

**TEXAS WOMAN'S UNIVERSITY**

**Promotion to Full Professor**

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Department of History and Government  
College of Arts and Sciences**

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Candidate Self-Analysis and Documentation  
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## **I. Introduction**

This application for the rank of full professor presents evidence correlated to the university and departmental criteria for promotion. In this application, you will see that I meet the required criteria for the rank of full professor. In every year, since my appointment as Associate Professor in 2012, my peer review committee, the Chair of my Department, and the Dean of the College of Arts and Sciences have uniformly rated my performance in teaching, research, and service to be “outstanding.” In 2014, I received the Mary Mason Lyon Award. Awarded to just two people each year, this award honors junior faculty for “developing excellent records of teaching, research, and service.” As this narrative shows, I have been successful at TWU. Equally important, I have truly enjoyed my work at the university.

## **II. Teaching Criteria**

1. *Demonstrate excellence in his/her teaching role at TWU and demonstrate leadership in fostering educational excellence during the period of time in rank as an Associate Professor. Includes university criterion: Demonstrate excellence in all aspects of teaching.*

In my 2014 annual performance review, Dr. Jon Olsen described me as “a well-liked and academically rigorous instructor.” Similarly PRC chair Dr. Lybeth Hodges noted that I was “an enthusiastic and conscientious instructor.” Likewise Dean Ann Staton wrote, “I know him to be a dedicated teacher committed to high standards and student success.” In addition to receiving ratings of “outstanding” in the teaching portion of every annual review since 2012, my course evaluations have demonstrated excellence as a teacher. Of 255 student evaluations completed across 30 courses since 2012, 91% rated me as either an “excellent” or “effective” teacher. I also received nearly uniform ratings in the top 10-15% for all other evaluation criteria (see Appendix 1). In addition, student comments on course evaluations reflect excellence as a teacher. In evaluations, I have been consistently described as “excellent,” “extremely passionate,” “great,” really great,” “awesome,” “amazing,” “very energetic” and “interesting, informative, engaging, and fun.” Describing my teaching style, one student noted, “Dr.

Blosser is an excellent professor – he draws you into the subject and brings it alive, while engaging everyone in class.” Another wrote, Dr. Blosser “does a really fabulous job . . . helping students to learn, not memorize, information by applying it and engaging in conversation in class.” (see Appendix 1).

My passion for history and love of teaching, commonly referenced in course evaluations, are key to my success in the classroom and demonstrate excellence in teaching. “I enjoyed being taught by a professor who really enjoys the subject they teach,” one student noted. Another commented, “I haven’t seen the amount of passion Dr. Blosser has in any other class I’ve taken. If every professor was like him, I’d probably have a 4.0 GPA.” A third student wrote, “Dr. Blosser is an amazing instructor who obviously loves his job and what he does in life. His passion is inspiring” (see Appendix 1). As Kaitlyn Waynen observes, “his passion for history is contagious, and often the most disengaged students at the beginning of each semester are active classroom participants by the end of the term” (see Appendix 2).

While I am gratified, and humbled, that students describe my teaching in glowing terms, I also know that I have grown as an educator since my last promotion. In recent years, I have worked to combine high academic expectations with genuine empathy and understanding for my students. Seeking to inspire my students to succeed beyond their expectations, my approach to teaching combines enthusiasm, empathy, humility, and genuine respect for those in my classroom. As Kaitlyn Waynen observes, the “combination of firmness, understanding, and enthusiasm have won Dr. Blosser both respect and admiration.”

Elizabeth Headrick similarly notes, Dr. Blosser “is incredibly kind but he is also exacting and he expects only the best work because he believes his students to be capable of the best” (see Appendix 3). Indeed, the ability to combine professionalism with sincere empathy has been the most important component of my teaching in recent years. Consequently, it is gratifying when students comment on evaluations that, “I think that it is awesome that he cares about his students, you can just tell.” Similarly, other students have commented, “He brings an intellectual and professional style yet is very approachable and eager to help his students learn;” “He’s easy to relate to and always remains open to discuss any concerns;” “[he] is dedicated to helping his students;” “He takes the time to listen and help in any way that he can” (see

Appendix 1). In her letter of support, Shuterria Brown notes, “Through the year, I began to look at Dr. Blosser as less than a professor whose job was to teach and more of someone who cared about his students, especially when he invited . . . my whole class . . . to his home for a Christmas party” (see Appendix 4). Similarly, students Valeria Estrada, Melissa Thiel, and Montserrat Moreno note, “He truly cares about the success of his students;” “He believed in me from the beginning;” and he “stood out to me from other professors because of his kindness and support” (see Appendices 5, 6, and 7).

Likewise, faculty and staff colleagues have commented on my deep respect for students. Speaking of my work on a recent university committee, Denise Lucero-Miller notes, “His concern and dedication to students was very apparent throughout our entire process” (see Appendix 8). Similarly, Meredith Maddox writes, “Dr. Blosser provides a great example to those around him of the importance of teaching for students, not to students” (see Appendix 9). While my teaching skills will continue to improve and evolve throughout my career, I am satisfied that my current approach – blending high academic standards with equally high levels of compassion, respect, and encouragement – is producing positive results. “Dr. Blosser,” one student wrote on a recent evaluation, “made me want to better myself. He was a great influence.” “I am better,” another student noted, “for having taken his classes” (see Appendix 1).

In terms of demonstrating departmental leadership in fostering academic excellence, since 2012, I have directed my department’s core curriculum and program assessment efforts. First drawn to assessment through my active role on the Undergraduate Council taskforce that revised TWU’s core curriculum, I have completely redesigned both core and programmatic assessment within my department. Each year, I work to implement and evaluate assessment measures on both core and programmatic levels.

In terms of core assessment, I developed an objective assessment method that can be easily implemented in more than 50 course sections annually. Over the course of five years, I have continually updated, revised, and expanded this method. Now used in all our core courses, this method annually produces data that is actively used by the department and the university. Describing the core curriculum

assessment model I developed for History & Government, Terry Senne notes, “this . . . provides wonderful evidence of Dr. Blosser’s ability to assume leadership responsibilities” (see Appendix 10).

Beyond assessment of core curriculum courses, I have taken a leadership position in program assessment. I revised my department’s assessment plan and developed new assessment measures to meet it. Based on the results these measures produced, I suggested, and helped to implement pedagogic changes to our program. Describing my work with programmatic assessment, Dr. Senne notes, “He assumed a departmental leadership role, and along with faculty input, ensured a robust, meaningful, and manageable system for the assessment and implementation of degree program student learning outcomes” (see Appendix 10).

2. *Demonstrate effectiveness in teaching as evidenced by course syllabi, course outlines, reference lists, and other evaluation methods that indicate teaching preparation*

Demonstrating my effectiveness as a teacher, I have developed detailed syllabi, assignment guidelines, and assessment rubrics that clearly communicate my expectations to students. My syllabi provide detailed descriptions of all course assignments and policies (see Appendix 11 for examples of survey, upper-division, and graduate syllabi). In addition to syllabi, I provide students with written guidelines for every assignment in my courses (see Appendix 12 for examples). My assignments vary widely from traditional research papers to more hands-on assessments, including conference papers, commonplace books, and museum cataloging exercises, which are designed to meet the QEP’s call to “learn by doing.” In my efforts to continually improve my courses, I have introduced rubrics for large assignments (see Appendix 13 for example). Beginning in 2012, I developed on-line versions of my introductory survey courses. My on-line courses feature podcasts of all my lectures and interactive, on-line assignments. In my survey courses, I also utilize pre-and-post tests, calibrated to student learning objectives, to gauge student progress. The results of pre-and-post tests show effective teaching by demonstrating an average student improvement rate of more than 50% (see Appendix 14).

3. *Demonstrate leadership in the development of academic programs across the component, college, and university.* Includes university criterion: *Demonstrate leadership in the development of academic programs.*

Within the department, I have demonstrated leadership in the development of the History M.A. program. I wrote the *History M.A. Student Handbook* and developed an annual orientation session where new graduate students are introduced to expectations and opportunities within the department. I designed and taught “Research Methods” – a new, required, gateway course for all incoming History graduate students. I also envisioned and helped to realize the development of two new degree tracks within the History M.A. program: in public history and a combined History and Government track.

Across the university, I have demonstrated leadership by developing a model of core curricular assessment now widely used by other departments. Faced with the daunting task of assessing state mandated learning objectives across large numbers of core courses, I developed a series of objective tests directly tied to learning objectives. As Gray Scott notes, “[Blosser’s] approach has acted as a feasibility study and model for some approaches to assessment that we’re now using with large life and physical sciences courses in the core – in particular, the way Dr. Blosser’s test aligns multiple objective-test questions with different criteria is now being emulated from everything from empirical skills to teamwork assessment” (see Appendix 15).

4. *Demonstrate leadership in course development, course enhancement/modification, and/or on-going program evaluation.*

I have demonstrated leadership in course development by introducing 9 new courses since my last promotion: 3 upper-division courses, 4 graduate courses, and 2 on-line survey courses. In particular, my new upper-division and graduate courses, including *Women in Early America*, *Everyday Life in Early America*, and *National Parks: History, Culture and Law*, have greatly expanded departmental offerings in gender, public, and environmental history. I have demonstrated leadership in course modification by



redesigning the department's required graduate course, "Professional Practices." Now titled "Research Methods in History," the re-designed course includes units on theory, methodology, and writing to better align our students' skills with trends in the discipline and with market demands. I also designed a new graduate track in public history and developed a combined History and Government M.A. track. In terms on-going program evaluation, I have exercised active leadership in departmental assessment (see above).

5. *Demonstrate leadership in establishing relationships with colleagues to strengthen their current and future teaching.*

I have demonstrated leadership in this area by partnering with three colleagues in the development of four team-taught courses. In particular, I took a leadership role in designing and planning a team-taught travel course on the national parks. Working closely with my co-teacher in the course, I helped develop a syllabus, assignments, and other course materials (see Appendix 16). In addition, I have team-taught the required senior capstone course, Senior Seminar, with two colleagues, on three separate occasions. My experience with team-taught courses has given me an opportunity to observe my colleagues in the classroom, to have extended conversations with them about pedagogy, and to grow in my own teaching.

6. *Maintain the level of membership on the Graduate Faculty appropriate to the position and graduate-level teaching and supervision responsibilities.* Includes synonymous university criterion.

I have maintained full membership on the graduate faculty since my last promotion. My status as a full member of the graduate faculty was renewed on October 19, 2016 (see Appendix 17).

7. *Serve as a resource, mentor, evaluator and/or consultant to other faculty/programs on a local, regional and/or national level.* Includes university criterion: *Serve as a resource to other faculty.*

I served as the official College of Arts and Sciences' mentor for John Terizzi and met with him as he began his career at TWU. I am also a faculty mentor to many of my department's adjunct professors and

graduate teaching assistants. On the national level, as the founding editor of a nationally-award-winning student journal (see below), I have served as an invited panel consultant at 3 major national conferences.

8. *Demonstrate success in fostering scholarly development of students by mentoring students as an active chair and/or contributing member of graduate committees and mentor students to present on a local, regional, and/or national level*

Since 2012, I have served as chair for 5 theses and 3 professional papers and have been a contributing member on 13 additional graduate committees. I have also demonstrated success in fostering the scholarly development of my students by mentoring (and accompanying) 66 graduate and undergraduate student-presenters to 8 regional and national conferences across the United States since 2012. Since I began my career at TWU (2006), I have taken 104 student-presenters to conferences throughout the U.S.

### **III. Scholarship Criteria**

1. *Demonstrate excellence in scholarly inquiry and a record of significant scholarly contributions in regional and national forums. Includes university criteria: Document a program of research and/or creative activities and Disseminate the results of scholarly work in peer reviewed forums.*

Demonstrating excellence in scholarly inquiry, my peer-reviewed article, “John Tillotson’s Latitudinarian Legacy: Orthodoxy, Heresy, and the Pursuit of Happiness” received the 2012 Nelson Burr Prize from the Historical Society of the Episcopal Church for the “most outstanding article” published in *Anglican & Episcopal History* (see Appendix 18). Further demonstrating a record of significant scholarly contributions, my 2013 essay, “Colonial Parenting, Violent Video Games, and the First Amendment: A Historical Critique of Justice Clarence Thomas (co-authored with Jeff Robb), was published in *The Proceedings of the 11<sup>th</sup> Annual Hawaii International Conference on Arts & Humanities*. My forthcoming article, “Unholy Communion: Colonial Virginia’s Deserted Altars and Inattentive Anglicans” has been accepted for publication by *The Virginia Magazine of History and Biography* in 2019. In addition, since 2012, I have published 10 book reviews in the leading journals in my field including *The Journal of*

*Southern History, The Journal of Social History, Modern Philology, and Anglican and Episcopal History.*

I have also delivered peer-reviewed papers at three international conferences including, The Congress of the International Society for Eighteenth-Century Studies (Rotterdam, The Netherlands), the Annual Meeting of the British Association for American Studies (Newcastle Upon Tyne, England), and the Hawaii International Conference on Arts & Humanities (Honolulu). In addition, I delivered two peer-reviewed conference papers at national and regional meetings including the Gulf South History and Humanities Conference in Galveston and the Phi Alpha Theta Biennial Convention in Orlando.

2. *Have an ongoing program of scholarly inquiry as evidenced by national level scholarly productivity*

Throughout my career at TWU, I have published seven scholarly articles in national and international publications. Most of this scholarship provides a revisionist interpretation of the colonial Church of England in seventeenth and eighteenth-century Virginia. Over the course of my career, my program of scholarly inquiry has shifted from exploring cultural discourse in Anglican Virginia (2 national-level, peer-reviewed articles), to analyzing parochial inattention in Virginia churches (2 national-level, peer-reviewed articles), to special topics research in early American history (3 national-level, peer-reviewed articles), to my most recent focus on Virginia evangelicalism. I have utilized national and international conference presentations (see above) as venues to introduce new ideas that are subsequently submitted for publication. In Fall 2016, I was granted faculty development leave to finalize an important article on inattention in Virginia churches and to begin a new project on Anglican evangelicalism. While on leave, I conducted intensive research in the archives of Virginia Theological Seminary and the Library of Congress. While working in the archives, I made the most important manuscript discovery in my field for more than a decade. I discovered and authenticated a cache of hitherto unknown, and unstudied, 18<sup>th</sup> century Virginia sermons. This major discovery not only expands the resources available to scholars – but it also provides me with important new tools for my current research on evangelicalism in the late 18<sup>th</sup> century.

3. *Seek and/or secure internal funding or local, regional and state external funding as appropriate to the scholarly activities and as available.* Includes university criterion: *Seek and/or secure internal or external funding, as appropriate to the field*

I sought and secured internal funding (\$1,150) to support attendance at international conferences in Honolulu, and Newcastle-Upon-Tyne. I also sought and was granted Faculty Development Leave in Fall 2016. This leave facilitated the completion, and acceptance for publication, of my forthcoming article, "Unholy Communion: Colonial Virginia's Deserted Altars and Inattentive Anglicans."

4. *Demonstrate leadership and mentoring in establishing relationships to strengthen and deepen scholarship.*

In 2008, I founded the peer-reviewed student journal *Ibid: A Student Journal of History* as a tool to mentor student writers and editors. In the period under consideration in this application, *Ibid.* has published 91 individual essays in 6 annual volumes. As the journal's founding editor and managing director, I mentor 3 student editors each year. These student editors and I oversee every aspect of the journal's production. We assemble an editorial board (comprised of TWU students and faculty from across the United States), we solicit submissions to the journal, coordinate the double-blind peer review process, work with authors revising their accepted submissions, and edit and publish the entire journal. Leading the *Ibid.* project allows me to mentor and develop strong relationships with student writers and editors. I can say, unequivocally, that the caliber of student writing in my department has improved since the journal's founding. Importantly, for the last four years, *Ibid.* has received the extremely prestigious Gerald Nash Award for the best, on-line student history journal in the United States. For recent award-winning volumes of *Ibid.* see: <https://www.twu.edu/history-government/ibid/>. In addition to my work with *Ibid.*, I have demonstrated leadership in strengthening my students' scholarship by accompanying 66 student-presenters to regional and national conferences throughout the United States since 2012.

5. *Serve as a scholarly mentor to colleagues and other students.* Includes university criterion: *Serve as a research/creative mentor to colleagues/graduate students.*

Through my work to establish and develop a nationally-award-winning student journal (see above), and through my active mentoring of 66 student conference presenters since 2012, I have demonstrated a commitment to mentoring students. For most of the student-presenters that I have sponsored, their research presentations at these conferences were the first of their careers. As a scholarly mentor, I read rough drafts of their papers, scheduled “practice sessions” for their presentations, calmed their nerves at the conference, and cheered their success. As Aubri Thurmond notes, “he finds opportunities for students to present their research at conferences. He will even drive them there and sit in the audience to lend his support” (see Appendix 19). Similarly, as founding editor and managing director of *Ibid.*, I have had the pleasure of mentoring and encouraging 91 published, student-authors since 2012. I have read their essays, collated and presented commentary from peer reviewers, worked with students in making requested editorial changes to their papers, and celebrated with them when their essays appeared in print.

Students have recognized my role as a scholarly mentor. “He models the academic life for his students,” Aubri Thurmond notes, “he talks to them about his research and encourages them in their own academic pursuits” (see Appendix 19). “The most fitting term to describe Dr. Blosser,” Kaitlyn Waynen writes, “is mentor. During my undergraduate degree I was a relatively unconfident student. Yet, Dr. Blosser saw potential and actively encouraged me to step out of my comfort zone. It was Dr. Blosser that convinced me to pursue a graduate degree. This is the best decision I have ever made” (see Appendix 2). Similarly, Megan Kidd notes, “Dr. Blosser has helped me reach my potential as a writer and has challenged me continuously to think critically . . . [he] helped me to develop confidence in myself and my thoughts” (see Appendix 20). “Dr. Blosser,” Melissa Thiel writes, “believed in me from the beginning and he is the reason I chose to stay in school” (see Appendix 6). In recognition of my mentorship of graduate students, I received the inaugural (2015) “Pioneering Spirit Award” given to one “distinguished faculty member” annually by the TWU Graduate Student Council.

#### IV. Service Criteria

1. *Demonstrate a strong commitment to departmental, University, and professional service and have a profile of effective leadership at TWU and in regional and/or national forums.*

Since my last promotion, I have demonstrated a strong commitment to departmental and university service as a member of the Undergraduate Council (where I took an active leadership role in the development of the revised core curriculum and in curricular assessment), as a member of the Admissions Review Committee, as a member of the Living Learning Communities Advisory Council, as a member of the Student Travel Committee, and as a member of the Quakertown Committee. I provided effective leadership as chair of the Oral Communications Committee of the Undergraduate Council and as chair of the Faculty Spotlight Steering Committee. On the departmental level, I have exercised leadership as director of departmental assessment (see above), as faculty advisor of the Eta Nu Chapter of Phi Alpha Theta History Honor Society, and as founding editor and managing director of *Ibid., A Student History Journal*. I have also served on the department's Graduate Studies Committee, the Scholarship Committee, and the Majors Day Committee.

I have demonstrated effective leadership in national organizations as a member of the Editorial Board of *Anglican & Episcopal History*. I am also the first person in 96 years to be elected to two terms on the National Council of Phi Alpha Theta, the National History Honor Society. I am currently serving my second term on Phi Alpha Theta's National Advisory Board where I chair the organization's journal prize committee and serve on the national paper prize committee. I am also a current nominee for the office of National Vice President of Phi Alpha Theta. Describing my national leadership in Phi Alpha Theta, Executive Director Graydon Tunstall notes, "Professor Blosser is a well-respected and truly valuable member of the Phi Alpha Theta community . . . His input and advice is highly regarded and has served the organization extremely well" (see Appendix 21).

2. *Maintain professional organization memberships and seek out leadership positions.*

I am a current member of the American Society of Church History, The Virginia Historical Society, the Historical Society of the Episcopal Church, and Phi Alpha Theta. I am an active national leader in Phi Alpha Theta (see above). I also sit on the editorial board of *Anglican & Episcopal History* the peer-reviewed, academic journal of the Historical Society of the Episcopal Church.

3. *Demonstrate leadership in the Department, College, and University and administrative leadership within the department in areas appropriate to the faculty position. Includes university criterion: Demonstrate leadership within the university.*

Within the university, I have demonstrated leadership in two distinct ways. One way is to seek out direct leadership roles. This is evidenced in my direction of departmental assessment efforts and my active role in core curriculum revision (see above). I also led the College of Arts and Sciences Faculty Spotlight Series for two years. The second method is to exercise leadership as an active committee member. Over the last 5 years, I have grown more confident in exercising leadership by introducing ideas within the committees on which I serve, building consensus for these ideas, and ultimately working to shape decisions and policies. As Denise Lucero-Miller notes of my work on the Quakertown Committee, “At our first meeting, he introduced several innovative ideas which ultimately set the stage for the final recommendations that were submitted to Dr. Feyten. He was a tremendous asset to the committee . . . [a]s a colleague, I found him to be gracious, collaborative and invested in our work” (see Appendix 8). Describing my work on the Undergraduate Council, Barbara Lerner notes, “Dr. Blosser’s leadership served to positively influence the . . . assessment of the new curriculum . . . His ability to communicate thoughtfully and effectively with his departmental and college peers, as well as with administrative leadership, enabled the university to move steadily forward to achievement of our common goals” (See Appendix 22). As these colleagues’ testimony suggests, when I serve on a committee, I dedicate all my energies to the task at hand and, in this way, I have been successful in building consensus and shaping

policy. As Gray Scott notes, “Whatever the subject might be, if Dr. Blosser is on a committee, he is on the committee. He’s reading the materials, asking questions, pointing out problems, suggesting alternatives. If the meeting goes long, he’ll joke about the lost time later, but he won’t hold back while there’s work to be done” (see Appendix 15).

4. *Contribute in an active and positive way to the mission of the Department of History and Government, College, and University.* Includes the synonymous university criterion.

I believe that my success at TWU is attributable, in part, to my strong identification with the mission of the university. As Aubri Thurmond notes, “[Dr. Blosser] values diversity and believes strongly in women’s education. Dr. Blosser strives to break down academic and professional barriers and awaken each student’s confidence in her on intellectual ability” (see Appendix 19). To this end, I strive each day to create positive learning environments where my students can both excel academically and grow intellectually. I endeavor to instill confidence in my students and, through my passion for the past, to awaken their curiosity and interest in history. I provide opportunities, through conference presentations and publication in *Ibid.*, for our students to gain important, hands-on professional experience. Finally, because I believe so strongly in the mission of the university, I truly enjoy the work that I do.

5. *Provide active and professional leadership in recruitment, advising, and mentoring of students’ professional growth.*

In the period of time covered in this application, I actively provided leadership in recruiting, advising, and mentoring students. I played a key leadership role in developing a new M.A. concentration in public history that is designed to attract and retain talented graduate students. I also conceptualized and helped to implement a popular new combined M.A. track in History and Government that has drawn new graduate students to our program. I have also been a strong voice encouraging the department to offer more evening, hybrid, and on-line courses that better meet our students’ needs. In building *Ibid.* into a nationally-award-winning journal, I have provided my department with a key recruiting tool. For



example, since 2013, I have organized an annual essay writing contest in local high schools and community colleges. Winning student authors are invited to the department's spring banquet and their papers are published in *Ibid*. I have also devoted countless hours to meeting with, mentoring, and advising graduate and undergraduate students. I am currently the introductory advisor for all in-coming graduate students and also advise approximately 40% of all undergraduate history majors. Describing my work as an advisor, Alec Head writes, "Dr. Blosser is always willing to welcome students into his office, offer a piece of chocolate, and talk it over" (see Appendix 23). "He stops whatever he is doing when a student comes to his office," Aubri Thurmond writes, "and always makes the student feel welcome" (see Appendix 19). Similarly, Valeria Estrada writes, "Anytime I doubted my abilities, he was there to reassure me that I was making the right decision" (see Appendix 5).

6. *Provide leadership in mentoring students and/or student organizations for participation in activities outside of class that contribute to their professional growth in regional and national and/or international forums. Includes university criterion: Serve as a mentor to students/student organizations.*

I have provided leadership in mentoring students through active service as the faculty advisor of Phi Alpha Theta, the national history honor society. During my ten years as advisor, I have increased membership by nearly 200 students. As advisor, I have overseen an annual lecture series, helped to organize monthly meetings of the chapter, participated in field trips and food drives, developed and implemented an annual "History Field Day" that brings more than 30 Pre-K children to campus for hands-on, history-themed activities, served as founding editor and managing director of *Ibid.: A Student History Journal*, and sponsored 66 student presenters at 8 national and regional conferences since 2012. Additionally, I organized the 2014 North Central Texas Regional Phi Alpha Theta History Conference. Held on the TWU campus, this conference included 73 student presenters from across North Texas and featured a lunchtime address from a nationally-known historian. For the last five years, the TWU chapter of Phi Alpha Theta has been named a "Best Chapter" in the nation by the national office of Phi Alpha

Theta. In 2012, I was named Redbud Faculty Advisor of the Year – the university’s highest award for faculty advising – “in recognition for outstanding leadership and service.” In 2016, I was recognized nationally for my service to Phi Alpha Theta with a Distinguished Service Award from the organization’s national office. As National Director Graydon Tunstall observes in his letter of support, “Dr. Blosser has been a tremendous asset to Phi Alpha Theta National History Honor Society . . . Under his capable leadership the [TWU] chapter has thrived” (see Appendix 21).

7. *Demonstrate active involvement as a member or consultant in professional and/or community organizations and assume leadership positions appropriate to the organization. Includes university criteria: Demonstrate leadership within professional and/or community organizations.*

Having described my active leadership roles in professional organizations (see above), I will use this space to address my active role as a member and leader in community organizations. I am an active member of the Denton community. Each Spring, I offer a series of pro-bono history lectures, for 5-8 weeks, as a part of St. Andrew Presbyterian Church’s Super Wednesday Community lectures. For the last 3 years, large audiences (up to 120 people each evening) have come to hear me speak on the Salem Witch Trials, American Decorative Arts, and the history of the National Park System. In my private life, I am a member of the Advisory Board of Children’s Day Out at First United Methodist Church. I am also an active member at St. Andrew Presbyterian Church where I serve as a Deacon, liturgist, moderator of Christian Education, and co-chair of the Fellowship Committee. I also volunteer 3 hours per week in my children’s school where I give history guest lectures to middle-schoolers and read to younger children.

## **V. Conclusion**

As this application demonstrates, I have met the stated departmental and university criteria for promotion to the rank of full professor. More than meeting the criteria, this application demonstrates growth in the areas of teaching research, and service across the period under consideration. Most importantly, it is my hope that this portfolio provides a portrait of someone who truly enjoys the work that he does.