

ACADEMIC PROGRAM REVIEW

Department of Political Science Revised Self-Study Report

April 15, 2013

Political Science Department Chair William Stanley was the lead author for this report. Sections were drafted by Associate Professor Christopher Butler, Department Administrator Joann Buehler, and UNM Libraries Professor Dan Barkley, with research assistance and table preparation by doctoral student Jessica Jones and Administrative Assistant Shoshana Handel. Professor Butler designed the organization chart, and prepared all outcomes assessment data tables. The Office of Institutional Analytics at UNM provided data on numbers of majors, student credit hour production, and so forth. This report follows a revised (2012) outline of criteria and instructions for Academic Program Review self-studies provided by the APR office. The outline is designed to dovetail with Higher Learning Commission (North Central Association) university accreditation criteria.

Table of Contents

INTRODUCTORY SECTION AND BACKGROUND INFORMATION	4
0A: ABSTRACT	4
0B: HISTORY OF THE DEPARTMENT	8
0C: ORGANIZATION AND GOVERNANCE.....	10
0D: SPECIAL ACCREDITATION REVIEWS	11
0E: SUMMARY OF LAST APR.....	11
CRITERION 1, PROGRAM GOALS.....	16
1A. PROVIDE A BRIEF OVERVIEW OF THE VISION AND MISSION OF THE UNIT AND HOW EACH PROGRAM FITS INTO THE VISION AND MISSION OF THE UNIT.	16
1B: "DESCRIBE THE RELATIONSHIP OF THE UNIT'S VISION AND MISSION TO UNM'S VISION AND MISSION.....	16
1C: LIST THE OVERALL LEARNING GOALS FOR EACH UNDERGRADUATE AND/OR GRADUATE PROGRAM WITHIN THE UNIT.	17
1D: EXPLAIN THE MANNER IN WHICH LEARNING GOALS ARE COMMUNICATED TO STUDENTS AND PROVIDE SPECIFIC EXAMPLES.....	18
1E. DESCRIBE THE UNIT'S PRIMARY CONSTITUENTS AND STAKEHOLDERS.....	19
1F. PROVIDE EXAMPLES OF HOW SATISFACTION OF THE PROGRAM GOALS SERVES CONSTITUENTS.	19
1G. PROVIDE EXAMPLES OF OUTREACH OR COMMUNITY ACTIVITIES (LOCAL, REGIONAL, NATIONAL, AND/OR INTERNATIONAL) OFFERED BY THE UNIT. THESE COULD INCLUDE ACTIVITIES SUCH AS COLLOQUIA, CONFERENCES, SPEAKER SERIES, PERFORMANCES, COMMUNITY SERVICE PROJECTS, ETC. PROVIDE AN ASSESSMENT OF THESE ACTIVITIES IN RELATION TO THE UNIT'S EDUCATIONAL OBJECTIVES.....	20
CRITERION 2, TEACHING AND LEARNING: CURRICULUM	23
2A. PROVIDE A DETAILED DESCRIPTION OF CURRICULA FOR EACH PROGRAM WITHIN THE UNIT. INCLUDE A DESCRIPTION OF THE GENERAL EDUCATION COMPONENT, REQUIRED AND PROGRAM-SPECIFIC COMPONENTS FOR BOTH THE UNDERGRADUATE AND GRADUATE PROGRAMS. PROVIDE A BRIEF JUSTIFICATION FOR ANY PROGRAMS WITHIN THE UNIT THAT REQUIRE OVER 120 CREDIT HOURS FOR COMPLETION.	25
2B. DESCRIBE THE CONTRIBUTIONS OF THE UNIT TO OTHER INTERNAL UNITS WITHIN UNM, SUCH AS OFFERING GENERAL EDUCATION CORE COURSES FOR UNDERGRADUATE STUDENTS, COMMON COURSES FOR SELECTED GRADUATE PROGRAMS, COURSES THAT FULFILL PREREQUISITES OF OTHER PROGRAMS, CROSS-LISTED COURSES.	29
2C. DESCRIBE THE MODES OF DELIVERY USED FOR TEACHING COURSES.	30
CRITERION 3, TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT	30
3A: DESCRIBE THE ASSESSMENT PROCESS AND EVALUATION OF LEARNING GOALS FOR EACH PROGRAM. PROVIDE INFORMATION ON HOW THE UNIT ASSESSES THE EFFECTIVENESS OF ITS CURRICULA AND TEACHING EFFECTIVENESS IN MEETING THE EDUCATIONAL OBJECTIVES DESCRIBED IN CRITERION 1. SUMMARIZE AND DISCUSS DIRECT AND INDIRECT EVIDENCE OF STUDENTS' LEARNING GATHERED BY THE PROGRAM. FOR ACCREDITED PROGRAMS, THE UNIT SHOULD UTILIZE OUTCOMES MEASURES THAT ARE RESPONSIVE TO THE ACCREDITATION EXPECTATIONS.....	30
3B: PROVIDE EVIDENCE OF ACTIONS TAKEN TO IMPROVE PROGRAMS BASED ON THE ASSESSMENT PROCESS. ...	39
CRITERION 4, STUDENTS (UNDERGRADUATE AND GRADUATE).....	39
4A: PROVIDE INFORMATION REGARDING STUDENT RECRUITMENT AND ADMISSIONS (INCLUDING TRANSFER ARTICULATION).	39
4B: PROVIDE AN ANALYSIS OF ENROLLMENT TRENDS, PERSISTENCE, AND GRADUATION TRENDS.....	41
4C: PROVIDE A DESCRIPTION OF PROGRAM ADVISEMENT FOR STUDENTS.....	46
4D: DESCRIBE ANY STUDENT SUPPORT SERVICES THAT ARE PROVIDED BY THE UNIT	47
4E: DESCRIBE ANY STUDENT SUCCESS AND RETENTION INITIATIVES IN WHICH THE UNIT PARTICIPATES	47

4F: DESCRIBE WHERE GRADUATES OF EACH PROGRAM ARE TYPICALLY PLACED. DESCRIBE EFFORTS TO MEASURE THE SUCCESS OF PROGRAM GRADUATES AND THE RESULT OF THOSE MEASURES.....	48
CRITERION 5, FACULTY	49
5A: DESCRIBE THE COMPOSITION OF THE FACULTY AND THEIR CREDENTIALS. PROVIDE AN OVERALL SUMMARY OF THE PERCENT OF TIME DEVOTED TO THE PROGRAM FOR EACH FACULTY MEMBER AND ROLES AND RESPONSIBILITIES WITHIN EACH PROGRAM.	49
5B: PROVIDE INFORMATION REGARDING PROFESSIONAL DEVELOPMENT ACTIVITIES FOR FACULTY WITHIN THE UNIT.	53
5C: PROVIDE A SUMMARY AND EXAMPLES OF RESEARCH/CREATIVE WORK OF FACULTY MEMBERS WITHIN THE UNIT.	54
5D: PROVIDE AN ABBREVIATED VITAE (2 PAGES OR LESS) OR SUMMARY OF EXPERIENCE FOR EACH FACULTY MEMBER (IF A PROGRAM HAS THIS INFORMATION POSTED ON-LINE, THEN PROVIDE LINKS TO THE INFORMATION).	61
CRITERION 6, RESOURCES AND PLANNING	61
6A: DESCRIBE HOW THE UNIT ENGAGES IN RESOURCE ALLOCATION AND PLANNING. IF THE PROGRAM OR UNIT HAS AN ADVISORY BOARD, DESCRIBE THE MEMBERSHIP AND CHARGE AND HOW THE BOARD'S RECOMMENDATION ARE INCORPORATED INTO DECISION MAKING.	61
6B: PROVIDE INFORMATION REGARDING THE UNIT'S BUDGET INCLUDING SUPPORT RECEIVED FROM THE INSTITUTION AS WELL AS EXTERNAL FUNDING SOURCES.	61
6C: DESCRIBE THE COMPOSITION OF THE STAFF ASSIGNED TO THE UNIT (INCLUDING TITLES AND FTE) AND THEIR RESPONSIBILITIES.	64
6D. DESCRIBE THE LIBRARY RESOURCES THAT SUPPORT THE UNIT'S ACADEMIC AND RESEARCH INITIATIVES..	64
CRITERION 7, FACILITIES.....	71
7A: DESCRIBE THE FACILITIES ASSOCIATED WITH THE UNIT AND ASSOCIATED PROGRAMS INCLUDING, BUT NOT LIMITED TO, CLASSROOMS, PROGRAM SPACE (OFFICES, CONFERENCE ROOMS, ETC.), LABORATORIES, EQUIPMENT, ACCESS TO TECHNOLOGY, ETC.	71
7B: DESCRIBE ANY COMPUTING FACILITIES MAINTAINED BY THE UNIT.....	72
CRITERION 8, PROGRAM COMPARISONS.....	73
8A: PROVIDE INFORMATION ON THE DISTINGUISHING CHARACTERISTICS OF THE PROGRAMS WITHIN THE UNIT. DISCUSS THE UNIT'S PROGRAMS IN COMPARISON WITH OTHER PROGRAMS SUCH AS NUMBER OF FACULTY, STUDENT CHARACTERISTICS, [AND] TYPES OF PROGRAMS.....	73
CRITERION 9, FUTURE DIRECTION.....	78
9A: PROVIDE A SUMMARY OF STRENGTHS AND CHALLENGES FOR THE UNIT.	78
9B: DESCRIBE THE UNIT'S STRATEGIC PLANNING EFFORTS.....	79
9C: DESCRIBE THE STRATEGIC DIRECTIONS AND PRIORITIES FOR THE UNIT.	79

Political Science Department Self-Study

April 15, 2013

Introductory Section and Background Information

0A: Abstract

The Political Science Department at UNM offers the BA, MA, and PhD degrees. It serves 456 majors, graduated 124 students with the BA in Academic Year (AY) 2011, and has graduated an average of five MA and two PhD students per year over the last five years. The department has seen a 44 percent increase in the number of majors and a 125 percent increase in degrees awarded in the ten years from AY 2002 through AY 2011. After an initial rebuilding from losses prior to 2002, the department stabilized at around 15 tenured or tenure-track faculty members. Following hires last year, we now have nominally 17 faculty members. This number is deceptive, however: we actually have 12.5 full-time-equivalent (FTE) available because four faculty members hold administrative appointments outside the department, and two have shared appointments with other units thereby reducing their availability to the department. Despite being increasingly understrength, the department has endeavored to maintain the quality of its programs. Our faculty members generally earn strong teaching evaluation results compared to university averages and compared to political science departments at other universities. The department has a strong tradition of graduate student mentorship and individualized training, resulting in a noteworthy track record of success in graduate student extra-mural research funding and PhD placements at research universities and high quality colleges.

Our faculty and course offerings at both the undergraduate and graduate levels are divided principally into four subfields: American (United States) politics, comparative politics, international relations, and public policy. We offer political theory (political philosophy) courses at the undergraduate level, but do not have tenure track faculty in this field so we do not offer it at the graduate level.

As a comparatively small department, we have historically sought to build and maintain strength in two main areas chosen to reflect our geographical location as well as areas of interdisciplinary strength at UNM: Latin American comparative politics (with few offerings on other world areas) and the politics of minority ethnic and racial groups in the US, with particular emphasis on Latino politics. This niche strategy has not limited the scope of program development, however. Other thematic areas, including gender politics, civil wars and conflict, and the administration of elections have emerged in the past decade from the initiatives of individual faculty members. With support from the Robert Wood Johnson Foundation Center for Health Policy (RWJFC) at the University of New Mexico we hired one junior faculty member in the field of health politics and have been able to recruit outstanding graduate students into an emerging health policy and politics program. Three other faculty members have or are developing research and teaching in health politics and policy. Department faculty members are on the whole research productive, and a high percentage of faculty participate in the scholarly accomplishments of the department.

The department faces a number of challenges. The primary one is that we are too small for the work we do, so small that our success is unlikely to continue without immediate steps to ensure adequate staffing. Even our supposed areas of emphasis at the graduate level (Latin American

comparative politics and US minority and Latino politics) are extremely fragile, being based on only two senior faculty members in each field, none of whom are devoted full time to that effort. One or two departures from the faculty can/will disrupt our ability to sustain the heart of the graduate program. Such disruptions appear inevitable: faculty turnover has been a recurring feature of the past two decades in the department.

This is a negative side effect of things we are doing right—hiring strong scholars and supporting their research programs—combined with the fact that there are inadequate mechanisms at UNM to increase faculty compensation as professors build their accomplishments and national visibility. We generally pay market-parity salaries at the time of hire, but salaries for highly productive and successful faculty members quickly fall behind what they are worth on the market and our faculty members are subject to competitive bidding by other institutions.

Since the last APR, we lost eleven tenure-track faculty members out of sixteen (eight of the eleven accepted offers from other universities) and one or more departures appear likely in the near future. Five of these losses were in the Comparative Politics subfield, on which we had staked much of the department's national visibility. We have sought to recover from these setbacks, with hires over the last four years in Comparative Politics (Schrack, Htun, Koivu, and Micozzi). However, with the possibility of further departures, we seem likely to remain under-strength in this subfield.

At the same time, faculty in other areas, particularly American politics, have been very successful in publishing research and raising our profile in that subfield. Within the Latino politics emphasis, we have not had the same rate of attrition (one retirement), but both senior faculty in this area are employed half-time or more outside the department. The international relations subfield remains an area of particularly high demand from our graduate students, but here again faculty strength in this area has been attenuated by administrative assignments involving three of four members of the subfield. We attempted to hire this year and were unable to, in part because delays in receiving search approval put us behind the market in our discipline.

In our undergraduate program, the department is experimenting with better and more cost effective ways to deliver high quality introductory level courses. Historically, these courses had been taught in sections of some 60 students, limiting the amount individual instructor attention available to students, and some have been taught in even larger classes (over 100) with no discussion sections. In 2004, we added small discussion sections to our POLS 110 “Introduction to the Political World.” In light of highly positive student feedback to this change, we converted POLS 220 “Comparative Politics” to a similar format with lectures delivered by a senior faculty member, supplemented by small, graduate student-led discussion sections. If this works as well as we expect, we hope to implement a similar model in POLS 200 “Introduction to American Politics” and POLS 240 “Introduction to International Relations,” where enrollment pressures have increasingly prevented instructors from assigning significant amounts of analytical writing. Even if these modifications in our curriculum are possible and increase the efficiency with which we employ faculty in the classroom, our primary challenge is that our range of course offerings at the 300 and 400 level have held constant (with semester-to-semester variation but no trend) despite the 44 percent increase in the number of majors.

The department has been asked repeatedly this academic year to contribute efforts to improve the first year experience by offering small sections of 200-level courses linked to companion courses such as STAT 145 and freshman writing. Professor Gabriel Sanchez taught one of these courses in fall 2012, linking politics to statistics through analysis of polling and electoral results associated with the November 2012 elections. He will be unable to repeat such a course in fall 2013, having assumed the interim leadership of the RWJFC (most likely .75 FTE). Political Science Professor and Dean Mark Peceny taught a special small section of POLS 240 “International Relations” in spring 2013, linked to a freshman English class. The fact we depended on the dean, teaching an overload course as a volunteer, to participate in this experiment speaks to the need to build the department.

Like many departments at UNM, our graduate student funding is insufficient to recruit some of the strongest applicants. Moreover, whereas the Latin American Studies MA program, with its historically strong national reputation, had in the past enabled us to recruit a few exceptionally talented students into the departmental PhD program, we have not seen additional PhD prospects for a few years. This may also reflect the faculty turnover (and resulting intermittent absence) we have experienced in this field. While the department continues to receive high quality graduate applications overall, we are not consistently able to recruit the most obviously well-prepared students and do find it necessary to take risks on students who show significant promise but who may not have the strength or prior training that we would prefer. This recruitment pattern, in combination with our individualized approach to training, has generally been successful. However, an inevitable cost of our position in the market for graduate students is that some of our students fail to pass comprehensive exams at the doctoral level or find that doctoral training is not for them. The risk of students’ failing is compounded by the fact that the number of graduate courses we are offering has declined over the past ten years, at the same time that our graduate program enrollment has expanded. We are therefore calling on our graduate students to obtain more of their preparation through independent work. We hope to improve our recruiting capacity, which ultimately depends on both funding and on the size, research success, and visibility of our faculty. Within existing constraints, we have sought to improve our outreach to potential applicants by overhauling our website (with financial help from the RWJFC), selectively offering travel funds to top applicants to visit the department, and having department faculty contact applicants personally.

The last two APR reports encouraged the department to develop an interdisciplinary Masters of Public Policy degree to supplement our existing disciplinary MA. There is strong demand in New Mexico for an applied policy analysis degree, and no such degree exists in the state. In 2010-2011, we designed an MPP degree program in collaboration with the departments of Economics and Sociology, it won unanimous support of all three departments (comprising fifty eight tenure track faculty), and it is currently undergoing the internal UNM new degree program review. Notwithstanding the narrowing of graduate offerings, we do still have the capacity to teach more students in many of the graduate classes we offer. We have viewed the MPP as something we could do to increase graduate enrollments for UNM with existing faculty resources, especially since the program would draw on offerings in three departments and would therefore be less vulnerable to faculty shortages in any one department in a given year.

Efforts by the three departments to incorporate the seven-faculty-member School of Public Administration (SPA) into the proposal have until very recently met with delays and inaction. The three social sciences departments proceeded into the UNM new-degree approval process without explicitly incorporating the SPA or requiring PA courses (although a few PA courses are included as options). Based on feedback from the Faculty Senate Graduate Committee on March 7, 2013, renewed efforts are underway to incorporate SPA courses. The main impediment to moving ahead appears to be questions on the part of the SPA about governance of what would become an inter-college program if the SPA were included. The SPA is a free-standing school, and the SPA interim director and faculty have spoken against the MPP proposal on the grounds that 1) the SPA does not want the Arts and Sciences departments to use the MPP degree name; and 2) that it would be unacceptable for SPA to participate in a program that reports to the College of Arts and Sciences. We respectfully disagree on both grounds. The SPA has acknowledged that it has no plans or capacity to offer an MPP itself, so there should be no impediment to other units using that nationally recognized and understood degree name. The National Association of Schools of Public Affairs and Administration (NASPAA) accredits programs, not universities, and although it is relatively rare to have MPA and MPP degrees offered by separate units, such arrangements do exist and are successfully accredited (George Mason University is one example). Regarding the internal governance issues, there are several graduate programs at UNM that involve multiple colleges and although they have sometimes encountered difficulty obtaining the resources and internal recognition they deserve, many have been highly successful (examples include the MA and PhD in Latin American Studies, which involves five colleges (seven if one includes dual degree programs); the Water Resources Management MA, which involves five colleges; Optical Sciences and Engineering PhD, which involves two colleges; Nano Sciences and Microsystems Professional Science Masters and PhD, which involves three colleges; and the Interdisciplinary Film and Digital Media program, which offers BA degrees with shared offerings in four colleges). While interdisciplinary/intercollegiate program governance is definitely a problem at UNM, we don't see this as a legitimate reason to further delay this needed program.

Other general challenges for Political Science include an operating budget that was cut so deeply in the last few years that we were forced to disconnect faculty telephones and cut conference travel reimbursements. We have no recurring budget at all for replacing essential equipment such as computers, printers, and the dedicated network switches for our instructional computer lab. Having drawn down departmental reserves over the past two years, essentials are being paid for using revenues from on-line courses and faculty course buyouts. For the time being we are solvent, but our operating budget depends on either trading our faculty's time for buyout funds or on-line revenues that are being phased out. Our ability to operate as a serious professional organization is not sustainable beyond the next two or three years without fresh operating funds.

Finally, we face a serious office space crunch, noted 20 years ago in the 1992 graduate program review. We have only one vacant faculty office available, and any expansion in the faculty beyond one replacement line will result in faculty members being housed in another building. The office space situation for graduate students is even worse. We have 36 graduate students for whom we have 374 square feet of dedicated office space or 10.4 square feet per student.

0B. History of the Department

Political Science as a discipline began in the late 19th century with the creation of graduate programs at Columbia and Johns Hopkins. UNM began offering a few courses in this field within the History Department in AY 1914. A number of different departmental configurations followed from 1915 to 1919, resulting in the formation of the Department of History and Political Science. This configuration lasted until 1934, when the Department of Government and Citizenship broke off from the Department of History. Reflecting the growing emphasis of scientific methods in the study of politics during the 1960s, the department changed its name to Department of Political Science in 1967.¹

The graduate program began with the MA in 1933. The state approved the creation of a PhD program in 1969. With little graduate funding, the program grew slowly. During the 1960s and 1970s, the department struggled with issues that would sound familiar to faculty today: low graduation rates among undergraduates, faculty turnover, and tensions between the need to provide a wide range of course offerings to undergraduates while promoting research productivity on the part of faculty.

An external review in 1971 recommended that the department create "a few special areas of concentrated strength linked if possible with counterpart specialty strength in allied disciplines." The department's strategy for the past four decades has reflected this guidance: rather than attempting to cover all subfields of Political Science equally—clearly impossible with a comparatively small faculty—the department has attempted to stress a few areas of strength, including Latin American comparative politics, and U.S. ethnic and racial politics. The external review committee in 1986 reiterated this guidance arguing that it would be unrealistic to try to compete fully on a national basis in all of political science's subfields. It recommended that the department develop areas that, "by tradition and location, present the potential for achieving genuine distinction." Specifically, it recommended that the department continue its emphasis on Latin America, but added a new recommendation to build strengths in public policy as well as Southwestern questions and issues.

Following this build-to-strength (or niche) strategy, by the late 1980s, the department had established a track record of PhD graduation and placements, primarily in the field of Latin American comparative politics. The development of a strong graduate program coincided with a reduction in teaching loads for research-productive faculty and generally higher expectations for research productivity. New tenure standards approved in 1993 formalized high expectations for research output and journal placement. A graduate program review in 1992 reported strong evidence of improvement in the research output of faculty, and the review in 2002 confirmed this trend. Teaching loads have been constant since the late 1980s, and the emphasis on research productivity and graduate education has continued. The department continued to meet with success in graduate competitions for outside funding and post-graduation employment, and the graduate program has continued to grow slowly in accordance with guidance received during previous external reviews.

¹ Fae L. Korsmo and Gilbert St. Clair, "History of Political Science at UNM," May 1988.

In the past twenty years, faculty turnover has been a recurring challenge for the department, reflecting the high quality of faculty we hire, the research-productive culture of the department, and the competitiveness of the international academic marketplace. We have had to repeatedly rebuild our comparative politics program after the departures of Karen Remmer (to Duke), Ken Roberts (to Cornell), Ben Goldfrank (to Seaton Hall), Neil Mitchell (to Aberdeen), Kathryn Hochstetler (to the Balsillie School at Waterloo), and Eric McLaughlin (to Redlands). We also lost prominent faculty in international relations (Andrew Enterline to North Texas), in American politics (Joe Stewart to Clemson as department chair and Richard Waterman to Kentucky), and public policy (Hank Jenkins-Smith to Texas A&M). To the best of our knowledge, all of these departures responded to pull factors rather than push factors, including opportunities to retire from UNM and accept positions elsewhere, to obtain higher salaries, to return to a home country or region, or for spouses to obtain employment unavailable in Albuquerque. While we have been able to hire high-performing faculty to replace these departures, the rate of turnover inevitably causes intermittent loss of continuity, negative reputational effects, and search costs (especially faculty time).

In 1985, the department founded the Institute for Public Policy as "a non-partisan forum and clearinghouse dedicated to the analysis of local, state, and regional issues in New Mexican and Southwest politics." Professor Fred Harris was the founding director, and early work emphasized questions related to social welfare, energy, and poverty. Professor Hank Jenkins-Smith took over in 1988, shifting the focus to the study public perceptions of risk associated with nuclear energy, fuels, and weapons. With Jenkins-Smith's departure in 2001, the IPP experienced something of an identity crisis. Much of the Institute's client base was linked to Jenkins-Smith's research agenda, and though he continued to use the IPP to carry out research surveys, no department faculty members chose to take on the leadership and the IPP's activities stagnated. An external search for a director was unsuccessful, and following two interim directorships, the department transferred IPP to the Institute for Public Law (at the UNM Law School).

In 2010 the department chartered the Center for the Study of Voting, Elections, and Democracy which specializes in studying how variation in the administration of elections affects registration, turnout, rates of ballot rejection and contestation, and electoral outcomes. The Center's activities include projects for various government agencies and jurisdictions, as well as grant funded research and production of amicus briefs for the courts. Its activities involve faculty from multiple departments and colleges (including Law, Business, and Computer Science).

The department maintains close ties with allied programs, including the Latin American Studies program (BA/MA degree programs), the Latin American and Iberian Institute (LAII), the Southwest Hispanic Research Institute (SHRI), the International Studies Program (BA degree program), and the RWJFC. The LAII and RWJFC provide critically important support for graduate students and faculty development.

0C: Organization and Governance

The Political Science department has a minimalist governance structure and style. There is a department chair (currently Professor William Stanley), appointed to a four-year term by the Dean on the basis of a majority vote of department tenure-track faculty. There is a graduate director (currently Professor Wendy Hansen), appointed by the chair. Hansen chairs the Graduate Committee of three members, which is responsible for admissions and funding decisions for graduate students. There is an undergraduate advisor (Lecturer III Peter Kierst), who chairs the Undergraduate Committee of three members, which makes scholarship awards and recommendations to the department on curricular matters. Mr. Kierst is the department's only undergraduate adviser, and he provides advising to potential, incoming, and current undergraduate majors, in close coordination with advisers in the College of Arts and Sciences. Lecturer III Ellen Grigsby runs the department's internship programs, with the exception of the Legislative Internship Program in Santa Fe, which is coordinated by Professor Lonna Atkeson as part of her teaching load. For the purposes of conducting annual performance evaluations of faculty, we have an Executive Committee made up of one faculty member from each of the tenure track ranks, plus the department chair serving ex-officio. In years when raise money is available (a distant memory) the Executive Committee determines by majority vote how those funds will be allocated.

On all matters of policy, as well as hiring, we act as a committee of the whole. Faculty search committees make recommendations, but then the tenure track faculty as a whole determines whom to invite for an interview and whom to hire. While the UNM Faculty Handbook allows emeritus faculty and lecturers to vote, our department practice has been that only tenure track faculty vote. For mid-probationary review, as well as tenure decisions, only tenured faculty participate and make recommendations to the chair. Unlike many departments, we have not had an associate chair, though an acting chair is appointed any time the chair is out of town.

The department employs two staff members-

1) Department Administrator Joann Buehler, who acts as accountant; handles all purchasing; coordinates searches; manages mid-probationary reviews, as well as tenure and promotion reviews; handles inventories; does all regulatory and financial reporting; and oversees the operations of the office including supervising the administrative assistant;

2) Administrative Assistant Shoshana Handel, who is also the graduate program assistant. Ms. Handel manages the graduate program admissions process; keeps student records; provides advisement on Office of Graduate Studies requirements, record keeping, and reporting; provides clerical support to the entire department faculty; and provides front office / reception for the department.

Ms. Buehler reports to the department chair, and Ms. Handel reports to Ms. Buehler.

DEPARTMENT OF POLITICAL SCIENCE
ORGANIZATIONAL CHART
ORG CODES 484A, 484B, 484B1

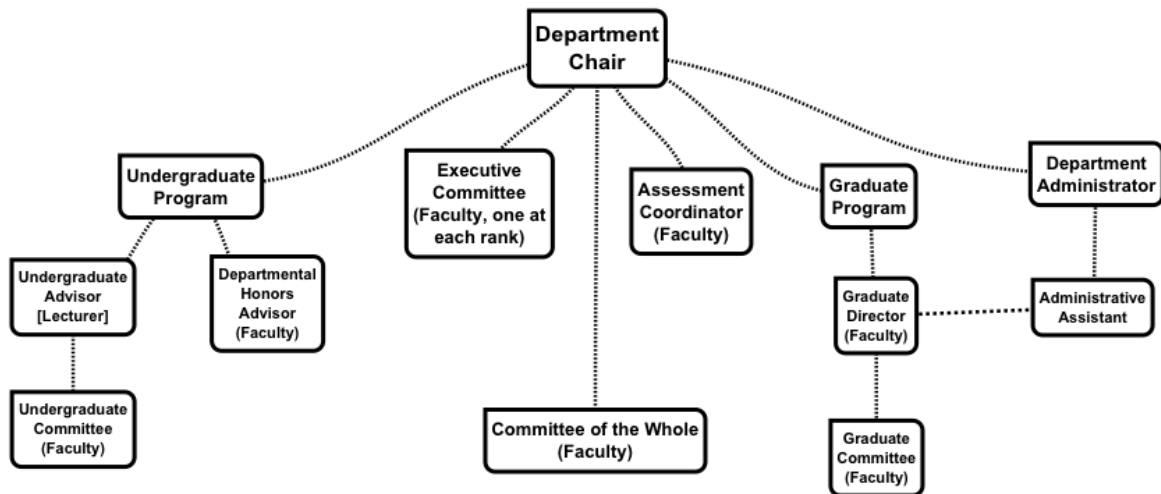


Figure 1 Organization Chart

Organization chart prepared by Christopher Butler.

0D: Special Accreditation Reviews

There is no accrediting body on Political Science, so the department undergoes review as part of the general UNM Academic Program Review process, which in turn informs the accreditation of UNM as a whole by the Higher Learning Commission of the North Central Association of Colleges and Schools.

0E: Summary of last APR

The last APR was conducted in 2002 by Lee Sigelman (George Washington University, APR lead author), William Mishler (University of Arizona), William Smith (University of Miami), and Barry Kues (Department of Earth and Planetary Sciences, UNM). The review characterized the department as “in many ways a model department,” noting the high research productivity of the department, the professional engagement of senior scholars, progress and placement successes for the graduate program, and high graduate student morale. The report did not address the undergraduate program, but stated “we saw no signs that the Department has single-mindedly focused on research and graduate education to the detriment of its undergraduate teaching mission.” The review team described the “atmosphere of the Department” as unfailingly “one of congeniality, collegiality, civility, and an absence of overt conflict. Insofar as we can determine, this has been a calm environment in which faculty members are able to get their work done, concentrating on teaching, research, and service.”

A primary concern voiced by the Sigelman report was that the department was perhaps too conflict averse, to the point that serious questions of strategy and priorities were seldom discussed. It noted, "faculty meetings are rare, as are wide-ranging discussions of departmental goals and priorities." As a result, "Decision-making tends to be ad hoc or tactical, not tied to any broader 'vision' of what the Department should be trying to accomplish." The team perceived many "intersecting cleavages, dissatisfactions, concerns, and unresolved issues" beneath the surface calm. The need to make strategic choices was accentuated by faculty turnover shortly before the APR took place, as well as additional departures expected at that time.

The report stressed that "we are not encouraging the Department to become more overtly conflictual; replacing calm with nastiness would hardly be a step forward." "Members of the Department are going to have to talk about goals and priorities, and the Department is going to have to make its tactical decisions within the explicit framework of those goals and priorities."

Sigelman et.al. made a number of specific recommendations in response to the department's queries:

1) Graduate program: At the time of the 2002 review, the department had 23 graduate students. The APR team considered a gradual expansion to 30-35 students "to be both feasible and desirable." They recommended that about half the students be in comparative Latin American politics, with the others in "priority fields determined by future discussions of the Department's strategic direction." The team recommended introducing greater flexibility into the admissions process, considering "strong faculty advocacy" on behalf of specific applicants be considered in addition to grades, GRE scores, and letters of recommendation. Among other details, the team recommended that the department develop a phased process in which graduate students assume increasing responsibilities in teaching as they gain experience, first as graders, then as section leaders, and then teaching independent courses on the part time instructional budget as a means of both gaining relevant experience and increasing graduate funding. They suggested we do more in preparing graduate students for teaching, including providing a 1-credit hour course on teaching techniques. In view of faculty losses that had occurred just prior to the review (Remmer and Jenkins-Smith in particular), the team urged capable faculty in all fields to step up and play a stronger role in graduate training and advising.

2) Faculty hiring: "The Department should not strive for broad representation, let alone strength, across or within the various sub-fields that constitute the discipline. When it has the opportunity to recruit a new faculty member, it should normally resist the temptation to move onto ground it does not already occupy. Indeed, the Department has long operated on this principle ... we enthusiastically endorse this selective approach, especially for a small department like this one. A second principle should be bridge-building -- taking advantage of opportunities to complement and integrate existing areas of strength that are currently separate and distinct." Examples included 1) hiring someone in international political economy, who would reinforce the Latin American comparative politics effort as well as international relations, or 2) hiring someone trained in social psychology that studies mass political attitudes and behavior, and who could reinforce the race and ethnicity focus. The team added that international relations was likely to become a strategic focus, and argued against hiring in American political institutions or political theory, since the department could not expect to be competitive in these areas.

3) Institute for Public Policy: Sigelman et.al. recommended having a department faculty member take over direction of the Institute for Public Policy (in lieu of the then-interim director affiliated with Sandia National Laboratories). They recommended an active conversation between the department and the Institute staff regarding the future of the program, and they noted that the IPP was misnamed since it did not do policy research, per se. Since the center was primarily involved in survey research, they recommended that the department embrace this activity, offer relevant coursework in survey research, and incorporate the IPP organically into the department's activities.

4) Resources: The Sigelman team found that the department's operational budget had been stagnant for many years, and that this was interfering with faculty members' development and full participation in the discipline. Graduate funding was also inadequate, and the team urged the department to seek increases in the number of graduate assistantship lines from within UNM, while also aggressively seeking funding from a wider range of outside sources to supplement existing funders such as the NSF, SSRC, and Fulbright programs.

Department response to the 2002 report:

The chair's response to the Sigelman report embraced most of the recommendations, but took exception to the depiction of the department as not having an adequate degree of internal discussion. Then-chair Ken Roberts argued in his reply that the department's culture of civility and collegiality was worth preserving, and intensified debate would accomplish little. "The Department sees no need to mask or deny our differences, and the leadership certainly does not intend to suppress them. These differences provide evidence of our vitality and pluralism, and they demonstrate that we are engaged in the issues that generate debate within the discipline." At the time of the review, the department had lost more than a quarter of its tenured faculty in the preceding year, and was engaged in a major rebuilding project. New hires in American Politics/Public Policy and Comparative/Latin American politics had been targeted at the areas of concentration identified in the strategic plan, and Roberts argued that the claim of tactical or ad-hoc decision-making was unfounded.

Regarding the **graduate program**, we have mostly followed the team's recommendations, expanding the graduate program to 37 students; implementing opportunities for students to be discussion section leaders prior to teaching their own courses; increasing the number of assistantship lines through new initiatives and competitive applications for special program funds; encouraging students to seek funds from a wide range of sources including some identified by the APR team; and broadening the recruitment of students beyond our historical areas of specialization. Although a few colleagues within the department support the team's recommendation that we allow "strong faculty advocacy" to significantly affect graduate student admissions, graduate directors and committees since 2002 have largely kept the existing admissions process centered on evaluating students' academic potential based on grades, GREs, and faculty recommendations, with appropriate consideration for whether a student's interests fit what the department can provide. The recommended teacher training for students has been handled informally through a mentorship system for first time graduate student teachers, which appeared to produce satisfactory results in the classroom based on observation and student evaluations. In early 2012, however, graduate students expressed a desire for more guidance on

how to teach successfully, and on their own initiative organized a teaching seminar series that has brought in effective teachers from both inside the department and outside to discuss a range of issues and strategies in an informal setting. Clearly there was a need for more training in teaching than we were providing, and the department plans to continue this seminar and not depend on graduate students taking the lead in the future.

With respect to **faculty hiring**, the department partially followed the committee's advice. As they suggested, we sought to maintain established areas of strength rather than attempting to cover all dimensions of the discipline. Starting in Fall 2002 with four unfilled vacancies, we have hired twelve and a half faculty members against nine departures or retirements, thus rebuilding to pre-2002 levels (with the caveat that 3.75 FTE of faculty time is currently assigned outside the department). Of these, we hired four and a half in comparative Latin American politics against five and a half losses; we hired two in comparative politics of other regions (Africa and Europe, respectively) and lost two and a half; we hired three in American politics against two losses (see table immediately below). All three American politics hires do part of their research on minority politics. Beyond seeking to maintain our strengths, we have generally sought to hire the best scholars we can in each general subfield, and we have not strictly followed the Sigelman report's recommendation to more narrowly target searches to produce hires that "bridge" across subfields. We have learned through previous experience that narrowly targeted searches produce small applicant pools and are less likely to result in a successful hire. Thus the faculty's strong preference is to advertise broadly in the established subfields. One exception was our target-of-opportunity hire of Associate Professor Mala Htun, whose work on gender representation and emerging interest in health policy and politics bridges between our comparative Latin American politics field and our now more broadly defined specialization in race, ethnicity, and gender politics.

2011-2012 Hires	2011-2012 Separations
Jessica Feezell, Visiting Assistant Professor, AP	Gregory Gleason retired, IR/CP
Mala Htun, Associate Professor CP/LA	
Kendra Koivu, Assistant Professor CP	
2010-2011 Hires	2010-2011 Separations
None other than renewal of Htun	Constantine Hadjilambrinos, Associate Professor AP/PP (.25 FTE), line moved to Geography
2009-2010 Hires	2009-2010 Separations
Jillian Medeiros, Assistant Professor, AP, Health policy	None
Mala Htun, .50 Visiting Assoc Professor, CP/LA	
Andrew Schrank, .50 Assoc Professor, CP/LA	
2008-2009 Hires	2008-2009 Separations
Jillian Medeiros, Post-Doc, RWJF Center, AP, Health policy	Kathy Hochstetler, Professor, CP/LA
Juan Pablo Micozzi, Assistant Professor, CP/LA	
2007-2008 Hires	2007-2008 Separations
None	Eric McLaughlin, Assistant Professor, CP

2006-2007 Hires	2006-2007 Separations
Eric McLaughlin, Assistant Professor, CP	Benjamin Goldfrank, Assistant Professor, CP/LA
Kathy Powers, Assistant Professor, IR	
Kathy Hochstetler, Professor, CP/LA	
2005-2006 Hires	2005-2006 Separations
Michael Rocca, Assistant Professor, AP	Fred Harris, Professor, AP
Andrew Ross, .25 Professor, IR	Kenneth Roberts, Associate Professor, CP/LA
Gabriel Sanchez, Assistant Professor, AP	Joseph Stewart, Professor, AP
Peter Kierst, Lecturer III, AP/Judicial	Neil Mitchell, Professor, CP
2004-2005 Hires	2004-2005 Separations
Ellen Grigsby, Lecturer III, AP/Theory	Gilbert St. Clair, Lecturer III AP/PP
2003-2004 Hires	2003-2004 Separations
Benjamin Goldfrank, Assistant Professor, CP	Ellen Grigsby, Lecturer III AP/Theory
2002-2003 Hires	2002-2003 Separations
Timothy Krebs, Assistant Professor, AP (urban)	Andrew Enterline, Assistant Professor
	F. Chris Garcia, Professor, AP
2001-2002 Hires	2001-2002 Separations
Christopher Butler, Assistant Professor, IR	Randall Partin, Assistant Professor

Figure 2 Faculty Trends AP=American Politics; CP=Comparative Politics; IR=International Relations; LA=Latin America (as part of CP); PP=Public Policy

With regard to **IPP**, we attempted to incorporate the Institute more strongly into the department, but none of our faculty agreed to take on the entrepreneurial and management responsibilities entailed in continually generating the necessary flow of survey research contracts. An external search for a faculty member/IPP director failed. Then-department chair Mark Peceny became interim IPP director in 2006, succeeding retired Sandia National Laboratory Senior Vice President Roger Hagengruber. Without extensive involvement from department faculty, the IPP appeared unlikely to prosper and we transferred the IPP to the Institute for Public Law (UNM Law School) in 2009.

The **resource** concerns highlighted by the team have worsened and the department has found no sustainable means of addressing these. While the faculty salary budget has increased (in response to competitive counteroffers, raises associated with administrative assignments, and through higher starting salaries for incoming faculty), the *operating* budget situation has worsened. Overall rescissions imposed on instructional units in the 2008 through 2010 budget years resulted in substantial cuts to our operating budget (as well as to graduate student funding). Details are in Section 6, Resources and Planning. The primary impacts were the loss of 1.5 graduate assistant lines, reduction of faculty conference travel funding, the disconnection of most faculty telephones, and loss of two student employee lines, one of which had provided computer support. The department regained two GA lines in 2012 through a new initiative to add discussion sections to POLS 220 Comparative Politics. Loss of part time instructional (PTI) funding has cut into graduate funding, since we had depended on PTI revenues to fund advanced

graduate students teaching independent courses. These losses were offset in part by the success of department students in obtaining competitive fellowships from the RWJFC and from LAII.

Criterion 1, Program Goals

“The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)”

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

The Department of Political Science at UNM has a three-fold mission: 1) to provide high quality undergraduate and graduate instruction about the systematic study of politics, preparing students to be informed and effective citizens, policy makers, professionals, and scholars; 2) to produce new knowledge on substantively and theoretically important questions about politics, and to disseminate those findings through high visibility, peer-reviewed publications; 3) to make our department's expertise available and useful to local, state, national and international communities and governments, as well as to national and international scholarly networks.

Our undergraduate and graduate programs serve goal #1, through a curriculum that provides a combination of theoretical and factual foundations, then leads students into more specialized courses addressing specific political issues. The department faculty's research activities address goal #2. Department faculty are extensively engaged in outreach, through numerous media interviews and appearances (especially during election years), talks to community audiences, drafting of *amicus* briefs for the courts, applied research for government agencies and international organizations, op-ed pieces in newspapers, other writings for general audiences, and conference participation. Faculty are extensively involved in service to the discipline, contributing to editorial boards, conference programming and planning, governance of national and regional associations, and peer-reviewing.

1B: “Describe the relationship of the unit's vision and mission to UNM's vision and mission.

The UNM “Strategic Framework for 2008 and Beyond”² provides the most recent statement of UNM's vision and mission: “The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.” Elements of the university's vision include: strength through diversity; student success through collaboration; vital academic climate; excellence through relevance; research for a better world; health and wellness leadership; and international engagement.

² At <http://presidentialsearch.unm.edu/strategicframework.pdf>

The Political Science department actively promotes all applicable elements of the mission and vision statements. The high research productivity of the faculty (discussed under Criterion 5) is appropriate to a flagship university, as are our nationally competitive doctoral and masters programs. We provide high-quality instruction, upholding high standards for student achievement. We are not directly involved in patient care, but our research and course offerings in health policy and health disparities serve to enhance the policy climate in which patient care takes place. Department faculty are extensively involved in informing the public and policy makers on political and public policy questions. We have one of the most ethnically and gender-diverse faculties in the discipline, and our graduate student body is also highly diverse. In the National Research Council 2011 report, the department ranked highly for its support for diversity as well as for student support and success (see details under Criterion 8). Both our undergraduate and graduate programs offer opportunities for student collaboration in research, as well as involvement in public service through internship programs. Faculty frequently co-author peer-reviewed articles with graduate students. The department maintains a vital academic climate through a politically and ideologically open climate in classrooms, through organized group discussions of works in progress, and other opportunities for faculty and students to present their research, and through a minimally hierarchical organizational culture in which graduate students are treated as colleagues and are free to challenge faculty members' ideas. The political science faculty focus on questions that are substantively important, including, to cite a few examples: how natural catastrophes affect political attitudes, the political representation of women and minorities, the causes and dynamics of civil wars, the determinants of effectiveness in international peacekeeping, the priorities and legislative strategies of minority legislators, what factors shape the economic performance of developing countries, and the political effects of differences in how elections are administered. Four faculty members work on questions of health policy, focusing particularly on the causes and consequences of disparities between ethnic groups in health service delivery and attitudes about health care. Several department faculty are involved in international scholarly collaborations, conduct research abroad, and maintain strong connections to international scholarly initiatives. The department contributes courses and faculty time in support of the International Studies major, the Latin American Studies BA and MA programs, and Women Studies.

1C: List the overall learning goals for each undergraduate and/or graduate program within the unit.

BA in Political Science: Broad Learning Goals

- A. Our graduates should be critical thinkers on political problems who are able to reflect on critically and analyze contemporary political trends and developments.
- B. Our graduates should have effective communication and strong analytical writing skills.
- C. Our graduates should have an ability to apply knowledge of political science theories and concepts to real-world cases
- D. Our graduates should be prepared to assume the duties of citizenship commensurate with an effective civil society.

MA in Political Science: Broad Learning Goals

- A. Our graduates should have sufficient general knowledge to teach a basic course in their subfield.
- B. Our graduates should have a thorough grasp of the literature and experts in their subfield.
- C. Our graduates should have a thorough grasp of major theories in their subfield.
- D. Our graduates should be critical thinkers in methodological terms and with respect to theory.

PhD in Political Science: Broad Learning Goals

- A. Our graduates should have sufficient general knowledge to teach a basic course in their subfield.
- B. Our graduates should have a thorough grasp of the literature and experts in their subfield.
- C. Our graduates should have a thorough grasp of major theories in their subfield.
- D. Our graduates should be critical thinkers in methodological terms and with respect to theory.
- E. Our graduates should have a firm understanding of research design and methods.
- F. Our graduates should have the capacity to conduct original research.

1D: Explain the manner in which learning goals are communicated to students and provide specific examples.

We have operated on the assumption that these goals, as well as faculty members' more specific goals for their classes, are communicated in a variety of ways by the faculty members through their syllabi, course descriptions, course assignments, and course content. We have not, however, systematically and directly communicated learning goals to students, nor have we required faculty to do so. The department's approach could be summarized thusly: We hire highly qualified faculty who exercise their academic freedom to teach courses as they see fit. In that context, we have not frequently discussed learning goals as a group, except during seminars on teaching skills and secondarily through our outcomes assessment process. Neither our catalog language nor our website explicitly lay out these general learning goals. At the MA and PhD levels, the goals are communicated more explicitly through advising, especially as students prepare for comprehensive examinations. The goals are inferable from the content of the department's Handbook for the Graduate Program, but are not explicitly stated. Goals E and F for doctoral students are implicit in our methods training requirements as well as in the universally understood nature of the PhD. The "field paper" and dissertation requirements, the standards for which are laid out in the handbook provided to graduate students, also state or paraphrase goals E and F. Our learning goals, student learning outcomes, and assessment plan for the BA are posted on the Provost's assessment website (www.unm.edu/~assess). For the graduate degrees, we have had established learning goals and student learning outcomes since 2000. They were revised in 2008, and these changes need to be posted on the Provost's assessment website. Faculty members have been filling out assessment rubrics for students completing comprehensive exams since 2000, which include our student learning outcomes. Faculty feedback to students will occasionally reference these rubrics and associated learning goals. Simple steps to communicate learning goals more effectively would include placing them

on the department website and graduate handbook, and asking faculty to include them in all syllabi.

1E. Describe the unit's primary constituents and stakeholders.

Numerically, the primary constituency consists of undergraduate students who are interested in public and political affairs, as well as their future employers. Our majors seek a variety of careers. Many are, of course, pre-law students, but others are simply interested in politics or public policy issues. We do not have resources to track post-graduation placements, but anecdotal evidence points to a wide range of occupations including law, government service, law enforcement, media and journalism, education, non-profit social service and advocacy organizations, and business. Additional undergraduate constituencies consist of undergraduates completing the general education core requirements, International Studies majors who need POLS 240 as well as upper-division international courses in the department, and Latin American Studies BA students who take our Latin American content courses. Graduate students who pursue a mix of academic and non-academic careers constitute another constituency, along with their employers who depend on the quality of their training. The MA in Latin American Studies depends on department course offerings for the Political Science, Human Rights, and Gender concentrations. Other constituencies include the research community and policy makers who make use of the department's research. For example, Professor Lonna Atkeson's research on election administration has informed policy making and reforms, and her *amicus* briefs have contributed to judicial decision-making on the legitimacy of voting systems. News media depend heavily on the expertise of department faculty in reporting on political and policy issues at the local, state, and national levels.

1F. Provide examples of how satisfaction of the program goals serves constituents.

One of the most gratifying aspects of working in the department is seeing the personal development that takes place in students as they build their knowledge base on political affairs, sharpen their analytical skills, and learn to apply those skills both verbally and in writing.

Many former students of the department apply the skills they obtained through the BA degree in service to the public in New Mexico and beyond. Here are just a few examples:

Luis Carrasco (BA 2001) received the JD degree at Cornell last year and is now Assistant Attorney General for the State of New Mexico.

Javier Martinez (BA ca. 2004) is Director of Policy and General Counsel of the Partnership for Community Action here in Albuquerque.

Ashley Galloway (circa 2011) successfully competed for a year long internship at the Brookline Department of Health is now an MPH student at Boston University School of Public Health.

Margaret Raskob (BA 2010) got an MPH at Columbia University and is now employed by the National Center for Substance Abuse and Addiction at Columbia. As an undergraduate, she

evaluated the teen pregnancy prevention programs for the state of New Mexico Department of Health.

Rob Guillen (BA with honors 1998) went on to receive a JD from the UNM Law School and is currently a Judge Advocate General officer in the US Army.

The research and outreach work of faculty has a direct impact on the public interest. One of the clearest examples of this is the work of Professor Lonna Atkeson, whose research into election administration has led to a series of procedural reforms, ranging from streamlined and more consistent steps for handling voter identification, to physical changes in the layout of voting places to improve efficiency and preserve the privacy. The Secretary of State's office adopted new audit procedures following Professor Atkeson's pilot audit in 2008. The impact of her work has been recognized with a Jack Taylor "Best in Government" award (2008) from Common Cause, and the Distinguished Service Award for "Outstanding Initiative in Promoting Election Integrity" from Verified Voting New Mexico and United Voters of New Mexico (2009).

As described below, faculty play a vital role in informing the public about campaigns and elections, the content and likely impact of proposed legislation, and such important but commonly misunderstood things as the distinction between an executive order and a law.

1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.

Political Science as a discipline is devoted to the public interest. We study, among other things, how public authority comes about, why political leaders and processes succeed or fail in upholding the best interests of the public, and how and why political change comes about. In our department faculty members develop a high degree of expertise on issues that substantively affect people's lives and prospects. Some, for example, focus on international relations and foreign policy, asking such questions as whether certain types of weapons systems are likely to promote international stability by deterring aggression, or are likely to decrease stability by heightening security concerns among other countries and promoting arms racing. Others study US political parties, campaigns and elections, or the behavior of legislators in Congress. Other research specializations within the department include US and comparative health policy and politics, the management of elections, urban politics and management, US minority politics, the interactions of gender and politics in the US and elsewhere, international peacekeeping, the impact of international relations on the rise and fall of democratic politics in world regions, reform of police and judicial institutions abroad, human rights protections, reparations for past state crimes such as politically-motivated mass killing or incarceration, control of organized crime, and international trade policy. Several faculty members have in-depth knowledge of the politics of Latin American countries in accordance with the university's historic emphasis on that region.

In addition to communicating with fellow scholars as well as policy makers through scholarly journals, books, other publications, and conferences, faculty are encouraged by department

faculty to make their research findings and expertise accessible to the broader public. The third part of the department's mission statement is "to make our department's expertise available and useful to local, state, national and international communities and governments, as well as to national and international scholarly networks." Much of the outreach work done by faculty takes the form of individual interviews with local, national, and international media outlets. This is the most efficient way for faculty members to communicate with the public, and several faculty members spend dozens of hours per semester in interviews with media reports, reaching tens of thousands of people in the process. There is particularly high demand during election years, of course, when media are closely following local and national races, as well as such trends as the impact of so-called super political action committees, as well as increasingly influential non-white voters on elections. The department has not previously been asked to quantify these contacts, so we do not have precise counts, but it is very common to have television cameras and lights set up in faculty offices or in front of our building for media interviews with faculty. A few examples will illustrate the kinds of media contacts we participate in. Professors Timothy Krebs, Christine Sierra, Michael Rocca, Lonna Atkeson, and Gabriel Sanchez all appeared in television interviews or public affairs discussion programs. Associate Professor Gabriel Sánchez appeared in an hour-long KUNM radio program on the effects of externally funded Political Action Committees on New Mexico house and senate races. He and Professor Sierra were both quoted in articles in the *New York Times* regarding the impact of the Latin vote on the 2012 election and on New Mexico as a bellwether for future voting patterns in other parts of the country. Professor Lonna Atkeson appeared in an hour-long KUNM Faculty Showcase episode discussing her research on how the administration of elections affects outcomes. She also published an op-ed article in the *Albuquerque Journal* entitled "Don't Go Coloring N.M. Blue Just Yet," analyzing state level survey responses and voting behavior. Along with co-authors, she has submitted *amicus curiae* briefs to state courts regarding the impact of problems in election administration; she has directed groups of graduate students in conducting audits of voting places all around New Mexico. Assistant Professor Jillian Medeiros published articles on a widely read blog regarding Latino Politics. In 2012, Associate Professor Mala Htun, who specializes on Latin American politics, spoke at a conference on the political participation of women in Chile. She was interviewed at length for the most prominent Chilean newspaper *El Mercurio*, which published a lead article summarizing her scholarship on the effects of gender quotas and other measures on the representation of women in Latin American legislatures.

Lacking resources to host major community events, the Political Science department encourages faculty to do this kind of outreach on an individual basis, and such work is considered part of the "service" component of their work, which makes up 20 percent of the basis for annual performance evaluation. As funds permit, we sponsor talks from time to time that are open to the public, though most of those who attend are students in Political Science, International Studies, Latin American Studies, and related disciplines. Professor Andy Ross has co-organized a series of workshops in recent years on nuclear weapons reductions, policy, strategy, and doctrine. These are held in collaboration with Sandia National Laboratory and the New Mexico Nuclear Study Group. The sessions take on such fundamental questions as what the role of nuclear weapons are after the end of the Cold War and whether it is feasible and advisable to pursue total nuclear disarmament. A few contemporary examples of outreach activities include the April 2013 "Ready to Run, New Mexico" program, led by Professor Christine Sierra, which provides training for women considering a first run for elective office. A graduate student from Political

Science is involved in organizing and assessing the training. On May 3, 2013, the department is co-sponsoring a public lecture by Dr. Ali Banuazizi entitled “Why Did the Protest Movements Fail in Iran and Succeed in the Arab Spring?” in collaboration with the Albuquerque International Association. The talk is free for all students, and is held at UNM’s Continuing Education Auditorium which has free parking and is convenient for members of the public. In March 2013, the department co-sponsored with Africana Studies two public lectures around “The Emancipation Proclamation: 150 Years Later.” One of the lectures was by Assistant Professor Kathy Powers, who spoke on “Reparations in the Aftermath of the Emancipation Proclamation.”

As part of the service of their workload, department faculty members engage in a variety of individual direct outreach and community service activities. Some of these involve speaking to community audiences. Some, such as election audits directed by Professor Lonna Atkeson, or internships run by the department in Santa Fe, Washington, D.C., or with advocacy organizations and political parties, directly involve students in doing community service. In others faculty use their knowledge of public affairs, as well as analytical and communications skills, to support non-profit organizations in the public interest.

The following are examples only and do not represent an exhaustive list:

- Participating in the Law School Admission Council
- Supervising student internships with advocacy organizations, public service organizations, political parties, and legislators in Santa Fe and Washington, D.C.
- Serving as book referees for University of Michigan Press, Georgetown University Press, Houghton Mifflin Press, Cambridge University Press
- Serving as a panelist for Leadership Albuquerque, State and Local Government Day
- Consulting as a country expert on the Argentine Congress Project
- Presenting to the Los Alamos Committee on Arms Control and International Security, Los Alamos, NM
- Presenting to a community audience at the Santa Fe Institute about civil wars and conflict resolution
- Presenting to a community audience at the SITE Santa Fe art museum, as part of an exhibition series on political conflict entitled “Agitated Histories.”
- Serving as a board member for the Hispanic Philanthropic Society of the United Way;
- Serving as a board member for La Vida Llena Retirement Community, Albuquerque, NM.
- Mentoring for Big Brothers and Sisters of Central New Mexico

We remained puzzled by the administration’s instruction that we “Provide an assessment of these activities in relation to the unit’s educational objectives.” For the most part, instruction and community outreach are separate things. They draw to some extent on the same expertise on the part of faculty, but instruction is aimed at promoting student learning objectives, while outreach is aimed at making the faculty’s expertise useful to local, national, and international communities. One department activity clearly serves both goals, however: we offer student internships such as the Harris Congressional Internships, in Washington D.C. Harris interns work on the staff of representatives and senators from the New Mexico delegation. In the process, they necessarily demonstrate or develop “ability to think critically regarding political problems, trends, and

developments”(A1); “to communicate effectively” with legislators, fellow staff, and members of the public (B2); to do effective analytical writing (C1); to apply political science theories and/or concepts to real-world problems (C3); and enhance their knowledge and understanding of their rights and obligations as a citizens (D1). Other internships such as the Legislative Internship Program in Santa Fe, as well as others with political parties, advocacy organizations, and state agencies (such as the Public Health Department) give students similar opportunities to simultaneously serve the public and pursue these learning objectives.

The department supports internships in three ways. Professor Lonna Atkeson runs the Santa Fe Legislative Internship program as one of her four courses each year, which is a significant cost to the department given her centrality in providing both American politics and methods courses to the graduate program; retired professor and former Senator Fred Harris has returned part time to teach and advise students during their semester in Washington D.C.; Associate Professor Mike Rocca teaches a distance learning course that helps students apply their disciplinary academic skills to the Washington Internship program; and department Internship Coordinator, Lecturer III Ellen Grigsby, provides academic supervision for students doing individual internships (for credit) with institutions other than the state or federal legislatures. She teaches these courses as an overload.

Despite the obvious advantages to students and the public of maintaining these internship programs, they are currently endangered. As a result of budget cutting following the 2008 – 2009 financial crisis, we lost College funding for individual department internships. We managed to find an alternative way to fund these by offering internship courses (POLS 291 and 491) on-line under the Extended University’s revenue sharing model. For the first few semesters, these courses broke even or could be cross-subsidized using revenues from the department’s other on-line courses. Under the recently revised revenue sharing model, however, which reduces the return to departments offering on-line courses, we will not be able to sustain these courses. The Harris Washington D.C. internship continues to receive support from the College, and the Santa Fe Legislative Internship has received support (student aid to offset costs of attending the legislative session) from the university’s Governmental Relations office. Given our inability in recent years to offer sufficient numbers of graduate courses, it is unclear whether we will be able to continue to allocate faculty support for the state-level internship.

Criterion 2, Teaching and Learning: Curriculum

“The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate).”

We consider the “relevance and impact” of studying politics to be self-evident. Politics affects the life experiences of everyone. Political institutions and processes determine the distribution of goods, opportunities, wealth, violence, and suffering. Markets for goods, labor, land, technology, and money all operate within rules (formal and informal) established through political processes. The greatest problems facing humanity, particularly violence, genocide, slavery, poverty, and environmental degradation often have political causes and almost always require political solutions. Thus the study of politics is relevant to the condition of human society and the biosphere, and understanding the systematic study and analysis of politics is impactful on the

lives of students, whether the study or practice of politics becomes their vocation or whether they simply become better-informed citizens.

The relevance of specific elements of our curriculum to the goals of the program has already been demonstrated repeatedly over the years as part of UNM's rigorous degree and curriculum review process (through shared governance mechanisms), in combination with sunset rules that automatically eliminate untaught courses from the curriculum. In general terms, the curriculum at the undergraduate and graduate levels is designed to provide students with factual, theoretical, and methodological foundations appropriate to their level, which then enable students to take more specialized coursework addressing specific issue areas and constellations of institutions (e.g. health policy, public opinion, constitutional law, the US Presidency, or international organizations).

Our offerings in international relations begin with an introductory course that exposes students to basic problems such as war, peace, international cooperation on such issues as security, environment, and trade, and provides students with theoretical tools for understanding when cooperation is possible and when it breaks down. We then offer a series of upper division courses that examine specific international relations issues and further the process of training students to apply IR theory to concrete problems. These include courses on international law and organization, international political economy, transitional and post-conflict/post-authoritarian justice, international conflict and cooperation, civil wars, international peacekeeping, international environmental politics, the application of game theory to international relations questions, US foreign policy, and national security and defense planning.

In comparative politics, we offer an introductory course that exposes students to the range of different kinds of political systems in the world, and to theoretical perspectives that can explain the wide range of outcomes and processes. We then offer courses that deepen both factual knowledge and ability to apply theory to understand the variation in political experiences across different countries. Courses at the 300 and 400 level address the consequences of different institutional designs (for elections and legislatures, for example), the political economy of both developed and developing countries, the politics of Latin American and Central American countries, European politics, organized crime and corruption, and comparative health and population policy. We do not have faculty to teach on other world regions such as Asia or Africa.

In American politics, we offer an introductory course that covers US political institutions and behavior. Upper division courses provide greater detail on the presidency, congress, legislative process, the judicial system, and constitutional law (three courses), as well as minority politics, Latino politics, state level and urban politics, health policy and politics, population policy, political communication, American political theory, campaigns and elections, and public opinion. We catalog a course on environmental politics, but no longer have a faculty member to teach it.

In public policy, we offer an introductory course that presents tools for understanding how policy is made, as well as for analyzing how effectively policies serve the public interest. This is followed by more advanced courses on health policy and politics, trade policy, and urban management.

We offer undergraduates opportunities to learn political analysis tools, including introductory statistics as well as a more advanced course on research design (for honors students). These courses provide skills useful in a range of public and private sector roles for which the abilities to conduct valid research, or read and use others' research, are crucial.

Graduate offerings cover a similar range of substantive topics, with substantial additional coverage of theoretical literature essential for both research and teaching in the discipline, as well as research methods training outlined in the next section.

2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.

BA Major and Minor Requirements

Major Study Requirements:

The BA in Political Science requires 36 hours of coursework in the major. These hours must be distributed among the following:

1. Twelve hours from the core courses (200 "American Politics," 220 "Comparative Politics," 240 "International Relations," 260 "Political Ideas," 270 "Public Policy and Administration," and 280 "Introduction to Political Analysis"), including at least one course from each of the following groups: (200 or 270), (220 or 240) and (260 or 280); and
2. Twenty-one hours from courses numbered 300 or above; and
3. Three additional hours from any level.

Students who have already had courses in political science may not count POLS 110 "The Political World" toward a major. A grade of C or better is required in all political science courses counted toward the major. Only three credit hours of POLS 299 "Introductory Political Topics" (independent study) are permitted toward the major. However, students may enroll in additional hours of POLS 299 and count them as electives (not fulfilling major requirements).

Minor Study Requirements

A minor in political science requires a total of 24 hours, including at least three of the core courses and four courses numbered 300 or above. A grade of C or better is required in all courses counted toward the minor. Only three credit hours of POLS 299 "Introductory Political Topics" (independent study) are permitted toward the minor. Additional/excess hours of POLS 299 may be counted as Arts & Sciences electives (not fulfilling minor requirements).

Department Honors program

Students with a GPA at or above 3.5 in political science and 3.2 overall may enter the departmental honors program. This involves a three course sequence: POLS 495 “Junior Honors Seminar,” which provides research methods and epistemology training and gives students an initial taste of independent research; POLS 496 “Undergraduate Seminar,” which enrolls honors students in one of the graduate pro-seminars in American politics, comparative politics, international relations, or public policy; and POLS 497 “Senior Thesis,” in which students write an original research paper of article length under the supervision of two faculty members. Cum Laude, Magna Cum Laude, and Summa Cum Laude honors are awarded by vote of the department faculty based on the student’s major GPA, the grade awarded the thesis, and the recommendation of the thesis committee.

Doctor of Philosophy (PhD) Requirements**Core Requirements**

Requisite coursework consists of a minimum of 18 post-MA credit hours for those who earned their MA in this department, but 24 credit hours for those who earned an MA in another program. Students must complete at least three graduate pro-seminars, which survey the literature in the subfields. Students pursuing a PhD choose two fields of concentration. Beyond the pro-seminar, students must take two additional courses in their primary field of study and one additional course in their secondary field of study. Students must also complete the department’s series of courses in research methodology (POLS 580, 581, 582, and 681). Grades of ‘B’ or higher must be attained in PS 580 and 581. The Department discourages students from enrolling in hybrid courses (undergraduate courses for which graduate credit is allowed); hybrid courses may only be taken with approval of the graduate advisor, in consultation with the student’s committee on studies. During the coursework stage, the Department defines normal progress as 9 credit hours per semester.

Comprehensive Examinations

Students pursuing a Doctoral Degree at UNM will concentrate on two fields of study, and will take comprehensive, written exams in those two fields in successive semesters. Students must complete course requirements before taking comprehensive exams. The exam is take-home, nine hours in duration, and must be submitted as an electronic document. Old exams, as well as pro-seminar syllabi from various fields of study, are available in the department office and should be supplemented with advice from the field faculty as guides to exam preparation. The first exam should be taken no later than in the semester following completion of 27 hours of coursework. Students that choose methodology as a field of specialization are required to take two courses beyond those required of all students. This may include methodological coursework outside the department. Students that choose public policy may take an American politics course with significant policy content as one of their required courses. Students are encouraged to enroll in at least one directed readings course during the semester in which they take their comprehensive exam in preparation for the exam. The written examination in the field of specialization will be prepared and graded by members of the department in each field. If a student fails the examination, he/she has one chance to retake and pass the exam. The re-

examination must be completed in the semester following the failed exam. Comprehensive exams are also required of students entering the doctoral program from an outside Master's program and from a different Master's program at UNM. PhD students must achieve a minimum 3.5 GPA. Students who transfer internally from our MA program to our PhD program who have passed a comprehensive exam at the PhD level must meet all field and methods requirements described in addition to taking their second comprehensive exam.

Field Research Paper and Oral Defense

PhD students write a field research paper of publishable quality based on original research and orally defend that paper before the departmental faculty. By the end of the semester in which comprehensive exams are completed, PhD students must assemble their committee and submit for their approval a tentative proposal for the field research paper requirement. The final paper and its defense must be completed by the end of the second semester after passing comprehensive exams. The field paper must be approved by the faculty committee before proceeding to the oral defense. The oral defense before the faculty requires that the student discuss the theory, methods, and findings of the research, as well as successfully place his/her research in the broader context of the discipline. This requirement ensures that students have experience with one substantial research effort before designing a dissertation project. Students must successfully complete the paper and oral defense requirements before formal advancement to PhD candidacy. Failure to produce and successfully defend a publishable quality field paper within the two-semester period following comprehensive exams is grounds for dismissal from the program.

Dissertation

Finally, upon completion of the comprehensive exams and the field paper requirements, the candidate may proceed to the dissertation phase. Students may begin taking dissertation hours in the semester in which they defend their field paper assuming all other department and Office of Graduate Studies requirements have been met. At this point, students may want to reconstitute their Committee on Studies to reflect areas of concentration in the dissertation proposal. It is the responsibility of the candidate's Dissertation Committee to approve the student's dissertation proposal and to supervise the student's progress through completion of the project. The candidate prepares a formal dissertation proposal of 10-20 pages, plus appendices, and orally defends the proposal before the Dissertation Committee, before proceeding with the dissertation. The dissertation proposal must be approved by a majority of the committee and a copy of the approved dissertation proposal is to be placed in the student's file. If, in the opinion of a majority of the Committee, a student's work on his or her dissertation proposal or dissertation does not show satisfactory progress, the student will be notified, in writing, that his or her degree candidacy may be terminated. During the dissertation stage, normal progress is considered to be a chapter of written work for each semester, or its equivalent in terms of fieldwork, library research, or data collection and/or analysis.

Master of Arts Program Requirements

Core Requirements

The masters program is designed to introduce students to the breadth of the discipline, while providing tools for in-depth independent research. Students receive training in research methodologies that permit them to pursue original research in their chosen field of interest. All students must complete a comprehensive examination in their major field of study. The MA is offered under two plans, with thesis and without. Those who opt to write a Master's thesis must take at least 24 credit hours of coursework. The non-thesis plan entails a minimum of 32 credit hours. The plans are described as follows:

Plan I (Thesis)

A minimum of 24 semester hours of coursework is required, including at least 9 hours in regularly scheduled graduate seminars at the 500-level, as well as the thesis. The student's Committee on Studies must approve both the coursework and the thesis. The student will select a member of the graduate faculty to serve as both the Committee on Studies (COS) chairperson and the director of the thesis. The student will then choose two additional faculty members who work in consultation with the chair of the COS.

Plan II (Non-thesis)

A minimum of 32 hours of course work is required with at least 12 hours in regularly scheduled graduate seminars at the 500-level. The student will choose a chairperson and two additional members from among the graduate faculty for his/her committee. Students under both plans in the MA program must take POLS 580 "Introduction to Empirical Research" and POLS 581 "Statistics for Social Research"; POLS 582 "Political Science as a Discipline and a Profession"; grades of 'B' or higher must be attained in the PS 580-582 sequence. The "B" requirement may be waived for terminal masters students. Students must also complete at least one graduate research seminar. In addition, MA students must complete pro-seminars in at least three fields of study. Pro-seminars are designed to be a wide-ranging introduction to the literature of a field. The Department discourages students from enrolling in hybrid courses (undergraduate courses for which graduate credit is allowed); hybrid courses may only be taken with approval of the graduate advisor, in consultation with members of the student's COS when available. All requirements for the Master's degree must be completed within a five-year period.

Comprehensive Examinations

After the student has completed coursework requirements with a GPA of at least 3.2, the student will take a written comprehensive exam in the chosen field of specialization. The exam is take-home, nine hours in duration, and must be submitted as an electronic document. Old exams, as well as pro-seminar syllabi from various fields of study, are available in the department office and should be supplemented with advice from the field faculty. The exam should be taken no later than in the semester following completion of 27 hours of coursework. Students are required to have completed a pro-seminar and at least one other course in a field, met the language/methodology requirement (methodology sequence POLS 580-582 with a grade of "B" or higher in each course), and filed and received approval of the Program of Studies before attempting comprehensive exams. Students that choose methodology as a field of specialization are required to take two

courses beyond those required of all students. Students that choose public policy may take an American politics course with significant policy content as one of their required courses. Students are encouraged to enroll in at least one directed readings course during the semester in which they take their comprehensive exam in preparation for the exam. The written examination in the field of specialization will be prepared and graded by members of the department in each field. If a student fails the examination, he/she has one chance to retake and pass the exam. The re-examination must be completed in the semester following the failed exam. Failure to pass the comprehensive exam will result in dismissal from the program.

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill prerequisites of other programs, cross-listed courses.

UNM undergraduate core curriculum includes POLS 110 “The Political World,” 200 “American Politics,” 220 “Comparative Politics,” and 240 “International Relations” in satisfying the Social and Behavioral Sciences area requirements. POLS 240 is required for the International Studies major, and thirteen POLS courses are listed as qualifying courses under the IS program’s “thematic concentrations,” including 220 “Comparative Politics,” 320 “Topics in Comparative Politics,” 321 “Comparative Politics Developing Countries,” 322 “Politics of Human Rights and Political Violence,” 340 “Topics in International Relations,” 341 “International Conflict and Cooperation,” 342 “American Foreign Policy,” 346 “International Political Economy,” 440 “International Conflict and Arms Control,” 441 “Civil Wars,” 442 “International Peacekeeping,” 443 “International Politics of Climate Change,” and 475 “Environmental Politics.” Similarly, fourteen POLS courses are listed as fulfilling “group” requirements for the Peace Studies minor (details at <http://www.unm.edu/~peace/courses.html>), four POLS courses fulfill requirements of the Chicano and Chicana Studies minor http://chicanos.unm.edu/wordpress/?page_id=35 and eight POLS courses fulfill the “Economic Vitality, Politics, and Policy” area of focus for the Sustainability Studies minor <http://sust.unm.edu/common/docs/REVISED%20SSP%20Advisement%20Form%2012-3-12.pdf>. One POLS course is listed as fulfilling the Women Studies major or minor, and additional POLS courses cross-listed as WMST courses are also included.

Relatively few of our graduate courses are routinely shared with other graduate programs. Examples include POLS 530, which is offered with Public Health 540, courses taught by Professor Andrew Shrank such as POLS 520 “Comparative Politics” (cross listed with Sociology), and courses taught by Professor Mala Htun such as POLS 512/496 “Gender Politics: State, Economy, and Family” (cross listed with Women Studies).

We provide the curriculum for the Political Science concentration in the Latin American Studies BA and MA programs, as well as courses that fulfill the Gender and Human Rights concentrations. Details are in the MA/LAS concentration advisement documents at <http://lasi.unm.edu/academics/ma.php>. Political Science is listed as both a major and minor concentration to the LAS PhD program. However, since department faculty are unconvinced of the advantages of the LAS doctorate as opposed to a disciplinary doctorate with interdisciplinary

coursework, we are not currently supporting LAS PhD admissions for students wishing to major or minor in Political Science.

We regularly cross-list undergraduate courses with Latin American Studies, Peace Studies, American Studies, Women Studies, Africana Studies, Religious Studies, Chicano and Chicana Studies, Asian Studies, Economics, Sociology, History, and Philosophy.

2C. Describe the modes of delivery used for teaching courses.

The Department uses a variety of modes for delivering its courses, including classroom lecture, lecture supplemented by scheduled discussion sections, lecture supplemented with computer or statistical laboratory, and seminars. We offer a limited selection of on-line courses through the University's Extended University office, including POLS 200 "American Politics," 220 "Comparative Politics," 260 "Political Ideas," 303 "Law and the Political Community," and two internships 291 and 491 which we shifted to on-line format after the College of Arts and Sciences discontinued funding for political science internships.

We are exploring the possibility of developing 270 "Public Policy and Administration" and 280 "Introduction to Political Analysis" as on-line courses. We still offer correspondence courses, also administered by Extended University, although we may phase-out correspondence courses as on-line offerings expand. We consider the student/instructor interaction in on-line courses superior to the correspondence model and suspect that these serve similar constituencies.

The department has been cautious in rolling out on-line offerings because of questions about quality assurance, quality and intensity of student/faculty interaction, prevention of academic dishonesty, and protection of intellectual property.

Much of the teaching done at the graduate level does not take place in courses. Rather, it is one-on-one training in research design, implementation, and writing, under the rubric of independent studies courses or dissertation hours. The mode of delivery in such cases is individual or small group meetings, as well as electronic correspondents as students submit drafts for comment or consult with faculty in Albuquerque during student fieldwork abroad.

Criterion 3, Teaching and Learning: Continuous Improvement

"The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (differentiate by program where appropriate)."

3A: Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.

The Political Science department conducts three levels of assessment: for general education GenEd courses (POLS 110 “The Political World,” 200 “American Politics,” 220 “Comparative Politics,” and 240 “International Relations”) that are part of the UNM undergraduate Core Curriculum; for the BA program through assessment of the skills of graduating seniors using direct measures, as well as through indirect measures in the form of students’ self-reporting on how much progress they felt they made on SLOs in 325 courses to date using the IDEA course evaluations system; and for the graduate program through assessment of the skills of MA and PhD students at up to four points during their progress to degree. Approximately once per year the department reviews the results of outcomes assessment findings.

BA in Political Science

The following student learning outcomes (SLOs) are assessed:

- A1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments.
- B1. The students will demonstrate an ability to communicate effectively.
- B2. The students will demonstrate strong analytical writing skills.
- C1. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.
- C2. The students will be able to apply political science theories and/or concepts to real-world cases or be able to apply a case or set of cases using an appropriate theory.
- C3. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.
- D1. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.

To assess our graduating seniors, we identify majors who are enrolled in upper-division (300 and 400 level) political science classes in the semester that they intend to graduate. The department asks relevant instructors to apply an evaluation matrix to a class writing assignment for each identified graduating major. Our plan is to collect this data every semester. For this assessment, instructors evaluate individual student papers on seven measures using a 5-point scale from very weak to very strong. The middle category of “adequate” is equivalent to “acceptable.” These are direct measures of student learning. The department outcomes assessment coordinator, Christopher Butler, assembles the results in tables that allow comparisons across SLOs, highlighting areas of strength and areas needing improvement. Approximately once a year, assessment data is presented at a faculty meeting and discussed.

We are aware that this sampling technique is imperfect, since students who, for whatever reason, are not enrolled in an upper division course in the department in their final semester are not sampled. This happens when, for example, a student has already completed the Political Science major requirements, or has completed everything except for a lower division course that the student skipped earlier. We have not identified a better, practicable way of assessing our graduating seniors.

We have applied this technique in three assessment reports, and so far find it difficult to identify a clear signal. For example, SLO 3 (analytical writing skills) received the lowest average score in the assessment of Fall 2009 and Spring 2010, while in Spring 2012, it received among the highest scores, while SLO 6 (evaluation of theories) was the low score. The sample size was

small in Spring 2012, and we suspect that since by chance a different set of faculty members carry out the evaluation each semester, we will need to sample over several more semesters, and perhaps have more discussion among faculty about the standards we are applying, to have strong enough results on which to base any reforms to our curriculum or approach to instruction. The following sample tables present the direct measures of graduating seniors from our 2010, 2011, and 2012 outcomes assessment reports.

Direct Assessment of Graduating Seniors Fall 2008 and Spring 2009

Student Learning Objectives	Semester Comparison				
	% Adequate or Better		% Strong		
	Fall 2008	Spring 2009	Fall 2008	Spring 2009*	Spring 2009**
A.1. Critical thinking	84.6	90.5	23.1	16.7	64.3
B.1. Communication skills	76.9	85.4	30.8	29.3	58.5
B.2. Analytical writing skills	73.1	78.6	15.4	9.5	61.9
C.1. Understanding of theories and concepts	84.6	90.5	19.2	14.3	59.5
C.2. Application of theories and/or concepts	80.8	78.1	19.2	17.1	46.3
C.3. Evaluation of theories	80.8	75.0	11.5	8.3	30.6
D.1. Citizenship knowledge	95.8	96.3	37.5	18.5	74.1

* 5 only.

** 4 or higher.

Figure 3 Assessment of Graduating Seniors F08, SP 09

Note: Of 37 graduating majors in Fall 2008, 26 (70%) were assessed. Of 76 graduating majors in Spring 2009, 42 (55%) were assessed. Students enrolled in more than one upper division classes their last semester were assessed multiple times; when this happened, that student's score on a given SLO was averaged across evaluators. After Fall 2008, the department shifted from a 3-point to a 5-point assessment scale, so mean values are not presented in this comparative table, and two columns express the “strong” and “very strong” categories for Spring 2009.

Summary Report of Outcomes Assessment, B.A. Political Science Fall 2009 – Spring 2010

Assessment of Graduating Seniors

Student Learning Objectives	Average {1,2,3,4,5}	% Adequate or Higher (3,4,5)	% Strong or Higher (4,5)
1. Critical thinking	3.71	92.72	60.00
2. Communication skills	3.72	91.49	59.57
3. Analytical writing skills	3.46	89.29	50.00
4. Understanding of theories and concepts	3.88	98.00	70.00
5. Application of theories and/or concepts	3.59	88.89	55.56
6. Evaluation of theories	3.67	97.44	56.41
7. Citizenship knowledge	4.44	100.00	97.22

Figure 4 Assessment of Graduating Seniors F09, SP10

Notes: 58 graduating majors with data; shading indicates lowest cell in column

Summary Report of Outcomes Assessment, B.A. Political Science
Spring 2012
Assessment of Graduating Seniors

Student Learning Objectives	Average {1,2,3,4,5}	% Adequate or Higher (3,4,5)	% Strong or Higher (4,5)
1. Critical thinking	4.17	100%	33%
2. Communication skills	4.17	100%	33%
3. Analytical writing skills	4.13	100%	40%
4. Understanding of theories and concepts	4.00	93%	27%
5. Application of theories and/or concepts	4.13	93%	33%
6. Evaluation of theories	3.90	93%	27%
7. Citizenship knowledge	4.27	100.00	27%

Figure 5 Assessment of Graduating Seniors SP12

Notes: 15 graduating majors with data; shading indicates lowest cell in column

We supplement these (small sample) direct measures by compiling student self-assessment of progress made on the standard SLOs included in the IDEA course evaluation system. So far we have data from 329 undergraduate courses. Although these are indirect measures, the larger sample does help us to discern patterns in where students may be making the most and least progress across different types of courses. Among things that stand out are that we appear to be doing a very good job in 300 and 400 level classes; that conversely students in POLS 280 “Introduction to Political Analysis” report modest progress on “analysis and critical evaluation,” which we would hope to be the main accomplishment of the class. We note with some concern that students in most of our lower division courses perceive moderate progress on IDEA SLO 08 “communication,” which includes writing. The exceptions are POLS 110, in which weekly writing assignments give frequent opportunities for editing and feedback, and POLS 260, which involves extensive writing assignments on political philosophy. We will be able to disaggregate these data to examine whether, for example, the switch of POLS 220 “Comparative Politics” to a lecture supported by discussion sections (with more writing assignments) leads to changes in student perceptions of progress on communications skills.

Student Progress Ratings of IDEA SLOs within the Undergraduate Program, 2008-2012*

Learning Objective	Core Courses								Honors			Over all
	PS 110	PS 200	PS 270	PS 220	PS 240	PS 260	PS 280	300 level	400 level **	PS 495	PS 496	
SLO 01: Knowledge	4.48	4.37	4.17	4.19	4.32	4.67	4.04	4.53	4.57	4.63	4.68	4.43
SLO 02: Learning Theories	4.46	4.33	4.18	4.22	4.37	4.70	3.96	4.48	4.51	4.78	4.70	4.41
SLO 03: Problem Solving	4.36	4.25	3.92	4.01	4.19	4.53	3.96	4.43	4.46	4.78	4.80	4.31
SLO 11: Analysis & Critical Evaluation	4.30	4.20	3.87	4.03	4.16	4.59	3.73	4.36	4.46	4.75	4.60	4.26
SLO 04: Professional Skills	4.23	4.18	3.95	3.95	4.11	4.50	3.94	4.37	4.38	4.63	4.63	4.24
SLO 12: Asking my own questions	4.24	4.06	3.75	3.86	4.01	4.42	3.67	4.24	4.26	4.55	4.45	4.13
SLO 09: Find & Use Resources	4.08	3.72	3.63	3.67	3.78	3.94	3.73	4.13	4.10	4.90	4.15	3.96
SLO 10: Personal Values	4.01	3.91	3.38	3.59	3.73	4.15	3.14	3.95	4.05	4.43	3.78	3.87
SLO 08: Communication	3.97	3.62	3.43	3.61	3.70	4.16	3.03	4.04	4.07	4.53	4.18	3.85
SLO 07: Intellectual Appreciation	3.98	3.71	3.23	3.59	3.79	4.10	2.99	3.89	3.83	4.18	3.98	3.79
SLO 06: Creativity	3.67	3.32	3.17	3.25	3.47	3.72	2.88	3.77	3.68	4.33	4.03	3.56
SLO 05: Working in a Team	3.50	3.03	2.68	2.98	3.32	2.92	3.19	3.23	3.59	3.85	3.90	3.25
N of courses	53	41	6	32	32	10	16	103	24	4	4	325

* Highlighted learning objectives are those rated as important by the department. For each component of the undergraduate program, the four highest SLOs are highlighted. Scores are averages of the 5-point scale of "progress on relevant objectives" from IDEA student evaluations. Sorted by "Overall".

** Excluding internships and honors courses.

Figure 6 Undergraduate Student Progress Ratings, 2008-2012

MA & PhD in Political Science

The following SLOs are assessed on a regular basis as students progress through our graduate program.

- A.1. The students will demonstrate sufficient general knowledge in the area to teach a basic course in their subfield.
- B.1. The students will demonstrate a thorough grasp of the literature and experts in their subfield.
- C.1. The students will demonstrate a thorough grasp of major theories in their subfield.
- D.1. The students will demonstrate an ability to think critically in methodological terms.
- D.2. The students will demonstrate an ability to think critically with respect to theory.
- E.1. The students will demonstrate a firm understanding of research design and methods.
- F.1. The students will demonstrate the capacity to conduct an original research design.

To assess our graduate students, we measure them at three points in their education. First, all of our graduate students take a *comprehensive exam* in their main subfield. Second, our PhD students write and defend a *field paper* that is their qualifying exam for the Office of Graduate Studies. Third, our PhD students write and defend a *dissertation*. Committee members evaluating students' work at each stage score them using a rubric that incorporates the relevant SLOs. These are all direct measures.

The comprehensive exam is our MA qualifying exam. All of our PhD students take a second comprehensive exam in an additional subfield. For all comprehensive exams, we grade on a scale of “No Pass”, “MA Pass”, “PhD Pass”, and “PhD Pass with Distinction.” We also fill out a “Comprehensive Exam Matrix” (see appendix) for assessment purposes that measures five of our seven SLOs on a “Weak”, “Adequate”, and “Strong” scale. (This scale has changed in its number of points over time, but these three qualitative labels have been used consistently.) Because the grading does not systematically keep track of whether a student was a MA or PhD student (and a PhD student may leave with a MA as a result of only passing this exam with a “MA Pass”), all comprehensive exams are aggregated together in our reporting. This has been in place since 2000.

The field paper is our PhD qualifying exam. When doctoral students defend their field papers, their committee members fill out a “Field Paper Defense Matrix” (appendix) for assessment purposes that measures five of our seven student learning outcomes on a “Weak”, “Adequate”, and “Strong” scale. This has been in place since 2009.

As PhD students defend their dissertations, their committee members fill out a “Dissertation Defense Matrix” for assessment purposes that measures four of our seven SLOs on a “Weak”, “Adequate”, and “Strong” scale. This has also been in place since 2009. We supplement these matrixes with data from standard Office of Graduate Studies forms called “Grey Sheets” (see sample in appendix), on which students’ dissertation committee members rate generic dimensions for all dissertations on a 5-point “Inferior” to “Excellent” scale. Dimensions include: substance, methodology, originality, style, and evaluation of the work as a whole.

While collection of graduate level assessment data has been routinized, we have only recently done a formal analysis of this data as part of 2012 assessment.

The following tables show results from comprehensive examinations given in the past twelve years. The first shows the overall evaluation received by the students; the second shows scores on the (0,1,2) scale on four graduate SLOs, broken out by subfield; and the third shows indirect measures in the form of student self-assessments of progress on multiple generic learning objectives identified in the IDEA course evaluation system. Overall, the results are consistent with what we would expect: about three-quarters of graduate students complete exams at the PhD level of proficiency, about one out of ten fails. These tables combine both doctoral and MA students, and do not distinguish between first and second attempts. That is, one student may appear twice in a given subfield, sometimes improving on a second attempt, sometimes not. We note there is substantial variation across fields in the proportion of students receiving a PhD pass or better, as well as in the average scores on the various rubric measures. Overall, students in the Comparative, IR, and Methods fields have done better on these indicators than those in American and Public Policy. At this stage, of course, we don’t know whether this is indicative of selection effects (stronger students going into some subfields) or quality of training. Further analysis, such as examining the proportion of MA as opposed to PhD students in each subfield, as well as average GRE scores by subfield, might help us distinguish between the impact of student quality as opposed to curriculum and instruction.

Comprehensive Exam Results by Subfield, 2000 – 2012*

	Comprehensive Exam Field					Totals
	American	Comparative	International	Methods	Public Policy	
PhD Pass with Distinction	1 16.7% 6.3%	1 16.7% 3.7%	2 33.3% 8.7%	0 0.0% 0.0%	2 33.3% 33.3%	6 100.0% 7.9%
PhD Pass	9 17.3% 56.3%	20 38.5% 74.1%	16 30.8% 69.6%	4 7.7% 100.0%	3 5.8% 50.0%	52 100.0% 68.4%
MA Pass	3 27.3% 18.8%	3 27.3% 11.1%	4 36.4% 17.4%	0 0.0% 0.0%	1 9.1% 16.7%	11 100.0% 14.5%
Fail	3 42.9% 18.8%	3 42.9% 11.1%	1 14.3% 4.4%	0 0.0% 0.0%	0 0.0% 0.0%	7 100.0% 9.2%
Totals	16 21.1% 100.0%	27 35.5% 100.0%	23 30.3% 100.0%	4 5.3% 100.0%	6 7.9% 100.0%	76 100.0% 100.0%

* The first percentage is the row percent; the second percentage is the column percent.

Figure 7 Comprehensive Exam Results by Subfield, 2000-2012

Comprehensive Exam Assessment by Subfield, 2000 – 2012*

Student Learning Outcome	Comprehensive Exam Field					Overall
	American	Comparative	International	Methods	Public Policy	
A.1. The students will demonstrate sufficient general knowledge in the area to teach a basic course in their subfield.	1.375 0.81	1.519 0.70	1.478 0.67	2.000 0.00	1.333 0.82	1.487 0.70
B.1. The students will demonstrate a thorough grasp of the literature and experts in their subfield	1.125 0.81	1.556 0.64	1.435 0.66	2.000 0.00	1.000 0.89	1.408 0.72
C.1. The students will demonstrate a thorough grasp of major theories in their subfield.	1.250 0.77	1.519 0.70	1.565 0.59	1.750 0.50	1.167 0.98	1.461 0.70
D.1. The students will demonstrate an ability to think critically in methodological terms.	1.000 0.82	1.370 0.74	1.545 0.67	2.000 0.00	1.167 0.98	1.360 0.76
D.2. The students will demonstrate an ability to think critically with respect to theory.	1.063 0.85	1.407 0.69	1.652 0.57	1.750 0.50	1.167 0.98	1.408 0.73
N	16	27	23	4	6	76

* Assessment scores reported on a {0, 1, 2} scale of 0 = does not meet expectations, 1 = meets expectations, and 2 = exceeds expectations.

The first value is the mean; the second value is the standard deviation.

Figure 8 Student Learning Outcomes by Subfield, 2000-2012

Student Progress Ratings of IDEA System SLOs within the Graduate Program, 2008-2012*

Learning Objective	Methods Courses	Pro-seminars	POLS 582**	Other Graduate Courses	Overall
SLO 01: Knowledge	4.43	4.50	4.18	4.75	4.57
SLO 02: Learning Theories	4.36	4.59	2.90	4.63	4.40
SLO 04: Professional Skills	4.37	4.23	4.50	4.45	4.38
SLO 03: Problem Solving	4.37	4.22	4.00	4.44	4.33
SLO 11: Analysis & Critical Evaluation	3.73	4.34	3.33	4.39	4.14
SLO 12: Asking my own questions	3.83	4.19	3.80	4.24	4.10
SLO 09: Find & Use Resources	3.64	3.88	3.60	4.09	3.90
SLO 08: Communication	2.94	3.81	2.75	3.91	3.57
SLO 07: Intellectual Appreciation	2.69	3.14	3.43	3.49	3.23
SLO 10: Personal Values	2.56	3.16	3.47	3.35	3.14
SLO 06: Creativity	2.59	3.14	2.60	3.38	3.08
SLO 05: Working in a Team	2.69	2.92	3.50	3.08	2.98
N of courses	9	11	4	19	43

* Highlighted learning objectives are those rated as important by the department for these courses. For each component of the graduate program, the four highest SLOs are highlighted. Scores are averages of the 5-point scale of “progress on relevant objectives” from IDEA student evaluations. Sorted by “Overall”.

** POLS 582 is a 1-credit class within the graduate program.

Figure 9 Graduate Student Progress Ratings, 2008-2012

Assessing our assessment effort:

The department can do more to make both general goals and specific learning objectives visible to students and faculty alike. We can post learning objectives on our department website, in the Graduate Program Handbook (for the MA & PhD programs), and in relevant syllabi (esp. POLS 582 “Survey of Political Science as a Discipline and as a Profession” for the MA & PhD programs). We can ask instructors to include in their syllabi the student learning objectives most relevant to the course and how those objectives are specifically evaluated in the course.

In completing rubrics assessing students’ achievement on student learning outcomes, we have found that many instructors simply check the same level of achievement for all objectives rather than differentiating. This reduces the usefulness of the assessment data. A partial remedy would be to add a question on the rubrics such as “Please also identify the strongest and weakest SLO for this student.” This would elicit more information even if the student were rated the same on all SLOs.

We currently use the same seven SLOs for the BA overall and for our General Education courses (POLS 110 “The Political World,” 200 “American Politics,” 220 “Comparative Politics,” and 240 “International Relations”). This could be appropriate if we thought freshmen should be *beginning* to demonstrate achievement on all seven of the SLOs we want our graduating majors to have, and it does allow us to compare assessment results in early courses against graduating seniors. But this may be unrealistic. An alternate model would specify a differentiated set of

more foundational SLOs for the General Education courses and show how those foundational SLOs are linked to our program SLOs. For example, we have three SLOs linked to the broad learning goal of “Our graduates should have an ability to apply knowledge of political science theories and concepts to real-world cases.” Two of these three SLOs built on the first (foundational) SLO of “The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.” Perhaps that is all we should be assessing in our General Education courses. These questions require further discussion among faculty.

There is also room to improve both the response rate in assessing graduating seniors, and to develop more consistent standards among the various faculty doing the assessment. Based on the across-the-board coding by some faculty, it appears that not all are giving this exercise the necessary time and attention. This is to some extent a question of organizational culture, and to some extent a reflection of excessive workload. Starting assessment of seniors earlier in each semester may help, so as to avoid the end-of-semester crunch.

For the MA program, we have the learning goals of “sufficient general knowledge to teach a basic course” and formally assess this goal when students take the comprehensive exam. The goal itself is reasonable, since one of the potential career paths for our MA graduates is junior college teaching. However, there is some question as to whether we get a very good sense of how well students meet this goal by reading their written comprehensive exam answers as currently structured. If we collectively think that this is an important goal to assess separately, we need to consider ways to more directly assess students’ status on this goal, perhaps by breaking out additional components.

One possible path to more routinized and effective assessment would be to make it the responsibility of the Undergraduate Adviser and the Graduate Adviser to put together the program assessment reports for their respective levels, rather than having assessment be relegated to a separate coordinator position. Under such an approach, the BA program assessment report be put together annually by the undergraduate adviser and presented to the department for discussion at a September meeting as a fixed agenda item. The graduate program assessment reports (with their smaller sample size) could be put together every three years and presented to the department for discussion. In each case, the adviser would discuss the report with the relevant department committee and the department chair, eliciting recommendations to improve programs (or the assessment process itself) based upon the assessment report. Recommendations for improvement that are adopted by the committees and have the chair's approval could be brought before the department concurrently with the assessment report. This approach could increase the sense of department ownership over the assessment process. It would also have workload implications for both the graduate and undergraduate advisers. This can probably be managed to having capable office staff members handle much of the data collection and tabulation.

We are least satisfied with our GenEd assessment. We get relatively little data, and since we rotate among the different GenEd courses each year, the data we do get is not directly comparable from year to year. This makes it difficult to use the existing tools to, for example, evaluate the impact of changes in course design such as the shift to a large-lecture-plus-

discussion-section format in our introductory Comparative Politics. Thus, while parts of the department's assessment effort could be assigned to the undergraduate and graduate directors, a separate position of departmental assessment coordinator is still warranted for coordinating our GenEd assessment activities, concentrating on creating a better assessment of our GenEd SLOs (and possibly revising those SLOs to better fit the introductory courses).

3B: Provide evidence of actions taken to improve programs based on the assessment process.

With respect to the BA program, outcomes assessment results to date show considerable variation from semester to semester, making it somewhat difficult to reach actionable conclusions. As indicated in the previous section, some refinement of indicators and redoubled effort to increase the reliability of measures and broaden our sample should help in this regard. Tentatively, the results obtained so far show that our students do least well in analytical writing and in applying theories to factual information or scenarios. It is also noteworthy that in the lower division courses, students' self-assessment of progress on the IDEA system SLOs suggest that they do not see their own writing (communications) skills improving as much as we might hope, with the exceptions of POLS 110 and POLS 260. Students rate their progress on this SLO significantly higher in the 300 and 400 level classes, and rate them very highly in the honors sequence (495 and 496).

We discussed in department meetings what to do with this information, focusing on the desirability of assigning more writing in the 200-level courses so as to provide students with a stronger foundation in analytical writing. This proved difficult in recent years because of pressures from the upper administration to improve "instructional efficiency" by expanding the size of undergraduate sections. There is an inverse relationship between the size of classes and the amount of writing assigned, and some instructors in POLS 200 "American Politics" reported having abandoned writing assignments as unworkable in classes with over 100 students. Responding to the same pressures, we increased caps from 45 to 60 in some upper division courses. In an effort to achieve both instructional efficiencies (unavoidable given student demand and a small faculty workforce) and greater training in writing, we are experimenting with a large lecture format for POLS 220 "Comparative Politics," supplemented by graduate student-led discussion sections and frequent writing assignments. This combination had previously proven successful in our Freshman POLS 110 "The Political World" course.

Criterion 4, Students (Undergraduate and Graduate)

"The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate).

4A: Provide information regarding student recruitment and admissions (including transfer articulation).

Undergraduate:

Generally the first contact that undergraduates have with the department is through POLS 110 "The Political World" or another of our GenEd 200-level courses. Those who find they want to

learn more about politics and political science then take additional coursework, either before or after speaking with our undergraduate adviser, Lecturer III Peter Kierst. Mr. Kierst also teaches POLS 110, which makes him known and accessible to the largest group of potential new students. Mr. Kierst attends various events on campus to distribute literature about Political Science as a major and answer questions. We have not engaged in other active recruitment efforts, as demand for classes has been more than adequate, the department has a positive reputation for quality teaching, and interested students seem to find us. Students interested in majoring in Political Science need only declare that interest, and complete the various course requirements imposed by the College of Arts and Sciences for admission to the College. Once students have completed these requirements, the College advisement office contacts them and informs them that they must transfer to the College. At that point, they are referred to Mr. Kierst, who reviews the requirements of the major with them, filling out and providing them with a copy of a Political Science major checklist and planner. (See below for further discussion of advisement).

Some transfer articulation is automated, insofar as some courses (such as those at CNM and UNM branch campuses) automatically transfer into the major. Mr. Kierst handles all transfer credit approvals, through two mechanisms: 1) students contact him upon arriving at UNM or joining the major, and present documentation on courses taken at other institutions. In such cases Mr. Kierst emails the Registrar with the equivalencies and approval; or 2) the Registrar contacts Mr. Kierst with a request to assign an equivalency, in which case he uses an on-line system to identify and grant the equivalency. These mechanisms appear to work smoothly.

Graduate:

Our department engages in a variety of recruiting activities for the graduate program. In 2012 we revamped our website, which had become outdated and difficult to maintain. The new site provides clearer instructions on how to apply to our program, as well as an option to request additional information electronically. Each of these requests for information receives a personal reply so that applicants feel comfortable asking questions both about the program and the application process. Each member of the faculty as well as each graduate student has a profile on the site, which includes publications and recent accomplishments. This allows prospective students to see the research collaboration that takes place between faculty and graduate students, as well as to assess the fit between their own interests and what the department offers. Recent alumni retain an updated profile page, with links to their current academic credentials. This highlights their job placement and continued role in the field.

The faculty graduate adviser is very responsive to inquiries by prospective applicants and works together with the graduate program assistant to provide information and support to prospective students.

Associate Professor of Political Science, Gabe Sanchez is the recruitment coordinator for the Robert Wood Johnson Foundation Center for Health Policy, an on campus organization that is dedicated to increasing the number of minority students in the field of healthy policy. In addition he annually visits the Ralph Bunche Summer Institute, a five-week program of rigorous academic work designed to prepare promising young scholars from underrepresented groups for graduate study.

We compete for our top candidates with larger, more resource rich programs. One potentially offsetting advantage we have is our intensive approach to mentoring as well as the opportunities we provide to interact and co-author with our very research active faculty. In that context, we want our top recruits to have a chance to talk with our faculty and graduate students, and to see first hand what makes our department, UNM, and Albuquerque unique. So we invite our top few recruits to campus after admissions decisions are made, using a combination of department and Office of Graduate Studies funds to pay for their airfare, one night's stay at a hotel, and lunch with current students.

Another factor in recruitment is the active role many faculty and graduate students in the department play in the field as a whole, attending international, national and regional conferences, which keeps the department visible in the discipline and can be viewed as an indirect method of recruitment.

One issue that has significantly impacted our ability to recruit quality applicants is our relatively low graduate assistantship salaries, as well as our inability, given budget recent budget uncertainties, to guarantee funding beyond one semester at a time. An analysis of schools that we lost our top applicants to showed that they either had paid a significantly higher salary, and/or they guaranteed funding for up to five years. For example, the University of Washington-Seattle pays PhD students \$19,700 per year with a guarantee of five years. Our department pays \$14,926, which, while slightly more than the Office of Graduate Studies minimum salary guidelines, is well below the national rate. This minimum salary, which we make an effort to slightly augment, has not increased for cost of living or inflation since 2008. Another example is the University of Texas-Austin. Although their salary is equivalent to ours, they are able to guarantee five years of funding.

4B: Provide an analysis of enrollment trends, persistence, and graduation trends.

Undergraduate:

BA degrees awarded have increased by 125 percent since 2002. Enrollments and semester credit hours have also grown over the past decade overall, but peaked between 2006 and 2007. There are some year-to-year variations in enrollments that are opaque. For instance, we have no explanation for the 2011 increase in students still in University College, or the corresponding drop in the numbers already admitted to the College of Arts and Sciences versus the previous year. Combining the University College and Arts and Sciences figures of “declared” majors, we have seen a 44 percent increase in majors enrolled from 2002 through 2011.³ This number is down from a peak of 491 in 2007 (which was a 55 percent increase versus the 2002 baseline).

³ The figures provided by the Office of Institutional Analytics characterize students as Political Science majors if they have stated an intention to choose that major, even if they have not yet completed requirements for admission to the College of Arts and Sciences and are therefore still University College.

Fall Enrollment by Major and Level (2002 to 2011)
Political Science

Declared Major: POLS Political Science

Undergraduate Students in University College with Declared Major in Discipline										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Year 1: Freshman	44	35	40	61	79	70	99	87	85	77
Year 2: Sophomore	37	33	35	53	59	82	77	83	6	73
Year 3: Junior	8	7	5	7	13	15	11	9	17	19
Year 4: Senior		2		1	1	2	1	1	1	2
Total	89	77	80	122	152	169	188	180	109	171

Undergraduate Students with Declared Major Admitted to Major College										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Year 1: Freshman	5	3	4	5	1					
Year 2: Sophomore	35	29	37	42	40	39	45	51	41	32
Year 3: Junior	89	94	90	110	111	126	147	146	106	96
Year 4: Senior	99	127	123	144	145	157	151	178	202	157
Total	228	253	254	301	297	322	343	375	349	285

Figure 10 Fall Enrollment, Major & Level, 2002-2011

Interestingly, student credit hours rose by a more modest 12 percent, from 9,774 in AY 2001-2002 to 10,974 in AU 2010-2011. This last figure is down from a peak of 12,616 in 2006 (which was a 29 percent increase versus the 2002 baseline). To sum up, since 2002, degrees awarded increased 125 percent, majors increased 44 percent, and student credit hours increased just 12 percent points, and while degree awards have risen almost monotonically the other two indicators peaked five to six years ago. We suspect two dynamics are at work: first, a higher proportion of students may be taking 200 level coursework at Central New Mexico Community College (CNM) before attending UNM, and in recent years we have been unable to increase the number of upper division course offerings because of cuts in the part time/temporary instructional budget and the decline in the number of TT faculty actually available to teach. We are somewhat concerned by these trends: we believe the 4-year experience has value, and we would have more confidence in the quality of a degree program taken mostly or entirely at UNM.

Total Academic Year Student Credit Hours
Restricted and Unrestricted
Political Science
2001-2002 to 2010-2011 Academic Years

Unrestricted Student Credit Hours

Course Level	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman	1101	804	968	1087	717	723	780	810	804	804
Sophomore	4400	4878	5485	6077	6017	5683	4965	4827	4697	4895
Junior	3195	3557	3438	3606	4677	3708	3801	3845	3828	3695
Senior	467	392	481	816	598	705	675	577	649	861
Graduate	611	665	548	678	608	667	643	633	700	719
Total	9774	10296	10920	12265	12616	11487	10864	10692	10679	10974

Restricted Student Credit Hours ¹

Course Level	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman										
Sophomore							11	5	29	14
Junior								16	15	22
Senior							3	18	32	96
Graduate										33
Total	0	0	0	0	0	0	14	39	76	165

Total Student Credit Hours

Course Level	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman	1101	804	968	1087	717	723	791	815	833	818
Sophomore	4400	4878	5485	6077	6017	5683	4965	4844	4711	4917
Junior	3195	3557	3438	3606	4677	3708	3804	3863	3861	3791
Senior	467	392	481	816	598	705	675	577	649	894
Graduate	611	665	548	678	608	667	643	633	700	752
Total	9774	10296	10920	12265	12616	11487	10878	10731	10755	11172

¹ Restricted credit hours are those for which UNM receives no funding from the state. They are primarily connected to courses funded by non-I&G accounts or are credit hours delivered via the Internet to out-of-state students.

Freshmen = 100-level
courses

Junior = 300-level
courses

Graduate = 500- & 600-level courses

Sophomore = 200-level
courses

Senior = 400-level
courses

Data Source: CHE End-of-Semester Course File, created by the Registrar's System Team, maintained by the Office of Institutional Analytics

UNM Institutional Research: C. Bernhard

Figure 11 Student Credit Hours, 2001-02 to 2010-11

**Total Number of Degree Recipients
2001-2002 to 2010-2011 Academic Years
Political Science**

Major	Degree	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Political Science	BA	55	67	74	77	89	82	82	94	97	124
	MA	1	1	5	2	3	7	5	5	3	5
	PHD	2	1	2	1	1	3	1	1	2	1
Total Degrees Awarded		58	69	81	80	93	92	88	100	102	130

Data Source: Degrant database maintained by the Office of Institutional Analytics, UNM

Institutional Research: C. Bernhard

Figure 12 No. of Degree Recipients, 2001-02 to 2010-11

The instructions provide no definition of “persistence.” Assuming it refers to the proportion of students eventually completing the degree from a given entering class, we cannot calculate this without individual level data on students’ academic progress and degree completion. Since the number of graduates has increased more rapidly than the number of majors, it appears that either students are finishing more quickly or the proportion of majors completing has increased.

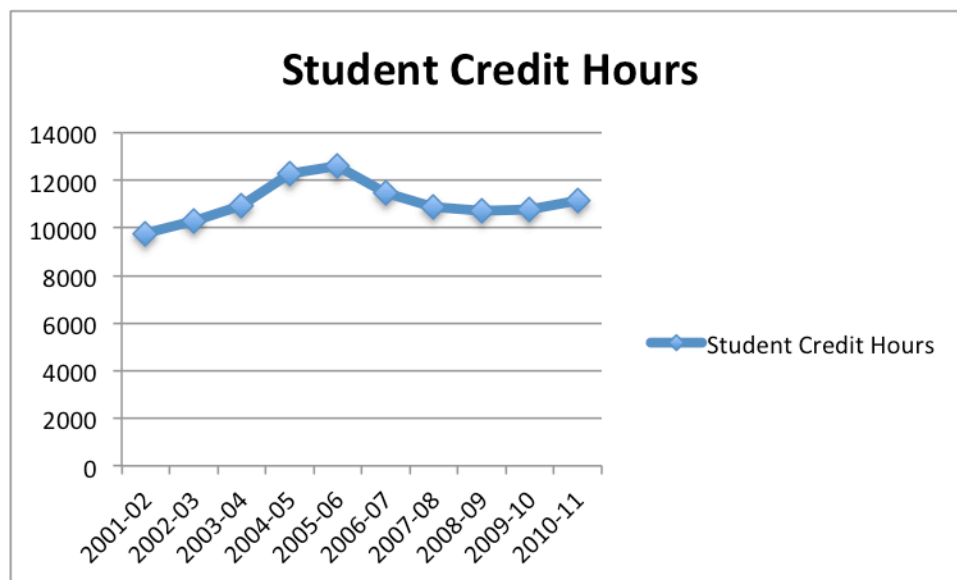


Figure 13 Student Credit Hours, Line Graph, 2001-02 to 2010-2011

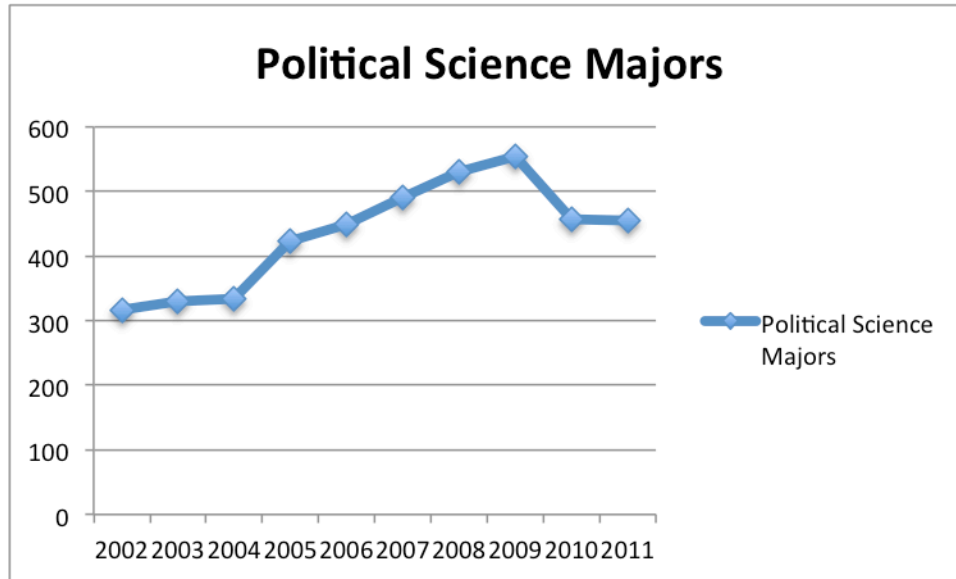


Figure 14 Political Science Majors, Line Graph, 2002-2011

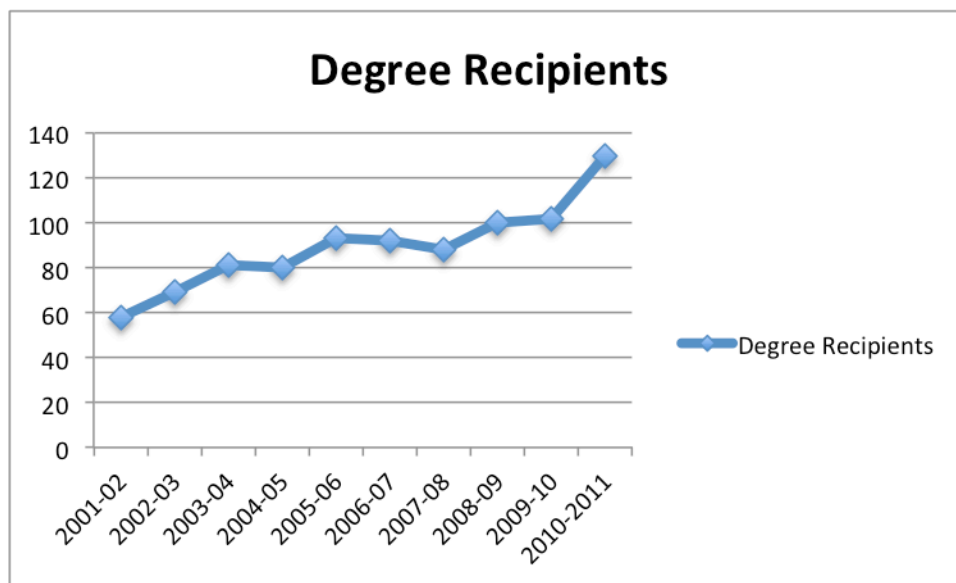


Figure 15 No. of Degree Recipients, Line Graph, 2001-02 to 2010-11

Graduate:

We receive approximately thirty applications per year for our graduate program. Over the last seven years, we admitted on average fourteen applicants, and enrolled on average seven of these. The admitted have included on average twenty-four percent minorities and forty-eight percent female candidates. The enrollees are on average twenty-eight percent minorities and fifty-eight percent female, so we are being fairly successful in recruiting a diverse student body. The number of applicants has remained relatively steady from year to year.

The average time to degree is two years for MA students and 6.8 years for PhD students. Since 2002, out of a total of seventy-three students enrolled, we have awarded eighteen MA degrees and nine PhD degrees. Ten students have withdrawn or been dismissed from the program, on average one per year. Currently thirty-six students are in progress towards their degrees (eight MAs and twenty-eight PhDs) Among the nine completed PhD degrees, six students conducted field work in another country for their dissertation research, which lengthens the average time to degree.

4C: Provide a description of program advisement for students

Undergraduate:

As described above, the department employs an undergraduate adviser, Lecturer III Peter Kierst. He advises BA students at multiple stages, speaking to Freshmen and Sophomores who are interested in Political Science, advising them upon their intake into the major or minor, and following up as needed as they move toward completing their degrees. Students generally undergo a review of their coursework prior to their planned final semester in the major to verify that they will have met all requirements. In the future, intake advisement will be conducted in groups, and jointly with College of Arts and Sciences advisers, so that students receive a comprehensive orientation to both college and department requirements.

Graduate:

The department employs a 1.0 FTE graduate program assistant who tracks student progress and processes paperwork in collaboration with the Office of Graduate Study. Close tracking of our graduate students alerts the faculty graduate adviser to individual issues as they come up, and gives a picture of departmental trends. This allows the faculty adviser to devote his or her time to in-depth one-on-one academic advisement and mentoring.

The required one-credit course, Political Science 582, as described in Criterion 1D, is a major source of program advisement. It builds a lasting relationship with first-years students and helps them to form a cohort. Because faculty from various subfields visit the class to give presentations on scholarship and professional demands in their research area, students are able to identify possible mentors and Committee on Studies members.

The graduate program encourages students to take coursework outside the department. However, students are closely monitored so that they are making relevant choices. Every semester they are required to have their schedule approved by the graduate advisor. Once they form their Committee on Studies (this is done in their second semester), this system remains tight. Both the chair of the committee on studies and the graduate advisor must then approve the coursework. This allows not only for advisement within subfields but also consistent standards across the department.

Graduate and teaching assistants (GAs/TAs) are matched to the extent possible to faculty according to shared research and/or teaching interests. Significant effort is made to ensure productive matches between students and faculty members. Assignments are revisited every semester to ensure compatibility. Students' performance as GAs or TAs is evaluated each

semester by the faculty to whom they are assigned as assistants, and the Graduate Adviser also takes into account student feedback on the educational value of work assignments.

4D: Describe any student support services that are provided by the unit

Faculty encourage and support graduate student mentorship by attending graduate student organized and co-organized events. Examples include:

International Relations Workshops: The international relations field holds regular Friday workshops. Graduate students and faculty from the department present their research. Respected scholars from external universities are sometimes invited as guest speakers as well. This creates an opportunity for valuable feedback.

Graduate Student Teaching Workshops: These are organized by advanced graduate students. They are attended by graduate students and faculty to discuss teaching techniques and share teaching ideas and best practices.

Practice Job Talks: Students on the job market are encouraged to give a minimum of one practice job talk in the department. This formal talk, to which the entire department is invited, provides feedback from faculty. It is also an opportunity for students who are in the earlier stages of their graduate study to learn about the process. Scheduling permitting, most students make 2 or more practice presentations before their first job interview.

Human Subjects / Institutional Review Board (IRB) Applications: Faculty work closely with students to prepare human subjects protocol proposals, which are an essential part of the research process in this field. In addition the department chair provided in-depth feedback to both the student and the responsible faculty member.

Instructional Mentorship: Graduate students who serve as graders or discussion section leaders receive ongoing coaching and advice on how to do these tasks effectively. When advanced graduate students teach their first independent classes, they are supervised by faculty mentors who review their syllabi and other materials, observe their classes at least twice, and meet to discuss teaching strategy and issues.

4E: Describe any student success and retention initiatives in which the unit participates

Undergraduate:

Department faculty regularly participate student research mentorship under the Ronald McNair Scholars Program and New Mexico Research Opportunity Program, supervising highly qualified students from under-represented groups in conducting, writing up, and presenting independent research projects. Mentors attend specialize conferences, and observe and comment on student poster presentations as well as conference presentations.

Graduate:

Currently four of our PhD students are Robert Wood Johnson Doctoral Fellows. This fellowship opportunity is primarily for students from underrepresented/minority groups with a focus on health policy or politics. The center provides additional writing and methods support through their office for their fellows. In the area of teaching, along with the graduate student teaching workshops mentioned above, each student who is independently teaching a course for the first time is required to have a faculty mentor. This mentor meets with the student to oversee the design of their syllabus and observes them in the classroom. The department oversees this process by having the chair sign the mentorship agreement.

Our graduate students receive additional methods training by participating in annual workshops offered by the Consortium on Qualitative Research and the Interuniversity Consortium for Political and Social Research. The department supports the external coursework by assisting students in acquiring external funding (see below), and by providing department resources towards the endeavor.

There are various additional sources of financial support offered for field research, coordinated through the Office of Graduate Studies and the Graduate and Professional Student Association. The Department supports its graduate students with applying for and securing these funds by actively identifying the sources of funds, qualified candidates, application requirements and deadlines, and compiling & submitting their applications.

4F: Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the result of those measures

Undergraduate:

We do not have the resources to track systematically our BA degree recipients after graduation with respect to placement or professional success. The nearest thing we have to a survey of graduates was a request sent out some years ago to alumni to send their business cards for a hallway display intended to show current students the range of career paths possible with a Political Science BA. The results were indeed diverse. There were, of course, a good number of attorneys and paralegals in private and government practice, in non-profit legal services, and as law clerks to the courts. There were a substantial number in government roles other than law, including, to cite a few examples: several military officers; a community relations officer for one of the National Laboratories; a fiscal analyst and an auditor for the New Mexico Legislative Finance Committee; a number of FBI Special Agents, police officers, and a sheriff; a budget director for the US Corps of Engineers; a highway department regulatory compliance officer; an executive director for a public utility commission; an economic development coordinator for a New Mexico city; a New Mexico town manager; and a public health advisor for the Centers for Disease Control. There were a number of public elective office holders, and a number of K-12 teachers and higher education professors. Within the private sector, there were a wide range of industries including ranching ("ranching is as political as it gets," wrote one respondent), insurance, apparel, broadcast media, banking and finance, telecommunications, real estate, public utilities, construction, manufacturing, restaurants and hotels, travel, and for-profit research and consulting. A number of cards were received from non-profit social service agencies involved in health care, provision of food, clothing and shelter, and social advocacy.

We plan to update this project in the summer of 2013. Doing this will not provide representative data, but it will provide both the faculty and our students with a current idea of where graduates end up.

Graduate:

Graduates from the masters programs have gone on to take a variety of jobs, with an emphasis on the public sector. Examples include: the Bernalillo, New Mexico County Clerk, the Executive Director of Common Cause in New Mexico, and the Deputy Director of the State of New Mexico Sentencing Commission.

With the exception of PhD students employed at public institutions such as Sandia National Labs or the private sector companies such as APEX Education, most PhD students seek placements in academia. The department assists doctoral candidates with academic placement in a number of ways from administrative support in submitting job packets and letters of recommendation to faculty support attending practice job talks. The market for academia has been difficult for the past two years; however, the department has a strong history of solid academic placements. A partial list includes, Arizona State University, Belmont University, Bucknell University, California State University-Fullerton, Central Michigan University, Centro de Investigación y Docencia Económicas (CIDE in Mexico City), College of Wooster, Drake University, Duke University, Louisiana State University, Marquette University, St. Gregory's University, State University of New York at Albany, Texas A&M, Truman State University, Université Laval, University of Florida Gainesville, University of Massachusetts-Dartmouth, University of Missouri-Columbia, University of South Dakota, University of Vermont, and University of Washington-Seattle. We consider it noteworthy that some of our PhD students have won placements at universities and departments that rank as high or higher than our own.

Success of students in these placements is gauged by their visibility, productivity and longevity in the discipline, and is measured by conference appearances, publications, service to the discipline, tenure at their institutions, or movement to more prestigious institutions. Students in the program have been successful on all these dimensions. Graduates of the program constitute an important professional network for current students. Furthermore, we consider the success of our graduates to be helpful in recruiting new students into the program.

Criterion 5, Faculty

“The faculty associated with the unit’s programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)”

5A: Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

The department of political science has 17 tenure track faculty members, two category III lecturers (one a PhD and the other a J.D.), and one visiting assistant professor. As noted in the abstract, our actual tenured or tenure-track faculty teaching strength is 12.5 FTE because of administrative assignments and shared appointments. From time to time, we employ part-time,

temporary instructors (PTIs) using monies obtained through research or administrative buy-outs of regular faculty, or revenues received through the current on-line course revenue-sharing model. In spring semester 2013, we employed four PTIs including two on-line instructors, and four of our own doctoral students teaching in fields in which they have passed comprehensive exams at the PhD level. All of our tenure track faculty members hold the doctorate in Political Science or an allied field (Sociology, Social Science, Government, Public Health). Our faculty is diverse with respect to both gender and ethnicity.

Political Science Faculty Gender, Ethnicity, and Education, by Rank

FULL PROFESSOR			
Ethnicity	Male	Female	Education
Hispanic	0	1	PhD
White	5	4	8-PhD, & 1 DPH
ASSOCIATE PROFESSOR			
Ethnicity	Male	Female	Education
Asian	0	1	PhD
Hispanic	1	0	PhD
White	2	0	PhD
ASSISTANT PROFESSOR			
Ethnicity	Male	Female	Education
African American	0	1	PhD
Hispanic	1	1	2-PhD
OTHER			
Ethnicity	Male	Female	Education
White	1	2	2-PhD, 1-J.D.

Figure 16 Faculty Demographics

Departmental standards for promotion and tenure are rigorous and appropriate to UNM's status as a research-intensive university (see tenure and promotion document in the appendix). Also consistent with UNM's research university profile is the standard teaching load for research active faculty in the department: two courses per semester. Those with funded research projects may be permitted to reduce their teaching load by one course per semester, using grant funds to buy out at the cost of 12.5% of their 9-month base salary. Approvals of one-course buyouts are at the discretion of the chair, taking into consideration the impact the buyout would have on our course offerings and the availability of alternative instructors for key courses.

Our current faculty numbers are insufficient for the instructional mission of the department. Areas of particular need include international relations, for which there is high and growing student demand at both the undergraduate (in part driven by the fast-growing International Studies BA) and graduate levels; comparative politics, in which we are well below the norm for peer institutions and particularly lacking in our coverage of world areas other than Latin America and the United States; and research methods, in which we need a specialist with recent training

to support the graduate program. We have generally been able to offer the minimum of courses needed in the undergraduate program, but our IR and comparative offerings are disappointingly spare, and this year we were unable to provide *any* graduate level courses in American politics.

Our greatest concern is the decline in both upper division and graduate course offerings, with the steepest decline in our graduate offerings. These declines are especially troubling in light of the simultaneous increase in undergraduate majors and graduate students. Undergraduate Adviser Peter Kierst reports that increasing number of majors are having difficulties finding courses: a) that they have not already taken; b) for which they have necessary prerequisites, or c) that fit their interests within the discipline.

**Number of Course Offerings in Political Science
at the 300/400 (upper division) and 500+ (graduate) levels
Spring 2003 – Fall 2013**

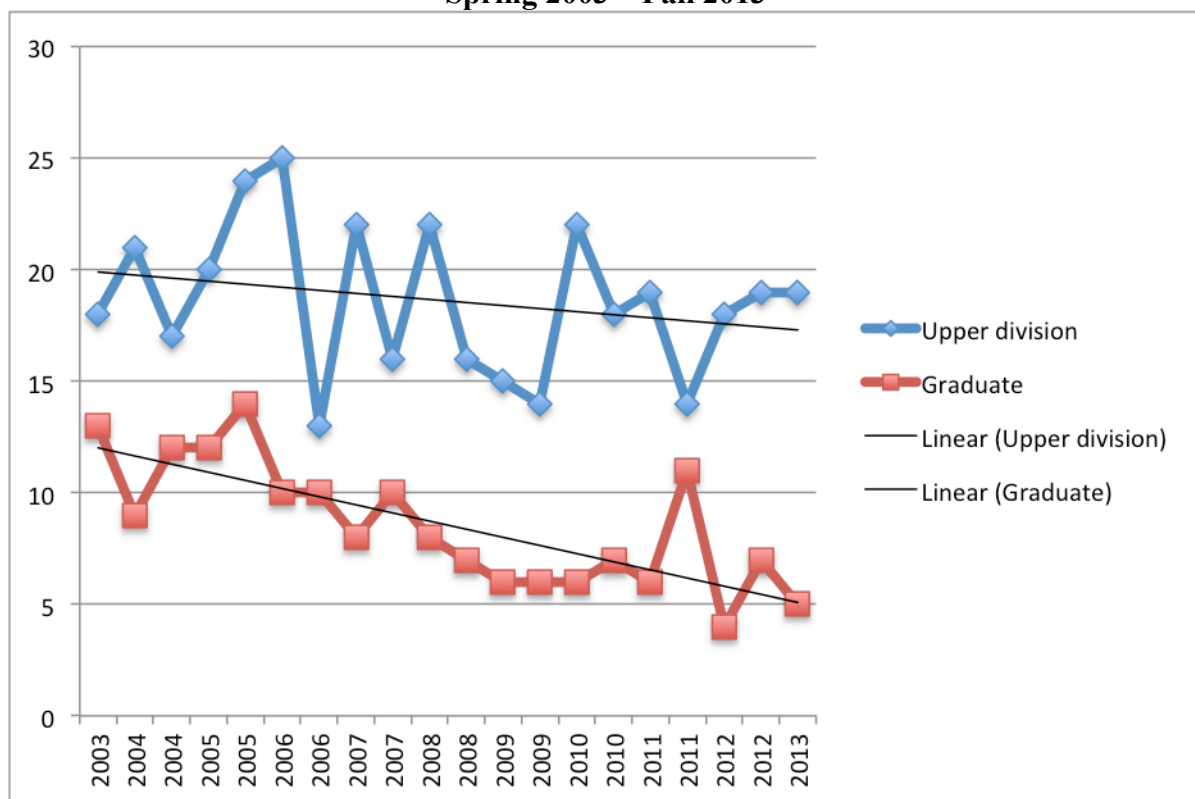


Figure 17 Course Offerings 300,400,500+ levels 2003-2013

[Note: See appendix 1.]

A contributing factor in these declines is the loss in the last three years of much of the Part Time Instructional funding previously provided by the College of Arts and Sciences. These funds previously allowed us to hire outside part time instructors who have specific areas of expertise not covered by our regular faculty (such as nuclear proliferation and arms control or Russian politics), and also to hire qualified graduate students to teach both lower division and upper division courses, thereby freeing faculty up to either offer upper division or graduate courses. As

the following table shows, our part-time instructional budget peaked in the 2008 academic year and fell sharply thereafter in response to college-level budget constraints.

**Political Science Part Time/Temporary Instructional
Budget and Sections Funded**

	Total Funding Per Year	Sections per year - outside instructor	Sections per year - graduate students	Total
2005- 2006	\$ 80,568	16	8	24
2006- 2007	\$ 82,432	13	11	24
2007- 2008	\$ 102,922	14	10	24
2008- 2009	\$ 109,850	13	18	31
2009- 2010	\$ 109,174	11	25	36
2010- 2011	\$ 47,230	2	10	12
2011- 2012	\$ 52,216	4	9	13
2012- 2013	\$ 36,120	4	5	9

Figure 18 Part-time, Temporary Instructional Budget

A significant factor in our faculty-staffing problem is the high proportion of our faculty members who have administrative duties outside the department that reduce their availability for teaching. Professor Mark Peceny is serving as Dean of the College of Arts & Sciences through at least 2016. His contract relieves him of teaching duties, although he has taught one course per year for the department on a volunteer basis. One of these was a specialized freshman course. Others with appointments outside the department include Professor Christine Sierra (Director, Southwest Hispanic Research Institute, 1/1 load), Associate Professor Gabriel Sanchez (Interim Director, Robert Wood Johnson Foundation Center for Health Policy, 0/1 load), Professor Andy Ross (Director, Center for Science, Technology and Policy, and Director of Special Science and Technology Initiatives, Office of the Vice-President for Research, 0/1 load), Associate Professor Christopher Butler (Outcomes Assessment Coordinator, College of Arts and Sciences 1/2 load), and Lecturer Ellen Grigsby (Pre-Law Advisor, College of Arts and Sciences, 2/2 load).

As is customary, those with administrative or advisory duties within the department have reduced teaching loads in accordance with the scope of their other responsibilities: for example,

Professor William Stanley (Department Chair) has a 1/1 load, and Professor Wendy Hansen (Graduate Director) has a 1/2 load.

Joint appointments are another factor limiting the availability of instructional faculty: Professor Andrew Schrank (comparative, Latin America) holds a half-time appointment in Sociology. Moreover, a previous commitment by the Political Science and Sociology chairs requires him to teach an undergraduate course for the Latin American Studies program, limiting his availability for disciplinary courses. Associate Professor Mala Htun's faculty line is entirely in Political Science, but we have a memorandum of understanding with Women Studies that she must teach at least one course per year originating in Women Studies.

5B: Provide information regarding professional development activities for faculty within the unit.

The primary mechanism for professional development is the university's sabbatical policy, which allows a one-semester release from teaching (with full pay) or a full academic year's release at 2/3 pay after each six years of full time service. Certain restrictions apply, including a prohibition on accepting teaching assignments at other institutions during a sabbatical year, though exceptions are made for Fulbright awards and the like where the professional and developmental benefits are clear. The department is allowed to have no more than 1/7 of its faculty on sabbatical leave at any one time. This had not proven to be a significant obstacle and most faculty members have been able to avail themselves of sabbaticals within a semester or two of reaching eligibility. UNM policy allows faculty to obtain leave with out pay to participate in funded research, or to participate in professional work and service in the developing world.

Department faculty sharing common areas of interest, such as comparative historical politics and international relations, have formed reading and writing groups and meet on a regular basis. The Department also encourages brown bag discussions for faculty to engage in feedback on their research and writing. We also have a teaching improvement workshop that meets to discuss faculty experiences and best practices. Additionally, all senior faculty serve as mentors to junior faculty. The department has a strong culture of reading and constructively commenting on one another's research writings. We have considered allocating resources to enable faculty to attend summer methods workshops and other professional development opportunities, although for many faculty family constraints limit their ability to undertake such programs. This deserves further exploration, since we have noted with concern that none of our faculty are trained in some techniques that have seen increasing use in the discipline, such as statistical matching techniques, Bayesian analysis, and "big data" strategies.

The department has provided at least \$1000 in travel funding for faculty presenting at conferences, which falls well below the actual cost of most conference participation but helps enough that departmental faculty have continued to be active in regional and national conferences.

5C: Provide a summary and examples of research/creative work of faculty members within the unit.

Professor Lonna Atkeson (PhD Political Science, University of Colorado, Boulder), primarily researches in the sub-field of American politics and involves a wide number of topics including campaigns and elections, election administration, public opinion, political behavior, the political impact of media, political psychology, state politics, gender politics and political (especially survey) methodology. Her work on election administration has become increasingly influential in both scholarly and policy circles. She has contributed amicus curiae briefs in court cases related to the administration of elections. Professor Atkeson directs the Center for the Study of Voting, Elections, and Democracy at UNM. She received the Gunter Starkey College of Arts and Sciences Teaching Award in 2006, and was named Regents Lecturer in 2001-2004. She published three books in 2012, two of them co-authored through Cambridge University Press, and one an edited collection through Palgrave:

- Thad E. Hall, Lonna Rae Atkeson and R. Michael Alvarez. *Evaluating Elections: Tools for Improvement* (Cambridge University Press).
- Alvarez, R. Michael, Lonna Rae Atkeson and Thad E. Hall (Editors). *Confirming Elections: Creating Confidence and Integrity Through Election Auditing* (Palgrave).
- Atkeson, Lonna Rae and Cherie D. Maestas. *Catastrophic Politics: Public Opinion and How Extraordinary Events Redefine Perceptions of Government* (Cambridge University Press).

Associate Professor Christopher Butler (PhD Political Science, Michigan State University), focuses on understanding political conflict, primarily within the International Relations subfield. His research asks such questions as: When do conflicts of interest turn violent? How do conflicts of interest get resolved? What are the consequences of institutional design choices on conflict? His work addresses variety of substantive areas, including: human rights, civil war, political aspects of sexual violence, and interstate conflict. Professor Butler also applies multiple research methods including statistical analysis, game-theoretic models, and increasingly computer simulations using high-performance computing resources at UNM. He was the recipient of the Arts and Sciences Teaching Excellence Award in 2011. He currently serves as Outcomes Assessment Coordinator for the College of Arts and Sciences.

His publications include:

- Christopher K. Butler and Scott Gates, 2012. "African Range Wars: Climate, Conflict and Property Rights." *Journal of Peace Research* 49(1): 23-49.
- Christopher K. Butler, 2011. "Superpower Dispute Initiation: An Empirical Model of Strategic Behavior," *International Area Studies Review* 14(3): 61-90. 2011.
- Christopher K. Butler and Scott Gates, 2010, "The Technology of Terror: Accounting for the Strategic Use of Terrorism.", pp. 53-74, *Coping with Terrorism: Origins, Escalation, Counterstrategies, and Responses*, Rafael Reuveny and William R. Thompson, editors, SUNY University Press. November.

Lecturer III Ellen Grigsby (PhD Political Science, University of North Carolina – Chapel Hill), teaches courses in political theory and serves as the university's pre-law advisor and the department's internship coordinator. She is currently writing *Reading Ideologies* (Pearson,

forthcoming 2015), a work investigating concepts of textuality--and textual representation and interpretation--in political theory and art. Previous publications include *Analyzing Politics: An Introduction to Political Science*, Fifth Edition, Cengage/Wadsworth, 2013, as well as numerous papers on political theory and pedagogy in political science.

Professor Wendy Hansen (PhD Social Science, California Institute of Technology) conducts research at boundaries of public policy and international relations. She has published in a variety of top political science and economics journals. The overarching theme of much of her research involves decision-making, be it individuals, firms, or institutions. Professor Hansen's substantive areas of research include: the political economy of international trade and the role of government institutions and interest groups in the formulation and implementation of trade policy, the determinants of corporate political activities and the impact on policy, and decision-making during and in the aftermath of civil war and the impact on human rights and security. She won the 2010 Faculty Mentor Award from the UNM Office of Graduate Studies. She is the department's graduate director.

Examples of her work include:

- "The Logic of Private and Collective Action," *American Journal of Political Science* 49:1, January 2005 (with Jeffrey Drope and Neil Mitchell).
- "New Evidence for the Theory of Groups: Trade Association Lobbying in Washington D.C." *Political Research Quarterly*, 62:2 June 2009 (with Jeffrey Drope).
- "The Demand for Reparations: Grievance, Risk, and the Pursuit of Justice in Civil War Settlement" [Published On-line](#), October 2011, *Journal of Conflict Resolution* and the *Journal of Conflict Resolution*, April 2012, volume 56, no. 2, pgs. 183-205, (with Prakash Adhikari and Kathy Powers).

Associate Professor Mala Htun (PhD Government, Harvard University) explores the question of when and why states grant liberal rights and otherwise promote the interests of historically oppressed groups such as women and ethnic and racial minorities. She is currently finishing her second book (*Politics of Inclusion: Gender Quotas and Ethnic Reservations in Latin America*, Cambridge University Press, forthcoming) and working on her third. A collaboration with Laurel Weldon, this NSF-funded project explores women's rights and gender equality policies through comparative analysis of 70 countries. Pieces of the project have appeared in *Perspectives on Politics*, *Indiana Journal of Global Legal Studies*, as a background paper for the World Bank's *World Development Report 2012*, and will be published in *American Political Science Review*.

Professor Htun's article "Civic Origins of Progressive Policy Change: Combating Violence Against Women in Global Perspective", co authored with Laurel Weldon was recently published in the *American Political Science Review*. For more details and to read the full article please click here: <http://journals.cambridge.org/action/displayAbstract?fromPage=on-line&aid=8675829>.

Lecturer III Peter Kierst (MA in Political Science and JD, University of New Mexico) teaches Constitutional Law and American political theory. He is a trial lawyer who has been practicing law in New Mexico for 28 years. Since joining the Political Science faculty full-time in 2005 he has been "of counsel" to the firm of Sutin, Thayer and Browne. For many years before that he

was a shareholder in the firm of Eaves, Bardacke, Baugh, Kierst and Kiernan. He was an adjunct professor of Evidence and Trial Practice at the UNM Law School for 12 years. He has been awarded the highest possible professional rating (AV) by the Martindale-Hubbell lawyer-rating service, and the State Bar's Zenith Award for professionalism in education. He has represented the Governor of New Mexico on a variety of constitutional and statutory issues, and most recently represented the State Engineer in a lawsuit regarding the constitutionality of the state's Active Water Resource Management Regulations. He has received numerous recognitions from UNM student organizations for his teaching, and was twice nominated for the UNM Lecturer of the Year award. He serves as the department's Undergraduate Advisor, and works closely with majors and minors in completing their degree programs.

Professor Kendra Koivu (PhD Political Science, Northwestern University) joined the department in August 2012. She has two main lines of research within the comparative politics subfield. The first includes the political economy of illicit markets, the development of international drug control regimes, transnational narcotics trafficking, and the twin processes of state-building and illicit market / organized crime development. The second involves the logic of inquiry and philosophy of science, specifically Boolean and set-theoretic qualitative methods. A book manuscript in process examines organized crime / state relations in Turkey, the UK, Finland, and Japan during the inter-war period. Another paper in progress examines variations in the degree of coercion used by illicit market actors in late 20th Century Turkey.

Her first publication is:

- "The Logic of Explanation in the Social Sciences," *Comparative Political Studies*, 42:1, January 2009, 116-146 (with James Mahoney and Erin Kimball)

Koivu's paper "The Gap Within: Differences between Qualitative Approaches," (with Erin Kimball) was nominated for a Sage paper award at the American Political Science Association annual meeting.

Professor Timothy Krebs (PhD Political Science, Loyola University) studies urban politics in a way that relates to more general theory about political behavior and institutions. His current work focuses on campaign rhetoric in U.S. mayoral campaigns with a specific focus on the role of deracialized speech. Using a unique data set of candidates' television advertisements, this work examines speech on issues and candidate traits, as well as the tone of ads aired by mayoral candidates in the U.S. His policy research focuses on the role of political, demographic partisan, and institutional factors in shaping urban policy outputs. He is also studying anti-tobacco policies in U.S. counties.

Examples of his published work include two book chapters on urban elections and policy in edited volumes published by Routledge and Oxford University Press, and the following articles:

- Krebs, Timothy B., and John P. Pelissero. 2010. "What Influences City Council Adoption and Support for Reinventing Government? Environmental or Institutional Factors?" *Public Administration Review* 70:258-267.

- Krebs, Timothy B., and John P. Pelissero. 2010. "Urban Managers and Public Policy: Do Institutional Arrangements Influence Decisions to Initiate Policy?" *Urban Affairs Review* 45:391-411.

Professor Deborah McFarlane (Doctor of Public Health, University of Texas Health Sciences Center at Houston) studies both policy development and policy implementation, with an emphasis on health and population. Among other things, she is interested in how fiscal federalism affects health policy outcomes. Professor McFarlane's substantive focus has been on reproductive health politics and policies, including sexuality education, family planning, and abortion. Currently, she is collaborating in a funded study of the implementation of the Institute of Medicine's Recommendations for Women's Preventive Health Services and is working on a book, tentatively titled *Global Population and Reproductive Health* under contract with Jones and Bartlett.

Her research includes The Population and Reproductive Health Oral History Project, funded by the William and Flora Hewlett Foundation:

<http://www.smith.edu/libraries/libs/ssc/prh/prh-intro.html>

Assistant Professor Jillian Medeiros (PhD Politics and International Relations, University of Southern California) conducts research within the field of American Politics. More specifically she examine how racial attitudes impact public opinion toward public policies such as health care, education, and immigration. Professor Medeiros also examines Latino public opinion toward health care reform, and how this impacts the Latino community's political attitudes. Overall, her research examines how issues related to race and ethnicity impact our political system.

Selected publications are:

- Jillian Medeiros and Gabriel Sanchez. "The Growing Latino Electorate and the Anti-Latino Policy Backlash." Chapter in *Enduring Questions* edition. Praeger Publishers.
- Gabriel R. Sanchez, Jillian Medeiros and Shannon Sanchez Youngman. "The Impact of Health Care and Immigration reform on Latino Support for President Obama and Congress." *Hispanic Journal of Behavioral Sciences*. February 2012.
- Sanchez, Gabriel and Jillian Medeiros. Dec. 2009. "Latinos' Views on Health Care Reform in the Midst of the Historic Congressional Debates of 2009." The Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico. Albuquerque, New Mexico.

Assistant Professor Juan Pablo Micozzi (PhD Political Science, Rice University) conducts research on the comparative workings of legislatures, focusing especially on the impact of political ambition, gender, ethnicity and group membership over congressional behavior in multiple countries. Professor Micozzi is particularly interested in varying empirical approaches to legislative performance, including roll call votes, cosponsorship and bill drafting. He has conducted research on the federal legislatures of Argentina, Brazil, United States, Uruguay, and Argentine subnational congresses. Currently, Professor Micozzi is starting an ambitious project to explain the history of the Argentine Congress in the 19th and early 20th centuries using empirical indicators. He is also interested in electoral institutions, federalism, subnational politics,

research methodology and the use of programming for the data generation process. Examples of his recent work are:

- “Argentina: Resilience in the Face of Challenges”. 2011. In Levine, Daniel, and José Molina (eds.), *The Quality of Democracy in Latin America*, pp. 63-82, Boulder, CO: Lynn Rienner Publishers. With Mark P. Jones.
- “Control, Concertación, Crisis y Cambio: Cuatro C para dos K en el Congreso Nacional.” 2011. In Miguel De Luca and Andres Malamud (eds.), *Política y sociedad en los años del kirchnerismo*, pp. 49-62, Buenos Aires: Eudeba. With Mark P. Jones.

Assistant Professor Kathy Powers (PhD Political Science, Ohio State University) specializes in international relations. Much of her present research specifically focuses on the relationship between trade and conflict, international organizations and international law as well as human rights and restorative justice. She also focuses on international cooperation specifically institutional design in world politics. Dr. Powers is interested in the determinants of institutional creation, change, effects and termination. She specifically examines the consequences of economic institutions transformation into military organizations on conflict and how the design of the institutions of justice like war crimes tribunals, truth commissions and international courts influence whether victims of human rights violations seek reparations and are awarded them globally. She is the recipient of the 2010 Project for New Mexico Graduates of Color Faculty of Color Teaching Award, as well as the 2013 UNM Office of Support for Effective Teaching New Teacher of the Year Award. She is an affiliated faculty member in the UNM Law School and in Africana Studies.

Samples of her scholarship follow:

- Kathy L. Powers and Gary Goertz, "The Economic--Institutional Construction of Regions: Conceptualization and Operationalization," *Review of International Studies*, forthcoming.
- Kimberly Proctor and Kathy L. Powers. "Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" 45 pages, forthcoming, *Foreign Policy Analysis Journal*.
- Kathy L. Powers. "The Globalization of Reparations Movements," *NAACP Special Edition*. pgs. 1-17, July-August 2007. 2nd edition.

Associate Professor Michael Rocca (PhD Political Science, University of California, Davis) studies American politics with an emphasis on American national institutions, particularly the US Congress. Most of his work deals with the politics of congressional position taking. He also conducts research on Latino politics in the US Congress. Professor Rocca's work appears in *Political Research Quarterly*, *Legislative Studies Quarterly*, *American Politics Research*, *Social Sciences Quarterly*, *Congress and the Presidency* and *PS: Political Science and Politics*. He has over thirteen articles in print, and an article forthcoming in *Journal of Politics*. Professor Rocca received the 2009-2010 College of Arts and Sciences Award for Teaching Excellence.

Recent publications include:

- Michael S. Rocca and Stacy Gordon. "Earmarks as a Means *and* an End: The Link Between Earmarks and Campaign Contributions in the US House of Representatives." *Journal of Politics*. Forthcoming (accepted June 23, 2012).

- Michael S. Rocca, Gabriel Sanchez and Jason Morin. 2011. "The Institutional Mobility of Minorities in Congress." *Political Research Quarterly* 64: 897-909. Received Best Paper Award, *Political Research Quarterly*, 2011.

Professor Andrew Ross (PhD Political Science, Cornell University) researches at the intersection of international relations theory and practice. His current research focuses on the contemporary U.S. nuclear policy, strategy, and force structure debate among "maximalists," "minimalists," and abolitionists and on military innovation. He has become increasingly engaged in science and technology policy, particularly defense science and technology policy.

His publications include:

- "Frameworks for Analyzing Chinese Defense and Military Innovation," with Tai Ming Cheung and Thomas G. Mahnken, SITC Policy Brief No. 27, University of California Institute on Global Conflict and Cooperation, September 2011. Included in Tai Ming Cheung, ed., *New Perspectives on Assessing the Chinese Defense Economy: 2011 Industry Overview and Policy Briefs*, La Jolla: University of California Institute on Global Conflict and Cooperation, October 2011, pp. 77-80.
- "On Military Innovation: Toward an Analytical Framework," SITC Policy Brief No. 1, University of California Institute on Global Conflict and Cooperation, September 2010. Included in Tai Ming Cheung, ed., *The Rise of the Chinese Defense Economy: Innovation Potential, Industrial Performance, and Regional Comparisons—Policy Briefs*, La Jolla: University of California Institute on Global Conflict and Cooperation, September 2010, pp. 14-17.

Associate Professor Gabriel Sanchez (PhD Political Science, University of Arizona) specializes in American politics. His research largely explores the political behavior of racial and ethnic populations in the United States, Latino health policy, and the congressional behavior of Latino and African American members of Congress. He is currently the Interim Director of the Robert Wood Johnson Foundation for Health Policy at UNM. His teaching has been recognized by the 2007-2008 Faculty Excellence Award from the UNM Office of Equity and Inclusion. He has numerous articles in print, including:

- Michael Rocca, Gabriel R. Sanchez, and Jason Morin. 2011. "The Institutional Mobility of Minorities in Congress," *Political Research Quarterly*, Vol. 64, No.4, pp. 897-909. (This article was recently named the "Best PRQ Article Award" for 2011).
- Gabriel R. Sanchez and Jason Morin. 2011. "The Effect of Descriptive Representation on Latino's Views of Government and of Themselves," *Social Science Quarterly*, Vol. 92, No. 2, pp. 483-508.
- Gabriel R. Sanchez and Natalie Masouka. 2010. "Brown Utility Heuristic? The Presence and Contributing Factors of Latino Linked Fate," *The Hispanic Journal of Behavioral Sciences*, Vol.32, No.4, pp. 519-531.

Professor Andrew Schrank (Ph.D Sociology, University of Wisconsin, Madison) is a scholar of political economy. Much of his published work relates to political economy of development, with an emphasis on Latin America, though his current work includes advanced industrial

economies. He is currently working on three principal projects: a comparative study of labor inspection regimes in Europe and the Americas (with Michael Piore at MIT); a theory of "network failure" with applications to the United States manufacturing sector (with Josh Whitford at Columbia University); and the development and application of new measures of government administrative capacity (with Marcus Kurtz at the Ohio State University).

Some resulting publications are:

- "Anatomy of Network Failure." *Sociological Theory* 29 (3) 2011. Co-authored with Josh Whitford, Columbia University.
- "Co-producing Workplace Transformation: The Dominican Republic in Comparative Perspective." *Socio-Economic Review* 9 (2) 2011.

Professor Christine Sierra (PhD Political Science, Stanford University) is an American politics scholar whose research and teaching focuses on the subfields of race, ethnicity, and gender politics. Her current major research project is a national study of elected officials of color in the United States. This study, known as the Gender and Multicultural Leadership Project (GMCL), investigates the backgrounds, trajectories to office, political attitudes and policy positions of African American, Hispanic, Asian Americans serving in federal, state, and local office. Sierra is also an expert on Latino/a politics, at the national level and in the state of New Mexico. She examines Latino/a electoral behavior as well Latino political mobilization, including social movement activism and community-based organization. She also has a longstanding research focus on the politics of U.S. immigration. She is Director of the Southwest Hispanic Research Institute at UNM.

Examples of her work follow:

- Coauthored with F. Chris Garcia. "Hispanic Politics in a Battleground State: New Mexico in 2004," in *Beyond the Barrio: Latinos in the 2004 Elections*. Edited by Rodolfo O. de la Garza, Louis DeSipio, and David L. Leal. South Bend, IN: University of Notre Dame Press, 2010, pp. 97-130.
- "Latinas and Electoral Politics: Movin' On Up," in *Gender and Elections*, 2nd edition. Edited by Susan J. Carroll and Richard L. Fox. Cambridge: Cambridge University Press, 2009, pp. 144-164.

Professor William Stanley (PhD Political Science, Massachusetts Institute of Technology) conducts research on political violence and its prevention, with an emphasis on Central American cases. His first book, *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador* (1996) examined the political dynamics behind the mass killings carried out by the military and police in El Salvador in the 1970s and 1980s. His second book *Enabling Peace in Guatemala: the Story of MINUGUA* International Peace Institute/Lynn Reinner, (2013) is an assessment of the strategies of the United Nations for bringing peace and post-war stability in a context of limited international political leverage and strong domestic resistance to reform. His work on political violence, counterinsurgency, and post-conflict reform of police and justice institutions has appeared in the journals *International Organization*, *Politics and Society*, *Global Governance*, *International Peacekeeping*, and others.

Earlier works include:

- “Counterinsurgency in El Salvador,” *Politics and Society*, 38 (10), March 2010, with Mark Peceny, pp. 67-94.
- “Multiple Transitions and Interim Governance El Salvador and Guatemala,” for *Interim Governments: Institutional Bridges to Peace and Democracy?* Karen Guttierri and Jessica Piombo, eds., pp. 123-146. Washington, D.C.: United States Institute of Peace Press, 2007.

5D: Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

Each faculty member’s profile page on the Department’s website includes a link to their curriculum vitae:

<http://polisci.unm.edu/people/faculty/index.html>

Criterion 6, Resources and Planning

“The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.”

6A: Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board’s recommendation are incorporated into decision making.

The Department is small and does not have an advisory board. Allocation and planning of Department resources for any large, recurring expenditure occurs only after the faculty as a whole has discussed and approved the expenditure, usually during a faculty meeting.

Approximately 97 percent of the department budget is committed to faculty and staff salaries, as well as graduate assistantships. Otherwise, budgets are small and allocations outside the norm are made on an as-needed basis, decided by the Department Chair in consultation with the Department Administrator.

6B: Provide information regarding the unit’s budget including support received from the institution as well as external funding sources.

Our fiscal year runs July through June. Our budget process begins in January each year, with year-end projections made for the following June to identify what carry-forward balance, if any, may exist. In preparing our budget request for the next fiscal cycle, the Department Chair and Administrator examine how funds were spent over the preceding year, discuss upcoming department needs and anticipate large expenditures, and budget accordingly. Any carry-forward balance from the previous fiscal year rolls into the new fiscal year and is added to our annual allocation from the institution.

Operating funds allocated to the department are currently insufficient. For over a decade, we received a flat \$39,914 for all operations of the department, office supplies, computer and printer supplies, computer and other equipment purchases and maintenance, faculty conference travel,

faculty recruitment and search costs, postage and phones, and printing and document destruction services. In their 2002 APR report, Sigelman et. al. observed that the department's operating budget at that time had stagnated for many years, and that this interfered with faculty professional development and "full participation in the discipline." This problem has not been addressed. On the contrary, it has recently worsened. In fiscal years 2006 through 2008, our operating budget had been supplemented by travel funds from the college. However college travel funds were eliminated in 2011, at the same time that the college (on instructions from higher levels) rescinded \$15,930 from our operating budget. For both fiscal years 2012 and 2013, we received only \$30,979 for all operations including faculty travel, effectively a 41 percent cut versus our annual budgets in FY 2008 and 2009. It is understood that the university had to absorb significant budget cuts imposed by the state legislature, and since most of our budget is committed to salaries for tenured faculty and staff, operating budgets and student funding were particularly hard hit. Other cuts during this period included the elimination of college funding for the department's individual undergraduate internships (the Harris and Santa Fe Legislative internships were not affected).

In response to these reductions, the department adopted a spending cap on faculty and graduate student conference travel, limited to \$1,000 per person. The traveler must have presented a paper and/or participated in the conference in some way to gain approval of reimbursement. During an active travel and recruitment year, it is possible to spend close to one-half of our operating budget on travel alone. To reduce costs, we eliminated telephones in most faculty offices, which adversely affects the accessibility of faculty to students, and office staff workload due to message-taking.

In parallel with the cuts to our operating budget, the only way to meet our overall rescission target was to eliminate 1.5 graduate assistantships. The department subsequently won two GA lines in a College competition based on a proposal to add discussion sections to POLS 220 "Comparative Politics."

Because of short-term monies from Extended University on-line course revenue sharing, as well as "buy-out" money received for faculty administrative assignments and funded research, we have been able to sustain our operations without deficit spending. However, this is not sustainable. We have no forward visibility regarding the EU revenue sharing model. The formula for FY 14 significantly reduces the return (and therefore increases the size of classes needed to break even). We have been told that it is possible that on-line courses may in the future generate no return for departments at all. Second, through administrative and research buyouts, we are in effect trading the teaching talents of highly qualified senior faculty members for operating money. This is not a trade that we would make voluntarily, and it is not sustainable. Simply put, the department needs to have a reliable source of funding sufficient to maintain the operations of the department, have telephones in faculty offices so that we can be accessible to students and the public, pay for faculty and graduate student recruitment, and enable faculty to travel to conferences and maintain the professional networks that are essential to their career development as well as that of their students.

DEPARTMENT OF POLITICAL SCIENCE

Operating Budget 2006 - 2012

Year	Budget	Travel Funds	Rescissions	Total
2006	\$39,914	\$8,520	0	\$48,434
2007	\$39,914	\$12,000	0	\$51,914
2008	\$39,914	\$12,800	0	\$52,714
2009	\$39,914	\$12,800	0	\$52,714
2010	\$39,914	\$6,400	0	\$46,314
2011	\$39,914	0	-\$15,930	\$23,984
2012	\$30,979	0	0	\$30,979

Figure 19 Department Operating Budget 2006-2012

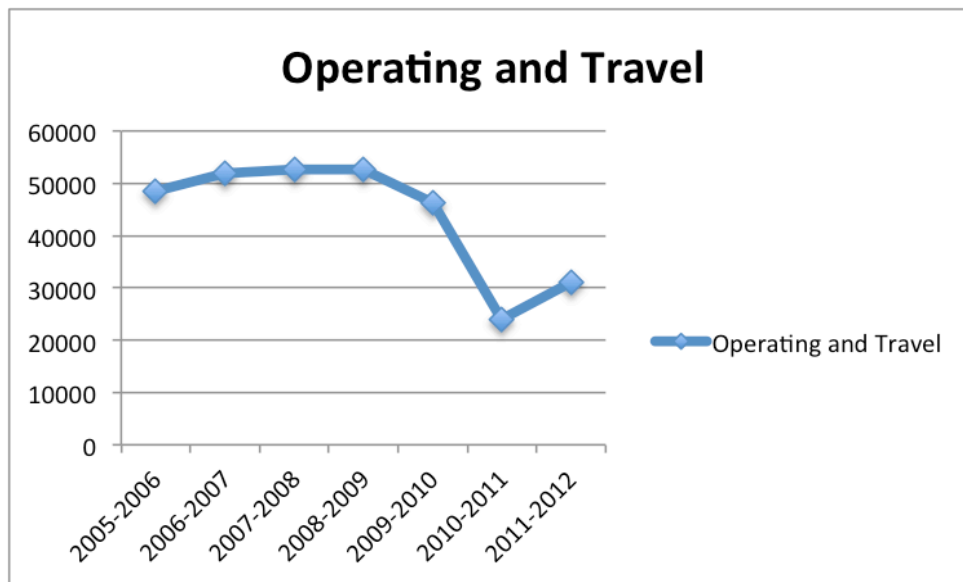


Figure 20 Department Operating and Travel Line Graph

Aside from the operating budget, the department has a research account funded by research overhead earnings (commonly referred to as F&A [Facilities & Administrative]) from contracts and grants. Because the volume of funded research in Political Science is relatively low, and because some of the F&A balances date back to days when IPP generated a high flow-through of contracts and grants, we view the F&A account as a semi-renewable resource. We restrict spending from this account to research-related purchases and expenses, and try to protect the balance as a reserve against unforeseen needs that may arise.

Individual faculty members have been awarded grants from the National Science Foundation, National Institute of Health, Bernalillo County, and the UNM Robert Wood Johnson Foundation Center for Health Policy, among others. Both the RWJFC and UNM's Latin American and

Iberian Institute have provided conference and research travel support for faculty members, supplementing and in some cases relieving the department budget.

The department also has a few small donor accounts that accumulate contributions from the public, alumni, and emeriti faculty. Balances of these accounts range from \$1,000 - \$3,000. Donors specify how the funds may be spent – presently, all are for graduate student or faculty assistance with research and travel-related expenses. Spending from these accounts is at the discretion of the Department Chair.

6C: Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

The Department has two full-time (1.0 FTE) staff employees. The Department Administrator is responsible for managing the daily administrative operations of the department. This includes the coordination and oversight of all fiscal activity, human resources transactions, purchasing, property and inventory management, coordination of Department functions, administration of scholarship funds, travel administration and reconciliation, coordination of mid-probationary and tenure & promotion faculty reviews, and supervision & evaluation of subordinate employees. She works closely with the Department Chair and faculty, providing guidance on compliance with University policy.

The Administrative Assistant primarily works as the graduate program assistant, working directly with the faculty graduate advisor. She closely interacts with prospective, newly-admitted, and continuing graduate students providing guidance on all administrative aspects of the graduate program from application through graduation. Additionally, she coordinates the Department's course offerings each semester, assists Department faculty with correspondence and miscellaneous projects, collects and distributes mail, covers the front office and telephone, greeting & directing callers and visitors.

6D. Describe the library resources that support the unit's academic and research initiatives

Overview

The University of New Mexico's University Libraries (UL) consist of 4 campus libraries: Zimmerman Library (Social Sciences, Humanities, Education), Parish Memorial Library (Business and Economics), the Fine Arts Library (Fine Arts, Art History, Architecture), and the Centennial Science and Engineering Library (sciences, engineering).

Within the UL system, Zimmerman Library is the principal library that supports, provides a variety of research services, collection development, data management, and instruction services for the Political Science Department. Parish library contains resources related to economic trends and development. The other campus libraries may provide ancillary support to undergraduate and graduate programs. Zimmerman Library contains the main components in the core collection for monographs, serials, and electronic databases and resources (e.g. E-books). Zimmerman is the largest of the four campus libraries and is, as well, one of the largest libraries in New Mexico. Zimmerman also houses the 75% of the Federal Depository Library Program's Regional

Depository Library. It also houses the majority of the New Mexico State Depository Library Program.

Also relevant to Political Science, but operated separately, are the Law and Health Sciences libraries. The Law Library is fully accessible to Political Science students and faculty, and provides resources in US and international law, as well as human rights. The Health Sciences library may become increasingly important as the department seeks to strengthen its research and teaching on health policy.

Zimmerman houses the Center for Southwest Research (CSWR), a collection of materials supporting the comparative and interdisciplinary scholarship on New Mexico, the American Southwest, and Latin America. The Herzstein Latin American Reading Room provides a dedicated display and shelving area, as well as work areas, for current periodicals from Latin American. Additionally Zimmerman Library provides a host of support services for undergraduate, graduate, and faculty research through subject specialists in government information, indigenous peoples, and Latin, Iberia, central and South America. The Center for Academic Program Support Services (CAPS) is located on the 3rd floor of Zimmerman Library and provides services for teaching faculty as well as academic support to students enrolled in courses numbered 100-499.

The UL is a member of the Association of Research Libraries. In 2009/2010 the University of New Mexico ranked 83rd out of 115 (latest figures available), based on library materials, salary and total number of professional and support staff.

The UL contains approximately 4 million cataloged volumes, 60,000 tangible and electronic journals and over 450 on-line databases. The Federal Regional Depository library also contains approximately 1 million volumes of paper, microfiche, CD-ROM and electronic resources. In the past few years Zimmerman Library has acquired over 200 personal computers that are available to UNM faculty, students and staff via a secure login. Recently Zimmerman Library was designated as the 24/5 library; all UNM students, staff and faculty can gain entry to Zimmerman Library Sunday through Thursday nights with appropriate credentials. Combined, these resources provide the life system required to support the undergraduate, graduate, and research agendas of the Department of Political Science.

Within the UL system services are available to the University community, faculty, students and staff. Many of the resources are now available in an electronic environment, a shift the UL has aggressively pursued over the past several years. While the UL continues its commitment to the development of tangible collections where appropriate, the UL also recognizes that with near-universal network access and the prevalent use of tablet computers as reading devices, increasingly electronic resources are the preferred choice of access for many clients, especially since they are available 24/7 and not location-dependent. This assures immediate access to fundamental and pertinent information resources.

Library services are divided into several categories:

1. *Combined Service Point:* The Combined Service Points (CSP) is a blending of public services that formerly consisted of Circulation, Interlibrary Loan (ILL), Reference and Reserve.
 - a. Faculty and graduate students are permitted to hold circulation monographs for one semester, with one renewal. If the resources are required for extended periods of time arrangements can be made. The UL no longer allows the circulation of bound or unbound serials. However, under certain conditions a serial may be borrowed for a brief period of time.
 - b. Interlibrary Loan services are provided to all members of the University community. The UL is a member of the RAPID program which expedites acquisition of journal articles if available electronically. As well, ILL will purchase monographs upon request of the faculty or graduate student. [Political Science Chair's comment: The ILL system works extremely well and swiftly. This is especially helpful for comparative politics and international relations work on world regions on which Zimmerman is not as strong, particularly Africa and Asia. As noted elsewhere, the Latin American regional collection is exceptionally strong and no doubt we are a net lender of such materials.]
 - c. References services are provided in-person during the majority of hours Zimmerman and other campus libraries are open. As well the UL offers a "virtual Librarian" service through chat, email, and text.
 - d. Reserve provides a central location for teaching faculty to place articles, monographs and other pertinent instruction/research materials for students to review. Zimmerman Library provides an area for tangible materials to be placed as well as assists in the provision of electronic copies. Reserve also provides a limited number of laptops, I pads, and Kindles for students to borrow and dispenses study group room keys.
2. *Catalogs and Finding Aids:* The UL materials are arranged according to location codes and call numbers. There are three distinct call number systems currently utilized in the UL: the Library of Congress (LC), Dewey Decimal and the U.S. Superintendent of Documents. Since the last review many of the Dewey Decimal materials have been reclassified to LC. **LIBROS** is the current Integrated Library System (ILS) utilized within the UL and contains the majority of holdings. The exception being government information prior to 1976 which can be accessed via on-line and tangible finding aids. The UL is currently reviewing a RFP for a new ILS which will likely be selected and implemented over the summer of 2013.

LIBROS provides access to bibliographic records for all materials held in the UL, Law and Medicine. UNM also participated in a library consortium which includes local, regional and other New Mexico university libraries. Access to holdings includes monographs, serials, microforms, government information, sound recordings, archival materials, and electronic books and journals.

Searches can be performed by author, title, subject, key word, and ISSN/ISSB numbers. Each record provides information on call number, location, availability, number of copies available and a link to a course reserve if applicable. If the item is in circulation the

system provides a recall capability providing a requestor access to the circulated piece within 2 weeks of the recall.

3. *Public Services:* Each library within the UL provides a variety of general and specific public services for undergraduates, graduate, and faculty. Each library maintains a small tangible, comprehensive selection of bibliographic research tools that enhance access to the tangible collections. Over the past several years the UL has transitioned to an electronic environment in which many of the traditional research tools are now available electronically. With over 450 electronic databases providing abstract to full-text electronic resources, the UL supports the current and future requirements for research at all levels for Political Science (see <http://elibrary.unm.edu/> for a complete list of available databases). As noted in Number 1, each library has a Combined Service Points desk.
4. *Library Instruction:* Individual and group instruction sessions may be scheduled at the convenience of the faculty, instructor or student. Group Library instruction sessions, arranged by the faculty or instructors, are tailored to the specific requirements of the class. These sessions include an introduction to the variety of library services available, an overview of the specific tangible and electronic resources, and other resources as requested. These sessions are generally conducted by the Subject Specialists within that discipline.

Individual sessions are also available and can be made with the Subject Specialists via email or phone. More detailed information and assistance is available whereby the Subject Specialists will provide detailed instruction on the use of a specific database, research assistance and other needs as expressed by the student.

5. *Other Services:* The UL provides a plethora of support services designed to assist the undergraduate or graduate student in their research, writing or presentation requirements. There are a number of photocopiers available in each library including color copiers. Microfiche/Microfilm reader/scanners are available with have copy, email, scanning, and printing functionality. Each library also provides course reserves, book renewals, group study spaces, laptop borrowing, and wireless networking. The UL also provides an “Ask a Librarian” service—students may contact, via text, email, or phone, a librarian who can provide research assistance. Finally each Subject Specialists has developed research guides that provide a wealth of information on conducting research, database utilization, citation guides, and other resources.
6. *Data Management:* A variety of research data management, publication and archiving services are available from the University of New Mexico Libraries. As federal and public interest grows with regard to the provision of and access to publically funded research data, faculty members may refer to the University Libraries for assistance with creating Data Management Plans, developing research documentation, and providing for the preservation and access of data and other research products. Faculty may also consult with Data Librarians regarding data collection, work flow development, and support or referrals for data analysis and visualization resources.

7. *Course Offerings:* The UL is actively engaged in instruction through the development of credit and non-credit courses:
 - a. The INFO curriculum meets a growing need for courses in data and information management. These courses provide students the conceptual and practical training which allows them to effectively design, manage, analyze, visualize and preserve data and information. Each course is a semester in length.
 - b. The Environmental Information Management Institute provides MS and PhD students and professionals with the conceptual and practical training which allows them to effectively design, manage, analyze, visualize and preserve data and information. This course is conducted in a 3-week summer session.
 - c. UL faculty and staff actively participate in a variety of lower and upper level classes providing bibliographic instruction for a class or by individual appointment. The Center for Academic Programs Support (CAPS) is located on the 3rd floor of Zimmerman Library. CAPS provide tutorial assistance for undergraduate and graduate students.
8. *Services for patrons with disabilities:* Access Services provides academic support for students who have been diagnosed as learning disabled. The UL offers specialized services to patrons with physical disabilities. For patrons with visual impairments Zimmerman Library provides specialized equipment and resources.

Coordination Between the Library and the Political Science Faculty

The UL has witnessed an erosion of funding since the last review. There are a number of contributing factors including less money from student fees, decreased funding from state and federal resources, substantial increases in journal access, and other pressures that universities across the country have faced. Shifting priorities within the UL and the Department also contribute, to some degree, the allocation of monies earmarked for collection development activities. New faculty require non-traditional access to information; in turn, those requests compete and conflict with limited allocations and resources. The UL attempts to meet traditional and non-traditional demands equally, performs periodic reviews of database and journal acquisitions, and obtains information from research and teaching faculty often.

The UL Cataloging and Acquisitions Department coordinates the selection of all monographs, serials, maps, and other materials found in the UL collection. Responsibility for selection and budget allocations is divided among subject specialist in several clusters (e.g. Social Sciences, Humanities, and Sciences). Each academic department has a designated selector with they consult. For Political Science, the primary selector is Professor Daniel Barkley. The subject specialist has a degree of latitude over monographic spending; very little among database or journal acquisition. Due to serious funding issues, if faculty request a new journal or database, another must be eliminated; there is little, if any, additional funding available to acquire new journals or databases while maintaining current selections. The table below shows the extent of contraction in the acquisitions budget for Political Science over the past 4 years:

Expenditures	2009	2010	2011	2012
Journals	\$9,545	\$15,657	\$3,283	\$7,966
Books	\$24,102	\$6,327	\$14,037	\$14,738
E-resources	\$31,392	\$39,105	\$25,851	\$15,550

Book expenditures include political science books that came through the approval plan and firm orders, and they fall within the “J” and “K” classifications (excluding “H” or “D” or anything else).

The UL does not always track allocations by subject, particularly in the electronic environment. Many of these journals are acquired as part of large packages so it becomes challenging to isolate what is spent for Political Science in a database that may also contain journal content for the Humanities.

According to our electronic resource management system, here are the subjects for which we have access to electronic journals, with the number of journals in each subject:

Subject Headings in Law, Politics & Government

- Canon Law (14)
- Government - General
 - Government Documents & Papers (25)
 - Political Institutions & Public Administration - General (105)
- Government - Non-U.S.
 - Government - Asia (22)
 - Government - Canada (4)
 - Government - Central & South America (10)
 - Government - Europe (41)
 - Government - Mexico (1)
- Government - U.S.
 - Local Government - U.S. (10)
 - Political Institutions & Public Administration - U.S., Executive Branch (16)
 - Political Institutions & Public Administration - U.S., General (50)
 - Political Institutions & Public Administration - U.S., Legislative Branch (4)
 - Political Rights - U.S. (14)
 - State Government - U.S. (18)
- Human Rights (95)
- International Law
 - International Cooperation (66)
 - International Law - General (216)
 - Treaties, International (33)
- International Relations (205)
- Law - Non-U.S.
 - Law - Africa, Asia, Pacific & Antarctica (53)
 - Law - Americas, Latin America & West Indies (6)

- Law - Canada (28)
 - Law - Europe, except U.K. (41)
 - Law - Great Britain (32)
- Law - U.S.
 - Constitutional Law - U.S. (82)
 - Criminal Law & Procedure - U.S. (41)
 - Disabled Legislation - U.S. (9)
 - Food, Drug & Cosmetics Legislation - U.S. (7)
 - Health Insurance and Medicare Legislation - U.S. (8)
 - Health Professions Legislation - U.S. (1)
 - Intellectual Property Law - U.S. (34)
 - Labor Law - U.S. (27)
 - Law - U.S. - General (640)
 - Law - U.S., Local - except NYC (3)
 - Medical & Hospital Legislation - U.S. (31)
 - Military Law - U.S. (12)
 - Public Finance Laws - U.S. (49)
 - Public Health Legislation - U.S. (36)
 - Public Property Laws - U.S. (34)
 - State Law - except N.Y. (151)
- Law, General & Comparative (2421)
- Political Science (1)
 - Colonialism & Postcolonialism (5)
 - Immigration & Emigration (27)
 - Political Science - General (418)
 - Political Science Study & Teaching (6)
 - Political Science Theory (22)
 - Political Theory of the State (25)
 - Public Finance (125)
 - Socialism, Communism & Anarchism (50)

Adequacy of the Library Collection

In many areas the UL collections support studies for the advanced undergraduate and graduate student. The UL also makes a considerable effort to support the Political Science faculty in their research and instruction needs although, as noted earlier, budget constraints impact what can be provided.

The UL collections are, nonetheless, well suited for undergraduate and graduate degree programs offered by the Political Science Department. As Zimmerman Library's focus is on the Social Sciences, Humanities, and Education, the monograph and serial collections in these areas are diverse, timely and scholarly. Additionally, the UL in general and Zimmerman Library in particular continue to strive to provide enhanced access to e-books, journals, and databases that support the undergraduate and graduate requirements.

In particular, the emphasis on Latin American politics garners support from three areas within the UL: the Center for Southwest Research, the Latin American collection, and the shifting of

funds within the political science allocation. As the Political Science Department has added new programs and areas of focus such as minority politics and civil conflict, the UL has strived to support these programs within the constraints imposed by declining budgets.

Criterion 7, Facilities

“The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.”

7A: Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

The Department of Political Science has 21 faculty offices, including the Department Chair's, and three windowless graduate student offices. Nineteen of the 21 offices are occupied by 16 regular, full-time faculty, two full-time Lecturers, and one visiting assistant professor.

The remaining five offices (two faculty offices and three grad student offices totaling 653.6 square feet) are currently occupied by 21 graduate students (roughly 31 square feet per person). It is the Department's usual practice to provide office space for its graduate students holding assistantship assignments. We have 18 additional graduate students who do not currently have Department office space assigned to them. The overcrowding of graduate students is evident to anyone who inspects their offices. In room SSCI 2044, for example, we have five student desks in 165 square feet. This crowding places a high premium on students' maintaining silence so as not to interrupt one another's work. Despite the good will of the students, there have unavoidably been tensions and distractions. The department previously had student office space assigned to us in Marron Hall, but this was revoked during a renovation project and no compensatory space was assigned to us. This coincided with a period during which our faculty numbers were unusually low. As we have gradually rebuilt the faculty, space constraints have become critical.

This situation will soon worsen. As noted, we are currently using two faculty offices for graduate students (SSCI 2038, which is not currently assigned to a faculty member, and SSCI 2053 which is assigned to Dean Mark Peceny, but that he has graciously allowed us to assign temporarily to three graduate students). With any increase in faculty we will not have desk space even for the graduate students we are employing.

We have one conference room of 577 square feet that doubles as a seminar classroom. We also have a library room of 217 square feet that can accommodate 8-10 people and doubles as a small conference room.

The Department also has two administrative offices occupied by two full-time staff (one in each office). Additional program space includes a workroom of 255 square feet (where the copy machine and mailboxes reside), and a lounge of 253 square feet that serves as our lunchroom and the only place that graduate students can meet without distracting other students given the crowding in offices. The lounge houses a refrigerator and microwave, and occasionally doubles

as an informal conference room when no other space is available. We have insufficient space in the administrative offices to store the confidential files of admissions and job search applicants; as a result, we have been forced to keep these in semi-public areas in locked cabinets.

Our department's 1992 self-study reported that we had outgrown our floor plan. Pressure on office space eased somewhat at the time of our 2002 self-study because 20 percent of the faculty had left. Now, however, the problem can no longer be ignored. We have no room to house additional faculty, despite our clear need to increase the size of our faculty. Any further crowding of graduate student offices would be impracticable and unsafe. Finding space for graduate students in another building would be better than nothing, but certainly far from optimal for creating a good learning and working environment. Our policy of close collaboration between faculty and students has been highly successful, but we must have a physical space that will allow this to continue. Political Science and Sociology have jointly requested a capital project to expand our existing building. We are not architects, but we note with interest that the building's larger first floor footprint may make an expansion of the second floor feasible at a cost lower than wholly new construction.

7B: Describe any computing facilities maintained by the unit.

The Department has a 12-station instructional computer lab primarily used by its graduate students for research and statistical analysis, and for instruction of Political Science statistics and methodology courses at both the undergraduate and graduate levels. In addition to 12 PCs, it has one instructor's station, a printer, a projector, and a screen. All workstations are networked through a server.

The lab is partially self-supported by funds generated by course enrollment fees assessed for the specific statistics and methodology courses conducted in the lab. These course fees are modest and generate revenue sufficient to supply the lab with paper, printer toner, and updates to statistical software packages. The fees collected are not sufficient to support the full capital costs of computers, monitors, and peripherals, which we renew from time to time using operating funds.

Competition for general, campus-wide lab space for classes and other purposes is very stiff. The existence of the department's computer lab is ideal, as it offers our graduate students, professors, and instructors the convenience of being able to stay within the department for classes and meetings. Using the department lab allows our faculty to save time and our graduate students are permitted 24-hour access.

We do not have an information technologies technician on staff; the lab network and equipment are supported and maintained by one staff person and two work-study students employed by the College of Arts and Sciences. These individuals are responsible for supporting the IT needs of all or most of the 37 units within the College. Quality of support from the recently formed college IT office has been excellent, but response times have slowed as workload outstripped staffing. We endorse in concept a recent Arts and Sciences proposal that the department contribute financially to supporting the College's IT staff. However, it is unclear where we will find the funds in our already over-committed operating budget.

The department is not provided with an equipment budget and replacement of lab and other equipment (department-wide) is done in a piecemeal, as-needed basis. We've recently experienced some significant downtime in the computer lab due to an obsolete network structure, aging computer equipment, and the need to wait for the availability of a technician to resolve issues. These issues severely impact our teaching and research initiatives. An upgrade of the internet switching infrastructure within the building in the planning stages and will resolve many of these problems.

Criterion 8, Program Comparisons

"The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate)"

8A: Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, [and] types of programs.

Comparing UNM's Political Science department with our sixteen Higher Education Department peers, the most striking difference is our small size. The average size of our cohort is 25 tenure-track faculty members, versus our 16 (excluding the dean). Only the University of Nebraska and University of Kentucky departments are smaller (at 15 each). The departments at the University of Colorado (Boulder), Oklahoma (Norman), South Carolina, and Virginia are approximately twice our size, and the Government Department at the University of Texas is more than three times our size. The Political Science 1992 self-study report argued: "If we added five positions and increased faculty size to 21, the department of political science would still be below the average size of its peer institutions." Now the average is 25, we have not added any net positions since 1992, and the result is a department that has been performing well but that is unsustainable at current staffing levels.

Also striking is our relative lack of strength in the comparative politics subfield. Among peers, comparative politics faculty number between 2 and 14, with mean of 7. Only the Universities of Arkansas, Kentucky, and Tennessee have as few or fewer.

Moreover, the small size of our faculty translates directly into a high (adverse) ratio of undergraduate majors per regular faculty member. Among peer institutions, the number of undergraduate majors per regular faculty member ranged from 6.3 (Virginia) to 70.18 (Arizona), with a mean of 24.4. Our department ratio is above (more adverse than) average at 28.5. At the graduate level, the ratio looks somewhat more favorable for our department, reflecting our having kept the graduate program small. The number of graduate students per tenure-track faculty member ranges from 1.0 (Virginia) to 4.8 (Arizona). The mean number is 2.6, and our

ratio is 2.5.

INSTITUTION	Number of Tenure Track Faculty by Field								Core Faculty TOTAL*
	American Politics	Comparative Politics	International Relations	Public Policy	Methods	Political Theory	Political Psychology	Other	
University of Arizona	2	6	6	3	2	1	0	0	22
University of Arkansas-Fayetteville	9	2	2	3	2	0	0	0	18
University of Colorado-Boulder	7	9	8	2	2	4	0	0	29
University of Iowa	10	6	4	2	6	1	0	0	23
University of Kansas	8	8	4	5	2	2	1	0	22
University of Kentucky	6	3	1	2	3	1	3	0	15
University of Missouri-Columbia	9	5	4	3	5	0	0	0	19
University of Nebraska-Lincoln	7	5	4	2	1	1	5	1	15
University of New Mexico	6	4	6	3	3	0	0	0	16
University of Oklahoma-Norman Campus	11	5	4	12	2	5	0	0	31
University of Oregon	9	7	6	2	1	4	0	0	22
University of South Carolina-Columbia	8	6	4	4	7	2	1	1	28
University of Tennessee-Knoxville	8	4	4	5	6	0	0	0	19
University of Texas at Austin	16	14	9	5	4	11	3	0	50
University of Utah	7	6	2	2	3	3	0	1	25
University of Virginia-Main Campus	12	13	11	3	11	5	0	0	39
University of Washington-Seattle	11	9	8	6	5	4	2	0	27

* Total reflects tenure-track faculty positions at a university; totals do not match number of tenure track faculty by field because faculty members can have multiple fields.

Figure 21 Comparison of Faculty Across Peer Institutions

One measure of quality of programs, especially at the graduate level, is the research productivity of the faculty itself. We examined publications in journals identified through reputational surveys as the top 10 and top 20 in the discipline for 2007 through 2011. Any list of the top journals is subject to intense debate, since it is known that in responding to surveys about the reputations of journals, scholars tend to privilege journals in their own subfields, and the American politics subfield substantially outnumbers the others. With that caveat, we used a 2009 article on reputational rankings as our point of reference, bearing in mind that the department might appear better or worse using another ranking system such as one based on network analysis of cross-citation.⁴

⁴ Iain McLean, André Blais, James C. Garand, and Michael Giles 2009, "Comparative Journal Ratings: A Survey Report," *Political Studies Review* 7: 18-38.

Examining first the number of articles published in the top 10 journals, we found a range from 1 (Arkansas) to 44 (Texas), with faculty size obviously a major factor. Calculating the number of articles per faculty member, the range is from .06 (Arkansas) to 1.05 (Missouri) with a mean of .54. On this measure, our department is below the mean at .31, and we rank 10th out of 17 departments. If we increase the scope to the top 20 articles, the department's ranking improves. Here the range is from 0.22 (Arkansas) to 2.33 (Nebraska), with a mean of 1.1. UNM published 1.38 articles per faculty member in the top 20 journals during this time period, placing us as 5th out of 17 on this indicator of research success. Combining the top-10 and top-20 journal views, our research publication success by these metrics is solid. We encourage faculty members to seek publication in the top-ranked journals and will redouble these efforts. We find that the tenure and promotion process can create incentives for faculty to play it safe in where they send their articles for review, and expect that as colleagues advance in their careers, they will be willing and able to aim for the top journals. Colleagues have recently had articles accepted to the *American Political Science Review*, *Journal of Politics*, and *American Journal of Political Science*, all top-ranked journals and a positive indication of future placements.

INSTITUTION		NUMBER OF PUBLICATIONS IN TOP 10 PS JOURNALS (2007-2012)										NUMBER OF PUBLICATIONS IN TOP 11-20 JOURNALS (2007-2012)										PUBLICATIONS/FACULTY MEMBER for 5 YR Period (Publications per capita)	
	Core Faculty Total*	APSR	AJPS	JOP	BJPS	IO	WP	CPS	CP	POP	ISQ	JCR	LSQ	PRQ	PA	POQ	PT	PS:	FA	APR	PB		5 YR TOTAL
University of Arizona	22	.	4	4	1	.	.	1	.	1	2	.	.	2	.	1	.	.	.	1	2	19	0.864
University of Arkansas-Fayetteville	18	.	.	.	.	.	.	.	.	.	1	.	.	1	.	.	.	1	.	.	1	4	0.222
University of Colorado-Boulder	29	2	2	8	.	2	4	6	.	1	2	2	2	5	.	.	.	5	.	2	3	46	1.586
University of Iowa	23	.	3	8	2	.	1	2	.	.	5	4	.	9	1	3	.	21	.	5	1	65	2.826
University of Kansas	22	.	.	3	.	.	.	2	.	1	2	.	1	4	1	1	.	2	.	.	.	17	0.773
University of Kentucky	15	.	3	2	.	1	.	4	.	.	3	2	.	1	.	.	.	.	.	.	.	16	1.067
University of Missouri-Columbia	19	.	.	9	3	.	1	6	.	1	.	1	3	4	.	.	.	4	.	1	2	35	1.842
University of Nebraska-Lincoln	15	.	4	5	.	.	.	1	.	2	.	1	.	4	.	.	.	3	.	.	.	35	2.333
University of New Mexico	16	1	.	2	.	.	.	.	.	1	1	2	.	6	.	.	.	5	.	3	1	22	1.375
University of Oklahoma-Norman Campus	31	.	.	2	.	.	.	.	.	1	.	.	1	.	.	.	.	4	.	.	1	9	0.290
University of Oregon	22	.	.	.	1	.	1	3	.	.	.	.	.	.	.	.	4	1	.	.	.	10	0.455
University of South Carolina-Columbia	28	.	3	2	.	.	.	1	1	.	.	2	2	6	1	1	2	.	.	5	1	27	0.964
University of Tennessee-Knoxville	19	.	1	1	.	.	.	.	.	.	2	.	.	.	1	.	.	1	.	2	.	8	0.421
University of Texas at Austin	50	5	7	8	1	2	6	6	4	1	4	.	2	.	1	2	.	9	.	2	1	61	1.220
University of Utah	25	.	.	1	.	.	.	1	.	.	.	.	.	5	.	.	.	1	.	1	.	9	0.360
University of Virginia-Main Campus	39	4	3	4	2	2	.	3	.	5	1	.	1	2	1	.	6	2	.	1	3	40	1.026
University of Washington-Seattle	27	4	3	4	1	2	.	6	2	.	3	.	1	1	.	.	1	3	.	.	.	31	1.148

* Tenure track faculty

* "Top 10 Political Science Journals" taken from McLean et al. (2009) bibliometric study of the discipline.

Figure 22 Comparison of Faculty Publications

Another indicator of the quality of our graduate program is the history of success for our graduate students in obtaining highly competitive research grants for dissertation research. Looking at the awards from the National Science Foundation and the Social Science Research Council for dissertation research abroad from 1997 through 2011, UNM's Political Science department ranks 4th among the top 16 departments for receiving such awards, behind Duke, Michigan, and UC, Berkeley. Note that the three departments who did better are much larger than we are, and that among competitive departments, only Rice, MIT, and SUNY Stony Brook are comparably sized. We infer from this that we have been doing a good job of selecting, recruiting, and above all training graduate students, especially in the comparative politics subfield.

Top 16 Political Science National Science Foundation PhD Dissertation Research Grants (1997-2011) and Social Science Research Council International Dissertation Field Research Fellowships (1997-2011)⁵				
Institution	NSF total	SSRC total	Combined total	No. of Faculty⁶
UC Berkeley	9	15	24	54
Duke	22	1	23	36
Michigan-Ann Arbor	22	1	23	47
UNM	11	6	17	17
Rice	16	0	16	20
UCLA	11	5	16	49
Chicago	10	6	16	31
UC-San Diego	13	1	14	40
UNC Chapel Hill	12	2	14	40
Indiana-Bloomington	9	3	12	41
Columbia	10	1	11	52
Cornell	4	6	10	35
MIT	5	5	10	23
SUNY Stony Brook	8	0	8	21
Northwestern	2	6	8	34
Florida State	7	0	7	25

Figure 23 Comparison of NSF & SSRC Dissertation Awards

Other indicators of the program's quality are the scores we obtained in the National Research Center's 2011 "Data Based Assessment of Research-Doctorate Programs in the United States." The NRC's methods and "S" and "R" rankings are described in detail in NRC reports and we provide only a brief summary here: "S" rankings begin with a survey of scholars to determine what characteristics they consider most important; a department's S ranking reflects how well it fit these characteristics. The "low" and "high" scores represent a 95% confidence interval for the department's true rank on this indicator. "R" score indicates how closely a given department matches the characteristics of the *departments* that scholars rank most highly in straight reputational rankings. This score can disadvantage small departments. The "research" score rates departments on success in publication; the "student" score rates departments on student funding, completion, and placement; and the "diversity" score rates departments on diversity of the student body.

Our department ranks between 34th and 53rd on the "S" score; between 34th and 64th on "Research"; between 5th and 47th for "Students," between 9th and 28th on "Diversity," and between 65th and 93rd on the "R" score. Thus on the rankings based on more objective indicators,

⁵ Data reflect year of award from original start date. Awards starting between 1/1/97 and 5/1/11, <http://www.nsf.gov/awardsearch>.
<http://www.ssrc.org/fellowships/idrf/Fellows>

⁶ Faculty size measured by way of department faculty websites.

the department performs reasonably well, whereas the “R” ranking confirms what we already knew: we are not like Harvard, Michigan, or Berkeley.

As the table below shows, our rankings are comparable to, and in many cases better than, our 16 HED peers. On the more tangible S-rank and Research rankings, we do as well or better than very well-regarded departments such as CU-Boulder and UT-Austin. On the S-rank, we rank 4th or 5th after Arizona, Kentucky, Washington, and possibly Missouri (which has a wider high/low spread). On Research, we rank sixth after Arizona, Iowa, Kentucky, Missouri, and Washington. Only four peers score better on the “Students” ranking (Arizona, Kansas, Nebraska, Oregon), and UNM is by a wide margin the highest ranked on Student Diversity. On the “R” ranking, we come in 10th, which is unsurprising given our small faculty size.

National Research Council Rankings of Political Science Departments , 2011										
Institution (listed alphabetically)	S-Rank		Research		Students		Diversity		R-Rank	
	High	Low	High	Low	High	Low	High	Low	High	Low
University of Arizona	20	36	26	47	1	19	31	57	30	55
University of Arkansas – Fayetteville	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University of Colorado – Boulder	37	54	40	61	18	55	56	81	37	66
University of Iowa	46	61	24	40	79	94	80	95	26	48
University of Kansas	51	70	63	76	1	31	47	77	71	95
University of Kentucky	34	47	25	43	24	59	102	105	48	88
University of Missouri – Columbia	28	72	17	78	48	79	21	43	39	74
University of Nebraska – Lincoln	46	63	54	71	10	43	55	83	67	94
University of New Mexico	34	53	34	64	5	47	9	28	65	93
University of Oklahoma – Norman	79	91	78	94	54	81	62	83	68	94
University of Oregon	44	61	43	63	9	39	62	84	62	87
University of South Carolina – Columbia	53	71	51	70	64	82	40	67	43	68
University of Tennessee – Knoxville	67	85	78	93	17	71	72	92	70	98
University of Texas at Austin	41	54	47	62	20	56	90	102	23	43
University of Utah	96	102	82	97	104	105	77	95	52	85
University of Virginia – Charlottesville	61	78	57	72	59	84	74	91	26	48
University of Washington – Seattle	16	33	14	31	31	63	42	69	17	34

Figure 24 NRC Rankings of Political Science Departments

One final point of comparison relates to teaching: for the spring, 2012 semester, our department scored an average of 4.6 on the “excellence of teacher” measure in the IDEA course evaluation system, as compared to an average of 4.2 in the IDEA nationwide database and compared to UNM average of 4.4. We scored an average of 4.5 on the “excellence of course” measure, as compared to an average of 3.9 in the IDEA database and a UNM average of 4.3. For the fall, 2012 semester, our department scored an average of 4.5 on the “excellence of teacher” measure, as compared to an average of 4.2 in the IDEA database and a UNM average of 4.4. We scored an average of 4.3 on the “excellence of course” measure, as compared to an average of 3.9 in the IDEA system and matching the UNM average of 4.3. Departmental averages include all of our instructors, including faculty, graduate students, and PTIs. These 2012 scores on quality of teaching and courses are typical of those we have received since the transition to the IDEA system. Consistent with these positive indicators, Political Science was ranked the 2nd best teaching department in the *Daily Lobo* “Lo Mejor” Student Choice awards for 2012, and as noted

above in the brief faculty bios, several faculty members have received college and university-wide teaching awards in recent years.

Criterion 9, Future Direction

“The unit engages in strategic planning and prioritization in order to achieve its mission and vision.”

9A: Provide a summary of strengths and challenges for the unit.

The strengths of the department include a relatively congenial and minimally hierarchical organizational culture combined with high standards for both research productivity and quality teaching. Both the congenial culture and high standards are important, for different reasons, but this is not always an easy combination to achieve or maintain, especially when the tenured faculty must make recommendations on contract renewal or tenure cases where there is some question about whether candidates have met departmental standards.

The quality and intensity of intellectual debate in our research presentations and seminars is consistently high. Job candidates who have interviewed with us as well as at other institutions consistently remark that the questions and comments they received at UNM were more rigorous, and helpful, than elsewhere.

We are an efficient department that maintains a very lean administrative structure, minimizes meetings and committees, and generates strong research and teaching output given our small numbers. Our culture has generally been to “meet less, work more.”

Substantively the department has been strongest in comparative politics of Latin America, American politics (especially minority and Latino politics), and what might be broadly termed conflict studies (encompassing insurgency, counterinsurgency, political violence, population displacement, peacemaking and conflict resolution, human rights, and transitional justice). Within American politics, our strengths are in political behavior and attitudes, and an emerging reputation for scholarship on election administration. We have a growing area of strength in health politics and policy, reflecting support from the RWJF Center at UNM and resulting faculty hiring and graduate student recruitment.

The greatest weaknesses of the department derive from its small size. Our course offerings are narrower than we would prefer at the 300 and 400 levels, and are patently inadequate at the graduate level. We are especially deficient in course offerings on the politics of areas outside the western hemisphere. We are decreasingly able to assign writing work in lower division classes, with predictable consequences for student performance in upper division classes. Our small faculty and lack of reserve strength makes our graduate program particularly vulnerable to faculty turnover, even in our ostensible areas of emphasis. We are among the smallest departments in our peer group and we have an above-average number of majors per core faculty member.

9B: Describe the unit's strategic planning efforts.

Our primary strategic step in the past two years has been to move ahead on the long-delayed Masters of Public Policy degree in collaboration with the departments of Economics and Sociology. Unfortunately, this proposal still faces difficulty in obtaining university approval because of questions about the program's relationship to the School of Public Administration.

To a large extent, rather than being in a position to plan strategically, we have responded to externally generated opportunities and constraints. As noted, we have a history of being raided by other universities, especially in comparative politics. Recurring rebuilding efforts often take the place of strategic planning. The creation of the RWFJC at UNM and its provision of resources for both faculty hiring and generous student support has led us to make a commitment to health policy and politics that would not otherwise have been an obvious step for us. Although not a department initiative at the outset, this has been a favorable development because the study of health disparities, and the impact of ethnic and racial factors on public support for social services, dovetailed well with our historical emphasis on minority politics. A number of faculty members who had not previously worked on health issues have undertaken health-related projects, seeking extramural funding and involving graduate students in this new work. This has been a fruitful and interesting direction for those who have engaged with it, and this appears to be an area of potential for national recognition if we develop sufficient faculty strength to follow through.

Following both the guidance provided by the previous APR, as well as our historical comparative advantage in Latin American politics, we have sought to maintain this field despite repeated faculty turnover. Despite the small faculty, we are still attracting students into this subfield (four out of four doctoral students to whom we offered funding for the fall 2013 entering class are in Comparative Politics). We have 2.75 FTE faculty devoted to this subfield, but with two faculty members entertaining competitive offers from other institutions, additional turnover seems likely. The turnover has largely reflected the excellence of the people we hire, who build national and international reputations that in turn lead them to be approached by other institutions.

The department discusses strategy at least once per year when we discuss our hiring plan for the following year, since faculty hiring is the primary mechanism by which we can affect the long-term direction of the department.

9C: Describe the strategic directions and priorities for the unit.

We have attempted to follow a "niche" or "build to strength" strategy, essentially accepting the necessity of remaining a significantly smaller than average department compared to peer institutions. This has been fairly successful to date in the sense that we have been able to operate a more nationally competitive and successful graduate program than would be expected given our size and modest financial resources. But this strategy is encountering limits and contradictions that may be inherent. At current staffing levels, even our two priority sub-fields (Latin American politics and US minority politics) are based on only two senior faculty members in each field, and none of them are devoted full time to those subfields because of other

administrative and teaching appointments. Obviously both priority fields are vulnerable to faculty turnover, yet faculty turnover seems to be unavoidable in a department that seeks to perform at or near the top of its peer group while paying faculty less than peer institutions. We therefore need to plan accordingly and build a faculty that is large enough to absorb periodic, predictable departures without disruption of graduate student training.

By concentrating our hiring to maintain our graduate program emphases, we necessarily limit the range of courses available to undergraduates. We are extremely dependent on two excellent Lecturers who provide courses in crucial areas of the discipline—political theory and the judiciary—in which we have no tenure track faculty.

An obvious conclusion is that we need to consolidate areas of historical strength, while broadening the base and the brand of the department to include areas of emerging strength. Back in 1992, then-chair Karen Remmer suggested in a graduate program review self-study that a reasonable target would be to grow by five faculty lines, which at that time would have brought us up to the median size of peer departments. No such growth took place, and now the median for peers is nine lines larger than our current faculty. Even growing by five lines (in addition to replacing any departures) would allow us to have *real* rather than wished-for strength in our areas of historical emphasis, would stabilize the department's graduate and undergraduate offerings, and would enable us to fully realize new potential areas of excellence such as health policy and politics, electoral institutions, and civil conflict. Five new lines would still leave us four lines below the 2013 mean among peer departments. What we propose is that we grow by five lines over the next five years, and that we expand by a total of nine lines over the next decade (which would bring us to the 2013 median for peer departments by 2023). Priorities for the first five positions would be two immediate hires in International Relations and Comparative Politics, followed by one in Public Policy (with a preference for strong methods training), a senior hire in health politics and policy, and an additional position in International Relations (prioritizing International Political Economy). In subsequent years we would add two additional positions in Comparative Politics to give us expertise in world areas other than the Americas and Western Europe; one position in Judicial Politics (US and/or comparative); and one position in Political Theory with an emphasis on rights. Faculty growth would need to be accompanied by a corresponding investment in additional graduate student lines to enable us to extend the lecture + discussion section model to additional 200-level courses, while continuing to give advanced students selective opportunities to teach at the upper-division level as recommended in the last APR. Faculty growth will also require a durable solution to the space problems we face at our current size.

In sum, our strategic direction and priorities are: 1) continuation of a selective niche strategy; but 2) grow to sufficient faculty numbers to stabilize this strategy; and 3) build on emerging areas of distinction in health politics and policy, the study of elections, and political conflict.

Finally, we would also like to be allowed to proceed with the MPP degree, which was identified as a priority in the last two departmental external reviews.

LIST OF FIGURES AND TABLES

Figure 1 Organization Chart	11
Figure 2 Faculty Trends	15
Figure 4 Assessment of Graduating Seniors F09, SP10	32
Figure 5 Assessment of Graduating Seniors SP12	33
Figure 6 Undergraduate Student Progress Ratings, 2008-2012	34
Figure 7 Comprehensive Exam Results by Subfield, 2000-2012	36
Figure 8 Student Learning Outcomes by Subfield, 2000-2012	36
Figure 9 Graduate Student Progress Ratings, 2008-2012	37
Figure 10 Fall Enrollment, Major & Level, 2002-2011	42
Figure 11 Student Credit Hours, 2001-02 to 2010-11	43
Figure 12 No. of Degree Recipients, 2001-02 to 2010-11	44
Figure 13 Student Credit Hours, Line Graph, 2001-02 to 2010-2011	44
Figure 14 Political Science Majors, Line Graph, 2002-2011	45
Figure 15 No. of Degree Recipients, Line Graph, 2001-02 to 2010-11	45
Figure 16 Faculty Demographics	50
Figure 17 Course Offerings 300,400,500+ levels 2003-2013	51
Figure 18 Part-time, Temporary Instructional Budget	52
Figure 19 Department Operating Budget 2006-2012	63
Figure 20 Department Operating and Travel Line Graph	63
Figure 21 Comparison of Faculty Across Peer Institutions	74
Figure 22 Comparison of Faculty Publications	75
Figure 23 Comparison of NSF & SSRC Dissertation Awards	76
Figure 24 NRC Rankings of Political Science Departments	77

APPENDICES

Appendix 1 Upper- and Graduate-Level Course Offerings Data, Fall 2003-Spring 2013	82
Appendix 2 Department's Current Tenure and Promotion Standards	83
Appendix 3 Department's Mission Statement	89
Appendix 4 Department's Mentoring of Probationary Faculty	90

Appendix 1

	F0 3	Sp 04	F0 4	Sp 05	F0 5	Sp 06	F0 6	Sp 07	F0 7	Sp 08	F0 8	Sp 09	F 0 9	Sp 10	F1 0	Sp 11	F1 1	Sp 12	F 1 2	Sp 13
300-level	12	18	12	13	20	17	10	14	12	13	12	11	1 1	15	13	11	11	11	1 3	15
400-level	6	3	5	7	4	8	3	8	4	9	4	4	3	7	5	8	3	7	6	4
500-level	13	9	12	12	14	10	10	8	10	8	7	6	6	6	7	6	11	4	7	5
COMPARATIVE:																				
300-level	2	3	2	2	2	0	0	2	0	1	0	1	0	1	1	2	0	0	0	2
400-level	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0
500-level	1	2	1	4	0	3	0	1	1	2	0	1	0	1	1	2	1	2	1	2
AMERICAN :																				
300-level	7	10	6	8	12	13	6	5	7	8	5	6	7	8	5	5	5	4	6	6
400-level	0	1	1	4	1	3	1	5	1	3	2	1	1	3	1	2	1	2	1	0
500-level	3	3	3	5	5	4	3	4	4	4	2	1	3	1	2	2	5	1	2	0
POLICY:																				
300-level	1	2	2	0	4	0	2	1	0	2	1	1	2	2	1	2	1	2	2	2
400-level	2	0	0	0	0	1	1	1	1	4	1	0	0	3	2	3	0	2	1	2
500-level	3	0	1	0	3	0	3	1	1	1	1	1	0	2	2	0	1	0	1	2
IR:																				
300-level	2	3	2	3	2	3	1	5	4	0	5	2	1	2	5	0	4	4	4	4
400-level	4	2	4	2	3	3	1	2	2	0	1	3	2	0	1	2	2	2	3	2
500-level	5	3	5	3	4	3	2	2	2	1	2	3	2	1	0	1	2	0	1	1
THEORY:																				
300-level	0	0	0	0	0	1	1	1	1	2	1	1	1	2	1	2	1	1	1	1
400-level	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0
500-level	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0
METHODS:																				
300-level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
400-level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
500-level	1	1	2	0	2	0	2	0	2	0	2	0	1	0	2	0	2	0	2	0
Total 300	12	18	12	13	20	17	10	14	12	13	12	11	1 1	15	13	11	11	11	1 3	15
Total 400	6	3	5	7	4	8	3	8	4	9	4	4	3	7	5	8	3	7	6	4
Total 500	13	9	12	12	14	10	10	8	10	8	7	6	6	6	7	6	11	4	7	5

Performance Evaluation Criteria for Tenure and Promotion
in the Department of Political Science

Under the terms of the *UNM Faculty Handbook* (<http://handbook.unm.edu>) faculty performance is evaluated in four principal areas: Teaching, Scholarship, Service, and Personal Characteristics. The department expects faculty to be competent and effective in all areas, but teaching and publication constitute the chief basis for tenure and promotion, in accordance with the department's academic mission.

I. Teaching

Teaching is considered to include “a person’s knowledge of the major field of study, awareness of developments in it, skill in communicating to students and in arousing their interest, ability to stimulate them to think critically, to have them appreciate the interrelationship of the fields of knowledge, and to be concerned with applications of knowledge to vital human problems.” This *Faculty Handbook* definition forms the basis for evaluating teaching in the Department of Political Science. The departmental standards include good communication skills, showing evidence of strong preparation that reflects the current state of knowledge in the field, organizing topics in a meaningful sequence, interacting with students in an encouraging and stimulating way, and showing a lively commitment to and enthusiasm for learning and the discipline. The indicators of teaching performance include:

- IDEA (or successor evaluation system) student course evaluations
- Peer observation
- Course syllabi and descriptions of courses taught
- Undergraduate honors thesis supervision
- Graduate student thesis and dissertation supervision
- Class enrollments (including independent studies)
- Teaching awards

- Involvement of students in academic research (e.g., paper presentation, co-authorship of articles).

As easy grading may produce high student evaluations, the department will consider average course grades in conjunction with IDEA and other indicators of teaching performance, to the extent permitted by the university's data management systems.

Because graduate students in political science generally and rationally choose senior faculty members as their primary dissertation advisors, it is not expected that probationary faculty in political science will direct dissertations; however participation on dissertation committees and committees-on-studies, as well as co-authorship of articles with graduate students, are important contributions to the teaching mission of the department. The number of enrolled graduate students varies across subfields, such that specialists in some areas may have few opportunities to chair dissertation committees. Thus for the purposes of promotion to Professor, direction of dissertations is a positive indicator regarding contribution to the graduate program, but it is not a fixed expectation and in its absence other contributions to the graduate program are recognized.

II. Research

The *Handbook* stipulates some general minimum standards. It is expected that research and scholarship, “will normally find expression in publication and, where appropriate, be reflected in teaching.” For tenure and promotion to Associate Professor, the candidate’s research contribution should be of such quality that it provides the basis for developing a national or international reputation in the profession. Promotion to the rank of Professor calls for a maturing of this reputation on the basis of significant additional contributions to the faculty member’s field of research.

For political science, in common with most other academic disciplines, publication of peer-reviewed articles and books represent the most important means of disseminating research. There are a large number of journals in political science and related disciplines where political scientists publish their work. Beyond the particular subject matter of the research, the two general questions in evaluating a research record are where the research is published and how much is published.

A. Where should you publish?

1. Refereed Journals. The quality of the journal provides an indicator of the quality and visibility of published work. There is rough hierarchy in terms of the reputations and visibility of political science journals, which changes slowly in response to editorial leadership and policies, new technology, and the appearance of new journals. Specific rankings differ according to methods (reputation versus empirical citation and network analysis), and scholars in different subfields tend to rank journals differently (Garand and Giles 2003, McLean, Blais, Giles and Garand 2009; West, Bergstrom, and Bergstrom 2010; West 2010). An ideal record for tenure and promotion would include publication in one or more of the most prestigious journals in the discipline, such as *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *International Organization*, or *World Politics*. A strong national reputation can be built through publication in other high quality general or subfield journals, as identified by contemporary rankings. While the norm is to publish in the discipline's journals, a comparable scholarly achievement for political scientists is to publish in similarly well-ranked social science or interdisciplinary journals. An adequate research record for tenure and promotion would include at least some publications in the higher visibility general or subfield journals.

2. Books: Books are an important means of scholarly communication in political science. Here the reputation of the press is often used as a guide to the quality of the book itself. Generally an academic press is preferred over a commercial press. The reviews a book receives in scholarly journals and elsewhere provide further evidence on the scholarly achievement that it represents.

3. Other writings: Publishing chapters in scholarly books is an alternative method of disseminating research, and can be appropriate for scholars contributing to emerging fields of inquiry or policy research for which timeliness is essential to the work's value. Such publications are generally less visible to the discipline at large and may not be subject to as rigorous a peer evaluation process as refereed articles and books. Publication and dissemination of research through edited volumes alone does not generally constitute an adequate research record for tenure and promotion. Editing collected volumes, and publishing book reviews in professional journals are also important forms of scholarly

communication, but do not generally represent original research. As such, they are viewed as supplements to, rather than as core components of, a promotion and tenure candidate's scholarly record. Chapters that candidates themselves contribute to edited volumes are of course recognized as scholarly contributions in their own right. Presenting papers at conferences is crucial to developing a research program and obtaining feedback, but is not considered a primary or peer-reviewed mechanism of disseminating research. It is indicative of research effort, not of success in publishing research.

B. How much should you publish?

In common with other academic disciplines, it is very difficult in political science to indicate with any precision the number of articles/books a candidate for tenure and promotion should publish. Simply counting the number of articles published is too mechanical a way to assess a candidate's research contribution. Naturally the quantity of publications must be balanced against their quality, and expectations about quantity are lower for a promotion candidate who has published in journals that are generally viewed as especially high quality, or who has published work that has had a particularly significant impact on the discipline. While one publication or more a year in the higher visibility journals would represent an outstanding research record, some very good political scientists have built their reputations on less. An adequate record for tenure and promotion would include at least some publication in the high visibility journals, in addition to publication in less visible refereed and non-refereed outlets. A book on its own, particularly if it is based primarily on dissertation research, is not adequate for tenure and promotion. Evidence of a second major research project is required. For promotion to Professor, the department expects significant strengthening of the publication record beyond the level achieved for tenure and promotion to the rank of Associate Professor.

C. Other considerations:

1. Outside funding. Another indication of research achievement is the ability to secure outside funding for projects leading to published research. Generally the amounts

received by political scientists are not large by the standards of the natural sciences, yet the competition is stiff and the review process often quite rigorous.

2. Independence of research. With some sub-field variation, it is common for political scientists to work together on research questions and to coauthor publications. Coauthors are usually listed alphabetically. If it is not alphabetical, and without any specific qualification, then it is assumed that the first author made the more significant contribution.

Co-authorship raises the significant question of the scholarly independence of the researcher. Particularly for junior faculty, it is important for tenure and promotion that their research record show that they moved beyond the work they did for their dissertation and that they have made an independent contribution to research. This can generally be best achieved through single-authorship or by co-authorship with peers or graduate students.

3. Earlier research. In tenure and promotion decisions, the Department of Political Science is most interested in the work done while at the University of New Mexico. Earlier research is primarily a consideration in the hiring decision. While at the University of New Mexico it is expected that there be evidence of a sustained research agenda.

III. Service

Service includes membership on, or chairing of, department or University committees; editing department news releases, or arranging department colloquia; working for professional associations or serving as a reviewer for professional journals or grant-giving agencies; and service to the local, state, national, or international community, perhaps in the form of lectures, op-ed contributions, media appearances and policy briefs. Although the lack of a service record is not regarded as sufficient cause for denying tenure or promotion, the department values the service provided by faculty. It is expected that the service load of junior faculty should be relatively light, giving them more time for the primary tasks of teaching and research; conversely, candidates for promotion to Professor are expected to have demonstrated significant leadership within and service to the department, university, or profession.

IV. Personal Characteristics

The *Faculty Handbook* states that of “primary concern here are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be a sufficient degree of compassion and willingness to cooperate, so that an individual can work harmoniously with others while maintaining independence of thought and action. This category is so broad that flexibility is imperative in its appraisal.”

Academic Mission
Department of Political Science
UNM

The Department of Political Science at UNM has a three-fold mission: 1) to provide high quality undergraduate and graduate instruction about the systematic study of politics, preparing students to be informed and effective citizens, policy makers, professionals, and scholars; 2) to produce new knowledge on substantively and theoretically important questions about politics, and to disseminate those findings through high visibility, peer-reviewed publications; 3) to make our department's expertise available and useful to local, state , national and international communities and governments, as well as to national and international scholarly networks.

Policy on Mentoring of Probationary Faculty
Department of Political Science
November 19, 2012

The Department of Political Science at UNM hires highly talented junior scholars and does all it can to help probationary faculty succeed. Within financial guidelines and constraints prevailing at the time of hire, we provide start-up packages that can be used for research travel as well as for the purchase of computers, software, and data; we provide adequate office space and furnishings; we provide support for travel to conferences; we allocate the time of graduate assistants to support both the research and teaching elements of faculty members' workload; and we provide administrative support for external funding applications. To facilitate probationary faculty members' success in research and teaching, we minimize departmental service loads, minimize the number of different course preparations while meeting department instructional needs, and advise against burdensome service to the college/university or the profession during the probationary years.

At all stages of their careers, faculty members need collegial feedback, advice, and open discussion of professional issues. This is particularly important for probationary faculty who, by virtue of comparative inexperience may particularly need mentorship from successful senior colleagues. The culture of the Political Science department is and has been that senior faculty members engage actively in mentoring junior faculty. That is, the tenured faculty as a whole serves as a mentorship committee for junior faculty. The present policy is intended to modestly formalize our practices, and to ensure that probationary faculty members receive sufficient mentorship every year.

Elements:

1) The department chair provides new faculty with an orientation to department expectations, policies and practices. S/he discusses new faculty members' teaching interests and preferences, and helps to develop a plan for course offerings that meets department needs while minimizing preparations. S/he discusses the new faculty member's research plans and provides feedback on strategies for publication. The chair meets with probationary faculty at least once per semester, and is available for impromptu consultations on matters small and large, with the goal of removing obstacles, minimizing distractions, and assisting probationary faculty to succeed in both the classroom and in research. As part of these conversations, the chair will inquire about mentorship contacts between the junior faculty member and senior colleagues, and will take corrective action if it appears that insufficient or unsatisfactory mentorship is taking place.

2) Tenured members of the faculty review and collectively discuss the research, teaching, and service contributions of probationary faculty each spring (usually in April) as part of the annual review process called for in the Faculty Handbook (<http://handbook.unm.edu>, part B 4.2). The chair summarizes any feedback and advice in an annual review letter, and meets with probationary faculty members individually to discuss the results of this annual review. Junior faculty should bear in mind that notwithstanding any advice or comment received in the course

of mentorship, the annual review letter received from the chair is the definitive expression of the department's guidance and assessment of work performance.

3) Each year, tenured members of the department faculty conduct no fewer than two in-class observations of teaching. Faculty members who do the observation will write a confidential report to the department chair, and will provide the probationary faculty member with verbal feedback. The department chair will include a summary of the observation reports as part of the annual review letter.

4) Each semester, the department convenes informal symposia on best practices in teaching, as well as research works-in-progress seminars at which junior faculty members can present their work and receive feedback in an informal, collegial and supportive context.

5) Junior faculty members should feel free to approach senior faculty for advice, accept mentorship that is offered, and notify the chair if at any point department mentorship appears inadequate or in any way problematic.