



# One-Year Status Summary Report Following the Academic Program Review (APR)

DEPARTMENT OF EDUCATIONAL ADMINISTRATION  
AND HUMAN RESOURCE DEVELOPMENT

Submitted to the Provost and the Executive Vice President for Academic Affairs



**EDUCATION**  
& HUMAN DEVELOPMENT  
TEXAS A&M UNIVERSITY

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## Introduction

This One Year Summary Report for the Provost covering the Academic Year 2013-2014 is submitted as a follow up to the Academic Program Review (APR) conducted in fall, 2013. The APR external review team comprised of Dr. Karen E. Watkins, Professor of Adult Education and Human Resource Development, the University of Georgia (Committee Chair), Dr. Edward St. John, Algo D. Henderson Collegiate Professor of Higher Education, University of Michigan, and Dr. Nona Prestine, Professor of Educational Leadership, Pennsylvania State University.

The APR post-review meeting, as outlined in the TAMU *Program Review Guidelines*, was convened on December 12, 2013. The purpose of the meeting was to discuss and reach consensus on a plan of action to be taken following the program's October 2013 external program review and to document the "institutional response" as required by Texas Administrative Code, Rule 5.52. The APR post-review meeting was attended by Drs. Karan Watson, Provost and Executive Vice President for Academic Affairs, Pam Matthews, the then Vice Provost for Academic Affairs, Karen Butler-Purry, Associate Provost for Graduate and Professional Studies, James Kracht, Assistant Provost for Undergraduate Studies, and Ms. Bettyann Zito, APR Coordinator, Office of the Provost; Dean Douglas J. Palmer, Department Head, Dr. Fred M. Nafukho, Drs. Ann Gundy, the then Program Chair of HRD and TCM Undergraduate Program, Dr. Beverly Irby, Program Chair, K-12 Public School Administration, Dr. Yvonna Lincoln, Program Chair, Higher Education Program and Dr. Homer Tolson, the then Program Chair, Educational Human Resource Development Program.

The One-Year Summary Report for the Provost addresses the responses agreed upon at the APR post-review meeting. Topics of concern discussed during the meeting included:

- Collaboration among faculty (particularly in the context of the curriculum)
- Length of time for students to graduate (time to degree especially for graduate students)
- Differentiation between Ed.D. and Ph.D.
- Research impact with the need to focus on quality rather than quantity

This summary report provides a response to activities that have been conducted during the one year period to address the concerns above.

## **Collaboration among Faculty on Curriculum Issues**

Faculty in the Department appreciated the feedback provided by the external reviewers especially the need for collaboration among faculty on curricula issues regardless of their areas of discipline. As a response to this concern, the Department head appointed two committees – the Undergraduate Curriculum Review and the Graduate Curriculum Review Committee.

### **Undergraduate Curriculum Review Committee**

The Committee comprised of the following faculty: Dr. Michael Beyerlein, Professor of Human Resource Development (Chair), Dr. Robert Jones, Clinical Assistant Professor (Program Coordinator, Undergraduate Human Resource Development/Technology Management Program), and Dr. Kelli Peck Parrott, Clinical Professor and Director, Student Affairs Administration in Higher Education (SAAHE) Program. The Committee was appointed in January 2014 and was given four months to submit its report.

The main charge of the Committee was to conduct a thorough curriculum review by addressing the following issues:

- Conduct a cross-walk of undergraduate courses across all courses to see potential commonalities and areas of overlap.
- Identify which courses needed to be added based on new information being generated.
- Identify courses that should be dropped from the curriculum for being obsolete.
- Recommend courses that may need to be offered to all undergraduate students enrolled in the department and provide the rationale for this action.

The Committee conducted an initial needs analysis and requested for more time until July 2014. A summary of the committee report has four main sections including: Context, goals, method, findings and recommendations.

#### **Context**

It is noted in the Report that three highly qualified faculty members from other major universities visited the EAHR Department, October 20-23, 2013. The reviewers met with each program faculty group and with students to assess the state of each program. All the programs were viewed positively in the final report and each had a list of suggestions to consider in rising to a new level of effectiveness. The undergraduate program which had begun 14 years before as an opportunity for students leaving other majors had become well established and widely recognized during the ensuing years. Its strengths and the contributions of the then Program Coordinator, Dr. Ann Gundy during the prior 13 years are worth noting. Signs of that success include the large number of graduates who found appropriate work in industry or who continued on to graduate school, and the growing enrollments year after year. The APR Review Team suggested that due to changing work environments, there were opportunities to enhance an already strong program – taking it to the next level – a level where applicants to TAMU would view it as a program of first choice.

#### **Goals**

The Committee observed that there was need to identify and integrate ideas for program faculty to consider in making a good program even better – capable of preparing students to compete for good jobs or succeed in graduate programs, building the reputation of the program to draw top

students – a program of first choice, minimize redundancy of work in courses, align with strategic goals, align with employers’ needs, and build core competencies with emphasis across the curriculum. The core question for this goal was: What does industry require of an HRD or TCM graduate and is the program providing those skill sets?

### **Method**

Data were gathered regarding perceptions of the current HRD and TCM undergraduate program curriculum and ideas for change from all stakeholders (students, faculty, advisers, alumni, and employers).

### **Process**

Focus groups with student groups, faculty, and advisers supplemented interviews with faculty – both undergraduate and graduate, alumni, and employers. The Committee members content analyzed the resulting data to determine a variety of themes and ideas generated.

### **Findings**

Stages of the Bachelor of Science Programs – each needs attention, as do the transitions between stages:

- Recruitment
- Entry (freshman or transfer)
- Lower Division
- Upper Division
- Intern
- Transition to work or graduate school
- First job
- Promotion on the job (goal for program)

Areas of Attention:

- What to learn (Content)
- Balance of content and skill
- Level of rigor and its form
- Exposure to world of work through internship
- Support such as learning communities
- Sequencing of courses and material
- Redundancy
- Shortage of faculty

Based on the curriculum review findings, Table 1 provides a revised eight semester curriculum for the Bachelor of Science in Human Resource Development. The revised curriculum has pre-requisite courses beginning in the second year of study which include: EHRD 203 Foundations of HRD, and EHRD 210 Legal and Ethical Environment of HRD. A new course introduced based on the review feedback. The other new courses introduced include: EHRD 315 Applied HRD in the Workplace, EHRD 413 Conflict Management and Dialogue, and TCMG 402 Instructional Technology and Design. TCMG 402 required a combination of two courses: Distance Learning Applications (EHRD 473) and Multimedia Development for Training and Instruction (EHRD 475) from catalog 137. During their senior year all the students are required to take EHRD 484 Professional Internship, which was reduced from 12 credit hours to 6 credit hours. The internship course will be graded as pass/fail instead of using letter grades.

Table 1.  
Bachelor of Science in Human Resource Development

First Semester	Cr	Second Semester	Cr
ENGL 103 Intro. Rhetoric and Comp. <b>or</b> ENGL 104 Comp. and Rhetoric	3	American History Elective	3
American History Elective	3	Social and Behavioral Sciences Elective <b>1</b>	3
Creative Arts Elective <b>1</b>	3	POLS 207 State and Local Govt.	3
POLS 206 American Natl. Govt.	3	MATH 142 Business Math II	3
MATH 141 Business Math I	3	Life and Physical Sciences Elective <b>1</b>	4
KINE 120 The Science of Basic Health & Fitness	1		
	<b>16</b>		<b>16</b>

SOPHOMORE YEAR

First Semester	Cr	Second Semester	Cr
MGMT 209 Business, Govt. and Society	3	COMM 203 Public Speaking	3
EHRD 203 Foundations of HR Development <b>10</b>	3	ISYS 209 Business Info Systems Concepts	3
Language, Philosophy, and Culture Elective <b>1</b>	3	ACCT 209 Survey of Acct. Principles	3
Life and Physical Sciences Elective <b>1</b>	4	EHRD 210 Legal & Ethical Environment of HRD <b>11</b>	3
Elective <b>2</b>	3	ENGL 210 Technical and Business Writing	3
	<b>16</b>		<b>15</b>

JUNIOR YEAR

First Semester	Cr	Second Semester	Cr
EHRD 391 Measurement & Evaluation in HRD (remove STAT 303) check math142 required, <b>11</b>	3	EHRD 374 Organization Development (Spring only) <b>11</b>	3
Professional Communication - COMM 315, 320 <b>or</b> 335	3	EHRD 315 Applied HRD in the Workplace <b>11</b>	3
EHRD 371 Applied Learning Principles <b>4, 11</b>	3	Elective <b>2</b>	3
EHRD 372 Training and Development in Human Resource Development (Fall only) <b>11</b>	3	FINC 409 Survey of Finance Principles	3
MGMT 309 Survey of Management	3	EHRD 481 Seminar in Career Development <b>7</b>	3
	<b>15</b>		<b>15</b>

SENIOR YEAR

First Semester	Cr	Second Semester	Cr
EHRD 477 Project Management in Org. <b>12</b>	3	EHRD 484 Professional Internship <b>3, 6, 7, 8</b>	6
EHRD 413 Conflict Management and Dialogue <b>11</b>	3	TCMG 402 Instructional Technology and Design <b>9, 12</b>	3
EHRD 490 Research <b>4, 5, 7</b>	3	EHRD 405 Leadership in HRD/TCM <b>9, 12</b>	3
MKTG 409 Principles of Marketing	3		
EHRD 408 Globalization and Diversity in the Workplace <b>12</b>	3		
	<b>15</b>		<b>12</b>
<b>Total Degree Plan Hours</b>	<b>120</b>		

**1. To be selected from University Core Curriculum**

2. To be chosen in consultation with academic advisor, if necessary
3. Prerequisite EHRD 481 Human Resource Development Seminar
4. Writing or Communication Intensive course requirement
5. Prerequisite EHRD 391
6. Prerequisite EHRD 491 Research in HRD
7. Professional Phase
8. Pass/fail
9. Online course offered
10. Requires minimum sophomore classification
11. EHRD 203, junior or senior classification
12. Requires junior or senior classification

Students must have completed 60 hours to register for 300/400 level courses

\*Six hours of International and Cultural Diversity (ICD) are required. Selection must be from courses on the approved list. Selection can be courses that also satisfy the requirement for social and behavioral sciences, visual and performing arts, humanities, or electives.

Foreign Language Requirement –

- 2 years same foreign language in high school OR
- 1 full year (two semesters) of same foreign language in college

Note: Adopted by Department Program Faculty – Human Resource Development – Catalog 138

Table 2 provides a revised eight semester curriculum for the Bachelor of Science in Technology Management. Just like the BS in HRD, the revised curriculum has pre-requisite courses beginning in the second year of study which include: EHRD 203 Foundations of HRD, and TCMG 274 Distance Networking for Training and Development. The new courses introduced include: TCMG 303 Unix System Administration Practices and Principles, TCMG 308 Cybersecurity and Digital Ethics, TCMG 412 Contemporary Issues in TCM, and TCMG 402 Instructional Technology and Design. During their senior year all the students are required to take TCMG 484 Professional Internship an additional course added as the result of the addition of the TCMG prefix to the TAMU Undergraduate course catalog, which was created at 6 credit hours. The internship course will be graded as pass/fail instead of using letter grades.

Table 2. Bachelor of Science in Technology Management

<i>FRESHMAN YEAR</i>			
First Semester	Cr	Second Semester	Cr
ENGL 103 Intro. Rhetoric and Comp. <b>or</b> ENGL 104 Comp. and Rhetoric	3	American History Elective	3
American History Elective	3	Social and Behavioral Sciences Elective <b>1</b>	3
Creative Arts Elective <b>1</b>	3	POLS 207 State and Local Govt.	3
POLS 206 American Natl. Govt.	3	MATH 142 Business Math II	3
MATH 141 Business Math I	3	Life and Physical Sciences Elective <b>1</b>	4
KINE 120 The Science of Basic Health & Fitness	1		
	<b>16</b>		<b>16</b>
<i>SOPHOMORE YEAR</i>			
First Semester	Cr	Second Semester	Cr
MGMT 209 Business, Govt. and Society	3	COMM 203 Public Speaking	3
TCMG 272 Technology & End User Support	3	ISYS 209 Business Info. System Concepts	3
EHRD 203 Foundations of HR Development	3	ACCT 209 Survey of Acct. Principles	3
Language, Philosophy, and Culture Elective <b>1</b>	3	ENGL 210 Technical and Business Writing <b>1</b>	3
Life and Physical Sciences Elective <b>1</b>	4	TCMG 274 Distance Networking for Training and Development	3
	<b>16</b>		<b>15</b>
<i>JUNIOR YEAR</i>			
First Semester	Cr	Second Semester	Cr
EHRD 371 Applied Learning Principles <b>4</b>	3	FINC 409 Survey of Finance Principles	3
MGMT 309 Survey of Management	3	TCMG 316 Database System Administration and Programming <b>13</b>	4
TCMG 303 Unix System Administration Practices and Principles <b>11</b>	4	EHRD 481 Seminar in Career Development <b>7</b>	3
EHRD 391 Measurement & Evaluation <b>12</b>	3	TCMG 308 Cybersecurity and Digital Ethics (Spring only) <b>11</b>	3
EHRD 477 Project Management in Org. <b>10</b>	3		
	<b>16</b>		<b>13</b>
<i>SENIOR YEAR</i>			
First Semester	Cr	Second Semester	Cr
TCMG 412 Contemporary Issues in TCM <b>7, 11</b>	3	TCMG 484 Professional Internship <b>3, 6, 7, 8</b>	6
EHRD 490 Research <b>4, 5, 7</b>	3	TCMG 402 Instructional Technology and Design <b>9, 10</b>	3
TCMG 476 Managing Technical Networks <b>11</b>	4	EHRD 405 Leadership in HRD/TCM <b>9, 10</b>	3
MKTG 409 Principles of Marketing	3		
Elective <b>2</b>	3		
	<b>16</b>		<b>12</b>
<b>Total Degree Plan Hours</b>	<b>120</b>		

ICD Credit\* - (3) hours



ICD Credit\* - (3) hours





13. To be selected from University Core Curriculum
14. To be chosen in consultation with academic advisor, if necessary
15. Prerequisite EHRD 481
16. Writing or Communication Intensive course requirement
17. Prerequisite EHRD 391 or STAT 303
18. Prerequisite EHRD 490
19. Professional Phase
20. Pass/fail
21. Online course offered
22. Prerequisite junior or senior classification
23. Prerequisite TCMG 272 and 274 with a grade of C or better; junior or senior classification
24. Prerequisite EHRD 203 with a grade of C or better, MATH 141, 142; junior or senior classification
25. Prerequisite TCMG 303 with a grade of C or better

Students must have completed 60 hours to register for 300/400 level EHRD courses

\*Six hours of International and Cultural Diversity are required by Texas A&M University. Selection must be from courses on the approved list. Selection can be courses that also satisfy the requirement for social and behavioral sciences, visual and performing arts, humanities, or electives.

Foreign Language Requirement –

- 2 years same foreign language in high school OR
- 1 full year (two semesters) of same foreign language in college

For the Undergraduate Curriculum Review Report, see the document attached to this summary.

Note: Adopted by Department Program Faculty – Human Resource Development – Catalog 138

### **Graduate Curriculum Review Committee**

The Graduate Curriculum Review Committee comprised of three faculty members: Dr. Beverly Irby, Professor and Chair, K-12 Public School Administration (Committee Chair), Dr. Lisa Baumgartner, Associate Professor of Adult Education and Dr. Luis Ponjuan, Associate Professor of Higher Education Administration.

The Committee was appointed in January 2014 and the specific charge was to:

1. Review the curriculum across the Department for duplication or which courses could be shared
2. Review the curriculum across the Department in terms of what faculty could teach all courses
3. Obtain feedback from faculty regarding any deletions or additions to the current curriculum
4. Obtain feedback from students regarding any deletions or additions to the current curriculum

A summary of the Graduate Curriculum Review Report is provided based on the four charges.

### **CHARGE 1: Review the Curriculum across the Department for Duplication of Courses**

To accomplish Charge 1, the Committee conducted a curriculum mapping by putting all graduate courses offered in the department into a chart. Once this was accomplished, the Committee added an original analysis of what could be potentially shared courses across the curriculum. The Executive Committee for the Department was asked to have the faculty to review the crosswalk. The courses that were determined as those that could serve as electives *across all graduate*

*programs* (PK-12 EDAD, Higher Education EDAD, SAAHE, Adult Education, and Human Resource Development) are shown in the full report attached to this summary.

### **CHARGE 2: Review the Curriculum across the Department for Faculty Teaching Across the Department**

Like in the case of Charge 1, this charge was accomplished by first having the Committee to put all courses into a chart. Once this was accomplished, the Committee sent the faculty crosswalk to all faculty members in the Department. In analyzing the data from the Faculty Crosswalk, there were 40 courses listed by faculty, which could be taught by two or more faculty in the Department, indicated that. Additionally, there were faculty listed across the Departmental Program for these specific courses. By having faculty across the programs in the department cross teach the 40 identified courses, this will create synergy in the department. This finding was implemented this semester and eight faculty are already teaching courses across programs and between undergraduate and graduate programs based on their expertise.

### **CHARGE 3: Review Responses from the Faculty Related to Alterations Needed in the Curriculum**

To accomplish this goal, the Committee submitted a question to the EAHRD Faculty that requested they submit any alterations, additions, or deletions from the current EAHRD curriculum courses. Faculty suggested the following additions: Advanced specialized courses in Adult Education and Adult Development. Advanced methods courses such as— Participant Observation, Interviewing, Survey Design  
Advanced Methodologies such as— Case Study Design, Historical Inquiry, Phenomenology  
Advanced Tests and Measurements - A graduate pathway for technology management students

### **CHARGE 4: Review Responses from the Students Related to Alterations Needed in the Curriculum**

The Committee submitted a question to the EAHRD graduate student that requested they submit any alterations, additions, or deletions from the current EAHRD curriculum courses. Graduate students suggested the following additions: Policy, law, and finance of higher education. In addition, the respondents suggested the need to cover the curriculum topics as they relate to institutions, state and federal government, and non-profit organizations that work with higher education. The Committee recommended that there would be value in a stronger partnership with the Bush School or the new law school and the College of Liberal Arts College, which has several courses taught through political science, philosophy, and economics that might be strongly related to our coursework. Opportunities for international experience and training, such as taking courses overseas, assisting TAMU faculty in their overseas teaching, or teaching overseas. Additional courses recommended are shown in the full report.

### **CHARGE 5: Compare Graduate Program Area Courses to that of R1 Institutions' Course Catalogue**

The charge for this component was to review each program area coursework and compare it to that of other R1 University programs in order to determine if there are current courses that are obsolete or if there are courses that need to be included.

## Length of Time for Students to Graduate

To help reduce the time to degree for graduate students the following steps have been taken:

1. The faculty offered a winter-mester course for proposal writing to move Ed.D. and Ph.D. students to completion. The course was required for all students who had been in the program for seven years or more. Twenty-three doctoral students enrolled in the course.
2. The faculty reviewed all rolls of Ed.D. and Ph.D. students and sent letters indicating to those who were beyond the timeline that they could earn a Masters Degree, but that the time limit had been reached for the program, or that the students who had not been enrolled in courses for two semesters, a letter was sent to request contact. As shown in Table 3, the Department recorded the highest number of degree completion with 24 Ed.D. students completing their degrees during 2013/204 academic year. For the entire department 67 students earned their Ed.D. or PhD degrees during the 2013-2014 academic year.

Table 3.

Number of Graduates in EAHR for an Eight-Year Period

Graduates	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
BS HRD	16	103	93	118	118	125	101	102
BS TCM	5	24	19	31	36	35	52	53
M.Ed EDAD	12	7	27	10	20	8	18	6
MS EDAD	19	12	7	13	14	20	16	12
MS EHRD	34	19	20	34	59	35	56	47
Ed.D. EDAD	11	11	5	4	3	7	13	11
Ph.D. EDAD	14	20	16	15	14	14	17	9
PhD EHRD	14	7	9	12	12	10	8	9
<b>Total</b>	<b>125</b>	<b>203</b>	<b>196</b>	<b>237</b>	<b>276</b>	<b>254</b>	<b>281</b>	<b>249</b>

Source: EAHR Academic Advising Office

3. The department offered a course focusing on doctoral completion and 20 doctoral students enrolled in the course. Students in the mini-mester course developed a timeline for completion.
4. In fall 2014, the department hired two Clinical Associate Professors in Educational Leadership and a faculty search is ongoing for Assistant or Associate Professor in

Education Policy. When the search is complete, the K-12 Public School Administration will have a total seven faculty members.

5. The Human Resource Development Program hired an Associate Professor of HRD from the University of Georgia and a search for Clinical Assistant Professor for Technology Management and HRD is ongoing.
6. At the undergraduate level, with the support of the College, the department developed a state of art technology lab and all our Technology Management students can now take their classes on campus and do not have to go to Blinn Community College. A development that has been received positively by the students.

### **Differentiation between Ed.D. and Ph.D.**

The K-12 Public School Administration Program offers an Ed.D. and Ph.D. degrees. The program faculty have been involved in several activities regarding the differentiation between the Ed.D. and the Ph.D. programs in Educational Administration (EDAD) Degree Program:

1. Each monthly meeting since the APR that was conducted in October 2013, has included a discussion item and action items related to the differentiation of the programs.
2. In November 2013 a meeting online was held with Dr. Jill Sperry, Carnegie Project on Educational Doctorate (CPED) Director, to discuss differences between the Ed.D. and Ph.D. programs from the national perspective.
3. In spring, 2014, the College of Education and Human Development and the Department of Educational Administration and Human Resource Development supported a proposal for joining CPED, and the TAMU College of Education and Human Development, EDAD program was accepted into membership.
4. A Spring Retreat was held with the agenda devoted solely to the discussion of the differentiation of the programs.
5. A focus was placed on advocating for students who were going into the Ed.D. program to have a clear understanding that this program is directly related to scholar/practitioners who will mainly stay in school district improvement roles. On the other hand, the applicants for the Ph.D. program understood that the intent is to prepare them for the academy. Interviews in the spring, 2014 for the two programs were focused toward the intent of each program.

6. A packet was reviewed by the faculty that included CPED programs throughout the country.
7. Three program faculty and the Associate Dean for Academic Affairs and Research in the College of Education and Human Development attended the CPED Summer meeting in Denver, CO, in June, 2014.
8. In June, 2014, Dr. Fred M. Nafukho, the Department Head attended the University Workforce for Human Resource and Workforce Education hosted by the University of Idaho where presentations on the differences between Ed.D and Ph.D. were made.
9. A study is led by Dr. Beverly Irby, Professor and Program Chair of K-12 Public School Administration is underway examining the differences between the Records of Study of Ed.D. Graduates and Dissertations of Ph.D. Graduates at TAMU since 1979.
10. A Professor Emeritus was invited to give a speech on the difference between the Ed.D. and the Ph.D. in October, 2014, the presentation was well attended by the graduate students and faculty in the program.
11. Two faculty members from the K-12 Public School Administration will attend the Fall CPED Meeting in St. Louis, Missouri.
12. A Handbook for Ed.D. students and a Handbook for Ph.D. students is in preparation for the program.
13. Dr. Beverly Irby, the Program Chair has met with the Director of the Ed.D. program in Curriculum and Instruction in the TLAC Department to review procedures. The manner in which that Ed.D. program applies for IRB ( to determine if IRB is required) with their cohorts of students was reviewed by the EDAD faculty and determined not a viable option for the EDAD students.
14. Students who have been admitted in groups that have been assigned to faculty as advisors who will assist with problems of practice that are of similar interest in terms of research topics addressing school performance problems to be researched by the Ed.D. students. Program faculty are working with several school superintendents, a majority of them being our former students.

## Research Impact with the need to focus on Quality rather than Quantity

It was noted during the APR post-review Committee meeting that faculty in the Department had an impressive publication record as measured by the quantity or number of books, book chapters and refereed journal articles. It was however recommended that faculty needed to improve in terms of the impact of their work by publishing in top tier journals in their fields of study. To conduct significant research for publication in to tier journals, faculty in the Department understand the importance of increasing their extra mural funding activities to support their research and graduate students. As shown in Table 4, faculty in the Department submitted 24 grant and contract proposals in 2013-2014 and 9 (38%) of the proposals were funded totaling \$7,849,300.00. During 2014-2015 academic year, 12 graduate students in the Department are funded from extramural grant and contract activities.

Table 4  
Grants and Contract Activities for EAHR Faculty 2013-2014

Grant Activity	Measure of Output
Grant Proposals Submitted	24
Total Dollar Amount	\$56,554,202.00
Proposals Funded	9 (37.50%)
Amount of Funded Proposals	\$7,849,300.00

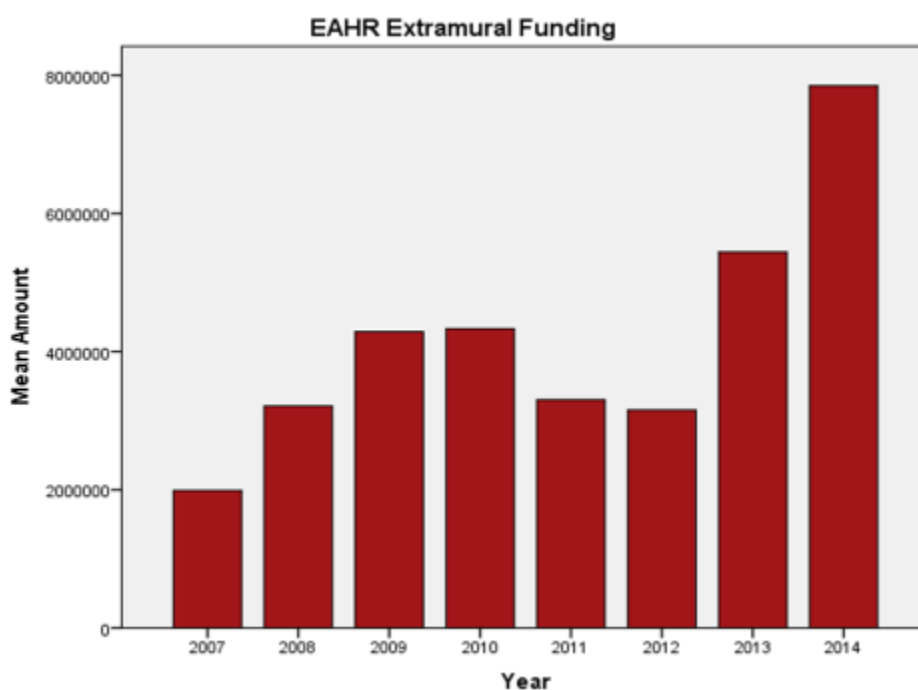
Source: <http://eahr.tamu.edu/sites/eahr.tamu.edu/files/Achievements%202014%20%281%29.pdf>

Data in Table 5 show that the Department recorded the highest dollar amount of extramural funding in 2014 since 2007. While there was a decline in extramural funding in 2011-2012, with a number of faculty leaving the department, in 2013, there was an upward trend in extramural funding with the hiring of new faculty and due to a shift in grant and contract activities with faculty in the Department submitting more proposals. There has also been increased collaboration among faculty in the department, college, university and outside the university in the area of grants and contracts.

Table 5  
EAHR Extramural Funding by Year and Dollar Amount

Year	Amount \$
2007	1,990,000
2008	3,213,000
2009	4,288,000
2010	4,333,000
2011	3,304,696
2012	3,157,406
2013	5,440,572
2014	7,849,300

Figure 1 further illustrates the increasing trend in extramural funding activities in the Department.



*Figure 1.* Increasing Trend in Extramural Funding in EAHR Department

Source: <http://eahr.tamu.edu/sites/eahr.tamu.edu/files/Achievements%202014%20%281%29.pdf>

Besides grant activities, the Department invited Dr. Bruce Hebert, Director for Academic Communications at the Department's October 3, 2014, meeting. Dr. Hebert shared the following with the faculty:

- Strategies of how to increase scholarly citations
- The need to create ORCID accounts since the university has created for over 10,000 masters and doctorate students. Over 70% of faculty in the department have already created their accounts
- The need to create Google Scholar Accounts
- The need to publish in top tier refereed journals in our fields as a strategy to increase accessibility of our scholarly contributions
- The importance of publishing in journals recognized by Scopus and Web Science since they help in increasing citations
- The need to consider publishing in open journals which have high accessibility