

UNIVERSITY OF NEW MEXICO
DEPARTMENT OF POLITICAL SCIENCE

ACADEMIC PROGRAM REVIEW
REPORT OF REVIEW TEAM

NOVEMBER 6, 2020

**Academic Program Review
University of New Mexico
Department of Political Science**

Report of Review Team

An Academic Program Review (APR) of the Department of Political Science was conducted on September 28-30, 2020. The meetings were held using Zoom video conferencing due to restrictions on travel and face-to-face meetings.

The review team consisted of:

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This report is based on information and materials provided by the Department of Political Science and the Office of Academic Affairs in advance of the visit, information obtained from the University of New Mexico (UNM) and Department of Political Science websites, and meetings with various individuals and groups on September 28-30, 2020. The Department of Political Science self-study, completed in fall 2020, provided the basis for the core of this report. We were also provided with the Office of Academic Affairs “Academic Program Review Manual: Process & Procedures (APRM),” Eighth Edition. An exit meeting to discuss preliminary findings of the review team was held on September 30, 2020. The report follows the format provided by the APRM.

REPORT SUMMARY

This is a department that has much to be proud of. It developed a robust undergraduate program that has maintained its enrollments in times of university enrollment decline, it has created amazing funded internship opportunities for students in DC and beyond, and it has provided opportunities for undergraduates to engage in research with faculty. Tenured faculty in the department have published visible and important research on topics that interest political scientists and policy makers, publishing research in the discipline's top publication outlets. They have taken on important mentoring roles on campus and in the political science discipline for improving diversity, equity, and inclusion. The department has recruited some extremely talented faculty who have published highly impactful research and helped build the department's reputation in areas like Latin American and American politics. Several of the program's PhDs have gone on to achieve success in academic and non-academic jobs. The department has created a place where many of its constituents are happy with how things are going. These are all things to be commended.

But behind this impressive set of gains lies a hostile working environment that lacks cooperation and trust. Many faculty members have serious conflicts with each other, conflicts that have devastating consequences for all other aspects of the department's success. When asked how many dyads or pairs of individuals would need to agree to mediation for the department to move past its rivalrous environment, estimates from those we spoke with ranged from 2 to 9, with two thirds of the tenured faculty involved in at least one dyad. Conflict histories are deep, and the opposing sides lack empathy for their enemies. This leads to a series of uncivil acts such as unwillingness to speak to each other, reluctance to serve on committees with others, harshly expressed criticisms about each other's research and ideas for department governance, and failure by department leaders to share information with all faculty or encourage buy-in by all to improve the situation.

The roots of the conflicts are deep and primarily involve senior faculty. To make significant improvements to the department, there is a need for substantive change on a number of levels and formal departmental protocols or mechanisms developed to foster that change. Leaders must hear opinions of those they disagree with, share information about the department and college with everyone regularly, and provide resources in a fair and transparent way. The department chair must be physically present in the department and available to meet with its members. Faculty must be physically present in the department and available - especially to graduate students and to colleagues. Faculty must express their opinions about department issues to leaders and colleagues with civility and respect. Faculty must attend meetings and be willing to do service jobs to help the department. Agenda items for revising by-laws, revising the P&T document, improving graduate socialization and placement, etc. must be addressed through regular faculty meetings and standing or ad hoc committees. Meetings need to have secret ballots to protect voting rights and secrecy, especially when moving past a conflict-ridden environment. Meetings need to be documented with minutes that are approved by faculty and shared with all to keep a running history of past actions. Diversity, equity, and inclusion issues must be embraced by all faculty, but especially senior faculty who serve as role models for others. This includes mentoring of faculty and students from diverse groups, supporting colleagues from underrepresented groups, listening to different voices, and creating a welcoming and thriving environment for all. The department must engage in genuine strategic planning where all voices are heard and a path for improvement can be achieved. The intellectual life of the department

must be rebuilt where faculty and students feel comfortable sharing research with each other. Service loads must be more fairly distributed to boost research productivity for all.

Moving forward in a genuinely cooperative path can be achieved with various strategies. A more coercive strategy would consist of placing the department in receivership with outside leadership to break the cycle of conflict. An intermediate approach would involve imposing a set of punitive outcomes related to department budgets or faculty lines until the department has taken a series of mandated steps to reduce internal conflict. Or faculty and department/college leaders could commit in a contractual way to take the necessary steps to move forward, identifying their own benefits and sanctions for various steps in this process. We see the following as essential to the overall approach for addressing the existing conflicts and hostile working environment.

- Ongoing dyadic conflicts must be mediated and resolved.
- Department and college leaders must change their current approach to interacting with colleagues, especially those they have conflicts with, and they must commit to a governance reform that involves more active and successful committees and more regular and inclusive faculty meetings.
- Senior faculty who are engaging in uncivil behavior must cease such actions or be sanctioned for it. Naming and shaming uncivil or hostile behavior is recommended.
- Senior faculty need to involve themselves more in the department, work to improve it, and recommit to successfully mentoring junior faculty and graduate students.
- To rebuild trust, the department should focus on a task that everyone agrees needs improvement, such as the graduate program, and learn how to work together through this task.
- Communication and social capital need to be improved between all members of the department through more frequent interactions, professional events, and social engagements.
- The department should develop rules of governance that formalize procedures and create a structure that provides for more frequent interactions, feedback, and reform.
- Mechanisms should be created to monitor the department's progress, including the use of anonymous surveys and regular check-ins by higher-level administrators. Issues that cannot be resolved by department members' own efforts must be resolved with outside help.

Criterion 1: Introduction and Background

Evaluation: Met with Concerns (MC)

The self-evaluation provides a snapshot of the department, including departmental strengths and weaknesses. It also provides an assessment of departmental changes in response to the last APR, conducted in 2013. Based on this information, we find the following strengths and concerns.

Strengths

- The Department of Political Science has a robust undergraduate program with almost 400 undergraduate majors. On average, 60 bachelor's degrees have been conferred annually over the last five years.
- The undergraduate enrollment trends in the department are above average for the College of Arts and Sciences (CAS).
- The undergraduate internship programs are successful and have expanded since the last APR.
- The department has worked towards expanding its program as can be seen by the development of a 4+1 BA/MA program, which was developed to provide a path for undergraduates receive masters training.
- A Plan III MA degree has also been added. This coupled with the 4+1 provides opportunities to improve the graduate program success.
- Faculty from the department are respected at the University, as can be seen by the number of administrative appointments of tenured faculty -- six of the 14 tenured or tenure stream faculty have an administrative assignment outside of the department.
- The department has shown an ability to attract high quality faculty.
- The department has taken steps to improve the graduate program in terms of requirements and student milestones.
- In response to the 2013 APR, the department held a faculty retreat to address recommendations of the review team. In addition, the department has held two additional retreats in order to discuss departmental matters. Positive outcomes from the retreats, in addition to simply having a retreat, which was a good outcome in itself, include revamping parts of the graduate curricula.
- In response to the 2013 APR and a concern about the departmental climate for women, the department held civil rights and sexual harassment trainings.

Concerns

- Concerns from the 2013 APR have met with varying degrees of action and success.
- The 2013 APR suggested faculty strength should be at about 25. The department hired seven faculty since the last APR, but the impact of the substantial number of hires has been minimized due to two factors. First, there have been several separations from the university. Second, many senior faculty have taken on administrative assignments outside of the department, which greatly reduces the actual number of senior full-time equivalent faculty in the department, which may impact forward progress in the department.

- The last APR recommended a concrete set of policies as the department appeared to rely on tradition. The department response was that the tradition was used to reduce busy-work. Elections for committee positions are described more as "informal conversations." Given a departmental culture that is struggling, informality does not appear to be working.
- A recommendation from the last APR was that the department develop a faculty governance document (by-laws). The department has failed to do so. At this point, an outline and recommendation for discussion and approval of articles was recently submitted to the chair.
- Conflicts between faculty members, especially among senior faculty, significantly impede the department's progress.
- Concerns with the graduate program resulted in changes to the program (e.g. second year paper) that has resulted in a different set of potential problems.
- Facilities are a concern, with not enough space for students and lab space that is substandard.

Recommendations: Until the department develops procedures that provide a structure for the department to function in a professional and civil manner, the department sets itself at a severe disadvantage. A departmental retreat or series of meetings facilitated by an impartial, external mediator is a necessary first step for the department to move forward. The objective would be to develop rules of governance that formalize procedures for departmental structure, function, and decorum. Without this, it is difficult to see how the department can move forward with its mission and its objectives.

Criterion 2: Curriculum

Evaluation: Met with Concerns (MC)

The curriculum for the undergraduate and graduate degrees in the Department of Political Science is well-structured. Classes are taught by tenure track faculty, lecturers, adjuncts, and graduate students. Degree requirements are clear, and the department offers a good variety of topical classes. The graduate curriculum would benefit from a review and analysis of what works or does not work.

Strengths

- The department offers many classes that count towards UNM's core curriculum and contributes classes to the International Studies major and various minor degrees (e.g. Peace Studies, Chicano studies, Sustainability studies).
- The mixture of introductory and upper division courses is well designed.
- The department is committed to providing courses for its honors students and has an impressive array of funded internship opportunities for students.
- Students that we spoke with were extremely pleased with their undergraduate degree experience and reported excellent mentoring for writing and internships.
- The department has an established program for providing pre-law advice to students.
- The curriculum mixes quantitative and qualitative approaches.

Concerns

- Graduate courses are not offered with enough regularity in some areas (e.g. International Relations) which creates problems for students in those fields (some of whom switched to other fields).
- While the pre-law career advice is notable, the department would benefit from an expansion of career workshops focused on other areas (e.g. city planners, foreign service, CIA, survey firms, campaigns). It would be useful to invite alumni back to provide career advice to undergraduate students.
- The number of faculty is relatively small, and many faculty members have administrative posts, which creates problems for consistent graduate course offerings (e.g. methods).
- The second-year paper for graduate students has many problems. Presentations are no longer done because of a hostile environment reported by some individuals in previous iterations. The paper requires strong mentoring by faculty for success, but the faculty are already stretched very thin due to low numbers. As far as we could tell, none of these second-year papers had been converted into publications, which implies that a lot of effort is being put into these documents with little payoff.
- The total number of PhD placements (since 2014) is extremely low given the total number of students in the program. The program is graduating about two students per year and placing one per year in an academic position, but this implies many students who enter the program are not completing the PhD. While it was hard to discern from the data we were given, our impression is that women and underrepresented students are leaving the PhD program at a higher rate, which is obviously problematic. Conflicts between faculty are leading to lower levels of satisfaction and success among graduate students and hurting overall DEI efforts.

Recommendations: Overall, the curriculum for the Department of Political Science is well designed and executed. The mixture of face to face and online courses helps to reach a wide audience of students and provide flexibility. The graduate program would benefit from an assessment of what is working and what is not working on the curriculum side of things. The second-year paper should be dropped. While a few students noted the benefits of writing a research study, we think these are better incorporated into a normal mode of professionalization that pushes students to publish research articles to be more competitive on the job market. PhD production is hard to discern from data in the Self Study, but our impression is that there are retention problems that must be addressed, especially as they affect URM and female students.

Criterion 3: Assessment

Evaluation: Met with Concerns (MC)

Consistent with required program assessments, the department provides an annual assessment of each program. Due to other more pressing concerns voiced in the face-to-face meetings, this was not an area that was discussed at length. Thus, our evaluation is mainly based on the written description of the process, metrics, and outcomes.

Strengths

- The assessment programs laid out for the undergraduate, masters, and graduate programs are distinct and provide specific criteria for each program. The objectives for each of the programs focus on communication, critical thinking, and personal and social responsibility. The student learning objectives (SLO's) cover the UNM learning goals of knowledge, skills, and responsibility.
- The department has a three-year cycle for evaluation that provides guidance and direction for each objective.
- MA and PhD benchmarks appear to be met.

Concerns

- The presentation of the assessment material makes it difficult to evaluate, as much of the information is provided in appendices, some of which appears to be provided twice (BA) and for which it would appear that the date is perhaps incorrect (MA, 2/28/14?).
- CAS website indicates the assessment plans should be updated every five years. The BA assessment available on the departmental website is from 2008, while both the MA and the PhD are 2014. In conjunction with the response to the APR, this would be an opportune time to revise.
- The BA assessment does not provide performance benchmarks, making it unclear as to how the department evaluates if they are meeting their goals or not.
- The MA assessment appears to rely solely on the second-year paper, which was discussed by several faculty as somewhat problematic.
- There is no distinction between the assessment mechanism for the MA research paper and the PhD research paper. If the MA program is a stand-alone program, then it would appear that the standards between the two might be somewhat different. This may be asking too much of a single research paper.
- There is some ambiguity about who provides and participates in the assessment for each program. This may result in inconsistencies across years and may negate the value of the assessment.

Recommendations: The CAS website indicates the assessment plans should be updated every five years. Given that the BA, MA, and PhD assessment documents are 6-12 years old, this would be an opportune time to revise these documents.

Criterion 4: Students (Undergraduate and Graduate)

Evaluation: Met with Concerns (MC)

The Department of Political Science has a good track record for recruiting and graduating a diverse undergraduate population, but the diversity record is less successful in the graduate program. The diverse faculty group helps to create a welcoming environment for students, which is notable. Undergraduate advising is well done, but graduate advising is problematic with far too much turnover at the leadership positions.

Strengths

- The department has a large number of majors and degrees awarded and it has not experienced an enrollment decline like many peer departments at UNM.
- The department has produced many PhDs from underrepresented groups.
- The retention of undergraduate students, especially Hispanics, is impressive, exceeding the collegiate average in recent years.
- The department's advising program for undergraduates works well and is viewed favorably by students.

Concerns

- While 62.8% of the college's undergraduate degrees are awarded to women, only 45% of political science degrees are awarded to women. This seems at odds with the overall trend nationally since most other programs granted well over 50% of total degrees to women. However, the department's record of awarding Hispanic degrees is better than the college's rate, which is commendable.
- Graduate stipends are lower than competitor schools' stipends, which hampers the department's ability to recruit high quality students. Many students reported working extra jobs because they were not receiving a fully funded stipend or able to make ends meet with the provided salary. This has negative repercussions for students' completion and time-to-degree rates.
- The department only offers funding for four years, whereas many other Political Science programs fund their students through the 5th year. This hurts both recruitment and retention efforts. The department often funds students beyond the 4th year, but it would be better to guarantee five years up front to ensure funding stability for students.
- The department has experienced quite a bit of turnover in the Director of Graduate Studies and graduate coordinator positions since the last review, and some of these changeovers are part of the broader conflict issues in the unit. The Department needs consistent leadership for the DGS position and faculty need to support this person's efforts.
- The "Moneyball" strategy of recruiting students who may not be recruited by other programs can be problematic in terms of retention. This needs to be followed up with a very strong mentoring program to ensure PhD success.
- The department doesn't have an explicit DEI approach for its degree programs, but it seems to do okay in part because of the diversity of the University of New Mexico student body and the overall diversity of the faculty (which helps to recruit URM students). It would behoove the department to pay more attention to this issue, especially for the graduate program.

Recommendations: Students should be funded on half time assistantships (rather than quarter time) to help alleviate financial issues. The Department should seek more external grants as a strategy to increase overall funding lines, especially for students beyond the 4th year. The department needs a DGS that will be committed to the position for multiple years and receive strong support from Department leadership and faculty colleagues. The Department needs to pay

more attention to DEI issues, especially in the graduate program, and analyze the patterns of PhD retention to understand the issues at stake.

Criterion 5: Faculty

Evaluation: Met with Concerns (MC)

The Department has a diverse and reasonably productive faculty, but internal conflicts have prevented it from realizing its full potential. The Department would benefit from changes to its governance structure, the mediation of conflicts, and increased communication among its members.

Strengths

- The Department of Political Science has a very diverse faculty in terms of gender. There are seven women and seven men among the tenured and tenure-track faculty. This parity of men and women exists at the full professor level as well as at the associate professor and assistant professor levels. Women have not served in the top leadership position of the department in recent years, however.
- The department has a relatively diverse faculty in terms of race and ethnicity, with two Hispanics, one African American, and one Asian American, among the 14 tenured or tenure-track faculty. UNM's representation of ethnic/racial minorities exceeds that of most political science departments.¹ Nevertheless, the Department should work to improve the representation of ethnic/racial minorities, particularly given the demography of the state and the University of New Mexico's student body.²
- The department's tenured and tenure-track faculty have the appropriate credentials. All of them have PhDs in political science, except for one faculty member who has a doctorate in Public Health.
- Tenured and tenure-track faculty in the department normally have a 2-2 teaching load, which is the norm for political science departments at major research universities nationwide. Faculty who have major administrative positions have a reduced teaching load. Faculty are eligible for a sabbatical every six years—the sabbatical consists of a one-semester release at full pay or a full-year release at 2/3 pay.
- The department provides support for conference expenses, reimbursing junior faculty for up to \$2,000 in expenses and senior faculty for up to \$1,500 in expenses, provided that they are presenting papers.

¹ In 2010, 5.0 percent of political science faculty nationwide were African American, 2.7 percent were Latino/a, and 3.4 percent were Asian or Pacific Islander. See APSA, *Political Science in the 20th Century*. Washington: APSA, 2011, p. 42.

² The state of New Mexico is currently 49.3 percent Hispanic, 11.0 percent Native American, 2.6 percent African American, and 1.8 percent Asian American. U.S. Census Bureau. *Quick Facts: New Mexico*. 2020. URL: <https://www.census.gov/quickfacts/NM>

Concerns

- Faculty in the department have had numerous conflicts, some of which date back for decades. Many of these conflicts have roots in professional differences over methods and standards, but at times they have led to a lack of civility in departmental meetings and in communication among faculty members. The conflicts and lack of civility have: undermined intellectual exchange, debate and collaboration; led faculty to avoid the department and skip departmental meetings; undermined graduate student training because students are reluctant to present their work in the department or to put professors who have conflicts on the same committee. Some faculty are also concerned that it could affect promotion decisions, although they do not have any evidence that it has done so to date. We recommend a program of mediation to address these conflicts. We also encourage members of the Department to call out instances of incivility when they occur.
- The governing structure of the department is unusual and does not provide faculty with sufficient influence in departmental decision-making. The Executive Committee (EC) rarely meets and deliberates on a limited number of issues, most notably annual performance evaluations. Moreover, the EC currently consists of only three members--one full professor, one associate professor, and one assistant professor. In our view this is an insufficient number, and the distribution of seats is problematic, given that there are many more full professors than associates or assistant professors in the Department. We recommend that the EC be expanded to comprise more members and have seats that are proportional to the number of faculty at each rank (e.g. 3 full professors, 2 associates, and one assistant professor). The members of the EC should be elected by the Department as a whole so that EC is broadly representative of the faculty's diverse views. We also recommend that the EC meet regularly and that it be consulted on a broad range of issues, including strategic planning, hires and promotions, and the graduate program as well as annual performance reviews.
- Members of the department reported that they do not receive information from the chair as often as they would like and that faculty meetings are infrequent. We recommend that the department host monthly faculty meetings during the academic year and that the Chair send out weekly or biweekly emails to keep the faculty up to date on recent developments. These biweekly emails could also build goodwill by highlighting achievements of the faculty, including publications, grants, and awards.

Recommendations:

As noted in the summary at the beginning of the report, department conflicts between faculty members must be resolved in order for other goals for departmental improvement to occur. This includes conflict mediation, reform of the governance structure, and better communication from leaders. University administration needs to work with the department and College to identify the best strategies for achieving these goals.

Criterion 6: Research, Scholarship, and Service

Evaluation: Met (M)

The department has many productive faculty members who are actively engaged in research and related activities. Nevertheless, there has been a decline in research productivity in recent years and the department's intellectual life is not as vibrant as it could be. The department would also benefit from having clearer standards for promotion and a program for mentoring junior faculty.

Strengths

- The department has developed strengths in the areas of American politics, Latin American politics, and Latino/a politics, and it has sought to build on those strengths with recent hires.
- Most faculty members are reasonably productive scholars and some members are highly productive. In the last ten years, members of the department have published articles and books in some of the leading journals and presses in the discipline, including the *American Political Science Review*, *Comparative Political Studies*, *Journal of Conflict Resolution*, *Journal of Politics*, *Political Analysis*, *Political Research Quarterly* and Cambridge University Press (the number one book publisher for the discipline).
- Faculty members have won important grants, awards, and fellowships for their research, including from the National Institute of Health, the National Science Foundation, the Norwegian Institute of International Affairs, the Robert Wood Johnson Foundation Center for Health Policy, and the Thornburg Foundation, among others.
- The faculty are engaged in numerous activities outside of the Department. Members of the Department administer or participate in various UNM centers, institutes, and programs, including the Center for Social Policy, the Institute for Social Research, the Center for the Study of Voting Elections and Democracy, and Advance@UNM. A member of the department currently serves as the Dean of the College of Arts and Sciences and another serves as Associate Provost for Faculty Success. Faculty members also serve on various external advisory boards, editorial boards, professional task forces and committees. In addition, some members of the Department regularly provide media commentary.

Concerns

- There has been a drop-off in the publications of some faculty members in the last five years (2016-20), particularly in publications in the leading journals.
- The performance evaluation criteria for tenure and promotion should be updated. Specifically, we recommend that the list of the most prestigious journals in the discipline be expanded or that a separate list of other leading journals be constructed. There are a variety of other political science journals, such as *Comparative Political Studies*, *Journal of Conflict Resolution* and *Political Research Quarterly*, that are highly selective and are considered desirable outlets to publish in by much of the discipline today.
- The intellectual life of the department is not as robust as it could be. The department does have a Distinguished Speakers Series, which brings in a variety of outside speakers to UNM to give talks and meet with faculty and students, but it does not regularly host talks by its own faculty or graduate students. Nor are there active working groups in which faculty meet to discuss each other's work.

- The department lacks a formal program for mentoring junior faculty. We recommend that each junior faculty members be assigned a senior faculty mentor to advise them with respect to research, teaching, and service.

Recommendations:

The faculty are to be commended for their research successes. The department would benefit from a more updated set of promotion and tenure guidelines (e.g. in terms of reputable publication outlets). It would also be helpful to evaluate service loads to ensure that research trajectories are being maximized at each career stage. Finally, we would encourage the department to expand the number of talks and workshops and develop a formal mentoring program for junior faculty.

Criterion 7: Peer Comparisons

Evaluation: Met (M)

The Self-Study compared the department to similar political science departments at the University of Arizona (UA), the University of Tennessee (UT), and Texas Tech University (TTU). These universities represent a reasonable comparison given their size, their budgets, and the demographics of their states. UNM has considerably fewer faculty than its peer institutions, but it has about the same number of PhD students. Nevertheless, it has been able to achieve similar rankings to two out of three of its peer institutions.

Strengths

- The department’s ranking in the U.S. News and World Report (USNWR) study is 81, which is similar to the University of Tennessee’s (72) and Texas Tech University’s (89) rankings, even though the Department is significantly smaller and the USNWR study tends to be biased toward large departments. UA’s ranking (51) is quite a bit higher than UNM, but it is a much larger department.
- UNM has 374 undergraduate majors in political science, which is more than Texas Tech University, even though the latter university is larger. The University of Arizona has more majors than UNM, but it is significantly larger. Only the University of Tennessee is clearly outperforming UNM in terms of the number of undergraduate majors.

Concerns

- The department is significantly smaller than its peers. UNM has only 14 tenured or tenure-track faculty, whereas UA has 33 faculty and UT and TU have 20 each.
- UNM has roughly the same number of PhD students as its peers, even though they have significantly fewer faculty, which increases the advising workload for faculty members. The peer schools all have much larger M.A. programs, however.

Recommendations:

Like many of its peers, the Department of Political Science would benefit from additional faculty hires. That the overall ranking is similar to peer institutions is impressive given the significantly smaller size of the UNM department.

Criterion 8: Resources and Planning

Evaluation: Met (M)

The Department of Political Science operates on a small budget (< \$30,000) and these resources were reduced by UNM in recent years, putting pressure on an already small budget. The department has two full time staff people who are able to cover most of the primary staff duties, but our impression is that faculty are taking on more than normal administrative service responsibilities because of the small staff. The department could be doing more to generate greater resources on the grant and fundraising side, but their efforts to fund paid internships for undergraduate students are laudable.

Strengths

- The department provides travel support for faculty, although it is unclear what other research support can be funded through department resources.
- Staff works well together and demarcates their duties clearly, which increases efficiency.
- Faculty have brought in some external grants, which provides additional support for graduate students and overhead funds for the department.
- The department has been successful in fundraising for internship programs.

Concerns

- Limited staffing leaves little time for strategic planning, website updating, newsletters, etc. Information about current adjuncts was not up to date, for example, which we think is a function of how far the department staff are stretched. It would be useful to hire a part time person (or work-study student) to free up some staff time for other duties.
- We find it unusual that the graduate staff support person does not interact with faculty very often and that the main administrative person does not interact with grad students regularly. While this kind of compartmentalization may be necessary given the small staff size, we think the department would benefit from staff working together on problems and collaborating more closely with faculty in leadership roles (e.g. DUS, DGS, undergraduate advisor).
- Fundraising efforts could be more proactive, especially through the creation of an alumni advisory board that would also create opportunities for alumni to offer short courses and career workshops.
- The department might look for ways to increase external grant production and incentivize grant applications.

Recommendations: Resources are tight, and this will not change given the current UNM budget situation. The department needs to get more creative on this front moving forward.

Criterion 9: Facilities

Evaluation: Not Met (NM)

The facilities provided to the department are at a critical point and will most likely not be adequate in the near future, making it more difficult for the department to achieve some of its objectives. To be clear, this is outside the scope of what the department on its own can remediate.

Strengths

- The main office facilities are relatively spacious and adequate to house the departmental chair and staff.
- The department has made every attempt to provide all tenured and tenure-track faculty with individual office space.
- The department is making use of all space available.
- The department has worked towards securing funds to remodel the computer lab space. It has secured about half of the needed funds.

Concerns

- With the return of Dean Peceny to the department and the arrival of two new faculty, the offices available to graduate students will be cut to four, allowing for under 500 square feet of space for graduate students. With a reported graduate student population of 36, this is inadequate. Even if MA students are not allotted office space, this still leaves 28 students divided among four small offices. If space is granted to some students but not others, this may potentially result in a "two-class" system of graduate students. Space will be a deterrent as the department tries to build its graduate program.
- A further concern with office space is the lack of space for a number of adjuncts on whom the department appears to rely for much of its undergraduate program. While the long-term adjuncts appear to be "making do" with alternative meeting places, it would be better to have them integrated into the departmental facilities.
- The computer lab facilities for the department are inadequate. The one room available for a computer lab has multiple difficulties and does not provide an adequate learning facility for the students. Again, this hampers the goals and objectives of the department.

Recommendations: Explore alternatives to the computer lab problem. While facilities within the department would be ideal, it should explore lab-sharing possibilities with other departments or work to secure use of a university computer lab facility. Although this might

be viewed as a stopgap measure, it would free additional departmental space for students and lecturers.

Conclusion & Strategic Planning

Our report identifies a series of steps that the Department of Political Science could take to help reach its full potential. The department should build on the success of its undergraduate program and extend it to other areas such as departmental governance, the graduate program, and the creation of a supportive workplace for all. Moving forward will require significant conflict management and governance restructuring initiatives.