

Introduction and Overview

The Department of Political Science at the University of Washington is the oldest and most distinguished political science program in the northwestern United States. Established in 1901 under the leadership of legendary scholar J. Allen Smith, the department has since included a host of distinguished intellectuals. If there has been one constant theme during the first century of existence, it has been that of *change*. This fact was underlined in 1967, when Chair Hugh Bone wrote in a newsletter “much change will continue and many new trends will appear in political science. We must prepare for it. Indeed, the Department of Political Science in 1977 will likely be as different from that of 1968 as today’s department is from that of 1959!”

This characterization has become even more accurate over the last several decades. The contemporary department is largely the result of a major rebuilding effort begun by Donald Matthews, a nationally prominent scholar who was hired as chair in the late 1970s. Under Matthews’s leadership, the department undertook a sustained strategic effort to become a professional academic leader in research and a campus leader in teaching. This campaign included hiring the highest quality faculty members, expanding faculty and staff size, recruiting top graduate students, reorganizing both undergraduate and graduate curricula, restructuring departmental governance, and implementing a steady stream of other reforms. The results have been everywhere apparent during recent years, including the notable numbers and placement of faculty publications; the growing list of professional prizes for “best books” by faculty; the prestigious research grants won by faculty and students alike; the numerous faculty teaching awards; the successful placement of graduate students; the increased status of the department on campus as well as in the profession; and the positive assessments and support from department alumni.

This process of internal transformation continues today. More than ever, the UW Political Science Department is on the cutting edge of many academic developments, including bold new research agendas on salient public topics, the integration of technology and research into undergraduate teaching, the coordinated training of graduate students for research, teaching, and professional life, and an increasing focus on public service.

The Department’s Core Missions

The department remains committed to excellence in intellectual inquiry about politics and public life.

- We celebrate our diverse agenda of bold, creative, and distinguished scholarly *research and publication* about politics within our own nation and around the world.
- At the same time, our faculty is deeply committed to providing the highest quality of *teaching* about politics at the undergraduate and graduate levels.

- Finally, we are committed to public *service* on campus, in the academic profession, in our immediate community, and in public life around the globe.

For us, these diverse activities are thoroughly integrated dimensions of our dedication to promoting enhanced understanding and practice of politics as one of the most significant endeavors in modern collective life. We are especially committed to the types of teaching and service in which a leading research department most clearly excels.

The Core Value of Citizenship

Along with the commitments to excellence, relevance, and independence, the Department of Political Science is dedicated to the study, teaching, and generation of *citizenship* in an increasingly changing world. As we see it, politics is a domain neither exclusively dominated by elites nor removed from everyday life. Our commitment to citizenship thus extends, first, to the generation and dissemination of *knowledge* about institutions, practices, and relations that constitute public life. Without this basic knowledge, citizens cannot be rational, informed, and able participants in politics. Second, we endeavor even more through our research, teaching, and service to enhance the basic *skill levels* of our students, the general public, our public leaders, and ourselves. At the heart of our intellectual enterprise is a commitment to developing and nurturing strong analytical capacities, interpretive abilities, writing proficiencies, and technological skills in statistics and computer use for research as well as practical action. Third, we unhesitatingly identify and encourage appreciation for the basic *norms and ideals* that constitute democratic citizenship, including tolerance for different viewpoints, respect for other persons, procedural fairness, substantive equal opportunity, freedom, lifelong learning, and participation in public life. Finally we strongly emphasize the importance of understanding and appreciating the *diversity* among peoples, histories, cultures, and ideas that thrive within and beyond our own society. The department's internal practice of valuing intellectual pluralism is but one expression and confirmation of its commitment to diversity. In sum, we believe that the modern university is a critical institutional resource for the study and practice of citizenship generally, and that the Department of Political Science should lead the way in that endeavor.

Section A. Self-Evaluation

The Department has been on an upward trajectory for more than twenty years. The quality of the faculty, as measured by publications, grants, award and honors, teaching excellence, national and international visibility, and retention and recruitment success, has been steadily improving though this trend is most visible in the past five or six years. Many of the faculty are institution builders and have been leaders in the creation and development of vital research and teaching centers associated with the department in various ways. These Centers are the locus of innovative research, teaching and service.

The quality of the graduate program has seen a marked improvement in the past five to ten years, particularly in terms of job placement. Applications have increased and the quality of accepted and enrolled graduate students has steadily improved. After

considerable revisions to graduate curriculum, including restructuring or field requirements, PhC. qualifying exams, methodology requirements, and more of an emphasis on the development of research skills, our graduate students are better prepared to publish scholarly work and are becoming increasingly successful in obtaining desirable jobs. Indeed, in the past two years, two of our graduate students have received American Political Science Association Dissertation Awards.

Our undergraduate program is extremely popular (so popular that it creates serious challenges that are discussed shortly). We have always had a large number of political science majors, but in the past five years the number has grown from 700 to over 900. We have been one of the most popular majors in the College for a very long time and remain so now. We are now the second largest major in the College of Arts and Sciences. While some of this growth can be attributed to national and international events and other factors that relate to similar growth at other institutions, it also is a function of the quality of instruction by faculty and graduate students, (the department has four distinguished teaching award winners and one S. Sterling Munro Public Service Teaching Award winner), innovations to bring technology into the classroom effectively, and a commitment to provide hands on learning opportunities via internships, service based learning, and engagement in faculty research projects.

The department has always taken its service mission seriously. Many faculty diligently provide valuable service to the University, the College, other departments and programs, and research centers as well as service to professional organizations and journals. Since the restructuring in the late 1970s, the department has prospered from a well functioning and effective governance structure that has fostered a collegial working environment, facilitated effective recruitment and retention of faculty, promoted a vibrant research culture, and stimulated innovations in our graduate and undergraduate teaching programs.

Faculty

The faculty is currently composed of 31 individual members, though when joint appointments and 50% appointments are taken into account the total FTE is 28.0. There are currently 14 Full Professors (11.5 FTE), 12 Associate Professor (12 FTE), and 5 Assistant Professors (4.5 FTE). This is a relatively healthy distribution across ranks and age. Of the 31 faculty, eight are women (26%) and two are bona fide minorities (6.5%). This will increase with the arrival of one faculty member in September of 2005 to 9.4%. The faculty grew in size during the late 1980s and the 1990s but this growth has halted completely over the past five years. Total department FTEs in 1999-2000 was 28.0 and remains at 28.0 for the 2004-2005 academic year. In sheer numbers, we remain very small compared with other top-flight departments. This creates significant problems in “competing” with top-ranked departments, almost all of which are significantly (50%) larger.

Because of our small faculty size, we have also made a conscious choice not to cover all the sub-fields and substantive issues in the discipline or all the geographic areas of the world. Instead we have organized around substantive clusters, each of which we

have invested in and fortified in a careful, systematic, balanced way. While most faculty work at the intersection of several fundamental sub-fields in which we have strengths, we have worked to build and maintain quality and depth of research in each of the four traditional major fields in the discipline of political science: American politics (9.5 FTE), comparative politics (9.0 FTE), international relations (6.5 FTE), and political theory (3.0 FTE). As noted above, we have strengths at the intersections of these main fields and specific sub-fields of political science. Among the sub-fields where the department has substantial expertise and research activity are Political Economy, Public Law, Public Policy, Political Communication, Area Studies, Methodology, and Race and Ethnicity Politics. For a list of faculty active in each of these sub fields see <http://www.polisci.washington.edu/research/subfield.html>.

Challenges

One of the most serious challenges we face as we seek to continue to build a first rate department is to continue to recruit and retain outstanding faculty. The ability to consistently build a stronger, coherent, and collegial faculty has rested on three conditions. First, we have been able to compete very successfully to *recruit* outstanding entry-level faculty. This has been facilitated by our ability to offer competitive salary and resource support packages to entry-level people; resources that must stay competitive if we are to be able to continue to recruit the best. This is particularly important for a department that, with only a few exceptions, has been built by recruiting at the Assistant Professor level. The quality of our recruitment and mentoring is reflected in the fact that, since the mid 1980s, only one person was denied promotion to Associate Professor with tenure. The College has provided the resources to keep us competitive, though the department's ability to continue to provide a significant share of the resource packages is in jeopardy.

Second, we have successfully *retained* our most talented group of highly productive scholars. Faculty we recruit typically stay here for large portions of their careers. We are not a turnstile department as is the case with many of our competitors. Faculty stability is one of the reasons that we have a strong collegial department culture, and faculty stability, in turn, has been a very effective tool in recruitment at both the faculty and graduate student levels. Our faculty long have received excellent outside offers, but the pace of those offers has increased dramatically. In the past four academic years the department has had eleven retention cases and succeeded in retaining eight faculty. In the past two years alone, there have been eight retention cases with five successful retentions. Of the eleven retention cases, five were full professors, two were associate professors, and four were assistant professors. The reasons for this increase are numerous, but the two most palpable factors are the increased quality and prominence of our faculty along with the recognition in the profession that faculty at the University of Washington are significantly underpaid. This latter fact leads to the perception that we are vulnerable to "raiding." Since neither of these factors is expected to change in the near future, the increased trend in retention cases is expected to continue. While the College has been very helpful in making competitive retention offers, its ability and that of the department to continue is uncertain. The market for quality political scientists

continues to be very competitive and salaries are escalating rapidly at all levels, especially for outstanding senior faculty.

Third, we have benefited by having a collegial, diverse, and intellectually tolerant group of faculty. Maintaining a welcoming and highly stimulating work environment is very important for us in recruiting and retaining faculty. Such a collegial work culture exists today and we work hard to nurture it, but it is under pressure. One threat to that collegiality comes from our very successes in recruitment and retention coupled with the general salary structure at the University of Washington. Even though a significant portion of faculty is now well paid and the department average salaries are higher in absolute dollars than most other social science departments at the University of Washington, two critical problems remain. Like most other departments here, we remain substantially behind our peers (approximately 14% given most recent data) and we have very serious compression and equity problems in the department.

Research

The Department of Political Science is deeply committed to research. Research is what most clearly defines each individual faculty member and, collectively, the department. It is the foundational activity on which all else is built, as it should be at a top research university such as the University of Washington. As such, the central goal of this department is to continue to improve our research productivity so that we rise to the next level and become a top-ranked department. Faculty research productivity measured in terms of publications, sponsored research and fellowships, and various honors and awards (discussed in detail in Section C) have all increased over the past 10 years, and because of this so has the intellectual stature of our faculty risen in the profession.

The range of our faculty research agenda is wide, reflecting the extraordinary diversity of the field of political science as well as the variety of ways in which our faculty seek to understand and explain political phenomena. While diverse, one of the strengths and unifying features of our faculty is the commitment to generating theory-driven, broad-based, and multifaceted research on important political phenomena. Intellectual coherence is provided to our research efforts by multiple clusters of scholars undertaking interrelated research projects that cut across the various traditional field divisions of the discipline. Several American and comparative politics faculty work in the areas of media and political communications, political participation and representation, and public policy processes. Public law and comparative politics faculty work in the areas of comparative legal institutions and social movements. A number of scholars across all the major fields focus on the role of labor in politics. Scholars in comparative politics and international relations collaborate on research concerning comparative political, economic, and legal institutions and the impact of globalization on both international and national politics. Political theorists collaborate with public law faculty on research in judicial institutions and human rights as well as the foundations of political economy. A number of Americanists, comparativists, and international relations scholars take an historical approach to the role of institutions in politics. Also, we are in the process of developing a group of scholars concerned with race and ethnicity politics that will connect with

American Politics but also comparative politics, political theory and public law as well. In addition we have a number of clusters of strength within fields such as international security, international political economy, comparative political economy, public law, feminist theory, political communication, comparative federalism, public policy, methodology, and American national institutions.

Challenges

We know that our commitment to be a top ranked department can be realized only by making substantial improvements in our graduate program in coordination with our innovations and improvements in our undergraduate curriculum. Progress in these two areas is discussed in detail in other parts of this study. However, our ability to achieve these lofty ambitions is challenged by several important structural impediments, including deficient research infrastructure, insufficient financial support for graduate students, cramped physical space, small faculty size, overwhelming undergraduate teaching demands, and an inadequate salary structure that has created serious compression, equity, and retention problems. Most of these problems are discussed elsewhere. Insufficient research infrastructure and limited physical space need some elaboration. With the help of the Deans we have made progress in both these areas. We have renovated four rooms and gained three more offices but we still lack sufficient space for all our Teaching Assistants and Research Assistants and we lack appropriate space for several of the Centers associated with the department. The research infrastructure has improved. We now have more grant and contract support as well as more computing support. However, our staff support for grants and contracts remains seriously inadequate and our computing support, particularly for web page management, also remain deficient.

Teaching

The Department of Political Science has cultivated a strong reputation for innovation and excellence in undergraduate education, producing four recipients of the UW's Distinguished Teaching Award. Our department presents students, both majors and non-majors, with a well-rounded education that emphasizes critical thinking within an increasingly diverse social environment. The concept of local, national, and global citizenship acts as the guiding principle in our undergraduate education. Providing students with the knowledge and intellectual tools to become active, responsible, and productive citizens at all levels of societal life is central to the department's mission. Not only do we expose students to a wide range of intellectual ideas concerning the role of government and society, but we also stress the development of career and citizenship skills, including written and oral communication, quantitative and qualitative analysis, interpretive abilities, teamwork, and technological and organizational skills. In addition to the standard model of instruction, the department is ideally suited to offer possibilities for active participation beyond the classroom, including internship programs, service learning, and undergraduate research opportunities. As a result of our innovative approach to teaching, political science is the second (over 900) largest major in the UW

College of Arts and Sciences and attracts a significant number of non-majors seeking general education credits in our 100-200 level courses.

One of our main goals is to continue to innovate and improve the educational experience our undergraduates receive. Our department has a long-term commitment to excellence in undergraduate education and we have instituted a number of innovative programs to enhance our undergraduates' educational experiences. In addition to continuing to provide student support through our model undergraduate writing center and state-of-the-art computer classroom, we continue our commitment to providing students with individualized learning opportunities via service learning, internships, and involvement in faculty research. While the faculty in political science are overwhelmed with undergraduate students (discussed in the challenges section below), *they still manage to interact with students in a one-on-one setting at a phenomenal rate.* Political Science has two well-established formal internship programs; The Washington State Legislature Internship program and the Washington Center Internships in Washington D.C. This past year 42 students participated in these two programs – up from 31 last year. In addition, individual students work with faculty and generate individualized internship experiences. This past academic year 38 students worked with faculty and developed individual internships. In this past academic year 245 students (up from 152 last year) participated in community-based service learning courses headed by political science faculty. The department is concerned about educating citizens and developing citizenship, and this level of involvement by our students and faculty indicate that we are making a real difference. Lastly, reflecting our strong commitment to research, political science faculty worked with a large number of undergraduates on independent research and collaborative research. Seventy-nine undergraduates worked independently with political science faculty on research projects. Perhaps the most successful program in this regard is that developed and run by the CAPP center under the direction of Bryan Jones and John Wilkerson. Nine students worked on research connected with the CAPP center research agenda for three quarters and produced a stellar set of independent research projects.

Challenges

We are working hard and successfully on numerous fronts to improve the educational experience of our undergraduates. However, the sheer number of undergraduates we handle threatens to swamp these efforts. We cannot continue to teach thousands of undergraduates, teach very large 300 and 400 level courses to our majors, and continue to work with large numbers of students on independent projects. Over time something must give or we will have great difficulty retaining outstanding faculty and we will not be able to sustain the high level of research productivity of our faculty. Political Science faculty carry a huge undergraduate teaching load. We are a major intensive department (political science majors account for more than 83% of the students in all our upper division undergraduate courses) with the second highest total number of majors in the College behind only the Art department. Data provided by the College on Political Science Majors in Figure 1 shows that the number of majors in political science has been very high for many years and has been consistently increasing over the past six years. No other comparable social science department, with the exception very recently of

Economics and Communications, has even come close to the number of majors nor has experienced consistent growth in majors. Indeed, some units have experienced recent declines in the number of majors.

Political Science also generates more undergraduate degrees than do our fellow social science peers. We have been graduating about 330 per year for many years (1993-4 to 2001-02) but this has climbed to well over 400 this past year (see Figure 2 on Political Science undergraduate degrees granted over the past ten years). These numbers put substantial pressure on the faculty. Political science faculty teach on average more students than most of our social science peers. As reported in Figure 3, undergraduate paid student credit hours per expended FTE for political science has remained a bit below 1200 from FY 1997-8 to FY 2001-2 and shot up almost 1,400 for 2003-04. The social science average has declined from about 1130 to slightly below 1,000 before rebounding to almost 1200 for 2003-4. Our burden is growing and it remains approximately 100 SCH/FTE higher than the social science average. *We need to have more political science faculty and/or we need to teach fewer undergraduates.* Political science faculty have shouldered this burden for many years and it simply cannot continue. Given that the department will be down three FTEs next year, and with less funding from recapture and other sources as well, including the welcome support from the College in allocating Teaching Assistants to the department, it appears that we must consider in a serious fashion ways to restrict the teaching load of the faculty. The department's Undergraduate Program Committee has considered two possible mechanisms to reduce the teaching load: raising the requirements for entry to the major and instituting a methodology requirement for all majors. We are concerned that the first mechanism could have a negative impact on the diversity of our undergraduates and the second mechanism raises significant course staffing issues. Nonetheless, if we do not make some changes, then the quality of instruction we offer to our undergraduates will deteriorate. We will not be able to even consider developing senior capstone seminars, an idea that we have desired to implement for at least ten years, and tremendous pressure will be exerted on all the individual instructional activities (undergraduate research, internships) that are so rewarding for our undergraduates.

The Centers: Promoting Collaboration

One of the most dramatic new developments is the growth of separate research centers within or closely affiliated with the department. Indeed, over a decade ago, the department had no active centers. Now, five major centers are closely associated with the department and led by department faculty; Center for American Politics and Public Policy (CAPPP), Center for Civic Communication & Engagement (CCCE), Comparative Historical Analysis of Organizations and States Center (CHAOS), Comparative Law and Society Studies Center (CLASS), and The Harry Bridges Center for Labor Studies (HBCLS). These Centers and others that have close ties to the department are discussed in detail in the Relationships with other Units Section. All of these Centers have a different substantive focus, are funded in different ways, are uniquely organized, and are connected to varying constituencies in the department, on campus, in the profession, and in the community. Together these new centers demonstrate the high degree of

collaborative scholarly activity – both through intellectual clusters cutting across fields within the department and through interdisciplinary linkages across the campus – that is a trademark of the political science faculty.

One palpable benefit of these centers is that they have increased the overall resources – faculty, RAs, TAs, research funds, student activity, community involvement – available for the advancement of core Political Science Department missions. Several of the centers, for example, applied for and received support from the Tools for Transformation program on the UW campus. Moreover, both CAPPP and CLASS provided justification for a total of three new permanent faculty lines, although these new lines did not contribute to net growth in department faculty size, as other positions were lost; they simply limited or offset shrinkage. CAPPP, CLASS, CCCE, and HBCLS have provided considerable leadership in attracting undergraduates into research activity; the CAPPP Undergraduate Fellows Program is a campus leader in that area. Likewise, all of the centers, with HBCLS leading the way, have contributed to service learning experiences for undergraduates. Each of the centers likewise has also provided new state, private, foundation, and federal funds for graduate RAs as well as for independent graduate research and dissertation development. At the same time, all of the centers are working to bring in funds from private donors and public sources for the basic research, teaching, and service missions of the department. HBCLS again is the clear leader here, grounded in the contributions of millions of dollars from working people throughout the western United States. Finally, these centers have cultivated linkages not only among different groups of political scientists but between the Political Science Department and other centers, departments, and programs across campus.

Challenges

However, the centers present some interesting and difficult challenges for our department. Most seriously, the centers pose the risks of potential diversions of affiliated faculty teaching and service away from the department; conflicts of faculty interests between the department and the centers in policy matters; and lack of clarity about financial interdependence and decision-making authority in relations among units. Generally, however, we believe that the strength of the department organization, the established bonds among faculty, and the commitments of center leaders (all tenured faculty with long traditions of department leadership) have kept the potential centrifugal tendencies of the centers in check. The challenge remains to coordinate center activities in ways that maximize their complementary contributions to core departmental missions of research, teaching, and service, one that parallels the larger campus concern for encouraging cross-departmental fertilization in ways that fortify rather than weaken disciplinary departments.

Staff

As the department has grown in size, complexity, and activity, so has the need for support staff both grown and changed in character. The Department of Political Science presently has 7.75 FTE staff members (9 persons) supporting the activities of 28 faculty,

101 graduate students, and over 940 undergraduate majors as well many aspects of the Law, Societies and Justice Program (125 undergraduates) and numerous research centers. The permanent staff consists of three professional academic advisers, one professional staff administrator, one professional staff computer support analyst, one fiscal specialist (.75 FTE) and three classified staff (2 FTE); this is supplemented by .5 FTE classified staff working for the journal *Comparative Political Studies* and four or more half-time graduate assistants working in advising and the computer lab during most quarters.

Experience, longevity, and support of core faculty goals have meant that personnel with responsibility for administering our programs have been able to participate more meaningfully in the policy making of the department. Two important professional staff positions, Administrator and Director of Academic Services, are held by people who have each worked for the department a considerable length of time. The staff members' knowledge of the university environment provides important information, insight, and counsel for departmental policy discussions. The political science staff is firmly committed to the mission of the department and has worked cooperatively with faculty, responding effectively to changes in the academic environment and to new initiatives and programs by redesigning staff assignments to match updated tasks. With resourcefulness and inventiveness, the main office staff has risen to the challenges posed by new technologies and shifts in tasks to those more directed to grants and contracts and web-based administrative support. As our sponsored research grows the staff support becomes even more critical. Development and updating of our website and servers is also crucial as the department website is the main medium through people (particularly prospective graduate students) gain information about who we are.

The Political Science Department advising staff has likewise responded with creativity and initiative to the challenges and opportunities posed by new technologies and programs. Increasingly the Graduate Program has moved student admission, placement, and tracking to complex relational database structures; program information is disseminated through the political science Web site; and most communications with applicants, current students, and university faculty and staff are conducted via the Internet. These technologies have necessitated hiring a staff member who possesses more sophisticated skills than those previously available. Such staff support allows the department to respond more easily and effectively to new programs. It provides supervisory support for the directors and tutors in the departmental writing center. And it also provides support to manage internship programs for students at local, regional, and national levels as well as courses with service based learning components.

Challenges

In times of tight budgets, our ability to meet program challenges with personnel configurations to support new activities has provided opportunities we might otherwise have missed. Our offices complement the instructional mission of the department and work cooperatively with faculty to support the educational needs of our graduate and undergraduate students. The expanding financial activity of the faculty (grants, programs, research activities), along with the added burdens of providing

administrative support for the Law, Societies and Justice program, the multiple research centers, the computer classroom, and much more -- have all exposed and dramatized the long-standing problem of inadequate staff size in our department. In addition, a significant increase in work has been generated by a shift of many administrative tasks from central administration to departments. Our staff personnel are great--efficient, creative, and diligent -- but remain overworked.

Governance

We are proud of our internal organization and governance structures, which express our basic values and also advance our effective pursuit of our intellectual missions. Former Chair Donald Matthews, an expert on formal organization and informal norms in the U.S. Senate, is most responsible for designing the present organization. Its central feature is a complex network of both permanent and ad hoc committees responsible not only for ongoing administration but also, in coordination with the department chair, for policy generation, review, and revision (The 2004-2005 committee roster in Appendix I lists the standing committees along with current faculty, staff and graduate student representation on these committees). All faculty members and professional staff as well as elected graduate leaders sit on one or more such committees, which makes continual efforts at outreach and communication with the rest of the department. Most of the policy innovation and reform comes from this complex process of ongoing committee work. Moreover, we celebrate the fact that this decentralized organization has generated departmental decision-making processes that are unusually open, accessible, responsive, representative, dynamic, well informed, and prudent. Likewise, this open participatory process has produced powerful informal norms of respect for one another, for differences in our commitments, and for the diversity of ideas that emanate from our faculty. As such, our department is organized in such a manner to realize in practice the type of democratic citizenship and politics that we encourage in our teaching. The resulting collegiality is one of the most important reasons for the effective, efficient, stable decision making that routinely distinguishes our department's collective actions.

Challenges

The key challenge facing us is to maintain a commitment on the part of all faculty to participate in the governance and leadership of the department even as we all have increased research, teaching, and other service demands.

Development

In the year 2000, as the department was engaged in its strategic planning process, we recognized that development rarely had been a departmental priority. We recognized that faculty and staff viewed themselves as neither particularly adept at nor inclined toward development activities. Efforts at securing external funding support had been episodic but met with some success, notably the Hugh Bone Scholarship Fund drive in 1986, which resulted in the successful endowment of student internship scholarships, and the creation of the Donald R. Matthews Fund on his retirement in 1994. In 1977 the

department created a Visiting Committee, intended to foster support from external sources. It remained active for a year or two, but lacked defined purposes and objectives and fell into disuse. A newsletter reporting departmental activities began in winter 1987 and was repeated in spring 1988, but was not continued. As a result, irregular flows of external contributions to the department have been received, mainly tied to the College of Arts and Science's Annual Fund Campaign.

In 2000 the department established two development targets:

1. Increase private contributions to the general fund by at least 10% during each of the next five years
2. Find donors for department professorships and chairs

Over the past four years we have made considerable progress, but much remains to be accomplished.

What has been accomplished?

1. Established a Standing Department Development Committee
2. Published the Political Science Newsletter *The Frontrunner* twice annually
3. Sponsored various forums and panels of faculty with expertise on timely topics of general public interest (e.g., pre-election forecasts, post-election analyses)
4. Established the Political Science Alumni Forum
5. Reestablished Pi Sigma Alpha (The Political Science Undergraduate Honor Society)
6. Worked in conjunction with the College Development Office to identify, contact, and cultivate potential major donors to the department, focusing on gifts for professorships, chairs and graduate fellowships and to enhance annual giving through the College telepledge campaign
7. Constructed a component of the Department Website that provides the means for alumni and supporters to keep abreast of new developments within the department and allow alumni and supporters convenient methods for making contributions to the department.
8. Started the Department Distinguished Alumni Award in 2002 (prior awardees, Justice Bobbi Bridge, Mr. Michael McGavick, and Mr. Robert Kaplan)
9. Significantly enhanced the Department annual Convocation
10. Crafted a Department Development Plan and Visiting Committee Document

We have had some success, though only part of it can be directly attributed to our efforts.

Endowed Professorships: Three since 2000

Donald R. Matthews Distinguished Professorship in American Politics (Bryan Jones)

Jere L. Bacharach Professorship in International Studies (Margaret Levi)

Gordon Hirabayashi Professor for the Advancement of Citizenship (Michael McCann)

Graduate Fellowship Endowments: An increase of \$1,038,421 (Matthews and Speyer) since 2000

Undergraduate Scholarships: An increase of \$85,000 (Curtis, Kaplan and Levi) since 2000

Challenges

Much more needs to be done. We need to generate more Endowed Professorships and Chairs, and Endowed Faculty Fellowships. We need to increase substantially both graduate fellowship and undergraduate scholarship endowments and our Discretionary Fund. We need to put in place a Visiting Committee and use it effectively, largely to help with generating major gifts. We need to develop more effective means to raise annual giving by our alumni and friends (newsletters, the telepledge campaign, and alumni forums have not had the significant impact desired as annual donations to the Friends of Political Science Discretionary Fund have remained essentially unchanged over the past five years averaging about \$19,000 per year) and we need the support and involvement of the entire faculty.

Section B. Teaching

Allocation of Teaching Responsibilities

The normal teaching load for Political Science faculty is four courses per academic year. Each faculty member is expected to teach one graduate course, one service course (either an undergraduate introductory course or a graduate methods course), one upper-division course for 20 students, and one upper-division course for 60 students. There are two types of service courses: large introductory courses (typically 150 to 400 students and

Teaching Loads

Average Number of Courses, Credit Hours, and Student Credits Hours per Year over the Past Five Years

Faculty	Name	Average Number of Courses Taught per Year	Average Number of Credits Taught Per Year	Average Number of Student Credit Hours per Year
W. Lance	Bennett	3	15	925
James	Caporaso	4	20	1475
Rachel	Cichowski	4	20	1425
Christine	Di Stefano	4	20	1925
Anthony	Gill	4	20	1415
Ellis	Goldberg	4	20	1425
Stephen	Hanson	4	20	1875
Nancy	Hartsock *	2	10	175
Bryan	Jones	3	15	675
John	Keeler	1	5	75
Elizabeth	Kier	3	15	675
Margaret	Levi	3	15	675
Karen	Litfin	4	20	575
George	Lovell	4	20	1675

Stephen	Majeski	1	5	300
Peter	May	3	15	615
Jamie	Mayerfeld	4	20	2125
Michael	McCann	4	20	825
Jonathan	Mercer	4	20	1675
David	Olson	4	20	675
Aseem	Prakash	4	20	975
Adam	Simon	4	20	1225
Andrea	Simpson	4	20	1575
Mark	Smith	4	20	1650
Michael	Taylor *	2	10	250
Michael	Ward *	2	10	150
Susan	Whiting	4	20	1525
Erik	Wibbels	4	20	1425
John	Wilkerson	4	20	2675
Totals		99	495	32655

* denotes 50% appointment

Pols 205, the undergraduate methods class with 48 students) and graduate methods courses (Pols S 500, Political Research Design and Analysis; Pols 501, Advanced Political Research Design and Analysis; Pols 502, Qualitative Research Methods; or, Pols 503, Advanced Quantitative Political Methodology). Because the three-quarter methods sequence is a requirement for all entering graduate students, these four graduate classes must be taught every year and are counted as service; therefore, in some years faculty may teach two graduate classes.

Course reductions are offered for various administrative positions, such as Chair and Associate Chair, directing the Admissions and Financial Aid Committee, and directing centers such as the Center for American Politics and Public Policy. There may also be course reductions as part of recruitment and retention offers as well as course buyouts to engage in sponsored research.

Part of the richness of the Political Science Department stems from its interaction with other units. In many cases, these courses taught by Political Science faculty are jointly listed with the other program or department (for example, the Communications Department; the Law, Societies and Justice Program; and many courses offered through the Jackson School). In cases where there is no joint listing, the class taught outside of Political Science will replace the small undergraduate seminar in the normal teaching load.

Assessment of Undergraduate Teaching

Assessment of our teaching success has remained a cornerstone of the department's undergraduate and graduate program. The department of political science was an early innovator of teaching assessment at the UW and we continue to pursue assessment techniques that exceed the requirements of the College of Arts and Science. It is important to remember that assessing teaching effectiveness (and what students learn) is a

difficult task, particularly in a department with the number of students and majors that we serve. Given that our undergraduates have a wide range of courses to choose from, particularly at the upper division level, it is impossible to simply assess their knowledge with an exit examination. And given our emphasis on training students in methodological and critical thinking skills, such an objective test would not be appropriate.

In the early 1990s Professors Michael McCann and John Keeler examined our teaching effectiveness by reviewing the academic portfolios of 100 students. This assessment technique, combined with focused groups, collective group discussions of the department, and exit surveys, was revealing in that we were able to view what a typical undergraduate would do during their time in our department. We discovered that students typically do extensive writing, both in terms of take-home essays and in-class essay exams, but that they were lacking a capstone experience such as a senior seminar and/or thesis. While this pilot project produced an invaluable, complex look at the undergraduate experience in our department, this assessment process was time-consuming for the faculty involved and costly in terms of staff time devoted to assembling and processing the portfolios.

Over the past ten-year cycle, we have introduced a number of new methods to assess teaching effectiveness in addition to the standard student course evaluations required by the university. We also develop a detailed assessment plan in response to an initiative to improve teaching assessment by the UW's Office of Undergraduate Education in 2002. Due to limits on staff and financial resources, many of the elements in this plan have yet to be implemented.

Ongoing Methods of Assessment

Student Course Evaluations

The Department of Political Science continues to require all faculty to have their courses evaluated by students as per university requirements. Junior faculty, lecturers and graduate instructors (including teaching assistants) are required to have each of their courses (or sections for TAs) evaluated by students. Senior faculty – associate and full professors – are required to have one of their courses evaluated yearly.

Junior Faculty Evaluations and Mentoring

Assistant professors and lecturers have their teaching evaluated at least once by a senior faculty during the academic year. Such an evaluation includes an in-class visit by the senior faculty as well as one-on-one consultation regarding other aspects of teaching (e.g., syllabus design, testing procedures). The senior faculty member is responsible for submitting a written report to the departmental chair, which is included in the junior faculty's annual review and promotion file. The departmental chair also encourages junior faculty to participate in a variety of teaching improvement opportunities offered by the UW's Teaching Academy and Center for Instructional Development and Research.

Teaching Assistant Evaluations and Mentoring

In keeping with university procedures, faculty members with teaching assistants who are in their first two quarters of teaching at the UW are responsible for conducting an in-class evaluation of the teaching assistant. At least one section should be evaluated and the faculty member must submit a written report to the graduate program coordinator no later than two weeks following the end of the quarter in which the TA was observed. Faculty members are also required to submit written reports of all teaching assistants at the end of the academic term. Also in accordance with university policies, teaching assistants with English as a second language must be evaluated for competency within the first two weeks of their initial quarter of teaching.

Methods of Assessment Introduced in the Past Decade

Exit Surveys

Graduating majors are asked to complete a detailed survey of their experience in the department upon filing for notice of graduation. This survey includes a wide array of questions concerning in-class instruction, quality of teaching assistants, availability of faculty and other instructors, and knowledge, use and quality of departmental facilities and services (e.g., advising office, computer lab, writing center, service learning, internship programs). The undergraduate advising staff is responsible for compiling data collected from the survey and the undergraduate program chair is charged with the duty of reviewing these data on an annual basis, comparing previous results for patterns and trends. The undergraduate program chair also evaluates the questionnaire annually and makes any additions or corrections to reflect changes within the department's curriculum.

Field Curriculum Reviews

Field chairs are asked to conduct biennial curriculum reviews to ensure that the courses regularly offered within each field have adequate coverage of learning objectives outlined above (e.g., writing, analytic thinking, methodological skills). Such reviews also serve as a means to ensure that syllabi correspond to the guidelines set forth by the UW's Dean of Undergraduate Education.

Methods of Assessment Proposed But Not Implemented

Focus Groups

The undergraduate program chair should convene at least one focus group annually to evaluate different aspects of the undergraduate program. Two such focus groups were conducted in the late 1990s, but this assessment procedure has not been used consistently. By specifically targeting certain groups of students (e.g., graduating seniors, honors program students, computer lab users), the department can gain a more qualitative

understanding of students' issues and concerns surrounding different aspects of the department.

Alumni Surveys

Each year, the department will mail out surveys to a subset of former graduates in order to assess the impact the department's curriculum and teaching have made on their life beyond college. The goal is to assess how the skills taught in the department have enhanced not only the graduate's career, but also, and perhaps more importantly, the level of his or her civic engagement and overall intellectual development. In order to avoid duplication and to assess our graduate's perception at various points in their life, surveys should be mailed to a sample of individuals who are 2, 5 and 10 years from the point of graduation. It should be recognized that such an endeavor is costly – copy costs, postage, staff time – and yearly efforts will be guided by departmental fiscal constraints. Whether electronic communication by email and the Internet renders this less expensive over time remains to be seen.

Faculty Course Surveys and Curriculum Grid

Faculty members will be required to complete a written survey for at least two of their course offerings each year. (Part-time faculty will be required to complete the survey for one course per year). This survey will examine the instructor's learning objectives for the course, the skills emphasized, and evaluation methods used (e.g., in-class essay examinations, research papers). It is intended that faculty will have evaluated all of their course offerings after a period of a few years and will continue to evaluate courses already evaluated as changes are made. Using data from these surveys, the undergraduate program chair and advising staff will fill in a "curriculum grid" that displays which skills are being emphasized in which courses. Should it be determined that there is insufficient coverage of a particular skill, the undergraduate program chair in consultation with the associate chair, will take appropriate remedial action.

Faculty Involvement in Undergraduate Learning and Development

The Honors Program

The Honors Program, instituted in the early 1980s, is for a select group of political science majors seeking a rigorous and intensive course of study. The program consists of three special seminar classes (one each quarter) taken during the junior year for each class group. These small seminars offer an excellent opportunity for students and faculty to engage one another in lively debate and inquiry. After completing the seminar series, the students begin work the next year on their senior thesis. These students spend two or three quarters immersed in research and writing, all closely supervised by two experts in the students chosen topic. It is a remarkable opportunity for some remarkable students. Although Honors students tend to be very competitive, and we have encouraged that competition by awarding a prize (the Dan Lev Award) to the best Honors thesis, one

aspect of the program students like best is the camaraderie they share with the other students in the program. By their account, it is an intense but rewarding experience.

The program is small (never more than 15 students) and very competitive. To apply for the program, students must have at least a 3.5 average in political sciences classes. Consequently, the applicants are already among the very best students in the political science department and in the College. Once students' applications have been accepted, their records are carefully examined and two faculty members interview each student. Of those students actually interviewed, on average three of four students are accepted. To graduate with Honors, students must complete and defend their thesis before their adviser and a second reader. On average, only one or two students are, for various reasons, unable to complete their thesis.

The demand for small seminars is high, and the honors program is one of the only ways that juniors are able to take political science seminars. Although the program could double in size, this would demand a commitment to providing more seminars. Small seminars, usually between 13 and 15 students, are a crucial aspect of the Honors Program. After completing the Honors Program, our typical student attends law school or graduate school. Unfortunately, to date, no systematic effort has been made to track the Honors graduates. Since the creation of an Honors Web page, it may be possible to keep better tabs on our alums.

Internships and Service Learning

The Political Science Department sponsors internships for academic credit in private, non-profit and public agencies. The private agencies range from lobbying and political party organizations in Seattle, King County, Olympia (seat of the State Capitol), and Washington, D.C. All interns are required to review appropriate literature and write research papers, and to meet with the sponsoring faculty from four to six times per quarter. The non-profit agencies range from good government groups to social and health advocacy agencies. The public agencies range from the Mayor's Office to City Council, County Council to County Executive, State Legislature to State Executive, the US Congress to White House internships. All the requirements outlined for private agencies above also apply to non-profit and public agencies. Student internships for the 2003-4 academic year are reported in Appendix J.

Central to the internship program is the Washington State Legislative Internship Program, where from 15 to 25 students reside in Olympia, are compensated by the State \$1,200 per month, are assigned to individual State Senators or Representatives, and are supervised by a UW faculty member who journeys to Olympia for class meetings. The late Professor Hugh Bone began this program with a Ford Foundation grant in 1953, and it has thrived ever since, becoming a model copied by other states in the West. The State Legislative Internship program gives talented students the opportunity to gain hands on knowledge of the legislative process. They are employed 40 hours per week, answer constituent emails and letters, work the "hot phone" lines, research legislation for members, draft bills, and engage in other supportive activities for members of the State

Legislature. This program has grown over the years, it generates enormous good will in the State Capitol for the department and the University, and it is generally recognized as one of the best in the US.

Students also have the opportunity to travel to the nation's capitol (often funded by travel monies from the Hugh A. Bone Scholarship Fund) and participate in the Washington Semester Program. Besides this formal program approximately a dozen students take internships in Washington, D.C. independently. The numbers of interns in city and county government offices is substantially above those in the nation's capitol.

The Department's philosophy on internship programs is to aggressively pursue available opportunities, publicize these to our students, and in the internship program itself to marry "hands on" experiential knowledge with academic research on topics germane to the internship itself.

Undergraduate Research

Many faculty in the department value and facilitate close working relationships with upper level undergraduates. These opportunities are especially critical for students considering post-graduate studies in a large enrollment program such as ours, but they also benefit students on other career paths. In a large program, where a student can graduate without ever taking a course with fewer than 60 students, undergraduate research opportunities can be one of the few opportunities he or she has to collaborate closely with faculty and other undergraduates.

The department has worked hard to ensure that these are high quality research experiences (Faculty and student participation for the 2003-04 academic year in undergraduate research are reported in Appendix K). Increasingly, students engaged in faculty-initiated research agendas are also expected to design and execute their own project. Our affiliated centers have been instrumental in facilitating these experiences. For example, the Undergraduate Fellows Program in the Center for American Politics and Public Policy (CAPPP) sponsors 6-8 students annually. These students devote a full year to the program. The first quarter includes an intensive training seminar that introduces students to the research process and prepares them to do professional-level coding. During winter quarter, they code and develop their independent projects. In the spring, they present their findings at the campus-wide UW Undergraduate Research Symposium. The Center for Communication and Civic Engagement, the Comparative Law and Society Studies Center, and the Harry Bridges Center for Labor Studies regularly provide support for collaborative projects where students conduct research projects under faculty supervision.

The basis for undergraduate participation also varies. Some students are involved in research projects for course credit or for independent study. Other students, as illustrated by a number that have been sponsored as part of Research Experience for Undergraduate (REU) funding as part of NSF projects, have participated as paid research assistants. In

each case, however, the goal is the same: Create an environment where undergraduates sense, correctly, that they are members of a research team.

Examples of how these efforts benefit undergraduates are easy to cite. Many win prestigious national scholarship competitions for post-graduate studies. Jasmine Weaver is currently a Mitchell Scholar in Ireland and will be attending the Kennedy School of Government at Harvard University. Nathan Collins, a Goldwater Medal winner, recently completed his first year of the Ph.D. program in Political Science at Stanford. Theresa Buckley, a Mary Gates Scholar, received a full scholarship to attend the Woodrow Wilson School of Public Policy of Princeton University. Others co-author articles and book chapters with faculty members. And all of them graduate knowing that they have not only earned a degree, they have made a lasting contribution to the scholarship of their discipline.

The UW has a stated goal of increasing undergraduate involvement in research. One issue for department is whether we will be able to continue expanding the existing opportunities for undergraduate research involvement. Expanding opportunities will likely require an increased commitment to preparing students to conduct research (currently, only one undergraduate research methods course is offered each year), more incentives for faculty to involve students in research (such as counting research seminars along the lines of the CAPPP Fellows as course offerings), additional collective discussions of what constitutes a meaningful undergraduate research experience, and some relief from the very high teaching demands imposed on faculty due to the number of department undergraduate majors.

The Speech and Debate Society

The UW Speech and Debate Society (SDS), founded in 2000, began as a small group of students committed to speech and debate. These students, with a range of experience in high school forensics, ventured out on their own to compete against much larger and well funded programs from around the Pacific Northwest. Christi Siver, at the time a first-year graduate student in Political Science, joined the team in 2002 and helped coach students in a brand new form of debate to the quarterfinal round of the National Parliamentary Debate Association tournament. Last year, SDS continued their success by finishing in the top 64 teams. The program has continued to grow: last year the team had a core to twelve students, and this year many more undergraduates have expressed interest. The membership spans a wide range of majors, from Chemistry and Comparative Literature to History and Political Science.

Evaluating the instructional effectiveness of faculty

The department uses a variety of methods to evaluate instructional effectiveness. Every faculty member has the opportunity to have student evaluations administered by the Office for Education Assessment for their courses. Junior faculty are expected to do evaluations for every course; tenured faculty are expected to do evaluations for one course, but most do several if not all courses. Results are reported to and reviewed by the

chair. Junior faculty are also required to have at least one peer evaluation each year. When faculty are reviewed for retention and promotion, evaluation of teaching is based not just on teaching evaluations, but also on careful review of collected syllabi and exams.

Undergraduate Student Awards

The Robert Dahl Award

Robert Dahl graduated from the UW in 1936 and went on to become one of the most distinguished political scientists of his generation. Each year the Department of Political Science recognizes an outstanding political science major with the Robert A. Dahl Award. To be eligible for this award, a student must demonstrate scholarship excellence as well as high interest in political science as a discipline. To date the department has recognized twenty-three Dahl Award recipients.

The Dan Lev Award

The Dan Lev Award was established in honor of Professor Lev's contribution. It recognizes a student in the Political Science Honors Program who wrote the best overall honors thesis. To date, the department has awarded six Lev awards.

The Sharon Redeker Award

Sharon Redeker was the Department of Political Science's Director of Academic Services for fifteen years. During her tenure in this position Sharon championed the department's internship programs. Upon Redeker's retirement in 2002, the department set up an award in her name for a political science major that has made an exemplary contribution of their time and service to the public through internships and volunteerism. To date the Department of Political Science has awarded two Redeker awards.

Mentoring Junior Faculty and Teaching Assistants

All junior faculty members participate in the Faculty Fellows Program upon arrival in the department. Junior faculty also have at least one peer review by a more senior faculty member each year. Peer reviewers observe a class session, review course materials like exams and syllabi, and produce a written report for the chair. The peer review process also provides the opportunity for junior faculty to meet and consult on teaching effectiveness. The many award winning faculty members also provide a valuable resource for junior faculty to consult as they work to improve teaching effectiveness. Junior faculty are also strongly encouraged to take advantage of programs and resources of CIDR to develop and perfect teaching skills.

The department has a strong commitment to helping teaching assistants become effective teachers. Prior to the start of autumn classes, new and continuing students who will be TAs for the first time attend the CIDR Annual TA Conference, and the department's two-

day orientation organized by the Lead TA. When classes begin in autumn, exploration of pedagogical issues and practical training continues in Pols 595, "College Teaching of Political Science," a one-credit course taught by the Lead TA. This course gives new TAs the opportunity to further develop their skills and also a forum to seek help with challenges that arise in the classroom. The Lead TA also serves as a mentor for any student who wants to discuss issues related to the classroom. The faculty who teach large courses also have an important role in developing the teaching skill of their TAs. Several meet weekly with their TAs to talk about course plans, pedagogical issues, etc.

Promoting innovation and best practices in undergraduate and graduate student learning

Political Science has a large faculty and student body and is well-recognized for the quality of its teaching. Developing a learning-centered approach to teaching and a plan to promote and track innovation in learning is perhaps the biggest teaching challenge facing the department.

Section C. Research and Productivity

The range of our faculty research agenda is wide, reflecting the substantive, methodological, and epistemological diversity of political science. While diverse, one of the strengths and unifying features of our faculty is the commitment to generating theory-driven, broad-based, and multifaceted empirical research on important political phenomena. Intellectual coherence is provided to our research efforts by multiple clusters of scholars undertaking interrelated research projects that cut across the various traditional field divisions of the discipline.

Scholarship

The output of research by the faculty has increased to impressive levels during recent years. Over the past four academic years (2000-2001 to 2003-2004) faculty members produced 18 books, 12 edited books, 145 peer-reviewed journal articles, and a similar number of book chapters. Many of the articles were published in the most important journals in the field and top university presses published most of the books. This substantial increase in both the quantity and quality of published research distinguishes this department as one of the most active in the nation and has generated a growing national and international reputation. This record is the product of the efforts of essentially all the faculty though a set of senior and junior scholars account for a disproportionate share. Our faculty have always identified themselves as big ideas people and have typically combined theory with careful empirical analysis. This has often led to a more book-oriented focus and the record of books published in major presses is impressive and reflects this orientation. Nonetheless, we recognize that, in order to raise our profile (ranking) in the discipline, we must publish more journal articles and locate more in the ten or so high profile journals of the discipline. Progress has been made in these two areas but more work remains. [

Department Grants and Contracts

One of several major goals identified by the department in our strategic planning process in 2000 was to substantially increase grants and contracts generated by the faculty. We are making significant progress. Total Grant and Contract expenditures have grown substantially over the past 12 years (see Figure 4 on G&C Expended \$). Over the first six years of this period average annual grant and contract expenditures was approximately \$135,000 with a one year high of \$200,000 in 1993-4. Over the most recent six-year period average annual grant and contract expenditures was approximately \$395,000 with a one year high of \$650,000 in 2001-2002. Since 2000 the average annual grant and contract expenditures is approximately \$475,000. In the most recent data available from NSF (for fiscal year 2002), our department ranked 8th among the top 100 political science departments in R&D expenditures. Our success in generating more sponsored research mostly a function of the skill and efforts of our faculty. It is also important to recognize that much of this growth is due to the efforts of faculty associated with several of the Centers connected to the department. But it also rests on the department's efforts to develop more of a research infrastructure. The department, in collaboration with the College and four of the five Centers associated with the department, hired a 50% fiscal specialist to handle increasing department and Center grants and contracts in 2001-02. This turned out to be a terrific move. In 2003, the department in conjunction with Law Society and Justice, we reclassified a staff position and with part of those resources were able to increase the fiscal specialist position to 75%. The department, also with considerable support from the College, was also able to solve some of our egregious space problems in 2003-4 with the acquisition of additional RA and TA offices, and renovation of seminar rooms. Nonetheless, our efforts to continue recent positive trends in generating sponsored research is hindered by a very underdeveloped research structure that still places tremendous pressure on the resources and staff of the department. Finally, increased grants and contract research is mostly due to a small set of the faculty. Our goal remains to involve more faculty in generated external support for their research.

Individual Faculty Grants, Fellowships, and Honors

In the past several years faculty have received numerous grants, fellowships, professional awards and honors:

Faculty in the department (Jones, May, McCann, Wilkerson, Ward, Wibbels) have **twelve separate NSF grants**

May – Grant from the Environmental Protection Agency

Bennett, Levi, Cichowski, Wilkerson, Di Stefano, Prakash, and Olson have grants from one or more of the following: the Pew Trust, the Russell Sage Foundation, the Hewlett Foundation, the Annenberg Policy Foundation, The Kellogg Foundation, the Doris Duke Foundation, Microsoft, the Center for Information and Research on Civic Learning and Engagement, and the German Marshall Fund.

Five faculty (Wibbels, Whiting, Lovell, Smith, and Prakash) have received RRF grants
Andrea Simpson Rockefeller Foundation postdoctoral fellowship.

Terri Givens Ford Foundation Minority Fellowship.

Susan Whiting Johns Hopkins Senior Research Fellowship, Nanjiang

Margaret Levi is President of the American Political Science Association

Margaret Levi was elected as a fellow of the American Academy of Arts and Sciences

Margaret Levi received Guggenheim fellowship

Bryan Jones was the Vice President of the Midwest Political Science Association

Bryan Jones book *Agendas and Instability in American Politics*, was awarded the Aaron Wildavsky Award by the Public Policy Section of the American Political Science Association.

Bryan Jones received the Robert Lane award for the best book in political psychology, the Herbert Simon award for contributions to the academic study of public

administration, and the Lasswell award for the best article in the journal *Policy Sciences*.

Mark Smith received Leon Epstein award for best book in Political Organizations and Parties.

Jim Caporaso received a lifetime achievement award for the International Political Economy section of the International Studies Association

Lance Bennett received the Murrey Edelman Career Achievement award from the Political Communication section of the American Political Science Association.

Michael McCann won best book awards for *Rights at Work* from both the Law & Courts section of APSA and the Law & Society Association

Stuart Scheingold won the APSA Law & Courts section Lifetime Achievement Award and the International Law and Society Association Kalven Award for lifetime achievement.

George Lovell's book won runner-up for the Pritchett Best Book award in the Law & Courts Section of APSA.

John Keeler, received the Chevalier de l'Ordre des Palmes Académiques by the Minister of National Education, Republic of France and Chevalier de l'Ordre du Mérite Agricole by the Minister of Agriculture, Republic of France

Faculty Distribution Across Main Fields in the Discipline

American politics. This field is concerned with a diverse set of topics that comprise the politics and functioning of the American system of governance. This is the largest faculty group in the department (9.5 FTE). Few departments have sufficient faculty to cover the diversity of research topics in American politics, and ours is no exception. Instead, our department has achieved national recognition in selected sub-areas, including agenda setting, policy processes, participation, public law, and media and political communications. These successes are indicated in many ways, but in particular by the numerous grants, book and career awards, and professorships that American politics faculty have received in recent years. In terms of the future, our goal is to nurture our existing strengths while expanding into new areas in ways that complement these existing faculty clusters. Specifically, we intend to (1) hire new and replacement faculty with close attention to fit, and (2) actively build new clusters as we are currently doing in the field of race and ethnicity studies. As discussed elsewhere, research centers affiliated with the department play a central role in the field. The Center for American Politics and

Public Policy has been a very important source of sustained graduate and faculty support due largely to its success in attracting basic research grants. Our major disappointment has been in the area of graduate recruitment. Although we feel that we have an excellent program with an excellent placement record, we regularly lose our best American Politics prospects to institutions that offer much more attractive financial packages.

Full Professors: Lance Bennett (.5), Bryan Jones, Peter May, Michael McCann, David Olson

Associate Professors: Mark Smith, John Wilkerson, Gary Segura (arriving 2005)

Assistant Professors: George Lovell, Naomi Murakawa, Adam Simon

Comparative Politics. The faculty of the comparative politics sub-field engage in cutting-edge research that contributes to the development of comparative theory, employs sophisticated research methodologies, and builds on substantial area expertise. With 9 FTEs, it is the second largest faculty groups in the department. Our faculty maintains high national and international visibility. Notably, Margaret Levi is the current president of the American Political Science Association and general editor of the Cambridge Studies in Comparative Politics and James Caporaso is the editor of the journal *Comparative Political Studies*. Adjunct faculty from the Jackson School of International Studies and Sociology Department also add to the international visibility of the CP program, recently ranked as a top 10 program in *U.S. News & World Report's* annual graduate program rankings.

The faculty is committed to transcending sterile debates about area studies and comparative methods. Jointly, the faculty generates an impressive synergy among methodological, theoretical, and empirical skills that contributes to the success of faculty research. The faculty maintains an active research agenda reflecting diverse conceptual approaches to the comparative study of topics such as labor-management relations, the fiscal and taxation capacities of nation-states, political party formation and behavior, federalist structures, judicial institutions and religion.

To have both a major journal and a major press based at the University of Washington is an important indicator of strength. *Comparative Political Studies* publishes important research by top scholars and also provides valuable opportunities for graduate students to submit scholarly articles, and become familiar with the process of peer review. Our faculty play key roles on the editorial board of both with Anthony Gill as xx on xx and Steve Hanson as assistant general editor of the Cambridge Studies in Comparative Politics.

The faculty also seeks to build on a record of published collaborative work. Several comparativists in the department either administer or participate in a number of collaborative research centers including: Comparative and Historical Analysis of Organizations and States (CHAOS); Comparative Law and Society Studies (CLASS); Russian, East European and Central Asian Studies Center; Center for West European Studies; EU Center; Middle East Center, Latin American Studies Center; and the Center for Social Science Statistics. This interdisciplinary activity demonstrates the breadth and

richness of our methodological and theoretical approaches to the study of politics around the world. A core strategy for further developing the sub-field and supporting the active research agendas of the comparative faculty lies in expanding graduate student support and participation in faculty research. Our recent success in improving graduate training can be seen in our strong placement record in comparative politics.

Full Professors: Ellis Goldberg, Donald Hellman (.5), John Keeler, Margaret Levi
Associate Professors: Anthony Gill, Stephen Hanson, Susan Whiting, Erik Wibbels
Assistant Professors: Christopher Adolph, Rachel Cichowski (.5)

International Relations. The study of international relations has not historically been strength of the department. As recently as 12 years ago, there were only three international relations faculty members. Much has changed. Recognizing the growing importance of international relations in a globalizing, more economically oriented international environment and the comparatively small size of the IR group, the department systematically built up the group to its current level of 6.5 FTEs. This has generated a distinguished and relatively young faculty group as well as the department's most diverse field in theoretical (political economy, demographics, social constructivism, game theory, agent based modeling, political psychology) and methodological terms.

The international Relations group has established three clusters of strength; International Political Economy, International Security, and International Environmental Politics. With the end of the cold war and the increased scholarly interest in globalization, International Political Economy has emerged a key sub discipline within IR. Within the IR group, Jim Caporaso, Aseem Prakash, and Michael Ward work on IPE issues. The IPE group is establishing an informal political economy colloquium series. It also works closely with the CPE group in CHAOS.

The field of international security has become even more important after the terrorist attacks on 9/11 and the war and occupation of Iraq. The department has developed a strong cohort of faculty (Elizabeth Kier, Stephen Majeski, Jonathan Mercer, and Michael Ward) and graduate students working in the area of international security. The different faculty approaches yet common interests in traditional security questions has created a lively and growing graduate IR/security program. The Pacific Northwest Colloquium on International Security (PNCIS), established by Kier and Mercer and chaired by a graduate student, has helped create a strong cohort of students interested in international security. This group works closely with the Jackson School's International Studies Program and is also developing ties with faculty in the history department working on "empires."

International environmental politics is relatively new sub field of International Relations, focuses on political responses to such problems as transboundary acid rain, global climate change, species extinctions, resource depletion, and marine pollution. Within the IR group, Karen Litfin and Aseem Prakash focus on environmental issues, using a range of methodological approaches such as quantitative, formal, constructivism, and discourse analysis. Two graduate seminars, "International Environmental Law" and "Globalization

and Environment" attract Political Science grad students and students from the resource and professional schools (Fisheries, Marine Affairs, Forestry, Public Affairs), and the other social sciences (Anthropology, Geography, Communications).

The Pacific Northwest Colloquium on International Security (PNCIS) has become an integral part of graduate training in the field of international relations and the sub field of international security. Professors Elizabeth Kier and Jonathan Mercer initiated the Northwest Colloquium in 2001 to provide the only public seminar series in the Pacific Northwest dedicated to international security. It serves four purposes. First, each forum attracts scholars from outside the region to challenge students and faculty to think creatively about problems in international security. Second, the colloquium encourages the Ph.D. students to focus on contemporary international security issues. Third, the program trains the next generation of international security specialists. Fourth, the Northwest Colloquium creates an intellectual community of students and faculty devoted to the study of international security.

Full Professors: James Caporaso, Stephen Majeski, Michael Ward (.5)

Associate Professors: Elizabeth Kier, Karen Litfin, Jonathan Mercer, Aseem Prakash

Assistant Professors: None

Political Theory. The department has had a long-term commitment to political theory, which reflects the theory-driven nature of political inquiry in the department in general. Although it constitutes the smallest field in the department, with 3.0 FTEs, the theory group comprises a wide range of interests and expertise, including feminist political theory, liberal theory, green political theory, and the foundations of political economy. Current research projects address theories of human rights, the critique of rational choice theory, women and globalization, and the history of African American political thought.

The theory program has traditionally emphasized normative and conceptual problems at the heart of political life. Nancy Hartsock and Christine Di Stefano have used feminist theory to explore the social construction of knowledge and identity. Michael Taylor's work looks at the sources of social cooperation and political agency. Jamie Mayerfeld's work asks fundamental questions about the pursuit of justice in the contemporary world. The breadth of questions and approaches has been key to recruiting a talented group of graduate students. We are proud of our record in supervising high-quality dissertations (several being subsequently published in top presses) and placing our PhDs in good academic positions.

The department has a tradition of building strong connections between political theory and other fields. Political theory is a popular second field for graduate students; it has been integral to the intellectual and professional formation of many of our most successful "non-theory" PhD's, particularly in the field of public law. At the same time, most of our "theory" dissertations have drawn heavily on other fields, especially comparative politics, public law, and international relations. The same goes for the theory faculty, whose research interests have forged connections with departmental

colleagues in socio-legal studies, political economy, and race politics. Beyond the department, the theory faculty have made strong connections to the Departments of Philosophy and Women Studies, the CLASS Center, the Simpson Center for the Humanities, and the Center for Women and Democracy.

An unfilled vacancy since 2001 has placed the political theory program under severe strain. With only three political theory FTEs, the department cannot cover the undergraduate curriculum. We now hardly ever provide elective courses beyond the history sequence, and the few that are offered are almost always taught by graduate student instructors. The number and variety of graduate seminars has also suffered. If allowed to continue, the staffing shortage will imperil our ability to recruit high-quality graduate students, in political theory as well as other fields.

Full Professors: Nancy Hartsock (.5), Michael Taylor (.5)
Associate Professors: Christine Di Stefano, Jamie Mayerfeld
Assistant Professors: None

Professional and Classified Staff: Encouraging and Preserving Productivity

We recognize the importance of providing opportunities for professional staff to attend courses that develop their professional staff skills. The University has a work release policy that allows us to provide work release time to staff to attend training sessions. We routinely pay fees for our staff to attend workshops, conferences and courses to improve their skills. The UW offers through their Training and Development program courses that improve management and supervisory skills. There is also a professional staff leave policy that allows professional staff to take time off with pay to acquire knowledge and/or experience that will enhance his or her future contributions to the University. Tuition Exemption Program allows staff to have tuition waived for up to six credits each quarter when enrolled on a “space-available” basis.

One of the main ways we encourage and preserve staff productivity is to provide flexibility with work schedules. This has been the key reason we have a low level of staff turnover in the department. We have had many staff over the years that have worked in the department for more than 10 years. Staff with children can find it difficult to work a strict 8-5-work schedule. Our flexibility in work hours decreases their stress level that helps in their productivity. Some staff are working on academic degrees and we adjust work schedules so they can attend classes. Since we are unable to increase their pay, we have to find other ways to show our appreciation for the work they do for us. We encourage staff to talk about better ways of handling different projects. The Graduate School and the university’s Undergraduate Advising Office run information sessions and workshops throughout the year that advising staff are encouraged to attend. Advising staff are also encouraged to participate on campus committees. Also, the professional staff—Director of Academic Services, GPA, and Academic Counselor—work directly with faculty on projects within their purviews. The faculty treats them as experts in their fields, which is a crucial factor for productivity.

Within the advising office, the advising staff meet one morning each week for one hour. These early morning meetings allow the staff to connect on a social level and provide a means of disseminating information and a forum for discussion of issues or problems that have arisen or are anticipated. In addition, in June 2004 the advising staff held their first annual retreat. This half-day retreat was held in a campus conference room and gave the staff the opportunity to talk about big issues in advising—why we do what we do, how we serve the university, and improvements that we can make. The retreat was followed by a lunch sponsored by the department. This event allowed the advising staff to validate the importance of what they do for the students in our programs, for the department's faculty and staff, and for the university in general. Another advising staff retreat will be planned for spring 2005. The staff also work together on the department's annual convocation, a project that we work on together as a team. With a faculty representative, the staff plan, organize and run this event to celebrate students graduating in the Political Science major.

Political Science began sponsoring advising staff membership in the National Academic Advising Association (NACADA), the national association for academic advisers, beginning in December 2003. This membership allows participation in the profession beyond the confines of the university. In 2004, the Director of Academic Services and Academic Counselor attended the Northwest Regional Conference sponsored by NACADA and the department will continue to support attendance of advising staff at professional conferences and workshops.

Section D. Relationships with Other Units

The Political Science department and individual faculty have established numerous intellectual connections with a wide variety of departments, programs and Centers both inside and outside the College of Arts and Sciences and are engaged in substantial interdisciplinary research and instruction.

The Center for American Politics and Public Policy

The Center for American Politics and Public Policy (CAPPP) was established at the University of Washington in 1996 to promote American politics and public policy research. The Center is internationally recognized as a leading institution for quantitative research on policy processes, agenda setting, and policy implementation. More recent work conducted in the Center and in collaboration with outside scholars investigates policy processes from comparative quantitative perspectives, including the U.S. v. Canada, Britain, and Denmark.

The Center's activities are guided by a vision of the role of a research center in university life that focuses on basic research, with graduate and undergraduate students making central contributions to our activities. In addition, we have invested considerable resources, time and effort into developing web-based analysis tools that are designed to

make our databases and studies accessible to a broader audience including undergraduates and policymakers.

The Center supports the following major research programs:

The Policy Agendas Project (Bryan Jones and John Wilkerson). An ambitious database development project designed to trace public policy change in the United States since World War II. See the Policy Agendas Website at <http://www.policyagendas.org/>.

Regulatory Policy and Politics (Peter May). A comprehensive program directed at the design and implementation of policies for managing the environment, natural hazards, and the built environment. The program includes three major initiatives: Regulatory Enforcement and Compliance, Earthquake Risk and Natural Hazards, and Environmental Management. The National Science Foundation and the Environmental Protection Agency have supported all.

The Congressional Bills Project (John Wilkerson and Scott Adler, Colorado). This project documents legislative activity at the individual level with a database of approximately 450,000 bills introduced in Congress since 1945.

Shifting Rightward in America (Mark Smith). A study of the role of conservative economic ideas in public policy.

Since its founding, the Center's associated faculty have been principal investigators on grants totaling more than \$2.5 million, with most of this amount coming from competitive grant processes of the National Science Foundation and the Environmental Protection Agency. These grants are used primarily to support graduate students; indirect funds are used to run a symposium series and support travel and more limited research needs of American politics faculty.

Education. The Center has an active education mission. It sponsors an annual symposium series that introduces our graduate students to the work of nationally and internationally known scholars. Since its founding, the Center has also run an Undergraduate Fellows program, where a select number of undergraduates (5-8) work closely with faculty and graduate students on a broader research project while developing, executing and presenting their own independent project. Finally, we recently launched the Educational Simulation Project, which supports the development and distribution of faculty developed instructional software for use undergraduate political science courses. Two award winning educational simulations, *LEGSIM: Legislative Simulation* and *Election Day* as well as the *Policy Agendas Project Analysis Tool* are currently in distribution.

Center Faculty and Affiliates

Bryan Jones, Director, John Wilkerson, Associate Director, Lance Bennett, Political Science, Nives Dolsak, Interdisciplinary A&S, Bothell Campus, George Lovell, Political Science, Michael McCann, Political Science, Peter May, Political Science, Donald R. Matthews, Emeritus, Political Science, Naomi Murakowa, Political Science, David Olson, Political Science, Aseem Prakesh, Political Science. Anne Peterson, Interdisciplinary A&S, Bothell Campus, Mark Smith, Political Science, Walter Williams, Emeritus, Evans School

The Center for Communication & Civic Engagement

Professor Lance Bennett directs The Center for Communication and Civic Engagement at the University of Washington is dedicated to research, the creation of citizen resources and student-designed learning experiences that develop new areas of positive citizen involvement in politics and social life. Our primary focus is to understand how new information technologies can supplement more traditional forms of communication to facilitate civic engagement.

Located in the Department of Communication and co-sponsored by the Department of Political Science the Center for Communication and Civic Engagement is a place where distinguished faculty, talented staff and students from across the university work together to understand how innovative communication can improve the quality of civic life. Our programs and projects cross the boundaries of disciplines, and put our research tools to work for students and the community.

The ways people communicate, to whom, and with what effects are crucial elements of vibrant public life, democracy, and social relationships. Our contemporary world is defined by changing constellations of new technologies and traditional communication media. The CCCE applies new knowledge about political communication to facilitate citizen engagement and effective participation in local, national, and global affairs. Faculty and student associates at the CCCE work together on original research, new educational programs, policy recommendations, and Web-based citizen resources for students, scholars, journalists and the public.

The Center for Statistics and the Social Sciences (CSSS)

The department has a strong collaboration with the Center for Statistics and Social Sciences. The Center for Statistics and the Social Sciences (CSSS) was established in 1999 with funding from the University Initiatives Fund with the goal of establishing the University of Washington as a national leader in the social sciences. Our collaboration has been extensive from the initial proposal stage through ongoing collaborations of faculty and graduate students. Professor M.D. Ward has served on the Executive Committee of the CSSS since its inception. Importantly, CSSS has collaborated with our department in the hiring of core faculty. The first of these was Kevin Quinn, recruited from a post-Doc at Harvard in 1999. More recently in 2004 CSSS, Statistics, and Political Sciences collaborated in the hiring of Christopher Adolph as an Assistant Professor of Political Science, core faculty member in CSSS.

Our collaboration has flourished in terms of multidisciplinary research. Department members participate in the successful CSSS weekly seminar series, both in terms of making presentations and in terms of attendance. One project by Michael D. Ward that began life as a CSSS-seed grant fostering collaboration between political science and a CSSS-affiliated biostatistician (Patrick Heagerty) resulted in an award winning paper: the 2002 Warren Miller Prize for the best work appearing in the journal, *Political Analysis*. Ward worked with Peter Hoff on his grant from Office of Naval Research for his project, "Statistical Modeling of Dependent Network Data." This led to a recently awarded grant from the National Science Foundation. Ward also recently received an additional NSF grant based on a multidisciplinary approach such as fostered by the CSSS-Political Science collaboration examining the human and social dynamics of societies in the throes of post-civil war turmoil.

To meet its graduate training mission, CSSS has created a number of formal graduate courses and also coordinated the offerings of social science statistics courses around campus to ensure that a broad curriculum is offered each year. Our faculty has been intimately involved in the design and instruction in several of these courses. In addition, CSSS has helped support graduate teaching fellows for the Advanced Political Methodology Courses (503, formerly 494). Many of our graduate students have begun taking a substantial number of methodology courses through the CSSS-Political Science collaboration, and it is fair to say that we now have a sizable kernel of graduate students who are specializing in the field of methodology and employing it more exhaustively in their research. We have developed a Ph.D. Track in Political Methodology, in coordination with the CSSS. Ph.D. students in Political Science specialize in three fields, of which one can be Political Methodology. At present we have several students who have chosen political methodology as a field. In each of the last three years, the visibility of CSSS-Political Science collaboration played an important role in our recruitment of graduate students.

The Center for West European Studies

The Center for West European Studies, a federally funded "Title VI" Center founded in 1994, has always had close ties to the Department of Political Science. The CWES Director, John Keeler, is a member of the department. Other department members, especially James Caporaso, Christine Ingebritsen and Rachel Cichowski, have also contributed to Center activities. The CWES Associate Director, Phil Shekleton, is an MA alumnus of the department. Over the past decade CWES has supported numerous Political Science graduate students through FLAS (Foreign Language and Area Studies) grants and travel grants for participation in our Transatlantic Studies program at the University of Bath (UK) or our Comparative Federalism program at the Free University of Brussels. CWES has also supported faculty with funds for research travel, conference organization and library acquisitions. CWES and our Brussels-funded EU Center, also directed by Keeler, sponsor a host of distinguished visitors each year, including political scientists and EU officials.

Center for Women & Democracy

The Political Science department offered crucial start-up support for the Center for Women & Democracy during its first year of operation (1999-2000). When Associate Professor Christine Di Stefano was appointed Director of the Center in 2001, the department contributed valuable staff support in the areas of fiscal accounting and computer tech assistance. Political Science connections with the Center for Women & Democracy remain strong, due to the ongoing participation of Nancy Hartsock and Christine Di Stefano in the programming activities of the Center. Several programs sponsored by the Center intersect in significant ways with the mission and faculty expertise of the Political Science department. These include: political and civic leadership training for women (in the U.S. and abroad), and international delegations of women leaders from the Puget Sound region to diverse regions of the globe. Christine Di Stefano and John Wilkerson have consulted numerous times about democratic citizenship and leadership curricula for undergraduates.

CHAOS (Comparative Historical Analysis of Organizations and States) Center

CHAOS is the most recent incarnation of the long history of trying to coordinate faculty and graduate students in political science, sociology, and economics who share an interest in economic, sociological, and historical institutionalism. For years, many of those currently involved met one evening a quarter at Margaret Levi's home to discuss a work-in-progress by one of the participants. CHAOS is an attempt to formalize these efforts to encourage interdisciplinary scholarship through research and teaching.

The CHAOS faculty is composed of eight faculty from political science, seven from sociology, and one from economics. This group meets regularly to coordinate graduate seminars and to think about common research projects. The most visible activity of CHAOS in the past three years has been its sponsorship of the Cambridge University Press Seattle seminars, in which leading senior authors present books in progress. They receive extensive feedback over the course of two three-hour seminars, and they are encouraged to consider submitting the final manuscript to Cambridge Studies in Comparative Politics, for Margaret Levi, Director of CHAOS, is the general editor, and Stephen Hanson, another CHAOS faculty, is assistant general editor. The list of manuscripts discussed so far is available on the web site:

<http://faculty.washington.edu/mlevi/chaos.htm>

By offering a major intellectual forum and by encouraging exchange of ideas and work, CHAOS is helping to build the reputation of the social sciences at the UW. The hope is to create a synergy that would make people recognize "the UW School of institutionalism."

The China Studies Program

The East Asia Center, China Studies Program, and Asian Law Center all collaborate with the Department of Political Science. China Studies Program's Faculty Research Grants provide seed grants for initial research, including research in political science. For

example, the program supported Susan Whiting's new project on dispute resolution and the rule of law in transition economies. Faculty members in China Studies across disciplines collaborate in research and publishing, as well. For example, Susan Whiting (POLS) and Donald Clarke (LAW)--both members of the China Studies Programs—are co-authoring a book chapter entitled “Assessing the Value of Law in China’s Economy.” Moreover, the China Studies Program plays a valuable role in cultivating and maintaining relationships with institutions in China, like the Shanghai Academy of Social Sciences and Tsinghua University that sponsor research by faculty and graduate students.

With respect to teaching, political scientists housed in the Jackson School of International Studies (JSIS) and political scientists in our department share in the teaching rotation of cross-listed courses. In addition, political scientists housed in JSIS, including those in the China Studies program, share in the advising of Ph.D. students in political science and M.A. students in China Studies, Japan Studies, etc. Importantly, JSIS, the East Asia Center, and the China Studies Center offer funding opportunities, including stipends and tuition waivers offered through Freeman Fellowships, FLAS Fellowships, Jackson Fellowships, and summer research opportunities funded by the China Studies Faculty Research Grants for Ph.D. students in political science. The presence of these programs enable political science faculty and graduate students to participate in a wide range of activities and service to the discipline. For example, the East Asia Center and Asian Law Center, provided financial and staff support for Susan Whiting to organize the speaker series on "Law, Transition, and Globalization" in 2002. The bi-monthly China Colloquium (paralleled by colloquia in Japanese and Korean Studies) brings speakers, including political scientists, to UW to engage with UW faculty.

Comparative Law and Society Studies (CLASS) Center

The CLASS Center grew out of an effort, led by Political Science Professor Michael McCann and funded by a multi-unit supported UIF grant in 1999, to develop an interdisciplinary law and society program on the UW campus. “Law and society” studies thrive at the best research universities in the nation. The UW group from the start has aimed to be the nation’s very best program anchored primarily within the social sciences; it comprises primarily faculty members and graduate students grounded in social science units. The center's intellectual agenda focuses on the study of socio-legal practices in comparative perspective across national, sub-national, and transnational settings, emphasizing in particular the growing role of law in shaping and responding to processes of globalization, democratization, and neo-liberalism. It is the first law and society program in the nation established with such a broad vision and, despite its youth, it quickly has become recognized as one of the leading centers for socio-legal research. The CLASS Center organizes workshops, conferences, ongoing seminar groups, distinguished visiting lectureships, and research grant generation from NSF, the Ford Foundation, and other sources. Moreover, the CLASS Center has a graduate CLASS Fellows program and will begin this year to offer an interdisciplinary graduate certificate for the more than a dozen students who work with the faculty. CLASS Fellows taking Ph.D.s in Political Science over recent years have been placed in tenure track jobs at University of Wisconsin, Syracuse University, University of Connecticut, University of Florida,

University of Delaware, and other fine institutions. Plans are presently being formulated for a small independent interdisciplinary Ph.D. program as well.

The CLASS Center houses and administers the newly reconstructed Law, Societies, and Justice undergraduate major. This program in 2000 replaced the Society & Justice program, which the Political Science had been compelled (i.e., involuntarily) to administer during the 1990s and early 2000s after the dean's office eliminated the program's staff amidst budget cutting. LSJ is formally an independent program, with its own faculty, director, and staff, although Political Science subsidizes the program in part by sharing its administrator, freeing up time for director Michael McCann, and contributing offices in Gowen Hall. The LSJ program now has about 125 majors and it graduates about 80 students per year; it administers three minors – in LSJ, in Human Rights, and in Disability Studies – for a total of about 70 students. Political Science faculty affiliated with CLASS are Rachel Cichowski (Assistant Professor), George Lovell (Assistant Professor), Jamie Mayerfeld (Associate Professor), Michael McCann (Professor, Director), Naomi Murakawa (Assistant Professor), Susan Whiting (Associate Professor), and Stuart Scheingold (Professor Emeritus).

Evans School of Public Affairs

The UW Evans School of Public Affairs provides a Masters' degree in public affairs and other professional programs aimed at educating individuals for positions in government and not-for-profit organizations. The Political Science Department has had a long standing relationship with the Evans School that historically dates to the early 1960s spin-off from the Department of the public administration program that eventually became the Evans School. The current relationship is based on cross-listing of courses, adjunct appointments across the two units, and a variety of informal relationships. The latter are fermented primarily through the Department's Center for American Politics and Public Policy. Evans School faculty with adjunct appointments in the Political Science Department include Patrick Dobel (political theory and ethics), Marcia Meyers (social policy), Steven R. Smith (not-for-profit management), and Laura Evans. Among Political Science faculty, Peter May and Aseem Prakash have adjunct appointments in the Evans School. A number of courses that are offered by these faculty attract students across the two units.

UW Bothell Masters in Policy Studies

The UW Bothell campus offers a masters degree in policy studies that also provides a basis for interactions with faculty from the Political Science Department primarily through the Center for American Politics and Public Policy. Bothell faculty that serve as affiliates with the CAPPP center are Nives Dolsak and Anne Peterson. Political Science faculty have been active in oversight of the Bothell program (Peter May) and in giving talks to the Bothell students (Bryan Jones, Aseem Prakash, Tony Gills, and Mark Smith). In addition, other faculty (Jamie Mayerfeld) have been active in the Human Rights Initiative that has been led by Bruce Kochis of the Bothell campus.

The Harry Bridges Center for Labor Studies (HBCLS)

The HBCLS was established in 1992 as an interdisciplinary center out of the income of the endowment for the Harry Bridges Chair in Labor Studies. Initially, it represented a collaboration only between History and Political Science, but its classes, research grants, and programs now involve faculty and students from every department in the Social Sciences as well as in English, Ethnic Studies, Drama, Art, Forestry, Social Work, Public Affairs, Architecture, Urban Planning, Business, and Law. Further, it involves all three campuses of the UW. Coordinated by a part-time Director, the Harry Bridges Chair (who holds this position for two to four years), and a Standing Committee of faculty appointed from History and Political Science, the HBCLS offers a labor studies minor, graduate recruitment fellowships, paper prizes for undergraduate and graduate students, and small research grants for faculty and graduate students. It sponsors speakers and at least one major conference a year, and it publishes two working paper series. See

<http://depts.washington.edu/pcls/index.htm>

The existence of the HBCLS has helped us recruit graduate students and to support others through on going research projects. It facilitates interdisciplinary research, most recently on global justice and living wage campaigns, by encouraging faculty to apply jointly for external grants and to hire graduate student assistants chosen from a wide range of disciplines.

The Middle East Center

The Middle East Center, chaired by Professor Ellis Goldberg, is one of 18 federally funded such centers in the United States. It devotes its efforts to the provision of first-rate training and outreach programs, facilitating language instruction, and managing its core grant from the U.S. Department of Education. During Professor Goldberg's tenure as Director, Center programming has been revitalized and expanded, including several initiatives that secured outside funding, such as the successful Freedom of Expression program, the Open Classroom program, and an Arabic Distance Learning program developed in collaboration with Montana State University. The Center also sponsored a year-long series on Ottoman/Turkish Studies directed by Professor Resat Kesaba, and brought to campus visiting scholars whose presence has enriched the intellectual life of the University. The center has provided a valuable resource for faculty associated with the Political Science department through the Law School and the Law and Society program as well as with the graduate students in the Political Science department engaged in Middle East Studies.

Russian, East European and Central Asian Studies (REECAS) Program of the Jackson School of International Studies.

The Department of Political Science maintains strong links with the Russian, East European and Central Asian Studies (REECAS) Program of the Jackson School of International Studies. REECAS is one of fifteen National Resource Centers (NRCs) funded through the Title VI program of the Department of Education, and the only NRC

north of Berkeley and west of Chicago. Title VI funding for the current grant period, 2003-06, totals around \$2.2 million in program funding and graduate student support.

Of the over 50 faculty members of REECAS, several are political scientists or have ties to the Political Science Department. The faculty position of REECAS Director Stephen E. Hanson is fully within Political Science, as are those of REECAS program affiliates Jon Mercer (international relations) and Erik Wibbels (comparative federalism), who routinely include post-communist materials in their course syllabi. In addition, REECAS faculty such as Christopher Jones of the Jackson School, Kirsten Foot of Communications, and Christine Ingebritsen of Scandinavian Studies have Ph.Ds in Political Science and/or maintain close ties with the political science discipline.

Foreign Language and Area Studies (FLAS) Fellowships, funded as part of the Title VI program, have helped support a number of political science doctoral students. Undergraduates in political science benefit from the wide range of REECAS-sponsored course offerings dealing with politics and security of postcommunist countries. REECAS funds also help to fund lectures in the Political Science Department's annual speaker series and the Pacific Northwest Colloquium in Security Studies.

Program on the Environment

The department has connections with Program on the Environment (PoE) mostly through the scholarship and teaching of Associate Professors Karin Litfin and Aseem Prakash. Litfin is a member of the Program on the Environment's Core Teaching Faculty, where she has team-taught ENVIR 203, Resources: The Case of Climate Change, on a yearly basis since 1998. Several Political Science graduate students have also benefited from this course by serving as teaching assistants, an experience which offers them a point of entry into the interdisciplinary field of environmental studies. In some cases, this experience has helped these students obtain teaching positions in the field at other universities. As a member of PoE's International Task Force, Litfin helped to create the International Track in the undergraduate major. Her International Environmental Politics course (POL S 422), which draws 100 students each year, serves as one of the matrix courses for the PoE International Track. In addition to course work with an international focus, PoE is committed to expanding the range of environmentally oriented study abroad programs available to students. For the past four years, Litfin have directed the Auroville Program on Sustainability, Community and International Cooperation, which is co-sponsored by the Department of Political Science, the Program on the Environment, and the Comparative History of Ideas Program. This program, which brings students to an international township in rural South India, offers a truly transformative learning experience.

Simpson Center for the Humanities

The Department of Political Science has benefited from deepening connections to the Simpson Center for the Humanities. The Center has contributed funds and provided its reception space for high-profile guests of the Department. The most significant

collaboration was a \$15,000 grant combined with generous staff support for a lecture series and capstone conference in 2003-04 on "Human Rights from the Bottom Up" (also supported by the CLASS Center). The early and enthusiastic backing of the Simpson Center made it possible to raise large sums from other units. In addition, Professor Mayerfeld recently received a Research Fellowship from the Center to support a book project on "The Dream of Justice."

Women Studies

Departmental connections with the Women Studies department have been strong and productive for nearly twenty years. Professor Nancy Hartsock held a joint appointment with both departments for approximately 10 years, until she decided to opt for a 50% appointment. Although that appointment now resides in the Political Science department, Professor Hartsock's undergraduate and graduate courses in feminist theory and women & globalization attract a significant number of Women Studies students. Associate Professor Christine Di Stefano teaches Philosophies of Feminism annually. This course is cross-listed with Women Studies, Philosophy, and Political Science. Di Stefano's graduate course in feminist theory, like Hartsock's, serves as a magnet for graduate students in Women Studies. Di Stefano and Hartsock both have Adjunct Faculty affiliation with Women Studies and have supervised a number of undergraduate senior theses for Women Studies students. Di Stefano serves on the Stice Feminist Scholar Lectureship Committee, at the invitation of Professor Judith Howard, Chair of Women Studies.

Section E. Diversity

The department of Political Science has a longstanding commitment to diversity. In our recent strategic planning efforts of 2000 in a section regarding core department values, we stated the following:

"Finally we strongly emphasize the importance of understanding and appreciating the *diversity* among peoples, histories, cultures, and ideas that thrive within and beyond our own society. The department's internal practice of valuing intellectual pluralism is but one expression and confirmation of its commitment to diversity. In sum, we believe that the modern university is a critical institutional resource for the study and practice of citizenship generally, and that the Department of Political Science should lead the way in that endeavor."

Our long-term commitment has produced some positive results but we have had some setbacks and not progressed in some areas as much as we would have liked. We have learned some lessons about recruiting and retaining female faculty and faculty of color, about recruiting and retaining a diverse graduate student body, and about providing a diverse curriculum for our undergraduates.

Building and Maintaining A Diverse Faculty

The department has had a longstanding effort to recruit and retain female faculty and faculty of color. For at least ten years women have comprised about 25% of the faculty and faculty of color have comprised about 7-9% of the faculty. These percentages are consistent with percentages of the political science profession but they are not adequate and the tenuousness of those slim numbers was demonstrated to us two years ago when we failed to retain two excellent African American faculty; Andrea Simpson and Terri Givens. While there were many factors beyond our control in our efforts to retain each person, they are beside the point. We learned several valuable lessons from that experience. The department embarked on an effort to rethink how we can build a diverse faculty. First, we started by establishing that it was our top priority to hire in Race and Ethnicity politics. We did so for several reasons; 1) the largest pool of qualified scholars of color do research in this area, 2) it establishes our commitment to the importance of this aspect of political science; 3) will help us maintain and build our undergraduate curriculum in this crucial area; 4) build a presence in this area that will make our department an attractive and competitive place for graduate students studying in this area. With the tremendous help of our Deans, we aggressively pursued talented scholars of color engaged in Race and Ethnicity politics. At one point, we had offers out to four people engaged in research on Race and Ethnicity Politics. We were successful in recruiting Naomi Murakawa of Yale University and Gary Segura, a senior scholar at Iowa who joins our faculty in the fall of 2005. Our success in recruiting these highly talented scholars rested on the standard set of factors but our interactions with them left no doubt that a key aspect of our success rested on our ability to demonstrate to them our seriousness and commitment to this area and our strong commitment to **continue to build** a strong group of scholars concerned about Race and Ethnicity politics. We are also committed to building a top-notch group of race and ethnicity scholars that will bolster other research strengths and clusters and connect in important intellectual ways with several other faculty.

Political Science Undergraduate Program Diversity Efforts

Political Science Undergraduate Curriculum

Political science engages politically significant domestic and international issues that are key to the study of diversity. Political concepts such as equality, freedom, citizenship, participation, civil rights, human rights, nationalism, development and their impacts on social and political relationships and institutions are inextricably bound to issues of race, gender, class, sexual identity/orientation, religion, ethnicity, culture, region/geography and indigenous status.

The location of the discipline within the larger culture is reflected in our curriculum. At the introductory level, courses in political theory, American politics, international relations and comparative politics contribute to diversity education by exposing students to many of the foundational issues that underlie current political debates. For many

students this is their first introduction to critical thought and analysis as opposed to the assertion of opinion that often passes for political debate.

At the upper-division level, students have the opportunity for in-depth study, and more than fifty percent of courses in the political science curriculum explicitly meet the broadly conceived definition of diversity (for example, courses on feminist philosophy; the politics of race; labor studies; political culture; specific countries such as Russia, China and Japan, or regions such as Europe, East Asia, Southeast Asia and Latin America). While other courses may not reflect diversity content in their titles or course descriptions, related issues may contribute significantly to instruction (for example, constitutional issues of race or privacy, the agendas and political impacts of interest groups, the effects of nationalism on issues of war and peace, and race, gender and sexual orientation in civil-military relations).

In terms of demand, Political Science is a highly impacted major. For courses with explicit diversity content, denies range from less than ten to over sixty per course.

Political Science Major

Compared to other majors, the political science major has minimal admission requirements: 45 credits completed with a UW cumulative GPA of at least 2.0, including 15 credits of introductory political science courses with a grade of at least 2.0 in each course. The political science major is therefore within reach of students whose grades may not fully reflect their potential to learn, to achieve, and to lead.

With respect to ethnic diversity, the undergraduate ethnic demographic in Political Science in autumn 2002 compares favorably with the overall 2002 ethnic group percentages for the university's general undergraduate population:

Ethnic Origin	*726 Pol S Majors, 2002	Pol S %, 2002	**UW Undergrad %, 2002
American Indian	3	0.4%	1.0%
Asian	119	16.4%	22.8%
Hawaiian/Pacific Islander	4	0.5%	0.5%
Black/African American	20	2.8%	2.6%
Caucasian	442	60.9%	53.1%
Chicano/Mexican American	30	4.1%	3.3%
Foreign	4	0.5%	3.2%
Other	104	14.3%	13.4%

**From "University of Washington Aggregate Student Enrollment Changes by Ethnic Group, Autumn 1998 Through Autumn 2002", <http://www.washington.edu/diversity/statistics/aggregate.html>

*From "University of Washington-Registrar's Office, Scholarship Summary by Major, Ethnic Origin – All Students," Autumn 2002 p. 168, and Autumn 2003, p. 179.

Data reported by the Academic Advancement Group in a report entitled “Descriptive and Longitudinal Analyses of Enrollment, Graduation & Retention Data for UW-Seattle support this point. Between 1992 and 2000, the Political Science department graduated 551 underrepresented minorities: the third highest total in the University. In addition, in the 2001-2002 academic year political science enrolled the second largest number of African American students, fourth highest number of Native American students, third highest number of Hispanic students, and the fourth-highest number of Hawaiian/Pacific Islander & Filipino in the University.

In terms of encouraging access, Political Science advisers participate in all university-organized forums for students, including the UW Options Fair for transfer students, the Native American Transfer Fair, the Essence of Success Program for African-American high school seniors, and the Office of Minority Affairs event for minority pre-business majors so they can learn about other major options related to their career interests. We also participated in the three years of GEAR UP activities that included academic departments.

Graduate Program Diversity Efforts

The Department

The Department of Political Science has long been committed to promoting diversity in all its forms within the doctoral program. By the very nature of its discipline, the department programmatically incorporates the exploration of multiple and diverse views of our country and of the world. Our graduate student population (104 students both registered and on-leave) is comprised of 40% international students. This substantial portion of our community contributes to a diverse culture that serves the mission of the department. Our student population is also presently 45% women. Though the department has enjoyed a successful graduation and placement rate for our minority students, the percentage of minority and underrepresented students has dropped in the last five years and remains low. Currently, 8% of our graduate students from the United States are minority students.

Admissions

The Political Science Department is committed to admit and financially support as many minority students as we can successfully recruit. Our activities include application for GOP Research Assistantships, which we financially match with four additional years of funding; participation in the American Political Science Association’s minority applicant name exchanges, and the GO-MAP Western and National Name Exchange program; inclusion of additional personal statements in our graduate application materials; assigning faculty caseworkers for all competitive minority graduate applicants; and funded campus visits for competitive minority applicants.

Though we target the competitive minority candidates with our top financial offers (usually a combination of fellowship, RAship, and TAship), we experience difficulties recruiting these students. Last year's admission cycle illustrates the challenges facing the department: Five applicants were highly competitive and were offered funded trips to visit the campus and our top financial packages. Of these, three declined to visit because they had already accepted offers elsewhere, and of the two who came to the campus, only one accepted our offer. Over the last three years, surveys of the admitted students showed:

- 1) All were heavily recruited by top institutions.
- 2) The stipends at UW are lower when compared to other institutions, even those with substantially lower rankings.
- 3) Applicants received multi-year fellowship offers from other institutions that we could not match.
- 4) Competition for minority students is increasingly against elite institutions. In several cases the UW program was a better fit for the applicant, but the allure of a "name" institution was too persuasive.

The Political Science department will continue to diversify our program. We are pleased with our retention and placement rate, but without more financial support it will be difficult to improve our minority recruitment numbers. As noted earlier, we are having success in recruiting faculty of color and we know that having established faculty of color with active research agendas will greatly enhance the appeal of our department and help in our recruitment efforts.

Section F. Degree Programs

The department of Political Science offers the Ph.D. degree. The faculty has developed a curriculum which includes the study of crucial methodologies and a range of general and specialized fields. Though we accept students both with and without master's degrees, all of our students earn an MA as part of the doctoral degree requirements. Though previous preparation on the master's level is beneficial, overall the faculty has found that completion of the full curriculum, including the "master's essay of distinction" will effectively produce the most theoretically developed, the most academically prepared, and the most nationally competitive graduates.

The Ph.D. Program

Objectives

The Doctoral Program focuses on the development of students' mastery of the discipline, the development of their research skills and teaching skills, and the evolution of a scholarly engagement and professionalism that will ensure a successful transition to a career. To achieve these objectives the students are required to complete the following requirements:

A three-course sequence in methods and research design.

Defense of the Master's Essay of Distinction – an article length, professionally documented paper of publishable standards.

Courses and comprehensive exams in three fields.

Teacher training through university conferences, Political Science department orientation and training course, and individual mentoring by faculty.

Development and defense of dissertation prospectus.

Successful completion and defense of dissertation.

Benefits

The benefits of our educational training both for the department as well as the university are numerous. Our students are competent teaching assistants and research assistants and many of them take positions outside the department. Our program creates scholars capable of original and extensive research that advances faculty research, and contributes to the reputation of the department as well as the university. The region also benefits from our teaching expertise. Many of our students take part-time teaching jobs in area colleges, and our students (and graduates) join a highly educated and visible citizenry, often interested in local community and political issues.

Though many of our student learning objectives are the same as our peer institutions, our department uniquely encourages diverse modes of inquiry and a multidisciplinary approach to the study of Political Science. There are opportunities for broad exposure to the discipline and potential for students to construct an individualized field. These “Constructed” fields can be drawn from a unit in the university outside the Political Science Department or one field of study designed by the student.

The Political Science Department is also distinctive in that it places a strong emphasis on teaching. We have developed a graduate student culture that values teaching and which includes the mentoring of new teaching assistants, and teaching collaboration with faculty. Our department is able to integrate this emphasis on teaching without sacrificing a rigorous and central focus on research and publications.
(See attached curriculum description.)

Assessment

Internally individual student assessment is accomplished by annual review of advancement. Additionally, all Teaching Assistant evaluations are recorded for review and for the purpose of awarding the annual student teaching prize. Consistently our graduate students receive high scores and we justifiably pride ourselves on our students' excellent preparation for college level instruction. Other conventional standards for assessment include student conference papers, publications, grants and fellowships, time to degree, and academic placement.

Conference Papers - The department makes every effort to provide students with a range of information that will enhance their ability to present their scholarly achievements. One of several annual professionalization seminars focuses on attending and presenting at

conferences. The department routinely commits funds for students to present at a variety of professional meetings at all stages of their careers. With help for student travel support from the Graduate School, we have funded an average of 22 students per year during the last five years, with a high of 30 presentations last year. Many more graduate students present at professional conferences and receive support either from affiliated Research Centers or by successfully competing for external funding.

Publications - Professionalization seminars also focus on graduate student publishing. Through these sessions, and individual faculty mentoring, the department has successfully promoted a graduate student culture that is actively engaged in the discipline. An informal survey of current students suggests that students in early and late stages of their careers are placing work in both traditional venues and more specialized journals.

Fellowships and Award - Political Science students are successfully competitive for fellowships and awards. A survey of only the last three years reveals a significant funding trend: two students have received National Science Foundation; one student has received both a US Department of Education award and a Fulbright-Hays Dissertation award); and one currently holds a German Marshall Fund Research Fellowship. Other fellowships include: Chester Fritz (8), Freeman Foundation (3), FLAS (14), Simpson Center for the Humanities (3), Graduate School Dissertation awards (2), and summer fellowships for individualized program study including several programs for the study of quantitative methods for social research.

Time to Degree - Over the last ten years the Political Science department has awarded 75 Ph.D. degrees. The median time to degree during this time was 7.25 years. During the last five years during which we awarded 45 of these degrees, median time to degree was 7 years. Although during the last three years we have been able to lower the figure to 6.5 years, this is an area that will need some improvement. We are challenged by the very requirements that shape our scholars. Comparative politics specialists are now asked both to master considerable quantitative methodology and to prepare for and conduct field work. Those with an Area Studies focus will need to do their field work abroad. Given these requirements, it would probably be unreasonable to expect a median of less than 6 or 6.5 years.

Career Preparation

The department has committed tremendous energy to mentoring students for successful career placement from the earliest stages of their studies. These include:

- An annual placement seminar conducted by the Placement Director and the Graduate Program Assistant;
- A conscious effort by the Placement Director, the Graduate Assistant, and by committee chairs to emphasize the role of research in the programs of all students, including those whose express aims are teaching institutions;
- A culture among faculty and students that prizes successful placement and preparedness for the job market;

- Quarterly professional socialization seminars that include topics such as publishing, building teaching portfolios, practice job talks, etc.

Because we provide a highly specialized placement service (and maintain their files until they obtain their first tenure-track position), we are able to stay informed of the career paths of many of our graduates. Further professional relationships with faculty provide us with continued information on the trajectory of their careers. We utilize this information for program review, networking for current students, and alumni development.

Bachelor's Degree Program

Content of the Field

Students of political science examine the theory and practice of government and politics. They acquire knowledge of political institutions and processes, both in the United States and around the world. Students learn to think critically about public policies and their consequences. They learn how to evaluate individual, group, and mass behavior in political settings. They also learn about the relationship between such behavior and political institutions responsible for creating and implementing policy. Students are taught to communicate ideas about politics clearly, and how to evaluate and make arguments about politics and policy.

The curriculum is structured to cover the major fields of the political science discipline, and exposes students to the diverse range of theoretical orientations and methodological approaches of the political science discipline. In order to apply to the major, students first gain grounding in the discipline by taking three introductory courses from a choice of five major fields: Political Theory, American Politics, International Relations, Comparative Politics, and social science research methods. While in the major, students gain depth by taking three upper-division courses from the five major fields and four additional electives.

Professional Skills

Students who take political science courses have a broad interest in political systems and a diverse range of goals regarding the increased understanding that they gain from enrolling in our course. Many students are interested in attending either law school or graduate study, and they are academically well prepared to enter competitive programs around the country. A larger number of students enter careers in related fields like government service, law, business, journalism, politics, public policy analysis, and education.

Perhaps the most important skill students develop is the ability to communicate through their writing, a skill that requires repeated practice, and many political science classes, from the introductory level on, require writing of some sort. The department supports the development of writing in several ways. First, many instructors design their classes to

fulfill the university's additional writing requirement, which requires intensive writing and feedback. Second, Political Science offers several classes in conjunction with the Interdisciplinary English Writing Program which link in-depth writing instruction with the student's disciplinary study. Third, Political Science is the primary sponsor of the Political Science/Jackson School/Law, Societies and Justice Writing Center. The Center provides one-on-one peer tutoring on a by-appointment basis for undergraduates (and sometimes graduate students) who seek help with developing their writing. The Center also sponsors workshops that help students learn how to complete specific class assignments, for example a compare and contrast paper.

Another important skill developed while in the major is analytical ability. In their political science courses students have continual practice with, among other things, analyzing data, reconciling competing theories, and using the tools they gain in their classes to explain political phenomena.

These skills are supplemented with the opportunity for practical training through internships, and students in the political science major have many options to choose from, including work with local and state offices, campaigns, nongovernmental organizations and businesses, and full-time programs such as the Washington State Legislative Internship Program or The Washington Center.

Skills for Lifelong Learning

The goal of the program is not simply to train our students for jobs or to cover every corner of the political science discipline. The department expects that the critical skills and experiences of our undergraduate students will be of enduring value after graduation. Students who take our courses, and majors who complete our program, develop abilities that help them to become better and more effective citizens of communities, states, and of the world. For example, many students have little community experience before entering the university. Through classes that incorporate service learning, students have an exciting chance to combine their coursework with important service to the community. The Carlson Center in cooperation with the Political Science Department has designed projects in community, government, and not-for-profit organizations that fulfill a need of the organization while advancing understanding of course goals and objectives. These "real world" experiences can provide an enriching perspective as students learn more about their course materials, themselves, and the world around them.

In addition, students learn in many classes and contexts about the civic responsibility of citizens. Whether they are studying the political transformation of China or how legislators make decisions in the United States, they learn that they have power as a citizen.

Benefits

Any nation that aspires to a democratic ideal benefits from an educated and participative citizenry. Within the department, faculty benefit practically from the skills of students who work on research.

Section G. Graduate Students

Recruitment and Retention

Recruitment and Admissions

The Political Science Department has an enviable situation of having far more qualified applicants for admissions than be admitted. As the admissions statistics for this report show, the Department has in recent years had upwards of 260 applicants, accepted approximately 45, and typically enrolled 12 to 15 graduate students per year. This evidences a highly selective program (average application denials hover at about 80%) and is a highly positive indicator of quality. GPA and GRE scores of admitted and enrolled political science graduate students are well above the same scores for all the social science departments at the University of Washington. We only admit students who intend to complete the Ph.D. degree and as such we do not have a terminal MA degree.

Challenges of Recruiting Top Applicants

To improve the quality of our graduate program, we know we must improve the quality of our incoming graduate students and this requires competing more successfully in an extremely competitive environment. With a more visible and productive faculty and with an improved job placement record, we have seen a significant rise in the quality of our applicants. For the past several years we have found ourselves competing directly for the best students with top twenty political science departments (particularly Berkeley, Minnesota, Wisconsin, Duke, Princeton, Michigan, Ohio State, UCLA, and UC San Diego). This is a position we want to be in but it has raised the stakes in important ways. Success depends on several factors and we have improved our competitive position in a number of ways. Our faculty have been more successful in obtaining grants and this has increased opportunities for graduate students to receive research assistantships. With support from the Graduate school and with our own funds, we have been able to have many of our top recruits visit. This has proven to be crucial. Our likelihood of success increases dramatically when recruits visit. Our ability to provide financial support in the form of fellowships has also increased substantially. Prior to 2001, we were able to provide about 8 quarters of fellowship support per year. This increased to about 12 quarters with the Matthews Endowment and will increase to about 15 quarters per year starting in Autumn 2005 when the Speyer endowment can first be utilized. Coupled

with graduate recruitment RAships and a small number of TAships allotted for recruitment, we now are in a position to offer about 12 fully (three quarters) funded recruitment packages per year. This funding level keeps us in the game but we remain at distinct disadvantage with respect to our peers (both public and private). Most of our competitors offer 1) multiyear fellowship support (sometime 5 years), 2) offer 4 quarters of support, and 3) offer higher stipends. We can only offer recruits one year of fellowship support, rarely can offer more than three quarters of support and cannot offer higher stipends. As a result, more frequently than is desirable, we lose top recruits to other institutions simply because we cannot compete financially. It is particularly troublesome when candidates have told us that money aside UW was their preferred option.

Recruitment Practices

Our recruitment efforts are aimed at delivering quality candidates. The Graduate Program Assistant spends a substantial amount time responding to inquires from potential applicants and explaining application processes. Faculty respond to applicant queries often with extended interactions as do the Chair of the Admissions and Financial Aid committee and the department Chair. Once an individual is admitted, a faculty caseworker is assigned to contact the applicants to discuss issues of concern, address interest in visiting the campus, and the level of interest in our program. The individual contact is effective in putting a personal “face” on the big university although inevitably the main concern of candidates is the funding situation. Based on the case-worker feedback and decisions by the financial aid committee, deserving applicants are offered financial assistance. This assistance typically consists of at most of one quarter of fellowship assistance, two or three quarters of support from a Departmentally-affiliated research center, and teaching assistant opportunities. The top two or three applicants are also offered summer fellowships on the order of \$2000 or \$3000 to work with one of the Departmental research centers with funding provided from Center overhead or grants.

Minority and Disadvantaged Student Recruitment

We take seriously the desire to have a diverse graduate student profile as this is critical for any political science department that purports to address the realities of politics. The Department participates in the American Political Science Associations’ Minority Identification Project. The member departments (we are members) nominate strong minority candidates for graduate education. We receive the constructed list of strong minority candidates from all the other participating programs. We contact those individuals who appear to have promising connections to the Department. In addition, the admissions committee has been sensitive to recruiting a diverse profile of students. As with overall recruitment, limited fellowship funds constrain us from mounting a concerted effort to diversity our graduate student cohorts. As noted below, this issue also applies to recruitment of international students.

Admissions and Recruitment Issues

Key, long-standing issues that we confront are:

- Insufficient ability to identify a diverse pool of applicants due to recruitment restrictions from I-200 and limited information about applicant profiles.
- Inability to adequately gauge the quality of international applicants especially from those countries and institutions that are faculty are not familiar with.
- Difficulties in recruiting graduate students, and particularly international students and those with diverse backgrounds, due to limited fellowship funds, inability to offer summer funding to more than a few students, and the inability to provide guarantees of long term support. The latter relates in particular to the exigencies of future funding of TA positions.
- Lack of recruitment funds for bringing students to campus for visits. These visits are essential recruitment mechanisms. Yet, in good years we obtain only two or three thousand dollars to recruit a dozen students. We need a minimum of five to six thousand dollars to carry out the visits. The gap between funds provide by the Graduate School and needs has necessitated that we dig into overhead, faculty research, and other accounts to help subsidize the student visits. This subsidy has obvious opportunity costs for other function and has questionable legitimacy.

Placement

A major indicator of the quality of a department's graduate program is its placements, and we have worked very hard to improve this aspect of our program. By taking this mission seriously, we have been able to **improve our placements substantially** in the last several years from what was already a solid base. The accompanying chart lists the placements of our students during the last ten years.

In the last five years (1999 - 2004), 45 students have successfully completed Ph.D.'s in the Department of Political Science. Of these, 32 took tenure track positions in colleges and universities (some after completing post-doctoral appointments), 5 took positions in colleges, and the remainder took non-academic or post-doctoral positions. Twelve of these students took positions at universities listed among the Carnegie Foundation's doctoral/comprehensive institutions, including at Cornell University, University of Wisconsin-Madison, University of Illinois-Urbana, Pennsylvania State University, University of Connecticut, and the University of Florida. Several obtained high quality positions at well-regarded non-doctoral institutions such as Wesleyan University, Occidental College, Western Washington University, and Ithaca College.

An additional indicator of the reputation of our program may be gleaned from the interviews students have received. In the last five years, students received interviews and either did not receive offers or refused the offer at Princeton, the University of California-Berkeley, Ohio State, Chicago, Indiana University, Notre Dame, and UC Irvine, among others.

Several students received very good post-doctoral positions at Cal-Berkeley, Princeton (2), Harvard, Stanford, and Notre Dame and several institutions abroad before moving to their current teaching posts. In addition, some students took positions abroad at excellent institutions—including the University of Plymouth in the United Kingdom, the University of Leiden in the Netherlands, and Goteborg University in Sweden.

These results represent a considerable improvement from the previous five years, when three of 30 students took positions at Carnegie doctoral/comprehensive universities (two at Syracuse and one at the University of Wisconsin-Milwaukee). Several received good positions at such institutions as SUNY-Albany, Bowdoin College, and San Diego State. Moreover, a few of our high quality students were attracted to the private sector during this period, as indicated by placements at Real Networks and Microsoft. Nevertheless, there is little doubt that placements have been much more successful in the most recent period.

Reasons for Improvement in Placements

The reasons for these changes are several. First, it is unlikely that market conditions account for these changes, since most observers would rate the late 1990s as a better period for academic placement than the early 2000s. Second, while the quality of admissions may have increased marginally, the differences are unlikely to explain the more radical improvement in placement. The likely factors are:

- A faculty that has become more distinguished both through recruitment and maturing scholarly agendas;
- An improved attitude among students about research and placement, and a self-conscious attempt among senior students to mentor first and second year students.
- Better training in quantitative and qualitative methodology, improved by better course offerings, the availability of a methods sub-field specialty, and connections to the Center for Statistics and the Social Sciences.
- The availability of more fellowships and externally-funded research assistantships that allows students to build records that are competitive in the national market;
- Collaboration with faculty on articles, convention papers, and book chapters;
- Students participating in general and specialized conferences at proper times in the course of their academic programs
- A more aggressive effort on the part of the department to provide students with the guidance to forging a successful research career, centering on the chair of the student's Ph.D. committee;
- A better system of information and guidance on the placement process itself, including
 - An annual placement seminar conducted the Placement Director and the Graduate Secretary;
 - A conscious effort by the Placement Director, the Graduate Secretary, and by committee chairs to emphasize the role of research in the programs of all students, including those whose express aims are teaching institutions;
 - A culture among faculty and students that prizes successful placement and preparedness for the job market;
 - Quarterly professional socialization seminars that include topics such as publishing, building teaching portfolios, practice job talks, etc.

Building on Successes

Though we are slowly reducing the time to degree, improvements can be made. The rigorous methodological requirements and international field work necessary for many sub fields can take extensive time for many students. Funding is of course an obvious impediment. Our students heavily rely on Teaching Assistantships for support. They need summer money, research positions, and dissertation fellowships at the candidate stage.

Building on our successes with improved methodology training, we have added an intensive math workshop the week before autumn quarter, and continue to fund summer study thereby preparing students for advance research earlier in their careers. The faculty continues to garner increased grant funding which provide more research assistantships, and they continue to support students in seeking substantially increased outside funding opportunities.

The department is also building on its successes in placement. At present we have the proper institutional and cultural underpinnings for continued positive results, but several important challenges remain. While 15 of our students have received posts at Carnegie research universities during the last ten years, only three of these were positions where political science departments were ranked at the same level or higher than the University of Washington (students received an additional five interviews at these institutions). The ratio during the last five years is 3 of 12, and might be viewed as quite good, but it is imperative that we continue and even improve on this standard.

To improve on the existing record will require a continued commitment by faculty and students, and an increase in resource commitments that will allow more competitive recruitment of students and richer research experiences while in Seattle. The biggest obstacles to continued success are our lack of competitive fellowships to attract quality graduate students; and the lack of enough research assistantships, either funded internally or through external grants, to provide the practical research experience that is vital to successful academic placement. The most difficult elements are already in place—a committed faculty and productive student culture. But we need to continue to seek the resources that will allow continued progress.

Retention

The retention rate for the Political Science Department is excellent. Although there is some variation in patterns of withdrawal from the program, a review of individual cohorts almost invariably (except in cases of personal health or other personal difficulty) reveals that the students who leave have earned an MA and their goals changed during the first few years of coursework. We have kept data on the students who do not complete the Ph.D. and in most instances students discovered that graduate school is not what they expected and found employment. In other cases our students found another graduate field more appropriate for their developed research interests.

The following table summarizes the retention detail from autumn 1995 – spring 2004:

Enrollment Year	Original Cohort	Withdrawn	Earned MA Withdrawn	Continuing	Ph.D. Completed	Retention Rate
03-04	17			17		100%
02-03	14			14		100%
01-02	16			16		100%
00-01	20	2	2	16		80%
99-00	13	1	5	7		54%
98-99	11		4	4	3	64%
97-98	15	3	3	2	7	60%
96-97	10	1	1	4	4	80%
95-96	13		2	1	10	85%

In order to minimize attrition, advising and mentoring efforts by the faculty and the graduate staff have been developed over the last few years. The department has fine-tuned the admission procedures enabling our committee to offer admission to those applicants most likely to succeed in our program. Orientation has been expanded to include information and reference tools that will assist students in creating realistic timelines and making satisfactory progress. An extensive Student Guide is updated yearly and will be placed on the department website.

In addition to the routine communication of program expectations, and in addition to the formal exams and exam assessments we require, students in their second year and beyond must meet with the chair of their committee for evaluation and feedback concerning their progress in the program. The Chairs of the student's committees with or without conferring with other members of the committees, discuss the evaluations with the students. Recommendations for the students are noted, and the students sign the evaluations that are placed in their academic files. This is a fairly new program, but we are discovering that it clarifies a student's position in the beginning of their tenure here and helps us address any satisfactory progress issues at an early stage.

Advising, Mentoring and Professional Development

Graduate Student Professionalization

Placement of our graduate students is, of course, a top priority of the graduate program. Although our graduate students were well prepared in terms of their teaching and research for their first job, the department, in part from interaction with our graduate student, realized that it did not provide our graduate students with any structured understanding of how to be successful within the larger context of an academic career. In response, over the past five years we have developed a professionalization seminar series.

We offer three to four of these seminars per year. A placement seminar is offered each spring and is led by the department's Placement Coordinator to assist advanced students to prepare for the academic job market. Students learn how to prepare materials such as a curriculum vitae and an effective introductory letter (and they are encouraged to have these materials widely reviewed) what to expect and how to conduct oneself at a job

interview, and how to network at the American Political Science Association annual meeting. They also gain insight on how departments choose from hundreds of applications and how to be competitive applicants themselves. Although designed for advanced students, we recommend that students first attend this seminar early in their studies. In addition, in order to prepare for tough interview questions, every student going on the market is encouraged to present their research at a departmental colloquium, where faculty and students provide comments on all aspects of the presentation.

Most seminars are offered every other year. Some, such as the seminars on university structures and finding a mentor, are intended for students new to our program. Others—publishing articles and writing the prospectus, for example—are intended for students who are more advanced. These seminars are typically well attended and student feedback is very positive.

Inclusion in Governance and Decisions

Graduate students have been involved in the governance of the department for many years. Graduate students have representation on all key standing committees including the department Executive Committee (President of the Graduate Students), Graduate Program committee, Undergraduate Program Committee, and the Graduate Admissions and Financial Aid Committee (One elected graduate student serves on the admissions component and another elected student who is beyond financial aid eligibility serves on the financial aid component). In addition, a graduate student serves as a full voting member on all department faculty recruitment committees. Graduate students regularly attend seminars of job candidates and have access to job candidate files (excluding letters of recommendation). Graduate students are actively involved in orientation of new graduate students and also in TA training. Finally, graduate students play an important role in recruiting new graduate students particularly when prospective graduate students visit.

The position of Lead TA deserves special mention. The graduate student elected to this position serves a one-year term with an ASE appointment. In addition to organizing the New TA Orientation, Handbook for New TAs, and Pol S 595 (all described in Section B.7), the Lead TA has the important responsibility of assigning TAs to classes for autumn, winter and spring quarters. The Lead TA solicits teaching preferences from the TAs and then has the important and often politically delicate responsibility of matching graduate students with available positions, managing unhappiness with assignments both from the graduate students and the faculty, resolving last-minute changes to assignments if students pull out of the TA pool, assisting the Director of Academic Services with hiring TAs outside the department if doing so is necessary, and assigning TAs to offices. At the end of the academic year, the outgoing Lead TAs frequently continue informal service with mentoring of new the Lead TA.

Grievance Process

The department expects every student to make “satisfactory progress” toward a degree; if in the judgment of the Graduate Program Coordinator and the Chair of the student’s

committee, the student is not making adequate progress, disciplinary action may be recommended. Disciplinary action may include any or all of the following: departmental warning, Graduate School warning, probation, final probation, dismissal. The Graduate Program Coordinator in consultation with the Chair of the student's supervisory committee issues warnings and probationary actions. Final probation and dismissal are recommended by the student's committee and implemented by the Department's Graduate Program Coordinator.

Students may appeal the decisions of their supervisory committee, or the Graduate Program Coordinator. If the student remains dissatisfied, s/he may appeal the change of status decision directly to the Chair of the Political Science Department. Appeals beyond this point must follow the process laid out in Graduate School Memorandum No. 33, Academic Grievance Procedures. This department also takes the issue of plagiarism very seriously. All suspected cases of plagiarism are reported to designated department officials and if plagiarism is proved, penalties may include loss of funding or expulsion from the program.

There has not been a formal grievance in the past three years.

Graduate Student Service Appointees

Appointment Process

Prospective graduate students are offered one of two types of funding. For the most competitive students, as determined by the Admissions and Financial Aid Committee, the department commits to five consecutive years of funding. The first year is funded by some combination of fellowship, research assistantship. Subsequent years are funded by teaching assistantships, provided the students demonstrate satisfactory achievement and make satisfactory progress as tracked by the Graduate Program Assistant (GPA) and Graduate Program Coordinator (GPC).

Students who are admitted but are less competitive are placed on a teaching assistant waiting list called the TA Alternate List. If positions are available, these students are hired as teaching assistants. In the first year they are ranked at the bottom of the list, but most students will receive at least one quarter of funding. In subsequent years, their rank improves as a cohort (students at the top of the list who are no longer eligible come out, and new students continue to enter at the bottom). These students receive an offer of five years of *eligibility*. They maintain their eligibility provided they demonstrate satisfactory achievement and make satisfactory progress.

In spring of each academic year, students eligible for funding must complete an application for a review of funding. This application includes a self-assessment of teaching performance, a review of teaching evaluations, a transcript with an explanation of any incompletes or X grades, a letter of recommendation from the student's committee chair, and when they anticipate their next academic milestone. The Financial Aid Committee reviews each application. If there are no issues of concern, the students are

approved for the next year of funding. If there are issues to be addressed, the Committee will issue a warning. If there is no progress, the department engages the University's official process as outlined in Graduate School Memorandum No. 16.

Students who need funding after the initial five years are often

1. competitive for many types of external dissertation funding,
2. eligible to apply to teach their own courses,
3. can still be hired as TAs if there is departmental need,
4. can apply for an extension of eligibility if they meet qualification requirements.

Average Duration of Appointment

Five consecutive years. If students have been doing funded research (for example, pre-dissertation research abroad), they may apply for an extension of eligibility which, if granted, ranges from one to three quarters.

Mix of funding among the various appointments (teaching, research and staff assistantships, fellowships, traineeships)

In the first year, students with guaranteed funding receive some combination of teaching assistant, research assistant, or fellowship funding, depending on the package determined by the Admissions and Financial Aid Committee. Teaching assistantships are funded by the department's TA budget and, in the first year, incoming students rarely have more than two quarters of teaching. Recruitment fellowships are funded by the J. Allen Smith Fellowship (1-3 quarters) or the Donald R. Matthews Graduate Fellowship (usually 3 quarters) and these fellowships are supplemented by tuition waivers from the Graduate School Fund for Excellence and Innovation (GSFEI), a Graduate School program to which the department annually applies. Political Science also typically receives three quarters of research assistantships funding from GSFEI and the RAs, once known, are assigned to the faculty by the Chair.

After the first year, most students are funded with teaching assistants. RAs are hired by individual faculty who have the funds to do so. The department also has a competitive application process for four one-year positions (applicants must be eligible for departmental funding in order to apply). Two staff assistants work in the Advising Office as undergraduate advisers and one staff assistant works as the Writing Center Director. With rare exception, those who are hired may renew to a maximum of two years. The final position is the non-renewable Lead TA, a position that is elected by the graduate students.

Students who have passed the General Exam and advanced to candidacy may apply to teach their own courses. Instructors are hired based on eligibility and departmental need. These courses typically enroll 60-students and so are eligible for supplemental funding with a reader.

Finally, the department strongly encourages students to seek external funding. With fellowships instead of teaching assistantships, they have more time to devote to their studies.

Criteria used for promotions and salary increases

Students enter at the lowest pay level. The quarter after earning their UW Political Science MA, their pay increases to the next level. After completing the General Exam, their pay increases to the highest level.

Graduate student service appointee supervision

Teaching and research assistants meet with their supervising faculty. The Director of Academic Services supervises the graduate student staff positions: the undergraduate advisers are housed in the same office suite as the Director of Academic Services and meet weekly with Advising Office staff, the Writing Center Director submits a weekly report about Writing Center activities and meets periodically in person, and the Lead TA meets several times each quarter as needed to prepare for the next quarter's assignments.

Training for graduate student service appointees

Before they teach their first class, teaching assistants attend the CIDR TA Conference and the two-day Political Science Department TA Orientation. They receive ongoing support from the Lead TA by enrolling in Pols 595, College Teaching of Political Science, which focuses in depth on pedagogical issues. The Lead TA holds office hours through the quarter so students may continue to seek advice as needed.

Before classes begin, the graduate student advisers attend a training session run by the university's Undergraduate Advising Office. During their first week, new advisers continue their training by sitting in on advising appointments with experienced advisers. Graduate student advisers also receive training on the Degree Audit System (DARS) from a DARS representative. After the initial training, experienced advisers continue to assist new advisers by answering questions, etc.

The Lead TA's initial training is initially by consultation with past Lead TAs, both in person and in the form of the Lead TA binder. The Director of Academic Services assists the Lead TA with planning the New TA Orientation and with the intensive process of assigning TAs to classes.

The Writing Center Director's initial training is also initially by consultation with past Writing Center Directors in person and by reference to the Center's binder. The Director of Academic Services also meets periodically to discuss how to address issues or problems that have arisen.