Academic Program Review
Self-Study Report

Department of Political Science
College of Arts and Sciences
Georgia State University

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Approved by Department of Political Science Faculty on November 14, 2016

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Note: In this report, the peer programs are those at the University of Houston and the University of Oklahoma and the aspirational programs are those at Arizona State University (ASU) and the University of North Carolina at Chapel Hill (UNC). All of these institutions are public research universities in the South. The University of Houston is also a Board of Regents proposed peer institution (and part of the “Urban 13”), while ASU is also Board of Regents proposed aspirational institution.
1. Where Is Your Unit Now?

1.a Undergraduate Education.

The Department of Political Science offers a BA in Political Science, with optional concentrations in Pre-law and International Affairs. The number of BA degrees conferred has averaged 168 over the last three years (Appendix 1.a(1)), a figure that is exceeded by only Psychology and Sociology in the social and behavioral science departments (Appendix 1.a(2)). Likewise, the department confers the third largest number of undergraduate degrees per full-time faculty in the social and behavioral sciences (Appendix 1.a(3)).

1.a.1 Quality of undergraduate student attracted to the unit’s program. Over the last three years, the quality of freshman in the program has been fairly constant. The average high school GPA has varied between 3.33 and 3.38. Slight declines have been registered in the average Freshman Index (from 2798 to 2748), the average SAT score (from 1119 to 1101), and the average ACT score (from 24 to 23). According to iPort, however, the Freshman Index has increased substantially from 2678 in Fall 2007 to 2802 in Fall 2016 (Appendix 1.a.1).

1.a.2 Scholarship support for undergraduates. We currently offer no scholarship support for undergraduates. One peer department, University of Houston, offers three scholarships specifically for political science students. One aspirational department (ASU) offers eleven scholarships annually, totaling over $10,000 in support, while another (UNC) offers none.

1.a.3 Student Success and Satisfaction

1.a.3.1 Learning outcomes. For the past several years, the BA program has used the following five student learning outcomes (SLO):

1) Students will demonstrate methodological skills appropriate to the Major.
2) Students will demonstrate competence in six critical thinking skills identified as central to the discipline of political science: identification of question or issue, consideration of assumptions and/or context, formulation of a testable hypothesis, collection and presentation of facts/data, analysis of facts and data, and integration and synthesis of other perspectives.
3) Students will write a paper or make an oral presentation with a clear thesis statement or question, support this statement or address this question in a logical manner, and draw logical conclusions from findings.
4) Students will understand the structures and processes of the institutions of government and the behavior of governmental and non-governmental actors in the United States.
5) Students will understand the structures and processes of international institutions and the behavior of governmental and non-governmental actors in the international system.

Over the last three years, the targets for all five SLOs have been consistently met and often exceeded, although by varying degrees. The findings for SLOs 2, 3 and 4 showed improvement over previous years, notwithstanding increases in the rigor of the assessment process. The findings from SLO 5 declined between 2012-2013 and 2013-2014 but still met the target and then rose to unprecedented levels in 2014-2015 (Appendix 1.a.3.1).

Assessment prior to the three-year period revealed two major areas of weakness: the development of testable hypotheses and research questions and the integration of alternative points of view into analysis. Instructors in POLS 3800 and POLS 4900 were notified of these weaknesses and provided with recommendations for improving student learning in these areas, and scores in subsequent years have shown improvements in these two areas.
1.a.3.2 Recruitment rates, input quality metrics, and advisement. Our department has actively recruited majors by tabling at Panther Preview and working with the college to produce a high quality “Major in a Minute” informational video. Our undergraduate recruitment efforts are also bolstered by the department’s work recruiting for our dual degree (4+1) program. For Input quality metrics, see Section 1.a.1.

During the review period, there was an expansion of both the GSU Undergraduate Advisement Center and the Office of Academic Advisement in the college. Different advisors in the former see Freshmen, Sophomores, and Juniors, while Seniors are advised by the latter. Alongside these efforts, the department launched a major initiative to encourage majors to meet with faculty advisers. Each major is assigned to a specific faculty member, and each semester, faculty members invite advisees to sign-up for one-on-one advising sessions. One faculty member maintains a database and advises students on internships.

Our department has also continued to perform a vital advising service for students across the entire university by conducting all official Law School Admissions Council pre-law advising at GSU. In 2016, on our own initiative, we made vast improvements to the university’s pre-law advising capacity by creating a dedicated pre-law advising website (PreLaw.GSU.edu); organizing a network of over twenty faculty members across the university (including Perimeter College) who engage in department-level pre-law advising; and working with Undergraduate Admissions, the Undergraduate Advisement Center, the Office of Academic Advisement, and colleagues at Perimeter College to raise awareness among Freshman and Sophomore students about pre-law advising resources and opportunities available to them at GSU. This initiative, in turn, has helped Undergraduate Admissions with undergraduate recruitment efforts.

1.a.3.3 Retention rates and graduation rates. The six-year retention and graduation rates for first-time full-time freshman were stable for the Fall 2007 and Fall 2008 cohorts, at around 69 percent and 60 percent respectively, which were well above the college and university averages. For the Fall 2009 cohort, the rates fell to 59 percent and 53 percent, respectively, which put them at the college and university averages. The four-year retention and graduation rates for Juniors started at 72 percent and 64 percent, respectively, for the 2009 cohort, which also put them at the college and university averages. For the two most recent cohorts (2010 and 2011), however, the retention and graduate rates rose well above the college and university averages, reaching as high as 85 percent and 78 percent, respectively (Appendix 1.a.3.3(1) and Appendix 1.a.3.3(2)).

1.a.3.4 Output quality metrics: Placement rates and/or acceptances into advanced degree programs. Appendix 1.a.3.4 shows the number of AY 2008 graduates who earned further degrees. The percentage of political science graduates earning advanced degrees is higher than that for other social and behavioral science majors (Appendix 1.a.3.4(1)). We build on this record in Goal 1.

1.a.3.5 Enrollment by program, gender, and race. Over the past three years, program enrollment has been stable, both overall and by concentration. According to the APR dashboard, total enrollment declined slightly, from 632 students in Fall 2013 to 610 students in Fall 2015, but over the last 10 years, enrollment has varied by only 10 percent (between 599 and 669). The share of students in the Pre-Law and International Affairs concentrations has held steady at around 27 percent and 16 percent, respectively. The proportion of majors who are female has increased from 52 percent to 56 percent. Meanwhile, the share that is Black has grown from 47
percent to 49 percent while the proportion that is White has declined from 36 percent to 34 percent (Appendix 1.a.3.5).

1.a.3.6 Level of financial need. Over the last three years, average gross need has increased from $19,048 to $20,106, while average unmet need has declined from $8,050 to $7,774 (Appendix 1.a.3.6).

1.a.3.7 Student Surveys. See Appendix 1.a.3.7. The survey of current undergraduate students suggests significant satisfaction with learning outcomes, the major’s effectiveness in preparing them for careers or graduate/professional studies, program challenge, program quality, and most aspects of faculty interaction. With only one exception, scores on all of these questions exceeded the university averages, often by substantial amounts. The exception and lowest rating (3.98) was for opportunities to do research-related activities with faculty. The second lowest rating (4.34) concerned course availability. Similarly, written comments by current undergraduate students were generally very positive, with the strongest praise directed at the quality and commitment-level of faculty. Negative comments emphasized low course variety (with many courses in the catalog never offered), insufficient opportunities for participating in research with faculty, and too few course offerings in the afternoons, evenings, and online. The survey of alumni had a considerably lower response rate (8%) than the current undergraduate survey (23%), resulting in a small (N=41) and possibly unrepresentative sample. Based on the survey, our alumni are far more likely to be employed in the legal profession (23.5% of respondents) or government/public administration (20.6%) than the GSU average (2.4% and 4%, respectively). Overall, the respondents report significantly lower agreement with general outcomes than have GSU alumni as a whole. At the same time, however, our alumni report using specific skills they may have learned in the degree program on the job (and mentioning them on their resume and during interviews) at higher rates than the university average. Positive comments by alumni emphasize the quality and dedication of faculty, while negative comments emphasize lack of course offerings and the need for more real-world experiences/practical applications and career preparation. We address these issues in Goal 1.

1.a.3.8 Curriculum quality based on internal and external benchmarks

1.a.3.8.a Syllabi, degree requirements, advisement procedures. Syllabi are available upon request (see list of courses in Appendix 1.a.3.8.b)

We made several changes to degree requirements during the review period. In 2015, the requirements were increased from 27 to 30 credit-hours of upper-division classes. We revamped the requirements for each of our three concentrations (including the general degree). We added approximately 7-8 new courses to the catalog. And we implemented more systematic assessment of SLOs in our two core courses (POLS 1101 and 2401) and our CTW courses (POLS 3800 and 4900). Advisement procedures are discussed in section 1.a.3.2.

1.a.3.8.b List of courses. Over the last three years, the department has offered three lower-level courses and 45 distinct upper-level courses, not including directed readings, internships, theses, and academic teams. See Appendix 1.a.3.8.b for a complete list.

1.a.3.9 Contribution to the core curriculum/general education outcomes. Political Science offers two courses in the core curriculum. POLS 1101, American Government, is required by the Board of Regents and meets part of the United States Politics and History requirement of Area E (Social Sciences). POLS 2401, Global Issues, is one of only four courses that satisfies the World
History and Politics requirement of Area E. Consequently, enrollments are high. POLS 1101 averaged 14,661 credit hours over the last three fiscal years (2014-2016), while POLS 2401 averaged 6352 credit hours over the same period, by far the highest of the four options. For the past several years, POLS 1101 and POLS 2401 have had the following four student learning outcomes:

1) Students should demonstrate understanding of the structures and processes of American government commensurate with the performance of citizenship duties and the stability of an effective civil society (1101).

2) Students should demonstrate knowledge of the key political, social, economic, humanitarian issues facing the international community as a whole and the recognition of the universality of politics in human experience and understanding of major global issues (2401).

3) Students should demonstrate an understanding of the difference between normative and descriptive explanations of political behavior and develop basic ability to evaluate sources of information (1101 and 2401).

4) Students should write a paper or make an oral presentation with a clear thesis statement or question, support this statement or address this question in a logical manner, evaluate the quality of information and draw logical conclusions from findings (1101 and 2401).

The targets for these SLOs have consistently been met, even when the department has experimented with non-traditional methods of teaching the courses, including the use of online content and hybrid classrooms (Appendix 1.a.3.9). Faculty have also been heavily involved in developing innovative courseware designed specifically for GSU students. In Fall 2016, the department successfully piloted an interactive online textbook authored by a faculty member for use in POLS 1101, and the department began participating in a large three-year APLU grant designed to encourage adoption of adaptive learning technologies.

1.a.4 Signature Experiences. The department has offered or sponsored a wide-range of signature experiences, including internships, study abroad and exchange programs, and domestic field schools. Of particular note are its highly successful academic teams: Model UN, Model Arab League, and Mock Trial. Both model teams compete nationally as well as internationally each year, having recently traveled to competitions in New York, Washington D.C, Boston, Bosnia, South Korea, France, Egypt and Turkey, and routinely win awards for their performances. Over the past five years, approximately 200 students have participated in Model UN and 100 have participated in Model Arab League. (See Appendix 1.a.4 for a list of awards and achievements earned by our model teams between 2011 and 2016.) Our Mock Trial program has grown considerably over the past five years and now has two coaches and approximately 30 students on two separate teams that travel to tournaments throughout the southeast. In Spring 2016, for the first time in school history, Mock Trial came within one tournament of qualifying for the National Championship Tournament. Our department also assists students with valuable extracurricular learning activities by advising student organizations such as Pi Sigma Alpha (the political science honors society), the Politics Club, the Young Democrats of Georgia State, and the GSU Pre-Law Club.

1.a.4.1 Research practica. Our students have expressed a desire for more opportunities to directly participate in research with faculty, but we have lacked resources to implement a research practica program. See section 1.a.3.7. We address this issue in Goal 1/Objective 1c.

1.a.4.2 Urban service learning programs. Progress toward creating an urban service learning program halted in 2010 when the faculty member heading up development of the program
tragically died. Resource and personnel limitations have prevented us from moving forward with plans for a program since then.

1.a.4.3 Internships. The department offers its majors an opportunity to obtain either elective or major credit for internship experiences in the Atlanta area. Each year, approximately 40 students earn internship credit, including an average of 10 in the Georgia Legislative Internship Program, which the department administers for the entire state. Since 2009, more than 60 political science graduate and undergraduate students have interned at the World Affairs Council of Atlanta.

1.a.4.4 Study abroad. The department sponsors study abroad programs to France (Strasbourg), Turkey, India, Cuba, and Brazil. It also offers exchange programs with Ewha Women’s University and Hanyang University in Seoul, Korea, the University of Nottingham in the UK, Hong Kong Baptist University, and Sciences Po in Lille, France. The number of students studying abroad has steadily increased. In recent years, Political Science has accounted for 10 percent of all CAS students studying abroad, the third highest contribution among all the departments (Appendix 1.a.4.4).

1.a.4.5 Domestic field schools. Dr. Carey has offered a domestic field school on immigration. Dr. Schorpp has offered a domestic field school on the judicial process, which involves visiting courts at all levels (municipal, state, federal) in Atlanta.

1.a.5 Honors College

1.a.5.1 Honors courses and Honors add-ons taught by faculty. The department’s participation in the Honors Program has been particularly strong. Political Science faculty have regularly taught stand-alone honors courses in the Honors College (HON 1000 and HON 3260) and the political science department (POLS 1101 and POLS 2401) as well as honors add-ons in at least 12 distinct POLS courses. During the last three Fall semesters (2013, 2014, and 2015), those courses and add-ons generated an average of 350 credit hours per semester, by far the most in the social and behavioral sciences. During those same three semesters, the department hosted an average of 55 honors students, second only to Sociology in the social and behavioral sciences. In fall 2016, our department participated in the first multi-departmental freshman honors cluster focused on “American Studies” by offering a special section of POLS 1101 (Appendix 1.a.5.1).

1.a.5.2 Honors Faculty Fellows. Three full-time faculty in Political Science (Feit, Gershon, Naim) serve as Honor College faculty affiliates.

1.a.5.3 Honors theses produced by students in the major. Students in the major have produced two honors theses in the last three years; two more are in progress in Fall 2016.

1.a.5.4 Student participating in the GSU Undergraduate Research Conference. Three students per year on average have participated in the conference over the last three years.

1.a.6 Undergraduate Programs within the GSU Context

1.a.6.1 Programs undertaken jointly with other units at GSU, list of cross-listed courses. Over the last three years, the department has cross-listed 10 distinct courses with other departments, including AAS, HIST, MES, PHIL, and RELS. The department has offered an average of four externally cross-listed courses each semester, with an average total enrollment of 81 students in the political science sections per semester (Appendix 1.a.6.1(1) and Appendix 1.a.6.1(2)).
1.a.6.2 Areas of substantial overlap/redundancy with other units at GSU. We find no areas of substantial overlap/redundancy with other units at GSU.

1.a.7 Number of students enrolled in fully online and hybrid courses. The number of students enrolled in fully online courses has increased dramatically over the last three years as the department has added online sections of both POLS 1101 and POLS 2401. In Fall 2013, we taught only 21 students online. By Fall 2015, that number had grown to 981 (Appendix 1.a.7). We began relying more on online sections of POLS 1101 after an internal-grant-funded experiment in Fall 2014 demonstrated no loss to student learning outcomes in purely online courses. Through several initiatives, we expect the number of students in online courses to increase further. Dr. Evans is developing a low-cost interactive online textbook specifically for POLS 1101 students at GSU, which will be used for better serving students in purely online and hybrid courses. That initiative will be complemented by experimentation with adaptive learning technologies as part of the department’s participation in a large three-year university-wide APLU grant-funded initiative that launched in Fall 2016. The aim is widespread usage of adaptive learning technologies in core courses at GSU, including POLS 1101 and POLS 2401, to reduce DFW-rates while achieving higher levels of mastery by student at all levels. In addition to our online and in-person offerings, beginning in Spring 2017, we will conduct our first experiment with a reduced-seat-time hybrid course in POLS 1101. If successful, we could have a larger number of our students taking 1101 as a primarily online course with only 75-minutes of face-to-face instructor time per week. Finally, undergraduates enrolled in our dual degree 4+1 program will take some of the courses offered to graduate students in our new Online MA program.

1.b Graduate Education

The department offers two graduate degrees, an MA and PhD in Political Science. Since our last self-study in 2007, we have focused considerable resources and effort on strengthening our PhD program. We have revamped the PhD curriculum (specifically research methods training and the comprehensive exam process), increased professional socialization training and pedagogy training, increased doctoral stipends, and increased resources towards graduate student research. The result is a nationally ranked doctoral program that recruits top applicants nationally and internationally. We remain hampered, however, by decreases in graduate faculty, limited facilities and resources for graduate students, non-competitive graduate stipends (and the inability to fund the majority of students at all), and increasing teaching demands placed on our graduate students. Recently, we have begun to overhaul our MA program to address the university’s call for increasing the number of master’s students. Our initial efforts have focused on a more practically-oriented MA program, increased recruitment of 4+1 (BA/MA) students, and a new fully-online MA program aimed at middle and high school Social Studies teachers.

1.b.1. Quality of Graduate Students Attracted to the Unit’s Programs. The department attracts strong students to its graduate programs, though the average quality is generally higher for PhD admits than MA admits. The average GRE scores for students enrolled in our graduate programs from 2012-2015 were 66% Verbal and 39% Quantitative (Appendix 1.b.1).

1.b.2. Expanding Support for Graduate Programs. The department is able to fund only a fraction of our doctoral students through departmental assistantships. Each year, we can offer, on average, only 5-7 new assistantships to incoming students (or approximately 30% of those who eventually enroll). Prior to FY2013, we offered a limited number of assistantships to MA students, which paid $2,000/semester (and a tuition waiver). Due to the advent of the Direct
Admit system for the PhD program (which offers a 5th year of funding over the traditional 4) and a desire to increase our PhD cohorts, however, we have since eliminated departmental funding for MA students. We also pay 1st year students for only 10 months (September-June) as a way to increase the number of stipends we can offer (Appendix 1.b.2). Since FY2014, our graduate assistantship budget has increased by only 10%, while other nationally ranked departments within our college have increased their graduate budgets between 12% and 31%; some non-nationally ranked programs have seen even higher levels of growth. Our base stipend is also lower than those of peer institutions as well as other departments in the College of Arts and Sciences. The only exception is the Department of Political Science at the University of Oklahoma, but that department also provides health care and $2000/year of travel funding (Appendices 1.b.2(1), 1.b.2(2), and 1.b.2(3)). We address these issues in Goal 3, Objective 3a.

To supplement our own resources, we have secured 2CI Doctoral Fellowships for our students in the Chinese Studies and Transcultural Conflict & Violence initiatives (1 and 2, respectively, in Fall 2016). Another current student received the Dean’s Fellowship award, including a stipend enhancement of $5,000 annually. Finally, we secured funding for some PhD and MA students through the Supplemental Instruction and Writing Across the Curriculum (WAC) programs, though the support offered is limited to a tuition waiver and stipend of $2,000 per semester. See 1.b.2.3 for further information about funding sources.

1.b.2.1. Total numbers of graduate students by year, degree program, and concentration. We had 89 graduate students in Fall 2012, 97 in Fall 2013 (reflecting an above average PhD recruitment yield), 89 in Fall 2014, and 75 in Fall 2015. Recruitment for Fall 2015 was less successful than usual, in part due to our termination of MA funding and lower-than-average stipend levels (and number of available assistantships) for PhD students (see 1.b.2 and 1.b.2.3). We did, however, recruit the largest class to date (eight) of BA/MA students. Fall 2016 recruitment returned previous levels, with 26 new graduate students enrolling (Appendix 1.b.2.1).

1.b.2.2. Percentage of graduate students compared to total number of students in the department. Graduate students accounted for 11.9% (89/661) of the total number of students in Fall 2012, 13.3% (97/632) in Fall 2013, 12.6% (89/616) in Fall 2014, and 10.9% in Fall 2015 (Appendix 1.b.2.2). Although these percentages are less than the university’s target of 30%, they reflect the relatively high number of undergraduate political science majors. Our efforts to create a fully online MA program should help increase this ratio.

1.b.2.3. Graduate student financial support, by type. Appendix 1.b.2.3 presents a breakdown of financial support types and amounts. All students listed on department funding are GRAs, while those on other types of funding hold a number of different positions, including (but not limited to) fellowships, GRA positions for other departments or research clusters, Supplemental Instructors (SIs), and WAC consultants. Approximately 30% of our students are fully funded through the department as GRAs; all of these students are in the PhD program. An additional 10% of our students (both MA and PhD) receive a nominal ($2,000 per semester) stipend and tuition waiver. The remaining 60% of students are unfunded. We address this issue in Goal 3.

1.b.2.4. Ratio of graduate students to TT faculty. The ratio of graduate students to full-time faculty has averaged around 3:1. When non-tenure track faculty are excluded, the ratio rises to about 3.5:1 (Appendix 1.b.2.4 and Appendix 2.a.2(1)). These ratios are considerably higher than those at all of the peer and aspirational departments, which are 2:1 or less (Appendix 1.b.2.4(1)).
These figures suggest that GSU political science faculty bear a higher burden of graduate instruction than their peers.

1.b.2.5. Internships, service learning programs, research practica, field placements, etc. Part of our overhaul of the MA program has been to increase the number of internships and experiential learning projects open to students. We now have 1-2 MA students each Spring serving in the Georgia Legislative Internship program, and we have placed students in semester-long programs at the Keep Georgia Beautiful Foundation, Secret Service, the Carter Center and the World Affairs Council, among others. We also created a research practicum in conjunction with the Georgia Municipal Association in Spring 2015.

1.b.3. National Reputation in Professional Degree Programs. The 2013 US News & World Report’s ranking of political science doctoral programs ranks us #83. We are thus one of the only PhD programs at GSU that is ranked among the top 100 programs in the specific discipline.

1.b.3.1. Number of graduate students in professional degree programs by year. We do not offer a professional degree program.

1.b.3.2. Pass rates on national credentialing examinations. There are no applicable credentialing examinations for our students.

1.b.4. Student Success and Satisfaction

1.b.4.1.a. Learning outcomes. (see Appendix 1.b.4.1.a)

a) Student Learning Outcomes:

MA Program: 1. MA students demonstrate research skills commensurate with their area of specialization; 2. MA students demonstrate substantive knowledge of the research literature in their area of specialization; 3. MA students demonstrate their ability to formulate research questions, synthesize such questions with appropriate literature, utilize appropriate research methods to answer the question(s), and analyze data so as to answer the question(s) and raise additional questions.

PhD Program: 1. Doctoral candidates demonstrate familiarity with the breadth of models, approaches and intellectual traditions within that student’s major field of expertise; 2. Doctoral candidates demonstrate competency in at least a second substantive area of political science; 3. Doctoral candidates demonstrate a high level of competency in research skills appropriate to their research endeavors and a familiarity with a broad range of methodologies, including quantitative and qualitative approaches; 4. Doctoral candidates have a full understanding of the research enterprise, including the ability to critique others’ work and to be a contributing scholar by producing original research; 5. Doctoral candidates possess the ability to teach courses in their primary field and sub-fields of the discipline.

b) Assessment Findings, Program Changes, and Impact on Student Learning: Starting in Fall 2013, we overhauled the MA and PhD curricula to address concerns raised in previous years, including insufficient methods training (leading to weak final theses and dissertations), time to degree for PhD students, and assessment procedures for identifying struggling/failing students. We expanded the required methods sequence, particularly for PhD students (from 2 courses to 4), and created a new course (POLS 8805) that allows us to teach basic statistics separately from research design and strengthen students’ grasp on the scientific approach to studying politics. We also eliminated spring admissions, leading to both increased performance in the methods.
sequence and stronger cohort bonds. To address time to degree, and particularly concerns about delays in progression to the dissertation stage, we now require that students take only two comprehensive exams but instituted a new “Major Area Paper” requirement to aid the transition from coursework to dissertation work. Finally, we created a formal assessment process for 1st and 2nd year PhD students, including expanded instructor evaluations of student performance in graduate seminars and individual meetings to address any potential concerns (see also 1.b.4.2). Overall, our assessments of final products (theses, dissertations) are high, so our emphasis has shifted to increasing the number of students who successfully complete the program.

c) Other Quality Improvements to Student Learning: We have greatly increased our focus on professionalization. Graduate students must attend research colloquia (and advanced students must present at these colloquia), and we offer colloquia on how to write a CV, preparing for the academic and non-academic jobs markets, and other related topics. We now require that all PhD students participate in our annual Graduate Student Conference and that any student presenting research at a conference complete a practice presentation beforehand.

1.b.4.1.b. Courses taught. From 2013-2015, the department offered the methods sequence (POLS 8800, 8805, 8810, 8830, and 8840) as well as the core seminars in American politics, comparative politics, and international relations (POLS 8100, 8200, 8400) on an annual basis. The department also offered over 30 different courses in our 5 subfields (American politics, Comparative Politics, International Politics, Public Law, and Political Theory) during this period. We are able to offer these other graduate seminars only every other year at most; however, the lack of graduate course options in recent years has been particularly noticeable in the field of International Politics (Appendix 1.b.4.1.b). We address this issue in Goal 3.

1.b.4.2. Recruitment rates, admission requirements and procedures and advisement. Consistent with national trends, our applicant pools have decreased over the self-study period, but our enrollment ratios have stayed fairly constant (Appendix 1.b.4.2). Graduate recruitment is up in 2016, however; we have enrolled 15 new PhD, 12 new MA, and 10 new 4+1 students. We are increasingly recruiting high-performing undergraduate students into our “Direct Admit” program; prior to 2010, students could not be admitted to the PhD without an MA.

Recruitment: We have greatly increased our recruitment efforts over the past five years. We now invite all accepted students for a Prospective Student Weekend in April and yield between 90% to 100% of those who attend. We have also hosted a number of “open houses” and participated in graduate program fairs both on and off-campus. Finally, one faculty member handles recruitment for the BA/MA, which we view as an important way to increase MA enrollments.

Advisement: A major result of learning outcome assessments (see also section 1.b.4.1.a) is the creation of an annual review process for all 1st and 2nd year doctoral students. This advisement process allows us to monitor more closely student progress and success, while providing a forum for students to receive guidance from all members of the Graduate Committee. We have also instituted a week-long orientation, including a “math refresher workshop” for incoming students.

1.b.4.3. Retention rates, graduation rates, and output quality metrics. Approximately 70% of our MA students graduate within 5 years. Obstacles to finishing include funding concerns. Approximately 50% of our PhD students graduate within 8 years. Some attrition is a function of student inability to complete the program (e.g., not meeting GPA requirements, failing qualifying exams). For those who do reach the dissertation stage, failure to graduate is mainly driven by
funding concerns and high teaching demands that slow progress to degree (Appendix 1.b.4.3; see sections 1.b.2, 1.b.2.3, 1.b.4.7, and 1.b.4.10 for additional information).

1.b.4.4. Placement rates. Placement data from Academic Year 2008 shows that we placed 3 doctoral students in tenure-track positions, triple the number placed by either Emory University (ranked #25) or Ohio State University (ranked number #15). Over the last four years, our placement rates average 80%, with most of our students securing tenure-track positions their first year on the market. We have recently placed students in both teaching and research universities, including UNC-Wilmington, St. Mary’s University, Old Dominion, and Austin Peay State University in Tennessee.

1.b.4.5. Enrollment by program, gender, and race. Half of our graduate students are female, and less than two-thirds are reported as white (Appendices 1.b.4.5(1) and 1.b.4.5(2)).

1.b.4.6. Level of financial need. Our students’ average gross need ranged from $16,455 to $18,577; the level of need was calculated to be higher for MA students. The average amount of unmet need ranged from $4,270 to $6,230 (Appendix 1.b.4.6). The ratio of unmet need to gross need is much higher for our doctoral students, ranging from 28.4% to 40.6%.

1.b.4.7. Student surveys. The results of the surveys illustrate several points. First, graduate students appear to be largely satisfied with the quality of their education, consistently ranking the program in its general learning outcomes, preparation, quality, and faculty interaction above a 4 on a scale of 1-6. Some areas stand out as exceptionally high, including how well the program teaches students to write clearly (mean = 5.17), how challenging the program is (5.06), and faculty preparation (5.19). On the other hand, the graduate students ranked lower the sufficiency of their financial resources (3.98), the availability of courses (4.09), and the availability of career and professional guidance (4.24). The comments reflect these averages, with many students praising their professors and the quality of their education, but finding themselves financially challenged. The comments also reveal an issue confronting MA students: that the course work is geared towards PhD students seeking academic jobs and is not oriented towards MA students or other students seeking non-academic work, reflecting the limited capacity of the department to offer a sufficiently wide range of courses to meet the needs of both programs, particularly since we lack the resources to offer separate MA and PhD courses (Appendices 1.b.4.7(1) and 1.b.4.7(2)). We address these issues in Goals 2 and 3.

1.b.4.8. Student publications and presentations. Our current doctoral students have presented their research 92 times during their time at GSU. Five current students have been published or have peer-reviewed publications forthcoming, and a 2015 PhD graduate published a solo authored article in *Comparative Political Studies*, ranked 12th out of 161 Political Science journals. Additionally, faculty-graduate student collaborations have led to over 15 coauthored publications since 2011 in top disciplinary and sub-field outlets such as *Political Communication, International Studies Quarterly, Congress & the Presidency, Politics and Religion, and American Politics Research*.

1.b.4.9. Student accomplishments: exams, theses, dissertations, projects, grants, prizes and awards. See Appendix 1.b.4.9 for information on exams, theses, and dissertations successfully completed between 2013 and 2015. Our graduate students have received numerous departmental, university, and external awards and grants, including the Provost’s Dissertation Fellowship, the American Political Science Association (APSA) Congressional Fellowship, a Hispanic
Scholarship Fund award, travel grants from the Northeast Asian History Foundation and the APSA, and several International Education Fee scholarships for study abroad.

1.b.4.10. Doctoral student time-to-degree. We graduated 13 PhD students between Fall 2012 and Summer 2015; the average time to degree was 7.6 years (Appendix 1.b.4.10). We are working to decrease time to degree in several ways. One issue is funding: not only are we limited in the number of doctoral students we can offer assistantships to, but we must limit funding to 4 years for post-MA students and 5 years for Direct Admit students (see also 1.b.2 and 1.b.2.3). In addition, students must secure their own resources to conduct field research, surveys, etc., that are needed to complete the dissertation. We have begun offering research stipend enhancement grants to aid students with dissertation research costs as well as semester-long dissertation finishing grants. These are funded out of the regular graduate program budget. We revised the PhD curriculum in Fall 2013 to aid students in the transition from the course to comprehensive exam to dissertation stages. We are exploring further revisions to enable students to complete the entire program within the funding timeframe provided.

We also have concerns that doctoral students are hindered by increasing teaching demands. Our students teach sections of POLS 1101 and 2401 as the instructor of record; they are responsible for designing the syllabus, crafting the class meetings, lectures, tests, and assignments, and handling all grading responsibilities. While we desire that all of our students have teaching experience prior to entering the academic job market – and this experience has aided them in terms of job placement – we have seen a dramatic increase in the number of students they need to serve to meet the teaching demands of the department (Appendix 1.b.4.10). In FY2011, the average class size for a graduate student instructor (GSI) was 74 and the largest section was 120. In FY2015, the average class size was 102, and the largest section comprised 200 students. The average number of students taught per GSI per year increased from 115 to 156 between 2011 and 2015. We have been able to fund some additional doctoral students by utilizing “unmet demand” funds to pay GSIs rather than PTIs. Whether this funding strategy has aided these students in their progress to degree, however, is unclear. For example, during FY2012, two advanced PhD students taught a total of 800 students each; one has since left the program while the other eventually graduated with in 2014. We address this issue in Goal 3.

1.b.4.11. Student outcomes after graduation: admission into further graduate education, postdoctoral fellowships, employment. See section 1.b.4.4.

1.b.5. Graduate Programs Within the GSU Context.

1.b.5.1. Programs undertaken jointly with other GSU units, list of cross-listed courses. We do not currently offer any joint programs. See Appendix 1.b.5.1 for a list of cross-listed courses.

1.b.5.2. Areas of overlap/redundancy with other GSU units. None.

1.b.6. Number of Students Enrolled in Fully Online and Hybrid Courses. None prior to academic year 2016-2017. We will begin offering, however, a fully online MA program beginning in the summer of 2017. Three of the courses will be piloted this academic year (2016-2017). Our target enrollment for summer of 2017 is 10 students, with increasing numbers thereafter. Objectives 2a and 2b are designed to support the achievement of this goal.

1.b.7. Graduate Degrees Conferred by Fiscal Year. From FY2013 to FY 2016 we produced an average of 16 MA students per year and an average of 4 PhD students per year. We expect to see considerable growth in our MA graduates due to the implementation of the 4+1 (BA/MA)
program and the new online-only MA program. (Appendix 1.b.7. Also see section 1.b.4.10 for a discussion of our efforts to decrease time-to-degree for our PhD students.)

1.c Research
The department strives to achieve the university strategic plan’s third goal of becoming “a leading public research university addressing the most challenging issues of the 21st century.” To this end, we are fully committed to cutting edge and collaborative research on some of the most pressing problems facing the contemporary world. In addition, the department’s breadth and depth in comparative and international politics make us uniquely positioned to contribute to the strategic plan’s goal of globalizing the university. The department has acquired prestigious external funding and rewards, our faculty have consistently published in leading scholarly outlets, and we have engaged in numerous national and international collaborative research efforts.

1.c.1 Success of the Unit’s Research Culture
1.c.1.1 2CI hires, Regents Professors, Alumni Distinguished Professors, eminent scholars, and endowed professors. The department has made one 2CI hire, Dr. Wedeman, in China studies. Dr. McCoy was appointed a Distinguished University Professor of Political Science.

1.c.1.2a Levels of external and internal funding: grants, fellowships, and awards. Current faculty members have been awarded at least 25 external grants, fellowships, and awards in the last 10 years, including four National Science Foundation grants and a handful of prestigious fellowships (Fulbright (2), Abe, Wilson Center). A high proportion of the external funding has involved international components, furthering the goal of globalizing the university. As part of Dr. McCoy’s appointment as Director of the America’s Program at the Carter Center, the university received $750,000 in unrestricted funds from the Carter Center over the last 17 years.

Over the same period, current faculty received some 66 internal grants, including five Provost’s Faculty Fellowships, three Research Initiation Grants, two Scholarly Support Grants, and one Brains and Behavior Seed Grant (Appendix 1.c.1.2 and Appendix 1.c.1.2a).

1.c.1.2b Ratio of grants submitted to grants awarded. According to the APR dashboard, department faculty submitted 11 grants proposals, of which three were successful, for a success rate of 27% for fiscal years 2014-2016 (Appendix 1.c.1.2b(1)). According to more comprehensive departmental data for the last 10 years, Political Science faculty submitted 104 applications for external grants, fellowships, and awards, of which 25 were funded, for a successful external funding rate of 24%. This ratio is especially impressive in view of the limited amount of external funding available for Political Science as a discipline, which results in intense competition for the available funds. Faculty also submitted 109 applications for internal research grants, of which 41 were funded, for a successful internal funding rate of 38% (Appendix 1.c.1.2b(2)).

1.c.1.3 National/international rankings of the unit. Our department ranked 83rd in the most recent (2013) US News and World Report ranking of political science departments with graduate programs. This ranking is consistent with those of our aspirational and peer institutions: UNC (13), ASU (54), Houston (68), and Oklahoma (83).

The department also did well in the most recent (2011) National Research Council rankings of political science doctoral programs. Our program achieved a range of 79 to 96 in the R (regression) ranking category, which reflects program strength in terms of features perceived
characteristic of top departments, a range of 47 to 64 in the S (survey) ranking category, which measures program strength in terms of criteria deemed most important by scholars, a range of 54 to 68 in the research activity dimension, a range of 13 to 58 in the student support and outcomes dimension, and a range of 3 to 14 in the diversity dimension. Once again, we compared favorably with our four peer and aspirational departments, and a number of the political science departments at Board of Regents suggested peer and aspirational institutions are not even ranked (Appendix 1.c.1.3(a)). We also ranked more highly than other social and behavioral science departments at GSU in most categories (Appendix 1.c.1.3(b)).

1.c.1.4 Research productivity that furthers the strategic goals of the university

1.c.1.4.a Quantity and quality of disseminated research. Over the last three academic years, political science faculty published a total of 167 academic works, including 11 books, 64 peer-reviewed journal articles, and 28 book chapters (Appendix 1.c.1.4.a). Almost all of these contributions were made by the 22 tenure-track faculty in the department today, with just a few made by lecturers. Many of the books were published by prestigious university presses, including Cornell University Press, Stanford University Press, Johns Hopkins University Press, University of Pennsylvania Press, and University of Michigan Press. Many of the peer-reviewed journal articles appeared in top journals in the discipline, including *American Journal of Political Science* (impact factor 4.515), *International Organization* (3.019), *European Journal of Political Research* (2.508), *Political Psychology* (2.384), *Journal of Politics* (2.255), *Comparative Political Studies* (2.028), *British Journal of Political Science* (1.987), *European Journal of International Relations* (1.972), *Political Behavior* (1.747), *International Studies Quarterly* (1.705), and *Comparative Politics* (1.229).

1.c.1.4.b Impact of research on relevant disciplines, including analyses of citations of the work of individual faculty members. Research by political science faculty has had a significant impact. Total citations in Google Scholar for full professors average around 1150, while those for associate professors average around 470. Another common measure of productivity and impact is the h-index. For full professors in the department, the h-index ranges from 10 to 21, with an average of 15.4. For associate professors, the corresponding figures are 2 to 12 and 8.6. As noted in section 1.1.1.3, the NRC ranked the department between 54 and 68 in research activity.

1.c.1.5 Success in recruitment and retention of top faculty in the field. Since 2012, the department has successfully recruited a senior faculty member (Wedeman) for a 2CI position in Chinese politics and one junior faculty member (Carson) in international politics. In fact, our recruitment efforts over the past decade may have been too successful in some respects, as four promising junior faculty subsequently left to take positions at more highly ranked institutions: Cambridge University (Rapport), University of Chicago (Carson), and University of Exeter (McKay, Reifler). See also section 2.a.

1.c.1.6 Faculty Development, including the number of faculty promoted and/or tenured; the number and ratio of faculty at all ranks; average time in rank; and the recruiting and hiring history. Over the past 10 years, 10 faculty were tenured and promoted to the rank of associate professor and three were promoted to the rank of professor. Three lecturer-track faculty were promoted, one to the rank of principal senior lecturer. These figures do not include faculty who subsequently left. In fall 2016, the faculty, including three in full-time administrative positions, consists of seven professors (24%), 14 associate professors (48%), four assistant professors (14%), and four lecturers of various ranks (14%). Average time in rank is 6.5 years for
professors and 6.15 years for associate professors, though all but three associate professors have been in rank seven years or less. Because the department has had almost no opportunities to hire at the junior level in recent years, it is becoming increasingly unbalanced. For recruiting and hiring history, see 1.c.1.5. We address this issue in Goal 4, Objectives 4a and 4b.

1.c.1.7 Faculty participating in exchanges, where applicable to the unit. A number of our faculty have been visiting scholars at leading universities around the world, including National Chung-Cheng University in Taiwan, Sciences Po Lille in France, Universidad de San Martin in Brazil, the University of Tokyo in Japan, the Universidad Autónoma de Querétaro in Mexico, Peking University in China, and the German Institute for Global Affairs. We have also hosted international visiting scholars, including scholars from Japan, Mexico, and Cuba. Several faculty have served as visiting scholars or advisors at universities within the United States, such as John Jay College and Johns Hopkins University.

1.c.2 Faculty Partnerships and Professional Service

1.c.2.1 Faculty participation (direction, affiliation) in research centers and clusters at the Georgia State University. Department faculty are deeply involved in research centers and clusters throughout the university. They have directed several centers, including the Center for Human Rights and Democracy (Downs, Carlin), the Middle East Institute (Herb), and the Asian Studies Center (Reimann), and a number of others have been affiliated with those centers as well as the International Center for Public Policy and the Center for Latin American and Latino Studies. Dr. Chris Brown is the Vice President for Research and Analysis for the World Affairs Council of Atlanta. We seek to build upon this record in Goal 5.

1.c.2.2 National and international research collaborations/partnerships. A real strength of the department is its many international research collaborations and partnerships. A number of faculty have co-authored extensively with scholars at other institutions, both in the United States and abroad, and have engaged in successful long-term research collaborations with scholars from South America, Central America, Africa, Europe, and East Asia.

1.c.2.3 Evidence of interdisciplinary research. Department faculty have often published academic articles in journals outside the discipline of political science. Usually, these journals are in other social sciences, such as political communication and sociology. Occasionally, we have published in medical and natural science journals, such as Pediatrics and Animal Behavior. Several faculty (Brown, Howard, Hankla, Richey) have engaged in long-term research collaborations with faculty in other departments at GSU, including Business, Economics, Public Management and Policy, and Psychology.

1.c.2.4 Significant professional service. Our faculty serve broadly and widely through major roles in Political Science. For example, Dr. Robert Howard is the Executive Director of the Southern Political Science Association, one of the largest political science associations. Other faculty have been editors or guest editors at prominent journals. Faculty often serve in various committees and sub-field service roles at the APSA and many other professional organizations. They also constantly serve as outside reviewers for major journals, presses, and grant funders. Dr. Jennifer McCoy serves as Atlanta co-chair of the Scholars Strategy Network, a Harvard-based initiative to increase public engagement of scholars.

1.c.3 Recognition of Scholarly Excellence
1.c.3.1 Recipients of GSU Faculty Fellowship and other internal awards. Five faculty members (Carlin, Duffield, Richey, Subotic, Wedeman) have been awarded the Provost’s Faculty Research Fellowship. Several faculty have won university- and college-wide awards, including Outstanding Faculty Achievement (Bolsen - university-wide), Outstanding Faculty Scholarship (McCoy), Faculty Award for Global Engagement (Reimann), and Outstanding Faculty Diversity (Carey). See Appendix 1.c.1.2a for a list of internal grants received.

1.c.3.2 External awards, honors, prizes, and fellowships. Several faculty have received awards and honors in recognition of their scholarly excellence. Bolsen won a best dissertation award from the APSA, and both Bolsen (2) and Hankla received APSA best paper awards. Steigerwalt received an award for best article published in the Journal of Supreme Court History, and books by both Steigerwalt and Duffield were named Choice Outstanding Academic Titles.

1.c.4 Unit Infrastructure for Supporting Research

1.c.4.1 Unit-level research and travel grants. Tenure-track faculty members in the department receive $1200 in professional development funds to be used for conference participation, travel, and other research-related expenses. This figure has declined substantially over the last decade. Occasionally, the department has been able to provide modest additional funds to faculty for specific research purposes. Graduate students may also receive up to $250 in support per year to present at conferences. See Goal 4, Objective 4a.

1.c.4.2 Grant support: writing, administration. The department relies entirely on the college and the university research services and administration for grant support. The department has no dedicated internal resources to help with either the writing of grants or their administration.

1.c.4.3 Facilities, equipment, technical support and other administrative support. Department faculty have access to limited research facilities. The department has three conference rooms for faculty meetings and presentations, but only one has newer technology. All faculty have individual offices with access to the server and network printers. The department has no designated technical support staff of its own, but is served by the central technical support staff of the college and university. See also sections 2.b and 2.c.

1.c.4.4 Research information resources. The University Library has a designated Political Science Librarian who serves as a liaison and offers a range of information resource services to the department: teaching library research skills to classes with research assignments; helping students and faculty with their research information needs via the library’s databases, catalog, and other online discovery tools; purchasing books and multimedia items for the library’s collections; maintaining a collection of online research guides for courses that the department offers regularly as well as general guides for the department as a whole; and communicating library news and information. See also section 2.g.

1.c.5 Contributions to Science and Health/Medical Education. Faculty have published several articles dealing with research on science communication or attitudes towards specific scientific concepts. Dr. Richey has published in medical journals, including Pediatrics, the leading journal for pediatric medicine, and several faculty have worked with the CDC on projects.

1.d Contribution to Cities.

Many of the activities of the department contribute to the goal of the GSU strategic plan of being a leader in understanding the complex challenges of cities and developing effective solutions. We seek to build on this record in Goal 5.
1.d.1. Activities with the Council for the Progress of Cities. Not applicable.

1.d.2. Contributions of the Arts and Media. In 2016, Dr. Bolsen’s class on the Politics of Social Justice (POLS 4900) mounted a solitary confinement exhibit in the lobby of the Arts and Humanities building. The Department hosted the exhibit's creator, artist Richard Ross, at the 2016 Zoukis Summer Institute.

1.d.2.1. Speaker’s series. Each June since 2014, the department has hosted the Zoukis Summer Institute, which has sponsored a series of panels on criminal justice reform.

1.d.3. Field-specific contributions to cities. The department makes a number of field-specific contributions in research, teaching, and service to understanding the complex challenges of cities, taking advantage of our location in a major urban area that is also the state capital and a regional center. The department partners with the Georgia Municipal Association to place graduate students in member city governments around the state, where they perform individualized projects for their cities through the Local Government Practicum. So far, four DPS graduate students have participated in this program. Dr. Franklin directs the Georgia State Legislative Internship Program (GLIP), which places more than 50 undergraduate students from around the state each year in various legislative offices.

The department houses the Research Collaborative on the Politics of Mandatory Sentencing, which promotes and supports scholarly research into all aspects of mandatory sentencing and associated “tough on crime” policies. Funded in part by the Suzan Zoukis Fellowship for Research on Mandatory Sentencing and directed by department faculty, the Collaborative sponsors regular panels and talks, hosts an annual Summer Institute, and offers a Best Paper Award with a $1500 cash prize.

Dr. Manning has offered an honors class on refugee service learning that focuses on refugee issues in the Atlanta community. Students have worked in Global Growers (a Clarkston-based NGO that promotes urban farming), the Global Village School (a charter school for refugee girls), and the International Rescue Committee. Dr. Lindsay has taught inmates at the Atlanta Transition Center and Phillips State Prison. A visiting lecturer, Monica Modi Khant, has offered a course on human trafficking. See also section 1.a.4.3 on internships and section 1.a.4.5 on domestic field schools.

1.e Globalizing the University

The department of political science is deeply involved in the globalization of the university. One measure of this is the involvement of department faculty (Brown, Carlin, Downs, Herb, McCoy, Reimann, Wedeman) in leadership roles in various international initiatives in the college and university (Appendix 1.e). In addition, the research interests of approximately half of the department’s faculty focus on the politics of the international system or the domestic politics of states outside the United States. Faculty members have shared their knowledge via books and articles, consultations with the Federal government and foreign governments, appearances in the media, lectures in the United States and abroad, participation in international workshops and conferences, election monitoring, and other activities. Finally, the department has played a leading role in globalizing the curriculum. Department faculty head many study abroad and exchange programs, they have developed and led innovative study abroad experiences in Brazil, Canada, Cuba, Ireland, India, and Turkey, Dr. Naim advises GSU’s highly-decorated Model UN
and Model Arab League academic teams, and Dr. Brown directs the Robinson Country Intelligence Index project.

1.e.1 Partnerships with other universities on challenges facing cities. None.

1.e.2 Funded Research on Challenges Facing Emerging Nations. Department faculty have received a number of individual and group awards to study countries in the developing world. These include a $100,000 National Science Foundation grant on the Columbian peace process awarded to Drs. McCoy, Carlin and Subotic in 2015-2016 and a $75,000 USAID grant in 2014-2015 on the same topic.

1.e.3 Establishment of GSU as an International Center

1.e.3.1 Faculty international exchanges, speakers, cultural events, visiting scholars. The department hosts a wide variety of visiting scholars, speakers, and cultural events that contribute to the globalization of the university. The department has hosted, and sponsored, a wide variety of visitors who have given talks on international topics. Many of these talks were organized with the cooperation of other departments, institutes and centers across the university, and the department of political science has played a leading role in organizing these talks, both directly and through the efforts of political science faculty members serving in leadership roles in various international initiatives. The Political Science Speaker Series (POLSS), to give one example, brought in Dr. Lee Walker, the NSF Program Director for Political Science, to give a talk on consolidating democracies in the fall of 2014. In 2015, Dr. Cyanne Loyle spoke on justice during armed conflict, and also on doing fieldwork on political conflict. In 2016, Dr. Maria Escobar-Lemmon gave a talk on the appointment of women to high courts around the world. The department has sponsored, in one way or another, dozens of other talks on international topics. Dr. Reimann, while serving as director of the Asian Studies Center, was instrumental in organizing over 20 talks on international topics given by visitors to the university between 2010 and 2015.

The department has hosted and sponsored a variety of cultural events on campus with an international focus. One example of this is a series of events linked to the 25th anniversary of the fall of the Berlin Wall, organized by Dr. Grussendorf and funded by the German Consulate in Atlanta. Events included a keynote address, an exhibition in the lobby of the student center, and the screening of two movies.

Department faculty have made presentations, and organized events, about current international issues. Dr. Brown, through the World Affairs Council, has organized events that have attracted more than 850 students over the past seven years, along with many members of the community and Georgia State faculty members. One recent example was a student-faculty dialogue with Robert Ford, the former US ambassador to Syria, held in Spring 2015. Dr. Brown moderated the event, which was well attended by students, faculty, and members of the community.

The department has hosted several visiting scholars. Ernesto Dominguez Lopez, a researcher in the Center for the Study of the U.S. (CEHSEU) at the University of Havana, was a visiting scholar in October and November of 2014. While at the department he continued his research on the American electoral process and gave a talk, “The American Elections from the Latin American Perspective.” Rodolfo Sarsfield, of the Universidad Autonoma de Queretar in Mexico, visited the department in 2014-2015: during his time at the department he taught a bilingual undergraduate seminar in comparative political behavior. Satoko Yasuno, a professor at
Chuo University in Tokyo, Japan, was at the department from April to October 2008: she presented a paper at a department conference on extremism. A post-doc from Brazil will be at the department in the spring to 2017.

1.e.3.2 International forums. Department faculty travel frequently outside of the United States to give lectures, participate in workshops, and present their research at conferences. See Appendix 1.e.3.2 for a list of these activities.

1.e.3.3 Programs for foreign students. Members of the political science faculty have established two foreign exchange programs oriented toward undergraduates at foreign universities. Dr. Hankla set up an exchange with Sciences Po in Lille, France; Dr. Reimann initiated an exchange with Ewha Womans University and Hanyang University in South Korea.

1.e.3.4 Programs coordinated with the university’s international initiatives. Members of the political science faculty have participated in all five of the university’s country task forces: Brazil (Carlin), China (Wedeman), Korea (Reimann), South Africa (Manning), and Turkey (Carey, Herb, Naim). Kim Reimann leads the Korea Task Force.

Political science faculty serve as the lead contact persons for seven current international programs listed in the database maintained by the OII: University of Strasbourg, France (Grussendorf); Sciences Po - Lille, France (Hankla); Istanbul Sehir University, Turkey (Naim); Presidency University, Calcutta, India (Naim); Hanyang University, South Korea (Reimann); Ewha Womans University, South Korea (Reimann); and the Taipei Economic and Cultural Office, Taiwan (Reimann).

1.e.4 Enhancement of Global Competency

1.e.4.1 Contribution to international studies. Degree Programs: The department offers a popular International Affairs concentration in its undergraduate political science major. Two of the five areas of concentration in our graduate programs concern international studies: comparative politics and international relations.

Academic Teams: The department sponsors two highly successful academic teams that focus on international affairs, the Model UN and the Model Arab League, both led by Dr. Naim. The Senate of the state of Georgia honored the two teams with a resolution on March 22, 2011. The teams regularly win Outstanding Delegation Awards (which are given to the top 2% of teams) in national and international competitions. In recent years the teams have traveled to competitions in the Czech Republic, South Korea, Bosnia, and Turkey. In 2015 members of the Model Arab League ran a Training Summit in Rabat, Morocco to train local students in running the International Model Arab League next year. This will now be a regular engagement for the GSU team. The Model UN also organizes the state-wide Georgia High School Model UN, drawing 600-700 high school students to campus each November.

Study Abroad: Faculty members in the department have led study abroad trips to Brazil, Ireland, Cuba, India and Turkey. A new program, to Nova Scotia, will be offered beginning May 2016. The India study abroad trip is an innovative effort to lengthen the period to time that students spend in-country on study abroad trips: half the semester is spent in India, and the other half in Atlanta. Dr. Naim developed the program; he, Dr. Hankla and a third faculty member from the history department will lead the Fall 2016 trip. See Appendix 1.e.4.1 for a list of all study abroad courses offered by department faculty.

1.e.4.2 Number of students enrolled in study abroad programs. According to the Academic
Dashboard, undergraduate enrollment in study abroad programs was 42 in 2013, 28 in 2014, and 41 in 2015. The department accounts for approximately 10 percent of all college undergraduate’s studying abroad (Appendix 1.e.4.2).

1.e.4.3 Global leadership certificate programs for undergraduates. Not applicable.

1.e.4.4 Language programs with learning outcomes and success measures. Not applicable.

1.e.4.5 Courses/programs with learning outcomes and success measures. Four courses with international content have learning outcomes: POLS 2401 (Global Issues), POLS 3200 (Comparative Politics), POLS 3400 (International Politics), and POLS 4900 (Senior Seminar). The assessment of POLS 3200, POLS 3400, and POLS 4900 constitutes a significant portion of the assessment of the overall Politics Science B.A. program, which includes a concentration in International Affairs.

1.e.4.6 Contribution of global/multicultural perspectives to Core and other major courses. The Department teaches one course in the core that has entirely global content: Global Issues, POLS 2401. The course is one of only four that satisfy the World History and Politics requirement in Area E (Social Sciences) of the core, and it enrolled over 2200 students in the 2015–2016 academic year. As noted in section 1.e.4.1, the department offers more than 20 additional undergraduate courses with primarily international content. Students can use all of these courses to satisfy major requirements for a degree in political science. See Appendix 1.e.4.6 for a list of these courses.

As the Global Studies Institute builds up its major offerings, we anticipate that the political science department will contribute substantially to the courses available to GSI students, either through cross listings or through the inclusion of political science courses directly in the major requirements for Global Studies degrees. Currently courses offered by the department satisfy requirements for several concentrations in the Bachelors of Interdisciplinary Studies degree, including those in Asian Studies, International Studies, Italian Studies, Latin American Studies, and Middle Eastern Studies.

1.e.4.7 Contribution to global competency for staff. Not applicable.

1.e.4.8 Success in recruiting top international faculty and students. In recent years around 30% of the department’s graduate students have come from abroad. This figure is significantly higher than the overall percentage of international graduate students at GSU (21% in Fall 2014). A number of these students (from Turkey, Saudi Arabia and Egypt) have come to the department with scholarships from their home countries. We have had particular success in recruiting students from Turkey; other countries include Albania, Bangladesh, Belize, Brazil, China, Egypt, Ethiopia, Guinea, India, Jamaica, Kazakhstan, Kenya, Lebanon, Moldova, Mozambique, Pakistan, the Philippines, Poland, Romania, Russia, Saudi Arabia, South Korea, Sri Lanka, Switzerland, Taiwan, Venezuela, and Zimbabwe.

If Overall Assessment of the Unit

The department of political science rates highly in the areas of centrality, quality, productivity, and viability. First, the department is central to the university’s mission and strategic plan. It makes one of the largest contributions to the core curriculum, and it plays a leading role in globalizing GSU through its research, course and degree offerings, graduate recruitment, service, and leadership in international centers and initiatives.
Important indicators of quality include the department’s recent rankings by the National Research Council and US News and World Report; the success of its faculty in applying for grants, fellowships, and other awards while making steady progress through the ranks; the rich variety of signature experiences offered its undergraduate majors, including highly successful academic teams (Model UN, Model Arab League, Mock Trial), study abroad programs, domestic field schools, and internships; and the placement of its doctoral students.

With regard to productivity, tenured and tenure-track faculty maintain active research programs that yield a steady stream of publications even as the department supports a relatively large number of students and generates one of the highest numbers of credit hours per faculty member. The department has also been innovative and entrepreneurial in seeking new opportunities to increase productivity, such as offering online sections of its core courses and developing a new online MA program. Finally, the department’s viability is underscored by its large undergraduate degree program and the above average retention and graduation rates of its majors.

Nevertheless, as shown in the preceding and following sections, this record has been achieved in the face of highly constrained and, in some respects, declining resources, which, if unaddressed, could threaten the department’s quality, productivity, and viability. These challenges include a significant drop in the number of regular faculty, inadequate graduate student funding, which makes it difficult to attract and retain highly qualified students and results in lower progression and graduation rates, relatively low levels of administrative support, and limited space.

### 2. How Adequate Are Your Unit’s Resources?

Faculty resources have become increasingly inadequate, as the number of full-time faculty has declined even as the unit’s overall productivity has remained high in both absolute and relative terms. The drop in regular faculty numbers has in turn meant increased reliance on VLS, PTIs, and GTAs to offer undergraduate courses, greater GTA teaching burdens (see section 1.b.4.10), and reduced offerings of graduate courses. In addition, space resources remain inadequate. Because of recent faculty losses, the unit now disposes of enough offices for existing full-time faculty and staff, but more office space is required to meet the needs of visiting lecturers (6), PTIs (6), GTAs (36), and any growth in regular faculty. Finally, the department has a relatively low ratio of staff to faculty.

#### 2.a Faculty Resources.

As of Fall 2016, the department has 29 full-time faculty (tenure and lecturer track), including 3 in full-time administrative positions (Berman, Calhoun-Brown, and Duffield). This figure represents a net decline of 7 from 36 full-time faculty in Fall 2012, including 4 in full-time administrative positions at that time (Berman, Calhoun-Brown, Downs, and Long), and a 19 percent drop in the number of regular faculty who are able to offer classes (Appendix 2.a(1)). The current figure is also low in comparison with peer and aspirational departments, such as Arizona State University (37), the University of Oklahoma (33), the University of Houston (34), and the University of North Carolina at Chapel Hill (42). The majority of departing faculty have left for positions at prestigious institutions (Cambridge, Chicago, Exeter) (Appendix 2.a(2)). These numbers differ slightly from those reported in the APR dashboard, which count the number of full-time faculty (including VLS) offering courses in a given term (Appendix 2.a(3)). We address the loss of faculty in Goal 4, Objectives 4a and 4b.

#### 2.a.1 Faculty composition.

According to the APR dashboard, the full-time faculty consisted of five assistant professors, 11 associate professors, three professors, and six lecturers of various
ranks in Fall 2015. (The actual count was six assistant professors, 12 associate professors, four professors, and four lecturers, not including three in full-time administrative positions.) Since then, one of the assistant professors was promoted and one has left. In addition, most of the associate professors have been in rank for less than seven years and are making good progress toward promotion, with a significant number likely to seek promotion in the next few years. As a result, and because of the limited number of hires since 2012, the department is becoming increasingly unbalanced with respect to rank.

In Fall 2015, eight (30 percent) of 27 full-time faculty were female and four (15 percent) were non-White (Appendix 2.a.1). These figures are comparable to recent data for the discipline as a whole: 28.6 percent female and 11.1 percent non-White (APSA, Political Science in the 21st Century, 2011). Department figures for Fall 2016 show nine females (35 percent) out of a total of 26 full-time tenure and lecturer track faculty. We seek to promote further faculty diversity in Goal 4, Objective 4b.

2.a.2 Student/faculty ratio data. Over the last several years, the student faculty ratios have varied within a fairly narrow range. The undergraduate student faculty ratio has averaged 22.3, and the graduate student-faculty ratio has averaged 3.1 (Appendix 2.a.2(1). See also section 1.b.2.4). The total student faculty ratio is above average among the other departments in the social and behavioral sciences (Appendix 2.a.2 (2)).

2.a.3 Credit hour generation data, by faculty by fiscal year. For the period FY2014 through FY2016, total fiscal year credit hour generation averaged 33,289. Of this, a growing number was generated by full-time faculty (22,959 in FY2014, 24,061.5 in FY2015, and 25,164 in FY2016) (Appendix 2.a.3(1) and Appendix 2.a.3(2)). During the same period, the number of credit hours generated per full-time faculty member per fiscal year averaged 893 (918.4 in FY2014, 829.7 in FY2015, and 932 in FY2016). This was the highest figure among the departments in the social and behavior sciences (Appendix 2.a.3(3)). The growing number of credit hours generated by full-time faculty is especially striking in view of the fact that the number of course sections offered by full-time faculty has been declining as a result of faculty departures, research leaves, course buyouts, and administrative assignments (Appendix 2.a.3(4) and Appendix 2.a.3(5)).

2.b Administrative Resources. At the faculty level, administrative resources include the Department Chair, the Graduate Director, and the Undergraduate Director. The department has three full-time staff. The Business Manager II, Gary Brown, oversees the business and financial management of the department and processes reimbursement and travel requisitions. One of the two Senior Administrative Coordinators, Dee Sanders, oversees the front desk and reception area, handles some academic duties, such as course scheduling and grade adjustments, and orders supplies. The other Senior Administrative Coordinator, Colleen Williams, assists the Graduate Director with the management of the graduate programs and performs special projects for the Department Chair and Business Manager. In addition, two part-time student assistants provide a total of 20 hours a week of clerical support.

2.b.1 Staff support per FTE faculty member. In fall 2016, the department counts 3 full-time staff. With 26 full-time faculty members, this amounts to a staff support ratio per FTE faculty member of 1:8.7. This ratio is lower than that for similar departments that have recently undergone Academic Program Review, including Psychology (1:4), Public Management and Policy (1:6), and Sociology (1:7). It is also lower than the ratio (1:7) reported in the
department’s last self-study (2006), which resulted in an action plan (2007/2008) providing for an additional staff position, but it was never funded. One consequence of the limited staff support per faculty member is that faculty are often forced to perform administrative tasks that might be handled most efficiently by a staff member.

2.c Technological Resources. Each faculty member has a desktop computer or laptop computer, and most faculty members have an office printer as well as access to the department’s printers. The department shares access to the social science graduate student computer lab (505 Langdale), which contains 25 iMac computers with statistical software, a shared network printer, and audiovisual equipment. In 2016, the department used an Innovation Fund grant to transform a shared graduate student lounge into an innovative space for collaborative teaching and research (1076 Langdale). The room contains a 98” touch-enabled monitor with 4k resolution (Viz-Wall), four 50” class 4k displays mounted on the side walls for small group collaboration, a video teleconference system, and a high performance PC to run the system.

2.d Space Resources. The department occupies approximately half of the 10th floor of Langdale Hall. This space includes 32 offices for faculty and staff, a reception area, a small break room, and a waiting area outside the administrative offices. In addition, the department shares a small conference room (1071 Langdale) and a classroom (1004 Langdale) with the Department of Sociology. Because it lacks sufficient space on the 10th floor, the department also maintains 5 faculty offices on the 8th floor of Langdale and currently holds temporary space (approximately 8 offices) for graduate teaching assistants on the 9th floor, or about one office for every four GTAs.

It should be noted that the quality of the space resources and their furnishing is low. A lack of soundproofing means that faculty cannot speak confidentially with students in their offices. Narrow corridors mean that wheelchair-bound students cannot easily visit their professors. The break room lacks a sink and is very small, and the department disposes of only one small locking storage room that can be accessed only through the chair’s office. Finally, the department has received little new furniture over the last decade; almost all additions have consisted of used furniture from university surplus.

It is anticipated that the department will eventually receive additional space on the 10th floor of Langdale when the Department of Sociology moves, which will enable the department to house all faculty on the same floor while providing additional space for VLs, PTIs, and GTAs. Until that time, which remains unspecified, however, space resources will remain inadequate. We address this issue in Goal 3, Objective 3a.

2.e Laboratory Resources. Not applicable.

2.f GSU Foundation Resources and Other Gifts. In the past five years, the department has received more than $26,000 in gifts, primarily from alumni and current and former faculty (Appendix 2.f). The department recently formed an Advisory Board that will help to build ties with alumni and the community and support department activities and initiatives. The board currently consists of 7 members, all alumni, and meets one to two times per year. Members contribute $500 per year and have provided internship opportunities for our students.

2.g Library Resources. The University Library’s collections in support of the political science curriculum and research activities are highly adequate (Appendix 2.g). The Library subscribes to all of the top 20 political science journals ranked by impact factor, and articles within journals not subscribed to can be obtained through the Library’s free Interlibrary Loan service. The
Library holds approximately 60,000 monographs, in both print and electronic formats, in call number ranges related to the study of political science and law and provides access to the monographs owned by the University Law Library and the Perimeter College campus libraries in those ranges. Comparative data indicates that the Library’s acquisitions for Political Science by the University Library in the J-JZ call number range ranked fourth when compared to the acquisitions of Board of Regents proposed Peer institution libraries; second when compared to the acquisitions of Board of Regents proposed Aspirational institution libraries, and fourth when compared to the acquisitions of the Southern Group institution libraries. In support of teaching and learning, the Library has acquired every faculty and student book request made in the last three years, if the request fell within the Library’s acquisition policies. The Library’s electronic database subscriptions also compare well to those offered by select peer/ranked institutions and include those most vital to scholarly research in the discipline. Finally, the subject librarian assigned to the department is available to provide research assistance to students and is available to faculty to assist them with their research.

3. Where Do We Want to Go?

As the previous sections demonstrate, the department of political science has been highly productive and entrepreneurial. We have made creative and effective use of the limited resources available to us, and it seems safe to say that future investments in the department will be well spent. With that background in mind, we are eager to define our direction for the coming years. Our proposed goals constitute logical next steps that build on our current programs, recent innovations, and the findings of the APR self-study process. The overarching aim of these goals is to maximize both the department’s program quality and its contribution to the achievement of university’s strategic plan.

The order of priority can be only approximate, however. The goals and objectives presented below are highly interconnected. In particular, many of the resources discussed would contribute to the achievement of multiple objectives. We view this interdependence as a reflection of the department’s ability to leverage the available resources to the maximum extent.

Goal 1: Improve retention and progression to graduation of our diverse undergraduate majors while increasing and strengthening college-career pathways (Sustaining innovation)

The updated strategic plan calls for reducing the time to earn an undergraduate degree (1:2), establishing new pathways that facilitate seamless college to career transitions (1:3), and creating a pipeline into graduate school and professional programs (2:3). The department is already helping to achieve these goals. In recent years, the retention and graduation rates of its many majors have exceeded the university and college averages. The department offers its majors a wide range of active learning opportunities that help prepare them for life after college. And a high percentage of our graduates are employed in the legal profession, government, and public administration, thanks at least in part to our prelaw concentration and advisement. But there is more we can do in all of these areas. The surveys of current undergraduates and alumni reveal dissatisfaction with course availability: upper-level courses are not offered often enough and insufficient numbers of sections are offered at convenient times or online. The surveys also reveal a desire for greater opportunities to participate in research with faculty, which would help to prepare more students for graduate school, and for more career preparation more generally, while our professional advisement resources are extremely limited.
Goal 2: Restructure existing MA programs to better serve contemporary graduate students
(Sustaining and disruptive innovation)

The updated strategic plan calls for creating innovative and flexible graduate and professional programs that respond to student needs and market demands (2:2). The department is already at the forefront of this effort. Since our last academic program review, we have deemphasized our traditional MA program, which served principally as a feeder for the PhD program and was made less relevant with the introduction of the direct admit PhD option. Instead, we are transforming our MA program to emphasize professional politics and a clear pipeline from the program to careers in the field; we have increased recruitment of 4+1 (BA/MA) students, resulting in the highest 4+1 enrollment in the college and a more diverse graduate student body; and beginning in Summer 2017, we will offer the college’s first fully-online graduate program targeted at civic educators. Nevertheless, there is much we can do to put these and potentially additional MA programs on a solid footing. Our ultimate goal is to double the overall MA enrollment, from approximately 20-25 to 50, over the next five years.

Goal 3: Further strengthen the PhD program by attracting and retaining more qualified students, shortening completion times, and better preparing doctoral candidates for careers (Sustaining innovation)

The updated strategic plan calls for growing and enhancing graduate programs, in part by adopting programs to aid progression and graduation (2:1). The quality of the doctoral program in political science has improved significantly since the previous academic program review, as indicated by the most recent rankings of graduate programs. More importantly, our graduates are publishing and being placed in good academic positions. We are also proud of the diversity of our graduate student body, which is half female and more than one-third non-white. But there is still room for improvement. The quality of our applicants and admitted students is not yet where we would like it to be, and some of our most promising doctoral candidates leave for other programs. Time to graduation is on the long side, as doctoral students are burdened with heavy teaching loads, which also limit their opportunities to conduct research with faculty. Finally, the survey of graduate students reveals dissatisfaction with the availability of graduate courses and career preparation and guidance.

Goal 4. Build on previous progress toward creating a world-class research faculty that reflects the diversity of GSU (Sustaining innovation)

As noted above, the department did very well in the most recent NRC rankings, including in the dimension of research activity. We believe that these highly respectable rankings accurately capture steady improvement in the record of scholarship and obtaining research support by our faculty. When given the opportunity to recruit at the assistant professor level, we have hired outstanding junior faculty. Most such additions in the last dozen years have typically earned tenure without trouble, and most of the recently tenured have remained productive and are poised for timely promotion to the rank of full professor. In fact, our recruitment efforts may have been too successful, insofar as we have lost a handful of highly productive junior or recently tenured faculty to prestigious universities (Chicago, Cambridge, Exeter (2)) in just the last several years. Since we have often not been authorized to replace departing faculty – the last entirely new hire was in 2012 -- moreover, the overall faculty numbers have declined by a significant amount. At the same time, the tenure-track faculty has become increasingly top heavy, with all but four tenured or in the tenure process. Finally, we struggle with a lack of diversity, especially with
respect to minority faculty, which has limited our ability to contribute to the updated strategic plan goal (4:3) of being “a nationally recognized model for leadership in inclusion.”

Goal 5: Expand interdisciplinary research and scholarship, with a particular focus on global issues and problems faced by cities (Sustaining and disruptive innovation)

The updated strategic plan seeks to foster the development of research programs around large and complex problems that require teams of faculty researchers across a span of disciplines (3:1). In particular, it calls for increased transdisciplinary scholarship on urban themes (4:1) and expanding the scope of research on global issues (5:2). The department of political science is well positioned to respond to this call. Approximately half the faculty specialize in global issues (international and comparative politics), and several others work on topics with urban themes, including state, local, and minority politics, although we lack a faculty member who specializes in urban politics. Many faculty already engage in interdisciplinary research. With faculty expertise in democratization, judicial politics, immigration, sovereignty, political economy, and social justice, we are well-placed to partner with other disciplines to seek major grant funding.

4. What Do We Need to Do or Change to Get There?

To address Goal 1, the department has established three objectives:

Objective 1a: Increase the frequency and consistency of offerings of courses for the major in order to promote progression. The department currently staffs approximately 36 sections of 3000- and 4000-level courses for the major each fall and spring semester, and most sections are at or near capacity. To provide some relief, we have begun to offer the most commonly taught course (POLS 3800) online and we will increase the frequency as appropriate. We have also begun to distribute course offerings more evenly across the available time slots, as a comparison of the spring 2016 and fall 2016 schedules shows. To meet student demand, we aim to increase the number of upper-level sections by as much as 20 percent.

Resources: Some teaching resources will be freed up by offering more online sections in the core (1101, 2401) and at the upper-level. We will seek additional resources from the Center for Excellence in Teaching and Learning (CETL - e.g., mini-grants, Digital Champions fellowships) and the college to support faculty who are developing new online/hybrid courses. Given that VLS, PTIs, and GRAs already cover nearly half of the upper-level course offerings, however, we will also need additional regular faculty (tenure-track and/or lecturer track) lines to achieve this objective.

Objective 1b: Strengthen and expand active learning opportunities through simulations, internships, academic teams, study abroad programs, domestic field schools, and the coop program. Each semester, approximately 100 students participate in the experiential and practical learning opportunities offered by the department with little to no administrative support. Ultimately, we aim to double the number of opportunities and participating students so that every political science major who wishes to have an active learning experience is able to do so.

Resources: New domestic field schools can be accommodated in the growth of upper-level course offerings provided for under Objective 1a. To support an expansion in the number of internships and the coop program, however, the department requires additional staff support to maintain and update the directory of internship and coop opportunities, to cultivate relations with alumni who can be valuable sources of such opportunities, to assist students with internship applications and interview preparation, and to handle the large amount of paperwork that
programs such as the Georgia Legislative Internship generate. An additional staff person could also provide much needed assistance with study abroad, pre-law advisement (a service that the department currently provides for the entire university and which is often handled by a full-time staff person at other universities), and other forms of professional career advisement that we currently are unable to provide.

**Objective 1c: Increase research training and experiences for undergraduate majors, especially from underrepresented groups, by growing the research component of upper-level classes and by creating an undergraduate research assistant program.** Scholarly research constitutes another type of signature experience, but we address it separately in this report because of the expressed student desire for more research experiences and their particular relevance to the goal of preparing students for graduate school. We propose to increase the emphasis on research in courses for the major and to create a new undergraduate research assistant program (URAP) that would provide advanced training in and opportunities to conduct research. Participating students would take a seminar in advanced research methods (POLS 4800) and be placed with a faculty member or an appropriate local government agency or political organization to conduct a research project of mutual interest. We aim to enroll at least 25 students in the program each year and double the number of majors enrolling directly in graduate programs.

**Resources:** In order to place more emphasis on research in courses for the major, we will need to reduce average class size, which is over 40 in unrestricted sections. This in turn will require additional faculty. The advanced research seminar could be accommodated in the growth of upper-level course offerings provided for under Objective 1a. Nevertheless, additional administrative support will be needed to assist with student placement and oversight of the program, although it could potentially be combined with the additional staff support indicated under Objective 1b. In addition, depending on the program size, it may be appropriate to provide compensation to a faculty director. Finally, we plan to apply for an NSF Research Experience for Undergraduates (REU) grant, which could be used to provide stipends to participating students.

**Implementation Plan for Goal 1:** Each fall and spring semester, we will offer one additional upper-level course on average, for a total of eight over four years. We will increase the number of participants in active learning opportunities by 10 percent per year over five years. We will begin to identify external research placement opportunities in AY 2017-2018 and fully implement the URAP in AY2018-2019 by offering POLS 4800 on an annual basis. If student demand exceeds the optimal capacity (25 students), we will offer additional sections of POLS 4800.

To address **Goal 2**, the department has established two objectives:

**Objective 2a: Restructure MA course offerings.** The rollout of the new online MA will require introducing nearly 10 new online courses. In addition, as the MA programs become increasingly independent of the PhD, we can no longer expect doctoral and MA students to benefit from the same courses. Instead, we must offer a more differentiated curriculum, with more practically-oriented MA courses typically at the 6000-level.

**Resources:** We have successfully applied for support from CETL, primarily in the form of Digital Champions fellowships, to develop several of the new online courses, and we will continue to seek assistance from CETL. We will need additional resources, however, to support
development of the remaining online courses, such as a course release or summer support for those offering an online course for the first time. The parallel task of offering a more differentiated graduate curriculum, with more distinct MA and doctoral courses, will require an overall increase in graduate course offerings. Here again there may be no substitute for adding faculty (both graduate tenure-track and professors of practice) who are best qualified to offer the relevant courses. Offering this new online MA without either tuition return to help compensate faculty for extra courses taught each year, or hiring new faculty, will likely not result in growth in credit hours.

**Objective 2b: Provide adequate administrative support.** The growth of the professional politics concentration along with the development and implementation of the new online MA will place much greater administrative demands on the department. We have appointed a director for the online MA but would ideally have one director for all MA programs along with adequate staff support.

**Resources:** We will need to provide appropriate compensation (course releases and/or summer salary) for the MA program director on a long-term basis. We will also need to compensate faculty who teach above their required course load by teaching in the online program. We will require additional staff support to perform advertising, scheduling, advising, career counseling, and other necessary administrative tasks. It may be possible to cover these costs through the return of tuition generated by the new online program.

**Implementation plan for Goal 2:** We aim to offer one to two more MA-level courses each semester over the next five years, with the majority of them delivered online.

To address **Goal 3**, the department has identified three objectives:

**Objective 3a: Admit more doctoral students of higher quality and retain them.** Although the qualifications of the students we admit to the doctoral program have been adequate, the steadily increasing rigor of the discipline requires that we admit students with ever stronger abilities, who might otherwise choose better funded programs. In addition, we lose approximately one to two doctoral students each year to other, typically more highly ranked programs. We aim to increase the qualifications of admitted students (e.g., average GRE scores, GPA, etc.) and to reduce the number who leave the department for other doctoral programs in political science.

**Resources:** A critical factor in attracting and retaining well qualified doctoral candidates is the size of the basic stipend. The department has made good use of other sources of financial support (Supplemental Instructors, WAC consultants, etc.), but there is no substitute for competitive stipends. Thus we propose to increase the basic stipend from $14,000 to $16,000 per year, which is closer to but still falls short of that offered by most of our peer and aspirational programs. The difference could be covered either by reducing the total number of stipends offered or through the availability of additional funds from the college. In addition, we propose to reduce the instructional burden imposed on doctoral students by allowing them to teach smaller numbers of students. This shift will be facilitated by the planned greater use of online sections of core courses (see Objective 1a), but it may also require additional regular full-time faculty resources and/or an increase in the number of funded GRA positions. A final resource that would greatly improve the program ambience would be the provision of additional office space for doctoral students, so that they can conduct their research on campus in close proximity
to the faculty and other academic resources. We anticipate that this need will be met when the department receives additional space in Langdale Hall.

**Objective 3b: Reduce time to doctoral degree completion by offering more graduate classes, reducing teaching demands, and eliminating program obstacles.** In recent years, time-to-degree in the doctoral program has averaged 7.6 years. We aim to lower this figure, with the ultimate goal being 5 years. Principal obstacles to doing so are heavy teaching burdens, the unavailability of needed classes, and potentially unnecessary program requirements and procedures. Over the past several years, the average number of undergraduate students taught per GSI per year has climbed to around 150. Meanwhile, the total number of graduate course sections offered has declined.

**Resources:** We are already in the process of re-examining program requirements for the purpose of shortening completion times. Reducing the instructional burden on doctoral students is discussed under Objective 3a. To increase regular doctoral course offerings, however, there is no alternative to raising the number of tenure-track faculty. In contrast to teaching at the undergraduate level, which can be effectively provided by a range of possible instructors, graduate courses should be offered by research-active faculty who will qualify as graduate faculty. The addition of two tenure-track faculty, each of whom could teach one graduate section per semester, would largely compensate for the recent decline in offerings.

**Objective 3c: Better advise doctoral students for the academic job market and non-academic careers.** We believe that our doctoral graduates are well prepared for careers in academia, as indicated by the recent record of successful placements in tenure-track positions. But given our small support staff, we are very limited in the resources that we can offer to help students navigate the academic job market, and even less able to advise them on non-scholarly careers. Further, we believe that students’ job prospects are somewhat diminished by the substantial teaching burden they face and the resulting limits on their ability to conduct research with faculty.

**Resources:** Reducing the instructional burden on doctoral students – and thereby increasing the time available for research with faculty -- is addressed under Objective 3a. We encourage students who seek non-scholarly careers to consult with University Career Services, but because UCS is primarily oriented toward undergraduate students and because of the relatively specialized nature of the non-academic career paths typically pursued by political science PhDs, we need to develop additional advisement capacity within the department. Depending on the extent of and the functions performed by the additional staff support identified under Objectives 1b and 1c, it may be possible to free up the administrative resources needed for this purpose in the graduate office.

**Implementation Plan for Goal 3:** We plan to introduce incrementally all of these enhancements to the doctoral program (improved basic stipends, reduced graduate teaching loads, increased graduate course offerings, and expanded professional and career advisement) over the next three to five academic years.

To address **Goal 4**, the department has established three objectives:

**Objective 4a: Retain research active faculty.** The first step in achieving this goal is simply not to lose any more of the existing faculty. The administration’s recently announced salary review/adjustment model will help with retention, although it will not be particularly relevant to
junior faculty or productive full professors whose salaries already match or exceed the target or
who fall outside of its time window. Thus, short of compensatory salary increases to address
compression and inversion as well as competitive counteroffers, the most promising avenue for
improving retention will be the consistent provision of greater levels of research support, such as
travel funding, small research awards, summer stipends, and graduate student assistance, which
has steadily declined over that last decade.

Resources: Reducing the instructional burden on doctoral students, as foreseen in Objective 3a,
will result in the greater availability of graduate research assistance. In addition, we will redirect
some departmental funds to provide research support on a competitive basis. This support can
take the form of project completion grants (e.g., travel, release time, purchases of equipment and
software, etc.) and project initiation grants (e.g., release time to facilitate the preparation of
major grant proposals). Some additional resources may also become available through increased
success in grant seeking (see Objective 5c), but these efforts to provide additional research
support may need to be supplemented by the college.

Objective 4b: Exploit opportunities to add new faculty, especially those that increase our
diversity. In addressing recent faculty losses and meeting our expected instructional needs (see
Objectives 1a, 2a, and 3b), there is no substitute for adding new faculty. We will continue to
seek lines from the college, especially for research-active tenure-track faculty at the assistant
professor level, but we will also aggressively pursue university-wide opportunities to grow our
numbers.

Resources: We are already making use of the university’s Distinguished Visiting Professor
program, with the planned residency of Dr. Christina Bejarano of the University of Kansas in
Spring 2017, but we will continue to identify other qualified scholars for the program. We plan
as well to take advantage of the Next Generation program, which also emphasizes recruiting a
diverse cadre faculty. See Objective 5b for possible proposal topics.

Objective 4c: Maximize faculty progression through the ranks. Our faculty have tended to
move steadily up the promotion ladder. In the last 10 years, we have promoted and tenured a
dozens assistant professors (although two subsequently left), and two of the three associate
professors promoted to full professor during that period made the move after only 5 or 6 years in
rank. Nevertheless, we aim to do everything possible to ensure that each assistant professor we
hire achieves tenure and each associate develops a record sufficient for promotion to full
professor within 5 to 7 years after the previous promotion.

Resources: One important step we can take to achieve this objective is to provide more research
support for faculty, as provided under Objective 4a. We also plan to expand the existing faculty
mentoring program, which currently focuses on assistant professors, to include associates
seeking promotion to full professor.

Implementation Plan for Goal 4: We plan to participate in the preparation and submission of at
least one Next Generation proposal each year, resulting in two to three new hires over the next
five years. The expanded mentoring program can be implemented as soon as it is developed and
approved by the department.

To address Goal 5, the department has established three objectives:

Objective 5a: Expand expertise in the politics of cities and the context in which they exist,
such as state government. As a first step, we seek to increase our interdisciplinary capacity in
the study of problems faced by cities. Doing so will not only expand our ability to contribute to the goal of increased transdisciplinary scholarship on urban themes, but it will strengthen our undergraduate and graduate programs as well. At the undergraduate level, we could build on our community partnerships built through the Zoukis Summer Institute on Politics and Justice, our domestic field schools on judicial process and local refugee resettlement, and our internship placements in state and city government. And we will be able to offer more courses and research opportunities on urban issues at both levels and to advise graduate students seeking to specialize in this area. The resulting networks and connections will allow us to better leverage our location in the heart of Georgia’s capital to create learning and employment opportunities in the form of internships, domestic field schools, and jobs in government and public administration for our graduates.

Resources: The achievement of this objective will require hiring one or more faculty who specialize in the politics of cities. Adding faculty in this area would have the additional benefits of enabling us to offer more faculty sections of POLS 1101, thereby reducing the load on graduate students, and synergistically augmenting our existing strengths in other subfields of American and judicial politics, including racial and ethnic politics, state and municipal courts, and political behavior.

Objective 5b: Increase interdisciplinary research activity with other units in CAS and beyond. A number of departments, colleges, institutes, and programs at GSU offer natural research partnership opportunities with political science. We plan to identify and pursue the most promising opportunities through the creation of a series of interdisciplinary teams. Some of these initiatives will involve the preparation and submission of Next Generation proposals, but doing so will not be a necessary component, especially where productive interdisciplinary work can be pursued with existing faculty. Promising research topics (and the corresponding partners) include cooperation, collaboration, and competition (law), experimental research (AYSPS), urban problems (criminal justice, economics, sociology, public health, and the new Urban Studies Institute), climate change (economics, geosciences), and access to justice (law, criminal justice), among others.

Resources: The achievement of this objective should require few new resources, although it would be facilitated by the types of research support indicated in Objective 4a.

Objective 5c: Increase the number of interdisciplinary grant applications and sponsored research funding proposals. Integral to the expansion of interdisciplinary research activity will be the generation of additional efforts to obtain external support. We aim to increase the number of such proposals by 25 percent over the next five years.

Resources: The achievement of this objective will be facilitated by the interdisciplinary nature of the work, which will open up new avenues for funding. Likewise, the burden of preparing and submitting applications will be distributed over multiple units. Nevertheless, additional research support, as provided for in Objective 4a, would increase our capacity for successful grant seeking. In addition, the implementation requirements of external grants may necessitate more staff support.

Implementation Plan for Goal 5: We plan to participate in the preparation and submission of at least one Next Generation proposals each year (see Objective 4b). Likewise, we will seek to participate in the development one interdisciplinary proposal for external support each year.