I.1

Fulfilling the Mission of KU

How do your degree programs help KU fulfill its mission to "lift students and society by educating leaders, building healthy communities, and making discoveries that change the world"? You may address this at the department level or at each of the bachelor's/master's/doctoral levels.

Narrative

We seek to enhance public understanding of what successful and just governance requires in a world of diverse interests and complex challenges. Democracies require a well-educated citizenry. Not all citizens need be social scientists, but neither should they be completely ignorant of what political scientists and philosophers have to say about the way governments organize their affairs. Accordingly, we train our students to become knowledgeable in many different areas, including the ways that government institutions work, how clashes of interests can be resolved peacefully, the ways that different social backgrounds affect shape political interests and participation, and how nations and organizations interact in the international system. We strive to support the intellectual growth of students by encouraging them to think, read, write, and speak clearly, cogently, and critically about issues that matter. As part of our research mission, we aim to generate high quality research that advances knowledge about political affairs. And as part of our service mission, we actively engage in the local community as well as regional, national, and international professional organizations.

Consequently, we seek to (1) prepare undergraduates to be informed and critical citizens with the appropriate skills and accomplishments for pursuit of graduate / professional studies or employment in law, political science, public policy or international studies; (2) to prepare graduate students for successful careers in academia or in research orientated organizations; (3) to contribute to the development of public knowledge through the generation and dissemination of high quality research; and (4) to enhance the functioning of the profession, the university, and the community through appropriate service activity.

II.1

Productivity of Faculty

What is the overall research, scholarly, and creative productivity of faculty? Provide any context and information concerning research trajectory and indicate research goals. What are the most useful metrics for evaluating faculty scholarly productivity in your discipline? Please comment on the research productivity metrics most pertinent to your discipline.

The data below come from the Academic Analytics 2015 Standard Database (release AAD2015.00.621, release date 10/11/2016) and show where your faculty (2015-16 academic year) fell within the national productivity data. The data coverage includes:

### Academic Analytics 2015 Data Coverage

Faculty:	Academic Year 2015 - 2016
Journal Articles:	2012 - 2015
Citations*:	2011 - 2015
Conference Proceedings:	2012 - 2015
Books:	2006 - 2015
Grants:	2011 - 2015
Awards:	No Limit

Typically, deans and department chairs have access to Academic Analytics; please contact them with questions, or email OIRP@ku.edu.

For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty citations, articles, awards, books, grants, and annual grant dollars were collected, access the Academic Analytics system and navigate to the AAD2015.00.621 release.

Average metrics for all the US Scholars in the selected discipline.

Quintile	# Faculty	Citations	Articles	Awards	Books	Grants	Annual Grant Dollars
1	627	67.41	7.74	1.43	3.87	0.60	$64,379.25
2	627	28.13	4.35	0.66	2.18	0.27	$31,942.03
3	636	12.39	2.87	0.40	1.62	0.15	$11,627.35
4	618	4.78	1.57	0.29	0.77	0.09	$6,751.83
5	625	0.75	0.47	0.15	0.18	0.05	$2,432.26

Faculty in Program
- PROFESSOR
- ASSOCIATE PROFESSOR
- ASSISTANT PROFESSOR
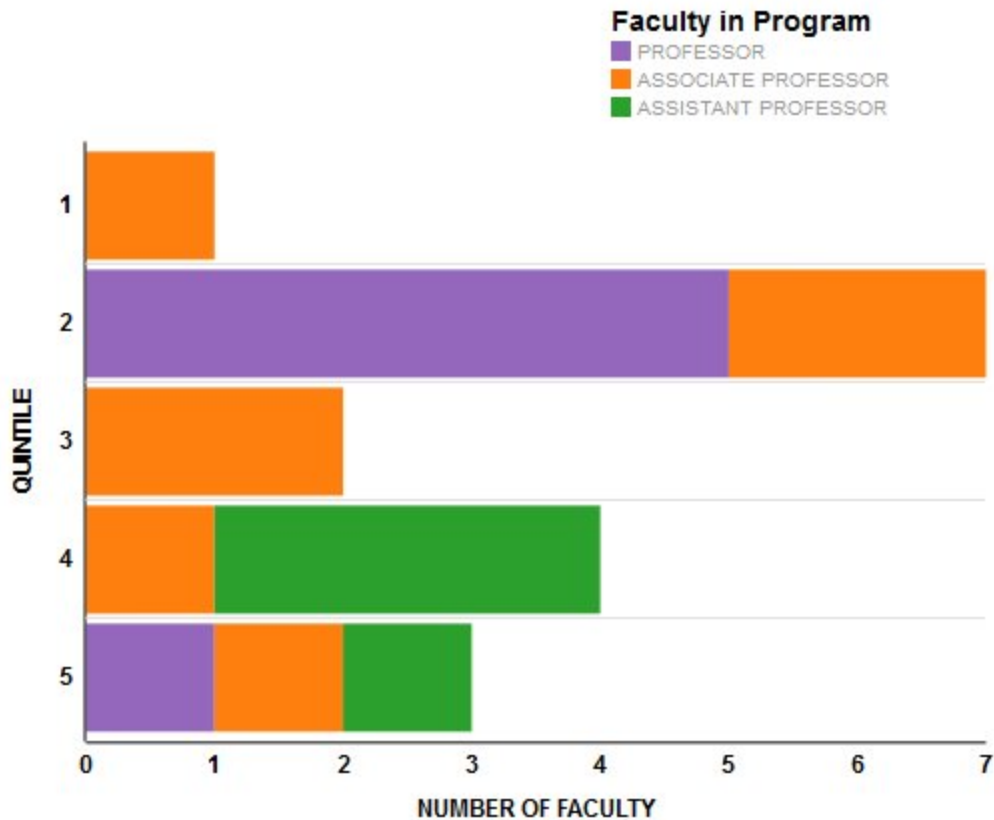
Narrative

Our faculty contributions are strongest in books and perhaps weakest in citations and external funding. That said our faculty are consistently productive, with active research agendas and annual contributions to research productivity.

Over the past five years we have sought to increase citations by pursuing publication in top journals and by increasing the visibility of our work. Our attempts to increase visibility have included the creation and use of web platforms, such as Researchgate, and through increased interaction with news media.

We have increased the use of departmental funds to encourage seed projects that provide a biases for seeking external funding. Faculty have increased the number of applications for external funding, and some of these attempts have been successful.

II.2

Impact of Scholarly Work

What is the overall impact of your department's/program's scholarly work? Where do you aspire to be in overall impact of scholarship? Provide context and comment on the data provided.

In answering, please consider the following:

- Who in your department is publishing their work?
- Where are they publishing their work?
- How does your department's contribution to scholarship compare to the national median?
- Point out trends and major features related to your department's publications. Please do not submit a list of publications.
- If your discipline is based upon creative productivity, please consider "publication" in terms of the venues that make creative products available to the public.
- If your discipline measures impact in terms of citations, please discuss current citation rates and your efforts to increase citation rates.
- Be sure to comment on the three main AAU indicators that appear in the graph below – publications per faculty member, awards per faculty member, and citations per faculty member.
- To what extent do your faculty participate in or contribute to interdisciplinary teaching or research?

*The data below come from the Academic Analytics 2015 Standard Database (release AAD2015.00.621) and show your performance compared to the **national median** for comparable departments (2015-16 academic year). The data coverage includes:*

Academic Analytics 2015 Data Coverage

Faculty:	**Academic Year 2015 - 2016**
Journal Articles:	**2012 - 2015**
Citations*:	**2011 - 2015**
Conference Proceedings:	**2012 - 2015**
Books:	**2006 - 2015**
Grants:	**2011 - 2015**
Awards:	**No Limit**

Typically, deans and department chairs have access to Academic Analytics; please contact them with questions, or email OIRP@ku.edu.

For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty citations, articles, awards, books, grants, annual grant dollars and other items were collected, access the Academic Analytics system and navigate to the AAD2015.00.621 release.

Program Radar - All Variables

All measures are national percentile rank in this discipline
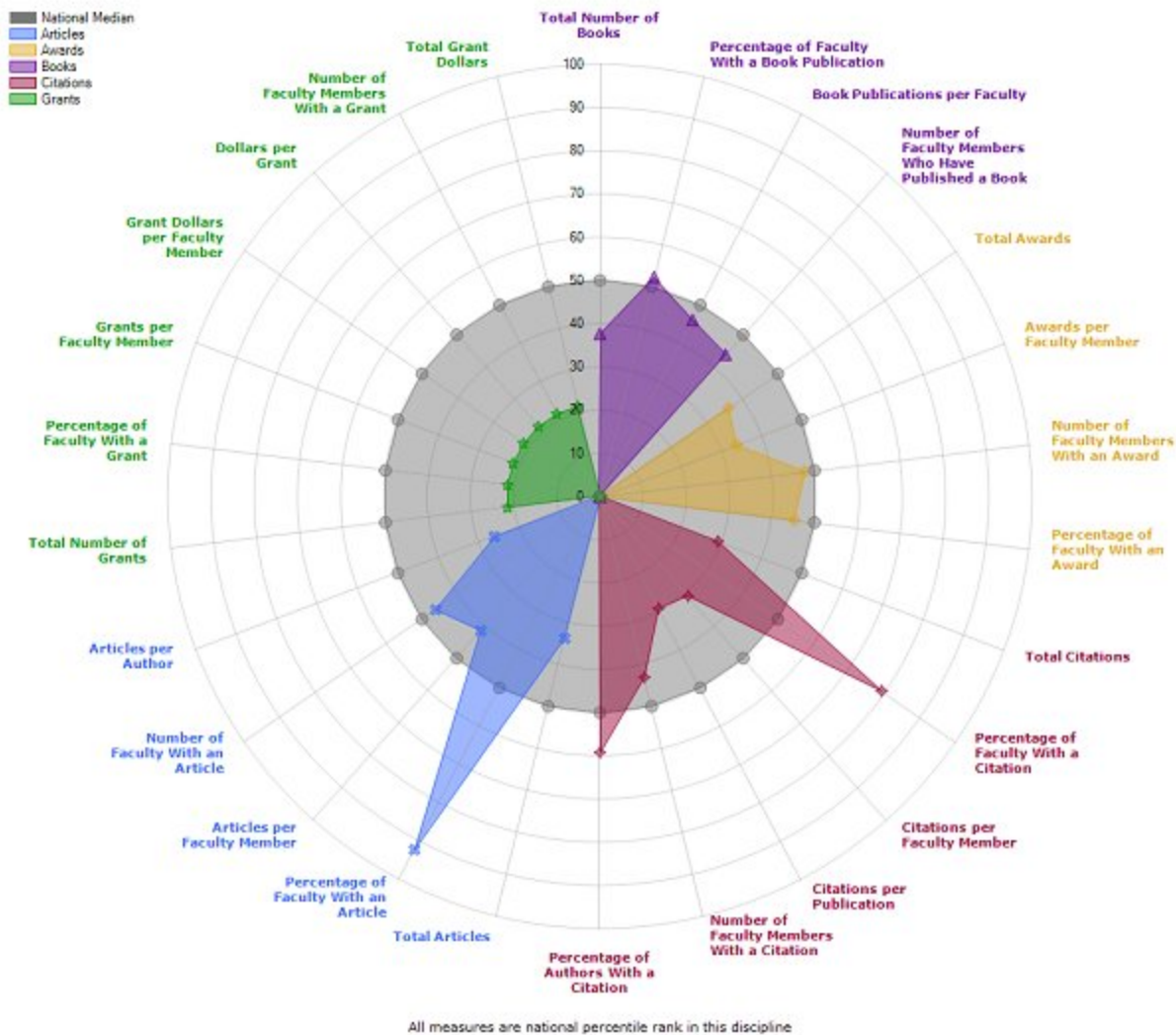
The information below comes from PRO and provides your faculty's self-reported data on their scholarly productivity, often representing somewhat different data than is available in Academic Analytics. These PRO data are generated using the "Department Summary" report for your department/school, and the report only includes the tenured/tenure-track faculty appointed to your department/program for the time period specified.

DEPARTMENT SUMMARY SHEET
RUN DATE: JANUARY 1, 2016 - DECEMBER 31, 2016

DEPARTMENT OF POLITICAL SCIENCE

17		Number of tenured/tenure-track faculty in department (during any part of the year)
16		Number of articles published in refereed journals
21		Number of articles in press in refereed journals
1		Number of published books
2		Number of books in press
6		Number of published chapters in books
8		Number of chapters in books in press
12		Number of other published works (such as non-refereed articles; reviews; tech reports, software)
0		Number of published reprints (Division of Humanities only)
3		Number of other in press works
0		Number of major creative works (artistic works or exhibitions)
0		Number of permanent collections containing works
0		Number of minor creative works (artistic works or exhibitions)
70		Number of presentations/lectures (total)
	25	Invited Presentations/Lectures
	45	Presentations/Lectures
14		Editorial Work, Membership on Editorial Boards
7		Number of honors/awards received/ongoing

Click here to see full details of publications, editorial work and honors/awards received.

Narrative

All of our faculty have active research agendas and are publishing their work. In recent years publications have been more likely to take a book form, but were are still near the national median on articles. Our articles per faculty member are near the national median, but can be improved. The published articles are more often appearing in second-tier or specialized journals, which helps to account for the lower than average citations. The lower levels of citations also account for faculty award levels lower than the national median.

Over the past five years we have sought to increase citations by pursuing publication in top journals and by increasing the visibility of our work. Our attempts to increase visibility have included the creation and use of web platforms, such as Researchgate, and through increased interaction with news media. We fully expect that 2016-17 data, and data going forward, will show a more article-focused record with higher citation rates.

Nearly all of our faculty contribute to interdisciplinary teaching and research, which enhances the strategic mission of the University, but sometimes means that projects and related publications are published in lower-tier interdisciplinary journals and

II.3

Grant Comparisons

How do your faculty compare with peers and aspirational peers in grant awards and grant expenditures?

The table below provides historical data trends taken from KU's data systems (KU's Academic Information Management System, or AIMS), and which are also included in the AIMS Program Review Summary attached to this template (see Sources below).

Notes: **Faculty research expenditures** by department are summarized directly from the Office of Research Sponsored Research Annual Reports, available at their website at Office of Research website. Amounts per tenured and tenure-track faculty member are calculated using budgeted faculty counts for the fall semesters.

KU THE UNIVERSITY OF KANSAS
Institutional Research & Planning

AIMS - Academic Information
Management System
Student and Faculty Measures
College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Research Activity and Graduate Student Support

Page 8
02/07/17
12:55:59

Research Expenditures								
Measure	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Total Expenditures	$447,497	$385,694	$360,249	$520,449	$528,218	$437,298	$81,522	$50,302
Direct Expenditures	$330,170	$301,955	$315,464	$483,259	$518,942	$430,003	$79,376	$39,674
Indirect (F&A) Expenditures	$117,327	$83,739	$44,786	$37,190	$9,276	$7,295	$2,145	$10,628
Total Exp $ per Ten/Ten-Trk Faculty	$17,900	$16,071	$15,663	$23,657	$24,010	$19,877	$4,795	$2,795

The data below come from the Academic Analytics 2015 Standard Database (release AAD2015.00.621, release date 10/11/16). The data coverage includes:

Academic Analytics 2015 Data Coverage

Faculty:	**Academic Year 2015 - 2016**
Journal Articles:	**2012 - 2015**
Citations*:	**2011 - 2015**
Conference Proceedings:	**2012 - 2015**
Books:	**2006 - 2015**
Grants:	**2011 - 2015**
Awards:	**No Limit**

Typically, deans and department chairs have access to Academic Analytics; please contact them with questions, or email OIRP@ku.edu.

The figure below shows your performance in receiving grant money (active grants received in 2011-2015 calendars year based on the project or budget start/end dates as of June 2016) from 13 federal agencies, which were used in the Academic Analytics 2015 Standard Database for grants comparisons. Data are presented as annualized amounts based on the total amount of the grant divided by the number of years derived from the start/end dates, and indirect costs are included.

Program Funding

No data[*]

[*] "No data" is reported because Academic Analytics had no record of sponsored research for your program in its 2015 database as of 10/11/16. It may be that your program does not have sponsored research that met the timeframe criteria AA uses, or your program has research funded by other entities than the funding agencies and federal research included in the Academic Analytics 2015 database.

For a full list of the funding agencies and federal research included in the 2015 database, access the Academic Analytics database directly.

The following pie chart and table display where faculty at comparable departments at other universities have received their funding.

Program Funding for Academic Analytics Classification
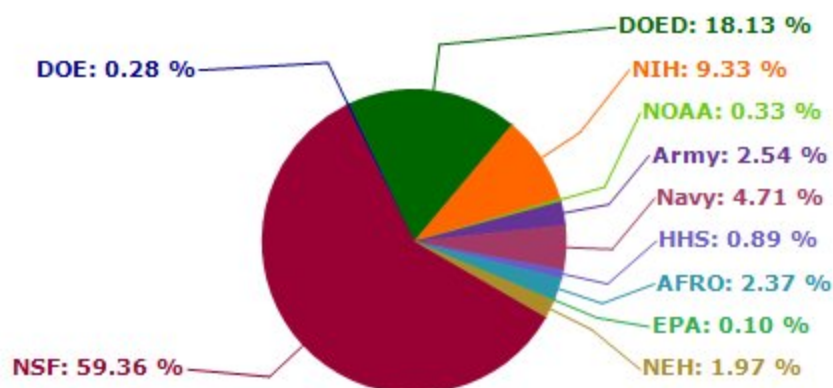
Air Force Research Office	1,722,219
Army Research Office	1,846,351
Department Of Education	13,194,657
Department Of Energy	205,492
Dept. Health and Human Services	648,526
Environmental Protection Agency	74,119
National Endowment for the Humanities	1,434,288
National Institutes of Health	6,793,864
National Oceanic and Atmospheric Administration	236,734
National Science Foundation	43,207,590
Office of Naval Research	3,429,877

Narrative

External funding for research has been a weak point for the department in the last 10 years. However, the data included here do not appear to account for a number of funded projects, which are listed below.

We continue to strive for greater external funding. We reward faculty in the annual evaluation process and promotion process for applying for external funds, even if no funds are awarded. We have increased the use of departmental funds to encourage seed projects that provide a biases for seeking external funding. Faculty have increased the number of applications for external funding, and some of these attempts have been successful.

2016-19. Alesha Doan. Principal Investigator, Heartland Sexual Assault Policies & Prevention on Campuses Project, Department of Health and Human Services, Office on Women's Health. Grant No. 1

ASTWH160042-01-00, $750,000. Doan is no longer with the Department.

2015-18. Mariya Omelicheva. Trafficking/Terrorism Nexus in Eurasia, The Minerva Research Initiative, $953,540 for 2015-2018 (PI; with co-PIs Steven Egbert (University of Kansas) and Lawrence Markowitz (Rowen University)

2013. Alesha Doan and Don Haider-Markel. Gender Integration in Special Force Community: Effects on Unit Cohesion and Task Cohesion. ARO Contract W911NF-11-1-0035, $93,000

Sources

📄 AIMS POLS FY17 Program Review Summary (Page 8)

II.4

Process and Success for Honors and Awards

What is your process and success for nominating department faculty for national and international honors and awards?

The data below come from the Academic Analytics 2015 Standard Database (release AAD2015.00.621, release date 10/11/16) (2015-16 academic year). The data coverage includes:

Academic Analytics 2015 Data Coverage

Faculty:	Academic Year 2015 - 2016
Journal Articles:	2012 - 2015
Citations*:	2011 - 2015
Conference Proceedings:	2012 - 2015
Books:	2006 - 2015
Grants:	2011 - 2015
Awards:	No Limit

Typically, deans and department chairs have access to Academic Analytics; please contact them with questions, or email OIRP@ku.edu.

The 2015 database includes 5,725 honorific awards from 845 governing societies. The general principle for the inclusion of an award in the Academic Analytics database is that the award must be open to all people in a (sub-) discipline or to a large subset (e.g., age, gender) at the national or international level. NIH MERIT, NSF CAREER, and NEH awards are represented as grants and count as both an award and a grant in the 2015 database. For specific information about the KU faculty included, the comparative departments, and the date ranges in which faculty awards were collected, access the Academic Analytics system and navigate to the AAD2015.00.621 release.

Program Radar - Awards

University of Kansas - Program of Political Science

Total Awards

National Median
University of Kansas, The

Awards per Faculty Member

Percentage of Faculty With an Award

Number of Faculty Members With an Award
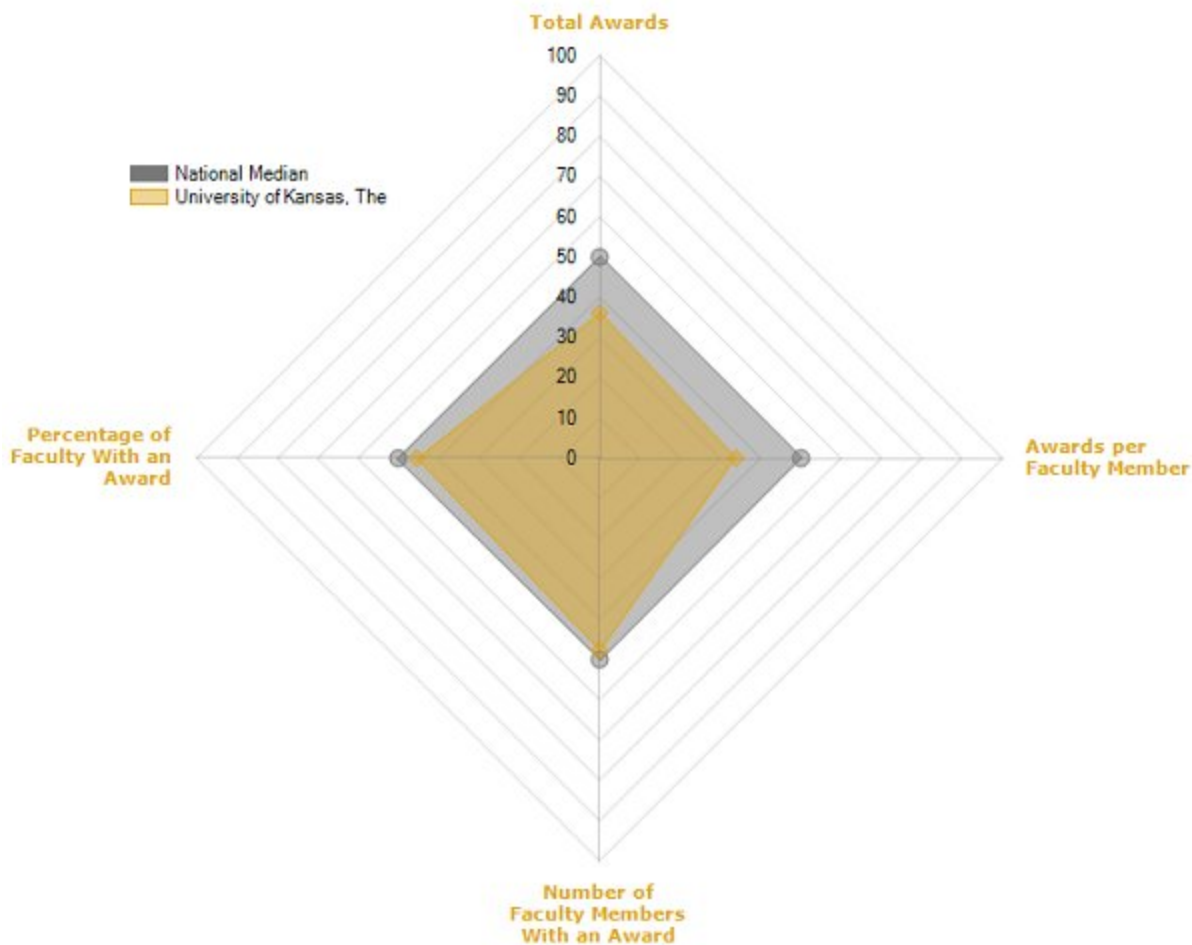
Narrative

We are below the national median in most aspects of national and international awards, but are close to the median in the percentage of faculty with an award. This pattern likely reflects our lack of high-profile articles in the top journals of the field and the related lack of numerous citations on books and articles. Historically we have also not nominated many faculty for national and international awards.

In the past few years we have become increasingly successful in nominating faculty for internal awards, and this, along with an increased tempo of publications and citations, will make it easier to nominate faculty for awards in the disciple.

Typically nominations for awards are suggested by the chair and the departmental advisory committee (the membership of which changes each year). There have been no nominations outside of KU awards the last few years. However, we are striving to identify relevant awards and deserving faculty.

II.5

Community Engaged Scholarship

If community engaged scholarship is relevant for your discipline, how do you define it? Could you provide examples of engaged scholarship from your faculty?

Narrative

We define community engaged scholarship as research that involves partnering with those in the non-academic community. However, some also include research dissemination in non-academic outlets, including newspapers and blogs.

Examples include much of the research being conducted by Professor Hannah Britton as part of the Anti-Slavery and Human Trafficking Initiative (ASHTI). For a description see: http://ipsr.ku.edu/ASHTI/

And Professor Mariya Omelichevia's research on The Terrorism/Trafficking Nexus (see http://ipsr.ku.edu/trafficking/)

Additional recent examples:

2016. Christina Bejarano. Invited Speaker, "The Latina Advantage in U.S. Politics." *Elección Latina*, Program for the Center for American Women and Politics (CAWP)- Ready to Run Campaign Training for Women. New Brunswick, New Jersey. March.

2016. Christina Bejarano. Presidential Gender Watch.org: "Mixed outcomes for Latinas in Election 2016." Nov. 2016

2016. Christina Bejarano. Presidential Gender Watch.org: "Racial and Gender Reminders for Campaign Appeals." Oct. 2016.

Joslyn, Mark R., and Donald P. Haider-Markel. 2017. "Gun ownership used to be bipartisan. Not anymore." *The Washington Post: Monkey Cage*, May. https://www.washingtonpost.com/news/monkey-cage/wp/2017/05/09/gun-ownership-used-to-be-bipartisan-not-anymore/?utm_term=.f6fe78d256f8

II.6

Raising the Stature of Current Faculty and Scholarly Productivity

What are three steps your department can take, without additional resources, to raise the stature of your current faculty and scholarly productivity?

In fields in which these metrics are particularly relevant, please consider how to raise your stature in consideration of the AAU Metrics, which are: citations per faculty member, awards per faculty member, National Academies memberships, and Federal expenditures per faculty member.

Narrative

In order to raise the stature of our current faculty we are employing the following strategies and tactics:

- Strategy: Increase quality and quantity of faculty publications and improve citation of publications

  1. Tactic: Hold regular brown bag research seminars for department
  2. Tactic: Publicize and praise faculty research accomplishments
  3. Tactic: Ensure faculty are rewarded for submitting manuscripts to top-ranking outlets, regardless of outcome
  4. Tactic: Use Thompson and Johnson funds to fund collaborative research between faculty and students
  5. Tactic: Encourage faculty to take advantage to alternative teaching schedules/options
  6. Tactic: Fostering greater research dissemination through electronic media pre-and post-publication (including open-access, blogs, working paper archive, etc.)
  7. Tactic: Use department resources to increase the number of academic speakers visiting the department
  8. Tactic: Nominate more faculty for national and international awards

- Strategy: Increase external funding of research

  1. Tactic: Connect faculty to campus grant development resources
  2. Tactic: Consult with faculty on projects that would be best suited for external funding
  3. Tactic: Use department resources to facilitate seed projects for external funding
  4. Tactic: Encourage faculty to take advantage to alternative teaching schedules/options
  5. Tactic: Ensure that annual review and promotion processes provide credit for external funding sought, regardless of outcome

III.1

Assessment of Student Learning

What evidence demonstrates that students are meeting your program learning goals and objectives? What changes do you think are most likely in the degree programs based upon your assessment of student learning?

Narrative

Please respond to the goals and objectives in your bachelor's programs:

Our undergraduate learning goals and objectives is to prepare undergraduates to be informed and critical citizens with the appropriate skills and accomplishments for pursuit of graduate or professional studies or employment in law, political science, public policy or international studies. The faculty in the Political Science Department (POLS) aim to achieve these goals through innovative and interactive classroom environments. Faculty in POLS discuss ways to improve learning outcomes through writing and research assignments, in-class debates and connecting the courses and topics to various career paths. We have two sources of evidence that demonstrate students are meeting your program learning goals and objectives: student surveys and awards.

Results from the course student evaluations as well as the exit survey of seniors reveal that the vast majority on POLS majors are very satisfied or satisfied with the major. The Fall 2016 POLS student evaluation is an example. When asked if the student "acquired knowledge and skills that the course promoted" from a five point scale (1=strongly disagree and 5 = strongly agree), the vast majority strongly agree with an average of 4.5 for lower and upper division courses. For the senior surveys most questions referring to their major, graduating majors in political science on average were satisfied. In both the 2012 and 2014 surveys, over 80% of political science majors were satisfied with the overall quality of instruction in the major, the availability of major courses, and ease of meeting with instructors; and nearly 80% were satisfied with the intellectual challenge of courses in the major and integration of major courses. In fact, most of the satisfaction scores were higher than the previous surveys (before 2012). These indicators demonstrate that we are meeting our core goals from the student perspective.

Another measure is the POLS student awards given to meritorious students annually at the Political Science Banquet. The criteria for monetary awards are set by the respective fund-benefactors, to be given to POLS juniors or seniors who have have a 3.5 GPA or higher and have completed at least 15 hours in the major. Most of the awards are designed to encourage undergraduate research or specialization in fields of Political Science. For instance, the Guftafson Scholarship specifies that the recipients engage in or show a high aptitude for public service. POLS gives out about of six monetary scholarships to juniors and four to seniors annually. The candidates are nominated by the professors and reflects the high quality of professor and student interaction. The annual number of qualifying students has increased since 2012.

In sum, we are very pleased with the quality of our undergraduate major. We believe that we do a very good job of ensuring that our students understand the basics of all fields in the discipline, that they can develop areas of expertise, and that they have extensive research experiences that can translate into domestic and international opportunities for public and private sector. However, based on your assessment of student learning we believe we can add more research opportunities to the major. POLS offers in-depth research experience through the honors thesis, but there are currently no such courses for non-honors students. One change that can improve the learning outcome for a broader range of POLS students is to create a non-honors thesis (research experience) course.

<u>Please respond to the goals and objectives in your master's and doctoral programs:</u>

We strive for excellence in our graduate program. Admitted students enter a diverse, welcoming, and collaborative environment. Our program aims to prepare graduate students for successful careers in academia or in research oriented organizations.

1. Nearly every year our graduate students earn significant recognition for their teaching and research. For example, in the past three years three students were awarded Fulbright Scholarships and five others published papers in peer-reviewed journals.

2. It is also customary for our students to receive teaching awards, many of which are among the most prestigious bestowed by the College and University. In the past five years, our GTAs received College or University awards, two of these awards were presented to only a pair of GTAs selected across the entire university – Carlin Award and Graduate Chancellor Teaching Award.

3. Our graduate program ranks in the top third of public universities nationally.

   http://news.ku.edu/2015/03/11/quality-kus-graduate-programs-highlighted-us-news

4. Since 2012, 31 graduate students secured placement after graduation. 17 of the 31 first job was tenure track and an additional three that began career in non-tenure track found permeant slots soon thereafter. Nonacademic placements include Judicial Council of California, Center for Rural Affairs in Nebraska, US Army, Department of Defense, and Kansas State Legislature Auditor Department.

Sources

graduate program ranking

III.2

Pedagogical Innovations to Improve Student Learning

What pedagogical innovations have you established to improve student learning for majors and non-majors? If you have data indicating effectiveness, please provide them.

Narrative

Describe the pedagogical innovations you have established to improve student learning for majors and non-majors in **bachelor's level courses**:

Since 2012, we have established pedagogical innovations to improve student learning for majors and non-majors that are in line with our goals such as transforming undergraduate education. The innovations are connects to two goals: increasing enrollment and retention of POLS majors.

To address enrollment and retention, we have developed formal career tracks within the major, increase cross-listed courses, connecting career options with specific set of courses and tracks within the major including minors and double majors, and enhancing the internship program.

Formal tracks and minors related career options: close to 40 percent of our majors enter into law school after graduation. In order to adapt the major to this demand, POLS developed a Pre-Law track. These set of courses cover areas of domestic and international law and process and help student prepare for a career in the legal profession starting with preparation for law school. Faculty advise students on the various areas of the legal profession from non-profit and public service to the private sector. The range of courses in pre-law track expose students to a variety of opportunities including lawyers for multinational corporations and consulting firms to humanitarian non-government organizations. In addition, POLS has a growing number of students inside and outside the major interested in public policy. For POLS majors, we have a track in Public Policy. However, to address the growing demand, we created a Public Policy minor, and over the last two years this minor has drawn in a number of students from economics, communications and journalism.

Increase cross-listed courses: in order to increase the availability of POLS courses for non-majors as well as for POLS majors, we have been increasing the number of cross-listed course with other departments across the College. Since 2012, we have increased the number of cross listed courses with departments including Global and International Studies, Economics, Psychology, East Asian Language and Literature and History. This has helped increase enrollments and the breadth of knowledge for our students. In addition, POLS works closely with other department and especially the Study Abroad Office to ensure students can get credit for political science courses they attend at overseas universities. The POLS undergraduate director works with students and other universities to carefully evaluate courses for content and unit equivalence.

Connecting career options with specific set of courses and tracks: POLS faculty and the undergraduate director and academic advisor work students to identify the desired career path within the major including minors and double majors. With the introduction of the KU Core, students have an additional 32 units after they have completed the required courses for general education and the major. This facilitates an additional major or minor to the undergraduate degree. Moreover, an additional major or minor can broaden student's knowledge and skill set. We are currently working to add possible combinations of majors and associated careers on the KU webpage. Examples include, a double major in POLS and Psychology that develops skills in political behavior and evaluating survey data. The associated careers and companies are research analyst for polling companies such as Pew or Gallup, as well as public service work at the Congressional Research Service.

Another related innovation is the new course the Introduction of Political Science as a Career (POLS 102). This one unit on-line course began in 2016 and it is offered every semester. We have an average of about 35 students per semester. This course introduces students to the major and career tracks including internship opportunities.

Enhancing the internship programs: POLS has a very successful and popular Washington DC internship program. POLS arranges housing and living facilities, but the students identify their own internship typically with the assistance of a faculty member. Students select D.C. internship options based on their career goals and POLS faculty work with students to help align courses and internships with career paths. POLS also works with local and global partners to enhance international internships. First we collaborate with the KU Study Abroad Program to connect language, culture and political science through overseas internships these include companies in Germany or interning in an international non-government organization in China. In fact, the POLS department works with Study Abroad to help students obtain fellowships for these international internships. For example, three POLS majors received a Freeman Fellowship to intern at a research center that focuses on rural education and health care in Xian, China for six weeks. Locally students can intern at the Kansas City International Relations Council (IRC). The IRC help coordinate international activities and events with multinational corporations and the city government offices.

In sum, the department has progress toward pedagogical innovations and we continue to improve in this area. Some of the key improvements in the future are expanding the domestic and international internships as well as courses that help students prepare for these opportunities. This includes enhancing the research experience and hands on data collection and analysis.

Describe the pedagogical innovations you have established to improve student learning for majors and non-majors in **master's level and doctoral level courses**:

In masters and doctoral level courses:

We established two major changes that impact student's research and teaching abilities. First, we designed a program (Thompson Scholars) that encourages faculty and graduate student collaboration during the summer semester. Over the past several summers, students were provided a stipend to join with faculty in their research projects. The results were conference papers and subsequent publications. We continue this program and view it as significant in supporting graduate student research development.

Second, we instituted a Friday brownbag series focused on teaching effectiveness and innovation. The brownbag is supported by a Center for Teaching Excellence grant and stresses teaching skills and preparing teaching portfolios and web presence for job market.
Third, in 2017 we have expanded collaborative research opportunities between graduate students and faculty to make use of funds from the revised Cigler Award and the newly minted Johnson Award to include projects throughout the academic year.

Finally, we have listed some examples of the collaborative research projects that resulted in publications below.

Doan, Alesha, Carolina Costa Candal, and Steven Sylvester. 2017. ""We Are the Visible Proof": Legitimizing Abortion Regret Misinformation through Activists' Experiential Knowledge." *Law & Policy*.

Haider-Markel, Donald P., and Steven Sylvester. 2015. "Changing Polices/Changing Hearts and Minds: The Evolution of the LGBT Movement," In *Interest Group Politics*, 9th ed. Eds. Allan J. Cigler, Burdett A. Loomis, and Anthony J. Nownes. Washington, DC: CQ Press. Pp. 68-89.

Haider-Markel, Donald P., and Chelsie Lynn Moore Bright. 2014. "Lesbian Candidates and Officeholders," In *Women and Elective Office: Past. Present, and Future*, 3rd ed. Eds. Sue Thomas and Clyde Wilcox. Oxford: Oxford University Press. Pp. 253-72.

Joslyn, Mark R., Donald P. Haider-Markel, Michael Baggs and Andrew Bilbo. 2017. "An Emerging Political

Identity? Gun Ownership and Voting in Presidential Elections." special issue *Social Science Quarterly*. *Gun Politics*.   Vol. 98. Issue 2. 382-396.

Omelicheva, Mariya. Religion and Politics: Examining the Impact of Faith on Political Participation, *Religion, State & Society*, 2017. Online first: https://doi.org/10.1080/09637494.2017.1363345 with Ranya Ahmed

Omelicheva, Mariya. Military Aid and Human Rights: Assessing the Impact of U.S. Security Assistance Programs on Civilians' Rights in the Situations of Conflict, with Brittnee Carter and Luke Campbell, 2017, *Political Science Quarterly*, 2017, 132(1): 119-144.

III.3

Curricular Changes

What are three curricular changes that you plan to implement to increase the impact on students?

Narrative

Undergraduate Program

First, we plan to enhance the undergraduate methods course and the undergraduate research experience. The current course is Methods of Inquiry (POLS 306). This course introduces basic research methods. We plan to enhance the course in two ways; (1) we will set up the course to include research design and introduce quantitative and qualitative methods as well as how to write a professional (empirical) research paper/report, (2) we will add an honors section of the POLS 306 that will focus more extensively on original research. In addition to the methods course, we plan to enhance the general research experience by collaborating more with university   Center for Undergraduate Research. We plan to coordinate our course curriculum with research opportunities that the center provides such as submitting articles to Journal of Undergraduate Research and presenting research from our majors at the Undergraduate Research Symposium. We also plan to work with individual POLS faculty to coordinate their course research projects with the Research Experience Program Certification.

Second, we plan to connect POLS courses more directly with study abroad (overseas courses) and internships (international and domestic). We can do this through curricular changes and greater collaboration with the study abroad program. First, the department already has course listings and credit hours for the Washington DC internship, but we need to add a course number for international internship opportunities. Second, we can work more directly with study abroad program. The POLS undergraduate director is in direct contact with the director of Study Abroad Program and they are figuring out ways to sift through the course list from overseas universities and identify POLS course equivalence in a systematic way. In addition, they are working together to find and apply for grants that will provide fellowships and funding for POLS undergraduate international experience.

Third, we plan to increase career tracks emphasizing minors and double majors. We can achieve this through advising and improving the on-line course Introduction to Political Science as a Career (POLS 102). This includes the POLS undergraduate director collaborating with other departments to facilitate course cross listings and identifying (or aligning) possible career paths for students. Once a list of possible combinations of majors and minors and associated careers is compiled, the POLS undergraduate director, academic advisor as well as faculty can work with students to help them identify their own path.

Graduate Program

1. We plan a 4 +1 curriculum that will attract additional students into our Master's program. We hope providing bright undergraduate students the option of completing a Master's degree in one year (with additional credits from our undergraduate degree) will benefit students and reinvigorate the Master's program.

2. We plan an on-line Master's degree. The demand is significant and we hope to construct the on-line program soon.

3. We continually change curriculum to accommodate fast changing technology and methodological sophistication. We now require four methods courses and these classes are repeatedly updated and represent an increasingly important role in the graduate program. In this regard, we plan to introduce a certificate in Data Analytics and Politics.

III.4

Undergraduate Students

What can you glean about your department from the following responses as collected by the Senior Survey?

The following data are included in the AIMS Program Review Summary attached to this template (see Sources below).

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AIMS - Academic Information
Management System
Student and Faculty Measures

Page 17
02/07/17
12:56:01

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Undergraduate Level Student Satisfaction Measures
Comparative results from the Senior Surveys

Overall quality of instruction in major

Overall education at KU

This Unit's Means relative to other units

◀ University Mean

■ Unit's mean above 75th percentile

□ Unit's mean between 25th & 75th percentile

■ Unit's mean below 25th percentile

Intell challenge of major courses

Integration of major courses

Ease of meeting with instructors

# of courses in major

Availability of major courses

Ease of obtaining Gen Ed courses

Availability of personal interest courses

Helpfulness of frosh/soph advisor

Helpfulness of upper division advisor

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences

Department: **Political Science**

Undergraduate Level Student Satisfaction Measures

Comparative results from the Senior Surveys

✚ KU Undergraduates overall

Narrative

For the university senior surveys most questions referring to their major, graduating majors in political science on average were satisfied. In both the 2012 and 2014 surveys, over 80% of political science majors were satisfied with the overall quality of instruction in the major, the availability of major courses, and ease of meeting with instructors. What we have learned from the university senior survey data is that students seem desire more advising especially at the freshman and sophomore levels. We believe many of our plans in Sections III.2 and III.3 may address some of these problems for the POLS majors.

In addition to the university senior survey, POLS created our own senior survey for graduating majors. We created a set of nine questions for the survey based on an ordinal measure (1-5) starting with strongly agree (1) to strongly disagree (5). As a department we decided on several key statements that reflect the question as proposed for 2016-17. The survey questions include; (1) "my political science degree gives me a sophisticated understanding of public affairs", (2) "The Political Science Major at KU has made me a more critically informed citizen", (3) "I was challenged to critically evaluate scholarly arguments", (4) "I was challenged to understand what is happening in other nations" and (5) "I was challenged to critically evaluate the claims of participants in policy issues." These questions will provide a picture of how graduating seniors view their learning experience in the Political Science Department.

In May 2017, we had 21 graduating seniors complete the survey. The data suggests that in general most students believe strongly agree or agree with the statements 1-5. In fact, over 80 percent agree for all of the five questions. In the attached file "Senior Survey Data Tables 2017," the data shows that students believe they are becoming more critically informed citizens as a result of the political science major.

Similar to the university senior survey result, our data suggests that students believe the major has made a difference regarding their critical thinking and understanding of politics. Also over 80 percent of the seniors (respondents) state that they were challenged to understand what is happening in other nations. Our department has strengths in American politics as well as comparative and international relations. Although the data provides a subjective view of student learning, we need to examine some objective measures of learning in addition to the senior survey.

As a result of the university and the POLS senior survey, we have discussed ways to obtain objective as well as subjective measure of student learning. Next year we plan to incorporate a long term evaluation of student comprehension and understanding of politics (domestic and international). We will start with a NEW major survey that asks specific and general questions regarding politics and critical thinking. Then we will ask similar questions in the senior survey to determine changes in knowledge. We will use code numbers for individual students so we can compare individual scores in a panel type of data. We will also reevaluate our core courses such as required research design and analysis courses.

Sources

📄 AIMS POLS FY17 Program Review Summary (Page 17)

📄 AIMS POLS FY17 Program Review Summary (Page 18)
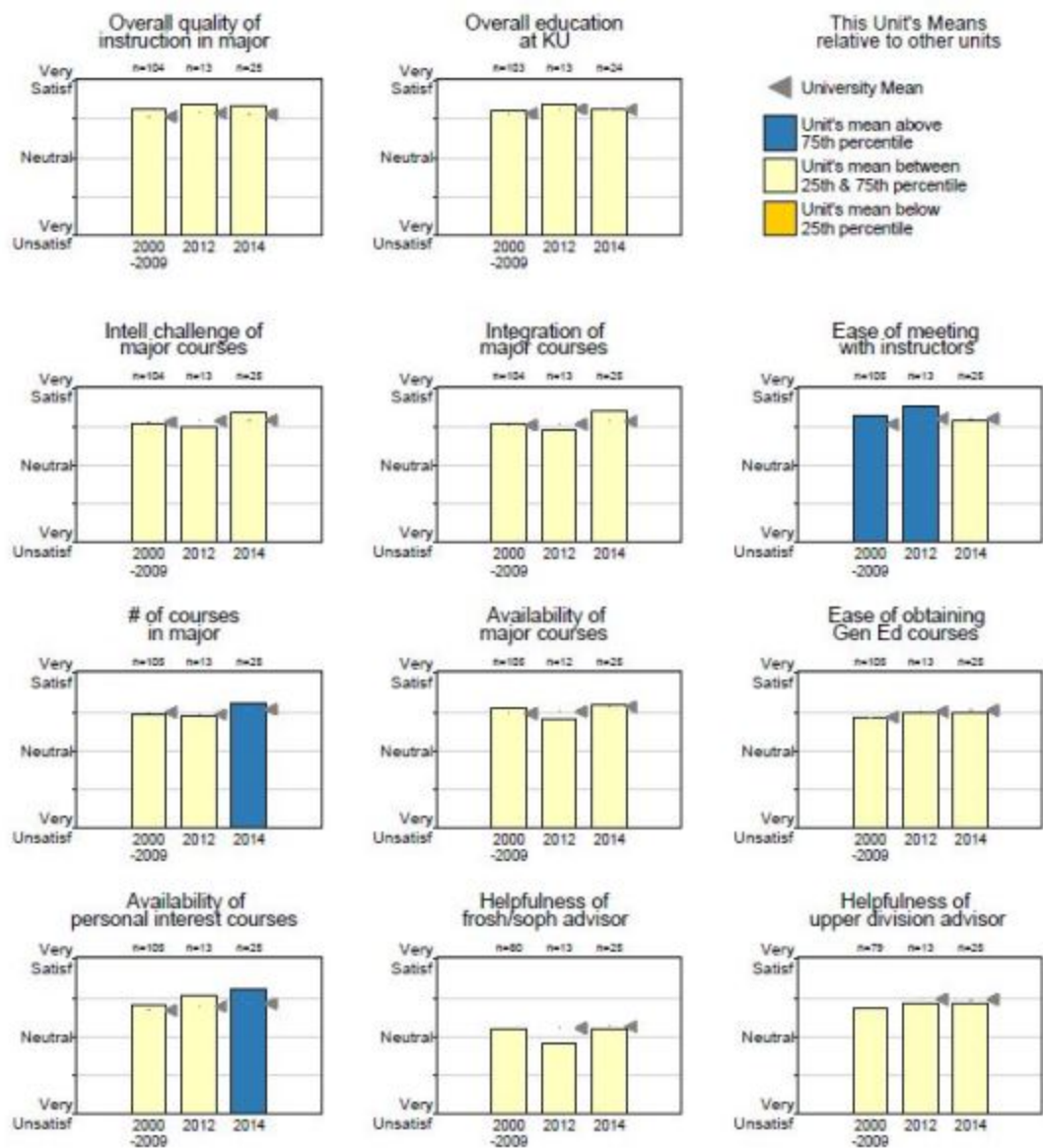
III.5

Graduate Students

What can you glean about your department from the following responses as collected by the Grad Student Satisfaction Survey?

These data are included in the AIMS Program Review Summary attached to this template (see Sources below).

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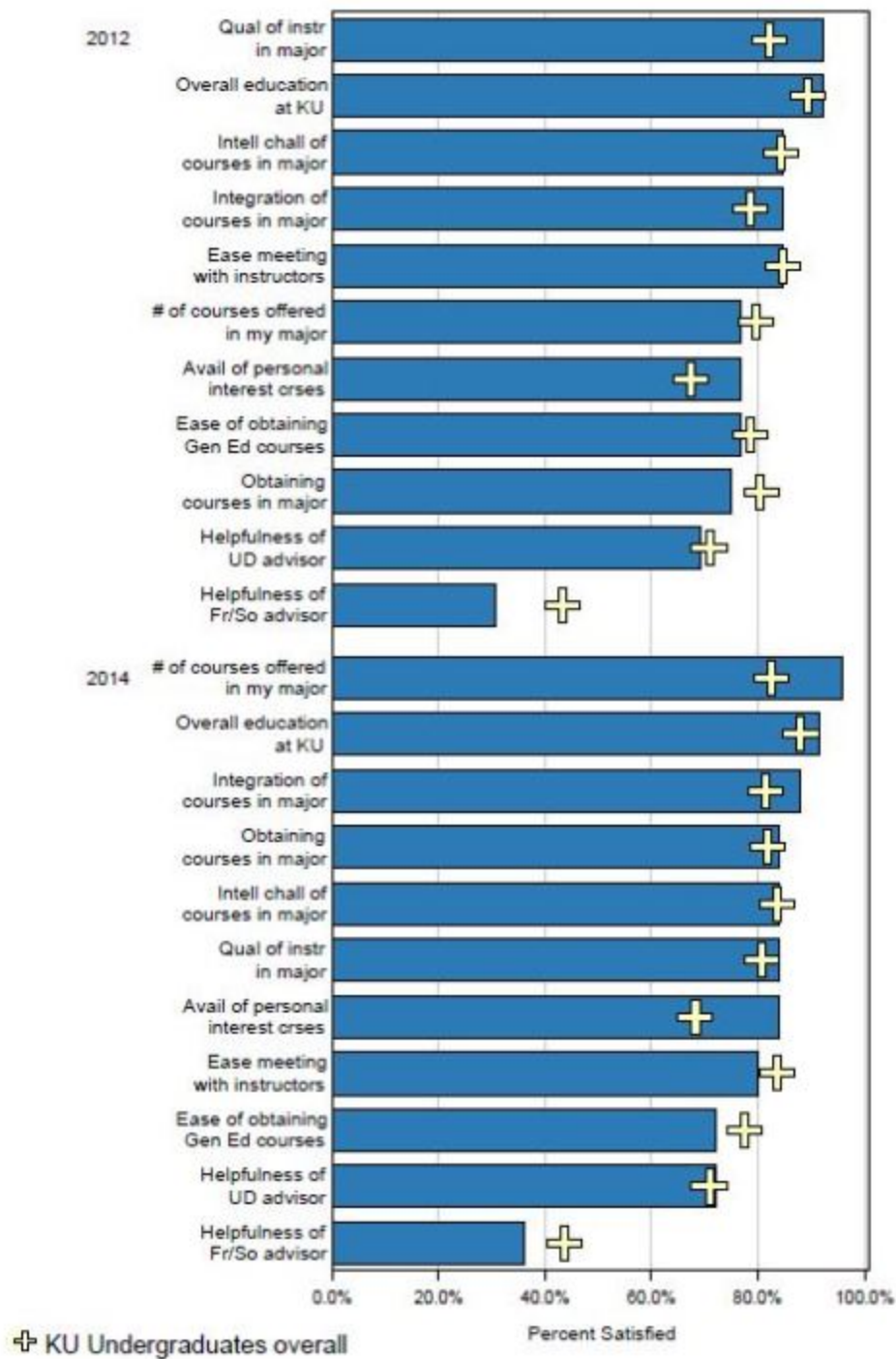Institutional Research
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AIMS - Academic Information
Management System
Student and Faculty Measures

Page 19
02/07/17
12:56:04

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: Political Science

Graduate Student Satisfaction Measures
Comparative results from the Graduate Student Surveys
Mean response charts with 95% confidence intervals for each survey year

University mean: ◄ Bar color legend:
■ below 25th percentile
□ between 25-75th percentiles
■ above 75th percentile

Overall program quality

| n= 18 | n= 31 | n= 20 | n= 16 |
| M=3.61 | M=3.87 | M=3.65 | M=4.19 |
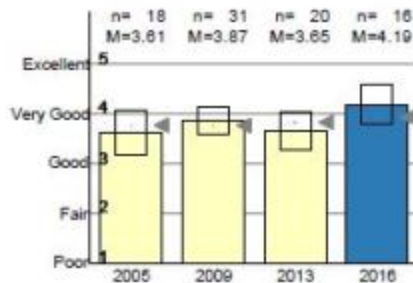
Quality of graduate teaching by faculty

| n= 18 | n= 32 | n= 20 | n= 15 |
| M=4.06 | M=4.03 | M=3.90 | M=4.27 |
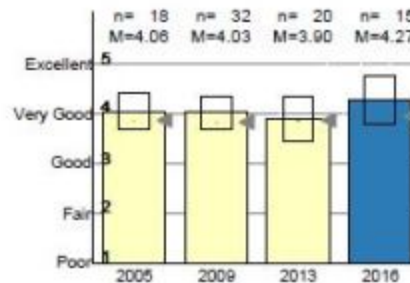
Quality of academic advising and guidance

| n= 17 | n= 30 | n= 20 | n= 16 |
| M=3.53 | M=3.57 | M=3.65 | M=3.94 |
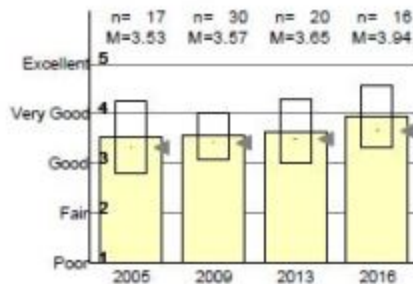
Overall, climate of program is positive

| n= 18 | n= 32 | n= 20 | n= 16 |
| M=4.22 | M=4.06 | M=3.95 | M=4.56 |
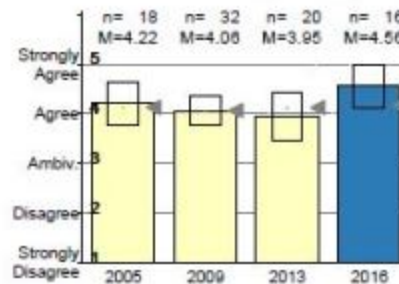
Program content supports my research/prof goals

| n= 18 | n= 32 | n= 20 | n= 16 |
| M=3.78 | M=3.94 | M=3.65 | M=4.31 |
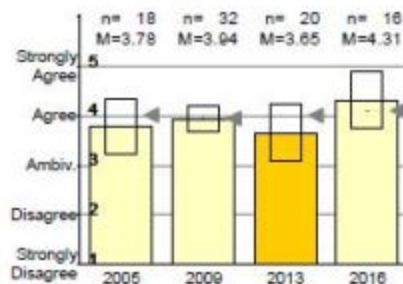
Select KU if starting over?
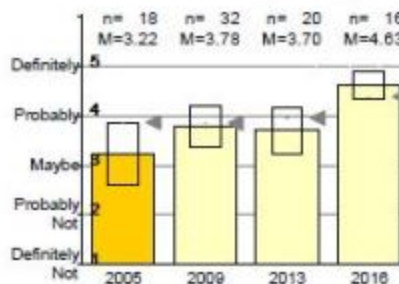
| n= 18 | n= 32 | n= 20 | n= 16 |
| M=3.22 | M=3.78 | M=3.70 | M=4.63 |

AIMS - Academic Information
Management System
Student and Faculty Measures
College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Graduate Student Satisfaction Measures
Comparative results from the Graduate Student Surveys
Factors that are obstacles to academic progress in unit
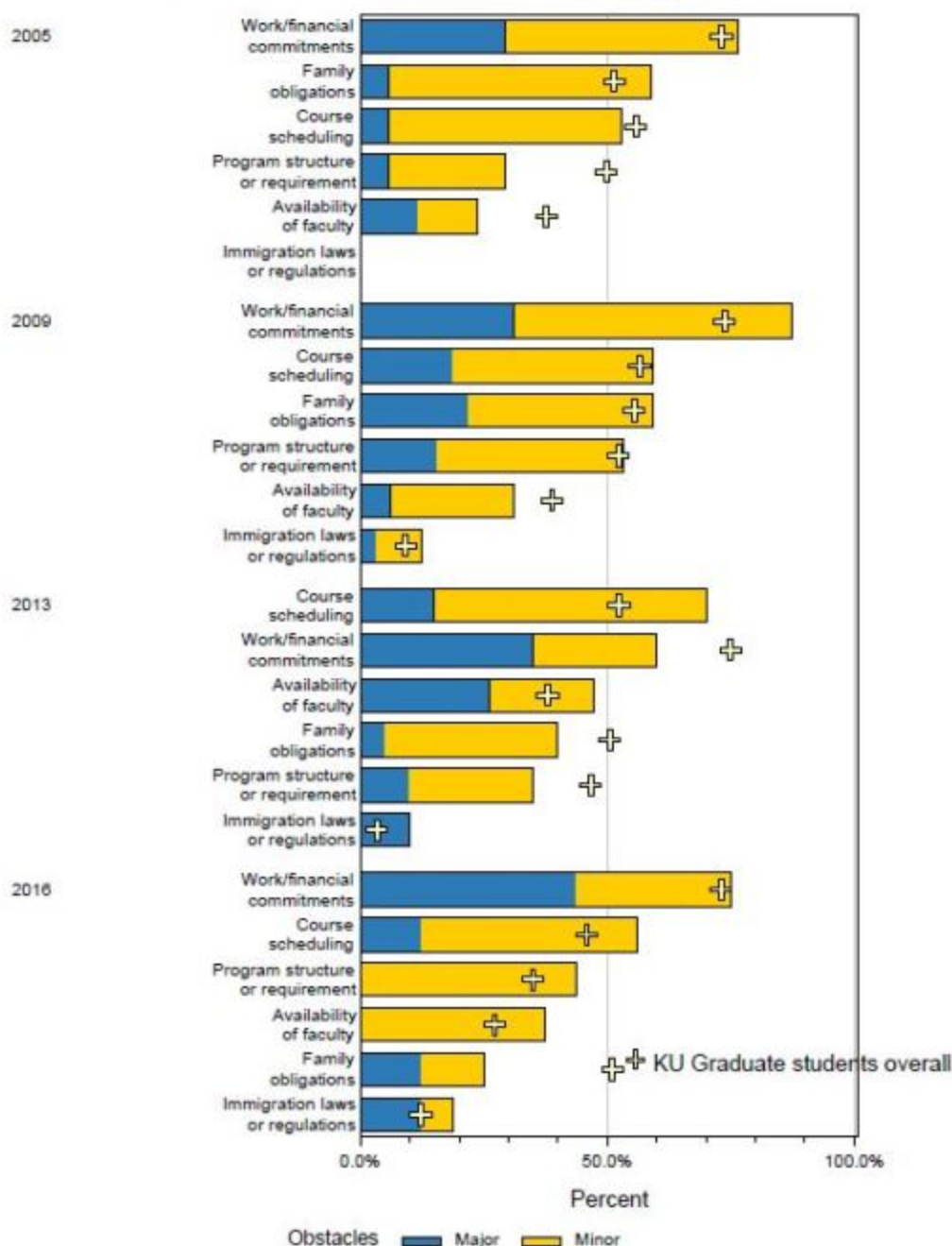
Narrative

Graduate student satisfaction measures reflect well on the overall quality of the graduate program. In 2016, students rated program quality above the "very good" category. This summary evaluation is the

highest recorded in the time series and in relation to University averages is above the 75th percentile.

Similarly, our faculty teaching and program climate is ranked above the University 75% percentile. In each case, satisfaction increased since 2005. Regarding academic advising and guidance, and research support, graduate students "agree" that our graduate program performs well in both areas. Once again, since 2005, these measures of graduate student satisfaction increased notably.

Sources

[PDF] AIMS POLS FY17 Program Review Summary (Page 19)
[PDF] AIMS POLS FY17 Program Review Summary (Page 20)

Effectiveness of Degree Programs

How do the number of majors, number of degrees awarded, and time to degree for your undergraduate and graduate programs reflect the effectiveness of your degree programs?

Majors and degree counts data come from KU's Academic Information Management System (AIMS), and are included in the AIMS Program Review Summary attached to this template (see Sources below).

*Note: Major counts and degrees awarded are summarized from official census snapshots of the data in Campus Solutions. Underrepresented minority counts include students self-reporting their race/ethnicity as American Indian, Black, Hawaiian/Pacific Islander, or Hispanic. Beginning with the FY 2016 reports, data items related to underrepresented minority students were revised to include students self-reporting two or more races, if one of those races is American Indian, Black, Hawaiian/Pacific Islander, or Hispanic. For undergraduate degree recipients, mean and median calculations of time to degree include only those students who started at KU as new freshmen. For graduate degree recipients, years to degree calculations are based on time elapsed from the first semester enrolled as a degree-seeking graduate student in the degree program to the graduation term. Data which may not accurately reflect student elapsed time-to-degree (less than two semesters for a masters degree, less than two years for a doctoral degree, or greater than twenty years for any graduate degree) are excluded. Leaves of absence recorded in Campus Solutions have been subtracted from time to degree totals. No minimum time limits are applied to SJD and DMA recipients. **Beginning with the FY 2017 reports, additional calculations for mean and median years to degree from first doctoral enrollment in department have been included for doctoral degree recipients.***

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**AIMS - Academic Information
Management System
Student and Faculty Measures**

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences

Department: **Political Science**

**Majors and Degree Counts**

Academic Program: Political Science -- Undergraduate Information

Political Science Undergraduate Declared Major Counts											
Level	Measure	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Undergraduate	Freshmen/Sophomore	224	240	208	192	147	122	121	156	179	158
	Junior/Senior	382	351	330	305	265	234	199	184	192	205
	Total	606	591	538	497	412	356	320	340	371	363
	Relative Index	166.9%	162.8%	148.2%	136.9%	113.5%	98.1%	88.2%	93.7%	102.2%	100.0%
	Jr/Sr Mean Max Comp. Test Score (ACT Scale)	26.0	26.2	25.9	25.9	25.7	26.0	26.1	26.2	25.6	26.2
	% reporting scores	88.5%	88.3%	88.5%	85.2%	85.7%	87.6%	87.4%	89.7%	91.1%	88.8%
	% Minority	10.6%	12.9%	13.0%	14.7%	15.3%	15.7%	20.6%	24.4%	24.3%	26.7%
	% Underrep Minority (see FAQs)	7.3%	8.8%	9.9%	10.7%	11.2%	12.1%	15.9%	18.5%	18.3%	21.8%
	% International	0.8%	0.7%	1.3%	2.4%	2.9%	1.1%	2.2%	1.2%	1.1%	1.7%
	% Female	36.5%	35.4%	36.2%	36.4%	34.2%	32.6%	33.4%	34.7%	36.7%	37.5%
	% KS residents	74.6%	74.5%	74.3%	75.1%	73.3%	73.9%	70.0%	74.4%	69.8%	71.9%
	Mean Age	21.1	21.0	21.1	21.1	21.4	21.5	21.3	20.8	20.3	20.7
	# Minority	64	76	70	73	63	56	66	83	90	97
	# Underrep Minority (see FAQs)	44	52	53	53	46	43	51	63	68	79
	# International	5	4	7	12	12	4	7	4	4	6
	# Female	221	209	195	181	141	116	107	118	136	136
	# KS residents	452	440	400	373	302	263	224	253	259	261

AIMS - Academic Information Management System
Student and Faculty Measures

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences

Department: **Political Science**

Majors and Degree Counts

Academic Program: Political Science -- Undergraduate Information

Level	Measure	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
	Political Science Undergraduate Degree Counts									
Baccalaureate	FY Degrees	178	179	155	141	133	110	96	85	82
	Relative Index	217.1%	218.3%	189.0%	172.0%	162.2%	134.2%	117.1%	103.7%	100.0%
	% Minority	8.4%	11.7%	9.0%	13.5%	12.8%	11.8%	13.5%	25.9%	20.7%
	% Underrep Minority (see FAQs)	5.6%	8.9%	6.5%	9.9%	9.0%	6.4%	11.5%	17.6%	13.4%
	% International	0.6%	1.1%	0.6%	0.7%	1.5%	3.6%	1.0%	2.4%	1.2%
	% Female	38.8%	33.0%	38.1%	40.4%	36.1%	33.6%	40.6%	35.3%	41.5%
	Mean Age at Graduation	23.4	23.2	23.5	23.7	23.4	24.2	23.4	22.8	23.1
	Mean GPA at Graduation	3.1	3.1	3.2	3.0	3.1	3.1	3.1	3.2	3.3
	Median Cum. Hours at Graduation	131.0	131.0	130.0	131.0	129.0	131.1	133.5	130.0	128.0
	25%tile Cum. Hours at Graduation	125.0	125.0	124.3	125.0	123.0	124.0	125.0	123.0	121.0
	75%tile Cum. Hours at Graduation	140.0	142.0	136.0	140.3	141.0	142.0	145.0	140.0	137.0
	Mean Years to Degree (YTD)	4.7	4.9	4.6	4.7	4.7	5.2	4.8	4.7	4.5
	Median Years to Degree (YTD)	4.0	4.5	4.0	4.3	4.1	4.0	4.3	4.3	4.0
	# Minority	15	21	14	19	17	13	13	22	17
	# Underrep Minority (see FAQs)	10	16	10	14	12	7	11	15	11
	# International	1	2	1	1	2	4	1	2	1
	# Female	69	59	59	57	48	37	39	30	34

**AIMS - Academic Information
Management System
Student and Faculty Measures**

THE UNIVERSITY OF
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Institutional Research
& Planning

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences

Department: **Political Science**

Majors and Degree Counts

Academic Program: Political Science -- Graduate Information

Political Science Graduate/1st Professional Major Counts											
Level	Measure	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduate/Prof	Masters	18	20	26	22	14	16	16	14	7	4
	Doctoral	27	30	40	37	32	35	40	36	33	37
	Total	45	50	66	59	46	51	56	50	40	41
	Relative Index	109.8%	122.0%	161.0%	143.9%	112.2%	124.4%	134.2%	122.0%	97.6%	100.0%
	% Minority	2.2%	4.0%	7.6%	6.8%	6.5%	9.8%	14.5%	14.0%	15.0%	12.2%
	% Underrep Minority (see FAQs)	0.0%	2.0%	4.5%	5.1%	6.5%	7.8%	12.7%	10.0%	12.5%	12.2%
	% International	24.4%	22.0%	22.7%	22.0%	19.6%	11.8%	9.1%	10.0%	12.5%	19.5%
	% Female	37.8%	42.0%	31.8%	32.2%	39.1%	35.3%	32.7%	32.0%	35.0%	39.0%
	% KS residents	44.4%	44.0%	43.9%	40.7%	32.6%	39.2%	36.4%	38.0%	45.0%	31.7%
	Mean Verbal GRE	158.2	155.8	156.3	157.4	156.9	156.3	157.2	157.3	155.9	156.2
	Mean Quant. GRE	152.0	150.2	150.2	150.0	149.3	148.4	149.8	149.8	149.6	150.4
	Mean Essay GRE	5.0	4.8	4.8	4.8	4.5	4.6	4.4	4.6	4.8	5.0
	% reporting scores	77.8%	88.0%	86.4%	86.4%	91.3%	72.5%	85.5%	86.0%	85.0%	80.5%
	# Minority	1	2	5	4	3	5	8	7	6	5
	# Underrep Minority (see FAQs)	0	1	3	3	3	4	7	5	5	5
	# International	11	11	15	13	9	6	5	5	5	8
	# Female	17	21	21	19	18	18	18	16	14	16
	# KS residents	20	22	29	24	15	20	20	19	18	13

THE UNIVERSITY OF
KU KANSAS
Institutional Research & Planning

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Majors and Degree Counts
Academic Program: Political Science -- Graduate Information

	Political Science Graduate/1st Professional Degree Counts									
Level	Measure	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
Masters	FY Degrees	8	5	7	20	5	7	7	7	7
	Relative Index	114.3%	71.4%	100.0%	285.7%	71.4%	100.0%	100.0%	100.0%	100.0%
	% Minority	12.5%	20.0%	14.3%	15.0%	0.0%	0.0%	0.0%	14.3%	28.6%
	% Underrep Minority (see FAQs)	0.0%	0.0%	14.3%	5.0%	0.0%	0.0%	0.0%	14.3%	14.3%
	% International	12.5%	0.0%	14.3%	15.0%	40.0%	28.6%	14.3%	0.0%	28.6%
	% Female	37.5%	40.0%	42.9%	25.0%	40.0%	0.0%	28.6%	28.6%	28.6%
	Mean Years to Degree (YTD)	2.6	1.9	2.4	2.2	2.7	2.4	2.0	3.1	
	Median Years to Degree (YTD)	1.9	1.9	1.9	1.9	2.9	2.3	1.9	2.3	
	# Minority	1	1	1	3	0	0	0	1	2
	# Underrep Minority (see FAQs)	0	0	1	1	0	0	0	1	1
	# International	1	0	1	3	2	2	1	0	2
	# Female	3	2	3	5	2	0	2	2	2
Doctorate	FY Degrees	2	0	1	8	6	7	5	8	4
	Relative Index	50.0%		25.0%	200.0%	150.0%	175.0%	125.0%	200.0%	100.0%
	% Minority	0.0%			0.0%	0.0%	14.3%	20.0%	12.5%	0.0%
	% Underrep Minority (see FAQs)	0.0%			0.0%	0.0%	14.3%	20.0%	0.0%	0.0%
	% International	50.0%			50.0%	16.7%	0.0%	20.0%	12.5%	0.0%
	% Female	50.0%			12.5%	66.7%	42.9%	20.0%	25.0%	50.0%
	Mean Years to Degree (YTD)	8.0			5.7	6.3	7.4	7.1	4.7	
	Median Years to Degree (YTD)	8.0			5.5	4.7	7.3	4.9	4.7	
	Mean YTD from First Doc Enrl	6.8			5.2	5.5	6.4	7.1	3.9	4.9
	Median YTD from First Doc Enrl	6.8			5.3	4.5	6.7	4.9	3.7	3.9
	# Minority	0	0		0	0	1	1	1	0
	# Underrep Minority (see FAQs)	0	0		0	0	1	1	0	0
	# International	1	0		4	1	0	1	1	0
	# Female	1	0		1	4	3	1	2	2

Narrative

Undergraduate

The number of POLS majors has increased after a relative decline after 2005. We believe the recent increase in majors is due to the effectiveness of our pedagogical innovations and curricular changes. In 2005, the department had 711 majors and this was followed by a slow and steady decline with 538 majors in 2009 and 320 by 2013. However, after 2013 we have witnessed a solid increase in the number of POLS majors with 363 in 2016. The POLS majors from 2005 to 2013 reflects overall trend in declining enrollment in the College as well as in Political Science Departments across the nation. However, we believe the increase in majors is in part due to POLS efforts to improve student learning outcomes and career options. For example, the Introduction to Political Science as a Career (POLS 102) was developed in 2015 and brought on-line in 2016. At the same time, we introduced the Public Policy Minor. In addition, we have been increasing the number of cross listed courses and working with Study Abroad program. We are confident that as we continue to implement our department innovations and

curricular changes the number of majors will continue to increase.

Graduate

Regarding graduate students, over the past four years FY degrees in our Master's program remain quite at 7. Doctorate degrees conferred across the same period vary from 4 in FY 15-16 to 8 in FY 14-15. Given the number enrolled, these figures represent an effective program in terms of retention and time to degree.

In fall of 2016, 37 students were enrolled in our graduate program, which is a reasonable proxy for the number typically enrolled. In that same year, 7 Masters Degrees and 4 PhD's were conferred – nearly 30% of total enrolled. In FY 2014-2016, 17 Doctoral degrees were completed. The median years to degree from first graduate enrollment was 4.7, a notable reduction from the FY2011-2013 period – 5.7 years. Similarly, FY 2014-2016 median years to degree after first doctoral enrollment was 3.9, nearly 1.5 year reduction from the Fy2011-2013 period.
http://graduate.ku.edu/sites/graduate.ku.edu/files/docs/dpp/DPP_A_POLS_POLS.pdf

These impressive figures reflect a collective effort to improve graduate student retention and time to degree. The improvement can be attributed to 1) early assignment of advisors and holding advisors accountable for the plan and execution students' path through the program. 2) Encouraging 4 to 5 year plan of study. 3) Timely recognition of the job market and job market requirements in formulation of such plans.

Sources

AIMS POLS FY17 Program Review Summary (Page 11)

AIMS POLS FY17 Program Review Summary (Page 12)

AIMS POLS FY17 Program Review Summary (Page 13)

AIMS POLS FY17 Program Review Summary (Page 14)

Years to degree

IV.2

Need and Demand for Programs

Considering the number of majors and the number of graduates in each of your degree programs, what can you say about the need and demand for your programs?

There are a variety of data to which you could refer in generating your response to this question. Potential data sources include, but are not limited to:

- ***Major counts*** *in Item IV.1*
- ***Degrees awarded*** *in Item IV.1*
- *Other data within the AIMS Program Review Summary attached to this template (see Sources below)*
- *Employment projections from the Bureau of Labor Statistics*

*It is suggested that you consider placement information about your graduate students, which are gathered for your doctoral graduates from the Doctoral Completion Survey (DCS) and have been posted below. The data comes from students who graduated between Fall 2011 and Fall 2016 who responded to the DCS Survey with information on their employment outcomes. **If the information on a particular student is incomplete or if you have updated data, please revise the table as necessary to include the most up-to-date and accurate information.***

Student Name	Job Placement	Job Location
Ahn, Kee Hyun	Returning to or continuing in predoctoral employment	Foreign government
Asingo, Patrick Odhiambo	Have signed contract or made definite commitment for a postdoc or other work	Foreign educational institution
Ben-Itzhak, Svetla		
Bright, Chelsie Lynn Moore		
Brown, Cody	Returning to or continuing in predoctoral employment	Foreign educational institution
Campbell, Luke B	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Chen, Dan	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Court, Whitney L	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Dean, Laura A	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Dickinson, Amber	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Dos Santos, Pedro G	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Gibb, Ryan	Negotiating with one or more specific organizations	U.S. 4-year college or univers than medical school
Glasgow, Derek J	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Hanson, Brian Russell	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Harvey, Mark A.		
Huntington, Terilyn Lee Johnston	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Jorgensen, Alexander Bjortvedt	Seeking position but have no specific prospects	Other – Specify
Kirkpatrick, Kellee Jo	Seeking position but have no specific prospects	U.S. 4-year college or univers than medical school
Kroh, Chris	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Kupka, Johnathon Moon	Returning to or continuing in predoctoral employment	U.S. federal government
Livingstone, John E	Returning to or continuing in predoctoral employment	U.S. federal government
Longaker, Jacob R	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Miles, Matt	Negotiating with one or more specific organizations	U.S. 4-year college or univers than medical school
Moddelmog, Linsey Ann	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Moon, Jerry Allen		
Rai, Saatvika	Negotiating with one or more specific organizations	U.S. 4-year college or univers than medical school
Ringenberg, Thomas A	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Struemph, Micheal Christopher	Returning to or continuing in predoctoral employment	U.S. federal government
Sylvester, Steven Michael	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school

Torrente, Steven E	Seeking position but have no specific prospects	U.S. university-affiliated resea institute
Urbano Jr, Juan L	Have signed contract or made definite commitment for a postdoc or other work	U.S. 4-year college or univers than medical school
Williams, Charles Malcom	Returning to or continuing in predoctoral employment	U.S. federal government
Yates, Heather E	Have signed contract or made definite commitment for a postdoc or other work	Other – Specify
Youngblood, Kristina		

Narrative

Undergraduate Program

As noted, the number of POLS majors has increased after a relative decline after 2005. We believe the recent increase in majors is due to the effectiveness of our pedagogical innovations and curricular changes. In 2005, the department had 711 majors and this was followed by a slow and steady decline with 538 majors in 2009 and 320 by 2013. However, after 2013 we have witnessed a solid increase in the number of POLS majors with 363 in 2016. The POLS majors from 2005 to 2013 reflects overall trend in declining enrollment in the College as well as in Political Science Departments across the nation. However, we believe the increase in majors is in part due to POLS efforts to improve student learning outcomes and career options. For example, the Introduction to Political Science as a Career (POLS 102) was developed in 2015 and brought on-line in 2016. At the same time, we introduced the Public Policy Minor.

Given student demand, as noted by faculty, we have submitted new minors in Data Analytics for Politics and in Global Security. We believe these minors will each attract more than 40 students each year after two years.

Graduate Program

The demand for graduate degree in political science is generally stable and consistent. Since fall of 2009 applications to Doctorate program vary form a high in 2009 and 2012 of 42 to low in 2015 and 2010 of 27. Masters applications, however, have dipped over the past 2 years, reaching a low of 10 in fall 2016. As stated above, we plan to remedy this with a 4+1 program and on-line Masters. Together these programs will raise the application numbers considerably. We find many potential students wishing to pursue a Master's degree are unable to do so because of full time work. On-line MA offers greater convenience and an appropriate remedy for recent trends.

Sources

AIMS POLS FY17 Program Review Summary

IV.3

Certificate Effectiveness

How do your certificates enhance the effectiveness of your degree program? Should these certificates be continued or discontinued?

Narrative

No certificates currently offered, but we are developing a certificate in Data Analytics for Politics, that would link to a minor of the same name that we have proposed and is under review.

At the graduate level we have not seen a demand for a political science certificate so we are focusing on developing a MA degree for professionals, targeting existing High School teachers.

V.1

Faculty Service to the Discipline

Comment on the extent to which your faculty serve the discipline, particularly journal editorships and elected or appointed positions in professional or discipline organizations.

For information on your department faculty's editorial work and membership on editorial boards from the PRO system, refer to Item II.2.

Professional Service 2011-2017

Row Labels	Count of ROLE
Advisory Committee Member	1
(blank)	1
Board Member	2
(blank)	2
Chair	16
Discussant	1
(blank)	15
Co-Chair	2
Discussant	1
(blank)	1
Co-Creator	1
(blank)	1
Editor, Associate	1
(blank)	1
Editorial Board Member	18
(blank)	18
External Evaluator	1
(blank)	1
External Reviewer	16
(blank)	16
Grant Reviewer	6
(blank)	6
Member	9
(blank)	9
Other	25
Academic Advisory Board Member	1
Advisor	1
Chair and Discussant	5
Council Member	1
Discussant	2
Editorial Advisory Board Member	1
Executive Council	1
Mentor	1
Moderator	1
Panel Chair	4
Panel Chair and Discussant	1
Panel Discussant	2
Presenter	1
Research Affiliate	1
Review and Consultant	1
Section Head	1
Participant	4
(blank)	4
President	2

Interim President	1
(blank)	1
President-Elect	1
(blank)	1
Referee	11
(blank)	11
Reviewer	57
(blank)	57
Reviewer, Book	18
(blank)	18
Reviewer, Journal Article	127
(blank)	127
Reviewer, Manuscript	30
(blank)	30
Reviewer, Proposal	2
(blank)	2
Session Chair	2
(blank)	2
Grand Total	352

Narrative

Although the data on professional service are only as good as what the faculty enter into the system, the data reveal that the faculty are actively engaged in professional service, something that the department culture has reinforced in recent years. This service includes at least 18 editorial boards and a number of executive level positions and committees.

In recent years we have more actively encouraged faculty with less than 8 years of experience to seek out service positions as conference section chairs, on executive councils, and editorial boards. However, all faculty are encouraged to seek out professional service opportunities and we believe that we can increase high-profile service even more.

V.2

Faculty Service to the Department and University

Comment on the contributions of your faculty to key university standing committees (e.g. governance, CUSA, UCPT, UCCC, etc.)

Row Labels	Count of ROLE
University of Kansas	100
African & African-American Studies	1
American Studies	1
Center for Latin American and Caribbean Studies	1
Other	1
Philosophy	1
Political Science	83
Advisor	1
Pi Sigma Alpha	1
Chair	12
International Relations Preliminary Exams Committee	1
Assistant Professor Hiring Committee	1
Chair, Comprehensive Examination Committee, Comparative Politics Subfield	1
Comparative Politics Committee	1
Comparative Politics Graduate Exam Committee	1
International Relations Field Graduate Examination Committee	1
Political Science American Comprehensive Exam Committee	1
Promotion and Tenure Committee	1
Public Policy Prelim Committee	2
Recruitment Committee	1
Subfield Comprehensive Exams Committee	1
Coordinator	2
KU Honors Program	1
KUREP	1
Director	4
Computer Lab	1
Graduate Director	1
Undergraduate Director	1
Undergraduate Studies	1
Faculty Mentor	1
Faculty Mentor, Patrick Miller	1
Member	60
Advisory Committee	12
American Politics Prelim Committee	11
Comparative Politics Committee	1
Comparative Politics Graduate Exam Committee	1
Graduate Advisory Committee	2
Graduate Committee	1
Graduate Studies	2
Graduate Studies Committee	1
International Relations Prelim Committee	2
International Relations Preliminary Exams Grading Committee	1
P&T committee	1
Political Science Undergraduate Committee	1

Promotion & Tenure Committee	1
Promotion and Tenure	1
Promotion and Tenure Committee	1
Public Policy Prelim Committee	9
Recruitment Committee	1
Search Committee	3
Subfield Graduate Exam Committee	1
Subfield Preliminary Exam Committee	1
Tenure and Promotion Committee	1
Undergraduate Advisory Committee	2
Undergraduate Studies Committee	2
(blank)	1
Other	1
(blank)	1
Reviewer	2
Peer evaluation of teaching for Jiso Yoon	1
Teaching Evaluation for Ryan Gibb	1
(blank)	
Advisory Committee	
Women, Gender & Sexuality Studies Program	12
Grand Total	100

Narrative

The table above provides a very limited snapshot of faculty service in the department and the University. However, it does reveal that our faculty engage in considerable, and significant, service around the University. For example, since 2011 our faculty have served as Chair or Director in four other Departments or Programs, while many also serve in affiliate positions with other Departments and Programs.

University service can both help a department and hinder it and we have observed both phenomenon. In general we encourage junior faculty to engage in less University service while we encourage Associate and Full Professors to engage in more University service. We do not foresee a significant change in our University service level.

VI.1

Faculty Teaching Loads

How do your faculty teaching loads compare with peer institutions in your field?

The data below are taken from KU's Academic Information Management System (AIMS). They are included in the AIMS Program Review Summary attached to your template (see Sources below).

Faculty teaching load data are summarized from the AAU Data Exchange. Based on Classification of Instructional Program (CIP), each KU program is compared to AAU institutions with comparable instructional programs for years in which data are available.

KU THE UNIVERSITY OF KANSAS
Institutional Research & Planning

AIMS - Academic Information Management System
Student and Faculty Measures
College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Comparative Faculty Workload Information

Tenured and Tenure-Track Faculty Only

Level	Measure	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Weighted Average
SCH per FTE	KU ratio	202.3	222.6	182.9	157.0	137.3	182.4
	AAU ratio	295.6	279.5	291.2	277.1	252.8	280.1
	KU as % of AAU	68.4%	79.6%	62.8%	56.7%	54.3%	65.1%
Org. Sect. per FTE	KU ratio	1.4	1.7	1.5	1.7	1.5	1.6
	AAU ratio	2.3	2.3	2.5	2.5	2.1	2.3
	KU as % of AAU	60.9%	73.9%	60.0%	68.0%	71.4%	69.6%

All Faculty in unit

Level	Measure	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5 Year Weighted Average
SCH per FTE	KU ratio	171.2	172.1	146.5	134.9	125.7	150.8
	AAU ratio	262.4	254.8	244.2	236.5	229.3	246.0
	KU as % of AAU	65.2%	67.5%	60.0%	57.0%	54.8%	61.3%
Org. Sect. per FTE	KU ratio	2.7	2.8	2.6	2.9	2.6	2.7
	AAU ratio	2.7	2.2	2.2	2.4	2.3	2.4
	KU as % of AAU	100.0%	127.3%	118.2%	120.8%	113.0%	112.5%
Comparison Group	# of AAU Insts:	9	8	8	10	11	
	Institutions	Colorado, Minnesota, Missouri, Nebraska, North Carolina, Purdue, SUNY-Buffalo, Texas, Wisconsin	Colorado, Minnesota, Missouri, Nebraska, North Carolina, Ohio State, SUNY-Buffalo, Texas	Colorado, Minnesota, Missouri, Nebraska, North Carolina, SUNY-Buffalo, Texas	Colorado, Missouri, Nebraska, North Carolina, Ohio State, Oregon, Purdue, SUNY-Buffalo, Texas, UC Irvine	Arizona, Colorado, Missouri, Nebraska, North Carolina, Ohio State, SUNY-Buffalo, SUNY-Stony Brook, Texas, UC Irvine, Virginia	

Narrative

Our 2-2 teaching load for tenure-track faculty are comparable to public universities with PhD programs. We do provide a semester to teaching relief (research intensive semester) prior to tenure and faculty are eligible for sabbaticals every six years. We also allow faculty to team-teach courses for full credit and allow courses to be taught on an eight-week rather than sixteen-week schedule to allow faculty to block out teaching versus research time.

Sources

AIMS POLS FY17 Program Review Summary (Page 7)

VI.2

Graduate Student Recruitment

How are you cultivating a strong graduate student applicant pool? How are you using PROSPECT to build a strong pool of applicants? What other efforts have you made to increase the quantity and quality of graduate applicants?

The data below are taken from KU's Academic Information Management System (AIMS), and the table is in the AIMS Program Review Summary attached to this template (see Sources below).

KU THE UNIVERSITY OF KANSAS
Institutional Research & Planning

AIMS - Academic Information
Management System
Student and Faculty Measures

Page 15
02/07/17
12:55:59

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Graduate Admissions Yield
Academic Program: Political Science

Level	Measure	Su/Fall 2009	Su/Fall 2010	Su/Fall 2011	Su/Fall 2012	Su/Fall 2013	Su/Fall 2014	Su/Fall 2015	Su/Fall 2016
				Graduate Admissions Yield					
Masters	Applied	43	35	22	24	27	22	12	10
	% Minority	7.0%		4.5%	4.2%	11.1%	13.6%	16.7%	
	% Underrep Minority	7.0%			4.2%	11.1%	4.5%	16.7%	
	% International	34.9%	40.0%	31.8%	37.5%	14.8%	18.2%	25.0%	30.0%
	% Female	18.6%	34.3%	36.4%	25.0%	40.7%	22.7%	33.3%	40.0%
	# Minority	3	0	1	1	3	3	2	0
	# Underrep Minority	3	0	0	1	3	1	2	0
	# International	15	14	7	9	4	4	3	3
	# Female	8	12	8	6	11	5	4	4
	Mean Verbal GRE	156.1	155.4	156.6	155.0	156.8	152.6	154.6	149.8
	Mean Quant. GRE	150.5	150.7	151.4	151.6	150.0	151.7	146.5	147.7
	% reporting scores	86.0%	91.4%	90.9%	91.7%	85.2%	72.7%	91.7%	60.0%
	Admitted	25	27	17	11	17	14	8	7
	% Minority	8.0%		0.0%	9.1%	11.8%	21.4%	25.0%	
	% Underrep Minority	8.0%			9.1%	11.8%	7.1%	25.0%	
	% International	36.0%	33.3%	17.6%	9.1%	0.0%	14.3%	0.0%	0.0%
	% Female	20.0%	33.3%	29.4%	27.3%	47.1%	28.6%	50.0%	42.9%
	# Minority	2	0	0	1	2	3	2	0
	# Underrep Minority	2	0	0	1	2	1	2	0
	# International	9	9	3	1	0	2	0	0
	# Female	5	9	5	3	8	4	4	3
	Mean Verbal GRE	158.4	157.6	158.8	160.2	158.8	154.3	157.8	154.8
	Mean Quant. GRE	151.2	151.2	150.6	152.0	150.2	152.0	147.0	151.3
	% reporting scores	92.0%	96.3%	94.1%	100.0%	94.1%	85.7%	100.0%	57.1%
	Enrolled	12	7	7	8	9	7	2	2
	% Minority	8.3%		0.0%	0.0%	22.2%	28.6%	50.0%	
	% Underrep Minority	8.3%			0.0%	22.2%	14.3%	50.0%	
	% International	16.7%	14.3%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%
	% Female	0.0%	14.3%	42.9%	25.0%	22.2%	28.6%	50.0%	100.0%
	# Minority	1	0	0	0	2	2	1	0
	# Underrep Minority	1	0	0	0	2	1	1	0
	# International	2	1	0	0	0	1	0	0
	# Female	0	1	3	2	2	2	1	2
	Mean Verbal GRE	158.8	158.3	157.0	159.4	157.8	152.7	155.5	156.0
	Mean Quant. GRE	149.5	149.7	148.1	151.6	149.2	148.5	147.0	151.0
	% reporting scores	91.7%	100.0%	100.0%	100.0%	100.0%	85.7%	100.0%	50.0%
	Applied to Admitted Yield	58.1%	77.1%	77.3%	45.8%	63.0%	63.6%	66.7%	70.0%

THE UNIVERSITY OF
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Institutional Research
& Planning

AIMS - Academic Information
Management System
Student and Faculty Measures

Page 18
02/07/17
12:55:59

College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Graduate Admissions Yield
Academic Program: Political Science

Level	Measure	Su/Fall 2009	Su/Fall 2010	Su/Fall 2011	Su/Fall 2012	Su/Fall 2013	Su/Fall 2014	Su/Fall 2015	Su/Fall 2016
					Graduate Admissions Yield				
Doctorate	Applied	42	27	31	42	30	31	27	34
	% Minority	11.9%	11.1%	9.7%	11.9%	6.7%	6.5%	7.4%	5.9%
	% Underrep Minority	7.1%	11.1%	9.7%	9.5%	3.3%	6.5%	7.4%	
	% International	38.1%	55.6%	48.4%	47.6%	43.3%	38.7%	55.6%	32.4%
	% Female	28.6%	37.0%	19.4%	33.3%	23.3%	25.8%	33.3%	32.4%
	# Minority	5	3	3	5	2	2	2	2
	# Underrep Minority	3	3	3	4	1	2	2	0
	# International	16	15	15	20	13	12	15	11
	# Female	12	10	6	14	7	8	9	11
	Mean Verbal GRE	155.4	153.9	156.0	155.4	153.4	156.1	153.8	154.1
	Mean Quant. GRE	148.7	151.1	151.3	154.1	150.7	151.6	147.9	152.4
	% reporting scores	85.7%	88.9%	83.9%	81.0%	83.3%	80.6%	74.1%	70.6%
	Admitted	21	12	13	22	11	15	12	24
	% Minority	14.3%	8.3%	15.4%	18.2%	9.1%	6.7%	0.0%	4.2%
	% Underrep Minority	4.8%	8.3%	15.4%	13.6%	9.1%	6.7%	0.0%	
	% International	33.3%	41.7%	30.8%	27.3%	9.1%	20.0%	33.3%	29.2%
	% Female	28.6%	41.7%	30.8%	40.9%	18.2%	40.0%	25.0%	45.8%
	# Minority	3	1	2	4	1	1	0	1
	# Underrep Minority	1	1	2	3	1	1	0	0
	# International	7	5	4	6	1	3	4	7
	# Female	6	5	4	9	2	6	3	11
	Mean Verbal GRE	160.1	158.3	158.6	158.2	160.4	160.1	157.9	154.1
	Mean Quant. GRE	152.8	153.0	151.3	154.8	154.0	151.3	154.3	153.9
	% reporting scores	90.5%	100.0%	84.6%	81.8%	72.7%	80.0%	83.3%	75.0%
	Enrolled	5	4	4	11	7	1	4	10
	% Minority	0.0%	25.0%	0.0%	27.3%	14.3%	▼	0.0%	0.0%
	% Underrep Minority	0.0%	25.0%	0.0%	18.2%	14.3%	▼	0.0%	
	% International	40.0%	50.0%	25.0%	9.1%	14.3%	▼	25.0%	30.0%
	% Female	20.0%	25.0%	50.0%	27.3%	28.6%	▼	25.0%	30.0%
	# Minority	0	1	0	3	1	▼	0	0
	# Underrep Minority	0	1	0	2	1	▼	0	0
	# International	2	2	1	1	1	▼	1	3
	# Female	1	1	2	3	2	▼	1	3
	Mean Verbal GRE	158.3	157.3	160.8	151.3	159.8	▼	154.0	153.1
	Mean Quant. GRE	151.8	153.0	151.0	148.9	153.0	▼	150.7	151.0
	% reporting scores	80.0%	100.0%	100.0%	63.6%	57.1%	▼	75.0%	80.0%
	Applied to Admitted Yield	50.0%	44.4%	41.9%	52.4%	36.7%	48.4%	44.4%	70.6%

Narrative

Our key strategy (efforts) is identifying students that fit our teaching and research strengths. We first look for students that exhibit strong research interests that match up well with our own faculty. In the application form, students are encouraged to outline such matches. Second, we eagerly pursue students that possess significant teaching experiences.

We also reach out to alumni that often identify talented students from their own programs. Many

quality students come to Kansas as a result of alumni recommendations.

Finally, we are increasingly aware that our strength is in regional recruitment. Most of our applicants come to us from Universities/Colleges in Kansas and neighboring states. Similarly, in recent years, several KU undergraduate majors have applied and successfully completed a graduate degree. Our own undergraduate majors represent a talented pool of potential graduate students. In this regard, a 4+1 program appears reasonable and a beneficial next step.

Sources

AIMS POLS FY17 Program Review Summary (Page 15)

AIMS POLS FY17 Program Review Summary (Page 16)

VI.3

Diversity in Recruitment

How are you recruiting undergraduate and graduate students, and how are you cultivating a diverse undergraduate and graduate student applicant pool?

How are you recruiting and retaining a high quality and diverse faculty?

There are a variety of data you might choose to refer to in responding to this question. Potential data sources include, but are not limited to:

- ***Major counts** in Item IV.1*
- ***Degrees awarded** in Item IV.1*
- ***Graduate admissions yields** in Item VI.2*
- *Other information in the AIMS Program Review Summary attached to this template.*

Additionally, information on your budgeted faculty and their demographic characteristics is posted below. This table is also available in the AIMS Program Review Summary attached to this template (see Sources below):

THE UNIVERSITY OF KANSAS
Institutional Research & Planning

AIMS - Academic Information
Management System
Student and Faculty Measures
College of Liberal Arts & Sciences - Division of Social and Behavioral Sciences
Department: **Political Science**
Budgeted Faculty

		Fall Semester									
Level	Measure	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All Department Faculty	Tenured and Tenure Track Faculty	25	25	24	23	22	22	22	17	17	18
	Other Faculty	0	0	0	0	0	0	0	0	0	0
	Reg. Instructors/Lecturers	2	4	2	3	1	3	2	2	3	4
	Temp Instructors/Lecturers	0	0	0	0	1	1	0	1	0	0
	Total Department Faculty	27	29	26	26	24	26	24	20	20	22
	Total Dept. FTE	22.4	24.3	23.5	21.5	20.3	19.1	19.6	15.8	15.7	17.5
	Relative Index	*128.1%*	*139.0%*	*134.7%*	*123.2%*	*116.1%*	*109.5%*	*112.4%*	*90.3%*	*90.0%*	*100.0%*
Tenured and Tenure Track Faculty	Tenured Faculty	17	18	19	19	18	18	17	13	12	13
	% of Tenured Faculty that are Women	29.4%	33.3%	31.6%	31.6%	27.8%	27.8%	29.4%	38.5%	33.3%	30.8%
	% of Tenured Faculty that are Minority	11.8%	11.1%	10.5%	10.5%	11.1%	5.6%	5.9%	15.4%	16.7%	15.4%
	Non-tenured Faculty on Tenure Track	8	7	5	4	4	4	5	4	5	5
	% of Tenure-track Faculty that are Women	62.5%	57.1%	60.0%	75.0%	75.0%	75.0%	60.0%	50.0%	40.0%	60.0%
	% of Tenure-track Faculty that are Minority	12.5%	14.3%	20.0%	25.0%	25.0%	25.0%	20.0%	25.0%	20.0%	20.0%
	Total Tenured/Tenure Track Faculty	25	25	24	23	22	22	22	17	17	18
	Total Tenured/Tenure Track FTE	21.4	23.0	22.5	20.5	19.5	17.6	18.1	14.0	13.7	15.2
	Relative Index	*140.5%*	*151.3%*	*148.0%*	*134.9%*	*128.3%*	*115.9%*	*119.1%*	*92.1%*	*90.1%*	*100.0%*
Demographic Information for Ten/TenTrk Faculty	% Full-time	100.0%	100.0%	100.0%	100.0%	95.5%	95.5%	95.5%	94.1%	88.2%	88.9%
	% Female	40.0%	40.0%	37.5%	39.1%	36.4%	36.4%	36.4%	41.2%	35.3%	38.9%
	% Minority	12.0%	12.0%	12.5%	13.0%	13.6%	9.1%	9.1%	17.6%	17.6%	16.7%
	% International	4.0%	4.0%	0.0%	0.0%	4.5%	4.5%	9.1%	5.9%	0.0%	0.0%
	% with Terminal Degrees	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	Mean age (for N>4)	44.8	45.9	47.3	47.8	47.6	47.7	48.4	47.2	46.0	46.9
	Median age (for N>4)	43.0	45.0	46.5	47.0	47.5	47.0	48.0	47.0	45.0	46.0
	# Full-time	25	25	24	23	21	21	21	16	15	16
	# Female	10	10	9	9	8	8	8	7	6	7
	# Minority	3	3	3	3	3	2	2	3	3	3
	# International	1	1	0	0	1	1	2	1	0	0

Narrative

Graduate Students

We typically achieve a fairly diverse applicant pool. In 2015, nearly 17% of our Masters pool was classified as underrepresented minority and just over a third female. The Doctoral pool achieves about 7-11% underrepresented minority populations, depending on the year, and approximately a third female. These percentages remains consistent across the past decade.

Doctoral enrollment reflects the applicant pool. Approximately 10% of enrollees across FY 13-15 were classified as minority and nearly 36% female. Again, these percentage appear fairly consistent across the years.

It is important to add that minority students represent some of our top performers. Several received prestigious teaching awards, significant research success and job placement. These achievements reflect on personal qualities and ambitions, but also an academic Department that values diversity and warmly embraces an impressive range of cultures and traditions.

Faculty

Since 2007 we have consistently sought to ensure faculty diversity by following best practices in recruitment for specific positions, and we have actively sought potential candidates as Bridge hires outside of the standard search process. Our mentoring of Assistant and Associate Professors for advancement and promotion has also been enhanced to ensure that faculty are retained.

We have been very effective at maintaining a gender diversity near 50% across sub-fields and professional levels. Our attempts at increasing racial and ethnic diversity have been mixed, with about 30% of cases ending in success. The College has been more supportive of these efforts in the past 3 years.

Sources

📄 AIMS POLS FY17 Program Review Summary (Page 4)

VI.4

Appropriate Size of Bachelor's and Master's Programs

Given your teaching loads, the number of faculty, demand for graduates, multi-year funding available for students, and the need to mentor students, what is the ideal size (number of students and/or graduates) for your bachelor's and master's programs? Given current resources, what can you do to achieve the ideal program size?

Please answer this question for your programs at the bachelor's and master's levels.

For information on your budgeted faculty, refer to Item VI.3 or the AIMS Program Review Summary attached to this template (see Sources below).

Narrative

Given the current number of undergraduate majors and faculty, our graduate program is likely at the ideal size. Here we define ideal relative to our teaching mission. We cover our large introductory classes and some upper level classes with significant support from GTAs. Also, our GTAs gain valuable teaching experiences as they progress through the program. Some are able to teach their own classes during the school year while others pick up summer on-line teaching. These demands, however, leave us less than ideally represented with GRAs. GRAs are very uncommon, and most funded students are never assigned as Research Assistants.

Sources

📕 AIMS POLS FY17 Program Review Summary (Page 4)

VI.5

Appropriate Size of Doctoral Program

What are the goals of your doctoral program with respect to size, quality, and time to degree and how do you plan to reach those goals?

Please take into account the quality of your students, the financial support your students receive, the number of faculty members available to mentor students, time to degree of students, and the recent job placement of graduates.

You may also want to refer to the placement of your graduate students in Item IV.2.

Doctoral Program Profile: Political Science

This program is part of the Department of Political Science in the College of Liberal Arts & Sciences.
Additional information available at http://kups.ku.edu/

Department Faculty: Political Science	Fall 2015
Total Faculty	20
Tenured and Tenure Track Faculty	17
Tenured Faculty	12
Non-tenured Faculty on Tenure Track	5
Other Faculty/Instructors/Lecturers	3
Total Faculty FTE	15.7

Includes tenured and tenure-track faculty paid by the department.

Doctoral Enrollment	Fall 12-14 Avg	Fall 2015
Total	37.0	33
Full time	89.2%	81.8%
Minority	10.8%	9.1%
International	13.5%	15.2%
Female	36.0%	39.4%
Average Hours for Doctoral Students	7.0	5.9

Doctoral Admissions: Summer / Fall 2013, 2014, and 2015					
	3-Year Average	Mean GPA	Mean Verbal GRE	Mean Quantitative GRE	Mean Analytical GRE
Applications	29.3	3.7	154.4	150.2	3.9
Admissions	12.7	3.8	159.4	153.0	4.2
Matriculations	4.0	3.8	157.6	152.0	4.1

GPA and GRE data not available for all applicants. See program website for specific admissions requirements.

Support for Fall 2015 Doctoral Students	Head Count	Avg AY Amount
Number Receiving Support / Average Per-Student Support (excluding loans)	18	$29,508
Number Receiving Educational Loans / Average Amount	7	$14,836

Includes support disbursed through or recorded in the university HR Pay, financial aid, or third party payment systems as of March 2016. KUMC support included whenever possible. Some external support may not be included. Assistantships as of Fall 2015 calculated for 9 months; assistantships may be outside program. Other institutional support may include tuition waivers and adjustments, scholarships, grants and fellowships, and other grant-funded or institutional support.

Type of Support	Head Count
GTAs	15
GRAs	1
Other Institutional Support	16
External Support	2

Students may have more than one type of support.

Doctoral Degrees Completed			% of Degrees Completed		
Year of Completion (Su\Fa\Sp)	Count	Median Elapsed Years to Degree	Within 5 Yrs	Within 7 Yrs	Within 10 Yrs
FY 2010 - 2012	15	5.3	46.7%	73.3%	93.3%
FY 2013 - 2015	20	5.5	45.0%	70.0%	90.0%

Median years to degree calculation may include both full- and part-time students, and those also obtaining a master's degree during the time interval.

Postdoctoral Plans Reported at Time of Dissertation Submission						
		Employer or Training Type				
Postdoctoral Plans of Doctoral Degree Recipients FY 2010 - 2015	Higher Education	Education - Other	Government	Private Sector or Other Employment	No Response	Total
Firm plans for postdoc or further training	0	0	0	0	0	0
Firm plans for employment	14	3	3	0	1	21
Negotiating with a specific organization, or more than one	--	--	--	--	--	3
Seeking appointment but have no specific prospects	--	--	--	--	--	2
Other or no response	--	--	--	--	--	9

Source: Survey of Earned Doctorates for degree recipients FY 2010-2011; Doctoral Completions Survey for FY 2012-2015.
Employer / training type not available for students without firm postdoctoral plans.

Generated on 03/21/16 by the Office of Institutional Research and Planning.

Narrative

Size – we would like to expand our Research Assistantships. To achieve this expansion, faculty will be required to invest more heavily in grant activity. We hope the College will assist us in providing incentives for faculty to pursue an increasingly competitive grant market.

Quality – as noted above we have programs in place to enhance the quality of our graduate students in the areas of teaching, research and professionalization. The Chair and Director of graduate studies

invested heavily in all three areas; securing CTE grant for teaching professionalization, allocation of Thompson, Cigler, and Johnson funds for collaborative summer research efforts between students and faculty. The results of these initiatives are evident the number of joint publications over the past five years and job placements.

Time to Degree – again, as noted above, we emphasized three tactics to decrease time to degree. First, early assignment of advisors to students. This creates a shared responsibility and personal investment by faculty that helps retain, motivate and ultimately graduate PhD students. Second, we encourage a 3 chapter empirical dissertation model. Often these chapters are formulated in prior classes. So, once the student begins work on the dissertation, an important foundation already exists. Finally, we emphasize a four to five year plan. These changes, combined with a consistent and strong message from the Chair and Director of Graduate Studies, worked into the Departmental culture and realized significant reductions in time to degree.

Sources

Doctoral Program Profile

VI.6

Faculty-Student Mentoring

Describe the nature of faculty-student mentoring and annual review of student progress, primarily at the doctoral level, that helps students succeed.

This information is from the graduate Progress to Degree system and displays members of your department that were/are listed as member of a dissertation committee for students who had a scheduled oral exam (proposal defense and/or dissertation defense) between calendar years 2012 and 2016.

Please note: Department faculty members employed during years 2012-2016 are reflected here. If these data do not fully reflect the doctoral students advised, please modify this table.

Revised based on faculty input and incomplete PRO data.

First Name	Middle Name	Last Name	Committees
Alan		Arwine	n/a
Nazli		Avdan	7
Christina	E	Bejarano	5
Hannah	E	Britton	34
Gail	J.	Buttorff	3
Alesha	E	Doan	17
Donald	Patrick	Haider-Markel	28
Paul	E.	Johnson	12
Mark	R.	Joslyn	30
John	James	Kennedy	12
Burdett	A.	Loomis	14
Patrick	R.	Miller	5
Maria	Yevgenyevna	Omelicheva	17
Gary	Matthew	Reich	17
Robert	J	Rohrschneider	10
Paul	D.	Schumaker	3
Elaine	Bernadette	Sharp	5
Clayton	McLaughlin	Webb	8
Jiso		Yoon	3

Narrative

Students are partnered with faculty. After the first year of study, we hope to have all incoming students matched with faculty mentors. The faculty-student pairing encourage greater investment from both faculty and students and translate into tangible benefits – benefiting the Department, faculty and

students.

Students receive feedback in several different formats. First, informal advice and critique from faculty mentors. Second, faculty formally evaluate GTAs teaching at least once a year – first year students' twice a year. Students and faculty together discuss the evaluation and both sign the evaluation form. Third, students of course obtain feedback through class assignments and grades. Finally, GTAs are renewed for up to five years if they maintain good standing (seminar performances, teaching, and exams) in the Department. The renewal occurs annually late in the spring semester.

We note that considerable effort goes into mentoring students at the MA level, within POLS and for other departments, such as CGIS, and this is not reflected in the above counts.

VII.1

Response

Narrative

VIII.1

Program Review by the Office of Graduate Studies

The Office of Graduate Studies reviewed feedback from each of the Executive Council of Graduate Studies committee members (process described below).

Narrative

Graduate level program review is to examine "indicators of program quality at the graduate level across the university." This graduate program review "includes recruitment and admissions practices, qualitative self-assessments described in the report on the self-study process, time-to-degree measurements, market and job placements data, as well as other indicators that may be available. An assessment of the overall program quality is submitted with a brief justification."

Graduate Studies reviewers are to consider available data from university sources*, information from the program self-study (particularly responses to questions about graduate faculty, graduate students, and program characteristics), and the external reviewers' comments regarding the graduate programs.

Reviewers should consider the following elements (but do not have to comment on each one separately). In the matrix below, reviewers check a rating for the indicated KBOR questions and overall assessment of program.

Then, in the text box below, reviewers will provide an overall assessment statement about the program quality and effectiveness. Additionally, please offer recommendations to the department/program that may be helpful in improving its graduate programs.

- Faculty quality (scholarly work, citation rates, grants where applicable, etc)
- Effectiveness of graduate degree program(s) (number of majors, number of degrees awarded, time to degree; Graduate Student Satisfaction Surveys)
- Need and demand for program (placement information; including Survey of Earned Doctorates, Doctoral Completions Survey; Doctoral Placement Survey; and department/program reported placements of doctoral graduates)
- Graduate Student Recruitment (how cultivate strong graduate student applicant pool and how use PROSPECT to build pool; describe efforts to increase quality and quantity of graduate applicants)
- Diversity in recruitment (how recruit diverse graduate student applicant pool
- Appropriate size of master's program (goals for ideal size and plans to achieve goals)
- Appropriate size of doctoral program (goals for size, quality, and time-to-degree and plans to reach goals)
- Faculty-student mentoring (evidence of quality and effectiveness; annual review of student progress, helping students succeed)

*Data resources available: Doctoral Program Profiles, Masters Program Profiles (if available), Doctoral Placement Survey/Doctoral Completion Surveys/Survey of Earned Doctorates, Graduate Student Satisfaction Survey, reports from Academic Analytics, Dissertation Rubric aggregated summaries (if available), Master's Assessment plan and report; Doctoral Assessment Plan and report, OIRP provided information on number of majors/degrees, placement information; department/program reported placements of master's and doctoral graduates.

If you would like to review a copy of the program/department's most recent accreditation or external review materials (as applicable), please refer to the document(s) and website link(s) at the bottom of this page.

Executive Council of Graduate Studies Reviewers: Click here to complete an assessment form.

Sources

📄 POLSExternalReviewReport_20180301

📄 POLSResponseToReview_20180301

IX.1

Response

Narrative

X.1

Response

Narrative