

NOMINATION COVER SHEET
2009 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Christopher Damon Howard Preferred First Name: Chris	
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: College of William and Mary Rank/Position Title: Pamela C. Harriman Professor of Government and Public Policy Year Rank/Title Attained: 2007 Years at Institution: 16 Campus Email Address: cdhowa@wm.edu Campus Phone: 757-221-3026 Campus Mailing Address: Department of Government, Morton Hall 14, Williamsburg, VA 23187-8795 Campus Communications Contact: -Name: Shirley Aceto -E-mail: scacet@wm.edu	Academic Discipline: Political Science Specialization/Field: U.S. Politics and Public Policy Type of Terminal Degree: Ph.D. Year Awarded: 1993 Awarding Institution: Massachusetts Institute of Technology <hr/> 4. <u>PERSONAL INFORMATION</u> Home Phone: Cell Phone Number: Home Mailing Address:

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:** X
MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:
TWO-YEAR INSTITUTION NOMINEE:
RISING STAR NOMINEE:
TEACHING WITH TECHNOLOGY NOMINEE:

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President or Chief Academic Officer

Signature: _____

Printed Name: _____

**College of William & Mary Mission Statement
(excerpts)**

At William & Mary, teaching, research, and public service are linked through programs designed to preserve, transmit, and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Quality research supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William & Mary.

SUMMARY OF ACCOMPLISHMENTS

William & Mary is a unique institution: it combines the teaching and service orientation of a liberal arts college with the scholarly ambitions of a major research university. Faculty members are expected to work closely with undergraduate students, teach a variety of courses and teach them well, help with college governance, secure external funding for their research, and publish cutting-edge scholarship. Christopher Howard of the Government Department has excelled in all of these roles.

Howard is the Pamela C. Harriman Professor of Government and Public Policy at William & Mary. He is a leading expert on U.S. social policy and tax policy who publishes in the best university presses and academic journals. He has won two national research fellowships. His sustained excellence in the classroom earned him a prestigious teaching award. Through his pioneering work in the College's service learning program, Howard has challenged students to do more than study poverty and inequality; he and his students worked with local organizations to reduce these problems in the Williamsburg community. He has also been unusually active in advising students and serving on committees. In his 16 years at William & Mary, Howard's accomplishments have been publicly recognized numerous times. Before the Harriman chair, he held two other chaired professorships.

Teaching

(Background: The Government Department at William & Mary does not have a master's or Ph.D. program. The professors in his department are entirely responsible for delivering lectures, leading discussion sections, meeting with students, and grading. Members of the Government Department teach more courses per year than any other department on campus.)

Chris loves to teach, and it shows. In his department, assistant professors typically teach four or five different courses. Chris taught eight different courses while he was an assistant professor, from a freshman seminar about "American exceptionalism" to a graduate course in budget policy-making for the Public Policy program. His evaluations were among the strongest in the department. Students referred to him as "an excellent professor," "well organized," "energetic and friendly and not intimidating" – "the best professor I have had thus far." In recognition of the breadth and quality of his teaching, Howard won the Alumni Fellowship Award for Excellence in Teaching in just his fifth year at the College.

Since then, Howard has continued to teach a wide range of courses and teach them very well. In recent years, he has taught freshman seminars about racial politics and about education policy; introduction to American government; research methods; and an upper-level course about U.S. social policy. Students overwhelmingly describe his teaching as "excellent" or "very good." They praise his clarity, organization, availability outside class, enthusiasm, and sense of humor. They marvel at his ability to make seemingly dry material come alive (see Letters of Support and Additional Documentation).

One of the major benefits of attending William & Mary is the small class size of many courses. Howard takes full advantage of this opportunity to develop students' written communication skills. In every course, even introductory lectures, students must write papers based on outside research. Because Howard realizes that standards of good writing may vary from teacher to teacher, he distributes a detailed grading rubric before papers are due and devotes class time to make his standards clear. To quote one masters student from the Public Policy program, "His

writing comments are extraordinarily helpful ... It is discouraging that it took as long as grad school to find an instructor as focused on writing as much as Professor Howard.”

Christopher Howard knows that traditional courses are not the only way to teach. His honors thesis was the capstone of his own undergraduate experience, and he wants as many students as possible to share the joy of independent inquiry. Howard supervises honors theses, independent studies, or internships each year. The topics range widely across American politics and public policy. One honors thesis examined the influence of interest groups on U.S. and Canadian foreign policy. A more recent thesis analyzed reasons why many Hispanics in the United States lack health insurance, and what state governments are doing to address this problem. One of his students is currently writing about the fiscal challenges facing non-profits, based on her summer internship at a food bank.

What sets Howard’s teaching apart is constant innovation. As an assistant professor, Howard introduced four new courses into the Department’s offerings. Since tenure, he has taught two new freshmen seminars and a new graduate course. He was one of the first in his department to teach the introductory U.S. politics course with a computer lab so students could analyze numerical data. Chris was the first person in his department to teach Research Methods. That course has proven so successful that it will soon be required of all Government majors, and he continues to teach it.

The most tangible evidence of innovation comes from Howard’s five-year involvement in the Sharpe Community Scholars Program. Howard was one of the very first faculty members at the College to teach in the Sharpe Program. Teaching in the Program means much more than adding a service assignment to the course syllabus. It means designing a semester-long course that fits well with a year-long service project in the local community. It means finding a community partner and negotiating over the project. Howard’s Sharpe seminar was titled, “Closing the Achievement Gap,” and focused on educational inequalities. For their service project, students tutored local children on a weekly basis. Sharpe students learn to work in small groups and adapt to the changing needs of community partners. These are important skills that are not developed in traditional college courses. In addition, Howard supervised and mentored two undergraduate Teaching Fellows in the Sharpe program each year. They gained valuable real-world experience managing group projects and working with community partners.

Discovery

Christopher Howard is one of the nation’s foremost scholars of social policy and tax policy. He has published with the leading university presses and academic journals (almost always as a sole author). Howard has won important and highly competitive research fellowships. Colleagues around the country routinely invite him to write chapters for edited volumes, participate in national and international conferences, and deliver talks at top-rated universities. This is the kind of record one might expect at a major research university with an established Ph.D. program; it is very rare for a scholar teaching in a liberal arts (i.e., bachelors degree only) department.

Howard is fundamentally rethinking the size, shape, and politics of the American welfare state. According to James Morone, Professor of Political Science at Brown University, “Howard’s special talent – and it runs across his work – is to rethink social policy by asking (essentially): ‘What happens to those standard categories if we look in this overlooked but important direction?’ The answer, inevitably, is: ‘The standard categories don’t work.’ We’re going to need

to rethink what we're doing.... He is an important scholar. I'll put it even more strongly: He is a star."

Howard's first book was *The Hidden Welfare State: Tax Expenditures and Social Policy in the United States*. Through detailed case studies, Howard demonstrated how the U.S. tax code has been used to make social policy (e.g., the Earned Income Tax Credit and home mortgage interest deduction). This book is part of the highly selective Princeton Studies in American Politics series, from Princeton University Press. In its fifteen-year history, only 40 books have been published in this series. The authors hail from Cal-Berkeley, Columbia, Harvard, Princeton, and the like. Only two scholars teaching in liberal arts departments have ever published in this series. Howard is one of them.

The book was a critical success. Paul Pierson, Avice Saint Chair of Public Policy and Professor of Government at the University of California-Berkeley, noted its substantial impact on the profession: "*The Hidden Welfare State* ... was one of the most important works written by a student of American public policy during the 1990s. Howard was at the forefront in urging a reconsideration of American social welfare policy that focused not on what the United States wasn't (a European-style welfare state), but what it was... *The Hidden Welfare State* set the agenda for a considerable amount of work produced by important scholars over the past decade."

Howard's latest book is *The Welfare State Nobody Knows: Debunking Myths about U.S. Social Policy*, published by Princeton University Press in 2007. It has already generated widespread acclaim (see Letters of Support). "*The Welfare State Nobody Knows* is without doubt an insightful, provocative, and wide-ranging book that should reach a broad scholarly audience. In the classroom and in scholarly publications, the book will undoubtedly stimulate lively debates about the nature, history, and politics of American social policy. All students of American social policy would benefit from reading it" (*American Journal of Sociology*, May 2008). *Choice* magazine, published by the American Library Association, selected *The Welfare State Nobody Knows* as one of its Outstanding Academic Titles of 2007.

Howard has published a number of important academic articles. His work has appeared in the *American Political Science Review*, the leading journal in the discipline. The *APSR* accepts fewer than ten percent of articles submitted, and it is rare for scholars in liberal arts departments to publish there. Last year, for example, only 5 out of 82 authors in the *APSR* taught at liberal arts colleges. Howard has published in *Public Administration Review*, the leading journal in the field of public administration. His articles have appeared in several other major academic journals such as *Political Science Quarterly*, *Political Research Quarterly*, and *Studies in American Political Development*.

Howard has won highly competitive research fellowships from the National Endowment for the Humanities (NEH) and the American Council of Learned Societies (ACLS). Both projects involved analyzing the relationship between federalism and social policy in the United States. The acceptance rate for NEH was about 15 percent. Howard is one of only three political scientists in the state of Virginia to win an NEH Fellowship during the last ten years. The ACLS Fellowship is even more competitive; Howard is the only political scientist in Virginia to win one during the last decade. Across all academic departments and disciplines, only five Virginia scholars have won both fellowships in the last decade. Chris Howard is one of them.

This summer, the Robert Wood Johnson Foundation notified Howard that his grant proposal had passed the initial round of peer review for its prestigious Investigator Awards in Health

Policy Research. Only 20 percent of all proposals survived this round. Howard will hear in December 2008 whether he has won one of these awards. His project is entitled "The Kids Are Not Alright: America's Long Struggle to Provide Health Insurance for Children." The proposal is very ambitious – for three years and \$267,000.

As Howard's scholarly reputation has grown, so have the invitations to contribute chapters to edited volumes and to deliver talks around the country and abroad. Howard keeps good company in these edited volumes, which include scholars working at Berkeley, Columbia, Harvard, Michigan, MIT, Northwestern, Wisconsin, and Yale. Few of the contributors hail from liberal arts colleges. He has been invited to present his research at some of the leading research institutions in the country: Georgetown, Harvard, Yale, and the Universities of California, Virginia, and Wisconsin. Because of a conflict with his teaching, Howard declined an invitation to speak at Oxford (UK), but he did accept an invitation to present his research at a summer conference about family policy in Berlin, Germany. He has also been invited to participate at an international tax workshop in Toronto, Canada next year.

Recently, Howard has been invited to edit a new book series in American politics, published by the University of Pennsylvania Press. Again, the editors of such series usually hail from departments with nationally-ranked graduate programs.

Chris Howard knows how to write for a broad audience. *The Hidden Welfare State* received very positive reviews not only in the *American Political Science Review* and *Journal of Politics*, but also in the *American Journal of Sociology*, *Reviews in American History*, *Business History Review*, and *Law & Social Inquiry*. To reach beyond a scholarly audience, he has published articles in general interest journals such as *The American Prospect* and *Democracy: A Journal of Ideas*. Such opportunities are possible because Howard analyzes problems of national significance and writes in clear, jargon-free prose.

Integration of Knowledge

Christopher Howard has been a pioneer at the College in combining teaching, service, and research. For the last five years, his Sharpe seminar combined traditional classroom instruction with service projects in the local community. Students read alternative explanations for achievement gaps in education, and they tutored children in the local schools. Their tutoring experience informed their class discussions, and the academic work encouraged students to seek the underlying causes of achievement gaps as they worked in the community. This combination gave added depth to students' understanding of problems and possible solutions. Wrote one Sharpe student: "I feel this class has taught me a lot. It has opened me up to so many different inequalities ... it has made me want to do something to change it. Sometimes I felt discouraged after class because there is so much that needs to change but I am so happy this is opening my eyes. This class is my favorite this semester and I think it's the most important also."

After two years in the Sharpe Program, Howard was selected as the Robert J. Sharpe and Jane A. Sharpe Associate Professor of Civic Renewal and Social Entrepreneurship. This position combined teaching a freshman seminar in the Sharpe program with research opportunities for undergraduates. He then hired ten undergraduates to help research social policy in Virginia. Specific tasks were assigned based on mutual interest: some students analyzed specific social programs, while others profiled advocacy groups.

Teaching and research go hand in hand. Teachers across the nation assign Howard's published work to their students. *The Hidden Welfare State* has been assigned in full to students at Dartmouth, UNC-Chapel Hill, the University of Washington, and the Indiana University Law School. Parts of this book have been assigned to students at Brandeis, Brown, Colorado College, Georgetown, MIT, Penn State, Trinity College, the University of California-San Diego, and the University of Pennsylvania. His new book, *The Welfare State Nobody Knows*, grew directly out of lectures prepared for his social policy course (Gov 360). It has been assigned in full to students at Dartmouth, DePaul, Princeton, Scripps, Swarthmore, and the Universities of California, North Carolina, Virginia, Washington, and Wisconsin.

Howard's innovative approach to teaching U.S. politics gained national attention. His syllabus was selected for inclusion in *Introduction to American Politics Revisited*, published by the American Political Science Association. Howard's course was organized around sustained analysis of specific problems, such as the decline of civic engagement, rather than a quick review of specific topics (e.g., one week on Congress, one week on interest groups). His objective was to integrate knowledge, rather than compartmentalize it. Howard was the only teacher from the state of Virginia who was selected for this volume.

Service

Christopher Howard has repeatedly gone the extra mile to serve the College of William & Mary, his profession, and the local community.

Howard has done more than his share of committee work. As a member of the College's Faculty Research Committee (2003-06), he evaluated proposals for summer and semester research grants. As a member of the Committee on Honors and Interdisciplinary Studies (2000-03), he helped oversee the College's Monroe Scholars program, which gives money to top undergraduate students so they can conduct independent research. Part of his job entailed advising at least a dozen Monroe scholars each year on their projects. Since 2000, Howard has helped select the College's nominees for the Harry S. Truman scholarship and worked with those students to improve their applications. Most impressively, Howard was elected in 2006 to serve a three-year term on the College's Retention, Promotion, and Tenure Committee. This committee has only six members and performs one of the most important jobs on campus.

For the Government Department, Howard is currently chair of the curriculum committee. His primary responsibility has been helping the department comply with the Southern Association of Colleges and Schools Process of Institutional Effectiveness (SACS/PIE). Howard identified key learning objectives, how they would be fulfilled, and how they would be evaluated. He has been elected twice to the department's personnel committee (twice), which conducts annual merit reviews, and served on multiple search committees. Each year he helps select a graduating senior to tutor for one year at the Royal Hospital School in England.

The College regularly asks Chris Howard to help interview candidates on campus for Fulbright, Marshall, and Rhodes scholarships. These are, in many ways, the best students at the College, and not many faculty members are chosen to work with them.

Faculty members at William & Mary are encouraged but not required to serve as academic advisors. Chris is one of the most active advisors on campus. He has served as a freshman/sophomore advisor every year since 1994 (10-15 new students each year). Howard is also the academic advisor for approximately 20 Government or Public Policy majors each year. "Ever since arriving, Professor Howard has been an invaluable source of advice and mentoring to

students, from freshmen to graduate. My office is adjacent to his, and I can tell from experience that he deals with students with a level of consideration and openness that is truly impressive. He ensures that, before leaving his office, students will know all the options, and will have been given the guidance they need to make the best decisions for themselves” (Clay Clemens, Chancellor Professor of Government and former Advisor of the Year at the College).

Students are not the only ones who need advising. During two different academic years, the College asked Chris to help mentor all newly-hired faculty members in the social sciences. This was quite an honor, for it meant the College trusted him to communicate the values and culture of the College. To highlight the importance of teaching, Howard shared his course syllabi so new faculty would have a better idea about organization of topics, reading loads, and assignments. He answered questions about dealing with difficult students and using different teaching techniques in the classroom (e.g., loosely structured debates, small-group exercises).

Apart from the College, Chris Howard has performed considerable service for the profession. For the National Endowment for the Humanities, he has served as an outside reviewer for Research Fellowships and for Summer Stipends. For three years he was a member of the Advisory Board, Centennial Center for Political Science and Public Affairs, which is run by the American Political Science Association (APSA). This Center helps scholars from the U.S. and overseas to conduct research in Washington, D.C. He served on the selection committees for two APSA prizes. Howard has reviewed numerous book manuscripts for major academic publishers (e.g., Brookings, Cambridge, Chicago, Princeton) and article manuscripts for leading journals (e.g., *American Political Science Review*, *Comparative Politics*).

Sometimes colleagues at other schools ask for Chris’s help. He has served as an external reviewer for tenure candidates at UNC-Chapel Hill, the University of Richmond, and Yeshiva University. Howard has served twice as an external examiner for the Swarthmore College undergraduate honors program. Although his own department lacks a graduate program, he has served on dissertation committees at Brown University and the University of Virginia.

The Sharpe Community Scholars Program is one of the most important ways that the College fulfills its “special responsibility to the citizens of Virginia through public and community service to the Commonwealth” (see Mission Statement). Students in the Program work on projects that local partners agree are important. Howard has developed partnerships with the Williamsburg-James City County Schools and the local Community Action Agency to close achievement gaps in education. Although the gaps have narrowed in recent years, black students in the local schools are still more likely to fail their Standards of Learning (SOL) tests than white students. Sharpe students have tutored local children during school hours, after school, or on weekends for the last five years. In addition, Sharpe students have done special projects such as surveys of local parents and comparisons of minority achievement programs in other Virginia school districts. The results of those projects have been shared with community partners.

Between 2005 and 2008, Howard served on the Minority Student Achievement Advisory Committee for the Williamsburg-James City County Public Schools. This activity was related to but separate from his work with the Sharpe Program. This group met monthly with the Assistant to the Superintendent for Multicultural Affairs. Their main focus was closing the achievement gap among local schoolchildren.

Some forms of community service are simply fun. For half a dozen years, Howard has helped coach local youth teams in baseball (boys), basketball (boys and girls), soccer (co-ed), and softball (girls).

PERSONAL STATEMENT

Much of my life is governed by three basic principles. Take pride in your work. Go the extra mile. Treat other people at least as well as you want to be treated. These principles are no less important for being so familiar. There is, however, a fourth principle – one that became important after I received tenure. It boils down to, “Don’t get too comfortable. Do something useful that could make you feel awkward or uncomfortable.” Tenure is a remarkable benefit of my job, and I don’t want that security to make me complacent.

My involvement with the Sharpe Community Scholars Program is a good example of this fourth principle in action. The Sharpe program promotes service-learning in which students combine community service with academic classes. In all honesty, the Sharpe Program does not exactly play to my strengths. Like most academics, I work by myself very well. Sharpe forces me to collaborate and compromise much more than I prefer. To make the service projects work, I need the cooperation of community partners and Sharpe students. When that cooperation doesn’t happen, it can be very frustrating. We have had years where our partners in the school system did not deliver on their promises. I have had students who failed to fulfill their service obligations, leaving other Sharpe students to pick up the slack.

Similarly, teaching a Sharpe freshman seminar is tougher for me than a traditional lecture course. Seminars are built on discussion and debate, and you never know going into class each day where you’ll end up. The quality of the seminar depends heavily on the students, and some days are invariably better than others. We spend considerable time discussing race and education, two subjects that generate strong feelings and spirited debate. By contrast, I am in control when I lecture, and the quality is much more predictable. Sharpe freshman seminars are always taught in the Fall semester and always writing-intensive. Consequently, I have the dubious honor of being the first teacher to tell some of my students that their written work isn’t the best I have ever read. That is a tough message for some high-achieving students to hear. When you combine the unpredictability of the community service experience with that of the seminar, and add in the possibility for hard feelings over grades, you get a course that simply does not fall into a regular rhythm. It is not comfortable.

Nevertheless, I have always felt that Sharpe was worthwhile. Achievement gaps are an important problem in education, not just in Williamsburg but all over the country. Our community partners have always appreciated our help and asked us back. Top leaders at the College clearly value community service. The Sharpe students are truly remarkable – bright and courageous and civic-minded. They develop camaraderie unlike students in any other course I’ve taught. And sometimes, when the stars are aligned just so, the students genuinely integrate what they have learned in class with what they have experienced as tutors. In short, while the costs of participating in Sharpe can be high, so can the benefits. I’m just never sure from one week to the next when the costs will come due or the benefits will arrive.

Teaching Research Methods (Gov 301) is seldom comfortable. Very few Government majors want to take this course. They do so largely to fulfill a requirement. I definitely understand their lack of enthusiasm. Research Methods has no attractive political content; it’s not about international security, or the European Community, or the Presidency. Methods textbooks are really boring to read. For these reasons, most of my colleagues aren’t exactly dying to teach this course, either. About the only thing you can say in favor of this course is that it helps students read published work more critically and conduct their own research more effectively – whether they are interested in U.S. politics, comparative politics, international

relations, or public policy. In many respects, Research Methods is the most useful course our majors will ever take. Many students gradually realize this virtue during the semester, but the course seldom reaches the energy level of my other courses. That's okay. After the semester is over, I have read a fair number of student evaluations along the lines of, "I wish I had taken this course sooner," or "I really feel prepared to write an honors thesis now." Such comments indicate that I've done something genuinely useful, even if it wasn't something that I love or do naturally.

With respect to my research, the easier path would have been to keep writing detailed case studies of U.S. social programs. It would have meant avoiding disputes with established colleagues. My recent book goes in a much different direction. *The Welfare State Nobody Knows* combines case studies with statistical analysis; it encompasses an unprecedented number of social programs; and it challenges many pieces of conventional wisdom. Most scholars believe, for example, that the American welfare state is unusually small compared to European welfare states. My research shows that the shape of the American welfare state – its reliance on a mixture of social insurance, public assistance, tax expenditures, social regulations, and loan guarantees – is more distinctive than its size. When you account for all the different ways the United States makes social policy, its welfare state is substantial. Likewise, I challenge the old adage that "programs for the poor are poor programs" by describing and explaining the remarkable growth of Medicaid and the Earned Income Tax Credit. Do the elderly wield substantial control over U.S. social policy? Not when you take into account all the non-elderly Americans who say they want government to spend more on Social Security and drug benefits for senior citizens. The book does not hesitate to point out where past research has been wrong or misleading.

My next challenge is placing the United States in more of a cross-national context. I have been working on four chapters for four different edited volumes, all of which incorporate the United States into some larger patterns of policy making. The contributing authors hail from different countries and sometimes even different disciplines. At the conferences connected to these projects, I feel a bit like a fish out of water, but in a good way.

Ideally, then, tenure gives faculty members the ability to take some chances with their teaching, service, and research – intelligent chances, useful chances. Considering how much time I spend teaching and writing about inequality and insecurity, it is particularly important that I don't let my own job security diminish my performance. Fortunately, I have good models to emulate. My father was a tenured professor, and I always admired how he continued to teach new courses and acquire new skills throughout his career. One of my favorite teachers in college, also tenured, ran a seminar for all honors students in the History Department. His specialty was 19th century U.S. history. Because our projects varied widely, he had to offer constructive comments about religion in medieval France, Pearl Buck's travels in China, postwar economic reforms in Poland and Hungary, and the U.S. civil rights movement. Now that was impressive. Every day, I try to live up to their examples.

ABBREVIATED CURRICULUM VITAE
Christopher Howard, College of William & Mary

Education

Ph.D. Political Science (Massachusetts Institute of Technology, 1993)
M.S. Political Science (Massachusetts Institute of Technology, 1990)
A.B. History (Duke University, *summa cum laude*, 1983)

Academic employment

College of William & Mary (1993-)
Pamela C. Harriman Professor of Government and Public Policy (2007-)
Full Professor (2006-); Associate Professor (1999-2006); Assistant Professor (1993-99)

Honors and Awards

Choice magazine's Outstanding Academic Title of 2007 (for *The Welfare State Nobody Knows*)
Pamela C. Harriman Professor of Government and Public Policy (2007-)
Robert J. Sharpe and Jane A. Sharpe Associate Professor of Civic Renewal and Social Entrepreneurship (2005-06)
David D. and Carolyn B. Wakefield Associate Professor of Government (2001-04)
Research Fellowship, American Council of Learned Societies (1999)
Research Fellowship, National Endowment for the Humanities (1998)
Alumni Fellowship Award for excellence in teaching (1997)
Phi Beta Kappa (1983)

Courses taught

Undergraduate: The American Welfare State, Research Methods, Closing the Achievement Gap (with service learning), Race and Inequality in American Politics (with service learning), American Political Development, Introduction to American Government (with and without computer lab), Introduction to Public Policy, American Exceptionalism

Masters of public policy program: The Political Environment, Politics of Social Policy, Budget Policy-Making

Books

The Welfare State Nobody Knows: Debunking Myths about U.S. Social Policy (Princeton University Press, 2007).

The Hidden Welfare State: Tax Expenditures and Social Policy in the United States (Princeton University Press, 1997).

Selected articles and book chapters

"Making Taxes the Life of the Party," in Isaac Martin, Ajay K. Mehrotra, and Monica Prasad (eds.), *Comparative and Historical Approaches to Fiscal Sociology: Taxation in Perspective* (Cambridge University Press, forthcoming 2009).

"Extensive but Not Inclusive: Health Care and Pensions in the United States" in Daniel Béland and Brian Gran (eds.), *Public and Private Social Policy: Health and Pension Policies in a New Era* (Palgrave Macmillan, 2008), pp. 70-91 (with Edward D. Berkowitz).

"Giving the People What They Want? Age, Class, and Distribution in the United States," in Ian Shapiro, Peter Swenson, and Daniela Donno (eds.), *Divide and Deal: The Politics of Distribution in Democracies* (New York University Press, 2008), pp. 221-42.

"The Haves and the Have-Lots," *Democracy: A Journal of Ideas*, Spring 2007, pp. 48-58.

"Is the American Welfare State Unusually Small?" *PS: Political Science & Politics*, July 2003, pp. 411-16.

"Tax Expenditures," in Lester M. Salamon (ed.), *The Tools of Government: A Guide to the New Governance* (Oxford University Press, 2002), pp. 410-44.

"The New Politics of the Working Poor," in Martin A. Levin, Marc K. Landy, and Martin Shapiro (eds.), *Seeking the Center: Politics and Policymaking at the New Century* (Georgetown University Press, 2001), pp. 239-63.

"The American Welfare State, or States?" *Political Research Quarterly*, June 1999, pp. 421-42.

"Testing the Tools Approach: Tax Expenditures versus Direct Expenditures," *Public Administration Review*, September/October 1995, pp. 439-47.

"Happy Returns: How the Working Poor Got Tax Relief," *The American Prospect*, Spring 1994, pp. 46-53.

"Women's Associations and the Enactment of Mothers' Pensions," *American Political Science Review*, September 1993, pp. 686-701 (with Theda Skocpol, Susan Goodrich Lehmann, and Marjorie Abend-Wein).

College service

Current: Retention, Promotion, and Tenure Committee (2006-); Truman scholarship selection committee (2000-); Royal Hospital School selection committee (2000-); freshman/sophomore academic advisor (1994-); chair, Department curriculum committee (2003-)

Previous: Sharpe Community Scholars Program (2003-08); Faculty Research Committee (2003-06); selection committee, Phi Beta Kappa awards for scholarship and teaching (2002-04); President's Employee Opportunity Committee (2002-03); Committee on Honors and Interdisciplinary Studies (2000-03); Mentor, New Faculty Program (1998-99, 2002-03); chair, Public Policy undergraduate committee (1997-2001); multiple search committees

Professional service

American Political Science Association, Advisory Board, Centennial Center for Political Science and Public Affairs (2005-08)

National Endowment for the Humanities, outside reviewer for Summer Stipends (2004, 2008) and for Fellowships (2002)

Reviewed manuscripts for numerous academic journals and book publishers.

Invited talks

Georgetown University; Humboldt Institution for Transatlantic Issues (Berlin, Germany); Harvard University; New America Foundation; Scripps College; University of California-Berkeley; University of Virginia; University of Wisconsin-Madison; Yale University

LETTERS OF SUPPORT – EXCERPTED

From colleagues at William & Mary

“It is difficult for me as a dean to think of another faculty member who has achieved so much as a teacher, scholar, and colleague in less than 15 years at the College. The past winners of SCHEV Outstanding Faculty Awards from the College of William and Mary have set a very high bar of accomplishments, but Professor Howard still meets it. I strongly recommend that Professor Chris Howard be awarded a SCHEV Outstanding Faculty Award.

Professor Howard has an excellent record as a teacher. Despite the demanding quality of his courses, he is ‘awesome with a capital A,’ wrote one student on an evaluation.... His commitment to teaching and mentoring students is evident in his dedicated service to the Sharpe Program in Civic Engagement, in which he has helped dozens of students do internships in community agencies.... Professor Howard’s scholarly accomplishments are just as impressive.... Professor Howard’s accomplishments in teaching and scholarship are all the more impressive in that he has simultaneously done yeoman service as a citizen for his campus and his discipline.” *Carl Strikwerda, Dean of the Faculty of Arts & Sciences*

“It is my great pleasure to recommend Professor Chris Howard for an Outstanding Faculty Award... He is not just a superb scholar and teacher, but someone who strives successfully to link these two endeavors, in a field where his work helps to shape critical debates for the public policy of the United States. Moreover, he is a truly exceptional citizen of our Department and the College... Across the board, Chris Howard is an outstanding faculty member, the kind who has brought credit to our institution and discipline, as well as to the profession of teaching. He has expanded minds and changed lives for more than fifteen years.

Professor Howard has proven to be a superb teacher, someone who challenges his students intellectually and fosters their eagerness to learn, as well as their desire to serve... Certain themes recur in students’ comments about his courses: Howard is extremely knowledgeable and well organized, his courses are thought provoking, he lectures extremely well, he encourages discussion, students like his use of discussion groups, and they regard him as approachable. It is clear that he challenges students, expects them to write well, works them hard, and holds them to high standards. His high student evaluations are certainly not won with easy grades.

Professor Howard also teaches courses on very controversial issues (i.e., race, the welfare state), where students, authors and professors often have strong opinions. The perception of fairness in his presentation is particularly impressive here, as he strives to provide students with the tools to rigorously examine conventional wisdom. The enthusiastic reaction to Professor Howard’s teaching in course evaluations is striking as well in light of the significant reading and writing demands he imposes on his students... Perhaps most importantly, he conveys to his students the need to understand that the choices of public policy make real differences to people, and that they must be addressed with solid evidence and a willingness to challenge our own assumptions.” *John McGlennon, Professor of Government and Chair of the Department*

From colleagues in the profession

“Christopher Howard is one of the most original and provocative students of the American welfare state – and this book [*The Welfare State Nobody Knows*] splendidly sums up his insights. We learn that the American welfare state is larger and more dynamic than many have believed – yet, to this day, it fails to ameliorate inequality or poverty. Scholars and citizens alike will find that this book raises questions and provides answers nowhere else to be found.”

Theda Skocpol, Victor S. Thomas Professor of Government and Sociology, Harvard University; former president, American Political Science Association

"I have a very high regard for Chris as a scholar, and I have had enough conversations with others to know that that opinion is widely shared. You are fortunate to have him on your faculty." *Martha Derthick, emeritus professor, University of Virginia; formerly the Julia Allen Cooper Professor of Government*

"Forget what you thought you knew. Christopher Howard takes us on an eye-opening, mind-expanding, entirely unexpected tour of the American welfare state... Smart, wise, synthetic, funny, and iconoclastic – *The Welfare State Nobody Knows* is required reading for everybody who wants to know about welfare, about politics, or about the United States." *James Morone, Professor of Political Science, Brown University*

"[*The Welfare State Nobody Knows*] is an incredibly well-sourced book. It will be the definitive guide to other analyses, raw data, and data sets on welfare for many years to come. Further, it is a remarkably well-written book... It will become a mainstay text of upper level and graduate classes on American public policy and welfare policy... No one has brought these programs together before, and no one has done it as carefully, as precisely, and with as much care of thought as he has. This is a first-rate piece of work from a first-rate scholar." *Richard Winters, William Clinton Story Remsen 1943 Professor of Government, Dartmouth College*

"In this myth-busting book, Christopher Howard challenges cherished notions about the American welfare state – that it consists of two tiers with generous social insurance benefits for the middle class and stingy means-tested benefits for the poor, that it emerged with two 'big bangs' in the 1930s and 1960s, that it is smaller than its European counterparts, and that the elderly usurp an unfair share of national resources. Beautifully written and clearly argued, *The Welfare State Nobody Knows* should be required reading for all students interested in American political development." *Jill Quadagno, Mildred and Claude Pepper Eminent Scholar in Social Gerontology and Professor of Sociology, Florida State University; former president, American Sociological Association*

From former students

"In many ways, my relationship with Chris defined my William and Mary experience. Chris was a teacher, a mentor, and a friend. His door always remained open and despite being one of the country's foremost experts on welfare policy and a prolific writer, never did he suggest that he was too busy to meet with me. He always greeted me with a smile and was willing to discuss my ideas.

But, Chris was more than a friendly educator who always made time for students. He pushed me in ways that made me a better student. He supervised my independent study and always raised counterarguments and differing viewpoints in our discussions. Chris, however, did this in a way that didn't judge my work. It was always apparent that his primary goal was to improve my scholarship and make me a better student. For that, I am incredibly grateful. I will remember my time at William and Mary as one of the best periods of my life. Chris Howard has much to do with that." *Vivek Sankaran, Clinical Assistant Professor of Law, University of Michigan; William & Mary Class of 1998*

"[When I was] ... a student in Mr. Howard's freshmen seminar and American welfare state course, Mr. Howard took a sincere interest in my development as a writer. He required that I turn in several iterations of my term papers, so that he could provide regular feedback on

the substance and organization of the paper, in addition to my grammar and syntax. And even after my formal interactions with him ended, he was more than willing to assist me in drafting papers for other courses.

He was also a terrific mentor who helped me to shape my long-term academic and professional goals. I would often drop by his office unannounced thinking that I would just say hello and end up talking to him for over an hour about my coursework, grad school options, current events, and other important issues in my life. Mr. Howard's commitment to excellence, wit, candor, and empathy made him one of the most effective professors I had at the College of William and Mary, as well as an engaging and warm person that I trusted to help me sort through life's challenges." *Angela Simms, Legislative Analyst, U.S. Office of Management and Budget; William & Mary Class of 2004*

"Chris's role as a Sharpe professor requires him to wear many hats. Chris must provide students with a broad academic foundation on race in American politics. He must also relate this foundation to the Williamsburg community. Students then build on that foundation by creating community-based projects with his leadership. These projects are ambitious for freshmen students who are new to the community. They would not be possible without Chris's ability to integrate academics with service, incorporate academic themes with local problems, and engage students in the Williamsburg community. His focus is truly integrative.

Aside from his effectiveness as a teacher and a researcher, Chris takes an immediate interest in his students. Few freshmen have as much contact with their advisors as Chris's advisees. Why? Rather than random students, Chris requests to have *his* students as advisees. This only improves his ability to provide students with solid, personalized academic guidance.

On a personal note, I decided to go into the field of public administration, a field I might not have chosen had it not been for Chris. His ability to demonstrate and practice the connection between service, academics, and civic engagement are unmatched. The community benefits from having Chris as an active parent and citizen; the College benefits from having Chris as researcher and professor; students benefit from having Chris as a teacher, mentor, and advisor." *Kathryn Tydgat, graduate student, University of North Carolina-Chapel Hill; William & Mary Class of 2007*

From the local community

"The services and outreach of the Williamsburg-James City County (W-JCC) Office of Multicultural Affairs are greatly enhanced by the assistance and level of interest shown by Dr. Howard in areas of student motivation, social justice, and minority student enrollment in foreign languages and higher level math classes... We attribute our success in earning Adequate Yearly Progress in several No Child Left Behind (NCLB) categories, and reducing the failure rate among several student subgroups to the advocacy and support of Dr. Chris Howard." – *Dr. Angelina W. Hopkins, Assistant to the Superintendent for Multicultural Affairs*

ADDITIONAL DOCUMENTATION

Verbatim comments from student evaluations

Freshman seminars (Govt 150W)

"Professor Howard has been an amazing professor & student advisor. He's always accessible via email or office hours and is very willing to help & give feedback. His class was well-planned & interesting and he worked to make the class discussions not only interesting but relevant to the coursework & our community service. He's awesome."

"He's very knowledgeable and available to help us whenever necessary and even though this was only a freshman seminar, he seemed completely devoted to us and our learning. I think this was an excellent course... It also helped that Professor Howard has an obvious passion for this subject, and it's contagious!"

"By far my most interesting and stimulating course both because of the provocative subject matter and the enthusiasm and knowledge of the professor. Very good at suggesting ways to improve papers, also excellent at introducing various viewpoints and encouraging discussion."

Introduction to American Government (Govt 201)

"Professor Howard was extremely devoted to this class all the way through... Assignments were well spaced out, fair, and the expectations were clearly laid out. Finally, the lectures were beautifully organized: My notes are so logical and clear as a result. I really enjoyed this class and am now considering majoring in Gov't."

"Class structure is very effective. Atmosphere is focused but still relaxed. Easy to take notes/study... In all honesty this is the best class I have taken at William and Mary so far."

"Very good organization through class set-up and lectures. I liked the way you used the case studies to teach the course. It made the entire class more interesting and helped to connect it to the real world."

Research Methods (Govt 301)

"Great job of making a relatively boring topic interesting. I actually went to every single class, which I didn't think I would. The research proposal was the best way by far to give us practice actually doing what we learned, and I now think I have a topic for my honors thesis (and about half the work done already). Very available outside of class, answers emails within the hour. Wonderful sense of humor, an overall awesome prof."

"Mr. Howard is an excellent professor who makes a very dry subject very applicable to other subjects. I'm glad I took this course early, as I am already finding it has improved my ability to analyze, understand, and undertake research."

"I thought this course was going to be extremely painful and statistics-ridden and therefore, left it for my second semester senior year. I don't know how he did it, but Howard somehow made it interesting enough for me to wake up at 9 am Monday morning! It is an absolute shame that this class is not required for underclassmen. . . One of my biggest college regrets is assuming this class was going to be a waste of time and leaving it to the end."

"Took an incredibly boring subject that I did not want to take and made it interesting and fun ... This is probably one of the most useful & practical classes I have taken @ W&M."

The American Welfare State (Govt 360)

"A well-organized and stimulating course, taught by a wonderful professor. Always approachable with a great sense of humor, Prof. Howard inspires students to share his enthusiasm for a topic even as seemingly dry as social policy. I definitely plan to follow developments in this area in the future. Great class."

"Chris Howard's GOVT 360 class is by far the most organized and thorough course I've taken at the College. His lectures are interesting, his questions probing, and his teaching style conducive to student participation. I'm very impressed with the course, the variety of readings/sources, and the time/preparation that goes into each lecture. Chris's teaching cannot help but elicit strong performances from his students."

"Professor Howard is an excellent instructor and educator. I learned a lot of valuable information and felt the papers and tests were fair. The reading was extensive yet stimulating... Keep up the sense of humor and enthusiasm; it really is refreshing! ... Please teach more related classes in the future."

"This class has been one of the best that I've taken in my past 3 years at William & Mary. As a public policy major I was hesitant on taking this course as an elective but I have found it to be one of the most interesting courses offered in the government department. Professor Howard is a wonderful professor. Not only is he very knowledgeable about the material, he's also pretty funny and very easy-going. I really enjoy the way the class is structured and organized. I enjoyed the mid-course evaluation and how Mr. Howard found additional ways to facilitate class participation. I really think all government students should take this class."

Senior seminar (Govt 491)

"American Political Development was an interesting course and provided a great synthesis of things that I have studied in my 3 years here. The class discussions were well structured and most of the readings were interesting. There is not enough room here to write about how great a professor Chris Howard is. He is the best teacher I have ever had because of his knowledge of the subject matter, his dedication to the students, and his affable personality."

"Chris is an absolutely brilliant man. That comes across in everything he does including his integrity to say he does not know the answer to something if that is the case. It is obvious how much he loves teaching and his specialty; his students truly appreciate all of the effort he puts into class."

The Political Environment (masters level, Public Policy program)

"At least for me, this class had the potential to be very boring... However, this course was a very pleasant surprise, and it turned out to be my favorite course this semester, because of Chris Howard. Simply put, Howard is everything a professor should be. Howard has a great deal of knowledge, and therefore was able to pull together good selections of readings... One of Howard's greatest strengths is his ability to guide the class [in discussion] and hit the mandatory topics. With 18 students, and a whole variety of interests, this is no easy feat... Howard was also approachable and listened to his students."

“Chris is very enthusiastic about the subject matter. He knows the material very well. He is receptive to questions, handles responding to them well & does a good job moderating class discussion. If the purpose of any class is to broaden students’ minds & to get them to perhaps think in new & different ways, then this class is successful.”

“The structure of the course was excellent and clearly laid out from the first day. Obviously, Dr. Howard spent a great deal of time preparing the overall course and the specific lectures. Having 4 components – problem definition, mobilization of support, arenas, and tools was a good teaching tool for students with or without a strong political science background.”

Budget Policy-Making (masters level, Public Policy program)

“Despite the potentially boring nature of the course material, Professor Howard has managed to make the course interesting. His ability to foster class discussion, along with student presentations, is particularly notable given other professors failures to do so with this same group.”

“Chris has a unique ability to teach without resorting strictly to lecturing; he can bring out points via class discussions very well. In general, the material (readings) of the course were quite good – they gave us a good view of the varied aspects of budget politics.”

Politics of Social Policy (masters level, Public Policy program)

“Professor has an outstanding knowledge of US Social policy, yet readily invited open discussion. The speakers who he brought in added value to the class as well as non-academic insight. Material was fresh and current, related to new US policies. Helpful in providing feedback on draft of final paper. Helpful to make final product one of the best deliverables I had in the program.”

Sample undergraduate honors theses

“Shifting federalism: Latino immigrants & Medicaid”

“The effect of proposed solvency solutions on target populations within social security”

“Schools stretched thin: a study of education expectations, perceptions, and public opinion”

“The perpetuation of segregation in America’s public housing”

“The juvenile justice system: Problems and solutions from a local perspective”

“Power and poverty: the South Bronx”

“Public opinion and public policy: the evolution of welfare reform”

“The pendulum of power: historical patterns in congressional-executive relations”

“Institutions, interests, and the making of foreign policy: American and Canadian policies toward Israel”

ADDITIONAL DOCUMENTATION
Recent Teaching Evaluations

1. Closing the Achievement Gap (Gov 150W)
seminar, Fall 2007

	<u>Very good</u>	<u>Excellent</u>
"Explains materials clearly"	29 %	64 %
"Presents various points of view"	20	73
"Welcomes student participation"	0	100
"Demonstrates enthusiasm about teaching the course"	13	73
"Overall teaching performance"	13	80

2. Research Methods (Gov 301)
lecture, Fall 2007

	<u>Very Good</u>	<u>Excellent</u>
"Explains materials clearly"	36 %	49 %
"Is the course well organized?"	30	60
"Demonstrates enthusiasm about teaching the course"	32	66
"Overall teaching performance"	40	51

3. The American Welfare State (Gov 360)
lecture, Spring 2007

	<u>Very Good</u>	<u>Excellent</u>
"Explains materials clearly"	28 %	65 %
"Is the course well organized?"	26	72
"Demonstrates enthusiasm about teaching the course"	16	84
"Overall teaching performance"	33	62

Note: Students can rate teaching as "poor," "fair," "good," "very good," or "excellent."