

**2013-2014 Academic Program Review  
Self-Study of the Department of Politics**

**Table of Contents**

**List of Tables and Figures**

**I. Self Study Report—Executive Summary**

**II. Department Mission and History**

- A. Mission, History and Goals
  - 1. Mission
  - 2. History
  - 3. Goals
- B. Learning Outcomes
- C. Some Distinguishing Features of the Politics Department

**III. Proposed Curriculum Changes to the Politics Major at the University of San Francisco**

- A. Basic Curriculum Design and Rationale of the Proposed Politics Major
- B. Goals for Curriculum Revisions
- C. Structure of the Major Revision
- D. Introductory and Concentration Sequence
- E. Proposed Advising Structure
- F. Implementation
- G. Student Learning Assessment

**IV. General Overview of the Current Politics Major Curriculum at the University of San Francisco**

- A. Current Undergraduate Program
- B. Minors
- C. Declared Politics Majors
- D. Student Credit Hours
- E. Some Distinguishing Features of the Politics Department

**V. Overall Academic Quality of the Department of Politics**

**VI. Service Learning**

- A. An Overview
- B. Fieldwork and Internships

**VII. Associated Majors, Programs, and Centers:**

- A. Minor Programs
- B. Affiliate Programs

**VIII. Morale and Atmosphere within the Politics Department**

**IX. 2006 Recommendations of the Program Review and Departmental Changes**

- A. Curriculum Coherence
- B. Teaching Effectiveness
- C. Clarity of Expectations
- D. Intellectual Community

**X. Student Majors Section**

- A. Politics Student Majors
- B. Trends Among Politics Majors
- C. Assessment

**XI. Faculty**

- A. Department Chairs
- B. Faculty Status
- C. Coverage Needs
- D. New Technology
- E. Monitoring Teaching Effectiveness
- F. Faculty-Student Extracurricular Involvement
- G. Research
  - 1. Scholarly Research/Interests and Aims
  - 2. Recent Faculty Achievements
  - 3. Impact of Faculty Research in the field
  - 4. Factors that Shape Areas of Expertise in the Department
  - 5. Changes in the Discipline
  - 6. Impediments to Faculty Productivity
  - 7. Expectations Concerning Research
- H. Service

**XII. Departmental Governance**

- A. Recruitment and Development
- B. Diversity and Internationalization
  - 1. Diversity
  - 2. Internationalization
- C. Technology and Library Support

**XIII. Facilities**

- A. Instructional and Research/Creative Work Facilities of the Department.
- B. The Extent to which Facilities Meet the Needs of the Department
- C. The Adequacy of Resources and Plans to Correct Deficiencies

**XIV. Conclusions**

**XV. Comprehensive Plan for the Future: The Next Three-Five Years**

**XVI. Appendices**

- A. By-Laws
- B. Pilot Study
- C. Faculty Vitas

## List of Tables and Figures

Fig. 1.1 Proposed Politics Major

Table 1.1 A Plan for Regular Assessment

Table 1.2 Number of Politics Majors per year

Table. 1.3 2006-2013 Cumulative Major Enrollments among Select Majors/Programs in Arts and Sciences,

Table 1.4 2005-2013 Cumulative Student Credit Hours

Table 1.5 2006-2013 Arts and Humanities Major Student Credit Hours

Table 1.6\_2006-2013 Level of Courses offered in Politics

Table 1.7 2008-2013 Service Learning Hours per Semester

Table 1.8 Service Learning Hours by Course

Table 1.9 Dept. Colleagues Leadership of Affiliated Programs (past and present)

Figure 1.2 POLS Majors by Race/Ethnicity

Figure 1.3 POLS Majors by Semester (Fall '06 to Fall '12)

Figure 1.4 Influx and outflow of POLS Majors

Figure 1.5 4-and 6-year Graduation Rates for POLS Majors by declared first year students, cohorts Fall 2000-2007.

## **I. Self Study Report – Executive Summary**

The mission of the University of San Francisco is an ambitious one--academic excellence in the service of humankind. The Department of Politics fully embraces this mission and its twin objectives of excellence and service motivate our teaching, research, and administrative work. Furthermore, it is the standard that defines how we want to be evaluated and what resources we will require.

With this standard in mind, how is the Department of Politics doing? Are we excellent in our teaching? Are we touching significant numbers of students? Are we giving students the skills and opportunity to blend theory and practices? Are we creating knowledge through our own research and using it to keep our teaching current and cutting edge? Are we good citizens within the university and San Francisco?

In the report that follows, we will provide a wide variety of evidence demonstrating that the state of our department is generally good and there is much about which to be proud. During the past five years, the department has graduated 335 majors and instructed a total enrollment of 7800 in classes in the Department of Politics. These students were taught by a research active faculty that was also extraordinarily involved in leadership, teaching, and service roles in other departments in the College of Arts and Sciences and in the University as a whole. Teaching evaluations in the department were high, and an internal survey (developed with a view toward gauging student interest in a restructure of the Major), our graduates reported high levels of satisfaction with their classes and their preparation for a wide variety of professional opportunities as well as additional academic training.

With that said, the Department of Politics is not standing still. In this self-study, we not only highlight what is working well, we also identify areas of concern and what the department can and should do better. For example, while the fact that our faculty serves many more programs than simply the Politics department is a point of pride and strength, we are challenged by how wide our small faculty is being stretched. In addition to our commitments to other programs, we struggle to have more transparent, inclusive and decisive ways of setting department policies. We are reluctant to intrude upon one another's autonomy, yet we also recognize that more discussion and planning about course rotations, collaboration within and about the curriculum, and clearly written and enforced policies are necessary.

The Politics department faculty offers an astonishingly creative variety of courses, and the number of majors attests to our commitment to teaching more generally and our students as individuals. This strength has meant that we are one of the most well subscribed majors in the College of Arts and Sciences for the past seven years. However, we believe that we can do better at providing a more cohesive experience for our majors. We want to provide a clearer trajectory for them in their experience within the major, from a shared cohort experience to introduce them to the study of politics, intermediary courses which allow them to develop and identify their intellectual interests and primary course of study, to culminating courses experience that have community based learning and research opportunities. We also want to implement a more comprehensive and

consistent advising system, that will allow students to be mentored in their passions, develop their particular skill set, and be given guidance as they contemplate their futures.

As our commitments to interdisciplinary programs and research indicate, we also believe that our students need to develop skills and information that will allow them to analyze evidence and assess arguments in an increasingly globalized and inter-disciplinary world not one that easily fits into the typical sub-fields of our discipline. For this reason, we have decided to replace the tradition subfields of Political Science with “concentrations of study” that implement both normative and empirical methods of engagement. Most of the faculty in the department tends to work across the traditional subfields, hence it is appropriate that we build upon this strength in our own scholarship and implement it into the structure of the major. Each concentration will have courses in national and international politics, as we believe that local, national and global frames of reference are needed to accomplish political analysis. Attached to this self-study, is a short appendix that outlines the new proposed structure of the Politics major at USF. In this appendix, in addition to the curriculum, we present a rationale for the changes, the advising system that will be needed to support the students, plans for assessment, and an explanation of the commitments from faculty and the College that will be needed to implement the changes.

In brief, our plans for the major seek to make it more innovative and relevant -- conveying to students substantive course material across a range of topics while also providing them the skills and confidence to think logically and to take a critical view of how arguments are framed and made. We want our students to possess the skills to know which questions to ask and how to evaluate and analyze the evidence that seeks to answers these questions. We also believe it is important to develop a sense of community for our majors from their entry into the major and we are exploring an integrated first-year experience in which all new majors would take a two-semester introductory sequence. Beyond its innovative approach to the subject matter, this sequence would enable us to emphasize skill building in areas of writing, critical thinking, problem-based learning, and effective group work. Through it we also could develop other cohort-building tasks, including academic and career counseling, introducing all students to all faculty members, leadership cultivation, and exposure to career paths through alumni networks.

Hockey legend Wayne Gretzky once said “good hockey players skate where the puck is now, great hockey players skate where the puck is going to be.” Although not typically cited in scholarly self studies, this report will attempt to take Gretzky’s advice and “to skate to where the puck is going to be” – identifying future challenges both general to the academic study of politics and specific to our department and university.

Core to both a comprehensive education in the liberal arts and to understanding how “to change the world,” the study of politics has a special role in helping the university succeed in its mission. With current and future challenges in mind, we identify some possible areas where investment can yield long-term benefits for the department and allow us to continue to meet the lofty standards that our institution holds us to. While we obviously invite any input and critique from our outside reviewers, we are particularly

interested in assessments of our new curriculum and whether we have missed any significant future challenges or current shortcomings.

## **II. Department Mission and History**

### **A. Mission, Goals, and Learning Outcomes**

#### **1. Mission**

The Department of Politics faculty fully supports the **University Vision, Mission and Values**. The Department is committed to teaching political theories and concepts, critical thinking, and modes of analysis and research methods that are fundamental for allowing students to engage with the world as life-long learners. The Department cultivates students' civic skills and competencies, and guides them in developing informed perspectives on, and commitments to, civic responsibility. We seek to help students develop competent means of self-expression, both oral and written, by exposing them to aspects of government institutions and actors, and political relations; that is, to formal institutions and processes and the dynamics of the power and politics that run our system both inside and outside of government structures. Students will be able to demonstrate competence in the primary texts, policy matters, political histories, and analytical frameworks that shape the study of politics in the U.S. and abroad. Our current pedagogical models include traditional lecture-based courses, seminars, academic internships, public forums, and other innovative, democratic, student-centered learning methods. We also provide Service Learning opportunities in the civil society, NGOs, and public service sectors in order to help students gain “real world” experience.

#### **2. History**

- a. The University of San Francisco began in 1855 as St. Ignatius Academy, the first institution of higher education in the city. The origins of the Department of Politics at the institution are intertwined with the creation of the College of Arts and Sciences in 1925, under its first dean, Hubert Flynn, S.J. In 1925, the school was then known as St. Ignatius College, and the first government class was part of the history and government curriculum (there were no departments), and the course was listed in the 1925 general catalog as American Constitutional and Political History. This course reviewed “the development of the Federal Constitution, embracing the essentials of a course in comparative government.”
- b. In 1927, St. Ignatius College moved to its current location on Fulton Street, and in 1930, the school changed its name to the University of San Francisco. During this time period, additional courses were added to the history and government curriculum, including Citizenship, Modern Governments, Elementary Law, International Relations, and Principles of International Law.
- c. In 1935, the Department of Political Science was created, chaired by Bernard Bierman. In response to the Cold War, the Department offered a course on International Communism, required of all undergraduates, regardless of major (the requirement ended in 1971). Its faculty members included Preston Devine, a graduate of USF's School of Law, who later became presiding judge of the California

Court of Appeal, and Lloyd Luckmann, who served as dean of the College of Arts and Sciences from 1969 to 1975. The courses in the new department were divided into three general groups: law and government, international relations, and national government.

- d. In 1969, the Department of Political Science, chaired by Donald Brandon, changed its name to the Department of Government, and the major in government focused on four main areas: political theory and public law, international relations, government and politics, and public administration. Brandon was chair until 1970, followed by Alexander Smetana until 1979, and then Richard Kozicki.
- e. In the summer of 1991, the Department of Government, chaired by Kozicki, became the Department of Politics, its current name. Faculty members in the renamed department included Roberta Ann Johnson, Robert Elias, Scott McElwain, E. Yvonne Moss, and Miriam Feldblum. In 1991, the politics major included the following emphases: legal studies, peace and justice studies, and public service. In the fall of 1991, there were 123 students majoring in politics.

Over time the Department of Politics has maintained a consistent number of majors since the previous Program Review and Self Study, with a low of 170 in Fall 2013, and a high of 225 in Spring 2007. Between Fall 2006 and Spring 2013, Politics offered a total of 651 courses; including independent study and Summer term courses.

### **3. Goals**

During the 2008-2009 academic year, the department identified four primary assessment goals:

- 1. Students should develop theoretical and empirical knowledge of politics and government, both domestic and international.
- 2. Students should develop skills in critical thinking, modes of analysis, deliberation, research and communication.
- 3. Students should develop an active public spirit and sense of social justice.
- 4. Students should experience first-hand the relationship between theory and practice in the political process.

### **B. Learning Outcomes**

To meet these goals, during the academic year 2008-2009 the department further identified a set of departmental learning outcomes. They are as follows:

<ul style="list-style-type: none"> <li>• Graduates will comprehend and apply key concepts from four primary subfields of politics (American Politics, Comparative Politics, International Politics and Political Theory).</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will understand the broad range of political systems and cultural perspectives on politics.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will demonstrate critical thinking skills and formulate and defend undergraduate research in written and oral form.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will exhibit skill and competency in applying qualitative and or quantitative methods to political and public policy issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will design, implement, and communicate the results of an original research in course or field-work.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will develop skills in collective deliberation (through collaboration and engaging diverse viewpoints).</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will develop a critical and informed perspective on global, national and local political issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will engage political problems and apply analytical tools to propose solutions to them.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will demonstrate knowledge of, and be informed by, diverse perspectives on global, national, and local political issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduates will examine the relationship between theories of politics and the practice of it through structured service learning opportunities. Engaging in a governmental or non-governmental internship opportunity will expand students' knowledge of politics.</li> </ul>

We believe that a revised curriculum would best allow us to meet the stated learning outcomes more effectively and to establish groundwork for intersecting the theoretical and practical dimensions of politics. We provide an outline of the proposed curriculum changes *before* providing a profile of the Self Study of the existing program, so that Reviewers can weigh its merits as a priority.

Reflecting the University's Mission, we seek to convey to our students a sense of social responsibility and a genuine concern about issues of peace, economic development, human rights and social justice. We want students to balance their personal lives with an active public spirit, and to balance individual growth with a concern for community - both the local community and the global community.



### III. Proposed Changes to the Politics Major at University of San Francisco

#### A. Basic Curriculum Design and Rationale of the Proposed Politics Major

The faculty has formed consensus on the need to establish a curriculum structure that is part “traditional” political science but one that is also reflective of contemporary pedagogical, scholastic, market, civil society, and technological developments since the hiring of an entire cohort of colleagues. Identifying as a “Politics” department, rather than a “Political Science” department infers a broad-based approach to the discipline. Its research questions and assumptions, methodological approaches, and amenability to inter and multi-disciplinary study reflect our commitment to a broad-based approach. There is also interest in providing students with greater flexibility in the tracks or emphases they prefer to pursue. Several of our courses are required in other programs such as International Studies, Latin American Studies, African Studies, Legal Studies, Urban Studies, and Public Service. Also, our internship classes are like service courses as they are used to meet campus graduation requirements for Service Learning and they serve students who are majoring in other departments as well.

Our current curriculum does not adequately reflect the research interests, skills, training, and commitments of the Department’s full-time faculty. We stand by the established mission, pedagogical strengths, and learning outcomes of the Politics program. Our department faculty has routinely broadened its content and subject offerings over time. For instance, our offerings in European Studies, International Studies, and Comparative Politics have undergone thorough transformations as changes occur in the discipline (attention to the role of gender, for instance). We have added several other courses to the curriculum including: Global Civil Society Race, Civil Rights and the Presidency; Political Ethics; Theories of International Politics; Feminist International Relations; Gender in Comparative Perspective; USF in D.C.; and USF in Sacramento. And we eliminated Public Administration as a major requirement. We are otherwise similar to most other political science departments in that we offer courses in all the major traditional political science areas.

It is our hope that a major outcome of the Self Study and Program Review would be for External Reviewer Colleagues to *provide insight on structure, content, coverage, and implementation of the Politics curriculum overhaul*. We hope to begin implementing the new model where possible, by Fall 2014. While we expect new course development to follow the Major restructure, we set out to work with the existing courses. We hope to minimize any confusion for the short period of overlapping models (old/new) among students. What is otherwise proposed provides for a “cohort” First Year Sequence, where first year students would take a one-year (two semesters) course sequence with a team of faculty, committed to teaching the sequence, on a rotation. With this, we hope to strengthen retention among students in the critical First and Second Years. We want to provide our students with greater flexibility within the broad concentrations.

## **B. Goals for curriculum revisions**

1. Make the Major more innovative and relevant
  - a. Connect theoretical ideas with empirical observation
  - b. Go beyond traditional subfield divisions to reflect how politics works
  - c. Incorporate the US “as a case” so students have more global perspective
2. Develop a sense of community for majors from the beginning
  - a. Explore first-year or sophomore experience as a group in intro sequence
  - b. Provide students a more coherent experience within the major
  - c. Provide students a better sense of direction as they graduate
  - d. Applied service learning in major, skills development
3. Help students have a more integrated sense of their progress through the major, and also provide more direction in the employment/career arenas to which each concentration could support.

## **C. Structure of the Major Revision**

In Fall 2011, the Politics department faculty voted to amend the basic curriculum of the Politics major. We wanted to provide a more cohesive experience for our students as they work through the major with clear and distinct stages of progress in their university experience.

As currently envisioned, students will begin the major with a shared introductory cohort experience. After completing the introductory courses, students will choose from one of four areas of concentration. Our goal was for students to be able to articulate and define a chosen area of study within the major, gaining both in-depth knowledge in a specific substantive area and, more generally, being able to conduct primary research and engage in critical thinking.

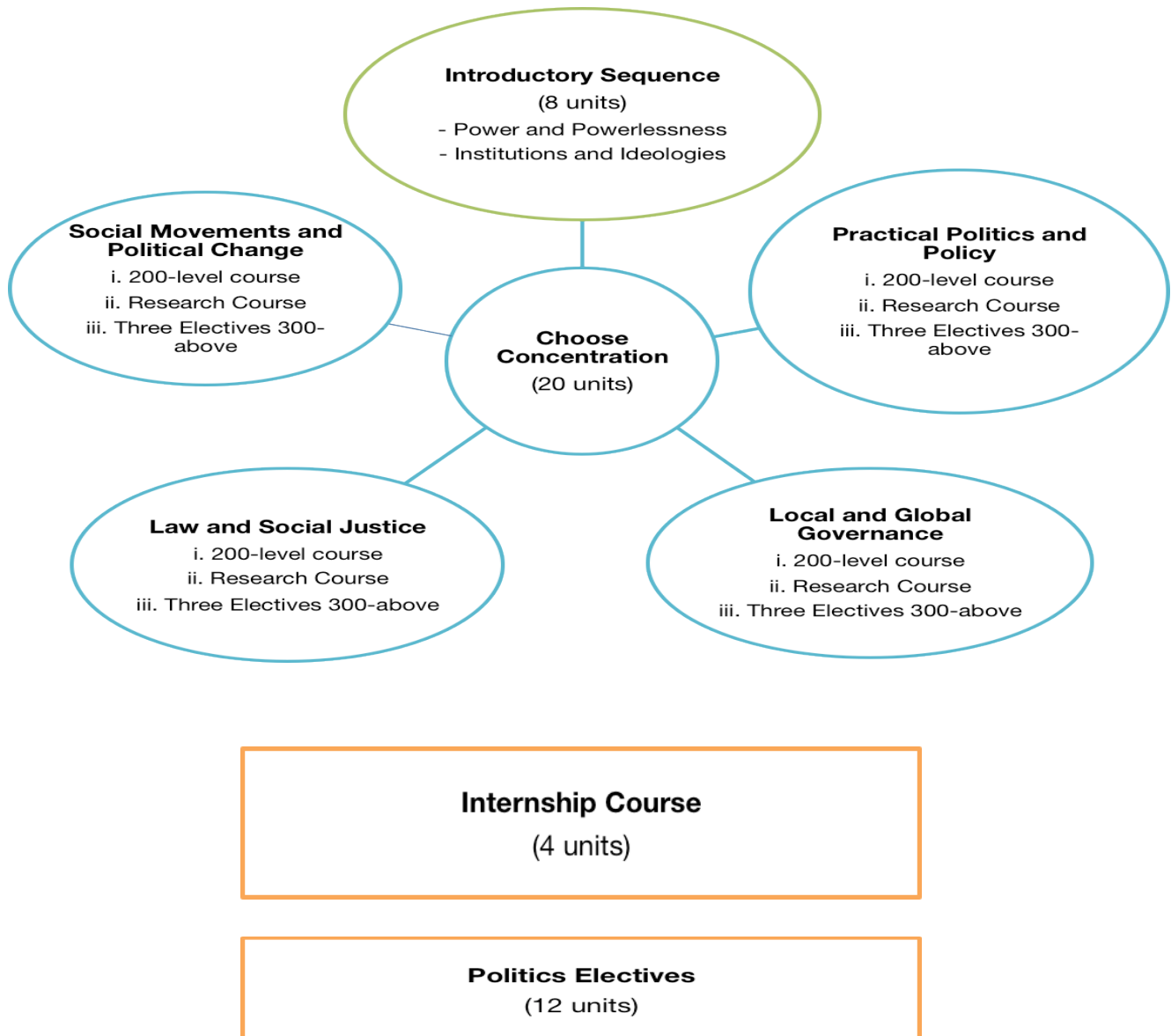
The goal here is to provide enough of an introduction/foundation while falling short of requiring the creation of four new 200-level courses –which only a minority of our faculty might be willing to create and/or teach. The trade-off is that there would be little flexibility in how POLS101 and 102 are taught and we would have to design the syllabus by committee. But, we do think there is some interest in the challenge of team teaching such a sequence.

They will also take additional electives in other concentration areas, and a service course. In Fall 2013, faculty agreed to establish prerequisite requirements for selected Upper Division 300 level courses. We plan to implement this policy Fall 2014.

This re-organization also reflects the strengths of our departmental faculty, most of whom work across the traditional subfields of Political Science. Each of our concentrations will include different scales of political analysis from the local to international and comparative realms. And we do not want to restrict discussion of critical normative

questions of justice, equality, liberty and transformation to our theory courses. Thus students will investigate questions from both normative and empirical standpoints.

**Figure 1.1 Proposed Politics Major (44 Units)**



#### **D. Introductory and Concentration Sequences:**

All students will take a two-semester sequence that introduces them to the basic principles of politics, develops writing skills, offers an opportunity for advising during the first year, and provides a strong cohort experience. Students will then take one or two 200-level courses in their second year and chose a concentration in one of four areas:

1. Practical Politics and Policy, Law
2. Social Justice
3. Social Movements and Political Change
4. Local and Global Governance.

Every student will take five classes in their chosen concentration. One of these courses must have a research component. (The departmental honors thesis seminar can be substituted for the research course in every track.) Every student will also complete one internship course. To round out their experience of the discipline, students will take three elective courses in the Politics department.

#### E. Proposed Advising Structure

Clearly staging our curriculum will also allow us to develop a new advising system to ensure that all of our students are able to create the most enriching experience for themselves while at USF.

1. The first year courses will be team-taught by four faculty, one of whom will be designated as the **“First Year Advisor.”** This person will work closely with faculty in the Department and the Program Assistant to develop and lead advising for first year students and new transfer students, both inside the classroom and outside of it. Within the class, faculty will be able to introduce students to university resources for learning and vocational development. We will also be able to provide career, internship, and extracurricular opportunities to all of our students right off the bat in their first year. Developing a cohort based upon shared interests and learning will also be essential for increasing academic rigor in the program.
2. Declaring a concentration during the sophomore year will be another opportunity for mentoring from a faculty member. As students declare their area of focus, faculty members can discuss different classes within the concentration, extracurricular opportunities, and research opportunities. Each concentration will have advisors who will teach and mentor the students in their area. These advisors will be able to suggest additional educational experiences appropriate for their students, whether it be a semester or year in Washington DC through USF in DC, a summer in Sacramento working in state government, development work in India through the Global Service Learning program, or working as an intern for non-profit organizations in San Francisco.
3. As students complete their studies, every one of them will be in a seminar that has a research component. The faculty member teaching the research-oriented course can serve as a mentor and provide orientation as students consider their choices after graduation.

## F. Implementation

Implementing the new curriculum and advising system will be a tremendous challenge and require faculty and administrative commitment. There is concern for how the restructure would impact Transfer students since we have not developed a Path for Transfer students in relation to the sequences. We are also concerned that we account for changes in Majors – though in both cases, not horribly insurmountable.

### 1. **Faculty** will need to:

- Begin to coordinate course offerings and rotations
- Revise or develop new courses for 200-level offerings if they so desire.
- Participate in team teaching the Introductory Sequence if they so desire
- Participate in developing outlines for the research requirement and implementing it in appropriate courses
- Participate in developing and maintaining a new advising system and practices
- Develop a policy for course scheduling and rotations
- Develop a plan for students to be able to complete the old major, while rolling out the new major curriculum
- Agree upon shared faculty responsibilities for teaching and advising
- Agree which faculty will be responsible for advising which concentrations
- Develop clear list of responsibilities for the position of Chair and the “First Year Faculty Advisor”
- Discuss whether a peer advising system would benefit the department and its students

### 2. The **Dean** of the College of Arts and Sciences would be encouraged to:

- Support Team Taught sequence as part of teaching load
- Help clarify the Department of Politics faculty roster
- Release tenure track lines to replace faculty who have left or retired
- Provide course release or other compensation for “First Year Faculty Advisor.”

### 3. The Administration of the Department (**Chair** and Program Assistant) will need to:

- Work closely together to develop consistent advising procedures and materials for incoming, transfer and continuing Politics majors.

### 4. The chair will need to enforce scheduling and course rotation policies, and advising responsibilities developed by the department faculty.

- The chair and **Program assistant** will need to work with the New Student Advisor to coordinate efforts.
- The chair will need to oversee assessment activities.

## G. Student Learning Assessment

1. Currently the Politics Department does not regularly survey students or collect information about course requirements. We did, however, administer an informal survey of select students in 2010-2011 as a first step toward gauging students' sense of how the existing curriculum met their needs and expectations. We did not compile the data in this Self Study, but student feedback is incorporated throughout the Major restructure proposal.

2. We have agreed in principle to develop the necessary mechanism for gauging student learning outcomes. In addition to ongoing discussions concerning assessment, the Department will continue to work with the College of Arts and Sciences in developing assessment reviews and with the Center for Teaching Excellence (CTE) at the University of San Francisco to develop appropriate measures of student learning outcomes.

3. In order to assess the impact of the new curriculum the Department will need to adopt a plan for regular assessment and can consider the following:

**Table 1.1 A Plan for Regular Assessment**

• Developing a graduating student survey;
• Keeping records of the number of times students meet with a faculty advisor and the content of these meetings;
• Measuring Student Engagement through membership in Politics Society, attendance at department events;
• Keeping records of Politics Majors' participation in programs such as USF in DC, USF in Sacramento, and other study abroad programs;
• Developing a USF Politics Major Alumni Network;
• Assessing and comparing student research that is produced in seminars designated as research intensive;
• Comprehensive assessment in the first year sequence of both skill development and content mastery;
• Curriculum mapping for the Politics major Learning Outcomes
• Curriculum sequencing, assignments in courses that build upon skills
• Content from Introductory Course Sequencing

The curriculum changes described above would build on the pre-existent major structure and continue to implement recommendations from the 2005-2006 External Program Review (see below). *Many of the changes we have targeted are in direct response to the 2006 External Review.* Next, we provide an overview of the current Politics major.

#### **IV. General Overview of the Current Politics Major at the University of San Francisco:**

##### **A. Current Undergraduate Program**

The major and minors all have coherent requirements. Each program is structured in a logical and sequential manner.

The 40-credit major consists of 10 courses. From among our four subfields (and introductory courses), students must choose six elective courses. Students choose among our introductions to: **American politics, international politics, comparative politics, and political theory**. In a typical academic year, most of the courses we offer are in areas of American politics. International politics is a close second, followed respectively by Political theory, Public Administration, Public Policy, Comparative Politics and the Internships and Fieldwork related courses.

Students choose the remaining 6 courses for the major from any of our courses, including our two internship courses. In selecting those courses, students can either pick courses across our subfields, or they can take a more focused approach—by selecting courses within one of our subfields.

##### **B. Minors**

1. The Department sponsors six minors:

- a. Politics
- b. Legal Studies,
- c. Criminal Justice Studies,
- d. European Studies,
- e. Public Service,
- f. Peace and Justice Studies.

Each minor requires 5 courses or 20 credits. The Politics minor is designed to give students an overview of political science, and thus students must choose a course from at least 3 different subfields. Students may choose the remaining 2 courses from any subfield. Each of the other majors has at least one introductory or overview course, which provides a foundation for completing the remaining courses in the minor. All of our minors, except Politics and European Studies, have a required internship course. We also sponsor an Honors Minor in Public Service in conjunction with the McCarthy Center for Public Service and the Common Good. Department faculty created, developed, and continue to direct the Bachelor of Arts in International Studies (BAIS) Major. Two colleagues have directed the McCarthy Center for Public Service and the Common Good; the present Director is an active department colleague.

2. Students learn the historical roots of the discipline and how it has developed, but we have no course in particular that addresses these themes. Rather, they are raised in our other courses, particularly on the introductory level. Students do, more directly, learn about the discipline's current trends and directions, since they are integral to the way we teach courses in each of our subfields.

3. The core requirements for the major include the introductory courses in: American politics, international politics, comparative politics, and political theory. Each of the minors has a core course as well, such as The Politics of American Justice (for Legal Studies) and The Politics of War & Peace (for Peace & Justice Studies). Politics faculty have directed the Legal Studies and Criminal Justice minors, since inception, and Politics faculty have taught core and elective courses in those programs.

4. Core courses are offered frequently. Most of the introductory courses for the major are offered each semester, sometimes with more than one section. All of the introductory courses are offered at least once a year. The same is true for most of our minors. However, due to the popularity of the Legal Studies and Criminal Justice Studies minors we've started offering the popular and demanding Politics of American Justice course more than once a year.

5. We're unaware of any problems students might be having in graduating on time based on the frequency of our course offerings. We offer a range of courses, and very rarely encounter problems with students graduating in the appropriate length of time.

6. We have Seven (7) lower division courses, including the introductory courses to our 4 subfields. All of the rest of our courses are upper division, and they number in the dozens. Currently there is no sequence for our core courses. Students may take our introductory courses in any order.

7. The average class sizes of our core, required courses differ somewhat from those for our elective courses. Our core courses routinely close out at 35-40 students. Our more popular electives, including those used as core courses or electives for our minors, also routinely close out at 35-40 students. Most of the rest of our electives have enrollments of between 25 and 30 students. A few courses have lower enrollments, including our seminars and our internship courses. For the latter, we usually have between 10-20 students.

8. These class sizes serve the curriculum. The small seminars operate as expected, with intensive discussions among a relatively small number of students. Our largest courses only number around 40 students, which is a size that allows a combination of discussions and lectures, as well as other pedagogical approaches, such as debates, case study presentations, simulations, and group projects.

USF has a favorable reputation for having relatively small classes, and that is the experience in our Department. We believe that most other departments have been able to



maintain this for their students as well, although a few departments apparently have some introductory courses that have much larger enrollments than ours.

9. Most of the students taking our courses are Politics majors. But we have a significant number of non-majors as well, especially from the BA in International Studies (BAIS) program (and we anticipate from the new Critical Diversity Studies and Urban Studies major) where many Politics courses feature as required courses or electives. Several of our introductory courses satisfy the University “Core E” Social Sciences requirement and thus some non-majors take our courses for that reason. Other non-majors take our minors, and thus they enroll for one or more Politics courses to complete those minors.

10. The Department has held extensive discussions of pedagogy, including learning outcomes, and they are reflected in our mission statement in the Department handbook the Self-Study Report. Each instructor is required, by the University to specify learning outcomes in course syllabi.

11. The Department requires an extensive amount of writing. We’re far more likely to test students by asking them to write essays than by using multiple choice. Some do so in blue book examinations, but more do so through take-home essays, where the standards and quantity of writing are more extensive. In addition, the vast majority of our courses require research papers, often one or more short papers, if not rather lengthy papers. Our courses have a reputation for being more challenging, especially because we assign heavy reading assignments and generally require a great deal of writing.

12. Outstanding students are offered several opportunities: First, our better students take advantage of our several minors, thus challenging themselves to go beyond merely completing the major. Second, our students get to compete for our annual awards, including the Ralph Lane Peace & Justice Essay Award, the Public Service Award, and the Mauricio Romero Award. Third, our best students have opportunities to study in Washington, DC or Sacramento or fully-funded study abroad programs like the Sarlo Scholars program. Finally, the Department sponsors the 4+3 Law Program in conjunction with the USF School of Law. This opportunity gives our best students the possibility of automatic admission to the Law School if they satisfy the grade, LSAT score, and curricula requirements of the program. University leadership has initiated a similar 3+3 program with the Law school and expects it to draw greater interest from our undergraduate ranks.

13. Politics students have extensive opportunities to learn through internships, service learning and study abroad courses and programs. The Department offers two internship courses, one (Public Administration Internship) with government agencies and one (Fieldwork in Public Interest Organizations) with non-government agencies. For the former, students select from a variety of local, state and federal government agencies in the Bay Area. For the latter, students choose from our extensive database of nearly one-thousand non-profit, non-government organizations, in a wide variety of fields, in the Bay Area. Both internship courses work in conjunction with the McCarthy Center for Public Service and the Common Good. While our internships are not required for the

major, they are required for most of our minors, and in any case, are strongly encouraged and widely taken by most of our students.

14. The University has a service-learning requirement for graduation. Our internships satisfy this requirement, but so do several of our other courses, including our Public Policy: Homelessness, and Gender in Comparative Perspective. Thus, a portion of these courses involves service- learning fieldwork.

Many of our students take advantage of study abroad opportunities; students routinely study abroad in places such as Spain, France, Germany, and Britain, as well as Chile, Brazil, Africa, and Costa Rica.

15. Undergraduates have been involved in faculty research somewhat unevenly in our Department, and it's an area in which we might improve from some individual research projects. Some students have been involved with the work of *Peace Review: A Journal of Social Justice*, a quarterly publication that's edited out of the Politics Department, and published by Taylor & Francis in London. Students have helped develop themes for the journal, have written peace profiles, and have occasionally written published essays. One of our students serves as Editorial Assistant for the journal on an annual basis.

16. In our courses, students are exposed to both qualitative and quantitative methods of political science, and they have opportunities to carry out both kinds of research. The best students are provided additional instruction in these methods in the Honors Seminar.

17. Until the 2008 economic crisis showed a direct impact on Law School enrollments, Politics served prospective more law school students than prospective graduate students in politics. This is partly because the numbers dictated that emphasis: far more students wanted to go to law school, than on to graduate school in political science. Though students have been less enthusiastic about advance graduate study of the law, of late, it remains true that a very small number of our majors study politics in graduate school, and more of them pursue specialized M.A. degrees—such as in Public Policy, Public Affairs, or International Politics. The next section provides some important aspects of the Politics Major and student

### C. Declared Politics Majors

**Table 1.2 Number of Politics Majors per year:**

Semester	M	F	Total
Fall 2006	87	136	223
Spr. 2007	95	130	225
Fall 2007	85	114	199
Spr. 2008	89	113	202
Fall 2008	79	110	189
Spr. 2009	86	114	200
Fall 2009	94	112	206
Spr. 2010	87	112	199
Fall 2010	92	102	194
Spr. 2011	91	102	193
Fall 2011	76	98	174
Spr. 2012	78	94	172
Fall 2012	91	107	208
Spr. 2013	n/a	n/a	186
Fall 2013	n/a	n/a	170
Total	1130	1444	2930

We have not empirically measured reasons for the consistency in student interest in Politics, but an internal survey of a small sample of students expressed high satisfaction with their overall experience in the major. And anecdotally, we think this results from a combination of developments in U.S. and international politics, and in law and politics at the turn of the new Century. The Department has responded to these events readily, by offering students provocative and insightful ways to think about them through forums, “teach-ins”, 2008/2012 national election-viewing events, public lectures, Special Topics courses, panels, and forums on a host of issues. In addition to a highly pitched curriculum, Politics’ committed faculty has played a vital role in mentoring, advising, and recruiting students to the Department. Student interest in Politics remains stable despite the creation of new and overlapping programs that likely draw Majors’ interest (e.g., Urban Studies, Critical Diversity Studies, and International Studies). Additional insight concerning the strength of the major in a changing environment can be gleaned when comparing Politics’ student enrollments to leading Arts and Sciences majors.

**Table. 1.3 2006-2013 Cumulative Major Enrollments among Select Majors/Programs in Arts and Sciences,**

Majors	#Declared Majors	Rank (1-7 only)
Psychology	5256	1
Biology	3957	2
Communication Studies	3534	3
International Studies	2869	4
Politics	2868	5
English	2461	6
Media Studies	2381	7
History	1500	**
Sociology	1986	**
Economics	995	**
Philosophy	697	**

#### **D. Student Credit Hours**

Another measure of the Department's appeal to students is evident in its Student Credit Hours (SCHs). While SCHs are not the best measure of the Major's appeal, they do provide some important insight; they matter in terms of resource allocations. Since the 2005 Self-Study, the Department of Politics has registered the following cumulative SCHs:

**Table 1.4 2005-2013 Cumulative Student Credit Hours**

Student Credit Hours (estimated) 2005-2013	Upper Division Courses (300 and above)	Lower Division Courses (299 and below)
42,258	27,791	14,467

The Department's **SCHs** rank favorably among Majors in the College of Arts and Sciences. Among Arts and Humanities majors only, Politics ranks 4<sup>th</sup> (by a margin of one SCH) and 5<sup>th</sup> overall. It is 3rd among the traditional Social Sciences. Some Major disciplines across the College are CORE dependent; Politics is not as evidenced by the large number of Upper-division offerings in the Department. Table 1.5 Places Politics' SCHs in the context with those of pertinent College of Arts and Sciences majors. As should become clearer, Politics has been fairly strong in both enrollments and SCHs and we expect that the major restructure will serve to help us draw increased student interest in the major and its courses. Some programs such as History and Philosophy for instances, register most of their SCHs from the CORE—far exceeding Politics'—but not as much from majors. Philosophy is less than 1/4<sup>th</sup> the size of Politics' declared majors but registers nearly twice the number of SCHs of Politics; for History, which has had just over half the number of declared majors, it generated more than twice the number of SCHs than Politics.

**Table 1.5 2006-2013 Arts and Humanities Major Student Credit Hours**

MAJOR	SCH	RANK (1-7 only)
Rhet. and Comp.	82,559	1
Philosophy	73,641	2
Psychology	53,121	3
Communication Studies	42,790	4
History	41,555	5
Politics	37,141	6
Theology and Rel. Studies	34,689	7
Economics	34,578	n/a
Sociology	30,567	n/a
English	28,331	n/a
Media Studies	25,037	n/a

Our “top heavy” pattern of Upper/Lower Division course offerings (illustrated in Tables 1.4 and 1.6), suggests that our SCHs are not driven preponderantly by disinterested students, drawn to our courses in order to satisfy CORE E Social Science requirements, (CORE E is the social science segment of the College curriculum that can be fulfilled with designated courses offered through Politics, Psychology, Sociology, or Economics), but by students’ interest in the courses and learning opportunities, and engaging the faculty who deliver the major.

**Table 1.6 2006-2013 Level of Courses offered in Politics**

Year/Term	Intro Level	Upper Level	Independent/Directed Studies
Fall 2006	07	26	05
Spr./Fall 2007	13	60	15
Spr./Fall 2008	13	66	21
Spr./Fall 2009	15	78	29
Spr./Fall 2010	15	83	28
Spr./Fall 2011	12	82	23
Spr./Fall 2012	12	72	16
Spr./Fall 2013	13	43	12

In sum, Politics’ cumulative declared majors and SCHs indicate that it is well supported by its students and is a leading undergraduate program in the College of Arts and Sciences. Overall, new programs have had no measureable adverse impact on Politics’ student enrollments or credit hours. It is a “true” major in the sense that it is not buttressed by artificial declared major—to—SCH ratios, reliant on cross-listing with other majors for its draw of students, or CORE dependency. It is worth noting *that nearly all of our Introductory level courses are taught by our Full-Time faculty colleagues in regular rotations*, so we have long taken seriously the importance of the Department delivering its curriculum without garrisoning it to auxiliary faculty.

#### E. Some Distinguishing Features of the Politics Department:

1. **High quality teaching:** Three colleagues have been awarded the University Teaching Award and most faculty receive consistently high evaluations from students and have positively influenced Tenure and Promotion decisions of several colleagues since the previous Program Review. One colleague will co-Direct the USF Center for Teaching Excellence. Another senior colleague received the University-wide recognition as a College of Arts and Sciences Dean's Scholar in 2013. We have a highly skilled, diverse faculty with many areas of expertise and commitments who want to make sure our students have the maximum exposure to relevant, often career-enhancing learning inside and outside of the classroom. Our faculty are in demand outside of the department, and committed to supporting other programs and projects both at USF and in the wider community, and, as a result, spread very thin.
2. **Scholarship and research:** Several colleagues have received national recognition for their books. Others have had their work published in top tier journals in the discipline. Still other colleagues have landed recent publishing contracts with the top commercial and University presses. The Department hosts the highly respected international journal, *Peace Review*.
3. **Community engagement:** In Fall 2012 and Fall 2013 our students were able to take the elective course "From Slavery to Obama," with Visiting Professor Dr. Clarence Jones, Esq., who served as a personal attorney to Dr. Martin Luther King, Jr., Dr. Jones holds the copyright to King's "I Have A Dream" speech and also personally smuggled King's "Letter from Birmingham Jail," among other historically significant accomplishments.

It is a tribute to the Department of Politics that it hosted Dr. Jones as the first ever **Diversity Scholar Visiting University Professor** at the University of San Francisco. [http://www.usfca.edu/Provost/Diversity/Dr\\_Clarence\\_B\\_Jones/](http://www.usfca.edu/Provost/Diversity/Dr_Clarence_B_Jones/)

Also concerning community engagement, we list the Service Learning, Fieldwork, and Internship opportunities available to students, throughout this report on page 24.

4. **Students:** The Department's graduates are disproportionately represented in recent Valedictorians and Dean's Medal winners, many go on to study at top-tier professional and graduate schools. We discuss our students more below.
5. **USF in DC/Sacramento Programs:** The USF in DC Program provides students the opportunity to spend a semester engaging with peers from across the country in the heart of the U.S. Capitol, where students live, learn, and explore the Washington DC metropolitan area. Students explore the theory and practice of ethical public service through academically rigorous courses, connecting with influential policy makers and members of the media, pursuing transformational internships, and taking advantage of civic engagement

opportunities. The program is housed in an 11-story building in a lively neighborhood a short walk from the White House with room for more than 270 students.

- a. The University of San Francisco is a participating Academic Program in the UCDC Washington Center that includes ten University of California campus participants and other programs including The University of Notre Dame, University of Michigan, Washington University-Saint Louis, and the University of Pennsylvania.
- b. As interns with Congress, the White House, cabinet agencies, advocacy groups, non-profit organizations, scientific laboratories, and the news media, students gain firsthand exposure to the American political process while attaining valuable work experience. Students take courses at the Center to fulfill the academic component of each campus program. Many write and present comprehensive research papers based in part on their internship experiences.

#### **6. The USF in DC Academic Program**

- a. Students enroll through USF in 16 units of coursework, including a 4 unit internship, 4 unit research seminar, 4 unit special topics seminar, and 4 unit elective.
- b. Students engage in a full-time internship meant to hone your professional skills, extend your academic knowledge into real-world applications, and immerse you in the unique political and social culture of Washington DC.
- c. Students take elective courses through the University of California's Washington Center (UCDC Consortium), covering topics including American National Politics, Political Journalism and Media, Campaign Politics, US Foreign Policy, Middle Eastern Studies, International Law & Policy, Consumers and Public Health, Sustainability & Environment, International Relations, Washington Ethics, and more.
- d. Additionally, almost every semester we offer two internship courses (one that places students with governmental agencies and the other with non-governmental agencies), thus providing our students hands-on political experiences that often launch them into additional political work as well as social activism work.

- 7. **Urban and Municipal Location:** The University is strategically located in the Bay Area, which gives students and faculty access to the rich political history and resources of the region, including those of San Francisco, Oakland, Berkeley, Silicon Valley, and Sacramento. Faculty colleagues have established important strategic relationships with political and bureaucratic agency leadership and staff in various government agencies and offices in San Francisco and the state's capital. Our Internship and Fieldwork opportunities provide students and faculty access to these networks of public and community based partners.

## **V. Overall Academic Quality of the Department of Politics**

- A. The overall quality of the Politics program we think, is good. This stems in part from the department's approach to the study of the discipline, which not only encompasses the traditional examination of government institutions, laws, structures, and processes, but also includes the broader politics influencing society and the public policy realm.
- B. In addition to exposing students to the formal institutions and processes or government, we also emphasize the dynamics of the power and politics that run our system both inside and outside government structures. Consistent with the University's Mission, we want our students to be concerned about issues of peace, social justice, civil society, democracy, economic development and human rights at home and abroad and recognize the importance of raising ethical issues in questions of political choice.
- C. Politics' Student Credit Hours are impacted negatively and/or positively, depending on how students register for a given class. This is to suggest that student interest in Politics courses vis-à-vis enrollments, is not always commensurate with credits when cross-listing occurs. But this raises a larger institutional question concerning the relationship between interdisciplinary programs and majors across the College of Arts and Sciences.

## **VI. Service-Learning**

### **A. An Overview**

Service-learning is an integral part of every USF student's program of study. The Politics Department's service-learning approach is rooted in one of USF's core values, which is "a belief in and a commitment to advancing a culture of service that respects and promotes the dignity of every person."

All politics majors and minors must complete a service-learning (SL) course as part of the University's Core requirement. Consistent with the University's mission, the Department would like students who take its service learning courses "to deepen their awareness and action towards issues of peace, economic development and human rights at home and abroad."

The Politics Department offers twelve service learning courses which are taken not just by politics majors and minors but also those who wish to fulfill their legal studies, criminal justice studies, Philippine studies, and Asian studies requirements. Some politics students take more than one service-learning class. Politics SL courses connect classroom to community in line with the Department's goal of providing "students with opportunities for experiential learning outside the classroom."

From Fall 2008 to Spring 2013, 826 students took the Department's service learning (SL) courses and performed *91,490 volunteers hours at more than 400 governmental*

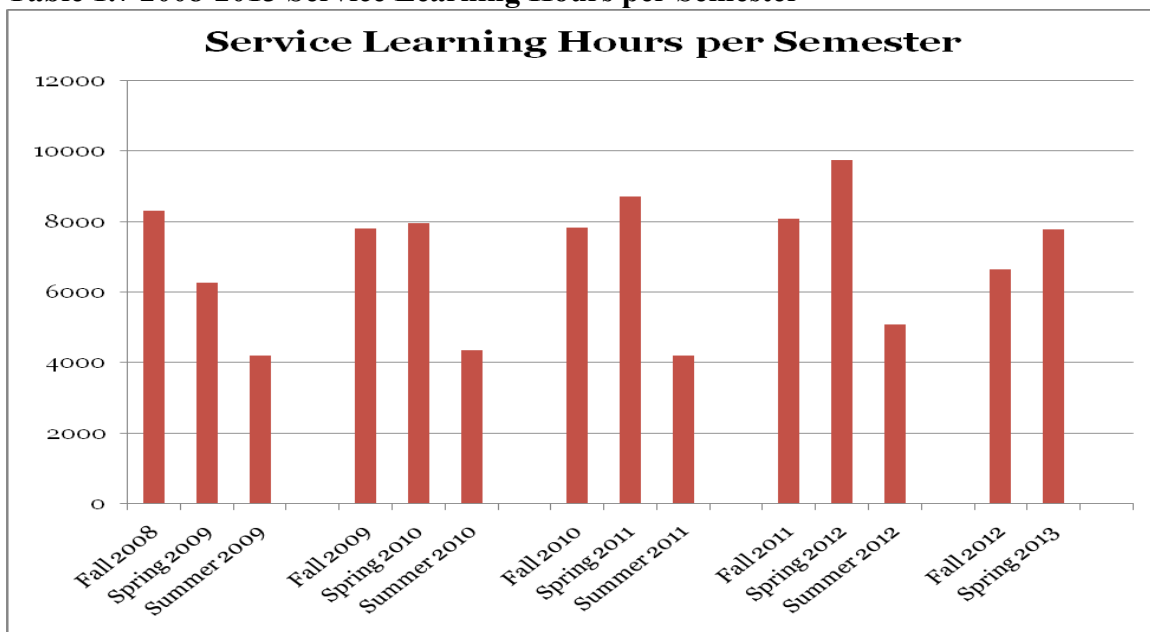


*and non-governmental organizations*. This is an average of 20,000 hours of service-learning per semester for the last five years.

The Department's main service learning courses are two demanding internships: POLS 396 Public Administration Internship and POLS 397 Fieldwork in Public Interest Organizations. On top of participation in thought-provoking seminars, the two courses require from 120 to 150 hours of challenging political interning. Slightly less than half of the total Departmental service learning hours for the last five years have come from these two courses.

A number of government offices in the City and County of San Francisco accept and train our students year-round in public service. Hence, POLS 396 and POLS 397 are offered in Fall, Spring, and Summer. In the public administration internship, legal studies minors receive mentorship at the San Francisco District Attorney's office, City Attorney's office, or Public Defender's office, while criminal justice minors assist staff at the San Francisco Police Department or Sheriff's Department. At any given time of the year, there will be a USF student interning at an office in San Francisco City Hall—whether it's with one of the Board of Supervisors, Mayor's offices, or boards and commissions.

**Table 1.7 2008-2013 Service Learning Hours per Semester**



## **B. Fieldwork and Internships**

At the fieldwork in public interest organization internship, students are immersed in the politics and justice issues at more than 200 community-based organizations, public interest law firms, advocacy groups, and civil rights organizations. The Department has placed more than 1000 USF students in NGOs since 1989. They have made an impact in the grassroots operations of Amnesty International, Coalition of Concerned Legal Professionals, Friends of the Urban Forest, Global Exchange, La Casa de las Madres, Sierra Club, Saint Anthony's Foundation, Youth Law Center, among others.

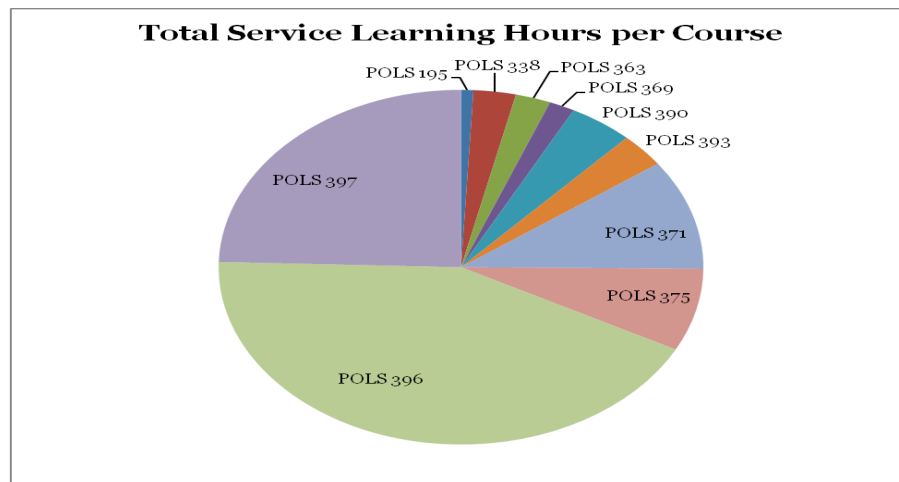
Our POLS 396 and POLS 397 interns have been given significant responsibilities and delivered. At their internships, many have stepped up to the tough challenges of frontline public service. They have: organized a conference for the World Affairs Council that otherwise would never have been held; written a report on Women's Rights for the ACLU that wouldn't have otherwise happened; created database and information systems for organizations who couldn't pay for those things with their meager resources; managed San Francisco Immigrant Rights summit; and reviewed and processed thousands of passport applications at the Consulate General of Ireland.

The Department also offers popular public service internships at the nation's capital and the state capital. POLS 371 USF in DC is offered every Fall and Spring and POLS 375 USF in Sacramento is offered every summer. The former requires 200 hours while the later needs 300 hours of interning. These classes make up more than one-fourth of the total Departmental service learning hours. In Washington D.C., USF students have interned with both houses of Congress, the State Department, the Pentagon, media outlets, lobby groups, and the headquarters of domestic and international public interest groups.

Complementing these Politics internships are eight service learning courses: POLS 195 Freshman Seminar: San Francisco Development Politics, POLS 211 Community Engagement, POLS 338 Gender and Politics in Comparative Perspective, POLS 363 Housing and Homeless Policy, POLS 390 Filipino Politics and Justice, POLS 365 Applied Policy Analysis, POLS 369 Asia Advocacy and Activism, and POLS 393 Boxing and Social Justice. These classes require between 40-60 hours of community service and make up around one-fourth of the total number of service learning hours from the Department from Fall 2008 to Spring 2013. Besides being SL Core courses, POLS 390, 369, and 393 also double count in the USF Core as important Cultural Diversity (CD) courses. POLS 211 and POLS 365 have not been offered in the last five years.

Internationally, politics faculty members have led intense service learning programs in South Africa and the Philippines. They have supervised and mentored USF students from the streets of Durban to the squatter settlements in Manila. These are life changing experiences steeped in reflection and selfless service to others. In summer 2013, politics faculty led USF's first ever undergraduate student service learning immersion course in China.

**Table 1.8 Service Learning Hours by Course**



Some Politics faculty members volunteer or do consulting work with non-profit agencies. Their community connections in narrow policy areas like housing, immigrant rights, health, and gender issues as well as direct involvement in communities of color (e.g., Asian, Latino, and African American) have opened up many opportunities for students beyond the popular NGOs which are visible only to the mainstream society.

One faculty member served as Educational Consultant to the International Museum of Women, a multimedia online museum of women's art, stories, and ideas; acted as committee member of the Hesperian Foundation; facilitated discussions at the Unitarian Universality Church of Berkeley. Another faculty member sat on an awards review committee for the Fulbright Commission and served as consultant to the Chicago/Detroit Province of the Society of Jesus – a religious organization. Still another faculty member made time to volunteer at the Mill Valley Public Library Board, the Penn Alumni Admissions Committee, the Mill Valley Baseball League, the Tamalpais High School Athletics. Yet another, served as President of the National Conference of Black Political Scientists. One faculty member, appointed by the mayor and board of supervisors, served as commissioner for immigrant rights with the City and County of San Francisco for eight years. Politics faculty members are regular contributors and commentators to many media outlets, from newspapers to local radio and TV stations.

USF has many student volunteers working in the South of Market and the Tenderloin sections of San Francisco. Over years of continuous politics service learning, many of our Filipino American students have been hired for full-time and part-time paid employment by agencies where they first worked as volunteers. This follows a trend we see among some of our other service learning students who have gone on to raise money, run projects, staff offices, do outreach for Global Exchange, Emerge America, Akili Dada, State Legislature in Sacramento, Congressional and State representative offices in San Francisco, Global Fund for Women, Foundation for Sustainable Development, among others.

Our students' law and graduate school application narratives are filled with how they have helped constituents, voters, taxpayers, clients, and stakeholders at their internships

or SL volunteer positions. Complementing our students' statements are the service-learning onsite intern supervisors generous and supportive endorsements. Thus, it is not surprising that some of them have been accepted to UC Hasting School of Law, Harvard, and other tier-one institutions.

## **VII. Associated Majors, Programs, and Centers**

Most colleagues in the Department of Politics support associated programs cross the College and the University. There is some concern that the overlap has created typical service/teaching-load equity issues with some colleagues, though most of those who have provided leadership or support of the affiliated programs do so while remaining *fully engaged and committed* in their service commitments to Department colleagues and students.

Between BAIS, the McCarthy Center, and the USF in DC program, Politics faculty have developed some of the University's most successful programs. This is something that warrants wide recognition in the College and University community. Below, Table 1.9 highlights the quality of leadership represented in our faculty. In general, our faculty serve many more programs than Politics alone. And the number of students served by the Department far exceeds the number of our majors.

**A. Minor Programs:** European Studies, Legal and Criminal Justice Studies, Peace and Justice Studies, Ethnic Studies, Gender and Sexualities Studies, Asia- Pacific Studies, African Studies, Middle Eastern Studies, African-American Studies, and Philippine Studies. Colleagues also lead or support the following:

**B. Affiliate Programs:** Honors Program in the Humanities, Leo T. McCarthy Center for Public Service and the Common Good; Bachelor of Arts in International Studies (BAIS); Latin American Studies, and also Urban Studies.

The faculty of the Department of Politics collaborate in teaching, research and service activities with various departments, major and minor programs across campus. As indicated here, colleagues have been involved with the McCarthy Center for Public Policy & the Common Good, the Legal Studies Program, the Yuchengco Philippine Studies Program, the Criminal Justice Studies Program, the Gender & Sexuality Studies Program, the Davies Forum Program, the Honors Program in the Humanities, the International Studies Program, the Latin American Studies Program, the Environmental Studies Program, the Asian American Studies Program, the Center for the Pacific Rim, the Asian Studies Program, the Public Service Program, the Economics Department, the History Department, the Saint Ignatius Institute, the Religious Studies Department, the African American Studies Program, the Law School, the Ethnic Studies Program, the M.A. in International Studies Program, the Sports Management Graduate Program, the Philosophy Department, the Middle Eastern Studies Program, the Peace and Justice Studies Program, and the European Studies Program.

**Table 1.9 Dept. Colleagues Leadership of Affiliated Programs (past and present)**

Corey Cook	Director 2009-present	Leo T. McCarthy Center for Public Service and the Common Good
Robert Elias	Director  1989-present 1992-present 1993-present	Legal Studies Crim. Justice 4/3 Law Program
Elisabeth Jay Friedman	Director  2007-2011, 2014--	Latin American Studies
Jay Gonzalez	Director 2002-2013  Director 2010-2013	Yuchengco Philippine Studies Program  Asian Studies Program
Keally McBride	Director 2008-2013  Director 2010-2011  Assoc. Director 2010-2012  Director 2012- 2013	Peace and Justice Studies.  European Studies  Bachelor of Arts International Studies (BAIS)  Bachelor of Arts International Studies (BAIS)
Patrick Murphy	Director 2003-2009	Leo T. McCarthy Center for Public Service and the Common Good
James Taylor	Chair Fall 2013- Present	CORE E Area Social Sciences, Core Area Committee
Annick Wibben	Director 2005-2008  Interim Director 2006-2007  Director 2009-2012 Director 2013-present Director	Peace and Justice Studies  Bachelor of Arts International Studies (BAIS) and European Studies  European Studies  Bachelor of Arts International Studies (BAIS)  Peace and Justice Studies 2013
Stephen Zunes	Director 2007-present	Middle Eastern Studies

The program with the greatest impact on the Politics Department is the International Studies Major (BAIS), which was developed with the support of the Politics faculty about a decade ago. The major has been very successful in attracting students, and some Politics faculty suspect that many of them might have otherwise been Politics majors.

However, available evidence shows stable, and even occasional increases in enrollments in Politics during that period so any fears seem unfounded. Concentrations (tracks) within the BAIS major cut into two of the traditional subfields of the Politics Department: International Politics and Comparative Politics as well as draw on regional minors (and majors) in African, Asian, European, Latin American and Middle Eastern Studies which are coordinated and/ or staffed by Politics faculty. This has implications for how we run the Politics major in the future, and it has raised concerns about the allocation of faculty resources. Between 2004 and 2013 Politics colleagues (respectively, Scott McElwain (retired), Annick Wibben, and Keally McBride) Directed the BAIS Major. Its new Director is in History. Several Politics colleagues teach core and elective courses for BAIS. In addition, one of the required courses for the BAIS major (Introduction to International Politics) is also a required course of the Politics major and other classes (International Law and Organization, Politics of War and Peace, Human Rights and Global Change) feature prominently in two of the most popular tracks for the BAIS major - which also draw on the Peace and Justice Studies minor, another minor traditionally run by a Politics Department faculty. As such, some of the most popular courses that comprise the BAIS curriculum come from the Politics Department, and are taught by Politics Department faculty. Yet BAIS is not a major under the direction of the Politics Department. Neither is BAIS its own Department, nor is it formally attached to another Department, and as such it has had difficulty generating enough of its own resources. More recently BAIS been allowed to hire a dedicated, tenure track faculty member and chose to hire someone with competency to teach the most popular Politics courses in the BAIS program to relieve some strain on the Politics Department. However, due to established cross-listing practices which imply that Politics students can also enroll in these courses (which have originated in the Politics Department in any case), this has led to further confusion about the relationship between the Politics Department and the BAIS major, also with regard to the hiring of new faculty with areas of competency traditionally associated with Politics. Politics and BAIS operate on an understanding of reciprocity in scheduling and cross-listings.

The Department does not offer any graduate programs, but the past several years the University has approved several politics and policy-related MA programs at the University of San Francisco (e.g., Masters of Public Affairs (MoPA), Masters of Urban Affairs, and Masters of International Studies) which might strengthen the appeal of Politics and situate it as a foremost “feeder” degree for these MA programs at USF.

### **VIII. Morale and Atmosphere within the Politics Department**

The Department has experienced turnover in our faculty since 2006, including in recent weeks. Two of our longest-serving senior members retired. We have made a number of hires, though, bringing our number of full-time faculty to fourteen. But as of February 2014, that number is currently thirteen, which includes two Full Time administrative extended leaves.

Corey Cook (2006), Keally McBride (2007), Wanjiru Kamau-Rutenberg (2008) and Kouslaa Kessler-Mata (2010) (both initially brought on as Minority Dissertation Fellows), all joined the Department as Full-Time members. Additionally, Jim Wiser,

formerly the University Provost, returned to the faculty and joined the Politics Department in 2009. This past year the Dean's office granted a one-year replacement Term position that was used to hire a colleague who has taught for us for many years as an adjunct instructor.

Between Fall 2011 and Fall 2013, we experienced the unexpected absences of five full-time colleagues due to a mix of regular, extended, and indefinite approved leaves, and the ending of one long-term Full-Time Term appointment: in a department of (now) thirteen faculty, we are now without a total of six of our full-time faculty from the classroom teaching and service load. Losing three of these colleagues between December 2013 and February 2014 raises serious concerns about the Department's ability to deliver its current, or any restructured, curriculum. Moreover, Jim Wiser is scheduled to retire at the end of the Spring 2014 semester. This list does not include several FTE colleagues whose teaching/service commitments have obligated them elsewhere in the College and University for extended periods, in some cases. Our Department experienced a similar unexpected convergence of leaves during the 2011 academic term, and remaining colleagues stepped up to lead; one senior colleague took up the responsibility of Interim Chair. But we cannot adequately provide the quality of teaching, advising, service, or mentoring to students in our current state. We have done an effective job of servicing the needs of students, without the full strength of our faculty on board. But this is not sustainable in the short term, or going forward over the next several years of programming.

Our otherwise good collegial and professional work environment has been affected by trepidation toward completing the move to the new major model, which colleagues unanimously approved at our 2012 Department retreat meeting. For nearly three years colleagues have invested hundreds of hours of thought, discussion, planning, and writing up the rationale and structure of the proposed changes to the major. We anticipate that its full implementation will energize students and faculty in the Department and serve as a model for other programs and departments in the College of Arts and Sciences. We hope that the Program Review can point us forward with recommendations.

In the past few years we experienced multiple unsuccessful searches to fill lines made available by the College to the Department, which led some colleagues to express a sense of "search fatigue". The status of one long-term adjunct (and one-time Term appointment) colleague took up the focus of several department and administration meetings during the 2012-2013 academic year.

The subsequent search that brought us Ken Goldstein in Fall 2013 has given us a valued new colleague and heightened visibility within the University and Washington, DC communities. The College's and University's commitment to the USF in DC program, and Politics' partnership with the Leo T. McCarthy Center, places the Department in the as a participating academic program of the University of California Washington Center (UCDC).

Reviewers may draw their own conclusions on what impact the loss of multiple colleagues, simultaneously, might have on a department of our size. It poses a significant

challenge to our stated goals and the Department's ability to deliver the current (and restructured curriculum) and to provide vital advising, mentoring, and course offerings to students. We are woefully understaffed. Some of the impact will be lessened with the anticipated return of at least one colleague, but we feel we need additional coverage of areas listed below (see pages 44) in order to round out our long term pedagogical goals and student learning outcomes with the restructured curriculum plan.

In the midst of these and other concerns that emerge, however, we would suggest that the morale within the Politics Department remains relatively even and positive, and the atmosphere collegial, civil, and cooperative. We also conduct annual day-long Department Retreats on and off campus for planning and building community. Our monthly Department meetings and subcommittee work provide colleagues with ample opportunity to interact. We use our Department meetings to collaborate on key decisions impacting students and the Department's curriculum and matters of pedagogy and best practices. Greater collaboration in team teaching in the proposed Introductory sequence is an expected outcome of the major restructure.

## **IX. 2006 Recommendations of the Program Review and Departmental Changes**

The Department was last reviewed during the 2005-2006 academic year. The external reviewers concluded that ours was a "healthy and strong program" but did offer a number of constructive criticisms categorized under the following headings: "Curricular Coherence"; "Teaching Effectiveness"; "Expectations"; and "Intellectual Community."

Here we summarize the main points under each of the above-mentioned categories, as well as the departmental changes we have planned in response to the recommendations. In addition, where we have chosen not to respond, or are in the process of responding, we make that clear as well.

### **A. Curricular Coherence**

The reviewers noted that the Politics Department "offers an ambitious array of courses in the politics major, covering all four main subfields and the Public Administration track, as well as the numerous minor specializations."

We direct Reviewer colleagues again to the **Section III** of this report that outlines the structure and rationale for the major overhaul and think it sufficient to address all concerns expressed in relation to concentrations, minors, themes, pedagogy, student advancement through the major, and certain courses. Briefly we note other actions taken here:

1. We also developed and put a 200 level Politics research methods course in our rotation; it is not a required cognate course.
2. We implemented 2.00 minimum GPA Requirement in all Introductory Level Courses (101, 102, 113, 203) in order to graduate in Politics.
3. We eliminated Introduction to Public Administration as a required course.
4. Reduced the number of Introductory Level course requirements from five to four.



5. Developed a Public Administration Survey course at the 200 Level. Developed an application requirement for Students invited to Politics Honors.

## **B. Teaching Effectiveness**

Here, we were gratified by the reviewers' statement that "the quality of instruction strikes us as impressive, and the faculty's dedication to its students admirable." The reviewers did, however, offer three recommendations:

1. Reevaluate academic advising:
  - a. In response we instituted a "fastrack" option within the group advising model for students who prepared to see a professor immediately to check courses and release advising hold.
  - b. In our proposed curriculum revision we imagine that a two semester first-year introductory sequence will also provide opportunities for advising as part of the cohort experience.
  - c. We recently carried on an "Advising Day" where students could "drop-in" to meet with available faculty advisors. This decision allowed us to reduce the larger group advising session to one week day and to balance it with a day dedicated to one on one advising sessions.
2. Emphasize "political writing" and encourage students to develop competence in "writing analytic papers that employ the distinctive theoretical and methodological tools of the discipline."
  - a. Our 300 Level Upper Division courses require extensive writing.
  - b. The Politics Senior Honors Seminar requires a capstone research paper or project.

## **C. Clarity of Expectations**

1. Reconceptualize departmental goals and objectives:
2. We aim to be a rigorous and demanding department in the College,
3. We strive to be a competitive liberal arts department of Politics, regionally and nationally.
4. We have developed a complimentary set of goals and expected Learning Outcomes for the Department's curriculum and program.
5. Newer faculty reported that the "ACP" process was helpful in clarifying expectations. Finally, new faculty within the department are assigned mentors, who also help to clarify what is needed to succeed at USF.

## D. Intellectual Community

1. Find ways to facilitate intra-departmental interaction: We agree with the reviewers' finding that more opportunities for intra-departmental interaction would enhance our sense of community. Most years we have held off-campus retreats that have been productive and enjoyable. Ensure that facilities are helpful in building or sustaining community: Efforts should be made to allow greater office and informal collegial interaction within Kalmanovitz Hall. It might also help to designate a "Chair's Office" (if the Chair colleague prefers), to be close to the Department of Politics office to reinforce its sense of community and shared space.

## X. Students Section

### A. Politics Student Majors

The Department of Politics faculty takes seriously teaching and learning in the service of others. Its excellence in this regard, is evidenced by:

- University-wide Teaching Awards which colleagues have won;
- The quality and quantity of our majors;
- The challenging nature of our courses, many of which demand extensive writing by our students as well as service requirements;
- Our broad and relevant course offerings.
- Our students have ranked consistently high as finalists or awardees for the highly competitive Valedictorian, Dean's Medal, and Service Awards recognitions.
- Two of our most recent graduates had their undergraduate research published in a popular reader on popular/visual culture called *The World is a Text*, 5<sup>th</sup> edition ([Names Redacted] forthcoming).
- One of our former students, [Name Redacted], recently became New York City's first Mexican-American City Council member, representing District 38, which includes Brooklyn, New York (<http://www.voicesofny.org/2013/06/brooklyn-candidate-vies-to-become-first-mexican-american-councilman/>).

It is our goal that every Politics major will conduct research, be involved in some extracurricular public affairs activity, complete USF programs in Washington DC, or in Sacramento, hold internships in City Hall or other nonprofit political organizations in the Bay Area, and thereby establish a profile for themselves before they graduate. Additionally, we want every Politics major to have a specified focus within the major that they have chosen themselves. This allows us yet another opportunity to match up opportunities with specific interests to better serve all of our majors.

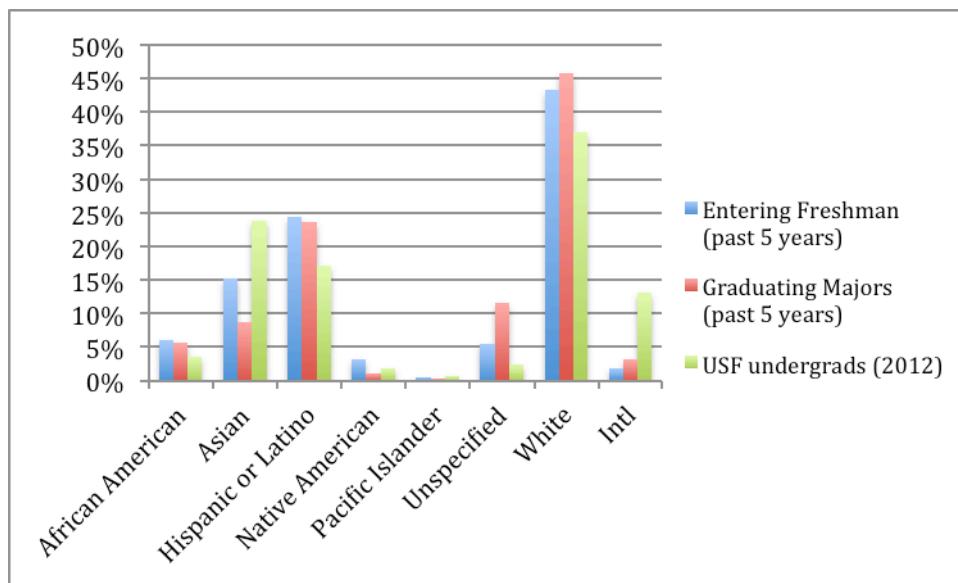
The Department of Politics encourages its students to engage in service learning through its Fieldwork and Internship opportunities, and Public Service Award. We have received national recognition for our public service courses, and we place almost all of our majors (and many non-majors) in governmental and non- governmental internship opportunities in the City and County of San Francisco, and in Sacramento, California.

The Department also provides a “top overall student” award known as the Romero Award. The Politics Senior Honors seminar course has produced very interesting undergraduate research projects; two students’ theses were published and another student received a job with an advertising agency on the strength of his thesis on social movement “framing”. The faculty of the Politics Senior Honors Seminar has worked with students to develop poster presentations and public forums where students share research.

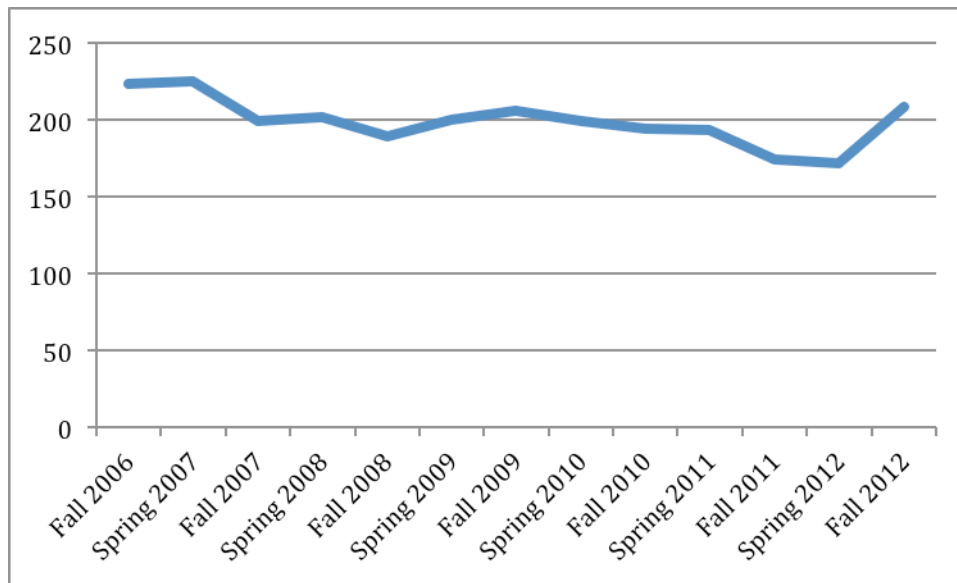
## B. Trends Among Politics Majors

To understand our majors, one first has to understand the USF population. USF has a diverse student body, both in terms of its race/ethnic composition as well as in terms of socio-economic status. The University was recently ranked by *U.S. News* at #8 in terms of undergraduate diversity and 30 percent of our incoming class reported first generation to college status. Incoming freshmen who declare Politics as their major are more likely to be male, while women compose 59 percent of this group. From the perspective of race and ethnicity, fewer Asian and International students who enter USF, graduate as Politics majors (see Figure 1.2). African Americans, Latinos, and Whites are more likely to enter and graduate in Politics. Latina/os are the second largest population of students, while African Americans are among its smallest. These patterns reflect College and University-wide trends.

**Figure 1.2 POLS Majors by Race/Ethnicity**



**Figure 1.3 POLS Majors by Semester (Fall '06 to Fall '12)**



Each academic year, the department adds 40 to 60 majors, with about two-thirds entering as declared freshman and another one-third entering as transfer students. The department graduates about 50 to 60 students per year, suggesting an annual net gain of +10 in terms of students changing majors (Figure 1.3).

**Figure 1.4 Influx and outflow of POLS Majors**

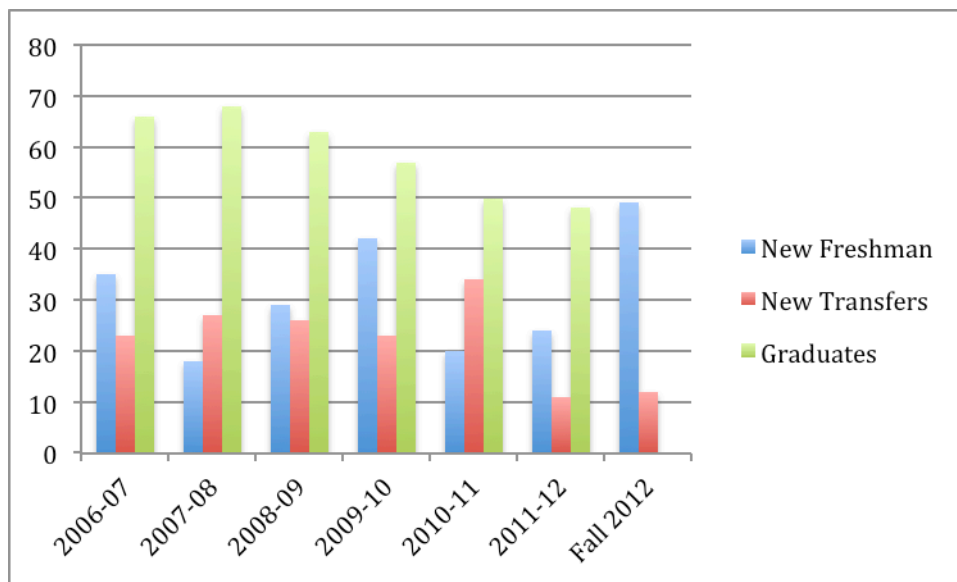


Figure 1.4 may suggest something of a downward trend in terms of the number of graduates, though there is reason to believe that that will not continue. The incoming class of declared freshman in the Fall of 2012 was one of the largest in a decade. Assuming normal retention rates and a smoothing of the numbers entering as

freshman and transfer students, we anticipate roughly maintaining the numbers observed over the past few years.

### **C. Assessment**

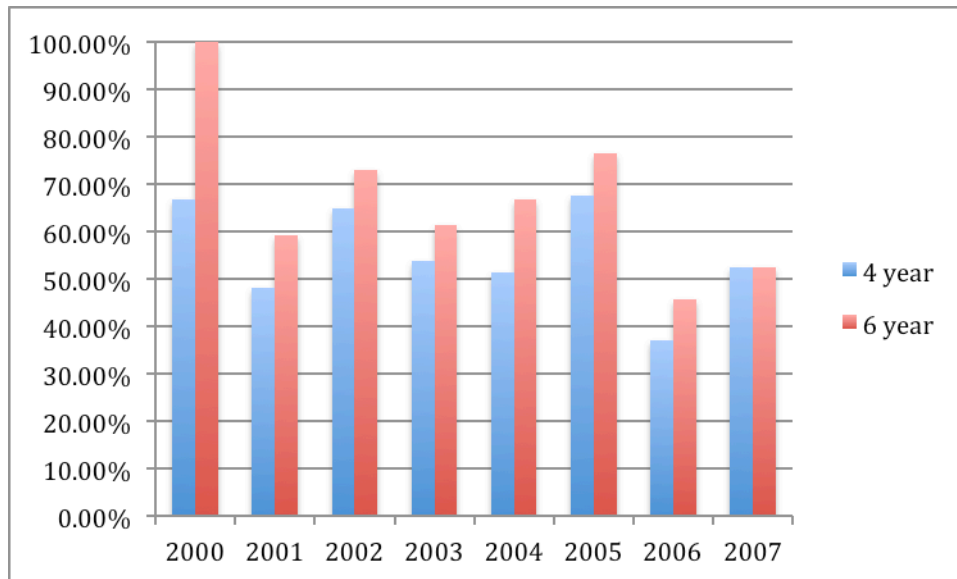
We currently do not have data to systematically describe what happens to our students during their undergraduate careers. Figure 4 provides graduate rates for 4-and 6-year cohorts. The Department's 4-year rate fluctuates between 40 and 60 percent. Our 6-year rate hovers between 50 and 70 percent. Neither are particularly outstanding. If compared to the University of San Francisco's federally reported 6-year graduation rate of 70 percent, the Department only occasionally hits that mark. We believe that we can do much better.

As for what happens to POLS majors after receiving their degree, we have what can only be described as impressions of patterns or trends. We think that the single-greatest number of our graduates would be identified as going on to law school, though not a majority. We also know that students get jobs in government, public service non-profits, and in the private for-profit sector. Many apply for and are selected for fellowships such as the California Capital Fellows program, City Hall Fellows, Teach for America, Jesuit Volunteer Corps, Lutheran Volunteer Corps, etc. A relatively small number enroll in graduate political science or social science programs. We also know of students that within 1-5 years of graduation decide to attend a graduate or professional school as we receive the requests to write letters of recommendation.

In terms of whether our majors are gainfully employed, the best we can offer is that we think so. We know of several successful attorneys, a number who have established careers in government service, city council member, a restaurant owner, a bar owner, an EU trader of carbon offsets, a public relations consultant to members of the British Parliament, and an intern with the San Francisco Giants baseball team. The University's alumni relations efforts can only be described as minimal. Given that lack of capacity, we have little expectation that they will begin to systematically follow-up with graduates to determine whether their undergraduate studies contributed to career path after USF.

In an effort to be responsive to USF's accrediting entity, WASC, the University embarked upon a school-wide assessment effort in 2008. In addition to complete program reviews such as this one, the College of Arts and Sciences has now instituted three-year cycles of periodic assessment to determine how departments and programs have responded to program reviews. The University as a whole is working to implement a "culture of assessment" which incorporates faculty participation in assessment activities on a regular basis.

**Figure 1.5: 4- and 6-year Graduation Rates for POLS Majors by declared first year students, cohorts Fall 2000-2007 [\[1\]](#)**



One thing to note is that while USF has developed a formal bureaucracy around assessment activities that tend to be resisted by most faculty and departmental administrators, the USF faculty as a whole, and the Politics department faculty specifically do engage in a great deal of self-inquiry. Every year, the faculty of the Politics department gather for one day in the Fall to discuss large issues, student achievement, retention, our departmental goals and staffing needs. As a result of one of these discussions at a retreat, we defined our departmental goals as including 1. Student engagement in public affairs, 2. Student experience doing research, 3. Student familiarity with basic political institutions at a national and international level.

This discussion led us to require that our majors complete their service learning requirement by completing one of the internship or service learning courses offered in our department, so we could be assured they were gaining experience in public affairs. The requirement for student research has become part of our major curriculum restructuring. All students will now be required to complete one research-intensive course before they graduate.

Our retention and graduates rates led us to reconsider the way we acculturate first year and transfer students into the major course of study. We decided strengthening the cohort of incoming students by having a common required class would also enable us to establish more comprehensive advising for our students at the front end of their college careers. We also intend to use the common introductory sequence to help organize student run clubs such as the Politics Society, as well as give them career advising specific to Politics majors from the very start. All Politics faculty will make a guest lecture at some point in the sequence, so they have exposure to the full array of expertise and interests that our faculty represents.

In short, our plans for restructuring the major came from common reflection, debate and a desire to make our program of study better suited to fit the needs of our students and to better reflect our faculty's pedagogical and scholarly research commitments. We find some limitations to traditional subfield delivery in the Political Science curriculum and want to develop the major in ways that draw on our strengths and our intellectual and social/political commitments as well as more fully preparing our students for their work and civic lives in the global village.

### **1. What Do We Know about POLS graduates?**

The Department participated in the assessment process and took advantage of the opportunity to review its stated goals and learning outcomes. One area that the department found relevant to serving our majors, that merited some additional investigation, concerned the different pathways our majors experienced en route to graduation. We have some anecdotal information suggesting that some of the broader elements of our program need tightening, (e.g., the absence of prerequisites eases the transition for transfer students and for students who declared Politics as a major later in the undergraduate career). We do not have solid data about the students who changed majors or did not complete their degrees.

### **2. The College Pilot Study: What We Hope to Find Out About POLS Graduates.**

The College, with the support of faculty, has embarked upon a pilot analysis of the careers of Politics majors in an effort to better understand the factors that contribute to their success at the University. To be clear, this is a study for Politics, but a pilot for the College to see how best to help departments do trend analyses for their assessment needs. As already noted, the faculty currently finds itself offering anecdotal observations regarding the paths that our majors take en route to completion of their degrees. See

**Appendix: B.**

## **XI. FACULTY**

### **A. Department Chairs:**

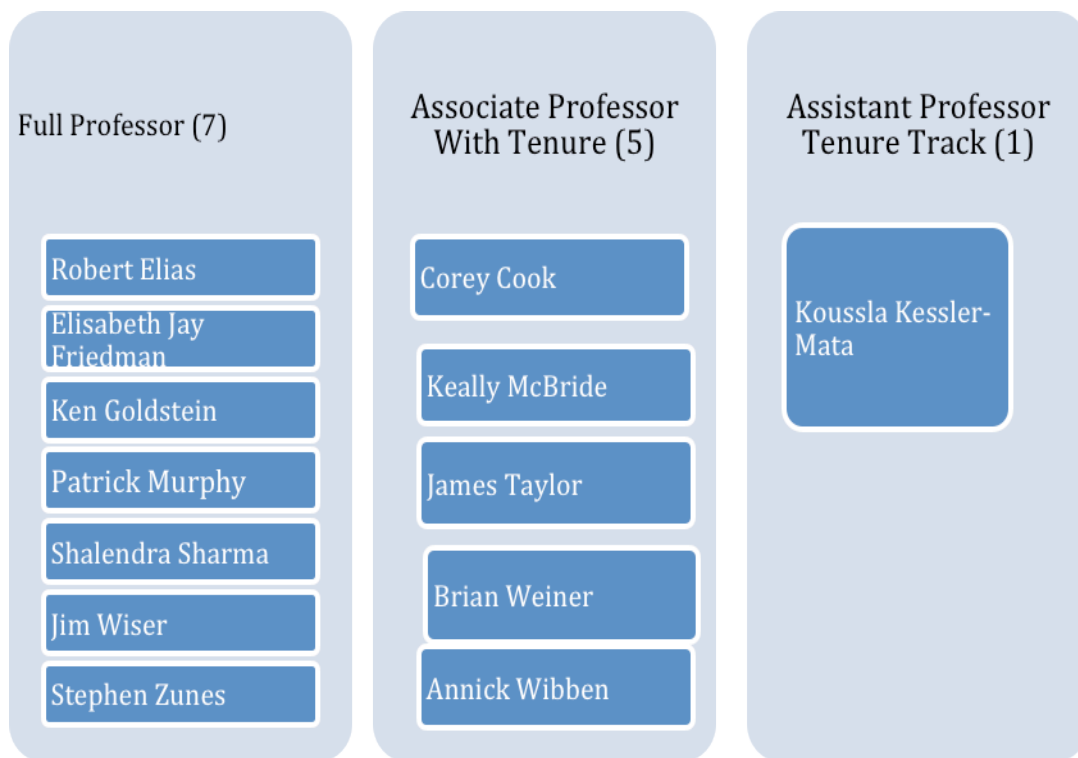
Bernard Bierman (Department of Political Science) 1935-  
Donald Brandon (Department of Government) 1969-1970  
Alexander Smetana (Department of Government) 1970-1979  
Richard Kozicki (Department of Politics) 1991-1993  
Scott McElwain - 1993-1996, Fall 1997, 2002-2003  
Robert Elias - 1997-2003  
Patrick Murphy – 2003, 2009-2011  
Brian Weiner – 2005 – 2009  
Shalendra Sharma – 2011  
James Taylor – 2012 to 2015

B. The Department of Politics is a very veteran Department. There are several overlapping career tiers reflected in the full-time faculty, but senior colleagues represent the largest segment of the faculty (see Figure 1.6 below). Along with subject coverage

considerations, future searches might also consider issues of continuity and the need to develop new faculty.

The full-time faculty of the Department of Politics represents an increasingly diverse community of researchers and scholar-teachers who reflect various geographic, racial, ethnic, sexual and gender, religious, academic, intellectual, pedagogical, and philosophical orientations. The Department has recently experienced particular increases in the number of women (36% overall) and in the ratio of “underrepresented” (race, gender, sexuality, religious) populations. The Department includes three Full Time colleagues “of color”, four women, and a diversity of approaches to the discipline and contemporary political issues. The current chair is an African American man. The Interim Chair before him was a senior male colleague of Indian heritage. We anticipate that our Senior woman colleague—who was originally set to become chair before medical leave—will be the next chair of the Department of Politics. This past year, the Politics Department hosted the USF Visiting Diversity Scholar: Clarence Jones, Esq., former attorney, advisor, and speech writer of Martin Luther King, Jr.

**Figure 1.6 Rank and Status of Current Politics Faculty**



As apparent in the appended CVs, the department cuts across most subfield specializations of political science. On the other hand, it’s been just over two decades since the Department changed its name from Government to Politics. We viewed Government as a far-too-narrow description of the politics we were teaching and researching. At the same time, we also avoided the name Political Science since we didn’t regard ourselves primarily as scientists and since we emphasize a more qualitative, rather than quantitative, approach to the study of politics. Beyond that agreement,



however, the department is fairly heterogeneous for a department of its size in terms of methodologies and paradigms. Faculty members have adopted conflicting and opposing policy positions on various matters such as U.S. foreign and military policy since the 9/11 terrorist attacks in public forums, but these differences have not undermined communication or collegiality within the Department. Likewise, our recent hires have not proved to be divisive. There is a concern, however, amongst at least a minority of the Department about the possible negative effects of making the Department any bigger, as conflicting agendas and cliques could emerge.

### **C. Coverage Needs**

A recent “straw” poll asked Politics faculty to list their top priorities for the next hires in the Department. Their preferences (sometimes expressed more than once) were:

- Immigration Policy and Politics (Current search underway)
- Comparative (Europe, former USSR, Central Asia)
- Economic Justice (Global and U.S.)
- American/Pol. Behavior/Campaigns & Elections
- None (Dept. already big enough, and we can’t do everything)
- International Political Economy or Comparative (Europe or Africa)
- American Politics/Environmental Politics
- Critical Political Economy/Asian Studies/European Studies
- None (not filling our courses consistently as is)
- Critical Political Economy/Africa/Europe
- International Politics
- U.S. Latino/a Politics

The absence of better coverage is a clear shortcoming of the Department. One rather glaring weakness in terms of coverage of world regions is, with the notable exception of Filipino studies, the dearth of offerings in the politics of East Asia and the Pacific Islands. This particularly weakens our appeal, given the university's strong orientation toward the Pacific Rim; the large number of USF students of East Asian/Pacific Island background; and the fact that those of East Asian/Pacific Island background make up the largest ethnic group in the city of San Francisco.

Our lack of courses addressing aspects of U.S. Latino politics is a glaring weakness, given that Latinos/Hispanic students are the second largest segment of our Majors. Though we did offer our Latino Politics in the U.S. course (Fall 2013), we have not developed a particular strategy for strengthening our focus in this area. We are hoping that our current search American Politics: Immigration Policy and Politics addresses this issue.

In addition, while Western Europe is adequately covered in survey courses, no current faculty member actually specializes on this region, which limits the contributions of the Department in the European Studies and International Studies areas.

## **D. New Technology**

Faculty members employ a variety of teaching approaches which take advantage of new technologies, particularly utilizing Web-based technologies as well as in-class Power Point programs, RSS feeds, iPad, TED lectures, digital books, embedded videos, classroom clickers, and Blackboard. Faculty members also teach in new technology “Smart Rooms” throughout the USF campus. However, it should be pointed out that not all faculty members use new technologies in their teaching. On the whole, it is the younger faculty who make greater use of newer technology in their teaching, although there are exceptions to this.

## **E. Monitoring Teaching Effectiveness:**

The Department of Politics typically measures teaching effectiveness through college administered Faculty Evaluations and through student enthusiasm for teachers and courses. Some faculty members administer mid-term course evaluations in order to gauge teaching effectiveness. The chair tends to play a greater role in monitoring the teaching effectiveness of adjunct professors, while the dean’s office plays a larger role in monitoring the effectiveness of full-time members. Center for Teaching Excellence;

## **F. Faculty-Student Extracurricular Involvement:**

Faculty members participate in all aspects of College and University life. This includes service in Department Student organizations, advising activities, and mentoring. Faculty members encourage students to develop individual research and public service agendas. Faculty members regularly offer Directed Study and Research courses for interested students. Faculty members are also frequently called upon to participate in campus student forums and projects. Two faculty have taught in the living-learning communities of Erasmus and the Phelan Multicultural Community. Three faculty members also serve as college-wide pre-law advisors, and another faculty member serves on the Pre-Professional Health Advisory Board. One colleague has been instrumental in creating the Politics department curriculum for the new Jesuit University in Hong Kong.

Our faculty have also taught off-campus during leaves-of-absence or for short-term appointments. Those have included St. Louis University, Madrid; Service Learning in South Africa; UC Berkeley adjunct courses; Universitat Jaume I; Universidad de Rosario; Fletcher School of Law & Diplomacy; University of Belgade; Zentrum fur Wissenschaft und Weiterbildung; Gregynog Ideas Lab; and Ibn Khaldun Center for Development Studies.

## **G. Research**

### **1. Scholarly Research/Interests and Aims:**

Prior to coming to USF, the majority of our faculty received their PhDs from top tier research university Political Science programs in North America and several had extensive prior teaching experience at prestigious colleges and universities. Faculty

members are also from various regions of the U.S. and abroad, including California, New York, North Carolina, Pennsylvania, Massachusetts, Minnesota, Idaho, Michigan, Germany, Kenya, India, and the Philippines.

Approximately five part time and adjunct faculty colleagues also teach courses (although sparingly compared to many other departments), usually to supplement departmental offering needs or to serve as auxiliary to the full-time faculty on leave or release time. This does not include faculty from programs which cross-list courses with the Politics Department.

In consultation with the Dean of the College of Arts and Sciences, we've used several criteria in hiring new faculty including potential "tenurability," collegiality, the departmental needs and fit, and regard for the University's Mission. Demonstrated commitment to effective scholarly research, teaching, and (Departmental, College, University, Professional and community) service is integral to recruiting, and potential faculty members are subsequently expected to mentor and advise undergraduate students. Department faculty have received the following recognition since the 2006 Program Review:

- a. Two faculty members are considered to be among the most prominent scholars in Peace Studies.
- b. Two faculty members have been particularly visible presenting conference papers and speaking at NGO and IGO forums overseas, which--along with the sizable number of international students majoring in Politics--has raised the department's profile internationally.
- c. Three faculty members have received College Media awards in recent years, for analyses of contemporary U.S. Middle East policy, and U.S. Presidential and California politics.

All faculty members in the Department of Politics are currently involved in developing and/or executing research agendas. The areas of research reflect faculty members' research interests and expertise. Scholarly research is integral to faculty contributions toward fulfilling the University Mission to "change the world from here" The University tenure standards of producing "exceptional" research, teaching, and service seem to have increasingly emphasized research over the last decade. As the attached curriculum vitae demonstrate, faculty members have been active in conducting research, grant writing, and consulting. Many books have been produced; an even larger number of journal articles, book chapters, and reference works have been written and published. Faculty members have been prolific in producing research papers for international, national, and regional professional conferences.

## 2. Recent Faculty Achievements

Two College Research Awards
Two College Service Awards
Three College Media Awards
Three National Book Awards
2012-2013 Dean's Scholar Award

**Cook:** Carnegie Faculty Fellow, California Campus Compact; USF College of Arts & Sciences Media Award; journal articles and book chapters in *California Journal of Politics and Policy*; *American Politics Research*; *Twenty-First Century Urban Race Politics*; *The Influence of Ronald Waters on African American Thought and Leadership*; *Democratic Dilemmas of Service-Learning*; *Research, Advocacy and Political Engagement*; *Dubois Review*

**Elias:** 2013 Dean's Scholar, *The Politics of Victimization* (Oxford University Press), *Victims of the System* (Transaction Books) *Victims Still: The Political Manipulation of Crime Victims* (Sage) *Rethinking Peace* (Lynne Rienner), *Baseball & the American Dream* (M.E. Sharpe), *The Deadly Tools of Ignorance* (Rouner Books), *The Empire Strikes Out: How Baseball Sold U.S. Foreign Policy & Promoted the American Way Abroad* (New Press), *At What Price Equality: The Heroic Court Battle and Mysterious Disappearance of Lloyd Gaines* (Rowman & Littlefield Trade Books forthcoming); Editor-in-Chief, *Peace Review: A Journal of Social Justice*; Editorial Boards: *New Political Science*, *Temida*, *International Review of Victimology*; USF Distinguished Research Award; Foreword and Casey Book Award Finalist; Jesuit Foundation Award; journal articles and book chapters in: *Diplomatic History*, *International Journal of the History of Sport*, *Transatlantica*, *Foreign Policy in Focus*, *The Politics of Baseball*, *Mystery Readers Journal*, *Peace, Justice and Security Studies*, *Nine: Journal of Baseball History*, *Teaching Human Rights*, *Buffalo Law Review*, *The Progressive*, *Tanbou*

**Friedman:** publication of *Sovereignty, Democracy, and Global Civil Society: State-Society Relations at UN World Conferences* (with Kathryn Hochstetler and Ann Marie Clark; SUNY Press) and *Unfinished Transitions: Women and the Gendered Development of Democracy in Venezuela, 1936-1996* (Penn State Press); Sarlo Award; Center for Law & Global Justice Human Rights Research Fellowship; journal articles and book chapters in *Latin American Politics and Society*, *Politics and Gender*, *Third World Quarterly*, *Media, Culture and Society*, *The Comparative Politics of GLBT Movements in Latin America*, *Women's Movements in the Global Era*, *NACLA Report on the Americas*; Panel/Conference Organizer, Latin American Studies Association, International Studies Association, Berkshire Conference on History of Women.

**Goldstein:** co-authored or authored eight books and dozens of referred articles and book chapters. President of Kantar Media Campaign Media Analysis Group (CMAG) in Washington DC; Research Director of Capitol Opinion; Founding Director of the Big Ten Poll, University of Wisconsin Newslab; Director of the Wisconsin

Advertising Project, for which he received funding in excess of \$5 million from Joyce Foundation, Carnegie Foundation, and Pew Charitable Trusts to study political advertising and local news coverage of politics. The committee was impressed by his scholarship and teaching experience and recognition of those achievements by his colleagues at Wisconsin. helped to launch the Arizona State summer program in DC (as Assistant Professor at ASU) and has taught in the University of Michigan DC program for three years) and at the University of California Center in Washington, D.C.

**Kessler-Mata:** journal articles and books chapters in *Emerging Models of Tribal and State Cooperative Agreements*, *American Review of Politics*; *Pathways*; conference papers at American Political Science Association, Western Political Science Association, Conference on American Indian Studies, Midwest Political Science Association; Legislative Fellow, National Congress of American Indians.

**McBride:** *Political Theories of Decolonization* (Oxford University Press); *Punishment and Political Order* (University of Michigan Press); *Collective Dreams: Political Imagination and Community* (Penn State University Press); journal articles and book chapters, *Theory and Event*, *Why Prison?* *Journal of Humanity*, *Journal of French & Francophone Studies*, *The Carceral Notebooks*, *How Not to Be Governed*, *Encyclopedia of Political Philosophy*, *Journal of Law, Culture & the Humanities*, *Perspectives on Politics*; Visiting Scholar, UC, Berkeley; Fellowship, Interactivity Foundation; USF Center for Teaching Excellence; Engage-SF Development Team

**Murphy:** *Modernizing the State Education Agency* (Center for Reinventing Public Education); *Putting A Price Tag on the Common Core* (Thomas Fordham Institute); *Washington State K-12 Education Fiscal Outlook & Opportunities: White Paper* (Partnership for Learning); *State Capacity for School Improvement* (Center for Reinventing Public Education); *Fiscal Realities: Budget Tradeoffs for California Government* (Public Policy Institute of California); *Financing California's Community Colleges* (Public Policy Institute of California); Principal Investigator, "State Education Agencies of the Future" for Center on Reinventing Public Education and Hewlett Foundation

**Sharma:** USF Distinguished Research Award and Distinguished Teaching Award; *Global Financial Contagion: The Great Recession & the World Economy* (Cambridge University Press); *China and India in the Age of Globalization* (Cambridge University Press); *Achieving Economic Development in the Era of Globalization* (Routledge); *The Asian Financial Crisis: Meltdown, Reform and Recovery* (Manchester University Press); *Development and Democracy in India* (Lynne Rienner); Alpha Sigma Nu Book Award; Choice Outstanding Book Title; journal articles and book chapters in *International Journal of China Studies*; *World Economics*; *ProtoSociology*; *SERI Quarterly*; *The International Spectator*; *Whitehead Journal of Diplomacy & International Relations*; *Asian Survey*; *Mediterranean Quarterly*.

**Taylor:** Choice Outstanding Book Title; *Black Nationalism in the United States* (Lynne Rienner); *Something's in the Air: Race and Marijuana Legalization* (Routledge); *Peoples*

*Temple, Jim Jones and Black America* (Penn State University Press, forthcoming); Book chapters in *From Every Mountainside: Black Churches and the Broad Terrain of Civil Rights* (SUNY Press 2013), *The Jonestown Report*, *The World Is A Text*, *African American Religious Cultures*, *African American National Biography* (Oxford University Press), *Taking Religious Pluralism Seriously* (Baylor University Press, 2007).

**Weiner:** Who's Who among the Nation's Teachers, Publication of *Sins of the Parents: The Politics of National Apologies in the United States* (Temple Press), USF/USFFA Distinguished Teaching Award; *Visual Public Culture and Democratic Space* (book manuscript in progress); journal articles and book chapters in: *Review of Politics*, *Encyclopedia of Women in American Politics*; conference papers: Western Political Science Association, Midwest Political Science Association, American Political Science Association, International Conference on Confronting the Legacies of Slavery, Genocide & Caste; California Humanities Council; Bill of Rights Institute Constitutional Seminar, Magic Theatre

**Wibben:** Louise M. Davies Forum Award (for "Women, Violence and War"); USF College of Arts & Sciences Service Award (2010); *Feminist Security Studies: A Narrative Approach* (Routledge); Rockefeller Humanities Fellow (CUNY); Watson Fellow (Brown University); journal articles and book chapters in *Global Politics*, *Routledge Handbook of Security Studies*, *Encyclopedia of Violence, Peace & Conflict*, *Meaning and International Relations*, *Humanity, Politics & Gender*, *Security Dialogue*, *Brown Journal of World Affairs*, *Minerva Journal of Women and War*, *Journal of International Studies*, *International Peacekeeping*

**Wiser:** Beta Gamma Sigma National Honor Society (2008); Hoover Institution Grant (2011); Research Fellow, Stanford University (2012); *Collected Works of Eric Voegelin* (University of Missouri Press); *Political Theory* (Nelson Hall); *Political Philosophy* (Prentice Hall); journal articles and book chapters in *Dilemmas of American Conservatism*; *Philosophy*, *Literature and Politics*; *Faith and Political Philosophy*

**Zunes:** *Western Sahara: War, Nationalism and Conflict Irresolution in Northwest Africa* (Syracuse University Press); *Consistently Opposing Killing* (Praeger); *Tinderbox: U.S. Middle East Policy and the Roots Of Terrorism* (Common Courage Press); *The Ties That Bind: The Strategic, Economic and Cultural Sources of the U.S.-Israel "Special Relationship"* (University of California Press, forthcoming); journal articles and book chapters in *Contemporary Cases in U.S. Foreign Policy*, *International Relations of the Middle East Today*, *Beyond Celebrations*, *The Power of Nonviolence*, *The Indomitable Will*, *Reader in Peace & Conflict Studies*; *Peace Movements Nationwide*; *Seeds Bearing Fruit*, *Western Sahara: Multilateralism and International Law*; *Civilian Jihad*; *Building Sustainable Futures*; *International Law and the Question of the Western Sahara*; *Human Rights & the Middle East Process*; *Arab Studies Quarterly*; *Middle East Policy*; *International Politics*; *Globalizations*; *Peace and Policy*; *Peace Review*; Peace Scholar of The Year Award, Peace and Justice Studies Association; USF Center for Law & Global Justice Human Rights Research Fellowship; National Endowment for the Humanities Fellowship; Toda Institute Commission on Law & Peace in the Middle East;

Governing Council, International Peace Research Association; USF College of Arts & Sciences Media Award; USF College Service Award

### **3. Research Support:**

The Department of Politics has relied on Research and Faculty Development Funds to carry out research agendas. Funding for research significantly impacts faculty members' abilities to generate outstanding and meaningful research. Moreover, the increasing demands for research excellence across the College of Arts and Sciences have had a substantial impact on faculty members' research agendas. The quality of research achieved, since the previous program review, reflects the scholarly impact of hires from outstanding graduate school programs and professional backgrounds.

### **4. Impact of Faculty Research in the field:**

Several faculty members have generated research (books, journal articles, conference papers) that resulted in local, national, or international acclaim. Faculty have made significant contributions to areas such as international development and political economy, race relations and black leadership, legal studies, campaigns and elections, Middle East politics and terrorism, human rights and criminal victimization, feminism and international security, American Indian politics, urban policymaking, history of political thought, national apologies, sports and foreign policy, education and drug policy, peace studies and nonviolence, decolonization, immigration and religion, Asian politics, global civil society, women in Latin America, girls in Africa, among other areas. This work has received widespread recognition and awards, such as "The 100 Most Influential Africans in Civil Society" Award, the Ford Foundation Champion of Democracy in East Africa Award, the White House Champion of Change Award, two CHOICE Outstanding Academic Title Awards, the African Achievers International MDG Award, the Thomas Yamashita Prize, the Alpha Sigma Nu Book Award, the Peace Scholar of the Year Award, the United Nations Marketplace of Ideas Award, and Finalist for the Foreword Book Award, the Casey Book Award, and the Association for Humanist Sociology Book Award. As another reflection of the prominence of their work, the Politics faculty have been widely sought out by the print and broadcast media, appearing in dozens of newspapers, radio and television programs around the nation and the world.

### **5. Factors that Shape Areas of Expertise in the Department:**

As a department in a small-to-medium-sized university, there are limits as to how many areas of specialization our faculty can cover. Thus, rather than being over-specialized, we teach politics in the liberal arts tradition, covering a wide range of subjects within the limits of our resources. When a "faculty line" becomes available, the Department engages in discussions to determine the most pressing needs and to develop the exact job description.

## **6. Changes in the Discipline:**

The most significant recent change in the study of politics is the interdisciplinary nature of much research. That change is reflected in much of the recent research produced by the department as well as by the most recent hires.

## **7. Impediments to Faculty Productivity:**

Unlike faculty at many tier one or two research institutions, where expectations for teaching and service may be relatively collateral to demands for ground-breaking research, at USF faculty members are held to high standards of teaching and service, in addition to outstanding research. Thus, faculty members do report pressures of “juggling” the need to create high quality research while maintaining excellent teaching and performing significant service. Service demands take up a significant quantity of faculty members’ time and energy and have increased significantly in recent years as interdisciplinary and/ or graduate programs proliferate. While there is a recognition that service demands are integral to fulfilling the University’s Mission and are thus critical to faculty members’ tenure and promotion considerations, the burden is unequally distributed. In addition, faculty members who have an interest in and represent particular student or issue constituencies take on an added expectation of representation.

There are some impediments to developing interdisciplinary research, which result mainly from individual faculty members’ research agendas. The research agendas of various faculty members from across departments typically inhibit co-authored, co-edited research projects. One exception to this pattern is the *Peace Review: A Journal of Social Justice* (Routledge Publishers), which has been edited and refereed by Politics and other faculty from around the University for nearly 25 years.

## **8. Expectations Concerning Research:**

Faculty members are expected to establish and execute an ongoing research agenda that leads to well-respected and serious scholarship. We are of the opinion that these expectations are being met, and once again, we would point to the appended CVs as evidence. The Department of Politics does not have a separate performance standard from the College of Arts and Science. It is noteworthy that the last five faculty members from the Department of Politics who have applied for tenure and promotion were successful. Thus, it does appear that the college’s qualitative and quantitative production expectations are being met, and Politics faculty have been quite successful in winning the various University research awards. The standards and expectations at USF are on par and compare favorably with those of similar institutions.

## **9. Service**

The faculty of the Department of Politics is committed to service to the Department, College of Arts and Sciences, University, and the Profession. All members of the faculty participate in student advising through individual and group advising of majors. Faculty also advise various student organizations and programs on campus. Faculty members



serve the College in its recruitment efforts such as Major-Minor Fair, Multicultural Students Overnight Program, the Phon-a-thon program, and other efforts of the Admissions Office. Department colleagues have also been active in promoting the University and its mission through Public Service activities and programs such as the Leo T. McCarthy Center and the Public Service component of the major. The Faculty regularly serves as faculty advisors and they also participate in the activities sponsored by student organizations within the Department and across the College and University, including the Amnesty International Club, the Chi Upsilon Zeta Service Fraternity, the USF Boxing Club, the USF Hip-Hop Club, the Undergraduate Law Society, KUSF-Radio, Black Student Union, the USF Panah Indonesian Student Organization, USF Kasamahan, the Filipino American Student Organization, the Phi Alpha Delta International Law Society, among others. Several members of the faculty have received honors, awards, and recognition from the University, College, and constituent groups on campus. Faculty members have also been active on various University, College, and Departmental Committees, including Search Committees, Curriculum Committees, Peer Review Committees, the International and Study Abroad Programs, Academic Advisory Committee to the Trustees, as well as advising various major, minor and graduate programs.

Faculty members in the Department of Politics have participated in an array of professional consulting, advising, council and associational membership activities, advisory boards, professional conference activities, and as review-referees for journals and books by national and international publishers. Examples of this service are:

**Cook:** Director, McCarthy Center for Public Service & the Common good; Policy Board, USF Faculty Association; San Francisco Mayor's Open Space Task Force (2009); Director, M.A. in Public Affairs & Practical Politics Program; Director, M.A. in Urban Public Policy Program; Consultant/Speaker, Oakland Unified School District, San Francisco Planning & Urban Research, University Club of San Francisco, Southern California Leadership Network, Noe Valley Democratic Club, Coro Foundation; Member, California Center for Education in Public Affairs; Faculty Advisor: USF Democracy Matters.

**Elias:** USF Frank L. Beach award for Leadership in Service to the College (2001); Faculty Advisor: Amnesty International Club, Phi Alpha Delta Law Society, Undergraduate Law Society; Chair (Founder), Legal Studies Program and Criminal Justice Studies Program; Chair, 4/3 Law Program; Acting Director, M.A. in International Studies Program; Board Member: Peace & Justice Studies Program, B.A. in International Studies Program, McCarthy Center for Public Service; Co-Chair, USF Center for Law & Global Justice; Honors Humanities Program Board; USF Service Learning Program; Consultant to: Baseball Reliquary, Stanford University Peace & Conflict Studies, California Historical Society; Founder, USF Human Rights Working Group.

**Friedman:** Coordinator, USF Global Women's Rights Forum; Director, USF Center for Latin@ Studies in the Americas; Chair, USF Latin American Studies Program; Advisory Board, USF International Studies and Latin American Studies Programs; Member, Fulbright-Hays National Screening Committee; Consultant, International

Museum of Women; Editorial Board, *Politics, Groups and Identities*; Track Chair, Latin American Studies Association and American Political Science Association; Secretary-Treasurer, Gender and Feminist Studies Section, Latin American Studies Association.

**Goldstein:** Kantar Media CMAG – President; ABC News Election Unit - Election Night Decision Team; Office Hours on the Big Ten Network; Capitol Opinion; Joyce Foundation Grant Principal Investigator; Pew Charitable Trusts Grant for study of Political Advertising, Principal Investigator; Carnegie Foundation to study Local News Coverage of Politics; Co-Principal Investigator Pew Hispanic Center Grant to study Local News Coverage of Politics, Co-Principal Investigator; Pew Charitable Trusts Grant for study of Local News Coverage of Politics, Co-Principal Investigator; Robert Wood Johnson Grant for Study of Local News Coverage of Health (\$33,000) Co- Principal Investigator.

**Kessler-Mata:** USF First Year Seminar Committee; Pre-Law Advisor; Legal Studies Advisory Board; USF Dean's Medal Committee; California Indian Legal Services Board of Trustees; Judge, Coro Foundation Northern California; Advisory Board, Journalism Major; USF Committee on Student Freedoms and Responsibilities; Faculty Representative, Udall Foundation Scholarships, American Political Science Association Section on Federalism, and on Race, Ethnicity and Politics; Editorial Advisory Board, *Indigenous Policy Journal*; Member, Bay Area Women in Political Science; Working Group on Indigenous Politics and Tribal Sovereignty

**McBride:** Politics Department Curriculum Revision Committee; Chair, B.A. in International Studies Program; Chair, Peace & Justice Studies Program; Book Review/Managing Editor, *Journal of Law, Culture and Humanities*; Associate Editor, *Peace Review: A Journal of Social Justice*; Consultant, Curriculum Development for new Hong Kong Jesuit University; Urban Studies Graduate Program Advisory Board; McCarthy Center Steering Committee; Co-Director, International Studies Peer Advising Program; Faculty Advisor, Politics Society and Pi Sigma Alpha; WASC Reaccreditation Team on Academic Excellence; USF First Year Seminar Committee

**Murphy:** USF Peer Review Committee; USF Budget Committee; USF Trustees Finance Subcommittee; USF Environmental Studies Program Advisory Group; McCarthy Center Steering Group; recent Chair, Politics Department; recent Director, McCarthy Center; Adjunct Fellow, Public Policy Institute of California; Organization of American States CICAD Task Force on Drug Policy; Consultant to Louisiana Department of Education and to Texas Institute for Public School Initiatives; Honorary Member, Alpha Sigma Nu Jesuit Honor Society

**Sharma:** Interim Chair, Politics Department; Group of 9 Scholars Delegation to China; External Reviewer: George Washington University, University of Melbourne, University of Fort Hare, South Africa; Panelist, “Egypt’s Uprising” Teach-In; Faculty Advisor, Undergraduate *International Affairs Review*; Extensive Directed Research/Readings: Politics, Economics; External Member, Economics and Center for the Pacific Rim Search Committees

**Taylor:** Chair, CORE E Social Sciences Area; Chair, Arts Council; Chair, Politics Department; Assessment Liaison for WASC Review; Urban Studies Advisory Board; Faculty Representative, USF International Programs to South Africa, Interim Chair, Ethnic Studies Program; USF Curriculum Review Committee; Faculty Advisor, Black Student Union; USF Spring Shadow Program; Advisory Board, African American Studies Program; President, National Conference of Black Political Scientists; Executive Council, American Political Science Association Committee on Urban Politics; APSA Committee on the Status of Blacks in the Profession; USF Vizuri Kabisa Graduation Sankofa Award; USF College of Arts & Sciences Media Award; Jesuit Foundation Grant; Consultant, San Francisco Human Rights Commission and Board of Supervisors; Advisory Council: Merit College Fund; USF Arts Council Chair; USF Faculty Association Policy Board; Upward Bound Advisory Committee; USF Curriculum Committee; Urban Studies advisory board.

**Weiner:** Board Member, Legal Studies Program; Board Member, Criminal Justice Studies Program; Pre-Law Advisor; Chair, Politics Department; Faculty Advisor, Undergraduate Law Society; B.A./B.S.-J.D. Advisory Committee; Pre-Professional Health Committee; Pre-Professional Law Committee; Faculty, M.A. in Public Affairs Program; Vice President/Executive Board Member, USF Faculty Association Policy Board; USF Faculty Association Negotiating Team, Course Credit Task Force, Benefits Task Force, Retirement Task Force, Academic Excellence Task Force; Distinguished Teaching Colloquium; New Faculty Orientation; Honors Humanities Program Co-Curricular Program; M.A. in Public Affairs Curricular Revision Committee; USF New Faculty Orientation; Distinguished Teaching Colloquium

**Wibben:** Chair, B.A. in International Studies Program; Co-creator, USF Diversity, Equity & Inclusion Caucus; Co-chair, USF Internationalization Task Force; Chair, Peace & Justice Studies Program; Advisory Board Member, Gender & Sexuality Studies Program; Interim Chair, European Studies Program; Co-founder, USF Women & Violence Research Group; Advisory Board Member, Lane Center for Catholic Studies & Social Thought; USF Honorary Degree Committee; Executive Committee Member, International Studies Association Feminist Theory & Gender Studies Section (Communications Chair, Section Chair elect); Editorial Boards: *Security Dialogue* and *International Political Sociology*; *International Studies Quarterly*, *Journal of Narrative Politics* (co-founder). Founder and Coordinator, Feminist Security Studies Network; Member, Women in International Security

**Wiser:** Past member of the Editorial Board of the *Journal of Politics*. *Political Philosophy: A History of The Search For Order* (Prentice-Hall); *Political Theory: A Thematic Inquiry* (Nelson-Hall); *Religion and the Rise of Modernity* (University of Missouri). Numerous chapters in books. Journal articles in *Polity*; *The Canadian Journal of Political and Social Theory*; *The Review of Politics*; *The Journal of Politics*; *American Journal of Political Science*; *Political Theory*; *The Political Science Reviewer*; *Pre-Text*; and *The Denver Quarterly*. President of the Conference for the Study of Political Thought; Political Theory Program Chair for the Midwest Political Science Association; Program Chair for the Society for Greek Political Thought. Visiting Fellow, Stanford University. Honorary Doctor of Humane Letters (Honoris Causa), for years of

exemplary service as Academic Vice President/Provost, University of San Francisco (2010); Consultant for Jesuit Higher Education, American Council on Education; Association of Jesuit Colleges & Universities Leadership Seminar; Fulbright-Hays Screening Committee for Germany; USF Committee on Phi Beta Kappa Membership

**Zunes:** Coordinator, Middle Eastern Studies Minor Program; Peace & Justice Studies Advisory Board; B.A. in International Studies Board Member; M.A. in International Studies Board Member; Associate Editor, *Peace Review*; Contributing Editor: *Tikkun*; Advisory Board, International Center for Nonviolent Conflict; Advisory Committee, Foreign Policy in Focus Project; Advisory Board, Western Sahara Foundation; Associate, Transnational Foundation for Peace and Future Research; Fellow, USF Center for Law & Global Justice; Research Associate, Center for Global International Studies, UC, Santa Cruz.

### **XIII. Departmental Governance**

The Department of Politics is guided in its operations and decision-making by the University Mission, Vision, and Values, and the Collective Bargaining Agreement (CBA). Appendix A is a list of most current Department by-laws, which have been updated for this Program Review. The College of Arts and Sciences has encouraged all of its departments and programs to develop agreed upon protocols and norms in the form of by-laws. Like most departments in the College of Arts and Sciences, we have not relied on, or have had an occasion, or issue, that warrants us reverting to by-laws. We have instead operated in good-faith as colleagues. Still, we have agreed to review our existing by-laws after the Program Review.

All colleagues are invited to include agenda items and lead discussion of them for monthly department meetings, and our yearly retreat. Decisions are normally made with consensus through voting after extensive discussion on matters of importance to the Department. As a practice, Department faculty search committees routinely present finalists to the full Department before making any recommendations to the College of Arts and Sciences.

#### **A. Recruitment and Development**

1. There is one impending retirement within the next year, which should be taken into account in the planning of future searches. While his subfield is Political Theory, that is not the subfield Department faculty feel has the greatest priority, as indicated above. A bigger issue will be whether the next hire is solely dedicated to the Politics Department, or whether that person's courses will also have to be shared by BAIS.
2. The Department maintains an informal mentorship program that assigns junior faculty to more advanced faculty. The University and College have made a concerted effort to strengthen its faculty mentoring goals.
3. Individual faculty members consult informally with other faculty members in the Department in consideration of overall professional development. More senior members

of the Department serve as mentors to junior faculty. In addition, individual faculty members are encouraged or discouraged with regard to (research, teaching, service) activities that impact the “tenurability” of junior faculty.

3. The Department of Politics reinforces the tenure standards of the College of Arts and Sciences. Faculty members develop an annual Academic Career Prospectus (ACP) in anticipation of annual reviews with the Dean. The Department of Politics has a very good record of its faculty earning tenure and promotion.

## **B. Diversity and Internationalization**

The department strives to be inclusive and supportive of all students and faculty members. Our current curriculum, as well as the revised curriculum, aims to encompass perspectives from diverse viewpoints in terms of gender, race, ethnicity, sexual orientation and class, as well as encompassing an international and global dimension.

This is reflected in some of the department’s newest courses (Feminist International Relations; Race, Civil Rights and the American Presidency; Gender and Politics in Comparative Perspective; Politics and Development in Africa; Asian Politics, Activism and Justice) also points to the ways in which the department has embraced diversity goals and has sought to include concerns of globalization in our curriculum.

Diversity and Internationalization can be gauged by listing all the metrics according to which either are more often than not measured (e.g. how many faculty or students of one or another 'kind' are represented in the Politics Department or how much of the content of our class offerings, gleaned from titles and the occasional conversation with a faculty member, more than from actual knowledge of the content, emphasize either diversity or internationalization) or, and I hope to be leaning more toward the latter, by questioning what is meant by diversity and internationalization in this context and also more generally in a university setting (with a few metrics sprinkled in here or there, of course). In other words, what would true diversity and internationalization of the Politics Department - in terms of students, faculty and curriculum look like - and where do we stand in this regard, at least based on the (largely anecdotal) evidence available.

### **1. Diversity**

We have already noted the heterogeneous character of the Department of Politics faculty. As Angela Davis has pointed out, "the danger of this term [diversity] consists in the way its use has colonized histories of social justice, so that much of what we were once able to talk about with greater specificity is forced into hiding behind the concept of 'diversity.' The use of the term also promotes hidden individualization of the problems and solutions that ought to be collective." It is precisely this also, which guides much of the way in which policies to diversify colleges have been implemented and, consequently, how they are measured (e.g., the ranking of USF by *U.S. News and World Report* as #8 in terms of undergraduate diversity). It is also, unfortunately, the way in which the questions presented to us for the self-study are formulated. The faculty in the Politics Department, however, is aware of this tendency, not least because much of our own research and

concern is with precisely the social justice issues to which Davis points. How well this is translated into practices in our classrooms and among colleagues is a matter of debate, but let us begin with a few metrics.

The limited data available on racial and ethnic make-up of our students (further detailed in the section on Students & Assessment) indicates that fewer Asian and International students enter USF or graduate as Politics majors. African Americans, Latinos, and Whites are more likely to enter and graduate in Politics; but African American Politics majors are few. What is more, in terms of gender diversity, the Politics major attracts a greater proportion of males than USF does as a whole, suggesting more traditional gender patterns persist in the discipline.

This is also mirrored on the faculty where, even after several hires of female faculty since the 2006 Self-Study, we now have four Full-Time (tenure-track/ tenured) female faculty, only one of whom is Full Professor; two are associate, and one is assistant professor. At the same time, six male colleagues are Full professors, and three are Associate Professors (there are no current male assistant professors).

Nonetheless, personal background/ heritage does not necessarily imply that substantive diversity is either ensured or disregarded. As mentioned, many of our faculty, regardless of their personal affiliation with one or another gender, race/ ethnicity or international origin, actively engage social justice issues in their teaching, research and service (see also the section on the Faculty). Our faculty contribute to a several Diversity Minors – e.g. African American Studies, Asian-American Studies, Philippine Studies and Gender & Sexualities Studies - and teach a variety of classes also on intersections of religion, race, gender, sexuality, nationality within Politics.

As far as the recruitment of underrepresented groups are concerned, the Politics Department has successfully participated in a USF program to bring Ethnic Minority Dissertation fellows to campus which has lead to our two junior hires. Additionally, our already relatively diverse faculty and increasingly diverse student body as well as our location in San Francisco have made it easier to attract diverse faculty. At the same time, we face the same constraints that many academic departments do – there simply aren't as many applicants from underrepresented groups. Once faculty are recruited, however, USF provides additional support to underrepresented groups – not only are efforts made to provide them with a faculty mentor who can guide them appropriately, but the university also provides targeted writing retreats for minority faculty and has more recently (partly in response to pressure from faculty who formed a “Diversity, Equity and Inclusion Caucus”) instituted an office for Diversity and Community Engagement at the level of Associate Provost which provides additional support and has developed new initiatives. It is with support from this office also that the Politics Department was able to host the first ever the USF Visiting Diversity Professor, Dr. Clarence Jones, during the 2012-13 academic year.

Nonetheless, faculty from underrepresented groups often face additional challenges as they are not only sought as representatives of their groups on college/ university committees, but face additional advising duties for students who often feel more

comfortable speaking to someone from their group/ someone who has (potentially) faced similar challenges to their own. Given the diversity of the USF student body (which is not equaled on the faculty), this places an additional burden on faculty from underrepresented groups. When coupled with the widely-documented fact that female faculty already experience an additional service burden in the academy it is clearly necessary to think about what additional support could be provided particularly for our junior, female faculty. This should also include thinking more seriously about support other than individual advising that might be provided not just for students from underrepresented minorities, but also first-generation college students (and the two constituencies do often overlap)-at the Departmental level (at the college/ university level the recently instituted CASA, Center for Academic and Student Achievement, already has this aim).

As mentioned, personal background, however, is neither a guarantee nor a necessary hindrance with regard to diversity in course offerings. While a full listing of courses taught is available in the faculty section XII.(Faculty), it is notable that in recent years new faculty have introduced courses on Gender and Politics in Comparative Perspective, Feminist International Relations, Politics and Multiculturalism in SF (Freshman Seminar), Federal Indian Law and Policy / American Indian Politics – but because these faculty are likely in a more junior position, they might also find it harder to insist on and generate interest in classes in their area of specialty. At the same time faculty with longer tenure at USF are also consistently adding to the diversity of the curriculum, e.g., with courses on Filipino Politics and Justice or Boxing and Social Justice. Additionally, many course titles do not necessarily reflect the diversity represented in the actual course material – e.g., a class on Urban Politics or Urban Public Policy will necessarily engage issues of race, class and poverty. More formally, USF uses the “CD” (cultural diversity) designation to indicate content that would fall under the “diversity” label and the Politics Department offers a few such courses, however, the CD designation can also indicate global content, a topic we shall turn to shortly.

Finally, it is unclear that increasing diversity of faculty has generated any direct changes in the academic culture or climate of the program yet, but it has begun to (and definitely should continue to) raise greater awareness that there are issues that need to be addressed more consistently. Similarly, particularly in light of the quote that opens this discussion, it would certainly be worthwhile to engage in a conversation among the Politics faculty (and potentially to include students in this conversation) about what substantive diversity in Politics would look like. To this end, we also eagerly anticipate the recommendations of the Diversity Task Force of the College of Arts and Sciences.

## **2. Internationalization**

During the 2011-2013 academic years, the College of Arts and Sciences has developed a new description of what Internationalization means in the context of the USF, Jesuit-inspired education and our new byline “Change The World From Here”. The Internationalization Task Force, co-chaired by one of our Politics faculty members, Annick Wibben, proposes that a truly internationalized USF education should aim to foster A Global Imagination:

A global imagination needs to be founded on a global critical consciousness, which can be developed by shifting the centers of knowledge production and understanding structural inequalities. It is only in a dialogical encounter with difference that structural inequalities can be understood and, eventually, challenged. At the same time, before students can integrate varied knowledge traditions, rather than simply compare them, they need to interrogate dominant paradigms and build competence in alternative knowledges and methodologies. This also requires a move away from knowledge as a quest for certainty toward an openness to vulnerability, complexity, and risk as well as a reflexive approach to moral and ethical decision-making. Only when these skills have been learned, can we truly claim to have given our students the tools to "change the world from here."

This is a tall order, indeed, but it is one that can actually be helpful to guide the conversation also within Politics where more often than not, internationalization has simply meant that international issues are integrated into the curriculum largely through course offerings in International or Comparative Politics. Taking seriously the new approach to internationalization as being concerned with fostering a global imagination would mean thinking more seriously not just about coverage of issues that happen to be outside the U.S. context (though given the U.S. status as a superpower with global reach even that might be hard to delineate), but more thoroughly also about how those "non-U.S." influences are impacting fields/ posing challenges. This might mean taking a less U.S. focused approach to American Politics generally (e.g., drawing on comparative studies of institutions might yield interesting results) and particularly Public Administration and Policy (e.g. Drug Policy, Economic Policy, and Healthcare all are significantly impacted by global forces) or Political Theory (which tends to remain largely Euro- and or Anglo-centric). It could also mean starting from the diversity of origins of our own student population – many of whom have a migrant background – and exploring how their experiences shapes their perspectives on Politics and can be brought into the classroom to challenge and shape other students' understanding of Politics.

This could then be enhanced by specifically encouraging Politics majors to study abroad and offering them targeted advice about programs that can further aid the development of a Global Imagination, while at the same time also recognizing that internships and service-learning opportunities right here in San Francisco (and the U.S. more generally), might provide opportunities to explore global connections and to develop a global critical consciousness. This is already happening in some instances – while we don't have consistent data to track whether our students are going abroad, which programs they are participating in and, certainly not what they are learning, several of our faculty have engaged in/ developed such programs – from the South Africa Today program (a summer program with street children in South Africa which James Taylor accompanied before), to the Erasmus Program (a year-long Living-Learning Community where students explore global justice issues and then participate in a three-week immersion at the end of the school year, which Keally McBride most recently coordinated), to the Casa Bayanihan Program (a semester-long program in the Philippines which Jay Gonzales co-created), and the fully-funded Sarlo Program (run by the McCarthy Center, providing an international Service-Learning experience where a summer immersion is integrated with



courses prior to departure and after students' return, to which several faculty members, have contributed).

In addition to these global programs, faculty also actively contribute to programs with international curricular content here on campus – indeed, internationally-focused programs (from International Studies, both B.A. & M.A., to African Studies, Asian Studies, both B.A. & M.A., European Studies, Latin American Studies, Middle Eastern Studies, and Philippine Studies) have featured Politics faculty not only as advisory board members but in a leading function as chair of the program (currently or in recent years). It is also notable that one of our Politics faculty, Annick Wibben, was asked to co-chair the Internationalization Task Force of the College of Arts and Science with the Associate Dean for Social Sciences, Pamela Balls Organista. Additionally, Annick Wibben, Keally McBride and Jay Gonzalez have all been working with the Center for Global Education and the International Student and Scholar Services office in advisory capacity over time. Finally, Elisabeth Jay Friedman is actively involved with the Center for Latino Studies in the Americas (CELASA) and Shalendra Sharma and Jay Gonzalez are also affiliated with the Institute for the Pacific Rim.

At this point, however, the Department itself does not have any direct international partnerships or collaborations, but individual faculty members often do, both in terms of their research and teaching. The Politics Department does not specifically seek to recruit or retain international students or staff because this is done at the university-level. As far as the recruitment of international faculty is concerned, we make an effort to advertise internationally, but have found that it is often difficult to assess international applicants as standards and organization not just of graduate study, but also of applications vary widely.

With the proposed curriculum changes, we are hoping to break down the distinction between international and U.S.-centric content by moving away from the traditional subfield distinctions toward a more flexible curriculum where local and global content is organized thematically in clusters (see section on Curriculum). The idea of a global imagination, developed by the Internationalization Task Force, should be a guiding principle here as it already integrates the idea of comprehensive inter-nationalization with the USF, Jesuit-inspired mission to “Change The World From Here.” To fully achieve this standard however, will require significant commitment and not all Politics faculty agree that global content should or could be integrated across the Politics curriculum.

### **C. Technology and Library Support**

Since the last external review faculty continue to express satisfaction with the provision and support for hardware and software for their research. There is a growing sense that the university could do a better job at both consulting the faculty about software preferences and helping them to sort through new alternatives. One faculty member finds our access to software to be “piecemeal.”

There is, however, one major gap in the hardware provision to our department: there is no dedicated computer for use by the student assistants. Instead they have to rely on their

personal laptops when carrying out administrative support tasks, such as updating our social media sites or designing posters. Given that many other departments provide such a computer, it seems reasonable to expect one for ours as well.

For communication and outreach to our students, our program administrator relies heavily on technology, including social media. Nearly all regular communication with students is done via email. For the past few years he has sent out a weekly newsletter via email to keep up with events, announcements, and opportunities for students. With the help of student assistants, the department also maintains a Facebook page and twitter account in addition to our webpage on the USF site.

Technology integration in and for the classroom depends on faculty interest. Many use Powerpoint and project Youtube clips and other digital media. One colleague reports organizing an online film series in conjunction with his classes, enabling students to access the films more easily than attending a live film series. The majority of the faculty use Blackboard course management, but its use ranges widely, from email communications to completely “green” versions of syllabi including digital course packs, “cloud grading,” wikis and discussion components. A few colleagues have found blackboard and e-reserves unduly inflexible or hard to manage, and wonder why blackboard courses and e-reserves can’t be permanently available. And several faculty have found unreliability in the classroom hardware.

In terms of technology instruction, faculty who do make use of the Center for Instructional Technology (CIT) has found staff friendly and helpful, from providing useful and timely instruction on new programs to tailored sessions for faculty interests. But the majority does not rely on CIT instruction, and only a few have been involved in technology-dependent teaching initiatives such as “flipped classrooms.”

Some faculty express frustration with the frequent turn-over in USF-related software and/or the failure of the university to continue to support particular hardware. One suggests that department-level instruction during major USF-related technology shifts would be helpful, as well as the provision of discipline-specific “best technology practices.”

On the whole, faculty are satisfied with library services. They have high praise for our library liaison, Carol Spector, both for her attentiveness to student instruction and faculty material requests. However, some find the databases less than useful for their own research, and services such as link+ frustratingly slow.

## **XIV. FACILITIES**

### **A. Instructional and Research/Creative Work Facilities of the Department.**

Each full-time member of the department occupies an office that consists of approximately 108-120 square feet. The offices are scattered about the “2<sup>nd</sup> floor” of Kalmanovitz Hall (KHall). Because of the unique “architecture” of KHall, it is not possible to move from one portion of the 2<sup>nd</sup> floor directly to the other, without

using two staircases or an elevator. As a consequence, about one-half of the faculty are in one portion of the building (the Annex) while the other half, and the Department office, occupy space in the other part of the building (Fulton Street).

Since the assignment of offices is done on the basis of seniority, across departments (per the collective bargaining agreement), the department finds itself physically divided roughly along seniority lines. Given that most of the most recent hires to Politics have been primarily women, the office assignment takes on something of an unanticipated and undesirable “gender divide” feel to it. Fortunately, a senior rank woman colleague has relocated her office to the Annex, which is hopefully the beginning of a sense of shared space among Department colleagues.

Instructional facilities vary a great deal depending upon the location and vintage. Nearly all of the classrooms are furnished with appropriate and functioning audio/visual equipment. Given the demands for classroom space, “right-sizing” classrooms can sometimes be a challenge. Some lecture classes find themselves shoehorned into rooms with every seat filled. Others are scheduled in cavernous lecture halls with 50-75 empty seats.

#### **B. The Extent to which Facilities Meet the Needs of the Department**

On one level, the existing facilities meet the needs of the department. In terms of basic functionality, faculty are able to work in their offices, meet with students, and teach their classes. The Department has access to conference rooms that it shares with other departments in Kalmanowitz Hall.

In terms of Department cohesion, however the configuration of offices proves to be detrimental. The scattering of the department, dividing it by seniority, and combining it with the fact that about one-half members teach MWF while the other half teach TR means there are few opportunities for casual or spontaneous interaction. And, as a consequence of the procedure used to assign offices, should interaction occur, it is most likely to be senior faculty bumping into senior faculty and less senior members interacting with their contemporaries. It is hardly an ideal situation conducive to fostering mentoring and mutual support.

The structure also has an impact on students. Currently, a first year student may head out in search of the Department Chair’s office, and after some struggle, triumphantly find the Program Assistant on the second floor, Fulton Street side. Then, to their dismay, they are informed that to reach the Chair, they must now go down a flight of stairs, make a left, another left, then another left, go up a different flight of stairs, and with a bit of luck, *viola*, the Chair’s office. Though we do not keep track of such statistics, it is possible that our department loses majors simply as a consequence of getting lost.

On a more serious level, our department does suffer from the fact that its majors really do not have a “destination” or space that they consider to be their own. If they

are searching for a faculty member and discover that they are not in, it is not as if they can simply troll the hallway in hopes of finding someone around.

Classroom adequacy ranges from functional to very good. The availability of them, however, can present a challenge as noted above. The college is responsive to requests for particular room assignments. Many classrooms have been upgraded in terms of fixtures and technology over the past five years. Recently upgraded classrooms are quite functional. Though the current construction will bring some additional square footage online, it is slated primarily for science labs and we are unlikely to see much of short-run impact on general classroom demand.

### **C. The Adequacy of Resources and Plans to Correct Deficiencies**

There do not appear to be any plans to address the location of faculty offices, although it would be welcome. It is not without precedent, as the Departments of English, Psychology, and Economics all occupy relatively continuous space.

Given the space-challenged nature of our urban campus, it is not very realistic to expect for the Department to request new facilities or exclusive domain over a particular space. It would, however, encourage an examination of how the current facilities could be utilized to their fullest, with an eye toward encouraging a more cohesive space for both faculty and students.

USF Facilities recently have established an impressive track record for their ability to make the most of the available square footage for a relatively modest cost. In that regard, we are cautiously optimistic that the College and University could find a way to maximize the potential of our current assets to meet some short-term needs.

## **XV. CONCLUSION**

The Department of Politics at the University of San Francisco is committed to the University Vision, Mission, Values and long term, 2028 Strategic Initiative plan (see here: [http://www.usfca.edu/artsci/strategic\\_initiative/](http://www.usfca.edu/artsci/strategic_initiative/)) and its emphases on Academic Excellence, Diversity, Internationalization, and Sustainability. The research agendas of Politics faculty reflect a strong commitment to academic rigor and social justice grounded in Jesuit scholarly and intellectual traditions. Several colleagues have published solo and co-authored books, edited works, peer-review journal articles and maintain active research commitments. Three colleagues have received national book award recognition for their work and contributions to Political Science.

The faculty is ideologically diverse with colleagues having varied ideological and identity issue-oriented interests. A full spectrum of quantitative and qualitative methodological approaches is reflected in colleagues' publications and teaching approaches. Though our department is smaller, it is more diverse in terms of ethnic, race, and gender attributes than Political Science Departments, nationally and the field of Political Science in general.

Since around 2011, the faculty has met numerous times to discuss and develop the curriculum to provide breadth of coverage and enhancement of student experience. This is born of our interest in developing a “cohort” dimension to the Politics Major, which we hope will provide for greater student retention and depth of student experience from year one to the completion of the Politics Major program.

As was true in the previous Self-Study, it remains that colleagues’ commitments to numerous minors and other programs challenges our ability to satisfy the competing demands of the Department. We also have faced a number of problems related to the facilities: the “seniority” system of office assignments has resulted in our department being separated physically, by gender, and by cohorts. This has not worked well for a sense of community, which most colleagues prefer.

We are not aware of any differences between the Department’s view of its role and College and University expectations. We feel supported by the College and University in terms of our hiring, promotion, and professional development.

The Department Internships and Fieldwork opportunities have strengthened its impact locally, regionally, and nationally in public service and service learning. We have received national recognition for our public service courses, and we place many of our majors and minors in governmental and non-governmental internships; we’ve previously noted that one former student took his public service commitments to elected office in New York City.

## **XVI. COMPREHENSIVE PLAN FOR THE FUTURE:**

### **A. The Next Three-Five Years**

In our recent retreats and monthly meetings, colleagues have engaged in ongoing conversation concerning its curriculum; how to fashion it to meet the needs of enrolled and graduating students. We are also concerned that we develop a more experience-based advising and mentoring structure from year one to program completion. Most of us have been concerned that we remain relevant and that our curriculum reflect the skills and expertise of its faculty. We are committed to contributing to the College’s pursuit of achieving excellence through Liberal Arts education and ranking favorably among peer institutions, nationally.

Our plans include the following:

1. We have evaluated our course offerings. We have developed a proposal for a new curriculum structure. This effort has provided for ongoing collaboration among faculty members in our subfields as well as among those who participate in the various minor programs.
2. To implement and adjust the new major model as faculty, administration and student needs warrant. We especially desire the insight of Reviewers on how to account for Transfer Students in relation to the different concentrations of the restructured major.

3. As mentioned throughout the study, we are cognizant of gaps in our coverage of the broad field of politics and hope to be able to recruit at least three new members. At this point, the department has reached some consensus around the need for new hires (see list on page 41). The hiring of Ken Goldstein, in collaboration with the McCarthy Center for Public Service and the Common Good, in American Politics strengthens our faculty, its profile and the curriculum delivery to students in San Francisco and Washington, DC. We remain committed to supporting our major as well as the numerous interdisciplinary minors in which we participate. In order to do so, faculty colleagues are needed. As a department we have chosen in the past, and we remain committed to staffing our courses with as many full-time faculty members as we can. We tend not to rely on adjuncts on an on-going basis; typically adjuncts are hired to fill in for sabbatical and other leaves.

Finally, although the Department is more diverse than the average politics department and much more than it has been in the past, we seek to continue to diversify, particularly given our students' racial, ethnic, and gender diversity. We envision the Department of Politics being a vital unit in the College of Arts and Sciences. We envision the Department of Politics being integral to the realization of the University Vision, Mission, and Values and 2028 Strategic plan. We do have an outstanding crop of recent hires who have provided admirable leadership in BAIS, the McCarthy Center, and the USF in DC program, and their future leadership in Politics promises to sustain its attractiveness as an academic unit of the College and University.

#### 4. What We Want:

**Faculty:** We need help. In order to provide a comprehensive undergraduate learning experience that students and alumni value, additional faculty staffing in several of the areas identified on p. 41, and throughout this report, are needed. Our recent staffing changes have created a sense of urgency for some colleagues. Tailoring our next searches and potential hires to match the learning goals and outcomes of the restructured major in Politics would greatly enhance the quality of a Bachelor's Degree in Politics at the University of San Francisco for at least two generations of future undergraduate students.

**Advising:** We need a better advising apparatus that balances between the needs of faculty, to advise at once as many students as possible, while also providing individual attention to student advisees. This would include Peer-advising of the sort that our colleagues have developed for the BAIS major.

We need a dedicated Faculty Advisor for the first-year sequence only, fully recognized and compensated by the College through course-release or other incentives.

**Tracking and Assessment:** We need technology that the Office of Development, Alumni Relations, and other offices at the University and College possess (but tend not to share) to track our students' future academic, and professional paths. We want to be able to show potential parents and students concrete data that highlight what a Politics degree at USF tends to do for an alumnus's professional career.

As outlined in the Self-Study report, we need a considerably better approach to assessing the major's impact on students, learning goals and outcomes, and the effectiveness of our courses and faculty in meeting the high standards set by the WASC accreditation, University and College leadership, and that we set for ourselves as faculty.

**Staff:** The desk of the Program Assistant in the Department of Politics takes on most of the initial interaction with more than 200 majors and minor students on a day-to-day basis. Additional support for the Program Assistant in the form of student assistance would help better serve faculty, staff, and student needs.

We are confident that the Department of Politics at the University of San Francisco is a productive and solid unit of the College of Arts and Sciences. Our present challenges might also be taken as new possibilities in terms of programming and staffing. We need and want to continue to build on the work which colleagues have produced since the last Self-Study and Review, and which colleagues established roughly eight decades ago. It is our hope that the work, which colleagues have produced in this report, provides a good sense of what we do well, what we don't do well, and how we can do better going forward to the next Self-Study and Program Review of the Department of Politics.

## **The College Pilot Study: What We Hope to Find Out About POLS Graduates.**

### **Introduction:**

The pilot study is an initiative of the College of Arts and Sciences developed to examine what happens to Politics majors (and two other departments) over the course of their academic careers. Specifically, the pilot study is seeking to identify whether there is a “typical” path to graduation and what are the key points in the process that move them forward or impede students from reaching this goal. To better understand the process, we would like to be able to understand a full spectrum of assessment related questions:

1. How many semesters does a POLS graduate spend as an undergraduate? How many of those semesters are at USF?
2. What share of declared POLS majors go on to complete a degree?
3. For those that do not, what happens (e.g., change majors, leave the university)
4. When do POLS majors take their four introductory courses?
5. When do POLS graduates declare their major?
6. How many units does the average POLS major have upon graduation?
7. Do POLS majors take their SL course within the major?
8. What share of POLS majors study abroad? Go to DC? Are involved in other “special” programs (e.g., Arrupe Immersion)? Summer? Intercession?
9. What happens to a student’s GPA over the period?
10. Does the student fail or withdraw from any courses over their career?

This summer, working with USF assessment staff, we will attempt to construct a coding formula and database that can capture the key elements of a student’s career. We believe that a sensible manner to approach this is to create a data set of records for each student “career” at USF. This database would be constructed by coding the transcripts of:

1. All students who graduated with a degree in POLS over the past six years (est. 250-300 records).
2. All students who entered the university having with a declared POLS major over a six-year period (est. 200-250 records).



Obviously, there is overlap in this group that would be those who started as POLS majors and graduated. We do not have numbers on how many students that represents.

An alternative method may be to capture every student who is a POLS major in a given semester. Then, semester by semester, compile a list of students for a given period. This approach would capture the students who declared POLS as a major at some point, but do not graduate. Like many efforts of this time, the method employed will undoubtedly be a function of the compatibility/accessibility of the data. Unfortunately, USF's student information system (Banner) has done little to impress.

Regardless of the method used for selection, for each student, we plan to code transcripts across the federally defined six-year career. If successful, the end product will essentially be a relational database that can be used to talk about majors in general (e.g., how many semesters did POLS majors take to graduate?), or to drill down into the individual careers of a type of student, (e.g., for the POLS majors who graduated in four years, when did they declare their major?), and or examine a particular cohort of students (e.g., what happened to the freshman POLS majors who entered in 2006 when, 6 years later, less than half completed their degree?). Once the initial database is created and the template established, it should become routine to update it as new students enter and graduate. In this manner, the data could be used to track changes over time. For example, when the department institutes a new major curriculum, we should be able to identify whether there are any changes in graduation rates, the speed at which degrees are completed, etc. In the ideal, we would even begin to link the data to post-USF outcomes such as employment, admission to graduate school, etc. For the time being, we have set less ambitious goals, such as just finding out what happens to our students while they are on campus.

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[1] The figure shows only 5-year data for the 2007 cohort.

[2] To be fair, we do know that the University collects and tracks data on first-year retention, sophomore retention, and the federally defined graduation rates. As far as we know, there isn't any intentional examination of this data beyond what is required for compliance purposes. And though it may be possible to report these figures on the basis of academic departments, it is not done routinely.