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College of Arts and Sciences
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Self Study Document

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Bachelor of Arts in Political Science
Master of Arts in Political Science
Doctor of Philosophy in Political Science

Last Program Review: Spring 2005

Submitted by George I. Lovell, Professor and Chair: February 1, 2016.

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SELF STUDY PART A: Required Background Information

Section I: Introduction and Overview Of Organization

Department Mission and Culture

The mission of the Political Science Department is to foster intellectual inquiry into politics and public life through outstanding research, teaching, and service.

- Faculty and Graduate Students pursue a broad agenda of bold, creative, and distinguished scholarly *research and publication* on politics in the U.S. and around the world.
- We provide excellent *teaching* about politics and government to both undergraduate and graduate students. The commitment our faculty has to teaching extends to helping our graduate students to become excellent classroom instructors.
- The department is committed to public *service* on campus, in the academic profession, in our community, and through outreach activities that reach around the globe.

Questions about political power, justice and equality, and citizenship are a central part of research, teaching, and service in the department. Our goal of improving understanding of political and social life is thus closely linked to efforts to foster diversity and to understand and value differences among people.

Our department encourages research and teaching that focuses on important questions of practical rather than just scholarly importance. We also encourage novel approaches to enduring puzzles in political science, an inclination to identify new questions that deserve more scholarly attention, and a willingness to cross conventional subfield and disciplinary lines. This intellectual culture, together with our relatively small size, has created a department that in some respects looks quite different from other political science departments at public R1 universities. We aspire to maintain the virtues of eclecticism without sacrificing intellectual coherence and scholarly impact. Our perpetual challenge is to meet that aspiration in the face of budgetary and other constraints that have left us with a small faculty.

We are committed to maintaining a collegial and supportive environment. Our theoretically and methodologically diverse approach to research, teaching, and mentoring encourages interesting connections and collaborations among faculty in different fields. We are thus largely able to avoid the zero-sum competition among siloed subfields or rival methodologies that is common in political science departments. Our collegiality persists despite inevitable tensions that result from limited resources, faculty downsizing, and some significant (and transparent) issues of salary compression.

We are also committed to maintaining an environment that is welcoming for students and supportive for staff. Graduate students and staff have voice in department decisions through membership on nearly all department committees. A commitment to making the department a good place to work has resulted in very low staff turnover: Average service time for our staff is 11 years in the department, and professional staff average 13 years of continuing service. We benefit enormously from our experienced and skilled staff.

Key Developments Since our 2004-05 Program Review

It has been 11 years since our last program review. Some key trends over that period drive our goals for the next decade. Most significantly, we have had considerable faculty attrition. We are currently down to 23FTEs from a recent high of 30 FTEs in 2006-07. Those numbers do not capture the full impact of attrition: The count of 23 FTEs includes one faculty member (Majeski) who has not taught in the department for several years due to a position as Associate Dean and two other new faculty members (Adolph and Arnold) who do half their teaching in another unit. We lose additional capacity because many faculty members take on considerable service roles, including four directors of research centers and the current chair of the College Council.

Moreover, the shrinking in FTEs has come amidst much broader faculty turnover and instability. Since our last program review we have lost seven colleagues (6FTEs) to retirement and ten (8.75 FTEs) have moved on to other institutions. We have also added eleven new colleagues (10.25 FTEs). Thus, during a period of significant downsizing we have also been devoting considerable energy to faculty searches. Department resources have also been stressed by seventeen additional cases where we made successful efforts to retain faculty who were being pursued by outside institutions. The level of faculty turnover in the past decade is unprecedented in our department. While the departures have hit us hard, we have sustained morale. With very few exceptions, the faculty who departed were not unhappy or eager to leave. Some left after being offered attractive administrative positions, and others because family circumstances made it difficult to turn down substantial salary increases. The near constant outside interest in poaching our faculty also indicates our growing overall quality and our outstanding capacity to mentor junior faculty.

Nevertheless, the past two and a half years have been particularly difficult: We have lost six marquee faculty members from our senior and middle ranks (Levi, May, Goldberg, Fraga, Barreto, Murakawa). In response, we received a commitment to future hiring from our Deans and last year developed a four-year hiring plan under a new chair. We have begun rebuilding with two faculty searches this year. The immediate new additions are welcome, but it is uncertain when we will be able to search again. We remain far below both our recent size of 30FTE and the size of peer political science departments. The eight public universities ranked the same or just above us in the most recent US News rankings all have much bigger faculties than ours, and all but one of those eight grant fewer political science degrees.¹

In addition to losing faculty, we have seen a drop in our undergraduate majors and student enrollments. (See Appendix F.) The student losses reflect some outside trends, such as declines in social science enrollments at UW and declining political science enrollments nationwide. The challenges of staffing courses with our shrinking faculty are also a contributor, particularly in this academic year with five colleagues taking sabbaticals or leaves. However, we also remain quite small relative to the still quite large number of students we serve. For our last program review, the committee report noted that we were strained to the “breaking point” by our “overwhelming” number of majors, and recommended that we take steps to limit access to the major. While we do have fewer majors today, the stresses have remained. (The ratio of degrees to faculty members is almost identical to what it was at the time of that review.) Nevertheless, recognizing the importance of enrollments for maintaining resources, we are now trying to increase

¹ The eight public peers average 36.5 full time tenure line faculty. They together produce 5.3 BA degrees per faculty member, while we produce 13.3. Our data is not perfect. We do not have FTE information for all the schools, so we instead counted full time faculty listed on department websites with tenure line titles. Degrees are based on the NCES report for 2013-14.

students in the major through reforms to our undergraduate program. (Discussed below in Section III and Part B2.)

Other trends over the past decade are quite positive. We have seen growing outside recognition for our faculty through numerous national awards for research and prestigious national and campus-wide teaching and mentoring awards. (See Appendix D) We also have an outstanding recent record of placing our graduate students in tenure track positions (See Appendix E). The placement record, achieved during a period of very tough job markets nationally, is considerably better than the record of many more highly ranked programs. Over the next decade, our primary goals are to build on these successes, work through some significant generational changes in leadership, recruit outstanding new colleagues, and address some significant funding challenges.

The department has introduced two new research centers in the past two years. The Center for Environmental Politics, launched last year under the leadership of Aseem Prakash, has already hosted two conferences and a highly popular colloquia series, attracting participation from a wide-ranging array of outside scholars. The Washington Institute for the Study of Inequality and Race (WISIR), launched this year with Chip Turner as director, reinvigorates a center called WISER that had gone dormant. Both new centers are hoping that early success will help to secure sustainable funding sources that will allow them to continue once startup funding is exhausted. The new centers join the longstanding Center for American Politics and Public Policy (CAPP, John Wilkerson, director) within the department. We also co-sponsor (with Communications) the Center for Communication and Civic Engagement (CCCE, Lance Bennett, director) and co-administer (with History) the Harry Bridges Center for Labor Studies (Michael McCann, director). Our faculty also play important leadership and/or faculty roles in the Comparative Law and Society Studies Center (CLASS, McCann and Rachel Cichowski, former directors), the European Union Jean Monnet Center (Jim Caporaso, Jean Monnet Chair and Director), the Center for Human Rights, Center for Social Science Computation and Research (CSSCR) and Center for Statistics and the Social Sciences (CSSS).

Programs, Degrees, and Enrollments

We offer B.A., M.A., and Ph.D. degrees in Political Science. At the undergraduate level, we offer majors transcript-designated Political Economy and International Security options, and we have just introduced a certificate in Advanced Political Studies and Research. At the graduate level, we admit only students who intend to pursue the PhD degree. Students earn the MA on the way to a PhD, but we do not offer a terminal MA program.

Some trends in majors and undergraduate enrollments are captured in the charts in Appendix F. Our graduate enrollments are also declining due to a conscious decision to shrink our program over the past decade. We now aim for entering classes of about 11 students. This compares to classes as large as 23 in the past decade, and more typical targets of 15 students. The change reflects our recognition of a tight academic job market and a decline in the number of students we can fund.

Department Staffing

Our department faculty currently consists of four assistant, nine associate, and eleven full professors. The standard teaching load is four courses per year on the ten-week quarter system. We have no permanent lecturers. We do hire one or two full time positions as Post-Doctoral Lecturers per year, with possible renewal for one additional year. (The Post-Docs are recent PhDs from

our program who remain on the job market during the Post Doc year. We have placed nine of the twelve Post-Docs since 2004 in tenure track jobs.)

Faculty are distributed across the four major political science field, with eight having their primary area of specialization in American Politics, seven in International Relations, six in comparative politics, and three in political theory. Significant cross-field clusters are political economy (eight faculty); public law/law and society (seven faculty); and minority and race politics (five faculty).

We have 8.5 FTEs of departmental staff support. Ann Buscherfeld, our phenomenally talented department administrator, leads the staff. The six person professional staff also include a senior computing specialist and a four-person advising team that includes a Director of Academic Services and Graduate Program Assistant. Our classified staff includes a Program Assistant, Fiscal Specialist, and a part time Office Assistant.

Shared Governance

Shared governance is structured primarily through a system of permanent committees. (See Appendix A.) With the exception of Personnel, Graduate Financial Aid, and faculty promotion committees, all committees have graduate student representatives. All committees have staff representation except those dealing with academic personnel issues. The chair forms *ad hoc* search and promotion committees. All tenure line faculty have equal vote on position requests, new hires, and formal policy changes. All faculty of higher rank vote on promotion decisions. A department Personnel Committee of three full professors advises the chair on retention efforts, the timing of promotions, and formulating annual faculty merit recommendations.

The Undergraduate Program Committee (UPC) and Graduate Program Committee (GPC) develop policy proposals and programmatic recommendations. They also decide on annual awards and grants. A Graduate Financial Aid committee determines funding eligibility for TA positions. A separate Graduate Admissions Committee selects among prospective Ph.D. students, and works with the chair on determining financial aid offers. Graduate students also elect officers for a student association that communicates student concerns to faculty and coordinates workshops and social activities. The Field Coordinators for each subfield work with the Associate Chair and Director of Academic Services to coordinate teaching assignments so that there is workable distribution of courses across each academic year.

The Associate Chair coordinates teaching and TA assignments and serves as chair of the UPC and on the Graduate Financial Aid committee. The chair works out other responsibilities to delegate to each new associate chair, such as managing award nominations, processing grade appeals, student disciplinary matters, coordinating colloquia and events, and preparing the alumni E-Newsletter. An Executive Committee works as an advisory body for the Department Chair, providing guidance on decisions within the chair's discretion and helping to shape new proposals before they are brought to broader audiences for consideration.

Budget & Resources

The tables and charts in **Appendix B** illustrate the budget categories for department revenue and expenditures, along with some key revenue trends over time. The largest revenue sources, the

state supported GOF (general operating funds) and DOF (designated operating funds) categories, go toward salary and benefits and designated programs/centers. The remaining categories, together with annual gift funds and endowment interest funds provide our only sources of discretionary spending for all other department functions and operations. The Student Technology Fee funds come from a competitive process and are used for our computer lab and computer classroom. Incoming gift funds have varied unpredictably from year to year. (See Figures 1, 3, and 4 in Appendix B.) Note that the positive closing balances that appear in Table 1 are misleading. The bulk of our carryover funds are already committed to faculty and centers as part of retention efforts or startup packages. Our capacity to contribute such funds to recruitment and retention packages will soon be exhausted.

One troubling financial issue going forward is the loss of two significant revenue streams, which together make up the bulk of the Self Sustaining Budgets category. Both will disappear after this year. One from the UW Evening Degree Program has averaged \$13,138 in annual revenue since 2007. The other is related to UW Extension credits and has averaged \$11,055 in annual revenue. We also lost the outside funding (Undergraduate Academic Affairs) for our Writing Center. The College of Arts and Science has agreed to provide stopgap funding for the Writing Center, but so far only for this year. If that support does not continue, we would be left with a budget shortfall of more than \$21,000 that will likely force us to discontinue the Writing Center.

Some strategies for improving future revenues are discussed below in Section IV, but we do not have any plan that promises to make up for revenue losses in the short term. We are not now in crisis, but will need some additional revenues soon to sustain current levels of operation.

Academic Unit Diversity

We are committed to building a diverse department. Over the past decade, we have undertaken major hiring and graduate recruitment initiatives aimed at adding diversity. We made significant progress, but also had setbacks. These experiences have left us with a solid foundation to build upon as well as a clearer understanding of challenges ahead.

Our major initiative was a decision in 2004 to build faculty in the field of Race and Ethnicity Politics (REP). That commitment grew out of recognition of the growing importance of that field, and we saw the likelihood that the initiative would help us to add faculty from underrepresented groups as important additional benefit. By Fall 2007, we had made five new hires to build a core group of six REP specialists. We were able quite quickly to develop one of the strongest REP groups in the United States because we were ahead of the national curve in recognizing the importance and growth potential of the REP subfield. However, the rest of the discipline started to catch up. The faculty we hired and mentored developed growing national reputations, and all were courted (sometimes repeatedly) by outside institutions. While we won some retention battles along the way, we have now lost four REP colleagues (Segura, Murakawa, Barreto, Fraga) to institutions able to offer much higher salaries and more research support. We still remain committed to building in REP; adding one new scholar (Megan Francis) last year and attempting to recruit another with this year's American Politics search.

The REP initiative contributed to a strong record of recruiting faculty from underrepresented groups. Since our last program review, 6 of the last 11 scholars to join our faculty are Latino or African American. Those additions also help to explain success we have had in recruiting mi-

minority graduate students, reaching a high water mark in 2013 when we had 6 minority students in our entering class of 13. Many of the minority graduate students and REP graduate students were very successful getting tenure track jobs, including (since 2010) minority student placements include Cornell, Western Washington, San Francisco State, and Texas A&M. Other students working in the REP field obtained jobs at Rutgers, Portland State, Vassar, Cal State-Riverside, and Ohio University. Recent faculty departures have led to less success recruiting new minority students in the last two admissions cycles, but we hope to be able to restore past success with recent and pending hires.

We do face some significant challenges with respect to women on our faculty. With the retirements of Nancy Hartsock and Margaret Levi, we have no women full professors. While some of our women associate professors are close to promotion, there is an unmistakable pattern of women being at the associate rank longer than men. We have also had limited recent success addressing a more general gender imbalance in our faculty through new junior hires. Three of our five most recent junior hires have been women, and six of the past twelve. (We also made three additional offers to women that were turned down over that period.) We still need to add women to our faculty to improve faculty decision-making and to better serve our students.

Our record on diversity is good, but there is still work to be done. Some new commitments to building a better institutional foundation for ongoing diversity efforts are described below in Section IV.

Section II: Teaching & Learning

THE UNDERGRADUATE PROGRAM

Student Learning Goals

Broadly speaking, the learning goals of our undergraduate program are to cultivate substantive knowledge relating to politics and to teach skills related to analytic thinking, written and spoken communication, research, and citizenship.

Substantive learning is gained through a broad variety of courses across the traditional fields of American Politics, Comparative Politics, International Relations, and Political Theory. Examples of regularly offered courses include The American Presidency, Modern Political Theory, Civil-Military Relations in Democracies, African-American Political and Social Thought, Philosophy of Feminism, Arab-Israeli Conflict, Government and Politics of China, Global Environmental Politics, and Political Economy of Latin America. Majors must complete 50 credits of coursework (raised to 60 credits starting in Autumn 2016) and satisfy moderate distribution requirements across the major subfields. In addition to the major and minor in political science, we recently offer an International Security option and (since 2009) Political Economy options for students wishing to pursue a more structured curriculum in these subjects. This year, we also introduced a new certificate in Advanced Political Studies and Research. The department also has an outstanding honors program, through which 15 of our very best students take specialized seminars and work closely with individual faculty members on an honors thesis.

Beyond engagement with a substantive political science curriculum, our students gain a variety of skills of more general value. Assignments in our courses help students to learn how to evaluate competing empirical and theoretical claims about political and social life. Students learn how to evaluate competing theories as well as how to construct arguments that link theory and empirical evidence. Essay exam questions, analytic essay and research paper assignments, and structured classroom discussions are among the exercises used for this purpose. In exit surveys, graduating students report that they appreciate that the major provides exposure to multiple perspectives and helps to develop skills in research, writing, interpretation of difficult texts, and the construction of arguments. Students also learn how to evaluate competing viewpoints and sources of information, a crucial skill for citizenship and a valuable skill in many professional and leadership positions. Perhaps most importantly, our faculty have remained dedicated to teaching writing skills to our students despite the large size of most undergraduate classes. That effort is facilitated by our outstanding graduate student instructors. The effort also depends on our Writing Center, which provides walk-in peer advising on student papers. Unfortunately, with the funding of our writing center in doubt, we may soon need to reduce the amount of writing we can reasonably assign in our large courses.

Our Honors Program and the CAPP Fellows program of our Center for American Politics and Policy provide select groups of students with opportunities to work closely with faculty advisors to develop more advanced research skills. Each year, students from those programs present their research at the UW Undergraduate Research Symposium. Other students present research at that symposium as a requirement for the newly created Certificate in Advanced Political Studies and Research, and/or as a result of working individually with a faculty sponsor.

Our Undergraduate Program Committee (UPC) is now working on several initiatives that try to improve the quality and appeal of our course offerings, to improve the experience of students in the major, and to reverse the recent dip in enrollments and majors. These efforts aim to develop a clearer consensus on learning goals and to improve how we communicate the value of the major. The committee is attempting to balance three broad concerns. First, since very few of our undergraduate students will become professional political scientists, we need to be conscious of how our program gives students knowledge and skills that benefit them as citizens and as persons pursuing a broad range of career and life paths. Second, we want to establish institutional mechanisms to ensure that we collectively communicate a consistent message on the skills student learn in our classes. In particular, the committee is considering a new requirement that course syllabuses reference agreed upon learning goals and indicate how the course and its assignments advance them. Such a requirement would both communicate information to students and prompt faculty to consider how their courses serve students. Third, we want to ensure that an added focus on general skills does not displace learning for its own sake and the value of gaining specific substantive knowledge of government and politics.

The committee is also working to develop exciting new courses to help boost overall enrollments, including new courses on topical issues (e.g., a new course on Terrorism being offered next year), a proposed introductory course on Citizenship and Power with a discipline-spanning thematic focus that could attract both new majors and students from other divisions in need of electives. Two other recently added courses, Political Argumentation and Perspectives on Contemporary Public Policy Issues, were designed in particular to broaden our appeal to pre-majors and non-majors.

Instructional Effectiveness and Student Satisfaction

Our primary tools for measuring instructional effectiveness and student satisfaction are student course evaluations, peer teaching evaluations, and the annual exit survey of graduating students. We currently do not have specific measures to gauge the satisfaction of students from under-represented groups, but such measures could be incorporated into future exit surveys.

TA training and support is a departmental priority. New TAs attend the university's TA conference, participate in a departmental TA orientation, and enroll in a quarter-long pedagogy course (Pol S 595). A lead TA provides continuing support, and the associate chair follows up with TAs who receive low student evaluations. Our TAs perform to a high standard, as indicated by student evaluations, exit surveys, and instructor observations. Broader reviews of teaching conducted with the help of the Office of Educational Assessment (OEA) have recognized our surprising effectiveness in teaching writing in large courses as well as the overall excellence of graduate student instructors. The OEA also provides resources to faculty and graduate students who are trying to improve teaching.

Information from student evaluations and senior exit interviews has guided our ongoing internal review of the undergraduate program. Reforms over the last few years include an increase in the number of required credit hours for majors, establishment of the Advanced Political Studies and Research certificate, adjustments to the International Security and Political Economy options, clarification of the expectations for academic content in internship courses, and a major restructuring of the honors program. Some indicators of effectiveness and student satisfaction are provided below in **Appendix G**.

Teaching and Mentoring Outside the Classroom

Faculty involvement in undergraduate teaching extends far beyond the classroom. Professors supervise internships, work with individual students on independent study courses, and supervise the research projects of students in the CAPP Fellows and Honors programs.

To help undergraduates prepare for life after graduation, we encourage participation in service learning and internships. The department plays a lead role coordinating two university-wide internship programs: The Washington State Legislative Internship in Olympia and Washington Center Internships in the D.C. metro area. Students can also gain academic credit for internships by working with faculty advisors on linked independent study requirements. Faculty members regularly advise students regarding graduate and professional school options.

Our professional advising team works to ensure the academic progress and overall success of undergraduates. The advising office hosts group orientations for new majors and encourages majors to schedule individual meetings. Advisors meet with both majors and prospective majors, by appointment and on a drop-in basis, to answer questions and discuss academic or administrative issues. Advisors also track student performance and reach out to students facing academic disciplinary measures. Our undergraduate program has benefited enormously from the stability in our professional advising staff. Our three dedicated Academic Counselors are well trained and experienced in working with students from many different backgrounds. The advisors help all students by advising faculty regarding policy decisions. Their intimate knowledge of the challenges faced by our undergraduates has been an important asset in our ongoing efforts to reform our curriculum.

The success of our undergraduate program reflects a sustained collective commitment to undergraduate teaching. At R1 universities, faculty members in departments with strong PhD programs face many conflicting demands that limit the attention they can give to undergraduates. We have nevertheless maintained a strong department culture around undergraduate teaching, one that is reflected in our numerous winners of campus wide teaching awards.

THE GRADUATE PROGRAM

Student Learning Goals

The graduate program in political science provides students the substantive expertise and the research and teaching skills necessary for careers as academic political scientists. We have a collective commitment to careful and attentive mentoring of students toward successful academic careers. That commitment begins during the admissions process, where we work hard to identify students whose talents and research interests make them good fits with our program. In their first years in the program, students gain substantive knowledge in three fields through core field seminars, more specialized graduate seminars, and independent study courses. Writing and publishing skills are developed through seminar papers, the MA Essay of Distinction, and by working with faculty to develop articles for publication, quite frequently as co-authors. Students also receive extensive training in research methods, beginning in the first year with a required three-course methods sequence (two mandatory, one elective). More advanced students have numerous options for additional quantitative and qualitative methods courses. The Center for Statistics and the Social Sciences (CSSS) provides access to additional courses and advising on more advanced quantitative methods. Preparation for careers as university teachers comes through the training described in the above discussion of the undergraduate program and through extensive classroom experience. After they become PhD candidates, students have opportunities to teach courses as primary instructors.

The key challenge we face is finding adequate funding to recruit top prospects to our program and to support students once they are here. We currently offer five years of guaranteed funding to all of the students entering the program. We are able to fund about three students in each entering class with one year of fellowship support. All other departmental funding is provided through TAs and (less frequently) RAs. Thus, funding comes with significant work obligations that inevitably delay students' progress through the program. In addition, rising costs of living in Seattle mean that even students with funding confront significant financial stress. Recent pay raises achieved through collective bargaining have been largely offset by rising living costs in Seattle. However, those raises also increase costs and thus limit how many students we can fund. The lost revenue streams discussed above in Section I further strain our capacity to fund all students. Thus, our practice of funding will be very difficult to sustain going forward. It has helped that our students growing success in gaining outside support through prestigious fellowships and research grants, such as (currently) NSF, SSRC, and the Charlotte Newcombe Foundation. Because we have so many outstanding teachers among our graduate students, our students also find outside teaching opportunities in other UW units such as LSJ or in other colleges and schools in our area.

Evaluation of Student Learning

Student learning in seminar courses is formally evaluated through grading of written assignments and participation in discussions. As students advance, they receive formal committee evaluations of the MA Essay, three comprehensive field exams, and the qualifying exam (dissertation prospectus). Graduate student performance as classroom instructors is gauged using student course evaluations for discussion sections, faculty and peer advising, and faculty observation of teaching.

Less formal evaluation includes advising and mentoring by faculty. While all students have a primary advisor, our department culture supports a team-based approach to advising PhD students. We are not a department where most students are primarily identified as “Professor X’s student” and conduct research that hews closely to a dominant mentor’s research agenda. More typically, committees consist of a diverse group of faculty who work together to help students refine research questions, develop workable research designs, and find sources of data and research funding. Students also quite often receive additional mentoring support from faculty members who are not on their committees. Extended mentoring develops through faculty observations of classroom teaching of TAs, observation of student discussants in department speaker series, and from working with students as research assistants and co-authors.

The close involvement of faculty with students and the tendency of PhD committees to include faculty from different fields or research orientations allows our graduate training to replicate elements of our intellectual culture: Students are encouraged to think creatively, to challenge conventional subfield and disciplinary boundaries, to use mixed-methods or novel methodological approaches, and to conduct question-driven research on important substantive issues.

Student progress is monitored using established satisfactory progress standards that target how quickly students should move through coursework, the MA essay, examinations, and dissertation requirements. The chair of the Graduate Program Committee (GPC) advises first year students on the standards and continues to consult with students at risk of falling behind. Each spring, the Associate Chair and GPC Chair review every continuing student’s overall record as students apply for continued financial support. Students are asked to address incompletes, failure to meet satisfactory progress deadlines, and any concerns about teaching. Students who fail to make satisfactory progress risk losing funding support and removal from the program.

Student Satisfaction and Responding to Student Concerns

Formal practices for measuring student satisfaction include student evaluations for all seminars and the Graduate School’s exit survey of students who complete degrees. More generally, the department uses numerous practices to ensure that graduate students exercise appropriate voice in departmental decisions and processes. Graduate Students serve on all the major departmental committees, and have elected representatives who consult with the chair and other faculty leaders on issues that impact their experience in the program. The students’ elected representative on the Graduate Program Committee (GPC) communicates student concerns and provides students’ perspectives on proposed programmatic changes. Another important source of information on graduate student satisfaction is Susanne Recordon, our very experienced and respected Graduate Program Assistant. Recordon provides a conduit through which student concerns are brought to faculty attention, and is also proactive in suggesting procedural reforms that can improve student

experiences. Faculty respect for Recordon's outstanding judgment makes her a full participant on the GPC and in broader faculty discussions of programmatic issues.

Faculty seek broad input from graduate students on proposed programmatic changes that can impact graduate student experiences in the program, often through ad hoc email surveys. There have also been a number of important recent instances where the department made institutional changes in response to student initiatives, including instituting more focused advising for first year students, a new set of options for qualitative methods training, and efforts to communicate clearer expectations regarding field exams. Students also take creative steps to bring collective concerns to faculty attention. Last year a group of students reported to faculty on a survey that documented how rising living costs were creating growing financial stresses for students. The students' report led to a redoubling of the prior chair's efforts to free up more endowment support for continuing students as well an ongoing broader reassessment of how to allocate fellowship support. (Discussed below in Part B). Graduate students also began an initiative last year to improve the experiences of women students and students from underrepresented groups. The *Equality Initiative in Political Science* provides a quarterly, department-supported forum for discussions of how issues of race, class, gender, and sexuality impact people in the department and the wider discipline. The initiative also led to a new service position, the Faculty Contact on Inequality Issues. The person in that role provides an advising resource for students with concerns about equity or fair treatment.

The ultimate measure of program success and student satisfaction is our ability to place students successfully in academic jobs. We have had outstanding placement success in recent years despite a challenging job market in political science. We have had tenure track placements just the past three years at Cornell, Vanderbilt, University of Minnesota, Arizona State, McGill, Ohio University, and Rutgers (See Appendix E). The success reflects improved mentoring around student publishing, the intellectual breadth our students gain from having committee whose members span different fields and methodological orientations, and the considerable interview poise that students gain from extensive classroom teaching experience. We also make a collective commitment to helping students on the job market. Practice job talks are widely attended by faculty and graduate students, and the department provides students on the market with a \$300 dollar credit toward the cost of using Interfolio for job applications.

Section III: Scholarly Impact

Our Distinctive Scholarly Identity

Producing high impact scholarship is the core of everything we do as a department. Our faculty members regularly publish articles in top outlets for political science and interdisciplinary works and publish books with top university presses. In the last four calendar years, department faculty members have published 15 books, 92 articles in peer-reviewed journals, and an additional 47 articles or book chapters in other academic outlets. An impressive number of recent national awards (See appendix D), the placement of scholarship in top journals and university presses, and the impact of research as indicated by scholarly citations and attention from news outlets all demonstrate the impact of the department's scholarship. Department faculty are also active refer-

ees for the top journals and university presses in the discipline, and serve on editorial boards as editors for journals, book series, or multi-author volumes.

We have cultivated a distinctive identity as a place where scholars address large and important questions, develop new methodological and theoretical approaches, and challenge scholarly consensus and conventional wisdom. Eclecticism has long been our unique brand. Our ability to maintain a department culture that nurtures theoretically ambitious scholarship is uncommon in a discipline where many very talented and productive scholars limit themselves to working squarely within existing paradigms and making incremental contributions to existing bodies of knowledge. In a discipline where many scholars focus exclusively on publishing articles, we have a large proportion of scholars who make major research contributions by writing books. We also distinguish ourselves as a department where scholars freely cross the discipline's fields and subfields or target research to interdisciplinary audiences. Our faculty members also tend to develop diverse research portfolios over the course of their careers by moving boldly into new research areas with each new project. Examples include American Politics expert Mark Smith, who has evolved from studying business influence on public policy to the study of right-wing political rhetoric on economic policy; and now with his latest book toward study of religion and politics. That latest interest is now leading Smith to reach beyond American Politics for a new book project. Jamie Mayerfeld, who has moved from normative political theory toward a more institutional and legal focus in his recent work on human rights and international law.

Scholars in our department also work collectively to create distinctive collaborative clusters and connections. Notable synergies *across* fields include our very strong political economy group, which cuts across the comparative politics, international relations, and American politics fields. Our public law group, which links American politics, comparative politics, and political theory, is one of the largest and best in the U.S. We also have uniquely strong connections among our race and ethnicity politics, public law, and political theory groups. Recent hires Megan Francis and Caitlin Ainsley secure our reputation as top programs nationally for American Political Development and comparative policymaking on monetary, finance, and other economic issues.

We have also established a distinctive identity *within* some core fields and subfields in the discipline. For example, scholars in our **American Politics** field tend to straddle that field's conventional divides between political behavior, institutions, and policy; and the group also has a distinctive tendency toward historical study of long-term political, institutional, and policy processes. We also aspire to keep our race and ethnicity politics group fully integrated with our American Politics group, the result of a conscious effort to distinguish ourselves from the discipline's broader tendency to constitute race and ethnicity politics as a separate subfield. (We also remain interested in adding new colleagues who study race politics outside of the US.) Our **Public Law** subfield has long been a departmental strength, but we have eschewed the broader discipline's focus on American judicial behavior. Our Public Law group has instead built a reputation for interdisciplinary and cross-national sociolegal scholarship, with particular strengths in legal mobilization, legal ideology and culture, and the political sources of judicial power.

In the **Comparative Politics** field, overlapping interests in political economy and political development have helped us to transcend sterile debates about area studies and comparative methods. Scholars within that group also contribute to cross-field strengths in law (Whiting and Cichowski) and environmental politics (Menaldo). Within the **International Relations** field, Professors Prakash and Caporaso comprise a small but very productive and prestigious Interna-

tional Political Economy cluster. Professors Prakash and Litfin provide combined expertise in International Environmental politics. The scholarship of our International Security experts characteristically has a very strong theoretical, historical, and policy focus, and often has impact outside the academy. For example, Elizabeth Kier has provided expert testimony on the effect of open integration of gays in the military. Our **Political Theory** group has shrunk to just three, yet remains a vibrant and essential part of the department. Members of the theory group have built strong connections with other fields and subfields, including American Politics and Race and Ethnicity Politics (Turner) and Public Law and International Security (Mayerfeld). The group also has recent record on graduate mentoring that is particularly noteworthy given the quite dismal job market in political theory. Placements in tenure track theory positions since 2013 include Vassar, Denison, Ohio University, Portland State, and Mississippi State.

Our longstanding tradition of scholarly adventurousness has positioned us at the forefront of productive developments in the broader discipline. For example, scholars in our public law field established a distinctive focus on law outside of the U.S. by the 1970s, more than two decades before the rest of the discipline moved toward a comparative approach. More recently, our ambitious initiative in Race and Ethnicity Politics anticipated subsequent national growth in the quantity and quality of scholarship in that subfield. Our current interest in adding to strengths in environmental politics, health politics, and the politics of inequality stem from conscious efforts to identify important substantive issues that will attract sustained scholarly attention in the coming decade.

Our tendency to build innovative clusters and subfield alignments has also served important programmatic goals. Our Ph.D. students' success on the academic job market is partly due to the creativity and versatility gained from Ph.D. committees that range more broadly across subfields than in other departments. Recent placements of students with strengths across fields include Sergio Garcia-Rios (Cornell, Latino Politics and Quantitative Methods), Annie Menzel (Vassar, Political Theory and Health Policy), and Jennifer Fredette (Ohio University, Comparative Politics and Public Law). Our tendency to cross subfield lines also serves our effort to revitalize our undergraduate program. Courses that take cross-field or interdisciplinary approach include "Woman's Rights as Human Rights", "Free Will, Nurture, and Nature", and "Global Environmental Politics" as well as new courses such as "Terrorism" and "Political Argumentation" and "Citizenship and Power". Such thematic courses serve undergraduates whose interest in politics does not organize along disciplinary field and subfield lines.

Our eclecticism also creates some important challenges related to departmental reputation and assessment. Those challenges are discussed below in Part B1.

Maintaining a Distinctive Scholarly Identity: Hiring and Mentoring

In addition to making us an intellectually exciting department, the versatility that results from having scholars cross subfield lines is essential to our capacity to thrive despite our small size. Our hiring must follow a "loaves and fishes" strategy, i.e., we attempt to find junior scholars who can fill unusual combinations of needs. For example, Becca Thorpe's expertise in war powers and military appropriations resulted in new connections between American Politics and our International Relations and Public Law faculty. Victor Menaldo filled a need in Latin American Politics while also adding strength in the political economy of development and a new dimension of natural resource politics to our environmental politics cluster. James Long provided an un-

sual opportunity to add much needed coverage of Africa along with expertise in elections, thus building connections across the Comparative, American Politics, and REP fields. Megan Francis added to strengths across African American politics, American political development, and public law. Jeff Arnold, an IR expert hired for a methodology position, also brought American political economy into our political economy and APD groups. Our search for versatility has not, however, come at the expense of scholarly impact. Thorpe and Francis have together won three major national book awards. One of Menaldo's articles is the most cited in the last five years in APSR, the top journal in political science. Long has developed cross-disciplinary scholarly impact by publishing two articles in the flagship journal for economics. One clear indicator of our success in hiring and mentoring junior scholars is our success getting colleagues through the tenure process. (Despite high standards, we have not had a tenure denial since 2003.)

Innovation and Technology

Faculty members have also been at the forefront of important technological innovations in research and teaching. For example, John Wilkerson developed LegSim, an award winning classroom simulation now used in classes on Congress and legislatures around the United States. More recently, he developed LegEx, a massive online bill repository that provides an important new research tool for Congress scholars, as well as an online public portal for creating compelling visualizations of congressional processes. Those accessible visualizations attracted media coverage and the website won a national design award. Wilkerson's NFS funded Polinformatics project is also at the leading edge of growing efforts to leverage advances in computer science, machine learning, and data visualization in the study of politics. Jeffrey Arnold also adds new strength in machine learning and big data. Another key innovator, Chris Adolph, has developed Tile, a widely used program for innovative visual displays of substantive findings from statistical models. Adolph also teaches a very popular graduate course on Visualizing Data that attracts students from across the UW campus, including the natural sciences and School of Public Health. James Long's innovative work has focused on using smart phones and other technologies as tools for monitoring elections and service delivery in the developing world. The department also runs a computer lab/computer classroom in Smith Hall that provides students on campus with access to various statistical and qualitative data software packages.

Connections and Impact at UW in the Community / Research Centers

Our cross disciplinary tendencies have helped us to build strong connections with other departments and programs across UW. We have close ties between area specialists on our faculty and various centers in the Jackson School of International Studies (JSIS). Caporaso directs the Jean Monnet European Union Studies Center; Kier, Mercer, and Whiting are adjunct faculty members, and Cichowski, Long, and Smith all have various affiliations with programs or centers at JSIS. Professors McCann, Cichowski, Lovell, and Mayerfeld all have formal ties with the interdisciplinary Law, Societies and Justice Program (LSJ) and the associated Comparative Law and Society Studies Center and interdisciplinary graduate certificate program. Other faculty members have adjunct appointments in Sociology (Gill), Law (Whiting), Communications (Smith), Gender and Women's Studies (Di Stefano). Several faculty members have affiliations or shared appointments with the Center for Statistics and the Social Sciences.

Our ties to other units are further strengthened by 21 adjunct faculty who come from seven other departments and schools. Adjunct faculty take part in department programs and serve on graduate student committees. Ties with numerous political scientists in the Jackson School and Evans School of Public Affairs broaden substantive coverage in area studies and public policy. Our faculty and associated research centers also collaborate with the Simpson Center for the Humanities on research projects and conference programming.

Our tendency to produce scholarship addressing important questions helps attract engagement and participation from across campus as well as the general public. These connections are often built through the activities of our research centers. The Center for Environmental Politics has a diverse group of faculty affiliates covering not just social science fields like Geography, Communications, and Economics, but also the School of Environmental and Forest Sciences and School of Marine and Environmental Affairs. Since its launch last year, the colloquia hosted by that center have attracted overflow crowds from a similarly broad range of scholars and students. The newly re-launched WISIR now aims to follow that model by building an interdisciplinary advisory board and programming events that engage scholars across campus as well as the general public. The more longstanding Harry Bridges Center for Labor Studies connects with campus through its large group of faculty affiliates and by providing research funding for faculty and graduate students. The Bridges Center's unique funding model (based on a large number of small donations) creates ties with the surrounding community, and its programming activities provide opportunities for university faculty to share research with activists, political leaders, and members of the general public.

In additions to the research center activity, the department hosts two endowment-funded colloquia series each year that attract audience members from other departments as well as community members: The Severyns Ravenholt Seminar in Comparative Politics and University of Washington International Security (UWISC) Colloquium. Individual faculty have also recently collaborated with other units on some significant projects. Susan Whiting partnered with the Law School on a 2013 conference on the rule of law in China. James Long helped secure a new endowment for a weekly Forum on Political Economy and Economics that now hosts faculty and graduate students from both our department and Economics. He has also partnered with Robert Pekannen in the Jackson School to organize two Mellon funded conferences on elections.

Impact of Our Students

The impact of our graduate students extends broadly through the field of political science. We have a growing network of former PhD students in tenured positions at top universities. Many of our international students have gone on to important careers in their home countries, including Jon-woo Choi, President of the Korean Political Science Association and Yung-jong Choi, President of the Korean International Studies Association. Other graduates have moved into important administrative positions, including John Gilliom, Associate Dean at Ohio University, and Lisa Glidden, Chair of Political Science at SUNY-Oswego. Notable graduates who have pursued careers outside academia include Diana Pallais, who has held a series of high level Director and General Manager positions at Microsoft and PATH.

Some of our undergraduates also pursue careers as political scientists in academia. Undergraduate alumni include Martha Feldman and William Thompson, prominent political scientists who hold endowed chairs, and the late Robert Dahl, arguably the most important political scientist of the past century. A more recent example is Erik Mobernd, who won our best honors thesis prize

in 2000 and is now a faculty member at National University of Singapore. More typically, our undergraduates pursue successful careers outside academia. Many have gone on to hold important public offices in our state and region. Graduates include members of Congress, justices of the state supreme court, US attorneys, state legislators, the King County Executives and members of the Seattle City Council and King County Council. Many important local government leaders and elected officials have participated in our internship programs in Olympia and Washington DC. Other distinguished alumni with impact in our community include important figures in local media, including a local TV news anchor and the state's leading right-wing radio host. Our alums also include the founding CEO of Costco; the CEOs of two large networks of healthcare organizations that help underserved populations (SeaMar and Planned Parenthood of the Great Northwest); the Director of Global Corporate Affairs at Microsoft, the President of United Technologies-China, the President of Premera Blue Cross, as well as numerous top executives at Boeing and regional and national finance and investment firms.

Section IV: Future Directions

The Department of Political Science looks to the future with awareness of some important and ongoing challenges, but also with confidence that we can sustain excellence in meeting our core research and teaching missions while continuing to improve our standing and reputation with outside audiences. The key areas for attention as we move forward are: 1) negotiating a major generational transition in department leadership; 2) restoring teaching and research capacity with new hires; 3) improving our outreach and fundraising efforts among our alumni and other potential supporters; and 4) paying constructive attention to issues of inclusion and climate.

Generational Transitions and New Hiring

We are currently experiencing a generational transition in leadership. This is an important challenge for a department that has enjoyed steady leadership from a core group of senior faculty and also been conscious of its history and traditions. According to shared department lore, our current identity as a collegial and intellectually exciting place was forged with the arrival of Donald Matthews as chair in 1975. Matthews was brought in from outside with a charge to repair a department riven with increasingly destructive divisions. (The most repeated element of department folklore describing the pre-Matthews period is reference to an incident of “chair throwing” at department meeting.) Matthews had a legendary and transformative eight-year run as chair. He reestablished norms of civility and collegiality and introduced an open leadership style that depended on inclusiveness and consensus building. Matthews also mentored a generation of department leaders, including the next six chairs (Olson, McCrone, Bennett, McCann, Majeski, and May), all of whom consciously adopted key elements of Matthews' style.

Things are now starting to change. The subsequent chairs who had served under Matthews have all either retired or become occupied with important leadership roles beyond the department. Many other leading colleagues who joined the department in the first decade after Matthews' arrival have also departed. We face the possibility of additional retirements in the upcoming decade, a possibility that is by no means happily anticipated given the very high levels of visibility and ongoing scholarly productivity among our most senior faculty members.

The department is self-consciously negotiating this ongoing generational change. The current

chair is the first to join the department following Matthews' retirement. Faculty in the middle ranks have been taking on a wider variety of formal leadership roles. This shift in responsibility to a new group of leaders occurs as the department is consciously thinking through plans for the future. That process began last year as we developed a four-year hiring plan. As part of that process, the chair met individually with all faculty at the beginning of his term, and then organized a series of small and large group conversations that continued through the academic year. While short and medium term hiring priorities were the primary focus of that plan, the surrounding conversations included broader reflections on the department's distinctive strengths and strategies for growing stronger on a variety of dimensions. The chair deliberately designed the process to give voice to the associate and assistant professors who will lead the department into the future. Our collective conversations about future directions have continued this year as part of this Program Review.

The good news is that a strong group of leaders is emerging in the middle ranks. We have new stars on our faculty committed to staying here and excited about the task of building a stronger department. We are collectively confident that we can remain a department where scholars produce intellectually exciting and impactful research while providing strong teaching and mentoring.

We are also buoyed by a shared understanding of the qualities and practices that make us a successful department and an emerging consensus on steps to take going forward. There are also, of course, important questions about future directions where we have not yet reached consensus, as well as some areas of ongoing disagreement. Some of those issues are discussed below in connections with our Unit Defined Questions. We have not rushed to resolve all such issues when making longer term plans. For example, we kept the later rounds in our hiring plan flexible, based on our recognition that unexpected faculty departures have often created new imperatives that inevitably render more specific long-term agreements on hiring sequences inoperative.

Whatever our disagreements may be, we believe that our commitment to collegiality as well as the growing intellectual coherence in core fields and subfields will help us to make very good decisions going forward. We are particularly confident that we can make outstanding new hires when we have opportunities to search. We are a strong department with a reputation for collegiality, an outstanding track record on mentoring junior faculty, and a very appealing location. We are grateful that we were authorized by the College to conduct two searches this year. Caitlin Ainsley of Emory University will be joining us in the fall after a search in comparative politics. Our search this year in American Politics/REP is ongoing, with an offer out to Sophia Wallace of Rutgers University, and related efforts to recruit Geoffrey Wallace also of Rutgers, an expert in international security and international law. If we are successful, having three new tenure-line faculty in place next fall will alleviate the struggles we have had over the past few years staffing our courses. Even with those welcome additions, however, we have considerable need for additional faculty lines so that we can better meet student demand, approach our average size over the past decade, and move closer to the faculty size of peer political science departments. New hires are also crucial for maintaining our department's reputation following the recent loss of some high-profile scholars as well as additional anticipated retirements in the next decade. We are hopeful that the College of Arts and Sciences administration will support our aspirations by providing additional faculty lines after next year. We will also continue to deliver on our teaching missions and work to improve our reputation and broader visibility in order to solidify our claim for additional resources.

Advancement and Other Outreach: Strategies for Gaining Resources

Beyond hiring, we recognize the need to find new sources of revenue beyond the limited state funds that currently provide the bulk of our revenue. As noted above in Section I, the loss of some longstanding and significant revenue streams means that we will soon exhaust our reserves. The funding for our Writing Center is in jeopardy. Financial stresses also jeopardize our capacity to sustain the exciting work being done through our newest research centers. The depleted state of our reserves means that we will soon be unable to contribute department funds to retention packages. We will need new commitments from the University or College to replace lost revenue.

We see two key areas of potential revenue growth where we can do more to help ourselves: Outside research grants and alumni outreach. With outside grants, we have experienced declines in outside research grant funding over the past decade. (See Appendix B, figure 4) This comes despite recent NSF grants for Professors Wilkerson, Cichowski, McCann/Lovell, and several graduate students, as well as two US-AID grants to James Long. The decline reflects the departure over the past decade of faculty members who had long track records in raising grants (e.g., Jones, May, Levi, Ward). These departures hit particularly hard because our department has long relied on a relatively small number of faculty members to carry nearly all of the weight on grants. More generally, grant-generation has never been a distinctive strength of our department. Our limitations with grants reflect some intellectual characteristics of the department, including having many faculty who do theoretical, historical, and/or qualitative work that either does not require much grant support or does not contend strongly for standard sources of outside research support in political science. Nevertheless, there is reason to think that the department could improve grant activity. Building our grant profile is particularly important for the continued success of our graduate program: We need to support more students through grant money to offset our shrinking capacity to fund students as TAs.

We have taken some steps to encourage broader grant activity. We now recognize *applications* for outside grants as a factor in annual merit evaluations, the only research factor where attempts are recognized rather than just success. We also give weight to a candidates' capacity to raise outside grants under our recent hiring plan. However, a key limitation on grant capacity is limited staff support. Our outstanding department administrator provides very skillful support with formulating budgets, reviewing and processing application materials, and securing necessary approvals. Although she is meeting current needs, our staff capacity would be exhausted quickly if we increased grant application activity.

Outside fundraising, particularly with our alumni, is another area where we hope to see improvements in the years ahead. We currently have department controlled gift endowments totaling over \$3.6 million, including \$1.7 million since 2004. The recent growth comes largely from the vesting of a bequeathal that was set up much longer ago (Severyns Ravenholt Endowment, \$894K) and from a more recent set of endowments supporting graduate students that all came from a single, quite remarkable, donor (Dr. Richard Wesley). Overall, our fundraising efforts have remained largely piecemeal. We obtain regular, mostly small, contributions from alumni through an annual telephone campaign. With the help of the UW Advancement team, we also engage a small number of alumni and other people interested in the department who have the capacity to make large donations. Such contacts typically involve meetings with the chair, sometimes followed up by individual faculty members. We have had some limited success through

this route, including some recent donations providing short-term support for the Center for Environmental Politics and a donation to Christopher Parker's project on patriotism. Yet we also believe that there is considerable unmet potential that we could eventually learn to tap through outreach and engagement in our broader alumni community.

We have thus begun steps to cast a broader net. Over the past three years we have produced a revamped, bi-annual alumni E-newsletter that reports on departmental developments and the achievements of our students and faculty. Going forward, we are planning alumni career panels and receptions that can connect current students worried about their job prospects to successful alumni in our community. (Our new student organization has expressed considerable enthusiasm for this idea.) We are also hoping to broaden engagement around current political issues through lectures and panels. We plan to model events around some popular faculty panels that we recently hosted for undergraduates on topics like presidential elections, global climate change, and the refugee crisis. We are also considering an evening lecture series based on our new team-taught course, Contemporary Political Issues. We are beginning with relatively small steps because we are uncertain how much outside interest such events will generate. However, we hope over time to build a loyal audience for events that showcase our faculty and their research.

We cannot count on these broad efforts at alumni outreach to produce any direct and sizable benefits in the short run. However, we believe that they could help us to develop more meaningful relationships with a broader group of alumni, which in turn could help us to build additional structure around outreach fundraising, e.g., by forming an active department visiting committee. We also see value in stronger outreach that is independent of fundraising. Such contacts can give us a better-informed understanding of the experiences of our majors after graduation, which in turn can help us to better serve current students. In addition, successful outreach events would build goodwill with a broader outside community, an important consideration for a public university. (The chair also works regularly with the UW News and Information office to connect faculty experts with news media, and recently reestablished community and media outreach as a reporting category on annual faculty activity reports.)

As with so many other things, our ability to broaden outreach is strained by limited size and capacity. The current and previous chair have both had strong interest in building alumni outreach, but have not had capacity to give sustained attention to new initiatives. In addition, outreach has not been an area where faculty members have eagerly sought opportunities for service, meaning that many duties, including the Alumni Newsletter, have fallen on the chair. We also have very limited staff capacity to help with outreach efforts. Nevertheless, we are hopeful that we can build broader recognition of the potential value of engagement with our students and other supporters in our community. One of Dick Wesley's enduring gifts to the department was showing us that faculty can build enriching friendships and a high level of intellectual engagement with members of our community who are interested in politics and political science.

Diversity and Departmental Climate

As discussed above, the department has a good track record on some important diversity measures around hiring and our graduate program. However, we also believe that we can pursue some innovations that will provide for more constructive and sustained attention to issues of equality and inclusiveness affecting faculty, staff, and students. We do not currently have a strong infrastructure around diversity issues. The department does not have a formal diversity statement, and our approximation of a diversity committee is a low profile as a subcommittee of

graduate admissions. We have had some initiatives that have led to periodic flurries of activity around diversity issues, most recently with a quarterly series of facilitated discussions and panels hosted through an Equality Initiative in Political Science that began last year. We also have some more regular and longstanding practices, such as coordinating an annual Safe-Zone training with UW's Q Center. However, we have not yet succeeded in developing mechanisms to ensure sustained and proactive attention to the challenges around difference and identity that inevitably arise within a diverse community like ours.

To address these limitations, the department chair began planning last year to establish a new department service committee focused diversity and related issues of collegiality across differences. The department Executive Committee authorized creation of that committee last year. To develop a better understanding of how to design and charge the committee, the chair and associate chairs have been attending quarterly workshops on Diversity Committees that are organized through the Graduate School with participation of the Associate Dean for Diversity and Student Affairs and the director of GO-MAP.

We had to delay formally establishing this new committee until next year. There were an unusually large number of faculty members on leave this year, including some key colleagues who have expressed interest in working on these issues. Those leaves strained service commitments for remaining faculty, particularly with two searches and a Program Review. Going forward, the new committee will be constituted annually as part of the regular committee structure in the department, and will include faculty, students, and staff. The committee will have a broad mandate to review policy changes and faculty hiring proposals, coordinate attention to diversity issues in graduate student recruitment and admissions processes, host regular workshops and trainings in the department, identify helpful resources from around the university, develop some best practices guidelines, and improve the outside signals we send regarding our collective commitment to diversity. We recognize that this initiative can only be successful with very broad participation from across our faculty, and will be exploring ways to help ensure that happens.

SELF STUDY PART B: Unit Defined Questions

1. Which metrics of success should be the department's focus as we move forward into the future? How much should our department value the goal of improving our national rankings relative to other goals and measures? Given resource constraints, what are target steps for improving our research profile and national standing while maintaining a distinctive intellectual identity?

This set of questions raises longstanding and thorny issues where it has been difficult to find a stable consensus. The core issue is a belief that our national rankings do not accurately reflect the overall quality of our program. In the 2013 US News rankings, we are 28th. In the now outdated NRC rankings announced in 2011, the estimated ranges for our program are 13-26 (r-score), 13-30 (s-score) and 14-31 (research activity).

We realize, of course, that nearly every political science department likely believes that it deserves a higher ranking. Nevertheless, we do have a story about how some distinctive and positive characteristics of our program lower our scores on some survey-based and objective measures used in the rankings. For example, we feel that we are hurt by our relative tendency to publish books rather than articles. That focus shrinks our raw number of publications relative to our productivity. In addition, the book focus, combined with a tendency to pursue novel and understudied research questions, has led many (but certainly not all) of us to believe that citation counts significantly underestimate the quality and impact of our scholarship. More generally, we worry that our reputation is hurt by our small size and related inability to provide broad coverage across the major fields and subfields of the discipline. Finally, we are concerned that the rankings undervalue important measures where we do better than many departments with higher rankings, particularly in winning national awards for research and success getting tenure track jobs for our graduate students.

We have been trying for some time to nudge our rankings upward. We have incentivized article publishing in our merit criteria for junior faculty. We also weigh criteria that can impact rankings in hiring decisions. We still hope to improve going forward, but it will be difficult to make major headway given our current make-up and the constraints on our ability to grow. We also confront some differences of opinion about the value of pursuing higher rankings in comparison to other goals. Since a concerted drive to increase our ranking might lead us to become more conventional, some of us fear that a small gain in rank might be achieved at cost to our distinctive cachet as an eclectic and intellectually interesting department.

Some challenges in our American Politics field illustrate our dilemmas around rankings. American Politics has not recently been ranked as a departmental strength, even though every scholar in that field is regularly publishing in important outlets, including several recent book awards and other important recognitions. One problem is that our scholars all conduct research that cuts across the American field's conventional subfield divisions of institutions, behavior, and policy. We thus lack a conventional profile in any of those key areas. We believe in particular that our ranking is hurt by our limited profile in political behavior, including political psychology and voting behavior. Yet we have also been frustrated by recent attempts to build in those areas. Several strongly credentialed candidates whom we invited for interviews proved quite limited in substantive range and theoretical ambition. Moreover, it may be impossible to reach the critical mass needed for a strong national reputation in political behavior. Programs with such reputations all have five or more senior scholars squarely in that field, a scale we simply cannot ap-

proach in the foreseeable future. These challenges have led some of us to conclude that we should stop aiming to be more conventional in American Politics and instead focus on improving and communicating our distinctive strengths in that field, i.e., our broad methodological range, attention to race and ethnicity, and ability to address pressing contemporary problems through careful attention to history. (The last of these qualities is exemplified in important recent books by Christopher Parker, Rebecca Thorpe, Mark Smith, and Megan Francis.) Unfortunately, recognizing such genuine strengths does not resolve the broader problem. Our department ranking will remain depressed without a more conventional presence in the crucial American politics field.

The perceived challenges around rankings have prompted us to consider carefully our reasons for being concerned about rankings. Understanding why rankings matter can help us to decide how much to focus on improving rankings compared with alternative steps to improve departmental success, reputation, and visibility. Aside from the relatively unimportant issue of feeding our own sense of wellbeing, we see three areas of concern: Rankings can influence our ability to recruit new colleagues, to attract top graduate students and place them in jobs, and to secure internal resources from college and university administration. Fortunately, the rankings influence but do not fully determine outcomes on any of these dimensions. Our graduate students now regularly compete for and land top jobs. Conscious of the potential effect of rankings for recruiting faculty and graduate students, we have been making heightened efforts to highlight other indicators of our strength during recruitment. We also rarely miss opportunities to remind our Dean and Divisional Dean of outside recognition of excellence in scholarship.

We cannot abandon concern about rankings. In addition to their practical effects, we need to be wary that dismissing outside measures of success will feed delusions about our own greatness. Thus, while dilemmas around rankings remain, we continue to monitor carefully a wide variety of outside indicators our success, e.g., our record with national awards and other recognitions for scholarship, our effectiveness with faculty recruitment, and our graduate student placements.

2. How can the department best balance the goal of improving the value and intellectual coherence of our undergraduate program with the goal of maintaining majors and undergraduate enrollments? How can we meet the course staffing needs of an improved undergraduate program?

Question 2 grows out of ongoing attempts to improve our undergraduate program. We face two fundamental problems. First, we are seeing declines in student enrollments and the number of majors. (See Appendix F.) Second, and seemingly in tension with the first, we nevertheless struggle to serve students adequately with available instructional resources, due to faculty attrition and the rising cost of TAs. Our upper division classes remain quite large, and opportunities to take classes smaller than 50 with regular faculty members are limited. (Since 2010, we have annually averaged just 0.43 seats in faculty taught seminars per political science major.) Our CAPP fellows and Honors programs provide a variety of opportunities for students to work with faculty one-on-one and in small class settings, but they together serve only about 20 of our majors each year. In addition, we are making growing demands on our graduate students to serve as primary instructors. Particularly troubling is our growing dependence on graduate students as instructors in large courses where they have to supervise other graduate students as TAs. We have averaged nearly seven such courses over the past three years, compared to an average of 3.25 per year from 2004-2008.

Our ongoing effort to improve our undergraduate program has now reached a point where many of proposed changes come with the risk of exacerbating one or both of these twin problems. For example, we would like to improve structural support for student progression through the major. Since we currently have very few course prerequisites, students enter upper division courses with very different levels of preparation, and advanced courses cannot build quickly on shared background knowledge toward more sophisticated material. While we see value in adding more structure, we are also concerned about the detrimental effect more prerequisites and structure would have on both enrollments and majors. Meanwhile, our pattern of faculty instability limits our capacity to ensure that we can reliably offer the courses needed for a more structured major.

Other proposed reforms that faculty identify as necessary to improving the major similarly run up against concerns about enrollments and/or staffing. For example, we see the need to offer many more small undergraduate seminars with regular faculty. Faculty enjoy teaching such courses, and they create intellectually transformative experiences through individualized attention, detailed feedback on writing, and sustained classroom interaction. However, our faculty size limits seminar offerings, a problem worsened by faculty course reductions due to service roles. We have discussed other more dramatic reforms, such as Stanford's brand new curriculum, which replaces a conventional field based approach with thematic and topical courses. Such an approach might seem like a natural move for our department, given our tendency to cut across subfield divisions. However, such a shift would force nearly all our faculty simultaneously to develop new undergraduate courses while abandoning some very successful established courses. That would be a lot to ask given the stresses on our teaching resources and the service demands placed on our relatively small faculty. (In comparison, Stanford graduated just 47 majors in 2014 and lists 46 tenure-line faculty members on its website.)

We do worry that our concerns about enrollments and majors might be making us too risk averse as we contemplate program changes. Unfortunately, the risks are difficult to estimate, even after growing efforts to gather information about student preferences. For example, on some exit surveys, a substantial number of graduating students suggest that we adopt a research methods requirement in the major, but that retrospectively expressed wish has not been matched by student enrollments in the methods courses available to our undergraduates. We are now working with the UW Office of Educational Assessment on some new survey work with current students. Nevertheless, lingering uncertainty about enrollment effects has limited us to making incremental reforms with lower risks. (For example, our International Security and Political Economy options provide added structure, but only for students who seek it out.)

Another core issue to examine is that we do not have any permanent lecturers, an arrangement that makes us quite unusual among large departments at UW. Our faculty have been resistant to adding permanent lecturer lines, due to concerns that adding lecturers would undermine our research focus and introduce more hierarchy into an egalitarian department culture. As a group of faculty with a deep dedication to our graduate students, we see symbolic value in maintaining a strong commitment to the value of tenure-track positions. However, the point may soon be reached where resistance to lecturers is overly romantic in the face of national trends and our pressing course staffing needs. We are also becoming aware that adding lecturers would help stabilize coverage of service courses and thus create welcome opportunities for tenure track faculty to teach more advanced and specialized undergraduate classes.

We would appreciate some guidance from the review committee on how we can productively think through the tensions between our reform goals and our concerns about enrollments and staffing, and about how best to think through the tradeoffs of adding more lecturers.

3. What are the best practical strategies for maintaining and improving the success of our PhD program? What strategies can meet the challenge of recruiting outstanding students in the face of competition from programs that can offer much more financial support?

In order to sustain and build on the recent success of our graduate program, we need to find new resources to support students and develop successful strategies around recruitment. Our PhD program is becoming increasingly difficult to sustain under our funding model, thus forcing some hard decisions about how to structure funding for graduate students.

This would not be a good moment for us to consider cut backs on graduate student support. We have worked hard over the past decade to improve outcomes for students. Our strong record of job placements, which we have now sustained across several hiring cycles, positions us to target and recruit the very best prospects in our fields of strength. We are thus on the brink of getting even better. Unfortunately, as we become competitive for better students, we are also competing more often against rival programs that offer students much larger funding packages.

Since 2012, we have guaranteed five years of funding to all entering students, almost exclusively in the form of TAships. We have also in recent years been successful funding students in good standing who request continued funding after exhausting their guarantees. (Since 2006, we have had to deny funding for just one such student, for one quarter.) The funding stability has improved graduate student well-being and morale. However, we face uncertainty about our capacity to continue to meet long term guarantees given rising costs for TAs, shrinking undergraduate enrollments, and declining faculty grants. Moreover, any further reductions in class sizes beyond the significant cuts we have already made would place us below the critical mass needed for the program to be workable.

Beyond issues of competitive recruitment, the reliance on TAships rather than fellowship support places considerable demands on students that inevitably slow progress in the program. A particular problem is our lack of summer funding, which forces many students to work long hours at low-skill jobs during a period when they could be preparing for field exams or advancing research agendas.

Unfortunately, we do not have any sure-fire strategies for meeting upcoming financial challenges. As noted elsewhere, we are working to restore our undergraduate enrollments and to encourage more outside grant activity. Since 2010, we have been using all permissible endowment resources dedicated to “students” to support graduate students. Going forward, we have made assistance to graduate students a top priority for advancement fundraising, and have begun highlighting the essential contributions that our outstanding graduate student instructors make to undergraduate education.

Knowing that we are not able to compete equally on funding, we have tried to improve recruitment through outreach efforts. Faculty outreach to applicants begins even before final admissions decisions have been made, and the admissions committee coordinates casework and other faculty contacts for all admitted students. While these outreach efforts have worked well, we have additional work to do on how we present our program to broader populations of potential

applicants. In particular, we plan in the next year to update website content so that we better communicate the distinctive features of our program and foreground recent placement success.

We have also begun a more comprehensive evaluation of how we use existing endowment resources for students. Our longstanding practice has been to devote the overwhelming bulk of our endowment funds to recruitment, most often by aiming to give three top students a single year of fellowship support. Unfortunately, our capacity to fund full year recruitment fellowships is diminished by the limited availability of tuition waivers from the graduate school. In most years, we have been able to partner with the graduate school to obtain waivers for three to four fellowship students per year. However, we also have to absorb the considerable added cost of covering tuition in years where we exceed our targeted yield among fellowship students.

Rising costs and limited or diminishing resources mean that we face tough choices about whether the recruitment fellowships remain the best use of our endowment resources. A recent comparison of outcomes for students who received different initial funding packages raises some questions about the reliability of the assessments we make with the limited information available at the admissions stage. (Fellowship students finish the program and get tenure track jobs at slightly higher rates than students with TA only offers, but they are also nearly twice as likely to leave the program early, i.e., before finishing an MA.) We are thus trying to reassess whether endowment money might be better spent supporting continuing students who we could assess more confidently. We could, for example, provide summer support for several outstanding continuing students at the same cost as a one-year full fellowship offer for a prospective student.

Going forward, our ability to sustain and improve our PhD program requires that we recruit the very best prospective students **and** that we provide support for continuing students that is sufficient to maintain our record of successful outcomes. Meeting that twin imperative within current and anticipated resource constraints is the fundamental challenge we face in the years ahead.

SELF STUDY PART C: APPENDICES

APPENDIX A: DEPARTMENT ORGANIZATION

DEPARTMENT LEADERSHIP

George I. Lovell, Department Chair
Jamie Mayerfeld, Associate Chair

Department Executive Committee

George Lovell, Department Chair
Ann Buscherfeld, Department Administrator
Jamie Mayerfeld
Becca Thorpe
Susan Whiting
Christopher Parker
Meera Roy, Director of Academic Services
Jennifer Driscoll, Graduate Student President

Academic Personnel Committee

Lance Bennett
Jim Caporaso
Tony Gill
Michael McCann

DEPARTMENT STAFF

Ann Buscherfeld, Department Administrator

Advising Office

Meera Roy, Director of Academic Services
Susanne Recordon, Graduate Program
Assistant
Mark Weitzenkamp, Academic Counselor
Tamara Sollinger, Academic Counselor

Administrative Staff

Steve Dunne, Senior Computing Specialist
Ling Fu, Fiscal Specialist
Catherine Quinn, Administrative
Coordinator
Jennifer Hopkins, Office Assistant II

PROGRAM AND CURRICULUM COMMITTEES

Undergraduate Program Committee

Jamie Mayerfeld, Chair
Karen Litfin
Michael McCann
Chip Turner
Meera Roy, Director of Academic Services
Tamara Sollinger, Academic Advisor
Mark Weitzenkamp, Academic Advisor
Jennifer Driscoll, Writing Center Director
Seth Trenchard, Graduate Student

Graduate Program Committee

Beth Kier, Chair
Aseem Prakash
Christopher Parker
Susan Whiting
Susanne Recordon, Graduate Program
Assistant
Emily Christensen, Graduate Student, Lead
TA

Graduate Admissions Committee

Victor Menaldo, Chair
 Tony Gill
 Jon Mercer
 Becca Thorpe
 Susanne Recordon, Graduate Program
 Assistant
 Walid Salem, Graduate Student

Graduate Financial Aid

Beth Kier, Chair
 Jamie Mayerfeld
 Susanne Recordon, Graduate Program
 Assistant

Graduate Placement

Jon Mercer, Director
 Susanne Recordon, Graduate Program
 Assistant

Convocation Committee

Karen Litfin, Faculty Coordinator
 Meera Roy, Director of Academic Services
 Tamara Sollinger, Academic Advisor
 Mark Weitzenkamp, Academic Advisor
 Susanne Recordon, Graduate Program
 Assistant

Field Coordinators

Jamie Mayerfeld, Grand Coordinator
 Christopher Parker, American Politics
 Tony Gill, Comparative Politics
 Jim Caporaso, International Relations
 Chip Turner, Political Theory

Susan Whiting, Area Study
 Christopher Parker, Minority Politics
 Lance Bennett, Political Communication
 Susan Whiting, Political Economy
 Jeff Arnold, Political Methodology
 Michael McCann, Public Law
 John Wilkerson Public Policy Processes

Honors Program

Michael McCann, Director

Olympia Legislative Internship Program**Faculty**

John Wilkerson,

**Pi Sigma Alpha and Political Science
Student Association Advisor**

Megan Francis, Advisor

Lead TA

Emily Christensen, Graduate Student

Department Contact on Inequality Issues

Beth Kier

CENTERS, INSTITUTES, COLLOQUIA**Center for Environmental Politics** Aseem Prakash, Director

Elizabeth Chrun, Coordinator, Duck Colloquium on Environmental Politics

Center for American Politics & Public Policy (CAPPP)

John Wilkerson, Director
 Becca Thorpe, CAPP Fellows Director

Washington Institute for the Study of Inequality and Race (WISIR)

Chip Turner, Director, Field Coordinator for Public Values and Critical Theory
 Christopher Parker, Field Coordinator for Social Science of Race and Inequality
 Megan Francis, Field Coordinator for History and Political Development

Harry Bridges Center for Labor Studies

Michael McCann, Director
 George Lovell, Bridges Chair
 Megan Francis, Standing Committee
 Chip Turner, Standing Committee

Center for Communication & Civic Engagement (CCCE)

Lance Bennett, Director

Jean Monnet Project, European Union Center for Excellence

Jim Caporaso, Jean Monnet Chair

Severyns Ravenholt Seminar in Comparative Politics (SR-SCP)

Nora Williams, Grad Student Chair

University of Washington International Security Colloquium (UWISC)

Meredith Loken, Grad Student Chair

AD HOC COMMITTEES: 2015-2016**Comparative Politics Search Committee**

Jim Caporaso, Chair
 Chris Adolph
 Tony Gill
 Victor Menaldo
 Susan Whiting
 Nora Williams, Graduate Student

American Political/REP Search Committee

Mark Smith, Chair
 Christopher Parker
 Megan Francis
 Andreu Casas-Salleras, Graduate Student

Thorpe Promotion

Mark Smith, Chair
 Beth Kier
 Michael McCann

APPENDIX B:
BUDGET INFORMATION AND TRENDS

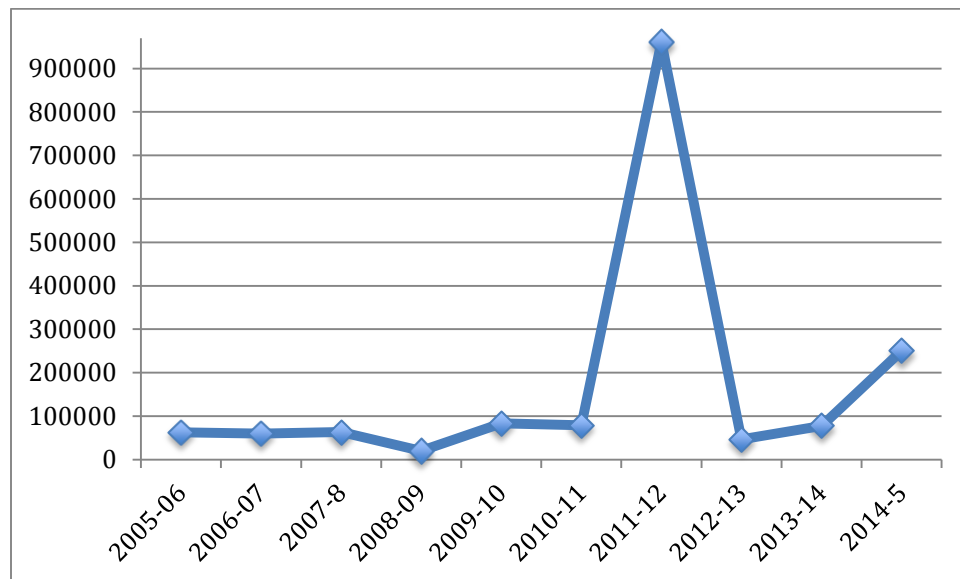
I. Budget Summary

Table 1: Summary of Non-Gift Budgets

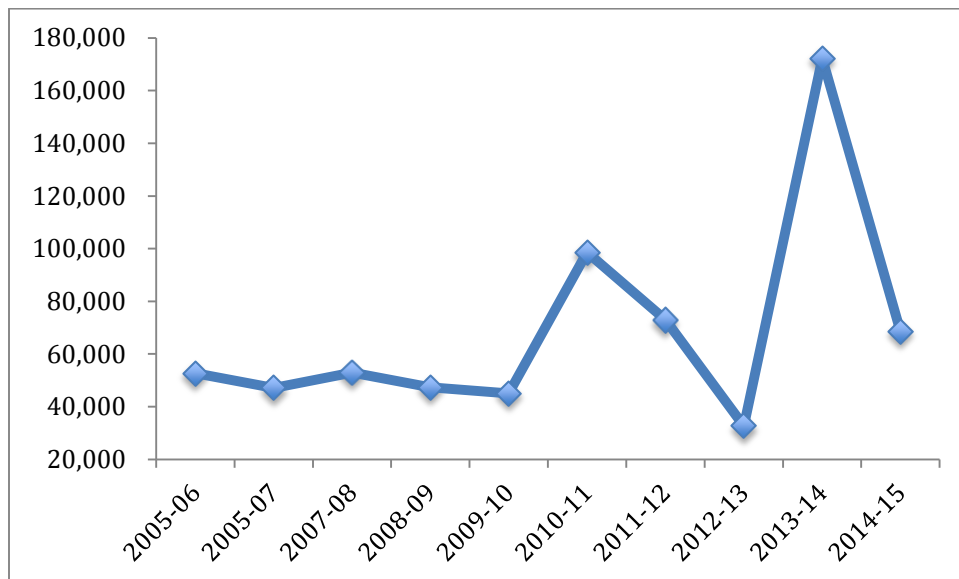
FUNDING SUMMARY	2009-11	2011-13	2013-15
State general operating fund (GOF)	6,623,150	8,171,728	9,027,230
State designated operating fund (DOF)	142,841	249,990	191,845
Self-sustaining budgets	235,448	248,346	285,857
Research Cost Recovery (RCR)	279,792	302,479	279,508
Student Tech Fee Award	5,818	53,325	-
Total Funding:	7,287,049	9,025,868	9,784,440
EXPENSES SUMMARY	2009-11	2011-13	2013-15
State general operating fund (GOF)	6,532,793	8,058,080	9,027,230
State designated operating fund (DOF)	75,398	203,352	139,791
Self-sustaining budgets	94,291	71,874	88,625
Research Cost Recovery (RCR)	98,749	153,549	101,128
Student Tech Fee Award	5,818	53,325	-
Total Expenses:	6,807,049	8,540,180	9,356,774
BUDGET BALANCE:	2009-11	2011-13	2013-15
State general operating fund (GOF)	90,357	113,648	-
State designated operating fund (DOF)	67,443	46,638	52,054
Self-sustaining budgets	141,157	176,472	197,232
Research Cost Recovery	181,043	148,930	178,380
Student Tech Fee Award	-	-	-
Budget Balance:	480,000	485,688	427,666

Table 2: Summary of Gift Income and Expenditures

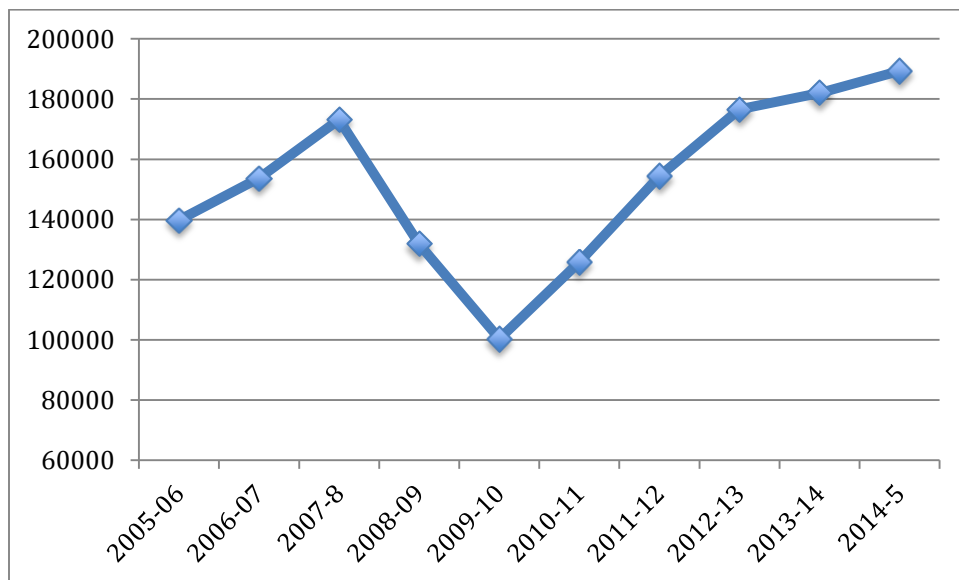
FUNDING SUMMARY			
	2009-11	2011-13	2013-15
Non-Endowment Gifts	94,847	120,369	251,950
Endowment Income	366,465	460,722	502,183
Total Funding:	461,312	581,091	754,133
EXPENSES SUMMARY			
	2009-11	2011-13	2013-15
Non Endowment Gifts	115,001	99,112	128,631
Endowment Income	330,398	426,806	470,454
Total Expenses:	445,399	525,918	599,085
BUDGET BALANCE:			
	2009-11	2011-13	2013-15
Non Endowment Gifts	(20,154)	21,257	123,319
Endowment Income	36,067	33,916	31,729
Gifts Balance	15,913	55,173	155,048

II: Trends in Gifts and Endowments**Figure 1: Annual Gifts to Endowment Funds, 2005-2015**

Note: Total Endowment Gifts for 10 year period: \$1,703,015. Severyns Ravenholt gift of \$893,493 vested in 2011-12 Fiscal Year.

Figure 2: Non-Endowment Gifts, 2005-2015

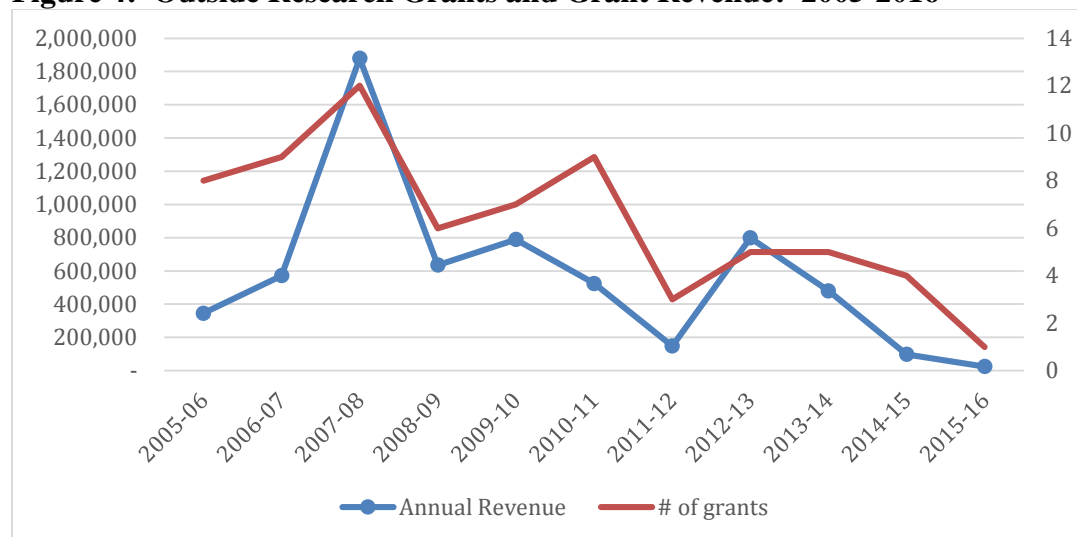
Note: Annual average for 10 year period: \$69,034

Figure 3: Interest Income from Endowments, 2005 to 2015

Note: Does not include outside endowments temporarily assigned to department, e.g., professorships for college endowments.

III: Trends in Outside Grants

Figure 4: Outside Research Grants and Grant Revenue: 2005-2016



APPENDIX C: CURRENT FACULTY

Faculty CV's are available at the linked department webpages. Full list is available:
<https://www.polisci.washington.edu/people/faculty>.

Faculty Member	Rank	Other Affiliations
Bennett, W. Lance	Professor	Communications, Joint Appt; Director CCCE
Caporaso, James A.	Professor	Jean Monnet European Union Center, JSIS
Gill, Anthony	Professor	Sociology
Lovell, George	Professor and Chair	LSJ, Bridges Center for Labor Studies
Majeski, Stephen J.	Professor	Assoc. Dean, College of Arts & Sciences
Mayerfeld, Jamie	Professor	LSJ, Center for Human Rights
McCann, Michael W.	Professor	LSJ, Labor, Human Rights, School of Law, CAPPP
Mercer, Jonathan	Professor	
Prakash, Aseem	Professor	Director, Center for Env. Politics
Smith, Mark A.	Professor	Jackson School, Communication, CAPPP
Wilkerson, John D.	Professor	CAPPP, CSSS, eScience Institute
Adolph, Christopher	Associate Professor	CSSS
Cichowski, Rachel	Associate Professor	LSJ Joint Appointment
DiStefano, Christine	Associate Professor	Gender and Women's Studies
Kier, Elizabeth	Associate Professor	
Litfin, Karen	Associate Professor	Program on the Environment
Menaldo, Victor	Associate Professor	CSSS, NME Studies, Ctr for Env. Politics
Parker, Christopher	Associate Professor	WISIR
Turner III, Jack	Associate Professor	WISIR
Whiting, Susan H.	Associate Professor	School of Law, JSIS
Arnold, Jeffrey	Assistant Professor	CSSS, CAPPP
Francis, Megan Ming	Assistant Professor	WISIR
Long, James D.	Assistant Professor	CSSS, TASCHA, Jackson School
Thorpe, Rebecca U.	Assistant Professor	CAPPP
Wendler, Frank	Visiting Asst. Prof	DAAD Visiting Faculty, JSIS
Duman, Yoav	Post-Doc Lecturer	
Taylor, Kirstine	Post-Doc Lecturer	WISIR
Levi, Margaret	Professor Emerita	Director, CASBS, Stanford, Bridges Center
Goldberg, Ellis	Professor Emeritus	
Hellmann, Donald	Professor Emeritus	Jackson School
May, Peter J.	Professor Emeritus	CAPPP
Taylor, Michael	Professor Emeritus	

APPENDIX D

RECENT AWARDS AND RECOGNITIONS

Recent Faculty Book Awards (Since 2014)

Chris Adolph, Levine Book Prize, International Political Science Association's Research Committee on the Structure and Organization of Government. 2014.

Christopher Parker and Matt Barreto, Best Book Award, Race, Ethnicity, and Politics Section of the 2014.

Megan Francis, W. E. B. DuBois Distinguished Book Award, National Conference of Black Political Scientists, 2015.

Megan Francis, Ralph J. Bunche Award, American Political Science Association, 2015

Rebecca Thorpe, Neustadt Award for Best Book, Presidency and Executive Politics Section of the American Political Science Association, 2015.

Margaret Levi and John Ahlquist (UW PhD), Best Book Award, Labor Section, American Political Science Association, 2014.

Christopher Adolph, Levine Book Prize, 2014.

Other Major National Awards for Faculty (Since 2014)

Lance Bennett, Distinguished Career Award in the Study of Human Communication, International Communication Association, 2014.

Professor Emerita Margaret Levi, elected to the National Academy of Sciences, 2015.

Lance Bennett, Humboldt Research Prize, Alexander von Humboldt Foundation, 2015.

Jim Caporaso, Lifetime Achievement in EU Studies, European Union Studies Association, 2014.

Peter May, Excellence in Mentoring Award, Public Policy Section, American Political Science Association, 2014.

John Mercer, Alexander L. George Article Best Article Award, Qualitative and Multi-Method Research Section, American Political Science Association, 2014.

John Wilkerson, Award of Excellence in Interactive Design, *Communication Arts*. 2014.

Emerita Professor Margaret Levi, William H. Riker Prize in Political Science, 2014.

Michael McCann (with former grad students William Haltom, and Shauna Fisher), Honorable Mention, Exceptional Scholarship in Sociolegal Studies Published as an Article, Law & Society Association, 2014

Campus Wide Teaching Awards (Since 2011)

Michael McCann, Honorable Mention, UW Marsha L. Landolt Graduate Mentoring Award, 2014.

Peter May, Marsha L. Landolt Distinguished Graduate Mentor Award, 2012.

Deepa Bhandaru, UW Excellence in Teaching Award, 2013.

Jon Mercer, UW Distinguished Teaching Award, 2011.

Andrew Cockrell, UW Excellence in Teaching Award, 2011.

Major Recognitions for Graduate Students (Since 2012).

Joannie Tremblay-Boire, College of Arts and Science Graduate Medal, 2015.

Milli Lake, Honorable Mention, Best Dissertation Award, Law and Society Association, 2015.

Crystal Pryor, Pacific Forum CSIS Sasakawa Peace Foundation Fellowship, 2015.

Crystal Pryor, Japan Foundation Japanese Studies Doctoral Fellowship, 2015.

Tania Melo, Doctoral Dissertation Research Grant, NSF Law & Social Sciences Program, 2014.

Kiku Huckle, Best Paper in Latino Politics, Western Political Science Association, 2015.

Milli Lake, Dean's Medal in the Social Sciences, University of Washington, 2014

Milli Lake, Best Field Work Award, Comparative Democratization Section, American Political Science Association, 2014.

Amanda Clayton, UW Graduate School Presidential Dissertation Fellowship, 2014.

Kirstine Taylor, UW Graduate School Presidential Dissertation Fellowship, 2014.

Milli Lake, Best Article Award, African Affairs/African Politics Conference Group, 2014.

David Lopez, Pre-dissertation Fellowship, U Penn Social Science and Policy Forum Summer Institute on Inequality, 2014.

David Lopez, NSF Graduate Research Fellowship, 2014

Dave Lopez, Alternate and Honorable Mention, Ford Pre-dissertation Fellowship, 2014.

Aaron Erlich, Individual Advanced Research Opportunities Program Fellowship, U.S. Department of State and International Research & Exchanges Board, 2014.

Laura Back, Charlotte W. Newcombe Doctoral Dissertation Fellowship, 2014.

Amanda Clayton, Women and Public Policy Program Fellowship, Harvard Kennedy School, 2014.

Loren Collingwood (Ph.D. 2012), Best Dissertation Award, Western Political Science Association, 2014.

Carolina Johnson, NSF Doctoral Dissertation Research Grant, 2014.

Eric Schwab, Ethics Prize, UW Program On Values in Society, 2014.

Filiz Kahraman, Doctoral Dissertation Research Grant, NSF Law & Social Sciences Program, 2014.

Steve Zech, World Politics and Statecraft Fellowship, 2014.

Joannie Tremblay-Boire, Penn Summer Doctoral Fellows in Social Impact, 2013.

Stefan Hamberg, NSF Doctoral Dissertation Research Grant, Political Science, 2013.

Milli Lake, UW Graduate School Presidential Dissertation Fellowship, 2013.

Yu Sasaki, Joff Hanauer Endowment for Excellence in Western Civilization Fellowship, 2013.

Mary Anne Madeira, Jean Monnet Postdoctoral Fellowship, European University Institute, 2013.

Heather Pool, Graduate Medal for the Social Sciences, College of Arts and Sciences, 2012.

Hannah Walker, Best Paper in Black Politics, Western Political Science Association, 2012.

Dan Berliner, EU Center of Excellence Graduate Research Grant, 2012.

Mary Anne Madeira, EU Center of Excellence Graduate Research Grant, 2012.

Milli Lake, Jennings Randolph Peace Scholar: United States Institute for Peace (\$20,000), 2012

Dan Berliner, Graduate School Presidential Dissertation Fellowship, 2012.

Dan Berliner, Best Graduate Paper Award, International Political Economy Section, International Studies Association, 2012.

Milli Lake, United States Institute of Peace Scholar, 2012.

Ben Gonzalez, American Values Institute Research Fellowship, 2012.

Brian Greenhill, Best Dissertation Award, Western Political Science Association, 2012.

Brian Greenhill, Honorable Mention, Mancur Olson Dissertation Award, Political Economy Section, American Political Science Association, 2012.

APPENDIX E**GRADUATE STUDENT JOB PLACEMENTS SINCE 2010****2016 (interviews ongoing)****Aaron Erlich**

Assistant Professor, McGill University

Kirstine Taylor

Assistant Professor, Ohio University

Hannah Walker

Assistant Professor, Rutgers University

2015**Amanda B. Clayton**

Assistant Professor, Vanderbilt University

Sergio I. Garcia-Rios

Assistant Professor, Cornell University

Sijeong Lim

Assistant Professor, University of Amsterdam

Will Murg

Assistant Professor, Seattle Pacific University

Joannie Tremblay-Boire

Assistant Professor, Georgia State University

Rachel Sanders

Assistant Professor, Portland State University

Steven Zech

Postdoctoral Researcher, University of Denver

2014**James Chamberlain**

Assistant Professor, Mississippi State University

Amanda Clayton

Postdoctoral Fellow, Research College, Freie Universität Berlin

Research Fellow, Women and Public Policy Program, Harvard Kennedy School

Assistant Professor, Vanderbilt University

Hsiao-Chi Hsu

Assistant Professor, National Taiwan Normal University

Jennifer Fredette

Assistant Professor, Ohio University

Milli Lake

Assistant Professor, Arizona State University

Dan Berliner

Assistant Professor, Arizona State University

Mary Anne Madeira

Assistant Professor, CUNY - Queens College

Annie Menzel

Assistant Professor, Vassar College

Allison Rank

Assistant Professor, SUNY Oswego

Chris Towler

Western Washington University

2013**Daniel Berliner**

Assistant Professor, University of Minnesota, Minneapolis

Brandon Bosch

Assistant Professor, University of Nebraska-Lincoln

Josh Eastin

Assistant Professor, Portland State University

Shauna Fisher

Assistant Professor, West Virginia University

Marcela García-Castañon

Assistant Professor, San Francisco State University

Sijeong Lim

Postdoctoral Researcher, Stockholm University

Mary Anne Madeira

Postdoctoral Fellow, European University Institute, Florence

Assistant Professor, CUNY - Queens College

Heather Pool

Assistant Professor, Denison University

Sophia Wilson

Assistant Professor, Southern Illinois University

Matthew Walton

Senior Research Fellow in Modern Burmese Studies, St Antony's College, Oxford University

2012**Daniel Berliner**

Postdoctoral Fellow, Freie Universitat, Berlin

Assistant Professor, University of Minnesota, Minneapolis

Loren Collingwood

Assistant Professor, University of California, Riverside

Brad Epperly

Postdoctoral Fellow, European University Institute, Florence

Assistant Professor, University of South Carolina

Seth Greenfest

Visiting Assistant Professor, College of Saint Benedict and Saint John's University

Ashley Jochim

Senior Research Analyst, UW Center on Reinventing Education

Barry Pump

Historical Publications Specialist, Office of the Historian, U.S. House of Representatives

Sophia Wilson

Postdoctoral Fellow, Indiana University

Assistant Professor, Southern Illinois University, Edwardsville

Changdong Zhang

Assistant Professor, Peking University

2011**Shauna Fisher**

Postdoctoral Fellow, Syracuse University Maxwell School

Christopher Heurlin

Assistant Professor, Bowdoin College

Sebastien Lazardeux

Assistant Professor, St. John Fisher College

Nimah Mazaheri

Assistant Professor, Tufts University

Changdong Zhang

Assistant Professor, Shanghai Jiaotong University

2010**Ceren Belge**

Assistant Professor, Concordia University, Montreal

Jennifer Fredette

Visiting Professor, SUNY, Albany

Brian Greenhill

Assistant Professor, Dartmouth College

Min Hyung-Kim

Assistant Professor, Illinois Wesleyan University

Erica Johnson

Lecturer, University of North Carolina

Taedong Lee

Assistant Professor, City University of Hong Kong

Francisco Pedraza

Assistant Professor, Texas A&M

Jason Scheideman

Visiting Assistant Professor, Bates College

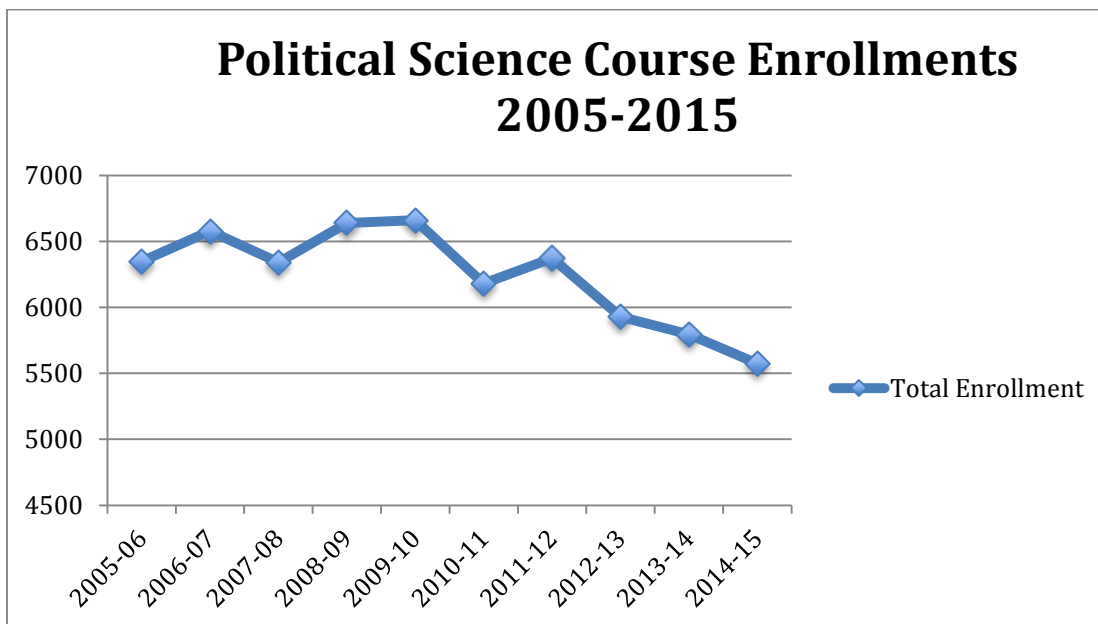
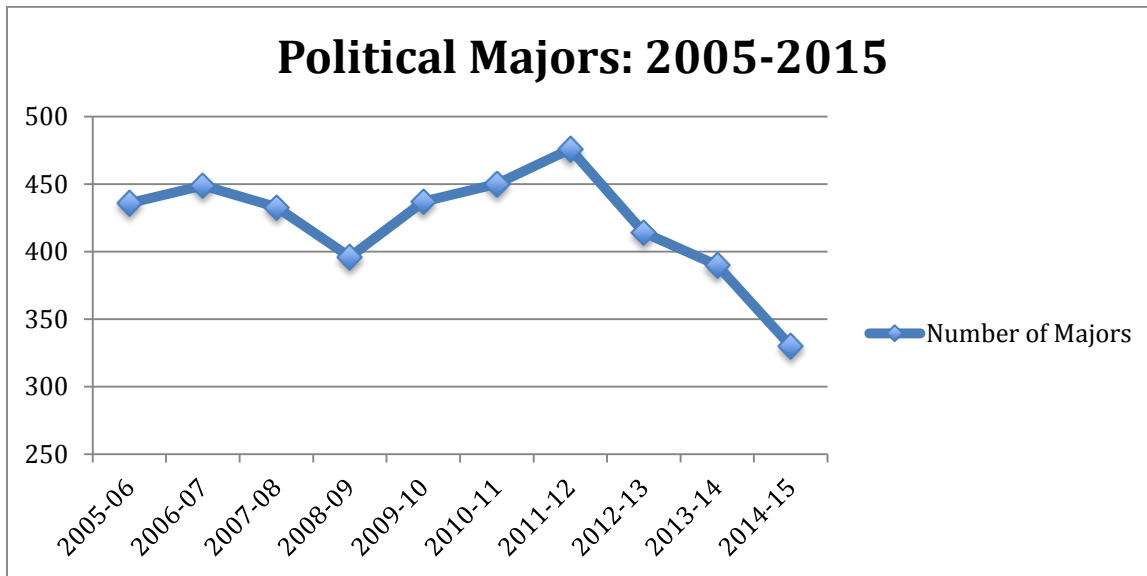
Christi Siver

Assistant Professor, College of St. Benedict

David Watkins

Assistant Professor, University of Dayton

APPENDIX F:
TRENDS IN ENROLLMENTS AND MAJORS



APPENDIX G: UNDERGRADUATE SATISFACTION, CHALLENGES, LEARNING

I. Data from a Longitudinal Study of Political Science Majors' Responses to Exit Surveys. These tables and figures come from a departmental analysis of our exit survey data from 2008-2014. The survey is administered when students register for the department convocation, and the response rate is typically between 45 and 50 percent. Except where noted, the data is based on the 1256 responses were part of the longitudinal comparisons.

Table 1: Strengths of the Major: Total 2008-2014

Answer	Percent
Professors, TAs, Staff	38.82
Variety, diversity (courses, topics, perspectives, etc.)	31.52
Real world application/Analytical skills/thinking critically	28.16
Content (Learn about other political systems, society, theories, etc.)	19.12
Classes, discussions, opinion-sharing	13.33
Writing	12.40
Flexibility & Interdisciplinarity, Cross-listed courses	8.81
Research/Option/Internships Opportunities/Honors	8.69
Other	6.84
Current events	4.17
Fellow students	3.36
Verbal communication skills	3.24
No Response	22.13

Figure 1: Quality of Instruction from Political Science Faculty

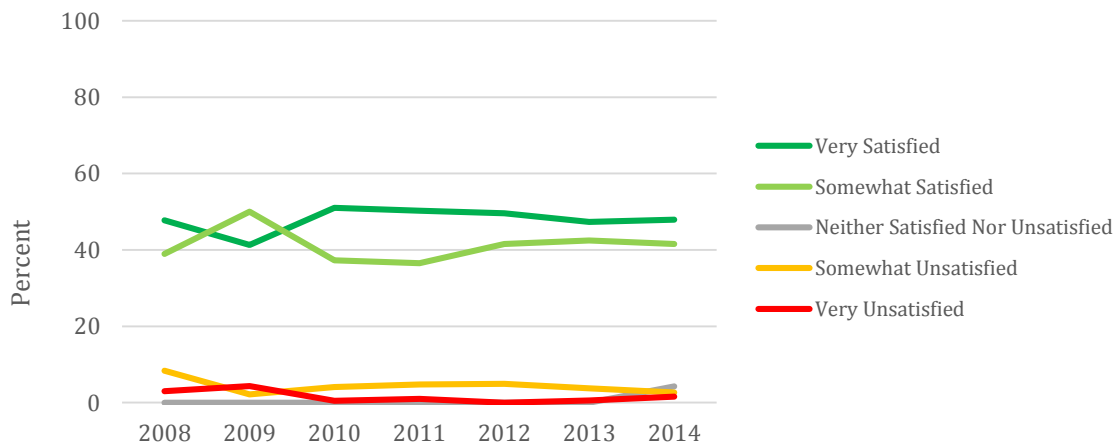


Figure 2: Quality of Instruction from Political Science TAs

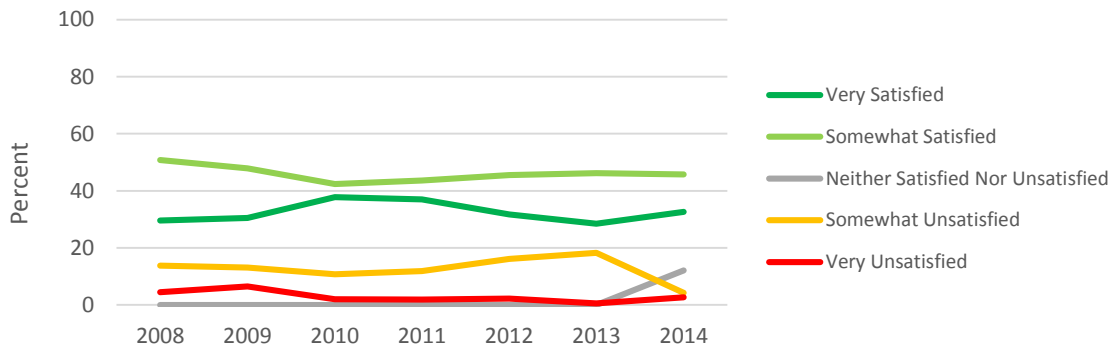


Figure 3: Responses to: How Rigorous Did you Find the Major?

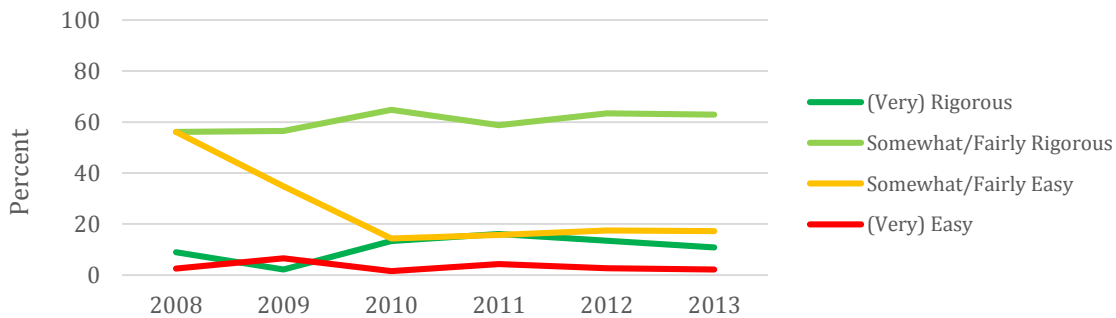


Table 2: Improving Understanding of Politics.

In what ways do you think your understanding of politics is different than non-political science majors? Check all that apply.

Years question was asked: 2008 (AUT 2007, WIN 2008)

Number of respondents: 91

Answer	Percent
I am able to make more compelling arguments	83.52
My understanding of politics is well grounded in basic theories of politics	80.22
I am able to apply theories of politics to real-life issues	80.22
I am able to critique arguments	76.92
I am able to read and interpret difficult texts	75.82
I have a solid understanding of various political systems	73.63
I am able to read and interpret statistical data	37.36
Other	4.40
No Response	0.00

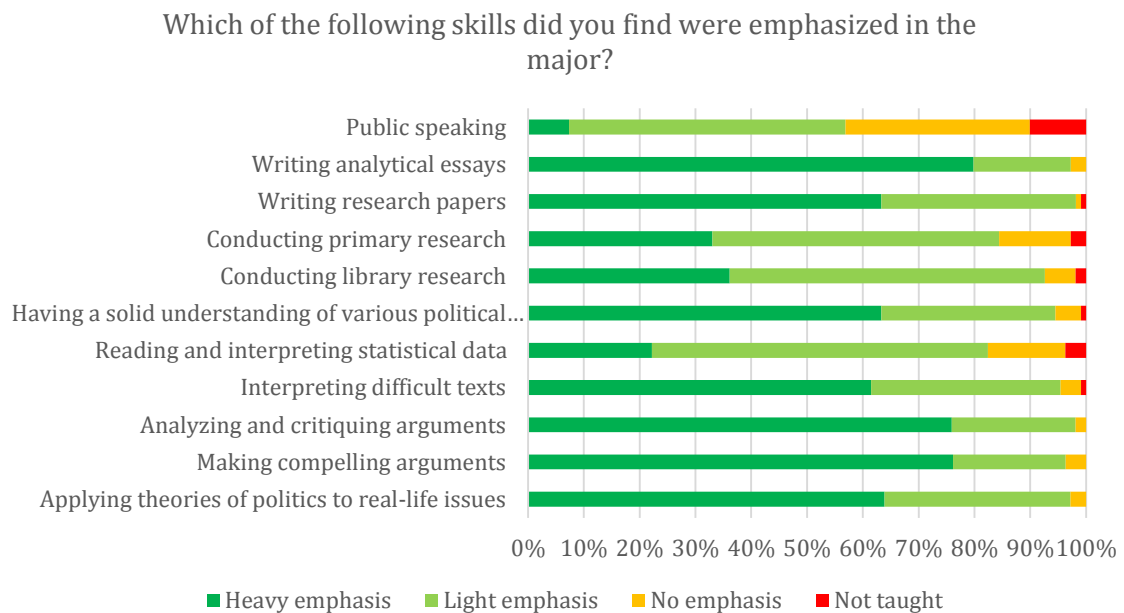
Figure 4: Skills Learned in the Major

Table 3: Student Responses to Questions on Writing and Research**The amount of writing required in your introductory Political Science classes?**

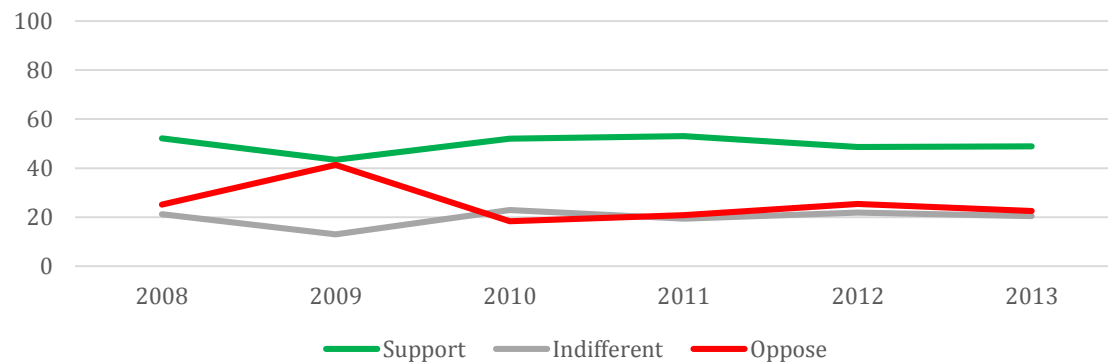
	2008	2009	2010	2011	2012	2013	2014
Too Much	3.57	0.00	7.14	6.16	7.14	6.45	7.37
About Right	76.79	80.43	75.00	74.88	73.66	70.97	81.05
Not Enough	15.18	15.22	10.71	13.27	15.18	14.52	9.47
No response	4.46	4.35	7.14	5.69	4.02	8.06	2.11
TOTAL	100	100	100	100	100	100	100

The amount of writing you had to do in your upper-level Political Science classes?

	2008	2009	2010	2011	2012	2013	2014
Too Much	3.57	0.00	8.16	8.06	6.25	8.60	11.58
About Right	76.79	86.96	77.55	74.41	82.14	77.42	81.58
Not Enough	15.18	10.87	7.14	10.43	7.14	5.38	3.68
No response	4.46	2.17	7.14	7.11	4.46	8.60	3.16
TOTAL	100	100	100	100	100	100	100

The amount of research required in your upper-level Political Science classes?

	2008	2009	2010	2011	2012	2013	2014
Too Much	5.91	6.52	7.65	4.27	6.25	3.76	5.26
About Right	67.98	63.04	64.29	68.25	66.96	66.13	77.37
Not Enough	23.65	28.26	21.43	20.85	22.32	20.43	13.68
No response	2.46	2.17	6.63	6.64	4.46	9.68	3.68
TOTAL	100	100	100	100	100	100	100

Figure 6. Student Preferences for Adding Prerequisites to Upper-Level Courses

II. Summary from UW Academic Challenge and Engagement Study (UW-ACES) Report for Political Science

In 2014, the Office of Undergraduate Assessment (OEA) worked with departments on this project for assessing academic challenge and engagement in undergraduate majors. The project used short interactive interviews with students to develop rich data for qualitative assessments of learning in our program. The study focused on identifying the challenges students faced, the features of our program that helped them to overcome those challenges, and assessing what students learned in the process of overcoming challenges. The summary at the end of the OEA's 18-page report read as follows:

Political Science majors often focused on challenges presented by writing in the discipline. They also spoke about the challenge of learning about and including multiple perspectives in their thinking, in understanding the reading assigned for courses, and in completing research, but these three challenges were often also associated with the challenges posed by written work.

For the most part, students gave faculty and TAs credit for their learning, noting that their instructors prepared them to meet those challenges in a number of ways, including by giving students feedback on drafts and spending time during office hours discussing ideas with them. Students also spoke of courses that were structured to help with challenges—classes with effective lectures, clarifying readings, well-guided discussions, and helpful assignments. In addition, students also gave themselves credit for meeting the challenges they described, noting that they had done the work necessary to meet those challenges.

In speaking of what they learned by meeting those challenges, students' responses centered on the knowledge they had acquired and on the critical thinking abilities they developed. They also spoke about improvement in writing, learning more about research, and learning to value collaboration and work with peers.

The UW ACES results for Political Science show that the place where learning comes together for students in the major is in the writing they are required to do. The writing assignments ask them to understand deeply the reading assigned in class, to include a variety of perspectives, to think critically about those perspectives, and, often, to include research. The results suggest that the more help that students are given in understanding what counts for good writing and thinking in the discipline, the better they will meet the intellectual challenges the major presents.

Finally, we noted many times when the responses of Political Science majors indicated that students had "enjoyed" the challenges they described. Many students spoke of challenges as "really interesting," of difficult work as "challenging and engaging" or "challenging and enlightening," and of themselves as "excited" about the difficult project they described. These responses underscore research on student learning that shows that when an assignment is challenging for students and when faculty and TAs help students meet those challenges, students become more engaged in the course material than they are when tasks are easy. The responses of the Political Science majors in the UW ACES suggest that students not only learn a great deal in the face of challenge, but that they value that learning, as well.