

**Department of Political Science
Academic Program Review
February, 2010**

Section 1: Analysis of Past Reviews

Overview

The prior review was not, for the most part, organized neatly into comments about the undergraduate and graduate academic program. Therefore, we begin with a discussion of the key strengths and weakness identified for the Department as a whole in the prior review.

The 2002-2003 external review committee (ERC) cited the following key multiple strengths of the Department: “a productive faculty led by a strong core of senior scholars of international repute; a deep commitment to interdisciplinary work that sets the department apart from most other ranked departments of political science; and a large, vibrant, and growing undergraduate program to the department devotes considerable resources and attention and which has garnered exceptional student support and University recognition.” These strengths remain characteristics of the Department.

The ERC indicated that “internal governance and planning” was the “single most important challenge facing the department.” “Without marked improvements in collective decision making and self-management,” the ERC wrote, “resulting in an agreed upon strategic set of intellectual priorities for growth, the department will remain significantly less than the sum of its parts.” The ERC offered the following diagnosis of this challenge: “We do not believe the governance problem stems from irreconcilable differences within the department or is due to a lack of ability of the current senior faculty. Instead, the problem arises from the inability of the department for the past decade to have any substantial say in its direction. It was apparent from our discussions with the faculty that they have had no important collective discussions about the future of the department or the opportunity to make collective decisions about future priorities. In particular, faculty hiring has not been the provenance of the department.”

Since this review the Department has taken a number of steps to address this key issue.

1. A larger number of faculty are involved in faculty governance through the Department’s various committees.
2. Junior faculty have been mentored not only to develop their academic careers but also to nurture a more energetic and cooperative attitude towards governance within the Department.
3. The Department has held a number of major discussions about its future and the translation of that future into hiring priorities.
4. The central administration and Dean have released a number of FTE in order for the Department to act on a few of those priorities (though not all FTE growth in the Department has been of this sort).
5. Since the Fall of 2004 there have been fewer consequential disagreements within the Department over the recruitment of new faculty and the consideration of academic personnel decisions.

While there is still not unanimity over the intellectual trajectory or direction of the department (it’s difficult to believe that this would be the case in any academic department given the nature of the academy), there is greater consensus than there was during the 1990s. More importantly, from the perspective of governance, there is an improved working relationship among most faculty in the department (although some individual-level disputes and anxieties persist).

1. Briefly characterize the last review of the Department’s undergraduate program(s), conducted in 2002-03.

- a. What were the key strengths and weaknesses of the program cited by the external review committee?
- b. Describe the specific steps that have been taken to respond to the recommendations from the last review.

The 2002-2003 ERC noted that “the quality of the undergraduate teaching in the department is recognized by the university in the awards individual distinguished teachers have won, and in the investment the campus makes in it.”

The “challenges” (weaknesses) identified by the ERC focused on three areas: faculty workload, International Studies, and undergraduate class size.

(1) Workload. The ERC recommended that the faculty’s normal course load of 5 courses should be reduced—from 5 to 4—over a reasonable period of time. The ERC was appropriately concerned that the normative workload in the

department of 5 courses “is above the norm of political science departments in the University of California system and most of the major departments throughout the country. The course load in other UC political science departments is 4 courses plus independent studies, or the equivalent of 5 courses.”

The course load remains at 5. The Department does have an earned workload reduction policy as a way of giving faculty members an incentive to teach our large lower-division courses. Courses which attain an enrollment over 300 students earn a two course credit, courses which attain enrollment of 150 to 299 earn a 1.5 course credit. One of the positive consequences of this policy is that unlike many other departments in the School and on campus, virtually all of the Department’s lower-division courses are taught by regular faculty and not by lecturers. The ability and willingness of the faculty to undertake the teaching of these courses has turned out to be critical during the current period of significant cutbacks in the funds available to hire temporary lecturers. This provides some course relief for the faculty. Faculty are also permitted to group independent study students, in particular graduate students, into a primary course if the number of students they are supervising meet the university requirements for a course to be “counted” (which is 4 graduate students or 8 undergraduates). This has also provided some limited course relief for a few faculty who supervise a large number of graduate students. However, the normative course load for faculty in the Department remains 5 courses.

(2) International Studies. The 2002-2003 ERC expressed concern that “the teaching demands of the major have been a significant drain on the resources of the department, for which it receives no direct consideration or compensation.” Additionally, the ERC found that “International Studies students also take seats from political science majors in classes and/or increase class sizes, in some cases significantly.”

Governance of the International Studies major is largely outside the purview of the Department. However, we have cooperated with the efforts of the new Director of International Studies (Professor Deborah Avant, hired in 2007) to streamline a few of the courses faculty in the Department are responsible for offering specific to the International Studies major. The size of both majors has grown since the last review and even with the addition of a few new relevant faculty (e.g., Tverdova, Sadiq, Avant, Kapiszewski, and Goodman) the impact of the major on teaching in the Department is still evident.

(3) Undergraduate class size. The ERC acknowledges that “it is not surprising that the typical undergraduate class in the department is large, with some classes qualifying as ‘huge.’” “However,” the ERC pointed out, “it is important for the department to think seriously about how to provide students with opportunities to interact with the faculty in sustained small-class experiences.”

As the size of the Political Science major continues to grow—we are currently the 2nd largest major in the School of Social Sciences and the 3rd largest major on the UCI campus—and as the size of the International Studies major has grown, it is (and has been) extremely difficult to systematically guarantee a small-class experience for nearly 1100 majors (which does not even begin to count relevant students in the International Studies major). The Department has expanded the size of its honors program and has been offering two Fall quarter workshops to accommodate this growing demand. The Department also offers a substantial number of upper-division writing courses each academic year and most of these courses are limited in enrollment to 20-25 students. However, given the current size of the faculty and the range of undergraduate and graduate curricular responsibilities it must meet, it is probably impossible to offer a small class experience—even one—for every undergraduate major (again, to say nothing of interested International Studies majors).

2. Briefly characterize the last review of the Department’s graduate program(s), conducted in 2002-03.

- a. What were the key strengths and weaknesses of the program cited by the external review committee?
- b. Describe the specific steps that have been taken to respond to the recommendations from the last review.

The 2002-2003 ERC noted the Department’s commitment to interdisciplinary work, the well designed and well taught graduate curriculum, and the commitment of faculty to excellence.

The “challenges” (weaknesses) identified by the ERC focused on three areas: the research concentrations, the International Relations group, the methods gap in the graduate curriculum, coherence problems in the graduate core curriculum, the monitoring the qualifying papers, the need for additional resources to recruit and maintain graduate students.

(1) Research Concentrations. The ERC recommended a review of the research concentrations (in particular the Political Psychology concentration) and recommended the institution of a formal concentration in Minority Politics.

The members of the Political Psychology concentration have reviewed their program and made appropriate adjustments to make sure that interested graduate students can actually complete the concentration. For a few years following 2004 the number of Political Psychology graduate students admitted to the program was reduced so that the program could be appropriately adjusted. While this concentration is still small—in terms of the number of graduate students actually pursuing the formal concentration—it is active and better organized.

In cooperation with the Departments of Sociology and Anthropology the Department undertook the development of a formal concentration in “Race and Ethnicity.” This concentration was approved by the Department and submitted to the Graduate Council which returned it unapproved with numerous recommended changes. Given the complexities and delicacy of proposing an interdisciplinary concentration, which now requires significant revisions, the Department has yet to begin the process of revising its submission for formal approval. A similar fate met the Department’s proposed interdisciplinary concentration in “Games and Decision-Making” with the same result to date. The Center for the Study of Democracy, with approval from the Department, submitted its own proposal for a formal interdisciplinary concentration in “Democracy Studies” and was told by the Academic Senate’s Graduate Council that IRUs could not propose degree-granting programs. Neither CSD nor the Department have proceeded to pursue a different route to creating a concentration in “Democracy Studies.” Frankly, given the multitude of responsibilities facing the faculty involved in these proposed concentration, it has been difficult to find the energetic leadership necessary to deal with the bureaucratic challenges of interacting with the relevant committees of the Academic Senate.

(2) Graduate Methods Courses. According to the 2002-2003 ERC “[t]he most obvious gap in the graduate curriculum is the absence of a required sequence of methods courses.”

The proposed reform of the graduate program (see **Appendix A**) addresses and remedies this concern.

Since the last review, faculty have been encouraged to teach more methods courses as part of the graduate curriculum. The Department has expanded its advanced skills requirement to include both qualitative as well as quantitative methodological skills. Graduate students have also been encouraged (and given substantial funding) to attend summer programs to develop quantitative skills (at Michigan) and qualitative skills (now at Syracuse, formerly at Arizona).

(3) Graduate Core Curriculum. While the 2002-2003 ERC found that the Department’s first-year core sequence as “a reasonable way to organize much of the discipline and [that] the courses work well,” they also “noticed that different faculty members appear to have different ideas about what they courses should contain.”

The Department is on the verge of fundamentally reforming the entire graduate program, including the core curriculum. These changes are contained in Appendix A.

(4) Qualifying Papers. The 2002-2003 ERC found that “some students complained that it is difficult to get faculty to sponsor or read qualifying papers and faculty mentoring appears to be somewhat uneven.”

This remains a potential concern. However, the last five entering classes of graduate students have been more actively mentored in how to best proceed with the completion of the required qualifying papers. While some students still lag behind departmental expectations, more of our students are finding it easier to complete these requirements. This is at least an indirect indicator that more faculty are involved and are involved more responsibly in the qualifying paper process. That said, there are few tangible incentives for faculty to take on this responsibility within our system of faculty advancement and promotion, and few disincentives for shirking such responsibilities. The equitable distribution of responsibility for the training of graduate students within a given department is in fact a campus-wide problem which is often discussed but rarely addressed.

The proposed reform of the graduate program will eliminate at least one and possibly two of the qualifying papers (depending on how the Department decides to proceed with the reform). Even if adopted as proposed the reforms will not eliminate the need to provide incentives (or disincentives) to the faculty for the mentoring and training of graduate students.

(5) New Resources. The 2002-2003 recommended that “[t]he University should invest modest additional funds in graduate recruitment and program recruitment.”

The most important change addressing this concern is that under Associate Dean Linda Cohen the Department has been given greater flexibility in how to use the resources it receives for its graduate students. This has somewhat improved our ability to recruit new graduate students and it has given use greater latitude to support graduate

students in other ways, e.g., the continuation of some summer support,¹ the provision of more fellowship quarters, and substantially more funds available for supporting graduate students attending conferences to present their research. The funding available to bring students to campus as part of our recruitment efforts had remained flat, but sufficient, for some time. However, these funds have been reduced due to campus budget cut backs.

Unfortunately, most of our graduate students are still working their way through graduate school as teaching assistants (and even the amount of funds available for teaching assistants has not kept up with the demand given the growth in the size of our courses).² While the very best students are recruited with 2 – 3 quarters of fellowship support and some additional summer support, we do not have the ability to fund students after they conclude their 5th year in the program. There's no question that this slows down the progress that our students are able to make towards the completion of their degree.

Section 2: Analysis of Current Programs

1. Overview of the Department

a. Provide a brief history of the Department and a description of its organization (e.g., degree programs, disciplinary specialties, etc.). Include a description of any formal interactions with other Departments and/or units on campus.

The Department of Political Science (formerly called Politics and Society) was formally created during the 1988-1989 academic year. Prior to this, academic programs in the School were organized into Groups. During this period of departmentalization the political science faculty self-consciously decided to organize along non-traditional lines. Instead of organizing along traditional subfields of political science we elected to focus on the process of politics and political behavior. This led to the creation of an undergraduate curriculum which focused on lower-division courses in political analysis (6A), macro-politics (6B), and micro-politics (6C) (along with conventional introductory courses in conventional subfields) and a graduate program organized around Macro politics, Micro politics, and International Relations. While intellectually sound and justifiable, this way of organizing undergraduate and graduate programs at the time of the Department's creation was also a way of offering a coherent curriculum with a relatively small faculty given our high levels of enrollment.

We have continued to operate under this general rubric during the review period. However, the Department is about to fundamentally reform its graduate program which will move us away from the macro-micro orientation to a more conventional subfield-specific organization with an emphasis on the required development of methodological skills.

The Department offers the BA in Political Science, a Minor in Political Science, and a Ph.D. in Political Science (with possible concentrations in Public Choice and Political Psychology). The Department will be a key contributor to the approved but yet-to-be-implemented MA Program in Public Policy involving relevant departments in both the School of Social Sciences and the School of Social Ecology. A large number of faculty in the Department have courtesy appointments in other departments on campus and are members of various interdisciplinary research centers. Indeed, four members of the faculty—Avant, Grofman, Lynch, and Monroe—are directors of formal or informal interdisciplinary centers, all of which involved faculty from within and outside the School of Social Sciences.

b. Provide a list of all current full-time faculty organized alphabetically within rank (include graduate degree institution and a brief set of research interests).

See Table 1.

In 1995 the Department consisted of 20 regular faculty, in 2002 we had increased in size to 22.³ As of 2009 the Department has 30 regular faculty (and 29 FTE).⁴ Additionally, we have 4 active emeritus faculty (Danziger, Easton,

¹ As an example, in 2008-2009 the amount spent on graduate student summer support was larger than the Department's entire operating budget (which excludes funds for lecturers).

² The ratio of undergraduate students to TA is now upwards of 100 to 120 to 1 in many classes; hardly the basis for effective pedagogy.

³ When the Department was founded during the 1988-89 academic year there were 19 members of the faculty (though this number included the Chancellor as well as the Dean of Social Sciences). During the subsequent decade (1989-1999) the Department added 13 new faculty but also lost 10 (due to death, retirement, denial of tenure or loss of retention). From 1999-2009, the Department gained 13 new faculty but also lost 5 (due to retirement or loss of retention). Today there are 30 members of the regular faculty based on 29 filled FTE. Despite enormous growth in

Schonfeld, and Taagepera), two courtesy appointments with administrative responsibilities from the School of Social Ecology (Feldman and Ingram), and 6 courtesy appointments from various other academic units on campus, including Dean Erwin Chemerinsky from the new UCI School of Law. As shown in Table 1, of the 30 faculty, 13 are Full Professors, 11 are Associate Professors, and 6 are Assistant Professors.

c. Discuss the distribution of the faculty in terms of rank, gender, and ethnicity (*Table 2*). Provide information about faculty recruitment and retention, including efforts to diversify the faculty, since the Department's last review. Referring to data from the Office of Equal Opportunity and Diversity (*Table 3*), evaluate the Department's success in achieving diversity in terms of national availability. Does the Department have a plan, and is the plan being effectively implemented?

The percentage of female faculty as shown in Table 2 has largely remained the same during the review period. In 1994, 20.5 percent of the Department faculty were women, in 2001-2002, 35% of the faculty were women, and as of the current academic year (2009-2010), 40% of the faculty are women (and this doesn't include the two courtesy appointments with administrative responsibilities, both of whom are female).⁵ Of the last six faculty hires in the Department (from 2004-2009) three have been women, of all the new hires made since the last review (of which there were ten), four of the new faculty were women. Seven of the 13 Full Professors in the Department are women and three of these are above Step VI in the professorial ranks; four of the male faculty are above Step VI. During this period, the Department lost one female member of the faculty (Garcia Bedolla) to an outside offer from UC Berkeley. The Department has one Latino, one African-American, two Asian-Americans, and one East Asian members of the faculty (or about 16% of the faculty).

The Department's growth during the current review period is partially attributable to decisions made by the Department in fulfillment of agreed upon hiring goals. The growth is also attributable to the Department's success at identifying strong candidates in competitive interdisciplinary searches and being the beneficiary of UCI's career partners program. Beckmann (American institutions), Brunstetter (political theory), Avant (international relations), Smith (American public law), and Kapiszewski (comparative public law) were all hired in fulfillment of the Department's priorities to hire in these respective areas. Sadiq (international migration), Tverdova (comparative politics), and Goodman (international migration) were hired as the result of the Department's participation in competitive, interdisciplinary searches; Olson (political theory) and Topper (political theory) were hired pursuant to the university's career partner's program. All of these appointments, except Avant who was hired as a Full Professor and Topper who was hired as a tenured Associate Professor, were made at the junior, untenured level. Sadiq and Olson have subsequently been promoted to Associate Professor and Beckmann is being considered for promotion to Associate Professor during the current academic year.

Over-all, the Department has done an excellent job of retaining, advancing, and promoting its faculty. During the review period we have lost only one faculty member—Garcia Bedolla—to an outside offer from UC Berkeley's Department of Education.⁶ We have successfully retained five faculty who have received extremely attractive offers from the Essex University, the University of Southern California (USC), Arizona State University, Ohio State University, and the University of Notre Dame. Given the current budgetary problems on the UCI campus, the Department's ability to retain faculty in light of attractive external offers is seriously diminished. We are not as likely to be as successful in retaining faculty over the next couple of years (at least) as we have been over the course of the review period.

the size of the Department's undergraduate major and graduate program, it's taken us twenty years to grow the Department by just 11 faculty. At least one reason for this of late is the failure of the central administration to return FTE to the Department through the School when there is a retirement or a retention loss.

⁴ Two current members of the Department have split FTE—DeSipio with Chicano-Latino Studies and Kim with Asian American Studies.

⁵ This percentage is higher than the 36.7% reported in Table 2 because Sara Goodman joined the Department as an Assistant Professor as of July 1, 2009, bringing the total number of women in the Department to 12 out of 30 faculty (and again, this number does not include the two courtesy appointments with administrative responsibilities—which means they vote on hiring and academic personnel cases—from the School of Social Ecology, Professors Ingram and Feldman). Since they are voting members of the Department, with their inclusion, the percentage of women in the department is actually somewhat higher at 43.7%.

⁶ This loss occurred in 2008 and followed by a few years her promotion in Political Science and Chicano-Latino Studies to Associate Professor with tenure.

During the review period we did lose three faculty to retirement—Lewis A. (Creel) Froman (2003), James N. Danziger (2008), and William R. Schonfeld (2009). Fortunately, Danziger and Schonfeld have been recalled and they remain active members of the Department. This is especially important since Danziger and Schonfeld are two of the most respected teachers and administrators on the UCI campus. Froman's FTE was returned to the Department and led to the hiring of Beckmann as an Assistant Professor. Neither the Danziger or Schonfeld FTEs have been returned to Department as of yet.

Relative to the data presented in Table 3,⁷ the Department exceeds the national percentage of available female political scientists (40% v. 38%) and it exceeds the national percentage of available minority political scientists (20% v. 17%). When recruiting, the Department follows the relevant and applicable "Best Practices" approach to the attainment of diversity as articulated by UCI's Advance Program and as interpreted and reviewed by the School's Equity Advisors.

d. How many part-time and/or visiting instructors are in the Department and how are they deployed in the instructional program? How many individuals are in the research specialist and professional researcher series and how are they deployed in the program?

In 2008-2009 18 lecturers and visitors taught classes in the Department. Due to budgetary constraints this number has been reduced to 10 and will likely shrink even more as we move into the 2010-2011 academic year. A disproportionate number of these visitors are lawyers and legal scholars who teach in the Department's public law program. This group includes Pamela Kelley, Sherilyn Sellgren, Burt Buzan, David Carter, Carl Schwartz, Justin Bernstein. The Department has six "post-six" lecturers and these are the only lecturers hired this year to teach in the Department. Five of these lecturers contribute upper-division courses to the Department's public law module. A second set of lecturers have been recent graduates of our doctoral program. Up until the budget crisis, which dramatically reduced the funds available to hire lecturers, two to three newly-minted Ph.D.s from the Department were hired each year to teach one or two courses as a way of giving them some support while they went on the academic job market. This form of support is no longer possible. A third group of visitors included distinguished scholars such as Giorgio Freddi of Italy, Hans-Dieter Klingemann of Germany, Gidi Rahat of Israel, and Christian Wezel of Germany. However, current budgetary restraints have made it impossible for the last few years to bring such individuals to the Department absent external funding.⁸

e. Describe your system of Departmental governance, in particular the procedures for and effectiveness of faculty involvement in curricular development, instructional resource allocation, and service activities to the School and campus.

Chairs serve five year terms. Russell Dalton served as Chair from 1992-1996, Mark Petracca served as Acting Chair from 1996 to 1997 and as Chair from 1997 to July 31, 2002, Katherine Tate served as Chair from August 1, 2002 to September 30, 2004, and Petracca has served as Chair since October 1, 2004. Petracca was reviewed as chair during the 2008-2009 academic year and was reappointed for another term. The Chair appoints a Graduate Director and an Undergraduate Director. Graduate Directors have typically served for three years although their terms are not specified. During the period under review, Louis DeSipio, Robert Uriu, and now Wayne Sandholtz have served as Graduate Director. Carole Uhlener has served as Undergraduate Director for the entire period. A Graduate Committee and an Undergraduate Committee are also appointed by the chair and there is a reasonable amount of rotation on and off these committees. This year, the Chair also appointed a Director of Admissions—Kevin Olson—to chair a newly created Admission Committee. The Chair serves as a member of all three committees, the Graduate Director serves on the Graduate Committee and the Admissions Committee, and the Director of Admissions serves on the Admissions and Graduate Committees. This year the Graduate Committee has undertaken the challenging task of undertaking a wholesale reform of the graduate program. The reform proposal has been discussed at numerous meetings of the Graduate Committee but has yet to be reviewed and discussed by the entire Department which we anticipate doing over the next five weeks. A copy of the current reform proposal is attached as Appendix A.

Governance of the Department's weekly colloquium series has changed since the last review. For two years a faculty member was given course credit for organizing the colloquium series. Given the Department's curricular needs this seemed to be a waste of course release. Since there were also problems with attendance during this period the Department decided to experiment with another model. We suspended the requirement that graduate students attend the colloquium and a faculty committee (with representation from graduate students) was comprised to handle the colloquium. The faculty committee included the Chair and Graduate Director along with other members of the

⁷ We note for the record that the data in Table 3 is presented without any reference to a date or timeframe.

⁸ We were only able to bring Rahat due to a generous grant from the Schusterman Foundation and are pursuing a similar appointment for the 2010-2011 academic year.

faculty. For the last two years, this committee has been chaired by Anthony Smith who has significantly increased attendance at colloquia and normalized once again the colloquium program.

f. Describe the Department policy on teaching workload for formal graduate and undergraduate courses including information about course release policies for research and administrative service, and any changes in policy since the last review.

The normative teaching load for the faculty in the Department is five primary courses. A “primary course” is defined by the central administration as a course which has been scheduled to meet at a specified time in a specified place. In order for a course to “count” in meeting this workload expectation, there must X students in an undergraduate class and 4 students in a graduate course. These thresholds have been established for the entire campus. Many faculty also offer independent study courses for undergraduates and graduate students, supervise undergraduate honors theses, and supervise graduate students in independent studies and on dissertations. The Department’s averages for primary courses has always been at or above the School’s workload averages.

The Chair and Graduate Director receive a two and one course workload reduction respectively. The Admissions Director is also receiving a one course workload reduction. Department faculty who are directors of centers (currently this includes Lynch, Monroe, Grofman, and Avant) receive a one course reduction in workload from the Dean. DeSipio, who is Chair of Chicano-Latino Studies, receives a two course reduction. Sereseres also receives a workload reduction from the Dean for his service as Associate Dean. Not infrequently the Chair, Associate Dean, and some other members of the Department will over teach in order to meet particular curricular needs.

Under the current Chair, all junior faculty have a one course workload reduction for their first two years as members of the Department and receive a one course workload reduction in the two years prior to their consideration for tenure.

Faculty may also “earn” a workload reduction by teaching large, mostly lower division courses. Faculty who teach course with 300 or more students receive a two course credit, faculty who teach 150-299 students receive a 1.5 workload credit. Credits can be carried forward into future academic years. Although long practiced in the Department under Chairs Danziger, Dalton, and Petracca, this policy was formally reviewed and approved by the Department in the Fall of 2004 when Petracca returned to Chair the Department. Through this policy workload reduction is tied to enrollment not to an individual course. This policy has long incentivized regular rank faculty to teach most of the lower-division courses in the Department. We believe this has significant pedagogical value for the students. However, over time as our enrollments continue to grow and as resources to hire lecturers remain low, this policy will reduce the total number of courses available to meet upper-division course responsibilities in all of our curricular modules.

g. What are the strengths of the Department’s research program.

The Department has three research programs that are notably strong—democratization, international studies, minority politics—and other programs which have, during the review period, developed important new strength, most importantly, political theory. These programs join the interdisciplinary concentrations in Public Choice (Grofman, Kaminski, McGann, and Uhlaner) and Political Psychology (Rosenberg and Monroe) as notable components of the Department’s research programs.

The Department’s strength in democratization and comparative politics has given the department a strong international reputation. The comparative politics faculty include Brysk, Dalton, Danziger, Goodman, Grofman, Kapiszewski, McGann, Sadiq, Solinger, Taagepera, Tverdova, and Uriu along with Americanists such as Uhlaner and Wattenberg who also do comparative work. New hires during the review period—Tverdova, Sadiq, Kapiszewski, and Goodman—have helped add breadth to this research concentration. The Center for the Study of Democracy, currently director by Grofman, has provided major financial, organizational, and training support for this research concentration for both faculty and graduate students. CSD has been particularly effective at attracting visiting scholars to enrich the intellectual life of its members and the Department more broadly.

The Department’s second source of strength is international studies. The faculty here include Avant, Brysk, Goodman, Ingram, Lynch, Matthew, Morgan, Sadiq, Sandholtz, Sereseres, Smith, Solingen, Solinger, and Uriu. Most of these scholars are extremely well-known in their respective fields, including foreign policy, ethics and international relations, human rights, the environment and movement politics, security studies, and international political economy. Some are regionalists, mostly focuses on East and South Asia, China, Europe, and Latin America. The methodological and analytic approaches utilized by the IR faculty are diverse, covering the spectrum of realist to constructivist approaches. They represent a critical mass of talent which is a major attraction for new graduate students and a source of considerable distinction for the Department. Two Centers provide various levels of support

and facilitation for this research cooperation—the Center for Global Peace and Conflict Studies (GPACS, directed by Lynch) and the Center for Research on International and Global Studies (RIGS, directed by Avant). RIGS is a Center newly created by Avant after joining the faculty in 2007.

A third source of strength in the Department, especially when combined with colleagues from the disciplines of Sociology and Anthropology, is in race, ethnicity, and politics. The Department assembled, quite coincidentally, a team of nationally recognized scholars (DeSipio, Grofman, Kim, Tate, and Uhlaner) working in this concentration who have produced seminal research on questions pertaining to racial redistricting, racism and intra-minority conflict, electoral and insurgent group politics. UCI has become a leader in this research area, we are attracting graduate students interested in questions of race and ethnicity, and are now beginning to produce accomplished and well-published Ph.Ds. Indeed, the two back-to-back recipients of the UCI Lauds and Laurels Award for “Outstanding Graduate Student” have been graduate students from this concentration—Rim and Stout. The Department’s collective strength in this area is linked to and enhanced by other interdisciplinary academic and research programs in the fields of democratization (Political Science), demography (Sociology), social movements (Sociology), and culture (Anthropology and Chicano-Latino Studies). Indeed, the Department has the potential, with just a few additional hires and some additional organization, to house the best program in race, ethnicity, and politics in the country.

A new emerging area of strength in the Department, developed somewhat fortuitously, is in the area of political theory. Historically serviced only by Easton, Rosenberg and Monroe as regular faculty, with the addition of Brunstetter, Olson and Topper, it now offers all the core courses in political theory – from overviews and introductory courses to core specialized courses in the history of political thought and topics of contemporary concern. Strongly committed to intellectual and theoretical diversity, the program aims to bridge divisions between the various paradigms and traditions of political theory, between the history of political thought and contemporary political theory, and between theoretical and empirical forms of inquiry. It has particular strengths in contemporary European political theory, democratic theory, critical theory and poststructuralism, multiculturalism, diversity, identity, colonialism and imperialism, and the philosophical and methodological foundations of political inquiry, including methods of scientific analysis.

The political theory faculty maintains an active seminar series that has featured presentations by national and international scholars while also providing a forum for graduate student work. This group maintains close intellectual connections with a number of interdisciplinary centers on the UCI campus: the Interdisciplinary Center for the Scientific Study of Ethics and Morality (directed by Monroe), the Critical Theory Institute, the Critical Theory Emphasis, the UC Humanities Research Institute, and the Center in Law, Society, and Culture. The theory concentration works with the UCI Interdisciplinary Center for the Scientific Study of Ethics and Morality to invite visiting scholars (such as Tom Schelling, Ken Arrow and Jennifer Hochschild) and runs an active intern program which provides mentoring for undergrad and graduate students, working on topics with faculty in the Ethics Center. This joint mentoring has been incredibly successful, attracting interns from throughout the US who come to UCI during the summer to work with UCI faculty on projects related to ethics. The number of interns ranges from 20-30 each year and interns frequently publish articles with UCI faculty. UCI graduate students work closely with faculty in the theory section, publishing jointly with the faculty. The theory group also works closely with the Political Psychology concentration (directed by Rosenberg). The number of students applying to UCI to study political theory/ethics/political psychology, the number of UCI students now taking courses in this subfield, and the impressive and high quality of the publications produced by the faculty and students in this area make political theory one of the strongest parts of the Department’s program.

h. Describe the working relationship between the Department and the Dean’s office.

A new member of the School’s faculty became Dean in 2002, at the time of previous review. Dean Barbara Doshier is now into her second term as chair. The current Chair has an excellent working relationship with Dean Doshier as well as with Assistant Dean David Leinen. Leinen is a key staff member in the School and works closely with the Chair on matters related to the allocation of space, the hiring of new faculty, the retention of faculty, and staffing challenges. The other key staff in the Dean’s Office has largely remained the same, in particular, Cindy Sasso who is responsible for academic personnel cases in the School of Social Sciences.

i. Comment on the adequacy of the Department’s operating budget, staff support, and space/facilities/equipment.

It’s not adequate and hasn’t really ever been, even before the budget crisis. The Department’s operating budget is less than what we give our graduate students for summer support; we have three staff to service a department of 30 faculty (not to mention visitors and lecturers), over 1,000 undergraduate majors, and 68 graduate students; and we control the scheduling for just three rooms (one of which is supposed to be a departmental commons/meeting room and another is supposed to be a work-room/library, but all must be used for courses). The situation is bleak and will

likely become bleaker still. That's just the reality and it does little good for Department Chairs to do much complaining about any of these matters.

j. Provide narrative explanation and a brief table of general budget categories and expenditures (no more than a single page).

The budget categories seem self-evident, see **Appendix B**. The Department allocates funds for photocopying, postage, Federal Express mail, telephone usage, colloquia, etc.; and the Department sets aside funds for the graduate students and a small amount for undergraduates. In the absence (any longer) of small faculty research funds, the Chair uses the discretionary part of the budget to mainly assist the junior faculty and to provide funds to facilitate collegiality among various groups of faculty and graduate students in the Department (e.g., the political theory group, Political Psychology, the law group and so forth).

k. Comment on Development activities at the Department level and provide data on amount and sources of gift funding for the past 5 years.

Various members of the Department work with the Development/Advancement Officer (Carole Spencer) in the School of Social Sciences in an attempt to raise funds for their various endeavors. The Chair has had success working with Spencer to raise funds to help support lecturers and programming as part of an initiative in the School to create a new interdisciplinary major in Middle East Studies (more than \$100,000 was raised for this purpose as a down payment on future fund raising possibilities once the major has been approved). The Chair has also worked with Spencer to raise a small sum of money to support the Department's very successful and nationally ranked Mock Trial Team. Other entities with ties to the Department, such as the Center for the Study of Democracy, raise funds for different purposes.

2. Evidence of Faculty Distinction

a. Discuss evidence for faculty/departamental distinction in research, teaching, and service (e.g., faculty research productivity in publications and extramural grant support, scholarly awards and honors, teaching awards, and distinguished service to the school, campus, university, and/or scholarly field).

During the review period the faculty have been enormously productive, publishing some 35 authored books, 30 edited volumes, more than 200 research articles in peer-reviewed journals, more than 115 book chapters, and countless other research notes, comments, and commentaries.

The comparative productivity of the Department in relationship to other programs is recognized in two important studies. The UCI Political Science Department is ranked 7th (Table 2) in "The Global Top 200 Political Science Departments, 1998-2002" prepared by Simon Hix⁹ and is ranked 17th on total cumulative citations (Table 3) in the 2007 study conducted by Natalie Masuoka, Bernard Grofman, and Scott L. Feld.¹⁰ In the Masuoka, Grofman, and Field study the Department is ranked 17th on the basis of the number and proportion of faculty who are among the political science 400 (Table 4).

The most notable awards received by the faculty occurred just within the last few years. Rein Taagepera received the 2008 Johan Skytte Prize in Political Science. Established in 1994 the Skytte Prizes recognize a scholar who in the view of the Foundation at Uppsala has made the most valuable contribution to political science. Often called the "Nobel Prize of Political Science," Taagepera joins an elite company of former recipients, all of whom are widely viewed as the most distinguished scholars in the profession. Of equal importance, Etel Solingen was the recipient of the 2008 Woodrow Wilson Foundation Award from the American Political Science Review for *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton UP, 2007). The Wilson Award is given annually (since 1947) to the best book published that year in political science on government, politics, or international affairs. In 2009 Solingen was named a Chancellor's Professor at UCI. It is especially satisfying for the Department that both Taagepera and Solingen have spent their entire academic careers (to-date) at UCI. Additionally, Diana Kapiszewski, a new hire in 2008, received the APSA's Edward S. Corwin Dissertation Award for the best dissertation in public law.

As documented in the faculty profiles, the faculty have received an impressive assortment of book awards and prestigious national fellowships during the review period.

⁹ Simon Hix, "A Global Ranking of Political Science Departments," *Political Studies Review* (2004): 293-313.

¹⁰ Natalie Masuoka, Bernard Grofman, Scott L. Field, "Ranking Departments: A Comparison of Alternative Approaches," *PS: Political Science and Politics* (July, 2007).

A substantial number of faculty in the Department have also been recognized for teaching excellence. Five members of the Department have received University-wide, Academic Senate Awards for teaching, six faculty have been recognized for outstanding mentoring of undergraduate research, seven faculty have been recognized for outstanding mentoring by the Women's Caucus of the APSA, and four faculty during the review period were recognized for teaching excellence by the School of Social Sciences. Russ Dalton was the recipient of the 2007 UCI Emeriti Assn. Faculty Mentorship Award is recognition of his efforts to mentor young scholars on and off the campus. Indeed, more than half of the current faculty in the Department have received one or more awards for teaching excellence, making the Department the most honored Department on the UCI campus.

During the review period, faculty have also attained significant recognition as leaders of professional associations. Monroe has served as President and Vice President of the International Society of Political Psychology as well as Vice President of the APSA; Solingen has served as Vice President of the ISA; and Dalton has served as President of the Political Organizations and Parties Section of the APSA. Faculty have served as section chairs for the APSA, Midwest, ISA, ISPP, and WPSA annual meetings.

Colleagues have also received important campus-wide recognition during the review period. Bernard Grofman was the 2005-2006 recipient of the Academic Senate's "Distinguished Faculty Award for Research;" Grofman was also appointed the Jack Peltason Chair in 2007. Alison Brysk was the 2007-2008 recipient of the Academic Senate's "Distinguished Mid-Career Faculty Award for Research" and Kristen Monroe was the 2008-2009 recipient of the Academic Senate's "Distinguished Faculty Award for Research." Mark Petracca was the 2002-2003 recipient of the Academic Senate's "Distinguished Faculty Award for Teaching" and in 2009 James Danziger received the highest award given by the UCI Alumni Association, the Lauds and Laurels "Extraordinarius Award."

b. Provide biographical sketches (limit to 3 pages each) for all current full-time Departmental faculty (organized alphabetically).

Attached.

3. Evaluation of Undergraduate Program

a. Admissions (*refer to data in Table 6*)

i) Describe efforts the Department makes to recruit and enroll high quality students in its undergraduate programs.

The ERC needs to understand that the Department has no control over the admissions process. As reviews can tell from Table 6 this is a problem since the level of admission selectivity varies widely and has produced over time wildly divergent sizes of our entering freshman classes. This is particular consequential for the Department's ability to engage in curricular planning. The Department is never consulted about these decisions, despite their impact on our program.

The Department has variously attempted to increase the pool of highly qualified applicants by sending letters to students who had expressed an interest in UCI as possible political science majors. We stopped doing this because would had no control over which students or how many were going to be admitted to the University. The Department has also attempted to send materials about the political science major to students who actually applied to UCI. However, we stopped doing this for the same reason. The Department's most consistent efforts have been oriented towards improve the yield of Regents Scholars and Campuswide Honors Students.¹¹ All of these students are sent personal letters from the Chair congratulating them on their admission and detailing the advantages of majoring in political science at UCI. We have also experimented with having undergraduate honors students and political science members of the Dean's Ambassadors Council call students once they have been admitted.

ii) Characterize the demographics of the Department's undergraduate students. Describe efforts the Department makes to recruit and serve members of underrepresented groups. Describe and comment on steps that the Department has taken to promote diversity. Is the Department's plan being effectively implemented?

It would appear from the data contained in Table 6 that the ethnic composition of political science majors has remained fairly constant during the review period. Since we do not control the admissions process and since even admitted students are not identified by ethnic or racial background, there is little the Department can do to directly promote diversity on the admissions side.

¹¹ All three of these initiatives are made far more difficult than they should be due to the desire on the part of the UCI Office of Admissions to charge the Department for these lists—of interested students, of UCI applicants, and of admitted students.

That said, the faculty in Political Science are variously involved in outreach efforts, sponsored by the School (e.g., Global Connect and the Saturday Law Academy) to increase the pool of UC eligible high school students, regardless of whether these students apply and are admitted to UCI.

iii) Comment on the number of Departmental majors and minors. Is it adequate, too few, or too many? Comment on the role of the department's minors.

If resources on the campus were distributed in any reasonable relationship to enrollments or majors, having more than 1,000 undergraduate political science majors might reap valuable rewards for the Department. But that's not how resources are distributed. This is as true for the School of Social Sciences generally as it is for the Department. However, the Department has long acted as though more majors would mean more resources. The Department operates on the not-unreasonable assumption that without high enrollments and a high number of majors we might receive even fewer resources. Students are attracted to the political science major for two reasons. First, we are well known on campus for having very talented teachers, both among the regular ranked faculty members and among our lectures. Second, as a major which only requires 11 4-unit courses, we're a major which permits many students to pursue other interests, potentially other majors during their undergraduate years.¹²

By the standards of the School of Social Sciences, the Political Science major is a large major, in comparison to virtually every other major on campus Political Science has become a mega-major. Given the size of our faculty, the size of our budget, and the size of our staff, it would be easy to conclude that the major is too large (especially when the size of the International Studies major is taken into account).

iv) Describe the criteria for admission into the Department major(s). Are there additional criteria for freshman adopting the Department major beyond the campus-wide criteria? What are the criteria for transfer students who wish to adopt the department major? What criteria or restrictions exist for UCI students in other majors who wish to transfer to the department major?

Again, the Department has no control over admissions (for freshmen or transfers) and imposes no additional criteria on students wishing to transfer internally into the major from the School or from units on the campus. During the late 1990s the School of Social Sciences attempted to impose additional, more stringent requirements on campus transfers to the School and were rebuked in that effort by the central administration. We have not attempted to impose such additional requirements again.

b. Training (*refer to data in Table 6*).¹³

i) Provide an overview of the Department's undergraduate program, curriculum, and degree requirements. Include a sample 4-year course plan.

Relevant information is attached as **Appendix C**. A copy of the reading lists for the 6-series and for selected lower-division classes are attached as **Appendix D**.

ii) Comment on the undergraduate class-size statistics and percentage of undergraduate courses taught by regular rank faculty. What is the ratio of teaching assistants to student enrollment? Is teaching assistant support adequate?

These are certainly interesting questions. However, the Department has received no data to serve as a basis for systematically and authoritatively addressing these questions. That said, since virtually all of the department's largest courses (with only a handful of exceptions) are taught by regular rank faculty, a very high percentage of our students are clearly being taught by the faculty.

The Department does not control the assignment of teaching assistants. These decisions are made by the Associate Deans. The current ratio of teaching assistants to students enrolled in a course is approximately 1 to 100-120 and this number has been creeping up sharply during the review period. While the ratio is much lower in other units on the campus, the central administration has apparently been unwilling to allocate funds for teaching assistants in relationship to actual enrollment; so that there is great inequity across the campus when it comes to the allocation of support for teaching assistants based on actual enrollments. This inequity is particularly acute in Political Science

¹² It is also possible, we might suppose, that this generation of college is just more interested in studying politics, though there is little external data to validate this hypothesis.

¹³ None of the data contained in Table 6 pertain to training.

courses where faculty generally require discussion sections and assign essays and papers (rather than use scantron machines for multiple choice exams).

Teaching assistant support is totally inadequate in most of the courses offered by the Department. Anyone who reviews the standards across campus would easily arrive at this conclusion. However, the prospects for changing this—despite efforts by the Dean, Assistant Dean, and the Associate Deans—seem remote in the current budgetary climate.

iii) Comment on the time to degree for undergraduate majors. Are required courses accessible and offered with sufficient frequency to ensure timely progress toward degree? What does the Department do to provide academic guidance and support for undergraduate majors?

No data has been provided to the Department to permit commentary on the time to degree. As a general rule, Political Science major have no problems (which have been brought to our attention) taking the courses they need to graduate in a timely manner. Of course, the number of seats in courses provided by the Department has led to a slow but steady growth in the size of many, even upper-division, courses. Since we also offer a full array of courses during Summer Session, we do not believe students have a difficult time finding the courses they need to graduate. Of course, given the current budgetary situation this could change rather quickly.

Counseling for student is provided centrally in the School of Social Sciences for all majors. The Department has a Director of Undergraduate Studies (Uhlener), a Director of the Honors Program (Sandholtz, who also now serves as Director of Graduate Studies) and the Chair who are always available to advise students. However, the only professional staff advising Political Science majors are those individuals in the Social Sciences Counseling Office.

iv) Referring to the results of the undergraduate student survey (*forthcoming from APRS and the Division of Undergraduate Education*), how would you characterize student satisfaction with the Department's undergraduate programs? What do undergraduate students perceive to be the key strengths and weaknesses of the Department?

What survey? The Department has never received a copy of the aforementioned survey from DUE (assuming it even exists), nor have we been able to find it on the DUE website.

Fortunately, the Department convenes a quarterly meeting of undergraduates (the Political Science Advisory Committee) to hear their concerns about the program. Students are very satisfied with the quality of the education they are receiving. Their complaints center on class size, especially in discussion sections, and their inability to have their families attend commencement.¹⁴

v) Comment on the Department's efforts at professional socialization for undergraduate students. For example, what percentage of students are involved in honors programs, independent study, undergraduate research, small seminars, internships, study abroad, or student chapters of professional societies? List prestigious awards and/or achievements by your undergraduate students.

The Department is especially proud of the recognition received by our political science majors. Since 1996-97, ten of the fifteen recipients of the Nicholas Aberhard Scholarship Award for UCI's Outstanding Freshman have been political science majors (including the last four in a row). Five of the last fourteen recipients of the Dan and Jean Aldrich Scholarship Award for UCI's Outstanding Junior have been political science majors. Indeed, in 2007-08 and 2008-09, the winners of both the Aeberhard and Aldrich Awards were political science majors.¹⁵ Political Science majors have also dominated the Lauds and Laurels "Outstanding Senior/Undergraduate Student" Award from the UCI Alumni Association. Over the last eighteen years, thirteen of the recipients of this award have been political science majors. Additionally, the only undergraduate student to ever receive the Lauds and Laurels Award for "Community Service: was a political science major in 2006.

¹⁴ This may seem like an out of place complaint. However, since many of our students are first-generation college students they expect their entire immediate families to be able to attend commencement. As is, the School of Social Sciences holds two commencements to accommodate our large number of majors. Unfortunately, the University forbids the School from holding these commencements outside, where attendance would be almost limitless. Instead, we are compelling to hold these ceremonies in the Bren Events Center where seating is limited. As a result, most students in the School of Social Sciences are unable to invite even their entire immediate family to attend.

¹⁵ Since 1996, no other School at UCI, never mind an individual department, has won both awards even once, but Political Science has accomplished this three times—'02-'03, '07-'08, and '08-'09.

The Department also has, what is probably unmatched success on the campus, in obtaining external recognition for our undergraduate students. Just during the review period, political science majors have received one Harry S. Truman Scholarship,¹⁶ six Fulbright Fellowships, three Coro Foundation Fellowships, one Mitchell Scholarship, two Rotary Foundation Scholarships, and assorted other state and national awards and honors.

Approximately 30-33 students now participate in the Department's honors program which is, on average, approximately 12% of the senior class (comprised of 4th and 5th year seniors). The Department sponsors an active Chapter of Pi Sigma Alpha (the national political science honorary)—Pi Omicron—and inducts around 35 new members each year. The Department also sponsors the Pre-Law Society as well as Phi Alpha Delta, the national pre-law fraternity. More than 100 students each year take independent study courses with faculty and dozens participate in the University's study abroad, Washington Center, and Sacramento experience programs,

vi) Describe how the Department contributes to the education of UCI students not majoring in the Department. What courses are offered as breadth courses for non-majors? What restrictions are placed on non-majors with respect to taking courses offered by the Department?

With the exception of the honors workshops taught in the Fall, all departmental courses are open to non-majors. There are no restrictions for enrollment places on lower-division courses—the 6-series or our double-digit courses. Indeed, the only restriction imposed on classes is either that a lower-division prerequisite be taken before taking an upper-division course (and this is left up to the instructor) or, on occasion in lower-division courses, space is held open for “new” students (enabling freshmen to sign up for lower-division classes). Most of the departments lower-division course satisfy one or more of the breadth requirements, with the exception of 31A (political theory) and 71A (introduction to law).

c. Placement

i) What can be said about the prospective job and educational opportunities for your Department's undergraduate majors? Provide any data available regarding placement of undergraduate majors in appropriate jobs or graduate programs. What does the Department do to provide career guidance for undergraduate students?

The Department regular send some of its best students to Ph.D. programs at institutions such as Harvard, Chicago, Cornell, Yale, UC Berkeley, UC San Diego, UCLA, and so forth. However, the number of students pursuing Ph.D.s is small. A much larger number of our students attend law school immediately following or within a few years after graduation. The Department sends students to the very best law schools, e.g., Yale, Harvard, Stanford, Berkeley, Chicago, Cornell, NYU, Northwestern, UCLA, Georgetown, Pennsylvania, Virginia, and so forth. We also send a great many other students to law schools in California which draw primarily from California schools, e.g., UC Hastings, UC Davis, Loyola, University of San Diego, Pepperdine, McGeorge at the University of the Pacific and so forth. The Department does not conduct exist surveys to find out with any certainty what our graduates are doing after graduation. Except on an individual faculty member basis, the Department does not provide any career counseling for our majors. It is assumed that such counseling is provided centrally within the School (through the Counseling Office and SARC) as well as by the Career Placement Office on campus. The Department simply does not have the staff necessary to provide such a service for so many majors.

¹⁶ Three of the six UCI students to ever win a Truman have been political science majors.

4. Evaluation of Graduate Program

a. Admissions

i) Provide an alphabetical list of all current graduate students showing each student's undergraduate institution, initial quarter of graduate enrollment at UCI, degree sought, and faculty research advisor (Table 7). If no advisor has been selected or assigned, leave blank.

Table 7 is provided. Please note that all students have an assigned faculty advisors which they may change by notifying the Graduate Director. The advisors listed on Table 7 are those advising students who have advanced to Ph.D. candidacy and are presumed to be the dissertation advisor.

ii) Describe the Department's success in enrolling high quality students in its graduate programs (Table 8). Describe efforts the Department makes to recruit outstanding graduate students (including any efforts supported by the Graduate Division funds).

The size of the graduate program has grown considerably, bearing in mind that as recently as 2002-2003 there were only 40 students in the program. As of 2008-2009 there were 83 students in the program. While enrollments were kept artificially low in 2005 and 2006 (due to financial constraints in the School a smaller number of students were targeted for admission), the next two years saw more normal enter-sized classed. Unfortunately, due to the budget crisis, enrollment targets have been reduced again for the last two years. The department hosts a recruitment day in early March of each year. We invite every admitted student to campus and host them for a full day of informational and social activities. They also meet individually with at least three members of the faculty during their visit. While we do not have enough funds to pay the full cost of everyone's visit, we can offer to supplement everyone's visit in some fashion. Students not able to make recruitment day are encouraged to visit the campus on their own prior to the deadline for making a decision. We find that a very high percentage of students who come to visit us matriculate to the program. The Graduate Director and now the Admissions Director spend a great deal of time working with the students via e-mail and the telephone in order to produce our desired yield. We compete for students with the other UCs (occasionally beating UCSD and UCLA in that competition) as well as against programs at other large public universities around the country.

iii) Characterize the demographics of the Department's graduate students (Table 8). Describe any efforts the Department makes to recruit and retain members of underrepresented groups. Referring to data from the Office of Equal Opportunity and Diversity on national availability for the academic discipline (Table 9), evaluate the Department's success in recruiting and retaining graduate students from underrepresented groups. Describe and comment on steps that the Department has taken to promote diversity. Is the Department's plan being effectively implemented?

The Department is attentive to diversity issues in making admissions decisions within the context of the over-all academic record and regularly nominates PhD admits for diversity fellowships (with considerable success). More fellowship support of this sort is needed and not just as an inducement to bring students to campus. The Department finds it problematic to recruit foreign students due to the funding restraints and rarely is able to compete with private programs for foreign students.

b. Training

i) Provide an overview of the Department's graduate program(s), curriculum, and degree requirements. Include a sample course plan for each program.

The basic requirements of the program remain the same as the last review (with one exception, students may not pursue advanced skills in qualitative methods in addition to the quantitative option). The entire graduate program is available on the website and is attached here as **Appendix E**. Students take a core sequence—Foundations, Micro-Politics, and Macro-Politics. The first course has long been taught by David Easton, various members of the Department have taught the other core courses (e.g., Dalton, Monroe, Tverova, Rosenberg, Solingen, and McGann). The Department requires 18 courses as the minimum requirement for the Ph.D. Students are expected to complete three qualifying papers and then take an oral examination in order to advance to Ph.D. candidacy. Following advancement, students have six months in which to prepare a dissertation prospectus and be examined on that by their committee. Students must fulfill an undergraduate statistics requirement upon entering the program (or soon thereafter) and must satisfy the attainment of an advanced skill (in quantitative methods, qualitative methods, or a foreign language).

ii) Comment on graduate class-size statistics and percentage of graduate courses taught by regular rank faculty (*Table 8*).

Graduate classes are only taught by regular rank faculty or by the occasional distinguished visitor. The size of graduate classes is perfectly reasonable. If anything, there are quarters where one, sometimes two graduate classes will have to be cancelled and rescheduled for a subsequent quarter due to insufficient enrollment.

iii) Comment on progress toward degree for graduate students (*Table 8*). Describe any efforts made by the Department since the last review to improve time to degree for its graduate students. What else does the Department do to provide academic guidance and support for graduate students?

Over the last four years in particular the time to degree seems to be shorter. Students are evaluated every spring quarter and are sent written letters notifying them of their status in the program. Given the importance of reducing this time and the shrinking resources available to support students the faculty have become more willing to enforce the normative expectations for progress in the program. Students are asked to leave the program with a terminal master's degree if they are not making adequate progress. Students understand this and seem to be responding accordingly. The newly proposed graduate program should help significantly lower the time to degree.

iv) Comment on your Departments' success in providing adequate financial support for its graduate students including in-state, out-of-state, and international students. Provide data on the percentage of current students receiving support, with the amount of support broken down by year in program (Table 10). Provide data on the percentage of students supported by university grants/fellowships, federal grants/fellowships, other extramural grants/fellowships, teaching assistantships, etc. (Table 11).

This information should be forthcoming from the Associate Dean's Office. The Department is heavily reliant upon bloc funds and TAs to support graduate students. There is some support generated from other sources on the campus and there is some research support provided by the faculty. However, faculty grants and fellowships received by our students are not sufficient to reduce student dependence on teaching assistantships as a way of funding their education.

v) Referring to the results of the graduate student survey (*forthcoming from APRB*), how would you characterize student satisfaction with the Department's graduate programs? What do graduate students perceive to be the key strengths and weaknesses of the Department.

We have not seen this survey. Despite the bleak job market of the last few years and despite the significant increase in their workload as teaching assistants, morale among our current students seem high. Students are organized and have a number of vehicles available for bringing their concerns directly to the Graduate Director and the Chair. Currently students are concerned with wanting greater variety in the selection of graduate courses and in their desire for more methods classes.

vi) Comment on the Department's efforts at professional socialization for graduate students. Does the Department offer professional issues seminars? What does the department do to train teaching assistants? Does the Department provide opportunities for graduate students to present and discuss their research (e.g., brown bags)? Does the Department provide guidance and assistance to students applying for fellowships and grants? Does the Department take any measures to improve/monitor faculty mentoring quality?

The Department hosts a weekly colloquium series (this is in addition to the many other talks sponsored throughout any given month by the various centers affiliated with the Department). As part of this series various professional development sessions are sponsored by the faculty, e.g., on preparing for the job market, making the most of attending conferences, publishing, writing qualifying papers, grant writing. Attendance is high at these sessions. Graduate students are also part of the working groups in the department involving clusters of faculty in international studies, political psychology, ethics, political theory, law, etc. Funds are available from the School and Department to support graduate students presenting research at conferences. The training of TAs is handled centrally on the campus and is supplemented by programs staffed by the School. The School also provides some staff support for the preparation of fellowship and grant applications. The Department does not formally monitor faculty mentoring of graduate students unless some sort of intervention on behalf of a student is required.

vii) Comment on scholarly productivity of graduate students. Provide a list of publications and conference presentations of all current graduate students (Table 12).

Three years worth of conference attendance and scholarly productivity by our graduate students is attached as **Appendix F**.

Most of our graduate students are very active in the profession and become active early on in the program. We are especially pleased with the recognized quality of our students. During the last seven years, three political science graduate students (Jacquemin, Rim, and Stout) have been selected to receive UCI's Lauds and Laurels Award for "Outstanding Graduate Student."

c. Placement

i) Provide a list of all graduate students who received their degree in the Department since the last graduate review, including the training period (the month/year they began the program and when the degree was awarded), the title of the dissertation, the dissertation committee chair, and the student's current employment (**Table 13**).

Attached as Table 13.

ii) Comment on your Department's success in placing its graduates in appropriate professional settings.

Of some 60 PhDs granted by the Department since 1996, more than 83% of those students are still involved in academic careers. The placement of our students is split between research universities and teaching-oriented colleges and universities. Six of our graduate students have taken positions at prestigious universities abroad. Of the 8 students who left academics, four have taken positions (typically in government) based on their Ph.D. work.

iii) Comment on and provide a list of postdoctoral researchers associated with the department since the last graduate review (**Table 14**).

None exclusively connected with the department.

SECTION 3: STRATEGIC PLAN FOR THE FUTURE

1. Provide an overall evaluation of the current strengths and weaknesses of the Department and suggest a strategic plan for how the research and teaching programs can be improved without additional resources.

Despite enormous demands on faculty time, the scholarly productivity and teaching quality of the faculty remains very high. The major problem faced by the Department (and perhaps by most of the entire School) is that the majority of the faculty are asked to do too much for too many in too short a span of time, most of which goes unrecognized and unrewarded by UCI's system of academic personnel review.¹⁷ The issue of overload and morale need to be addressed at the highest levels on this campus.

Here are a number of other ways to build on our strengths without additional resources:

A. For undergraduates, we need to improve the teaching of statistics and other methods (which is a School requirement) by further developing courses specific to our majors. We could also try to create a small number of small senior seminar courses to facilitate that experience for some portion of our undergraduates not writing senior honors theses. However, the cost to doing this will be even a larger number of large classes.

B. For the graduate students, the Department is already engaged in considering a major overhaul of the program and this should be completed by the end of the current academic year.

C. Increase external grant applicants by faculty and graduate students by leveraging bloc funds to induce the creating of more GSRs.

D. Be more aggressive in utilizing hosted events to raise funds for graduate fellowships and in Advancement opportunities more broadly.

E. Memorialize in writing most of the policies developed over the years by the Department for future reference and to facilitate easier governance.

2. If the Department were given additional resources, suggest a strategic plan for how these resources would be used to improve the research and teaching programs.

If the Department is to have any hope of increasing its visibility and stature, it must grow. Most of the programs with which we wish to compete (e.g., UCSD, UCB, UCLA, Ohio State, UNC, Wisconsin, and Minnesota to identify a few) have much larger numbers of faculty, permitting much greater depth in certain subfields. More importantly, and this is a point often neglected, virtually all of these universities also have large collections of relevant faculty in fields directly related to political science such as international relations, public policy, public administration, and law concentrated in various departments, programs, and schools apart from the political science program.¹⁸ Additionally, most of these programs also have large numbers of emeritus faculty who remain active professionally and in the training of

¹⁷ Which explains why some faculty do very little except their own research.

¹⁸ UCI does now have a Law School and its Dean is interested in facilitating cooperation between the two programs. However, the current size of its faculty is small and there will likely be only a very small number of Law School faculty with interests in direct connections to Political Science.

graduate students. Given the absence of such faculties at UCI, the moderate size of our current faculty, and the small number of the Department is at a serious disadvantage.

The Department has discussed hiring priorities on a number of occasions. Based on those discussions, we would like to hire in the following areas: methodology, international political economy, political psychology, comparative political institutions, an area-studies person (most likely focusing on the Middle East), political theory, and public law. These hires would strengthen existing programs, but also further broaden out the substantive coverage of subfields within the department. It is also crucial that the Department be permitted to replace retiring senior faculty at the level of Associate or Full Professor. We have already lost 2 faculty members in just two years to retirement and over the next 5-7 years could lose 2 to 3 more. If we are to grow, to meet the demands of our graduate and undergraduate programs, these individuals must be replaced with more senior faculty.

3. Provide a copy of the most recent Strategic Plan that was transmitted to the Executive Vice Chancellor and Provost.

Provided as **Appendix G**.

4. What are the emerging trends in your field nationally in terms of research and teaching specialties? How do your strategic plans for future faculty recruitment, new graduate or undergraduate programs and curriculum revisions fit with those emerging trends?

The Department is well positioned to capitalize on the renewed interest in interdisciplinary and multidisciplinary research; this has been our strength since the founding of the School. Likewise, while the recent methodological and epistemological battles have waged in political science (perhaps they have now peaked), the Department is well positioned to move forward with the integrated training of new PhDs in multiple methods and approaches to political inquiry.