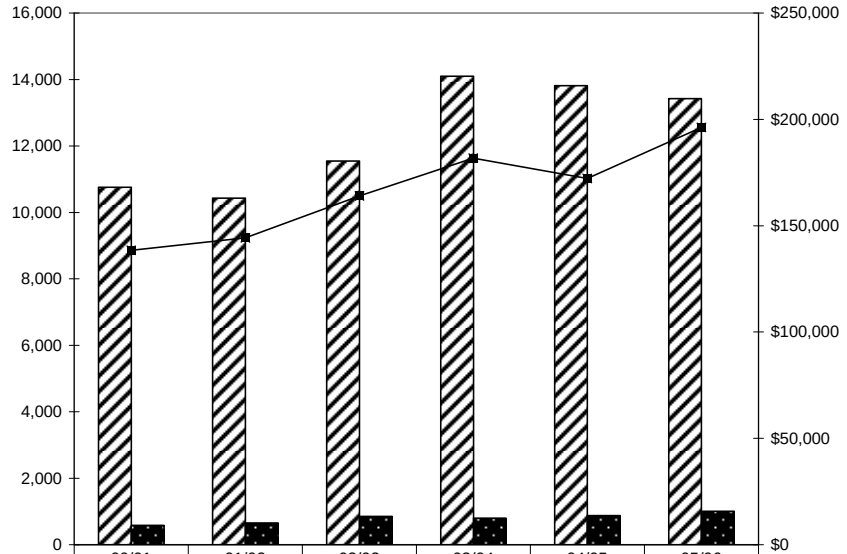
Source: Institutional Research Services



	Undergraduate	Graduate
00/01	10,752	584
01/02	10,425	655
02/03	11,547	855
03/04	14,097	797
04/05	13,815	874
05/06	13,425	1,010

AY SCH compared to Budget (POLS & PA)

Source: Institutional Research Services



	00/01	01/02	02/03	03/04	04/05	05/06
Undergraduate	10,752	10,425	11,547	14,097	13,815	13,425
Graduate	584	655	855	797	874	1,010
Operating Cost	$138,448	$144,327	$164,021	$181,766	$172,229	$196,132

D. Number of majors in the department for the fall semesters

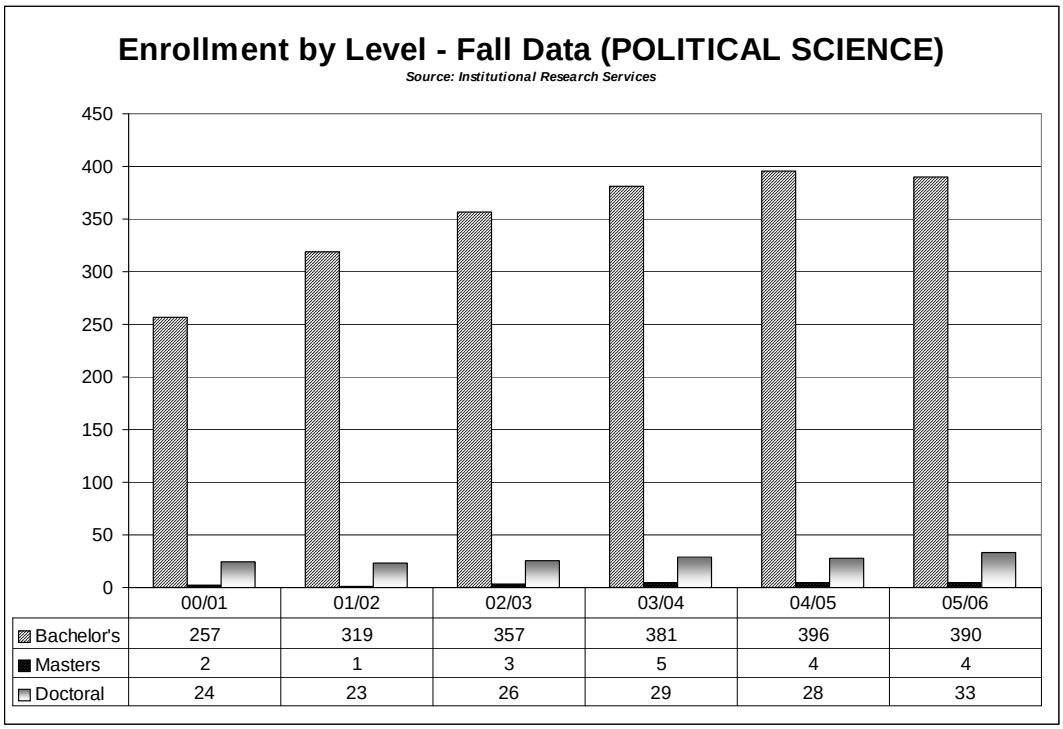
Doctoral program Comments

The number of undergraduate majors in political science has increased rather substantially over the last 6 years. In fact, since 2000-01 there has been a 50% increase in the number of undergraduate majors. The number of MA students remains relatively stable over the 6 year period, but since students are admitted as MA/PhD students, the variation over time depends on how these students are being counted. As for PhD students, the number has increased moderately over the last 6 years. The incoming class sizes over the last 3-4 years have been larger than previous years and this explains the moderate increase in enrollment. Further, the department has done a more effective job at marketing the program over the last few years, which also may have helped to increase the numbers of incoming PhD students.

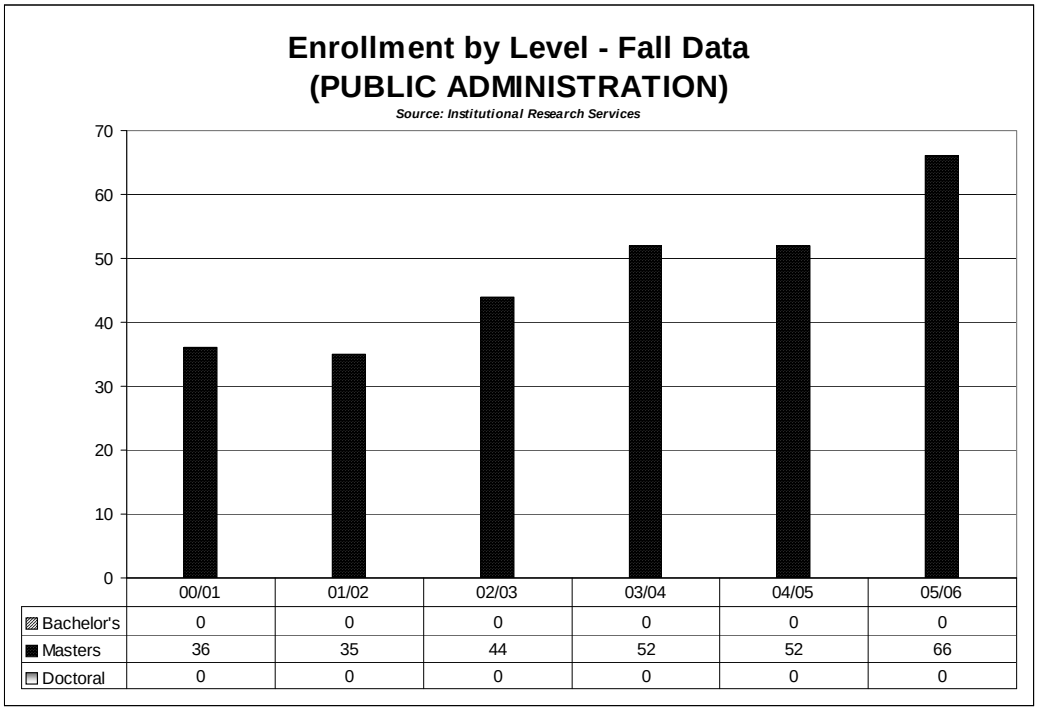
Compared to the peer institutions, the numbers for PhD students look very similar to SIU. However, SIU has more MA students than Tech, but considerably fewer BA students. Oklahoma appears to have considerably larger undergraduate and graduate programs. Tennessee, on the other hand, has similar numbers of undergraduate students, but much smaller MA and PhD programs compared to Tech.

MPA Program Comments

The "Enrollment by level-Fall Data" table for PA is incomplete because it does not include Joint Degree students. The error level is at least 10 percent. For example, we had 72 students in F05.



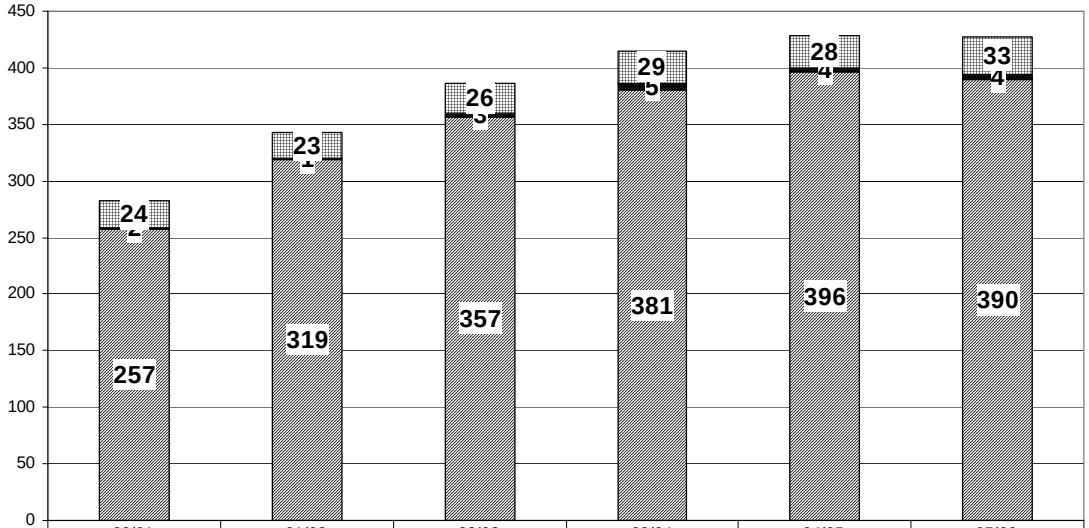
	00/01	01/02	02/03	03/04	04/05	05/06
Bachelor's	257	319	357	381	396	390
Masters	2	1	3	5	4	4
Doctoral	24	23	26	29	28	33



	00/01	01/02	02/03	03/04	04/05	05/06
Bachelor's	0	0	0	0	0	0
Masters	36	35	44	52	52	66
Doctoral	0	0	0	0	0	0

Total Enrollment by Year - Fall Data (POLITICAL SCIENCE)

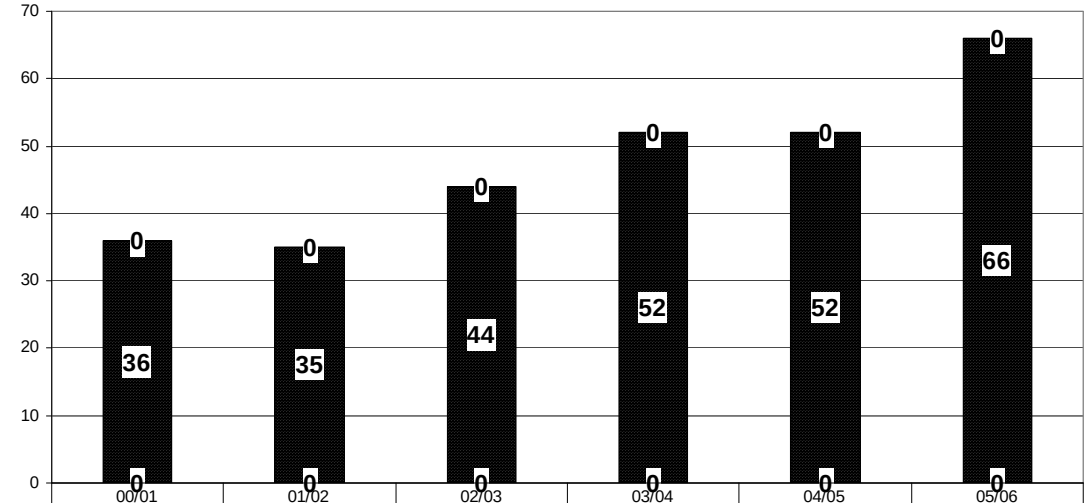
Source: Institutional Research Services



	00/01	01/02	02/03	03/04	04/05	05/06
Doctoral	24	23	26	29	28	33
Masters	2	1	3	5	4	4
Bachelor's	257	319	357	381	396	390

Total Enrollment by Year - Fall Data (PUBLIC ADMINISTRATION)

Source: Institutional Research Services



	00/01	01/02	02/03	03/04	04/05	05/06
Doctoral	0	0	0	0	0	0
Masters	36	35	44	52	52	66
Bachelor's	0	0	0	0	0	0

Comparison of Enrollment - Fall Data	00/01	01/02	02/03	03/04	04/05	05/06
Southern Illinois University Carbondale						
Bachelor	153	172	191	218	215	200
Master	74	85	88	87	78	73
Doctoral	21	25	26	32	27	26
University of Missouri-Columbia						
Bachelor	392	393	442	497	486	526
Master	20	18	15	14	6	13
Doctoral	43	40	31	38	41	38
University of Nevada Reno						
Bachelor	172	181	201	190	200	206
Master	12	14	15	17	21	25
Doctoral	26	24	21	18	18	15
University of Oklahoma						
Bachelor	348	408	505	576	600	606
Master	45	41	49	63	61	70
Doctoral	36	31	34	41	43	50
University of Tennessee						
Bachelor	350	350	350	400	350	400+
Master	21	18	19	16	23	22
Doctoral	3	4	8	3	9	4
Texas Tech						
Bachelor	257	319	357	381	396	390
Master	38	36	47	57	56	70
Doctoral	24	23	26	29	28	33

Program Enrollment

Source: Institutional Research Services

Name of Program	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Political Science	26	24	29	34	32	37
Public Administration	36	35	44	52	52	66

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

Doctoral Program Comments

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

Enrollments by Category of Courses
(*Supplied by Department)*

Course	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Methods	17	11	23	40	55	42
Pro-seminars	13	4	0	38	49	37
Socialization	13	26	29	27	34	15
Advanced seminars	64	73	77	33	47	67
Totals	107	114	129	138	185	161

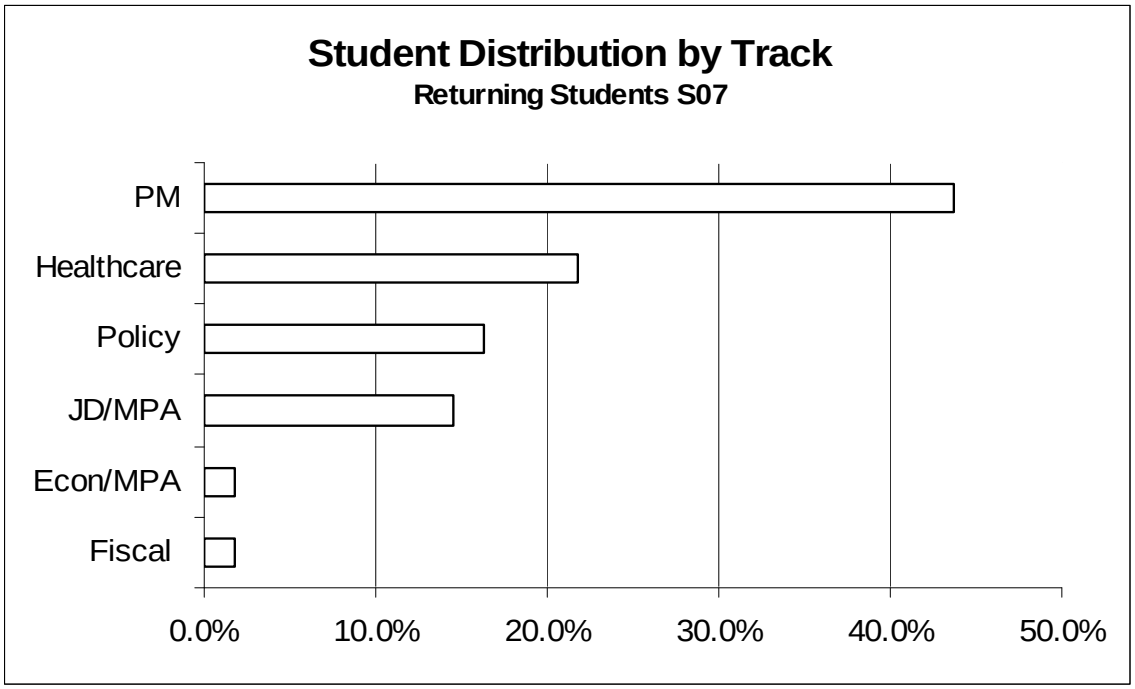
The trends in the table above show increasing numbers of graduate students in political science courses. The differences in enrollments across types of courses reflect a curriculum change in the 2003-2004 academic year. The standardized first year curriculum enters into force in this year and thus we see greater similarity in course distribution in the years 2003-2006 than we see prior to that point. The table also does not show independent study courses with faculty. Typically 5 to 10 students a year take independent research (POLS 7000).

MPA Program Comments

The MPA program course offerings must remain responsive to demands from stakeholders and NASPAA, the national accreditation body. Consequently, MPA course offerings have changed over the period under review. Some courses are no longer offered, and other courses have been added to the curriculum. New courses are often taught as PUAD 5348 courses until they are honed and submitted for ASCAP review. The dynamic nature of course offerings makes it somewhat difficult to summarize, but the median annual enrollment is 28 students in core courses and 11 students in elective courses.

Growth in our healthcare administration track and changes in the national accreditation standards have necessitated a review of course offerings. The MPA program is attempting to recruit faculty that can offer more courses in this area so we can keep our students in house more, but still leverage the benefits of partnerships with other units across campus. The figure below highlights the growth of the healthcare administration track even after graduating a relatively large number of students from the track in F06.

Track Selection of MPA Students
(*Department data*)



Graduate Course Enrollments by Academic Year (IRS Data)

Subject	Course	00-01	01-02	02-03	03-04	04-05	05-06	Total
POLS	5100	0	4	9	27	34	25	99
POLS	5200	13	26	20	0	0	0	59
POLS	5321	5	0	0	4	0	0	9
POLS	5322	7	0	0	11	14	9	41
POLS	5324	0	0	11	0	0	0	11
POLS	5325	0	0	8	0	0	0	8
POLS	5327	6	6	0	0	7	0	19
POLS	5330	6	0	8	0	0	0	14
POLS	5335	0	7	0	0	0	0	7
POLS	5336	0	0	5	0	0	0	5
POLS	5339	0	5	0	0	4	0	9
POLS	5341	21	13	19	0	0	0	53
POLS	5356	0	11	0	0	0	14	25
POLS	5360	8	0	0	13	17	15	53
POLS	5361	8	0	0	0	0	15	23
POLS	5363	0	0	0	4	0	0	4
POLS	5364	0	0	14	0	0	0	14
POLS	5365	0	22	0	0	8	0	30
POLS	5367	9	0	12	0	0	8	29
POLS	5369	0	0	0	10	6	0	16
POLS	5370	0	4	10	14	18	13	59
POLS	5371	0	8	0	0	10	0	18
POLS	5376	5	0	10	15	0	31	61
POLS	5378	5	0	0	0	0	0	5
POLS	5380	0	0	0	0	14	10	24
POLS	5381	6	4	9	12	14	11	56
POLS	5382	0	0	0	0	15	13	28
POLS	5383	10	11	11	12	12	8	64
POLS	5384	0	0	0	16	0	0	16
POLS	5396	0	0	0	0	6	0	6
POLS	5397	0	0	0	0	6	0	6
POLS	5482	10	16	12	0	0	0	38
POLS	6000	0	0	3	0	4	0	7
POLS	7000	47	23	35	36	29	39	209
POLS	8000	37	41	36	63	43	33	253
PUAD	5320	30	29	27	22	27	23	158
PUAD	5321	17	20	41	43	9	7	137
PUAD	5326	0	0	17	20	16	36	89
PUAD	5331	6	0	0	0	0	0	6
PUAD	5333	12	9	0	7	6	6	40
PUAD	5334	36	28	40	31	27	29	191
PUAD	5335	13	9	0	20	13	17	72
PUAD	5337	0	0	24	27	34	42	127
PUAD	5341	0	0	0	35	31	26	92
PUAD	5342	0	0	0	8	9	8	25
PUAD	5343	17	16	25	21	24	46	149
PUAD	5344	22	30	36	16	31	30	165
PUAD	5345	14	7	0	19	17	19	76
PUAD	5346	0	4	34	0	14	17	69
PUAD	5347	22	27	27	35	30	39	180
PUAD	5348	44	79	49	30	59	69	330
PUAD	5352	0	0	15	8	10	11	44
PUAD	5357	0	0	6	0	0	0	6

F. Courses cross-listed

We have no cross-listed graduate courses. At the undergraduate level, POLS 3326 is cross-listed with W S 3326 (Women's Studies).

[NOTE: The Political Science Department has been awarded funds from the Graduate School to develop the Interdisciplinary MA Specialization in International Affairs. That specialization is administered by a committee chaired by Dr. Dennis Patterson in our department. Please see Appendix G for a summary description of the development and current status of that specialization.]

III. Faculty

General Comments

Department faculty are divided into two functional units; those in political science (N=16) and those in public administration (N=6). The chairperson is the 23rd faculty member assigned to the department. According to the terms of a revised tenure and promotion policy approved in 2002, faculty in each of the units (or programs) are responsible for personnel matters in their respective units (e.g., hiring recommendations, third-year evaluations, tenure and promotion decisions), and for administering their respective graduate programs. In all other instances they operate as a single faculty.

This division of faculty, which has worked successfully and smoothly since its inception, means essentially that our doctoral program is taught by sixteen faculty members, and that our MPA program is taught by six faculty members (plus the "half-time" services of one full professor – Clarke Cochran—who has teaching and research interests in health care policy).

For the past decade there has never been an instance of two consecutive years of full faculty staffing with tenured and tenure track faculty. A few years ago we had simultaneous searches for eight tenure track faculty (two of the slots were newly added), and as of the writing of this report we have, or have just concluded, active searches for seven tenure track positions (four filled, two offers out, so far). Voluntary faculty departure ("turn over") has been the greatest single issue facing our graduate programs. It is has been very difficult for us to initiate and maintain levels of program development that we would like to see, given the turnover rate. The high turnover rate has a certain direct effect on graduate student enrollments and progress, since some students have left when certain faculty have left, and some have found it more difficult to form an appropriate dissertation committee or to replace key faculty on existing committees. Students in the MPA program are affected to a lesser extent and in different ways. Since the MPA is a non-thesis degree, the loss of a particular faculty member does not impinge at all on a students' research efforts (since there are none, usually), but could effect the time to completion of degree requirements and the quality of instruction from time-to-time. That is, although we have been fortunate to have been able to hire visiting assistant professors (VAPs) to cover essential courses, at times the fit between the instructor's credentials and the course subject matter may be less than desirable. Further, VAPs have traditionally contributed little or nothing to the doctoral program since they are rarely put on the graduate faculty.

At the time of writing this report, we have ongoing searches for five faculty in political science, and two in public administration. That means that the burden of 1) fulfilling the state-mandated requirement that every TTU student is required to take six hours in Political Science, 2) providing sufficient courses for our increasing numbers of majors (390) and minors, and 3) guaranteeing the quality and dynamics of a large doctoral program (33 students) has fallen on eleven political science faculty, a couple of VAPs, and several gifted GPTIs who teach their own courses! [Public administration faculty do teach some undergraduate courses during the summer months.]

There is no single reason that accounts for all faculty turnover. Several faculty have left for personal/spousal reasons. Several have left for positions at what are generally acknowledged as universities with better academic programs in each field. One has left to become a department chairperson, and two others have left because of failure of one of the couple (husband and wife were both in our department) to acquire early tenure (though promotion was granted). We are grateful that the university, when requested, has been quick to respond generously to counteroffers, but in the few instances that such offers were successful in keeping affected faculty at TTU, in every instance each of the faculty members who received the benefits of a counteroffer eventually left TTU. However temporary the benefits of counter-offers may have been, they remain an important option that we need to continue to have.

The turnover rate can also affect our department's productivity. With the hiring of several faculty with more recent doctoral degrees, themselves replacing more productive scholars nearly at the verge of being promoted and tenured, the number of successful journal placements in high quality outlets, book chapters, and applications for external funding will all likely drop. Within the last several years we have been very successful in securing external funds, both through faculty research grants and contracts, many of the latter having gone through the Earl Survey Research Laboratory. We suspect that our productivity in this area will also decline until new faculty can come up to speed. To that end, the College, and the offices of the Vice President for Research and the Dean of the Graduate School have been very supportive of new faculty, and in 05/06 five new faculty received startup packages higher than ever before. Also, it is the availability of these start up packages that helps us to recruit the top-notch faculty we have brought into the program in recent years. Our trouble has been keeping them.

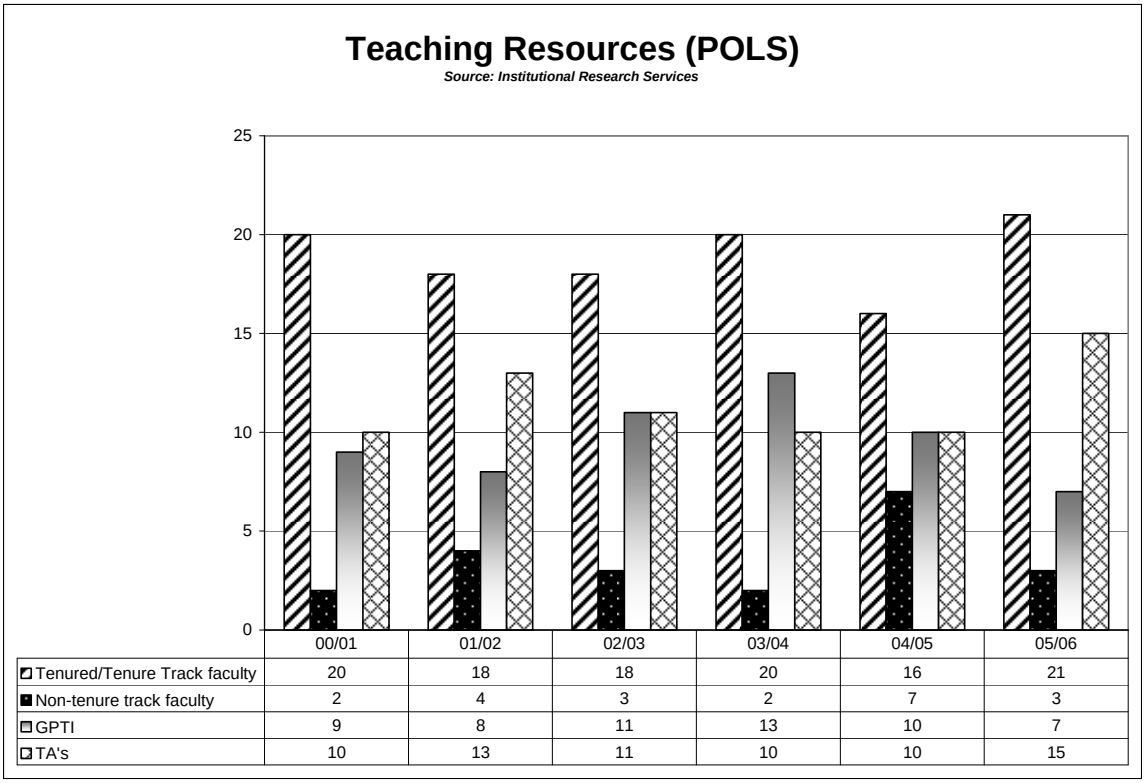
A word about salaries. Our informal review of faculty salaries, albeit not fully documented, suggests that we can be competitive at the beginning assistant professor level and even at the level of recruiting under-placed faculty with two-four years of experience. We have severe inadequate salary levels at the associate and newer full professor levels. We find ourselves in the very embarrassing and unhealthful position of having to offer new PhDs at a salary greater than that of productive, valuable, and essential faculty who have been at TTU for six or more years, and which people could be promoted to associate professor, yet still have a lower salary than some one newly hired. Some salary adjustments have to be made, else we have done nothing to stave off faculty departures.

We have also been unsuccessful in having productive faculty secure both early tenure and promotion. At the intellectual level, everyone understands that the needs of the department and university require a careful look, and that there should be increased burden on those who come up for early tenure and promotion. That said, egos do get into the mix, and faculty have a very hard time dealing with rejection, or even the anticipation of rejection which itself prompts them to undertake early job searches.

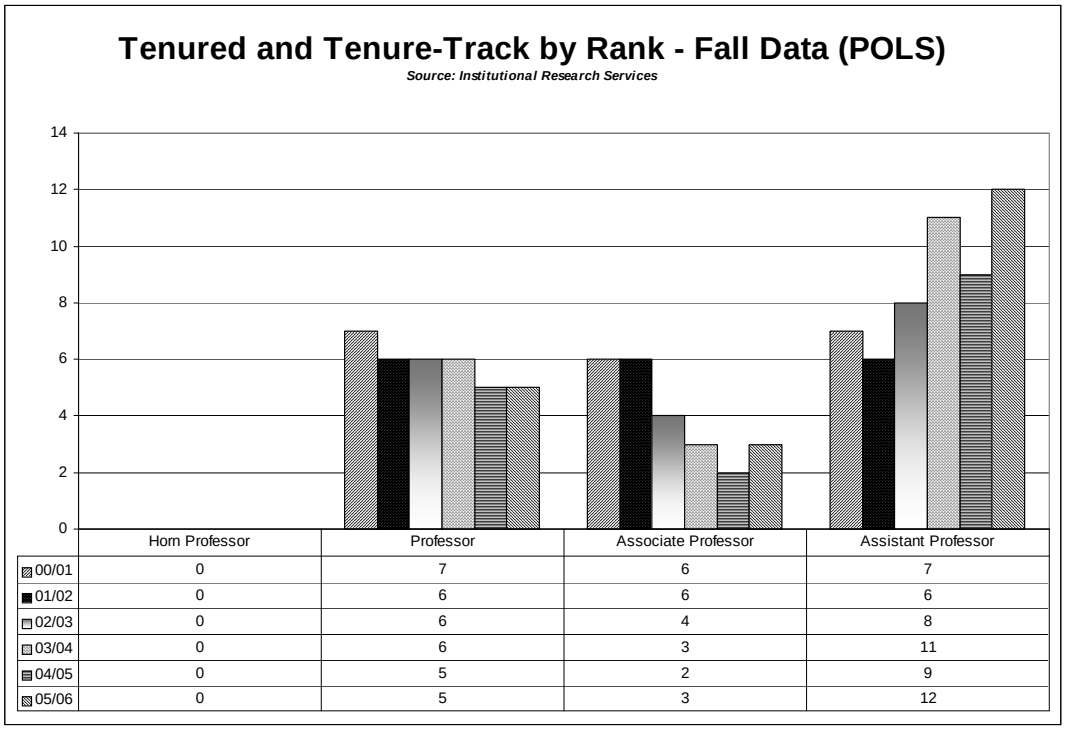
We have been very fortunate in being able to bring faculty with several years of experience into our program, with the hope that they have a good head start on developing into quality instructors and effective researchers. The ambiguity, and frankly, the poor track record we have had with successful early tenure/promotion decisions, could be a morale problem that is with us for many years to come.

For the record, for several years now we have had the policy of making job offers contingent upon having the PhD in hand by the start date. If not, the offer may be renegotiated, and in the several instances where we have renegotiated an offer, the starting salary was substantially reduced until the PhD was obtained, and in once instance an individual was also not reappointed.

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



	00/01	01/02	02/03	03/04	04/05	05/06
Tenured/Tenure Track faculty	20	18	18	20	16	21
Non-tenure track faculty	2	4	3	2	7	3
GPTI	9	8	11	13	10	7
TA's	10	13	11	10	10	15



Comparison of Full-time Faculty	00/01	01/02	02/03	03/04	04/05	05/06
Louisiana State University						
Tenure/Tenure Track	19	1	2	2	21	21
Non-tenure track	1	20	21	21	1	1
TA's						
Southern Illinois University - Carbondale						
Tenure/Tenure Track	19	19	19	20	19	19
Non-tenure track	3	3	4	3	4	5
TA's	18-21	18-21	18-21	18-21	18-21	18-21
University of Alabama						
Tenure/Tenure Track	11	14	14	13	15	15
Non-tenure track				1		
TA's						
University of Missouri - Columbia						
Tenure/Tenure Track	20	21	20	17	19	18
Non-tenure track	2	1	1	1	1	2
TA's	37	30	33	32	33	37
University of Nevada - Reno						
Tenure/Tenure Track	12	12	12	12	12	12
Non-tenure track	6	6	6	8	8	10
TA's	8	8	8	8	8	8
University of New Mexico - Albuquerque						
Tenure/Tenure Track	15	17	16	16	15	16
Non-tenure track	2	2	2	2	2	2
TA's	3	4	5	4	4	6
University of Oklahoma						
Tenure/Tenure Track	23	22	25	21	17	N/A
Non-tenure track	4	5	6	3	4	N/A
TA's	17	13	16	21	23	N/A
University of Tennessee						
Tenure/Tenure Track	17	19	19	17	19	19
Non-tenure track	5	7	7	8	10	10
TA's	11	11	11	11	11	13
Texas Tech						
Tenure/Tenure Track	20	18	18	20	16	21
Non-tenure track	2	4	3	2	7	3
GPTI's	9	8	11	13	10	7
TA's	10	13	11	10	10	15

B. List of faculty members

FACULTY NAME	JOB TITLE	HIRE DATE	END DATE	Member of Grad Faculty? Y or N
Allen, Susan	Assistant Professor	9/2005		Y
Banducci, Susan	Assistant Professor	9/2003	8/2006	Y
Biglaiser, Glen	Assistant Professor	9/2005		Y
Collins, Brian	Assistant Professor	9/2001		Y
Dicke, Lisa	Assistant Professor	9/2000	8/2004	Y
Edwards, Martin	Assistant Professor	9/2002	6/2006	Y
Gerber, Brian	Assistant Professor	9/2000	8/2005	Y
Goodman, Craig	Assistant Professor	9/2005		Y
Greene, Steve	Assistant Professor	9/2000	8/2002	Y
Karp, Jeffrey	Assistant Professor	9/2003	8/2006	Y
Kim, Hyun Joon	Assistant Professor	9/2005		Y
Maestas, Cherie	Assistant Professor	9/1999	8/2004	Y
Marchbanks, Miner	Assistant Professor	9/2005		Y
Neeley, Grant	Assistant Professor	9/1997	8/2001	Y
Patterson, Dennis	Assistant Professor	9/2002		Y
Pennington, Mike	Assistant Professor	9/2005	7/2006	Y
Prins, Brandon	Assistant Professor	9/2003		Y
Saideman, Steve	Assistant Professor	9/1995	8/2002	Y
Scott, Kevin	Assistant Professor	9/2002	8/2006	Y
Sieberg, Katri	Assistant Professor	9/2001	8/2002	Y
Thames, Frank	Assistant Professor	9/2003		Y
Tuman, John	Assistant Professor	9/1995	8/2001	Y
Barkdull, John	Associate Professor	9/1993		Y
Burnett, John	Associate Professor	9/1966	7/2001	N
Emmert, Craig	Associate Professor	9/1992	8/2004	Y
Khan, Aman	Associate Professor	9/1989		Y
Longoria, Thomas	Associate Professor	9/2005		Y
Schaefer, Roger	Associate Professor	9/1975	2/2002	N
Van Wart, Montgomery	Associate Professor	9/2002	7/2003	Y
Cochran, Clarke	Professor	9/1970		Y
Dometrius, Nelson	Professor	9/1978		Y
Fox, Charles	Professor	9/1985	5/2004	Y
Lanoue, David	Professor	7/1997	8/2001	Y
Lee, Aie-Rie	Professor	9/1989		Y
Marshall, Philip	Professor	9/1971		Y
Mayer, Lawrence	Professor	9/1969		Y
Arwine, Alan	Visiting Assistant Professor	9/1999	5/2001	N

Coxe, Leland	Visiting Assistant Professor	9/2004	5/2005	Y
Dahlerus, Claudia	Visiting Assistant Professor	9/2001	5/2003	N
Eshbaugh-Soha, Matthew	Visiting Assistant Professor	9/2004	7/2005	N
Fuchs, Ed	Visiting Assistant Professor	9/2001	5/2002	N
Gordon, Victoria	Visiting Assistant Professor	9/2004	7/2005	Y
Jones, Sharon	Visiting Assistant Professor	9/2004	5/2005	N
Kim, Dong-Won	Visiting Assistant Professor	9/2001	5/2002	Y
Krejci, Dan	Visiting Assistant Professor	9/2002	5/2004	Y
Staats, Joseph	Visiting Assistant Professor	9/2005	5/2006	N

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

Publication Type	**2000 N=4 F=20**	**2001 N=14 F=18**	**2002 N=15 F=18**	**2003 N=18 F=20**	**2004 N=14 F=16**	**2005 N=17 F=21**
Referred Articles	21	6	12	18	11	7
Books	6	4	3	4	2	2
Book Chapters	8	4	3	7	10	1
Presentations/Posters/Panels	22	35	33	57	56	64
Other publications	5	10	4	15	9	14
N = # of full time faculty contributing F = # of full time faculty in department (Note: These data do not reflect contributions of visiting faculty or instructors.)						

D. Responsibilities and leadership in professional societies

Professional Leadership	**2000 N=4 F=20**	**2001 N=6 F=18**	**2002 N=5 F=18**	**2003 N=7 F=20**	**2004 N=3 F=16**	**2005 N=3 F=21**
Editor/Editorial	6	14	13	15	4	4
Executive Board	4				1	
Officer in National Org.	1	1	1	1		
Committees	1					
N = # of full time faculty contributing F = # of full time faculty in department (Note: These data do not reflect contributions of visiting faculty or instructors.)						

Graduate Faculty Student Committee Assignments

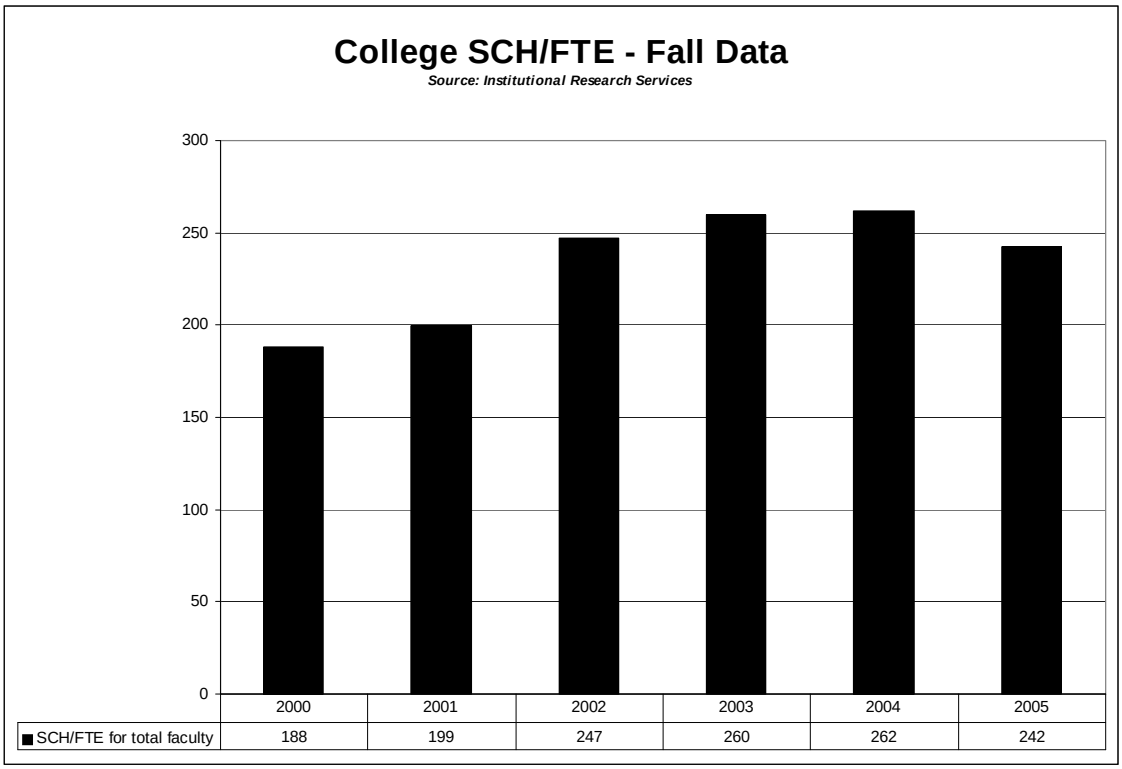
	Committees Chaired		Committees Served in department		Committees Served outside department	
Faculty Name	**MA**	**PhD**	**MA**	**PhD**	**MA**	**PhD**
Allen, Susan	0	0	0	0	0	0
Barkdull, John	1	1	0	5	0	0
Biglasier, Glen	0	0	0	2	0	0
Cochran, Clarke	1	4	0	0	0	0
Collins, Brian*	0	0	0	1	2	0
Dometrius, Nelson	0	3	0	3	0	0
Goodman, Craig	0	0	0	3	0	0
Khan, Aman*	0	0	0	0	1	0
Kim, Hyun Joon*	0	0	0	0	0	0
Lee, Aie-Rie	0	2	0	2	0	0
Longoria, Thomas*	0	0	0	0	0	0
Marshall, Philip	0	0	0	0	0	0
Mayer, Lawrence	0	1	0	0	0	0
Patterson, Dennis	3	3	3	3	0	0
Prins, Brandon	1	0	3	1	1	0
Thames, Frank	0	2	1	5	0	0

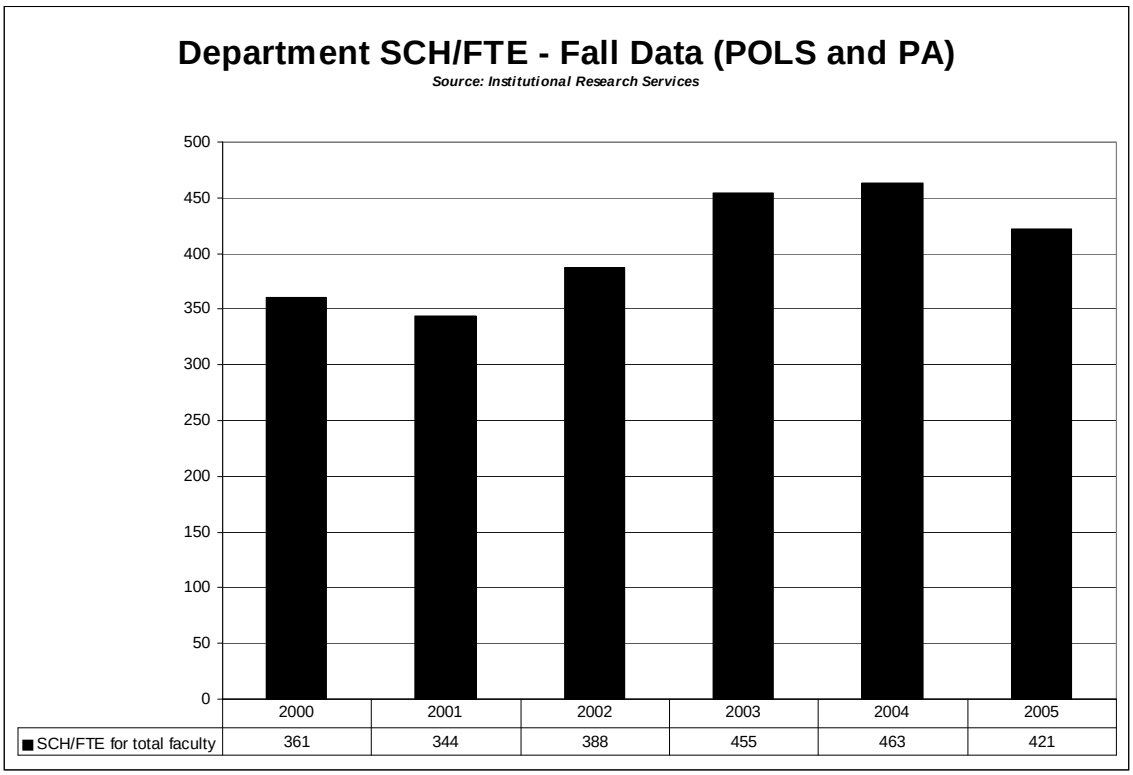
Note: Table above refers to current tenured/tenured track faculty, for the period 00/01 through 05/06. * Denotes MPA faculty.

E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

FACULTY WORKLOAD

	2000	2001	2002	2003	2004	2005
University	11.61	11.45	11.34	12.24	16.23	15.82
College	11.16	10.68	10.43	10.63	17.39	17.18
Department	10.05	8.84	9.48	8.82	14.02	12.88


College SCH/FTE - Fall Data
Source: Institutional Research Services
300
250
200
150
100
50
0
2000
2001
2002
2003
2004
2005
SCH/FTE for total faculty
188
199
247
260
262
242


Department SCH/FTE - Fall Data (POLS and PA)
Source: Institutional Research Services
500
450
400
350
300
250
200
150
100
50
0
2000
2001
2002
2003
2004
2005
SCH/FTE for total faculty
361
344
388
455
463
421

IV. Graduate Students

A. Demographics of applicants and enrolled students

Doctoral Program Comments

The data below show that the total number of applicants to the political science doctoral program at Texas Tech has increased moderately over the last six years. In 2000, 28 students applied. In 2005, 36 applied, which is nearly a 30% increase in applicants. The acceptance rate has also increased. For years 200-2002, the acceptable rate was approximately 40%. However, in the three years after the acceptance rate jumps to nearly 60%. In part this can be explained by the increase in the number of applicants from Texas schools and the decrease in international applications. We also observe that the number of students that enroll in the doctoral program has not increased over the six year period. Approximately 50% of students accepted into the program then enroll. This is to be expected since many of the students admitted do not receive funding from the department and thus usually do not enroll. Of those that receive departmental funding, most enroll.

The figures further show that many, if not most, of the applicants to the political science graduate program come from Texas and that this trend has increased over the last six years. The number of international students has decreased, which likely results from the stricter visa requirements imposed by the U.S. government after the 9/11 attacks. This trend likely also appears at most other universities nation-wide. The number of non-Texas applicants has increased over the last three years and was at its highest level in 2005 with 11 applications.

The data on applicants also show that political science typically receives 25-40% more male applicants than female applicants. This is consistent with the field as a whole. Political science remains heavily staffed by males. About 20% of the applications received are from minority students. This percentage has increased slight over the six year period from 13% in 2000 to 23% in 2005.

The tables show that approximately 50% of the students admitted to our program actually attend. Obviously, our program faces competition from other universities in the Big 12 and elsewhere. Our ability to enroll students is hampered by the fact that tuition waivers do not waive in-state tuition as at many other universities. So, the out of pocket costs of graduate education remain higher than elsewhere. The department admits around 50% of its minority applicants and approximately 10-20% actually enroll in the program. This percentage has increased over the six year period from a low of 7% minority enrollment in 2001 to a high of nearly 21% in 2005.

Approximately 20% of the enrolled undergraduate students are minorities, which is comparable to the university as a whole. The proportion of male to female undergraduate students has been about 1.4:1. However, the most recent data from 2005 show a proportion of over 2:1, which is higher than the average over the last six years.

MPA Program Comments

The data supplied for MPA graduate students seem incomplete or inconsistent with our internal records. Moreover, the charts only recognize Fall data. A nontrivial number of students are admitted in both the Spring and Summer sessions. For example, we had 16 applicants for Spring 2006, 14 were admitted and 2 were rejected. Another example of chart discrepancy is the column which gives the number of students graduated. One chart shows that 25 graduated for Fall 2005, but in an earlier chart shows we graduated 25 for the entire year (05-06).

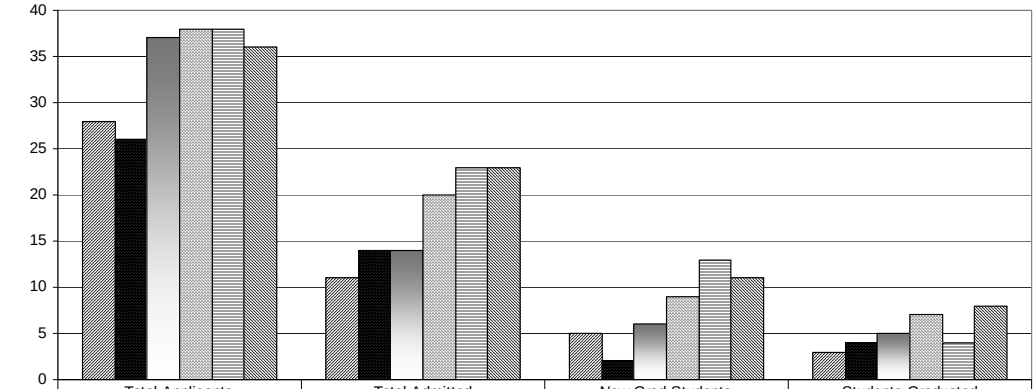
The data for MPA Fall admissions differs from the internal information of the MPA program, but the general trends are similar. First, better recent marketing by MPA directors can be linked to increases in applicants. New graduate students are understated because the MPA program obtains a nontrivial number of applicants and new students for Spring and Summer sessions.

Perhaps the most important point in these graphs is the inability to close the deal with accepted applicants. Even according to the data in the charts (with which we find some discrepancies), a median of 55 percent of applicants matriculate to the program. This is attributed to strong competition and the relative paucity of graduate student financial aid at the master's level. As the other graphs show, most of our students are from Texas, and as such they have in-state tuition access to some of the best schools of public administration and affairs in the U.S. Moreover, most of those schools provide enormous amounts of financial aid. For example, A&M provides all incoming PA students with a laptop computer. Other universities are increasingly providing full scholarships to Hispanic students, which is one area where we have somewhat of a recruiting advantage.

Also, the ethnicity data are not broken down by program. Hence, they do not show that the MPA program drives the minority/Hispanic numbers. As a percentage of our overall program, we are one of the most diverse programs on campus.

Graduate Student Summary by Category - Fall Data (POLITICAL SCIENCE)

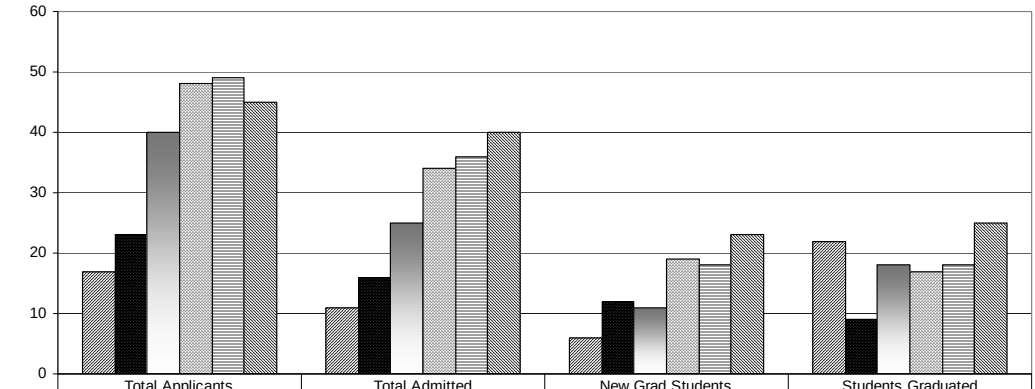
Source: Institutional Research Services



	Total Applicants	Total Admitted	New Grad Students	Students Graduated
2000	28	11	5	3
2001	26	14	2	4
2002	37	14	6	5
2003	38	20	9	7
2004	38	23	13	4
2005	36	23	11	8

Graduate Student Summary by Category - Fall Data (PUBLIC ADMINISTRATION)

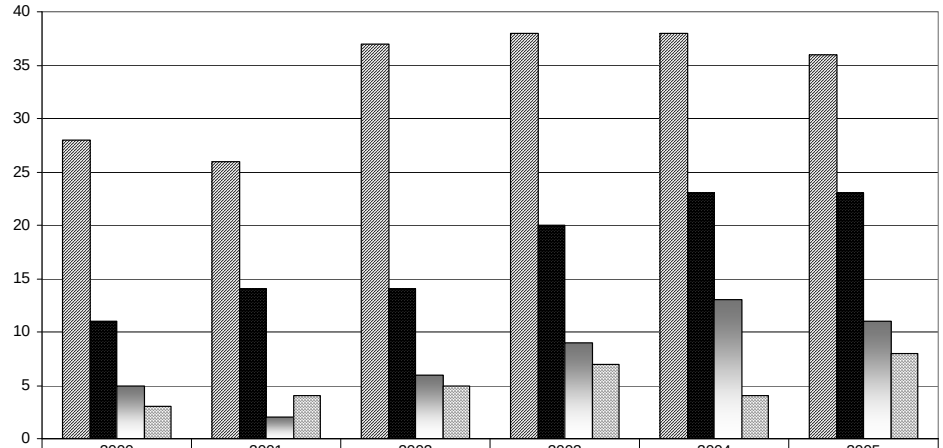
Source: Institutional Research Services



	Total Applicants	Total Admitted	New Grad Students	Students Graduated
2000	17	11	6	22
2001	23	16	12	9
2002	40	25	11	18
2003	48	34	19	17
2004	49	36	18	18
2005	45	40	23	25

Graduate Student Summary by Year - Fall Data (POLITICAL SCIENCE)

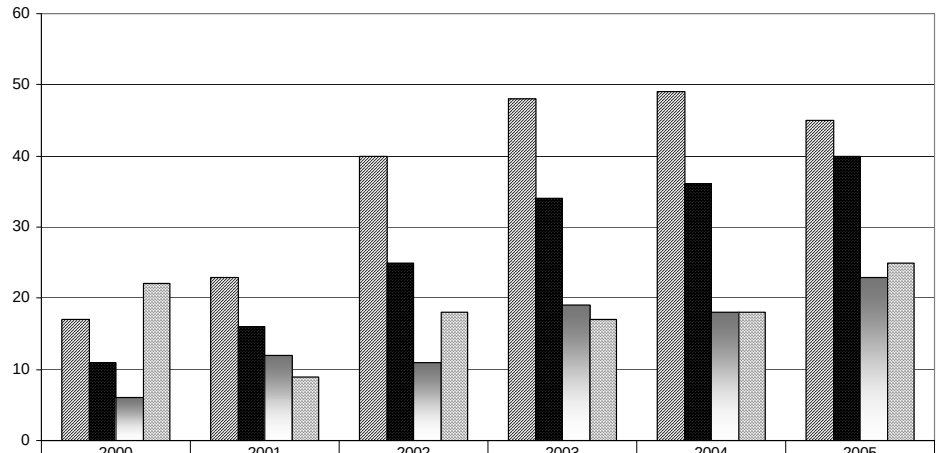
Source: Institutional Research Services



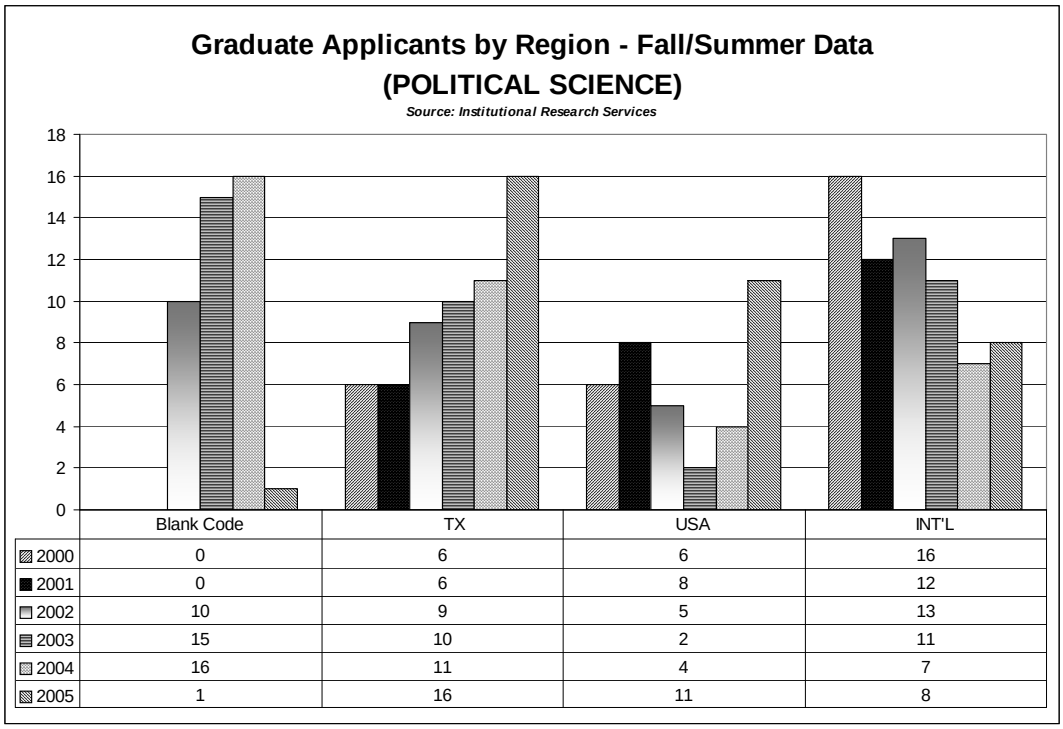
	2000	2001	2002	2003	2004	2005
Total Applicants	28	26	37	38	38	36
Total Admitted	11	14	14	20	23	23
New Grad Students	5	2	6	9	13	11
Students Graduated	3	4	5	7	4	8

Graduate Student Summary by Year - Fall Data (PUBLIC ADMINISTRATION)

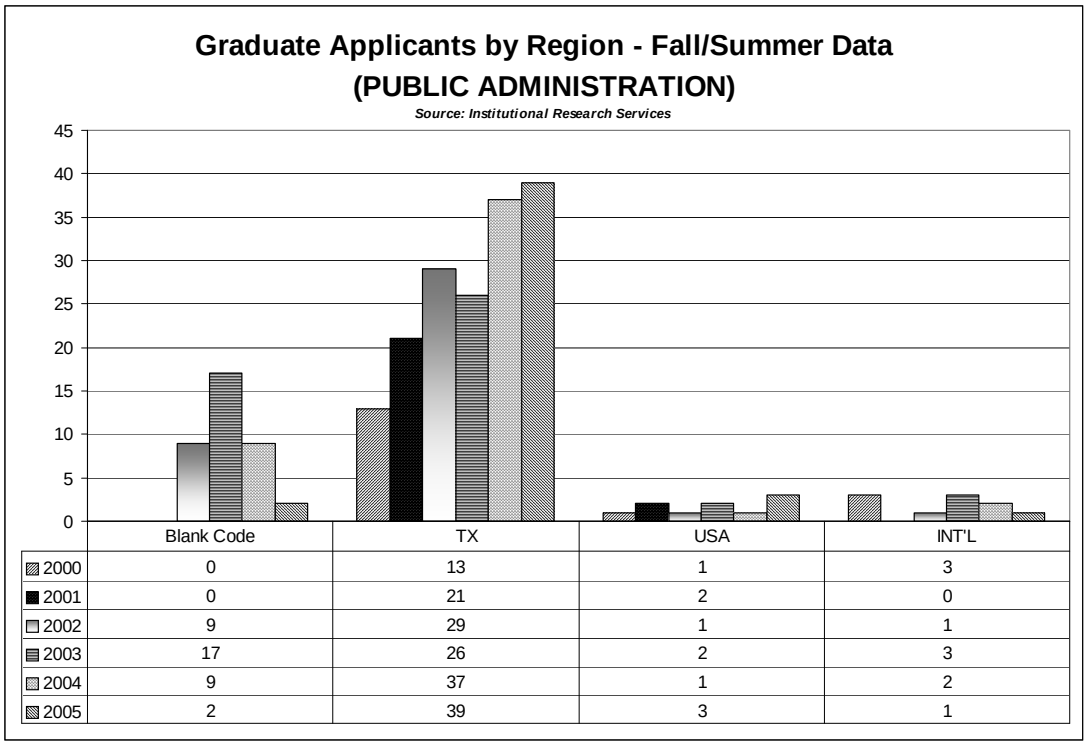
Source: Institutional Research Services



	2000	2001	2002	2003	2004	2005
Total Applicants	17	23	40	48	49	45
Total Admitted	11	16	25	34	36	40
New Grad Students	6	12	11	19	18	23
Students Graduated	22	9	18	17	18	25



	Blank Code	TX	USA	INT'L
2000	0	6	6	16
2001	0	6	8	12
2002	10	9	5	13
2003	15	10	2	11
2004	16	11	4	7
2005	1	16	11	8



	Blank Code	TX	USA	INT'L
2000	0	13	1	3
2001	0	21	2	0
2002	9	29	1	1
2003	17	26	2	3
2004	9	37	1	2
2005	2	39	3	1

Graduate Applicants - Fall Data												
	2000		2001		2002		2003		2004		2005	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	1	1	0	0	0
Asian	0	0	0	0	0	0	0	1	0	0	1	1
Black	0	1	0	0	1	4	1	0	3	1	1	4
Hispanic	3	2	4	0	2	8	8	6	10	5	7	5
Non-Resident	9	10	3	10	4	11	4	9	3	5	0	5
Unknown	1	1	0	1	1	3	1	1	2	7	2	0
White	11	7	14	17	20	23	23	31	20	30	22	33
Gender Total	24	21	21	28	28	49	37	49	39	48	33	48
Total Applicants	45		49		77		86		87		81	

Admitted Graduate Students - Fall Data												
	2000		2001		2002		2003		2004		2005	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	1	1	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	1	0
Black	0	0	0	0	1	1	1	0	1	0	0	2
Hispanic	1	2	3	0	1	3	4	3	6	2	7	2
Non-Resident	4	4	1	8	2	1	1	4	2	4	0	2
Unknown	0	0	0	1	1	1	0	1	2	6	2	0
White	7	4	7	10	13	15	15	24	16	19	21	26
Gender Total	12	10	11	19	18	21	21	33	28	31	31	32
Total Admitted	22		30		39		54		59		63	

Enrolled New Graduate Students - Fall Data												
	2000		2001		2002		2003		2004		2005	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	0	0	0	0	0	1	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	1	0
Black	0	0	0	0	0	0	1	0	1	0	0	0
Hispanic	1	1	1	0	0	0	2	0	3	0	5	1
Non-Resident	1	2	0	1	2	1	0	1	2	2	0	2
Unknown	0	0	0	0	0	0	0	1	2	4	1	0
White	5	1	5	7	7	7	10	13	8	8	10	14
Gender Total	7	4	6	8	9	8	13	15	17	14	17	17
Total Enrolled	11		14		17		28		31		34	

Demographics of Enrolled Graduate Students - Fall Data												
	2000		2001		2002		2003		2004		2005	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	0	0	0	1	0	1	1	0	1	0
Asian	1	1	0	0	0	0	0	0	1	0	2	0
Black	1	1	0	1	0	1	1	0	3	1	3	1
Hispanic	6	3	5	3	6	4	4	4	4	4	9	4
Non-Resident	1	6	1	6	2	7	2	8	3	6	1	8
Unknown	0	1	0	1	0	0	0	2	2	5	2	3
White	22	18	19	23	25	27	31	33	25	29	34	35
Gender Total	32	30	25	34	33	40	38	48	39	45	52	51
Graduate	62		59		73		86		84		103	

Demographics of Enrolled Undergraduate Students - Fall Data												
	2000		2001		2002		2003		2004		2005	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	2	1	2	2	3	1	2	3	2	3
Asian	3	2	4	3	5	4	2	2	3	3	1	5
Black	2	3	3	3	7	7	9	5	5	8	0	11
Hispanic	21	28	28	29	30	29	28	40	22	40	20	42
Non-Resident	1	0	0	1	1	1	0	2	0	1	0	1
Unknown	1	0	1	1	1	1	0	0	1	0	0	0
White	71	124	93	150	102	165	120	169	127	181	104	201
Gender Total	100	157	131	188	148	209	162	219	160	236	127	263
Undergraduate	257		319		357		381		396		390	

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

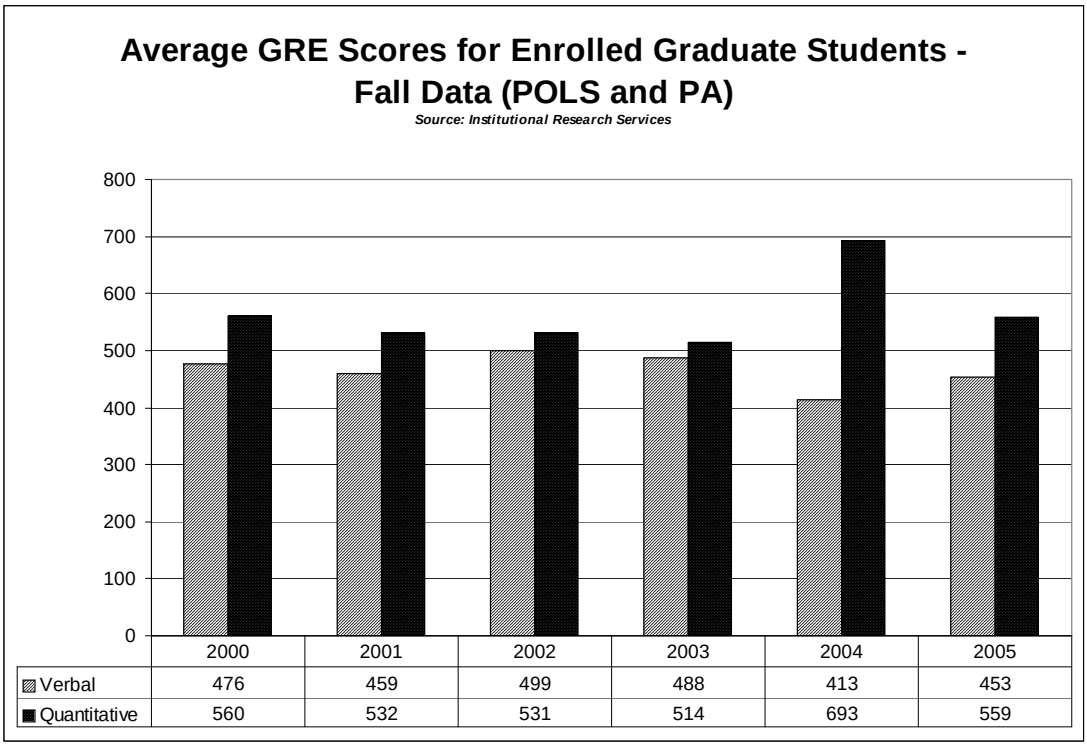
Doctoral Program Comments

The average GRE scores of our students have remained relatively constant over the last six years. The average verbal and quantitative scores in 2000 were 1036 while in 2000 the average scores were 1012. The verbal score may have declined slightly and the quantitative increased slightly. While the GRE is an important component of a student's application file, the department uses holistic admission and as such evaluates GRE scores along with other important components of a student's file, such as letters of recommendation, GPA, and statement or purpose.

MPA Program Comments

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

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



	2000	2001	2002	2003	2004	2005
Verbal	476	459	499	488	413	453
Quantitative	560	532	531	514	693	559

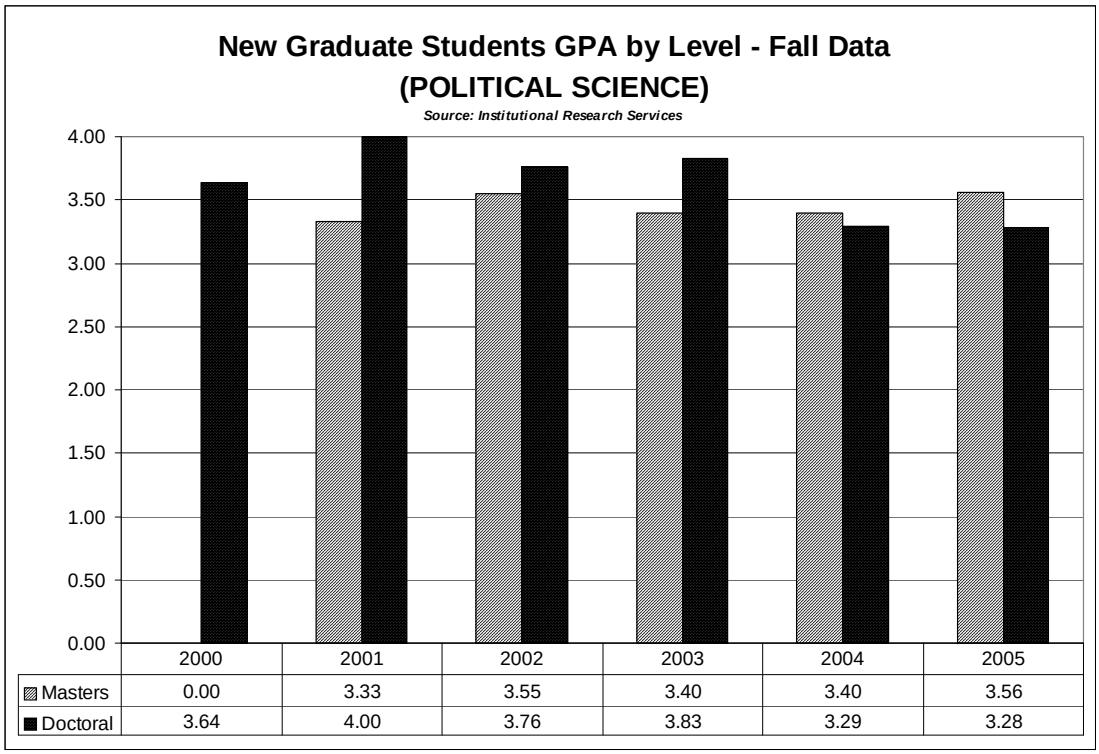
C. GPA of new students

Doctoral Program Comments

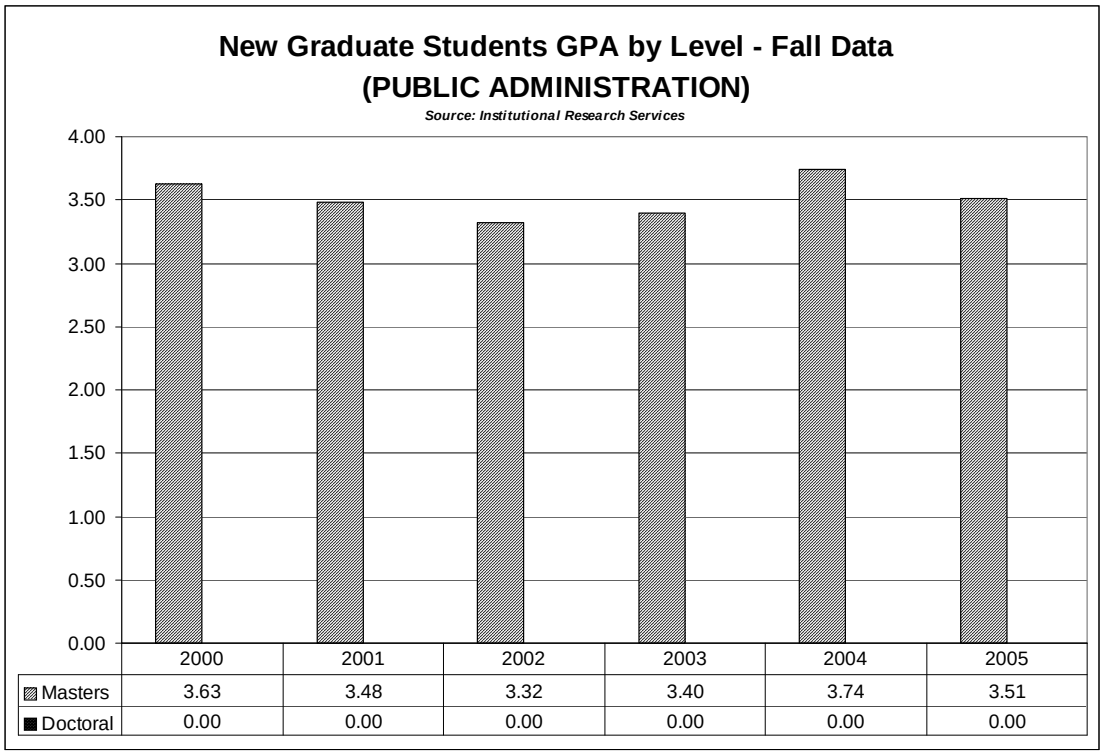
Most of the students admitted to the graduate programs in Political Science have relatively high GPAs. The average GPA for students admitted to the PhD program is 3.63 and 3.45 for the MA program. It appears that the GPA of admitted PhD students has decreased in the last two years. But, again, the department uses holistic admissions and seeks students that can best strengthen our program. Letters of recommendation, statements of purpose, previous experiences, along with GRE scores and GPAs are used in the application process.

MPA Program Comments

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



	2000	2001	2002	2003	2004	2005
Masters	0.00	3.33	3.55	3.40	3.40	3.56
Doctoral	3.64	4.00	3.76	3.83	3.29	3.28



	2000	2001	2002	2003	2004	2005
Masters	3.63	3.48	3.32	3.40	3.74	3.51
Doctoral	0.00	0.00	0.00	0.00	0.00	0.00

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

Doctoral Program Comments

Of the 12 students that completed their Ph.D., 10 (83) now have faculty positions at colleges or universities in the U.S. One student has a visiting professor position, one began in the private sector, but is now an assistant professor at Grove City College, and one international student returned to Korea and works as a research associate at Seoul University. One student is on the market looking for an academic position. For the record, two other students presently working on their dissertations have secured faculty positions as well, one now as a tenure track instructor, and one beginning in the fall 2007.

MPA Program Comments

We do a great job placing our students. We estimate a 90 percent placement six months after graduation. We have sketchy hard data for the earlier portion of this review period, but much more complete data for the past two years.

Employment Record of Doctoral Graduates

Name	Initial Position	Initial Employer	Location
2000-2001			
Bill Lester	Assistant Professor	Howard Payne University	Brownwood, TX
Tracy Skopek	Assistant Professor	Stephen F. Austin State University	Nacogdoches, TX
2001-2002			
Steve Ellers	Assistant Professor	Schreiner University	Kerrville, TX
J.J. St. Marie	Assistant Professor	University of Louisiana-Monroe	Monroe, LA
2002-2003			
Einar Elsner	Consultant	International Environment	Austin, TX
Scott Nikolai	Visiting Assistant Professor	Fort Hays State University	Fort Hays, KS
2003-2004			
Young-Choul Kim	Assistant Professor	University of Evansville	Evansville, IN
Dan Krejci	Assistant Professor	Jacksonville State University	Jacksonville, AL
2004-2005			
Sam Stanton	private sector	casino	Las Vegas, NV
J.W. Justice	Undergraduate Advisor	Dept. of Political Science, TTU	Lubbock, TX
2005-2006			

Helen Morrow	Assistant Professor	Dept. of Sociology, TTU	Lubbock, TX
Sangmook Lee	Research Associate	Yonsei University	Seoul, Korea

Employment Record of MPA Graduates

Name	*First Organization*	*First Position*	*Current Organization*	*Current Position*
2000				
R.G.	Midland College	Academic Specialist	Midland College	Admin. and Recruitment, Dir.
C.V.			City of Lubbock	Storm Water Engineer
D.R.			Texas Tech University	Development Officer
J.H.			The Colorado Resort	Human Resource Director
K.K.			MCF-Tanzania	Asst. Exec.Director
L.M.	U.S. Office of Personnel Management	Presidential Mgt. Fellow	U.S. Office of Personnel Mgt.	Hum. Resources Spec. Auditor
M.M			Plains Ind. School Dist.	Middle School Principal
M.P.			El Paso Merchants Association	
M.R.			City of Lubbock	
R.G.			US Dept. of Agriculture	New Mexico, State Director
S.H.			Cent. Medicaid Services	Managed Care Specialist
S.S.			Office of Rep. Gonzales	
2001				
S.E.			City of San Antonio	Budget Analyst
S.H.			Community Connections	
M.V.			Draco Services	Program Administrator
D.G.			FedEx	
A.W.	Food and Drug Administration	Presidential Mgt. Fellow	Food and Drug Administration	
L.G.	JD Student	Student		
M.C.	Lubbock County		Lubbock County	
D.C.	Lubbock Regional MMHR			
P.F.	Lubbock Regional MMHR			
V.G.	Lubbock Regional MMHR			
M.M.	Physicians Network Services	Policy Coordinator	Physicians Network Services	Policy Coordinator
J.C.			Texas Dept. of Transportation	
K.F.	TTU	Development Officer	TTU	Development Officer
V.R.			TTU HSC	
S.K.			US Dept of Justice	Management Analyst
D.M.	US Dept. of Interior	Presidential Mgt. Fellow	US Dept. of Interior	Appraiser

J.M.			City of Crosbyton	City Manager
R.P.			U.S. Rep. Randy Neugabauer	District Representative
R.R.			City of College Bryan Station	Assistant to the City Mgr.
S.K.			U.S. Marshals Service	Management Analyst
2002				
W.E.	Americorps	Youth Vol. Coordinator		
L.C.	City of Big Spring			
K.M.	Contact Lubbock	Executive Director		
S.R.	Federal Prisons	Probation Officer		
G.G.	TTU	Museum Assistant		
R.B.	TTU	Assistant to the Chancellor		
G.R.	MBS Rehab	Director of Rehab	MBS Rehab	Director of Rehab
W.E.			Youth Vol. Corps of America	AmeriCorps Program Director
2003				
A.W.	City of Lubbock	Tech. Serv. Manager		
E.S.	City of Lubbock	Comm. Dev. Spec.		
D.F.	N. Amer. Energy Trade Assoc.	Legal Counsel	N. Amer. Energy Trade Assoc.	Legal Counsel
K.M.	PhD Program	Student		
J.R.	San Antonio Metro Health District	Program Specialist		
S.W.	SE Texas Coal. Homeless	Director		
M.H.	U.S. Marine Corps			
A.R.	US Dept of Treasury	Regulation Specialist	US Dept of Treasury	Regulation Specialist
A.G.	United States Bureau of the Census	Survey Statistician	U.S. Bureau of the Census	Survey Statistician
D.M.	City of Lubbock	Management Analyst	City of Austin	Senior Budget Analyst
E.K.	City of Carrollton	Management Analyst	City of Carrollton	Assistant to the City Manager
J.M.	City of Lubbock	Management Analyst	City of Cedar Park	Assistant City Manager
R.C.	S. Plains. Comm. Action Assoc.	Transportation Director	S. Plains. Comm. Action Assoc.	Transportation Director
2004				
J.T.	Catholic Family Services		TTU-Student Advising	
J.H.	City of Lubbock	Management Assistant		
R.G.	City of Lubbock	City Secretary	City of Lubbock	City Secretary
C.S.	Lubbock Community Hospital		Lubbock Community Hospital	
A.S.	San Jacinto Jr. College	Instructor		
A.L.	SBC			
A.M.	SPAG	Program Specialist	P&K Grocery	Business Services Manager
J.L.	Texas Tech University	Contracting Assistant		
O.E.	TTU HSC	Clinical Dept. Advisor		
B.E.	USAID	Budget Analyst		
C.B.	Texas Department of	Federal and Trade	Texas Department of	Federal and Trade

	Agriculture	Spec.	Agriculture	Specialist
D.M.	City of McKinney	Planner	City of McKinney	Planner
D.S.	Countrywide Home Loans	HR Coordinator	Countrywide Home Loans	Human Resource Coordinator
E.Q.	SPAG	Program Specialist	SPAG	Training Coordinator
L.W.	TDCJ-CID - Ellen Halbert Unit	Senior Warden	TDCJ-CID - Ellen Halbert Unit	Senior Warden
R.R.			LEDA	Program Specialist
S.B.	City of Irving	Budget Analyst	City of Irving	Business Services Manager
2005				
C.S.	City of Lubbock	Management Assistant	Ft.Bend County	Emerr. Mgt., Planning Coord.
O.M.	City of Lubbock	Council Staff	City of Lubbock	Management Assistant
B.T.	Garza County	Probation Officer		
G.P.	JD Student	Student	JD Program	Student
A.P.	Self-Employed		Self-Employed	
B.W.	TTU HSC	Special Project Coordinator	TTU HSC	Special Project Coordinator
J.A.	Worksource of the South Plains	Program Specialist	Office of Senator John Cornyn	Director
B.C.	National Kidney Foundation	Programs Coordinator	National Kidney Foundation	Programs Coordinator
J.D.	SPAG	Program Specialist	TX Dept. State Health. Services	Epidemiologist
K.R.	Town of Addison	Management Analyst	Town of Addison	Management Analyst
M.M	Nat. Assoc. Latino... Officials	Dep. Dir. of Constituency Serv.	Nat. Assoc. Latino... Officials	Dep. Dir. of Constituency Serv.
P.P.	JD Program	Student	JD Program	Student
2006				
A.S.	City of Lubbock	Management Assistant	City of Lubbock	Council Staff
N.W.	City of Lubbock	GIS Specialist	City of Lubbock	GIS Specialist
B.A.	City of Plano	Finance Coordinator	City of Plano	Finance Coordinator
M.C.	City of Plano	Com. Dev. Spec.	City of Plano	Comm. Development Spec.
A.K.	City of Waxahachie	Downtown Redev. Dir.	City of Waxahachie	Downtown Redev. Dir.
J.J.	Covenant Hospital	Program Director	Covenant Hospital	Program Director
K.T.	Covenant Hospital	Compliance Coordinator	Covenant Hospital	Compliance Coordinator
J.M.	Dallas Community College	Instructor	Dallas Community College	Instructor
G.B.	Hendricks Hospital	H.R. Coordinator	Hendricks Hospital	H.R. Coordinator
J.M.	Howard College	Financial Aid, Asst. Dir.	Howard College	Financial Aid, Assistant Dir.
J.G.	JD Student	Student	JD Program	Student
D.S.	Regence Health Network	Facility Operations, Dir.	Regence Health Network	Facility Operations, Director
N.U.	SPAG	Program Specialist	SPAG	Program Specialist
E.Y.	Texas Teaching Fellows	Operations Manager	Texas Teaching Fellows	Operations Manager
J.B.	TTU HSC	Program Specialist	Dove Tree Ranch	Public Relations, Director
S.P.	UTPB	Center Director	UTPB	Center Director

E. Type of financial support available for graduate students

Doctoral Program Comments

The Department of Political Science had funding in the most recent year (2005-2006) for 22 half-time teaching assistants. Each year the department funds approximately 6-9 new students at half-time appointments and some 30 students request continued funding. As can be seen from the table, the number of TA slots has increased over the last six years as has the half-time appointment salary. The department successfully funds nearly all Ph.D. students accepted into the program. Over the last few years, the department has obtained funding for 2-3 research assistantships, which has opened up funding slots for a few additional students.

One of problems faced by the department (and other departments at TTU) is that the tuition of out teaching assistants is not fully paid by the department and/or university, which is an added burden on students and lowers the stipend rate compared to other universities. Further, students in political science who teach their own courses are required to teach two sections per semester for a half-time appointment. However, many if not most other universities require only one course per semester for a half-time appointment. The department does try to supplement TA salaries with summer appointments. But, such monies depend on faculty demand for courses and student enrollment rates. Only 4-10 students have received such monies over the past 6 years.

MPA Program Comments

There are no teaching assistantships specifically reserved for MPA students. All students are admitted without assistantships. The department awards teaching assistantships first to PhD students, and if funds remain, MPA students compete with MA students in political science for funding.

This table show the number of students and amounts* of support for ½-time appointments (20 hours/week).

GPTI/TA Support					
	# of PhD	**PhD $ ***	**# of MPA**	**MPA $ ***	**Summer $**
2000-01	14	@$9,400	8	@$6750	
summer	7				@$1600
2001-02	16	@$10,700	6.5	@$7400	
summer	6				@$1791
2002-03	18.5	@$10,750	6	@$7850	
summer	10				@$1716

2003-04	19.5	@$11,650	5	@$7400	
summer	8				@$2425
2004-05	23	@$12,000	0		
summer	7				@$2425
2005-06	22	@$12,000	7	@$4400	
summer	4				@$2425

Note: Actual amounts of awards did vary somewhat based on modest raises for some students over the years.

Graduate Assistant ½-Time (20 hrs/week) Support from Info-Tech Account (staffed A&S Computer Laboratory)

00/01	01/02	02/03	03/04	04/05	05/06
-0-	$10,712	$10,750	$11,650	$12,100	$12,100

F. Number of students who have received national and university fellowships, scholarships and other awards

Doctoral Program Comments

The Department of Political Science submits 2-3 applications for Chancellor's Awards each year. The department has done fairly well in securing these awards. Our students also have secured Cash Family scholarships. Seventeen of our students have received tuition waivers and 8 have received summer dissertation grants. The department also awards several departmental scholarships on a competitive basis. The amounts of these funds vary over the years. One can see from the table that 8 students have received such internal monies.

MPA Program Comments

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

Scholarship Awards – Doctoral Students

	#*	00/01	01/02	02/03	03/04	04/05	05/06
Scholarship							
Cash Family	9	$9,000	$4,500		$3,000	$6,000	$9,000
Summer Dissertation	8	$4,000	$2,000	$4,000		$2,000	$4,650
Graduate Student Tuition	17	$3,000	$5,250	$750	$2,550	$3,200	
Kent Presson Scholarship	6	$1,000	$1,000			$1,000	
William A. Jackson Scholarship	3	$625	$550			$650	
Grad School Int. Aff. Concentration	3					$1,000	
Grad. Student Tuition -- travel	64	$5,232	$5,940	$6,527	$8,696	$6,569	$10,234

* # reflects the total number of awards from 00/01 through 05/06.

Scholarship Awards – MPA Students

	#	00/01	01/02	02-03	03/04	04/05	05/06
Scholarship							
Grad Tuition	67	$1,500	$2,500	$13,000	$7,500	$8,300	$8,000
Treadaway	1	$475					
HUD	6		$6,000	$6,000			
University	4					$2,800	$6,279
Norwood	1						$500
Jackson	1					$500	
TCMA	1			$2,000			
Cunningham	3				$1,000	$200	$500

* # reflects the total number of awards from 00/01 through 05/06.

G. Graduate Student Publications and Creative Activities – Number of publications and other activities by Master and Doctoral students in the department while in the program.

Doctoral Program Comments

The department increasingly expects graduate students to participate in national, regional, and local political science conferences. Part of the reason for the new socialization courses is to encourage and help students prepare for such conferences. Since the introduction of the standardized first year curriculum and the socialization courses, the number of conference presentations, journal submissions, and journal publications has increased dramatically. Our students are much more actively submitting paper proposals to conferences and we see an increase in their acceptance rates over the past 6 years. The table below further shows graduate student productivity increasing as well. Students are presenting greater numbers of papers and increasingly finding success in peer-reviewed journals.

Summary of doctoral student research productivity while enrolled in the program.

Graduate Student Research Activities	2000	2001	2002	2003	2004	2005
Presentations	0	9	16	14	29	36
Journal Submissions	1	0	10	5	3	5
Publications	0	1	1	1	4	3

Note: Data are allowed to reflect multiple entries for any one student. For example, in 2005 19 individual students contributed to the total of 44 products.

MPA Program Comments

There is little expectation that MPA students participate in academic conferences and publications, yet some do. At least 3 MPA students have published with faculty and one has made an academic presentation at a regional conference. Instead, MPA students benefit more from attending professional conferences such as the Texas City Management Association or other professional public service conferences, however, funding has generally not been available for such travel or conference attendance.

Dissertation Products

The following data have been reported by students who have graduated from the doctoral program in recent years.

Publication:	Refereed		Non-Refereed		Poster/ presentations		Other activities	
Year	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.
05/06		4				5		
04/05						6		
03/04		2				2		
02/03								
01/02						2		
00/01						1		

H. Programs for mentoring and professional preparation of graduate students.

Doctoral Program Comments

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

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

MPA Program Comments

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

I. Department efforts to retain students and graduation rates

Doctoral Program Comments

The department and each individual faculty member make every effort to help ensure that students complete their degree objectives. Of the 40 PhD students, 10 (or 25%) left the program before completing their course of study (5 of these students enrolled in other PhD programs in political science). Two students were dropped from the program for failing to meet department expectations of graduate students. Three other students completed their MA degree and then left the program before completing their PhD. Of the remaining 26 doctoral students, 2 completed their degrees and have acquired faculty or research positions in political science. Five of the remaining students are all but dissertation. Four have passed their PhD qualifying exams and are preparing their thesis prospectuses, while the remaining students continue to finish coursework. To give an idea of the progress a typical graduate student class makes, the department can assess a recent cohort to provide some evidence of successful program completion. Of the 7 Ph.D. students enrolled into the political science graduate program in 2003-2004, 1 student is currently working on her dissertation and expects to be completed this year, 4 students have passed their qualifying exams and are preparing their thesis prospectuses, and the final 2 students remain on course to complete their degrees in a satisfactory amount of time.

While students sometimes transfer to other programs after receiving their M.A. from TTU, few drop out without receiving an MA or plans to continue their doctoral program at another institution, and only rarely does the department request that a student be terminated from the program. In fact, of the 40 students listed in the table above, only 2 were dropped from the program for unsatisfactory progress. Faculty work diligently to prepare students for thesis research, and mentors counsel students early in the program about the commitment needed to be successful. Both the first-year and annual reviews of student performance are designed to identify any weaknesses or deficiencies so that a course plan can be constructed that enables each student to successfully complete their degree in a timely fashion. Further, students are advised to repeat courses if necessary and individual research courses are sometimes established for students needing more specific remediation in certain subfields.

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

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

Students' Status in Program for New Enrollments the Past Six Years

NAME	PRE-QUALIFYING EXAMS	POST-QUALIFYING EXAMS	ABD	GRADUATED
2000-2001				
Rugeley, C.	went elsewhere			
Morrow, H.				x
Lee, S.				x
Park, Y.H.			x	
Rey, D.			x	
2001-2002				
Yenigun, H.	went elsewhere			
Larkin, N.	dropped from program			
2002-2003				
Cook, L.	joined military			
Huntoon, A,	went elsewhere			
Stockute, R.	went elsewhere			
Ozymy, J.	x	x	x	
Castleberg, M.	x	x	x	
Nave, D.	left program			
Long, T.	got MA - went elsewhere			
2003-2004				
Fadiga-Stewart, L.	x	x	x	
Garland, M.	x	x		
Keck, M.	x			
Mitchell N.	x	x		
Robbins, J.	x	x		
Soltanov, E.	x			
Booth, E.	x	x		
2004-2005				
Minejima, A.	left program			
Nelson, E.	MA			
Ogawa, M.	dropped from program			
Colvin, A.	MA- went elsewhere			
Moreland, A.	x			
Choi, J.S.	x			
Eren, O.	x			
Gasim, G.	x			
Vincent, T.	x			

Watson, D.	left program			
Woolf, J.	x			
2005-2006				
Gaines, J.	left program			
Archer, D.	x			
Brewer, D.	x			
Kachathan, S.	x			
Shapoatov, S.	x			
Smith, D.	x			
Soltanov, P.	x			
Verrill, D.	went elsewhere			

MPA Program Comments

A small number of students leave the MPA program for a wide variety of reasons. Perhaps the most prevalent reason is the difficulty of balancing work with their pursuit of a degree. The time commitments are stressful. Other students leave the program to earn other degrees (i.e. law school).

V. Department

Overall, the department has satisfactory operating funds to conduct its mission. Aside from increases in faculty salary that could contribute to a higher retention rate, increasing funds for faculty travel and graduate student support are considered the two most demanding areas. Our basic faculty travel allotment of $750 per academic year has not increased during the review period, although some faculty have been given added amounts for justified expenses to attract external funds, for grant development, or because added funds were part of either an initial job offer or later counter-offer. We do not specifically budget for technology development or replacement (e.g., new computers, etc.), but when some funds are left near the end of each year they are frequently used for that purpose. Previous generation computers, printers, etc., are assigned to graduate student offices, and possibly to our graduate student research laboratory that is housed in Room 9 in Holden Hall.

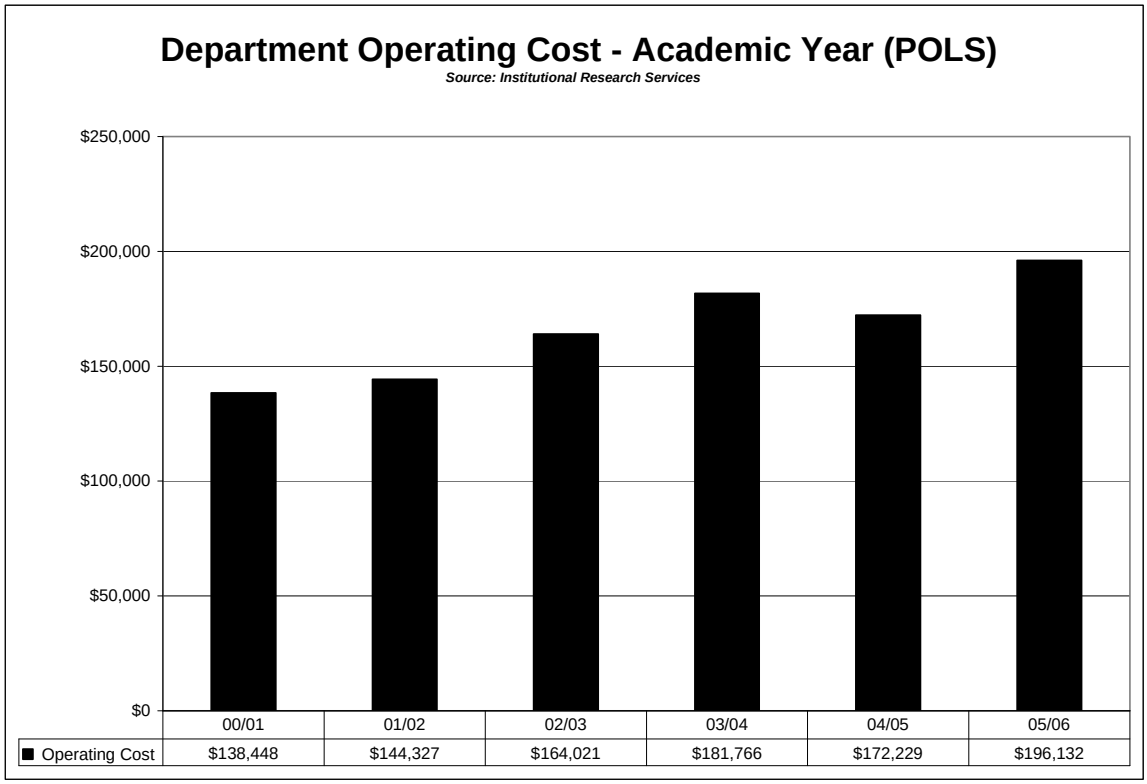
We consider that the peer data for external funding are most likely reliable for Southern Illinois University and the University of Tennessee, though the 05/06 entry for the latter is N/A. Nevertheless, our department has the largest total figure $1,165,418, although that is likely to be revised in favor of Tennessee (that state's flagship institution) when the 05/06 amount is included. While there has been a recent NSF award, and several smaller awards from a variety of external sources, the development of the Early Survey Research Laboratory has been the single greatest resource for attracting external funds added to the department in recent years. We have been fortunate to have had several projects in the $100K+ region come through this fee-for-service facility. Initially established with the support of a private donation from Lewis and Maxine Earl, and subsidized for two years by the Office of the Vice President for Research, the facility is now self-supporting. In addition to generating substantial external funds, it serves a major instructional role as well in that every long semester our undergraduate methods course conducts a state-wide survey on current issues, with results picked up frequently by local/regional/state media and national wire services. [Note: For 06/07 the lab is running at reduced capacity because of two crucial vacancies. We have just hired a new faculty director to take over fall '07, and will be announcing the position of laboratory manager in the near future. Nevertheless, that laboratory still generated a total of over $106,000 for 2006.]

Over the review period, the department has generated over $1MIL in external support, an amount that is far above any amount reported for our peer institutions. The faculty are reminded frequently about the importance of the need to be involved in attracting external funds, and that expectation is also stated in the ads we place for open positions.

The department has been supported by a wide spectrum of university sources, and we have tried to participate as fully as possible in various developmental and support programs. We are also fortunate to have several endowed scholarship available. Our graduate tuition scholarships are used more to support students in the MPA program than in the doctoral program, because doctoral students have first priority for teaching assistantships. We have received very good cooperation and understanding from the Office of the Vice President for Research, and faculty start-up packages, although still very modest compared to those in the sciences, have become increasingly helpful in attracting and motivating new faculty. The Graduate School has also been very responsive to our requests, especially for RA support to help attract and keep faculty.

The department has no assigned space that is not being fully utilized, and we have no space to grow. Every faculty member has a private office, but we have no rooms for additional faculty or visitors to the department, and half of our TA/GPTI offices now squeeze in three individuals (the other rooms have two each). On the plus side, our library/conference/seminar room (HH 107) was refurnished and re-carpeted two years ago (the first time since 1974!), and our other dedicated seminar room (HH110) was also refurnished at the same time.

A. Department operating expenses



Department Operating Costs as a Fraction of Employees

The following data represent full time faculty (including full time VAPs) and full-time staff. As such, an adjunct who may have taught one or two classes would not be represented, nor would two staff people (the undergraduate advisor and the A&S Computer Lab manager) for whom we pay partial salary, sharing with other departments in A&S.

	00/01	01/02	02/03	03/04	04/05	05/06
Dept Operating Cost	$138,448	$144,327	$164,021	$181,766	$172,229	$196,132
Faculty & Staff	24	24	23	26	22	25
Dept Op Cost /FS	$5,769	$6,014	$7,131	$6,991	$7,829	$7,845

B. Summary of Number of Proposals Written and Accepted

Summary of Number of Proposals Written and Accepted

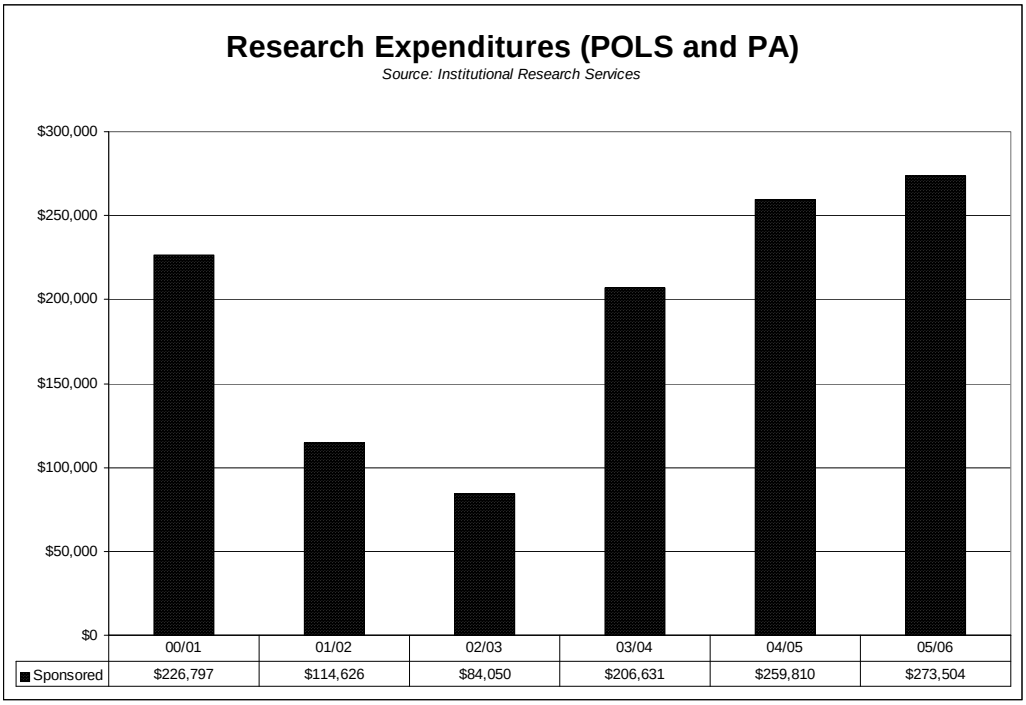
	Foundation		State		Federal		Others		Successfully funded	
	D	M	D	M	D	M	D	M	D	M
2005	6		3		4		8		8	
2004	1		4		10		7		7	
2003	4		3		7		14		6	
2002	3		2		5		10		10	
2001	4		0		1		9		5	
2000	3		0		3		13		5	

D = Disciplinary (internal)
M = Multidisciplinary (external)

C. External Research expenditures

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

Year	*Number of Awards*	*Facilities & Administrative*	*Award Amount*
00/01	7.00	$13,000	$226,797
01/02	3.00	$5,853	$114,626
02/03	5.00	$6,918	$84,050
03/04	3.90	$21,332	$206,631
04/05	7.00	$22,282	$259,810
05/06	5.00	$23,940	$273,504
Totals:	***30.90***	***$93,325***	***$1,165,418***



Comparison of Research Expenditures	00/01	01/02	02/03	03/04	04/05	05/06
Southern Illinois University Carbondale	$450, 145	$217,857	$272,002	$7,850	$26,766	$56,235
University of Missouri-Columbia		$45,257	$25,489		$1,614	$10,840
University of Nevada Reno	$28,000	$28,000	$28,000	$28,000	$28,000	$28,000
University of Tennessee	$229,896	$92,541	$256,793	$172,243	$271,479	N/A
Texas Tech	$226,797	$114,626	$84,050	$206,631	$259,810	$273,504

D. Internal funding

Source of Internal Funds (TTU)

Source: Institutional Research Services

	00/01	01/02	02/03	03/04	04/05	05/06
Research Enhancement	$8,950	$3,436	$5,200	$5,515	$3,700	
Research Incentive (F&A return)	$1,415	$564	$122	$3,465	$4,410	$7,075
Line Items						
Interdisciplinary Seed Grants					$12,158 ORS	
New Faculty Start-ups	$12,000 HEAF	$6,000	$13,500 HEAF	$6,000 HEAF		$25,000 Grad Tuition
Matching from VPRGSTT						
Special needs and opportunities	$40,000 VPR	$40,000 VPR		$30,743 Grad. School $8,750 Grad School	$20,000 A&S $8,750 Grad School	$30,000 Grad. School $7,000 Dean, A&S
Research Promotion						
Graduate School Fellowships	$13,000	$6,500	$4,000	$3,000	$8,000	$13,650
HEAF	$20,950	$7,000		$16,500	$12,000	$40,000
TOTALS:	***$96,315***	***$63,500***	***$22,822***	***$73,973***	***$69,018***	***$122,725***

Notes:
1. $40,000 contributed by Vice President for Research and Graduate Studies for salary for the manager of the Earl Survey Research Laboratory, for two years, 01/02 and 02/03. This was to help get the lab started. 2. $30,743 from the Graduate School in 04-05 to develop the Interdisciplinary MA Concentration in International Affairs. 3. $20,000 in permanent additional M&O from Arts and Sciences to support survey lab manager's salary. 4. $30,000 for 05-06 two RAs ($15,000 ea.) to be assigned to Drs. Banducci and Karp as counteroffer incentives.
5. $8,750 from TA/RA Emphasis Funds. 6. $7,000 A&S support for national meeting of APSA.

E. Scholarships and endowments

POLITICAL SCIENCE		00/01	01/02	02/03	03/04	04/05	05/06
AWARD	#	Total Awarded Each Year					
Cash Family		$9,000	$4,500	$0	$3,000	$6,000	$9,000
Summer Dissertation	8	$4,000	$2,000	$4,000	$0	$2,000	$4,650
Graduate Student Tuition	17	$3,000	$5,250	$750	$2,550	$3,200	
Kent Presson Scholarship	6	$1,000	$1,000	$0	$0	$1,000	
William Davis Scholarship	2	$600	$0	$0	$0	$550	
Gordon Treadaway Scholarship	0	$0	$0	$0	$0	$0	
William A. Jackson Scholarship	3	$625	$550	$0	$0	$650	
Grad School International Affairs icentration	3					$1,000	
Graduate Student Tuition -- travel support	64	$4,232	$5,940	$6,527	$8,696	$6,569	$10,234
Totals	106	$22,457	$19,240	$11,277	$14,246	$20,969	$23,884

= total number of awards

PUBLIC ADMINISTRATION AWARD	#	00/01	01/02	02/03	03/04	04/05	05/06
		Total Awarded Each Year					
Gordon Treadaway Scholarship	1	$475					
Graduate Student Tuition	67	$1,500	$2,500	$13,000	$7,500	$8,500	$8,500
HUD Fellowship	6		$6,000	$6,000			
Texas City Management Assoc.	1			$2,000			
Cunningham Scholarship	3				$1,000	$200	$500
University Scholarship	1					$2,800	
William A. Jackson Scholarship	1					$500	
Norwood Scholarship	1						$500
University Scholarship	2						$6,279
Totals	83	$1,975	$8,500	$21,000	$8,500	$12,000	$15,779

Note: # = total number of awards

F. Departmental resources for research and teaching (i.e. classroom space, lab facilities)

Type of Space	Number of Rooms	Total Assignable Square Feet
OFFICES:		
Faculty & Administration	26	4207
Clerical	1	143
Graduate Assistant	10	1421
Technician	1	143
Emeritus	0	
LABS:		
Special Instruction Labs	1	485
Research Labs	0	
STORAGE:	1	40
LIBRARY:	1	1,148
CENTERS & OTHER FACILITIES:		
Office	0	
Lab (Instruction & Research)	1	786
TOTAL SQUARE FEET		8373

G. HEAF expenditures

	Labs	Classroom	Other (identify)	TOTAL
2005	$18,800			$18,800
2004		$2,273		$ 2,273
2003	$15,804			$15,804
2002				
2001	$7,048		$465[a]	$ 7,513
2000	$29,588			$29,588

[a] Departmental office support (keyboards)

H. The Center for Public Service

The Center for Public Service is closely connected with the MPA program. The CPS contributes to the MPA program by providing internship opportunities, connecting MPA students to the professional public service community, and providing additional financial aid opportunities. The Center provides opportunities for students to complete internships required by the program. These internships involve applied policy analysis projects that expose students to real-world public management problems in local and state agencies. Examples include analyses for the Texas Office of Rural Community Affairs and projects related to the Ports-to-Plains transportation corridor. In addition, the Center sponsors symposiums, conferences, and practitioners-in-residence to increase student exposure to the professional public service community. This exposure enables the students to network for placement and develop an enhanced sense of professionalism that supports programmatic goals. Finally, the Center assists in providing financial aid to students. In some cases, such as HUD scholarships, the Center obtains funding expressly for student aid. In other cases, the Center hires students to work on funded research or contracted work with the public sector. These funds enable students to receive financial support while obtaining relevant work experience.

VI. Conclusion

Doctoral Program

Strengths

The program has placed an emphasis on "socialization" in the field, and on establishing stronger mentorship relationships with students. These efforts include expanded pro-seminar courses, informal colloquia, more in depth annual reviews, and overall closer mentoring relationships. We have done a good job selecting students for the program, and many author conference presentations and/or journal manuscripts while enrolled. We are also very successful in placing students in academic positions upon or soon after graduating.

Deficiencies

Our financial support for graduate students (TA/GPTI…AOF funding) needs to be increased for us to be able to attract more well-prepared, and potentially better (i.e., GRE scores) graduate students. Our stipends are up to several thousand dollars lower than other quality programs in the state and region. We believe that our best students would be successful at any institution in the country, but our first-year graduate classes have students with a range of credentials, including some with minimal preparation. We could also do a better job of helping students secure external funding for their dissertations and other projects, and to encourage them even further to prepare journal manuscripts and to participate in conferences and other professional activities.

Faculty turnover has a greater effect on doctoral students with the loss of an established mentor or key dissertation committee member being the most troublesome. Such turnover affects student morale and desire to stay in the program (e.g., some have followed departing faculty to new institutions and some have gone elsewhere for lack of appropriate faculty). Often our very best students are affected. To be sure, faculty have left for a variety of reasons, so identifying a single "problem" to solve is difficult. Counter-offers and such have had limited, short-lived successes. We have heard that other departments on campus have similar problems, and we would welcome useful advice and instruction on faculty retention issues. Faculty turnover also hurts department productivity since faculty typically leave during a period of time when they have become very productive (i.e., after working hard for several years to get ready for tenure and promotion decisions), and we have to start over again with someone just beginning his/her professional career.

We are not able to offer as many specialized seminar courses as befitting a high quality program. Our few faculty in each of the three major sub-fields have to carry an instructional burden that needs to be alleviated by hiring several more specialists. Students now often complete their degree plans with 7000 courses with which we attempt to give them the degree of exposure that they need within a sub-field, but for which our faculty may not be truly at the top of their game.

Neither our department size, nor the size of the doctoral program can increase without added space for offices. We are at full, and near overflowing capacity.

MPA Program

Strengths

One strength of the MPA program are that it has the largest number of enrolled students of any masters program in the College of Arts and Sciences. The MPA program is well established and recognized. It is also fully accredited by NASPAA, and is staffed by outstanding faculty. Faculty all have ongoing research programs, and we have an increasingly successful record of contracted projects with local, regional, and state agencies.

Deficiencies

Faculty instability and turn-over, especially given that only 5-6 faculty are assigned to that program, has been a source of frustration within the department for the past decade. This affects continuing faculty most when collaborative research strategies are developed and then abandoned, and when teaching assignments are tentative and sometimes switched at the last minute. We are uncertain about the overall effects of this instability on graduates students, however, since the program does not follow a research mentor model, and so personal collegial relationships are not necessarily affected.

We believe we would be able to improve the quality of new students if we could offer larger financial incentives such as TA support and/or full tuition payments. We also recognize that we are under increasing recruiting pressure from new or expanding MPA programs in the region and state. Wayland Baptist University, West Texas A&M, UT Permian Basin are in the process of developing or expanding PA or PA-like programs (albeit not NASPAA accredited at this time) that will impinge upon our ability to recruit regionally. The University of Texas (Austin), A&M, North Texas, Houston, Texas State have well-established programs and/or school of public policy and public affairs. It would take a considerable commitment for Texas Tech to develop such a school, but even so, the faculty have discussed such possibilities among themselves. Such aspirations aside, we do see opportunities for expansion in the specific areas of health care policy and public management (our two largest tracts at the moment).

The Graduate College, the Ph.D. program, the MPA Program, and the Center for Public Service would all benefit greatly from an additional faculty line in public policy. Each year the MPA program graduates 15 to 20 students, and we have numerous alumni in the region. Many of these current and former students have expressed an interest in obtaining a Ph.D.. However, because the Ph.D. program does not offer a public policy subfield, these students do not enroll. A portion of these students have the academic and professional background that would lead us to believe they would make excellent doctoral students and can be placed in faculty appointments. The academic and private sector job market is very favorable for PhDs in public policy and public administration. The MPA program faculty are already teaching at full load and expansion of our graduate program offerings would require additional faculty lines. We would estimate, conservatively that three to five new doctoral students in political science could be served per academic year. In sum, an additional faculty member would increase the number of student hours taken within the Department of Political Science and increase Ph.D. enrollment.

VII. Appendices

A. Strategic Plan
B. Graduate Course Offerings
C. Recruiting Materials
D. Graduate Student Handbook
E. Graduate Student Association(s)
F. Graduate Faculty Information
G. Interdisciplinary Master's Specialization in International Affairs

APPENDIX A

Strategic Plan

Appendix A

Strategic Plan

DEPARTMENT OF POLITICAL SCIENCE

STRATEGIC PLAN

MISSION STATEMENT

The Department of Political Science is dedicated to excellence in teaching, research, and service, and to offering an undergraduate curriculum designed to provide students with a solid foundation and broad understanding of the discipline of political science, and to allow students to specialize in areas of particular substantive interest. Our masters program in public administration produces trained public servants, and our doctoral program in political science develops sophisticated, skilled scholars and researchers. We provide services to local, regional, and state governmental agencies through our Center for Public Service, and new Lewis and Maxine Earl Survey Research Laboratory.

VISION STATEMENT

The Department of Political Science aspires to the highest national standards in teaching, research, and service, while maintaining an educational and professional atmosphere of diversity and inclusiveness at all levels. We look to increase the popularity of our undergraduate major, to make our graduate programs nationally recognized programs of choice, and to serve our students, profession, and community in diverse ways.

Department of Political Science Core Values

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

GOALS, CRITICAL SUCCESS FACTORS, and

OBJECTIVES (including Strategies and Assessments)

Goal 1. Access and Diversity: Increase diversity among our Political Science students and faculty

Critical Success Factors:

•An increase in the numbers of all students, especially minority and underrepresented groups.
• An increase in the numbers of MA and PhD students.
•Two new ethnic minority faculty members.
• Have donors for minority scholarships.

Objectives:

Objective 1.1: Increase the number of minority students among our majors.

Strategies:
• Develop brochures and other recruitment materials that express our concern and interest in minority affairs.
• Engage our current minority students in these efforts and to have them serve as role models.
• Cooperate with the office of Admissions and New Student Relations to identify potential minority students and to make contact with them.
• Contact campus-wide minority student organizations for their help in recruiting students into our graduate programs.
• Develop our department web site to be more attractive to minority students.
• Make in-person recruitment visits to largely minority institutions.

Assessments:
• Number of ethnic minority students.
• Number of personal contacts with minority students.
• Degree of involvement with minority student groups assisting in recruitment.

Objective 1.2: Increase support for minority students.

Strategies:
• Solicit donations from former students/alumni (including minority students) to raise special scholarship funds for minority individuals.
• Recognize such donors at our annual department banquet.

Assessments:
• Levels of support for minority students.
• Number of personal contacts for securing scholarship funds.
• Amount of scholarship funds.

Objective 1.3: Increase the number of high-quality students among our majors.

Strategies:
• Engage our current students in these efforts and have them serve as role models.
• Cooperate with the office of Admissions and New Student Relations to Identify potential students and to make contact with them.
• Work with the Honors College to recruit Political Science and pre-law majors
• Develop a more attractive department web site.

Assessments:
• Number of undergraduate majors.
• Number of personal contacts with prospective students.
• Changes/increases in SAT, and class rank for new majors.

Objective 1.4: Increase the number and quality of graduate students.

Strategies:
• Engage our faculty and current students in these efforts.
• Cooperate with the Graduate School to identify potential new students and to make personal contact with them
• Do a better job recruiting from within TTU.
• Develop our department web site to be more attractive and informative.
• Make in-person recruitment visits to nearby institutions.

Assessments:
• Number of graduate students.
• Number of personal contacts with graduate students.
• Number of contacts with on-campus student groups assisting in recruitment.

Goal 2. Excellence: Achieve the highest standards of excellence in teaching, research, and service

Critical Success Factors:

• Increase average course evaluations by .25 points.
• 2 faculty members receive a campus-wide teaching award.
• No advisement complaints.
• Graduate student(s) on Graduate Affairs Committee.
• Maintain accreditation of our MPA program.
• 50% increase in the number of graduate program inquiries.
• Have at least one graduate recruitment effort at each regional and national conferences.
• Fund graduate student conference presentations.
• Dossiers and vita for each graduating doctoral student
• Increase graduate student stipends to nationally competitive levels.
• 10 donors contacted for graduate scholarships, and programs.
• 2 new incentives for faculty involvement in graduate recruitment.
• 2 annual submissions for federal and private research funds.
• 2 faculty nominated for research awards on and off campus.
• 1 nation-wide professional outlet – database, journal, series, conference.
• An increase in the percentage of articles submitted to and accepted by top-ranked journals.
• 2 nationally competitive fellowships and awards.
• 2 new adjunct faculty for the MPA program.
• 20 external contracts through the Survey Research Laboratory.
• 10 externally funded projects through the Center for Public Service.
• 2 annual invited speakers.

Objective 2.1: Enhance the quality of our undergraduate teaching.

Strategies:
• Whenever possible, hire only faculty with substantial and outstanding performance as classroom instructors.
• Review and augment the materials and instructional methods of our socialization course for all TAs.
• Reemphasize our focus on quality undergraduate instruction to all faculty.
• Include in-depth teaching performance reviews during the annual performance evaluation process.
• Make certain faculty are aware of various campus groups dedicated to improvement in teaching -- TLTC, Teaching Academy.
• Increase the number of faculty nominated for various teaching awards.

Assessments:
• Faculty course evaluations.
• Numerical ratings on course evaluations.
• Number consultations with faculty.
• Number of TLTC contacts by faculty.
• Number of faculty nominations for teaching awards.

Objective 2.2: Provide high quality advising to undergraduate students.

Strategies:
• Make sure our staff advisor is well-informed about changes or emphases in our undergraduate programs.
• Include our undergraduate advisor in discussions about revisions in our undergraduate programs.
• Provide opportunities for our undergraduate advisor to increase his/her advisement skills and knowledge.
• Assist the advisor in the preparation of advisement materials.
• Undergraduate advisor to be well-informed and current.

Assessments:
• Number of advisement materials.
• Number of students seeking advisement.
• Number of advisement problems.
• Students' satisfaction with advising.

Objective 2.3: Develop a faculty/student research program for undergraduates.

Strategies:
• Make funds available for faculty/student collaborative research projects.
• Develop the procedures for soliciting and evaluating such proposals.
• Provide a mechanism for the reporting and presentation of the products of such projects.

Assessments:
• Number of such research proposals and projects funded.
• Number of subsequent publications, presentations, grant submissions derived.

Objective 2.4: Provide high quality advising to graduate students in Political Science.

Strategies:
• Form a graduate affairs committee to assist the Graduate Advisor in Political Science.
• When possible, have graduate student presence or service on such a committee.
• Maintain an up-to-date and accurate handbook for the MA/PhD program.
• Periodically review the requirements of this program.
• Develop an orientation meeting for new/old students.

Assessments:
• Amount of graduate student participation on program matters.
• Changes in degree programs and handbooks.
• Record of activities to review/modify graduate programs.
• Number of graduate student complaints and problems, and solutions.
• Student poll on quality of graduate advising.

Objective 2.5: Provide high quality advising to graduate students in the MPA program.

Strategies:
• Have the MPA advisor consider ways in which students in our several tracks can be better advised.
• Make sure the MPA handbook is accurate and up-to-date.
• Develop advising materials for the MPA program.

Assessments:
• Number of accurate data-bases – email, address, and phone lists.
• Number of student complaints, problems, and solutions.
• Student poll on the quality of advising.

Objective 2.6: Maintain accreditation of our MPA program.

Strategies:
• Periodically review our MPA program vis a vis accreditation requirements.
• Maintain ongoing relationships with our accrediting body (NASPAA).
• Make the administration aware of any problems as they develop and resolve them quickly.
Assessments:
• Number of contacts with NASPAA.
• Number of accreditation recommendations accomplished.
• Number of meetings of MPA faculty to determine current program vis a vis accreditation requirements.

Objective 2.7: Increase the visibility of our graduate programs.

Strategies:
• Develop materials for wide, regional distribution.
• Update and maintain an effective web site for the purpose of graduate recruitment.
• Participate in graduate recruitment at regional and national conferences.
Assessments:
• Number of appropriate mailing lists for posters and other brochures.
• Number of "hits" on our department web site.
• Number of personal contacts with faculty.

Objective 2.8: Develop faculty incentives for graduate student recruitment.

Strategies:
• Determine the availability of local funds for this effort.
• Make available additional travel/research support for faculty engaged in the personal contact/recruitment of graduate students.
• Develop guidelines for the monitoring and awarding of such funds.
Assessments:
• Number of incentives put in place.
• Number of faculty engaged in this effort.
• Number of potential graduate students contacted.
• Number of graduate students enrolled from this effort.

Objective 2.9: Continue to support graduate students with travel, and dossier preparation funds.

Strategies:
• Use cost-of-education, graduate tuition, and fund for excellence monies for this purpose.
• Continue to fund substantially graduate students for conference presentations.
• Continue to fund graduate students' dossier/vitae preparation.
Assessments:
• Number of students applying for and using conference funds.
• Number of students utilizing the dossier service.

Objective 2.10: Provide additional funds for graduate student support.

Strategies:
• Increase TA stipends.
• Seek private donor support for graduate student scholarships.
• Seek more fellowship support from public and private sources.

Assessments:
• Amount of TA support in peer institutions.
• TA funding levels.
• Number of attempts at increasing stipend levels.
• Number of contacts/successes with potential private donors of scholarship funds.

Objective 2.11: To become a department recognized for its quality and quantity of research.

Strategies:
• Emphasize the importance of external support for merit evaluations, and tenure and promotion decisions.
• Follow university workload guidelines to allow time for preparation of large grant applications.
• Permit, as possible, course buy-outs funded by research proposals.
• Develop a journal, database, conference, or other project that will attract national attention and use.
• Emphasize the importance of high quality publications in top-ranked journals.
• Nominate faculty for various outstanding researcher awards.
• Make thorough and exhaustive use of university resources (ORS, Office of Development, etc.) in identifying and developing applications.

Assessments:
• Number of grant applications.
• Number of faculty "buys outs" from research funds.
• Number of professional databases and other developments.
• Number of faculty receiving nominations/awards.
• Number of submission/acceptance of high quality publications.

Objective 2.12: Provide opportunities for faculty development.

Strategies:
• Identify and distribute relevant OPs.
• Invite discussions with the chairperson and other administrators on development opportunities.
• Reward faculty for obtaining nationally competitive fellowships and other development positions.

Assessments:
• Amount of past use of faculty development funds.
• Number of faculty applications for development funds.
• Number of faculty development awards.
• Number of times and total amount of department excellence funds to support faculty efforts.

Objective 2.13: To achieve a greater number of interdisciplinary and collaborative proposals.

Strategies:
• Alert faculty to the benefits of interdisciplinary and collaborative projects.
• Encourage faculty to be more entrepreneurial and innovative in marketing their research and finding sources of support.

Assessments:
• Number of faculty involved in interdisciplinary projects.
• Number of faculty applications for ARP and other funds.
• Amount of support/successes of faculty for entrepreneurial and innovative projects.

Objective 2.14: Establish and maintain excellent relations within the public and business communities, and various governmental agencies.

Strategies:
• Recruit adjunct faculty from the public and private sector for our graduate programs.
• Make sure public is aware and invited when we have speakers and other events.
• Continue to get newspaper and other coverage (use News and Publications) for our events, projects, and achievements.

Assessments:
• Number of efforts aimed at public awareness.
• Number of people participating at special events.
• Number of submissions/publications of news stories and other media presentations.
• Keep an inventory of letters, memos, and other comments from public.

Objective 2.15: Secure the funds for an endowed chair in Political Science.

Strategies:
• Work with the college and university development staff to identify specific contributors.
• Establish a faculty committee to determine the specifics of the endowed appointment – area, level of funding needed, means of recruitment.

Assessment:
• Number of contacts for funding donations.

Objective 2.16: Increase the number of tenure track faculty.

Strategies:
• Work with the college and university administration to increase the number of tenure track faculty to better serve state-mandated courses, anticipated increases in general enrollment, and majors (currently an under-served group).

Assessment:
• Number of tenure track faculty.

Goal 3. Build quality community connections internally, locally, and regionally.

Critical Success Factors:
• 1 department activity story to News and Publications each semester.
• Faculty contribute routinely to media discussions on critical events.
• Circulate routinely posters on department events.
• Post announcements of speakers and events on the electronic bulletin board.
• 1 annual Center for Public Service newsletter sent to community leaders.
• 10 annual meetings with city, county, state leaders on department activities.
• 2 annual pro bono activities for municipal, county, state organizations.
• Service learning components for undergraduate and graduate courses.
• 1 annual collaborative research activitie with local governments.
• Participate in a university-wide economic development activity.
• 2 new distance learning course offerings.
• Participate in the development of a long-term regional survey project.

Objective 3.1: Increase internal awareness of the activities of the Department of Political Science.

Strategies:
• Use of the UD and University News and Publications whenever we have a significant event of interest to the university community.
• Use of the university's electronic bulletin board and post notices of upcoming events.

• Invite faculty, students, and staff to these events.

Assessments:
• Number of submissions/publications of news stories and releases.
• Number of electronic bulletin board postings.
• Number of people attending department special events.

Objective 3.2: Increase external awareness of the activities of the Department of Political Science.

Strategies:
• Develop a list of faculty speakers and topics to be distributed to various civic organizations.
• Arrange for News and Publications to distribute to local media announcements and news stories of upcoming events.
• Have faculty continue to volunteer to give "expert" interviews during elections and other relevant events.
• Include community leaders on our newsletter mailing list.

Assessments:
• Number of publications of department announcements in local media.
• Number of expert interviews and media presentations.
• Number of requests for same.
• Number of contacts with community leaders.

Objective 3.3: Fully engage the Center for Public Service in community, regional, and state-wide activities, and develop a brochure that outlines the activities and resources of the Center.

Strategies:
• Arrange for meetings with public and private community leaders to foster Center engagement.
• Engage the Center in pro bono activities that support our community.
• Integrate a service learning component into the curriculum of the MPA program.

Assessments:
• Number of pro bono activities of Center.
• Number of students participating in service learning programs.

Objective 3.4: Establish research programs with community entities.

Strategies:
• Meet with community leaders to determine areas of common interest with faculty to develop collaborative grant or contract applications.
• Utilize the Center for Public Service to broker some relationships.
• Include student research assistants, or give course credit for participating in these projects.

Assessments:
• Number of contacts with community leaders.
• Number of grant/contract applications.
• Number of students participating in such projects.

Objective 3.5: Become more engaged in distance education activities.

Strategies:
• Review and expand current distance education offerings.

• Consider the development of a distance education degree, in whole or in part, in Public Administration.
• Consider developing web-based components for the Certified Public Manager certificate program.

Assessments:
• Number of distance education activities.
• Number of new distance education initiatives.

Objective 3.: Develop a full-service survey research facility.

Strategies:
• Hire a research director for the survey laboratory
• Maintain an experienced, skilled manager for the laboratory.
• Review operations and procedures for the facility.
• Develop a "quick strike" survey potential to address inquiries requiring immediate response.
• Seek long-term agreements with regional and state-wide entities to permanently house a standing survey.
• Determine and develop a permanent research database located within the survey facility to fully utilize its server capabilities.
• Establish a long-term resident survey for region/state use.
• Participate in faculty and collaborative research projects.
• Participate in developing course materials and offerings using survey lab.

Assessments:
• Number of marketing and client contacts for possible use of the lab.
• Profit balance from laboratory
• Number of databases and resident surveys.
• Number of projects in the lab.
• Number of classroom activities
• Number of college/university partnerships for using lab.

Goal 4. Information Technology: Maximize effective use of technology in all facets of the department's mission

Critical Success Factors:

• Faculty with sufficient computer hardware and software.
• Faculty routinely use the services of the TLTC.
• Interactive and web-based components for undergraduate courses.
• At least 500 "hits" on our department web site.

Objective 4.1: To take full advantage of current and emerging information technology capabilities.

Strategies:
• Create a Computer/Information Technology faculty committee
• Survey all faculty to determine if computer and software needs are being met.
• Project computer needs for five years and develop a plan for hardware replacement.
• Continue to provide site licenses for up-to-date statistical analyses and other needs.
• Ensure adequate technical support for computer and networking capabilities.

Assessments:
• Number of faculty requests for new equipment/software.

• Number of successes and amounts of HEAF and other funds for these purposes.
• Number of problems/complaints about technology sufficiency.

Objective 4.2: To provide full technological support for instructional activities.

Strategies:
• Review current facilities and plans for new "smart" classrooms.
• Encourage faculty to become familiar with such facilities.
• Encourage faculty and TAs to take advantage of the TLTC
• Reward faculty per work load policy for technological advances in their instruction.

Assessments:
• Number of requests and contributions to technology development.
• Number of faculty and students in short-course offerings.
• Number of faculty incentives offered for instructional technology development.

Objective 4.3: To develop and maintain an up-to-date department web site.

Strategies:
• Secure the services of an efficient and competent "web master."
• Have routine updating of department and faculty files.
• Provide direct links to other university, Graduate School, and professional web sites.

Assessments:
• Number of web site contacts or "hits."
• Number of updating and maintenance activities for web site.

Goal 5. Partnership: Collaborate in strategic alliances with other academic, government, community, corporate, and private entities

Critical Success Factors:

• 2 joint projects with other institutions.
• 3 exchange of speakers with other institutions.
• 2 more cohort groups in the Certified Public Manager program.
• Full internship placements for MPA students.
• 20 external research contracts through the Survey Research Laboratory.
• Additional joint degree programs for MPA students (e.g., with Departments of Environmental Toxicology, and Sociology, Anthropology, and Social Work.
• Annual participation in Latin American and Iberian Studies and Russian Area Studies programs.
• 2 new endowed scholarships.
• $20,000 in private donations.

Objective 5.1: Broaden alliances between Political Science at TTU and at other institutions.

Strategies:
• Contact chairpersons or known colleagues at other departments in the region.
• Develop programs that make use of areas of expertise of each.
• Consider developing joint project, grant applications for ARP, etc..
• Develop a mutual exchange of speakers.

Assessments:
• Number of contacts with colleagues at other institutions.
• Number of collaborative programs and efforts.
• Number of joint/collaborative grant applications/successes.

Objective 5.2: Continue to make effective use of the Center for Public Service.

Strategies:
• Expand areas of cooperation with city, SPAG, state government.
• Expand Certified Public Manager program to include all areas west of I-35.
• Continue to place graduate student interns in relevant local agencies.
• Be a source of projects for the Survey Research Laboratory.
• Secure a self-funded support person for the Center for Public Service.

Assessments:
• Number of contacts with public sectors entities.
• Number of enrollments and extent of CPM program.
• Number of graduate student internship placements.
• Number of projects engaged in by Center.

Objective 5.3: Nurture the new MPA program alliances.

Strategies:
• Continue cooperation with TTUHSC in Health Policy track.
• Maintain joint degree program with Department of Economics and Geography.
• Develop joint degree program with Social Work.
• Continue to build relationship with Environmental Toxicology and nurture joint degree program.

Assessments:
• Number of enrollments in cooperative programs.
• Number of successes at developing collaborative degree programs.
• Number of efforts/successes at collaborative research programs.

Objective 5.4: Develop more relationships with the private sector.

Strategies:
• Develop a department summary statement listing available areas of expertise.
• Contact alumni and other individuals identified through A&S development as possible contributors.
• List department needs.
• Arrange meetings to discuss possible donations.

Assessments:
• Number of contacts with alumni and others in the private sector.
• Number of follow-up discussions with same.

Objective 5.5: Increase Participation in Latin American and Iberian Studies and Russian Area Studies interdisciplinary programs.

Strategies:
• Continue cooperation with these programs.

• Arrange for mutual/joint support of speakers.
• Hire faculty who can contribute to these programs.

Assessments:
• Number of enrollments in cooperative programs.
• Number of successes at developing collaborative degree programs.
• Number of collaborative research programs.

Goal 6. Human Resources: Enhance the quality of the work experience for all Political Science employees

Critical Success Factors:

• Nationally competitive salaries for new faculty.
• 2 annual submissions for college REF funds, and other available university funds.
• Reduce faculty turnover to no more than 10% in a given year.
• Have full compliance with university employee training programs.
• Nominate deserving staff for service awards.
• No staff complaints about faculty/student behavior.
• Fully utilize work-load policy for faculty research, instructional development.

Objective 6.1: Encourage, support, and reward efforts to hire, promote, and retain excellent and diverse faculty, academic professionals, and staff.

Strategies:
• Offer salaries competitive with peer institutions.
• Provide appropriate developmental feedback on teaching, research, and service.
• As much as possible, fully implement the workload policy.
• Identify sources of additional support for new faculty.
• Encourage new faculty, especially, to participate in REF and other local grant programs.
• Identify role models for mentoring programs.

Assessments:
• Differences in regional/national salary levels.
• Number of additional sources of support for faculty.
• Number of faculty participating in REF, ARP, and other funding sources.
• Number of faculty involved in mentoring programs.

Objective 6.2: Reduce turnover among faculty and staff.

Strategies:
• Chair will have frequent discussions with faculty to determine needs.
• Help faculty obtain clearly defined goals.
• Make sure faculty know about various personal assistance programs at TTU.
• Seek ways to reward, tangibly and intangibly, excellent faculty efforts.
• Minimize frustrating administrative details for faculty.

Assessments:
• Number of discussions with faculty on instructional/research/service activities.
• Number of faculty complaints/grievances.

Objective 6.3: To ensure that all employee training programs are completed.

Strategies:
• Make a list of all such training programs before start of fall semester.
• Hold an early faculty meeting to make sure faculty get the message.
• Have faculty immediately develop a schedule for completion of these programs.
• Develop an effective compliance monitoring system.

Assessment:
• Number of faculty participating in employee training programs.

Objective 6.4: Improve staff situations.

Strategies:
• Seek extraordinary increases for exceptional staff performance, especially for staff with many years of experience.
• Nominate appropriate staff for every possible employee recognition award.
• Whenever possible, provide staff opportunities for educational and professional development.
• Provide senior staff with special opportunities for professional development such as workshops, travel, association dues, etc.
• Make sure faculty understand work assignment procedures, and do not overburden staff.
• Seek and be responsive to suggestions from staff on department operations.
• Develop a policy of modest flexibility when personal issues arise.
• Seek to have salaries be competitive with the private sector.
• Staff should continue to be recognized at award functions.
• Seek an additional staff position to lessen burden and frustration.

Assessments:
• Amount of staff salary.
• Number of successes in staff award nominations/receipts.
• Number of staff.

Objective 6.5: Increase faculty diversity.

Strategies:
• Increase the number of ethnic minority faculty by using every resource available in the form of newsletters, personal contacts, and special publications.
• Enlist the aid of existing campus minority faculty to help recruit others.
• Make sure that our search committees are making every possible effort to identify minority applicants.
• Number of private donors who would be willing to provide additional funds for the hiring and support of minority faculty.

Assessments:
• Number of special advertising outlets for minority faculty.
• Number of campus resources contacted for diversity hiring.
• Number of applications/interviews of minority faculty.

Goal 7. Tradition and Pride: Project a strong image of Political Science locally, regionally, and nationally.

Critical Success Factors:

• 1 annual newsletters to alumni.
• a current alumni database.
• 10 alumni visits to the department.
• 1 annual MPA Alumni Symposium.
• 2 annual nationally recognized speakers.
• 2 additional faculty on journal publication boards.
• 2 additional faculty on the boards of regional and national organizations.
• 3 faculty nominated for national awards for teaching, research, and service.

Objective 7.1: Provide effective communication with alumni.

Strategies:
• Resurrect an improved alumni newsletter.
• Continue publication of Soundings, the Center for Public Service newsletter.
• Develop and maintain an up-to-date mailing list of alumni.
• Be responsive to alumni requests and visits.

Assessments:
• Number of useful mailing lists.
• Number of alumni visits to department/campus.
• Number of alumni responses to newsletters and other mailings.
• Number of complied alumni requests

Objective 7.2: Offer services to alumni and local community.

Strategies:
• Continue to publicize our speaker series, and MPA symposium.
• Have faculty speakers be available to civic groups on a variety of subjects.
• Continue to be engaged in university-wide community efforts, e.g., rural economic initiative.

Assessments:
• Number of faculty contacts with civic groups.
• Number of faculty involved with community efforts.

Objective 7.3: Increase faculty participation in professional organizations.

Strategies:
• Nominate faculty for office in regional and national organizations.
• Encourage faculty to volunteer for professional service.
• Nominate faculty for regional/national professional awards.

Assessments:
• Number of faculty participating in professional organizations.
• Number of faculty receiving national awards.

Goal 8. Institutional Advancement and Accountability: Strengthen the university's fiscal stability while remaining responsive to the people of Texas and their elected representatives

Critical Success Factors:

• 3 annual applications for external awards.
• 2 public or private alliances on service and other projects.
• $20,000 in donations for scholarships and department Fund for Excellence.

Objective 8.1: To obtain increased external funding.

Strategies:
• Increase number of grant applications.
• Seek private and corporate alliances on service and other projects.
• Seek donations for scholarships and department Fund for Excellence.

Assessments:
• Number of grant applications.
• Number of private and corporate contacts.
• Amount and number of donations for scholarships and Fund for Excellence generally.

Objective 8.2: Develop an effective marketing program for the department's offerings and activities.

Strategies:
• Make sure web site is current and informative.
• Participate in all new student recruiting activities.
• Work with the Graduate School to develop mutual recruiting activities.
• Work with our regional centers to recruit undergraduate as well as graduate students.
• Promote and reward entrepreneurial efforts among the faculty.

Assessments:
• Number of student recruitment efforts.
• Number of contacts with prospective graduate students.
• Number of faculty involved with entrepreneurial efforts.

APPENDIX B

Graduate Course Offerings

Appendix B

Graduate Course Offerings (2006-2007 Catalog)

Course	Title	Hours	Description	Qualifier
POLS 5100	Colloquium in Political Science	(1:1:0)	Presentations of current research and discussions of the political science profession.	Consent of instructor.
POLS 5200	Teaching College Political Science	(2:2:0)	Strategies and innovations in teaching political science at the college level.	Consent of instructor.
POLS 5321	Seminar in Political Behavior	(3:3:0)	Current research on mass political behavior	
POLS 5322	Pro-Seminar in American Politics	(3:3:0)	Advanced study in subjects relevant to how the political process is affected by the environment of politics.	
POLS 5324	The Executive	(3:3:0)	Study of the executive branch of the government in the U.S. with emphasis on the presidency.	
POLS 5325	The United States Congress	(3:3:0)	An examination of the Congress	
POLS 5327	Selected Topics in American Government and Politics	(3:3:0)	Problems in American government and politics.	
POLS 5330	Ancient and Medieval	(3:3:0)	Political ideas of the great	

	Political Theory		thinkers in the Western world.	
POLS 5335	Modern Political Theory	(3:3:0)	Major political thinkers beginning with the 16th century and ending with Fascism.	
POLS 5339	Seminar in Political Theory	(3:3:0)	Examinations of ideas and concepts.	
POLS 5356	Judicial Behavior	(3:3:0)	Political analysis of actors in the judicial decision-making arena	
POLS 5360	Pro-Seminar in International Relations	(3:3:0)	Survey of contending theories of world politics focusing on shaping state behavior..	
POLS 5361	Interdependence and World Order	(3:3:0)	Survey of contending theories of world politics focusing on interdependence and system transformation.	
POLS 5363	International Organization	(3:3:0)	Theoretical examination of the rise of global, regional, and functional international organizations.	
POLS 5365	Special Topics in International Relations	(3:3:0)	Intensive research on topics in international relations.	
POLS 5367	International Political	(3:3:0)	An exploration of the	

	Economy		interaction of international politics and international economic trends.	
POLS 5369	International Security Studies	(3:3:0)	Examines how states maintain their security in a dangerous world.	
POLS 5370	Pro-Seminar in Comparative Politics	(3:3:0)	Critical survey of the major theories and literature in comparative politics.	
POLS 5371	Area Studies in Comparative Politics	(3:3:0)	The culture and political system of a major geographical area.	
POLS 5376	Selected Topics in Comparative Government	(3:3:0)	Studies in comparative politics.	
POLS 5378	Politics of the Developing Areas	(3:3:0)	Substantive and theoretical-methodological issues in the study of the development process.	
POLS 5380	Data Management	(3:3:0)	This course covers locating and using data.	
POLS 5381	Research Design	(3:3:0)	Design and execution of political research.	
POLS 5382	Data Analysis	(3:3:0)	Techniques of analyzing political data.	Concurrent registration in 5482 lab required.
POLS 5383	Advanced Quantitative Research	(3:3:0)	Extensions of the least squares model and	Prerequisite: POLS 5382 or equivalent.

	Methods in Political Science		programs applicable to political data.	
POLS 5384	Advanced Political Analysis	(3:3:0)	Examination of contemporary methods for investigating selected political topics.	Consent of instructor.
POLS 5396	Research Practicum in International Relations	(3:3:0)	Organized professional research on major issues in international relations.	Consent of instructor.
POLS 5397	Research Practicum in Comparative Politics	(3:3:0)	Organized professional research on major issues in comparative politics.	Consent of instructor
POLS 6000	Master's Thesis	(V1-6)		
POLS 7000	Research	(V1-12)		
POLS 8000	Doctor's Dissertation	(V1-12)		
PUAD 5100	Colloquium in Public Administration	(1:1:0)	Discussion of current issues in public administration.	Consent of instructor
PUAD 5320	Program Evaluation and Quantitative Analysis	(3:3:0)	Introduction to the design, logic, and politics of research methods.	Consent of instructor
PUAD 5321	Advanced Quantitative Methods in Public Policy and Administration	(3:3:0)	Quantitative methods and approaches for analyzing public policy questions and data.	Consent of instructor
PUAD 5326	Information Technology in Public Administration	(3:3:0)	The role of information and communication systems are	

			examined as well as applications used by public administrators.	
PUAD 5331	U.S.-Mexico Border Administration	(3:3:0)	Discussion of the history, politics, and social problems of the U.S.-Mexico borderlands.	
PUAD 5333	Environmental Policy and Administration	(3:3:0)	Analysis of the formulation, implementation and evaluation of environmental policy.	
PUAD 5334	Health Care Policy and Administration	(3:3:0)	Analysis of the formulation, implementation and evaluation of healthcare policy.	Consent of instructor
PUAD 5335	Management of Nonprofit Organizations	(3:3:0)	Study of the third sector and the administration of nonprofits.	
PUAD 5337	Public Organization Theory	(3:3:0)	The major political and administrative theories applicable to public sector organizations are examined.	
PUAD 5340	Seminar in Public Administration	(3:3:0)	Critical survey of the field of public administration	Consent of instructor
PUAD 5341	Public Policy Theory and Process	(3:3:0)	Introduction to competing theoretic explanations of	

			U.S. public policy making.	
PUAD 5342	City Management	(3:3:0)	The political implications and administrative functions of city government are examined.	
PUAD 5343	Public Personnel Administration	(3:3:0)	Description and analysis of the personnel function in public agencies.	Consent of instructor
PUAD 5344	Public Budgeting	(3:3:0)	Political aspects of the budgetary process as the central mechanism for public resource allocation and executive planning.	
PUAD 5345	Administrative Ethics	(3:3:0)	Considers applications of ethical systems and thinking in public organizations.	Consent of instructor
PUAD 5346	Public Financial Management	(3:3:0)	An in-depth study of government finance function.	Prerequisite: PUAD 5344 or consent of instructor
PUAD 5347	Internship in Public Administration	(3:3:0)	Service assignments in a public agency to enhance professional skills for students in the MPA program.	Consent of instructor
PUAD 5348	Selected Topics in Public Administration	(3:3:0)	Special studies on subjects in public administration.	

PUAD 5352	Public Policy Analysis	(3:3:0)	Introduction to analytic tools for evaluating public policies.	

APPENDIX C

Recruiting Materials

This appendix includes application forms and recruiting materials used by the MA/PhD and MPA programs. We send out the poster to every political science department in the country that is a member of the American Political Science Association.

Students wishing further information about the programs may view www.depts.ttu.edu/politicalscience.

APPLICATION CHECKLIST

Below are the steps you must take to complete your application for graduate study in political science at Texas Tech University. Print this form for your records and fill in the date each item has been completed.

Material below should be submitted to the Department of Political Science:

Date submitted
Or requested _____

1. Recommendations (using department form) requested from:

_____
_____
_____
_____

2. Department Application for Graduate Study and Teaching Assistantship.
3. Photocopy of Social Security card, if applying for a Teaching Assistantship.

Items 2 above can be completed online, or forms can be printed from this web site and mailed in. Letters of reference must be signed, and cannot be submitted via email. Reference letters should be, submitted directly to the department by the referee or submitted by the applicant in a sealed envelope with the referee's signature across the sealing flap.

Mailed items should be sent to:

Director of Political Science Graduate Studies
Department of Political Science
Box 41015
Texas Tech University
Lubbock, TX 79409-1015

Material below should be submitted to the Graduate School at Texas Tech University.

Date submitted
Or Requested _____

4. An Application for Graduate Study at Texas Tech (different from item 2 above)
5. Payment of your application fee.
6. Transcripts sent by each institution where you have undertaken graduate or undergraduate study. Unofficial copies sent by applicants are not accepted. List each institution below and the date a transcript was requested.
7. Submission of GRE scores to Texas Tech by the official testing organization (student copies are not accepted).

8. (International Students Only) submission of TOEFL scores to Texas Tech by the official testing organization (student copies are not accepted).

Items 4 and 5 may be done online at the Graduate School web site, or forms can be printed off the web site and mailed in. Mailed items should be sent to:

Office of Graduate Admissions
Texas Tech University
P.O. Box 41030
Lubbock, TX 79409-1030

Page Break

Department of Political Science
Texas Tech University
MA and / or Ph.D. Application Form

(A separate Application Form must also be filled out for the Graduate School)

I. PERSONAL INFORMATION (Please type or clearly print all information)

Name:_____
Last First Middle Initial

Social Security #:_____

Today's Date (month/day/year):_____ Birth date (month/day/year):_____

Home Address:_____

_____

_____

City:_____ State:_____

Country:_____ Zip Code:_____

(Area Code) and Phone #:_____

Address where you can be reached between January 1 and June 30

_____

_____

_____

City:_____ State:_____

Country:_____ Zip Code:_____

(Area Code) and Phone #:_____

Email Address:_____

Country of Legal Residence:_____

Are you a resident of the State of Texas or a county in a neighboring state bordering Texas?

No: _____ Yes, Texas Resident:_____

County Bordering Texas (identify state and county):_____

Do you wish to be considered for

A Department Scholarship? _____ A Department Teaching Assistantship? _____

(If you answered yes to either of the above, you must also mail to us a photocopy of your social security card)

II. DEGREE PROGRAM

Degree Sought: ____ MA ____ Ph.D. ____ MA and Ph.D.

Expected Starting semester and year: _____

How did you hear about our program? (check any that apply):

____ Our Poster ____ Our brochure ____ Our Department web site

___ Friend/Family ____ One of your professors

Other (please identify): _____

Please indicate the fields (up to three) that you would like to emphasize during your graduate study (if possible, show priority, 1 for first field, etc):

____ American Politics ____ Comparative Politics ____ International Relations

____ Public Administration ____ Public Policy ____ Research Methodology

III. COLLEGES AND UNIVERSITIES ATTENDED

Please identify for each college or University attended, the dates of attendance, major field, and degree received, if any:

College or University: _____

Beginning Date:_____ Ending Date:_____

Major:_____ Degree:_____

College or University: _____

Beginning Date:_____ Ending Date:_____

Major:_____ Degree:_____

College or University: _____

Beginning Date:_____ Ending Date:_____

Major:_____ Degree:_____

College or University: _____

Beginning Date: _____ Ending Date: _____

Major: _____ Degree: _____

(Note: official transcripts from all the above institutions must be submitted to the Graduate School)

IV. GPA AND TEST SCORES

Please identify your Grade Point Average (on a 4 point scale) for

All undergraduate study: _____

Last 60 hours of undergraduate study: _____

Any graduate work: _____

Please identify your GRE scores

____ Verbal _____ Quantitative _____ Writing

If you have not taken the GRE, on what date do you expect to take it? _____

(Note: official reports of GRE scores must be submitted to the Graduate School)

International Students Only, Please identify your TOEFL scores (identify each score):

_____

(Note: International students must submit official reports of TOEFL scores to the Graduate School)

V. LETTERS OF RECOMMENDATION

Please identify the names of three individuals (preferably former professors) from which you are requesting letters of reference. For each, also identify their position (e.g., professor, manager), organization, city and state. For each person named, provide them a copy of our recommendation form, (*Link to recommendation form)* along with a stamped and addressed envelope (see end of form for address).

Name: _____ Position: _____

Organization: _____ City & State: _____

Name: _____ Position: _____

Organization: _____ City & State: _____

Name:_____ Position:_____

Organization:_____ City & State:_____

VI. GOALS, INTERESTS, EXPERIENCES.

On a separate sheet of paper, please fill out the information requested in items 1 through 4 below. Item 5 is optional, and applicants will not be penalized if they choose not to complete it. International applicants who do not have English as a native language should answer item 6 also. We prefer answers limited to about 500 words or less, but applicants may (without penalty) exceed this limit if they feel it necessary to fully describe their qualifications for graduate study.

1. Identify any academic awards or accomplishments, including: scholarships, fellowships, distinctions, publications, and academic-related activities (e.g., student government president, adviser to entering freshmen, etc.)

2. Why are you interested in graduate study in political science?

3. What do you see yourself doing 4-5 years after you complete your degree?

4. Are there any unique aspects of your background, education, or experience (such as relevant work experience, community service, or multi-lingual ability) that you feel will benefit your graduate study?

5. (OPTIONAL): Have you faced any unique difficulties during your academic career that demonstrate your commitment to completing your education, such as: being a single parent, the first generation of your family to complete college or attend graduate school, or family support responsibilities during prior academic work.

6. (Only for International students who do not have English as a native language) Describe the training or experiences you have had that demonstrate, or have allowed you to develop, reading, writing, and verbal English language skills.

Mail this form to:

Director of Political Science Graduate Studies
Department of Political Science
Box 41015
Texas Tech University
Lubbock, TX 79409-1015

You may also FAX the form to (806) 742-0850.

Students requesting department financial assistance should include as well a photocopy of their social security card.

Print Form

Master of Public Administration
Admissions Application

Applicants must submit the following:

1. Completed Application form.
2. A personal statement no longer than 500 words (see below).
3. Letter of recommendation from employer or supervisor.

Name: _____ Date: _____
Last First MI

Anticipated Start Date: ☐ Fall ☐ Spring ☐ Summer Year _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (home): _____ Phone (mobile): _____

E-mail address: _____

Place of Employment: _____

Position Title: _____ Years at Present Employment: _____

Bachelor's Degree Institution: _____

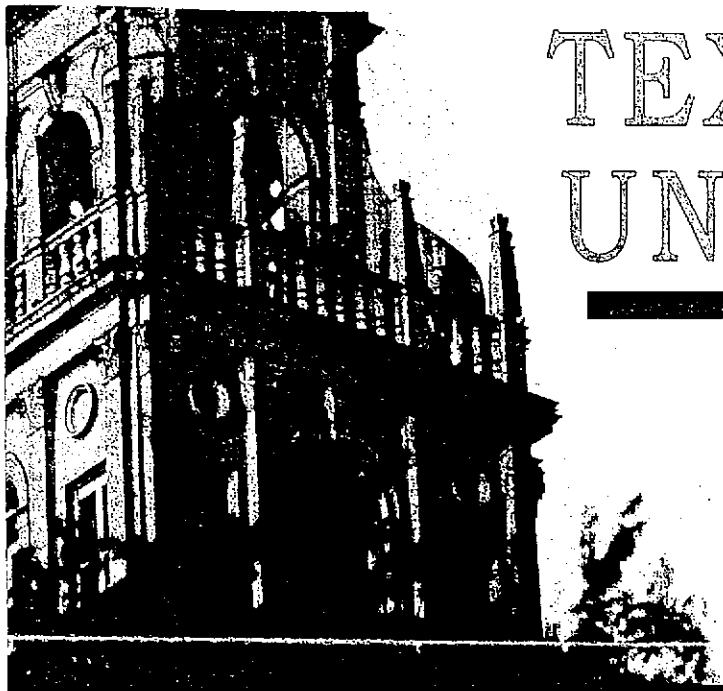
Major: _____ GPA: _____ Date Degree Received: _____

Personal Statement

Please write a short personal statement (500 words or less). The essay should address why you are interested in public service and how the MPAdegree will further your public service. Use the form on the next page please.

Please submit all application materials to: MPA Program Admissions
117 Holden Hall
Texas Tech University
Lubbock, Texas 79409-1015

Please use the following area to complete your personal statement.. Please space in between paragraphs.



TEXAS TECH UNIVERSITY

Graduate Programs in Political Science

- Doctor of Philosophy
- Master of Arts
- Master of Public Administration

Departmental Resources

Variety of Financial Aid

Awards Available

Teaching Assistantships

Medical Insurance

Departmental Scholarships

Out-of-State Tuition Waivers

Chancellor's Fellowships

For further information, contact:

Director of Graduate Studies
Department of Political Science
Box 41015
Texas Tech University
Lubbock, TX 79409-1015
(806) 742-3121 or Fax (806) 742-0850

Or email:
For the MA and Ph.D. Program:
POLSGRAD@ttu.edu

For the MPA Program:
MPA@ttu.edu

Faculty

Susan Hannah Allen, Ph.D., Emory University
International Relations, International Security, Foreign Policy

John Barkdull, Ph.D., Wisconsin
International Relations, Environmental Politics

Glen Biglaiser, Ph.D., UCLA
Comparative Politics, Latin American Politics, Comparative Political Economy

Clarke E. Cochran, Ph.D., Duke
Political Philosophy, Public Policy, Religion and Politics

Brian Collins, Ph.D., Indiana
Public Administration, Public Policy

Nelson C. Dometrius, Ph.D., North Carolina
American Government, Methodology, Public Administration

Craig Goodman, Ph.D., University of Houston
American Politics, Congress, Political Parties, American Political Development

Aman Khan, Ph.D., Pittsburgh
Public Budgeting, Financial Management, Quantitative Methods

Joon Kim, Ph.D., Syracuse University
Public Management, Information Technology Management, Public Private Partnerships

Aie-Rie Lee, Ph.D., Florida State
Comparative Politics, Asian Politics, International Political Economy

Thomas Longoria, Ph.D., Texas A&M University
Urban Politics and Administration, Nonprofit Management

Lawrence C. Mayer, Ph.D., Texas at Austin
Comparative Politics (Western Europe), Methodology, Public Policy

Dennis Patterson, Ph.D., UCLA
Comparative Politics, Asian Politics, Comparative Political Economy

Brandon C. Prins, Ph.D., Michigan State
International Relations, International Conflict, Foreign Policy

Frank Thames, Ph.D., Texas at Austin
Comparative Politics, Post-Communist Political Systems

Political Science at Texas Tech University

Application materials and program information are available online at:
www.depts.ttu.edu/politicalscience

Questions about the MA and Ph.D. programs can be sent to:
POLSGRAD@ttu.edu

Questions about the MPA program can be sent to:
MPA@ttu.edu

Those without web or email access may send requests for application materials to:

Forms Request
Texas Tech University
Department of Political Science
Box 41015
Lubbock, Texas 79409-1015

Information and applications available at:
Department: www.depts.ttu.edu/politicalscience
Graduate School: www.depts.ttu.edu/gradschool

MPA FACULTY

Clarke Cochran, PhD, Duke University, teaches healthcare policy.

Brian K. Collins, PhD, Indiana University, MPA Program Director, teaches city management and information technology.

Aman Khan, PhD, Univ. of Pittsburgh teaches budgeting and public finance.

Joon Kim, PhD, Syracuse University teaches public management and leadership, public private partnerships and information technology.

Tom Longoria, PhD, Texas A&M , Director, Center for Public Service, teaches non-profit management and policy . Dr. Longoria also teaches the CPM program.

Susan Opp - Need to add information

Center for Public Service
MPA Admissions
Holden Hall 120
Box 41015
Lubbock, TX 79409
Phone: 806-742-3125

TEXAS TECH UNIVERSITY

D R A F T

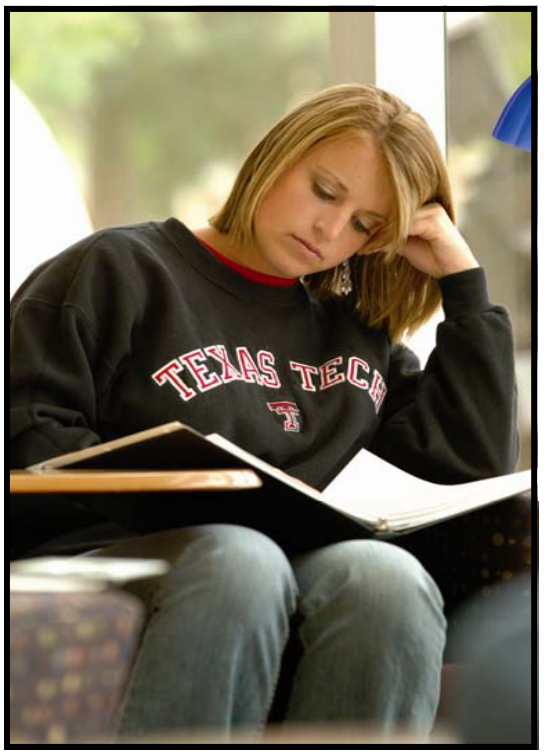
TEXAS TECH UNIVERSITY

M A S T E R

O F

P U B L I C

A D M I N I S T R A T I O N



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u r l : w w w . m p a . p o l s . t t u . e d u

MASTER OF PUBLIC ADMINISTRATION

WHAT THE PROGRAM OFFERS

Many people are uncertain what a Master of Public Administrative curriculum involves, and what the degree can do for them. The degree attracts people who aspire to work , or are already working, in government agencies, nonprofit organizations, and healthcare organizations and programs. It is considered a valuable degree for those seeking advancement into supervisory, managerial, analyst, and support-staff positions. The MPA curriculum includes a variety of subjects that are interdisciplinary in nature, and focused on professional practices. **Accordingly, students from all majors and professional backgrounds (with an undergraduate degree) are eligible for admission to the MPA program.**

The MPA program at Texas Tech offers many advantages. First, our students participate in real-world problem-solving with the faculty, survey labs and the Center for Public Service. Our program leverages the resources of Texas' only state university with a law school, business school and medical school on one local campus. For example, we have the only accredited MPA program in Texas with a concentration in healthcare administration and a joint JD/MPA. Finally, we meet the professional needs non-traditional students who are seeking to further their career paths. All these things highlight the exciting opportunities for you to make your living making a difference.

url: www.mpa.pols.ttu.edu

WHAT IS THE PROGRAM?

The MPA program is a nationally-accredited 42-hour program including a 6-hour internship requirement that can be waived for those with substantial, public sector work experience. Full time students complete the program in two academic years and part-time students in three years. All courses are available at night because we value working professionals

Program Tracks

- Public Management
- Healthcare Administration
- Public Policy Analysis
- Fiscal Administration
- Joint Economics/MPA
- Joint JD/MPA

Please visit the MPA website for more in-depth information on these programs.

HOW TO APPLY?

1. Complete the GRE, GMAT, or LSAT. We prefer the GRE, but the GMAT or LSAT can be substituted if submitted to other programs.

2. Complete the TTU Graduate School application at http://www.depts.ttu.edu/gradschool.

3. Complete the TTU MPA application at **www.mpa.pols.ttu.edu**. Mail it to the address below.

4. The TTU MPA program has a rolling admissions process. Thus, there is no deadline for applications. You can apply to begin the program for either the fall or spring semesters. Seats in the program are limited, so apply early.

5. Send at least one letter of recommendation to the address below.

TEXAS TECH UNIVERSITY

Center for Public Service
MPA Admissions
Holden Hall 120
Box 41015
Lubbock, TX 79409
Phone: 806-742-3125
Fax: 806-742-0850
e-mail: tamara.carlisle@ttu.edu or brian.collins@ttu.edu
url: www.mpa.pols.ttu.edu

Make a Living • Making a Difference • Center for Public Service

GO PUBLIC

with an MPA from Texas Tech!

Serve the public interest and your own with a Texas Tech MPA. Whether in government or nonprofit organizations, you can become a leader in managing the public's business and making public policy.

Our management students specialize in city management, healthcare administration, nonprofit management, and fiscal administration. Students in policy analysis specialize in economic, environmental or health care policy among others.

Make your living ***making a difference*** with a Master of Public Administration degree from Texas Tech University.

• 36-hour, non-thesis program • Convenient afternoon and evening classes
• Internships in the public sector • Experienced and enthusiastic faculty
• Practical knowledge and credentials for a career in public service • Scholarships available

Inquire Now for Fall Enrollment.

Center for Public Service • (806) 742-3125 • www.mpa.pols.ttu.edu

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Make a Living • Making a Difference • Center for Public Service

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Department of Political Science—Master of Public Administration Program

TEXAS TECH UNIVERSITY

Make a living making a difference

Leveraging a Political Science Degree in the Job Market

What can I really do after graduation?

An undergraduate degree in political science is one of the most interesting educational experiences at Texas Tech, but students often have the impression that only law school or academia await after graduation. This short presentation will discuss career paths in the public and nonprofit sectors that give political science students the chance to leverage an undergraduate degree into meaningful and interesting careers. Information about the short meeting is to right. Please RSVP so we can provide light refreshments.

Speaker: Dr. Brian Collins, MPA program director

Date: 11/01/2006

Time: Noon-1:00 pm

Place: Holden Hall 117

Please RSVP to :
tamara.carlisle@ttu.edu

MPA Information

The Master of Public Administration program at Texas Tech University will be hosting an information meeting on April 6th and April 13th from noon to 1:00PM in Holden Hall 129. Lunch will be provided.

Our faculty will be at the meeting to discuss our program, admissions, scholarships, and answer questions that you may have about careers in public service. We have also arranged for guided tours of campus if you are not familiar with Texas Tech University. Our admissions process is still open, so if you are still thinking about what to do in next Fall, please stop by.

If you are planning to attend our meeting, please send an email to evelyn.nobles@ttu.edu so we can make the appropriate preparations.

If you cannot attend either meeting, please visit our website at www.mpa.pols.ttu.edu or call us for further information (806) 742-3125.

Texas Tech University—– Master of Public Administration

The Master of Public Administration program at Texas Tech University will be hosting an information meeting on April 6th and April 13th from noon to 1:00PM in Holden Hall 129. Lunch will be provided.

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If you are planning to attend our meeting, please send an email to evelyn.nobles@ttu.edu so we can make the appropriate preparations.

If you cannot attend either meeting, please visit our website at www.mpa.pols.ttu.edu or call us for further information (806) 742-3125.

Texas Tech University—– Master of Public Administration

"The Tech MPA program is the perfect complement to ACU's political science department because it provides the next level of public service training needed for a career in government. The MPA was the graduate school option I had been looking for."

Jennifer Mason,

MPA

Q & A with faculty from the Master of Public Administration program at Texas Tech

- Old Main-Political Science Office Area
- March 3rd
- 2:30PM to 3:30PM

"The MPA program at Texas Tech has given me the opportunity to interact with professors who are experienced in the field of public administration, and more importantly, genuinely interested in the success of the students. The classes are small, so we have the chance to discuss issues related to the field with students that know each other on a personal level. I believe that when I graduate from the program I will be fully qualified to work in almost any area of public administration."

Julie Goen, '04

Texas Tech University
Master of Public Administration

Erin Kasal

Undergraduate: English

Graduate: MPA, Emphasis: City Management
City of Lubbock Intern

Currently: Management Analysts, City of Carrolton, TX

"The Texas Tech MPA program is personalized to meet the needs of individual students. The professors took an interest in my work in the classroom as well as my career after graduation. The classes provide practical and useful training that I use in my job everyday. Outside of the classroom, the program provides invaluable internship opportunities, research assistantships, and networking opportunities. Due to the education and training I received in the MPA program at Tech, I had a job waiting the day I graduated."
--- Erin Kasal

MPA Program

- **Students accepted from a variety of undergraduate backgrounds!**
- **No leveling courses required**
- **2 year graduate program for full-time students**
- **NASPAA accredited**
  (Highest possible accreditation)
- **Flexible class times**
  (Afternoon, evening)

Specializations include:
- Public Management
  - City Management
  - Nonprofit Organizational
- Policy Analysis
  - Economics
  - Environmental
  - Healthcare
- Fiscal Administration
- Healthcare Administration

Dual Degree Programs:
- MPA-JD with TTU Law School
- MPA-MA in Economics

Want to learn more about Texas Tech's MPA program?

Check out our website: http://www.mpa.pols.ttu.edu
Stop by in Holden Hall 120
Or call (806)742-3125 to set up an appointment to talk about your educational and professional goals

December 14, 2006

Dear Mr. Ramirez:

Thank you for expressing an interest in the Masters of Public Administration program at Texas Tech University. We appreciate your inquiry and are interested in talking with you about your educational interests and career plans.

Our MPA program is accredited by the National Association of School of Public Affairs and Administration and it is designed to enhance our students' professional and personal growth. The program is small enough to accommodate individual needs, yet large enough that students can design a course of study that reflects their personal interests. Six concentration areas are offered: public management, fiscal administration, nonprofit management, health care administration, health care policy, and policy analysis. We also offer joint degrees with the law school and department of economics.

Our faculty is also deeply concerned about teaching as well as research, and hence offers a quality education with a high degree of interaction among faculty and students. Our students are often involved in real-world projects—working with faculty in the Earl Survey Research Lab, assisting with projects, or by providing a public service to community organizations. In recognition of their hard work and achievement, deserving students are eligible for several scholarships, including the Sylven N. and Iva L. Cunningham Scholarship, the Jerry Perkins Merit Scholarship, and the Joe Cayer Public Service Scholarship.

Texas Tech University has historically maintained a strong placement record. Our program has a strong tradition in city management and many TTU graduates currently serve as city managers or hold high-level local government positions. Our graduates also serve as administrators and policy analysts in state and federal government organizations—indeed, our graduates currently work in Washington with the Bush administration, the Census Bureau and other federal agencies. Recent graduates have also received the prestigious Presidential Management Internship. Moreover, Tech MPA graduates have gained meaningful employment as executive directors and administrators in hospitals and nonprofit agencies.

We hope that you want to learn more about Texas Tech's MPA program. For more information, you can also go to our website at (www.mpa.pols.ttu.edu). Please consider scheduling a campus visit and contact us at 806-742-3125 to talk about your educational and professional goals. You can also contact me via e-mail at brian.collins@ttu.edu or Tammy Carlisle at tamara.carlisle@ttu.edu. Once again, thank you for your interest.

Sincerely,

Dr. Brian Collins
Director, MPA Program
Center for Public Service

APPENDIX D

Graduate Student Handbooks

MA/PhD Program
MPA Program

A MORE RECENT VERSION OF THIS HANDBOOK HAS NOT BEEN DISTRIBUTED PENDING A FINAL REVIEW BY THE GRADUATE AFFAIRS COMMITTEE.

POLITICAL SCIENCE GRADUATE STUDENT HANDBOOK

Department of Political Science
Texas Tech University
June 2005

INTRODUCTION

About this Handbook: This Handbook has been prepared as a guide for both applicants and current students to graduate study leading to the M.A. and Ph.D.[1] degrees in Political Science at Texas Tech University. Information for applicants interested in our graduate programs is also available on the department's web site, www.depts.ttu.edu/politicalscience. Applicants should review that information in addition to material in this Handbook.

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

I. BASIC INFORMATION

Program Management:

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

The Department also maintains a Graduate Affairs Committee, of which the Graduate Director is a member. This committee reviews applicants for admission, conducts annual reviews of

[1] While the Department of Political Science also contributes to other graduate programs such as the Master's in Public Administration (MPA) and the Interdisciplinary Master of Arts in International Affairs (MAIA), those programs are administered separately from the Political Science M.A. and Ph.D. programs. Contact the directors of these other programs for their standards and requirements.

graduate students, prioritizes applicants and current students for financial assistance and most graduate student awards, and develops general policy for the M.A. and Ph.D. degrees.

The Graduate Director and Graduate Affairs Committee report to the Department Chair and/or to the Political Science faculty.

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

Combined B.A. & M.A. degrees. Current Texas Tech undergraduate political science majors may apply for the combined B.A. / M.A. program whereby both degrees may be completed in approximately 5 to 5 ½ years.

Master of Arts (M.A.) only. The Terminal M.A. is for students possessing a bachelor's degree and expecting to stop their Texas Tech graduate study at the Master's level.

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

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

Degree Objectives:

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

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

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

to time. Contact the Graduate Adviser for information on any changes to fields of specialization.

II. APPLICATION PROCESS

Application: To be considered for admission to any of the graduate programs listed above, applicants must complete the application procedures required by both the Graduate School and the Department of Political Science. The Graduate School requires an application form, payment of an application fee, transcripts of prior collegiate coursework, and scores on the Graduate Record Exam (GRE). Application forms and requirements of the Graduate School may be found at the Graduate School's web site, http://www.depts.ttu.edu/gradschool/, or by writing to

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

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

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

There is one departmental application form for those interested in admission to the M.A., Ph.D., and combined M.A./Ph.D programs. There is a separate departmental application form for current undergraduate political science majors interested in the joint B.A. / M.A. degree program.

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

Application Deadlines: Applications will be considered at any time throughout the year.

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

Other Expectations:

Beginning Study: Those admitted to one of our political Science graduate programs are expected to begin their study in the fall semester. On rare occasions beginning graduate study in the spring may be allowed, but students are warned that doing so is often not beneficial to their degree progress, nor does it usually cut down on the amount of time required to obtain the degree.

Full time versus Part Time: Doctoral students, including M.A./Ph.D. students, are required to be full time, in residence students until the completion of their regular coursework. Full time means not only full time enrollment, but full time commitment to the program with only limited and occasional outside work responsibilities. Exceptions to this rule are very rare and are spelled out in the description of the Ph.D. Program. Though not recommended, it is allowable for doctoral students to continue part time after they successfully complete qualifying examinations and begin dissertation work. Terminal M.A. students may undertake their study part-time.

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

III. GENERAL DEGREE REQUIREMENTS

Standardized First Year Study: The Department of Political Science has adopted a standardized first year of study for all new doctoral students. It starts in the fall semester. With selected exceptions, this same standardized program is also followed by terminal M.A. and B.A. / M. A. students. A description of this first year and its application to each degree program is included in **Appendix I**.

Annual Evaluations: Graduate Study involves a significant time and financial commitment by students. It is in both the student’s and the department’s interest to not allow this commitment to continue if the student is unlikely to complete the desired degree in a timely manner. Equally important, many graduate students perform at a superior level and deserve to have that performance recognized. Consequently, the Department conducts annual evaluations of all

graduate students. This evaluation results in one of three recommendations: (1) the student is encouraged to continue in her or his program without reservation; (2) the student is allowed to continue, but with reservations and requirements needing to be met; (3) the evaluating committee recommends that the student not continue Political Science Graduate Study at Texas Tech. The annual assessment is also used to evaluate students for receiving, or continuing to receive, departmental financial assistance.

This annual evaluation begins with students completing an annual self-evaluation form each spring semester. The self-evaluation, in combination with other material in a student's file, is reviewed by the Graduate Affairs Committee. The Committee provides the student an assessment of their progress in our program.

As part of this annual assessment, first year graduate students will also undergo a preliminary examination during the spring semester of their first year covering their performance during the standardized first-year curriculum. This is an oral examination conducted by approximately three members of the faculty. And the end of the preliminary examination the examining committee writes and submits a report to the Graduate Affairs Committee. The preliminary examination report also includes the committee's recommendations on courses to take, courses requested for transfer credit, and faculty to advise the student during successive program years. Graduate Affairs uses this report, along with the self-evaluation and other material available, in its annual assessments and recommendations to students.

Other degree specific examinations also exist. The evaluation, examination, and advising processes are described more fully in **Appendix II**.

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

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

meet the expectations of this program.

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

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

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

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

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

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

IV. THE MASTER OF ARTS PROGRAM

Thesis vs. Comprehensive Exam.: There are two basic plans for master's degree work.

Thesis. Under the thesis plan, the student is required to complete 24 hours of course work plus 6 hours of thesis for 30 hours total. Under the thesis option, students declare a single major field of study drawn from American Politics, comparative politics, or international relations. Under the guidance of a thesis chair and committee thesis students will write, and must successfully defend, a thesis to receive the M.A. degree

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

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

Terminal M.A. students are required to take only two of the three proseminars, though the third may also be taken if consistent with the student's degree objectives.

Unless the student is serving as a TA, terminal M.A. students are not required to take the socialization courses (POLS 5100). If serving as a TA the student should take the teaching section of POLS 5100.

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

Enrollment: Terminal M.A. students are expected to enroll for at least six hours per semester, or a total of 12 hours during the academic year. Occasional enrollment for fewer than six hours per semester may be approved upon petition to the Graduate Director, but all requirements for the M.A. degree should be completed within three academic years. Any request for exception to these rules must be submitted to the Graduate Director and include a semester-by-semester plan for completing the degree in a timely manner. The decision on whether or nor to accept plan will be made by the Graduate Affairs Committee.

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

Minimum Residence. The Graduate School has a minimum residence requirement of "a full academic year or its equivalent of graduate work carrying residence credit." Requests for exceptions to this rule along with a written justification and study plan as described above should

be submitted to the Graduate Director. The Graduate Affairs Committee will review the request and make a recommendation to the Graduate School. The Graduate School makes the final decision.

Language or Research Tool. There is no language requirement for the Master's degree, though in some cases a student's major professor may recommend language training as part of, or in addition to, the degree requirements. Students must successfully complete POLS 5380, POLS 5381, and POLS 5382 before advancing to candidacy. Successful completion is defined as receiving a grade of "B" or higher (for the purposes of this definition, a grade of "B-" will **NOT** be considered satisfactory) and a P or CR grade for 5380.

The faculty in each of the major fields of study will determine whether an M.A. student in that field is required to take POLS 5383 in addition to the courses above. At present, all fields currently require M.A. students to also successfully complete POLS 5383.

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

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

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

It is the student's responsibility to inform the Graduate Advisor at least two months before the

beginning of the semester in which he or she expects to take the comprehensive examination. It is also the student's responsibility to inform the Advisor in which fields she or he will be examined.

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

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

V. THE DOCTOR OF PHILOSOPHY (Ph.D.) PROGRAM

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

M.A. / Ph.D. Track. A student with an accredited bachelor's degree can apply directly for admission into the Ph.D. program via the M.A./Ph.D. track. The M.A. portion of this degree plan requires 36 hours of doctoral level course work and a final oral examination, administered by a departmental examination committee. The committee will examine the student's knowledge of the literature, ability to deal with concepts, and insight into the interrelationships between concepts and literature. This oral examination should take place during the student's second year of graduate study. Students passing this oral examination will be recommended for the M.A. degree at the next available commencement date and will continue their studies toward the Ph.D. All political science courses taken at Texas Tech and applied to the master's degree will be counted toward the coursework requirements for the Ph.D. degree.

If an M.A./Ph.D. student fails the oral examination for the M.A. degree, she will be required to retake the examination at the next available opportunity. Failure of the examination will result in a review by the Graduate Affairs Committee of whether the student should be allowed to continue toward the Ph.D. This review will take place regardless of any prior assessments of the student's performance. Failure of the examination a second time will result in dismissal from the program without receipt of the M.A.

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

Ph.D. Program. Students who already have the master's degree can apply for admission directly into the Ph.D. program. Upon admission and arrival at Texas Tech, these students should consult with the Graduate Adviser regarding any requests for transfer of coursework.

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

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

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

Occasional courses taken outside the department not constituting either a departmental or official minor may be taken if approved by the student's major professor (or the Graduate Adviser for first year students).

Students are advised to carefully consider, and discuss with their adviser, taking courses outside the department. It is possible, compared to taking all courses inside the department, that doing so may detract from the student's preparation for the Ph.D. Qualifying Examination in political science, or require additional coursework before the student is fully prepared for the Qualifying Examination.

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

Research methodology: POLS 5380, POLS 5381, POLS 5382, and POLS 5383;
Field Proseminars: POLS 5322, POLS 5360, and POLS 5370; and
Professional Socialization: three sections of POLS 5100.

During each student's second year of graduate study (or as soon thereafter as they are offered) he or she will enroll for two sections (six hours) of research practicum in the student's primary

major field. At the discretion of the student's major professor, these six hours may be distributed as three hours of research practicum in each of the student's two major fields.

Students are required to achieve a grade of B or higher in each of the first year methodology courses (P or CR in POLS 5380). Students receiving a B- or lower grade in any of these courses are permitted to continue taking other courses, but are required to retake the methods course at its next availability and raise the grade to at least a B.

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

Residence: The Graduate School requires a minimum of one year in residence for all doctoral students. Residence is normally defined as the completion of 24 hours of graduate coursework within a single 12-month academic year. Completion of the residence requirement will be met by most doctoral students via the standardized first year curriculum. Any request for modification of this requirement should be submitted to the Graduate Director for review by the Graduate Affairs Committee. The Committee will, as needed, recommend to the Graduate School whether the request should or should not be approved.

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

Preliminary Examination, Degree Plan and Adviser(s). During the student's second semester in the program, he will undergo a preliminary examination. After that examination, assuming acceptable performance, the Graduate Affairs committee will assign a major professor and an advising professor(s). The student will meet with the major professor, and the advising professor and Graduate Director as needed, to develop a degree plan. The degree plan should be filed with the Graduate School by the end of the second semester of graduate study.

The primary responsibility of the major professor (and the advising professor(s) to a lesser extent) will be to guide the student's coursework and related activities to ensure appropriate preparation for student success on Qualifying Examinations and the dissertation (and prospectus). In addition, the major professor will guide the student on other activities designed to prepare the student as a political science professional, such as: preparation of the student's vita, conference papers, appropriate association memberships and conferences to attend, and grant applications. The major professor will also guide the student's preparation to serve as an effective classroom instructor.

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

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

(a) Approval of the doctoral degree plan by the Graduate School;
(b) Completion of all language and tool requirements specified on the degree plan;
(c) Completion of all courses specified on the degree plan or currently enrolled in the final courses required by the degree plan;
(d) Verification by the relevant instructor(s) that any incomplete grades on the student's current records have been satisfied and the student qualifies for an acceptable course grade.

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

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

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

If the student passes the qualifying examinations in both of her major fields, and successfully completes required coursework for the minor field, the Graduate Director will recommended to the Graduate School that the student be admitted to candidacy for the Ph.D. Each student must be formally admitted to candidacy by the Graduate Council, upon recommendation of the department, at least four months prior to the proposed graduation date.

If the student does not pass the qualifying examination in one or both of his major fields, he must retake the exam the next time it is offered. If the student passes the exam in one field but not both, he will retake the exam only in the field where he did not pass the first time. Students should be aware that the membership of the examination committee might change between the first (failed) exam and the re-take. Failure to pass qualifying examinations in each of the students' major fields upon the second taking of the exam will result in the student's dismissal from the program by the Graduate School.

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

Where appropriate, an additional member of the committee may be added who is a member of the graduate faculty from some program other than political science or a member of the political science faculty from another doctoral institution. In any event, the chair and at least two members of the committee must be political science graduate faculty in this department.

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

The prospectus must be approved by all members of the student's committee. Copies of the prospectus will be made available in the Department office at least one week prior to the public defense. Substantial changes in the research design require committee approval of a revised prospectus.

The prospectus must be completed and successfully defended within six months after successfully completing the Qualifying Examination. For students passing the Qualifying Examination in the fall semester, the prospectus must be successfully defended before the end of March in the following Spring semester. For students passing the Qualifying Examination in the spring semester, the prospectus must be successfully defended before the end of September in the following fall semester. ***Students receiving financial aid through the Department may jeopardize the continuation of such aid unless they meet this expectation***. Failure to comply may also result in dismissal from the program.

Final examination: A final oral examination on the dissertation will be administered by the dissertation committee in an open session. The student is required to both be aware of, and meet, all requirements of the Graduate School regarding arranging the dissertation defense. A copy of the dissertation will be made available at least one week in advance of the examination in the

Department office. The dissertation must be acceptable to all members of the dissertation committee in order to satisfy the requirements for the Ph.D.

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

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

VI. POLITICAL SCIENCE AS AN EXTERNAL MINOR

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

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

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

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

APPENDICES

These appendices contain additional descriptive information about some of the policies and practices described earlier in the handbook, or additional policies adopted by the Department that may apply to Graduate Students. No warranty is made that all policies or practices that may affect graduate students are covered either in the handbook or the appendices. For current information students should consult the Graduate Adviser.

I. Basic Graduate Program Schedules

II. Evaluations, Examination, and Advising Processes

III. Policy on Independent Study (POLS 7000) Enrollment

IV. Graduate Student Travel Support Policy

V. Doctoral Student Placement Packets

VI. Selection and Responsibilities of Teaching Assistants

VII. State of Texas 99 Hour Rule

Appendix 1
Basic Graduate Program Schedules

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

- - - - - - - - - - - - - - First Year - - - - - - - - - - - - -

Fall Semester
- POLS 5100, Socialization (CR/NC)
- POLS 5380, Data Management (CR/NC)
- POLS 5381, Research Design,
- POLS 5382, Data Analysis
- POLS 5360, Pro-Seminar in International Relations

13 hours total

Spring Semester
- POLS 5100, Socialization (CR/NC)
- POLS 5100, Teaching Political Science (CR/NC)
- POLS 5322, Pro-seminar in American Politics
- POLS 5370, Pro-seminar in Comparative Politics
- POLS 5383, Advanced Data Analysis

11 hours total

- - - - - - - - - - - - - - Second and Third Years - - - - - - - - - - - - -

Substantive seminars in the student's field

Research colloquia in the student's major field(s).

M.A./Ph.D. Students undergo oral M.A. exam during the spring semester of their second year and receive M.A. degree at the end of that semester.

Completion of 60 hours of post BA coursework, not including dissertation hours

- - - - - - - - - - - - - - Fourth and Fifth Years - - - - - - - - - - - - -

Take Ph.D. qualifying exam at the beginning of the fall semester of the student's fourth year.

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

Write and defend dissertation during fourth and fifth years.

- - - - - - - - - - - - - - Notes - - - - - - - - - - - - -

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

(CR/NC) means a course will be graded either credit / no credit, or pass / fail.

Pro-seminars are first year courses emphasizing a review of the literature and major issues of a field, with course activities and papers normally emphasizing knowledge of a field rather than independent student research. The Socialization courses familiarize students with the political science profession via discussion of such topics as: conferences, journals, grants, vita preparation, applying for jobs, major research issues in each field, and more.

The Teaching Political Science course is normally required only if a student is serving as a departmental Teaching Assistant. However, the Graduate School currently requires a year in residence

for all doctoral students, with "in residence" defined as 24 semester hours taking within a 12 month period. To satisfy this requirement, graduate students may take the teaching course (POLS 5100) even if not required.

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

M.A. in Political Science (terminal)

Students expecting to complete M.A. degrees at Texas Tech and then transfer to a doctoral program elsewhere should follow as closely as possible the schedule for Ph.D. students.

The description below is based upon full time study. Part time M.A. students will take fewer courses each semester but should strive to complete first year courses listed as soon as possible in their studies.

Though described below as a three semester program, students often take four semesters and sometimes more to complete the degree. Because of variations in funding and student fields of interest, the department makes no commitment that sufficient courses in the required fields will be available for students wishing to complete degree requirements within three or four semesters.

- - - - - - - - - - - - - - First Year - - - - - - - - - - - - -

Fall Semester

POLS 5380, Data Management (CR/NC)
POLS 5381, Research Design,
POLS 5382, Data Analysis
Pro-Seminar (POLS 5322, 5360, or 5370)—M.A. students are required to take 2 of the 3 first year pro-seminars.

By the end of their first semester, or completion of 9 hours of coursework, whichever comes later, terminal M.A. students must declare whether they will take the thesis or comprehensive exam option.

Spring Semester

POLS 5101, Teaching Political Science (CR/NC)—take only if serving as a TA
Pro-Seminar (POLS 5322, 5360, or 5370)—M.A. students take 2 of the 3 first year pro-seminars
POLS 5383, Advanced Data Analysis—required for some major fields of study, but not all. Consult with POLS Graduate Director.
Two courses in major and/or minor field, 6 hours.

Third Semester (summer or fall)

Thesis students: Any additional substantive courses required, plus 6 hours of thesis.
Comprehensive exam students: 12 hours of course work in major or minor fields, followed by a comprehensive exam. Comprehensive exams are normally given only at the beginning of the fall and spring semesters, not during the summer.

Combined B.A. & M.A. in Political Science

Sample Curriculum: Thesis Option (30 graduate hours total), Fourth Year (POLS 5381 and 6 hours of graduate survey courses count toward B.A.)

Fall		*Spring*	
POLS 5381, Research Design[b]	3	Graduate Pro-seminar or 5383[b]	3
POLS 3310-special section for joint degree students	3	Graduate Pro-seminar[b]	3
POLS 3311, Political Data[u]	2	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Total	14	Total	15
Undergraduate	11	Undergraduate	9
Graduate	3	Graduate	6

[U]Counts as undergraduate credit [G]counts as graduate credit
[B]counts as both graduate and undergraduate credit

Fifth Year

Fall		*Spring*	
Graduate Seminar[g]	3	Graduate Seminar[g]	3
Graduate Seminar[g]	3	Thesis[g]	3
Graduate Seminar[g]	3	Thesis[g]	3
Graduate Seminar[g]	3		
Total	12	Total	9

Sample Curriculum: Non-Thesis Option (36 graduate hours total), Fourth Year (POLS 5381 and 6 hours of graduate survey courses count toward B.A.)

Fall		*Spring*	
POLS 5381, Research Design[b]	3	Graduate Pro-seminar or 5383[b]	3
POLS 3310-special section for joint degree students	3	Graduate Pro-seminar[b]	3
POLS 3311, Political Data[u]	2	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Undergraduate requirement[u]	3	Undergraduate requirement[u]	3
Total	14	Total	15
Undergraduate	11	Undergraduate	9
Graduate	3	Graduate	6

Fifth Year

Fall		*Spring*		*Summer or Fall year 6*	
Graduate Seminar[g]	3	Graduate Seminar[g]	3	POLS 7000, capstone research	3
Graduate Seminar[g]	3	Graduate Seminar[g]	3	Comprehensive Exam	
Graduate Seminar[g]	3	Graduate Seminar[g]	3		
Graduate Seminar[g]	3	Graduate Seminar[g]	3		
Total	12	Total	12	Total	3

APPENDIX II
Evaluations and Examinations
Timing and Process

1. Annual Evaluations.

All graduate students are required to fill out a self-evaluation form each spring semester. That evaluation form will be reviewed by the Graduate Affairs Committee. Based upon their assessment, the Graduate Affairs Committee will make two recommendations.

(a) The committee will recommend whether or not the student should be allowed to continue in our graduate program and any requirements or conditions that should be met during any continuation.

(b) The committee will recommend whether or not the student should receive department funding over the next academic year.

2. Preliminary Examinations.

All graduate students will undergo a preliminary examination during their first year in the program. The examining committee will consist of:

(a) one faculty member from a proseminar taught that academic year.

(b) one faculty member from a methods course taught that year,

(c) and one faculty member from outside either of these two areas.

Exceptions to this composition may be made by the Graduate Director where necessary to avoid a member of the faculty being required to serve on an excessive number of examining committees. For terminal M.A. students the examining committee may consist of only two members of the faculty drawn from the three areas above if necessary to avoid a member of the faculty being required to serve on an excessive number of examining committees.

The preliminary examination is a 60 to 90 minute oral exam in which committee members examine the student on courses taken, including those in progress or requested for transfer credit, as well as the student's research and career interests. At the end of the examination the committee will vote on whether:

(a) the student is encouraged to continue in our graduate program toward the specified degree;

(b) the student is allowed to continue though with reservations, and the committee identifies performance targets to be met in the near future; or

(c) the committee recommends the student not pursue further graduate training in this department.

If the student is allowed or encouraged to continue their graduate program, the examining committee will also recommend (a) whether any prior graduate courses should be included on the student's degree plan in this program and (b) major and advising professors to guide the student through his coursework.

Upon the completion of the preliminary examination, the committee will inform the student of their recommendations, and provide a written statement of the recommendations to the Graduate

Director. The recommendations of the preliminary examining committee will be forwarded to the Graduate Affairs committee who will, as part of their annual evaluation process, make the final decision.

3. Ph.D. Qualifying Examination.

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

(a) Approval of the doctoral degree plan by the Graduate School;
(b) Completion of all language and tool requirements specified on the degree plan;
(c) Completion of all courses specified on the degree plan or currently enrolled in the final courses required by the degree plan;
(d) Verification by the relevant instructor(s) that any incomplete grades have been satisfied and the student qualifies for an acceptable course grade.

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

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

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

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

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

If the student passes the qualifying examinations in both of her major fields, and successfully completes required coursework for the minor field, the Graduate Director will recommended to the Graduate School that the student be admitted to candidacy for the Ph.D.

If the student does not pass the qualifying examination in one or both of his major fields, he must retake the exam the next time it is offered. If the student passes the exam one field but not both, he will retake the exam only in the field where he did not pass the first time. Students should be aware that the membership of the examination committee might change between the first (failed) exam and the re-take. Failure to pass qualifying examinations in each of the students' major fields upon the second taking of the exam will result in the student's dismissal from the program by the Graduate School.

4. M.A. Comprehensive Examination.

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

APPENDIX III

POLICY ON INDEPENDENT STUDY (POLS 7000) ENROLLMENT

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

1. Terminal M.A. students under the thesis option should not include in any 7000 hours on their degree plan.
2. Terminal M.A. students under the comprehensive examination option may include one section (3 hours) of 7000 on their degree plans.
3. Ph.D. (or M.A. / Ph.D.) students may include two sections (6 hours) of 7000 on their degree plans.

The inclusion of any 7000 hours on the degree plan under the guidelines above must have the approval of the student's major professor. The major professor may, at his or her discretion, add an additional section (3 hours) to the limits above to a student's degree plan. Any request to include more than these limits on a student's degree plan must be approved by the Graduate Affairs Committee. Any such request must include a written justification by the student and a written supporting justification by the student's major professor.

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

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

On occasion, an organized graduate course – multiple students enrolled, full syllabus, meeting approximately 3 hours per week – is offered under the 7000 label. Such courses are exempt from the requirements described above. This exemption includes 7000 enrollment related to attendance at a summer ICPSR course or similar organized graduate-level instructional activities.

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

APPENDIX IV
Graduate Student Travel Support Policy

The Department will, assuming available funds, support the travel of doctoral students to present research papers at professional conferences. All requests for conference travel assistance must be made to the Department Chairperson, and must be accompanied by a letter of support from the student's major professor. First year students without a major professor should obtain a letter of support from a member of the department faculty in a field related to the topic of the research paper.

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

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

Support is provided only for the presentation of research papers.

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

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

Students seeking departmental support must also apply to the Graduate School for conference travel support.

The student's major professor should monitor progress on the conference paper and ensure that it is ready for the conference in a timely manner. It is strongly suggested that students attending their first conference present their paper (or poster) in advance to an open session of the department.

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

APPENDIX V
DOCTORAL STUDENT PLACEMENT PACKETS

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

The placement file will contain the student's vita and other material supplied by the student up to a total of 50 pages maximum. Students may supply placement material exceeding this page limit, but will be charged photocopying fees for the additional pages as well as additional postage costs whenever the file is sent out. Reference letters are not included in this page limit. The Graduate Adviser or Department Chair may also provide a cover letter or similar material for the placement file which also will not be counted in this page limit.

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

Student requests for their placement file to be mailed for a job opening must include approval by their major professor using the departmental form. The department will cover duplication and standard mailing costs for up to 30 copies of the placement file each academic year. Requests for additional copies to be mailed out will be at the student's expense. The department will cover standard photocopying and mailing expenses only. Requests for exceptional treatment -- such as color copies, faxing, or overnight mail – will be at the student's expense.

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

The department will provide the support provided in this document for a maximum of four academic years beginning at either the student's first request for a placement packet or two years after the student has successfully passed PhD qualifying examinations, whichever comes first.

The department recommends that a standard placement packet include a vita, letters of reference, one writing sample, a summary of teaching evaluations, and brief statements of the applicants teaching and research interests.

APPENDIX VI
SELECTION AND RESPONSIBILITIES OF TEACHING ASSISTANTS
(TAs and GPTIs)

Selection: Teaching assistants will be selected by the Department Chair in consultation with the Graduate Advisor and / or Graduate Affairs Committee. For incoming students, selection will be based primarily on the student's qualifications for graduate study as determined by the priority ranking provided by the Graduate Affairs Committee. For continuing students, selection will be based primarily on performance in, and progress through, the graduate program as determined by the annual assessments and funding recommendations provided by the Graduate Affairs Committee.

All choices will be made with an eye toward the Department's goals, so the following criteria may be considered in making choices: the teaching needs of the Department, students' areas of expertise and experience in the classroom, and the need for recruitment of a sufficiently large incoming class. While every attempt will be made to continue funding students as long as they are making good progress, ***there is no guarantee of continued employment past the agreed-upon term (either one semester or one academic year)***. The only exceptions to this rule are those that are stated ***in writing*** and bear the signature of the Department Chair. All assistantships are dependent on the Department receiving sufficient funding from the College of Arts and Sciences or from some other source, and upon the student's satisfactory performance both as a graduate student and as an assistant.

International Students: Any teaching assistant whose first language is not English will be evaluated by the International Teaching Assistant program. That program takes place in the summer and new international teaching assistants are required to attend. The student's English language teaching skills will be assessed at the end of the program and a recommendation made to the department. Should a student who has been offered an assistantship be not recommended for teaching responsibilities, the Department will attempt to find other duties for the student to fulfill so that he or she can keep the award. However, the Department reserves the right to withdraw support from any student who does not possess the language skills necessary to serve as a teaching assistant. In addition, the Department reserves the right to make its own determinations about a student's English language skills even if such determinations may differ from those made by the International Teaching Assistant Program.

Terms of Appointment: Teaching assistantship awards will generally be made for one semester or one academic year. Re-appointment is only guaranteed if the student is given that assurance in writing by the Department Chair (this will occur only rarely, and usually only in cases of new student recruitment). Re-appointment in every instance will depend on all of the criteria listed above as well as annual recommendations by the Graduate Affairs Committee and will also be based on a student's performance as a teaching assistant. The Department will generally require that each teaching assistant be evaluated by his or her students and by the professor under whom he or she has worked (if that is relevant). Regardless of the initial offer of support from the Department, all students who receive poor evaluations from either source might not be re-

appointed and may, in exceptional cases, have their assistantships withdrawn in the middle of a semester or year.

Duties of a Teaching Assistant: Teaching assistants are responsible for an average of up to 20 hours of work per week, which includes time in class, preparation time, and office hours. New graduate students will usually serve as an assistant to a faculty member who is the primary instructor for a large undergraduate course. For doctoral student TAs serving in this position, faculty are strongly encouraged to assist the student in developing the teaching skills needed in the academic profession. This may include such activities as: assisting in developing test questions, conducting exam review sessions, conducting discussion groups, or giving occasional lectures in the course.

Advanced doctoral students may sometimes be given the opportunity to teach their own course. Such an assignment will be made by the Department Chair with special consideration given to the Department's needs. Students who are given this assignment will usually teach two sections of a single course with enrollment limited to 35 students in each section. These graduate student instructors will have full authority for their course, developing the syllabus, presenting the lectures, holding office hours, designing and grading all papers and exams, and determining students' final grades.

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

Summer Appointments. Teaching assistantship positions are for a fall or spring semester or nine-month academic year. They do not include any funding for the summer months. However, if funds are available, advanced graduate students may be given the opportunity to serve in the summer. Such appointments are almost always as the primary instructor for two sections of a single course. When available, summer appointments are allocated primarily on the basis of the student's teaching and program performance. Among students performing well in both categories, advanced graduate students will be given some preference. Primary consideration, however, will always be the department needs.

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

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

APPENDIX VII
STATE OF TEXAS 99 HOUR RULE

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

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

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

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

This Handbook cannot cover all applications of the 99 hour rule. Below, however, are some general guidelines students may use to calculate their doctoral hours.

What Hours Count Toward the 99 Hour Limit?

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

Once you are admitted to our graduate program and begin taking courses, all graduate hours count toward the limit. It is possible that some undergraduate hours, such as language courses or math courses to correct some deficiency, may count as well. Seek the advice of

the Graduate School to determine if specific undergraduate courses will or will not count against the 99 hour limit.

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

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

What Hours *Do Not* Count Toward the 99 Hour Limit?

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

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

Guidelines for Student Awareness and Self-Monitoring.

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

If offered a summer TA position, you will be required to enroll in summer hours to qualify for support. Make sure these hours contribute toward your qualifying exam preparation or dissertation work. Do not treat them as pro forma.

If you take supplementary (non-POLS graduate) courses that may benefit your professional skills but do not directly contribute to your qualifying exam preparation or dissertation work, audit these courses instead of enrolling for a grade whenever feasible.

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

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

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

Graduate Student Handbook

Master of Public Administration Program

Department of Political Science
Center for Public Service
Fall 2006

TEXAS TECH UNIVERSITY™

GRADUATE STUDENT HANDBOOK*

Master of Public Administration Program
Department of Political Science
Texas Tech University
Lubbock, TX 79409
www.mpa.pols.ttu.edu

Fall 2006

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* This handbook has been prepared as a reference guide for students in the Master of Public Administration Program. It outlines MPA Program degree procedures and requirements that are in place for students admitted to the program in the 2005-2006 academic year. These contents may be superseded by official University publications and policies and subsequent MPA handbooks.

The Department of Political Science and the Center for Public Service are sensitive to the needs of students with disabilities and/or disabling conditions. Students with special needs are not required to identify themselves, but may wish to contact the MPA program director to arrange for appropriate accommodations.

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INTRODUCTION TO THE MPA PROGRAM

The mission of the Texas Tech University MPA program (founded in 1967), is to provide students with the highest quality education in preparation for management and leadership positions in public sector organizations, and to convey an enduring commitment to public sector service and values. The program pursues this mission by advancing research, integrating service learning and applications into the students' experience, providing service to university and academic communities, collaborating with the professional and alumni communities, and focusing on diversity and access issues.

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

The MPA program welcomes both full-time students and part-time students who desire to return to school for additional professional training or to prepare for a change in careers. Most full-time students require 22 months to complete the program. Part-time students can work at their own pace and to accommodate part-time students, MPA courses are offered during evening hours.

Admission Procedures

Students are accepted from a variety of undergraduate fields and no leveling courses are required. For admission into the MPA degree program, application must be made to the Graduate School. Applications are accepted for Fall, Spring, and Summer semesters. The procedures and requirements for admission, for both an MPA degree student and special students, are outlined in the Texas Tech University Graduate Catalog. Students are required to complete the Graduate Record Examination (GRE) before they may be fully admitted to the MPA degree program. However, business students may substitute their GMAT and law school applicants may substitute their LSAT scores for the GRE. Grade point averages, GRE scores, and other relevant factors are taken into account in admission decisions. The minimum residence is a full academic year (12 months) of graduate work or its approximate equivalent in summer terms.

Application forms for admission to the Graduate School may be obtained from:

The Office of Graduate Admissions
Texas Tech University
P.O. Box 41030
Lubbock, Texas 79409

URL: www.ttu.edu/~gradsch/

MPA Program Degree Requirements

The MPA degree requires 36 hours of graduate level courses. Of these hours, 18 are specified as core curriculum, and must be completed by all students. The remaining 18 hours are electives that are grouped as a combination of courses in a major field of concentration area and an area of emphasis. In addition to the 36 classroom hours, there is a 6-hour internship requirement for those lacking substantial public service work experience.

Required Courses

All students must take the following courses:

PUAD 5319: Research Methods in Public Administration (currently PUAD5348)
PUAD 5320: Program Evaluation and Quantitative Analysis
PUAD 5341: Public Policy Theory and Process
PUAD 5343: Public Personnel Administration
PUAD 5344: Public Budgeting
PUAD 5337: Organization Theory

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

Comprehensive Examination

A comprehensive examination that covers the area of concentration and public administration in general is given during the last long semester of enrollment. Information on comprehensive exam and grading procedures used are described under Section III of this handbook.

Internship

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

Other Degree Requirements

During the **first semester of course work**, each student must submit to the Graduate School a degree plan which outlines the courses the student intends to take in order to satisfy degree requirements. When 9 to 12 hours have been completed, the student must then make formal application to the Graduate School for admission to candidacy for the MPA degree. All work must be completed within 6 years with a minimum average grade of 3.0 ("B"). However, a student may not graduate with a grade of 2.0 ("C") in any core curriculum course. Additional information on these requirements may be found in the Graduate Catalog, or obtained from the MPA program director.

Dual Degree Programs

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

Joint MPA-J.D. Program

The School of Law and the Graduate School of Texas Tech University offer a joint degree program that allows students to complete the requirements for the MPA and the Juris Doctor (J.D.) Degrees in less than the 5 years that would be required if the two degrees were pursued separately. The joint program reduces the total required hours through a reciprocal arrangement by which elective hours taken in one degree program are accepted by the other degree program. The 12 hours of approved public administration courses are counted as elective credit toward the J.D. degree, and the 18 hours of law are counted as credit towards the MPA degree. As a result, students in the joint program take 78 hours of law and 24 hours of public administration (which includes 18 hours of core courses plus two other courses, preferably the Administrative Law and the Ethics course) to earn both degrees. Students are also required to complete 6 hours of internship. To enter the joint program, candidates must apply separately to the School of Law and the Graduate School (see the section on Admission, above) and be accepted by both. The degree is designed so that students complete the first year of law school before taking a mix of PUAD and law school courses. Students may begin a joint degree with PUAD courses, however, if they do not take more than 12 hours prior to matriculating to the law school.

Applications and other admission requirements for the School of Law may be obtained from:

Office of Admissions
School of Law
Texas Tech University
P.O. Box 40004
Lubbock, TX 79409

URL: www.law.ttu.edu/admissions/

This application must be supported by scores on the Law School Aptitude Test (LSAT). On the application for both schools, candidates should indicate their desire to enter the Joint MPA-J.D. Program. The LSAT examination should be taken as early as possible in the senior year for timely

consideration of admission applications by both schools. In no case will a student be permitted to enter the joint program if the student has not been accepted to the MPA part of the program by the end of the student's fourth semester in law school.

Joint MPA- MA in Economics

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

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

Financial Assistance

In recent years there have been three primary sources of financial assistance for students in the MPA program: (1) teaching assistantships in the Department of Political Science; (2) scholarships; and (3) paid internships.

Students receiving half-time teaching assistantships also qualify for state sponsored medical insurance. Teaching assistantships in the Department of Political Science require 20 hours per week (half time) in work. Teaching assistants may be asked to enroll in special courses to prepare for the classroom experience. Teaching assistants are asked to perform various duties relating to introductory political science courses, such as leading discussion groups, grading papers, and assisting students with questions.

Applicants for a teaching assistantship or scholarship should (1) submit an application form (available upon request) to the MPA program director; (2) request two letters of recommendation be sent to the MPA program director; and (3) complete the steps for admission to the Graduate School as specified the Graduate Catalog. Information and application forms for other types of financial assistance, such as student loans and work-study opportunities are available from:

Financial Aid Office
Texas Tech University
P.O. Box 45011
Lubbock, TX 79409

MPA CONCENTRATION AREAS (TRACKS)

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

Public Management (Track coordinator: Dr. Brian Collins)

The primary objective of the public management track is to prepare students for careers in the administration of governmental and nonprofit organizations. The curriculum provides the professional skills that employers demand and the critical analytic skills needed for career advancement. There are two specific objectives for the track. First, the track provides students with the technical and managerial skills necessary for the effective delivery of public services. Second, the track provides students with the analytic skills to understand the formulation and implementation of public policy in the context of political, social, and economic challenges. The required courses in the public management track further develop skills from the core classes by focusing the skills that public managers need to accomplish work through others and to manage programs, analytic and ethical issues related to public administration, information technology, and financial management.

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

Public Management

Track Requirements

	City Mgt.	**Non-Profit Mgt.**	**Organizational Mgt.**
PUAD 5326	PUAD 5342	PUAD 5335	PUAD 5349
PUAD 5345	PUAD 5353	PUAD 5328	
	Two from:	Two from:	Three from:
	PUAD 5346	PUAD 5346	PUAD 5321
	PUAD 5349	PUAD 5349	PUAD 5335
	PUAD 5321	PUAD 5321	PUAD 5328
	PUAD 5328	PUAD 5342	PUAD 5346

* Electives are incorporated into the emphases.

Fiscal Administration (Track coordiator: Dr. Aman Khan)

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

Fiscal Administration

Track Requirements	Emphases	Electives (2)
PUAD 5321	None	
PUAD 5346		ACCT 5310
PUAD 5348-Accounting		ECO 5310, 5316, 5320, 5324
PUAD 5326		FIN 5421

Health Care Administration (Track coordinator: Dr. Clarke Cochran)

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

Health Care Administration

Track Requirements	Emphases	Electives (2)
PUAD 5334	None	PUAD 5326, 5321, 5335, 5328
PUAD 5346		ECO 5337
MGT 5306		MGT 5308
MGT 5307		GHSR 5301-10

Policy Analysis (Track coordinator: Dr. Trey Marchbanks)

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

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

Policy Analysis

Track Requirements	Electives
PUAD 5321	Three approved courses from a substantive or methodological area.
PUAD 5326	Examples: economics, healthcare, environmental, GIS, statistics
PUAD 5352	

COMPREHENSIVE EXAMINATION PROCEDURES

Each student must pass comprehensive exams to receive the MPA degree. The comprehensive examination is conducted twice a year, once in the fall and once in the spring. It is normally scheduled about three weeks prior to graduate school deadlines for reporting results, which is just past the midpoint in the fall and spring semesters. Students are assigned random identification numbers to maintain anonymity during the examination and throughout the grading process. Students are required to answer four questions during the six-hour written examination: three questions from core areas and one question from their respective track area. Core areas include: [1] organization theory, [2] policy theory and process, [3] program evaluation, [4] advanced quantitative data analysis, [5] public budgeting, and [6] public personnel administration. Questions are designed to tap into the breadth and depth of the functional (core or track) areas rather than the specifics of courses students may have taken. Students are responsible for current conceptualizations of functional areas regardless of when particular courses may have been taken. Students are required to type their exam answers using standard computer word processing programs. The comprehensive exam is administered in the social science computer laboratory.

A comprehensive examination workshop is held approximately three weeks prior to administration of the exam itself. At the workshop faculty members will convey their expectations regarding the exam. Students are given the opportunity to ask questions regarding the format and general content of the exam.

Faculty members will assign a grade of high pass, pass, low pass, or fail to each question. Students are deemed to have passed or failed a question by majority faculty vote. Specifically, each question is initially graded by two faculty members with expertise in a functional area. Should the two faculty members disagree regarding whether the student passed a question, a third faculty member with requisite expertise will grade the question to form a majority. Should a student fail only one question, the student must repeat only that (core or track) functional area and, therefore, must answer only one question. However, should a student fail two or more questions, the student must repeat the entire exam. Per graduate school rules, the exam may not be repeated until at least 4 months have elapsed. In the Spring Semester ONLY, however, students who fail only one question may petition to retake a question in that same core or concentration area during the first week of the first summer session. Petitions will be reviewed by MPA faculty members and the student's progress and standing in the program are factors that will be taken into consideration during the review process. Students who fail more than one question on the original comprehensive exam must adhere to the 4-month interval guideline for retaking the exam. The exam may be repeated only once.

INTERNSHIP REQUIREMENTS

In this section, the internship requirements are outlined. All "pre-service" MPA students (those without management or policy level administrative experience), are required to enroll in and successfully complete two three-hour sections of PUAD 5347: Internship in Public Administration. There are specific requirements and syllabi for each section. Students should meet with the MPA program director to discuss internship opportunities and interests.

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

For "in-service" students (those currently employed or with substantial experience in the public or nonprofit sector), the internship requirement may be waived. To be eligible for a waiver students must write directly to the MPA program director and provide any supporting information as may be necessary.

Sponsoring Organizations

The MPA Program utilizes several criteria in the selection of agencies and organizations to sponsor and host internships. First, the agency must be recognized in the community as having a ser-

vice function, be legally established and have sound financial support. Second, the agency must approve in writing the internship arrangement between itself, the MPA Program, and the student. The agency should be willing to make satisfactory arrangements with a member of its staff so that he/she may be assigned as the internship field supervisor. The field supervisor should be able to: [a] give sufficient time to the assigned intern, [b] hold regular supervisory conferences with each assigned intern, [c] be available to each assigned intern in emergency situations, [d] have conferences on a regular basis about each assigned intern with the academic supervisor from the MPA Program, and [e] prepare reports and evaluations regarding each assigned intern. In addition, the agency should provide suitable desk space, office supplies, and reimbursement for transportation on agency business.

Although the internship experience will vary according to the particular field setting, the MPA Program operates under the following expectations. First, it is expected that the intern will be treated and regarded by the sponsoring agency as an employed staff member. The intern is expected to implement agency policies and to abide by agency rules. Among the responsibilities that the intern assumes is protecting all confidential information that comes to him or her by virtue of his/her professional status in the agency. Second, stipends for interns should be provided by the sponsoring agency whenever possible. The intern is expected to work an average of 40 hours per week for full-time (summer) internships, or 20 hours per week for part-time internships. These hours may be adjusted by mutual agreement to accommodate the "peak and lull" cycles of public sector and academic workloads. The duration of the internship experience may range from (minimally) three months to nine months.

Student Responsibilities and Obligations

All students are required to attend an internship colloquium offered in the Fall semester. **Prior** to beginning the internship work, the student shall prepare, and submit for approval to the MPA program director an "abstract of proposed internship" (see Appendix A). While MPA faculty members will provide assistance and direction, the student has the ultimate responsibility for finding and securing an acceptable internship position. In selecting an internship position, the student should first discuss the various internship options with the MPA program director, track coordinator, other MPA faculty members. The student should, of course, select an internship option that best serves her or his professional development. Next, the student should arrange an interview appointment with the prospective host agency and report the results of the interview to the MPA program director. Once the internship position has been selected, the student should prepare and submit an abstract of internship to the MPA program director for approval.

Student Responsibilities

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

"put in time." Students should recognize that they represent Texas Tech University and internship responsibilities should be taken seriously.

Successful Completion of the Internship

The following requirements must be fulfilled for successful completion of the internship.

- Each intern must enroll in PUAD 5347-001 and PUAD 5347-002. Enrollment in 5347-002 should not occur until the student has taken at least nine hours of core courses. In most cases, this means that the second section of internship hours should not be completed until the semester in which the internship will terminate. A syllabus for each section is available to students enrolled in each section. Each student must comply with syllabi requirements to obtain credit for each section.

- Each intern must serve approximately 300 hours in a position or positions in the public sector.

- Each intern must provide satisfactory internship performance, as evaluated by the sponsoring agency. [See Appendix B for the sponsoring agency evaluation report form].

- Each intern must complete an experiential/analytical research paper of substantial depth, integrating the specific objectives of the internship with relevant concepts learned from core and track courses. The MPA program director has the right to reject the report if in his or her judgment it fails to meet the minimum requirements for the paper. In this case, credit for the internship hours will not be awarded until the paper is satisfactory. More information about the paper is offered below. *The internship paper is submitted for evaluation when the student takes PUAD 5347-002*. See the internship syllabus for details. This class is the second three hours of the internship sequence.

Internship Paper Guidelines

The internship paper is designed to serve as a capstone to the MPA degree candidate's academic preparation and to reflect his/her ability to integrate theoretical classroom and research experience with the body of applied skills attained in his/her real-world professional job performance. The paper should reveal the student's grasp of major public administration concepts, issues, and normative premises by relating them to aspects of the operational administrative context in which he/she functions. The overriding purpose of this assignment is not to obtain a narrative of the candidates day-to-day job performance, nor a sequential course-by-course review of the significance of the MPA classroom experience; rather, it is to discern the candidate's ability to synthesize and apply what is relevant in this broad inter-disciplinary field to the tasks that constitute his/her work role in the larger administrative system. The specific theses of each student's internship paper should be incorporated in the abstract section of the Internship Paper. In sun, this paper should use case study methodologies. The outline below is offered to assist interns in the organization of their paper. Although using this outline is not mandatory, it summarizes substantive expectations.

Form and Style

A conventional term paper format may be employed. While no explicit length is presupposed, approximately 20 typed, double-spaced, pages normally suffices. Incorporation of a title page,

abstract, table of contents, and relevant bibliography and footnotes is expected. The bibliography should not attempt to encompass the entire learning experience of the MPA Program, but should merely incorporate documentation of the material annotated within the Internship Paper itself. Generally, a scholarly editorial style should be maintained, although this does not preclude a measure of first person, opinion-rendering, or narrative recounting. It is expected that, by and large, traditional expository rhetoric and syntax will be employed.

I. Title Page
II. Abstract: A 250 word summary of the major theses and ideas discussed in the paper.
III. Internship description: 500 words
    a. Description of how internship was obtained
    b. Description of major responsibilities and projects
IV. Analysis
    a. Skill Analysis (500-1000 words)
        i. Explanation of how skills and applications from the following courses were used in internship.
            1. Information Technology
            2. Quantitative Analysis
            3. Budgeting
    b. Core Course Analysis (1000-1500 words)
        i. Identification and explication of major theory or theories from a CORE courses.
        ii. Application and discussion of theory to the internship experience
    c. Track Course Analysis (1000-1500 words)
        i. Identification and explication of major theory from TRACK courses.
        ii. Application and discussion of theory to the internship experience
V. Reflection Narrative (1000 words)
    a. Discussion of how the internship changed your perspective on public service
    b. Discussion of the quality of the internship experience
    c. Recommendations for improving the internship experience

Confidentiality of Content

All materials submitted in fulfillment of this requirement will be treated as confidential.

Appendix A: Abstract of Internship

TEXAS TECH UNIVERSITY
MASTER OF PUBLIC ADMINISTRATION PROGRAM
ABSTRACT OF INTERNSHIP **Date_____**

Student _____

Sponsor Information

Sponsoring Agency_____

Sponsor Name _____

Address _____ ST _____ Zip Code _____

Phone No _____ E-Mail Address _____

A. Duties/responsibilities anticipated while on the job.
[Use additional sheets of paper, if necessary]

B. Internship objectives: what you are planning to learn and what skills do you hope to acquire? [Use additional sheets, if necessary]

C. Activities you will carry out to obtain your objectives. List readings, projects, interviews, seminars, manuals, etc. [Use additional sheets, if necessary]

APPROVAL AND AGREEMENT

_____ _____
[MPA Internship Advisor] Date

_____ _____
[Prospective Intern] Date

_____ _____
[Sponsoring Agency] Date

Appendix B: Final Internship Evaluation Report

TEXAS TECH UNIVERSITY
MASTER OF PUBLIC ADMINISTRATION PROGRAM
FINAL INTERN EVALUATION REPORT

Student _____ Date _____

Agency _____

Approximate number of work or internship related hours completed _____

o PLEASE RESPOND TO THE FOLLOWING:

[Use additional sheets, if necessary]

[1] Describe the intern's attitude toward the work assignments.

[2] Describe any particular skills that the intern has acquired or improved.

[3] Describe the intern's ability to cooperate and communicate with others.

[4] Describe the intern's ability to make decisions.

[5] Generally, in what area(s) did the intern seem strongest?

[6] Generally, in what area(s) did the intern seem weakest?

[7] Would you feel confident in hiring/recommending this intern for a job?

[8] What grade (A-F) do you feel the student deserves for this internship?

o PLEASE MAKE RECOMMENDATIONS IN THE FOLLOWING AREAS:
[Use additional sheets, if necessary]

[1] What suggestions do you have to enhance the intern's career development?

[2] What suggestions can you make to improve our internship program?

[3] What do you perceive to be area(s) of strength in our MPA Program?

[4] What do you perceive to be area(s) of weakness in our MPA Program? In other words, based on your knowledge of the abilities of the intern, what areas of our program need to be improved?

[5] Do you have any other comments or observations?

_____
[Supervisor]

_____
[Title]

We thank you for your sponsorship of this student. If you have further questions regarding the MPA Program or its internships, or if you are interested in being a sponsor in the future, please contact:

MPA Program

Appendix C: Faculty & Staff Contact Information

Brian Collins	742-4042	brian.collins@ttu.edu
Clarke Cochran	742-2987	clarke.cochran@ttu.edu
Joon Kim	742-4044	joon.kim@ttu.edu
Aman Khan	742-4045	aman.khan@ttu.edu
Tom Longoria	742-3125	thomas.longoria@ttu.edu
Trey Marchbanks	742-4046	miner.marchbanks@ttu.edu
Tammy Carlisle	742-3125	tammy.carlisle@ttu.edu

Appendix D: PUAD Course Listing

5319: Research Methods in Public Administration: Approval pending. Introduction to issues related to design, measurement, and writing in Public Administration.

5320. Program Evaluation and Quantitative Analysis (3:3:0). Introduction to the design, logic, and politics of research methods appropriate for the evaluation of policies and programs before, during, and after their implementation.

5321. Advanced Quantitative Methods in Public Policy and Administration (3:3:0). Prerequisite: Consent of the instructor. Quantitative methods and approaches for analyzing public policy questions and data, including inferential statistics and the use of computer-based statistical programs.

5326. Information Technology in Public Administration (3:3:0). The role of information and communication systems are examined as well as applications used by public administrators. Emphasis is placed on understanding the systemic issues facing the application of information technology in the public sector.

5328. Public/Private Partnerships: Approval pending. Techniques that public organizations use to leverage the resources and capacity of private organizations in the delivery of public good and services. Grant-writing skills are included.

5334. Health Care Policy and Administration (3:3:0). Prerequisite: Consent of instructor. Analysis of the formulation, implementation, and evaluation of health care policy and service delivery, emphasizing skills and knowledge in policy-making, management, and decision-making.

5337. Public Organization Theory (3:3:0). The major political and administrative theories applicable to public sector organizations are examined. Contemporary trends in organization theory and public management are emphasized.

5341. Public Policy Theory and Process (3:3:0). Introduction to competing theoretic explanations of U.S. public policy making. Course will explore interactions between institutional actors, logic of administrative structure and delegated authority, and bureaucratic discretion.

5342. City Management (3:3:0). The political implications and administrative functions of city government are examined. Contemporary issues of municipal management are emphasized.

5343. Public Personnel Administration (3:3:0). Prerequisite: Consent of instructor. Description and analysis of the personnel function in public agencies.

5344. Public Budgeting (3:3:0). Political aspects of the budgetary process as the central mechanism for public resource allocation and executive planning.

5345. Administrative Ethics (3:3:0). Prerequisite: Consent of instructor. Considers applications of ethical systems and thinking in public organizations. Particular emphasis on the ethical dilemmas caused by administrative discretion and defining the public interest.

5346. Public Financial Management (3:3:0). Prerequisite: PUAD 5344 or consent of instructor. An in-depth study of government finance function with emphasis on fund structure, financial reporting, and related management practices including cash, debt, risk, and inventory management.

5347. Internship in Public Administration (3:3:0). Prerequisite: Consent of instructor. Service assignment in a public agency to enhance professional skills for students in the Masters in Public Administration program. Graded pass-fail and may be repeated for credit.

5348. Selected Topics in Public Administration (3:3:0). Special studies on subjects in public administration. Topics will vary from semester to semester.

5352. Public Policy Analysis (3:3:0). Introduction to analytic tools for evaluating public policies; examines policy choices given resources and informational constraints. Topics include risk assessment, cost-benefit analysis, and market failures.

5353. Principles of Planning in Public Administration: Approval pending. Introduction to planning issues in public administration. Topics include economic development, hazard mitigation, land-use planning, among others.

APPENDIX E

Graduate Student Associations

Neither the MA/PhD nor the MPA program has a Graduate Student Association at the present time.

APPENDIX F

Graduate Faculty Information

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Susan H. Allen **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2005

TTU Email: susan.allen@ttu.edu **Phone:** 2-2988 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Application for Graduate Faculty
Susan Hannah Allen

1. Academic Background

   - Ph.D., Political Science, Emory University 2004

2. Professional Experience

   - Assistant Professor, Department of Political Science, Texas Tech University, 2005-present.
   - Visiting Assistant Professor, Department of Political Science, University of Missouri, 2004-2005.

3. Direction of Graduate Students

   - NA

4. Other Service on Graduate Committees

   - NA

5. Graduate Courses Taught

   - Texas Tech University
     - POLS 5360 – Pro-Seminar in International Relations, Fall 2006
     - POLS 5369 – International Security, Fall 2006
     - POLS 5383 – Advanced Data Analysis, Spring 2007
     - POLS 5101 – Teaching Political Science, Spring 2007

6. Published Research

   - 2005. "The Determinants of Economic Sanctions Success and Failure." *International Interactions.* 31(2): 117-138.
   - 2005. "Issues, Ideology, and the Rise of Republican Identification Among Southern Whites, 1982-2000." With Alan Abramowitz, H. Gibbs Knotts, Kyle L. Saunders. *American Review of Politics* 26(4).
   - *Forthcoming.* "Time Bombs: Estimating the Duration of Coercive Bombing Campaigns." *Journal of Conflict Resolution.*

7. Current Participation in Professional Associations

   - Associations & Meeting Attendance:
     - American Political Science Association (2001-2003)
     - International Studies Association (2002, 2006)

- Peace Science Society (International) (2001, 2004-2006)
- Midwest Political Science (2001-2006)

- Reviewer, *Journal of Politics*, *International Studies Quarterly*, *American Journal of Political Science*, *Conflict Management and Peace Science*, *Foreign Policy Analysis*

8. Professional Papers

- "Bombed Out Buildings and Broken Promises: Air Power and the War for Kosovo." Co-authored with Tiffiny Vincent. Presented at the Annual Meeting of the Peace Science Society (International), November 2006, Columbus, OH. (This paper will also be presented at the Annual Meeting of the International Studies Association, February 2007, Chicago, IL.)
- "Bombs Away! The Use of Air Power in International Intervention." Presented at the Annual Meeting of the Midwest Political Science Association, April 2006, Chicago, IL.
- "Strategic Bombing and Campaign Duration: An Event History Analysis." Presented at the Annual Meeting of the Peace Science Society (International), November 2005, Iowa City, IA. (This paper was also presented at the Annual Meeting of the International Studies Association, March 2006, San Diego, CA.)
- "The Incentives of the United Nations in Peacekeeping." Presented at the Annual Meeting of the Midwest Political Science Association, April 2005, Chicago, IL.
- "Rearranging the Rubble: Strategic Bombing and Campaign Duration." Presented at the Annual Meeting of the Midwest Political Science Association, April 2004, Chicago, IL.
- "The Domestic Politics of Economic Sanctions: Repression in the Target State." Presented at the Annual Meeting of the American Political Science Association, August 2003, Philadelphia, PA.
- "Rallying Cry? Economic Sanctions and Political Cohesion in the Target State." Presented at the Annual Meeting of the American Political Science Association, April 2003, Chicago, IL.
- "Racial Attitudes, Ideology, and the Rise of Republican Identification Among Southern Whites, 1982-2000." With Alan Abramowitz, H. Gibbs Knotts, Kyle L. Saunders. Presented at the Annual Meeting of the American Political Science Association, August 2002, Boston, MA.
- "Economic Sanctions and Leadership Change: An Analysis of Repeated Events." Presented at the Annual Meeting of the Midwest Political Science Association, April 2002, Chicago, IL.
- "Is the Audience Listening: Economic Sanctions and Public Opinion." With Kyle L. Saunders. Presented at the Annual Meeting of the International Studies Association, March 2002, New Orleans, LA.

- "Economic Sanctions and Political Constraint." Presented at the Annual Meeting of the Midwest Political Science Association Meeting, April 19-21, 2001, Chicago,IL. (This paper also presented at the Annual Meeting of the Peace Science Society (International), Atlanta, GA, October 2001.)

9. Grants

   - Allen, Susan Hannah. United States Institute of Peace, "Assessing the Effectiveness of Coercive Bombing." Funding requested: $35,000. (Not funded)
   - Allen, Susan Hannah. Smith-Richardson Foundation, "Bombs over Baghdad: The Politics of Coercive Bombing." Funding requested: $33,500. (Not funded)

10. Other Activities

    - NA

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: John Barkdull **Department/Unit:** Political Science

Rank/Title: Associate Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/1993

TTU Email: john.barkdull@ttu.edu **Phone:** 2-4043 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Comment:

Signature: _____

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Comment:

Signature: _____

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Comment:

Signature: _____

Print Name: _____

Graduate Council Action:

Updated 8/22/06

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume.
Where indicated, limit responses to the **last six years**. (If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work) Include:

Degree Ph.D
Field Political Science
Institution University of Wisconsin
Year Awarded 1993

Degree: BA
Field: Political Science
Institution: University of Alaska
Year Awarded: 1982

II. Professional Experience, Academic and Nonacademic (begin with present position)

Title Associate Professor
Institution/Agency Texas Tech University
Year(s) 1993-present

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)

Student's Name
Degree
Institution
Year Completed

Other Service on Graduate Committees in the last six years (excluding III)

No. Students: 8
Department Political Science
Institution Texas Tech

Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Institution Texas Tech
Course Numbers POLS 5361 (2005), POLS 5363 (2003), POLS 5365 (2001)

Published Research and Creative Activity in the last six years (**do not** include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related

areas.

John Barkdull and Kamal Uddin Ahmed. "Protecting Democracy in Predominantly Muslim Countries in the Post-September 11 Era: Problems and Policies for Bangladesh." BIISS Journal, forthcoming.

John Barkdull, "Democracy Promotion in Bangladesh: The Role of Outside Actors." Journal of the Asiatic Society of Bangladesh (Dhaka), Golden Jubilee Volume (1956-2005) Vol. 50, Nos. 1-2: 373-396.

Lisa A. Dicke and John Barkdull, "Nonprofit Autonomy and Democracy?: An Organizational Assessment." PA Times 28, 9 (October 2005) 4-5.

Denis Rey and John Barkdull, "Why Do Some Democratic Countries Join More International Governmental Organizations Than Others?" Social Science Quarterly 86, 2 (June 2005) 386-402.

Mashuda khatun Shefali, Rukhsana Ahmed, and John Barkdull, "Gender Dimension in Local Government Institutions in Bangladesh." BIISS Journal 25, 4 (January 2005) 91-130.

John Barkdull and Lisa Dicke. "Globalization, Civil Society, and Democracy: An Organizational Assessment." Seton Hall Journal of Diplomacy and International Relations, V, 2 (Summer/Fall 2004) 33-50.

John Barkdull and Lisa Dicke, "Civil Society, Globalization, and Democracy in Bangladesh." Journal of the Asiatic Society of Bangladesh (Dhaka), 49, 1 (June 2004): 151-172.

John Barkdull, Nelson Dometrius, and Denis Rey. "Public Policy and Presidential Preferences: The Case of Environmental Policy During the Nixon Administration." Social Science Review (Dhaka), 21, 1 (June 2004): 1-19.

John Barkdull. "Globalization and Environmental Policy." Seton Hall Journal of Diplomacy and International Relations 3, 2 (Summer/Fall 2002): 21-38.

John Barkdull and Paul G. Harris. "Environmental Change and Foreign Policy: A Survey of Theory." Global Environmental Politics 2, 2 (May 2002): 63-91.

John Barkdull, "How Green is the Theory of Moral Sentiments?" in Land, Value, Community: Callicott and Environmental Philosophy, edited by Wayne Ouderkirk and Jim Hill (Albany: SUNY Press, 2002) 37-58.

John Barkdull, "American Foreign Policy and the Ocean Environment," in The Environment and American Foreign Policy edited by Paul G. Harris, (Washington: Georgetown University Press, 2001) 134-156.

John Barkdull, "Why Environmental Ethics Matters to International Relations," Current History, November 2000: 361-366. Reprinted in Annual Editions: Global

Issues 03/04, Nineteenth Edition, edited by Robert M. Jackson (McGraw-Hill Higher Education, 2003). Reprinted in Annual Editions: Global Issues 04/05, Twentieth Edition, edited by Robert M. Jackson (McGraw-Hill Higher Education, 2005).

Barkdull, John. 2006. *American Public Policy in the Age of Globalization*. Thomson. [Custom published textbook for use in American Public Policy. Includes seven chapters I authored and three from other Thomson texts.]

John Barkdull, "Foreword," *Politics in South Asia*, by Nazrul Islam (Dhaka, Bangladesh: Nipun Printing Industries, Ltd., 2003).

Book reviews:
Legitimacy in International Society by Ian Clark (Oxford, 2005); *Law Without Nations* by Jeremy A. Rabkin (Princeton, 2005). *Review of Politics*, forthcoming.

Made by the U.S.A: The International System by Alex Roberto Hybel (Palgrave, 2001). *American Political Science Review, Perspectives on Politics* Vol 1, No. 1 (2003): 234-235.

Newspaper articles:

John Barkdull, "When is an Election Not an Election?" University Daily, April 5, 2005, p. 4.

John Barkdull, "Human Cost of Iraq War," University Daily, March 22, 2005, p. 4.

Ron Chepesiuk and John Barkdull. "Who are the Democratic contenders?" Daily Star (Dhaka) Thursday, June 5, 2003, p. 5.

John Barkdull and Ron Chepesiuk. "Was removing Saddam Hussein really worth it?" Daily Star (Dhaka) Thursday, May 8, 2003, p. 7.

Current Participation in Professional Associations
American Political Science Association
International Studies Association
International Studies Association-West
Executive Council
Treasurer
Best Paper Panel, 2005

Professional Papers and Abstracts for the last six years
John Barkdull and Paul G. Harris. *Ecology and Foreign Policy: Theoretical Lessons from the Literature*. Working Paper Series No. 112, Centre for Public Policy Studies. Hong Kong: Lingnan University, 2001.

Conference papers:

John Barkdull, "From International Ethics to Global Ethics," International Studies Association - West, Las Vegas, Nevada, September 30, 2006.

John Barkdull, "Promoting Democracy in Islamic Societies: The Case of Bangladesh," International Studies Association - West, Las Vegas, Nevada, September 30-October 1, 2005.

Lisa Dicke, Pitima Boonyarak, and John Barkdull, "Verification of Accountability in Multicultural Settings: Calling for Multidimensional Approaches, " American Society of Public Administration, Milwaukee, Wisconsin, Aprill 2-5, 2005.

John Barkdull and Lisa Dicke, "Globalization and World Peace," International Studies Association - West, Las Vegas, Nevada, October 2004.

Mashuda Shefali, Rukhsana Ahmed, and John Barkdull, "Women and Local Government in Bangladesh," All-University Conference on the Advancement of Women in Higher Education, Texas Tech University, April 23, 2004.

John Barkdull and Lisa Dicke, "Rethinking Global Civil Society," International Studies Assocation - West, Las Vegas, Nevada, October 2003.

John Barkdull, Denis Rey, and Nelson Dometrius, "Public Policy and Presidential Preferences," Southwestern Political Science Association Meeting, San Antonio, Spring 2003.

John Barkdull, "Globalization and Environmental Values," presented at the annual meeting of the Southwest Social Science Association, New Orleans, 2002.

John Barkdull, "Environmental Ethics Against International Relations Theory," presented at the annual meeting of the International Studies Association, Los Angeles, 2000.

Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

American Institute of Bangladesh Studies, "Democratization in Bangladesh: The Role of Outside Actors," awarded April 2005 for field research 2006-07, $12,000 plus airfare. (Withdrawn due to lack of visa from government of Bangladesh: AIBS suggested reapplying).

"Globalization: Research and Teaching Challenges." September, 2002. Submitted to Lubbock International Cultural Center, Inc. John Barkdull, Dennis Patterson, and Martin Edwards. Sought funding for a curriculum development faculty institute to be conducted at the Texas Tech International Cultural Center, Summer 2003. Declined.

Indicate other professional activities during the last six years that contribute to graduate

education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Glen Biglaiser **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2005

TTU Email: glen.biglaiser@ttu.edu **Phone:** 2-4048 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

GLEN BIGLAISER

Please type complete and specific information in each category as outlined below. DO not enclose resume. Where indicated, limit responses to the last six years. (If being reconsidered after three years probation, please use the "'provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree PhD
Field Political Science (Comparative Politics)
Institution UCLA
Year Awarded 1996
11. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title Assistant Professor
Institution/Agency Texas Tech University
Year(s) 2005-2007
111. Direction of Graduate Students (completed theses and dissertations directed in the last six vears)
NONE
Include: Student's Name
Degree
Institution
Year Completed
IV. Other Service on Graduate Committees in the last six years (excluding 111)
NONE
Include: No. Students
Department
Institution
V. Graduate Courses Taught in the last six vears (list course numbers only once plus the years each was
taught.)
Include: Institution: Texas Tech University
Course Numbers: POLS 5376-001
Year(s) 2006
VI. Published Research and Creative Activity in the last six vears (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers
presented at professional meetings in VIII below. For publications, show complete authorship and
provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings,
compositions, etc., for items in the Fine Arts and related areas.

Book

2002. Guardians of the Nation? Economists, Generals, and Economic Reform in Latin America. University of Notre Dame Press.

Journal Articles

Forthcoming. 2007. "Sovereign Bond Ratings and Democracy: The Effects of Regime Type in the Developing World." (With Karl DeRouen and Candace Archer). *International Organization.*

Forthcoming. 2007. "Sovereign Bond Ratings and Neoliberalism in Latin America." (With Karl DeRouen). *International Studies Quarterly.*

"Forthcoming. 2007. "Democracy, Security, and US Foreign Direct Investment." (With Karl DeRouen). *International Studies Quarterly.*

"Forthcoming. 2007. "Don't Go Changing to Try to Please Me: A Preference-Consistency Analysis on Trade Policy in the U.S. House." (With David Jackson and Jeffrey Peake). *Congress and the Presidency.*

2006. "Economic Reforms and Inflows of Foreign Direct Investment in Latin America." (With Karl DeRouen). *Latin American Research Review* 41 (1): 51-75.

2005. "The Determinants of Economic Liberalization in Latin America." (With David Brown). *Political Research Quarterly* 58 (4): 565-574.

2004. "The Expansion of Neoliberal Economic Reforms in Latin America." (With Karl DeRouen). *International Studies Quarterly* 48 (3): 561-578.

2004. "Back on Track: Support for Presidential Trade Authority in the House of Representatives." (With David Jackson and Jeffrey Peake). *American Politics Research* 32 (6): 679-697.

2003. "Military Rule, State Autonomy, and Privatization in the Southern Cone." *Armed Forces and Society* 29 (4): 591-615.

2003. "The Determinants of Privatization in Latin America." (With David Brown). *Political Research Quarterly* 56 (1): 73-85.

2003. "The Liberalization of Argentina's Economics Profession." *Journal of Public Policy* (Korean Association of Public Policy) 14 (December): 91-118.

2002. "Privatization and Democracy: The Effects of Regime Type in the Developing World." (With Michelle Danis). *Comparative Political Studies* 35 (1): 83-102.

2002. "The Internationalization of Chicago's Economics in Latin America." *Economic Development and Cultural Change* 50 (2): 269-286.

VII. Current Participation in Professional Associations
Include: Association: APSA, ISA, MPSA, SPSA, and WPSA Annual Meetings
Years Meetings Attended: APSA 2001-2006, ISA 2006, SPSA 2006, WPSA 2002-2004, MPSA 2003-2005

Offices, Participation, Etc.
Editorial Positions
Referee for Journals, Proposals, etc.: American Journal of Political Science; American Political Science Review; Armed Forces and Society; Comparative Political Studies; Comparative Politics; History of Political Economy; International Studies Perspectives; International Studies Quarterly; Journal of Politics; Political Science Quarterly; Palgrave.

Service on Award Panels, Juries, etc.: Member of Charles Barrell Scholarship Committee, BGSU (2000-2002); Served on Fulbright Committee, Tulane University (1998-1999).

VIII. Professional Papers and Abstracts for the last six years

CONFERENCE PAPERS

1. "Worker Remittances and the 'Democratic Advantage': Does Regime Type Affect Capital Inflows in the Developing World?" (With Karl DeRouen). Presented at the American Political Science Association Annual Convention (September 2006).

Abstract

The importance of foreign remittances as a domestic capital source has grown recently. Despite work on foreign direct investment and sovereign bond issues, which show that democracy and political institutions are popular determinants for capital inflows, the foreign remittance literature rarely assesses political variables. Controlling for socio-demographic and macroeconomic factors, we use panel data to examine the effect of the "democratic advantage" on foreign remittances for 136 developing countries from 1975-2004. We find that democracies attract more remittances than authoritarian governments do. We also demonstrate the presence of a selection effect. Democracy increases the probability that states receive remittances at all. The message for policymakers in developing countries is clear: governments should support democratic institutions if they want to draw in more remittance funds.

2. "Sovereign Bond Ratings and Democracy: The Effects of Regime Type in the Developing World." (With Karl DeRouen and Candace Archer). Presented at the International Studies Association Annual Convention (March 2006).

Abstract

The importance of sovereign bond ratings has grown recently as assessments by credit rating agencies (CRAs) influence the cost of capital for developing countries. Understanding how CRAs determine country ratings is difficult based on the secretive nature of these agencies. Controlling for the common explanations in the literature, we use panel data and interviews to investigate the role of politics and regime type on sovereign bond ratings made by Moody's, S&P, and Fitch for fifty developing countries from 1987 to 2003. We find that regime and most other political factors have little effect on bond raters. Instead, we find that trade, inflation, and bond default strongly affect sovereign ratings. Although our findings could be troubling because they do not serve the cause for democracy, the results show that higher bond ratings help lower the cost of capital, and increase its availability for investment and growth, which, according to modernization proponents may promote democratization. Rather than discouraging political reform, bond ratings that attract capital at lower cost may enhance democratization even if democracy is not required for earning a high rating.

3. "IMF Participation and US Foreign Direct Investment." (With Karl DeRouen). Presented at the Latin American Studies Association Annual Convention (March 2006).

Abstract

Given the popular wisdom that the US government influences IMF policies, IMF programs are expected to benefit US firms abroad. Taking into account selection effects, do countries under IMF programs receive more US foreign direct investment (FDI) than countries not under IMF arrangements? Using panel data for 126 developing countries from 1980 to 2002, and controlling for economic, macroeconomic, good governance, and security factors, we find that IMF borrowers tend to be less attractive to US investors but not all IMF programs have the same outcome. Some loan programs have more chilling effects on investments than others do. Our work has important implications because no study that we are aware of has tested the impact of IMF loans as catalysts for US FDI. The findings also suggest that if an IMF goal is to increase US capital inflows into borrowing countries, its programs may have short-term debilitating effects.

4. "The Effects of Democracy on Foreign Direct Investment." (With David Brown). Presented at the Southern Political Science Association Annual Convention (January 2006).

Abstract

Much of the literature posits that foreign investors are more attracted to democratic governments than authoritarian regimes because democracies enforce property rights and enhance political stability (Jensen 2003; Li and Resnick 2003; Pastor and Hilt 1993; Tures 2003). Others (Huntington 1968, Oneal 1994, Haley 1999, Tuman and Emmert 2004) claim that authoritarian regimes are more likely to draw in foreign investment

since these regimes are not subject to electoral constraints and can use repression against protesters. Using panel data for 96 developing countries from 1970 to 2002, our research shows that democracy by itself is not highly correlated with foreign investment inflows. However, in support of liberalism, we find that that democracy and trade combined strongly attract investor interest, adding a new twist to the regime type debate.

5. "The Effect of Democracy on US Foreign Direct Investment." Presented and invited to participate at the Political Economy of MNE Conference at Washington University, St. Louis (June 3-4, 2005).

Abstract

A growing literature shows that enforcement of property rights, lower levels of corruption, and greater stability – all advanced as advantages possessed by democracies – attract foreign investors to democratic governments. Others contend that FDI is just as likely to flow toward more authoritarian regimes. In order to extend the literature on regime type and investment inflows, we base our analysis on four baskets of host-country characteristics: macroeconomics, good governance, economic reform, and 'follow the flag' for US FDI between 1965 and 2002. The latter category reflects the belief that US MNCs interpret the presence of US troops as a positive signal and respond with FDI flows. We find that the direct effect of regime type is overshadowed by rival explanations once a fully-specified model is tested. In particular, regime durability, property rights, market size, ease of capital flows, previous amounts of FDI, and the presence of US troops have larger impacts on US FDI flows. The results provide reasons for optimism – young democracies attempting to secure foreign investment should realize that the attractiveness of stable regimes to US MNCs is another justification to sustain democratic institutions.

6. "Political Stability and Foreign Direct Investment in Latin America." (With David Brown). Presented at the Western Political Science Association Annual Convention (March 2004).

Abstract

This paper assesses the effect of political stability on foreign direct investment (FDI) in Latin America. Controlling for economic and macroeconomic factors, we find that stable developing countries are not more likely to attract FDI inflows. Instead, economic reforms including domestic financial and trade reform, and marginally privatization enhance foreign investor interest. The results provide reasons to be sanguine -- the fact that economic reforms are generally less difficult to initiate and are more easily recognized by investors than political stability factors indicates that countries seeking FDI will encounter fewer obstacles.

7. "What's the Big Idea? An Ideational Explanation for Tariff Reform in Latin America." (With David Brown). Presented at the American Political Science Association Annual Convention (September 2003).

Abstract

Previous work argues for the importance of ideas and their impact on economic reforms. This study assesses the role of ideas on tariff reform using panel data for fifteen Latin American countries from 1981-1995. Controlling for popular explanations including political institutions, domestic economic interests, external influence, and macroeconomic factors, we find that the presence of economists trained in the United States who hold policy-making positions has the most consistent effect on the determination of tariff rates. Our results suggest that specific political institutional arrangements, while relevant in some countries, appear not to have meaningful effects on trade reform overall. More importantly, our findings show that ideas, as embodied in the training economists receive in the United States, matter. U.S.-trained economists are a critical conduit through which economic ideas are spread in Latin America.

8. "Industrial Comparisons of Privatization." (With David Brown). Presented at the Midwest Political Science Association Annual Convention (April 2003).

Abstract

Previous work on the politics of privatization treats all state sell offs as equal, aggregating the sale of enterprises across all sectors. However, not all sectors are created equal. One of the most enduring distinctions among sectors is their relevance to national security. Regime type may not explain the variance in privatization when measured in the aggregate, but when distinguishing between sectors, some important differences are found. This paper shows that authoritarian governments under military rulers are more likely to hold onto firms in sectors that are readily associated with national security.

9. "Social Learning in Latin America: Anomalies and Antecedents of Neoliberal Reforms." (With Sarah Babb). Presented at the Latin American Studies Association Annual Convention (March 2003).

Abstract

This article looks at empirical evidence for whether trade liberalization in Latin America and the Caribbean was experienced as the outcome of domestic political processes, on the one hand, or an imposition by external powers (such as the International Monetary Fund), on the other. Using multinomial logistic regression on a dependent variable measuring trade opening or closing (compared no change), we find evidence for both "domestic pressures" and "international leverage" accounts of neoliberal reforms. In contrast to the classic "rent-seeking" model of policy outcomes, our results describe states that are behaving as if they were relatively autonomous from particular domestic interests.

10. "When Legislators Change Their Mind: Explaining Congressional Behavior on Fast-Track Trade Status." (With David Jackson and Jeffrey Peake). Presented at the Southern Political Science Association Annual Convention (November 2002).

Abstract

Challenging conventional wisdom, which suggest that constituency interests and membership ideology guide legislative voting on trade, this paper shows that the political context also matters. Using logit regression analysis for recent House votes on fast track negotiating authority in 1998 and 2001, we argue that cross-pressures on trade issues affect voting preferences. Cross-pressures including personal, political, and constituency factors influence vote switches by House members. Conservative Republicans with labor-leaning constituencies or constituencies harmed by NAFTA job losses rejected their party leadership and opposed fast track in 1998 rather than provide President Clinton with a political victory. By 2001, under the Bush Administration, the most conservative Republicans no longer experienced these cross-pressures and voted in favor of fast track. We generalize from these findings that when political contexts change (e.g., changes in the presidency), and when cross-pressures that appear most significant, also change, seemingly unexpected legislative behavior becomes predictable. Our findings not only provide opportunities to gain insights into important congressional behavior, but they also offer explanations for House vote switching, an area of study that merits further investigation.

11. "The Determinants of Economic Austerity in Latin America." (With David Brown). Presented at the American Political Science Association Annual Convention (September 2001).

Abstract not available.

12. "The Politics of Economic Liberalization in Latin America." Presented at the Society for the Advancement of Socio-Economics Annual Convention (June 2001).

Abstract

Despite the proclaimed support for orthodox market-oriented reforms by political leaders and policy makers, Latin America's policy choices have differed over the past decade. Drawing on work in the institutions, ideational, and state autonomy literatures, this paper proposes an anchor for ideational arguments based on the strategic interests of government officials. Analysis of political leaders' economic policy-making appointments in Argentina, Colombia, Mexico, and Uruguay show the interplay between ideas and institutions. Differences in governing institutions and party strength in legislatures shape the appointment decisions of political leaders. In countries where governing institutions confer much power on executives and where legislative majorities come from the same party as executives, leaders have more chances to select ideologically-committed policy makers, including neo-liberal economists. Based on their

training, neo-liberal economists promote the initiation and maintenance of market-oriented policies.

13. "The Determinants of Privatization in Latin America." (With David Brown). Presented at the Midwest Political Science Association Annual Convention (April 2001).

Abstract

Previous work on political institutions and economic reform provide a number of testable hypotheses that have yet to be examined in a multivariate framework. The strength of the presidency, divided government, political polarization, fragmented legislatures, ideology, and democracy itself have all been forwarded as possible constraints that influence the depth and speed of economic reform. Using time-series cross-sectional data, we provide the first multivariate test of the impact these institutions have on different components of structural reform. Our findings suggest that specific institutional arrangements are important for achieving significant economic reform. However, the importance of each institution varies by issue area.

IX. Grant and Contract Activity for the last six years.
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

1. Big XII Fellowship Grant: January 2006; $2,500.
2. American Political Science Association Research Grants (with Candace Archer): January 2005; $1,207.
3. Dirksen Center (with David Jackson and Jeff Peake): February 2002; $3,500 (denied).

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Clarke Cochran **Department/Unit:** Political Science

Rank/Title: Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2007

TTU Email: clarke.cochran@ttu.edu **Phone:** 2-2987 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Clarke Cochran

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. (If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)

Include:

Degree PhD
Field Political Science
Institution Duke University
Year Awarded 1971

Degree M.A.
Field Political Science
Institution Duke University
Year Awarded 1969

Degree B.A.
Field Political Science
Institution Brown University
Year Awarded 1967

II. Professional Experience, Academic and Nonacademic (begin with present position)

Include: Title Professor, Department of Political Science
Institution/Agency Texas Tech University
Year(s) 1970 to present

William H. Shannon Chair in Catholic Studies
Nazareth College
Spring 2001

Professorial Lecturer,
Georgetown University
Spring 1987

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)

Include:

Nancy Dodge
PhD
Texas Tech
2006

Helen Morrow
PhD
Texas Tech
2005

Daniel Thomas Krejci
PhD
Texas Tech
2003

Jesse Perez Mendez
M.A.
Texas Tech
2002

Einar A. Elsner
PhD
Texas Tech
2002

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students none
Department
Institution

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Include: Institution	Texas Tech University		
Course Numbers	POLS 5330	POLS 5339	PUAD 5334
Year(s)	2003	2001, 2005	2001, 2002, 2003, 2004, 2005, 2006

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Cochran, C.E., L.C. Mayer, T.R. Carr, and J. Cayer. *American Public Policy: An Introduction,* 8th ed. Belmont, CA: Wadsworth, 2006. [7th ed., 2003.]

Cochran, C.E. and D.C. Cochran, *Catholics, Politics, and Public Policy: Beyond Left and Right.* Maryknoll, NY: Orbis Press, 2003.

Cochran, C.E. "Institutions and Sacraments: The Catholic Tradition and Political Science," in James Turner and Nicholas Wolterstorff, eds., *Religion, Scholarship and Higher Education: Perspectives, Models, and Future Prospects* (Notre Dame, IN: University of Notre Dame Press, 2002), 128-141.

White, K.R.; C.E. Cochran; and U.B. Patel, "Hospital Provision of End-of-Life Services: Who, What, and Where?" *Medical Care*, 40 (January 2002), 17-23.

Cochran, C.E., "Joseph and the Politics of Memory," *Review of Politics*, 64 (Summer 2002), 421-444.

Cochran, C.E., "Catholic Healthcare in the Public Square: Tension on the Frontier," in David E. Guinn, ed. *Handbook of Bioethics and Religion*. Oxford University Press, 2006: 403-425.

Collins, B.K.; Morrow, Helen; Ramirez, J.; Cochran, C.E.; Smith, D.R., "Childhood Immunization Coverage in US States: The Impact of State Policy Interventions and Programmatic Support." *Journal of Health and Social Policy* 22(1) (2006): 77-92.

Cochran, C.E. "Taking Ecclesiology Seriously: Catholicism, Religious Institutions, and Healthcare Policy," in Thomas W. Heilke and Ashley Woodiwiss, eds., *The Re-Enchantment of Political Science: Christian Scholars Engage Their Discipline*. (Lexington Books, 2001), 169-192.

Cochran, C.E. "The Pilgrim Community's Independent Voice," *America*, December 3, 2001: 12-15.

Cochran, C.E. "Neutrality and Public Policy: Hidden Public Policy Traps in *Mitchell v. Helms*," in Stephen V. Monsma, *Church-State Relations in Crisis: Debating Neutrality* (Lanham, MD: Rowman & Littlefield, 2002): 223-241.

Cochran, C.E. and K.R. White, "Catholic Sponsorship Matters?" *Health Progress*, 83 (January-February 2002), 14-16, 50.

Cochran, C.E. "Christian social ethics," in *Encyclopedia of American Religion and Politics*, ed. Paul A. Djupe and Laura R. Olson (New York: Facts on File, 2003): 97-99.

Cochran, C.E. "Vatican II," in *Encyclopedia of American Religion and Politics*, ed. Paul A. Djupe and Laura R. Olson (New York: Facts on File, 2003): 455-456.

Cochran, C.E. "John XXIII," in *Encyclopedia of American Religion and Politics*, ed. Paul A. Djupe and Laura R. Olson (New York: Facts on File, 2003): 233.

Cochran, C.E. "Health care," in *Encyclopedia of American Religion and Politics*, ed. Paul A. Djupe and Laura R. Olson (New York: Facts on File, 2003): 195.

Cochran, C.E., D. R. Smith, G. Reid, H. Morrow, and J. Ramirez, "Protecting Texas Children: Evidence-Based Recommendations for Substantially Improving Childhood Vaccination Rates," *Texas Medicine*, 99 (March 2003): 52-60.

Cochran, C.E. "Renewing the Sacramental," *Health Progress*, 84 (November-December, 2003): 12-15.

Cochran, C.E. "Catholic Health Care and the Challenge of Civil Society," in Margaret O'Brien Steinfels, ed., *American Catholics & Civic Engagement: A Distinctive Voice* (Lanham, MD: Rowman & Littlefield, 2004): 126-144.

Cochran, C.E. "A Second Opinion: Examining Medicare Reform," *Commonweal*, March 12, 2004: 8-9.

Cochran, C.E. "The Health-Care Issue," *Commonweal*, September 24, 2004: 8-9.

Lectures

Cochran, C.E. "Neither Left nor Right: The Challenge of Being Catholic in American Public Life," William H. Shannon Lecture, Nazareth College, Rochester, NY, March 29, 2001.

Cochran, C.E. "What Happened to those Clear Church-State Boundaries? President Bush's 'Faith-Based Initiative,'" presentation to Nazareth College Alumni, Rochester, NY, April 21, 2001.

Cochran, C.E. "The Case Against Embryonic Stem Cell Research," Department of Internal Medicine, Texas Tech Health Sciences Center, Grand Rounds on "Stem Cells and Medical Ethics," November 1, 2001.

Cochran, C.E. "American Politics and the Challenge of Being Catholic," Being Catholic in America Series, Villanova University, September 15, 2004.

Cochran, C.E. "Healthcare Challenges and Catholic Social Teaching," Keynote address at Conference on Equity, Health, and Healthcare, Dublin, Ireland, September 22-23, 2004.

Cochran, C.E. "A Sign of Hope? Christian Vision and the Crisis of American Health Care Policy," John Courtney Murray Distinguished Speakers Series, John Courtney Murray Newman Center, Port Huron, Michigan, October 28, 2004.

Cochran, C.E., "Faith and Politics: Tension and Convergence," Allen Lecture, St. John's United Methodist Church, Lubbock, TX, February 3, 2005.

Cochran, C.E. "A Sign of Hope: Catholic Vision and the Crisis of American Healthcare," presented to the Catholic Medical Association of Lubbock, April 28, 2005.

Cochran, C.E., "Transitions in Sponsorship," Annual Meeting of the Illinois Catholic Health Association, Chicago, September 29, 2005.

Cochran, C.E., "Community Benefit: Drilling Down; Opening Up," Loyola University Chicago's 12th Annual Catholic Health Care and Sponsorship Conference, Chicago, April 18, 2006.

Book Reviews

Cochran, C.E. *Health Care and The Common Good: A Catholic Theory of Justice*, by Jose Lavastida, *The Hastings Center Report*, 31 (March-April 2001): 43-44.

Cochran, C.E. *Politics, Theology and History,* by Raymond Plant, and *Christian Faith and Modern Democracy: God and Politics in the Fallen World*, by Robert P. Kraynak, *American Political Science Review*, 96 (June 2002): 409-410.

Cochran, C.E. *Crafting a Cloning Policy: From Dolly to Stem Cells,* by Andrea L. Bonnicksen, *Review of Politics*, 65 (Spring 2003): 311-313.

Cochran, C.E. *Modern Catholic Social Teaching: Commentaries & Interpretations*, edited by Kenneth R. Himes, O.F.M, *et al.*, *Journal of Church and State*, forthcoming 2006.

VII. Current Participation in Professional Associations

Include: Association American Political Science Association
Years Meetings Attended 2001, 2002, 2003, 2005, 2006
Offices, Participation, Etc. none

Association Society for Christian Ethics
Years Meetings Attending 2002, 2003
Offices none

Editorial Positions none

Referee for Journals, Proposals, etc. *American Political Science Review*, Georgetown U. Press, Texas A&M Press

Service on Award Panels, Juries, etc. None

VIII. Professional Papers and Abstracts for the last six years

Cochran, C.E., "Catholic Social Theory and Health Care Policy: A Critique and Reformulation," 2001 Annual Meeting of the American Political Science Association, San Francisco, August 30-September 2.

Cochran, C.E., (invited) "Catholic Health Care and the Challenge of Civil Society," *Commonweal* Colloquium on Catholics in the Public Square, Malibu, California, February 22-24, 2002.

Cochran, C.E., (invited) "The Promise and Peril of Religion and Civil Society: Lessons from Catholic Health Care in the United States," Conference on Religion and Civil Society in Latin America, Pontifical Catholic University of Peru, Lima, August 7-9, 2002.

Cochran, C.E. "Religion in Political Theory," 2003 Annual Meeting of the American Political Science Association, Philadelphia, August 28-31.

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Research Team Leader on grant from Merck Foundation, "Comparative Assessment of the Value of Programs and Policies to Achieve Higher Texas Childhood Immunization Rates." Grant of $60,000 obtained by Chancellor David R. Smith for Center for Public Service, Fall 2002-Summer 2003.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

External Reviewer, Political Science Department, Villanova University, 2005.

Chairperson, Department of Communication Studies Graduate Program Review, 2004

Member, Department of Philosophy Graduate Program Review, 2005

Member of Board, Hope Ministries, 2002 to present. (Hope Ministries sponsors five hospitals in the Philadelphia area and Global Health Ministries.)

Member, Sponsor Services Committee, Catholic Health Association of the United States, 2003 to present

Board of Directors, Covenant Health System, Lubbock, 2004 to present

Updated 8/22/06

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Brian Collins **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2001

TTU Email: brian.collins@ttu.edu **Phone:** 2-4042 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Brian K. Collins (2000-01 to 2006)

I. Academic Background

Degree:	PhD
Field:	Political Science
Institution:	Indiana University-Bloomington
Year Awarded:	2000

Degree:	BA
Field:	Political Science
Institution:	Transylvania University
Year Awarded:	1989

II. Professional Experience, Academic and Nonacademic

Title:	Assistant Professor
Institution:	Texas Tech University
Years:	2001-2006

Title:	MPA Program Director
Institution:	Texas Tech University
Years:	2003-2006

III. Director of Graduate Students (completed theses and dissertations)

None

IV. Other Service on Graduate Committees

No.Students:	3
Department:	Political Science and Economics
Institution:	Texas Tech University

V. Graduate Courses Taught

Institution: Texas Tech University
Course Numbers: PUAD 5326 (2001-06); PUAD 5342 (2001-06); PUAD 5341 (2001-03, 2005); PUAD 5348 (2002).

VI. Published Research and Creative Activity

Helen Morrow, Brian K. Collins, and David R. Smith. *Forthcoming.* "Public Health Coalitions: Patterns and Perceptions in State Immunization Programs." *Journal of Health and Human Services Administration.*

Brian K. Collins, Ty F. Borders, Kristen L. TeBrink, and Ke T. Xu. *Forthcoming.* "Utilization of Pharmacy Services among Rural Elders in West Texas: Distance Barriers and Implications for Telepharmacy Policy. *Journal of Health and Human Services Administration.*

Brian K. Collins and Brian J. Gerber. 2006. "Redistributive Policy and Devolution: Is State-Administration a Road Block (Grant) to Equitable Access to Federal Funds?" *Journal of Public Administration Research and Theory* 16(4): 613-632.

Brian K. Collins, Helen Morrow, Jennifer Ramirez, Clark E. Cochran, and David R. Smith. 2006. "Childhood Immunization Coverage in US States: The Impact of State Policy Interventions and Programmatic Support." *Journal of Health and Social Policy* 22(1): 77-92.

Brian K. Collins and Tyrone F. Borders. 2005. "Utilization of Hospital Services among Older Rural Persons: A Comparison of Critical Access Hospitals and Community Hospitals." *Journal of Health and Human Services Administration* 28(1): 135-152.

Brian K. Collins and Brian J. Gerber. 2003. "The Texas Office of Rural Community Affairs: Will State Agency Reorganization Improve Rural Health Care in Texas?" *Texas Journal of Rural Health* 21(2): 20-30.

Brian K. Collins and Aman Khan. 2004. "Information Asymmetry in Public Investment Management," in *Financial Management Theory in the Public Sector*, Aman Khan and W. Bartley Hildreth [eds], New York: Praeger.

Brian K. Collins, 2005. "Lubbock Bioscience Resource Assessment Report, 2005." Report commissioned by the Lubbock Economic Development Alliance.

Brian K. Collins, Aman Khan, and Brian Cannon. 2005. "Regional Underemployment Report, 2005." Report commissioned by the Lubbock Economic Development Alliance.

Aman Khan, Brian K. Collins, and Brian Cannon. 2004. "2004 Regional Workforce Survey of Lubbock and the Surrounding Communities." Report commissioned by the Lubbock Economic Development Alliance.

Brian K. Collins, Douglas Nutsch, and Aman Khan. 2004. "Lubbock and South Plains Regional Labor Market Survey, 2004." Website commissioned by the Lubbock Economic Development Alliance.

Brian K. Collins and Brian Gerber. 2002. "The Cost-Effectiveness of Relocating the Office of Rural Community Affairs." Report commissioned by the Texas Office of Rural Community Affairs.

VII. Current Participation in Professional Associations

Journal Referee: *American Journal of Political Science, Journal of Politics, Sage Publishers, The Internet Encyclopedia.*

American Political Science Association: Meeting attendance (2002, 2004).

American Society for Public Administration: Meeting attendance (2006).

Association for Public Policy Analysis and Management: Member.

Midwest Political Science Association: Meeting attendance (2002, 2004).

National Association of Schools of Public Affairs and Administration: Principal representative for Texas Tech University (2003-2006). Executive Committee on Healthcare Concentrations (2006).

Public Management Research Association: Meeting attendance (2005).

Southwestern Political Science Association: Meeting attendance (2003)

Texas City Management Association: Member.

VIII. Professional Papers and Abstracts

Brian K. Collins and Joon Kim. "Why Are Citizens Satisfied? Planning versus Performance." 2006 annual meeting of the Central Texas chapter of the American Society for Public Administration.

Brian K. Collins and Brian J. Gerber. "Moving Beyond the Passive to Active Representative Bureaucracy Transformation: Defining and Assessing the Concept of Delegated Representation." 2006 State Politics and Policy Conference, Lubbock, Texas, May 13 – May 15.

Brian K. Collins. "Granting Social Equity: Managing Equity-Accountability Trade-Offs." 2006 American Society for Public Administration Annual Conference, Denver, CO, March 31-April 4.

Brian K. Collins. "Positive Managerial Externalities: Does Contract Management Capacity Improve Access to Grant Funding?" 2005 Public Management Research

Association Annual Conference, Los Angeles, CA, September 29-October 1.

Brian K. Collins and Brian J. Gerber. "State Administration of Non-entitlement CDBG Programs: Institutional Choices and Transaction Costs." 2004 American Political Science Association Annual Conference, Chicago, IL, August 31-September 4.

Brian K. Collins and Brian J. Gerber. "The Limits of Federal Block Grants: The Effect of Governmental Capacity and Decentralized Allocation Institutions on County Access to Non-Entitlement Community Development Block Grants." 2004 State Politics and Policy Conference, Akron, OH, April 30-May 2.

Brian K. Collins and Helen Morrow. "Assessing Programmatic Effort in the States: Perceptions of State Immunization Program Officials." 2004 National Immunization Conference, Nashville, TN, May 12-15.

Helen Morrow and Brian K. Collins, "The Impact and Importance of Immunization Coalitions: Perceptions of State Immunization Program Managers." Poster presentation at 2004 National Immunization Conference, Nashville, TN, May 12-15.

Brian K. Collins. "At the Crossroads of Privacy and Preparation: Bioterrorism and State Immunization Registries." 2004 Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 15 – 18.

Brian K. Collins and Aman Khan. "A Political Economy of Government Bonds: Convergence of State Government Bond Ratings, 1970-2002." 2004 Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 15 – 18.

Brian K. Collins and James M. Lewis. "Markets or Governments: Markets or Governments? A Comparative Policy Tools Analysis of Telepharmacy Program Implementation in Texas and North Dakota." 2004 Annual Meeting of the Southwestern Political Science Association, Corpus Christi, TX, March 18-21.

Brian K. Collins. "Perceptions of Rural Health Care Quality: The Impact of the Critical Access Hospital Program on Rural Residents in Texas." 2003 Annual Meeting of the Southwestern Political Science Association, San Antonio, TX, April 12-April 15.

Brian K. Collins. 2002. "The Public's Hospital: Elder Valuation of CAH Programs and Community Quality." 2002 Annual Meeting of the American Political Science Association, Boston, MA, August 29-September 1.

Brian K. Collins. 2002. "Corruption in US States: Exit, Voice, and Disloyalty." Midwest Political Science Association, Chicago, IL, April 25-28.

Brian Collins. 2001. "Effective Tax Rates, Wealth Transfers, and Federalism: Is

Oklahoma a Leviathan?" Religion, Freedom, and Prosperity in Oklahoma Conference, Ada, OK, April 26.

Chair/Discussant, Panel: "Local and Intergovernmental Influences on Policy." State Politics and Policy Conference, Lubbock, TX, May 13, 2006.

Moderator/Discussant, Panel: "The Power of the State vs. The Individual." American Society for Public Administration Annual Conference, Denver, CO, April 2, 2006.

Discussant, Panel: "Environmental Policy and Politics." Southwestern Political Science Association, San Antonio, TX, March 31, 2003.

IX. Grant and Contract Activity

M. Farmer (lead PI) with C. Klein, B. Collins, G. Perry, B. Jeffrey, M. Wallace, C. Boal (Co-PIs). 2006. Center for Strategic Neighborhood Design: Meeting Economic and Environmental Needs" Amount requested: $460,792. Grant denied.

"Parks and Recreation in the City of Laredo: A Citizen Satisfaction Survey." Principal Investigator with Joon Kim. City of Laredo. Amount requested: $19,559. (verbal approval, contract pending).

"Parks and Recreation in the Cities of Lubbock and Arlington: Citizen Satisfaction Surveys." 2006. Principal Investigator. Service Learning Grant, Department of Political Science, Texas Tech University. Amount received: $18,000.

"Lubbock Bioscience Resource Assessment." 2005. Principal Investigator. Lubbock Economic Development Alliance. Amount received: $15,721.

"Underemployment in the South Plains, Texas." 2004-05. Co-principal investigator with Aman Khan. Lubbock Economic Development Alliance. Amount received: $44,580.

"A Regional Economic Study of South Plains, Texas: Workforce Surveys." 2003-04. Co-principal investigator with Aman Khan. Market Lubbock Inc. Amount received: $108,906.

"Comparative Assessment of the Value of Programs and Policies to Achieve Higher Texas Childhood Immunization Rates." 2003. Grant of $60,000 obtained by Chancellor David R. Smith for the Center for Public Service. Project director for third phase.

"Innovations in State Rural Development Organizations." 2003. Principal Investigator. Texas Tech University Research Enhancement Fund– College of Arts and Science. Amount received: $2,990.

"The Cost-Effectiveness of Operations Relocation for the Texas Office of Rural Community Affairs" 2002. Co-principal Investigator with Brian Gerber. Texas Office of Rural Community Affairs. Amount received: $44,876.

"Partisan Politics and Sustainable Economic Development in US Municipalities." Principal Investigator. 2002. Texas Tech University Research Enhancement Fund–College of Arts and Science. Amount received: $1,700.

X. Other Professional Activities

Texas Tech University Service Learning Advisory Committee, faculty representative for the College of Arts and Sciences, 2005-current.

National Association of Schools of Public Affairs and Administration, principal representative for Texas Tech University MPA program, 2003-current.

Trained Accreditation Site Visitor for National Association of Schools of Public Affairs and Administration, 2004-current.

Department of Political Science, Technology Committee, 2004-05.

Pi Alpha Alpha, public administration honorary society, faculty advisor, 2003-current.

Call-to-Serve, a national program designed to encourage students to enter public service, Texas Tech University faculty sponsor, 2003-current.

Department of Political Science, MPA Faculty Recruitment Committee, 2003-current.

Department of Political Science, MPA student advisor, 2003-current.

Department of Political Science, MPA internship coordinator, 2003-current.

Conducted parks and recreation satisfaction surveys for the City of Lubbock and City of Arlington, 2006.

Conducted a survey of bioscience-related economic assets in South Plains region for the Lubbock Bioscience Initiative, 2005.

Conducted an underemployment survey for the Lubbock Economic Development Alliance, 2005.

Conducted workforce development research training for multiple public and nonprofit agencies, 2005.

Facilitated strategic planning session for a regional coalition of workforce development agencies, 2005.

Facilitated strategic planning session for regional economic development officials, 2005.

Conducted workforce development survey and developed website for the Lubbock Economic Development Alliance, 2004-05.

Conducted strategic planning session for regional economic development officials, 2004.

Conducted a relocation feasibility study for the Texas Office of Rural Community Affairs, 2002.

Testified before the Executive Committee of the Office of Rural Community Affairs, August 2002 in Childress, TX; August 2002 in Arlington, TX; September 2002 in Monahans, TX.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Nelson Dometrius **Department/Unit:** Political Science

Rank/Title: Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/1978

TTU Email: nelson.dometrius@ttu.edu **Phone:** 2-3036 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Nelson C. Dometrius
Political Science

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. (If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)

Include:

Degree	PhD
Field	Political Science
Institution	University of North Carolina-Chapel Hill
Year Awarded	1979
Degree	MA
Field	Political Science
Institution	San Diego State University
Year Awarded	1974
Degree	A.B.
Field	Government
Institution	University of Redlands
Year Awarded	1969

II. Professional Experience, Academic and Nonacademic (begin with present position)

Title	Professor
Institution/Agency	TTU
Year(s)	1989-present
Title	Associate Professor
Institution/Agency	TTU
Year(s)	1984-89
Title	Assistant Professor
Institution/Agency	TTU
Year(s)	1979-84
Title	Visiting Assistant Professor
Institution/Agency	TTU
Year(s)	1978-79

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)

Include:

Student's Name	Scott Nikolai
Degree	PhD
Institution	TTU
Year Completed	2002

IV. Other Service on Graduate Committees in the last six years (excluding III)

Include:

No. Students	4
Department	Political Science
Institution	TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Include:

Institution	TTU
Course Numbers	5380
Year(s)	2005, 2004

Institution	TTU
Course Numbers	5100
Year(s)	2005

Institution	TTU
Course Numbers	7000 (taught as organized course
Year(s)	2005, 2003

Institution	TTU
Course Numbers	5381
Year(s)	2002, 2001

Institution	TTU
Course Numbers	5324
Year(s)	2002

Institution	TTU
Course Numbers	5482
Year(s)	2001

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Nelson C. Dometrius and Joshua Ozymy. 2006 "Legislative Professionalism, Candidate Incentives, and District Size." *State Politics and Policy Quarterly.* 6:1 (Spring): 73-87.

Nelson C. Dometrius. 2005. "Governors: History and Context. *Government, Law, and Policy Journal.* 7:2 (Winter): 8-10.

Brian Gerber, Cherie Maestas, and Nelson C. Dometrius. 2005. "State Legislative Influence over Agency Rulemaking: The Utility of Ex Ante Review Procedures." *State Politics and Policy Quarterly.* 5:1 (Winter): 24-46

Barkdull, John, Nelson Dometrius, and Denis Rey. 2004. "Public Policy and Presidential Preferences: The Case of Environmental Policy During the Nixon Administration. *Social Science Review*, 21:1 (June), pp. 1-19.

Nelson C. Dometrius. 2002. "Governors." In *Oxford Companion to American Law*, ed. Kermit Hall. New York: Oxford University Press: 345-47.

Nelson C. Dometrius. 2002. "Gubernatorial Popularity and Administrative Influence," *State Politics and Policy Quarterly*, 2:3 (Fall), pp. 251-267.

VII. Current Participation in Professional Associations

Include:	Association	American Political Science Association
	Years Meetings Attended	2006, 2002
	Offices, Participation, Etc.	
	Editorial Positions	
	Referee for Journals, Proposals, etc.	Referee, *American Political Science Review*
	Service on Award Panels, Juries, etc.	

Include:	Association	Southern Political Science Association

	Years Meetings Attended	2006, 2005, 2004, 2002
	Offices, Participation, Etc.	
	Editorial Positions	Editorial Board, Journal of Politics, 2001-2004
	Referee for Journals, Proposals, etc.	Referee, *Journal of Politics*
	Service on Award Panels, Juries, etc.	
Include:	Association	State Politics and Policy Section of the American Political Science Association
	Years Meetings Attended	2001, 2002, 2003, 2004, 2005, 2006
	Offices, Participation, Etc.	
	Editorial Positions	Editorial Board, *State Politics & Policy Quarterly*, 2003 - present
	Referee for Journals, Proposals, etc.	Referee, *State Politics & Policy Quarterly*
	Service on Award Panels, Juries, etc.	

VIII. Professional Papers and Abstracts for the last six years

Nelson C. Dometrius, Deil S. Wright, and Nathan K. Mitchell, "Innovativeness as a Trait of American States: Time-Constrained, Issue-Constrained, or Nonexistent?" Paper accepted for presentation at the annual meeting of the American Political Science Association, Philadelphia, PA, August 31-September 3, 2006.

Nelson C. Dometrius and Deil S. Wright, "Institutional Turbulence and Gubernatorial Influence in the New Millennium." Paper presented at the annual meeting of the Southern Political Science Association, Atlanta, GA, January 4-7, 2006.

Nelson C. Dometrius and Deil S. Wright, "Divided Government and Comparative Institutional Influences Over State Budgets Across Four Decades." Paper presented at the Fifth Annual Conference on State Politics and Policy, Michigan State University, May 13-14 2005.

Invited participant: Roundtable on Four Decades of the American State Administrators Project: Enhancing the Understanding of Institutional, Intergovernmental, and Individual Dynamics Involving State Agency Heads. Panel of the Annual Meeting of the Southern Political Science Association, New Orleans, LA, January 6-8 2005.

Nelson C. Dometrius and Deil S. Wright, "Governors, Legislators, Partisanship, and State Budget Processes, paper presented at the Fourth Annual Conference on State Politics and Policy, Kent Ohio, April 30-May 1 2004.

Nelson C. Dometrius and Joshua Ozymy, "Legislative Professionalism and Democratic Control of State Legislatures," paper presented at the annual meeting of the Midwest Political Science Association, Chicago, IL, April 15-18, 2004.

Nelson C. Dometrius and Deil S. Wright, "Budgetary Influence: Governors versus Legislatures," paper to presented at the annual meeting of the Southern Political Science Association, New Orleans, LA, January 8-10, 2004.

Barkdull, John, Denis Rey and Nelson Dometrius, "Public Policy and Presidential Preferences: The Case of Environmental Policy During the Nixon Administration." Paper presented at the annual meeting of the Southwestern Political Science Association, San Antonio, Texas, April 16-19, 2003.

Maestas, Cherie D., Brian J. Gerber, and Nelson Dometrius, "Analyzing LARRI: Institutional and Political Factors that Shape Legislative Authority to Review Rules in the U.S. States," Paper presented at the Third Annual Conference on State Politics and Policy, Tucson, AZ, March 14-15, 2003.

Dometrius, Nelson C., and Deil S. Wright, "Exploring the Layers of State Reinvention and Reform across the 20th Century," Paper presented at the Third Annual Conference on State Politics and Policy, Tucson, AZ, March 14-15, 2003.

Nelson C. Dometrius and Deil S. Wright, "Governors and State Budgets: Stability, Changes, and Challenges, " paper presented at the annual meeting of the Southern Political Science Association, Savannah, GA, November 7-9, 2002.

Nelson C. Dometrius, "Institutionalization and State Government Coherence," paper presented at the annual meeting of the American Political Science Association, Boston, MA, August 29-September 1, 2002.

Nelson C. Dometrius. "Gubernatorial Influence: Who Pays?" Paper presented at the 2nd Annual Conference on State Politics and Policy, Milwaukee, Wisconsin, May 24-25, 2002.

Brian Gerber, Cherie Maestas, and Nelson Dometrius, "State Legislatures and Agency Policymaking: An Examination of Legislative Influence over Bureaucratic Action," paper presented at the 2nd Annual Conference on State Politics and Policy, Milwaukee, Wisconsin, May 24-25, 2002.

Nelson C. Dometrius, "Institutional Changes and Gubernatorial Influence," paper presented at the combined Research Conference on Gubernatorial, Senatorial, and Presidential Approval and the State Politics and Policy Conference, Texas A&M University, March 2-3, 2001. Support for the conference, and papers presented there, was provided by the National Science Foundation, Grant No. SES-9974176.

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Developed and taught new graduate course on data management, POLS 5380

Director and Host, The Sixth Annual National Conference on State Politics and Policy, Texas Tech University, May 18-20, 2006. Conference information available at: http://www.depts.ttu.edu/politicalscience/2006Conference/2006conference_homepage.htm.

2001 – 06 Director of Graduate Studies, Department of Political Science

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Craig Goodman **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2005

TTU Email: craig.goodman@ttu.edu **Phone:** 2-4047 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Craig Goodman
Assistant Professor
Department of Political Science

I. Academic Background

1. Ph.D. (Political Science), University of Houston, 2004
2. M.A. (Political Science), Marquette University, 1998
3. B.A. (Political Science/History), Indiana University, 1995

II. Professional Experience

1. Assistant Professor of Political Science, Texas Tech University, September 2005-present
2. Assistant Professor of Political Science and International Affairs, Kennesaw State University, August 2004-August 2005
3. Visiting Lecturer of Political Science, Rice University, August 2003-May 2004

III. Direction of Graduate Students

1. None.

IV. Other Service on Graduate Committees

1. 3 students (Melanie Castleberg, Nathan Mitchell, and Eric Booth) in the Department of Political Science at Texas Tech University.

V. Graduate Courses Taught

1. Texas Tech University, POLS 5325 (U.S. Congress), Fall 2006
2. Texas Tech University, POLS 5322 (American Politics Proseminar), Spring 2007

VI. Published Research and Creative Activity

1. Goodman, Craig and Timothy P. Nokken. 2004. "Lame Duck Legislators and Consideration of the Ship Subsidy Bill of 1922." *American Politics Research* 32: 465-489.
2. Den Hartog, Chris and Craig Goodman. 2007. "Committee Composition in the Absence of a Strong Speaker." In *Process, Party, and Policy Making: Further New Perspectives on the History of Congress*, David W. Brady and Mathew D. McCubbins (eds.), Stanford: Stanford University Press.
3. Goodman, Craig and Timothy P. Nokken. 2007. "Roll Call Behavior and Career Advancement: Analyzing Committee Assignments from Reconstruction to the New Deal." In *Process, Party, and Policy Making: Further New Perspectives on the History of Congress*, David W. Brady and Mathew D. McCubbins (eds.), Stanford: Stanford University Press.

VII. Current Participation in Professional Associations

1. American Political Science Association, 2002-2004, 2006, Paper Presentations.
2. Midwest Political Science Association, 2001-2006, Paper Presentations.
3. Southern Political Science Association, 2002, 2004-2005, Paper Presentations
4. Referee for *Legislative Studies Quarterly, Journal of Politics, American Politics Research,* and *Social Science Quarterly.*

VIII. Professional Papers and Abstracts

1. "Senators as Political Entrepreneurs: Patterns of Bill Introduction, 1973-2004", Paper Presented at the Annual Meetings of the American Political Science Association, 2006 **Abstract:** Members of the United States make numerous decisions daily; some of those choices are easy while other cause senators a great deal of angst. One of the most important decisions that senators regularly confront is whether to invest the time, effort, and resources into introducing legislation. The Constitution does not impose any mandates on senators to introduce legislation and while senators might be interested in changing some policies there are strong incentives to engage in free riding and hoping that another legislator introduces a bill. However, despite these incentives to free ride members do choose to introduce legislation and assume the responsibility of working within the chamber to champion their bills with the hope of changing the existing status quo or creating a new government policy.
2. "Congressional Reorganization of the Federal Judiciary, 1875-1891", Paper Presented at the Annual Meetings of the Midwest Political Science Association, 2006 **Abstract:** As the United States emerged into an industrial nation in the late 19th century, demands on the federal judiciary increased significantly. From 1875-1891 Congress routinely considered proposals that would provide relief to an overburdened judiciary, but despite the crisis, no reforms were passed. Finally, during the lame duck session of the 51st Congress, a Republican majority managed to push through the Evarts Act creating circuit courts of appeals. We argue that Republican efforts to push through these reforms reflected calculations that the judiciary would be friendly to Republican policies.
3. "Do You See What I See? Perceptions of Party Differences and Voting Behavior", Paper Presented at the Annual Meetings of Midwest Political Science Association, 2006 **Abstract:** The importance of partisanship is well-established in the political science literature. We approach the issues of partisanship and voting behavior by evaluating the substantial proportion of citizens who see little to no important differences between the major parties. We develop measures of perceived party differences based on symbolic and operational differences using data from the ANES. Testing our hypotheses in presidential elections we find that voters who do not discern meaningful differences between the parties are less likely to vote, more likely to vote for an incumbent, and more likely to support an independent or third-party presidential candidate.
4. "Party Loyalty and Privileged Committees in the House of Representatives, 1860-1900", Paper Presented at the Annual Meetings

of the Midwest Political Science Association, 2005 **Abstract:** One of the most important powers that can be granted to a House committee is the privilege "to report to the floor at any time." Bills reported by committees with this privilege are ensured consideration on the floor of the House; such privilege therefore grants heightened agenda-setting powers. Across its history, the House has been stingy about granting this right to individual committees. We investigate four significant grants of privilege in the period 1860-1900, and ask whether each instance amounted to an attempt by the majority party to increase its influence over the House agenda. More specifically, in each case, we look for evidence that House members expected the changes to alter the majority party's influence; we also examine whether the majority party appears to have made greater efforts to "stack" the committee in its favor after granting privilege, either by claiming an increased share of committee slots, or by a greater emphasis on party loyalty in filling those slots. We find no evidence of parties systematically awarding themselves bonus seats on committees after granting those committees privilege. The empirical results paint a mixed picture of partisan control of committees during this period. There is evidence that loyalty was an important consideration for fill vacant slots on Ways and Means and Commerce, but not important at all in filling slots on Appropriations or Banking and Currency.

5. "Do You See What I See? Perceptions of Party Differences and Voting Behavior", Paper Presented at the Annual Meetings of Southern Political Science Association, 2005 **Abstract:** The importance of partisanship is well-established in the political science literature. We approach the issues of partisanship and voting behavior by evaluating the substantial proportion of citizens who see little to no important differences between the major parties. We develop measures of perceived party differences based on symbolic and operational differences using data from the ANES. Testing our hypotheses in presidential elections we find that voters who do not discern meaningful differences between the parties are less likely to vote, more likely to vote for an incumbent, and more likely to support an independent or third-party presidential candidate.
6. "Racing Towards the Median Voter: The Impact of the Electoral Cycle on Roll Call Voting in the United States Senate", Paper Presented at the Annual Meetings of the Midwest and American Political Science Associations, 2004, **Abstract:** Popular accounts of Senate elections paint a picture of senators moderating as they approach reelection. Fenno (1982) describes a process by which senators in the congress before they face the voters acting very much like members of the House of Representatives. Much of the existing research on this question has not provided scholars with a definitive answer on whether senators facing reelection act differently than those not facing the voters. Using a quasi-experimental design, I find little evidence that senators make significant changes in their roll call behavior. Furthermore, these incremental changes do not increase the share of the vote incumbents receive at the polls. More succinctly, ideological positions are stable. However, small changes in roll call behavior affect the internal dynamics of the Senate. Even with low levels of instability, the electoral cycle complicates the strategies of Senate leaders when trying to identify the filibuster pivot (Krehbiel, 1998). I illustrate the importance of these small changes in roll call behavior by using the 108th Senate as a test case.

IX. Grant and Contract Activity

1. Dirksen Congressional Research Center, "Priming the Public: Campaign and Congressional Messages in the United States Senate", $3,471 (not funded)

X. Other Professional Activities

1. None.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: M. Aman Khan **Department/Unit:** Political Science

Rank/Title: Associate Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** _____

TTU Email: aman.khan@ttu.edu **Phone:** 2-4045 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Application for Graduate Faculty Reconfirmation
AMAN KHAN, Public Admin. Program, Department of Political Science
Texas Tech University
[Last Six Years]

I. Academic Background

Degree/Field: Ph.D. Public Administration
Institution/Year: University of Pittsburgh, 1982
Degree/Field: M.A. Economics
Institution/Year: University of Pittsburgh, 1979

II. Professional Experience

Title:	Associate Professor
Institution:	Public Administration Program, Department of Political Science
Years:	Since 1993

III. Direction of Graduate Students

Public Administration Program does not offer a doctoral degree at this time or require a thesis option for the graduate students. But when the doctoral program was available a few years back, I did direct as well as serve on a number of dissertation committees.

IV. Other Service on Graduate Committees

None, but I have served as the Graduate Dean's representative to several doctoral dissertation defenses in Business and Education.

V. Graduate Courses Taught

PUAD 5321, PUAD 5344, PUAD 5346, PUAD 5348

VI. Published Research and Creative Activities

o Papers/Book Chapters:

"Capital Budgeting under Capital Rationing: An Analytical Overview of Optimization Models for Government," International Journal of Public Administration. (Forthcomng)

"Working Capital Management in Government: Basic Concepts and Policy Choices" in Howard Frank [editor], *Public Financial Management.* New York, NY: Taylor and Francis, 2006: 337-356.

"Financial Statement Analysis of the City of Mesquite Falls, Texas: Using Comprehensive Annual Financial Reports" (with Terry K. Patton) in Khan and Hildreth [editors] *Case Studies in Public Budgeting and Financial Management*. New York, NY: Marcel Dekker, Revised Edition, 2003: 441-468.

"Budget Analysis for A Small Local Government" (with Mike Campenni) in Khan and Hildreth [editors] *Case Studies in Public Budgeting and Financial Management*, New York, NY: Marcel Dekker, Revised Edition, 2003: 285-384. Also in the same volume:

"Budgets as Portfolios" in Khan and Hildreth [editors] *Budget Theory in the Public Sector*, New York, NY: Greenwood Publishers Group, 2002: 188-201.

Books:

Capital Budgeting in Government: Principles and Applications. New York: Auerback Publishers. (under preparation)

Financial Management Theory in the Public Sector. (Editor with W. Bartley Hildreth), New York, NY: Praeger, 2004.

Case Studies in Public Budgeting and Financial Management. (Editor with W. bartley Hildreth) Second Edition (Revised and Expanded). New York, NY: Marcel Dekker, 2003.

Budget Theory in the Public Sector. (Editor with W. bartley Hildreth) Westport, CT: Quorum Books, 2002.

Cost and Optimization in Government, Westport, CT: Quorum Books, Fall 2000.

VII. Current Participation in Professional Association

Member, Public Budgeting & Financial Management Association
Member, American Society for Public Administration
Member Affiliate, Government Finance Officers Association
Member, Editorial Board, Journal of Public Administration & Management
Member, Editorial Board, Public Budgeting, Accounting, and Financial Management

VIII. Professional Paper Presentations

"Portfolio Construction with Heuristic Methods." Paper presented at the Public Budgeting and Financial Management Section of the *Western Social Science Association Conference*, Phoenix, AZ. April 2006.

"Classification Models and Government Bond Ratings." Paper presented at the Public Budgeting and Financial Management Section of the *Western Social Science Association Conference*, Albuquerque, NM. April 2005.

"An Econometric Analysis of Municipal Finance and Planning." Paper presented at the Public Budgeting and Financial Management Section of the *Western Social Association Conference*, Las Vegas, NV. April 2003.

"Rational Budget and Budget Rationality." Paper presented at the Public Budgeting and Financial Management Section of the *Western Social Science Association Conference*, Albuquerque, NM. April 2002.

"Budgets as Portfolios." Paper presented at the National Conference of the *Association of Budgeting and Financial Management*," Washington, DC. January 2001.

IX. Grant and Contract Activity

"Job Location Preference Survey." Funding provided by Lubbock Economic Development Alliance and the WorkSource of the South Plains, 2006.

"Regional Underemployment Survey of Lubbock and Surrounding Communities." Funding provided by Lubbock Economic Development Alliance, 2005.

"A Long-Range Financial Forecast of the City of Midland, Texas." Funding provided by the Division of Budget and Finance, City of Midland, Texas, 2004.

"Regional Economic and Business Environment in West Texas: Survey Studies of Lubbock and Surrounding Counties." Funding provided by Market Lubbock, Incorporated and the WorkSource of the South Plains, Texas, 2003.

"A Long-Range Financial Forecast of the City of Lubbock, Texas." Funding provided by the Division of Budget and Research, City of Lubbock, Lubbock, Texas, 2002.

X. Other Professional Activity

[1] Developed a new graduate course in public administration: PUAD 5348: Cost and Managerial Accounting in Government and Not-for-Profit Organizations in addition to developing two earlier courses, PUAD 5346 Public Financial Management and PUAD 5321 Advanced Quantitative Methods

[2] Currently under contract to run five national symposiums, one on capital budgeting for federal government and four on government bonds.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Hyun Joon Kim **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2005

TTU Email: joon.kim@ttu.edu **Phone:** 2-4044 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Graduate Faculty Application

Department: Political Science
Name: Hyun Joon Kim

I. Academic background

Degree: Ph.D. in Public Administration
Field: Public Management
Institution: Syracuse University, Syracuse, NY
Year Awarded: 2005

II. Professional Experience

Assistant Professor. August 2005 – Present
Department of Political Science, Texas Tech University
Research Associate. August 2001 – July 2005
Center for Technology and Information Policy, Syracuse University
Teaching Assistant in Introduction to Statistics (MPA course). Fall 2004
Department of Public Administration, Syracuse University.
Teaching Assistant in Executive Leadership (MPA course). Summer 2004
Department of Public Administration, Syracuse University.
Research Assistant. June – August, 2002
Information and Computing Technology Group, Syracuse University
Graduate Student Instructor of Korean Language. Spring 2001
Department of Asian Languages and Cultures, University of Michigan
Public Affairs Officer, Republic of Korea Air Force. 1996 – 1999
The 30th Air Control and Warning Wing

III. Direction of Graduate Students: NONE

IV. Other Service on Graduate Committees:

Faculty Search Committee. 2005-Present
Department of Political Science, Texas Tech University

V. Graduate Courses Taught

Institution: Texas Tech University
Course numbers: PUAD 5337 (Fall 2005, Summer 2006, Fall 2006)
PUAD 5345 (Spring 2006, Spring 2007)
PUAD 5348-"selected topics courses"
- Public Private Partnerships (Spring and Fall, 2006)
- Information Technology Management (Spring, 2007)

VI. Publications

Amirkhanyan, Anna, Kim, Hyun Joon, & Lambright, Kristina. 2007 "Putting the pieces together: a comprehensive framework for understanding the decision to contract out and contractor

performance." Forthcoming in *International Journal of Public Administration.* (*shared first authorship).

Kim, Hyun Joon. 2007. "Measuring citizen satisfaction with contracted-out public service quality: An application of SERVQUAL measures." Forthcoming in *International Review of Public Administration.*

Kim, Hyun Joon. 2007. "Beyond the debate over centralized vs. decentralized IT Governance: Lessons learned from two leading municipalities." Forthcoming in *Korean Journal of Policy Studies.*

Han, Joongwoo, & Kim, Hyun Joon. 2002. "Governance of electronic government: the experiences of the United States and Canada," in E-government: Issues & Challenges, E-government Research Institute (Ed.), University of Seoul, Korea.

VII. Professional Association

Association for Public Policy Analysis and Management (APPAM)
American Society for Public Administration (ASPA)

VIII. Professional Papers

Amirkhanyan, Anna, Kim, Hyun Joon, & Lambright, Kristina. "Comparing quality and access: A panel data analysis of performance outcomes across three sectors." Paper presented to the 28th APPAM Annual Research Conference, November 2-4, 2006. (*shared first authorship).

Kim, Hyun Joon, Kim, Soonhee, & Lee, Jooho. "Local Electronic-Government Development Stages and Collaboration Strategy: Gangnam District in Seoul, Korea." Paper presented to the Maxwell School Conference on Collaborative Public Management Conference, Washington, D.C., September 28-30, 2006.

Kim, Hyun Joon, & Kim, Soonhee. "Electronic government capacity and federal program performance: An analysis of OMB's PART scores and Executive Branch Management Scorecard." Paper presented to the 7th Annual International Conference on Digital Government Research, San Diego, CA, May 21-24, 2006.

Kim, Hyun Joon, & Kim, Soonhee. "Information technology outsourcing in public organizations." Paper presented to the 27th APPAM Annual Research Conference, November 3-5, 2005

Bretschneider, Stuart, Gant, Jon, Kim, Soonhee, Kim, Hyun Joon, Ahn, Michael, Lee, Jooho, Choi, Heung-seok,. "E-government services: why do some citizens choose to use electronic government and others do not?" Paper presented to the 8th Public Management Research Conference, September 29-October 1, 2005

Amirkhanyan, Anna, Kim, Hyun Joon, & Lambright, Kristina. "Putting the pieces together: a comprehensive framework for understanding the decision to contract out and contractor performance." Paper presented at the poster session of the 26th APPAM Annual Research Conference, October 28-30, 2004. (*shared first authorship).

Kim, Hyun Joon, & Bretschneider, Stuart. "Local government information technology capacity: an exploratory theory." Paper presented at the 37th Hawaii International Conference on System Sciences, January 5-8, 2004.

IX. Grants and Contract Activities

Co-Principal Investigator with Brian Collins. 2006.
"Parks and Recreation in the City of Laredo: A Citizen Satisfaction Survey."
City of Laredo, TX. Amount: $19,559.

Summer Research Grant. Summer 2006
College of Arts and Science, Texas Tech University. Amount: $5,000.

Project manager, Center for Technology and Information Policy, Syracuse University. 2004-2005
"The performance of E-government in local government: Analysis of critical success factors in Gangnam-gu (Seoul, Korea) and Washington D.C." Sponsored by Gangnanm-gu government and Washington DC government

Research Associate, Center for Technology and Information Policy, Syracuse University. 2002
"A multinational investigation of New Models of Collaboration for delivering government services" funded by National Science Foundation.

Research Associate, Center for Technology and Information Policy, Syracuse University. 2002-2003
"Water Rate Setting Analysis" funded by Environmental Finance Center, Syracuse University.

Research Associate, Center for Technology and Information Policy, Syracuse University. 2001
"The New Jersey Initiative – the section of Information Technology Management Capacity" funded by PEW Charitable Trust.

X. Professional Activities

International Cooperation Director. 2007
Korean Association for Regional Information Society

MPA Advisory Board. September 2005 - Present
Department of Political Science, Texas Tech University

Conference Paper Reviewer. February 2005
Program Committee, the 2005 National Conference on Digital Government Research

Judge. October 2004
Deloitte Consulting Challenge, Maxwell School, Syracuse University & Deloitte Consulting

Peer Reviewer. Springs 2004 and 2005
The *Maxwell Review 2004 and 2005*, Maxwell School, Syracuse University

Conference Paper Reviewer. July 2003
The 37th Hawaii International Conference on System Sciences, 2004

Executive Editor. Spring 2003
The *Maxwell Review 2003*, Maxwell School, Syracuse University

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Aie-Rie Lee **Department/Unit:** Political Science

Rank/Title: Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/1989

TTU Email: uqlee@ttacs.ttu.edu **Phone:** 2-2989 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. (If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree
Field
Institution
Year Awarded

Ph.D. Political Science, Florida State University, 1989.
M.A. Politics and Diplomacy, Ewha Womans University, Korea, 1982.
B.A. Politics and Diplomacy, Ewha Womans University, Korea, 1978.

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title
Institution/Agency
Year(s)

Professor, Department of Political Science, Texas Tech University, September 2000-
Associate Chairperson, Department of Political Science, Texas Tech University, May 2000-August 2002.
Interim Graduate Advisor, Department of Political Science, Texas Tech University, June 2001-August 2001.
Associate Professor, Department of Political Science, Texas Tech University, 1995-2000.
Graduate Advisor, Department of Political Science, Texas Tech University, May 1995-December 1998.
Assistant Professor, Department of Political Science, Texas Tech University, August 1989-1995.
Acting Director, Asian Pacific Rim Area Studies Program, Texas Tech University, May 1992-August 1992, January 1994-August 1994.
ICPSR Official Representative, Texas Tech University, May 1990-December 1993.

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)
Include: Student's Name Young-Choul Kim
Degree Ph. D.
Institution TTU
Year Completed 2003

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students 3
Department Political Science
Institution TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution TTU
Course Numbers POLS 5376; POLS 5371; POLS 5370; POLS 7000
Year(s) Spring 2001, Spring 2002, Spring 2004, Spring 2005

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Lee, Aie-Rie, *Value Cleavages, Issues, and Partisanship in East Asia*, Journal of East Asian Studies, forthcoming.

Lee, Aie-Rie and Mikyung Chin, *Women's Movement in South Korea*, Social Science Quarterly, forthcoming.

Aie-Rie Lee, "Issues, Value Cleavages, and Political Change in East Asia" (September 8, 2006). *Center for the Study of Democracy.* Paper 06-10. Available at http://repositories.cdlib.org/csd/06-10

Lee, Aie-Rie, *Down and Down We Go: Trust and Compliance in South Korea*, Social Science Quarterly, Vol. 84(2), June 2003, pp. 329-343.

Flanagan, Scott C. and Aie-Rie Lee (equal coauthor), *The New Politics, Culture Wars and the Authoritarian-Libertarian Value Change in Advanced Industrial Democracies*, Comparative Political Studies, Vol. 36(3), April 2003, pp. 235-270.

Lee, Aie-Rie, *Stability and Change in Korean Values.* Social Indicators Research, Vol. 62(63), 2003, pp. 93-117. Also reprinted in Doh Chull Shin, Conrad P. Rutkowski, & Chong-Min Park, eds., *The Quality of Life in Korea: Comparative and Dynamic Perspectives*, Kluwer Academic Publishers, 2003, pp. 93-117.

Lee, Aie-Rie and Yong U. Glasure, *Political Cynicism in South Korea: Economics or Values?.* Asian Affairs. Vol. 29(1), Spring 2002, pp. 43-58.

Glasure, Y.U. and Aie-Rie Lee, *Further Evidence on Economic Growth and Energy in Taiwan.* Journal of Current Research in Global Business, Vol. 8(2), May 2002, pp. 82-89.

Glasure, Y.U. and Aie-Rie Lee, *The Impact of Oil Prices on Income and Energy*, International Advances in Economic Research, 8(2), May 2002, pp. 148-154.

VII. Current Participation in Professional Associations
Include:
Association

American Political Science Association; Midwest Political Science Association; Southern Political Science Association; Southwestern Political Science Association; Association of Korean Political Studies in North America; Center for Korean Women and Politics.

Editorial Positions

Years Meetings Attended 2001-2006

Referee for Journals, Proposals, etc. *The Israel Science Foundation* (2005). *American Political Science Review* (2003), *American Journal of Political Science* (2002), *Comparative Politics (* 2002, 2004), *Comparative Political Studies* (2003); *Social Science Quarterly* (2001, 2003); *Electoral Studies* (2001), *Political Behavior* (2004)

Offices, Participation, Etc.

a. Offices held in professional organizations: Section Chairperson, Section on *Comparative Politics*, at the annual meeting of the Southwestern Political Science Association, San Antonio, April 12-15, 2006; Vice-President. The Association of Korean Political Studies in North America (AKPSNA), 2001-2003.

b. Chair and discussant at professional meetings:

Discussant and Chair. Panel titled *State Policies and Socio-Economic Outcomes in Comparative Research*, Southwestern Political Science Association, San Antonio, Texas, April 12- 15, 2006.

Discussant. Panel titled *Institutional Development and Changes in Political Process in Korea*, American Political Science Association, Washington, DC, September 1-4, 2005.

Discussant and Chair. Panel titled, *Rediscovering Democracy*, Southwestern Political Science Association, New Orleans, March 24-26, 2005.

Discussant. Panel titled *Gender and Comparative Politics: Women as Agents of Change Internationally*, Southwestern Political Science Association, New Orleans, March 24-26, 2005.

Discussant and Chair. Panel titled *Political Culture, Cleavages, and Democratic Values*, Southern Political Science Association, New Orleans, January 6-8, 2005.

Discussant and Chair. Panel titled *Women and Politics from a Comparative Perspective*, Southern Political Science Association, New Orleans, January 6-8, 2005.

Discussant and Chair. Panel titled *Patterns of Party Competition in Asia*, Southwestern Political Science Association, Corpus Christi, Texas, March 18-20, 2004.

Chair. Panel titled *Survey Analysis of Trust in Democratizing Governments*, Southern Political Science Association, New Orleans, January 7-10, 2004.

Discussant and Chair. Panel titled *Politics in Asia*, Southwestern Political Science Association, San Antonio, Texas, April 16-19, 2003.

Discussant and Chair. Panel titled *Women Across Borders Within Politics*, Southwestern Political Science Association, San Antonio, Texas, April 16-19, 2003.

Discussant. Panel titled *Civil Society and Democracy in Korea*, American Political Science Association, Boston, Aug. 29-Sept. 1, 2002.

Discussant and Chair. Panel titled *Environmental Politics in Post-Communist States*, American Political Science Association, Boston, Aug. 29-Sept. 1, 2002.

Discussant and Chair. Panel titled *Problems of Democracy in Asia*, Midwest Political Science Association, Chicago, April 25-28, 2002.

Discussant and Chair. Panel titled *Collective Action: From Middle Class Movements to Revolution*, Western Political Science Association Meeting, Las Vegas, March 14-17, 2001.

Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for the last six years

Issues, Value Cleavages and Partisanship, Presented at "The Development of Electoral Democracy in East Asia" Conference, East-West Center, Honolulu, July 16-17, 2006 (Invited).

Social Capital and Democratic Reform in Korea, Southern Political Science Association, New Orleans, January 7-10, 2004.

Economic and Cultural Sources of Political Distrust in South Korea, Midwest Political Science Association, Chicago, April 25-28, 2002.

Resources Mobilization and Women's Movement in South Korea, Southwestern Political Science Association, New Orleans, March 27-30, 2002.

Women's Movement in Korea, Western Political Science Association, Las Vegas, March 14-17, 2001.

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Korean Research Foundation, 2006, co-investigator with Korean Women's Development Institute (KWDI), to research and present a paper " Women and Representation: The Case of the U.S. Congress " at the conference, "A Study on the Gender Gap in Legislative Activity and Measures for Raising Gender Sensitivity of Legislative Men and Women," Seoul, Korea, October18, 2006.

Travel Grant by East-West Center, to present a paper, "Issued, Value Cleavages, and Partisanship in East Asia,"at the conference "The Development of Electoral Democracy in East Asia ,"the East-West Center, Honolulu, Hawaii, July 17, 2006.

Seonam Foundation Fellowship 2000-2001, Seonam Foundation, to conduct an on-site research on "Women's Movement and Democratization in Korea," Seoul, Korea.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Invited Lecture, *The U.S.-Korea Conflict Over Rice Liberalization*, Ajou University, Korea, May 14, 2001.

Book Review, The Politics of Democratization in Korea: The Role of Civil Society by Sunhyuk Kim. *American Political Science Review.* Vol. 95(4), December 2001, pp. 1020-21.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation /Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Thomas Longoria **Department/Unit:** Political Science

Rank/Title: Associate Professor **Date Submitted:** 26-Oct-06 **Appointment Date:** 1-Sep-05

TTU Email: thomas.longoria@ttu.edu **Phone:** Feb-25 **Campus Mail Stop:** 1015

Mailing Address: Holden Hall 120 **City/State:** Lubbock,TX 779409

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3 _____ Ex-officio (rank of collegiate dean or higher)
4 x Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5 _____ Adjunct (employed outside the department/area or outside the University)
6 _____ Visiting (in a non-tenure-earning position within the University)
7 _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

_____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree Ph.D.
Field Political Science
Institution Texas A&M University
Year Awarded 1994

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title Associate Professor
Institution/Agency Texas Tech
Year(s) 2005-Present

Prior poistions: Assoc. Prof, KU 2001-2005; Assoc Prof UTEP; Asst. Prof UWM

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)
Include: Student's Name I teach in public administration graduate programs, there is no thesis requirement
Degree
Institution
Year Completed

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students I teach in public administration graduate programs, there is no thesis requirement
Department
Institution

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution Texas Tech
Course Numbers Research Methods; Nonprofit Management
Years(s)

At KU: Urban Administration; nonprofit management, leadership; concepts of civil society; legislative process; latino politics

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

"Bureaucracy that Kills" American Political Science Review 2002. with William Weaver

VII. Current Participation in Professional Associations
Include: Association
Years Meetings Attended
Offices, Participation, Etc.
Editorial Positions
Referee for Journals, Proposals, etc.
Service on Award Panels, Juries, etc.

Manuscript reviewer for the Urban Affairs Review, Social Science Quarterly, Nonprofit and voluntary Sector Quarterly;

VIII. Professional Papers and Abstracts for the last six years

Organizational Capacity Among Mexican NGOs, presented at the Texas City Managers Assoc. Meeting 2005
Racial Perspectives on Instructional Structure Change: The Case of El Paso; Western PSA 2006
"Governing Coalitions and Patterns of Employment of Minorities in Urban School Districts" APSA 2006

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Ports to Plains; 2006; $79,000
HUD/COPC; 2004; $200,000
National Commision on Voluntarism; 2000 $1,893,089

X. Indicate other professional activities during the last six years that contribute to graduate education (software developoment, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Miner Marchbanks, III **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 1/06

TTU Email: miner.marchbanks@ttu.edu **Phone:** 2-3121 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

I. Academic Background (begin with last degree; include post-doctoral work)

Include:

Degree	Ph.D.
Field	Political Science
Institution	Texas A&M University
Year Awarded	2005

Degree	B.S.
Field	Political Science
Institution	Texas A&M University
Year Awarded	2000

II. Professional Experience, Academic and Nonacademic (begin with present position)

Include:

Title	Assistant Professor
Institution	Texas Tech University
Year(s)	Spring 2006

Title	Visiting Assistant Professor
Institution	Texas Tech University
Year(s)	Fall 2005

III. Direction of Graduate Students (completed theses and dissertation **directed** in the last six years)

Include:

Student's Name	none
Degree	
Institution	
Year Completed	

IV. Other Service on Graduate Committees in the last six years (excluding III)

Include:

No. Students	none
Department	
Institution	

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Include:

Institution	Texas Tech University
Course Numbers	PUAD 5320-1 & PUAD 5341-1
Year(s)	Fall 2005

Institution	Texas Tech University
Course Numbers	PUAD 5320-1 & PUAD 5341-1
Year(s)	Spring 2006

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports). List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below**. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performance, showings, compositions, etc., for items in the Fine Arts and related areas.

Ken Meier, Warren Eller, Scott Robinson, J.L. Polinard and Robert Wrinkle, "A Lingering Questions of Priorities: Athletic Budgets and Academic Performance Revisited," *Review of Policy Research*, 21 (November 2004), 799-807.

VII. Current Participation in Professional Associations
Include:
Association — Member, American Political Science, Southern Political Science Association, American Society for Public Administration,
Years Meetings Attended

Office, Participation, Etc.

VIII. Professional Papers and Abstracts for the last six years.

"A Theoretical Approach to the Study of Executive Orders." Presented at the 2006 meeting of the Southern Political Science Association.

"Multiple Constituencies and Policy Stability." Presented at the Empirical Studies of Organizations and Public Management Conference. University of Georgia, Athens. November 23-24, 2002.

"What Determines How Long Political Appointees Serve?" With B. Dan Wood. Presented at the 2004 meeting of the Midwest Political Science Association.

"A Transaction Cost Approach to Explaining Executive Orders." With G. Dan Wood. Presented at the 2004 meeting of the American Political Science Association.

IX. Grant and Contract Activity for the last six years.
List grants, contacts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Empirical Implications of Theoretical Models Fellow: National Science Foundation sponsored $1,000 stipend to attend the Empirical Implications of Theoretical Models Workshop, Washington University, St. Louis.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on

government panels, symposia or conferences organized, consulting for state and federal organizations, honors, and awards received, etc.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Lawrence Mayer **Department/Unit:** Political Science

Rank/Title: Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/1970

TTU Email: lawrence.mayer@ttu.edu **Phone:** 2-4046 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Graduate Faculty Application for Lawrence Mayer, Professor of Politicaol Science

Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. (If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree Ph.D.
Field Government
Institution University of Texas at Austin
Year Awarded 1970

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title Assistant to Full Professor
Institution/Agency Texas Tech University
Year(s) 1970 - present
Title Adjunct Professor
University of London Bloomsbury
Year 1994
Title Visiting Professor
University of Maryland-
Years 1991-1992
Title Assistant Professor
Institution University of Miami Coral Gables
Years 1968-1969
Title Assistant Professor
Institution California State Fullerton
Years 1966-1967

III. Direction of Graduate Students (completed theses and dissertations **directed** in the last six years)
Include: Student's Name Jeff W. Justice
Degree Ph.D.
Institution Texas Tech Univ.
Year Completed 2005
Student's Name Erol Kaymak
Institution Texas Tech University
Year 1998?

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students 2
Department Political Science
Institution Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution Texas Tech University
Course Numbers 5373
Year(s) 1998, 2000, 2004

VI. Published Research and Creative Activity in the last six years (**do not** include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. **List abstracts and papers presented at professional meetings in VIII below.** For publications, show complete authorship and

provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Books:

Comparative Politics: The Quest for Theory and Explanation (Cornwall-on-Hudson, NY: Sloan Publishing, 2007)

Comparative Politics: Nations and Theories in a Changing World, Principal author with John Burnett, Suzanne Ogden, and John Tuman (Englewood Cliffs: Prentice Hall, 1st edition, 1993, 2nd edition, 1997, 3rd edition 2001) (I wrote ten of the thirteen chapters)

American Public Policy: An Introduction, with Clarke Cochran, T.R. Carr, and N. Joseph Cayer (New York: St. Martin's Press, 1st edition 1982, 2nd. edition, 1986, 3rd edition, 1989, 4th edition, 1993, 5th edition, 1996, 6th edition, 1999, 7th edition, Belmont, Calif.:Wadsworth, 2003, 8th edition, Belmont: Wadsworth, 2006). We each wrote three of the twelve chapters but Clarke has assumed the role as lead author. I wrote four chapters for the 7th and 8th editions.,,

Articles:

" A Research Note on Identity Politics in the Older Commonwealth," *Politics and Policy,"* with Jeff W. Justice. Vol. 31, no. 1 (March, 2003), pp. 152-160

"The Centrality of Epistemology in Undergraduate Education," *PS: Political Science and Politics.* Vol. XXV, No. 1 (March, 2002)

"Populism and the Triumph of the Politics of Identity: The Transformation of the Canadian Party System," Lawrence Mayer, Erol Kaymak, and Jeff Justice, *Nationalism and Ethnic Politics* Vol. 6, No. 1 (Spring, 2000), pp. 72-102 (Using some ideas of Kaymak, I did the writing while Kaymak and Justice did the data processing).

VII. Current Participation in Professional Associations

Include: Association APSA, MPSA, WPSA Editorial Positions
Years Meetings Attended APSA 2001, WPSA 2005, MPSA 2006, 2005, 2003, 2001
Referee for Journals, Proposals, etc. Refereed for AJPS 2004, 2005, 2006
Offices, Participation, Etc. Panel Participant at Midwest in 2006.
Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for the last six years

Convention Papers Presented

"Partisan Identity, Regional Identity, and Pan-National Identity: Pan-National Integration and Levels of Subjective Identity in Europe," with Jeff W. Justice, Presented to the Annual Meeting of the Western Political Science Association in Oakland, California, March 2005

"In Which Home Do I Hang My Hat: Using Partisan and Regional Identity as Predictors of Support for British Involvement in the European Union." With J.W. Justice. Presented to the Annual Meeting of the Midwest Political Science Association, Chicago, April, 2003

"Populism and Identity Politics on Four Continents." With Alan Arwine, Michael Campenni, and John Tuman. Paper presented to the Annual Meeting of the American Political Science Association in San Francisco, August 31, 2001

"The Centrality of Methodology in Undergraduate Education," Paper presented to the Annual Meeting of the Midwest Political Science Association in Chicago, April 27-30, 2000

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Applied for grant to study Canadian Senate: Memebers'Perspectives of Function" to Canadian Parliamentary Association. Grant denied.

Applied to National Science foundation to study, "The Emergence of Populist Parties of Identity in Austria and France" 2004. Application denied.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Peter Muhlberger **Department/Unit:** Political Science

Rank/Title: Visiting Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2005

TTU Email: pmuhl1848@gmail.com **Phone:** 2-2977 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. ____Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____Adjunct (employed outside the department/area or outside the University)
6. _x_ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Graduate Faculty Application
Visiting Assistant Prof. Peter Muhlberger
Jan. 8, 2007

I. Academic Background

Degree: Ph.D.
Field: Political Science
Institution: University of Michigan
Year Awarded: 1995

Degree: Master of Public Policy
Field: Public Policy
Institution: University of Michigan, Institute of Public Policy Studies
Year Awarded: 1986

Degree: Bachelor of Arts
Field: Political Science
Institution: University of Chicago
Year Awarded: 1983

II. Professional Experience

Title: Visiting Assistant Professor of Political Science
Institution/Agency: Texas Tech University
Year(s): 2006-2007

Title: Senior Policy Fellow
Institution/Agency: Center for Public Service, Texas Tech University
Year(s): 2006-2007

Title: Board of Editors
Institution/Agency: Journal of Information Technology and Politics
Year(s): 2006-present

Title: Visiting Scholar
Institution/Agency: University Center for Social and Urban Research, University of Pittsburgh
Year(s): 2005-2006

Title: Research Director, E-Governance and Engagement
Institution/Agency: Institute for the Study of Information Technology and Society (InSITeS), Carnegie Mellon University
Year(s): 2000-2005

Title: Visiting Professor
Institution/Agency: Heinz School of Public Policy, Carnegie Mellon University
Year(s): 2000-2005

Title: Board of Editors
Institution/Agency: Journal of Public Deliberation
Year(s): 2004-present

Title: Assistant Professor of Political Science
Institution/Agency: Social and Decision Sciences Department, Carnegie Mellon University
Year(s): 1995-1999

Title: Information Systems Instructor
Institution/Agency: Social and Decision Sciences Department, Carnegie Mellon University
Year(s): 1995-1999

Title: Research Consultant
Institution/Agency: Olszak Management Consulting Inc.
Year(s): 1999

Title: Political Science Undergraduate Program Director
Institution/Agency: Carnegie Mellon University
Year(s): 1996-1997

Title: Internships Director
Institution/Agency: Social and Decision Sciences Department, Carnegie Mellon University
Year(s): 1996-1997

Title: Computer Staff
Institution/Agency: Inter-University Consortium for Political and Social Research, ICPSR
Year(s): 1994

Title: Market Research Consultant
Institution/Agency: Demand Research Incorporated
Year(s): 1994

Title: Research Assistant
Institution/Agency: Adolescent Experiences Project, University of Michigan
Year(s): 1992-1995

Title: Statistical Consultant
Institution/Agency: University of Michigan Medical School Summer Program

Year(s): 1993-1994

Title: Research Assistant
Institution/Agency: Center for Political Studies, Institute for Social Research, CPS / ISR
Year(s): 1990

Title: Database Programmer
Institution/Agency: Institute of Public Policy Studies, University of Michigan
Year(s): 1987-1989

Title: Journalist
Institution/Agency: The Recorder, San Francisco
Year(s): 1983-1984

III. Direction of Graduate Students in last six years: None, spent five years in non-teaching positions and this year in a master's program.

IV. Other Service on Graduate Committees.

No. Students: 1
Dept.: Heinz School of Public Policy
Institution: Carnegie Mellon University
Function: Am currently serving as the *de facto* dissertation advisor for a graduate student.

V. Graduate Courses Taught

Institution: Texas Tech University
Course #s: 5348
Year: 2006
Course Title: Research Methods for Public Administrators
Course Description: An introduction to program evaluation focusing on experimental methods, cost-benefit analysis, and survey research methods.

Institution: Carnegie Mellon University, Heinz School of Public Policy
Course #s: 95-720
Year: 2003
Course Title: Information Systems Project
Course Description: A core projects course for Masters of Information Systems Management students, the Selma Burke Gallery On-Line Cultural Archives Project

Institution: The Internet and the Future of Democracy
Course #s: 90-915

Year: 2001
Course Title: The Internet and the Future of Democracy
Course Description: This course examines the psychological, sociological, political, and public policy implications of the Internet, particularly with a focus on effects that may influence the nature of democratic process.

VI.1 Peer-Reviewed Published Research, Last 6 Years

Note: Most publications and their abstracts can be viewed at http://www.geocities.com/pmuhl78/

Muhlberger, Peter, and Lori M. Weber. 2006. "Lessons from the Virtual Agora Project: The Effects of Agency, Identity, Information, and Deliberation on Political Knowledge." Journal of Public Deliberation 2 (1): 1-39 This is an online journal that a) peer reviews all articles, b) rejects over 90% of unsolicited submissions, and c) publishes some of the most prominent people in political participation research, such as Jane Mansbridge and John Gastil.

Muhlberger, Peter. 2006. "Should E-government Design for Citizen Participation?: Stealth Democracy and Deliberation." ACM International Conference Proceeding Series: Proceedings of the 2006 National Conference on Digital government Research (available at: http://portal.acm.org/dl.cfm) 151, pp. 53 - 61. Peer-reviewed conference proceedings that publishes only a small percentage of full papers.

Muhlberger, Peter. 2005. "Human Agency and the Revitalization of the Public Sphere." Political Communication, 22 (2), pp. 163-178. The flagship journal in the field of political communication.

Muhlberger, Peter. 2005. "The Virtual Agora Project: A Research Design for Studying Democratic Deliberation." Journal of Public Deliberation 1 (1):1-13.

Muhlberger, Peter. 2004. "Access, Skill, and Motivation In Online Political Discussion: Testing Cyber-Realism." In Democracy Online: The Prospects for Political Renewal Through the Internet, edited by P. M. Shane. New York: Routledge. Considered one of the two most widely used books on online democracy for college and graduate courses.

Muhlberger, Peter 2003. "Political Values, Political Attitudes, and Attitude Polarization in Internet Political Discussion: Political Transformation or Politics As Usual?" Communications: The European Journal of Communications Research, 28(2). A top European journal of communication research.

VI.2 Research and Community-directed Reports, Last 6 Years

Muhlberger, Peter. 2006. "Building a Deliberation Measurement Toolbox Project." Report for the Deliberative Democracy Consortium, Washington, D.C. 51 pages.

Muhlberger, Peter. 2005. "Virtual Agora Project Report: Deliberated Views Regarding School Consolidation and Educational Improvements in Pittsburgh." Report of The Institute for the Study of Information Technology and Society (InSITeS), Carnegie Mellon University, Pittsburgh, PA.

Muhlberger, Peter and Peter Shane 2002. "Prospects for Electronic Democracy: A Survey Analysis." Report of The Institute for the Study of Information Technology and Society (InSITeS), Carnegie Mellon University, Pittsburgh, PA.

VII. Current Participation in Professional Associations

Association: American Political Science Association
Years Meetings Attended Last 6 Years: 2005, 2003, 2001, 2000
Offices: Ad Hoc Committee, Information Technology and Politics Section
Editorial Positions: Journal of Information Technology and Politics
Referee for Journals:

Association: Midwest Political Science Association
Years Meetings Attended Last 6 Years: 2006, 2001
Referee for Journals: American Journal of Political Science

Association: International Society of Political Psychology
Years Meetings Attended Last 6 Years: 2005, 2003, 2000
Referee for Journals: Political Psychology

Association: International Communication Association
Years Meetings Attended Last 6 Years: 2006, 2005, 2004

Association: dg.o (An association of digital government researchers sponsored by the National Science Foundation)
Years Meetings Attended Last 6 Years: 2006
Referee for Journals: Journal of Information Technology and Politics

Sundry other professional meetings: Euricom Colloquium, Nijmegen and Amsterdam, 2002; E-Democracy Conference, Carnegie Mellon University, 2002; Developing and Using On-line Tools for Deliberative Democracy, Carnegie Mellon University / Stanford University, 2003; Deliberative Democracy Consortium Biannual Meeting, 2005 and 2003, Washington, D.C.

Sundry other reviewing: National Science Foundation, grant proposal reviews for the IIS Program and CISE Program; Public Opinion Quarterly; Journal of Politics; American Politics Research; The Information Society

VIII. Professional Papers and Abstracts Last 6 Years:

Two invited papers for 2007 at the Journal of Public Deliberation and the Journal of Public Engagement.

Stromer-Galley, Jennifer and Peter Muhlberger. 2006. "Do Groups Deliberate and Does it Matter?" Paper presented at the 56th Annual Conference of the International Communication Association, in Dresden, Germany.

Weber, Lori M. and Peter Muhlberger. 2006. "Can Citizens Learn from Deliberation? Examining an Experiment." Paper presented at the Midwest Political Science Association Annual Meeting, Chicago, Illinois.

Muhlberger, Peter. 2005. "Attitude Change in Face-To-Face and Online Political Deliberation: Conformity, Information, or Perspective Taking?" Paper presented at the American Political Science Association Annual Meeting, Washington, D.C.

Muhlberger, Peter. 2005. "Stealth Democracy, Apathy Rationales, and Deliberation." Paper presented at the International Communication Association Annual Meeting, at New York, NY.

Muhlberger, Peter. 2005. "Democratic Deliberation and Political Identity: Enhancing Citizenship." Paper presented at the International Society of Political Psychology 28th Annual Scientific Meeting, Toronto, Ontario.

Muhlberger, Peter. 2004. Polarization of Political Attitudes and Values on the Internet. Paper read at International Communication Association Annual Meeting, at New Orleans, Louisiana.

Muhlberger, Peter. 2003. "Beyond Political Interest: Political Internalization in Political Participation." Paper presented at the Annual Meeting of the American Political Science Association, at Philadelphia, PA.

Muhlberger, Peter. 2003. "Political Trust Vs. Generalized Trust in Political Participation." Paper read at the Annual Meeting of the American Political Science Association, at Philadelphia, PA.

Muhlberger, Peter. 2003. "Political Apathy Rationales: Stealth Democracy or Failure of Societal Perspective?" Paper presented at the International Society of Political Psychology Annual Meeting, Boston, MA.

Muhlberger, Peter. 2003. "Unraveling Ethical Reasoning Chains in Political Participation Decisions." Paper presented at the International Society of Political Psychology Annual Meeting, at Boston, MA.

Muhlberger, Peter. 2001. "Social Capital and Deliberative Theory: A Synthesis and Empirical Test." Paper presented at the American Political Science Association Annual Meeting, San Francisco, CA.

Muhlberger, Peter. 2001. "Analyzing Reasoning Processes in Political Participation Decisions: A New Methodology." Paper presented at the American Political Science Association Annual Meeting, San Francisco, CA.

Muhlberger, Peter 2001. "Political Speech and Apathy in an American City: A Pilot Study." Paper presented at the Midwest Political Science Association Annual Meeting, Chicago, Illinois.

Muhlberger, Peter 2000. "Measuring Deliberative Participation and Potential." Paper presented at the International Society of Political Psychology Annual Meeting, Seattle, WA.

Muhlberger, Peter 2000. "An Ethical Responsibility Model of Electoral Participation and Candidate Choice." Paper presented at the 1999 American Political Science Association Annual Meeting in Atlanta, GA.

IX. Grant and Contract Activity

I was primary or co-PI on the following:

Title: Collaborative Research: Deliberative E-Rulemaking Decision Facilitation Project (DeER)
Date: 2007
Sponsoring Agency: National Science Foundation
Dollar Amount: $450,000
Funded: Under Review
Location of Grant Project: Carnegie Mellon University

Title: ITR: Developing and Testing A High Telepresence Virtual Agora For Broad Citizen Participation: A Multi-Trait, Multi-Method Investigation
Date: 2002-2005
Sponsoring Agency: National Science Foundation
Dollar Amount: $2.1 million
Funded: Yes
Location of Grant Project: Carnegie Mellon University

Title: Community Connections
Date: 2000-2002
Sponsoring Agency: Hewlett Foundation
Dollar Amount: $450,000
Funded: Yes

Location of Grant Project: Carnegie Mellon University

Title: IGERT: Building a Ph.D. in E-Government
Date: 2005
Sponsoring Agency: National Science Foundation
Dollar Amount: Unkn
Funded: No
Location of Grant Project: University of Pittsburgh, Carnegie Mellon Univ., Oxford Internet Institute, and European University Institute

Title: Understanding Social Participation in Rich-Media Peer-to-Peer-Enabled Communities
Date: 2004 and 2005
Sponsoring Agency: Human and Social Dynamics, National Science Foundation
Dollar Amount: About $500,000
Funded: No
Location of Grant Project: Carnegie Mellon University

X. Other Professional Activities

New Graduate Course Development: Research Methods for Public Administrators and The Internet and the Future of Democracy. Also suggested curriculum for the IGERT: Building a Ph.D. in E-Government National Science Foundation Grant Proposal

Service on Government Panels: Served on two grant proposal review panels for the National Science Foundation. Grants reviewed included substantial money for graduate students.

Symposia and Conferences Organized: Organized, with Prof. Peter Shane, the E-Democracy Conference, Carnegie Mellon University, 2002. A substantial number of attendees were graduate students.

Also gave several invited talks attended by graduate students and other colleagues. These include:

"Authoritarianism, Socio-Political Perspective Taking, and Parochial Citizens in the American Public," Texas Tech University Dept. of Psychology, Lubbock, TX

"Social Science and Online Deliberation," Developing and Using Online Tools for Deliberative Democracy Invitational Seminar, 2003, Carnegie Mellon University, Pittsburgh, PA.

"Agency Theory: A Synthesis," Philosophy Colloquium, 2003, Carnegie Mellon University, Pittsburgh, PA.

Comment [PM1]: Nov. 1 2006. Abstract was:
In their widely-read book, Stealth Democracy, Hibbing and Theiss-Morse show that much of the American public desires "stealth democracy"—a democracy run like a business by experts with little deliberation or public input. The authors maintain that stealth democracy beliefs are due to reasonable apathy rationales and that a more engaged democracy is simply of no interest to the public. This paper introduces an opposing "parochial citizens thesis" that suggests that stealth democracy beliefs may be driven by socially problematic beliefs and orientations, including authoritarianism and an incapacity to take other political perspectives. These views may be rooted in simplistic conceptions of human agency and political leadership that could be ameliorated through citizen deliberation. This talk examines survey and experimental data from the National Science Foundation funded Virtual Agora Project. The data comprise a representative sample of 568 Pittsburgh residents, who participated in face-to-face and online deliberations. Findings reveal that stealth democracy beliefs are explained by beliefs and orientations consistent with the parochial citizens thesis. Also, online democratic deliberation significantly ameliorates key stealth democracy beliefs and some of the factors that lead to these beliefs. Contrary to the stealth democracy thesis, efforts to stimulate citizen deliberation may have positive consequences.

"The Virtual Agora Project," Human-Computer Interaction Institute (HCII), 2003, Carnegie Mellon University, Pittsburgh, PA.

"Information Technology and Democracy: Toward a Communicative Theory of Agency," Euricom Experts Workshop, 2002, Amsterdam, The Netherlands.

"The Digital Divide and Political Inequality," Institute for the Study of Information Technology and Society Panel, 2002, Heinz School of Public Policy, Carnegie Mellon University, Pittsburgh, PA.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Dennis Patterson **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 7/2002

TTU Email: dennis.patterson@ttu.edu **Phone:** 2-4050 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

GRADUATE FACULTY REVIEW

Dennis Patterson
Department of Political Science
Texas Tech University

I. Academic Background

Ph.D.,
Political Science
University of California, Los Angeles
March, 1995

Certificate of Completion
Japanese
Inter-University Center (Stanford Center) for the Study of the
Japanese Language, Advanced Japanese Language Studies
Tokyo, Japan
June, 1987

M.A.
Political Science
University of California, Los Angeles
June, 1986

B.A.
History
Providence College
May, 1975

II. Professional Experience

Associate Professor of Political Science and
Director, Interdisciplinary Graduate Program in International Affairs
Department of Political Science
Texas Tech University
September, 2006 to the Present

Assistant Professor of Political Science and
Director, Interdisciplinary Graduate Program in International Affairs
Department of Political Science
Texas Tech University
July, 2002 to August, 2006

Assistant Professor of Political Science
Michigan State University

Fall, 1995 to June, 2002

Assistant Professor of Political Science
University of Wisconsin, Milwaukee
Fall, 1993 to Summer, 1995

Lecturer in Social Science and Humanities Division
UCLA Extension,
Fall, 1992 and Summer, 1993

Teaching Assistant, Department of Political Science
University of California, Los Angeles
1985-86 and 1989-90 academic years

Research Assistant, Department of Political Science
University of California, Los Angeles
1984-85, 1988-89, and 1990-1993

Project Assistant, Los Angeles Metropolitan Area General Social Survey,
UCLA Institute for Social Science Research
January to June, 1986.

III. Direction of Graduate Students

Wan-Ying Yang,
Ph.D.
Michigan State University
2000

Erik Herron
Ph.D.
Michigan State University
2001

Misa Nishikawa
Ph.D.
Michigan State University
2001

Sang-Mook Lee
Ph.D.
Texas Tech University
2005

IV. Other Service On Graduate Committees

5 Ph.D. Students
Political Science

Michigan State University

3 Ph.D. Students
Department of Political Science
Texas Tech University

2 M.A. Students
Interdisciplinary Studies, International Affairs
Texas Tech University

V. Graduate Courses Taught

Texas Tech University

POLS 5100 Colloquium in Political Science
Spring, 2006; Spring, 2007
POLS 5370 Proseminar in Comparative Politics
Spring, 2003; Spring, 2004; Spring, 2005
POLS 5376 Selected Topics in Comparative Politics: Parties and Election
Fall, 2002
POLS 5376 Selected Topics in Comparative Politics: Formal Approaches
Fall, 2006
POLS 5381 Research Design
Fall, 2004
POLS 5384 Advanced Political Analysis
Fall, 2003
PUAD 5348 Selected Topics in Public Administration: City Planning
Spring, 2005; Spring, 2006

Michigan State University

POLS 857 Parties and Elections
Spring, 2002; Spring, 2000

VI. Published Research and Creative Activity

Books

Beason, Dick and Dennis Patterson. The Japan that Never Was: Explaining the Rise and Decline of a Misunderstood Country. State University of New York Press (2004). [Order of names is purely alphabetical; in fact, 95%-99% of its writing was done by Patterson as Beason's contribution was minimal]

Journal Articles

Patterson, Dennis and Ko Maeda. "Prime Ministerial Popularity and the Changing Electoral Fortunes of Japan's Liberal Democratic Party," Asian Survey (forthcoming).

Patterson, Dennis and Jeong-Pyo Choi. "Conglomerate Regulation and Aggregate Concentration in Korea: An Empirical Analysis," Journal of the Asia Pacific Economy (forthcoming).

Patterson, Dennis and Yasuhiro Inoue. "News Content and American Perceptions of Japan and U.S.-Japanese Relations," Harvard International Journal of Press/Politics (forthcoming).

Gerber, Brian, Brian Cannon, David Cohen, and Dennis Patterson, "On the Frontline: American Cities and the Challenge of Homeland Security Preparedness," Urban Affairs Review, (November, 2005). [1/4 contribution]

Patterson, Dennis and Misa Nishikawa. "Political Interest or Interest in Politics? Gender and Party Support in Postwar Japan," Women and Politics Volume 24, Number 2; (2002); pp. 1-34.

Browne, Eric and Dennis Patterson. "Rationality and Japanese Politics: A Rejoinder to Steve Reed's 'What is Rational and Why Should Anyone Care?' A Comment on Browne and Patterson,'" British Journal of Political Science (January, 2002). [authorship is purely alphabetical—equal contribution or more on my side since this co-author is not a Japan specialist nor a methodologist], pp. 189-191

Patterson, Dennis and Dick Beason. "Politics, Pressure, and Economic Policy: Understanding Japan's Use of Fiscal Stimulus Policies," World Politics, (July, 2001); pp. 499-523.

Browne, Eric and Dennis Patterson. "Office/Non-office Benefits and Influencing versus Choosing Outcomes: A Rejoinder to Gary Cox's 'Comment on Brown and Patterson's Empirical Theory of Rational Nominating Behavior in Japanese District Elections,'" British Journal of Political Science (July, 1999). [authorship is purely alphabetical—equal contribution or more on my side since this co-author is not a Japan specialist nor a methodologist], pp. 569-575.

Browne, Eric and Dennis Patterson "An Empirical Theory of Rational Nominating Behavior in Japanese District Elections," British Journal of Political Science (April, 1999). [authorship is purely alphabetical—equal contribution or more on my side since this co-author is not a Japan specialist nor a methodologist], pp. 259-289.

Patterson, Dennis and Cheng-Tian Kuo. "A Public Choice View of Regional Cooperation in East and Southeast Asia," Pacific Focus (Fall, 1995), pp. 5-28.

Patterson, Dennis. "Electoral Influence and Economic Policy: The Political Origins of Financial Aid to Small Business in Japan," Comparative Political Studies, (October, 1994), 425-447.

Dennis Patterson. "The Demand for Political Reform in Japan," The Public Perspective, (May/June, 1994), 13-15.

Hyun, In-Taek and Dennis Patterson. "F(S)X Controversies in Japan and South Korea: A

Comparative Study of Military Technology of Transfer," Pacific Focus, (Spring, 1991). [authorship is alphabetical—work is equal], pp. 77-104.

Book Chapters

"Japan's Response to Asia's Security Problems," (2007) in Shale Horowitz and Uk Heo, (eds.) Identity and Change in East Asian Conflicts: China-Taiwan and the Two Koreas.. NY: Palgrave Macmillan.

Richardson, Bradley and Dennis Patterson. "Political Tradition and Political Change: The Significance of Postwar Japanese Politics for Political Science," in Nelson Polsby (Ed.) Annual Review of Political Science. Volume 4, Palo Alto: Annual Reviews (2001), pp. 93-115.

Beason, Dick and Dennis Patterson "The Political Economy of Japan's Supplementary Budgets During the Heisei Recession," in Hugh Millward and James Morrison, eds. Japan at Century's End: Changes,Challenges, and Choices. Halifax: Fernwood Publishing (1996). [authorship is alphabetical—in fact the work is entirely mine], pp. 64-71.

Book Reviews

A review of Richard Colignon and Chikaku Usui *Amakudari: The Hidden Fabric of Japan's Economy,* Ithaca: Cornell University Press (2003), Journal of Asian Studies (May, 2005), pp. 466-468.

A review of Saadia Pekkanen *Picking Winners: From Technology Catch-Up to the Space Race in Japan*, Stanford: Stanford University Press (2003). Perspectives On Politics (June, 2005), pp. 406-408.

A review of Masao Miyoshi and H.D. Hartoonian, *Learning Places: The Afterlives of Area Studies*, Durham, NC: Duke University Press (2002). International Politics. (December, 2003) 40; 4: pp. 577-579.

Patterson, Dennis. "Political Change and The Changing Content of Voter Attitudes: A Reviewof ***Seiken Kotai to Yukensha no Taido Henyo***," by Kabashima Ikuo. Social Science Japan Journal (October, 2001), pp. 290-293.

Patterson, Dennis. "A Review of Gerald Curtis' *The Logic of Japanese Politics*," Political Science Quarterly (Summer, 2000), pp. 283-286.

Patterson, Dennis. "The Public, Parties, and Recent Developments in Japanese Politics: Miyake Ichiro's ***Seito Shiji Noh Kozo*** Social Science Japan Journal. (April, 2000), pp. 144-147.

VII. Current Participation in Professional Activities

American Political Science Association:
Papers (2005, 2004, 2003)
Midwest Political Science Association:

Papers (2005, 2003, 2002)
Southern Political Science Association:
Papers (2002)
International Studies Association:
Papers (2000, 1996)
Southwest Social Science Association:
Papers (2006, 2003)
Chair/Discussant (2003, 2002)
Southwest Conference on Asian Studies
Papers (2005)
Roundtable (2005)

Referee for the Following Journals
American Journal of Political Science
British Journal of Political Science
Comparative Politics
Comparative Political Studies
Journal of Politics
Electoral Studies

Reviewed Proposals for the National Science Foundation
2006, 2005, 2003, 2000

Member: Best Comparative Politics Paper Committee
Southwest Social Science Association

VIII. Professional Papers and Abstracts

"Asian Management Styles? The Evidence from Korea," in Eunmi Chang (Ed.) Transforming Korean Business and Management Culture. Seoul, Korea: Hollym International (2002).

"Korean Democracy and its Significance for Asia," in Miyung Ju (Ed.) Democracy in East Asia and The Role of Korea. Seoul: Kim Dae-Jung Foundation (2001).

"U.S.-Sino-Japanese Triangular Relations and Prospects for a Peace Structure on the Korean Peninsula," in Dong-Sung Kim, Ki-Jung Kim, and Hankyu Park (Eds.) Fifty Years After The Korean War: From Cold War Confrontation to Peaceful Coexistence. The KIS International Conference Series, No. 11. Seoul: The Korean Association of International Studies (2000).

IX. Grant and Contract Activity

Funded:

Lubbock International Cultural Center (LICC) $10,900 to hold a conference/workshop On "The Politics of Election System Change in Europe, Japan, and New Zealand" on March 29, 2003 at the International Cultural Center of Texas Tech University, with Frank Thames and Martin Edwards, Department of Political Science, Texas Tech University

Not Funded:

ELECTION SYSTEM CHANGE IN COMPARATIVE PERSEPCTIVE:
AN EMPIRICAL THEORY OF RATIONAL BEHAVIOR
National Science Foundation
$145,543

X. Other Graduate Activities

Concentration Director: Master of Arts Degree, Interdisciplinary Studies International Affairs:
New Graduate Program that began in 2004.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Brandon Prins **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** 9/2003

TTU Email: brandon.prins@ttu.edu **Phone:** 2-2991 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. [x] Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. [ ] Reappointment of lapsed membership
3. [ ] Ex-officio (rank of collegiate dean or higher)
4. [ ] Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. [ ] Adjunct (employed outside the department/area or outside the University)
6. [ ] Visiting (in a non-tenure-earning position within the University)
7. [ ] Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #___ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

I. Academic Background

Ph.D.	1999	Michigan State University Department of Political Science
M.A.	1995	Michigan State University Department of Political Science
B.A.	1994	University of California Los Angeles Majors: History/Political Science

II. Professional Experience

Director of Graduate Studies	Department of Political Science, *Texas Tech University*–Fall 2006–
Assistant Professor	Department of Political Science, *Texas Tech University*–August 2003-present
Assistant Professor	*Department of Political Science, University of New Orleans*–August 1999-July 2003.
Instructor	*Department of Political Science, Michigan State University*–June 1997-August 1999.

III. Direction of Graduate Students

Tiffiny Vincent, Non-thesis, Texas Tech University, 2006

Ursula Daxecker, *Perilous Polities: Regime Transition and Conflict, 1950-2000*. University of New Orleans, 2003.

Lisa Angelle, *International Environmental Regimes*, University of New Orleans, 2001.

Bryan Peters, *African Boundary Disputes: A Major Source of Conflict?* University of New Orleans, 2001.

IV. Other Service on Graduate Committees in the last six years
Three Students, Department of Political Science, Texas Tech University.
Three Students, Department of Political Science, University of New Orleans.

V. Graduate Courses
POLS 5369, Spring 2004, Texas Tech University
POLS 5369, Spring 2005, Texas Tech University
POLS 5365, Fall 2004, Texas Tech University
POLS 5382, Fall 2004, Texas Tech University
POLS 5382, Fall 2005, Texas Tech University
POLS 5382, Fall 2006, Texas Tech University

VI. Published Research and Creative Activity in last six years
(2007) "Committed to Peace: Liberal Institutions and the Termination of Rivalry." With Ursula Daxecker. Forthcoming in *British Journal of Political Science*.

(2006) "Strategic Position Taking and Presidential Influence in Congress." With Bryan Marshall. Forthcoming in *Legislative Studies Quarterly*.

(2006) "Enduring Rivals: Success and Support in the House of Representatives." With Steven A. Shull. Forthcoming in *Congress and the Presidency* 33(2).

(2006) "International Trade and Militarized Dispute Initiation and Reciprocation, 1950-1992." With Mark Souva. *International Interactions*, 32(2): 183-200.

(2005) "Interstate Rivalry and the Recurrence of Crises." *Armed Forces and Society,* 31(3): 323-351.

(2004) "Rivalry and Diversionary Uses of Force." With Sara Mitchell. *Journal of Conflict Resolution,* 48(6): 937-961.

(2003) "Democratic Politics and Dispute Challenges: Examining the Effects of Regime Type on Conflict Reciprocation, 1816-1992." *International Journal of Peace Studies* 8(1): 61-84.

(2003) "Institutional Instability and the Credibility of Audience Costs: Examining the Impact of Political Participation on Interstate Crisis Bargaining." *Journal of Peace Research,* 40(1): 67-84.

(2003) "The Pendulum of Congressional Power." With Bryan Marshall. Legislative Research Report Abstract in *Legislative Studies Quarterly*, 28(2): 288-89.

(2002) "The Pendulum of Congressional Power: Agenda Change, Partisanship and the Demise of the Post-World War II Foreign Policy Consensus." With Bryan W. Marshall. *Congress and the Presidency*, 29(2): 195-212.

(2002) "Rivalry and Diversionary Uses of Force." With Sara Mitchell. *Peace Research Abstracts* 39 (5): 611-755.

(2001) "Congressional Support of the President: A Comparison of Foreign, Defense, and Domestic Policy Decision-making During and After the Cold War." With Bryan Marshall. *Presidential Studies Quarterly* 31(4): 660-679.

(2001) "Domestic Politics and Interstate Disputes: Examining U.S. MID Involvement and Reciprocation, 1870-1992." *International Interactions* 26(4): 411-438.

(2001) "Partisanship and the Purse: The Money Committees and Procedures in the Postreform Congress." With Bryan Marshall and David Rohde. *Politics and Policy,* 29(1): 1-24.

VII. Current Participation in Professional Associations

Peace Science Society International, Attended meetings 2001, 2003, 2005
International Studies Association, Attended meetings 2000-2005
American Political Science Association, Attended meetings 2000-2002
Southern Political Science Association, Attended meetings 2000, 2005
Midwest Political Science Association, Attended meetings 2000, 2002-2003, 2005

VIII. Professional Papers and Abstracts for the last six years

"Issues and International Rivalry." Paper presented at the Annual Meeting of the International Studies Association, San Diego, CA.

"Crossing the Militarized Threshold: Bilateral Vs. Third Party Conflict Management." Paper presented at the Annual Meeting of the Peace Science Society (International), 2006. With Glynn Ellis and Sara McLaughlin Mitchell.

"Issue Claim Onset and the Emergence of Rivalry in the Western Hemisphere." With David Lektzian and Mark Souva. Paper presented at the Annual Meeting of the Peace Science Society (International), Iowa City, Iowa, November 2005.

"Does Congress Matter? Examining Presidential Decisions to Use Force, 1948-1994." With Bryan Marshall. Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, Illinois, April 2005

"Committed to Peace: Liberal Institutions and the Termination of Rivalry." With Ursula Daxecker. Paper presented at the Annual Meeting of the Southern Political Science Association, New Orleans, January 2005.

"Power Preponderance and the Commitment Problem." With Mark Souva. Paper presented at the Annual Meeting of the Peace Science Society (International), Houston, Texas, November 2004.

"Taming the Leviathan: Examining the Impact of External Threat on State Strength." With David Lektzian. Paper presented at the Annual Meeting of the International Studies Association, Montreal, Canada, 2004.

"Unpacking Proper Nouns: Assessing the Major Power Distinction in International Relations Research." With Mark Souva. Paper presented at the Annual Meeting of the Midwest Political Science Association, April, 2003, Chicago, Illinois.

"Taming the Leviathan: Examining the Impact of External Threat on State Strength." With David Lektzian. Paper presented at the Annual Meeting of the International Studies Association, February, 2003, Portland, Oregon.

"Examining Presidential Influence in Congress: Testing a Theory of Anticipated Reactions in the Realm of Foreign and Domestic Policy, 1953-98." Paper presented at the Annual Meeting of the American Political Science Association, 2002. With Bryan Marshall.

"Interstate Rivalry and the Recurrence of Crises." Paper presented at the Annual Meeting of the International Studies Association, March, 2002.

"Managing Interbranch Relations: A Unified Statistical Model of Presidential Position Taking and Success on Foreign and Defense Policy Issues in the House, 1953-1998." With Bryan Marshall and Steven Shull. Paper presented at the Annual Meeting of the Midwest Political Science Association, April 2002.

"Rivalry and Diversionary Uses of Force." Paper presented at the Annual Meeting of the Peace Science Society (International). With Sara McLaughlin Mitchell.

"Explaining Presidential Legislative Success Across Levels of Aggregation." Paper presented at the Annual Meeting of the 2001 American Political Science Association. With Steven Shull.

"International Trade and Militarized Dispute Initiation, Reciprocation, and Revision, 1950-1992." With Mark Souva. Paper presented at the Annual Meeting of the International Studies Association, Chicago, Illinois.

"The Pendulum of Congressional Power: Agenda Change, Partisanship, and the Demise of the Post-World War II Foreign Policy Consensus." Paper presented at the Annual Meeting of the Southern Political Science Association Meeting, November 2000.

"Democratic Politics and Dispute Escalation: Examining the Effects of Regime Type on Conflict Reciprocation." Paper presented at the Annual Meeting of the American Political Science Association, Washington, D.C., 2000.

"Agenda Change and Congressional-Executive Relations: Foreign and Defense Policy Realignment in the Post-reform Era." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, Illinois, April 27-30, 2000.

"A Little Help From My Friends? Evaluating the Effects of Third-Party Interventions on Conflict Violence." Paper presented at the Annual Meeting of the International Studies Association, Los Angeles, CA, March 16-18, 2000.

IX. Grant and Contract Activity for the last six years

"The Price of Peace? Public Health Effects of Armed Conflict." Research Development Grant Proposal submitted to Texas Tech University. Funding requested: $69,963. Not funded.

"The Price of Peace? Public Health Effects of Armed Conflict." Grant Proposal submitted to National Science Foundation, August 15th, 2005. Funding requested: $94,978. Not funded.

"Influence and Military Power Projection in World Politics: A New Capabilities Dataset." National Science Foundation, Social, Behavioral, and Economic Sciences, Division of Social and Economic Sciences, Program on Political Science. Proposal submitted January 15th, 2004. Funding requested: $118,165. Not funded.

"Unpacking Power in International Politics: The Changing Face of Military Might in the 21st Century." Institute for University Research, Research Enhancement Fund, College of Arts and Sciences, Texas Tech University. Fall 2003. Funding received: $2,525.

X. Other professional activities during the last six years
Director of Graduate Studies, Department of Political Science, TTU, Fall 2006-
Coordinator, Speaker Series, Department of Political Science, TTU, Spring 2006
Undergraduate Committee, Texas Tech University, Fall 2005-present
Panel Chair, ISA Meeting, March 2006, "Evolution in Military Strategies."
Pi Sigma Alpha Advisor, Texas Tech University, Fall 2003-Spring 2005
Graduate Committee, Texas Tech University, Fall 2003-present
Panel Chair & Discussant, MPSA Meeting, April 2004. "Democracy and War."
Panel Discussant, ISA Meeting, February 2003. "Domestic Politics and Militarized Conflict."
Panel Chair & Discussant, ISA Meeting, Spring 2002. "Conflict Termination and Negotiation."
Internet Advisor, Department of Political Science, UNO, 2000-2003.
Panel Discussant, ISA Meeting, Winter 2000. "Outside Interventions into Ongoing Conflicts."
Pi Sigma Alpha Advisor, University of New Orleans, Fall 1999-Summer 2003.

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Frank Thames **Department/Unit:** Political Science

Rank/Title: Assistant Professor **Date Submitted:** 1/4/07 **TTU Appointment Date:** _____

TTU Email: frank.thames@ttu.edu **Phone:** 2-4049 **Campus Mail Stop** 1015

Mailing Address: MS 1015 **City/State:** _____ **Zip:** _____

1. _x_ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. ____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. ____ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#___ Approve #____ Disapprove #___ Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Chair, Department/Area: (Please attach memo if circumstances warrant.)

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

College Dean (of Department submitting this application):

_____Approve _____Disapprove

Signature: _____

Comment:

Print Name: _____

Graduate Council Action:

Frank C Thames

I. Academic Background
Ph.D., Government, University of Texas, December 2000
M.A., Government, University of Texas, August 1994
A.B., College of William and Mary, International Studies with High Honors, May 1991

II. Professional Experience, Academic and Nonacademic
Assistant Professor, Department of Political Science, Texas Tech University, 2002-present
Visiting Assistant Professor, Department of Political Science Albion College, 2001-2002
Visiting Assistant Professor, Department of Government, College of William and Mary, 2000-2001

III. Direction of Graduate Students (completed theses and dissertations directed)
Melanie Castleberg, Ph.D., Texas Tech University, expected 2007
Joe Robbins, Ph.D., Texas Tech University, expected 2008

IV. Other Service on Graduate Committees
6, Department of Political Science, Texas Tech University

V. Graduate Courses Taught
Texas Tech University
POLS 5200: 2003
POLS 5370: 2006
POLS 5376: 2003, 2005
POLS 5381: 2005, 2006
POLS 5397: 2004

VI. Published Research and Creative Activity
Frank C Thames. "Searching for the Electoral Connection: Parliamentary Party Switching in the Ukrainian Rada, 1998-2002." *Legislative Studies Quarterly*, Forthcoming.

Frank C Thames and Martin Edwards. "District Magnitude, Personal Votes, and Government Expenditures." *Electoral Studies*, Forthcoming.

Frank C Thames . "Discipline and Party Institutionalization in Post-Soviet Legislatures." *Party Politics*, Forthcoming.

Jeffrey Edwards, Frank C Thames, and Martin Edwards. "Measuring the Dissemination of Volatility across Levels of Development." *Topics in Macroeconomics*, 6, no. 2 (2006): 1-15.

Frank C Thames and Martin Edwards. "Differentiating Mixed-Member Electoral Systems: MMM, MMP, and Government Expenditures." *Comparative Political Studies*, 40, no. 7 (September 2006): 905-927.

Frank C Thames . "A House Divided: Party Strength and the Mandate Divide in Hungary, Russia, and Ukraine." *Comparative Political Studies*, 38, no. 3 (April 2005): 282-203.

Frank C Thames. "Searching for Party Effects in Post-Communist Ukraine." *Communist and Post-Communist Studies*, 38, no. 1 (March 2005): 89-108.

Frank C Thames. "Party and Personal Preference in Post-Soviet Legislatures." *Social Science Quarterly*, 85, no. 2 (June 2004): 478-496.

Frank C Thames. "The Effect of District: Russian Single-member District Deputies and their Constituents' Preferences." *Journal of Legislative Studies*, 8, no. 3 (Autumn 2002): 109-126.

Frank C Thames. "Legislative Voting Behavior in the Russian Duma: Understanding the Effect of Mandate." *Europe-Asia Studies*, 53, no. 6 (September 2001): 869-894.

Frank C Thames. "Did Yeltsin Buy Elections? The Russian Political Business Cycle, 1993-1999." *Communist and Post-Communist Studies*, 34 (March 2001): 63-76.

VII. Current Participation in Professional Associations

Associations

American Political Science Association, attended meetings from 2001-2006
Midwestern Political Science Association, attended meetings in 2001-2005
American Association for the Advancement of Slavic Studies
Southern Political Science Association

Journal Referee

British Journal of Political Science, American Journal of Political Science, Journal of Politics, Governance

VIII. Professional Papers

Frank C Thames. "Assessing the Committee Outlier Hypothesis in Post-Communist Russia," APSA, August 31-September 3, 2006.

Frank C Thames and Melanie Castleberg. "Electoral Incentives and Party Switching in Mixed-System Legislatures," APSA, August 31-September 3, 2006.

Frank C Thames. "Parliamentary Party Switching in the Ukrainian Rada, 1998-2002." MWPSA, April 7-10, 2005.

Frank C Thames and Martin Edwards. "Personal Votes and Public Expenditures." APSA, September 1-4, 2005.

Frank C Thames. "Parliamentary Party Switching in the Ukrainian Rada." APSA, September 1-4, 2005.

Frank C Thames and Martin Edwards. "Differentiating Mixed-Member Electoral Systems: MMM, MMP, and Government Expenditures." APSA, September 2-5, 2004.

Frank C Thames. "Party System Institutionalization and the Mandate Divide in Hungary, Ukraine, and Russia." MWPSA, April 15-19, 2004.

Frank C Thames and Martin Edwards. "Differentiating Mixed-Member Electoral Systems." MWPSA, April 15-19, 2004.

Frank C Thames. "Same System, Different Outcomes: Legislative Behavior Differences in Ukraine and Russia." AAASS, November 21-24, 2002.

IX. Grant Activity

Date	*Author*	*Proposal*	*Program/Agency*	*Amount*	*Funded*
9/04	M. Edwards, F. Thames, & J. Edwards	Political Institutions and Economic Performance	Multi-Disciplinary Seed Grant, ORS—TTU	$12,158	Yes
7/04	F. Thames	Party Institutionalization and Legislative Behavior in Post-Communist Legislatures	CAREER Program, NSF	$326,182	No
10/03	F. Thames	Mixed-Member Systems and Legislative Behavior in Post-Communist States	Eurasian Post-Doctoral Fellowship, SSRC	$24,000	Yes
9/03	F. Thames and M. Edwards	Research Experience for Undergraduates: Summer Research Institute on Political Economy	Research Experience for Undergraduates, NSF	$260,659	No
9/02	D. Patterson, F. Thames, & M. Edwards	The Electoral Connection: Political Institutions and Public Policy	LICC, Inc.	$10,000	Yes

X Other Professional Activities

APPENDIX G

Interdisciplinary Master's Degree Specialization in International Affairs

Appendix G

Summary Report on the Master of Arts, Interdisciplinary Studies, International Affairs

At the end of the 2003 calendar year, the Graduate School awarded the Department of Political Science Special Development funding to proceed with the planning and implementation of a new concentration in the Graduate School's existing Master of Arts program in Interdisciplinary Studies. The new concentration is International Affairs, and what follows is an unsolicited progress report on the current state of that new concentration and plans for its future development.

Program Planning and Implementation (Spring/Summer, 2004)

The first steps taken to start this new concentration involved three activities, program administration, program content, and graduate student recruitment. The first involved the appointment of an Advisory Committee which is composed of the following faculty members:

Dennis Patterson, Concentration Director
Department of Political Science

Ambassador Tibor Nagy
Asst. Vice Provost for International Affairs

Amy Wong, Assistant Professor
Department of Economics and Geography

Will Gray, Assistant Professor
Department of History
(Will Gray has since left TTU—no replacement named as of yet)

Advisory Committee meetings were held throughout the spring and the goals and content of the concentration were put together as was a plan for the recruitment of the graduate students into the program. It was agreed that, at least initially, this Interdisciplinary Studies program would divide itself into two tracks, one emphasizing International Relations and the other emphasizing Regional Studies. The former would emphasize such areas as International Security, International Politics and Economics, and International Organizations, while the latter track would focus on interdisciplinary issues in several regions of the world. Based on faculty specialties at Texas Tech University, these are West Europe, East Europe and the former Soviet republics, Latin America, Asia, and Africa. A suggested set of courses in several departments was then assembled and made available to students to guide them in their design of individual programs. The concentration would require the completion of 36 credit hours.

The committee also made several proposals to recruit students into the new program. Program brochures were designed and printed. These were then mailed to international studies faculties at colleges and universities in the state and region. Brochures were also distributed to faculty in related departments at TTU who announced the new concentration in their respective classes and then made brochures available to interested students. Brochures are also available to students at the TTU International Cultural Center. The new program was also advertised in The Daily Toreador in August of 2004. (This program advertisement was also run in the same newspaper in August of 2005.) Finally, a website was created and linked to other department websites for students to access (http://www.maia.pols.ttu.edu).

Report on the Program's Current and Future Enrollments

The recruitment efforts of the Advisory Committee led to an inaugural class of four students (Fall, 2004). While one of these students left the program for employment in International Business after completing one year of study, three remain in the program. Two of these students have completed the program, with one pursuing a Ph.D. in Political Science and the other accepting a position as a high school social studies teacher. The remaining student has struggled academically but to date remains in the program and will graduate this semester, Spring of 2007. .

Ongoing recruitment efforts led to six more students enrolling in the Fall of 2005 and four more being admitted in the following Fall. The program also admitted three more in the Fall of the 2006 academic year, and we are in the process of considering one more student for this semester (Spring 2007). These admissions total to 14 students admitted, but three have dropped out for one or another reason. Current enrollments are at 9, when the two graduates are included.

Over the past two years, as many as two dozen students expressed an interest in the program, and we expect enrollments to continue to grow over the next several years. Two other developments portend well for future program enrollments in this concentration. The first concerns the possibility of enrolling Vietnamese professionals in the program. In conversations with Dr. James Reckner, Director of the Texas Tech University Vietnam Center, there is a possibility that Vietnam will send six professionals to pursue studies in International Affairs at the master's degree level. Conversations have touched on how this concentration in International Affairs might accommodate these professionals and will continue as more information becomes available. We have been informed by Dr. Yen Phuong of the Institute of International Relations (IRR) in Hanoi that she has applied for funding for a delegation to visit Texas Tech University to discuss this program. According to Dr. Reckner, we expect a campus visit from Vietnam in February of 2007, and the delegation is likely to include individuals from the following Institutions/Ministries:

Two officials from the Ministry of Education and Training (MoET),
One representative from the Ministry of Foreign Affairs, and
Two representatives from the Institute of International Relations (IRR).

The second development concerns the very real possibility of establishing program in International Affairs at the Bachelor's level that will be administered through the Honors College. Students pursuing undergraduate studies in International Affairs will become a prime recruiting ground for this program, and we could, in time, also develop a fast-track BA/MA program. Such recruiting possibilities will be explored as more information about the new Bachelor's program becomes available.

Program Development Efforts

Since the initiation of this new concentration in Interdisciplinary Studies, program development efforts have proceeded along two lines in particular. The first has involved expanding course offerings available to students enrolled in the program. While this effort was naturally motivated by the desire to have more internationally oriented courses available to graduate students pursuing this concentration, it was also motivated by a need to alleviate some of the difficulties interdisciplinary studies students have taking graduate courses in different departments. This naturally involves students not having the substantive, theoretical, and mathematics/statistics background that graduate courses often require, but it also involves the fact that professors teaching graduate courses have a duty to be sure they fulfill the needs of Ph.D.-level students, sometimes rendering them not beneficial to our MA students.

To deal with the problem, efforts have been made to expand the offerings of internationally oriented courses that would benefit students in this Master of Arts program. To date, this has involved cooperative agreements with the Department of Agricultural and Applied Economics and with the TTU School of Law. The former department offers courses that would be beneficial to students interested in studies of international business and economics, and it has agreed to accept students from the MA program into graduate level classes. On the other hand, the Department of Agricultural and Applied Economics has also sent students to Political Science and other participating departments in the interdisciplinary Master's program to benefit from graduate courses offered by departments in the College of Arts and Sciences. The TTU Law School also offers courses that graduate students in this master's program could benefit from. Meetings between myself and selected law school faculty will result in graduate students pursuing this concentration taking such law school classes as Public International Law and International Environmental Law.

The other line of development has involved expanding the vision of this master's degree program. Specifically, this effort has involved developing a sub-specialty within the International Affairs concentration to serve the University's efforts to be approved to offer a master's level program with Peace Corps. This certified Peace Corps graduate program would involve three specializations, one in the College of Education, one affiliated with the College of Agricultural Sciences and Natural Resources (the International Center for the Study of Arid and Semiarid Lands as well), and the Department of Political Science. The plan is for the current Interdisciplinary Studies Master of Arts program to offer a sub-specialty in International Administration which would include graduate courses offered in the Department's Public Administration

program and then allow students to receive a certification from the U.S. Peace Corps. While the initial application was not accepted, this will be revised and resubmitted this calendar year.