ACADEMIC PROGRAM REVIEW

Department of Political Science
Self-Study Report*

September 14, 2020

Criterion 1. Introductory Section and Background Information

1A. Executive Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

The Political Science Department at UNM offers the Bachelor of Arts (BA), Master of Arts (MA), and Doctor of Philosophy (PhD) degrees. It serves 374 undergraduate student majors, and 36 graduate students (8 MA and 28 PhD). Between 2015 and 2019, it awarded 309 BA degrees, 26 MA degrees, and 9 PhD degrees, and has seen a 7.2 percent increase in the number of undergraduate majors and a 27 percent increase in the number of BA degrees awarded.

At present, the department has 14 regular tenured or tenure stream faculty, plus 1.25 principal lecturers. The normal faculty teaching load is two courses per semester, but six regular faculty have reduced teaching loads (either 1-1, 1-0, or 0-0) as result of administrative service agreements. The department strives to maintain a set of high-quality programs. Our faculty generally earn strong student teaching evaluations. We have at least six faculty (so almost half) who have won or who have been nominated for major university teaching awards. Our faculty and course offerings at both the undergraduate and graduate levels are divided principally into four subfields: American politics, Comparative Politics, International Relations, and Public Policy. We offer political theory courses at the undergraduate level, but do not have a tenure track faculty member in this field so we do not offer them at the graduate level. The department has a strong tradition of graduate student mentorship and individualized training, resulting in a noteworthy track record of success in PhD placements at research universities and high-quality colleges.

The department faces several challenges. **The primary one is that we are too small for the work required to fully accomplish our mission as a Carnegie Research Intensive university, a fact that has been noted in Academic Program Reviews as far back as 2002.** We have recently added strength in U.S. Minority and Latino Politics by hiring Dr. Loren Collingwood, and we have added strength in the Comparative Politics field by hiring Dr. Sarah Dreier, both of whom will start in 2021. Since the 2013 APR, the department has hired seven new faculty (including the two new hires made this year). Three of these hires were in Comparative Politics /Latin America, one in international relations, one in Comparative Politics /Africa, one in U.S. Minority and Latino politics, and one in American Politics with a focus on political communication. This is very positive. During the same period, however, we have lost four tenure-track faculty members, two to counteroffers, one to retirement, and one to breast cancer. Two of these losses were in Comparative Politics (one a Latin Americanist and one a scholar of European politics), one in U.S. Latino politics, and one in International Relations.

We survive year-to-year, maintaining a graduate program that performs at a high level, and an undergraduate program that overperforms relative to other units in the College of Arts and Sciences at UNM. Even our supposed areas of emphasis at the graduate level (Comparative Politics/Latin America and U.S. minority and Latino politics) are extremely fragile, based on only two senior faculty members in comparative, and one in US Latino politics, none of whom are devoted full time to that effort. However, one or two departures from the faculty can/will

disrupt our ability to sustain the heart of our graduate program. Such disruptions appear inevitable, though, as faculty turnover has been a recurring feature of the past two decades in the department.

One of the bright spots since our last APR has been our undergraduate program. While the College of Arts and Sciences has seen declining student credit hour (SCH) production overall, SCH production in Political Science has consistently beaten the average loss experienced by other units. The percentage change in enrollment by major over the last five years is also in positive territory, as is the number of BA degrees awarded. We are feeling very good about our undergraduate program, and our best undergraduates go on to do extraordinary things.

Like many departments at UNM, **our graduate student funding is insufficient** to recruit some of the strongest applicants. While the department continues to receive good 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. (Indeed, we lost three students this past academic year, two of whom left for reasons related to fit, while one left for family reasons.) A recent bottleneck has been the quality of the second-year papers that PhD students complete to fulfill their MA degree. This is not entirely an issue with our students; our inability to serve their scholarly interests is exacerbated by our small faculty numbers, which results in fewer available mentors, and fewer course offerings.

Our recruitment strategy has shifted in recent years. We systematically look to find diamonds in the rough, strong students who for one reason or another might be overlooked by more prestigious departments, but who might, with careful mentoring, develop into fine scholars. This "Moneyball" approach, modeled on the player development strategies of small market Major League Baseball teams, has also led us to develop a BA/MA (4 +1) program, and to embrace a Plan III (coursework only) MA track to stimulate MA applications as we seek to identify strong, potential PhD students, and to fill our courses.

Other challenges for Political Science include an inadequate operating budget. The department's budget has been cut from $30,979 in FY 2014 to $23,218 in FY 2020. **Another challenge is office space.** The Department of Political Science has 17 faculty offices, including the Department Chair's, and two windowless graduate student offices. Fifteen of the 17 offices are occupied by 13 regular, full-time faculty, two full-time Lecturers, and two offices are reserved for faculty hires. The remaining four offices (grad student offices totaling 484 square feet) are currently occupied by 13 graduate students (roughly 37.23 square feet per person). This challenge will grow when Dean of the College of Arts and Sciences Mark Peceny eventually returns to the department and new hires arrive in 2021. **A third is staffing**. The gap between what we seek to accomplish, and what can accomplish is increased due to a lack of staff to help with grant applications, website maintenance, and outcomes assessment.

1B. Department History *A brief description of the history of each degree/certificate program offered by the unit.*

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.

The 1971 external review 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 have continued. The department continued to meet with success in graduate competitions for outside funding and post-graduation employment, and the

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

graduate program has continued to grow slowly in accordance with guidance received during previous external reviews.

Faculty turnover is 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.[2] To the best of our knowledge, all of the 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 fill some of these vacancies, the rate of turnover inevitably causes intermittent loss of continuity, negative reputational effects, and search costs (especially the cost of faculty time).

In 1988, the department established the New Mexico State Legislative Internship Program, which is still in operation today. In 2006, the department founded the Fred Harris Congressional Internship Program, eponymously named for our faculty colleague, former U.S. Senator Fred Harris. Funded by the College of Arts and Sciences, the program sends five students each semester to Washington, D.C. to intern for a member of the New Mexico congressional delegation. It is highly selective and highly successful. In Fall 2018 we added the Mayor's Select Internship Program to our internship portfolio. Modeled on the Fred Harris program, it places a small number of students working in the Mayor of Albuquerque's office with 3 to 4-week rotations in city executive departments. These programs have gained in popularity and the quality of the students participating in them is very strong. We believe it is essential to undergraduate training in Political Science, as well as career training for our students. These programs are very popular, and the partnerships we have developed with federal, state and local governments are enduring and deepening.

In AY 2019-2020 we received approval to implement a proposed 4+1 BA/MA program. This was proposed in an effort to add value to our undergraduate program, especially for higher performing undergraduates interested in graduate training, and to add strength and numbers to our MA program. We also added a Plan III (coursework only) MA track to stimulate applications to our MA program. Both initiatives should add strength to our graduate program by increasing enrollments, and by creating a pool of potential applicants to our PhD program

The department maintains close ties with allied programs, including the Master of Public Policy Program (MPP), Latin American Studies program (LAS, BA/MA degree programs), the Latin American and Iberian Institute (LAII), the Southwest Hispanic Research Institute (SHRI), the

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[2] 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 Seton Hall), Kathryn Hochstetler (to the Balsillie School at Waterloo), Eric McLaughlin (to Redlands), Andrew Schrank (to Brown University), and, most recently, Sara Niedzwiecki (to UC, Santa Cruz). And this past year we lost comparative politics scholar Kendra Koivu to breast cancer. We have also lost prominent international relations faculty, such as Andrew Enterline (to North Texas) Neil Mitchell (to Aberdeen), and, most recently, Cassie Dorff (to Vanderbilt University). In American politics we lost Richard Waterman (to Kentucky) and Joe Stewart (to Clemson) and, in public policy, we lost Hank Jenkins-Smith (to Texas A&M).

International Studies Program (ISI, BA degree program), and the Center for Social Policy (CSP, formerly known as the Robert Wood Johnson Foundation Center). The CSP provides support to graduate students and faculty development. 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.

1C. Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*
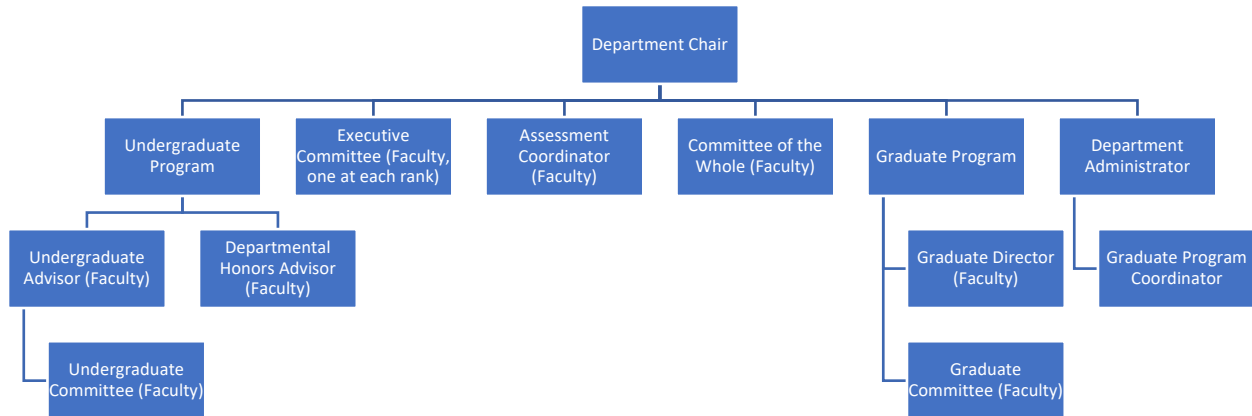
The department employs two staff members:

1) Department Administrator Ashley Banks
   - department 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
   - handles course scheduling
   - oversees the operations of the office including supervising the Graduate Program Coordinator

2) Graduate Program Coordinator Amaris Gutierrez
   - 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
   - provides front office / reception for the department

Ms. Banks reports to the department chair, and Ms. Gutierrez reports to Ms. Banks.

Nate Faust-Shucker is a Sr. Academic Advisor employed by the College of Arts & Sciences, and is assigned to Political Science. He provides advisement for Political Science Undergraduate Majors.

Figure 1C.1 shows the department's organizational structure.

**Figure 1C.1 Department of Political Science Organizational Chart,
Org Codes 484a, 484b, 484b1**

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│ Program │ │Committee │ │Coordinator│ │the Whole   │ │ Program  │ │Administrator│
│         │ │(Faculty, │ │(Faculty) │ │(Faculty)   │ │          │ │            │
│         │ │one each  │ │          │ │            │ │          │ │            │
│         │ │rank)     │ │          │ │            │ │          │ │            │
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- Department Chair
  - Undergraduate Program
    - Undergraduate Advisor (Faculty)
      - Undergraduate Committee (Faculty)
    - Departmental Honors Advisor (Faculty)
  - Executive Committee (Faculty, one at each rank)
  - Assessment Coordinator (Faculty)
  - Committee of the Whole (Faculty)
  - Graduate Program
    - Graduate Director (Faculty)
      - Graduate Committee (Faculty)
  - Department Administrator
    - Graduate Program Coordinator

1D. Specialized/External Program Accreditations *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

The department does not have any specialized/external program accreditation(s).

1E: Previous APR *A brief description of the previous Academic Program Review Process for the unit. The description should:*
- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The previous APR was conducted in spring 2013. The review team consisted of Rodney Hero (University of California, Berkeley), James Meernik (University of North Texas), and Sharon Erickson Nepstad (University of New Mexico).

The review team made several major recommendations, and three minor ones:

Major Recommendations

Department should:
- Receive more resources for faculty, operating budget and staff support, and graduate student support
- Formulate a more concrete set of policies
- Develop a formal mentoring system for junior faculty
- Engage in more strategic planning, with the goal strengthening its core identity and its approach to implementing its niche strategy.
- Focus on issues related to climate and working environment.

Resources
A primary concern of the review team was that the department is under-resourced. This was most obvious in the number of department faculty. The review team recommended a faculty size of 20, which would allow the department to achieve its goals in teaching, research and service, and that would put the department in line with peer institutions.

The report noted that the small size of the faculty has a number of implications. One is that within and across subfields (International Relations, Comparative Politics, American Politics, Public Policy, and Methods), there are frequent shortages of course offerings, which harms graduate students' ability to prepare for comprehensive exams. When a faculty member goes on sabbatical or, as is often the case, we lose faculty to other universities, we are at an immediate disadvantage.

Department Response. In its Response and Action Plan, the department agreed with the committee's assessment that it needs more faculty. Indeed, it went a step further arguing that we should have at least 25 full-time faculty in order to match departments at peer institutions, and to allow us to accomplish our mission. Moreover, the response noted that many of the challenges highlighted by the external review team—things like strategic planning, graduate student success, allocation of service obligations, undergraduate curriculum—relate directly to lack of faculty.

As noted above, since 2013 we have hired seven new faculty. (See Table 1E.1.) During the same time, however, we have also had four separations (4.75 separations if one includes Principal Lecturer Ellen Grigsby's move to working retiree status). We have also moved aggressively to "get a jump" on the market by pushing higher level administrators to move the process of advertising positions sooner. Delays in getting searches approved was noted in the previous APR as harming the department's interest in recruiting top candidates. The College of Arts and Sciences and the Office for Faculty Affairs and Services have also improved their processes to speed up the process of hiring new faculty. This has been greatly appreciated.

At present, we have 14 tenured/tenure stream faculty, one of whom (Dr. Peceny) is not available to us because of his role as Dean of the College of Arts and Sciences, plus two principal lecturers (Kierst and Dr. Grigsby), only one of whom (Kierst) is employed full-time. By Fall 2021, Dean

Peceny will return to the department, and new hires Dr. Collingwood and Dr. Dreier will also be on staff. Barring separations between now and then, our tenured/tenure stream faculty available for teaching, research and service, will total 17.25. This gets us close to our faculty numbers during the last APR, but far from where we need to be able to fulfill our mission, and far from our peer departments.

Table 1E.1 Hires and Separations, UNM Department of Political Science, 2013-2020

2019-2020 Hires	2019-2020 Separations
Loren Collingwood, Associate Professor, AP (Race/Ethnicity)	Kendra Koivu, Associate Professor, CP
Sarah Dreier, Assistant Professor, CP (Africa)	
2018-2019 Hires	**2018-2019 Separations**
	Cassie Dorff, Assistant Professor, IR
2017-2018 Hires	**2017-2018 Separations**
Sergio Ascencio, Assistant Professor, CP (Latin America)	
2016-2017 Hires	**2016-2017 Separations**
	Sara Niedzwiecki, Assistant Professor, CP (Latin America)
	Ellen Grigsby, Principal Lecturer, Political Theory, .25 FTE
2015-2016 Hires	**2015-2016 Separations**
Jami Nelson-Nuñez, CP (Health Policy)	
2014-2015 Hires	**2014-2015 Separations**
Cassie Dorff, Assistant Professor, IR	
2013-2014 Hires	**2013-2014 Separations**
Sara Niedzwiecki, CP (Latin America)	Christine Sierra, AP (Race/Ethnicity)
Jessica Feezell, AP	

Note: AP=American Politics; CP=Comparative Politics; IR=International Relations; LA=Latin America (as part of CP); PP=Public Policy. Hires is the year someone was signed, not the year they actually start at UNM.

Department Policies
A second major recommendation was for the department to formulate a more concrete set of policies. It was noted that department operations "have largely been a reflection of historical tradition." The range of issues affected by unclear or non-existent policies included things like committee appointments, course buyouts, voting rules and procedures, and expectations for mid-pro, tenure and promotion reviews. Inconsistent implementation of graduate student comprehensive exams was also singled out as an area that could use more policy structure.

Department Response. In the 2013 response to the review team's report, the department noted that by tradition it functions in an informal manner to reduce busy-work, thereby creating more space and time for faculty to pursue their research and teaching agendas, and to allow for flexibility in departmental administration.

Nevertheless, it was decided at the August 2013 retreat that:

- more structure was needed in the area of department policies, especially related to committee assignments
- more structure was need in the rules governing PhD comprehensive exams
- a set of bylaws to add structure to internal decision-making and administration would be developed

Calls for committee service now go out before the start of each academic year, and faculty can state a preference about which committee(s) they might want to serve on. The form we use allows faculty to list and describe other service obligations they might have, so that chairs can more effectively balance service responsibilities across faculty. Elections, or more accurately informal conversations among faculty members at different ranks, are used to select members of the department's executive committee, which requires that each faculty rank be represented.

To address confusion in our comprehensive exam process, we changed our *Graduate Student Handbook* such that each subfield would administer a written and oral exam in a student's primary field of concentration, and a written exam only in a student's secondary field of concentration. This replaced the previous practice of each subfield deciding on its own exam process. The department also agreed that students would complete their primary and secondary field exams during the same (spring) semester. This replaced the old practice of students taking the first exam in spring and the second one in fall. By and large this new process has worked out well as students are getting through their exam phase without too many hiccups. Scheduling exams and coordinating with faculty often presents a challenge, but this was expected given our small faculty numbers.

The other change we made to the *Graduate Student Handbook* at that time was to require a second-year paper (it was originally called a conference-ready paper) for completion of the MA. This was designed to serve as the comprehensive exam for MA students and as a way for PhD students to earn their MA en route, and to gain significant research experience prior to completing written and oral comprehensive exams and working on their dissertations. (This replaced a field paper assignment that PhD students used to complete as a part of their program.) This has not worked out as well as the new comprehensive exam process. There has been frustration expressed around the quality of student papers, and getting faculty committees together to advise students has been a challenge. This will require additional thought and refinement in the near future.

At the August 2013 retreat, the department also pledged to design a set of bylaws to add structure to internal decision-making and administration. For a variety reasons (e.g., disagreement about bylaws design, followed by issues related to committee member availability) the initial work on bylaws stopped. A new committee composed of Dr. Deborah McFarlane and Dr. Wendy Hansen is now working on the bylaws, which we hope to have completed and approved during AY 20-21. An outline and recommendation for discussion and approval of articles has been submitted to the chair as of this writing.

A more general impediment though is in the nature of this particular task. Writing bylaws is both time-consuming and politically fraught. Because they affect the distribution of power and the definition and application of rules and procedures within the department, the creation of bylaws requires substantial buy-in from faculty, which, in turn, requires time and effort. With such a small faculty, made smaller because of the substantial administrative roles performed by senior faculty, the burden shifts to those who are available, the same individuals burdened by the lack of faculty numbers in the first place. It is a vicious cycle.

The department's response respectfully disagreed with the review team's assertion that the department lacked clear guidelines regarding mid-probationary review, tenure and promotion, and promotion to full professor. It noted that the department has a document that addresses expectations about promotion and tenure and promotion to full professor that is distributed to all new hires at the time of appointment. The department's "Performance Evaluation Criteria for Tenure and Promotion in the Department of Political Science" document has been in place since 1993, was revised in 2012, and is undergoing revisions this academic year. The 2012 document is included as Appendix 1.

Mentoring of Junior Faculty
There was "a concern that mentoring of junior faculty was mostly informal, not regularized temporally, and that they not infrequently received different or conflicting advice from different faculty, or, occasionally from the same faculty person at different points in time. And some junior faculty felt that the substantive content of the comments received were not always 'constructive.' In short, a clear desire for more systematic mentoring of junior faculty emerged in our conversations."

Department Response. The department had created a formal mentoring plan for junior faculty just prior to the 2013 APR. In its response to the external review team's report, the department argued that it was "premature to judge the new policy inadequate based on an APR site visit conducted only six months after it was put in place."

Concern, however, was expressed that junior faculty often receive conflicting advice regarding tenure and promotion policies and expectations. In response, the department suggested that this is natural in a pluralistic department, and that junior faculty "deserve to know the range of opinion within the department regarding the best journals, best publishing strategies, and best approaches to teaching" and how these connect to tenure expectations in the department. As has been the case for decades, junior faculty receive feedback from senior faculty and in the annual review letter, which is written by the chair. The department chair also meets one-on-one with junior faculty to discuss the contents of the letter, to answer questions, and to discuss their path toward tenure.

The policy on mentoring of probationary faculty is included at the end of this self-study report. (See Appendix 2.)

As noted above, with one exception, these practices have been in place for years. The new policy therefore codifies existing practices. The one exception is the statement that the chair's advice in

the annual review letter is the definitive expression of departmental advice given to probationary faculty.

To help make junior faculty mentoring more systematic, the chair randomly selects tenured faculty to complete peer evaluations of teaching. Prior to this change, tenured faculty self-selected to perform peer evaluations, with the predictable result that just a couple of faculty were conducting reviews semester after semester. Finally, symposia for probationary faculty to share works in progress or teaching insights/practices have been used from time to time to provide feedback to junior faculty, but more effective has been the practice of tenured faculty reading drafts of work in progress and providing feedback via this route.

Strategic Planning
The 2013 external review focused on a number of areas where more strategic planning might bear fruit.

- Alternative teaching solutions to address the shortage of faculty were discussed.
- Strategic recruitment of graduate students by targeting high quality four-year college and public universities that only offer terminal MA degrees.
- Efforts to improve the intellectual life of the department
- Re-assessment of the department's past and future efforts to establish a national profile.

Department Response. The response to the last APR noted that it is difficult to engage in strategic planning in a low-resource environment characterized by too few faculty, and with minimal senior faculty available to the department on a full-time basis to provide advice on strategic direction.

That said, following the APR we held a department retreat prior to the start of the fall semester. In the last four years, retreats were also held prior to the start of AY 16-17 and AY 17-18. The purpose of the retreats was to discuss matters big and small that affect the department, such as curricular matters and department intellectual life on the one hand, and broad strategic vision on the other.

One of the most significant things to emerge from previous retreats has been a movement to completely overhaul how we implement our statistics training at the graduate and undergraduate levels. At the urging of Dr. Cassy Dorff, who has since left UNM to take a position at Vanderbilt, the department moved all instruction in statistical analysis to an R-based system. (Prior to this, the statistical application used by students was either Stata or SPSS.) Dr. Chris Butler and Dr. Wendy Hansen, as the main instructors for the stats sequence for each of our programs (POLS 581, POLS 681, and POLS 2140), took the initiative to re-do their courses. This happened immediately and has been a critical part of our efforts to train students in the latest, most cutting-edge technologies and social science practices.

The department agreed to explore the review team's recommendation that Political Science should strategically target four-year colleges and MA granting institutions as a source of graduate program applications. In 2018, Dr. Gabe Sanchez, in conjunction with collaborators from the University of Houston and University of North Texas, wrote a successful grant

application to execute a series of workshops designed to encourage students to apply to graduate school. These workshops were held at North Texas, Houston and UNM— each of the host institutions— plus San Diego State. Although these were not specifically targeted to Political Science, the goal of these workshops was to generally introduce students, especially those at large public universities who might be overlooked by advisors, to graduate studies.

In the last few years we have also completely updated our website, and have developed a presence on social media to market ourselves to potential graduate students. The department still has an "if you build it, they will come" mentality about graduate student recruitment, and much of the recruitment comes from individual faculty, especially Dr. Sanchez, tapping into various networks. More work can be done. That said, the last two years have been solid on the recruitment front with 15 new students entering our graduate program.

The department concurred with the review team's assessment that it lacked a strong "intellectual life." To that end, since 2016 the department has supported a Distinguished Speaker Series for which we invite between four and six people to campus each year to address and meet with faculty and graduate students. In addition, beginning in AY 16-17, we began hosting INNOVATIONS in Social Science Methodologies, an initiative of Assistant Professor Dorff's, which the department agreed to fund as a part of her offer letter. The workshops were conducted for three years and were highly successful in exposing faculty and graduate students to new modes of analysis, such as R, and newer methodologies, including network analysis.

Department Climate
In the last APR, there were a number of discrepancies in faculty and graduate student accounts of the department's climate. Some viewed the department as toxic and hostile, while others deemed it collegial. There was concern expressed about people not being physically present in the department, or present but working with doors closed, and about faculty being dismissive about the research agendas of others in the department. Most concerning was feedback that the department was a negative place for women and minority faculty.

Department Response. These issues were discussed at the fall 2013 department retreat. It was noted at the time that the views of the review team may have been "unduly shaped" by the views of two faculty who resigned immediately after the APR was conducted. The department, then and now, has been among the most diverse in the discipline, although today that diversity is considerably more apparent for women than it is for racial and/or ethnic minorities. It has 15.25 regular faculty available for teaching, research and service in the department.[3] Of this number, four (26.3%) are members of an underrepresented racial or ethnic minority group, and 7 (46%) are women (two are minority female faculty). This is not meant to discount the claims and experiences of faculty who expressed concern in 2012-2013, nor is it meant to suggest that all is well. In light of those complaints, during the 2013 retreat we agreed to schedule civil rights and sexual harassment trainings offered by UNM's Office of Equal Employment Opportunity. These trainings occurred during AY 2014-2015.

The department also concluded that some of the issues related to climate are closely linked to transparency in procedures, as well as expectations for faculty, especially in the area of

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[3] This total includes Dean Peceny, who is not available to the department.

promotion and tenure. As discussed above, we have made strides to formalize and clarify some of our procedures, which, as it became clear during our 2013 retreat, many faculty were not aware of. We have made comprehensive exam procedures consistent across all subfields. We have implemented a more systematic effort with regard to peer evaluation of teaching, which has led to a greater diversity of faculty serving as peer reviewers. We have made the process of assigning committees more transparent. And we are currently in the process of creating department bylaws and revising our department's Performance Evaluation Criteria for Tenure and Promotion in the Department of Political Science.

Despite some of these efforts, the department does continue to experience negative climate issues, especially at the senior ranks. The dimension(s) of the issues today are different from the ones identified in the previous APR. There has been conflict between some senior faculty and department chairs. Some of this tension is a result of things that happened years ago, while some is related to more recent events. There is also conflict among senior faculty that does not involve the department chair. These challenges have not been met, but there has been some movement toward containing them, and conflict is not ever-present. Specifically, it appears that people are able to work together on behalf of students and on departmental tasks and service responsibilities. Recent hiring processes have also been handled without any discord. Having any faculty think the department is toxic is, of course, unwelcome, as its effect on others' happiness as employees and involvement in department matters is the main collateral damage. Some tension at the Associate Professor level also has been an issue. This has been addressed though through careful communication and meetings between the chair and the parties involved.

In addition to these major recommendations, the external review team issued a number of <u>minor recommendations</u>. These included exploring the use of part-time instructors to help the department meet undergraduate student course demand, collaboration with other units for joint courses, and making greater use of the department's executive committee in department decision-making

The department makes good use of part-time instructors (PTIs) to deliver our undergraduate curriculum. Lucio Lanucara (J.D.) teaches courses on European politics and international relations. Dr. Matthew Simpson teaches courses in political theory and American politics. And Jerry Stermer (MA) teaches the intro course in public policy and administration. We also have three adjuncts who teach a range of courses online (Dr. Yury Bosin teaches courses in international relations; Dr. Michael Hess teaches American National Government; and Dr. Alex Adams teaches Introduction to Political Analysis). PTIs teach introductory and upper divisions courses like European Nationalism and EU Politics, and Political Parties. They have offered or will offer sections of courses that are in our catalog but have not been offered in years, like Modern Political Theory or Ancient and Medieval Political Theory. Mr. Lanucara, who has both Italian and American citizenship, is offering a course in Mediterranean Politics this fall, and has been instrumental in helping us forge a link between Political Science at UNM and the Political Science department at LUISS Guido Carli in Rome. The goal of this institutional connection is to foster faculty and student exchanges. Mr. Stermer would also like to offer a general course in social policy, which builds on his practical and theoretical interest in the subject going back to his days working in state government in Illinois and as an adjunct faculty member at Northwestern University.

We have collaborated with Latin American Studies to routinize their offering of Latin American Culture and Society (POLS 360). For years, the interdisciplinary Latin American Studies program had to ask a professor of comparative politics /Latin America to offer this course, which was rotated between Political Science and History. At Dean Peceny's urging, the teaching and scheduling of this course is now built into the offer letter of our most recent comparative politics /Latin America hire so that this administrative and logistical challenge is avoided altogether. We also regularly cross-list courses with History, Sociology, Economics, Psychology, Africana Studies, and Architecture and Planning.

We have worked with Sociology to develop a graduate level research design course to achieve greater instructional efficiencies. Each unit offers a version of this course to a small group of students each year, so the goal will be to offer one course that both Sociology and Political Science students can take. Our efforts to produce this have so far failed, mainly because both units feel that foundational courses in graduate training should not be shared.

We have not expanded the use of the executive committee in department planning.

1F. Department Mission and Relationship to UNM Mission *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally.*

The Department of Political Science at UNM has a three-fold mission:
- 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
- to produce new knowledge on substantively and theoretically important questions about politics, and to disseminate those findings through high visibility, peer-reviewed publications
- 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 the first goal 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 the second goal. In addition to publishing work in peer reviewed journals, faculty have published books with university and commercial presses. And the department's extensive professional and community involvement addresses the third goal. Faculty are also extensively involved in service to the discipline, contributing to editorial boards, conference programming and planning, governance of national and regional associations, and peer-reviewing. Faculty are involved in outreach through numerous media interviews and appearances (especially during election years);

talks to community audiences; applied research for government agencies, international organizations, and local foundations; writing op-ed pieces in newspapers; and general conference participation.

Our unit's mission connects directly to UNM's, which is to engage students, faculty, and staff in its comprehensive educational, research, and service programs. This is further broken down into three parts:

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.

The learning objectives in both our undergraduate and graduate programs directly advance this mission. These include the following: to think critically about political problems; trends and developments; to communicate effectively; to develop strong analytical writing and communication skills; to demonstrate knowledge and understanding of Political Science theories, and to apply these theories and concepts to real-world cases; to evaluate theories in light of empirical evidence; and to demonstrate knowledge and understanding of their rights and obligations of citizens.

Our graduate program's objectives are, by necessity, targeted more directly to training students to become advanced students of politics and so require a deeper demonstration of theoretical and methodological knowledge and skills, understanding of major experts and literature, research design, analytical writing and research skills, and ability to communicate verbally and in written form.

Our curriculum is designed to support these objectives. At the undergraduate level we have a set of general education courses in major fields of Political Science (comparative politics, international relations, American politics, and public policy) that provide the groundwork for more advanced work at the upper division level. Writing and communicating orally are critical to all of our courses, as are the development of analytical and research skills that prepare students to conduct political science research through which they can question and challenge orthodoxy. Our lower division courses are designed to foster citizenship skills and greater knowledge and understanding of the world around us. At the graduate level, students establish a firm grounding in research methods and statistics—perhaps the key distinction between undergraduate and graduate training—as well as pro-seminars in major fields of inquiry before taking their research seminars, which provide essential training for comprehensive exams and research programs.[4]

- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.

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[4] This description of graduate program sequencing is less rigid in practice, as students take research seminars in their major fields of concentration when those courses are offered.

Faculty research programs produce and disseminate new knowledge and insights which can be then be applied to address problems confronting our localities, state, nation and globe. Dr. Gabriel Sanchez is probably most involved in applied research through the Center for Social Policy, which, among other things, focuses considerable resources on understanding health disparities as they apply to different racial and ethnic groups. This is a critical issue in the state of New Mexico, and CSP's research helps state and local policymakers understand the nuances of delivering healthcare and other social services to a multicultural population. Dr. Lonna Atkeson's work in election administration is directly applied in New Mexico to improve the quality of our elections process. Dr. Mala Htun's research on equity and inclusion in higher education is advancing knowledge to support the education of diverse student bodies and to advance opportunities and career prospects for faculty and women, while Dr. Jami Nelson-Nunez's research on the provision of water in South America and other places where water systems are weak or non-existent, has direct practical implications for policymakers in that part of the world.

But this only accounts for applied research. All faculty are engaged in producing research for scholarly audiences as well, which, while not applied in a technical sense, has real world implications. Dr. Michael Rocca and Dr. Wendy Hansen's work on campaign finance informs us directly about the political implications of landmark Supreme Court cases such as *Citizen United v. FEC*. Dr. Sanchez's work on "linked fate" deals directly with how minority groups (Latinos in particular) think about their individual and group-based interests. Dr. Jessica Feezell's work on social media and political participation informs us about how technology affects our civic life; in particular, the civic involvement of America's youth. Each of these various research programs is directly incorporated into the teaching practices of faculty, further disseminating these insights into our local community. They illustrate how our department and its faculty and graduate students enhance New Mexicans' quality of life and understanding of the world.

- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

Through our teaching and research missions we directly provide training in policy studies, which serves the interests of the both the City of Albuquerque and the State of New Mexico. We train students at both the undergraduate and graduate level in public policy. The undergraduate curriculum for majors includes Public Policy and Administration (POLS 2150), which is also a part of the general education core. Students will also get additional training at the advanced levels in such courses as Health Policy and Politics, Population Policy and Politics, Politics of Water in Latin America, Politics of Poverty and Inequality, Urban Politics, The Politics of Urban Management, and Government Regulation, among others that may be offered. In addition to its course offerings in public policy, we also offer a range of internships that students can take to enhance their applied policy and politics skills in service to the local, state, and national levels of government. Graduate students can choose public policy as either their primary or secondary field of concentration. This curriculum includes a public policy pro-seminar, plus one or two additional public policy research seminars, such as state and urban policy analysis, health policy and politics, and politics of climate change.

As noted previously, faculty also contribute to policy studies through both basic and applied research. For instance, Dr. Gabe Sanchez conducts a considerable amount of funded research into health disparities among New Mexico's Latino and Native American populations, while Dr. Deborah McFarlane studies abortion policy. Dr. Jami Nelson-Nuñez has a research program devoted, in part, to studying water policy in South America, while Dr. William Stanley has an on-going research interest in climate change policy. Dr. Kathy Powers' research program is devoted to understanding international reparations policy and transitional justice.

The Political Science department actively promotes all applicable elements of the mission and vision statements.

Criterion 2. Teaching and Learning: Curriculum *The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)*

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 inequality, racism, 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 societies, 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.

Our relevance is also demonstrated by the rigorous degree and curriculum review process (through shared governance mechanisms), in combination with sunset rules undertaken by UNM that automatically eliminate untaught courses from the curriculum. In recent years, the university's core curriculum has been changed in response to state legislation mandating that all universities and colleges have a common core curriculum and a common course numbering system to ease transfer credits and to simplify paths to degrees for students and administrators. In Fall 2019, we engaged in a recertification process for the courses in our curriculum that are also a part of UNM's core curriculum. We have cleared the initial review step in this process, which is ongoing at the time of this writing.

The relevance of political science, however, is most directly seen in the following four areas:
- Curriculum
- Internships
- Department Honors Program
- Graduate Program

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 (e.g. health policy, public opinion, constitutional law, the U.S. Presidency, or international organizations).

Our offerings in international relations (IR) begin with an introductory course that exposes students to basic problems such as war, peace, and international cooperation on such issues as security, environment, and trade. These offerings provide 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 courses include instruction 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, and comparative health and population policy. In the future, we will be able to offer more coverage of Africa.

In American politics, we offer an introductory course that covers U.S. 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 and urban politics, health policy and politics, population policy, political communication, American political theory, campaigns and elections, and public opinion.

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 such as 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 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. Like the undergraduate curriculum, students take general courses, which we call pro-seminars, and more advanced course, which we call research seminars. But because our research seminars do not require pre-requisites the graduate program does not build the same way the undergraduate program does.[5] The exception, however, is with the graduate research methods sequence, which requires that students take POLS 581 (Statistics for Social Research) before POLS 681 (Advanced Statistical Analysis for Social Science Research), and both courses before completing POLS 580 (Introduction to Empirical Research).

The relevance of our program is also demonstrated through a range of *internship opportunities* through which students can engage directly in public service at the local, state and national levels. The department runs a general internship program where students are placed in local government agencies, congressional and state legislative offices, and non-profit organizations

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[5] The information in Appendix 4 and Appendix 5 is taken from the department's *Graduate Program Handbook*. Appendix 4 describes the MA, while Appendix 5 describes the PhD program. While both programs assume that students might take pro-seminars, which are designed to present an overview of particular topics, *before* completing research seminars, which are highly specialized, in practice this does not happen.

when appropriate. We have three other internship programs that are competitive and that require students to submit an application: the Mayor's Select Internship Program (City of Albuquerque), the New Mexico State Legislative Internship Program, and the Fred Harris Congressional Internship Program.

Students in the general internship program usually, but not always, arrange their own internships, which they then present to the department's internship coordinator for consideration. So long as the internship has a connection to public policy, politics, and/or public services, it is likely to be approved. Students then log credit hours by submitting time sheets. Students must apply for the other three internship programs. The New Mexico State Legislative Internship Program places 10 students with a member of the state legislature for one week during the annual legislative session in Santa Fe, while the Mayor's Select Internship Program and Fred Harris Congressional Internship place five students each in the mayor's office and the office of a member of the New Mexico congressional delegation, respectively. These latter two are semester-long internships. The mayor's internship requires that students complete "rotations" in various executive branch offices, including the mayor's personal staff. The Fred Harris program requires students to be in Washington, D.C., and to work in the Capitol Building. They provide constituency services, bill analyses, write press releases and other communications, and complete a number of courses germane to the internship as part of their internship. The general department internship can range in credits between one and six, while the state legislative internship is a one credit course. Both are graded on a credit/no credit basis. The congressional internship is a three-credit hour course, and is graded on a letter grade basis.

The *departmental honors program* is one of the crown jewels of our undergraduate program, helping to demonstrate the relevance of our program to UNM undergraduates. It is designed to give highly capable students an opportunity to expand and deepen their research and writing skills. The honors program is particularly appropriate for students who are considering graduate school in the social sciences, foreign affairs, or related fields. Whether or not a student goes on to graduate school, completing the honors program gives students the satisfaction of developing a high level of knowledge about at least one of the subfields in Political Science, and the accomplishment of completing a polished research paper and thesis of high quality.

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 for the thesis, and the recommendation of the thesis committee.

We have also recently instituted two major changes to our graduate program, one of which bears directly on our undergraduate program as well. The first is a courses only (Plan III) MA option. Students who select this option only have to complete required coursework hours and

distribution requirements to earn an MA in Political Science. This was done in an effort to encourage applications to our MA program, which we increasingly see as a means by which to identify and recruit PhD students (see Criterion 1). It also relieves the burden on faculty to serve on second-year paper committees for MA students who need considerable mentoring to complete this project, giving faculty more time to devote to PhD student second-year papers. As it was just instituted, we have not had anyone start our program under this plan.

The second change—a newly minted BA/MA program—is also designed to encourage graduate education in Political Science as it is targeted toward highly qualified and motivated Political Science majors interested in pursuing a graduate degree, with both degrees being completed in five years. This is a major program change, which took three years to accomplish and substantial effort on the part of faculty and staff.

Under the program, students would apply to the MA during their junior year and start taking graduate courses in their senior year. The graduate courses in a student's senior year would count toward both degrees, allowing them to complete a BA and MA in four plus one year. Because this, too, is new initiative, one that took several years for needed approvals to be generated, we have not yet had anyone apply to it, although we have had inquiries, and numerous discussions about how to execute the program.

2A. Curricula *Provide a detailed description of the curricula for each degree/certificate program within the unit.*

Include a description of the general education component required, including contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.

See Appendices 3, 4, and 5 for descriptions of the BA, MA and PhD curricula, respectively.

Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.

Political Science contributes POLS 1140, The Political World; POLS 1120, American National Government; POLS 2110, Comparative Politics; and POLS 2120, International Relations, to the Social and Behavioral Sciences component of UNM's core curriculum.

POLS 2120, International Relations, is required for the International Studies (IS) major, and thirteen POLS courses are listed as qualifying courses under the IS program's thematic concentrations, including POLS 2110, Comparative Politics; POLS 320, Topics in Comparative Politics; POLS 340, Topics in International Relations; POLS 341, International Conflict and Cooperation; POLS 342, American Foreign Policy; POLS 346, International Political Economy; and POLS 442, International Peacekeeping and Conflict Resolution.

Similarly, fourteen POLS courses are listed as fulfilling group requirements for the Peace Studies minor (details at https://peaceblossoms.unm.edu/study-peace/core-curriculum.html). Four POLS courses (POLS 301, Government of New Mexico; POLS 307, Politics of Ethnic Groups; POLS

308, Hispanics in US Politics; POLS 400, Advanced Political Topics) 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/advismentform2020.pdf). One POLS course (POLS 376, Health Policy and Politics) is listed as fulfilling the Women Studies major or minor, and additional POLS courses cross listed as WMST courses are also included.

We contribute a number of courses to the Master of Public Policy Program, including POLS 570, Pro-Seminar in Public Policy; POLS 510, Pro-Seminar in American Government and Politics; POLS 511, Research Seminar in State and Urban Policy Analysis; POLS 581, Statistics for Social Research; and POLS 681, Advanced Statistical Analysis for Social Science Research. Relatively few of our graduate courses are routinely cross-listed with other graduate programs. Dr. Mala Htun taught POLS 512/496, Gender Politics: State, Economy, and Family, which has been cross listed with Women Studies.

We have been in discussions off and on over the past couple of years to join forces with Sociology on a jointly taught and produced graduate course in research design (POLS 580 Introduction to Empirical Research). The College of Arts and Sciences has been encouraging our respective departments to make this shift in the interests of instructional efficiencies, but we have not been able to move forward given concerns about how the course would be taught to the different student populations (Political Science and Sociology in the same course, each with different pedagogical needs).

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://laii.unm.edu/academics/ma.php.

We provide faculty to teach POLS/LTAM 360, Latin American Culture and Society every other academic year. This is now written into the contract of Dr. Sergio Ascencio who, as a condition of accepting his position in Political Science, agreed to take on this responsibility. Political Science is listed as both a major and minor concentration to the LAS PhD program.

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, Philosophy, and Architecture and Planning.

2B. Teaching Modes *Discuss the unit's mode(s) of delivery 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. Over the last several years we have also expanded our online course offerings. Our line-up of courses offered online (now, or in the recent past) includes the lower division courses American National Government, Comparative Politics, International Relations, Introduction to Empirical Analysis, Political Ideas, and upper division courses Comparative State Politics, Law in the Political Community, and Russia and its Neighbors. The core instructional components of the Fred Harris Congressional Internship Program is delivered entirely online.

The coronavirus pandemic has introduced faculty to a range of new teaching modalities, including remote arranged, remote scheduled, face-to-face + remote arranged, face-to-face + remote scheduled. These were introduced in the spring and summer 2020 and will be used to mix and match how we deliver instruction only until we can return to a more normal mode of operation. This has affected how we deliver instruction at both the undergraduate and graduate levels.

Criterion 3. Teaching and Learning: Assessment *The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)*

3A. Assessment Plans *Provide the current Assessment Plan for each degree and certificate program in the unit.*

The current assessment plans for each of our programs include a set of broad program goals along with student learning outcomes, which are measurable items linked to each broader goal. The specific goals and student learning outcomes follow.

Assessment Plan BA Program Goals and Student Learning Outcomes (SLOs)

Program Goal A. Be critical thinkers of political problems who are able to critically reflect on and analyze contemporary political trends and developments.
> SLO A1: The students will demonstrate an ability to think critically regarding political problems, trends, and developments.

Program Goal B. Have effective communication and strong analytical writing skills.
> SLO B1: The students will demonstrate an ability to communicate effectively.
> SLO B2: The students will demonstrate strong analytical writing skills.

Program Goal C. Have an ability to apply knowledge of political science theories and concepts to real-world cases.
> SLO C1: The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.
> SLO 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.
> SLO C3: The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.

Program Goal D. The program will produce students who will be prepared to assume the duties of citizenship commensurate with an effective civil society.
> SLO D1: The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.

We assess these broad program goals by evaluating an artifact from graduating seniors during the semester in which they plan to graduate. A list of graduating seniors is distributed to all regular faculty, who then identify those who are enrolled in their courses. The artifact is evaluated according to a rubric that covers the SLOs identified above, and that grades student on a weak, adequate, strong, or NA basis. The department chair then compiles the data in an effort to summarize the information on a semester-by-semester basis.

We also evaluate our general education courses. This plan is similar in that we have SLOs for each gen ed course in our curriculum. Connected to each SLO are instruments that are used to assess outcomes. Each gen ed course has its unique set of SLOs and instruments. Once a course is over we ask faculty for outcomes assessment data, which then gets compiled by the department chair.

Assessment Plan MA Program Goals and Student Learning Outcomes (SLOs)

MA program assessment is implemented via the use of a rubric that covers each SLO and that is applied to students' second year papers, which is the MA exam for purposes of granting this degree. Each SLO is evaluated according to a Fail, M.A pass, PhD pass, and PhD pass with distinction grading system. Each student completing the second-year paper has a two or three-person committee of subject matter experts with whom they work. Once the paper is completed, the committee that evaluates the work and submits one evaluation form. Terminal MA students need only pass the second-year paper project at the MA level, while PhD students earning their MA degree *en route* need to pass at the PhD level or higher.

MA plan options include Plan 1, which requires a student to complete 32 credit hours and pass the second year; Plan II, which requires a student to complete 24 credit hours and pass a Master's thesis; and Plan III, which requires students to complete 32 credit hours only. Plan I and Plan II outcomes are assessed via the specific goals and student learning outcomes follow. Plan III assessment follows the specific goals and student learning outcomes of our undergraduate program.

Program Goal A. Thorough grasp of major theories and literature relevant to the project.
    SLO A1. The students will demonstrate a thorough grasp of major theories and literature relevant to the project.

Program Goal B. An ability to think critically, in both methodological and theoretical terms.
    SLO B1: The student will demonstrate an ability to think critically with respect to theory.
    SLO B2. The student will demonstrate an ability to think critically in methodological terms.

Program Goal C. A firm understanding of appropriate research design and methods.
    SLO C1: The students will demonstrate an ability to execute appropriate research design and methods.

Program Goal D. The capacity to conduct an original research project.
    SLO D1: The students will demonstrate the capacity to conduct an original research project.

Program Goal E. Analytical writing that is clear and appropriate to the audience.
    SLO E1: The students will demonstrate analytical writing that is clear and appropriate to the audience.

Table 3A.1 shows outcomes assessment data for the MA program. Outcomes assessment for the MA includes both terminal MA and those students going on for the PhD All students in the PhD program must pass their MA requirements at the PhD level to earn their MA en route, or they will have to take the exam over.

The data show number and percentage of grades by subfield between 2015 and 2020. The department had 0 failures, which means that students are getting through this hurdle without having to revise and resubmit their papers to earn a passing grade. This, however, does not mean that the second-year paper requirement is proceeding smoothly. It requires considerable faculty time and investment just to get students through and may require reconsideration as the department moves forward.

Table 3A.1 Master's Exam (Second Year Paper) Results, 2015-2020

Grade	American	Comparative	International	Methods	Public Policy	Totals
PhD Pass with	1	2	0	0	0	3
Distinction	33.3%	66.7%	0.0%	0.0%	0.0%	100.0%
	11.1%	40.0%	0.0%	0.0%	0.0%	16.7%
PhD Pass	5	3	3	0	0	11
	45.5%	27.3%	27.3%	0.0%	0.0%	100.0%
	55.6%	60.0%	75.0%	0.0%	0.0%	61.1%
MA Pass	3	0	1	0	0	4
	75.0%	0.0%	25.0%	0.0%	0.0%	100.0%
	33.3%	0.0%	25.0%	0.0%	0.0%	22.2%
Fail	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Totals	9	5	4	0	0	18
	50.0%	27.8%	22.2%	0.0%	0.0%	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The first percentage is the row percent; the second percentage is the column percent.

Assessment Plan PhD Program Goals and Student Learning Outcomes (SLOs)

Program Goal A. Knowledge sufficient to teach a basic course.
>SLO A1: The students will demonstrate sufficient general knowledge in the area to teach a basic course in their subfield.

Program Goal B. Comprehensive knowledge and understanding of the literature and major theories
in the field.
>SLO B1: The students will demonstrate a thorough grasp of the literature and experts in their subfield.
>SLO B2: The students will demonstrate a thorough grasp of the major theories in their subfield.

Program Goal C. An ability to think critically, in both methodological and theoretical terms.
  SLO C1: The students will demonstrate an ability to think critically in methodological terms.
  SLO C2: The students will demonstrate an ability to think critically with respect to theory.

Program Goal D. A firm understanding of research design and methods.
  SLO D1: The students will demonstrate a firm understanding of research design and methods.

Program Goal E. The capacity to conduct an original research project.
  SLO E1: The students will demonstrate the capacity to conduct an original research design.

Program Goal F. Strong written and oral communication skills.
  SLO F1: The students will demonstrate analytical writing that is clear and appropriate to the audience.
  SLO F2: The students will demonstrate the ability to communicate orally in the field.
  SLO F3: The students will demonstrate the ability to answer questions effectively.

PhD program assessment is implemented via the use of a rubric that covers each SLO and that is applied to students' comprehensive exams. Students take two comprehensive exams, one in their primary field of concentration and one in their secondary field. Students also complete an oral exam in their primary field. The evaluation committees for each exam are usually composed of two or three faculty who specialize in the area covered by the exam. Each committee submits a rubric for each exam that covers the SLOs above, and that is graded on a Fail, PhD Pass, PhD Pass with Distinction basis.

Table 3A.2 shows PhD comprehensive exam results by subfield between 2013 and 2020. The results were aggregated by exam attempt, so anytime a student took an exam, whether it was a first or second attempt to pass the comp, the result was recorded. Six fail grades were recorded, 38 PhD pass grades, and 3 PhD Pass with Distinction. There were fail grades recorded in each subfield except Comparative Politics, and there were 2 each in IR and Public Policy. Overall, during the time frame, 46 students passed their PhD comp exam, as one was removed for failing to pass an exam on the second try.

Table 3A.2 PhD Comprehensive Exam Results by Subfield, 2013-2020

Grade	American	Comparative	IR	Methods	Public Policy	Totals
PhD Pass with Distinction	3	0	0	0	0	3
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	25.0%	0.0%	0.0%	0.0%	0.0%	6.4%
PhD Pass	8	12	10	2	6	38
	21.1%	31.6%	26.3%	5.3%	15.8%	100.0%
	66.7%	100.0%	83.3%	66.7%	75.0%	80.9%
Fail	1	0	2	1	2	6
	16.7%	0.0%	33.3%	16.7%	33.3%	100.0%
	8.3%	0.0%	16.7%	33.3%	25.0%	12.8%
Total	12	12	12	3	8	47
	25.5%	25.5%	25.5%	6.4%	17.0%	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The first percentage is the row percent; the second percentage is the column percent.

3B. Assessment Reports *Provide current Assessment Reports for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

See Appendix 6 (BA program)
See Appendix 7 (MA program)
See Appendix 8 (PhD program)

3C. Constituents and Stakeholders *Describe the unit's primary constituents and stakeholders. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

The Political Science department's primary constituents are undergraduate and graduate students, and department faculty and staff. Outcomes assessment data are not shared with students (although there is information on program learning outcomes published on our department website), nor is it shared with faculty. Instead, faculty, when we are implementing assessment to any degree, share information with the department chair who then shares it with university assessment personnel.

The department's assessment process is weak, especially at the undergraduate level. At present, it is a highly decentralized process that involves the chair of the department requesting that faculty collect information related to their courses. We attempt to assess courses in the core curriculum (POLS 1120, American National Government; POLS 1140, The Political World; POLS 2110, Comparative Politics; and POLS 2120, International Relations), and the program generally through a separate assessment of graduating seniors. Execution semester-by-semester is inconsistent, and there is low faculty buy-in. Graduate program assessment is stronger only because data are collected along the way as faculty submit rubrics for students when they complete specific degree requirements. Our plan moving forward is to work more closely with the UNM Assessment Office to streamline our procedures and to strengthen communications about assessment with faculty and key stakeholders.

Criterion 4. Students (Undergraduate and Graduate) *The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.*

4A. Recruitment Activities *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.*

Undergraduate
In general, we do not directly recruit undergraduate students, let alone students of color or students from under-represented groups. This is the job of university admissions. We do, however, indirectly recruit students by taking steps to increase the value to students of our major and department.

One tactic we employ to accomplish this is our curriculum, which includes a range of diverse and interesting courses that directly represent the diversity of the field and the research and teaching interests of our faculty. Our regular faculty strive to integrate their research and teaching agendas to make their courses relevant to current debates and issues in the field. Dr. Nelson-Nunez brings her research on water and health in South American communities directly into her classes on these topics, as do Drs. William Stanley and Mala Htun, when they teach peacekeeping or women's political empowerment in different parts of the world, respectively. Dr. Jessica Feezell connects directly to the interests and lives of undergraduates via her research and courses on social media and youth political participation. Faculty who do not have research agendas have significant professional connections to the subject matters they teach. Mr. Kierst, for example, had a long career in the law prior to becoming a lecturer in Constitutional Law in our department. His courses are infused with his deep experience in the practicalities of the legal profession, and the habits of mind required of successful attorneys. We are also blessed with many outstanding and creative teachers, several of whom have been nominated for or who have won university teaching awards (e.g., Dr. Michael Rocca, Dr. Chris Butler, Dr. Jessica Feezell, Dr. Timothy Krebs, Peter Kierst, and Dr. Jami Nelson-Nuñez).

A number of years ago, we chose to put senior faculty into our introductory courses—American National Government (POLS 1120), The Political World (POLS 1140), Comparative Politics (POLS 2110) and International Relations (POLS 2120). These courses represent a gateway to attracting new majors, and faculty often report that they spoke to a student or a number of students during a course about becoming a Political Science major. So, while we have no way to measure the draw of our curriculum and instructors we are confident that its impact is substantial.

These tactics are complemented by other direct efforts to increase the value of our major via internships, our departmental honors program, and a new BA/MA program, which allows students to earn both degrees in five years instead of six. In the very near future, we hope to add an international component to our major by directly providing study abroad programming through our department. We have been in direct talks for the last three years with the Political Science department at LUISS in Rome to sign a formal agreement providing a structure for

student and faculty exchanges and interactions. Individual faculty such as Dr. Kathy Powers (and the late Dr. Kendra Koivu) have been active in this kind of instruction through GEO programs at UNM. Each of these initiatives add great value to our undergraduate program.

Faculty involvement with students outside the classroom deepens the connection between UNM undergraduates and our department. Dr. Michael Rocca, for example, is involved in with several student clubs and UNM athletics. He is faculty advisor to UNM World Affairs Delegation; UNM Chapter Pi Sigma Alpha (Political Science Honors Society); UNM Women's Water Polo Club; UNM Men's Water Polo Club; and Faculty Liaison to the UNM Men's and Women's Tennis Teams. Each of these advisor roles heightens the profile of our department and undergraduate program.

Other direct efforts include revamping our department website, which we undertook in 2016. We have managed to keep our frontpage banner current and inclusive of the kinds of things we want to share with students and faculty, but managing it and keeping other parts of the webpage up to date is a challenge given other demands on staff. We do not have a full-time person for this responsibility, which is managed by the graduate program coordinator. We have also moved into social media with a presence on Facebook and Twitter, but we do not generate enough content to be a presence on Instagram, which is a popular social media platform for our target audience. Our social media presence is designed more to communicate with existing majors, who are the ones most likely to follow us, while our webpage is designed to provide information to students interested in our degree programs.

The department chair has also been involved in efforts to directly recruit students to UNM, either through the personalized recruitment letters distributed by enrollment management, or by participating in college recruitment events in Albuquerque and at Central New Mexico College.

Graduate
We use both indirect and direct methods to recruit for our graduate program as well. In this area, however, we are able to be more direct.

In terms of indirect methods, we rely on the strength of our faculty to draw students into our program. Our applicants often come to us with very specific interests in Political Science and with a clear sense of which faculty they would like to work with. Others have specific interests but are not particularly clear about which faculty they want to connect with. Still others come to us with only the vaguest kinds of interests—for example, they want to study Comparative Politics—but are unclear about what within comparative they want to focus on, let alone who they want to work with. In sum, faculty reputations remain an important indirect tool of graduate student recruitment.

The most direct method we use to shape the graduate program and recruit students is our admissions process. Through this process, which is described in greater detail below, we are able to identify students who we think will be good fits for the department and for which the department will be good a fit for them. We can also more directly incorporate information on students' racial and gender profiles into our decision-making, which can help us produce diverse cohorts. We also invite our top candidates to campus. This provides an opportunity for faculty to

interact with our recruits and vice-versa. Recruits also meet other graduate students and get to spend a little time together.

Our ability to recruit our top candidates is hampered by the stipends we are able to offer. Current stipends for fully funded students are $16,000 per year. We guarantee four years of funding, which is consistent with other political science programs.[6] Our packages also cover tuition and include health insurance, but does not include summer salary. According to ProFellow.com, PhD stipends across disciplines typically range in value from $18,000 to $30,000.[7] Because we manage our graduate stipend budget, as opposed to having our graduate assistant lines set for us by the College, we could opt to provide more generous packages to fewer students. This, however, comes at the risk of unsustainably low numbers in our first-year cohorts. Similarly, we could offer more years of funding, but this poses the same risk.

Although we have had good recruiting years recently, our low number of faculty hurts our ability to recruit graduate students. With potentially only one faculty expert in a given area, students are hesitant to come to UNM given that the person with whom they might work may leave or retire, leaving them bereft of a mentor. We had a situation recently where our top recruit, a minority student, decided against UNM because we had only one faculty expert in the area of Latino Politics (Dr. Gabriel Sanchez). Ironically, we were able to recruit the student back by hiring his mentor at UC, Riverside. This is not a strategy of course, but happenstance.

As noted above, having another staff person, such as an administrative assistant, would free up time for our graduate program coordinator to more regularly maintain the department's webpage, which is the public face of our department and a key tool in recruiting graduate students. It is difficult at best to keep the site up to date on department matters, and the activities and successes of our graduate program in light of all the other duties required of our graduate program coordinator. Indeed, maintaining the website could be a full-time job.

Our mindset regarding recruitment has shifted somewhat to using our MA program to recruit PhD students. We have little to show for it at present, but it has only been a few years, so we will give it time to see if it bears fruit. Because we are small, out of the way, and less generous in general with graduate stipends, we struggle. Fortunately, we have turned this around some in the last two years, with strong incoming cohorts (seven and eight, respectively), but prior to this we had incoming cohorts of four and two. And of the cohorts in the last two years, we have lost three students, one for family reasons, one who had a change of heart, and one who felt he would struggle too much to learn the statistics required to earn a PhD Two of these students are Hispanic.

Dr. Sanchez has been a leader in recruitment both generally and in terms of recruiting minority students. He has worked with Ralph Bunche Institute and McNair Scholars for a number of years to bring students to our graduate program. He has achieved student recruitment success in his role as executive director of UNM's Center for Social Policy, which has a specific mission to recruit qualified minority students. Several of these students—Melina Juarez, Yoshira Macias

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[6] https://www.profellow.com/fellowships/fully-funded-phds-in-political-science/, accessed September 9, 2020.

[7] https://www.profellow.com/fellowships/how-to-fully-fund-your-phd/, accessed September 9, 2020.

Mejia, Barbara Gomez Aguiñaga, Maria Livaudais, Eric Griego, Brooke Abrams—have either completed their PhDs or are very close to doing so. Going back further in time, Vickie Ibarra, Shannon Sanchez-Youngman, and Lisa Sanchez are also on this list of minority students who have successfully completed their PhD degrees in recent years.

Professor Sanchez also collaborated with faculty at University of North Texas and University of Houston to prepare a successful grant application through the American Political Science Association to educate students at large state institutions—exactly the kinds of institutions that might lack strong undergraduate mentoring systems and where students are often first-generation. Workshops were held at UNM, University of Houston, and San Diego State University during the 2018-2019 academic year.

Other faculty get involved in recruitment efforts through their service on the department's graduate committee, by participating in our recruitment days, and when discussing our program with non-UNM colleagues at professional conferences.

4B. Admissions *Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

We do not take part in undergraduate recruitment and admissions. That is handled outside of our department by the Admissions Office. As noted above, we do attempt, indirectly and directly, to recruit majors.

Graduate program admissions and funding decisions are made by the department's graduate committee, which is led by the graduate director. We generally have a January 15th deadline for applicants who are seeking funding, with April 15th deadline for all applicants. We examine all aspects of an applicant's file: transcripts and GPA, GRE scores, letters of recommendations, and the student's writing sample and personal statement. We do not have a policy on minimum GPAs or GRE scores for admission to the program and both are considered alongside other parts of an applicant's file. We do also consider an applicant's race/ethnicity and/or gender. In general, the process can be described as holistic. In the past we definitely focused more on GRE scores than we do now. We actively seek to find candidates who may be overlooked by more prestigious program, but that might have the talent, if the not the training, to succeed in graduate school. We like to think of it as "Moneyball" strategy, modeled on the player signing strategy of small market Major League Baseball teams. We may purposefully avoid recruiting the top prospect in our pool of applicants, who are more likely to sign elsewhere (in part to pursue more generous funding packages elsewhere), so as to land talented but less obviously desirable prospects lower on our list.

4C. Department Data *Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity, gender, first generation, and Pell grant status, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues*

highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.[8]

Enrollment by Major

The department's course enrollments are strong. Indeed, Political Science has maintained strong enrollments while enrollments at the university and in cognate departments have dropped.[9] This is a strong testament to our outstanding faculty and engaging curriculum.

Figure 4C.1 shows enrollment by major data for the College of Arts and Sciences (A&S), the Department of Political Science, and three cognate departments. We make these kinds of comparisons throughout this section because we want to highlight trends in Political Science both over time, and relative to other units on campus. The figures show that A&S's enrollments by major were up 25 percent over the period from 2015 to 2020, while Political Science's enrollments were up 7 percent. This is in stark contrast to enrollments in cognate departments which declined by 31 points over the same period.

Figure 4C.1 Percentage Change in Enrollment by Major, 2015-2020
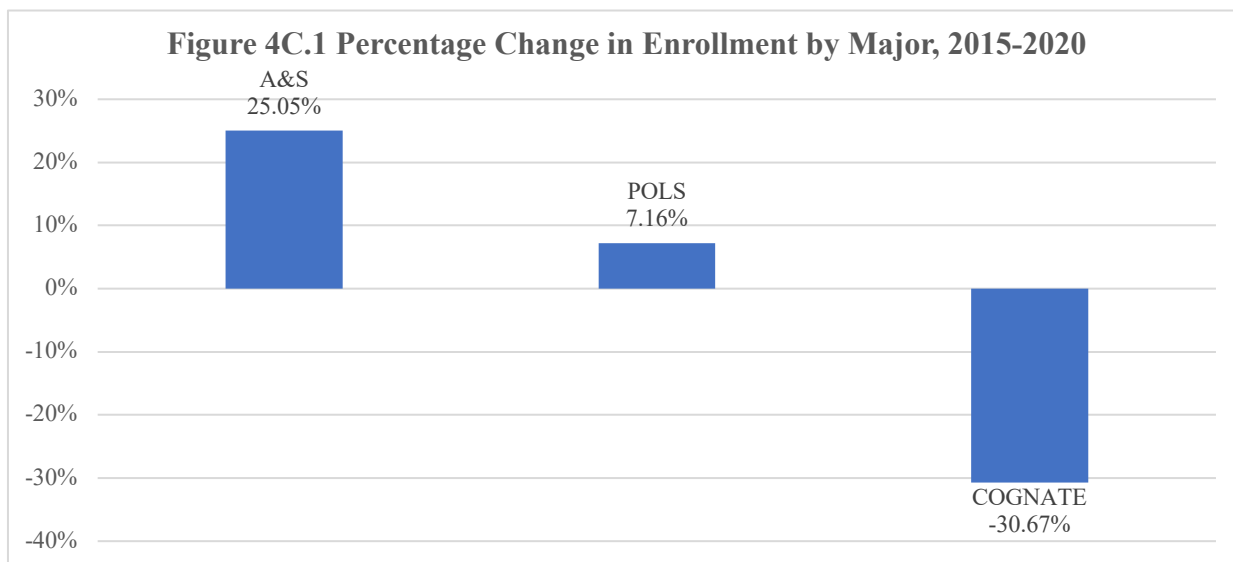
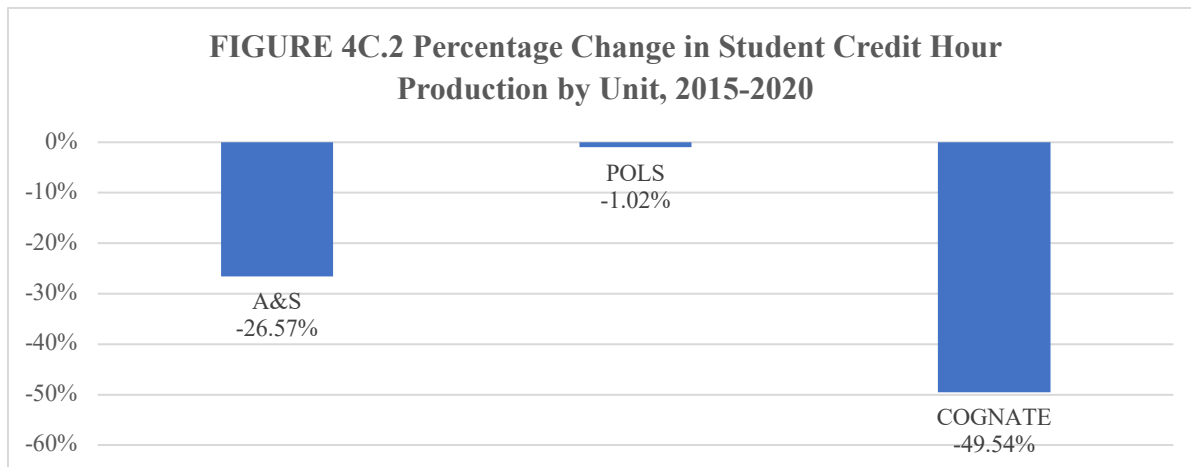### Student Credit Hour (SCH) Production

Another way to analyze the enrollment picture is by looking at trends in student credit hour (SCH) production. Figure 4C.2 shows these trends for the same comparison groups and for the same time period.[10] In general, SCH production has declined precipitously in the College of Arts

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[8] Data presented in the table can be found here: http://oia.unm.edu/facts-and-figures/official-enrollment-by-major-dashboard.html.

[9] Cognate departments are ones that our majors would most likely choose if they were not going to major in political science. We do not have concrete data on this so our choice of comparison departments is based on anecdotal information gathered from working with political science majors and minors over time.

[10] Data presented in the table can be found here: http://oia.unm.edu/facts-and-figures/sch-by-course-college.html

and Sciences and among cognate departments. Political Science SCH has also declined, but we are only down a percentage point. This is driven by strong SCH production at the upper division level, where we have seen a 14.03% increase in the past five years. Our graduate program has also posted a 4 percent increase.

FIGURE 4C.2 Percentage Change in Student Credit Hour Production by Unit, 2015-2020

Unit	Percentage Change
A&S	-26.57%
POLS	-1.02%
COGNATE	-49.54%

Retention

Retention rates refer to the "Percentage of first-time, degree-seeking freshmen (or freshmen cohort) who remain enrolled in a subsequent semester. For example, the 1-year retention rate for the 2015 freshmen cohort reflects the percentage of students in the cohort who remain enrolled at the start of the fall 2016 semester. This includes students who are away as national/international exchange students or on cooperative work assignments. The "retention rate" for a given freshmen cohort generally refers to the 1-year rate, or 3rd-semester retention."[11]

As a department we do not do anything specific to enhance equity and inclusion or to promote a particular profile of students in our major. Like most departments, we encourage promising/interested students to become political science majors. We use individual faculty-students interactions to encourage students to continue in Political Science, but whether that is done in a way that enhances diversity is unknown. Nevertheless, the data show us how we are doing on that front and how we compare to the College of Arts and Sciences, and are an important source of information we can use to guide future efforts to diversify our student body.

We focus on three demographic categories: White, Hispanic, and American Indian. These are the largest racial or ethnic groups at the University of New Mexico, where Whites currently are 34%, Hispanics are 43.9%, and American Indians are 5.1% of the student population.[12]

It is difficult to interpret what retention actually signifies. On the one hand, it could be viewed as a measure of customer satisfaction. If students like their major they are more likely to make it to

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[11] http://oia.unm.edu/data-dictionary.html
[12] For these data see: https://public.tableau.com/profile/unm.oia#!/vizhome/Enrollment_SCH_2012-2016_0/Story1

the third semester. On the other, it may indicate how hard a college or major is. Units with low retention rates may argue that their curricula are more challenging, so weaker students get weeded out sooner.

Third semester retention is the date most commonly used by UNM and higher education institutions because there is a significant difference in the probability that a student will graduate if they finish first year, relative to other semesters. One other point worth mentioning is that, beginning in 2016, pre-majors were included in the totals of majors included in the data reported by UNM and upon which these figures are constructed. This substantially increased the number of majors included in the denominator for 2016-2018 relative to 2014 and 2015.

With these caveats in mind, Figure 4C.3 shows a comparison of 3rd semester retention rates in the College of Arts and Sciences and Political Science.[13] Political Science is represented by the orange bar in this and other figures in this section, while A&S is in blue. The 3rd semester retention rate in Political Science for students who entered in 2014 and 2015 is substantially lower than A&S in in 2014 and 2015, but higher or equal to it in subsequent years.

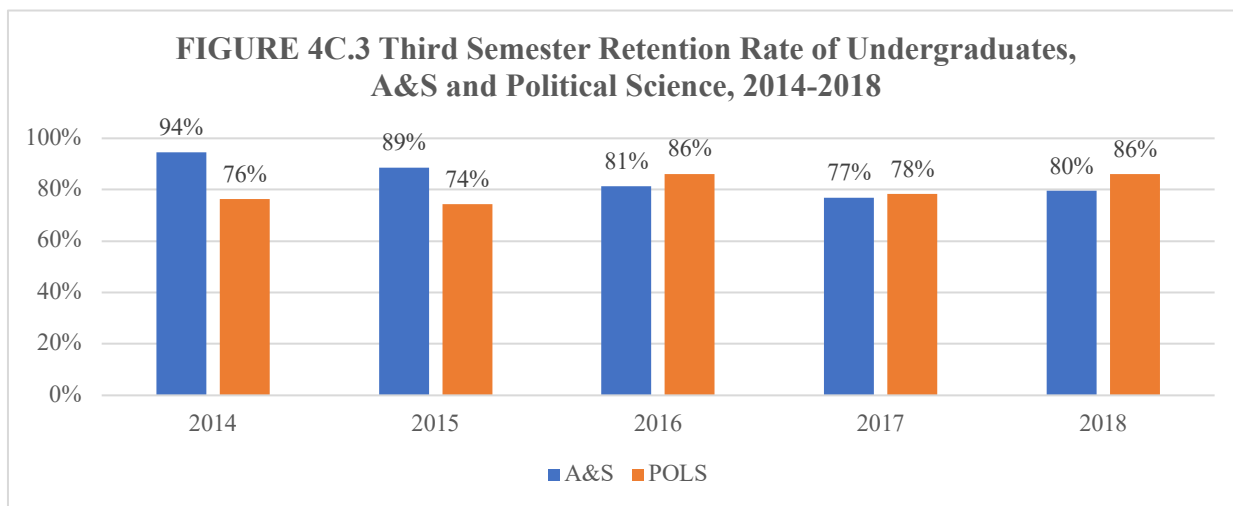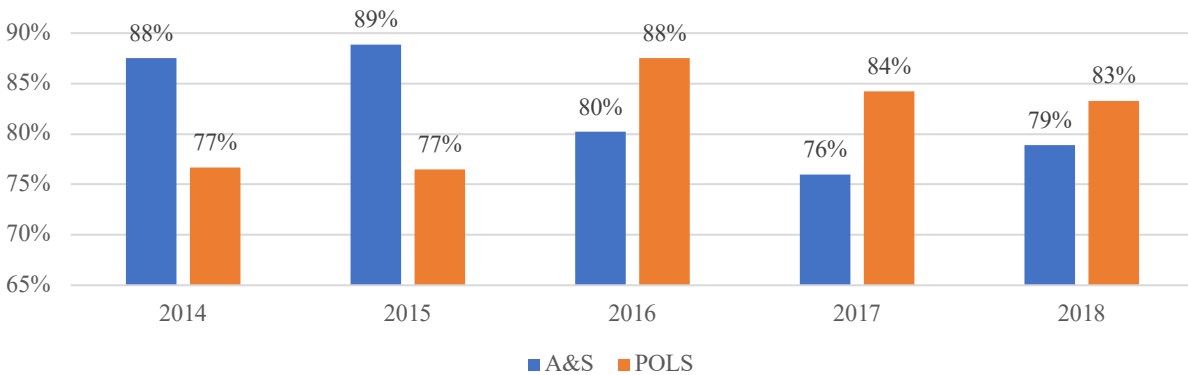**FIGURE 4C.3 Third Semester Retention Rate of Undergraduates, A&S and Political Science, 2014-2018**

Figure 4C.4 shows the same information but for the subset of Hispanic students. A similar pattern emerges in that the rate for Political Science is higher in the 2016-2018 period than it is in either 2014 or 2015. In the former, Political Science is above 80% in each in year, while A&S is at or below that level. Figure 4C.5 shows the breakdown for White Students. Here the data are more consistent; the only year in which Political Science's third semester retention rate is far below A&S is 2015.

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[13] The data presented in Tables 4C.3 through 4C.7 can be located here: https://oia.unm.edu/facts-and-figures/freshman-cohort-tracking-reports.html

FIGURE 4C.4 Third Semester Retention Rate of Hispanics, A&S and Political Science, Entry Year 2014-2018

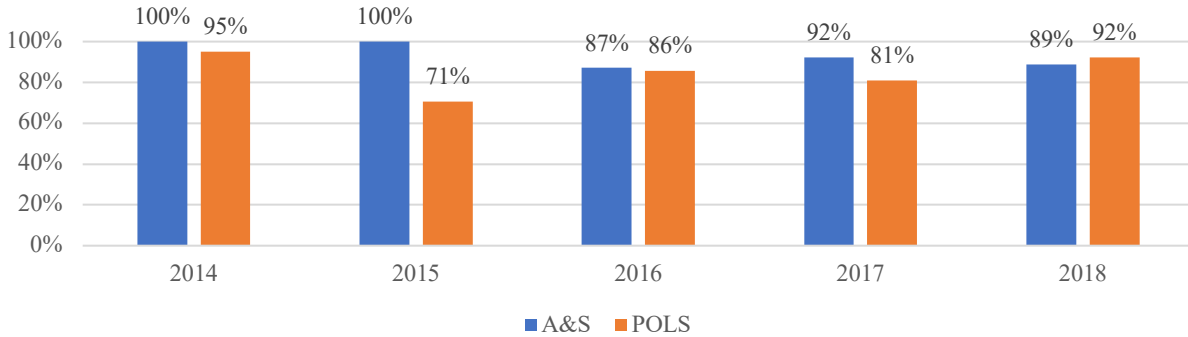**FIGURE 4C.5 Third Semester Retention Rate of Whites, A&S and Political Science, Entry Year 2014-2018**

Figure 4C.6 show retention of male students within A&S and Political Science and by entry year cohort. Political Science does well in retaining its male students, although this is clearer only in the 2016-2018 period when pre-majors are included in the cohort figures. This pattern is largely the same for female students, but Political Science's retention for female students is greater than A&S's only in 2017 and 2018 (See Figure 4C.7).

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**FIGURE 4C.6 Third Semester Retention Rate of Males,
A&S and Political Science, Entry Year 2014-2018**

**FIGURE 4C.7 Third Semester Retention Rate of Females,
A&S and Political Science, Entry Year 2014-2018**
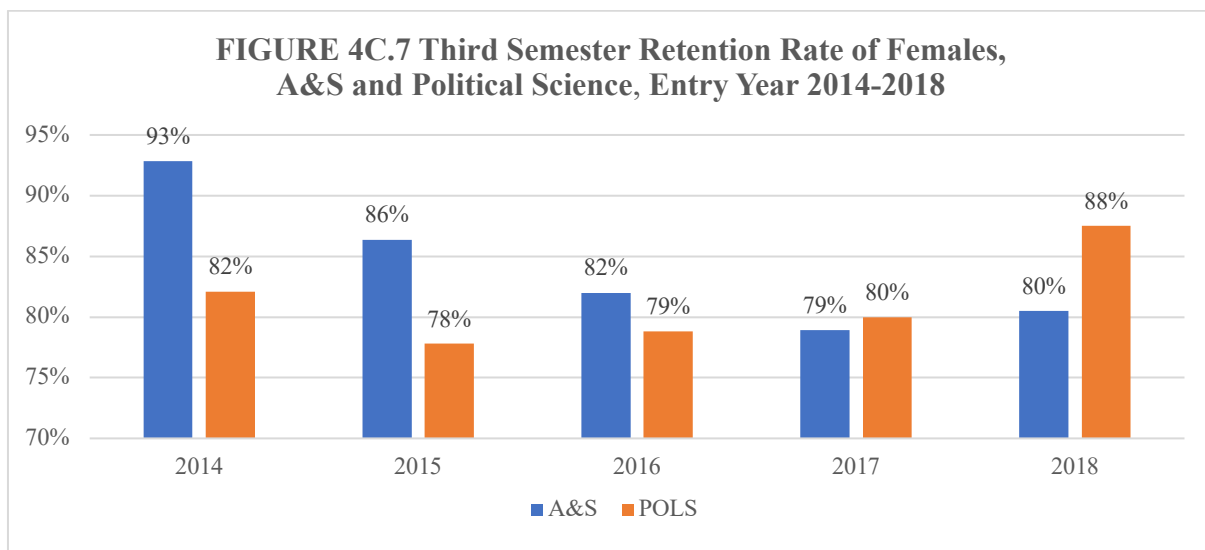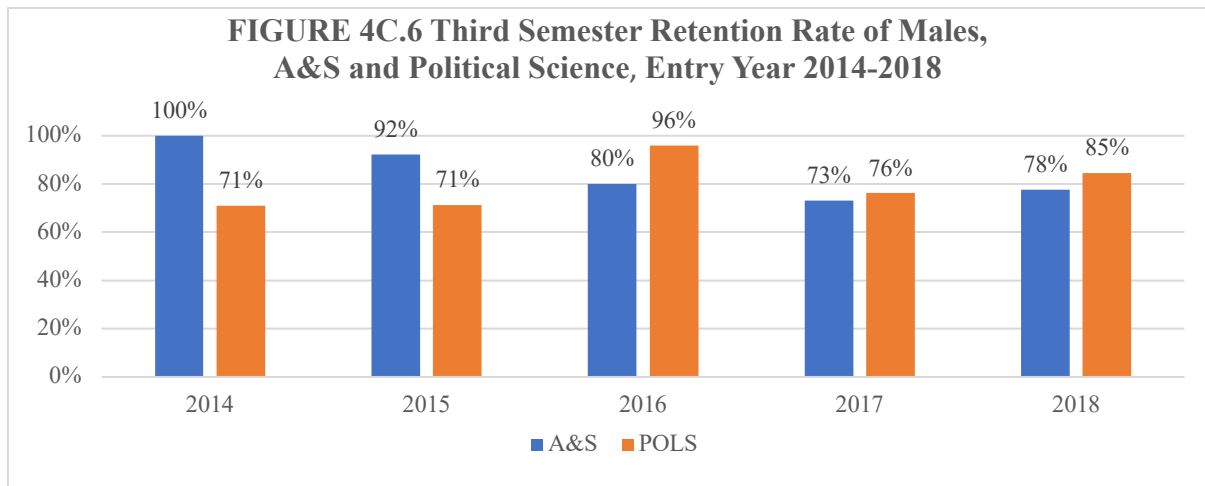
In summary, Political Science is doing well since 2014 in retaining freshmen who are either declared or pre-Political Science majors. We appear to be doing particularly well with Hispanic students and with male students.

Graduation: Degrees Awarded

Degrees awarded is another way to gauge the performance of the department. As seen in Figure 4C.8, between 2015 and 2019 the number of students earning BA degrees increased by almost 30%, whereas the number in A&S decreased by 7.3%.[14] The difference between Political Science and A&S represents a nearly 37 percentage point spread over the time frame.

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[14] The data presented in Table 4C.8-4C.10 can be located here: https://oia.unm.edu/facts-and-figures/graduation-rates.html

FIGURE 4C.8 Percentage Change in BA Degrees Awarded in A&S and Political Science, 2015-2019
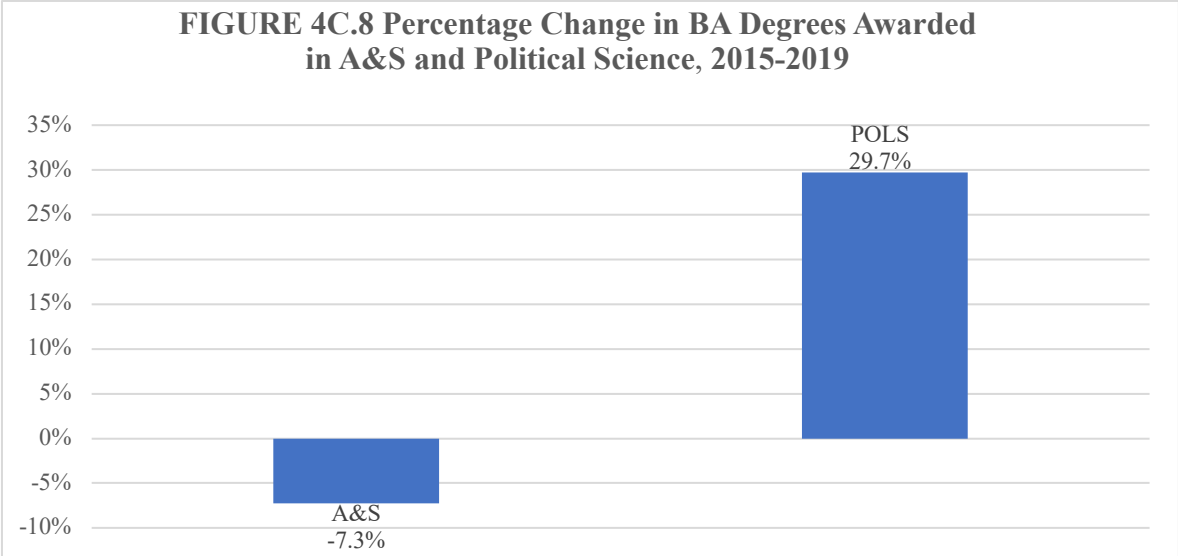
POLS
29.7%

A&S
-7.3%

Figure 4C.9 shows BA degrees awarded between 2015 and 2019 by unit and gender. Relative to A&S, Political Science awarded more BA degrees to male students, while A&S awarded more to female students.

FIGURE 4C.9 Percentage of BA Degrees Awarded in A&S and Political Science, by Gender, 2015-2019

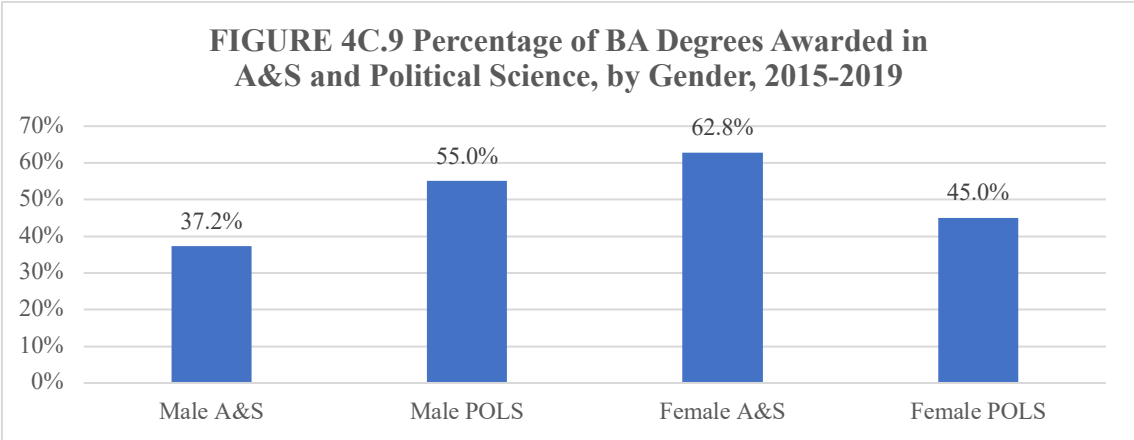| Male A&S	Male POLS	Female A&S	Female POLS
37.2%	55.0%	62.8%	45.0%

Figure 4C.10 shows BA degrees awarded between 2015 and 2019 by unit and race/ethnicity. We focus on White, Hispanics and American Indians. As noted above, these are the largest racial or ethnic groups at UNM.

Relative to A&S, Political Science awarded roughly an equal percentage of BA degrees to Whites (38% versus 37%, respectively), and a larger percentage of BA degrees to Hispanics (50% versus 46%, respectively). American Indians are less 4.1% of total degrees awarded by Arts and Sciences, and 3.9% of total degrees awarded by Political Science.

FIGURE 4C.10 Percentage of BA Degrees Awarded in A&S and Political Science, by Race/Ethnicity, 2015-2019
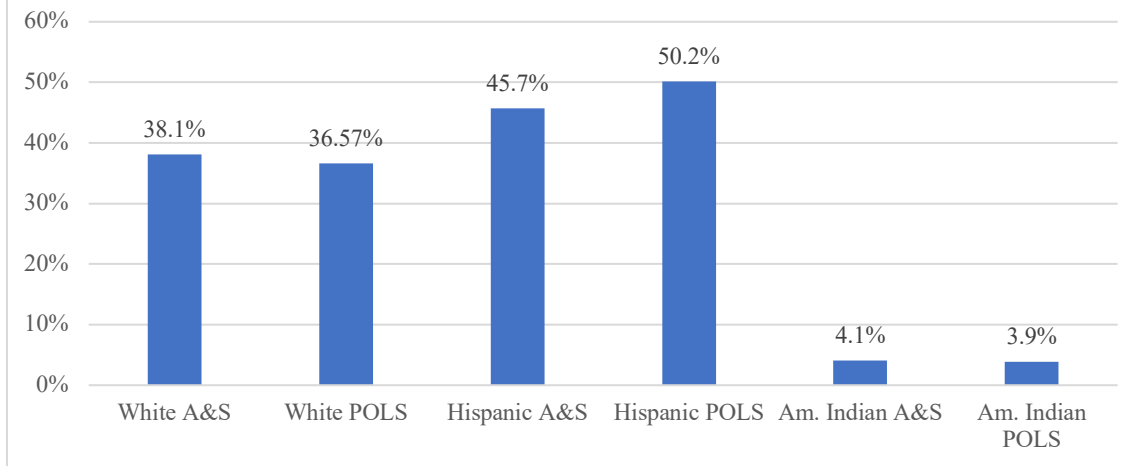
The MA degree comparison seen in Figure 4C.11 adds the category of international students, while dropping American Indians given the low number of students in this latter category earning graduate degrees.[15] Each bar in the graph indicates a particular year in the series. The data presented are percentages of Whites, Hispanics, and International students earning MA degrees between 2014 and 2018.

The larger number of students represented by the A&S figures produces greater stability, whereas the smaller number of students in Political Science produces greater instability. (There were only 30 MA degrees awarded during the entire time frame.) In some years the percentage of White students earning MA degrees from Political Science is greater than the A&S comparison group, while in other years it is lower. In 2014 and 2016, the percentages are greater than A&S, but they are lower in 2015, 2017, and 2018.

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[15] The data presented in Tables 4C.11-4C.14 can be located here: https://oia.unm.edu/facts-and-figures/graduate-studies-dashboard.html

FIGURE 4C.11 Percentage of MA Degrees Awarded in A&S and Political Science, by Race/Ethnicity/Status, 2014-2018
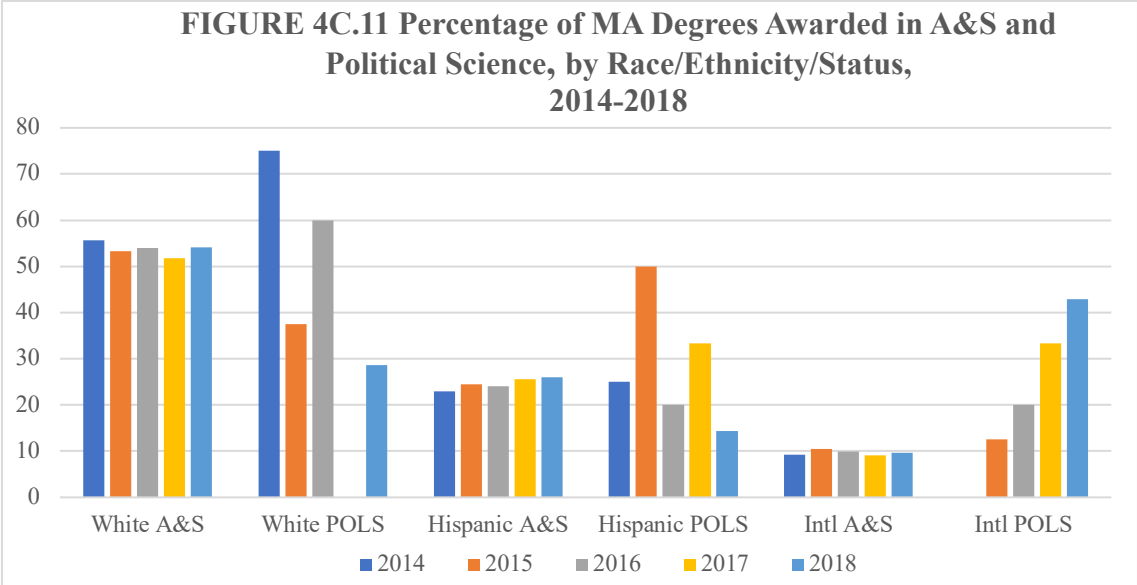
Figure 4C.12 shows the data for PhD degrees. The data are the percentages of degrees awarded to students by race or ethnicity, and international student status. Again, as was the case with the MA data, the percentages are based on very small numbers of cases given that even fewer students enter and complete PhD programs. There were only 14 PhD degrees awarded in Political Science between 2014 and 2018, and only one each in 2017 and 2018.

Once again, we see that more White students earned PhD degrees in Political Science in 2014 and 2015 relative to A&S, but no White students earned PhD degrees in Political Science between 2016 and 2018. The percentage of Hispanic students who earned their PhD in Political Science is lower than the percentage of Hispanics who earned their PhD in A&S for both 2014 and 2015, but it is higher between 2016 and 2018, when 100 percent of the students in Political Science earning PhD degrees are Hispanic. There was only one year in which an international student earned a PhD from Political Science.

FIGURE 4C.12 Percentage of PhD Degrees Awarded in A&S and Political Science, by Race/Ethnicity/Status, 2014-2018
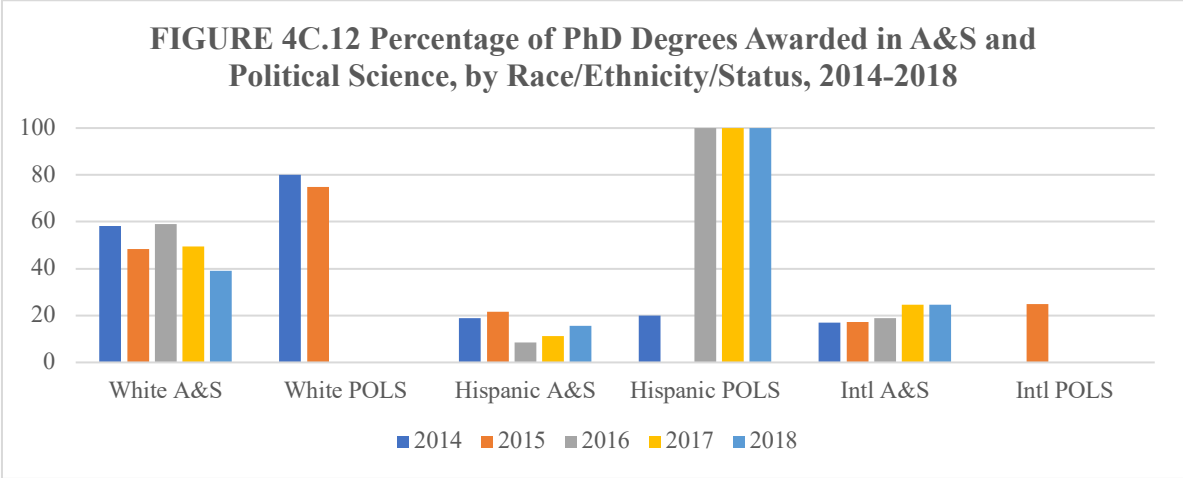
Finally, we compare Political Science with the College of Arts and Sciences in terms of the percentage of graduate degrees awarded to male and female students. As with the analysis of race/ethnicity, the data will be presented in two bar charts, with each bar representing the percentage of degrees awarded in a given year, one for MA degrees and one for PhD degrees.

Figure 4C.13 shows the percentage of MA degrees awarded, broken down by gender, in A&S and Political Science between 2014 and 2018. With the same small sample size caveat as noted above—again, there were only 30 MA degrees awarded in Political Science—we see that there are no clear patterns in the data regarding male and female students.

FIGURE 4C.13 Percentage of MA Degrees Awarded in A&S and Political Science, by Gender, 2014-2018
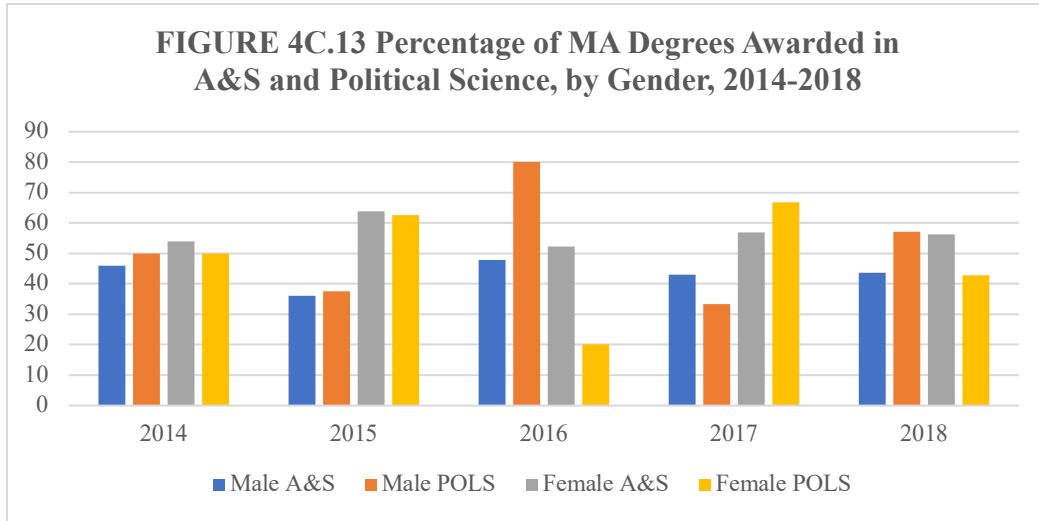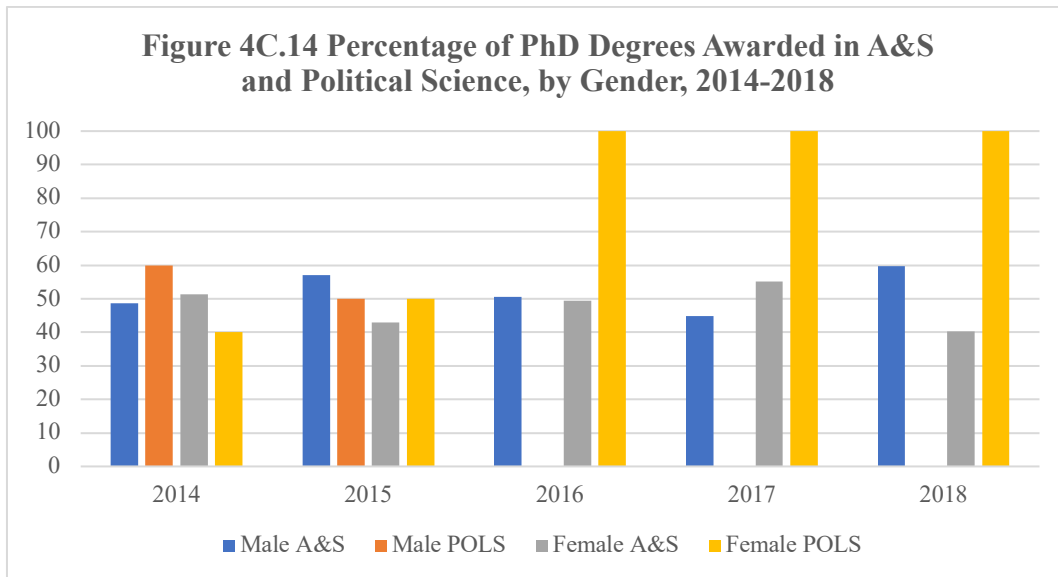
Figure 4C.14 shows the same information but for PhD degrees. What is clear from the table is that a growing share of PhD degrees have been earned by women and a declining share have been earned by men. This is not the case in A&S generally where the results are more varied.

Figure 4C.14 Percentage of PhD Degrees Awarded in A&S and Political Science, by Gender, 2014-2018

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In summary, our undergraduate program is thriving. On enrollment by major, student credit hour production, and degrees awarded we are up substantially, and more importantly, we are bucking recent trends among units in the College of Arts and Sciences. In recent years we are also retaining a greater percentage of our Hispanic students and a greater percentage of our male students than is A&S. At the graduate level the numbers are too small in any one year to draw any firm conclusions, so these comparisons are not as useful. Nevertheless, we have done very well recently with graduating women, especially Hispanic women, in our PhD program. Overall, the number of Hispanic students earning PhDs decreased during the 2014-2018 period. However, of the 14 PhDs awarded in Political Science during this time frame, six were earned by Hispanic students, and between 2016 and 2018 each was awarded to a Hispanic female. This trend continued in 2019 with one PhD being awarded to a Hispanic female, and in 2020, when two the four PhD recipients was a Hispanic female.

4D. Advisement *Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.*

Undergraduates
Peter Kierst is our department's undergraduate advisor and has been for a number of years. This is part of his service role as Principal Lecturer in Political Science. Mr. Kierst primarily advises students on major and minor requirements, topics included in particular courses, and course sequencing. He is also the College of Arts and Sciences' pre-law advisor. A large percentage of our students go on to law school, so Mr. Kierst is someone they get to know very well.

We also have an Arts and Sciences advisor—Nate Faust-Shucker—who works in our department. Mr. Faust-Shucker mainly advises students on different aspects of the core curriculum, so things mainly outside the Political Science curriculum, as well as rules and regulation for earning an undergraduate degree at UNM.

We have not made any attempt to improve or address issues regarding advisement practices. Having a College advisor stationed in our department full time has been very beneficial. Mr. Faust-Shucker has appointment and walk-in times, which aid our students and takes pressure off Mr. Kierst so he can focus on helping students understand department rules, and to plan courses to meet students' needs.

We attempt to be completely equitable and inclusive in the guidance we give. As we are all gaining more understanding of inequities and implicit biases, however, we will discuss ways to reach out more aggressively to students who might be underserved in our advisement processes. This would include women, racial and ethnic minorities, and first-generation students.

Graduate Students
Graduate students are advised both formally and informally. Formally, students meet regularly with the graduate director, sometimes in groups, sometimes one-on-one. Different graduate directors do different things with respect to advising. We do not have a rule or norm in the department regarding annual advising or feedback on students' progress toward degree completion. Each new cohort takes POLS 582, Survey of Political Science as a Discipline and

Profession, which is a credit/no credit course that introduces students to the department, to graduate training in Political Science, and to degree requirements and expectations. Students complete a program of studies audit before completing their MA program and before being advanced to PhD candidacy, which occurs after they successfully complete their PhD comprehensive exams. Students who teach their own course sections are expected to be advised by faculty in their area—e.g., students teaching International Relations (IR) courses should be advised by IR faculty, etc.—but the consistency and quality of this advisement and mentorship is inconsistent at best. Although each student is required to compose a Committee on Studies (COS), it is more a committee on paper than something that plays a strong role in a student's development. Students are required to have this committee by their third semester, so somewhat before they even have their footing in graduate school. We have in the past tried to make the COS an agent of advisement and mentorship but these efforts have not gone anywhere.

Graduate students are also advised informally by their dissertation chairs, or, if they are not at that stage, by individuals likely to become dissertation chairs or members of dissertation committees. Some of these informal advisors may be members of a student's COS, but that is not a requirement. Some students might also get advice and mentoring from faculty with whom they are working on research projects and/or to whom they have assigned as graduate assistants.

4E. Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

We do not have any student support services outside of the advising process described in 4D above.

4F. Graduates' Success *Discuss the success of graduates of the program by addressing the following questions:*

- How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?

We do not track the success of our undergraduates once they leave us, and all of the information we do have comes by word of mouth from students to faculty with whom they might have had a relationship that maintained itself beyond the timeframe of a semester or after graduation. We know that many of our top students go on to law school, while a lower percentage go on to graduate school. (Based on the information presented below, however, this may be changing.) A few years ago, department staff created a word cloud with occupation data we requested from the UNM Alumni Office. It showed that law was the number one occupational category for our students. Given that law is a highly prestigious occupation, we would argue that our graduates are highly successful. This information is largely anecdotal, however, so it is impossible to draw firm conclusions. It is important to note that we lack the staff resources to track this in any meaningful way.

That said, the following list was generated after a request to faculty to report on recent students' post-UNM school and/or career achievements.

- PhD program in Political Science at University of Massachusetts
- University of Michigan Law School
- PhD program in Political Science at University of California at Santa Barbara
- PhD degree earned in Political Science from the University of California at Los Angeles
- American University Law School
- University of New Mexico Law School
- Employee, City of Albuquerque Civil Rights Office
- High School teacher, Bosque Prep, Albuquerque
- PhD program in Political Science at Northwestern University
- Employee, International Organization for Migration (IOM)
- Diplomat, U.S. State Department, U.S. Embassy in China
- Marshall Scholar at School of Oriental Studies (SOAS), London
- PhD program in Political Science at University of California, Los Angeles
- MA program in Global Security and Intelligence, Johns Hopkins
- Rutgers University Law School
- LBJ School of Public Affairs, University of Texas at Austin
- Peace Corps
- PhD program in Political Science at Rutgers University
- University of Oklahoma School of Medicine
- PhD program in Political Science at the University of California, Davis
- PhD program in Political Science at University of Colorado, Boulder
- MA program International Conflict Resolution, George Washington University
- Senior Project Manager for the United Nations
- PhD degree in Political Science from Stanford University
- Senior Data Analyst at Netflix
- Partner, Rodey Law Firm
- Managing Director, Nelson Nygaard, Portland OR
- Director of Transportation, City of Portland, OR
- Executive Director, Partnership for Community Action, Albuquerque, NM
- State Representative (District 11), NM
- Director, Health and Society Program
- Litigation Attorney, Mexican American Legal Defense Fund
- Senior Programmer Analyst, Mathematica
- Master's Program in Health Services, Johns Hopkins University School of Public Health
- Manager/Health Science Specialist, US Department of Veterans Affairs, Boston, MA
- Array Technologies (international solar energy) Albuquerque, NM
- Ford Corporation, Saudi Arabia
- Project Manager, NM Office of the Superintendent of Health Insurance
- Peace Corps, Uganda
- Peace Corps, Ethiopia
- MA Program in Political Science, Trinity College Dublin

- Staff Member, Congresswoman Deb Haaland, Congressional District 1, NM
- Arizona State University Law School
- Senior Economist, Vivid Economics

One measure of success of our graduate program is where students get jobs in academia. The lists below show where students have landed tenure track faculty positions in the last 20 years. The race/ethnicity and gender of the student is given in parentheses. The number is not equal the number of graduates, because some graduates do not enter academic careers and for those who do they may have had more than one university position. It may also understate the number of graduates who are employed in academia given that we do not keep detailed records.

To 2014:
- Arizona State University (White Female)
- Beloit College (Black Male)
- Bucknell University (White Male)
- California State University, Northridge (Hispanic Male)
- Centro de Investigación y Docencia Económicas (White Female)
- College of Wooster (White Female)
- Curry College (White Male)
- Lewis University (White Male)
- Louisiana State University (White Male; Hispanic Male)
- Marquette University (White Male)
- Roosevelt University (White Male)
- Tulane University (Hispanic Male)
- Truman State University (White Female)
- University at Albany (Male, Dual Citizen of U.S. and Mexico)
- University of Michigan (White Male)
- University of Missouri (Hispanic Male)
- University of South Dakota (White Male)
- University of Vermont (White Female)
- University of Washington (White Male)

Since 2014:
- California State University, Fresno (White Female)
- University of Arizona (Hispanic Female)
- University of Arkansas (Hispanic Female/LGBTQ)
- University of Nebraska, Omaha (Hispanic Female)
- University of South Dakota (White Female)
- Western Washington University (White Male, Hispanic Female/LGBTQ)

Our MA students find work in a wide range of jobs in the public sector including Sandia National Laboratories, local, state and federal levels of government, and state elected office. The current New Mexico Secretary of State earned an MA in our department, and has returned this fall to continue her studies as a PhD student.

- What are the results of these measures?

See response above.

- Discuss the equity of student support and success across demographic categories.

Our program is balanced with regard to the number of female and racial and ethnic minority students. At present we have several international students who are on full funding or who have received partial funding from the department. We have military veterans in our program, and members of the LGBTQ community.

Our records on success, again if we look just at academic employment, are clearer. Five of the six recent placements were female, three of whom are Hispanic; one in this group is also a member of the LGBTQ community. In the last seven years we have done a good job of supporting and placing students from underrepresented groups. Much of this reflects the efforts of Dr. Sanchez, but also supporting faculty who served on committees and who mentored students informally.

Criterion 5. Faculty *The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.*

5A. Faculty Composition and Credentials *After completing the Faculty Credentials Template (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

All but two of our regular faculty (tenured, tenure stream, and principal lecturers) have a PhD in Political Science from an accredited U.S. university. Of the two who do not, one holds a Doctor of Public Health (DrPH), and the other is a Juris Doctor (J.D.). At present the Department of Political Science has 15.25 regular faculty: 1.25 Principal Lecturers, two Assistant Professors, four Associate Professors, and eight Full Professors. One of our assistants is Hispanic, and the other is a white female. Among our Associates, two are white males, one is a black female, and one is a white female. Among Full Professors, three are white females, one is an Asian female, three are white males, and one is a Hispanic male. Among Principal Lecturers, one is a white female and the other is a white male. There are four minority, 6.25 (FTE) women, and eight men. Among tenured or tenure stream faculty, four are minority (28.6%), seven are women (50%), and seven are men (50%).

Among regular faculty, there are two assistants, four associates, and eight full professors. Table 5A.1 summarizes this information for tenured /tenure stream faculty and principal lecturers.

Table 5A.1 Political Science Faculty Gender, Ethnicity, and Education, by Rank

FULL PROFESSOR			
Ethnicity	Male	Female	Education
White	3	3	5 PhD, 1 DrPH
Hispanic	1	0	PhD
Asian	0	1	PhD
ASSOCIATE PROFESSOR			
Ethnicity	Male	Female	Education
White	2	1	PhD
Black	0	1	PhD
ASSISTANT PROFESSOR			
Ethnicity	Male	Female	Education
White	0	1	PhD
Hispanic	1	0	PhD
PRINCIPAL LECTURERS			
Ethnicity	Male	Female	Education
White	1	.25 (FTE)	1 PhD, 1 J.D.

Among our regular adjunct professors, one has the Italian equivalent of a U.S. J.D., and is licensed to practice law in both Italy and the U.S. The others hold either a PhD in Political Science or Philosophy, and one has a MA in Political Science from accredited U.S. universities.

Table 5A.2 shows annual PTI funding received by the department since AY 2016-2017. It includes funding total for fall, spring and summer, in-person, and online instructions. The department pays adjuncts who teach in-person $4,120, and adjuncts who teach online $5,120 per course. Our total number of courses funded through PTI has decreased over time, but funding has gone up slightly. This reflects both a small increase in adjunct pay and funding more online sections, for which we pay a higher salary.

Table 5A.2 Political Science Part Time/Temporary Instructional Budget and Sections Funded

Academic Year	Total Funding Per Year	Sections per year - outside instructor	Sections per year - graduate students	Total
2016-2017	$ 102,000	18	9	27
2017-2018	$ 118,000	18	4	22
2018-2019	$ 96,000	15	9	24
2019-2020	$ 104,640	18	3	21

The CVs of regular faculty are posted on the department's website.

5B. Faculty Course-load *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

The normal teaching load for department faculty is two courses per semester. This is contractual, and consistent with the research goals of the department, giving faculty additional time outside of the classroom to focus on their research agendas. As noted throughout this self-study, many senior faculty do not teach two courses each semester given administrative duties and/or course buyouts.[16] This is a challenge for the department in fulfilling its teaching, service and mentorship duties. It also creates a burden on others to make up the difference, especially in terms of teaching and service.

Upper division and lower division course allocation occurs somewhat organically. At the start of the process for determining each semester's schedule, a call goes out for faculty to submit course requests. Nine times out of ten, whatever course faculty request gets scheduled. In the call, we also ask members of each subfield to work together to consider an appropriate balance of lower, upper and graduate level courses. In the last several years we have tried to ensure that senior faculty were teaching introductory courses, as we are confident that this helps to stimulate interest in our courses and the major. We also endeavor to offer a consistent number of courses

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[16] The Graduate Director in Political Science teaches POLS 582, Political Science as a Discipline and Profession, each fall. This is a one-hour credit/no credit course.

each semester; it is not exactly the same, but the fall semester in one year will be roughly the same as it was in the previous fall, as will the number of spring course offerings.
Because the number of senior faculty that have administrative releases from teaching and course buyouts is relatively large, it is difficult to schedule courses, especially at the graduate level. In general, as noted in Criterion 4 of this self-study, we have succeeded in spite of this. But we are not able to put our best team on the field when it comes to our teaching mission.

Table 5A.3 shows the ratio of regular faculty to courses taught each semester beginning with the Fall 2017 semester. The number of faculty is the number of regular faculty, minus those on sabbatical, research, or parental leave, and does not include adjuncts or graduate students. The ratio has increased, decreased, and increased again over the period, but is always greater than the typical load taught by tenure stream faculty and our current principal lecturers.

Table 5A.3 Regular Faculty-to-Course Load Ratio, 2017-2020

Term	Faculty-to-Course Ratio
Fall 2017	1:3.09
Spring 2018	1:3.01
Fall 2018	1:2.73
Spring 2019	1:2.28
Fall 2019	1:3.25
Spring 2020	1:3.27

Table 5A.4 shows the ratio of regular faculty as defined above to the number of students taught. The number of students taught per regular faculty member ranges from 74 to 98. This is clearly not the typical number that each regular faculty member teaches per semester because it does not account for course load agreements—as noted throughout this report, many senior faculty do not teach two courses per semester—and faculty who teach graduate courses as part of their regular load only have between 5 and 10 students in a class. In all likelihood, this ratio is elevated and speaks to the department's use of adjuncts and, to a lesser degree, graduate student instructors in fulfilling its instructional mission.

Table 5A.4 Regular Faculty-to-Student Ratio, 2017-2020

Term	Faculty-to-Student Ratio
Fall 2017	1:92.9
Spring 2018	1:74.03
Fall 2018	1:89.4
Spring 2019	1:75.32
Fall 2019	1:94.26
Spring 2020	1:97.96

5C. Faculty Professional Development *Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.*

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. 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 without pay to participate in funded research or to participate in professional work and service.

Department faculty have at times created informal reading groups to share and discuss common areas of interests. There was a regular brown bag series in 2014 and 2015 in which faculty (especially junior faculty) and graduate students presented their research. Around this same time, there was also a group of graduate students that would meet regularly with faculty to discuss issues related to pedagogy. Senior faculty serve as junior faculty mentors, but the process for this is largely informal, covering mainly peer evaluation of teaching. Unlike these other areas, the way we implement peer evaluation of teaching has become far more systematic. It used to be that senior faculty would volunteer to peer evaluate junior faculty. This resulted in the same one or two faculty volunteering every semester. Peer evaluation assignments are now made by the chair every semester in an effort to ensure that all faculty participate in this process, and to diversify the feedback junior faculty receive about their teaching.

In the last three years we have instituted a Distinguished Speaker Series which has brought a number of scholars to UNM to present research and to meet with faculty and graduate students. This has enhanced the intellectual climate of the department, allowing faculty and graduate students to learn from top researchers outside of our department. The department, along with Center for the Study of Voting, Elections and Democracy, also sponsored a specialist on women in politics to commemorate the 100th anniversary of the 19th Amendment. These efforts complement more formal professional development opportunities available to department faculty.

The department, with support from the College of Arts and Sciences, has in recent years provided junior faculty with $2,000 and senior faculty with $1,500 for conference travel. To be reimbursed, faculty are required to present research as part of the official conference program.

We communicate regularly with faculty about opportunities on campus in which they can develop their pedagogy, and we support faculty who want to attend teaching and learning conferences hosted by the American Political Science Association or other professional associations. This summer we had a number of faculty participate in the Center for Teaching Excellence's Workshops on remote learning.

We do not do anything specific to support faculty from under-represented groups apart from our normal junior faculty mentoring practices.

Criterion 6. Research, Scholarship, & Service *The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).*

6A. Scholarly Works *Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?*

Assistant Professor Sergio Ascencio (PhD Political Science, University of Rochester) conducts research at the intersection of comparative politics and political economy. His work uses both formal theory and quantitative methods to study political institutions, electoral competition, and party strategy in developing democracies, with a focus on Latin America. His published work focuses on two areas: 1) the causes and consequences of institutional change within political parties, with an emphasis on candidate selection rules, and 2) the political economy of electoral manipulation. Alongside this work, he is also actively engaged in a series of projects on gender and politics.

Recent and/or noteworthy scholarly accomplishments include:
Ascencio, Sergio J. and Miguel R. Rueda. 2019. "Partisan Poll Watchers and Electoral
       Manipulation" *American Political Science Review* 113(3): 727-742.
Ascencio, Sergio J. and Yann P. Kerevel. Forthcoming. "Party Strategy, Candidate Selection and
       Legislative Behavior in Mexico" *Legislative Studies Quarterly.*
Ascencio, Sergio J. Forthcoming. "Party Influence in Presidential Primaries: Evidence from
       Mexico" *Party Politics.*

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 research focuses on election science, election administration, survey research, public policy, voting rights, public opinion, and political behavior. She has authored or edited 4 books, over 50 referred articles and book chapters, numerous policy reports and several amicus curiae briefs.

Recent and/or noteworthy scholarly accomplishments include:
- Lonna Rae Atkeson and R. Michael Alvarez (Editors). 2018. *Oxford University Press Handbook on Polling and Survey Methods*. New York: Oxford University Press.
- Alvarez, R. Michael, Lonna Rae Atkeson, Ines Levin, and Yimeng Li. 2019. "Paying Attention to Inattentive Survey Respondents," *Political Analysis* 27(2): 145-62.
- Stein, Robert M et al. 2020. "Waiting to Vote in the 2016 Presidential Election: Evidence from a Multi-County Study," *Political Research Quarterly* (forthcoming), available online: https://doi.org/10.1177/1065912919832374

Associate Professor Christopher Butler (PhD Political Science, Michigan State University), focuses on understanding political conflict, especially in the domain of human rights. His research asks questions about what makes human rights (including sexual violence) better or

worse in countries and what makes political violence more or less likely. He focuses on formal and informal institutions and their effects on human rights and violence. In 2018, he was awarded the title of Presidential Teaching Fellow, the highest teaching recognition at UNM.

Recent and/or noteworthy scholarly accomplishments include:

Butler, Christopher K. and Jessica L. Jones. 2016. "Sexual Violence by Government Security Forces: Can Peacetime Levels of Sexual Violence Predict Levels of Sexual Violence in Civil Conflict?" *International Area Studies Review* 19(3): 210-230.

Mitchell, Neil J., Sabine C. Carey, and Christopher K. Butler. 2014. "The Impact of Pro-Government Militias on Human Rights Violations." *International Interactions* 40(5): 812-836.

Butler, Christopher K. and Scott Gates. 2012. "African Range Wars: Climate, Conflict and Property Rights." *Journal of Peace Research* 49(1): 23-34.

Associate Professor Jessica T. Feezell (PhD Political Science, University of California Santa Barbara) studies political communication and behavior in an American context. Her research draws on scholarship in political behavior, media effects, social media & information technology, and public policy. Her current research explores the intersection of digital media and political behavior. She is particularly interested in the influence of digital media technologies on the political socialization of youth and incidental exposure to political information through non-traditional sources. She was recently awarded the *Walter Lippmann Best Published Article Award* by the Political Communication division of APSA.

Recent and/or noteworthy scholarly accomplishments include:

Feezell, J.T. and B. Ortiz. (2019). "I saw it on Facebook": An Experimental Analysis of Political Learning Through Social Media." Published online December 2019, *Information, Communication and Society*.

Feezell, J.T. (2018). "Agenda-Setting Through Social Media: The Importance of Incidental News Exposure and Social Filtering in the Digital Era." *Political Research Quarterly*, 71(2) 482-494

Feezell, J.T. (2016). Predicting online political participation: The importance of selection bias and selective exposure in the online setting. *Political Research Quarterly*, 69(3) 495-509.

Principal Lecturer Emerita Ellen Grigsby (PhD, University of North Carolina, Chapel Hill) serves as Director of the Department's Fred Harris U.S. Congressional Internship Program and teaches three courses associated with this Washington, DC-based program. Previously, she taught political theory courses, coordinated local internships, and served as pre-law advisor. She is the author of *Analyzing Politics* (Cengage/Wadsworth, 2014) and numerous papers on political theory and pedagogy.

Professor Wendy Hansen (PhD, Social Science, California Institute of Technology) conducts research in the areas of public policy, American politics, 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 their impact on policy; and decision-making during and in the aftermath of civil war and the impact on human rights and security. Recent research includes work on campaign finance, abortion policy, displacement during civil war, refugee resettlement and integration, and economic voting.

Recent and/or noteworthy scholarly accomplishments include:

"The Impact of Citizens United on Large Corporations and Their Employees," *Political Research Quarterly*, 72(2) June 2019 (with Michael S. Rocca).

"Campaign Finance in US Politics: An Era Without Limits," *Changing How America Votes,* Rowman & Littlefield Publishers, Inc., March 2017, edited by Todd Donovan (with Lonna Rae Atkeson).

"The Effects of *Citizens United* on Corporate Spending in the 2012 Presidential Election," *The Journal of Politics,* February 2015 (with Michael S. Rocca and Brittany Ortiz).

"The Demand for Reparations: Grievance, Risk, and the Pursuit of Justice in Civil War Settlement" *Journal of Conflict Resolution,* April 2012, 56:2 (with Prakash Adhikari and Kathy Powers).

"New Evidence for the Theory of Groups: Trade Association Lobbying in Washington D.C." *Political Research Quarterly*, 62:2 June 2009 (with Jeffrey Drope).

Professor Mala Htun (PhD, Political Science, Harvard) works on women's rights, social inequalities, and strategies to promote inclusion and diversity. Htun is the author of three books, most recently *The Logics of Gender Justice: State Action on Women's Rights around the World*, co-authored with Laurel Weldon (Cambridge Press, 2018), and numerous scholarly articles. She has been an Andrew Carnegie Fellow, a fellow at the Kellogg Institute of the University of Notre Dame and the Radcliffe Institute of Harvard, and she held the Council on Foreign Relations International Affairs Fellowship in Japan.

Recent and/or noteworthy scholarly accomplishments include:

Mala Htun and Francesca Jensenius, "Political Change, Women's Rights, and Public Opinion on Gender Equality in Myanmar," *European Journal of Development Research* 32 (2020): 457-481.

Mala Htun and Francesca Jensenius, "Fighting Violence Against Women: Laws, Norms, and Challenges Ahead," *Daedalus* 149, 1 (2020): 144-159.

Mala Htun, Francesca R. Jensenius, and Jami Nelson Nuñez, "Gender Discriminatory Laws and Women's Economic Agency," *Social Politics* 26, Issue 2 (Summer 2019): 193–222. Free access from OUP here.

Mala Htun, "Promoting Diversity and Inclusion through Engagement: The APSA 2018 Hackathon," *PS: Political Science and Politics* 52, Issue 4 (2019): 677-683.

Francesca R. Jensenius, Mala Htun, David Samuels, David Singer, Adria Lawrence, and Michael Chwe, "Benefits and Pitfalls of Google Scholar." *PS: Political Science & Politics* 51, no.4 (October 2018): 820-824. [Authors listed in Certified Random order.]

Principal Lecturer Peter Kierst (MA in Political Science, and J.D., University of New Mexico) teaches Constitutional Law and American political theory. For thirty years he was a trial lawyer practicing in the areas of constitutional law and complex civil litigation. His last case was as Lead Counsel for plaintiffs in Griego v. Oliver, the case which won the right to marry for same

sex couples in New Mexico. He represented three different Governors of New Mexico on constitutional questions. He was an adjunct professor of Evidence and Trial Practice at the UNM Law School for 14 years, and has taught Constitutional Law there. He has been awarded the highest possible professional rating (AV) by the Martindale-Hubbell lawyer-rating service, the State Bar's Zenith Award for teaching professionalism, and the ACLU's Guardian of Liberty award. He has received numerous recognitions from UNM student organizations for his teaching, and was three times nominated for the UNM Lecturer of the Year award. He serves as the department's Undergraduate Advisor and the College of Arts and Science's Pre-Law Advisor. He wrote the chapter "The Judicial Process" in *Governing New Mexico,* Garcia, Hain, and St. Clair, eds. (UNM Press 2006).

Professor and Chair Timothy Krebs (PhD, Political Science, Loyola University Chicago) studies urban politics and policy. His current work is focused on two major projects: campaign rhetoric in U.S. mayoral campaigns, and female candidate emergence in local elections. The first project uses candidates' television ads to measure campaign rhetoric in mayoral campaigns with a focus on issue and trait speech, and advertising tone. The second project examines candidate emergence in California local elections with a focus on how office type affects the emergence of women. His policy research focuses on how political, demographic, and institutional factors shape local policy outputs.

Recent and/or noteworthy scholarly accomplishments include:

Krebs, Timothy B. and Arnold Fleischmann. 2020. *Understanding Urban Politics: Institutions, Representation, and Policies*. Lanham, MD: Rowman and Littlefield Publishers, Inc.

Krebs, Timothy B., and Michael S. Rocca. 2020. *A Report on Legislative Professionalism for the State of New Mexico*, prepared for the Thornburg Foundation, Santa Fe, NM. UNM Grant Proposal #02-0415.

Ybarra, Vickie D. and Timothy B. Krebs. 2016. "Policy Responsiveness in Local Government: Adoption of Smoke-Free Policies in U.S. Counties." *State and Local Government Review* 48: 6-20.

Krebs, Timothy B., and Fraser S. Turner. 2015. "Following the Money: The Influence of Campaign Finance Reform in the 2011 Chicago Mayoral Election." *Journal of Urban Affairs* 37: 109-121.

Professor Deborah R. McFarlane (DrPH, University of Texas; MPA, Harvard University; MPH, University of Michigan) studies public policy, public health, and political demography. In public policy, she is particularly interested in policy implementation and policy development. In public health, Professor McFarlane's major substantive focus is population and reproductive health both in the United States and throughout the world. She also extends political demography methods to national security questions. She edited the 2015 book, *Global Population and Reproductive Health* published by Jones and Bartlett and authored or co-authored 5 of the chapters. Currently, she is collaborating on a 30-year study of abortion regulations in the American states.

Recent and/or noteworthy scholarly accomplishments include:

Tinkle M, Tigges B, Boursaw B, McFarlane DR. "Adherence to the Women's Preventive Services Guidelines in the Affordable Care Act," *Journal of Obstetric, Gynecologic, and Neonatal Nursing* 2016, 45, 813-824. http://dx.doi.org/10.1016/j.jogn.2016.07.005

McFarlane, DR. *The Rights Turn in Conservative Christian Politics: How Abortion Transformed the Culture Wars* by Andrew R. Lewis. Cambridge, UK: Cambridge University Press, *Perspectives on Politics* (invited review) 2016. Vol. 16 (3), 854-856.

McFarlane, DR. "The Affordable Care Act & Abortion: Comparing the U.S. & Western Europe," *Politics & the Life Sciences,* 2015, 34:2, 52-70. http://journals.cambridge.org/repo_A10QLgGA6FCJOE

Doan, AE, McFarlane, DR. "Saying No to Abstinence-Only Education: An Analysis of State Decision-Making," *Publius* 2012, 42:4, 613-635.

Assistant Professor Jami Nelson-Nuñez (PhD Political Science, University of Colorado Boulder) studies the politics of service provision and the challenges of extending basic services to poor households and marginalized peoples in developing contexts. This includes research on actors in development, such as studying the effect of NGO activity on political behavior, the variation in collaboration between NGOs and local governments, and local government capacity and investment in basic services. She also engages in policy issues around water, sanitation and health, including projects to evaluate factors that improve the sustainability of water and sanitation infrastructure in Peru, Bolivia, Honduras and Chile. She uses mixed research methods, leveraging qualitative approaches to inform findings from surveys she has conducted including household surveys in the Peruvian Amazon and the Dry Corridor of Honduras and a survey of Bolivian mayors.

Recent and/or noteworthy scholarly accomplishments include:

"Substitution or Facilitation: Service-Delivery NGOs and Political Engagement in the Peruvian Amazon." *Comparative Political Studies*, 52 (3) 2019, pp. 445-477.

"Getting along or going alone: Understanding collaboration between local governments and NGOs in Bolivia," *Latin American Politics and Society.* 60 (2), 2018, with Kate Cartwright, pp. 76-101.

"Governance and Water Progress for the Rural Poor." *Global Governance: A Review of Multilateralism and International Organizations,* Vol. 24 (4).

Associate Professor Kathy L. Powers (PhD Political Science, Ohio State University) conducts research at the boundaries of institutions and law in restorative justice in international relations and U.S. politics. She has published in a variety of journals in Political Science, international relations, diversity, and complex science. She is interested in institutional authority, change and effects. Much of her research focuses on the design of international institutions and law with respect to human rights, reparations, trade, and war. Her recent work focuses on the causes and consequences of reparations in international relations and U.S. politics.

Recent and/or noteworthy scholarly accomplishments include:

"The Economic Institutional Construction of Regions: Conceptualisation and Operationalisation," (with Gary Goertz). *Review of International Studies* 37: 2387-2415. 2011.

"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).

"Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" (with Kim Proctor) *Foreign Policy Analysis Journal*. 2014.

Associate Professor Michael Rocca (PhD Political Science, University of California, Davis) studies American politics with an emphasis on American national institutions and campaign spending. His research can be separated into two separate but related agendas: (1) the politics of position taking in the U.S. Congress, (2) and campaign spending in US elections. The former consists primarily of work aimed at understanding the causes and consequences of position taking in Congress. It includes work on minorities in Congress and legislative participation. The second agenda examines the politics of campaign spending, particularly in the wake of the Supreme Court's landmark *Citizens United* ruling. He has also produced two major reports on New Mexico state politics: a 2016 report on cronyism and economic growth in the state of New Mexico; and a forthcoming report on the consequences of legislative professionalism. He is currently working on papers dealing with the allocation patterns of Super PACs in congressional elections, Latino descriptive representation in Congress, Super PAC spending on behalf of minority members of Congress, and the relationship between corporate political activity and federal procurement. His work appears in *Journal of Politics*, *Political Research Quarterly*, *Legislative Studies Quarterly*, *Social Sciences Quarterly*, *American Politics Research, Congress and the Presidency* and *PS: Political Science and Politics*.

Recent and/or noteworthy scholarly accomplishments include:

Wendy Hansen and Michael S. Rocca. "The Impact of *Citizens United* on Large Corporations and Their Employees." *Political Research Quarterly*. 72: 403-491. 2019.

Michael S. Rocca, Sharif Amlani, Julia Hellwege and Lisa Sanchez, (with the Committee for Economic Development). "Crony Capitalism, Corruption and the Economy in the State of New Mexico." Committee for Economic Development, 66 pages. Available at https://www.ced.org/pdf/NM_Report.pdf or http://newmexicocronyism.com. 2016.

Wendy Hansen, Michael S. Rocca and Brittany Ortiz. "The Effects of *Citizens United* on Corporate Spending in the 2012 Presidential Election." *Journal of Politics* 77: 535 -545. 2015.

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* 75: 241-253. 2013.

Professor Gabriel Sanchez (PhD Political Science, University of Arizona) specializes in American racial and ethnic politics and public policy. His research largely explores the political behavior of racial and ethnic populations in the United States, Latino health policy, and the utilization of social science research to inform public policy decisions. He has over 40 articles forthcoming or in print.

Recent and/or noteworthy scholarly accomplishments include:

Abrams, Brooke, Natalie Masuoka and Gabriel R. Sanchez. 2019. "Exploring Common Drivers
   to Linked Fate Across Groups: An Examination of Linked Fate Among Blacks, Asians,
   and Latinos." *Politics of Groups and Identities*. DOI: [10.1080/21565503.2019.1638803](10.1080/21565503.2019.1638803)

Evans, Laura, Ray Foxworth and Gabriel R Sanchez. "Sovereign Bodies: Native Nations, Native
   American Women, and the Politics of 2018." Forthcoming at *Political Research
   Quarterly*.

Morin, Jason, Yoshira Macias-Mejia, and Gabriel R. Sanchez. "Is the Bridge Broken? Increasing
   Ethnic Attachments and Declining Party Influence Among Latino Voters." Forthcoming
   at *Political Research Quarterly*. Early publication available here:
   https://journals.sagepub.com/doi/pdf/10.1177/1065912919888577?casa_token=kx4j1QYl
   ypUAAAAA:dLC6jMzFvsKMhP-wCva6-
   Z8sRZhN76lOw5tvoAjsEzW0SIjNpVHmHohbrV-tPdYD5rRtTEqb8hl6

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).

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, 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. His work has been funded by International
Peace Institute and the United States Institute of Peace.

Recent and/or noteworthy scholarly accomplishments include:

"Counterinsurgency in El Salvador," *Politics and Society*, 38 (10), March 2010, with Mark
   Peceny, pp. 67-94.

"El Salvador's Negotiated Peace," in *Comparing Peace Processes*, Alp Ozerdem and Roger
   MacGinty, eds. London: Routledge, 2019.

"El Salvador: The Consolidation and Collapse of Military Rule," in *Oxford Encyclopedia of the
   Military in Politics*, William R. Thompson and Hicham Bou Nassif, eds. Oxford
   University Press, in press. doi:10.1093/acrefore/9780190228637.013.ORE_POL-
   01812.R1

Faculty research productivity clearly adds value to our undergraduate and graduate programs and
enhances our external reputation. The sample of work listed above also supports our stated niche
in political science and at UNM, which is that we have great strength and concentration in
research on the politics of under-served and under-represented communities. It also showcases
research in American politics, especially elections, campaigns, political communications, and
campaign finance.

6B. Research Expenditures *If applicable, include a summary of the unit's research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?*

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 the department-affiliated Institute for Public Policy 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 Norwegian Institute of International Affairs, National Science Foundation, National Institute of Health, Bernalillo County, Thornburg Foundation, and the UNM Robert Wood Johnson Foundation Center for Health Policy, among others. Both Dr. Atkeson and Dr. Sanchez have raised millions of dollars for their Centers and Institutes. Grants from the Norwegian Institute of International Affairs (Dr. Htun, 2016) produced $69,795 in expenditures, and a recent grant from the Thornburg Foundation (Dr. Krebs and Dr. Rocca) produced $31,000 in expenditures. Course buyout funds help support department functions related to hiring adjunct faculty, conference travel, and guest speakers.

6C. External Engagement *Give an overview of the unit's involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).*

The department maintains a direct connection to a number of centers and programs at UNM, including the Center for Social Policy (CSP), the Institute for Social Research (ISR), and the Center for the Study of Voting Elections and Democracy (C-SVED). Dr. Sanchez is executive director of CSP, and Dr. Atkeson is director of ISR, as well as C-SVED. Dr. Htun is Co-PI at ADVANCE@UNM, and is Special Advisor for Inclusion and Climate in the School of Engineering. The department's direct involvement is modest, and mainly through our faculty's leadership of these entities, as well as our student's involvement with, and funding through, CSP. We co-sponsored an event in early 2020 with C-SVED on the 100th anniversary of women's suffrage in the U.S. Dr. Stanley and Dr. Krebs serve on the advisory board of Global and National Security Studies at UNM. Two faculty, Dr. Powers and Dr. Sanchez, are connected to the Santa Fe Institute. Dr. Powers also maintains connections to both the UNM Law School and Africana Studies.

One of the deepest connections that the Political Science Department has with other entities is with local media. Several faculty, but especially Dr. Atkeson and Dr. Sanchez, regularly provide commentary and opinion/analysis to local, national, and international news outlets.

An analysis of department media activity is shown below. Because most of the department's media involvement centers on elections and campaigns, data for 2016 and 2018, a presidential and midterm election year, respectively, are provided. The data in the charts were compiled by

UNM's University Communication and Marketing (UCAM) in August of 2020.[17] It was generated through the UCAM account with Meltwater, a media monitoring and business intelligence software.

Headlines
Headlines are the number of unique stories in which UNM Political Science faculty were quoted. Each headline represents a local, national or international print or broadcast publication that utilized or mentioned a UNM Political Science faculty member or their research. The headlines charts (Figures 6C.1 and 6C.2) show an estimate of the number of stories during that year, broken down by month, that included UNM Political Science faculty. In 2016, the number of stories peaks at 52 during October of the presidential election year. In 2018, the number of stories peaks at 44 in June, the month that New Mexico holds its primary elections.


Figure 6C.1 Headlines by Month, 2016

Figure 6C.2 Headlines by Month, 2018
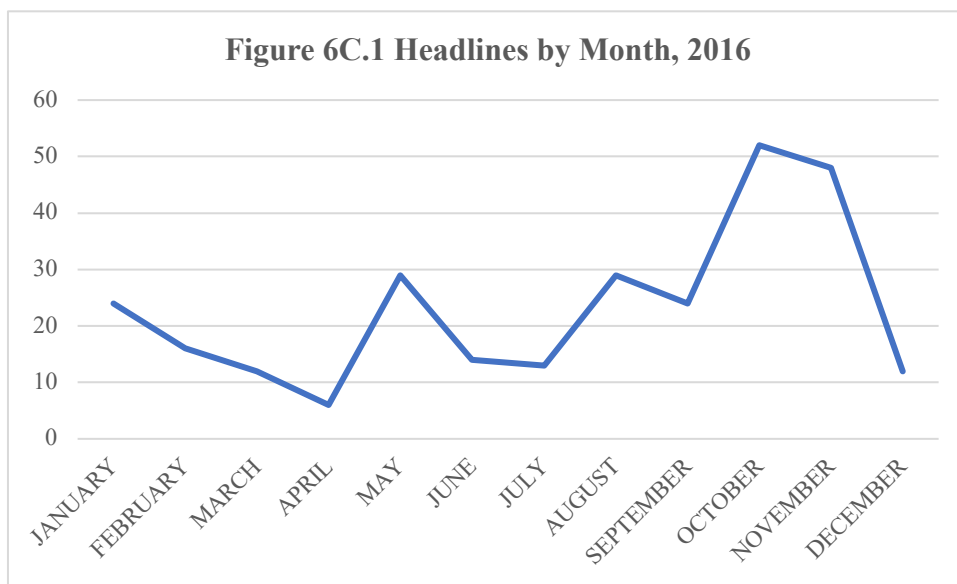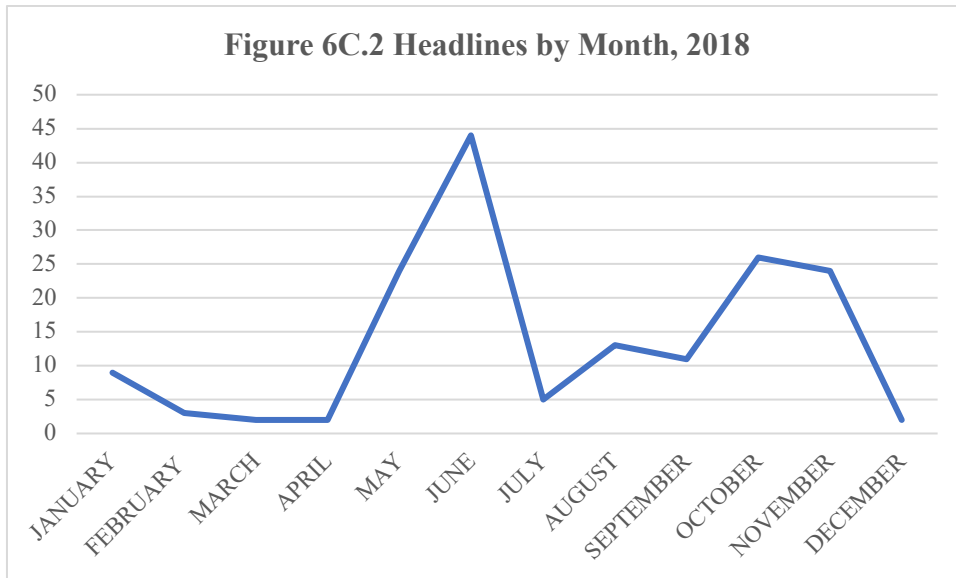
Reach

Reach estimates the average number of individuals that have the potential to see a story in a particular outlet. The reach charts (Figures 6C.3 and 6C.4) shows the sum of each month's average reach – or, the combined average reach of all publications that featured stories quoting or mentioning a UNM Political Science faculty member or their research.

In 2016, reach peaked at 256,194,463 during February of the presidential election year. Although the number of stories was greatest around the time of the general election, reach peaked in February, just when the presidential primary and caucus elections were starting. In 2018, a midterm election year, reach peaked at 76,742,760 in November, the month of the general election.

Figure 6C.3 Sum of Average Reach by Month, 2016

Figure 6C.4 Sum of Average Reach by Month, 2018
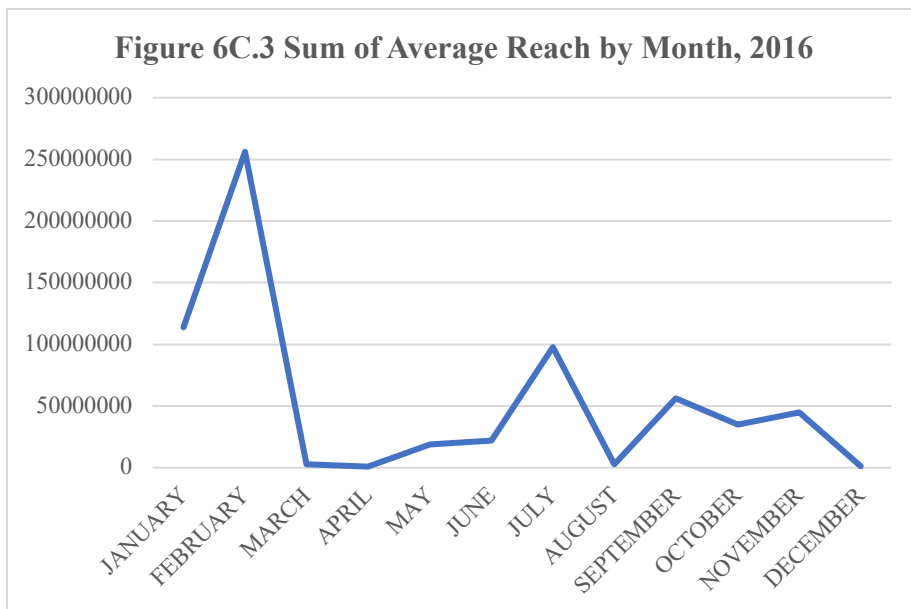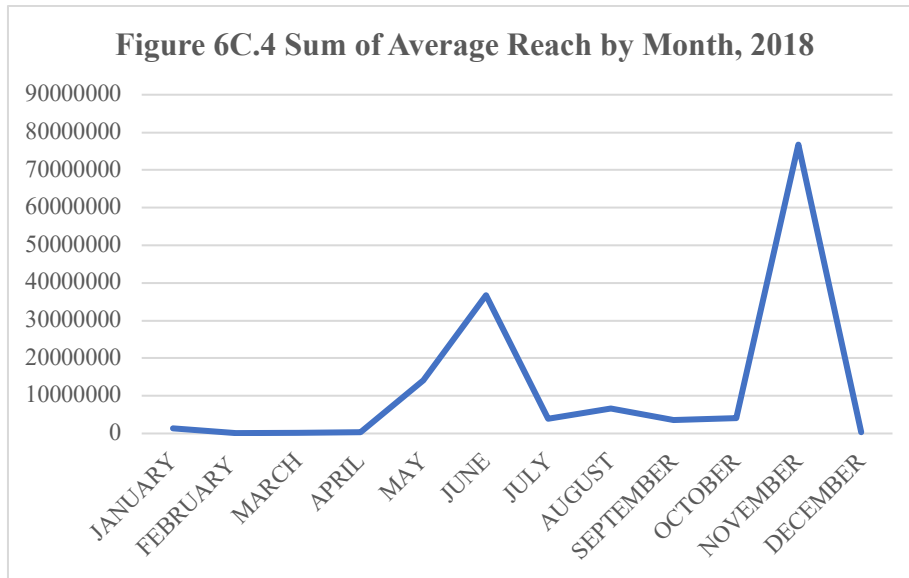
6D. Student Research Opportunities *Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.*

Faculty regularly work with and publish research with graduate students. Below is a sample of collaborations between faculty and students that resulted in publications, or presentations at professional conferences. Student collaborators are highlighted in bold.

Butler, Christopher K. and **Jessica L. Jones**. 2016. "Sexual Violence by Government Security Forces: Can Peacetime Levels of Sexual Violence Predict Levels of Sexual Violence in Civil Conflict?" *International Area Studies Review* 19(3): 210-230.

Feezell, J.T. and **B. Ortiz**. (2019). "I saw it on Facebook": An Experimental Analysis of Political Learning Through Social Media." Published online December 2019, *Information, Communication and Society*.

Hansen, Wendy. "The Effects of *Citizens United* on Corporate Spending in the 2012 Presidential Election," *The Journal of Politics,* February 2015 (with Michael S. Rocca and **Brittany Ortiz**).

Hansen, Wendy. "The Demand for Reparations: Grievance, Risk, and the Pursuit of Justice in Civil War Settlement" *Journal of Conflict Resolution,* April 2012, 56:2 (with **Prakash Adhikari** and Kathy Powers).

Hansen, Wendy. "New Evidence for the Theory of Groups: Trade Association Lobbying in Washington D.C." *Political Research Quarterly*, 62:2 June 2009 (with **Jeffrey Drope**).

Powers, Kathy. "Victim's Justice in the Aftermath of Political Violence: Why Do Countries Award Reparations?" (with **Kim Proctor**) *Foreign Policy Analysis Journal*. 2014.

Ybarra, Vickie D. and Timothy B. Krebs. 2016. "Policy Responsiveness in Local Government: Adoption of Smoke-Free Policies in U.S. Counties." *State and Local Government Review* 48: 6-20.

Krebs, Timothy B., and **Fraser S. Turner**. 2015. "Following the Money: The Influence of Campaign Finance Reform in the 2011 Chicago Mayoral Election." *Journal of Urban Affairs* 37: 109-121.

Timothy B. Krebs and **John K. Wagner**. 2019. "Women, Occupations, and Candidacy: Does the Type of Office Influence the Prevalence of Female Candidates in Local Elections?" presented at the annual meeting of the Urban Affairs Association, Los Angeles, California, April 23-27.

Michael S. Rocca, Sharif Amlani, **Julia Hellwege** and **Lisa Sanchez**, (with the Committee for Economic Development). "Crony Capitalism, Corruption and the Economy in the State of New Mexico." Committee for Economic Development, 66 pages. Available at https://www.ced.org/pdf/NM_Report.pdf or http://newmexicocronyism.com. 2016.

Abrams, Brooke, Natalie Masuoka and Gabriel R. Sanchez. 2019. "Exploring Common Drivers to Linked Fate Across Groups: An Examination of Linked Fate Among Blacks, Asians, and Latinos." *Politics of Groups and Identities*. DOI: 10.1080/21565503.2019.1638803

Morin, Jason, **Yoshira Macias-Mejia**, and Gabriel R. Sanchez. "Is the Bridge Broken? Increasing Ethnic Attachments and Declining Party Influence Among Latino Voters." Forthcoming at *Political Research Quarterly*. Early publication available here: https://journals.sagepub.com/doi/pdf/10.1177/1065912919888577?casa_token=kx4j1QYlypUAAAAA:dLC6jMzFvsKMhP-wCva6-Z8sRZhN76lOw5tvoAjsEzW0SIjNpVHmHohbrV-tPdYD5rRtTEqb8hl6

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).

Faculty also regularly collaborate with graduate students in the completion of second year papers, which constitute our graduate program's MA exam. Political Science honors students interact with faculty committees in the completion of their honors theses.

6E. Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.

Political Science faculty are extensively involved in service to the Political Science discipline. Each tenured or tenure stream faculty is active as a manuscript reviewer for journals, university and commercial presses, and funding agencies. Some have been or are currently active in the leadership of major professional associations. Many also serve regularly as discussants and chairs at professional conferences. What follows below is a sample of faculty engagement practices across a range of areas.

Dr. Sergio Ascencio
Manuscript reviewer for *American Journal of Political Science*; *American Political Science Review*; *Journal of Elections, Public Opinion & Parties*; *Journal of Women, Politics & Policy*; *Política y Gobierno*.

Dr. Lonna Atkeson
Board of Directors Membership ANES Board of Overseers, 2019-Present
MIT Election Data Science Lab 2016-Present
Local Election Office Survey Advisory Board 2018

American Political Science Association, Chair, Emerging Scholar Committee, Elections, Voting
Behavior and Public Opinion, 2017
Election Science and Reform Association Program Chair, ESRA First Annual Conference,
Portland, OR, July 26-28, 2017

Dr. Chris Butler
Executive Director, Four Corners Conflict Network, 2020 – 2023.
Editorial Board Member, *International Studies Quarterly*, 2019 – present
Editorial Board Member, *International Area Studies Review*, 2011 – present,
Editorial Board Member, *Political Research Quarterly*, 2014 – 2016.

Dr. Jessica Feezell
Associate Editor, *Journal of Information, Technology & Politics*, 2019 - present
Program Chair for 2018, Political Communication Division of APSA Annual Conference

Dr. Wendy Hansen
Chair, Midwest Political Science Association, Political Institutions Evan Ringquist Award for
best paper presented at the 2019 MPSA conference

Dr. Mala Htun
Editorial Board, *American Journal of Political Science* (2019-present)
Editorial Board, *Comparative Political Studies* (2013-present)
Editorial Board, *Political Research Quarterly* (2016-present)
International Advisory Board, *Journal of Latin American Studies* (2017-present)
Chair, Committee on the Status of Women in the Profession, American Political Science
Association (2017-2020)
Co-Chair, APSA Presidential Task Force on Women's Advancement in Political Science,
President-Elect Kathleen Thelen (other co-chair: Frances Rosenbluth) (2016-2018)

Dr. Timothy Krebs
Panelist, Workshop on Applying to Graduate School, University of North Texas, November 10,
2018
Panelist, "Unfettered Spending: A Discussion about the Influence of Money on the 2018 New
Mexico Elections," Frank Waters Room, Zimmerman Library, UNM, November 8, 2018.
Member, Editorial Board, *Urban Affairs Review*, 2017-
Norton Long Career Achievement Award Committee, Urban Politics Section, APSA, 2015-2016
External Review Team Member, PhD in Public Affairs, University of Nevada, Las Vegas,
Spring 2015

Peter Kierst, J.D.
Member, Board of Directors, The Vortex Theatre, Albuquerque, NM, 2015-
Artistic Director, The Vortex's Shakespeare on the Plaza, Albuquerque, NM, 2017-

Dr. Deborah McFarlane
History Committee, Population Association of America (demography)

Dr. Jami Nelson-Nuñez

Co-organizer, Central American Dry Corridor Workshop with Ben Warner in Geography hosting scholars from University of Denver, University of Kansas, Lesley University, and Colombia University

Dr. Kathy Powers

Council Member, Midwest Political Science Association

Dr. Michael Rocca

Served as co-chair of the Legislative Studies division for the 2018 APSA annual meeting and served a two-year term on the Legislative Studies Section executive committee.

Dr. Gabriel Sanchez

Organizing Chair, Politics of Race, Immigration and Ethnicity Consortium (PRIEC), University of New Mexico, May 2018.

Organizing Chair, Politics of Race, Immigration and Ethnicity Consortium (PRIEC), University of New Mexico, May 2017.

Dr. William Stanley

October 2018, two-day site visit at Texas Tech University to evaluate potential for a renewed Latin American and Iberian Studies program.

Criterion 7. Peer Comparisons *The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)*

7A. Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.
- *The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.*

<u>Selection of Peer Institutions</u>

Our first task was to identify **three peer programs** per Criterion 7 in the Academic Program Review Manual. We began with the 22 peer institutions identified by UNM and approved by the state of New Mexico's Higher Education Department.[18] We examined several types of data, including:
- Total university enrollment
- Total university budget
- % student population that identifies as Hispanic
- Hispanic-Serving Institution designation by the U.S. Department of Education
- Whether or not the university is a flagship university
- Region of the U.S.
- State similarity to New Mexico[19]
- *2017 US News and World Report* (*USNWR*) Political Science (POLS) ranking[20]
- # POLS Faculty
- PhD granting POLS department

On balance, UNM's Department of Political Science appears most similar to the following three programs: **University of Arizona (UA)**; **University of Tennessee (UT)**; and **Texas Tech University (TTU)**.

1. The University of Arizona *is our closest peer*. They are a regional Hispanic-Serving flagship university in a similar state with a comparable university budget, Hispanic enrollment, and POLS *USNWR* ranking. However, they have much larger enrollment and a much larger number of faculty.

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[18] See https://oia.unm.edu/facts-and-figures/index1.html

[19] We utilized two measures of state similarity. The first is an intuitive, publicly available measure developed by David Jarman of *Daily Kos* that aggregates a variety of relevant state demographic and economic data. It is available here: https://www.dailykos.com/stories/2020/2/19/1917029/-How-similar-is-each-state-to-every-other-Daily-Kos-Elections-State-Similarity-Index-will-tell-you The second is a measure of *perceived* state similarity developed by Dr. Christine Bricker and Dr. Scott LaCombe (Bricker and LaCombe 2020). Their data is available here: http://www.christine-bricker.com/data.html

[20] It is important not to rely on these rankings uncritically. Still, we do recognize the perceived importance of these rankings to the general public, particularly when it comes to choosing degree programs.

2. The University of Tennessee is a flagship university with a nearly identical enrollment size, total budget, and *USNWR* ranking, though is neither a regional neighbor nor a Hispanic-Serving Institution. *UT is our second closest peer*.

3. Texas Tech is a Hispanic-Serving regional neighbor in a very similar state with comparable total enrollment, Hispanic enrollment, and an almost identical *USNRW* POLS ranking. It is not a flagship university and has a smaller overall budget than UNM.

Other universities we considered including were the University of Oklahoma (UO) and the University of Nevada, Las Vegas (UNLV), given that both UO and UNLV are similar to TTU (and thus to UNM) across many of the dimensions noted above. We identified TTU as a closer peer because of UO's very low Hispanic student enrollment and UNLV's "no ranking" in *USNRW*'s ranking system.

Faculty Size

Comparing UNM's Political Science department with our three peer institutions in Appendix E, the most striking difference is our small size. UA has 33 tenure-track faculty members, while UT and TU both have 20. Our department has 14. If we expand our sample to all 22 peer institutions in Table 2, only New Mexico State and University of Texas, Arlington have fewer tenure-track faculty (9 and 8, respectively). On average, our Higher Education peer institutions have 29 tenure-track faculty, *fifteen more than our department*.

It is important to note that our total of 14 faculty members includes 5 faculty with major service responsibilities outside the department: Dr. Mark Peceny, Dean of the College of Arts and Sciences; Dr. William Stanley, Associate Provost of Faculty Success; Dr. Lonna Atkeson, Director of the Center for the Study of Voting, Elections, and Democracy, and Director of the Institution for Social Research; Dr. Gabriel Sanchez, Executive Director of the Center for Social Policy); and Dr. Mala Htun, Deputy Director of Advance at UNM and Special Advisor in the School of Engineering. Two of our faculty who have major service responsibilities *in* the department are Dr. Tim Krebs, chair of the Political Science department, and Dr. Chris Butler, director of the graduate program. In all, half of our department faculty (7/14) have major service responsibilities in and outside of the department.

Moreover, the small size of our faculty translates directly into a highly adverse ratio of undergraduate majors per tenure-track faculty member. Among the peer institutions noted in Appendix E, the number of undergraduate majors per regular faculty member ranges from 18 (TTU) to 30 (UNM and UT), with a mean of 26. Our department ratio is slightly above average at 27. In reality, our ratio is *far higher* given the number of faculty in high-level university and department positions that come with reduced teaching loads.

At the graduate level, by contrast, the student-faculty ratio is more favorable for our department. The number of graduate students per tenure-track faculty member ranges from 1.6 (UNM) to 3.7 (TTU). The mean number across peers is 2.95, and UNM's ratio is 2.6. Again, in reality our ratio is *far higher* given the actual number of faculty available for full-time teaching and mentoring.

Undergraduate Program

UA has a School of Government and Public Policy within their College of Social and Behavioral Sciences. In addition to a BA in Political Science, they offer four other BA degrees (in Law, Criminal Justice Studies, and Public Management and Policy). UT, TTU, and UNM all have departments of Political Science within a College of Arts and Sciences. UT offers a BA in Political Science. TTU offers both a BA in Political Science and in Global Studies. UNM offers a BA in Political Science.

UA, UT, and TTU all have formal concentrations within their Political Science BA programs. All three include a "general" concentration that provides an open curriculum within the major. UNM has no formal concentrations. UT includes an "Honors Concentration" that is similar to UNM's departmental honors program. Neither UA nor TTU has an honors program.

We now describe the curricula of the BAs in Political Science, focusing on the "general" concentration for UA, UT, and TTU because UNM has no formal concentrations:

University of Arizona's BA in Political Science requires 39 credit hours out of 120 total. It requires three introductory courses (POL 201: American National Government, ECON 200: Basic Economic Policy, and SBS 200: Intro to Statistics for Social Sciences). It then requires a choice of two other introductory courses among five (International Relations, Political Ideas, Comparative Politics in the Age of Globalization, Public Policy and Administration, and Diversity and Politics in a Changing World). Beyond that, it requires 24 upper-division credits, with at least one course (3 credits) in each of the following three areas: American Politics, Ideas & Methods, and Foreign Affairs. UA has "writing emphasis courses" as part of their core curriculum, at least one of which must be within the major.

University of Tennessee's BA in Political Science requires 37 credit hours out of 120 total. It requires two introductory courses (U.S. Government and Politics and Intro to Political Science). It then requires a choice of four other introductory courses among five (Political Philosophy, Tennessee Government and Politics, Public Administration and Public Policy, Comparative Politics, and International Relations). Beyond that, it requires 18 upper-division credits and an additional 1-credit capstone course (This requires "participation in Political Science colloquia; reflection on and assessment of Political Science major; consideration of career and graduate/professional school opportunities.").

Texas Tech University's BA in Political Science requires 36 credit hours out of 120 total. It requires five introductory courses (American Government, Texas Politics, International Politics, Comparative Politics, and Introduction to Political Analysis).[21] Beyond that, it requires 21 upper-division credits with at least one course (3 credits) in the areas of American Politics or Policy and Public Administration and at least one course (3 credits) in the areas of International Relations or Comparative Politics. TTU has "writing intensive courses" as part of their core curriculum, at least two of which must be within the major.

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[21] TTU's Texas Politics may be replaced by another acceptable course if the student receives a grade of B or higher in American Government.

University of New Mexico's BA in Political Science requires 36 credit hours out of 120 total. It requires four introductory courses among the following pairings, with at least one course from each pairing: American Politics or Public Policy, Comparative Politics or World Politics, and Political Theory or Political Analysis. Beyond that, it requires 21 upper-division credits and 3 additional credits at any level. This last requirement carries the footnote "Students who take POLS 1140 (The Political World) before taking any other POLS courses can use those credits toward the major, but not otherwise."

In summary, all four BA degrees have a similar number of credit hours (36-39), a similar number of required introductory courses (4-6), and a similar number of required upper-division credits (19-24). UNM is at the low end of required introductory courses (with 4 while the others have 5 or 6). Only two programs have a required introductory statistics course (UA and TTU) for the general concentration Political Science degree. (Although UNM includes an introductory statistics course among its choice set, it is not required. UT doesn't even include such a course among its introductory choices.) UT is the only program with a capstone requirement.

Both UT and UNM have departmental honors programs. For UT, honors is one of their BA concentrations within which Research Methods is a required upper-division course and the number of required introductory courses is reduced by one to compensate. It then requires 6 credits of Senior Honors Thesis and Seminar within the other upper-division requirements of the major discussed above. For UNM, honors is an additional designation on the student's transcript. It has four required courses: Introduction to Political Analysis, the Junior Honors Seminar, the Senior Honors Seminar, and an Undergraduate Seminar in which the honors students take a graduate-level professional or research seminar.

All four departments offer some kind of BA/MA combined program. UA offers both a BA/MPA and a BA/MPP. UT offers a BA/MPPA. TTU offers a BA/MA in Political Science. UNM just initiated a BA/MA program.

Only TTU does not administer an internship program through their Political Science department.

Graduate Program

Appendix E depicts the degrees offered by each institution's POLS graduate program, each programs' graduate student enrollment, and whether the program funds MA students. Though excluded from the table due to space constraints, we also compared each graduate program's curriculum. Here are our findings.

1) *Degrees and Certificates*.

   a. <u>PhD Programs</u>. All four peer institutions offer a PhD degree.

   b. <u>MA Programs</u>. All four peer institutions offer a MA degree in POLS. UA offers three master's options: Master's of International Security; Master's of Public Administration (MPA); and Master's of Public Policy (MPP). UT offers four degrees: Master's of Political Science; Master's of Public Administration; a dual JD/MPA degree; and a

BA/MPPA accelerated degree. TTU offers four degrees as well: a BA/MA in Political Science; Master's of Political Science; Master's of Public Administration; and a MPA/JD degree. *UNM POLS offers one master's degree, a Master's in Political Science.*

    c. <u>Certificate Programs</u>. Two peer institutions offer certificates. UT offers a Certificate in Global Studies and TTU offers a Graduate Certificate in Strategic Studies.

2) *Enrollment.*

    a. <u>PhD Programs</u>. UA (28), UT (30), and TTU (34) enroll about 31 PhD students on average. *UNM's PhD program is tied with UA as the smallest of the four peer institutions, with 28 students.* The difference (3 students) is roughly equal to the size of UNM's typical new yearly PhD cohort.

    b. <u>MA Programs</u>. UA's MA program is the largest of the peers, with enrollments of 56 and 16 in their MPA and MPP programs, respectively. UT (MPPA) and TTU (MA) both have 40 students in their MA programs. *UNM's MA program is much smaller than its peer institutions, with 8 MA students.*

3) *Funding.*

    a. <u>PhD Programs.</u> All four programs offer financial support to PhD students.

    b. <u>MA Programs</u>. TTU provides funding to about 10 MA students, and UA offers "limited funding" to their MPA and MPP students. Neither UNM nor UT provide funding to their MA students.

4) *Curriculum.*

    a. <u>PhD Programs</u>. Aside from minor differences in the total number of credit hours required, ordering of the methods sequence, and the nature of comprehensive examinations, there is significant consistency across the four peer institutions. All four programs require coursework in chosen fields of study; coursework in methodology; comprehensive exams after completion of coursework; and successful defense(s) of a dissertation prospectus and/or final dissertation project.

    b. <u>MA Programs</u>. In general, UNM, UT, and TTU's Master's in Political Science programs look very similar to one another. Aside from the one additional advanced methods course required for UNM and UT PhD students, MA students in all three programs are essentially on the same course track as PhD students during their two years in the program (assuming full time). After completion of their coursework, MA students at UNM and TTU have the option to complete a thesis or take a comprehensive exam to complete their degree. While TTU's comprehensive exam is an actual exam, UNM's is a "second-year paper" analogous to a conference paper. As of the 2020-2021 academic year, UNM MA students now have the option to "course out" for their degree. MA

students in UT's program do not have any options for their final exam; all are required to complete a written comprehensive exam.

There is considerable variation across the public administration and public policy master's programs at UA, UT, and TTU. This is likely driven by the varying nature of the degrees themselves. In general, all appear to provide public policy and public administration courses specifically designed for students in these programs. These MA programs appear to be completely separate from the PhD programs, and the students are on different tracks altogether (although it is likely that MPP students work alongside PhD students whose first field is public policy).

Criterion 8. Resources & Planning *The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.*

8A: Budget *Provide an analysis of the unit's budget, including support received from the institution and external funding sources. Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses*

The UNM Fiscal Year runs July 1 through June 30. The 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 preparation for the budget request, the Department Chair and Department Administrator examine how funds were spent over the preceding year, discuss upcoming department needs, 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 currently allocated to the department are insufficient. Operating funds are to cover all operational costs for the department, including office supplies, computer and printer supplies, computer and other equipment purchases and maintenance, faculty recruitment and search costs, postage and phones, guest speakers and department events, graduate student travel, faculty travel, and printing and document destruction services. In FY18, we saw a 25% decrease to our annual allocation from the institution, along with mid-year rescissions in FY17 and FY18. (See Table 8A.1.) We receive funds specifically allocated for faculty conference travel from the college. This amount is set at $500 per faculty. The department supplements another $1000-$1500 for each faculty for conference travel. In response to the reductions since the department's last self-study, we have further reduced graduate student conference travel caps from $1000 to $400 per student. Even with these reductions, our annual operating costs often exceed $45,000, especially in years we have a faculty search. For FY20, we saw a savings of approximately $15,000 in spending operating funds due to COVID-19. This included cancelling guest speakers and faculty and graduate student travel in the spring, although we did have a faculty search that resulted in hiring two faculty. Our operating costs for FY20 were still close to $38,000, which is far greater than our operating and travel allocation of $29,718. (Also see Figure 8A.1.)

Table 8A.1 Department of Political Science Operating Budget, FY 2014-2020

Fiscal Year	Budget	Travel Funds	Rescissions	Total
2014	$30,979	0	0	$30,979
2015	$30,979	$7,500	0	$38,479
2016	$30,979	$7,500	0	$38,479
2017	$30,979	$7,000	-$7,761	$30,218
2018	$23,218	$7,000	-$5,034	$25,184
2019	$23,218	$7,000	0	$30,218
2020	$23,218	$6,500	0	$29,718

Figure 8A.1 Total Department Funding, FY 2014-2020
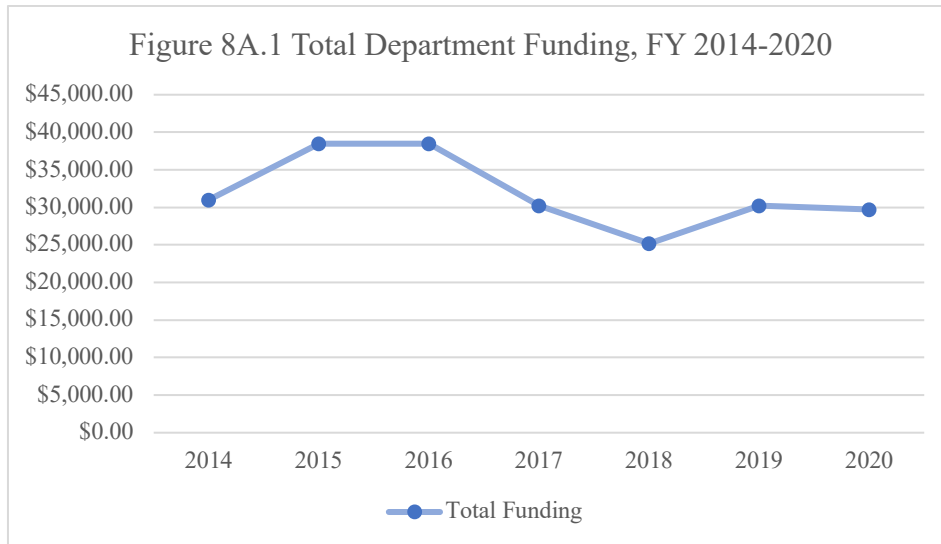
Due to buy-out money received for faculty administrative assignments and funded research, we have been able to sustain our operations without deficit spending. However, this is not sustainable. Through administrative and research buyouts, we are in effect trading the teaching talents of highly qualified senior faculty members for operating money. This is not a trade that we would make voluntarily, and it is not sustainable. We also receive a few thousand dollars per year from a portion of course fees collected from students taking Political Science online and lab courses. The funds received as course fees are policy committed to maintaining the student computer lab and associated equipment and cannot be used for other purposes. Simply put, the department needs to have a reliable source of funding sufficient to maintain the operations of the department, pay for faculty and graduate student recruitment and enable faculty and graduate students to travel to conferences and maintain the professional networks that are essential to their career development as well as that of their students.

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 the department-affiliated Institute for Public Policy 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 Norwegian Institute of International Affairs, 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 donor accounts that accumulate contributions from the public, alumni, and emeriti faculty. Balances of these accounts range from $15,000 - $25,000. Donors

specify how the funds may be spent – presently, all are for graduate student or faculty assistance with research, teaching, and travel-related expenses; some are specified for specific subfields. Spending from these accounts is at the discretion of the Department Chair.

As noted previously, our budget to recruit and support graduate student is not sufficient. Our ability to recruit our top candidates is hampered by the stipends we are able to offer. Current stipends for fully funded students are $16,000 per year. We guarantee four years of funding, which is consistent with other political science programs.[22] Our packages also cover tuition and include health insurance, but does not include summer salary. According to ProFellow.com, PhD stipends across disciplines typically range in value from $18,000 to $30,000.[23] And, again, we could offer more generous stipends to fewer students but this would lead to smaller incoming cohorts, and would produce significant financial inequities based, in part, on when one entered the program.

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

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, coordinates the department's course offerings each semester, 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 Graduate Program Coordinator primarily works as the graduate program assistant, working directly with the faculty graduate director. 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. The graduate program coordinator also assists Department faculty with correspondence and miscellaneous projects, collects and distributes mail, covers the front office and telephone, greeting & directing callers and visitors.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations 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

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[22] https://www.profellow.com/fellowships/fully-funded-phds-in-political-science/, accessed September 9, 2020.
[23] https://www.profellow.com/fellowships/how-to-fully-fund-your-phd/, accessed September 9, 2020.

are made on an as-needed basis, decided by the Department Chair in consultation with the Department Administrator.

Criterion 9. Facilities *The unit's facilities should be adequately utilized to support student learning, as well as scholarly/research activities.*

9A: Current Space *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*
- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

The Department of Political Science is able to meet the unit's academic requirements with current facilities, but this will not be the case in the near future. Currently, the department uses 15 faculty offices, 3 staff offices, and 7 graduate student offices. There is one vacant office. This year, the department hired 2 new faculty members who will need offices. One will be able to take the vacant office and the other new faculty will be moved into a space that is currently used as a graduate student office. As mentioned in the previous APR, this will pose issues if we are unable to provide all funded graduate students with office space. We are also planning for the eventual return of Dean Peceny, whose former office is currently used as a graduate student office. This will only make worse the issue of office space for funded graduate students. The department does not have any spaces that are not documented in UNM's space management system. See Table 9A.1.

Our current facilities also include several common areas, one classroom, and a computer lab. There is a work room with mailboxes, supply storage, copier, shredder, sink, and recycling bin. There is also a conference room that doubles as the department library. This room holds 8-10 people for small meetings. Larger department meetings are held in the classroom, as it holds 25-30 people. We also use the conference room and classroom for several courses each semester. There is also a small lounge room with a microwave and refrigerator.

The department's computer lab is used by both undergraduate and graduate students in the department, as well as for 2-3 statistics and methodology courses each semester. As noted in the last APR, this computer lab is severely outdated. This computer lab has 14 computer stations, including the instructor station, and is usually too small to hold our classes with 25 students. The computers are often not useful because of their advanced age. The computers are not always able to run the software required for our statistics and methodology courses. The College of Arts and Sciences IT department has spent countless hours trying to maintain the computers in working order by replacing bad hard drives, disc drives, and trying to keep software up-to-date. All of the computers were recently upgraded to the last supported operating system available to those computers. This was helpful in being able to run R software, but the operating system recently installed is already 5 years old.

Table 9A.1 Political Science Department Spaces

Room Number	Assignable Sqft.	Non-Assignable Sqft.	Net Usable Sqft.	Space Description	Occupant List
2035	.00	195.00	195.00	Public Corridor	
2036	.00	115.00	115.00	Custodial Supply Closet	
2037	.00	93.00	93.00	Public Corridor	
2038	149.00	.00	149.00	Office - Graduate Student	Graduate Students
2039	.00	370.00	370.00	Public Corridor	
2040	136.00	.00	136.00	Office - Faculty	Jami Nunez
2041	134.00	.00	134.00	Office - Faculty	Mala Htun
2042	134.00	.00	134.00	Office - Faculty	Gabriel Sanchez
2043	131.00	.00	131.00	Office - Faculty	Michael Rocca
2044	165.00	.00	165.00	Office - Graduate Student	Graduate Students
2045	131.00	.00	131.00	Office - Faculty	Wendy Hansen
2046	113.00	.00	113.00	Office – Graduate Student	Graduate Students
2047	131.00	.00	131.00	Office - Faculty	Deborah McFarlane
2048	115.00	.00	115.00	Office - Faculty	Vacant
2049	131.00	.00	131.00	Office - Faculty	Lonna Atkeson
2050	.00	111.00	111.00	Utility/Mechanical Space	
2051	131.00	.00	131.00	Office - Faculty	Christopher Butler
2052	.00	291.00	291.00	Public Corridor	
2053	131.00	.00	131.00	Office - Graduate Student	Graduate Students
2055	116.00	.00	116.00	Office - Faculty	Kathy Powers
2056	.00	147.00	147.00	Public Corridor	
2057	115.00	.00	115.00	Office - Faculty	Peter Kierst
2058	255.00	.00	255.00	Office Srvc - Work Room	
2059	190.00	.00	190.00	Office - Staff	Amaris Gutierrez
2060	598.00	.00	598.00	Open Laboratory - Computer	
2061	236.00	.00	236.00	Office - Staff	Ashley Banks
2062	.00	268.00	268.00	Public Corridor	
2063	214.00	.00	214.00	Office - Faculty	Timothy Krebs
2064	102.00	.00	102.00	Office - Graduate Student	Graduate Students
2065	217.00	.00	217.00	Conference Room	

2066	99.00	.00	99.00	Office - Graduate Student	Graduate Students
2067	254.00	.00	254.00	Lounge	
2068	98.00	.00	98.00	Office - Staff	Nate Faust-Shucker
2069	577.00	.00	577.00	Classroom - Seminar	
2070	133.00	.00	133.00	Office - Faculty	William Stanley
2072	133.00	.00	133.00	Office - Faculty	Jessica Feezell
2073	.00	146.00	146.00	Public Corridor	
2074	139.00	.00	139.00	Office - Faculty	Sergio Ascencio
2075	.00	446.00	446.00	Public Corridor	
2076	139.00	.00	139.00	Office - Faculty	Ellen Grigsby
2077	.00	321.00	321.00	Public Corridor	
2079	111.00	.00	111.00	Office - Graduate Student	Graduate Students
2086	.00	62.00	62.00	Elevator - Passenger/Public	
2087	.00	167.00	167.00	Stairway	
2091	.00	68.00	68.00	Public Corridor	
2093	.00	189.00	189.00	Public Restrm – Men	
2095	.00	164.00	164.00	Public Restrm - Women	

9B. Future Space *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*
- *Explain the potential funding strategies and timelines for these facility goals.*

The one major priority we have is to remodel our department's computer lab. We have submitted several funding proposals over the last four years. The computer lab is Room 2060 in Social Sciences. It is badly out of date and does not function as an actual classroom/lab space should. The department's computer lab has a direct bearing on department teaching, scholarly and research activity. The outdated condition of the lab affects both undergraduate and graduate student learning experiences given that, under normal conditions, major components of core courses (POLS 2140 Introduction to Political Analysis; POLS 581 Statistics for Social Research; and POLS 681Advanced Statistical Analysis for Social Science Research) are completed in this this space. It also affects our ability to showcase our department to potential graduate and new faculty hires.

Instruction in the lab is severely compromised by its current design, which has computer workstations lining the east and west walls, while the instructor stands in the middle of the room and projects PowerPoints, data, statistical analysis output, etc. onto a screen on the north wall of the room. Students must turn around completely in their chairs to pay attention to the instructor,

then turn back around to work on their computers. Furthermore, there is a large support pillar in the middle of the room, which blocks site lines for both students and instructor depending on where one is seated. The lab was configured this way—with numerous workstations lining the wall—because its original purpose (in the 1990s) was as a survey research call center.

Proposed reconfiguration of this department-controlled computer lab/classroom will better utilize existing space and improve the overall learning environment. Reconfiguration will eliminate the need to reserve two different department rooms for the same course each semester. The current configuration is not suitable for lectures, thus a separate department seminar room is used on lecture-only days. Reconfiguration will remove a course-availability bottleneck, help us meet demand for core and other courses and increase instructional efficiency for department faculty, rooms, and other resources.

Reconfiguring the space will also make our programs more effective and more competitive. To train our students for the career world they will soon enter, we need a workable and modern computer lab classroom where they can get hands-on training needed to learn computer programs and concepts associated with sophisticated statistical packages and data analytics practices. At present, students often share computer terminals in this classroom/lab space, a circumstance that detracts from the individual attention they might otherwise receive from faculty and the individual hands-on work they can perform. Redesigning this space will greatly enhance our ability to train graduate students in the most cutting-edge technologies and programs, such as programming with R and network analysis, making us more competitive in the long run. It will allow us to teach data visualization techniques, which would include generating maps via ArcGis in R among other general data visualizations for modeling and exploring data. Having basic data visualization skills is useful for both quantitative and qualitative approaches common in the social sciences.

Previous proposals have included reorienting the lab 90 degrees; demolishing two existing wall-mounted workstations; installing new audiovisual equipment, including 2 projectors and two 72" pull-down projection screens on the west wall; adding twelve (12) 24" x 72" worktables with power and chairs for 24 students (including one ADA compliant table); installing twelve (12) Steelcase Thread floor power and data stations; adding dimmable lighting; installing 600 sq. ft of new carpet and 600 sq. feet of new standard ceiling tiles; purchasing three (3) 40" x 73" mobile glass white boards; one instructor podium; and patching and painting all walls, and replacing carpet. We also would like to replace all of the computers in the lab. The computers are outdated and in need of replacement.

We can make some progress on this with existing department plant funds, but the full remodel is probably $90,000 to $100,000, which is about double our current budget.

Summary and Conclusion

<u>Faculty</u>
The major challenge Political Science faces is largely the same one we have faced for decades, which is that we need more faculty to fully execute our mission. Previous APRs have noted this, and the peer comparison presented in Criterion 7 amply demonstrates the deficiency.

We recognize that this is beyond the control of many in the university given that revenue decisions and priorities are set by state elected officials and UNM regents. There is not a collective sense of grievance on the part of Political Science toward the administration regarding our lack of faculty. Indeed, we have been able to hire several faculty since the last APR. The problem is that we frequently lose faculty to other institutions for reasons related to salary and resources, or personal preferences. It is rare that people leave our department and university because they are miserable. In sum, there is a general sense of frustration around the idea that what could be simply cannot be, given persistent constraints at UNM. **Nevertheless, we want to clear in expressing our desire and need for more faculty.**

<u>Programs</u>
Despite these concerns, we have succeeded as a unit in addressing issues raised in the 2013 APR, and in moving forward on new initiatives that seek to add value to our programs. Although the process is not yet complete, we have moved to formalize many of the practices that guide department decision-making, including the allocation of department committee assignments, assignment of peer teaching evaluators for junior faculty, and junior faculty mentoring, especially regarding language in annual review letters. We have moved on, but have yet to complete, department bylaws, a task we expect to complete this year following faculty input. We also expect to complete an update to the department's tenure and promotion standards document, which has not been revised since 2012. The department's executive committee made significant progress on this process this summer and will return to it this academic year.

Our undergraduate program is thriving. As noted in Criterion 4, over the last several years:

- Enrollments among POLS majors are up substantially relative to cognate departments at UNM
- Student Credit Hour production in POLS has remained stable compared to losses in A&S, and cognate departments
- Third year retention rates are strong, especially among Hispanic and female students
- BA degrees in POLS are up by about 30% overall, significantly outpacing other units
- The number of POLS majors grew almost 8% between 2015 and 2020

Our graduate program is not experiencing the same gains, but we have seen notable gains especially among women of color earning their doctorates. We changed the requirements of our graduate program following our 2013 APR, and we have seen mixed results in terms of certain assignments, especially the quality of second year papers. People are getting through our program, which is good, but it often takes longer than we would like, which hurts our ability to recruit new cohorts. Funding is an issue in helping us to recruit our top prospects, but the issue of faculty numbers is more important to the quality of our graduate program, especially because so

many senior faculty have reduced teaching loads. We have substantially changed the way we train graduate students in methods to ensure they are accessing the latest methodological and statistical techniques used in the profession. This transition could not have occurred without the substantial work and re-tooling of faculty such as Dr. Wendy Hansen and Dr. Christopher Butler, who teach the courses in the stats sequence.

A BA/MA (4+1) has been approved and is operational, as is a Plan III track for MA students. Both of these initiatives are designed to stimulate interest in both our undergraduate and graduate programs.

Curriculum
Our undergraduate curriculum planning has changed over time to reflect changes in enrollment at UNM. For example, we now offer far fewer gen ed sections than we used to given lower enrollments at that level. We are able to meet student demand at this and the upper division levels by employing adjuncts and graduate students.

We cannot effectively meet demand for courses at the graduate level. One of the central complaints we get from graduate students is that we do not offer enough courses. This harms progress to degree, second year paper and comprehensive exam performance, and student mentoring.

Department Procedures and Rules
The following departmental procedures have been implemented or are in progress:

- Department committee assignments are made with faculty input and with regard to other faculty service obligations
- Peer review of junior faculty is now done by assignment as opposed to volunteering
- Department by-laws are in progress and should be completed by the end of AY 20-21
- The department's statement of tenure and promotion standards is being revised
- Systematized administration of PhD comprehensive exams to make them consistent across subfields and to reduce confusion/uncertainty about process

Assessment
Although the self-study has presented information on assessment, and although assessment plans and reports have been submitted in previous years, as a department we do a very poor job with assessment, especially at the undergraduate level. The newly implemented system of assessment looks like it might work to our benefit in terms of administration, so this might not be an enduring problem. The combination of a lack of faculty buy-in to the value of assessment beyond the assessments we give each student through grades, combined with a lack of bandwidth on the part of the department chair who implements and reports on assessment programs, has caused our execution of assessment to falter in recent years.

The execution of outcomes assessment requires substantial time and effort from department faculty. It was far simpler and more effective when the department had a faculty member supported by the College of Arts and Sciences to manage assessment each semester. Since 2014,

when that support stopped, the department has struggled to implement outcomes assessment, a challenge that, like production of bylaws, is exacerbated by our small faculty size and staff.

Staffing
Our department administrator and graduate program coordinator do tremendous work, but they over-extended. And additional staff person, even a part-time person, would free up existing staff so they can spend more time on website development and maintenance, help faculty with grant preparation and oversight, course scheduling, and student recruitment, among other tasks.

Peer Comparison
The major difference with our most comparable peer institutions (University of Arizona, Texas Tech, and University of Tennessee) is faculty size. The UNM Political Science faculty is significantly smaller than our peer institutions. Relative to others, *we have on average 15 fewer faculty.*

Department Climate
The department continues to struggle with climate issues that manifest themselves most directly at the Full Professor level. Issues apparent at the Associate Professor level over the last 5 years have been addressed.

Strategic Planning

- Criterion 1. We will continue to think strategically about our program's needs and how Political Science can position itself in the market for Political Science students. With the recent hire we made in American/Latino politics we have added considerable strength to this important department focus. We have made slow but steady progress over the years in adding structure to our department's operations. It is anticipated that the final items on that front—department bylaws and updating the department's tenure and promotion document—will be completed this year. Department climate concerns need work, and new thinking, but we have been able to work collectively on some big items (e.g., bylaws and hiring).

- Criterion 2. The graduate program curriculum requires immediate attention. There has been general dissatisfaction with the quality of outcomes related to students' second year paper projects. This requirement was instituted following our last APR and outcomes since then suggest that a new round of reform discussions is required. The quality of comprehensive exam results is a persistent issue but may be less pressing than the quality of second year papers. We will also need to discuss curricular issues related to our newly instituted BA/MA (4+1) and Plan III options. These discussions will take place this year. No major changes to our undergraduate are anticipated, but fine-tuning will take place, especially around internships. Being more active in recruiting undergrads by visiting area high schools and by doing more on campus to heighten our profile will also be discussed.

- Criterion 3. Our assessment process is not good. The department needs to completely re-think the way it handles assessment. The department chair cannot be responsible for managing and cajoling faculty to comply with requests for outcomes assessment, and for

aggregating and reporting outcomes to the assessment office. Discussions with faculty will commence this year to determine the best way to divide the labor in the absence of university resources to manage the workload burden.

- Criterion 4. The undergraduate program has been a shining light of the Political Science Department. We have a lot of momentum related to the number of majors, student credit hours, and BA degrees awarded. We have taken a number of steps in the recent years to add value to our program, and it has paid off. This self-study highlighted a number of things outside the classroom that might draw students to us, <u>but the bottom line is we have a great teaching faculty that offers a great curriculum, and the word is out</u>. The success of our undergraduates is apparent in the number who go on to law school and graduate program.

   Relative to our undergraduate program, the graduate program is struggling. Issues of curriculum design and lack of faculty for mentorship and teaching is straining our program considerably. People struggle to get through in a timely fashion. In recent years, we have done well in recruitment, and will continue to exploit available opportunities to continue this trend. We have also started to be more aggressive in moving students off department funding to encourage degree completion and to encourage more students to seek external support. More can be done in the area of promoting greater inclusion and equity. Despite these constraints, we have a strong record of placing our PhD students in tenure track jobs at high quality colleges and universities across the U.S. and abroad.

- Criterion 5. We have been able to meet the demands of the undergraduate program through hiring adjuncts and graduate students. With only 7 or 8 regular faculty available to teach full loads, much of the teaching burden has to shift. This will change somewhat in the coming year as we add two faculty. It also assumes we maintain the status quo on part-time instruction, which is unlikely.

- Criterion 6. Our teaching loads allow regular faculty to be research active, and as the self-study shows faculty are engaged and productive. The one area where we are weak is in generating grant funding to support research travel, expenses, and graduate students. This is one area that we could collectively promote more aggressively. This could also be helped by an additional staff person to free up time for existing staff to manage the maze of regulations regarding grant funding.

- Criterion 7. Department faculty stack up well compared to peer institutions, especially the three identified in this self-study (Arizona, Tennessee, and Texas Tech). What separates us is a lack of resources, not a surplus of unproductive faculty.

- Criterion 8. The major challenge has been shrinking department operational budgets. We will continue to manage our resources effectively to maintain the intellectual life of the department and the professional engagement of our faculty and graduate students. We could benefit from another staff position, even if only a part-time one, to relieve the burden on existing staff.

- Criterion 9. The core challenge regarding facilities is the department's computer lab. We will continue to seek funding opportunities to remodel the lab, so students and faculty have a useful and modern classroom space within which to engage students through pedagogy and to enhance research productivity. In the very near future, we will face an office space crunch as new faculty arrive, and as the Dean of A&S returns to the department.

APPENDIX 1

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.   <u>Refereed Journals</u>. 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.   <u>Outside funding</u>. 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.   <u>Independence of research</u>. 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.   <u>Earlier research</u>. 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."

APPENDIX 2

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.

APPENDIX 3

BA Major and Minor Requirements

Major Study Requirements

A total of **36 hours** is required for a major in political science. These hours must be distributed among the following:

1. Twelve hours from the core courses (1120, 2110, 2120, 2130, 2140, and 2150), including at least one course from each of the following groups: (1120 or 2150), (2110 or 2120) and (2130 or 2140); and
2. Twenty-one hours from courses numbered 300 or above; and
3. Three additional hours from any level.

The core courses include American National Government (POLS 1120), Comparative Politics (POLS 2110), International Relations (POLS 2120), Political Ideas: Introduction to Political Theory (POLS 2130), Introduction to Political Analysis (POLS 2140), and Public Policy and Administration (POLS 2150).

Students who have already had courses in political science may not count The Political World (POLS 1140) 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 Topics (POLS 2996) is permitted toward the major. However, students may enroll in additional hours of POLS 2996 and count them as electives.

Minor Study Requirements

A total of 24 hours, including at least three of the core courses and four courses numbered 300 or above, is required for a minor in political science. A grade of C or better is required in all courses counted toward the minor. Only three credit hours of POLS 2996 are permitted toward the minor. Additional/excess hours of POLS 2996 may be counted as Arts & Sciences electives.

APPENDIX 4

MASTER OF ARTS—CORE & CONCENTRATION REQUIREMENTS
The master's 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 permits them to pursue original research in their chosen concentration. The MA is offered under three plans, with thesis, without a thesis, and a course-out only option. The course-out only option is new, and requires only that students complete their coursework in order to complete the MA Those who opt to write a Master's thesis must take at least 24 credit hours of coursework. The student will select a member of the graduate faculty to serve as director of the thesis, normally the chair of the Committee on Studies. The non-thesis plan entails a minimum of 32 credit hours.

Students in the MA program must take POLS 581 (Statistics for Social Research), POLS 582 (Political Science as a Discipline and a Profession), and POLS 580 (Introduction to Empirical Research). Students must also complete at least one graduate research seminar. In addition, MA students must complete pro-seminars in at least three concentrations. Pro-seminars are designed to be a wide-ranging introduction to the literature of a concentration. 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 Director, in consultation with the COS when available. All requirements for the Master's degree must be completed within a five-year period.

Students who select the methodology concentration must take two additional methodology courses in political science or other disciplines, as approved by the political science Graduate Director, over and above the methodology sequence (581, 580 and 681), and one research seminar employing advanced research methods.

Program of Studies
Students are required to submit a Program of Studies (available on the OGS website https://grad.unm.edu/resources/gs-forms/pos-masters.html). Subsequently, the Program of Studies must be approved by the chair of the Committee on Studies, the Department Chair, and the Office of Graduate Studies. This form must be submitted to the department's Graduate Program Coordinator prior to the Office of Graduate Studies deadlines of March 1st, October 1st or July 1st of the *semester prior* to taking the comprehensive exam.

MA Comprehensive Exam
Research Paper: To satisfy the University of New Mexico requirement for an MA comprehensive examination, students are required to complete a research paper in any concentration offered by the department. For terminal masters students, this requirement must be completed by no later than April 1st of the fourth semester for a spring graduation date. A first draft of the paper must be completed by the end of the student's third semester of coursework, giving the student up to one additional semester to polish the paper to the expected quality standards. Students are encouraged to complete a draft of their paper as part of POLS 580: *Introduction to Empirical Research*, a required course normally taken in a student's third semester. The paper will be evaluated by three members of the department faculty, chosen by the student in consultation with the Committee on Studies, one of whom needs to have primary expertise in the paper's area of concentration. Papers will be evaluated as: PhD level pass with distinction, PhD level pass, MA level pass, or fail. The evaluating committee will provide a single assessment of the final paper. Any student who does not meet the end of the fourth semester deadline for completing the paper will receive a fail. Students who receive an MA or PhD level pass (and who have completed all other requirements towards the degree) will be eligible to receive an MA degree. Students who do not receive a passing grade will be allowed one opportunity to re-submit the paper before the start of the next

semester. Students who receive a failing grade on the paper after their second attempt will be dismissed from the program. In order to continue towards the PhD degree, students must receive a PhD level pass on their first or second attempts. Students planning to receive their MA degree in the semester in which they complete the research paper requirement must adhere to all OGS graduation deadlines. Students who receive less than a PhD pass on their research paper will generally not be issued an assistantship contract for the subsequent semester.

*Summary of MA Core, Concentration Requirements, and Accompanying Paperwork

Semester	Core Coursework	Department Requirements	OGS Requirements
(1) Fall	POLS 581&582	n/a	n/a
(2) Spring	Concentration Requirements	COS form	n/a
(3) Fall	POLS 580	Research Paper (Draft)	Program of Study by Oct. 1st
(4) Spring	Concentration Requirements	Research Paper	n/a

* This timeline is based on full-time status.
Timelines will be adjusted on a case-by-case basis

General Requirements of the Office of Graduate Studies for the Master's Degree
The Office of Graduate Studies (OGS) is the central graduate academic administrative unit at the University of New Mexico. Masters students are expected to meet their general requirements per the UNM Catalog [http://catalog.unm.edu/catalogs/2019-2020/]

APPENDIX 5

DOCTOR OF PHILOSOPHY—CORE & CONCENTRATION REQUIREMENTS
The PhD requires 48 total hours of coursework, plus 18 hours of 699 (Dissertation). All students must complete, at UNM, the methodology sequence (POLS 581, 580 and 681), *Survey of Political Science as a Discipline and Profession* (POLS 582); three pro-seminars (including one in each chosen concentration); two research seminars in their primary concentration and one research seminar in their secondary concentration. Grades of a "B" or higher must be attained in POLS 581 and 580. All core and concentration courses/requirements must be fulfilled before taking the comprehensive exams.

Students who select the methodology concentration must take two additional methodology courses in political science or other disciplines, as approved by the political science Graduate Director, over and above the methodology sequence (581, 580 and 681), and one research seminar employing advanced research methods.

Transfer Work
Students entering the PhD program with an MA degree from another institution or department must complete the general coursework and credit requirements listed above for all PhD students. On rare occasions, the Political Science Graduate Committee, may, at its sole discretion, waive a general or specific course requirement upon presentation of evidence that a student's coursework at a previous graduate institution is fully equivalent to UNM PhD level Political Science offerings. Transfer work, per the Office of Graduate Studies, may not exceed 50% of the coursework applied toward the degree.

PhD Comprehensive Examinations
Research Paper: Students are required to complete a research paper in any concentration offered by the department, no later than the end of their fourth semester. A first draft of the paper must be completed by the end of the student's third semester of coursework, giving the student one additional semester to polish the paper to the expected quality standards. Students are encouraged to complete a draft of their paper as part of POLS 580: *Introduction to Empirical Research*, a required course taken in a student's third semester. The paper will be evaluated by three members of the department faculty chosen by the student in consultation with the Committee on Studies, one of which needs to have primary expertise in the paper's area of concentration. Papers will be evaluated as: PhD level pass with Distinction, PhD level pass, MA level pass, or fail. Any student who does not meet the end of the fourth semester deadline for completing the paper will receive a fail. Students who receive a passing grade (and who have completed all other requirements towards the degree) will automatically receive an MA degree *en route*. Students who do not receive a passing grade at the PhD level will be allowed one opportunity to re-submit the paper before the start of the next semester. Students who do not receive a PhD pass on the paper after their second attempt will be dismissed from the PhD program, but are eligible to receive a terminal MA PhD students (or students in the MA program wishing to continue towards the PhD degree) must receive a PhD level pass on their first or second attempts. Students who fail to receive a PhD level pass will not be allowed to take the written and oral examinations required for the PhD Students who receive less than a PhD pass on the research paper will generally not be issued an assistantship contract for the following semester.

Written and Oral Examinations: PhD students will be required to pass two examinations (a combined written and oral examination in their primary concentration and a written exam in their secondary concentration), before being advanced to candidacy. Doctoral comprehensive exams in both concentrations will be taken in the same semester, with a one- or two-day break scheduled between the written exams and must be taken no later than the middle of the sixth semester, as scheduled by the department. The written exams will be followed as soon as feasible (normally within two weeks) by an oral

exam in the student's primary concentration before a committee of three faculty members. Students will have 8 hours to complete two questions for each written exam. Three faculty members in each concentration will evaluate written exams. In the student's primary concentration, the written and oral parts of the examination will be evaluated as one exam. Exams are graded as pass with distinction, pass, or fail. The evaluating committees in each of the concentrations will provide a single assessment of the exams in each of the primary and secondary concentrations. Students who do not receive a pass in either concentration will have one opportunity to retake the failed exam(s) before the start of the next semester, as scheduled by the department. Failure to pass comprehensive examinations will result in dismissal from the PhD program, and cancelation of any contracts. Students who receive less than a PhD pass on the comprehensive exam in either concentration may not be issued an assistantship contract for the subsequent semester. Students who pass exams in both of their concentrations will be advanced to candidacy.

Masters En route
Students will be granted an *MA en route* following their successful completion of the research paper, which constitutes the MA comprehensive exam. Students are required to submit a Program of Studies (available on the OGS website http://grad.unm.edu/resources/gs-forms/index.html). Subsequently, the Program of Studies must be approved by the chair of the Committee on Studies, the Department Chair, and the Office of Graduate Studies. This form must be submitted to department staff prior to the Office of Graduate Studies deadlines of March 1st, October 1st or July 1st of the *semester prior* to receiving the MA *en route*.

Dissertation
Upon passing the comprehensive exams, the candidate may proceed to the dissertation phase, 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. A Dissertation Committee of no less than four members is assembled, including the dissertation advisor. At least one member shall be from another graduate unit or university based on competence in an area related to the candidate's dissertation. Forms for appointing Dissertation Committees are available on the Office of Graduate Studies' website (http://grad.unm.edu/resources/gs-forms/index.html). 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.

Application for Candidacy and Appointment of Dissertation Committee
Students are required to submit an Application for Candidacy and Appointment of Dissertation (available on the OGS website http://ogs.unm.edu/resources/ogs-forms/index.html). This form must be submitted to department staff to be approved by the chair of the Committee on Studies, the Department Chair, and the Office of Graduate Studies prior to the student being advanced to candidacy.

***Summary of PhD Core, Concentration Requirements, and Accompanying Paperwork**

Semester	Core Coursework	Department Requirements	OGS Requirements
(1) Fall	POLS 581& 582	n/a	n/a
(2) Spring	POLS 681	COS form	n/a
(3) Fall	POLS 580	Research Paper (Draft)	n/a
(4) Spring	Concentration Requirements	Research Paper	Program of Studies by Finals Week
(5) Fall	Concentration Requirements	n/a	n/a
(6) Spring	Concentration Requirements	Comprehensive exams in major and minor concentrations*	n/a
(7) Fall	699		Application for Candidacy
**Variable	n/a	Dissertation Prospectus	Dissertation Committee Form

This timeline is based on full-time status and passage of the comprehensive exams at the PhD level on the first attempt. Timelines will be adjusted on a case-by-case basis.

** Students have five years from the completion of comprehensive exams to complete the PhD program. Students must show progress each semester (see Dissertation section above) once admitted to candidacy.*

APPENDIX 6

<div align="center">

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

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Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent before being submitted to the OA repository.

Overview: The template is divided into three parts:
Part I: Cover Page (Page 3)
Part I of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment **PLAN** (Pages 4-8)
Part II of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and how the results will be distributed.

Part III: Assessment **REPORT** (Pages 9-13)
The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions to the assessment process that were generated. Section two is a table that requires the user to copy and paste the SLOs (from the already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. Section 3 of the REPORT template is a narrative section that contains four questions that inquire about participation, data analysis, recommendations, and distribution of information.

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

Please submit the UNM Academic Programs/Unit Combined Assessment Plan and Report Template according to your internal unit submission procedures. If your unit does not have an internal submission procedure, please submit directly to the UNM Office of Assessment Digital Repository (http://assessment.unm.edu/Calendar/1_19-repository-how-to-.pdf). Please include all documents, forms, and appendices in one file. **Please do not upload documents to the repository in a ZIP file.**

Please delete this instruction page before submitting.

Part I: Cover Page
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

College, Department and Date:

College/School/Branch Campus: CAS

Department: Political Science

Date: 2/24/20

Active Plan Years (select the three year cycle that applies):

☐ AY16/17-18/19   ☐ AY17/18-19/20   ☑ AY18/19-20/21   ☐ AY19/20-21/22

Academic Program of Study:*

Degree or Certificate level: BA   *Name of the program:*   Political Science

Note: *Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).*

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

- Timothy Krebs, Professor and Chair, tbkrebs@unm.edu
-
-

Dean / Associate Dean / CARC Approval Signature:

UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

SECTION II-1

Please identify at least one of your program goals:

**Program Goal #1:** Be critical thinkers of political problems who are able to critically reflect on and analyze contemporary political trends and developments

Program Goal #2: Have effective communication and strong analytical writing skills

**Program Goal #3:** Have an ability to apply knowledge of political science theories and concepts to real-word cases

Program Goal #4: Be prepared to assume the duties of citizenship commensurate with an effective civil society

**Program Goal #5:**

Need help formulating your Program Goals? Click here for additional information provided by the UNM Office of Assessment and Academic Program Review.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) *For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., MA etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO.* *For additional guidance on assessment measures, click here.*	Performance Benchmark *What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
		K	S	R			
A1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments	1	☐	☑	☐	IDEA Objective 11, "learning to analyze and critically evaluate ideas, arguments, and points of view", is in line with this SLO. Data will be collected from our introductory courses regarding		All students; Assessment #3 - graduating majors
B1. The students will demonstrate an ability to communicate effectively	2	☐	☑	☐	IDEA Objective 8, "developing skill in expressing oneself orally or in writing", is in line with this SLO. Data will be collected from our introductory courses regarding this objective. This is an indirect		Introductory course students; University core course students; graduating majors
B2. The students will demonstrate strong analytical writing skills	2	☐	☑	☐	Students in our University core courses whose instructor uses a writing assignment as the assessment instrument will be rated on a 3-point scale (weak, adequate, or strong) regarding		University core course students; graduating majors

C1. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science	3	☑	☐	☐	IDEA Objective 2, "learning fundamental principles, generalizations, or theories", is in line with this SLO. Data will be collected from our introductory courses regarding this objective.		Introductory course students; core course students; all graduating majors
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.	3	☐	☑	☐	IDEA Objective 3, "learning to apply course material (to improve thinking, problem solving, and decisions)", is in line with this SLO. Data will be collected from our introductory courses		Introductory course students; core course students; all graduating majors
C3. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.	3	☐	☑	☐	All students in our University core courses will be rated on a 3-point scale (weak, adequate, or strong) regarding "evaluation of theories" using a writing assignment from class. This is a direct measure.		Core course students; all graduating majors
D1. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.	4	☑	☐	☑	IDEA Objective 1, "gaining factual knowledge (terminology, classifications, methods, trends)", is in line with this SLO. Data will be collected from the following introductory courses regarding		Introductory course students; core course students; all graduating majors
		☐	☐	☐			

SECTION II-2

NOTE: State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. <mark>If sampling, please describe the course sections and/or the milestones.</mark> If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

    a. Please describe the student artifact/performance that you will use to gather your assessment data:

        A1 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        B1 - either writing assignment or oral presentation; writing assignment
        B2 - writing assignment
        C1 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        C2 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        C3 - either writing assignment or questions embedded in quizzes and exams; writing assignment

    b. *Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please*

        describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

        POLS 110 - S2008; F2009; S2010
        POLS 200 - S2008; F2009; S2010
        POLS 220 - S2008; F2008; S2009; F2010; S2011
        POLS 240 - F2008; S2009; F2010; S2011

    c. *What is the process you will use to review, analyze and interpret your assessment data?*

        All faculty and instructors will be involved in the gathering of evidence for our outcomes assessment. The outcomes assessment coordinator will collect the reports for a given AY and then summarize and analyze the data for dissemination to the undergraduate director and the undergraduate committee. (more...see source document)

d. *What is the process you will use to communicate and implement your assessment results?*

The department chair, in consultation with the undergraduate director and the departmental outcomes assessment coordinator, will prepare an outcomes assessment report for the office of outcomes assessment that summarizes the measures of the SLOs for the previous AY, summarizes the department's discussion regarding the undergraduate director's report, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

SECTION III-
1

In response to <u>last year's assessment report</u>, please:

    a. *<u>Describe the program changes that were implemented.</u>*

     No changes made

    b. *<u>Describe any revisions to your assessment process that were made for this reporting cycle.</u>*

     No revisions made

Please use the grid and narrative responses below to discuss your assessment results <u>from this year</u>:

SLOs (from PLAN above) *SLOs are from your entries in the PLAN above that were **measured during this year***:	Student Population *Describe the sampled population, including the total number of students and classes assessed.*	Results* *State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)* *For additional guidance on reporting results, click here.*
A1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 17 students did not meet expectations (6%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
B1. The students will demonstrate an ability to communicate effectively	Graduating Seniors, 17 students	Benchmark met. 2 out 17 students did not meet expectations (12%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
B2. The students will demonstrate strong analytical writing skills	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 17 students did not meet expectations (6%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
C1. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science	Graduating Seniors, 17 students	Benchmark exceeded. 2 out 16 students did not meet expectations (13%), 6 out of 16 students met expectations (38%), and 8 out of 16 students exceeded expectations (50%)
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.	Graduating Seniors, 17 students	Benchmark exceeded. 3 out 16 students did not meet expectations (19%), 5 out of 16 students met expectations (31%), and 8 out of 16 students exceeded expectations (50%)
C3. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.	Graduating Seniors, 17 students	Benchmark exceeded. 2 out 10 students did not meet expectations (20%), 3 out of 10 students met expectations (30%), and 5 out of 10 students exceeded expectations (50%)

SLOs (from PLAN above)	Student Population	Results*
D1. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 12 students did not meet expectations (8%), 4 out of 12 students met expectations (33%), and 7 out of 12 students exceeded expectations (58%)

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

**Please use the area below to elaborate on your findings.**

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

None

SECTION III-2
In response to <u>this assessment report</u>, please answer the following questions:

   a. _**Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?**_

   Professor Tim Krebs, Associate Professor Mike Rocca, and (fmr.) Assistant Professor Cassie Dorff participated through gathering evidence.

   b. Data Analysis: _Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X...)._

   Data in the table suggest that application of theories is the weakest area. The strongest areas are critical thinking, communication, and analytical writing.

c. *Based on your assessment results from this year and last year, describe the recommendations that you have for improvement:*

- Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

We will start discussions with faculty about how to incorporate assignments that encourage students to apply theories of politics to real-world situations in national, comparative, and international politics in an effort to strengthen this area of our program.

- *Describe any revisions to your assessment process that will be made for the next reporting cycle.*

We will attempt to more systematically collect data to paint a more accurate picture of our student outcomes.

d. *How, when, and to whom will results and recommendations be communicated in a meaningful way?*

We will communicate results to the College and with political science faculty in an effort to create a culture around enhancing student outcomes at the aggregate level.

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent before being submitted to the OA repository.

Overview: The template is divided into three parts:

Part I: Cover Page (Page 3)

Part I of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment **PLAN** (Pages 4-8)

Part II of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and how the results will be distributed.

Part III: Assessment **REPORT** (Pages 9-13)

The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions to the assessment process that were generated. Section two is a table that requires the user to copy and paste the SLOs (from the already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. Section 3 of the REPORT template is a narrative section that contains four questions that inquire about participation, data analysis, recommendations, and distribution of information.

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

Please submit the UNM Academic Programs/Unit Combined Assessment Plan and Report Template according to your internal unit submission procedures. If your unit does not have an internal submission procedure, please submit directly to the UNM Office of Assessment Digital Repository (http://assessment.unm.edu/Calendar/1_19-repository-how-to-.pdf). Please include all documents, forms, and appendices in one file. **Please do not upload documents to the repository in a ZIP file.**

<mark>**Please delete this instruction page before submitting.**</mark>

UNM Office of Assessment and APR

UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

SECTION I-
1

College, Department and Date:

College/School/Branch Campus: CAS

              Department: Political Science

         Date: 2/24/20

Active Plan Years (select the three year cycle that applies):
☐ AY16/17-18/19   ☐ AY17/18-19/20   ☑ AY18/19-20/21   ☐ AY19/20-21/22

Academic Program of Study:*

Degree or Certificate level: BA   *Name of the program:*   Political Science

Note: *Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).*

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

- Timothy Krebs, Professor and Chair, tbkrebs@unm.edu
-
-

Dean / Associate Dean / CARC Approval Signature:

UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

SECTION II-1

Please identify at least one of your program goals:

**Program Goal #1:** Be critical thinkers of political problems who are able to critically reflect on and analyze contemporary political trends and developments

Program Goal #2: Have effective communication and strong analytical writing skills

**Program Goal #3:** Have an ability to apply knowledge of political science theories and concepts to real-word cases

Program Goal #4: Be prepared to assume the duties of citizenship commensurate with an effective civil society

**Program Goal #5:**

Need help formulating your Program Goals? Click here for additional information provided by the UNM Office of Assessment and Academic Program Review.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) *For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., MA etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO.* *For additional guidance on assessment measures, click here.*	Performance Benchmark *What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
		K	S	R			
A1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments	1	☐	☑	☐	IDEA Objective 11, "learning to analyze and critically evaluate ideas, arguments, and points of view", is in line with this SLO. Data will be collected from our introductory courses regarding		All students; Assessment #3 - graduating majors
B1. The students will demonstrate an ability to communicate effectively	2	☐	☑	☐	IDEA Objective 8, "developing skill in expressing oneself orally or in writing", is in line with this SLO. Data will be collected from our introductory courses regarding this objective. This is an indirect		Introductory course students; University core course students; graduating majors
B2. The students will demonstrate strong analytical writing skills	2	☐	☑	☐	Students in our University core courses whose instructor uses a writing assignment as the assessment instrument will be rated on a 3-point scale (weak, adequate, or strong) regarding		University core course students; graduating majors

C1. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science	3	☑	☐	☐	IDEA Objective 2, "learning fundamental principles, generalizations, or theories", is in line with this SLO. Data will be collected from our introductory courses regarding this objective.		Introductory course students; core course students; all graduating majors
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.	3	☐	☑	☐	IDEA Objective 3, "learning to apply course material (to improve thinking, problem solving, and decisions)", is in line with this SLO. Data will be collected from our introductory courses		Introductory course students; core course students; all graduating majors
C3. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.	3	☐	☑	☐	All students in our University core courses will be rated on a 3-point scale (weak, adequate, or strong) regarding "evaluation of theories" using a writing assignment from class. This is a direct measure.		Core course students; all graduating majors
D1. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.	4	☑	☐	☑	IDEA Objective 1, "gaining factual knowledge (terminology, classifications, methods, trends)", is in line with this SLO. Data will be collected from the following introductory courses regarding		Introductory course students; core course students; all graduating majors
		☐	☐	☐			

SECTION II-2

NOTE: State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. <mark>If sampling, please describe the course sections and/or the milestones.</mark> If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

    e.   Please describe the student artifact/performance that you will use to gather your assessment data:

        A1 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        B1 - either writing assignment or oral presentation; writing assignment
        B2 - writing assignment
        C1 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        C2 - either writing assignment or questions embedded in quizzes and exams; writing assignment
        C3 - either writing assignment or questions embedded in quizzes and exams; writing assignment

    f.   *Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please*

        describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

        POLS 110 - S2008; F2009; S2010
        POLS 200 - S2008; F2009; S2010
        POLS 220 - S2008; F2008; S2009; F2010; S2011
        POLS 240 - F2008; S2009; F2010; S2011

    g.   *What is the process you will use to review, analyze and interpret your assessment data?*

        All faculty and instructors will be involved in the gathering of evidence for our outcomes assessment. The outcomes assessment coordinator will collect the reports for a given AY and then summarize and analyze the data for dissemination to the undergraduate director and the undergraduate committee. (more...see source document)

h. *What is the process you will use to communicate and implement your assessment results?*

The department chair, in consultation with the undergraduate director and the departmental outcomes assessment coordinator, will prepare an outcomes assessment report for the office of outcomes assessment that summarizes the measures of the SLOs for the previous AY, summarizes the department's discussion regarding the undergraduate director's report, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

Part III: Assessment REPORT Body
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

SECTION III-
1

In response to <u>last year's assessment report</u>, please:

    c. *<u>Describe the program changes that were implemented.</u>*

     No changes made

    d. *<u>Describe any revisions to your assessment process that were made for this reporting cycle.</u>*

     No revisions made

Please use the grid and narrative responses below to discuss your assessment results <u>from this year</u>:

SLOs (from PLAN above)	Student Population	Results*
SLOs are from your entries in the PLAN above that were **measured during this year**:	*Describe the sampled population, including the total number of students and classes assessed.*	*State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)* *For additional guidance on reporting results, click here.*
A1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 17 students did not meet expectations (6%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
B1. The students will demonstrate an ability to communicate effectively	Graduating Seniors, 17 students	Benchmark met. 2 out 17 students did not meet expectations (12%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
B2. The students will demonstrate strong analytical writing skills	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 17 students did not meet expectations (6%), 5 out of 17 students met expectations (29%), and 11 out of 17 students exceeded expectations (65%)
C1. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science	Graduating Seniors, 17 students	Benchmark exceeded. 2 out 16 students did not meet expectations (13%), 6 out of 16 students met expectations (38%), and 8 out of 16 students exceeded expectations (50%)
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.	Graduating Seniors, 17 students	Benchmark exceeded. 3 out 16 students did not meet expectations (19%), 5 out of 16 students met expectations (31%), and 8 out of 16 students exceeded expectations (50%)
C3. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.	Graduating Seniors, 17 students	Benchmark exceeded. 2 out 10 students did not meet expectations (20%), 3 out of 10 students met expectations (30%), and 5 out of 10 students exceeded expectations (50%)

SLOs (from PLAN above)	Student Population	Results*
D1. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.	Graduating Seniors, 17 students	Benchmark exceeded. 1 out 12 students did not meet expectations (8%), 4 out of 12 students met expectations (33%), and 7 out of 12 students exceeded expectations (58%)

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

None

SECTION III-2
In response to <u>this assessment report</u>, please answer the following questions:

   a. *<u>Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?</u>*

   Professor Tim Krebs, Associate Professor Mike Rocca, and (fmr.) Assistant Professor Cassie Dorff participated through gathering evidence.

   b. Data Analysis: *Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X…).*

   Data in the table suggest that application of theories is the weakest area. The strongest areas are critical thinking, communication, and analytical writing.

c. *Based on your assessment results from this year and last year, describe the recommendations that you have for improvement:*

- Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

We will start discussions with faculty about how to incorporate assignments that encourage students to apply theories of politics to real-world situations in national, comparative, and international politics in an effort to strengthen this area of our program.

- *Describe any revisions to your assessment process that will be made for the next reporting cycle.*

We will attempt to more systematically collect data to paint a more accurate picture of our student outcomes.

d. *How, when, and to whom will results and recommendations be communicated in a meaningful way?*

We will communicate results to the College and with political science faculty in an effort to create a culture around enhancing student outcomes at the aggregate level.

APPENDIX 7

<div align="center">

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

</div>

Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office of Assessment at <u>assess@unm.edu or (505) 277-4130.</u>

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent before being submitted to the OA repository.

Overview: The template is divided into three parts:
Part I: Cover Page (Page 3)
Part I of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment **PLAN** (Pages 4-8)
Part II of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and how the results will be distributed.

Part III: Assessment **REPORT** (Pages 9-13)
The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions to the assessment process that were generated. Section two is a table that requires the user to copy and paste the SLOs (from the already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. Section 3 of the REPORT template is a narrative section that contains four questions that inquire about participation, data analysis, recommendations, and distribution of information.

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The
University of New Mexico

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<mark>**Please delete this instruction page before submitting.**</mark>

Part I: Cover Page
UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

SECTION I-1

College, Department and Date:

College/School/Branch Campus: CAS

Department: Political Science

Date: 2/28/14

Active Plan Years (select the three year cycle that applies):

☐ AY16/17-18/19   ☐ AY17/18-19/20   ☐ AY18/19-20/21   ☐ AY19/20-21/22

Academic Program of Study:*

Degree or Certificate level: MA   *Name of the program:*   Political Science

Note: *Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).*

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

- Timothy B. Krebs, Professor and Chair, tbkrebs@unm.edu
-
-

Dean / Associate Dean / CARC Approval Signature:

SECTION II-1

Please identify at least one of your program goals:

Thorough grasp of major theories and literature relevant to the project.

Program Goal #1:

An ability to think critically, in both methodological and theoretical terms.

Program Goal #2:

A firm understanding of appropriate research design and methods.

Program Goal #3:

The capacity to conduct an original research project.

Program Goal #4:

Analytical writing that is clear and appropriate to the audience.

Program Goal #5:

Need help formulating your Program Goals? Click here for additional information provided by the UNM Office of Assessment and Academic Program Review.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) *For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., MA etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate: K=Knowledge; S=Skills; R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO.* *For additional guidance on assessment measures, click here.*	Performance Benchmark *What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
		K	S	R			
A1. The students will demonstrate a thorough grasp of major theories and literature relevant to the project.	1	☑	☐	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.
A2. The student will demonstrate an ability to think critically in methodological terms.	2	☑	☐	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.
B1. The student will demonstrate an ability to think critically with respect to theory.	2	☐	☑	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.

C1. The students will demonstrate an ability to execute appropriate research design and methods.	3	☐	☑	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.
D1. The students will demonstrate the capacity to conduct an original research project.	4	☑	☑	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.
E1. The students will demonstrate analytical writing that is clear and appropriate to the audience.	5	☐	☑	☐	Students are required to submit a second year paper to earn their MA degree. The goal of the project is to move students toward producing publishable scholarship.	The second year paper committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO.	All students completing the second year paper project are assessed.
		☐	☐	☐			
		☐	☐	☐			

SECTION II-2

NOTE: State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. <mark>If sampling, please describe the course sections and/or the milestones.</mark> If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

    a. Please describe the student artifact/performance that you will use to gather your assessment data:

        All SLOs - second year research paper

    b. *Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.*

        Each SLO is assessed whenever a student completes a second year paper.

    c. *What is the process you will use to review, analyze and interpret your assessment data?*

        The data will be analyzed, discussed, and reported to the College no less than once every three years. Annually, the graduate director will summarize these assessment data as part of our review of the graduate program in the spring semester. Minutes of these discussions will be included in the report to the College.

d. ___What is the process you will use to communicate and implement your assessment results?___

The graduate director will discuss the assessment results with the graduate committee with regard to the severity of the weaknesses (is one SLO weak on every measure at each step of the academic path?) and engage in a triage process, coming to collective agreement about what SLO is the program's weakest overall. The graduate committee will then discuss why this SLO is weak and what might be done to make it stronger. The graduate director will summarize this discussion and make a formal recommendation for improving this SLO in a report to the faculty. This recommendation may be with respect to the assessment process itself, the curriculum, or pedagogy. The faculty will then consider the report and recommendation of the graduate committee at a department meeting in the Fall semester for implementation in the Spring semester.

The department chair, in consultation with the graduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department's discussion regarding the graduate director's internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

SECTION III-
1

In response to <u>last year's assessment report</u>, please:

    a.   *<u>Describe the program changes that were implemented.</u>*

      No changes made.

    b.   *<u>Describe any revisions to your assessment process that were made for this reporting cycle.</u>*

      The nature of our assessment process for the MA process has changed somewhat since we first submitted our assessment plan years ago. The major change was that instead of a take-home comprehensive exam, we now require MA students to complete a second year paper, which is designed to foster students' original research. The SLOs from comprehensive exam to the second year paper project changed very little, and are reflected below.

Please use the grid and narrative responses below to discuss your assessment results <u>from this year</u>:

SLOs (from PLAN above)	Student Population	Results*
SLOs are from your entries in the PLAN above that were **measured during this year**:	*Describe the sampled population, including the total number of students and classes assessed.*	*State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)* *For additional guidance on reporting results, click here.*
A1. The students will demonstrate a thorough grasp of major theories and literature relevant to the project.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 5 of 6 (83%) students scored a PhD pass on this item, exceeding the benchmark. 1 of 6 (17%) earned an MA pass on this item, meeting the benchmark.
A2. The student will demonstrate an ability to think critically in methodological terms.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 3 of 6 (50%) students scored a PhD pass on this item, exceeding the benchmark. 3 of 6 students (50%) passed at the MA level on this item, meeting the benchmark.
B1. The student will demonstrate an ability to think critically with respect to theory.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 4 of 6 (67%) students scored a PhD pass on this item, exceeding the benchmark. 1 of 6 (17%) students passed at the MA level, and 1 of 6 (17%) students failed this item.
C1. The students will demonstrate an ability to execute appropriate research design and methods.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 3 of 6 (50%) students scored a PhD pass on this item, exceeding the benchmark. 3 of 6 (50%) students passed at the MA level.
D1. The students will demonstrate the capacity to conduct an original research project.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 4 of 6 (67%) students scored a PhD pass on this item, exceeding the benchmark. 2 of 6 (33%) students passed at the MA level.
E1. The students will demonstrate analytical writing that is clear and appropriate to the audience.	6 PhD students for whom a 2nd year paper project constitutes their MA exam	Performance benchmark was met. 4 of 6 (67%) students scored a PhD pass on this item, exceeding the benchmark. 2 of 6 (33%) students passed at the MA level.

SLOs (from PLAN above)	Student Population	Results*

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

__Please use the area below to elaborate on your findings.__

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

SECTION III-2
In response to <u>this assessment report</u>, please answer the following questions:

  a. *__Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?__*

  b. Data Analysis: *Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X…).*

c. *Based on your assessment results from this year and last year, describe the recommendations that you have for improvement:*

  - Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

  - *Describe any revisions to your assessment process that will be made for the next reporting cycle.*

d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

APPENDIX 8

<div align="center">

Instructions
UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded

</div>

The University of New Mexico

Instructions: This assessment plan and report template guides the creation of three-year assessment plans that will be used to assess academic student learning outcomes as well as assists with the reporting of the assessment of student learning outcomes for academic degree and certificate programs at UNM. If you have any questions about either the plan or the report templates, please contact the Office of Assessment at assess@unm.edu or (505) 277-4130.

Note: While developing the plan, consider that not every SLO needs to be assessed every year; however, over a three-year period, every SLO should be assessed.

- Assessment plans should include clear differentiations between degrees (i.e., certificate, bachelor, master's, and/or doctoral).
- Assessment plans should be reviewed and approved at the college/school/branch level by the College Assessment Review Committee (CARC) or equivalent.

Overview: The template is divided into three parts:

Part I: Cover Page (Page 3)
Part 1 of the template serves as the cover page. Please provide all of the information requested for the cover page.

Part II: Assessment **PLAN** (Pages 4-11)
The second part of the template requests information on the student learning outcomes, program's goal(s), UNM Student Learning Goals, assessment measures, performance benchmarks, and student population(s) within the table. It is followed by a narrative section that contains four questions that inquire about the assessment artifact, the SLO review schedule, plans to review and analyze the data, and how the results will be distributed.

Part III: Assessment **REPORT** (Pages 12-18)
The first section of Part III requires a narrative response about last year's assessment report, the changes implemented, and the revisions to the assessment process that were generated. The following section is a table that requires the user to copy and paste the SLOs (from the already-completed PLAN), that were assessed this year. The table requests a description of the actual student population that was used, and results. The third part of the REPORT template is a narrative section that contains four questions that inquire about participation, data analysis, recommendations, and distribution of information.

Instructions

UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded

The University of New Mexico

Please submit the UNM Academic Programs/Unit Combined Assessment Plan and Report Template according to your internal unit submission procedures. If your unit does not have an internal submission procedure, please submit directly to the UNM Office of Assessment Digital Repository (http://assessment.unm.edu/assets/documents/1_19-repository-how-to-.pdf). Please include all documents, forms, and appendices in one file. **Please do not upload documents to the repository in a ZIP file.**

<mark>**Please delete this instruction page before submitting.**</mark>

Part I: Cover Page

<p style="text-align:center">**UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded The University of New Mexico**</p>

College, Department and Date:

College/School/Branch Campus: CAS

Department: Political Science

Date: 2/27/20

Active Plan Years (select the three year cycle that applies):

AY16/17-18/19   AY17/18-19/20   AY18/19-20/21   AY19/20-21/22

Academic Program of Study:*

Degree or Certificate level: PhD   Name of the program: Political Science

Note: *Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).*

Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

- Timothy B. Krebs, Professor and Chair, tbkrebs@unm.edu
-
-

Dean / Associate Dean / CARC Approval Signature:

Part II: Assessment PLAN
UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded The University of New Mexico

Please identify at least one of your program goals:

Program Goal#1:
Knowledge sufficient to teach a basic course.

Program Goal#2:
Comprehensive knowledge and understanding of the literature and major theories in the field.

Program Goal#3:
An ability to think critically, in both methodological and theoretical terms.

Program Goal#4:
A firm understanding of research design and methods.

Program Goal#5:
The capacity to conduct an original research project.

Program Goal#6:
Strong written and oral communication skills

Program Goal#7:

Program Goal#8:

Need help formulating your Program Goals? Click here for additional information provided by the UNM Office of Assessment and Academic Program Review.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) *For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., MA etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate).* *For additional guidance on SLOs, click here.*	Program Goal # *Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3..) assigned above.*	UNM Student Learning Goals *Check as appropriate:* *K=Knowledge;* *S=Skills;* *R=Responsibility*			Assessment Measures *Provide a description of the assessment instrument used to measure the SLO.* *For additional guidance on assessment measures, click here.*	Performance Benchmark *What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)*	Student Population(s) *Describe the sampled population, including the total number of students and classes assessed. See note below.*
		K	S	R			
A1. The students will demonstrate sufficient general knowledge in the area to teach a basic course in their subfield.	1	☑	☐	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the the relevant exam or dissertation are assessed.
B1. The students will demonstrate a thorough grasp of the literature and experts in their subfield.	2	☑	☐	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
B2. The students will demonstrate a thorough grasp of the major theories in their subfield.	2	☑	☐	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.

Student Learning Outcomes (SLOs)	Program Goal #	UNM Student Learning Goals			Assessment Measures	Performance Benchmark	Student Population(s)
C1. The students will demonstrate an ability to think critically in methodological terms.	3	☐	☑	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
C2. The students will demonstrate an ability to think critically with respect to theory.	3	☐	☑	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
D1. The students will demonstrate a firm understanding of research design and methods.	4	☑	☑	☐	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
E1. The students will demonstrate the capacity to conduct an original research design.	5	☐	☐	☑	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
F1. The students will demonstrate analytical writing that is clear and appropriate to the audience.	6	☐	☐	☑	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.

Student Learning Outcomes (SLOs)	Program Goal #	UNM Student Learning Goals			Assessment Measures	Performance Benchmark	Student Population(s)
F2. The students will demonstrate the ability to communicate orally in the field.	6	☐	☐	☑	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
F3. The students will demonstrate the ability to answer questions effectively.	6	☐	☐	☑	The comprehensive exams will typically be taken in the sixth semester of a student's academic career. The comprehensive exam in the student's minor field will be written, while the comprehensive exam in the student's major field will consist of both a written and an oral component.	The comprehensive exam committee assesses students on a fail, MA-level pass, PhD-level pass, and PhD-level pass with distinction basis for each SLO. The PhD dissertation committee assesses students on an inadequate, adequate, good, and distinction basis for each SLO.	All students completing the relevant project or exam are assessed.
		☐	☐	☐			
		☐	☐	☐			
		☐	☐	☐			

NOTE: State explicitly whether the program's assessment will include evidence from **all** students in the program or a **sample** (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. <mark>If sampling, please describe the course sections and/or the milestones.</mark> If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at assess@unm.edu or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

a. Please describe the student artifact/performance that you will use to gather your assessment data?

A1 - comprehensive exam (minor field); comprehensive exam (major field)
B1 - research paper; comprehensive exam (minor field); comprehensive exam (major field) B2 -
research paper; comprehensive exam (minor field); comprehensive exam (major field)
C1 - research paper; comprehensive exam (minor field); comprehensive exam (major field); dissertation defense C2 - research
paper; comprehensive exam (minor field); comprehensive exam (major field); dissertation defense D1 - research paper;
dissertation defense
E1 - research paper; dissertation defense

b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe

which SLOs will be assessed for each year. If a table better describes your response, insert it here.

Students will be assessed on their progress toward the SLOs at four points during their academic career.

c. What is the process you will use to review, analyze and interpret your assessment data?

The data will be analyzed, discussed, and reported to the College no less than once every three years. Annually, the graduate director will summarize these assessment data as part of our review of the graduate program in the spring semester. Minutes of these discussions will be included in the report to the College.
The graduate director will discuss the assessment results with the graduate committee with regard to the severity of the weaknesses (is one SLO weak on every measure at each step of the academic path?) and engage in a triage process, coming to collective agreement about what SLO is the program's weakest overall. The graduate committee will then discuss why this SLO is weak and what might be done to make it stronger. The graduate director will summarize this discussion and make a formal recommendation for improving this SLO in a report to the faculty. This recommendation may be with respect to the assessment process itself, the curriculum, or pedagogy. The faculty will then consider the report and recommendation of the graduate committee at a department meeting in the Fall semester for implementation in the Spring semester.

d. What is the process you will use to communicate and implement your assessment results?

The department chair, in consultation with the graduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department's discussion regarding the graduate director's internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

PartIII: Assessment REPORT Body

<div align="center">

**UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded The
University of New Mexico**

</div>

In response to <u>last year's assessment report</u>, please:

a. Describe the program changes that were implemented.

No changes

b. Describe any revisions to your assessment process that were made for this reporting cycle.

No revisions made.

Please use the grid and narrative responses below to discuss your assessment results <u>from this year</u>:

UNM Office of Assessment and APR

Part III: Assessment REPORT Body

<div align="center">

UNM Academic Programs/Unit Combined Assessment Plan and Report Template - Expanded The University of New Mexico

</div>

SLOs (from PLAN above) *SLOs are from your entries in the PLAN above that were* **measured during this year:**	Student Population *Describe the sampled population, including the total number of students and classes assessed.*	Results* *State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)*
A1. The students will demonstrate sufficient general knowledge in the area to teach a basic course in their subfield.	8 PhD students completing their comprehensive exam.	Performance benchmark was met. 6 of 8 (75%) students scored a pass grade. 1 student (13%) earned a pass with distinction grade. 1 student (13%) earned a fail grade.
B1. The students will demonstrate a thorough grasp of the literature and experts in their subfield.	8 PhD students completing their comprehensive exam.	Performance benchmark was met. 4 of 8 students (50%) scored a pass grade. 3 student (38%) earned a pass with distinction grade. 1 student (13%) earned a fail grade.
B2. The students will demonstrate a thorough grasp of the major theories in their subfield.	8 PhD students completing their comprehensive exam.	Performance benchmark was met. 6 of 8 students (75%) scored a pass grade. 1 student (13%) earned a pass with distinction grade. 1 student (13%) earned a fail grade.
C1. The students will demonstrate an ability to think critically in methodological terms.	8 PhD students completing their comprehensive exam.	Performance benchmark was met. 5 of 8 students (63%) scored a pass grade. 0 student (0%) earned a pass with distinction grade. 3 student (38%) earned a fail grade.

UNM Office of Assessment and APR

SLOs (from PLAN above)	Student Population	Results*
C2. The students will demonstrate an ability to think critically with respect to theory.	8 PhD students completing their comprehensive exam.	Performance benchmark was met. 7 of 8 students (88%) scored a pass grade. 1 student (13%) earned a pass with distinction grade. 0 student (0%) earned a fail grade.
D1. The students will demonstrate a firm understanding of research design and methods.	1 PhD student completing their PhD dissertation.	Performance benchmark was met. 1 of 1 student (100%) scored a good grade.
E1. The students will demonstrate the capacity to conduct an original research design.	1 PhD student completing their PhD dissertation.	Performance benchmark was met. 1 of 1 student (100%) scored a good grade.
F1. The students will demonstrate analytical writing that is clear and appropriate to the audience.	8 PhD students completing their comprehensive exam. 1 PhD student completing their PhD dissertation.	Performance benchmark was met. 5 of 8 (63%) comp exam students scored a pass grade. 2 of 8 (25%) of students scored a pass with distinction grade. 1 of 8 (13%) of students scored a fail grade. Performance benchmark was met. 1 of 1 (100%) of dissertation students scored an adequate grade on this SLO.
F2. The students will demonstrate the ability to communicate orally in the field.	5 PhD students completing their comprehensive exam. 1 PhD student completing their PhD dissertation.	Performance benchmark was met. 4 of 5 (80%) comp exam students scored at pass grade. 1 of 5 (20%) of comp exam students scored a fail grade. Performance benchmark was met. 1 of 1 (100%) of dissertation students scored an adequate grade on this SLO.
F3. The students will demonstrate the ability to answer questions effectively.	5 PhD students completing their comprehensive exam. 1 PhD student completing their PhD dissertation.	Performance benchmark was met. 2 of 5 (40%) comp exam students scored at pass grade. 3 of 5 (60%) of comp exam students scored a fail grade. Performance benchmark was met. 1 of 1 (100%) of dissertation students scored an good grade on this

UNM Office of Assessment and APR

SLOs (from PLAN above)	Student Population	Results*

NOTE: An asterisk (*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

In response to <u>this assessment report</u>, please answer the following questions:

      a. Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

      b. Data Analysis: *Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X…).*

c. Recommendations for Improvements/Changes:

- Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

- Describe any revisions to your assessment process that will be made for the next reporting cycle.

d. How, when, and to whom will results and recommendations be communicated?

APPENDIX D: Faculty Credentials Template
(FOR USE IN CRITERION 5)

Directions: Please complete the following table by: **1**) listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3**) listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., "X"); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.
Please add rows as necessary
Name of Department/Academic Program(s): _____ Political Science _____

Full First and Last Name	Faculty Appointment Continuing • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) Temporary • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
1. Sergio Ascencio	TTAP	University of Rochester—PhD in Political Science, 2018	Undergraduate		TDDR
			Graduate		
			Doctoral		
2. Lonna Atkeson	TP	University of Colorado, Boulder—PhD in Political Science, 1995	Undergraduate		TDDR
			Graduate		
			Doctoral		
3. Christopher Butler	TAP	Michigan State University—PhD in Political Science, 2000	Undergraduate		TDDR
			Graduate		
			Doctoral		
4. Jessica Feezell	TAP	University of California, Santa Barbara—PhD in Political Science, 2008	Undergraduate		TDDR
			Graduate		
			Doctoral		
5. Ellen Grigsby	LT	University of North Carolina, Chapel Hill—PhD in Political Science, 1986	Undergraduate		TDDR
			Graduate	N/A	

			Doctoral	N/A		
6. Wendy Hansen	TP	California Institute of Technology—PhD in Social Science, 1988	Undergraduate		TDDR	
			Graduate			
			Doctoral			
7. Mala Htun	TP	Harvard University—PhD in Political Science, 2000	Undergraduate		TDDR	
			Graduate			
			Doctoral			
8. Peter Kierst	LT	University of New Mexico—JD, 1984	Undergraduate		Other—Peter Kierst has a JD from UNM, and teaches law-related courses	
			Graduate	N/A		
			Doctoral	N/A		
9. Timothy Krebs	TP	Loyola University Chicago—PhD in Political Science, 1997	Undergraduate		TDDR	
			Graduate			
			Doctoral			
10. Deborah McFarlane	TP	University of Texas—Doctor of Public Health, 1983	Undergraduate		Other—Deborah McFarlane has a Doctorate in Public Health, and teaches health and population policy courses	
			Graduate			
			Doctoral			
11. Jami Nelson-Nunez	TTAP	University of Colorado Boulder—PhD in Political Science, 2014	Undergraduate		TDDR	
			Graduate			
			Doctoral			
12. Kathy Powers	TAP	Ohio State University—PhD in Political Science, 2001	Undergraduate		TDDR	
			Graduate			
			Doctoral			
13. Michael Rocca	TAP	University of California, Davis—PhD in Political Science, 2004	Undergraduate		TDDR	
			Graduate			
			Doctoral			
14. Gabriel Sanchez	TP	University of Arizona—PhD in Political Science, 2005	Undergraduate		TDDR	
			Graduate			
			Doctoral			
15. William Stanley	TP	Massachusetts Institute of Technology—PhD Political Science, 1991	Undergraduate		TDDR	
			Graduate			
			Doctoral			
16. Matthew Simpson	AD	Boston University—PhD in Philosophy, 2002	Undergraduate		Other—Matthew Simpson has a PhD in Philosophy, and teaches political theory courses	
			Graduate	N/A		
			Doctoral	N/A		
17. Lucio Lanucara	AD	University of Rome La Sapienza—JD, 1995	Undergraduate		Other—Lucio Lanucara has a JD from a university in Rome, and teaches courses on the EU	

			Graduate	N/A	
			Doctoral	N/A	
18. Yury Bosin	AD	University of New Mexico—PhD in Political Science, 2009	Undergraduate		TDD
			Graduate	N/A	
			Doctoral	N/A	
19. Alexis Adams	AD	University of New Mexico—PhD in Political Science, 2020	Undergraduate		TDD
			Graduate	N/A	
			Doctoral	N/A	
20. Jerome Stermer	AD	University of Illinois, Chicago—MA in Political Science, 1981	Undergraduate		Other—Jerome Stermer has a MA in Political Science from UIC, and decades' worth of practical experience in government at the state level.
			Graduate	N/A	
			Doctoral	N/A	
21. Michael Hess	AD	University of New Orleans—PhD in Political Science, 2008	Undergraduate		TDD
			Graduate	N/A	
			Doctoral	N/A	

Peer Institutions	Total University Enrollment	POLS Undergraduate Degrees Offered	POLS Undergraduate Student Enrollment*	POLS Graduate Degrees Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
University of New Mexico	27353	- BA in POLS	374 (1.4% of all majors)	- MA in POLS - PhD in POLS	- 8 MA - 28 PhD	- 14 T/TT - 1.25 Lecturers - 7 Adjunct	- USNWR 81	- Minor in POLS - Honors Program - Pi Sigma Alpha Affiliation - Internship Programs - No POLS Concentrations - No Funding for MA students
Texas Tech University	36551	- BA in POLS - BA in Global Studies	354 (.9% of all majors)	- BA/MA in POLS - MA of POLS - MA of Public Admin - Graduate Certificate in Strategic Studies - MPA/JD Program - PhD in POLS	- 40 MA - 34 PhD	- 20 T/TT - 1 Professor of Practice - 1 Adjunct	- USNWR 89	- Minor in POLS - Minor in International Studies - No Honors Program - Pi Sigma Alpha Affiliation - No Internship Program - eLearning Online Program - Concentrations in AP, CP, IR, and PP/PA - Funding for about 10 MA Students
University of Arizona	44831	- BA in POLS - BA in Law - BS Criminal Justice Studies - BS Public Management & Policy	888 (1.9% of all majors)	- MA of International Security - MA of Public Admin - MA of Public Policy - PhD in POLS	- 56 MPA - 16 MPP - 28 PhD	- 33 T/TT - 2 Professors of Practice - 14 Affiliated Faculty	- USNWR 51	- Minor in Government & Public Policy - Accelerated MA Program - Concentrations in AP, CP, Foreign Affairs, General, Ideas & Methods, IR, Law & PP - Internship Program - No Honors Program - Pi Sigma Alpha Affiliation - Limited Funding for MA students

| University of Tennessee | 28321 | - BA in POL | 593 (2.1% of all majors) | - PhD POLS
- MA POLS
- MPPA
- JD/MPPA Dual Degree
- BA/MPPA Accelerated Degree
- Certificate in Global Studies | - 40 MPPA
- 30 PhD | - 20 T/TT
- 10 Lecturers
- 3 Adjunct | - USNWR 72 | - Minor in POLS
- Honors Concentration
- Pi Sigma Alpha Affiliation
- Internship Program
- Concentrations in International Affairs, Law and Courts, PA
- No Funding for MPPA Students |

PEER INSTITUTIONS

Peer Institutions	Total Enrollment	Univ Budget	% Hispanic	Hispanic-Serving Institution	# Pols Faculty	Flagship	PhD Granting	*USNWR* POLS Rank	Region	State *Similarity*	Perceived State Similarity
University of New Mexico	27353	2.96 billion	47	1	14	1	1	81	SW	0	1
Arizona State University	71946	2.92 billion	18.5	0	29	0	1	51	SW	32.1	0.174
Florida International University	55000	1.5 billion	64	1	37	0	1	0	SE	52.4	0.046
New Mexico State University	25312	621 million	56.5	1	9	0	0	0	SW	0	1
Oklahoma State University	25,594	1.4 billion	7.5	0	16	0	0	0	SW	50.1	0.151
Texas A&M University	68,603	6.3 billion	27	1	44	1	1	21	SW	31.9	0.163
Texas Tech University	36,551	940 million	27.8	1	22	0	1	89	SW	31.9	0.163
The University of Tennessee	28,321	2.3 billion	3.95	0	20	1	1	72	S	57.6	0.023
The University of Texas at Austin	50,950	3 billion	20.4	0	97	0	1	19	SW	31.9	0.163
The University of Texas at El Paso	23,392	225 million	80	1	24	0	0	0	SW	31.9	0.163
University of Arizona	44,831	2.586 billion	26	1	35	1	1	51	SW	32.2	0.174
University of California-Riverside	20,581	1.1 billion	38	1	48	0	1	48	W	61.4	0.139

University of Colorado-Boulder	33,246	4.5 billion	11	0	36	1	1	40	W	61.5	0.244
University of Colorado-Denver	18,937	250 million	25.5	1	23	0	0	0	W	61.5	0.244
University of Houston	45,364	355 million	45.5	1	33	0	1	51	SW	31.9	0.163
University of Iowa	33,334	23.9 million	7.1	0	34	1	1	37	MW	70.8	0.046
University of Kansas	28,447	707 million	1	0	19	1	1	65	MW	61.7	0.058
University of Missouri-Columbia	29,866	3.37 billion	3.8	0	20	1	1	72	MW	63.1	0.023
University of Nebraska-Lincoln	26,079	1.1 billion	6.2	0	30	1	1	65	MW	63.6	0.046
University of Nevada-Las Vegas	30,471	322 million	29	1	15	0	1	0	W	48.1	0.209
University of Oklahoma-Norman	31,678	1.02 billion	9.01	0	29	1	1	61	SW	50.1	0.151
University of Utah	32,760	4.83 billion	14	0	25	1	1	89	W	65.6	0.139
The University of Texas at Arlington	39,714	736 million	32	1	8	0	0	0	SW	31.9	0.163

NOTES: The similarity score is taken from Jarman's (2020) analysis found here: https://www.dailykos.com/stories/2020/2/19/1917029/-How-similar-is-each-state-to-every-other-Daily-Kos-Elections-State-Similarity-Index-will-tell-you. The score measures each state's similarity to New Mexico on a variety of important demographic variables. It runs from 0 (most similar to New Mexico) to 100 (least similar). The perceived state similarity score measures how similar citizens consider their home state to be to another state. Developed by Bricker and LaCombe (2020), the *perceived state similarity* scores range from a low of 0 to a high of 0.417. It is available here: http://www.christine-bricker.com/data.html