



University of Colorado **Boulder**

2020 Program Review

Department of Political Science

Academic Review and Planning
Advisory Committee Report

Approved

DocuSigned by:

Russell Moore

5/17/2021

B191482205CC431...

Provost and Executive Vice Chancellor for Academic Affairs | Date

Contents	AY 2020-21 ARPAC Members – 3
	Process Overview – 4
	Unit Overview – 4
	Past Reviews – 24
	Analysis – 26
	Recommendations – 34
	Required Follow-Up – 38

Academic Review and Planning Advisory Committee (ARPAC)

Alaa Ahmed, Associate Professor, Department of Mechanical Engineering

Alison Boardman, Associate Professor, School of Education

Barbara Battenfield, Professor, Department of Geography

Paul Campos, Professor, University of Colorado School of Law

Gerardo Gutierrez, Associate Professor, Department of Anthropology

Andrew Johnson, Associate Professor, University Libraries

Pui Fong Kan, Associate Professor, Department of Speech, Language, and Hearing Sciences

Austin Okigbo, Associate Professor, College of Music

Judith Packer, Professor, Department of Mathematics

Kathleen Ryan, Associate Professor, Department of Journalism

Hanna Rose Shell, Associate Professor, Department of Art and Art History

Tamara Sumner, Professor, Institute of Cognitive Science

Michael Stutzer, Professor, Leeds School of Business

Paul Youngquist, Professor, Department of English

Academic year 2020-21
voting members

Non-voting members

Bob Boswell, Vice Chancellor for Diversity, Equity, and Community Engagement and Professor of Molecular, Cellular, and Developmental Biology

Katherine Eggert, Senior Vice Provost and Associate Vice Chancellor for Academic Planning and Assessment and Professor of English

Mary Kraus, Vice Provost and Associate Vice Chancellor for Undergraduate Education and Professor of Geological Sciences

Michele Moses, Vice Provost and Associate Vice Chancellor for Faculty Affairs and Professor of Education

Ann Schmiesing, Executive Vice Provost for Academic Resource Management and Professor of Germanic and Slavic Languages and Literatures

Scott Adler, Dean of the Graduate School and Professor of Political Science

Staff

Ka Yong Wolff, Office of Faculty Affairs

Emmanuel Melgoza Alfaro, Office of Faculty Affairs

Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Political Science (PSCI) was conducted in accordance with the 2020 program review guidelines. Self-study responses were prepared by the unit and checked by an internal review committee composed of two University of Colorado Boulder (CU Boulder) faculty members outside of the unit. The internal reviewers submitted a summary of findings derived from the self-study and from interviews and/or surveys with faculty, staff, and student unit members. An external review committee, consisting of two experts from outside of CU Boulder, submitted a report based upon a review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. Owing to the COVID-19 emergency, ARPAC staff facilitated the external review committee as a remote visit over April 13 and 14, 2020, using web conferencing tools. Internal and external reviewer comments and recommendations are shared when relevant throughout this report.

Unit Overview

The campus' standardized description of the Department of Political Science is available on the website of the [Office of Data Analytics \(ODA\)](#). ODA updates the profile annually in the fall semester. This report cites data posted in October 2019, reflecting the state of the Department of Political Science as of the academic year (AY) 2018-2019.

Additional information was obtained from the department's website and those associated with individual faculty members, the LeRoy Keller Center for the Study of the First Amendment (Keller Center), and the American Politics Research Lab (APRL).

Disciplinary Context

Political Science is one of nine social science departments in the College of Arts and Sciences. According to the Political Science website, the department seeks "to understand the political world and to equip our students and community with the skills for a lifetime of inquiry and engagement." The department educates undergraduate and graduate students in the areas of politics, government, and citizenship. Political Science consistently ranks among the top departments in its discipline. According to U.S. News and World Report, the department ranks

40th in the nation and 21st among 36 Association of American Universities (AAU) programs. The 2019 Shanghai World Rankings of political science programs places CU Boulder's in the 51–75th range worldwide (out of 400) and 15th among its 36 AAU peers, tied with Michigan State University, Rutgers University, Stony Brook University, the University of California Davis, the University of Pittsburgh, and the University of Washington.

Research and Scholarship

Political Science organizes itself into six subfields: American politics, comparative politics, international relations, methods, policy, and theory. A brief description of each subfield follows:

- American politics covers all aspects of the American political process including public opinion formation, political participation, local and national elections, legislatures, courts, representation, state politics, and public policy.
- Comparative politics explores the political structures and institutions of other countries. Within the department, however, faculty members emphasize thematic synergies, not global regions; these themes include democracy, social movements, protest, political economy, the study of institutions including non-governmental organizations (NGOs), comparative behavior, immigration, identity, the military, and forest governance.
- International relations focuses on politics between and among sovereign countries in the international system, rather than on the politics within a single nation. Thematic areas of focus include international conflict and security, intrastate conflict, international political economy, international organization, foreign policy, and the role of the United States in the world.
- Methods, or political methodology centers upon research design and quantitative analysis, and includes work on network analysis, spatial analysis, multilevel modeling, bootstrapping, maximum likelihood, and simulation.
- Policy, or public policy research pertains to the study of policies and policymaking processes, with a focus on improving the collective capacity to address specific problems, as well as improving policy making and governance structures. Within the department, research on the governance of natural resources “has achieved astonishing success,” according to the self-study.

- Theory, or political theory highlights conceptual and normative questions, defining terms such as "democracy", "rights", "authority", and "justice", and the application of these concepts in dealing with contemporary ethical and political issues.

While some of the department's recent faculty hires bridge two or more of these subfields, most of the 26 tenure-stream faculty members focus on one area. The external reviewers note that few departments of its size still try to "do it all", stating in their report that most political science departments "have opted to specialize and choose areas that may cross sub-fields... This kind of deep specialization in a few areas may offer a better way of positioning themselves for the possibility of moving up in the national rankings."

According to the self-study, between 2013 and 2018, Political Science faculty members authored 21 books (including two edited volumes), 47 book chapters, and 205 journal articles. This rate translates into an average authorship of 1.05 publications per faculty member per year (including journal articles, books, and book chapters). The self-study estimates that 10% to 15% of these publications included graduate student co-authors. On average, 26 out of 29 faculty members published at least once each year (with absences of activity accounted for by factors such as sabbaticals and other leaves). This activity rate places Political Science second among CU Boulder social science units.

The self-study states that Political Science faculty members routinely publish in the top journals in their field, including the American Political Science Review and the American Journal of Political Science; both publications have a high citation rate according to Google Scholar. Based on data maintained by Academic Analytics, and cited in the self-study, from 2006–2018 Political Science faculty members published an average of 0.79 journal articles per person per year, which is slightly higher than the average among faculty members at Association of American Universities (AAU) political science departments during this period. However, these publications attract citations at a rate slightly below the AAU average. The department lists the journals in which faculty have published, but not how often their work was cited.

Grants are not as much of a focus in Political Science as in other CU Boulder departments, including those in the social sciences. Over the last five years, the department's researchers

were awarded grants totaling \$234,000, ranking sixth of eight social science units and 45th campus-wide. Last year, that total was \$10,000, representing a five-year 81% decline.

Collaborations

Political Science faculty members help to facilitate the work of the American Politics Research Lab (APRL), the Center to Advance Research and Teaching in the Social Sciences (CARTSS), the LeRoy Keller Center for the Study of the First Amendment, and the Institute of Behavioral Science (IBS). According to the self-study, at least ten Political Science faculty members hold IBS appointments, “where they regularly interact with and collaborate with colleagues on a variety of social scientific fields.” Moreover, one faculty member is the director of the IBS Program on International Development and another serves as the IBS training director for graduate students and postdoctoral fellows.

Not only are Political Science faculty members constituent members of organizations beyond the department, but they are also at the forefront of collaborative research enterprises that cross disciplinary boundaries. As an example, one Political Science faculty member is a founding member of two CU Boulder interdisciplinary research groups: the Center for Critical Inquiry, which includes faculty from across the humanities and social sciences, the School of Education, the School of Law, the College of Media, Communication, and Information (CMCI); and the Colorado Research Center for Technology and Democracy, which includes faculty members from the departments of Anthropology, Communication, and Computer Science.

The LeRoy Keller Center is housed in the Department of Political Science, and its lead director and the entire board of directors are drawn from within the department. The center “supports and encourages teaching, basic and applied research, and public service on topics and issues related to the nature, meaning, and contemporary standing of First Amendment rights and liberties in the United States.” The center promotes classes, grants, and public events. Participants of the center’s events include faculty members from the School of Law, and the departments of Journalism, Philosophy, and Sociology.

The current Keller Center director also oversees APRL, similarly housed in Political Science. The lab conducts “research on political behavior, state and local politics, and political agendas and recurring legislation in the U.S. Congress” through sponsored research projects. APRL is

also home to the Colorado Political Climate Survey, which produces high profile research disseminated in national and regional outlets. APRL also hosts an annual speaker series. As of AY 2020-2021, six Political Science doctoral students are APRL fellows.

Campus Context

According to the department's website, Political Science was established at the start of the 1957–1958 academic year, having splintered from the now-defunct Department of Social Sciences. Today, Political Science is home to almost 900 majors, which makes it the second largest social science undergraduate program in the College of Arts and Sciences, behind the Department of Economics.

In addition, Political Science contributes centrally in cross-campus interdisciplinary activities, through, for example, the Keller Center and the Conference on World Affairs, which is currently directed by a Political Science faculty member.

Faculty and Research Personnel

According to the AY 2018-2019 ODA unit profile, the Department of Political Science employs 26 tenure-track faculty members, four instructor-track faculty members, one lecturer, and one visiting associate professor. Political Science also has three affiliated faculty members who hold courtesy appointments; these faculty come from other units such as the School of Law and the Department of Women and Gender Studies.

According to the self-study, since the 2013 program review, Political Science has hired six tenure-stream faculty members, as well as one visiting faculty member. Within the last two years, the department also hired two instructors and one senior instructor. At the time of the self-study, the department was conducting a search for a methods specialist. The department subsequently filled the position with an assistant professor hire in August 2019 and secured another assistant professor hire in August 2020. The department's website reflects an updated tenure-stream faculty member tally of 28.

At the time of the 2013 review, the department was reported to be experiencing high faculty turnover. The external reviewers observe that this "churn" has since dissipated; nonetheless, the department lost ten faculty members since 2013. Three accepted jobs at other institutions:

one associate and one assistant professor left for the University of Texas Austin and one assistant professor moved to the University of Notre Dame. Further, the department experienced six retirements and one faculty member death during the same period. These losses have only partially been offset by the hiring activity noted above.

At the last review, faculty retention issues were attributed to uncompetitive salaries at the junior and senior ranks. According to the AY 2018-2019 ODA unit profile, CU Boulder political science faculty salaries still lag behind those offered by peer Association of American Universities (AAU) departments. Political science full professors at CU Boulder earn 97% of the average salary among their AAU peers, associate professors 92% of the average, and assistant professors 95%. The self-study notes that the department has "done a lot of work to keep up with AAU peers and [improve] the financial situation of our faculty" and also adds that there is "still work that needs to be done to address any remaining gender inequalities." Women faculty are underrepresented in the department's faculty ranks, making up only 38% of the tenure-stream faculty, according to the ODA unit profile.

Staff

According to the AY 2018-2019 ODA unit profile, Political Science employs one university staff member, two classified staff members, and 16 hourly student employees. The department's self-study count differs from ODA's and includes "three full-time professional staff in the departmental office, five undergraduate student employees, an accounting technician in the [College of Arts and Sciences'] Finance Service Center, and several advisors whose reporting channels lie outside the department."

The self-study also outlines the duties and responsibilities of the department's three staff members. An administrative assistant provides the chair, faculty, students, and staff with technical and administrative support. An education program coordinator oversees and manages the undergraduate and graduate programs. A department manager, who reports directly to the chair, oversees these two positions, and prepares the budget, provides student enrollment forecasting, and fiscal and administrative oversight of department operations.

Overall, the department reports satisfaction with its staffing level and does not anticipate requesting additional positions in the near-term. However, Political Science makes a plea in its

self-study for the return of academic advisors to the Ketchum Building (where the department is primarily located), saying that their recent relocation to the Center for Academic Success and Engagement (CASE) Building hinders essential communication concerning programmatic initiatives and student success between the advisors, the department's leaders, and faculty members.

Undergraduate Education

The department confers a bachelor's degree (BA) and a minor in political science. As noted above, the major is the second largest among the CU Boulder social science units. According to the AY 2018-2019 ODA unit profile, the department has 899 undergraduate majors and 192 minors, which represent a five-year increase of 32% and 140%, respectively. The self-study reports a further increase to 1,025 majors in the fall of 2019.

Undergraduate majors are required to take four lower-division introductory or survey courses in American politics, comparative politics, international relations, and Western political thought, as well as two research methodology courses. Additionally, they must take one upper-division course in four of the six departmental subfields. Political science minors are required to complete a total of 21 political science credits, with nine of these from upper-division political science courses across two subfields.

The self-study attributes the increase in majors and minors to two possible factors. One possibility is related to pedagogical appeal: an increased emphasis on teaching marketable skills such as research methods enables students to better compete in the job market or to apply to law school. The other explanation for the enrollment increase is attributed to a contemporary cultural phenomenon: the election of Donald Trump in 2016 sparked an increased interest in political science as a major. The department astutely observes in its self-study that "while contemporary politics may be partially responsible for increased political science enrollments, it is likely not the only driving factor," as not all peer institutions are seeing an increase in political science majors.

The department's generation of student credit hours has grown alongside its majors; the department taught 21,973 undergraduate student credit hours (SCH) during AY 2018-2019, representing a 24% increase over the last five years. This metric also ranks Political Science

ninth out of all CU Boulder units and second among social science units within the College of Arts and Sciences. Non-majors account for only 52% of the department's SCH total, which ranks Political Science 41st out of 56 units campus-wide and eighth among the social science units.

It should be noted that the department's tenure-track faculty have a 2:1 teaching load, which is consistent across social science departments. In AY 2018-2019, Political Science tenure-track faculty members taught 59% of their department's student credit hours. This compares to instructors or senior instructors who taught 12%, graduate part-time instructors and teaching assistants, 17%, and other instructional personnel, including lecturers and visiting faculty, 11%.

According to the AY 2018-2019 ODA unit profile, the average Political Science course enrolls 70 students; the average size of courses taught by tenure-track faculty is 101 students. Notably, the average classroom size across all faculty ranks has expanded by 44% in the last five years.

The department awarded 192 bachelor's degrees in the 2018–2019 academic year, which is a 18% decrease since the last review (233 BAs were awarded in 2013). The department notes that it graduates students at a rate that is comparable to other CU Boulder units (e.g., Economics, International Affairs, Environmental Studies). Of the 192 students, 9% graduated with honors, an increase of 31% over a five-year period. Political Science's undergraduate honors participation rate ranks the department 13th out of 50 units across CU Boulder, and second only to the International Affairs Program among the social science units.

The self-study also describes the department's online courses and enrollments. As of 2019, it reports an online presence of seven course offerings serving 243 students. This is down from a peak of 16 courses that served 357 students in 2013, but more than the low point of seven courses that served 193 students in 2017. In balancing the enrollment figures with the number of course offerings, the self-study argues that the 2019 average enrollment statistic "suggests room for growth in the department's online course offerings."

The self-study indicates the department is attempting to put an intensive focus on undergraduate teaching, making revisions both to the major and to individual courses, with the

goal of giving all majors direct experience in the practical application of political science. The following outlines the department's initiatives and changes to its undergraduate education:

- Creating “a more systematized and coherent plan for the major,” beginning with rationalizing the numbering system for 1000-, 2000-, 3000-, and 4000-level courses. This change is intended to better communicate curricular goals to students. According to the self-study, the department's outcomes assessment efforts have followed a “non-structured” process since the last program review, but moving forward, the department is committed to implementing a more formal outcomes assessment process.
- Engaging more undergraduates in research, an aim that has enjoyed limited success thus far. Participation in the Undergraduate Research Opportunities Program (UROP) has declined from a high of 18 students in FY 2014-2015 to just five students in FY 2018-2019, the lowest number for all years reported in the self-study. The decline is attributed in part to the UROP deadline early in the calendar year, which comes before students may be fully prepared to submit research proposals. According to the self-study, the department is “actively seeking opportunities to foster undergraduate research outside of UROP.”
- Involving more political science students in internships. Since 2013, the department's internship class has seen an average annual enrollment of 37 students. One of the department's instructors took over coordinating the internship program in 2018 and has since revitalized student interest in local, state, and national internships. According to the self-study, 30 students received internships in Colorado and 23 in Washington D.C. in AY 2018-2019. Placements include the Jared Polis for Governor campaign, U.S. Senator Cory Gardner's Colorado and D.C. offices, and NASA headquarters.
- Adopting a “Learning by Doing” (LbD) approach to the undergraduate curriculum, in hopes that students “are learning not just about political science; they are learning to do political science.” The department's LbD initiative serves as “a dramatic expansion of experiential learning for all [its] majors, not just for the relative few” who are able to take advantage of internships or supervised undergraduate research opportunities. The initiative involves offering courses that incorporate hands-on, practical learning activities tied to faculty members' professional political science engagements. Specific examples of LbD initiatives include collaborating with the City of Boulder to survey residents about their support for a city-owned electric utility, promoting outreach to undergraduates interested in international conflict and conflict management, developing a nonpartisan student-written and edited publication dedicated to political science, and analyzing county-wide election data.

The internal reviewers conclude that these initiatives, while laudable, do not necessarily translate “into something unique or particularly valuable” to undergraduates. The reviewers interviewed the department’s undergraduates, who revealed that for some classes, the LbD approach seems to be an administrative exercise of “checking-off-a-box” rather than actively engaging students in faculty research. A January 2020 student survey administered by the internal reviewers that yielded 241 respondents (a 20% response rate), showed that 40% of students were “satisfied” or “very satisfied” with research opportunities, while 46% did not respond to the research opportunity question. Nearly two-thirds of the respondents attributed their lack of research project participation to either timing shortfalls or a lack of information. A spring 2016 senior survey administered by ODA that yielded a 41% response rate, revealed generally average levels of student satisfaction with the degree program. When compared to the other social science units, the department was near the bottom of the rankings in all but one area (i.e., how well CU Boulder prepared students for the job market). Specifically, the survey showed 25% of political science seniors felt dissatisfied with the program meeting their educational goals, 29% felt dissatisfied with opportunities for interaction with faculty, and 46% felt dissatisfied with preparation for employment or graduation/professional school. The department ranks seventh out of the nine degree-granting social science units across these three measures. In assessing their satisfaction for the major as a whole, only 79% of the seniors provided a positive rating, ranking Political Science eighth out of nine social science units.

A look at student retention trends reveals a gender divide among political science majors. While men and women enter the major in roughly equal numbers, the internal reviewers report that the graduating class of 2019 was 62% men and 38% women. The external reviewers speculate that this “may be a signal of underlying gender bias,” but provide no further assessment on the issue, citing a lack of student retention information. The department is aware of this issue, indicating in the self-study that the “disparity in graduation rates in political science between men and women warrants further investigation.”

Graduate Education

The department’s graduate education focus is almost exclusively on preparing PhD students for academic careers, research, and publication. PhD students who leave the program before

advancing can receive a master's degree (MA) after their second year of coursework. The department does not offer a terminal, standalone master's degree.

According to the ODA unit profile, Political Science had 45 PhD students in AY 2018-2019. The self-study updates ODA's count to 50 doctoral students, and describes this group as comprising "23 female candidates and 27 male candidates." In addition, 24% percent of their current graduate students are international students. The ODA unit profile also reports a median time-to-degree of 5.97 years, which places Political Science third out of six social science doctoral programs, and 26th across all CU Boulder PhD programs. Notably, the ODA unit profile indicates that Political Science PhD students are taking longer to graduate. Over the past five years, the number of students finishing their PhD within eight to ten years has increased by 42%, while the five-year completion rate has declined by 20%.

Political Science graduate students are required to complete 42 credit hours of coursework, successfully defend a qualifying paper, pass comprehensive exams in their selected subfields, and complete and defend a doctoral dissertation in order to receive the PhD. From the six subfields noted earlier, students select one as their "major" field and a secondary subfield as their "minor" field. Students must present and successfully defend their qualifying paper at the end of the fourth semester in order to progress to the next stage of the PhD program; students who do not pass are either failed outright or awarded an MA. Students must pass their comprehensive exams by their sixth semester in order to advance to dissertation work.

The department's graduate students are joined by the internal and external reviewers in expressing concerns about the comprehensive exam process. The internal reviewers note that the process leaves graduate students feeling fearful and frustrated, and caution that elevated stress levels can lead to "a considerable degree of burnout" and can slow down student progress on dissertation research and publication. The external reviewers echo that observation, and note that the current comprehensive exam process, which involves three days of closed book writing in a computer laboratory followed by two separate days of oral exams, "exceeds any approach to comprehensive exams that [they] are aware of, and seems to represent a very traditional approach to measuring graduate student learning."

According to the self-study, the department offers its graduate students ten semesters of guaranteed funding, either to work as teaching assistants (TAs) or as graduate part-time

instructors (GPTIs). Per the AY 2018-2019 ODA unit profile, Political Science employed 32 teaching assistants and six graduate part-time instructors; the ODA count provides no employment information about the remaining seven graduate students. TAs typically teach recitation sections for large, introductory courses during their first semester at CU Boulder. According to the AY 2018-2019 ODA unit profile, courses taught by graduate students average 68 students, which is significantly larger than courses taught by professional instructors or lecturers. According to the self-study, the department prepares students for their instructional role during their first year through a two-semester pedagogy course. Nevertheless, the external reviewers note that the practice of graduate students delivering large classroom instruction is not common among CU Boulder's peer institutions.

Given its emphasis on training scholars, the department measures success by how well it places graduate students into tenure-track appointments, along with auxiliary indicators such as success in obtaining research grants or having research published in well-regarded outlets. The self-study reports that since 2007, 56% of the department's PhD graduates have secured tenure-track placements at institutions such as the University of Chicago and the University of Iowa. Additionally, the department's graduate students have co-authored and published 50 research articles, one university press book, and six book chapters in the years since the 2013 review. Many of these are co-authorships with CU Boulder faculty members or with other students.

Graduate student satisfaction with the PhD program runs high. The Campus and Workplace Culture (CWC) Survey administered by ODA in fall 2019 found that 87% of Political Science graduate students feel that their peers take their comments and ideas seriously; 80% indicated that graduate students treat each other with respect; and 81% that the department's faculty members demonstrate respect for each other. Further, a majority of the students feel positively about the graduate program's intellectual (77%) and social (71%) climate; 73% feel that they receive adequate mentoring support from faculty, and 77% feel that their advisor takes their comments and ideas seriously. Despite these positive appraisals, only 48% of Political Science graduate students "agree" or "strongly agree" that CU Boulder provides students with a sense of community.

The department has taken steps to resolve concerns identified by graduate students in the culture survey. To better involve its graduate students, Political Science has introduced

department-specific surveys and town hall sessions. Recently gathered feedback from these echo the culture survey results noted above, as related to students' concerns about comprehensive exam process-induced stress and anxiety, as well as missed opportunities for regular graduate student feedback and follow-up, incidents of department incivility, insufficient support for international graduate students, perceived program coursework ambiguities, and a sense that the department did too little to advocate for its students in university decision-making around fee changes.

A survey of Political Science graduate students administered by the internal reviewers in January 2020 yielded 34 responses, equating to a 67% response rate, which is comparable to response rates across other social science units. Respondents were asked to rate the department's course offerings, and the departmental culture of respect, tolerance, and diversity. Of note, 65% of respondents rated themselves either "dissatisfied" or "very dissatisfied" with their financial support. This particular response contradicts the department's assessment that summer funding is an attractive feature of the graduate program. According to the self-study, Political Science has formulated the distribution of annual University Fellowship funds as small grants that broadly support graduate student professional development activities during the summer, rather than concentrate "these funds into just one or two students."

Postdoctoral Training

The department has hired a visiting associate professor on a two-year term, which it classifies as a postdoctoral appointment. No further mention of postdoctoral training is noted in the self-study, except that the visiting faculty member teaches several undergraduate research methods courses.

Budget

The self-study outlines the department's receipt of revenues from the summer incentives program and departmental administration indirect costs recovery (DAICR) funds. It also describes major costs, including faculty and staff salaries, graduate program funding, administrative support expenses, and the provisioning of faculty research accounts. The department covers this latter cost with unencumbered "remaining funds in the operating

budget” and distributes these monies to tenure-track faculty members based on their prior year research merit points.

Political Science has substantial gift funds which it intends to distribute fairly and equitably via a formalized process to “enrich the department’s main goals of research and teaching.” The self-study notes that some of the department’s gift funds come with restrictions defined by donor funding criteria or preferences, limiting their general use. Unrestricted gifts do not have such constraints. Political Science relies on these to support the LbD initiatives, memorial gifts, and to purchase publication copies sent to reviewers in promotion and tenure review cases. The self-study does not mention fundraising efforts beyond outreach to the department’s alumni.

The self-study does not specify a need for additional financial resources, and notes overall that Political Science is in good fiscal health. The chair and an elected faculty budget committee oversee the department’s budget. The department is aware that the discretion available to the chair for budgetary decisions can sometimes lead to a perceived lack of transparency, and it is actively working on developing a budget request process for faculty members and describing the criteria for evaluating such requests.

Although housed within the department, the Keller Center has a separate budget. The center’s resources include an endowment-yielded \$18,000 general operating fund, about \$2,500 in annual gifts funds, and existing assets. The center’s seven-year pro forma reauthorization document includes a description of the center’s assets, saying that these will decline to \$36,562 by FY 2025-2026 (from an initial capital of \$109,382 in 2019–2020). The center’s costs consist of graduate student salaries, grant distribution, and event sponsorship. The center is hoping to hire a postdoctoral fellow or visiting professor by 2024 to assist in the development and teaching of new First Amendment courses, as the budget allows, but it does not indicate a way to cover related costs, nor does it anticipate this expense in the pro forma reauthorization document. Overall, the center is said to “currently [be] in very good fiscal shape, as the center has minimal overhead expenses.”

Space and Infrastructure

The department is located in the Ketchum Building, which was renovated in 2015. The self-study describes the renovation as a “resounding success” that provides “an improvement on virtually every dimension of importance.” The external reviewers were unable to access the space due to COVID-19 travel restrictions, but the internal reviewers agreed the remodel was an improvement and provided “much more functional space for the department.”

After conducting an email survey that asked department affiliates several questions about its space, including to solicit responses on what the department might still be missing, Political Science updated its self-study to reflect minor space adjustment requests. These include a request for a delineated faculty lounge space, a larger teaching assistant meeting space, and audio-visual equipment improvements.

Governance

The department’s leadership includes a chair, a director of undergraduate studies, a director of graduate studies, and five standing committees across the following areas: budget, policy, graduate, undergraduate, and external relations. The chair, in consultation with faculty members, may also form ad hoc committees to address recruitment, promotion, personnel decisions, and other matters. According to the department code, all faculty members with the rank of professor, associate professor, assistant professor, senior instructor, and instructor are considered to be regular members of the department. Monthly meetings follow standard parliamentary practices, and faculty appointments and other major issues require a majority faculty vote.

Political Science faculty members elect the chair. The chair may serve no more than two consecutive four-year terms. The chair appoints the undergraduate studies and graduate studies directors. While the budget and policy committee members are elected by the department’s faculty, the chair appoints members of the undergraduate and graduate committees. The undergraduate and graduate committees contain at least one non-voting student representative each, and these are typically elected by their peers. When applicable, graduate students are also represented as non-voting members on ad hoc committees, such as recruitment committees tasked with soliciting, collecting, and evaluating applications for open faculty positions.

Political Science last revised its department code in October 2018. The code outlines procedures for departmental governance, personnel actions, and grievance processes. The self-study describes a need for further code revisions, both to address concerns about insufficient transparency and to clarify ambiguous areas of code; the internal and external reviewers endorse the proposed changes.

According to the self-study, Political Science updated its personnel processes in 2013, and more recently in 2018, to enfranchise instructor-track faculty members as full department members, as required by campus policy. The department admits that “some decisions were made about instructor voting rights that have introduced some confusion and controversy.” This is the case with the language and procedures surrounding tenure-track faculty hiring. When such hires occur, it is unclear if only tenure-track faculty may vote or all regular faculty, including instructors. A similar lack of clarity exists as it relates to voting eligibility on tenure and promotion cases and whether instructors are eligible to serve on the unit’s Primary Unit Evaluation Committee (PUEC). The review also suggests that a recent addition to the department code, Annex 6, which describes the promotion of instructors to senior instructors, functions merely as a placeholder. The self-study concludes that Political Science needs to “adopt a fuller set of policies covering all the ranks and stages of instructor careers, including recruitment, hiring, renewal, promotion, and retention.”

The department’s faculty mentorship process is confusing as well; the department code appears to offer contradictory mentorship guidance. Under the description of the chair’s duties in Article III of the code, it states that the “Chair shall appoint, sometime during their first year, a faculty member to advise each new assistant professor.” However, in Annex I the onus to choose a mentor falls on the assistant professor who “will be asked by the chair to identify a senior member of the faculty to serve as a mentor. The chair will maintain a record of the mentors selected by junior colleagues.” Moreover, the code does not outline the chair’s responsibilities or any departmental procedures to hire, promote, and mentor staff members. The confusion surrounding faculty mentoring and an absence of similar support structures for staff members appears to be reflected in the results of Campus and Workplace Culture (CWC) Survey. Among its faculty and staff respondents, only 39% felt that they had been provided opportunities to advance in their career and only 43% agreed that they receive adequate support/mentoring.

According to the self-study, the department's merit review process has not been revised for more than 20 years. While the process is said to be stable and consistent, the department notes that it is aware that several changes are needed, including to add written merit standards as required by university and regent law, to clarify the merit decisions appeals process as required by the university, and to articulate the role of faculty course questionnaires (FCQs) and other teaching quality measures in the merit process. To enact these changes, the department says that it will form an ad hoc committee.

The self-study also offers a critique of the Political Science grievance process, which simply refers faculty members to the chair and/or the departmental grievance committee to resolve disputes. The department is aware that it falls short of always obtaining a resolution of grievances that is acceptable to all parties. Moreover, department leaders are unsure if their current approach to grievances complies with the College of Art and Sciences' policies. Student grievance policies follow procedures for grade grievances.

Inclusive Excellence

According to the AY 2018-2019 ODA unit profile, 38% of the department's faculty members identify as women, which ranks Political Science 10th out of 11 social science units for this measure. Five faculty members (19%) identify as belonging to a minority population (i.e., Asian American, African American, Hispanic/Latino, Native American, Pacific Islander), but no political science faculty members identify as being part of an underrepresented minority population (i.e., African American, Hispanic/Latino, Native American, Pacific Islander), or as international faculty.

Among the department's 899 undergraduate majors counted in the ODA unit profile, 44% identify as women, 28% identify as belonging to a minority population, 22% identify as belonging to an underrepresented minority population, and 2% as international students. Of the 45 graduate students counted, 47% identify as women, 16% identify as belonging to a minority population, 5% identify as belonging to an underrepresented minority population, and 18% as international students. The self-study also provides a demographic accounting of the department's graduates between 2015 and 2019. Over this time, 39% of Political Science graduating seniors identified as women, 11% identify as Hispanic or Latinx, and 3% as Black or African American. For matriculating graduate students between 2015 and 2019, 42%

identified as women, 4% as Hispanic or Latinx, and none as Black or African American. According to student surveys administered by the internal reviewers in January 2020, nearly 88% of graduate students and 87% of undergraduate students felt the department encourages a culture that is tolerant and respectful of diversity.

The self-study describes a three-pronged approach to promoting inclusive excellence:

- **Descriptive inclusion** refers to efforts to attract to the department's faculty, students, and staff a mix of people that mirrors the "diversity of the populations from which [we] draw." The department not only promotes racial and gender forms of diversity, but aspires "to recruit and retain a population that is also descriptively diverse in terms of sexual orientation, gender identity and expression, religion, national origin, ability, and socio-economic origins."
- **Substantive inclusion** defines the department efforts to welcome a diversity of perspectives as it relates to research, scholarship, and teaching, as well as to methodological practices.
- **Inclusive practices** refer to the department's actions to include diverse perspectives "in communication, decision-making, and iterative procedures that aim to reduce barriers to participation and engage respectfully with different voices." Political Science hopes such practices will cultivate a culture "in which it is safe to disagree, to admit to blind spots, to point out power inequities, and to identify ways in which bias may operate despite our best intentions."

According to the self-study, the department completed an inclusive excellence statement in March 2016 in response to a campus-wide initiative. The statement outlines comprehensive recommendations along the lines of the three prongs named above, but the self-study indicates that the department has only realized a few of the inclusiveness-focused ideas from that 2016 statement.

Unit Culture

As already noted, ODA administered the Campus and Workplace Culture (CWC) Survey to 37 Political Science faculty and staff members and 50 graduate students in the fall of 2019. Of the 87 survey invitees, 62 individuals responded, resulting in an overall response rate of 84% for

faculty and staff, and 62% for graduate students. The survey results indicate positive aspects of the department culture, with 71% of Political Science faculty and staff reporting that they feel welcome at CU, and 74% within the department; 68% indicated that they are proud to work at CU, 68% that their work is respected by colleagues, and 68% that their comments and ideas are taken seriously.

However, according to an analysis conducted by the Office of Institutional Equity and Compliance (OIEC) that accompanied the survey, there appears to be “a problematic aspect of the department culture that is characterized by rudeness, anger, and experiences humiliation/intimidation by some members of the department that are not skillfully addressed by department leaders.” For example, only 42% of the department’s faculty and staff members “agree” or “strongly agree” that rude behavior is not accepted in the department, and 42% that angry outbursts are not tolerated. Further, 52% of faculty and staff members report having experienced uncivil behavior in the department at least once in the prior year, and 33% of faculty and staff members responded that they “agree” or “strongly agree” that senior faculty and department leaders effectively address problematic behaviors. Among survey respondents, 33% perceive that illegal behavior would not be taken seriously by senior faculty, supervisors or department leaders.

According to the self-study, on more than one occasion, faculty members reported concerns that “their colleagues looked down on them for doing interdisciplinary research, or [...] were told that they were harming the department by not publishing in mainstream political science outlets.” From their interviews with faculty members, the external reviewers also report instances of “residual hostility” from an unsuccessful tenure review case in 2015. The case raised concerns about department divisions and of retribution for those who were viewed to be on the “wrong” side. The manner in which the case was handled has since caused an enduring “lack of support for an autonomous chair as an institution.”

The results of the Campus and Workplace Culture (CWC) Survey show that in some respects Political Science graduate students have a more positive experience of the department’s culture than do its faculty and staff members. This is especially true of the graduate students’ appraisal of social norms. As compared to 42% of faculty and staff, 65% of graduate students responded to the survey saying that they “agree” or “strongly agree” that the department does not tolerate rude behavior, and 71% that angry outbursts are not tolerated.

For Political Science graduate students, the greater focus of concern is a sense of missing community and of not being respected. As noted previously, only 48% graduate students “agree” or “strongly agree” that they have a sense of community and only 48% indicated that they would again choose to attend CU Boulder. Further, 49% of graduate students indicate that they have been singled out based on an aspect of their perceived or expressed identities, 42% have been asked to be a spokesperson for an identity group, 57% have heard other people express stereotypes based on identity, and 45% have been the target of indirect comments that reveal a negative attitude towards their perceived or expressed identities.

The internal reviewers add to this perspective, noting that only one doctoral student attended their interview session organized for graduate students, and speculated that the turnout “hints at a graduate student experience in which the students feel less supported through the degree process and feel more pressure to perform.” The student survey administered by the internal reviewers also revealed undergraduate student perceptions of unit culture; the internal review report notes that some students expressed “concern that PSCI faculty and class discussions were biased against conservatives and conservative ideas.”

Past Reviews

Political Science has made substantial and important changes since its last review in 2013, which occurred during a difficult period for the department, involving both the appointment of a new chair and eight simultaneous tenure or promotion cases (among some 30 tenure-stream faculty members). The review of the personnel cases coincided with a growing schism in the department between faculty members whose work emphasized a methods approach to political science, and who appeared to others as a dominant force, and faculty members who applied either a theory-driven or policy-driven approach to the discipline. At the time, the theory and policy scholars made up about one-fourth of the department.

In recognition of these tensions, ARPAC made the following recommendations (summarized here):

- Complete a strategic plan through a committee that includes adequate representation from the six subfields.
- Continue the work of integrating the policy and theory fields into the department's graduate program.
- Reconsider hiring strategies that lead to an accumulation of young scholars who may present retention problems later (and lead to difficulties like retention offers depleting the merit raise pool and creating new salary equity issues). Consider instead hiring senior assistant professors or associate professors.
- Take steps to strengthen the ranks of the policy-focused faculty in light of the pending departure of two senior faculty members in this area and the limited time commitment of two others to this field.
- Examine undergraduate curricular offerings with the aim of controlling overlap and duplication. Eliminate or reduce duplication where appropriate and provide students with accurate syllabi and descriptive materials.
- Consider whether senior faculty members are teaching enough courses and whether current policies are discouraging their commitment to teaching while disadvantaging junior faculty members. Work to increase the percentage of undergraduate students taught by tenure-track faculty members.
- Resolve the question of whether to offer a terminal professional MA.

- Review the bylaws to make sure that these comply with university and campus rules. In particular, all departments should have explicit bylaws regarding instructors and senior instructors. In addition, guidelines for comprehensive review, tenure, and promotion need to define clearly the criteria for findings of “excellence,” “meritorious,” and “less than meritorious” in personnel reviews. Units should take care to include within such criteria appropriate credit for interdisciplinary work.
- Address student concerns about advising quality.
- Bring the department into compliance with university fellowship rules.
- Integrate centers more fully into the life of the department.
- Work with the college to provide flexibility for small graduate classes assuming they are offset by other offerings.

In the seven years since the last review, Political Science has evolved within the areas addressed by ARPAC’s recommendations. The department decided against offering a terminal MA degree, choosing instead to continue to confer the MA only for cases of students who leave the graduate program before completing a dissertation. By way of a decision affecting all social science units, Political Science faculty members are now expected to teach three courses per academic year (a 2:1 load). As already described, the department continues with efforts to review and improve its undergraduate curriculum and student experience.

Other areas that needed attention in 2013 continue as concerns today. The bylaws, which will be covered more fully in the next section, are not sufficiently revised. Efforts to provide undergraduate and graduate student advising and mentoring continue to fall short of student expectations. Although the department has improved its retention offers to faculty members, it is still losing personnel to other institutions.

As was the case in 2013, the current review is unable to confirm how fully political science-related academic centers are integrated into the life of the department. While the department included with its self-study the Keller Center’s pro forma reauthorization statement, program plan, and bylaws, the center was only otherwise mentioned when talking about faculty affiliations. Nor did the internal reviewers address the center’s standing, and the external reviewers only mentioned it in relation to departmental governance. Similarly, the review reports did not direct substantive attention to the American Politics Research Lab (APRL).

Analysis

ARPAC joins the internal and external reviewers in congratulating Political Science for its success in identifying solutions to many of the concerns identified by the 2013 review. The department took that review's recommendations seriously.

This year's review also saw a continuation of challenges called out by ARPAC seven years ago, especially in regard to how well the department overcomes divisions to act in a unified way. As the external reviewers note, "the whole is less than the sum of the parts; that is, there is a lack of synergies among the individuals, and the result is lost potential." This lost potential is due in part to the challenge of accommodating increased student numbers but is also the result of the lack of synergy the external reviewers correctly call out. It is unfortunate that today the department's six disciplinary subfields appear to be as siloed as they were seven years ago.

Strategic Vision and Planning

Political Science says that its strategic plan, which it included with its self-study, is focused on creating "positive-sum outcomes not just for our undergraduate and graduate students but for the department viewed as a whole." At its core, the plan describes an approach that attempts to engage the six disciplinary subfields equally as a means of raising the department's national and international visibility. Past strategic plans had been seen as prioritizing some subfields over others, which "led to some internal political strife between the subfields," the internal reviewers note. The updated plan uses the six subfields as an "organizational backbone" and acknowledges that it is "imperative that [the department] continue to be vigilant that the contributions of all the subfields are valued." According to the self-study, the department is trying to identify scholars who bridge multiple disciplinary subfields in research and teaching as a way to promote greater harmony among the various disciplinary traditions. This approach strikes ARPAC as a promising step that might allow the department to both maintain its traditional identity and to move forward in a more unified way. ARPAC is also convinced that the department must consider the work of the Keller Center and the American Politics Research Lab (APRL) as core to its future vision.

In the face of increasing enrollments, and two anticipated tenure-track faculty member retirements, the department says that it "will likely need to hire more faculty to accommodate

[its] teaching needs.” The self-study does not specify how many hires Political Science needs. The department should monitor its student enrollment numbers carefully to better assess the scope of its teaching needs. In planning for future hiring, Political Science will also have to address concerns about salary equity, both for the department as a whole—in comparison to CU Boulder’s AAU peers—and as a question of possible gender inequality. These equity questions are urgent and if left unaddressed, could result in faculty members leaving to seek better compensation elsewhere.

Regarding the department’s staff support, Political Science notes it is “quite pleased with the current staffing models, except with respect to some aspects of advising.” According to the self-study, the college has relocated the department’s academic advisors to the Center for Academic Success and Engagement (CASE) Building, and this change stymies effective communication between the department’s faculty members and its academic advisors on questions related to programmatic initiatives and student success. Moreover, the current advising model does not include the department chair in the academic advisors’ reporting structure, further exacerbating the disconnect. The department requests that the advisors return to the Ketchum Building for at least a few hours each week. This request strikes ARPAC as reasonable, especially if the department succeeds in identifying a suitable advising space.

Beyond wishing for a reformulated advising arrangement, the department might also wish to measure its broader staffing needs again. The external reviewers observe that the department has “a relatively small staff” and that their interviews with current staff members made clear that these employees would appreciate additional help. Indeed, higher student numbers could put a strain on the department’s existing staff members; additional help would be advisable to support continued growth.

Undergraduate Education

The department’s Learning by Doing (LbD) initiative is a creative and important pedagogical approach to undergraduate education. LbD promises engaging real-world experiences intended to improve students’ career prospects or prepare them for graduate school. But as with any new initiative, the LbD implementation has had growing pains. In a student survey administered by the internal reviewers, students express frustration and disengagement with LbD, suggesting that in its current form, the initiative seems focused on busy work, obligating

participants to go through the motions of fulfilling a departmental mandate, rather than actively participating in experiential learning and research. Students' lack of engagement with research opportunities, previously noted in this report, appears to support this hypothesis. These findings suggest that if Political Science wishes to improve LbD, it should do more to inform and excite undergraduates about the scholarly questions that the department's research pursues and to more clearly show how learning research skills can enrich their future work lives.

Additionally, the department should follow up on its plans to develop formal learning outcomes tracking and assessment plans, particularly to build on recent course-level numbering reforms. More robust outcomes assessments would also benefit the LbD initiative, allowing close tracking of the initiative's efficacy, thereby substantiating justifications for improved LbD funding and increased implementation.

As noted earlier, a striking trend of Political Science student demographics shows women undergraduates disproportionately leaving the major. Why this is happening should be the focus of an inquiry. Given the department's overall growth trend, the emergence of a gender disparity is especially concerning. When asked about possible causes, the external reviewers could discern no clear cause. They suggest that "the department needs to collect data on losses, using a survey instrument that allows some analysis of why the student started in political science, why they left and where they went." ARPAC urges Political Science to engage with institutional researchers in the Office of Data Analytics to help identify patterns and possible attrition triggers.

Graduate Education

The department's decision to eliminate its terminal MA degree program has given it a chance to become more responsive to PhD student needs. This change comes at a time when Political Science doctoral students are seeing an increase in their average time to degree. While ARPAC notes that the median time to attain the political science PhD is a laudable 5.97 years, an increase in the percentage of students taking ten years or more to complete their PhD is concerning.

There may be a couple of reasons for this trend. For one, the department acknowledges that its rules hinder graduate students from taking courses outside of Political Science. Namely, those who wish to enroll in courses elsewhere must petition the department twice: once to gain permission to enroll in an outside course, and a second time to count the course as fulfilling a Political Science requirement. ARPAC encourages the department to consider changing its protocols for accepting external credit.

Additionally, the teaching loads carried by PhD students employed as graduate part-time instructors (GPTIs) adds a time commitment that can extend a student's path to graduation. Indeed, the self-study acknowledges that requiring PhD students to work as GPTIs once or twice "as they prepare their dissertation proposals and write their dissertations slows down progress toward degree completion." Looking ahead, the department proposes to expand the awarding of PhD fellowships, allowing more students to concentrate solely on research. Given the healthy state of the department's gift funds, this might be a wise investment.

The external reviewers offered several critiques of the PhD program and argued for changes, such as updating the comprehensive exam format to better accommodate today's more technologically mediated learning styles. The reviewers call the current protocol that demands that students take their comprehensive exam "closed book" and memorize citations, "a relic of the printed book/journal article past." ARPAC concurs that the department ought to consider if its approach is antiquated. Considering students' already elevated stress levels, the current comprehensive exam format may be causing more harm than good. In addition, ARPAC calls for greater transparency around the exam, and encourages Political Science to reevaluate how it assesses its graduate students.

Postdoctoral Training

Political Science currently has one postdoctoral fellow who the department has titled as a visiting associate professor. The department's reason for classifying the appointment as a "professor" is unclear; by definition, postdoctoral fellows are recent recipients of doctorates working on improving their teaching and research skills.

Documentation provided in the self-study indicates that the Keller Center intends to hire a visiting assistant professor or postdoctoral fellow by 2024, as funding allows. However, neither

the department nor the center currently have any structures to support postdoctoral mentoring. ARPAC encourages the department to establish systematic, effective postdoctoral fellow mentoring.

Budget

In its self-study, Political Science indicates that its budget is currently sufficient. Moreover, the department notes, it “has a very large repository of gift funds at its disposal”. It also admits to underspending these. Indeed, the Office of Advancement has asked the department to employ these funds “much more aggressively,” with a goal of encumbering or spending down current balances by 80% over the next five years.

The self-study and the internal review report call for the development of greater transparency around budgeting decisions within Political Science, noting that the department’s current protocols give the chair a great deal of solo discretion with these matters. The internal reviewers argue that greater transparency would help to counteract “suspicions that some faculty or some subfields in the department are more likely to benefit from any financial windfalls.” The reviewers also urge the department to reevaluate its current practice of tying monies in faculty research accounts to research merit points earned during the previous year, a practice that they say favors certain subfields over others. ARPAC agrees with these points and asks the department to formalize its criteria and processes governing how possible department expenditures are solicited, evaluated, selected, and approved.

As noted earlier, the Keller Center is seeking to cover the costs of either a visiting assistant professor or a postdoctoral fellow by 2024. However, it makes no mention of how such a position will be funded, other than to say “as the budget allows.” It stands to reason that since the costs of such a hire could deplete the center’s endowment, an urgent need exists for initiating fundraising, or for securing an alternative funding source.

Space, Infrastructure, and Support Needs

While the department is mostly satisfied with its space in the recently remodeled Ketchum Building, it has made a few small and reasonable requests, including:

- Establishing a wall to separate and better delineate the faculty lounge from the common area around the restrooms as a way to prevent undergraduate students from using the space and to create privacy for faculty meetings;
- Adding televisions and whiteboard walls in four identified overflow rooms;
- Securing technical support from the Office of Information Technology (OIT) to fix the audio feature on TV monitors in rooms currently beyond OIT's purview.

ARPAC is convinced by the reasonableness of these requests.

Governance

ARPAC commends the department's efforts to revise its bylaws to conform with college and university norms. However, additional updates are needed, as the department acknowledges in its self-study. For one, the bylaws include language recognized by the department as ambiguous, contradictory, and convoluted. Moreover, the department's merit review policies were last updated 20 years ago. Taken together, these lapses are a disservice to faculty, students, and staff and could be a contributing factor to some of the culture concerns identified by this review.

The external reviewers comment on the department's governance approach, saying that it perhaps goes too far to be democratic:

"To be clear, we have never seen this level of faculty oversight in any other department we have reviewed and overall, we did not see benefits commensurate with the time and effort put into committee assignments. In most departments, faculty delegate and trust each other and the chair to act in the common good. An absence of that level of trust, plus an over-commitment to bottom up governance, helps explain this organizational design."

In revising and clarifying its bylaws, the department should consider the external reviewers' critical observation, "[most departmental] committees are there to support and empower the chair; here, committees act more as a constraint and as oversight." As previously noted, the department code describes roles for five elected standing committees; a count that necessitates participation by every faculty member at every rank in the department, and this is not yet taking into account any ad hoc committees that Political Science must occasionally

convene, nor service outside of the department. ARPAC finds the department's governing arrangements excessively burdensome to its faculty members.

Inclusive Excellence

As with other CU Boulder departments, inclusive excellence remains a work in progress for Political Science. Despite its commitment to foster scholarly diversity, the department has not had faculty members who teach Latinx or Black Politics courses in over a decade. Further, the department relies heavily on women faculty members to teach the general education courses that students take to fulfill the college's diversity requirement (women teach seven out of 11 of these courses, according to the self-study). In addition, over the last five years, the department has had to arrange for faculty members from outside of Political Science to teach at least half of these.

The department appears to be cognizant of its shortcomings. It has developed an approach to inclusive excellence that relies on what it calls descriptive inclusion, substantive inclusion, and inclusive practices. In March 2016, the department completed its Statement on Inclusive Excellence that offers concrete and actionable recommendations that address descriptive inclusion among its constituents, that calls for substantive department and curricular diversity, and for the integration of inclusive practices into the department's everyday interactions, committee meetings, classrooms, and offices. The 2016 statement calls on the department to seek out cluster hire opportunities, to promote diversity not only in specialized courses but across the curriculum, and to train faculty members in how to further inclusive excellence through their work. ARPAC notes that the department considered, but ultimately rejected, establishing a permanent inclusive excellence committee. ARPAC looks forward to the department putting its inclusive excellence plan into action but cautions that its success must derive from broad participation, and not become primarily the responsibility of those already overburdened with service work, especially faculty members who identify as women or as belonging to other underrepresented groups.

Unit Culture

The Campus and Workplace Culture (CWC) Survey administered by ODA in fall 2019 described Political Science as benefiting from generally good relationships between and among its faculty and staff members, and graduate students. Despite this favorable news, the survey also

revealed that participants held differing perceptions of departmental norms and that an otherwise respectful work environment was dotted with occasional incivility. Additionally, the survey showed that Political Science faculty and staff members appear to feel that their work is undervalued by the university, and the department's graduate students do not feel a sense of community at CU, suggesting that people's work satisfaction and respect concerns are more likely institutional than departmental in origin.

While feelings of institutional alienation are likely beyond the department's control, this review identified several opportunities for Political Science to make unit culture improvements. For one, the review revealed that the department's staff would appreciate more specialized training and professional development. Facilitating and providing such support, and doing more to recognize staff members' contributions, would not only go a long way toward improving the department's service offerings, but also help to cultivate a greater sense among staff of being appreciated and valued by the department and the university.

A minority of students responding to the internal review surveys reported perceiving ideological bias among faculty members. This finding did not resurface in the external reviewers' interviews with faculty members and students, and the external reviewers note that faculty members "seemed puzzled" by the finding. It is notable that the internal review surveys guaranteed participants anonymity; this could indicate that students who feel an ideological bias in the department may not feel comfortable publicly airing their concerns. As part of the department's work to further its inclusive excellence, Political Science should do more to nurture an environment conducive to allowing faculty members and students to feel safer in disagreeing and navigating potential biases. Faculty members might benefit from developing discussion strategies that encourage fair and unbiased input by participants representing a wide range of political viewpoints.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Political Science and to the offices of responsible administrators. ARPAC notes that some of its recommendations require resources, and the committee wishes to acknowledge that this report is being written during the COVID-19 pandemic when CU Boulder's financial outlook is uncertain. Committee members understand that recommendations requiring monetary resources might not be actionable in the near term. However, it is a part of ARPAC's responsibility to record these recommendations in its report in order to describe and document the department's needs at the point of its 2020 academic review.

To the Unit:

1. Review and revise the department's bylaws and governance policies to ensure that they comply with university, campus, and college policies.
 - a. Clarify the following:
 - i. Who is eligible to vote on tenure-track hires, and on promotion and tenure cases;
 - ii. Who is eligible to serve on Primary Unit Evaluation Committees (PUEC); and
 - iii. Who assigns mentors to tenure-track faculty members.
 - b. Revise the following to conform with university, campus, and college standards:
 - i. Criteria for promoting instructors to senior instructors;
 - ii. Faculty grievance processes; and
 - iii. Student grievance processes.
 - c. Update the merit review procedures to include written merit standards, a clear merit decision appeal process, a merit-based funding policy that accounts for different faculty research profiles and patterns, and an articulation of the role of faculty course questionnaires (FCQs) as a measure of teaching quality.
 - d. Clarify the chair's responsibilities to hire, promote, and mentor staff members.
 - e. Consider revising the organization and scope of the department's standing committees to lessen tenure-track faculty service burdens and to more equitably distribute committee service duties across faculty ranks. Given the limited size of the department's faculty contingent, explore and consider alternatives to having so many standing committees and reorganize as appropriate.

2. Work with the dean of the College of Arts and Sciences and the provost to explore possible gender-based salary inequities within the department.
3. Enact recommendations found in the department's 2016 Statement on Inclusive Excellence and in the 2019 self-study. In concert with a focus on standing committee optimizations, consider establishing a committee committed to facilitating conversations about diversity and inclusion.
4. Work with the Office of Data Analytics (ODA) to gather data about women undergraduate enrollments and employ this information to analyze the possible reasons for the attrition of women political science majors. Develop strategies to keep more women in the major.
5. Institute formal outcomes assessments of the Learning by Doing (LbD) initiative. Based on what the assessments suggest about funding, execution, and branding, work to improve student satisfaction and engagement with LbD.
6. Formalize and communicate the criteria and process for solicitation, evaluation, selection, and approval of use of gift funds and other funding sources for faculty and graduate students. These criteria should be designed to improve transparency and a sense of equity across the department.
7. Showcase the work of the Keller Center and the American Politics Research Lab (APRL) as integral to the life of the department.
8. Work with the College of Arts and Sciences' assistant dean for advancement to identify funding opportunities to support the work of the Keller Center, APRL, and the department as a whole.
9. Develop and implement a plan to train and mentor postdoctoral fellows. This mentorship plan should be in place prior to pursuing future hires.
10. Develop a hiring plan that takes into account anticipated faculty member retirements and that employs a longitudinal analysis of enrollment numbers, with an eye toward moderating

average course enrollments. The plan should emphasize inclusive excellence as a hiring priority and include a strategy to achieve greater diversity.

11. Review the department's qualifying and comprehensive exams with an eye toward improving the transparency of the qualifying process, enhancing student success, and facilitating the timely completion of doctoral degrees.
12. Eliminate administrative barriers for graduate students seeking to do coursework outside of the department.
13. Provide staff members with professional development and training support.
14. Explore ways to help faculty members better engage with the department's academic advisors; for example, by inviting the advisors to attend all-faculty meetings at least once per semester.
15. Provide faculty members with training on classroom techniques that promote fair and unbiased discussions between students who hold a wide range of viewpoints. Use future surveys to assess how well these strategies are working to eliminate perceived bias.
16. Submit infrastructure requests to the college to address needs such as installing a divider wall to separate the faculty lounge, adding televisions and whiteboards to overflow rooms, and securing technical support from Office of Information Technology (OIT) across all department spaces.

To the Divisional Dean for Social Sciences and Dean of the College of Arts and Sciences:

17. Work with the department to end gender-based salary inequities.
18. Encourage the assistant dean for advancement in the College of Arts and Sciences to assist the department in seeking funding opportunities to support the research and teaching missions of the Keller Center, APRL, and the department as a whole.

19. Consider allowing academic advisors assigned to the department to alternate between the CASE Building and the Ketchum Building, spending at least a few hours a week in closer proximity to political science faculty, students, and staff. Support departmental efforts to help faculty better engage with academic advisors.

20. Investigate the feasibility of the department's infrastructure requests (e.g., putting up a faculty lounge divider wall, adding televisions and whiteboards to overflow rooms, and securing technical support from OIT for all department spaces).

To the Provost:

21. Support the department's efforts to end possible gender-based salary inequities.

Required Follow-Up

The chair of the Department of Political Science shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2022, 2023, and 2024) to the divisional dean for social sciences and the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations. Likewise, the dean of the College of Arts and Sciences shall report annually on the first of May to the provost on the implementation of recommendations addressed to the program.