Program Review

BA in Political Science

College of Liberal Arts

October 2012

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: September 24, 2012

Program: Bachelor of Arts in Political Science
Degree and Title

Date of Last Review: October 2007

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation
Code (#):
1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

1
Mary Beth Bollor
Recommendation: Signature of person preparing the report:
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Mary Beth Bollor
Date: September 24, 2012

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Recommendation: Signature of Program Chair:
1
David J. Pittenger
Date: October 1, 2012

1
Andrey A. Bausko
Recommendation: Signature of Academic Dean:
1
Date: 11/29/2012

1
Elden Lange
Recommendation: Signature of Chair, Academic Planning Committee (Baccalaureate programs only):
1
Date: 1/31/2013

1
Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council:
1

Recommendation: Signature of Provost and Senior Vice President for Academic Affairs:

Recommendation: Signature of the President:

Recommendation: Signature of Chair, Board of Governors:

Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:
Continuation of the program at the current level of activity.

Rationale:
(If you recommend a program for resource development identify all areas for specific development)

The Department of Political Science offers a traditional survey of the discipline that allows students to learn the theory, method, and perspectives of Political Science. Students completing one or more of their courses receive a quality education regarding this important social science and one that examines the foundations of this country’s shared governance as well as the political structure of other countries.

As outlined in this review, the Department consists of talented and committed faculty who contribute much to the esprit de corps of the College and University. More specifically, the faculty teach courses that support the general education curriculum (including the First Year Seminar, and Critical Thinking, Social Science and International/Multicultural courses), the Honors College, and a host of interdisciplinary programs. Students completing the major are equally prepared to enter the workforce or continue their education in a host of post graduate programs. The Department is also the intellectual home of the Simon Perry Center for Constitutional Democracy, an innovative interdisciplinary program that allows students to study this nation’s collaborative governance from a multitude of perspectives.

The faculty of the Department have taken seriously the need to examine their curriculum to ensure coherence with national standards for the discipline and to verify that the sequence of courses majors complete bring about the intellectual transformations promised by the degree. In the coming years, I am confident that the department will continue to benefit from their sincere participation in the Open Pathways project.

As with all departments in the College, the Department faces notable limitations created by low salaries, meager operating budgets, limited library resources, and other matters related to the infrastructure of the institutions. These are systemic problems that extend beyond operation of the Department and will require coordinated effort at the University level.

David J. Pittenger
Signature of the Dean

October 1, 2012
Date
Marshall University
Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: BA in Political Science
College: College of Liberal Arts
Date of Last Review: Academic Year 2007 - 2008

I. CONSISTENCY WITH UNIVERSITY MISSION

Provide your program’s mission statement. Explain how your mission supports the mission of your college and the mission of Marshall University.

The mission of the Department of Political Science is to communicate the knowledge of political science as a scholarly discipline through education of undergraduate and graduate students in the core principles and specialties of political science, to engage in critical research and scholastic inquiry and to apply the knowledge of Political science to serve the needs of the state of West Virginia and the nation.

The Political Science program fulfills the mission of the College of Liberal Arts through
• providing courses that form the core of the undergraduate curriculum for all Marshall students so that they may think critically and imaginatively, communicate effectively, and understand the dimensions of human experience.
• providing specialized instruction for undergraduate and graduate students that enable them to develop intellectual and moral abilities so that they may live autonomous, sensitive, productive lives.

The Political Science program fulfills the mission of the University by
• providing opportunities for students to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
• providing opportunities for students to examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
• enabling students to appreciate and to cultivate diversity, and to value differences;
• educating a citizenry capable of living and working effectively in a global environment; and
• furthering the intellectual, artistic and cultural life of the community and region.

II. Adequacy of the Program

1. Curriculum

Major Requirements

The Political Science program follows the same arrangement as most undergraduate degrees in that students must complete all CORE I, Core II, and Liberal Arts requirements. Our program is designed to provide students depth and breadth in the study of Political Science (PSC). We require four courses of all majors: 104, American National Government and Politics; 105, Fundamentals of Politics; 211, Scope and Methods in Political Science; and 499, Capstone Experience. Our discipline has many subfields: American Politics; International and Comparative Politics; Political Theory; Public Administration and Public Policy; and Constitutional Democracy. We require students to complete a concentration of nine hours in one subfield and to take at least one course in the other three subfields to maximize their exposure to the breadth of our discipline while giving them some depth in one of the concentrations. The remaining 6 hours are electives, to allow the student to pursue additional depth or breadth as desired. To summarize, the degree consists of:

<table>
<thead>
<tr>
<th>Required Courses: 12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration: 9 hours</td>
</tr>
<tr>
<td>Subfield Breadth: 9 hours</td>
</tr>
<tr>
<td>Electives: 6 hours</td>
</tr>
<tr>
<td>Total: 36 hours</td>
</tr>
</tbody>
</table>

Minor Requirements

To earn a minor in Political Science, a student must earn fifteen hours of credit in any combination of Political Science courses.

Interdisciplinary Contributions

Political Science contributes to the following interdisciplinary minors at Marshall: African and African American Studies; Latin American Studies; Appalachian Studies; and Sexuality Studies.

Political Science also contributes 4 of the required courses for a degree in International Affairs (IA) and an additional 17 courses from which IA majors may develop a 4 course sequence. The PSC Capstone is an option for IA majors and PSC provides 3 courses that can be counted toward the minor in International Affairs.

General Education Contributions in PSC Courses

Political Science contributes to the International, Writing Intensive, Multicultural and Critical Thinking requirements of the General Education curriculum of Marshall University. Beginning this fall, we are now contributing to the Multicultural requirements and our American National Government courses now have earned the Critical Thinking designation. During this review period our department has taught the following courses that contribute to general education:
General Education Requirement  Number of Courses Taught by PSC
  International  73
  Writing Intensive  36
  Critical Thinking  6
  Total  115

General Education Contributions by Faculty
  Faculty in Political Science teach in the Yeager Seminars, Honors seminars and Freshmen Seminar (FYS) courses. During this review period our contributions were:
  Yeager Seminars  4
  Honors Seminars  1
  Freshmen Seminars (FYS)  4
  Total Faculty Courses Taught Outside PSC  9

Developments in Political Science Curriculum
  During this review period our department engaged in a comparative study of Political Science curricula to ensure that we are offering courses currently offered in other Political Science departments. We reviewed the discipline curricula of Marshall peer institutions University of South Carolina, Ohio University, Eastern Tennessee State University, Wright State University, Eastern Carolina University and North Dakota University. Additionally, we reviewed the curricula of Political Science departments at West Virginia University, Michigan State University, North Carolina – Chapel Hill, University of Kentucky, University of Virginia and Ohio State University. This review resulted in the design of four new courses, Environmental Politics, Appalachian Politics and Religion, Canadian Politics and Religion, Politics and the Constitution. One of these courses, Environmental Politics, has been approved as a new course. The others are pending action with various curriculum committees. We also retired one course, Comparative Foreign Policy, as it is no longer a standard course in International Relations and its absence from a regular rotation frees faculty to teach other courses.
  In response to the last Program Review of International Affairs our department changed a position from the American subfield to the Comparative subfield and hired Dr. Shawn Schulenberg, an expert in comparative politics and Latin American Politics. Dr. Schulenberg has developed a new course in Civil Military Relations which is also in the process of becoming a formal part of the curriculum.
  Harry Potter and Political Theory is a new course developed by our political theorist, Dr. Jamie Warner. Dr. Warner’s class uses the popular novels to help students to relate to and apply political theory. The course has been very popular and is now under curriculum committee review.
  Finally, during this review period we have changed the curriculum for American National Government and Politics, Fundamentals of Politics and Comparative Politics so that all three courses now are designated as Critical Thinking and are part of the Core I curriculum.
2. **Faculty**

Our department has eight full time, tenured or tenure-track faculty, all of whom hold Ph.Ds. and specialize in the various subfields of our discipline. The Director of the Simon Perry Center for Constitutional Democracy and university Pre-Law Advisor is also a member of the department. She holds a Juris Doctorate and is licensed to practice law in five states. All faculty in the department teach Core I and Core II courses as well as the courses of their subfield.

During this review period our faculty published 15 articles in peer reviewed journals and 9 book chapters. We have collectively presented 15 papers at national juried conferences; 8 papers at regional conferences; and 1 paper at an international conference. Additionally, Political Science faculty have secured nearly $14,000 in external grants and $7,828 in internal grants to support research efforts.

Our department has seven adjunct faculty who teach on a rotating basis at the Huntington, Point Pleasant, Martinsburg and Teays Valley campuses. All adjunct faculty hold either the Master or Juris Doctorate degrees.

We have two graduate teaching assistants who help students in statistics labs, grade objective exam questions, and correct grammar problems on student papers and exams so that faculty can concentrate their efforts on research.

3. **Students:**

   a. **Entrance Standards:** The department admission requirements do not vary from the entrance standards of Marshall University.

   b. **Entrance and Exit Abilities of past five years of graduates:**
      Appendices III and IV detail the abilities of our students for each of the five years under review. On average, the entrance abilities of our students, as measured by GPA, hovers at 3.55, with an average ACT of 24. Our students, then, are in the solid A-range. Their exit GPA’s are somewhat lower, averaging at 3.33. This is still in the A-range, but at the lower end of the spectrum. The fact that sixty-nine percent of our graduates attend graduate school suggests that our program prepares students well for further education.

4. **Resources:**

   a. **Financial:** All of our funds are used to support the graduate and undergraduate programs in Political Science. As our faculty teach in both programs, it is not possible to separate the funding for each. We have a base budget for general operation of the office and additional funding for adjuncts. The adjunct funding varies depending on faculty reassignments to teach FYS courses and Honors courses and to perform administrative duties. We augment the operating funds with revenue from our E-course, which is taught each semester as part of the regular faculty load. The
The operating budget is used to pay for telephone and internet service, the fax line, printing, advertising, postage, a leased copy machine, toner and copy paper, and general office supplies. It is also used to pay the department’s annual dues to the professional organizations of NASPAA, the National Association of Schools of Public Affairs and Administration and APSA, the American Political Science Association. E-course revenue is used in four ways: to help off-set the cost of faculty travel to present research at conferences; to sponsor our annual Paul D. Stewart lectureship, in which we bring a scholar to campus who can expose our students to new and interesting research in the discipline; to help off-set the costs of our graduate students when they present research at conferences; and to purchase equipment for our classrooms and for faculty to use while presenting research at conferences. As faculty are required to present research in order to gain promotion and tenure, it is important to us to have this resource to sustain the research efforts of our department. We also believe it is very important to support the work of our graduate students as establishing a record of presented research will help their marketability in gaining employment and entrance to doctoral programs.

If the BA in Political Science were terminated, students at Marshall University would lose an opportunity to learn about the political behaviors and institutions that govern their city, state, country, and global community. Civic Engagement, an essential component of the Liberal Arts College, would also be greatly diminished as this department is heavily involved in recruiting students to engage with political parties and interest groups, voter registration campaigns and get-out-the-vote drives. Our faculty participate widely in media interviews and panel discussions to further knowledge and discussion of issues relevant to participatory democracy. The interdisciplinary minors of African and African American Studies, Latin American Studies, Appalachian Studies and Sexuality Studies would lose major curricular components. The General Education program would lose 17 International Courses; 1 Multicultural Course; four faculty who are trained and designated Writing Intensive instructors; 3 Critical Thinking courses; two Freshmen Seminar (FYS) instructors; and two faculty who teach in the Honors program.
b. **Facilities:**

Our department has two designated classrooms: Smith Hall 433 and 435. We use the university labs in Smith, Harris and Corbly Halls for lab work in our statistics courses. We also use nine offices and a mailroom on the seventh floor of Smith Hall. The Perry Center for Constitutional Democracy is located in Old Main 230. We have used e-course funds to purchase equipment for our classrooms, including lap top computers, projectors and large screen televisions. Our e-course funds have also been used to purchase I-Pads and lap tops for our faculty to use in the classroom and when conducting research or presenting papers at conferences.

5. **Assessment Information:**

**Summary Information**

Our program has seven learning outcomes:

1. Students will apply principles and generalizations to evaluate political problems and situations.
2. Students will synthesize and integrate information and ideas.
3. Students will draw reasonable inferences and observations.
4. Students will identify major concepts in Political Science.
5. Students will demonstrate critical thinking skills by comparing, contrasting, analyzing and evaluating major political science methods, concepts and theories.
6. Students will appropriately use technology to find and/or disseminate information central to Political Science.
7. Students will demonstrate an understanding of the rights and responsibilities of citizenship.

These outcomes are assessed through various assignments in the required courses. We use this approach so that systematic data may be collected. PSC 104, American National Government and Politics, teaches students about the rights and responsibilities of citizenship and introduces them to the study of American political behavior and institutions. This course has exercises in citizenship which vary in each section, from writing a citizenship handbook to designing and executing an activity in civic engagements. These exercises are used to assess outcome 7. Outcome 4 is also assessed in PSC 104 through objective questions asked on final exams. These questions test the students’ knowledge on core concepts in the discipline. PSC 211, Scope and Methods, teaches students to conduct research and write research papers as well as basic descriptive and inferential statistics and SPSS, a mainstream statistical software employed in many non-profit and government agencies. Because this course has all of the above mentioned components, various parts of the research paper are used to assess three of our learning outcomes (numbers 1, 2, 3, and 7). PSC 499, Capstone Experience, is used to assess outcomes 1, 3 and 5. This course is a great books seminar in which students read, discuss, and compare classic texts from
each of the subfields. Students also prepare and present a paper analyzing a public policy and making recommendations for improving that policy.

As table V indicates, our benchmarks are high and students are nearly meeting them in most categories. Where the students are not close to meeting the benchmarks, substantive changes have been made to the courses. PSC 211, Scope and Methods, has been revised in three significant ways: more time is now spent in labs helping students to read and interpret statistical results in SPSS; a third exam was added so that students could be examined incrementally on their understanding of statistical methods; finally, more time is spent in workshops where students learn to integrate and analyze material and to practice interpreting conclusions from statistical results. Students in PSC 499, Capstone Experience were more likely to reach the benchmarks than in other courses. This should be expected, as the other required courses are taken by students before they reach their senior year. Still, PSC 499 has been revised to spend more time in class practicing analysis of the texts: the methodology and data used, the application of the text to other issues in Political Science, and the comparison of the organization and presentation of the texts and the various approaches authors use to research similar concepts.

The assessment of outcomes 4 and 7 will be expanded to all sections of PSC 104, American National Government and Politics, beginning this fall. Late last spring this course earned the designation of Critical Thinking, and with that the sections now have standard course outcomes. This will make the assessment of our program outcomes more uniform and provide us with clearer information as to whether the course needs to be changed to assist more students in meeting our benchmarks.

a. Other Learning and Service Activities:

Students in Political Science are encouraged to apply for internships with the West Virginia Legislature. Each year students from our program are selected for the Judith Herndon and Frasure-Singleton legislative programs. Our students also have internships through the Washington Center and with various Congressional offices.

b. Plans for Program Improvement:

The assessment measures for four of our outcomes were taken from selected sections of American National government. Our sections are now more unified because they all now follow the approved curriculum for Critical Thinking classes. Therefore, as of this semester (fall 2012) we will be able to assess these outcomes across all sections of American National Government to develop a clearer picture of how the outcomes are being met.
As Table V outlines, two courses, Scope and Methods in Political Science and the Capstone Experience have already had curricular changes to better help our students meet the learning outcomes assessed through those courses.

c. **Graduate Satisfaction:**
   As part of the department’s annual Assessment Day activities we hold “town hall” meetings with the students to ask about improvements they would like to see in the program. These are generally not well attended (10-15% of our majors attend); nevertheless, we have implemented the following changes in response to student suggestions.
   1. We have held information sessions for our majors to discuss career opportunities, law school and graduate school admission preparations. We are continuing to have these information sessions for the majors. Additionally, students in two of the required courses, Scope and Methods and Capstone Experience, are encouraged to write their papers (one quantitative, the other qualitative) for presentation as writing samples to employers and graduate schools.
   2. We try to offer all subfield courses on a two-year rotation and, when that is not possible, to emphasize to students that other courses in the subfield are being offered which meet program requirements.

d. **Follow-up Study**
   Eighty-five percent of our graduates were contacted for employment information for this review. Of those students, 69 went on for graduate education; 26 are employed in the field or in a related field, and 32 are employed outside the field. Students indicated satisfaction with their training in our program.

e. **Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment.** Letters from the Assessment Office are included in Appendix IX.

6. **Previous Reviews:**
   At its meeting of April 23, 2008, the Marshall University Board of Governors recommended that the BA in Political Science continue at its current level of activity.

7. **Identify weaknesses and deficiencies** noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

   In its review, submitted in academic year 2007 – 2008, the BA in Political Science identified the following weaknesses:
a. It said that salaries, while improving, were still too low to attain a higher degree of success in attracting and retaining outstanding young political scientists unless they already had personal or family ties to the region.
b. It said that, during the entire reporting period there had been inadequate funds to provide for faculty travel and other purposes.
c. It said that it had insufficient faculty to assure reasonable size classes, to facilitate the management of present and additional student internship opportunities, and to implement the goal of the university to advance the research activities of its faculty.
d. It said that insufficient classroom assignments and the lack of a conference/seminar room were serious deficiencies.
e. It said that, at the end of its last reporting period, it had an annual allocation of $4,000 for the acquisition of books related to the discipline, but no longer had that allocation at the time of the last program review.

The following reflections are offered to each weakness stated above:

a. This weakness still exists. In the searches our department has had during this review period, our initial offers were often rejected by candidates on the grounds that the salaries were too low and the expected teaching load too high to do meaningful research. The standard teaching load for Departments of Political Science at Research II schools is a 3/3. One candidate for a Public Administration position was offered $40,000 at the Assistant Professor level. The academic job he already had was paying a salary of $73,000 and he told us that he had hoped we could offer $78,000 at the Associate Professor level. Another Public Administration candidate ended the phone interview when we told her the salary range would be in the low $40,000s. She indicated she didn’t want to waste our time or hers and that she was seeking a salary in the $70,000s as a new Ph.D. in that subfield. Another candidate for a Comparative Politics position turned down our offer of $40,000 because another school offered him an Assistant Professor level position in the mid-$50,000s. Another person was hired at $45,000 only when two faculty members, paid at lower salaries, were told that their salaries would be raised to meet the new professor’s salary. After she was hired one of the faculty member’s salary was raised to $45,000, but the second member’s was not. This inversion lowered the morale of the department and created feelings of mistrust between the faculty and administration. Our newest faculty member accepted the position only when his targeted school did not offer him the position for which he had applied: that position paid in the mid-$50,000s with a 3/3 teaching load.

b. Our department is now using e-course funds to off-set the costs of faculty travel.

c. It is very difficult for faculty to teach 4 courses each semester and to engage in research. However, as noted above and in the Faculty Data Sheets, our faculty have managed to publish and present research at many conferences
during this review period. Our internship programs are managed by the chair in addition to the full teaching load and other administrative duties.

d. We now use e-course funds to purchase technology for our classrooms. We have a very nice conference room on the 7th floor of Smith Hall for all departments on the floor with furnishings provided by President Kopp.

e. Book acquisition allocations continue to be nonexistent.

8. Current Strengths/Weaknesses:

   **Strengths**

   Our faculty are very good teachers and researchers. In this review period our faculty have won four university awards: 2012, MU Distinguished Artists and Scholars Award (Shawn Schulenberg); 2011, Charles E. Hedrick Outstanding Faculty Award (Jamie Warner); 2010, Pickens-Queen Teaching Award (Jess Morrissette) and 2009, Pickens-Queen Teaching Award (George Davis).

   Our program attracts good students, as documented in Appendix III. These students come in with good ACT scores and good GPAs. Our graduates have a high rate (50%) of going to graduate school and good rates of gaining employment, often with jobs in the field.

   The program is dynamic. We assess changes in the discipline and are developing new courses consistent with those offered across the nation.

   Our faculty work closely with our students to mentor their research for presentation at conferences and for development to writing samples for graduate schools and employment.

   We actively seek internship opportunities with our students and monitor their work during the progress to make certain that they are gaining important skills and that employers are satisfied with their work.

   **Weaknesses**

   Our last hire in the department, a Ph.D. with a publication and teaching experience, was hired at $42,500. His salary was this low because the department did not want to create an inversion with the next higher salary of $42,738. The average professor’s salary at Marshall is advertised at $60,615. The average salary in our department is $53,989. The difficulty of low salaries is not a problem that can be addressed by our department. It does, however, pose a problem for the department to recruit and keep good faculty. As documented above, our faculty teach full loads, contribute heavily to the general education component of the university, win research and teaching awards, create innovative courses and publish in the discipline. The weakness we have is a pervasive problem of low morale.
III. Viability of the Program

1. **Articulation Agreements:** The Department of Political Science has no articulation agreements with other programs but does comply with articulation agreements established by Marshall University.

2. **Off-Campus Classes:** Internship credits are offered in the following courses: PSC 382, Student Legislative Program; PSC 489, Seminar in Public Service, and PSC 490, Public Service Internship. These internships all take place off campus, generally at the capitol or in Congressional offices. The internships are supervised by the department chair.

3. **Online Courses:** Our department has one online course: PSC 104, American National Government and Politics. The course is offered every semester and also during the summer and enjoys robust enrollments.

4. **Service Courses:**

   PSC 104, American National Government, is a required course for secondary education majors specializing in social studies. The Social Work program requires its majors to take PSC 202, State and Local Government.

   The department provides 17 International courses, 1 Multicultural course, 3 Critical Thinking courses, and four faculty who teach Writing Intensive courses.

**Program Course Enrollment:** As Appendix VI indicates, courses are offered each semester in each of our subfields. The American, International and Comparative subfields enjoy the most robust enrollments. Political Theory is the most intellectually challenging subfield in our discipline, and, as the appendix indicates, students self-select into that concentration. However, Dr. Warner’s Harry Potter and Political Theory (noted in the chart as one of our special topics courses because it has not yet passed through all curriculum committees for approval) enjoys full enrollments and is proving a way to use popular literature to draw students into engaging in political theory.

5. **Program Enrollment:**

   As Appendix VII indicates, our program has an average of 123 majors each year, with additional 30-40 minors. On average, 25 students graduate from our program each year.

6. **See (Figure 1, page 95) for enrollment trend lines for the period of the review.**

7. **Enrollment Projections:** We expect our enrollments to stay at the same level. As of this fall (2012) 27 new freshmen registered as Political Science students, which is consistent with the number of freshmen we have seen in the years of this reporting period.
IV. Necessity of the Program: Provide a narrative summary for each of the following items in addition to requested appendices.

1. Advisory Committee: The Department of Political Science has no advisory committee. We do have internships with various agencies, public service offices and the West Virginia Legislature and our adjuncts are professionals in the community. We do regularly solicit the opinions of our adjuncts and the people with whom our students intern for information on our students’ abilities and any suggestions they have for program improvements.

2. Graduates:
   Twenty-one of our graduates are employed directly in Political Science-related jobs, including positions with the West Virginia Legislature, Governor Tomblin’s office and Attorney General McGraw’s office. We also have graduates employed in Senators Manchin and Rockefellers’ offices and with Congressman Rahall. Other graduates are employed with public service offices in Cabell and Kanawha counties, the Commonwealth of Kentucky, the Franklin County Juvenile Court in Columbus, Ohio, and with California State Senator Sharron Runner. Many of our graduates are now attorneys in this state and elsewhere.
   Related-field employment includes positions our graduates have with the Peace Corps, Mountwest Community and Technical College; MU Center for Business and Economic Research; and as Loudoun County Fire and Rescue Department’s Chief Purchasing Agent.
   Nearly fifty-one percent of the students contacted went on to graduate schools. The tables below indicate their fields of study and schools attended.
## PSC Graduates with a BA Who Went on To Graduate Work

<table>
<thead>
<tr>
<th>Attending University</th>
<th>MA /MS Program</th>
<th>Number in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall University</td>
<td>Political Science</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Business Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT – Teaching</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
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<tr>
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<td>Healthcare Administration</td>
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<tr>
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<td>Adult and Technical Education</td>
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<td>English</td>
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<td>Communication Studies</td>
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<td>Journalism</td>
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<td>Exercise Management</td>
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<td>GXED Post Bac Teacher Certificate</td>
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<tr>
<td>Eastern Kentucky University</td>
<td>Post Bac Classes in English</td>
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<tr>
<td>University of Phoenix</td>
<td>Post-Bac Classes in International Affairs</td>
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<tr>
<td>Virginia Technical Institute</td>
<td>Political Science</td>
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<td>West Virginia University</td>
<td>Global Business Administration</td>
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<td>University of Tennessee</td>
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<td></td>
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</table>

### Summary
46/136 or 33% of the students earning a BA in Political Science from December 2007 – May 2012 went on to graduate study for a Master’s degree or post-bac work. 30/136 or 22% of the BA graduates went on to earn a Master’s degree from Marshall University.
<table>
<thead>
<tr>
<th>Attending University</th>
<th>Juris Doctorate Program</th>
<th>Number in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia University School of Law</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Thomas M. Cooley Law School</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>University of Tennessee School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Mississippi College of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Kentucky College of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Pittsburg School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Florida Coastal School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ohio Northern School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>The Catholic University of America Law School</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Wake Forest University of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>University of Cincinnati School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ohio University Moritz College of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Duquesne University School of Law</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Accepted to West Virginia – not yet attending</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Attending Law School – school unknown</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attending University</th>
<th>Ph. D. Program</th>
<th>Number in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>History</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary: 23/136 or 16% of the students earning a BA in Political Science from December 2007 – May 2012 were accepted into law schools.

3. **Job Placement:**
   Fifty percent of the students we contacted indicated they were employed. This percentage overlaps with the sixty-nine percent who indicated they were in graduate school, indicating that many of our students pursue graduate education while working. While our numbers are not low, our department is working to organize job placement fairs targeted to Political Science majors. We also encourage students to have internships and many of our students gain employment as a result of their internships.

V. **RESOURCE DEVELOPMENT** Not applicable.
## Appendix I

**Required/Elective Course Work in the Program: BA in Political Science**

**Degree Program:** BA in Political Science  
**Person responsible for the report:** Marybeth Beller

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 104, American National Government and Politics</td>
<td>12</td>
<td>Nine hours of electives concentrated in one subfield; nine hours of electives from three separate subfields; six hours of electives in the major. See list below.</td>
<td>24</td>
<td>None required but several recommended.</td>
<td>0</td>
</tr>
<tr>
<td>PSC 105, Fundamentals of Politics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC 211, Scope and Methods in Political Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC 499, Capstone Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Subfield Courses in Subfield

<table>
<thead>
<tr>
<th>Subfield</th>
<th>Courses in Subfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Theory</td>
<td>PSC 418, American Political Thought II; PSC 419, Women and Political Thought; PSC 421, American Political Thought I; PSC 425, Ancient and Medieval Thought; PSC 426, Modern Political Thought; PSC 428, Islamic Political Ideas and Institutions; PSC 429, The Politics of Conflict and Revolutions; PSC 430, Political Ideologies; PSC 446, Politics in History</td>
</tr>
<tr>
<td>International and Comparative Politics</td>
<td>PSC 207, Comparative Politics; PSC 209, Fundamentals of International Relations; PSC 405, International Organization; PSC 406, International Politics; PSC 407, Asian Politics; PSC 408, Middle</td>
</tr>
<tr>
<td>Program Area</td>
<td>Courses</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eastern Politics; PSC 409, Western Democratic Politics; PSC 410, Post-Soviet Politics; PSC 411, Latin American Politics; PSC 412, International Political Economy; PSC 415, International Law; PSC 416, Politics of Development; PSC 420, Current and World Regional Issues; PSC 422, African Political Systems; PSC 423, American Foreign Policy; PSC 428, Islamic Political Ideas and Institutions; PSC 429, The Politics of Conflict and Revolution; PSC 431, Politics of Global Terrorism; PSC 442, Politics and Welfare; PSC 444, Dictatorship and Democracy</td>
<td></td>
</tr>
<tr>
<td>Public Administration and Public Policy</td>
<td>PSC 233, Introduction to Public Policy; PSC 311, Issues in Public Policy; PSC 333, Introduction to Public Administration; PSC 433, Public Administration and Policy Development; PSC 442, Politics and Welfare; PSC 450, Administrative Law; PSC 452, Public Personnel Administration; PSC 453, Governmental Budgetary Administration; PSC 454, Administrative Organization and Behavior;</td>
</tr>
<tr>
<td>Constitutional Democracy</td>
<td>PSC 417, Homeland Security and Civil Liberties; PSC 418, American Political Thought II; PSC 421, American Political Thought I; PSC 427, Shapers and Definers; PSC 429, The Politics of Conflict and Revolution; PSC 436, The American Judiciary; PSC 444, Dictatorship and Democracy; PSC 446, Politics in History; PSC 460, Civil Rights and Liberties; PSC 484, Constitutional Law</td>
</tr>
</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: N/A

**NOTE: YOU MAY USE YOUR FOUR-YEAR PLANS OF STUDY AS APPENDIX I IF YOU WISH**

Our plan of study is attached so that the reader can better understand how the electives fit into a four-year cycle.
## Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Communication: CMM103 Fund Speech-Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Composition: ENG101 English Composition I (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FYS 100: FYS100 First Yr Sem Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics: MTH 121 or higher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSC 104 (doublecounts for major and Core II Social Science)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Hours:** 15 hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>PSC105 Fundamentals of Politics (CT)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Phys or Nat Science: (see official list for options)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CT Designated Course:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MultiCult or Int: see official list for options)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fine Arts: ART 112 or MUS 142 or THE 112</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Hours:** 16 hours

## Year Two

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>PSC211 Scope &amp; Meth Polit Sci</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Composition: ENG201 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Intensive: (see official list for options)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Any Social Science (see COLA guidelines for options)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 101</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Hours:** 15 hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>Humanities:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writing Intensive: (see official list for options)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 102</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Phys or Nat Science (see COLA guidelines for options)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PSC elective (3 in 1/1 in 3)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Hours:** 16 hours

## Year Three

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>300/400 Multicultural (see official options)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>300/400 Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>300/400 PSC elective (3 in 1/1 in 3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>300/400 Free Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>300/400 International (see official list for options)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language 203</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 15 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>300/400 PSC elective (3 in 1/1 in 3)</td>
</tr>
<tr>
<td>300/400 PSC free elective</td>
</tr>
<tr>
<td>300/400 Free Elective</td>
</tr>
<tr>
<td>PSC 499 (double counts for major and Capstone)</td>
</tr>
<tr>
<td>Any Literature (see COLA guidelines for options)</td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 15 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>300/400 PSC elective (3 in 1/1 in 3)</td>
</tr>
<tr>
<td>300/400 PSC free elective</td>
</tr>
<tr>
<td>Any Literature (see COLA guidelines for options)</td>
</tr>
<tr>
<td>300/400 Free Elective</td>
</tr>
<tr>
<td>300/400 Humanities (see COLA guidelines for options)</td>
</tr>
<tr>
<td><strong>Recommended Hours:</strong> 15 hours</td>
</tr>
</tbody>
</table>

**Other Requirements:**
- Minimum Number of Hours to Graduate: 120
- Minimum GPA to Graduate: 2.0 overall, Marshall and major GPA

Other:
This is just one possible example of how a student may graduate in eight semesters. Variations on when specific courses are offered, whether a student needs pre-college courses to qualify for college level Math and English, withdrawing from or failing courses, taking summer courses, and/or changing majors all will affect the four year plan. The total number of free electives will depend on the amount of double and triple counting of requirements. See course attributes each semester for courses that meet multiple requirements. Questions about requirements should be directed to the College of Liberal Arts (304-696-2350). Core II and COLA requirements may not be double counted. Forty-eight credit hours (sixteen 3-hour courses) must be at the 300/400 level. Students must earn a C or better in ENG 201 and all foreign language courses.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Robert W. Behrman  Rank: Professor

Status (Check one):  Full-time  X  Adjunct _____  Current MU Faculty:  Yes  X  No ____

Highest Degree Earned: Ph.D.  Date Degree Received: 1986

Conferring Institution:  Indiana University

Area of Degree Specialization:  Public Law, Methodology, Canadian Politics

Professional Registration/Licensure:  N/A

Field of Registration /Licensure:  N/A

Agency:  N/A

Number of years at Marshall (can be in either teaching or administration) 17

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.

Spring 2012
PSC 105-201, "Fundamentals of Politics (CT)," CRN 4812, 10 enrolled, 3 credit hours. 100% responsibility.
PSC 105-202, "Fundamentals of Politics (CT)," CRN 4813, 23 enrolled, 3 credit hours. 100% responsibility.
PSC 450-201, "Administrative Law," CRN 4828, 8 enrolled, 3 credit hours. 100% responsibility.
PSC 460-201, "Civil Rights & Liberties," CRN 4829, 2 enrolled, 3 credit hours. 100% responsibility.
PSC 550-201, "Administrative Law," CRN 4840, 3 enrolled, 3 credit hours. 100% responsibility.
PSC 560-201, "Civil Rights & Liberties," CRN 4841, 3 enrolled, 3 credit hours. 100% responsibility.

Fall 2011
PSC 105-101, "Fundamentals of Politics," CRN 3748, 13 enrolled, 3 credit hours. 100% responsibility.
PSC 105-102, "Fundamentals of Politics," CRN 3749, 20 enrolled, 3 credit hours. 100% responsibility.
PSC 417-101, "Homeland Sec and Civ Lib," CRN 3761, 11 enrolled, 3 credit hours. 100% responsibility.
PSC 484-101, "Constitutional Law," CRN 3772, 10 enrolled, 3 credit hours. 100% responsibility.
PSC 517-101, "Homeland Security & Civil Lib," CRN 3774, 3 enrolled, 3 credit hours. 100% responsibility.
PSC 584-101, "Constitutional Law," CRN 3783, 1 enrolled, 3 credit hours. 100% responsibility.
PSC 601-104, "Reading-Political Science," CRN 4871, 1 enrolled, 2 credit hours. 100% responsibility.

Spring 2011
PSC 105-201, "Fundamentals of Politics," CRN 3806, 17 enrolled, 3 credit hours. 100% responsibility.
PSC 105-202, "Fundamentals of Politics," CRN 3807, 21 enrolled, 3 credit hours. 100% responsibility.
PSC 436-201, "The American Judiciary," CRN 3829, 8 enrolled, 3 credit hours. 100% responsibility.
PSC 480-201, "SpTp:Religion Pol/Constitution," CRN 3831, 9 enrolled, 3 credit hours. 100% responsibility.
PSC 536-201, "The American Judiciary," CRN 3841, 2 enrolled, 3 credit hours. 100% responsibility.
PSC 580-201, "SpTp:Religion Pol/Constitution," CRN 3843, 2 enrolled, 3 credit hours. 100% responsibility.

Fall 2010
PSC 105-101, "Fundamentals of Politics," CRN 3812, 21 enrolled, 3 credit hours. 100% responsibility.
PSC 105-102, "Fundamentals of Politics," CRN 3813, 31 enrolled, 3 credit hours. 100% responsibility.
PSC 376-101, "Black Politics," CRN 3822, 8 enrolled, 3 credit hours. 100% responsibility.
PSC 480-101, "SpTp: Politics of Gender," CRN 3829, 6 enrolled, 3 credit hours. 100% responsibility.
PSC 580-101, "SpTp: Politics of Gender," CRN 3839, 5 enrolled, 3 credit hours. 100% responsibility.

Summer 2010
PSC 280-301, "SpTp: Canadian Politics," CRN 3109, 2 enrolled, 1 credit hour. 100% responsibility.
PSC 601-401, "Reading-Political Science," CRN 4345, 1 enrolled, 2 credit hours. 100% responsibility.

Directed Individual/Independent Study
Roudebush, Jay L., "Separation or Integration for the Aboriginal People of Canada?," PSC 601, 3 credit hours. (August 20, 2011 - December 5, 2011).

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research
   Published
      Refereed Journal Articles

**Law Reviews**


**Research Currently in Progress**

"Religion and American Politics: Selected Readings" (Planning)

This will be an edited book of sermons, letters, pamphlets, and other writings related to the relationship between religion and American politics

2) Service

**Department Service**

Committee Member, Public Administration Search Committee. (August 24, 2011 - Present).

Meet with Debra Hart, review and evaluate applications, meet with committee to develop a short list for phone interviews early in 2012.

We reviewed numerous applications and generated a short list of six people with whom to conduct telephone interviews.

Committee Member, Graduate Admissions Committee. (September 1, 2004 - Present).

Review applications for admissions to the Political Science MA program and evaluate them, leading to a determination as to whether the applicant should be admitted.

We selected quality students to enroll in the program.

Committee Member, Departmental Curriculum Committee. (September 1, 1997 - Present).

Review and evaluate proposals for new courses.

This year we added several new courses to the program.

Committee Chair, one-year search committee. (April 12, 2011 - June 8, 2011).

With other members, draw up job advertisement for a one-year appointment to teach Public Administration and American Politics, advertise the position, contact persons in charge of Public Administration and Political Science doctoral programs in the surrounding area to ascertain whether they had any students who might be interested in the position, review applications for the position, meet with other committee members to decide on which candidates to interview, conduct phone interviews along with other committee members, discuss the interviews with other committee members and come to a consensus on to whom to offer the position, and relay that determination to department chair.

We conducted telephone interviews with three candidates and selected Adam Butz for the position.

We eventually hired him for the one-year position.

**College Service**

Committee Member, Research Committee. (September 1, 2009 - December 31, 2011).

Review and evaluate applications for Faculty Development Grants, Summer Research Awards, and Sabbatical leave, and then meet with committee to rank the applications.

Evaluated applications and ranked them so that awards could be provided on the basis of available funds.

**University Service**

Committee Member, Legislative Internship Committee, West Virginia Legislature. (January 1, 2002 -
Present).
Represent MU interests at interim session committee meetings, review Herndon Fellowship applications, interview applicants, and help determine which applicants should receive fellowships. West Virginia continued to have a model legislative internship program which other states have emulated. We selected eleven excellent individuals for Herndon Fellowships this year.

Pre-law advisor, not a committee, University Pre-law Advisor. (September 1, 1991 - August 15, 2011). Advise students from all colleges and departments about law school, the admissions process, undergraduate courses, and LSAT. Advise pre-law students through email-list of events of interest to them. Advised numerous students from about law school, the law school admissions process, undergraduate courses, and LSAT. Kept pre-law students posted through email-list about events of interest to them. Turned over prelaw advising duties to Patricia Proctor as of 15 Aug 2011.

Public Service

Member, Legislative Internship Committee, West Virginia Legislature, Charleston, West Virginia. (January 1, 2002 - Present). Attend committee meetings during interim sessions, review Herndon Fellowship applications, interview applicants, and help determine which applicants should receive fellowships. This is service to the state as well the University. West Virginia continued to have a model legislative internship program which other states have emulated. We selected eleven excellent individuals for Herndon Fellowships this year.

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended

Workshop, "Online CT Workshop," Marshall University, Huntington, West Virginia, US. (January 17, 2012 - January 31, 2012). Online instruction, exercises, and discussion directed to incorporating critical thinking methodologies in class rooms.

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Media Contributions

The Parthenon (Newspaper), February 23, 2012.
Interview with Hilary Roush Freeman of The Parthenon about the Republican presidential nomination campaign.

Interview with Brian Naylor of NPR about the West Virginia gubernatorial election. The story, including taped excerpts from the interview was broadcast nationally on 2 October 2011 on "Weekend Edition Sunday."

WSAZ-TV (TV), February 18, 2009.
Video taped interview with Brad Meyers about Facebook terms of service controversy

E-mail interview with Justin D. Anderson about President Obama's inaugural address
  Telephone interview with Matt Phillips about West Virginia Democratic primary

Clarksburg Exponent Telegram (Newspaper), April 30, 2008.
  Telephone interview with Colleen Wright about political campaigns

Herald-Dispatch (Newspaper), April 11, 2008.
  Telephone interview with Christian Alexanderson about independents voting in West Virginia Democratic primary

Herald-Dispatch (Newspaper), March 21, 2008.
  Interview with Christian Alexanderson about presidential candidates' visits to West Virginia

WSAZ-TV (TV), March 8, 2008.
  Telephone interview with Tony Cavalier about impact of bad weather on Ohio primary voting

Parthenon (Newspaper), September 25, 2007.
  Telephone interview with Kristina Murrill about LSAT and law school preparation

Parthenon (Newspaper), September 25, 2007.
  Telephone interview with Kristina Murrill about Phi Alpha Delta Law School Fair

We Are Marshall (TV), September 25, 2007.
  Videotaped half-hour interview about Constitution Week

WMUL (Radio), September 11, 2007.
  Telephone interview with Niles Macri
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Marybeth Beller  Rank: Associate Professor

Status (Check one): Full-time X  Adjunct _____  Current MU Faculty: Yes X  No ___

Highest Degree Earned: Ph.D.  Date Degree Received: 2005
Conferring Institution: University of Kentucky

Area of Degree Specialization: Public Policy, American Institutions, Methodology

Professional Registration/Licensure: N/A
Field of Registration /Licensure: N/A
Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 10

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012
FYS 100-201, "First Year Seminar-Honors," CRN 3588, 17 enrolled, 3 credit hours. 100% responsibility.
PSC 382-201, "Student Legislative Prog," CRN 4821, 8 enrolled, 1 credit hour. 100% responsibility.
PSC 483-201, "SpTp: Legislative Practicum," CRN 5643, 5 enrolled, 3 credit hours. 100% responsibility.
PSC 489-201, "Seminar in Public Service," CRN 4833, 8 enrolled, 3 credit hours. 100% responsibility.
PSC 490-201, "Public Service Internship," CRN 4834, 8 enrolled, 6 credit hours. 100% responsibility.
PSC 499-201, "Capstone Experience," CRN 4835, 35 enrolled, 3 credit hours. 100% responsibility.
PSC 601-201, "Reading-Political Science," CRN 4845, 2 enrolled, 2 credit hours. 100% responsibility.
PSC 675-201, "Legislative Internship," CRN 4851, 3 enrolled, 6 credit hours. 100% responsibility.

Fall 2011
FYS 100-105, "First Year Seminar-Honors," CRN 2470, 23 enrolled, 3 credit hours. 100% responsibility.
PSC 211-101, "Scope & Meth Polit Sci," CRN 3754, 30 enrolled, 3 credit hours. 100% responsibility.
PSC 303-101, "Amer Political Parties," CRN 3757, 30 enrolled, 3 credit hours. 100% responsibility.
PSC 490-101, "Public Service Internship," CRN 4440, 1 enrolled, 6 credit hours. 100% responsibility.
PSC 499-101, "Capstone Experience," CRN 4420, 8 enrolled, 3 credit hours. 100% responsibility.

Summer 2011
PSC 211-301, "Scope & Meth Polit Sci," CRN 3145, 9 enrolled, 3 credit hours. 100% responsibility.

Spring 2011
FYS 100-218, "First Year Seminar," CRN 2481, 20 enrolled, 3 credit hours. 100% responsibility.
PSC 307-201, "Pub Opinion & Propaganda," CRN 3815, 45 enrolled, 3 credit hours. 100% responsibility.
PSC 483-201, "SpTp: Legislative Practicum," CRN 3832, 5 enrolled, 3 credit hours. 100% responsibility.
PSC 489-201, "Seminar in Public Service," CRN 3833, 7 enrolled, 3 credit hours. 100% responsibility.
PSC 490-201, "Public Service Internship," CRN 3834, 6 enrolled, 6 credit hours. 100% responsibility.
PSC 604-201, "Data Analysis," CRN 3845, 7 enrolled, 3 credit hours. 100% responsibility.
PSC 648-201, "Sem State Govt & Politics," CRN 3848, 3 enrolled, 3 credit hours. 100% responsibility.
PSC 675-201, "Legislative Internship," CRN 3850, 3 enrolled, 6 credit hours. 100% responsibility.

Fall 2010
FYS 100-106, "First Year Seminar-Honors," CRN 2549, 14 enrolled, 3 credit hours. 100% responsibility.
PSC 104-103, "Am Natl Govt & Politics," CRN 3806, 39 enrolled, 3 credit hours. 100% responsibility.
PSC 211-101, "Scope & Meth Polit Sci," CRN 3818, 32 enrolled, 3 credit hours. 100% responsibility.
PSC 420-102, "Cur World/Regional Issues," CRN 5231, 1 enrolled, 3 credit hours. 100% responsibility.
PSC 499-101, "Capstone Experience," CRN 3832, 33 enrolled, 3 credit hours. 100% responsibility.

Directed Student Research


Harlan, Ben, "Coca Leaf Prohibition: Is It Time to Sack the War on Drugs?," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).

Garnes, Brandon, "Tort Reform," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).

Chapman, Casey, "Biased Funding," PS 499, 3 credit hours. (January 10, 2012 - April 13, 2012).


House, Charlie, "Welfare Reform: Blaming the Victim, or Improving Effectiveness?," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).

Sexton, Courtney, "For Richer, For Poorer," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).


Curry, Ethan, "Declaring War in a System of Checks and Balances," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).


Chandler, Jacqui, "Understanding the Patient Protection and Affordable Care Act," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).


Davidson, Jamie, "The Appalachian Regional Commission," PSC 499, 3 credit hours. (January 10, 2012 -
April 13, 2012).


Setliff, Justin, "Reforming America's Educational System," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).

McAlister, Lauren, "Exploring the USA Patriot Act," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).

Brown, Lindsey, "The Patient Protection and Affordable Care Act: Implementation, Repercussions, Benefits and Sustainability for the Future," PSC 499, 3 credit hours. (January 10, 2012 - April 13, 2012).


Richardson, Jordan, "Reforming Medicaid in West Virginia," PSC 499, 3 credit hours. (November 1, 2010 - April 25, 2011).

Browning, Laci, "Immigration Reform in the US and Abroad," PSC 499, 3 credit hours. (November 1, 2010 - April 25, 2011).

Twisdale, Caitlin, "Students and Trust in the Media," PSC 211, 3 credit hours. (January 10, 2010 - April 22, 2010).

Chandler, Jacquoi, "Democracy," PSC 211, 3 credit hours. (January 10, 2010 - April 22, 2010).

Sutherland, Josh, "Trends in Extreme Political Thought," PSC 211, 3 credit hours. (January 10, 2010 - April 22, 2010).


Bolyard, Lindsay, "Voter Turnout in New and Transitioning Democracies in the Post Soviet Region, Africa and South America," PSC 211, 3 credit hours. (January 10, 2009 - April 16, 2009).
1) Scholarship/Research

Presentations

*Oral Presentations*


*Papers*


Research Currently in Progress

"Integrating Experiential Learning and the Weekly Seminar" (Writing Results)
This conference paper documents how the West Virginia Legislative Internships meet the criteria for work place learning components of emotion and reflection while maintaining scholarly learning.

"Race in West Virginia" (Planning)
This project explores the meaning of race in West Virginia and the levels of racism found in this state, in spite of the high level of homogeneity in West Virginia demographics.

2) Service

Administrative Assignments

Department Chairperson, Department, Chair, approx. 500 hours spent per year. (July 1, 2009 - June 30, 2013).
Hire and supervise adjunct faculty; coordinate department course development and scheduling for undergraduate and graduate programs; oversee department budget; compile annual report for
undergraduate and graduate programs; assist in faculty development; oversee faculty searches; supervise department administrative assistant. Last year I steered the Intent to Plan for a Masters in Public Administration through the committee process. It was approved by the Board of Governors in April 2011.

Associate Dean, College, Associate Dean, College of Liberal Arts, approx. 2000 hours spent per year. (July 1, 2007 - June 30, 2009).
Managed academic probation and suspension meetings with students; processed academic probation and suspension; worked with college advisor to improve advising process; trained faculty on advising procedures; managed college open house recruiting events, on campus and off campus, during 2007-08.

Department Service
Bulletin Board Updates. (July 1, 2009 - Present).
I maintain the bulletin boards for the department to market the department by demonstrating faculty and student accomplishments. Our department has two bulletin boards that I keep updated. One demonstrates faculty publications and that other is used as a recruiting tool, to demonstrate opportunities students in our department have for internships, conference presentations, etc.

Faculty Advisor, Pi Sigma Alpha. (August 1, 2006 - December 31, 2012).
I recruit students to join Pi Sigma Alpha and organize their induction ceremony and banquet. Recruiting students to Pi Sigma Alpha and having an induction ceremony and banquet each year.

Coordinate selection of Paul D. Stewart lecturer and complete the work to bring the speaker to campus. Hold the Paul D. Stewart lectureship on an annual basis.

Committee Member, P & T Revision Committee. (January 30, 2008 - April 30, 2008).
Our ad hoc committee was charged with re-writing the promotion and tenure guidelines for our department.
We revised the department's promotion and tenure guidelines and presented them to the department.

College Service
Committee Member, Perry Center Director Search Committee. (August 15, 2010 - May 15, 2011).
Recruit for the position of Director of the Perry Center; evaluate vitae and supporting materials submitted by candidates; interview candidates and work to make selection decision.
After two searches we hired the founding director of the Perry Center for Constitutional Democracy.

Panel Chair, Liberal Arts Research and Creativity Conference. (April 1, 2011 - April 25, 2011).
Reviewed papers of panelists; introduced panelists at conference and critiqued their work; orchestrated questions for the panelists.
Held panel, "West Virginia's History and Heritage" at the Liberal Arts Conference.

Committee Chair, Undergraduate Research and Creativity Conference. (August 15, 2009 - April 25, 2011).
Coordinating all facets of the conference from meal planning to room reservations, recruiting presenters, printing certificates and organizing panels, writing the program and overseeing the conference.

Committee Chair, COLA Undergraduate Research and Creativity Conference. (August 1, 2007 - April 30, 2008).
Held committee meetings, advertised for abstract submissions, solicited panel chairs, reserved rooms and meals, solicited speakers, etc. We renewed the college conference that had previously been suspended.
University Service

Committee Member, Faculty Senate. (August 15, 2011 - May 15, 2012).
To research, evaluate and report on issues important to the faculty.
The Faculty Senate considers many issues related to faculty throughout the year.

Committee Chair, Legislative Affairs Committee. (August 15, 2011 - May 15, 2012).
Track legislation and report legislative activities to Faculty Senate; research and evaluate ACF Legislative agenda; lobby the West Virginia Legislature on issues related to higher education; plan activities for faculty and students to meet with legislators. Brought a resolution to Faculty Senate to request that the university urge the West Virginia Legislature to make certain that no increases were incurred by PEIA beneficiaries; the resolution was passed and signed by President Kopp; tracked and reported legislative activity through the 2012 session; reviewed and supported ACF legislative agenda.

Committee Member, Legislative Affairs Committee. (August 15, 2010 - May 15, 2011).
Review legislation and help to plan Meet the Candidates functions
Report legislative activities to Faculty Senate; hold Meet the Candidates event during election cycles; lobby the WV Legislature on education-related issues.

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended


Seminar, "FYS Training," Center for Teaching and Learning, Huntington, WV, US. (January 11, 2010 - April 26, 2010). Seminar to train faculty to teach First Year Seminar


Conference Attendance, "Annual Conference," Council of Colleges of Arts and Science, Chicago, IL, US. (November 7, 2007 - November 9, 2007). Workshops for Deans and Associate Deans

Professional Memberships

American Political Science Association (APSA). (August 1, 2006 - Present).
    National organization for Political Science faculty.

President, West Virginia Political Science Association. (July 1, 2008 - June 30, 2009).
    Statewide organization for WV faculty in Political Science

Vice President, West Virginia Political Science Association. (July 1, 2007 - June 30, 2008).

3) Awards/honors (including invitations to speak in your area of expertise) or special recognition.


Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Cheryl A. Brown   Rank: Professor

Status (Check one): Full-time X  Adjunct _____  Current MU Faculty: Yes X  No ___

Highest Degree Earned: Ph.D.  Date Degree Received: 1997

Conferring Institution: Georgia State University

Area of Degree Specialization: American Government, Public Administration

Professional Registration/Licensure: N/A

Field of Registration/Licensure: N/A

Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 14

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012

PSC 104-205, "Am Natl Govt & Politics," CRN 4808, 24 enrolled, 3 credit hours. 100% responsibility.
PSC 104-206, "Am Natl Govt & Politics," CRN 4809, 24 enrolled, 3 credit hours. 100% responsibility.
PSC 461-201, "Urban Prob & Pub Policy," CRN 4830, 10 enrolled, 3 credit hours. 100% responsibility.
PSC 561-201, "Urban Prob & Pub Policy," CRN 4842, 4 enrolled, 3 credit hours. 100% responsibility.
PSC 620-201, "Comparative Public Admin," CRN 4849, 7 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

PSC 104-104, "Am Natl Govt & Politics," CRN 3742, 24 enrolled, 3 credit hours. 100% responsibility.
PSC 104-105, "Am Natl Govt & Politics," CRN 3743, 23 enrolled, 3 credit hours. 100% responsibility.
PSC 452-101, "Public Personnel Admin," CRN 3768, 12 enrolled, 3 credit hours. 100% responsibility.
PSC 552-101, "Public Personnel Admin," CRN 3779, 6 enrolled, 3 credit hours. 100% responsibility.
PSC 601-101, "Reading-Political Science," CRN 3785, 2 enrolled, 2 credit hours. 100% responsibility.
PSC 621-101, "Urban Administration," CRN 3788, 15 enrolled, 3 credit hours. 100% responsibility.

**Summer 2011**

PSC 601-401, "Reading-Political Science," CRN 4350, 3 enrolled, 2 credit hours. 100% responsibility.

**Spring 2011**

PSC 104-201, "Am Natl Govt & Politics," CRN 3799, 22 enrolled, 3 credit hours. 100% responsibility.

PSC 104-202, "Am Natl Govt & Politics," CRN 3800, 23 enrolled, 3 credit hours. 100% responsibility.

PSC 453-201, "Government Budgetary Admin," CRN 3830, 18 enrolled, 3 credit hours. 100% responsibility.

PSC 553-201, "Government Budgetary Admin," CRN 3842, 4 enrolled, 3 credit hours. 100% responsibility.

PSC 601-201, "Reading Political Science," CRN 3844, 1 enrolled, 3 credit hours. 100% responsibility.

PSC 618-201, "Sem Public Administration," CRN 3847, 10 enrolled, 3 credit hours. 100% responsibility.

**Fall 2010**

PSC 104-101, "Am Natl Govt & Politics," CRN 3804, 22 enrolled, 3 credit hours. 100% responsibility.

PSC 104-102, "Am Natl Govt & Politics," CRN 3805, 23 enrolled, 3 credit hours. 100% responsibility.

PSC 301-101, "Urban Govt & Politics," CRN 3820, 27 enrolled, 3 credit hours. 100% responsibility.

PSC 616-101, "Public Adm Scope and Practice," CRN 3843, 8 enrolled, 3 credit hours. 100% responsibility

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**NOTE:** Part-time adjunct faculty do not need to fill in the remainder of this document.

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For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

**Contracts, Grants and Sponsored Research**

**Grants**


Brown, Cheryl A., "MU Summer Research Grant," Sponsored by Marshall University, $2,000.00. (June 2007 - August 2007).

**Intellectual Contributions**

Published
Refereed Journal Articles


Submitted

Review of textbook chapters


review of text book


Presentations

Oral Presentations


Papers


Others


Boswell, L. F. (Presenter & Author), Lumpkin, S. A., Mitchell, K. E., Sullivan, D., Stroher, V. P., Brown,
C. A., Cooper, S., Writing Across the Curriculum Retreat, "My Name Is Important," MU WAC, Cedar Lakes, WV. (October 2, 2010).

Research Currently in Progress

"Eight Strategies for Team Teaching" (Writing Results)
An overview for planning and implementing a team taught class.

"Huntington's Weed and Seed program (no real title yet)" (Planning)
A comparison study of Huntington's Weed and Seed program in relation to other Weed and Seed programs in the country.

Directed Student Research

Baisden, Jack, PSC 601, 3 credit hours. (May 2012 - Present).
Wyrick, Jared, "Leadership class design," PSC 601, 3 credit hours. (2011).
Lee, Elizabeth, PSC 601, 3 credit hours. (August 2009 - December 2009).
Warder, Emily, PSC 601, 3 credit hours. (August 2009 - December 2009).

Supervised Research


2) Service

Administrative Assignments

Program Director, Department, MPA Director, approx. 100 hours spent per year. (August 2002 - May 2009).

Department Service

Attendee, Meeting, P&T Committee. (August 2008 - Present).
Review of junior faculty promotion and tenure applications.

Committee Chair, Curriculum committee. (August 2003 - Present).
Coordinate the design of new courses. Create and submit the paperwork for new courses and changes to old courses.

Faculty Advisor, graduate committee. (August 2001 - 2012).
advise all graduate students within the department. Review applications for admissions. Submit forms, organize comprehensive committees, and proctor comprehensive exams.
Committee Chair, search Committee. (August 2008 - April 2009).

University Service

Student Org Advisor (Non-Professional Org), Student Government Association. (September 2011 - Present).
Advise SGA during meetings. Assist SGA leadership.

Chairperson, Promotion and Tenure Review Ad hoc committee. (May 2010 - Present).
Complete revision of Board of Governor's policies dealing with Promotion, Tenure and Annual Evaluations. Organized and led meetings, retreats, faculty town halls. Created the paperwork to present recommendations to faculty senate.
Passage of the Tenure policy, final draft of the Promotion policy (being reviewed by the Personnel committee).

Parliamentarian, Faculty Senate. (2005 - Present).
Advise Senate Chair on Robert's Rules of Order at executive meetings and faculty senate meetings.

Attendee, Meeting, Writing Across the Curriculum Committee. (2002 - Present).
Advisor role on committee. Facilitator at writing retreats. Reviewer of WAC portfolios.

Guest Speaker, Dorm Talks. (August 1999 - Present).
Speak at dorm resident events - on voting, civic engagement, etc.

Committee Chair, Student Retention Timeline Task Force. (September 2011 - October 2011).
Chaired the task force that created a timeline of student advising opportunities.
Creation of timeline, recommendations for additional activities.

Chairperson, Core Foundations Committee. (February 2008 - May 2010).
Creation and formulation of new core foundations standards. Organized and managed retreats, faculty town halls, paperwork to be submitted to faculty senate.
A new core foundations undergraduate plan that is focused on the development of critical thinking skills

Committee Chair, Constitutional Revision Committee. (January 2007 - December 2007).

Professional Service

Court Appointed Special Advocate, Team for West Virginia Children, Huntington, West Virginia. (1998 - Present).
Served as a CASA, advocating on behalf of abused and/or neglected children

Public Service

Court Appointed Special Advocate for Abused and Neglected Children, Team for West Virginia Children, Huntington, West Virginia. (December 1998 - Present).
Provide another set of eyes for the judge on child abuse and neglect cases. Write court reports, attend court sessions, make recommendations to the court.

available for interviews on subjects within my discipline specific knowledge

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you
chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended

Workshop, "WAC retreat," Marshall University, Huntington, West Virginia, United States. (October 2011). This workshop is designed for faculty members to learn about incorporating writing pedagogy into classes in order to create Writing Intensive courses.

Conference Attendance, "Fall Faculty Trainer," CTAL, Huntington, West Virginia, United States. (August 2010). Presenter on low stakes writing for writing across the curriculum, MU Fall Faculty trainer.

Professional Memberships


4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Adam Butz  Rank: Assistant Professor

Status (Check one): Full-time X  Adjunct _____  Current MU Faculty: Yes X  No ___

Highest Degree Earned: Ph.D.  Date Degree Received: 2012

Conferring Institution: University of Kentucky

Area of Degree Specialization: Public Administration, Public Policy, American Political Institutions

Professional Registration/Licensure: N/A

Field of Registration /Licensure: N/A

Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration)  1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Summer 2012

PSC 480, "Altruism and Administration: Principles of Non-Profit Management," CRN 15, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: No

PSC 580, "Altruism and Administration: Principles of Non-Profit Management."

Spring 2012

PSC 104-203, "Am Natl Govt & Politics," CRN 4806, 15 enrolled, 3 credit hours. 100% responsibility.
PSC 104-204, "Am Natl Govt & Politics," CRN 4807, 28 enrolled, 3 credit hours. 100% responsibility.
PSC 311-201, "Issues in Public Policy," CRN 4819, 23 enrolled, 3 credit hours. 100% responsibility.
PSC 604-201, "Data Analysis," CRN 4847, 10 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

PSC 104-102, "Am Natl Govt & Politics," CRN 3740, 19 enrolled, 3 credit hours. 100% responsibility.
PSC 104-103, "Am Natl Govt & Politics," CRN 3741, 28 enrolled, 3 credit hours. 100% responsibility.
PSC 333-101, "Intro Public Administra," CRN 3759, 14 enrolled, 3 credit hours. 100% responsibility.

PSC 454-101, "Adm Org and Behavior," CRN 3769, 2 enrolled, 3 credit hours. 100% responsibility.

PSC 554-101, "Adm Org and Behavior," CRN 3780, 1 enrolled, 3 credit hours. 100% responsibility.

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Presentations

*Papers*


Research Currently in Progress

"Privatization and the Poor: Exploring the Determinants of Welfare Contracting Decisions"

This article explores the antecedents of administrative contracting patterns in social welfare programs. Previous research has examined patterns in administrative privatization in areas such prison maintenance and refuse collection, but patterns in social welfare contracting remain unstudied at this juncture. Some states retained in-house governmental control over welfare services, while others adopted more contractually privatized approaches with for-profit and non-profit providers, yet the forces underlying privatization decisions remain unknown.

"Social Distrust and Public Policy Arrangements in the American States"

Social trust ameliorates collective action problems by allowing multicultural societies to coexist and create more effective and equitable public policies. We examine the relationship between state-level social trust measures and welfare policy adoptions using multi-level regression with post stratification to estimate macro-level attitudes of trust. We argue that historical ethnic divisions in heavily African American states have influenced patterns in social trust and undermine support for public assistance programs.

"The Color of Corrections: Racial Politics and Prison Privatization in the American States"

Privatizing the administration of American prisons represents an increasingly popular tool of administrative governance. In turn, policy researchers are routinely studying the consequences of prison privatization on criminal justice outcomes such as recidivism rates and prisoner complaints. However, much less attention has been paid to the antecedents of contracting decisions or patterns in prison privatization occurring across states. Building upon existing research, a racialized history of privatized convict leasing, and theories of social control, this paper examines the role of racial politics in determining prison privatization arrangements occurring at the state-level.

2) Service

Adam Butz served as a one-year temporary instructor in the 2011-12 academic year and was therefore restricted from many opportunities of service.
After accepting the university’s offer to join the faculty on a tenure-track position, Dr. Butz has served the department in the development of the MPA program.

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Professional Memberships**

- American Political Science Association (APSA).
- Midwest Political Science Association (MPSA).
- Policy Studies Organization (PSO).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: George Davis   Rank: Associate Professor
Status (Check one):  Full-time  X   Adjunct _____  Current MU Faculty:  Yes  X   No ___
Highest Degree Earned: Ph.D.   Date Degree Received: 2005
Conferring Institution: Pennsylvania State University
Area of Degree Specialization: Political Theory, American Government
Professional Registration/Licensure: N/A
Field of Registration /Licensure: N/A
Agency: ____________________________________________________________________________
Number of years at Marshall (can be in either teaching or administration)  7

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012

PSC 202-201, "Am State Govt & Politics," CRN 4814, 25 enrolled, 3 credit hours. 100% responsibility.
PSC 202-202, "Am State Govt & Politics," CRN 4815, 5 enrolled, 3 credit hours. 100% responsibility.
PSC 440-201, "Power in American Society," CRN 4827, 17 enrolled, 3 credit hours. 100% responsibility.
PSC 540-201, "Power In American Society," CRN 4839, 4 enrolled, 3 credit hours. 100% responsibility.
PSC 680-201, "SpTp: Seminar in Am Politics," CRN 4852, 3 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

PSC 104-109, "Am Natl Govt & Politics," CRN 3747, 33 enrolled, 3 credit hours. 100% responsibility.
PSC 202-101, "Am State Govt & Politics," CRN 3750, 33 enrolled, 3 credit hours. 100% responsibility.
PSC 202-102, "Am State Govt & Politics," CRN 3751, 16 enrolled, 3 credit hours. 100% responsibility.
PSC 480-101, "SpTp: Appalachian Politics," CRN 3770, 15 enrolled, 3 credit hours. 100% responsibility. New Course Preparation: Yes
PSC 580-101, "SpTp: Appalachian Politics," CRN 3781, 2 enrolled, 3 credit hours. 100% responsibility.
Summer 2011

PSC 104-601, "Am Natl Govt & Politics," CRN 6085, 22 enrolled, 3 credit hours. 100% responsibility.

Spring 2011

PSC 104-207, "Am Natl Govt & Politics," CRN 3805, 27 enrolled, 3 credit hours. 50% responsibility.

PSC 202-201, "Am State Govt & Politics," CRN 3808, 20 enrolled, 3 credit hours. 100% responsibility.

PSC 202-202, "Am State Govt & Politics," CRN 3809, 8 enrolled, 3 credit hours. 100% responsibility.

PSC 381-201, "Am Legislative Process," CRN 3819, 31 enrolled, 3 credit hours. 100% responsibility.

PSC 418-201, "American Political Thought II," CRN 3826, 8 enrolled, 3 credit hours. 100% responsibility. New Course Preparation: Yes

PSC 518-201, "Amer Pol Thought II," CRN 3838, 1 enrolled, 3 credit hours. 100% responsibility. New Format for Existing Course: Yes

Fall 2010

PSC 104-107, "Am Natl Govt & Politics," CRN 3810, 26 enrolled, 3 credit hours. 50% responsibility.

PSC 202-101, "Am State Govt & Politics," CRN 3814, 58 enrolled, 3 credit hours. 100% responsibility.

PSC 482-101, "SpTp: Environmental Politics," CRN 3831, 6 enrolled, 3 credit hours. 100% responsibility. New Course Preparation: Yes

PSC 582-101, "SpTp: Environmental Politics," CRN 3841, 3 enrolled, 3 credit hours. 100% responsibility. New Course Preparation: Yes

PSC 600-101, "Research Design," CRN 3842, 12 enrolled, 3 credit hours. 100% responsibility.

Directed Student Learning

Comprehensive Exam Committee

Smith, Grant. (2012).

Comprehensive Exam Committee Member

Murphy, David. (2011).

Oudghiri Otmani, Mohammed Amine <. (2011).

Master's Thesis Committee Member


Non-Credit Instruction

Assist Colleague with Ecourse Design

Assisted Genevieve Myers in preparing to teach online PSC 104 in during Fall 11 semester.
For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Published

*Review essay*


Davis, G. V. (2009). *Where Once there were Mountains: The Grassroots Struggle against Mountaintop Removal Coalmining in Central Appalachia* Environmental Politics.

Accepted

*Conference Acceptance*

Davis, G. V. *Two Faces of Capitalist Nature: The Economic Life of an Appalachian Mountain* Western Political Science Association.

Manuscript Review

Davis, G. V. *Review of "The Use of Community-Driven Environmental Decision-Making to Address Environmental Justice and Revitalization Issues in a Port Community in South Carolina"* Environmental Justice.

Revising to Resubmit

*Refereed Journal Articles*

Davis, G. V. *Commodifying the Mountains: Coal and the Construction of Appalachia as Capitalist Nature.* Environmental Politics.

Submitted

*Book Reviews*

Davis, G. V. *Ducktown Smoke.* Tennessee Historical Quarterly.

Presentations

*Papers*

Davis, G. V., Western Political Science Assoc., "*Environmental Theory in Political Practice: Lessons from the Local Grassroots,*" Western Political Science Assoc., Vancouver, BC. (March 2009).

Davis, G. V. (Presenter & Author), "*In Defense of Humble Places: The Relationship between Humans and..."


Research Currently in Progress

"The Faces of Capitalist Nature" (On-Going)

2) Service

Department Service

Graduate and Law School Recommendations.
Wrote multiple letters for students pursuing graduate and law degrees as well as internships
Letters for: Erin Laws, Joe Steven of, Arianna Price. Daniel Elkins, Gretchen Williams, Austin Bunch, Elisabeth Ongao, Kathrine Ball

Committee Member, Assessment Committee. (January 2006 - Present).
Committee Member, Graduate Committee. (January 2006 - Present).
Speaker, Department Graduate Hooding Ceremony. (December 2011).
Committee Chair, Technology Committee. (January 2011 - November 2011).
Researched department and faculty technology needs and worked with department and university to purchase audio/visual equipment. Also set up the equipment.
Committee Member, Search Committee, Public Administration (One Year). (April 1, 2011 - June 1, 2011).

University Service

Honors College "Food for Thought" Dinner.
Yeager Scholars Application Review.
Committee Member, Honors College Curriculum and Policies Committee. (August 2010 - Present).
Committee Member, State and Local Politics: Prospects for Sustainability. (2009).
Committee Member, University Curriculum Committee. (2007 - 2009).
Committee Member, College of Liberal Arts Curriculum Committee. (2006 - 2009).
Committee Member, College of Liberal Arts Faculty Concerns Committee. (2007 - 2008).
Professional Service

Reviewed multiple manuscripts for the Journal New Political Science

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended


Media Contributions

Tri State Talk, 94.1 (Radio), October 20, 2011.

The State Journal (Newspaper), September 9, 2011.

Parthenon (Newspaper), July 7, 2011.
Interview for the article: "Occupation tax on hold, constitutionality questioned"
http://www.marshallparthenon.com/occupation-tax-on-hold-constitutionality-questioned-1.2604494#.TxRFJYGwVT8

Parthenon (Newspaper), April 6, 2011.
Interview for article: "Congress considers measures to improve coal mine safety"
http://www.marshallparthenon.com/2.6881/congress-considers-measures-to-improve-coal-mine-safety-1.2534488#.TxRFuoGwVT8

Washingtonian Magazine (Magazine), September 8, 2008.

Professional Memberships

Western Political Science Association (WPSA).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Institute Scholar, NEH. (2008).
Pickens-Queen Teaching Award. (2008).
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Jess Morrissette   Rank: Associate Professor
Status (Check one): Full-time  X  Adjunct ____  Current MU Faculty: Yes  X  No ____
Highest Degree Earned: Ph.D.   Date Degree Received: 2007
Conferring Institution: University of Georgia
Area of Degree Specialization: International Relations, Comparative Politics, Politics of Water Rights
Professional Registration/Licensure: N/A
Field of Registration /Licensure: N/A
Agency: ____________________________________________________________________________
Number of years at Marshall (can be in either teaching or administration) 6

List courses you taught during the final two years of this review. If you participated in a team-taught
course, indicate each of them and what percentage of the course you taught. For each course include
the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Spring 2012

PSC 405-201, "Internatl Organizations," CRN 4822, 34 enrolled, 3 credit hours. 100% responsibility.

PSC 423-201, "American Foreign Policy," CRN 4825, 31 enrolled, 3 credit hours. 100% responsibility.

PSC 505-201, "Internatl Organization," CRN 4836, 2 enrolled, 3 credit hours. 100% responsibility.

PSC 523-201, "American Foreign Policy," CRN 4838, 3 enrolled, 3 credit hours. 100% responsibility.

PSC 609-201, "Sem Internat Relations Theory," CRN 4848, 4 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

PSC 209-101, "Fund Internatl Relations," CRN 3752, 30 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: Yes

PSC 209-102, "Fund Internatl Relations," CRN 3753, 19 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: Yes

PSC 429-101, "Politics of Confl & Rev," CRN 3765, 36 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
PSC 431-101, "Pol of Global Terrorism," CRN 3767, 32 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: No  
New Format for Existing Course: Yes

PSC 529-101, "Politics of Confl & Rev," CRN 3776, 3 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: Yes

PSC 531-101, "Politics of Global Terrorism," CRN 3778, 6 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: No  
New Format for Existing Course: Yes

Spring 2011

PSC 405-201, "Internatl Organizations," CRN 3821, 38 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: No  
New Format for Existing Course: Yes

PSC 406-201, "International Politics," CRN 3823, 37 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: No  
New Format for Existing Course: Yes

PSC 505-201, "Internatl Organization," CRN 3835, 2 enrolled, 3 credit hours. 100% responsibility.  
New Course Preparation: No  
New Format for Existing Course: Yes

Fall 2010

PSC 209-101, "Fund Internatl Relations," CRN 3816, 36 enrolled, 3 credit hours. 100% responsibility.  
PSC 209-102, "Fund Internatl Relations," CRN 3817, 39 enrolled, 3 credit hours. 100% responsibility.  
PSC 410-101, "Post Soviet Politics," CRN 3823, 32 enrolled, 3 credit hours. 100% responsibility.  
PSC 415-101, "International Law," CRN 3824, 32 enrolled, 3 credit hours. 100% responsibility.  
PSC 515-101, "International Law," CRN 3834, 5 enrolled, 3 credit hours. 100% responsibility.

Directed Student Learning

Master's Comprehensive Exam Committee Member

Murphy, David, Ryan, Aaron. (January 1, 2012 - December 31, 2012).

Murphy, David, Kessee, Shannon, Pham, Son, Oughdiri, Amine, Shelton, Megan. (January 10, 2011 - December 15, 2011).

Master's Thesis Committee Chair

Wallace, Drew, "Indigenism and Bio prospecting in Chiapas, Mexico." (January 12, 2009 - Present).

Master's Thesis Committee Member

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Contracts, Grants and Sponsored Research

Grants

Morrissette, Jason Jesse (Principal), "Quinlan Travel Grant," Sponsored by Research Committee, Faculty Senate, Marshall University, $328.00. (November 3, 2011).

Intellectual Contributions

Published

Refereed Journal Articles


Book Chapters


Book Reviews


**Op-ed in online political science journal**


**Revising to Resubmit**

*Refereed Journal Articles*


**Submitted**

*Books*


**Not Accepted**

*Refereed Journal Articles*


**Presentations**

*Oral Presentations*


**Papers**


Readings of Creative Work/Performances


Research Currently in Progress

"The Second Scramble: Land Rights, Food Security, and Political Legitimacy in Contemporary Africa" (On-Going)
Analyzing land grabs by Western companies in Africa and the corresponding impact on food security and political stability.

Directed Student Research

Wallace, Drew, "Indigenism and Bio prospecting in Chiapas, Mexico." (January 12, 2009 - Present).


2) Service
Administrative Assignments

Program Director, College, Director of International Affairs, approx. 300 hours spent per year. (August 17, 2008 - Present).
Advising IA majors, reviewing and revising curriculum, assisting students with study abroad, conducting program assessment, representing program at college and university events

Department Service

Committee Chair, Paul D. Stewart Lectureship Committee. (August 20, 2011 - Present).
Choosing a speaker for the annual Paul D. Stewart lecture, planning for the event

Committee Member, Assessment Committee. (August 17, 2008 - Present).
Create, review, and revise departmental assessment mechanisms. Assist in implementing assessment.

Committee Member, Scholarship Committee. (August 17, 2008 - Present).
Determining scholarship criteria, assessing applications, selecting recipients. Established new scholarship criteria and selection process (2011)

College Service

Committee Chair, College of Liberal Arts Research Conference Committee. (November 10, 2011 - Present).
Coordinate COLA Research Conference, moderate multiple panels

Committee Member, College of Liberal Arts Curriculum Committee. (August 17, 2010 - August 27, 2012).
Review course proposals, revisions to curriculum.

University Service

Faculty Advisor, Amnesty International. (August 17, 2011 - Present).
Serve as faculty advisor for campus chapter of Amnesty International.

Committee Member, Student Conduct and Welfare Committee. (August 17, 2010 - Present).
Review matters concerning student conduct and welfare.

Committee Member, Textbook Affordability Committee. (August 17, 2010 - Present).
Reviewed revisions to university textbook adoption policies.

Faculty Advisor, Model United Nations. (August 17, 2007 - Present).
Served as faculty advisor for campus chapter of Model United Nations.

Student Recruiter, Green and White Day. (February 20, 2012).
Represented the Department of Political Science and the International Affairs program for the "Green and White Day" recruitment event, provided information about academic programs to prospective students.

Professional Service


Chaired panel on Critical Security Studies and Popular Culture
Chair and Discussant on "Asia and International Interactions" panel, Western Political Science Association, San Antonio, Texas. (April 21, 2011).

Reviewer, Book, Oxford University Press. (February 1, 2011 - March 21, 2011). Reviewed manuscript for forthcoming American Foreign Policy text, The Decision Point

Public Service

Guest Speaker, Amnesty International Panel on the Arab Spring, Huntington, West Virginia. (December 1, 2011). Delivered talk on theories of revolution and the Arab Spring.

Guest Speaker, Marshall University Forum on Turmoil in the Middle East and North Africa, Huntington, West Virginia. (March 7, 2011).

Guest Speaker, Student Environmental Action Coalition Panel on "Blue Gold" Documentary, Huntington, West Virginia. (February 23, 2011).

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Pickens-Queen Teaching Award, Marshall University. (April 27, 2010). Recognizes "the importance of excellent teaching in the first years of a faculty member's career at Marshall University."
Appendix II (New Sheet)

Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Jamie Warner   Rank: Professor

Status (Check one): Full-time X   Adjunct _____  Current MU Faculty: Yes X   No ___

Highest Degree Earned: Ph.D.   Date Degree Received: 2001

Conferring Institution: Pennsylvania State University

Area of Degree Specialization: Political Theory, Political Communication, Women’s Studies

Professional Registration/Licensure: N/A

Field of Registration /Licensure: N/A

Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 11

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012

HON 200-203, "Second Year Seminar," CRN 3667, 21 enrolled, 3 credit hours. 100% responsibility.
PSC 480-201, "SpTp: Harry Pot & Pol Theory," CRN 4831, 23 enrolled, 3 credit hours. 100% responsibility.
PSC 580-201, "SpTp: Harry Pot & Pol Theory," CRN 4843, 1 enrolled, 3 credit hours. 100% responsibility.
PSC 629-201, "Seminar Political Thought," CRN 4850, 4 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

HON 290-101, "Yeager Seminar I," CRN 2561, 6 enrolled, 4 credit hours. 33% responsibility.
New Course Preparation: No
New Format for Existing Course: Yes
New Teaching Material: new texts, new videos, new assignments. This is a team taught course with 3 professors but it is much more work than any course that I teach alone. A completely new syllabus with new assignments is written every fall. It also meets twice a week for two hours. It is CT and Writing Intensive.
Enhanced Student Learning: two field trips that I organize: one to Cabell Huntington Hospital and one to the Medical School

PSC 104-106, "Am Natl Govt & Politics," CRN 3744, 15 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: Yes
Pedagogical Innovations: more use of AV equipment and technology. I now incorporate various video clips and films into this course
New Teaching Material: New textbook and videos
PSC 104-107, "Am Natl Govt & Politics," CRN 3745, 31 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: Yes
Pedagogical Innovations: more extensive use of AV and technology
New Teaching Material: new textbook and videos
PSC 430-101, "Political Ideologies - Writing Intensive," CRN 3766, 14 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: No
PSC 426-201, "Modern Political Thought - Writing Intensive," CRN 3828, 16 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: No

Summer 2011
PSC 480-501, "SpTp: Harry Potter Pol Theory - Writing Intensive," CRN 5134, 10 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
Pedagogical Innovations: Experimented with various ways of structuring discussions.
New Teaching Material: Teaching an entire class centered complete around pop culture/fiction.
PSC 580-501, "SpTp: Harry Potter Pol Theory," CRN 5135, 5 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
Pedagogical Innovations: same as 480
New Teaching Material: same as 480

Spring 2011
PSC 104-204, "Am Natl Govt & Politics," CRN 3802, 22 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: No
PSC 419-201, "Women and Political Thought - Writing Intensive," CRN 3827, 7 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: No
New Format for Existing Course: No

Fall 2010

HON 290-101, "Yeager Sem I: Self and Society," CRN 4859, 6 enrolled, 4 credit hours. 25% responsibility.

HON 481-101, "SpTp: Ancient/Med Pol Thoughts," CRN 5010, 1 enrolled, 3 credit hours. 100% responsibility.

PSC 421-101, "American Political Thought I," CRN 3826, 12 enrolled, 3 credit hours. 100% responsibility.

PSC 425-101, "Anc & Med Polit Thought," CRN 3827, 4 enrolled, 3 credit hours. 100% responsibility.

PSC 521-101, "American Political Thought I," CRN 3836, 2 enrolled, 3 credit hours. 100% responsibility.

PSC 525-101, "Anc & Med Polit Thought," CRN 3837, 2 enrolled, 3 credit hours. 100% responsibility

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Published

Refereed Journal Articles


Book Chapters


Reprint of article in textbook anthology

Accepted

**Book Chapters**


**Presentations**

**Keynotes and Plenary Addresses**


**Papers**


**Research Currently in Progress**


**Directed Student Research**


Wallace, Robert. (January 2009 - Present).

Ankrom, Nora, "Horse Trading in Smoke Filled Rooms Power in the 2008 West Virginia Republican Presidential Convention," PSC 681, 6 credit hours. (October 2010 - April 2011).


2) **Service**
Department Service

Committee Chair, Promotion and Tenure Committee. (January 2009 - Present).
  call meetings, evaluated portfolios (Behrman, Morrissette), write letters

Committee Chair, Scholarship Committee. (January 2006 - Present).
  Create posters and advertise scholarships. Evaluate applications.
  Award scholarships

I do this alone, Webmaster. (January 2006 - Present).
  Keep website updated, add new information, learn new platform for website.

Committee Chair, Public Administration Search Committee. (September 2011 - December 2011).
  Do all search paperwork after ad is placed, evaluate files, do phone interviews and create and manage candidate itineraries.

Letters of Recommendation for students, Student letters of recommendation. (January 2011 - December 2011).
  Letters of recommendation for:
    Ben Schiassmo
    Niki Rowe
    Daniel Elkins

Committee Member, Master's Exam Committee. (April 2011).
  Travis Knight

Committee Member, Department of Criminal Justice Promotion and Tenure Committee (outside member). (2007 - 2008).

Committee Member, Department of Integrate Science and Technology Promotion and Tenure Committee (outside member). (2007 - 2008).

Committee Member, Public Administration Search Committee. (2007 - 2008).

College Service

Committee Chair, COLA Promotion and Tenure Committee. (January 2011 - Present).
  evaluate files, set meetings, write letters

Committee Member, COLA Dean Review Committee II. (April 2011).
  The committee was assigned to review and comment upon the review of Dean Pittenger by the Dean Review Committee I


Committee Member, COLA Dean Search Committee. (2007 - 2008).

University Service

Committee Member, Budget Understanding Committee. (May 2011 - Present).

Committee Member, Hedrick Award Committee. (November 2011 - December 2011).
  Set up award criteria and read applications
Committee Member, Women's Studies Advisory Committee. (2007 - 2010).

Committee Member, Student Contact Board - COLA representative. (2006 - 2009).


Committee Member, University 101 Advisory Board. (2006 - 2008).


Committee Member, Social Science Sub-Committee, Core Curriculum Committee. (May 2008 - August 2008).

Committee Member, Student Conduct and Welfare Board. (2006 - 2007).

**Professional Service**


Reviewed academic books for publisher


Reviewed Introduction to American Government textbook

Committee Member, Michael Harrington Book Award Committee, New Political Science section of the American Political Science Association. (2007 - 2008).

Reviewed and recommended books for the Harrington Award

Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Faculty Development Activities Attended**


attended teaching workshops

**Professional Memberships**

Midwest Political Science Association (MPSA). (September 2011 - Present).


Awards and Honors

Quinlan Travel Grant, Marshall University. (February 2012).

$500 to travel to attend conference

Winter Commencement Speaker, Marshall University. (December 10, 2011).

Invited to give the 2011 Winter Commencement Address
Honors College Faculty Fellow, Inaugural Class., Honors College. (September 2011).
Teach one class/semester for Honors College from 2012-2014.

Charles E. Hedrick Outstanding Faculty Award. (April 2011).
This award recognizes a full-time faculty member who has a minimum of seven years teaching experience at Marshall and has a record of outstanding classroom teaching, scholarship, research and creative activities.

Quinlan Travel Grant, Marshall University. (February 2011).
$500 for travel to attend conference

Quinlan Travel Grant, Marshall University. (August 2008).
$500 to fund travel to conference

Summer Research Grant, Marshall University. (April 2008).
$2000 to conduct research in the summer

Distinguished Political Scientist, West Virginia Political Science Association. (October 2007).
Appendix II (New Sheet)

Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Shawn Schulenberg  Rank: Assistant Professor

Status (Check one):  Full-time  X  Adjunct _____  Current MU Faculty:  Yes  X  No ___

Highest Degree Earned: Ph.D.  Date Degree Received: 2010

Conferring Institution: University of California, Riverside

Area of Degree Specialization: Comparative Politics, Latin American Politics, LGBT/Queer Politics, Development, Qualitative Methodologies

Professional Registration/Licensure: N/A

Field of Registration/Licensure: N/A

Agency: ____________________________

Number of years at Marshall (can be in either teaching or administration)  3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012

PSC 207-201, "Comparative Politics (CT)," CRN 4816, 18 enrolled, 3 credit hours. 100% responsibility.

PSC 207-202, "Comparative Politics (CT)," CRN 4817, 28 enrolled, 3 credit hours. 100% responsibility.

PSC 409-201, "West Democratic Politics," CRN 4823, 15 enrolled, 3 credit hours. 100% responsibility.

PSC 481-201, "SpTp: Civil Mil Relations," CRN 4832, 4 enrolled, 3 credit hours. 100% responsibility.

PSC 509-201, "West Democratic Politics," CRN 4837, 1 enrolled, 3 credit hours. 100% responsibility.

PSC 581-201, "SpTp: Civil Mil Relations," CRN 4844, 1 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

HST 280-101, "SpTp: Intro Sexuality Studies," CRN 2634, 15 enrolled, 3 credit hours. 100% responsibility.

New Course Preparation: Yes
Pedagogical Innovations: I created this as a new course at Marshall.

PSC 207, "Comparative Politics (CT)."
New Course Preparation: Yes
New Format for Existing Course: Yes
Pedagogical Innovations: I spent several hours this semester (outside of the CT training) making this course a CT course. This work involved re-working the syllabus and working through the various committees to have this course approved as a Core II CT course.

PSC 280-101, "SpTp: Intro Sexuality Studies," CRN 3756, 15 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
Pedagogical Innovations: I created this as a new course at Marshall.

PSC 412-101, "Inter. Political Economy," CRN 3760, 22 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes
Pedagogical Innovations: I created this as a new course at Marshall.

PSC 481-101, "SpTp: Politics of Econ Crises," CRN 3771, 9 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
Pedagogical Innovations: I created this as a new course at Marshall.

PSC 600-101, "Research Design," CRN 3784, 8 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

Spring 2011

PSC 207-201, "Comparative Politics," CRN 3811, 7 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

PSC 207-202, "Comparative Politics," CRN 3812, 25 enrolled, 3 credit hours. 100% responsibility.

PSC 411-201, "Latin American Politics," CRN 3824, 30 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

PSC 614-201, "Sem Comp Political System," CRN 3846, 3 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

Fall 2010

PSC 207-101, "Comparative Politics," CRN 3815, 25 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

PSC 416-101, "Politics of Development," CRN 3825, 9 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

PSC 444-101, "Dictatorship & Democracy," CRN 3828, 3 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

PSC 544-101, "Dictatorship & Democracy," CRN 3838, 3 enrolled, 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Contracts, Grants and Sponsored Research

Grants

Schulenberg, Shawn R (Principal), "Summer Research Grant," Sponsored by Summer Research Grant Award, Marshall University, $2,000.00. (June 15, 2011 - July 15, 2011).

Intellectual Contributions

Accepted

Refereed Journal Articles


In Preparation; Not Yet Submitted

Books


Presentations

Lectures


Oral Presentations


Papers


2) Service

**Department Service**

Committee Member, Scholarship Committee. (January 1, 2011 - Present). Reviewed scholarship applications for several undergraduate scholarships.

Committee Member, Search Committee for Assistant Professor. (May 1, 2011 - February 29, 2012). This committee searched for an Assistant Professor in Public Administration.

Committee Member, Search Committee for Visiting Instructor. (May 1, 2011 - June 30, 2011). This committee searched for a visiting instructor in Public Administration We hired Adam Butz

**University Service**

Special Institutional Assignment, HLC Open Pathways Syllabus Project. (November 1, 2011 - Present). I took part in an early seminar in the new accreditation process. I transformed my syllabus for PSC 207 into a template for others to use in this process.

Committee Member, Latin American Studies Advisory Committee. (September 1, 2010 - Present). I was involved with discussion about on campus speakers and helped with logistical support (rides to the airport, etc.).

Committee Member, Sexuality Studies Advisory Committee. (September 1, 2010 - Present). I am involved with getting the new Sexuality Studies minor off the ground in addition to coordinating on-campus events.

Faculty Mentor, Faculty-in-Residence. (August 1, 2011 - June 1, 2013).
I live in the First Year Residence Halls, serving as a student mentor in addition to putting on programming.

Committee Member, Women's Studies Advisory Committee. (September 1, 2010 - April 30, 2011). I was involved with discussion about on-campus events.

**Professional Service**


Chairperson, American Political Science Association LGBT Caucus. (September 1, 2010 - August 31, 2012).
I served as the Chair of the Caucus for the 2011-2012 year.

Chairperson, Latin American Studies Association Sexualities Studies Caucus. (September 4, 2010 - May 19, 2012).

Session Chair, Midwest Political Science Association, Chicago, IL. (April 13, 2012).
I served as a panel chair.

Session Chair, American Political Science Association, Seattle, WA. (September 1, 2011).
I served as a panel chair.

Track Organizer, American Political Science Association LGBT Caucus. (September 1, 2010 - August 31, 2011).
I served as the Program Chair for the LGBT Caucus where I organized panels for the following annual meeting.

Committee Member, American Political Science Association Sexuality and Politics. (September 1, 2009 - August 31, 2011).
I served as a member of the advisory council for the Sexuality and Politics Section.

Session Chair, Midwest Political Science Association, Chicago, IL. (April 1, 2011).
I served as a panel chair.

Committee Member, American Political Science Association LGBT Caucus. (January 1, 2011 - January 31, 2011).
I served on the Bailey Award committee where we read over several nominations for the best paper on LGBT issues.

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Faculty Development Activities Attended**


New Faculty Orientation, "New Faculty Orientation," Center for Teaching and Learning, Huntington, WV, USA. (August 16, 2010 - August 20, 2010).
Professional Memberships

American Political Science Association (APSA). (September 5, 2003 - Present).


Western Political Science Association (WPSA). (April 20, 2003 - Present).

Latin American Studies Association (LASA). (March 20, 2003 - Present).

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Distinguished Artists and Scholars Award (Junior Member), Marshall University. (April 25, 2012).
"The purpose of this award is to recognize distinction in the fields of artistic and scholarly activity on the part of Marshall University faculty."
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Patricia Proctor   Rank: Term Faculty

Status (Check one): Full-time X   Adjunct _____  Current MU Faculty: Yes X   No ____

Highest Degree Earned: J.D.   Date Degree Received: 1991

Conferring Institution: University of Pennsylvania

Area of Degree Specialization: Public Law, American Politics

Professional Registration/Licensure: WV, OH, KY, PA, NJ

Field of Registration /Licensure: Licensed to practice law by each of the above states; admitted by PA and NJ, 1991; WV, 2004; KY, 2006 and OH, 2007

Agency:

Number of years at Marshall (can be in either teaching or administration) 1

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

Spring 2012

PSC 427-201, "Shapers and Definers," CRN 4826, 19 enrolled, 3 credit hours. 100% responsibility.

Fall 2011

PSC 427, "PSC 427--Shapers & Definers," 3 credit hours. 100% responsibility.
New Course Preparation: Yes
New Format for Existing Course: Yes
New Teaching Material: Reviewed materials used by earlier professor and read additional materials to select materials for course to be taught in Spring 2012

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research

Contracts, Grants and Sponsored Research
Grants


Intellectual Contributions

Accepted

Law Reviews


Presentations

Papers


Research Currently in Progress

"Moving Through the Rocky Legal Terrain to Find a Safe Royalty Clause or a New Market at the Well" (On-Going)

Article for Texas Wesleyan Law School Energy Symposium Issue of Law Review

2) Service

College Service

Board Member, Society of Yeager Scholars Foundation. (2010 - Present).
Serve on advisory Board for Scholarship Foundation run through Marshall University Honors College; assist with outreach activities

Committee Member, Mock Interview -- Truman Scholarship Candidate. (February 29, 2012).
On team, with Mary Todd, Susan Gilpin, Clark Egnor, Nicki Locascio and Donna Spindel, that prepared for and conducted mock interview of student who was finalist for Truman Scholarship

Committee Member, Society of Yeager Scholars. (January 23, 2012).
Reviewed and evaluated applications for Yeager Scholarships to assist in finalist selection

University Service

Director, Simon Perry Center for Constitutional Democracy. Approximately 1500 hours spent per year, (August 17, 2001 – Present).
Founding Director of Center that supports interdisciplinary academic program focused on study of American judicial system and Constitution and how it has been shaped by social, economic and cultural forces; act as prelaw advisor for University; further develop curriculum; grant writing and fundraising.

Interviewed by Herald-Dispatch, WV Record, and Parthenon, Interviews with media. (September 2011 - Present).
I have been interviewed for articles published in the Huntington Herald-Dispatch, the WV Record and The Parthenon, promoting both the Simon Perry Center and the Amicus Curiae Lecture Series
Faculty Advisor, Prelaw Advising. (September 2011 - Present).
I serve as the primary prelaw advisor for Marshall University. I have advised more than 50 students in the last year, including assisting them with preparation of their law school applications; advising with respect to LSAT prep; and assisting them in pursuing academic endeavors that will enhance their ability to be accepted to law school. I also advise Marshall alumni with respect to these things. Often there are multiple meetings with a student. I have advised a range of students, from high school students who plan to come to Marshall and their parents, to working alums who now plan to go to law school.

Recruited speakers for Amicus Curiae Lecture Series on Constitutional Democracy; made all arrangements for lecture series; obtained grant for series
See above

Committee Chair, Dan O'Hanlon Essay Competition. (February 2012 - September 18, 2012).
On team that developed question for essay contest on issues related to Constitution; academic research to provide materials for student reference during essay preparation; recruited judges for contest; judged contest; handled all administration related to contest

Recruited and coordinated service to students, LSAT Preparation. (January 2012 - August 2012).
Recruited professional test preparation service to offer on campus LSAT-preparation course at Marshall University for first time, making available option for students to have live course taught to prepare for law school entrance exams

Program Coordinator, Amicus Curiae Lecture Series. (August 2011 - Present).
Facilitated on-gong lecture series and obtained lecturer for Women's History Month in 2012 (Joyce McConnell, Dean, WVU Law School); assisted Dean McConnell with selection of lecture topic and ideas for inclusion in lecture; coordinated publicity for Lecture Series

Interviewed about program and lecture series, Guest on Bobby Nelson Radio Show for Perry Center. (November 2011).
Interviewed on talk radio

Invited guest of WVU Law School at dinner, ceremony and luncheon to dedicate papers of Edwin Baker, late Professor of Law at University of Pennsylvania Law School, to WVU Law and establishment of annual lecture in his honor; facilitated relationship with WVU Law

LSAT Prep Seminar. (October 18, 2011).
Prepared for and presented seminar through Graduate College, "How to Prepare for LSAT"

Public Service

Board Member, Huntington Board of Zoning Appeals, Huntington, WV. (2010 - Present).
Serve as member of Board of Zoning Appeals for City of Huntington
Board meets monthly; prior to meetings, must make on-site visits and study applications for variances and similar exceptions; public Board; appointed by Huntington City Council

Board Member, Society of Yeager Scholars Foundation, Huntington, WV. (2010 - Present).
Serve on Board that facilities outreach and fundraising and betterment of scholarship program at Marshall University
For several years before being on Board, participated as Finalist Interviewer for Yeager Program, which culminates in selection of scholarship recipients

Board Member, Huntington Museum of Art, Huntington, WV. (2009 - Present).
Member of Board of Trustees; participate in helping Museum achieve its goals; serve on Strategic Planning, Education and Landscaping committees
Assisted in facilitating Education Committee initiative for Tuesday Tours -- community education and outreach activity hosted by museum on fourth Tuesday of every month.

Board Member, West Virginia Public Broadcasting Foundation, Charleston, West Virginia. (September 1, 2008 - Present).
Provide legal expertise and services, for example drafting a Memorandum of Understanding between the Public Broadcasting Foundation and the West Virginia Educational Broadcasting Authority, as required by Legislation passed in 2011 Legislative Session.

Board Member, TEAM for WV Children, Huntington, WV. (2007 - Present).
Serve on board of organization dedicated to prevention of child abuse and neglect; also oversees CASA (Court-appointed Child Advocate Association).
Provide legal assistance to Board; serve on Public Policy Committee (legislative lobbying and outreach).

3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Faculty Development Activities Attended

Conference Attendance, "iPed Teaching Conference," Center for Assessment of Teaching & Learning, Huntington, WV, USA. (August 20, 2012).
Attended several sessions of conference to begin Fall Semester.

Continuing Education Program, "FYS Training to teach Critical Thinking in College," Center for the Assessment of Teaching and Learning, Huntington, WV. (January 2012 - May 2012).
 Took semester-long course to prepare to teach FYS in Critical Thinking; taught by Sherri Smith.


Lumina Project meeting, "Campus Conversations," Academic Affairs, Huntington, WV. (October 2011). Attended meeting facilitated by Gayle Ormiston to explain requirements of Lumina Project.


Consulting

Work on matters requiring legal expertise in conjunction with law firm.

External Connections and Partnerships

Funding, Dean's Dinner Theatre, Huntington, WV. (February 2012).
Hosted table for Perry Center at Dean's Dinner Theatre.

Funding, Simon Perry Center, Huntington, WV. (October 2011).
Secured $30,000 contribution to Perry Center from Steptoe & Johnson PLLC; met with potential contributors; worked with Foundation regarding same.

Licensures and Certifications

Law Licenses, WV, PA, NJ, KY, OH.
Professional Memberships

National Association of Prelaw Advisors (NAPLA). (October 2011 - Present).
Resource organization for prelaw advisors

National Association of College and University Attorneys (NACUA). (September 2011 - Present).
National resource network for university counsel

Ohio Bar. (October 2007 - Present).
Required to practice law in Ohio; admitted by Supreme Court of Ohio

Kentucky Bar. (February 2006 - Present).
Admitted by Supreme Court of Kentucky; required to practice law in Kentucky

Required to practice law before federal court in Southern District of West Virginia

Mandatory Bar Association required for practicing lawyers in West Virginia

Required to practice law before federal appellate court in Third Circuit, which encompasses Pennsylvania, New Jersey, Delaware and the U.S. Virgin Islands

Admitted by Supreme Court of New Jersey; required to practice law in New Jersey

Admitted to bar by Supreme Court of Pennsylvania; required to practice law in Pennsylvania

Required to practice law before federal courts in New Jersey

Required to practice law in federal courts of Eastern District of Pennsylvania

4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Best Lawyers In America, Best Lawyers in America. (August 2012).
This is the most respected peer-ranking system in the legal profession. One cannot apply, but must be nominated and voted upon by secret ballot. I have been included in Best Lawyers in America since 2008, and will be included again in 2013.

Keynote Speaker, West Virginia University College of Law. (March 6, 2012).
Invited keynote speaker by WVU Law School Women's Caucus Annual Women in Leadership Ceremony
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Christopher Howard              Rank: Instructor
Status (Check one): Full-time_____ Adjunct X    Current MU Faculty: Yes X No ___
Highest Degree Earned: Juris Doctorate     Date Degree Received: _________________
Conferring Institution: Ohio Northern University School of Law
Area of Degree Specialization: American Legal Institutions
Professional Registration/Licensure: WV State Bar
Field of Registration /Licensure: Law
Agency: WV Supreme Court
Number of years at Marshall (can be in either teaching or administration) 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 307-201</td>
<td>Public Opinion and Propaganda</td>
<td>10</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 333-201</td>
<td>Introduction to Public Administration</td>
<td>8</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research
2) Service
3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Majed Khader          Rank: Associate Professor/Librarian

Status (Check one): Full-time_____ Adjunct X   Current MU Faculty: Yes X   No ___

Highest Degree Earned: Ph.D.   Date Degree Received: May 1992

Conferring Institution: Texas Woman's University

Area of Degree Specialization: Library and Information Science

Professional Registration/Licensure: N/A

Field of Registration/Licensure: N/A

Agency: N/A

Number of years at Marshall (can be in either teaching or administration) 23

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/Fall</td>
<td>PSC 428-101</td>
<td>Islamic Political Ideas and Institutions</td>
<td>14</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>PSC 528-101</td>
<td>Islamic Political Ideas and Institutions</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research
2) Service
3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Genevieve Meyers  Rank: Assistant Professor

Status (Check one): Full-time X  Adjunct _____  Current MU Faculty: Yes ___  No X

Highest Degree Earned:  Ph.D.  Date Degree Received: May 2009

Conferring Institution: Florida International University

Area of Degree Specialization: Public Administration, African Politics

Professional Registration/Licensure:  N/A

Field of Registration/Licensure:  N/A

Agency: N/A

Number of years at Marshall (can be in either teaching or administration)  2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 104-207</td>
<td>American National Government and Politics</td>
<td>26</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 104-203</td>
<td>American National Government and Politics</td>
<td>7</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 104-206</td>
<td>American National Government and Politics</td>
<td>13</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 233-201</td>
<td>Introduction to Public Policy</td>
<td>13</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 660-201</td>
<td>Seminar in Policy Analysis</td>
<td>4</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 104-105</td>
<td>American National Government and Politics</td>
<td>30</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 104-106</td>
<td>American National Government and Politics</td>
<td>20</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 333-101</td>
<td>Introduction to Public Administration</td>
<td>22</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 481-101</td>
<td>Sp.Tp.: Politics of Development Assistance</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Robert Nelson        Rank: Instructor

Status (Check one): Full-time_____  Adjunct X  Current MU Faculty: Yes ___  No X

Highest Degree Earned: __________________________  Date Degree Received: _________________

Conferring Institution: _________________________________________________________________

Area of Degree Specialization: __________________________________________________________

Professional Registration/Licensure: _____________________________________________________

Field of Registration /Licensure: _________________________________________________________

Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration)  16

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 104-202</td>
<td>American National Government and Politics</td>
<td>5</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 280-101</td>
<td>Sp.Tp.: West Virginia Politics</td>
<td>18</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

For each of the following sections, list only events during the period of this review and begin with the most recent activities.

1) Scholarship/Research
2) Service
3) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Harry Taylor
Rank: Instructor

Status (Check one):  Full-time_____  Adjunct X  Current MU Faculty:  Yes ___  No X

Highest Degree Earned: Juris Doctorate  Date Degree Received: 1980

Conferring Institution: West Virginia University
Area of Degree Specialization: American Legal Institutions
Professional Registration/Licensure:  WV State Bar
Field of Registration /Licensure:  Law
Agency: WV Supreme Court

Number of years at Marshall (can be in either teaching or administration)  10

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/Fall</td>
<td>PSC 420-101</td>
<td>Current World/Regional Issues</td>
<td>5</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>PSC 423-101</td>
<td>American Foreign Policy</td>
<td>7</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 405-202</td>
<td>International Organizations</td>
<td>6</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 415-201</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 420-101</td>
<td>Current World/Regional Issues</td>
<td>7</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 436-101</td>
<td>The American Judiciary</td>
<td>5</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

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1) Scholarship/Research
2) Service
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4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)

Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Michael Whalen  Rank: Instructor

Status (Check one): Full-time_____ Adjunct X Current MU Faculty: Yes X No ___

Highest Degree Earned: MA in History and Political Science Date Degree Received: 1967

Conferring Institution: West Virginia University

Area of Degree Specialization: __________________________________________________________

Professional Registration/Licensure: _____________________________________________________

Field of Registration /Licensure: _________________________________________________________

Agency: ____________________________________________________________________________

Number of years at Marshall (can be in either teaching or administration) 18

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 202-203</td>
<td>American State and Local Government and Politics</td>
<td>16</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>PSC 104-108</td>
<td>American National Government and Politics</td>
<td>11</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 202-203</td>
<td>American State and Local Government and Politics</td>
<td>15</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

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Appendix II (New Sheet)

Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: Robert Wilkinson                                      Rank: Instructor

Status (Check one): Full-time_____     Adjunct X                  Current MU Faculty: Yes X   No ___

Highest Degree Earned: J.D.                                                  Date Degree Received: 1986

Conferring Institution: WV University

Area of Degree Specialization: Child Abuse and Neglect; Guardian ad litem

Professional Registration/Licensure: WV State Bar

Field of Registration /Licensure: Law

Agency: WV Supreme Court

Number of years at Marshall (can be in either teaching or administration)  15

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. (Expand the table as necessary)

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<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 104-201</td>
<td>American National Government and Politics</td>
<td>8</td>
</tr>
<tr>
<td>2011/Fall</td>
<td>PSC 104-101</td>
<td>American National Government and Politics</td>
<td>8</td>
</tr>
<tr>
<td>2011/Spring</td>
<td>PSC 383-201</td>
<td>American Executive Process</td>
<td>11</td>
</tr>
</tbody>
</table>

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2) Service
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4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Appendix II (New Sheet)
Faculty Data Sheet – information should come from Digital Measures
(Information for the period of this review)

Name: John Yaun
Rank: Instructor

Status (Check one): Full-time_____ Adjunct X
Current MU Faculty: Yes ___ No X

Highest Degree Earned: MA. Currently ABD. Date Degree Received: 1997; PhD. Expected May 2012

Conferring Institution: Louisiana State University

Area of Degree Specialization: Humanities and Political Science

Professional Registration/Licensure: N/A

Field of Registration /Licensure: N/A

Agency: N/A

Number of years at Marshall (can be in either teaching or administration) 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/Spring</td>
<td>PSC 422-201</td>
<td>African Political Systems</td>
<td>11</td>
</tr>
<tr>
<td>2010/Fall</td>
<td>PSC 104-104</td>
<td>American National Government and Politics</td>
<td>32</td>
</tr>
</tbody>
</table>

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2) Service
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4) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
## Appendix Ila
### Teaching Assistant Data Sheet

<table>
<thead>
<tr>
<th>GTA Name</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amine Oudghiri</td>
<td>104</td>
<td>American National Gov't and Politics</td>
<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
</tbody>
</table>

Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.

*Expand table as needed.*
Appendix III
Students’ Entrance Abilities for Past Five Years of Graduate: BA in Political Science

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean High School GPA</th>
<th>Mean ACT</th>
<th>Mean SAT Verbal</th>
<th>Mean SAT Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>29</td>
<td>3.61</td>
<td>24.43 (n = 25)</td>
<td>591.67 (n = 6)</td>
<td>496.67 (n = 6)</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>25</td>
<td>3.59</td>
<td>23.40 (n = 21)</td>
<td>587.00 (n = 10)</td>
<td>523.00 (n = 10)</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>30</td>
<td>3.66 (n = 29)</td>
<td>23.70 (n = 29)</td>
<td>605.60 (n = 9)</td>
<td>496.67 (n = 9)</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>25</td>
<td>3.48</td>
<td>24.41 (n = 19)</td>
<td>553.64 (n = 11)</td>
<td>516.36 (n = 11)</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>27</td>
<td>3.43</td>
<td>23.88 (n = 24)</td>
<td>545.03 (n = 4)</td>
<td>465.03 (n = 4)</td>
</tr>
</tbody>
</table>
Appendix IV
Exit Abilities for Past Five Years of Graduates: BA in Political Science

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>29</td>
<td>3.39</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>25</td>
<td>3.32</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>30</td>
<td>3.27</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>25</td>
<td>3.26</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>27</td>
<td>3.35</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Component Area/Program/Discipline: BA in Political Science

<table>
<thead>
<tr>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply principles and generalizations to evaluate political problems and situations</td>
<td>To measure this outcome we use grades for the final paper in PSC 211, Scope and Methods, in which students statistically test hypotheses and evaluate their findings. We also use the final paper grade for PSC 499, Capstone, in which students present their findings and make recommendations for policy changes based on their study.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>Students in the Capstone course more than exceeded the benchmark set. Students in 211 did not meet the benchmark: only 66% earned an A or B on the final paper.</td>
<td>PSC 211 has been revised to build in more workshop and lab time for the students. The midterm was divided into two parts and administered one-third and two-thirds of the way, respectively, in the semester, in the hopes that breaking down course content into smaller units for testing purposes might help the students to thoroughly learn the material.</td>
</tr>
<tr>
<td>Synthesize and integrate information and ideas</td>
<td>We have used the grades from an extensive literature review conducted by students in the 211 course. For this exercise students are to review a minimum of 25 studies over the past two decades that address causal changes in their dependent variable of study.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>Students in 211 did not meet the benchmark: only 76% earned an A or B on the literature review.</td>
<td></td>
</tr>
<tr>
<td>PSC 211 has been revised to include more in-class time to work on integrating literature so that students can better learn how to blend in various pieces of information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw reasonable inferences and observations</td>
<td>We used two grades, one for the final paper in 211, in which students write and test hypotheses drawn from the results of their literature review and then analyze the results of the regressions. We also use the final grade for the 499 paper, in which students make policy recommendations based on an extensive analysis.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>Students in the Capstone course more than exceeded the benchmark set. Students in 211 did not meet the benchmark: only 66% earned an A or B on the final paper.</td>
<td></td>
</tr>
<tr>
<td>PSC 211 has been revised to build in more workshop and lab time for the students. The midterm was divided into two parts and administered one-third and two-thirds of the way, respectively, in the semester, in the hopes that breaking down course content into smaller units for testing purposes might help the students to thoroughly learn the material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify major concepts in Political Science</td>
<td>We used grades from questions given on the final exam in sections of PSC 104 which measure knowledge of critical concepts in the discipline. The questions are given in objective form. We have measured the grand mean of correct answers from 11 questions across four sections of this course.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>82.27% of the concept questions were answered correctly.</td>
<td>Our next step is to extend the analysis across all sections of PSC 104 and PSC 105. Beginning Spring 2012 our 105 course will have a CT designator. Our plans are to also have 104 designated as CT beginning Fall 2012; with this, we should be able to further standardize some of our measurements across all sections of the courses to be able to more accurately assess the extent to which our students are mastering key concepts in Political Science.</td>
</tr>
<tr>
<td>Demonstrate critical thinking skills by comparing, contrasting, analyzing and evaluating major political science methods, concepts and theories</td>
<td>We use the final examination scores of our capstone course, PSC 499. Students in this course read and analyze six classic works in Political Science. Throughout the course the students are given prompts on which they write to help them explore the treatment various concepts are given in these texts and to help them analyze the methods employed by the given authors to reach conclusions made in the texts. The final examination is a take home essay in which students are asked to draw on the semester’s work to compare the texts on various levels.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>89.20% of the students in the Capstone course earned an A or B on their final exam.</td>
<td>More emphasis is now placed on comparing the texts as we read them to evaluate the various theories and methodologies employed in the texts.</td>
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<tr>
<td>Demonstrated Understanding of the Rights and Responsibilities of Citizenship</td>
<td>To measure the outcome we assessed the grades of PSC 104 students on citizenship assignments. These assignments differed across sections, from writing a citizenship handbook to taking on a project to better local communities.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>87% of the students earned an A or B on the citizenship assignment.</td>
<td>The change in making 104 a CT course provides a mechanism for us to develop a more systematic approach for measuring and improving student outcomes for demonstrating an understanding of the rights and responsibilities of citizenship.</td>
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<tr>
<td>Appropriately Use Technology to Find and/or Disseminate Information Central to Political Science</td>
<td>To measure this outcome we use the final grade on the 211 paper. Students must find research for the literature review component of the paper using electronic scholarly databases. Students also must learn and use SPSS statistical software in order to test their hypotheses. In these two ways students demonstrate whether they have met the outcome.</td>
<td>We set a benchmark to have 90% of our students earn an A or B on the assignment used as an assessment measure.</td>
<td>Students in 211 did not meet the benchmark: 76% earned an A or B on the literature review, but only 66% earned an A or B on the final paper.</td>
<td>The measure of this outcome is inappropriate, as the literature review and paper include much more than appropriately using technology. The new measure of this outcome will be the grade for the paper proposal in PSC 211, where students must use data bases to find appropriate scholarly journals for their paper.</td>
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## Appendix VI
### Program Course Enrollment: BA in Political Science

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<td>Td</td>
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<td>PSC 480</td>
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<td>PSC 485</td>
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<td>Td</td>
<td>Huntington</td>
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<tr>
<td>PSC 486</td>
<td>Independent Study</td>
<td>E</td>
<td>Td</td>
<td>Huntington</td>
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<tr>
<td>PSC 487</td>
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<td>E+S</td>
<td>Td</td>
<td>Off Campus</td>
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<tr>
<td>PSC 488</td>
<td>Public Service Internship</td>
<td>E+S</td>
<td>Td</td>
<td>Off Campus</td>
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<td>PSC 495H</td>
<td>Readings for Honors in Political Science</td>
<td>E+S</td>
<td>Td</td>
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<td>PSC 499</td>
<td>Capstone Experience</td>
<td>R</td>
<td>Td</td>
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<td>39</td>
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</table>

Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies. Please use the following codes:

Required/Elective: Required = R; Elective = E; Service = S (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course.

Delivery Method: Traditional = Td, Online = O, Hybrid = H

Location: Huntington, South Charleston, Point Pleasant, etc.
### Appendix VII

**Program Enrollment: BA in Political Science**

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
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<tbody>
<tr>
<td>Principal Majors Enrolled</td>
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<tr>
<td>No Area of Emphasis</td>
<td>125</td>
<td>119</td>
<td>134</td>
<td>123</td>
<td>115</td>
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<tr>
<td>Professional Career Studies</td>
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<td></td>
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<tr>
<td>Legal Studies</td>
<td></td>
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<tr>
<td>Creative Writing</td>
<td></td>
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<tr>
<td>Public Communication</td>
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<tr>
<td>Literature</td>
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<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Second Majors Enrolled*</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>16</td>
<td>14</td>
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<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Minors***</td>
<td>41</td>
<td>2</td>
<td>47</td>
<td>37</td>
<td>44</td>
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<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>174</td>
<td>131</td>
<td>197</td>
<td>178</td>
<td>175</td>
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<tr>
<td>Graduates of the program</td>
<td>29</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>27</td>
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</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Figure 1. Trend Line for Total Enrollment and Program Graduates: BA in Political Science
## Appendix VIII
### Job and Graduate School Placement Rates: BA in Political Science

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to Graduate Programs</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Five –Year Total</td>
<td>21</td>
<td>5</td>
<td>32</td>
<td>69</td>
<td>21</td>
</tr>
</tbody>
</table>
Appendix IX
Assessment Letters

Office of Assessment & Program Review

June 20, 2012

Dr. Marybeth Beller, Chair
Political Science
College of Liberal Arts

Dear Marybeth:

The University Assessment Committee and I have completed our evaluation of the BA in Political Science's assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

You are implementing most of the changes I will suggest here as part of the Open Pathways Demonstration Project. One important recommendation is to have at least two assessment points per outcome, one early and one final assessment point. The second is to develop analytic rubrics that will allow you to more precisely identify your relative strengths and weaknesses. Because I have worked with you on the rubrics, I realize that you have not yet broken down your undergraduate rubrics into traits for each outcome. This is something you should consider before fall, as this type of analysis will allow you to identify relative strengths and weaknesses much more effectively. I appreciate the changes you made in your program this year based on last year's analysis of assessment data.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project's steering committee will provide more feedback regarding next steps in that project at summer's end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA
Dr. Marybeth Beller, Chair
Political Science
COLA

Dear Marybeth,

The University Assessment Committee reviewers and I have completed our evaluations of the BA in Political Science’s assessment of student learning. This letter will provide general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports was sent to you in April, I will not include numerical ratings in this letter. The reason for this is that the rubric is still relatively new and is continuing to be revised. At this time, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

You have done a nice job of planning your assessment program! Learning Outcomes are well articulated, cover higher levels of learning/thinking and are assessed in a logical way throughout the curriculum. Although we discourage using grades as the unit of analysis for assessment, since you used assignment (rather than course) grades, they are a good beginning. What we recommend and what you have indicated you will do is develop rubrics for each graded assignment. That way, you will be able to analyze components of each assignment, which will allow you to better assess relative strengths and weaknesses and take appropriate actions to give students more opportunities to address weaknesses. This being said, you were able to use this year’s data to inform a plan for improvement and are working to improve the present assessment process. Committee reviewers made comments similar to those above; please see the rubric for additional detail.

During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

Cc: Dr. David J. Pittenger, Dean, COLA
Dr. Marybeth Beller, Chair  
Political Science  
COLA

Dear Marybeth,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Political Science Program for the academic year 2008 – 2009 (report was due December 1, 2009). That being said, I realize that you have been working this year to revise your assessment plan, so I will look forward to receiving a report for this program on December 1, 2010. Please let me know when I can be of assistance as you continue to refine your plan.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. David J. Pittenger, Dean, COLA
Dr. Robert Behman, Chair
Political Science
COLA

Dear Bob:

The University Assessment Committee and I have completed our evaluation of the BA in Political Science's assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I'm not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

Your student learning outcomes stress higher levels of learning and, for the most part, your assessment measures are appropriate ways to measure this learning. I was especially impressed with some of the exam questions that require students to compare/contrast concepts and theories and to relate past to present events. Using a research paper is also an excellent way to assess multiple outcomes. I am impressed with the survey you used on Assessment Day last year, the information it provided, and your use of that information to improve your program.

One recommendation I have is to begin doing a more in-depth assessment of only a portion of your student learning outcomes each year. For example, perhaps next year you could focus on all objectives under “higher order thinking skills.” Then, rather than simply saying that students must achieve a score of 75% on the “What If?” papers, these papers could be scored using a detailed analytic rubric. This rubric could contain several scoring categories, e.g., ability to raise relevant questions, ability to analyze, synthesize, and evaluate evidence, draw conclusions, etc. Benchmarks might be a mean performance level of each category of the rubric.

Overall, I think you have presented a nice assessment report, which makes clear that you are using assessment data for their intended purpose – to improve your program. Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.
Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. David Pittenger, Dean, COLA