



Economics, History Political Science Department

Political Science Program Review

April 6, 2020

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## **I) Executive Summary**

The period since the last Program Review for Political Science has been one of marked transition, with the POLS faculty assuming new roles and taking on new responsibilities in the University. However, that transitory period is over, so the four original faculty have now returned to their roles as full time faculty. The POLS faculty have spent the past few years addressing Outcomes Assessment, and after wrestling with several issues such as inter-relater reliability and poor documentation by the students, they have begun to address “closing the loop” by revising the curriculum to address any identified shortcomings. This period has been one of growth for the major, with the numbers of enrolled students and students majoring in POLS increasing; however, the major has faced, and continues to face, serious challenges posed by courses being cancelled due to low enrollments. The POLS faculty have recognized the need to become more proactive to address low enrollment in their electives, and have come up with some ideas such as redesigning some existing courses, better publicizing course offerings, linking with other majors to offer courses, and seeing how the POLS course offerings could be linked to the University’s new LA&S Core Curriculum.

## **II) Brief overview of the department**

The Political Science Major, established in 1998, advanced significantly since its course offerings as a minor during the 1970s and as part of the Department of Social Sciences. Over the years, the nature and depth of course offerings in Political Science increased steadily and the decision to create a major in Political Science represented the fruition of this evolutionary process in response to student demands and changes within the US and global arena. In 2008 the department changed its name from Social Sciences to the Department of Economics, History, and Political Science (EHPS), communicating more accurately to students the three disciplines comprising the department. This change reinforced the transitioning status of the College. In 2010, Fitchburg State became a University. Since the last Political Science Program Review in 2013, the Political Science Major has grown consistently to reach an average of 50-55 students annually that results in an annual average of 15-20 students entering the discipline. These students range from typical high school graduates to a prominent number of community college graduates, as well as private or public college transfers, all creating a diverse array of students.

During the past five years, transitions in the major’s faculty resulted in several important administrative leadership changes. First, Dr. Weizer became Associate Vice President for Academic Affairs, then Vice President for Academic Affairs, and then Acting Provost, before returning to the Department. There was a new Political Science hire, just before the previous Program Review, Dr. Boehme, but he transitioned to another university. Finally, over the span of this program review, Dr. Budd became Department Chair and then transitioned back to the Political Science faculty full time.

For the EHPS Department overall 16 full---time, tenure---track or tenured faculty members offer courses and degree programs in its three distinct disciplines, with nine historians, three economists, and four political scientists.

### *Departmental Organization:*

While the faculty in each of the three major disciplines direct their respective programs and enjoy considerable professional autonomy within the department, the EHPS Department functions as a unified body with one Chair, nominated by secret ballot by full--- time members of the Department and appointed by the University's President for a three year term, with a limit of three consecutive terms. The Department also has three standing committees: A Curriculum Committee, an Admissions and Retention Committee, and a Peer Evaluation Committee, each of which is elected annually by the entire membership of the Department. The Department, as a whole, meets every month with a formal agenda. Minutes get kept by the recording secretary, Ms. Carla McGrath.

In addition to its major and minor programs in Economics, History, and Political Science, the latter including Dr. Weizer's direction of the Interdisciplinary Studies/Pre-Law Major, the Department offers to the University the inter disciplinary Minors in International Studies, Peace Studies, and Social Sciences, while collaborating with other departments across the campus to offer additional minors, such as African-American Studies, American Studies, and Asian Studies. Apart from the minors associated with each of the three principal departmental disciplines, International Studies, directed by Dr. Spero, continues typically attracting 25-30 students annually from majors across the University, as one of the largest minors for over a decade.

### **III) Program's Vision and Mission**

*Vision:* The Political Science program at Fitchburg State University focuses on experiential learning, both inside and outside the classroom. Through the use of technology and active learning, the Political Science faculty engage their students in the learning process. Classroom simulations, debates, moot court hearings, internships, etc. bring the political process to life, and facilitate understanding of the discipline. In addition, extra-curricular activities such as the Model United Nations competition, Moot Court competition, guest speakers, political forums, study abroad, and faculty-student research projects, complement the student's political science experiential classroom learning for many career opportunities.

The Political Science program integrates economic and historical facets into its teaching and learning for understanding contemporary power, decision-making, theory, and methodology of political systems. Analytical and statistical research focuses on the structure and operations of local, regional, statewide, national, and federal American governmental institutions; comparative foreign governments at the countrywide level; and international political organizations and institutions, inclusive of participation by countries.

*Mission:* The Political Science program at Fitchburg State University seeks to:

- Educate students about the political process on the local, regional, national, and international levels.
- Prepare students for careers in law, public service, foreign service, academia, research, etc., and provide them the required skills they need to succeed.

- Promote citizenship, public service, and leadership understanding and abilities for the students.

*Relationship to the university mission, vision, and strategic plan:*

The University's mission reads:

"Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co---curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth."

The University's vision, representative of its mission and inclusive of its key sections from its 2015-2020 Strategic Plan, reads:

Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.

In order to achieve this, the University will:

- Prepare students for a global society through curricular innovation and program development;
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship;
- Employ innovative uses of technology in the library and across our campus to maximize student learning;
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community;
- Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues.

To help meet this mission, the EHPS department's curriculum focuses on:

- a. A global perspective. As such, our courses have a multicultural, international, gender-- equal emphasis.
- b. The mastery of the written word. We stress reading and writing skills in all of our courses.
- c. Interdisciplinary approaches and, thus, developing the interconnectedness of courses and programs and teamwork among the EHPS faculty.

d. The necessity of computer literacy. Therefore, we are dedicated to mastering technologies and training our students in their use as it applies to each discipline.

e. A liberal arts and sciences education that complements the professional disciplines. Therefore, we dedicate ourselves not only to a high intellectual standard in our courses, but we also train future teachers, public historians, economists, potential lawyers, and political leaders.

Additionally, the Political Science Program supports the University's mission statement and its vision/strategic plan by:

- Implementing a strong multi-cultural and inter-disciplinary component. The Political Science program contributes to the interdisciplinary International Studies Minor and African American Studies minor, the Interdisciplinary Studies: Pre-Law major, and its faculty helped create an interdisciplinary Peace Studies Minor, as well. The faculty also uses interdisciplinary techniques in their courses. Specifically, they utilize materials from philosophy, history, criminal justice, sociology, anthropology, pre-law, and international studies. Finally, political scientists spearheaded the creation of the Interdisciplinary course *Global Issues in Film* since its last program review, and the course *Trump and the Media* being offered spring 2020.
- Training students for professional careers, particularly through student internships. Since the last program review, the Political Science Major now requires an internship or directed research project as part of its Capstone course. Such internships during the past five years included the following placements, coordinated by Dr. Spero for the Political Science Major or The Washington Center's Career/Internship Program (FSU webpages listed below):

Political Science Capstone/Internship:

<https://www.fitchburgstate.edu/academics/undergraduate/undergraduate-day-programs/political-science/political-science-internships/>

The Washington Center's Career/Internship Program:

<https://www.fitchburgstate.edu/academics/academic-departments/economics-history-and-political-science-dept/the-washington-center-internship-program/>

- Promoting leadership studies and leadership club/organization mentoring. Dr. Budd continues to advise the Model UN Organization. Dr. Weizer advises pre-law students and teaches Moot Court, including coordinating its Eastern Regional Competition (held at the University annually), while Dr. Spero advises and oversees the International Studies Minor Program. Importantly, Political Science majors and minors have achieved important, elected leadership positions in the Student Government Association (SGA), particularly during the past five years with SGA positions: 3 Presidents; 1 Vice President; 2 Student Trustees to the FSU Board of Trustees; 1 Treasurer; 11 Senators.
- Expanding international education for a diversifying, globally expanding society. Dr. Spero and Dr. Budd have played prominent roles in the University's International

Advisory Committee over many years, each chairing for a number of years. This committee helps to advise the administration on curricula issues, but also works with American students who study abroad and foreign students who attend the college, foreign exchange faculty, and international education and exchange programs with colleges in other countries, such as those on all continents. Moreover, Dr. Spero created the Europe Today Study Abroad course and has led three trips for spring break with courses' students: 2015/Poland; 2017/Poland; 2019/The Netherlands, Germany, Belgium, and Poland. Dr. Budd plans his study abroad trip to Ireland focused on the "Irish Troubles" for spring 2020. Dr. Spero is also developing a directed faculty-student research project with student research assistants to build on the developing partnerships Fitchburg State University with Rhine-Waal University (Germany) and, potentially, in the years ahead with the University of Florence (Italy) and the University of Warsaw (Poland).

- Representing the "scholar---teacher" model with continued, large research productivity and innovative teaching promoted in the "small university environment," The faculty members have had peer---reviewed articles and books published, organized many University---wide, Political Science career development events, and made numerous professional association presentations since the last Political Science Program Review (please see the attached CVs for each faculty member under the section on "Faculty Data"). Specifically, faculty members have been recognized by the University's top awards for excellence, respectively, for their research, teaching, and service – building on a fine tradition for a Major only in existence since 1998: Dr. Budd received the Faculty Award for Research and Scholarship in 2016 following his colleagues, Dr. Weizer (2004) and Dr. Spero (2011); Dr. Budd (2006) and Dr. Spero (2013) received the Mara Award for Excellence in Teaching; and Dr. Budd received the Faculty Service Award (2019). The Political Science faculty embodies the very best traditions and ideals of the scholar---teacher. However, as other sections of this report will show, the Political Scientists have also shown outstanding dedication to the working of the university. The Political Science faculty are also represented on many university---wide and departmental committees, and also participate in bringing to the university innovative programming, career development, and advancement in alumni networking.

#### **IV) Overview of Political Science undergraduate program:**

The Political Science degree involves core requirements below, with students selecting one of the two required concentrations, either four Political Science electives in American Government/Law or International Politics.

The core Political Science Major's requirements entail the following out of the 51 required credit hours (39 credits in POLS and 12 in additional LAS requirements specific to the major):

- MATH 1700 - Applied Statistics **3 cr.**
- ECON 1100 - Principles of Economics: Macroeconomics **3 cr.**

- HIST – (depending on Political Science Majors, who concentrate either in International Politics or American Government, 2 courses required in either US History or World History) **6 cr.**

- PHIL 4200 - Political and Social Philosophy **3 cr.**
- POLS 1000 - United States Government **3 cr.**
- POLS 1300 - Introduction to International Relations **3 cr.**
- POLS 1400 - Introduction to Comparative Politics **3 cr.**
- POLS 2400 - Political Science Research Methods **3 cr.**
- POLS 4000 - Senior Seminar in Political Science **3 cr.**
  
- SPCH 1000 - Introduction to Speech Communication **3 cr. or**
- SPCH 1100 - Argumentation and Debate **3 cr. or**
- POLS 4350 - Moot Court **3 cr.**
  
- POLS 4940 - Capstone in Political Science **3-12 cr.**

The core Political Science Minor's requirements entail:

- POLS 1000 - United States Government **3 cr.** and
- POLS 1300 - Introduction to International Relations **3 cr.** or
- POLS 1400 - Introduction to Comparative Politics **3 cr.**

Electives:

Choose four courses with at least one from each of the concentrations – International Politics Concentration, Political Science, B.A. or American Government/Law Concentration, Political Science B.A. At least three of those classes must be at the 2000 level or above.

*Best practices and the discipline:*

Since the last program review, the Political Science program implemented the following policy changes to ensure its Majors followed these higher quality and more logically sequenced requirements for taking courses:

- Requiring the Applied Statistics course before taking the Research Methods course;
- Requiring the Research Methods course before taking the Senior Seminar course;
- Requiring Political Science Majors to take the Introductory Macroeconomics course and two History courses, the latter designating which type of History courses based on students concentrating either in International Politics or American Government;



- Requiring Political Science Minors to take either Introduction to International Relations or Introduction to Comparative Politics, as well as at least three of the remaining four electives at 2000 plus-level;
- Requiring a minimum of 2.5 cumulative GPA to intern as part of the newly created Capstone course or, if under a 2.5 cumulative GPA, conduct a directed study with the Capstone Professor, Dr. Spero;
- Implemented the online Capstone Course and coordinated with the students' internship site supervisor to determine their internship progress.

*Breadth and depth designed in the program:*

Since the last Program Review, the Political Science Major now requires students to take a minimum of three credits (and up to 12 credits) in its Capstone Course focused on a local, regional, statewide, nationally, or internationally focused internship. This helps students transform their scholarly and academic skills from their classroom learning to contribute in civic engagement/service learning for the communities in which they intern – and develop practical leadership, crisis management, trend analysis reporting, and/or legislating abilities based on their experiential, real world environments.

*Internal demand of the program*

Service courses: The Criminal Justice Major now requires its students to take either American Government or State and Local Politics. As a result of the increased demand for the course State and Local Politics, it has gone from being offered once every other year to being offered three or four times a year.

**V) Recommendations and actions from previous Program Review**

Recommendations from Dr. Frank Cohen, external reviewer, provided in early 2014, with actions taken by the Political Science Program during the past five years:

- Consider assessing non-majors, as well as majors for learning outcomes:
  - Determined not to do a course specific assessment of outcomes
  - Liberal Arts and Sciences (LAS) assesses outcomes of LAS Classes
- Consolidate Political Science Senior Seminar's Portfolio Outcomes assessed, specifically the Political Science Knowledge, Argumentation/Debate, and Theory rubrics/categories into one category, while leaving the Political Science Research Methodology in its separate rubrics/categories:
  - Rejected this idea
  - These remain three distinctive and important areas to assess, each one significant to assess individually
  - Developing higher quality distinctions for student documentation within each of the four assessment categories.
- Develop one or two non-Political Science Outcomes to assess:

- Discussed this but feel Outcomes assessment process remains sufficient
  - Possible outcomes to add would be basically “Critical Thinking,” but the four Political Science portfolio’s artifacts fulfill rubrics demonstrating students’ critical writing skills, sufficient for assessment
  - LAS assesses these non-POLS outcomes and, thus, no need to duplicate efforts
- d. Broaden the range of artifacts students submit.
- Senior Seminar Portfolio’s revised instructions clarify a wider range of possible artifacts
  - Such artifacts to include: upper level course’s exam, paper, extended outline, methods proposal, memorandum, report, case brief, or appellate brief
- e. Implement Political Science Internship and Coordinator, while developing an Internship database.
- Implemented required Political Science internship in the Major with GPA requirements, and then provided students the option, per the University’s minimum of 2.5 GPA, to conduct directed research with the Internship Coordinator.
  - Assigned Internship Coordinator to Dr. Spero, along with coordination responsibilities for Washington Center internships.
  - In lieu of a database, Internship webpages created for both Political Science and Washington Center internships on Fitchburg State website with requirements for students and faculty (with listings from previous years of students and internship placements)
  - Created Political Science Internship course with academic requirements to dovetail with local and regional internship sites and site supervisor assessments – with the intent to create both internship site supervisor and intern online surveys for future database compilation.

**VI) Departmental/program initiatives and significant changes during the period since the last review. With specific focus on:**

*Interdisciplinary programs:*

Revisions were made to the Inter-disciplinary Studies: Pre-Law major. In addition, Dr. Weizer is offering a team-taught course called *Trump and the Media* with a colleague in English Studies. Dr. Budd is also working with a colleague in English Studies to create a team taught course called *Third World Politics and Society in Literature*.

**VII) Program Inputs**

a) Program Reputation

*Distinguishing characteristics*

Section III, “Program’s Vision and Mission,” is a thorough presentation of the Political Science Program’s distinguishing characteristics. It is sufficient, here, to reiterate that the

Program is committed to citizenship development through critical thinking, developed through rigorous coursework, in both domestic and international concentrations, and to experiential learning in the forms of classroom debates, simulations, brief writing, data analysis projects, etc.. These classroom experiences are complemented by active learning through Model UN and Moot Court competitions, as well as required internships.

This blend of student work and experiences follows directly from our Assessment rubrics (knowledge, theory, argumentation and communication skills, as well as quantitative reasoning). Collectively, these qualities summarize the Program's distinguishing characteristics, which the external reviewer for our most recent program assessment affirmed.

### *National Standards*

While no political science national standards exist, the American Political Science Association (APSA) did conduct a survey of department course offerings in 2013. The data reported from this survey identified both frequency of offering of 6 courses seen as most "core" to the discipline, and whether or not those courses are required for the major.

The Fitchburg State Political Science Program is largely consistent with these national results. Of the 6 courses (American Government, International Relations, Research Methods/Statistics, Comparative Politics, Political Theory, and Constitutional Law), the Political Science Program requires all but Constitutional Law. Only 7% of responding BA granting programs required Constitutional Law, whereas between 46% and 67% of BA programs required the 5 courses our Political Science program requires. In regard to the frequency of course offerings, FSU conforms to the BA granting programs' norms, except for the significantly more frequent offering of courses pertaining to Constitutional Law. This reflects the career-oriented interests of not only many Political Science majors, but also majors of other FSU programs which also are gateways to the study and/or practice of the law (History, Criminal Justice, etc.). In sum, the FSU Political Science Program conforms to the curricular norms of other BA granting political science programs.

#### b) Students by Program

### *ENROLLMENT TRENDS/Number of Majors and Minors*

The AY13 to AY18 student data for the Political Science Program are very positive. One caveat is that the "N" in some instances is relatively small, and therefore even small changes, be they growth or decline, can produce percentage changes that require careful interpretation. While most data categories evidence vacillation over time in N and percent, nearly all indicate sustained growth. For that data, *see Appendix A*.

- **Total enrollment** in Political Science courses grew from 554 in AY13 to 599 in AY18.
- The Program's number of annual **graduates** grew from 4 to 10, and the percent of all graduates grew from .52 to 1.33. The Ns within concentrations (American/Law and International/Comparative) are so small as to make analysis of trends statistically insignificant, especially since in AY13, AY14, and AY15, the majority of graduates have no concentration indicated. It is worth noting that this lack of concentration data was resolved for the last three AYs in this review period, thus setting the stage for more thorough examination of subfield data in future program reviews.

- **Graduates'** data for the minors, Peace Studies and Political Science, is relatively flat, with Ns in Peace Studies small enough to make trend analysis insignificant, while Political Science minors are effectively flat.
- For **majors**, the data shows steady, significant growth. The number of majors in AY13 was 35, while by AY18, they numbered 60. Both concentrations participated in this growth, with American/Law growing from 0 (AY13) or 5 (AY14) to 35 (AY17), and International/Comparative from 2 (AY13) to 21 (AY17). These data are clear evidence of strong growth of the Political Science Program.
- Among **Freshmen** and **Transfers**, similar strong growth occurred, with the former increasing from 6 to 14 (.86% to 1.89%), and the latter growing from 4 to 10 (1.0% to 2.28%). The data for **minors** is relatively flat at approximately 30 annually, though AY18 does evidence a decline to 25 minors.
- Finally, the retention data is also positive. While AY13 and AY14 Political Science **major retention rates** are significantly below the institutional rates, from AY15 on, that gap continually narrows to the point that in AY18, Political Science major retention slightly exceeds the institutional retention.

*Enrolled Student Profile: For Data on Students by Gender and Race, See Appendix B.*

As noted above, overall Political Science Program students are up from 36 (AY 13) to 60 (AY18), or 67%. The majors have become more sociologically representative, as follows:

- Growth and change by gender: Female, 14 to 27, or 93%, and Male, 22 to 33, or 50%. Where females constituted 39% of Political Science majors in AY13, they accounted for 45% in AY18
- Growth and change by race/ethnicity indicates our majors have become more diverse. Three race/ethnicity categories were unchanged with no students in either AY14 or AY18 identifying as American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, or Unknown. Therefore, each category constituted 0% of our majors in both years.
- Asian identifying students also remained unchanged, though with 2 self-identifying in both AYs, which were 5.5% of our students in AY14 and 3.3% in AY18. Students identifying "More than One" increased from 1 in AY14 (2.8% of our students), to 2 in AY18 (3.3%).
- Students identifying as Black of African American background increased from 2 in AY14 (3.3% of majors) to 7 in AY 18 (11.6%). Hispanic identifying students increased from 3 in AY14 (8.3%), to 8 in AY18 (13.3%). Students identifying as White increased from 28 in AY14 (7.8%) to 41 in AY18 (68.5%).

In sum, the number of Political Science majors, the percentage of majors who are Female, and the percentage of Hispanic, Black, or African-American identifying majors, evidenced significant growth over these 5 years, both in absolute numbers, and importantly, as the percent they compose of our total number of majors.

c) Faculty: For Faculty Vitae, See *Appendix C*.

*Number and Diversity of Faculty:* For information about the number and diversity of faculty, See *Appendix D*, and for the faculty credentials See *Appendix E*.

#### d) Staff Support

The Department of Economics, History, and Political Science is assigned one full time staff member, Ms. Carla McGrath. Her "Position Title" is, Administrative Assistant II, which includes duties supporting both the Chair, and the full time and adjunct faculty. These duties include: ordering supplies and services; maintaining meeting minutes, department forms, and department policies and procedures manual; maintaining and updating department rosters; scheduling appointments for the department chair; assisting students and the general public with questions and concerns; working with print services to create flyers to advertise department events, the creation of forms, etc., answering telephones and conveying messages. In addition, the Department usually has one work-study student, who averages 7 hours per week, who is supervised by Ms. McGrath.

#### e) Resources

##### 1) *Fiscal Resources: AY20 Department/Program Budgets for:*

Travel: \$6080

Supplies: \$996

Model UN: \$2200

American Collegiate Moot Court Association Competitions:

NE Regional: \$1600 (food)

National: \$1250 (faculty travel) and \$4100 (student travel)

##### 2) *Library Resources*

In a November 19, 2019 meeting with the Library Dean and our Program liaison, the Political Science faculty expressed significant satisfaction with the Library resources available for instruction and research. The faculty noted significant improvement over time in the quantity, quality, and accessibility of those resources, while making some suggestions about improving student ease of the electronic resources. Please see the report of Political Science Library resources, *Appendix F*.

### **VIII) Program Process for Undergraduate and Graduate**

#### **a. Curriculum**

##### *Processes for curriculum development and recent activity*

The Political Science major is designed to provide students with a rigorous education in the discipline. Upon completion of the major, students will have delved into a range of topics and issues. As a result, our majors will have attained a strong background in Political Science through a study of American Government and Policy, International Politics, and Law. Additionally, the major in Political Science provides students with the theoretical and philosophical underpinnings of local, regional, national, and

international politics.

This major in Political Science prepares students for a number of different career opportunities, including, but not limited to international business, communications, law, government, research, and education.

There are two tracks within the major: American Government and Law or International/Comparative Politics. Each of these tracks employs two full-time faculty members. Obviously, given the small numbers, it is impossible to cover the breadth of the discipline. However, we do attempt to cover as much as possible. And, the areas covered are done so in real depth.

The faculty in each track are responsible for reviewing the curriculum regularly and, following the university's governance process, ensuring updates are made when needed. Since our last program review in 2014, there have been 25 curricular changes. The full list, with links to the proposals, are below.

- 1) AUC 18 (2014)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC18\\_Course\\_Designation\\_Change\\_for\\_Contemporary\\_International\\_Relations\\_\(POL2200\)-Amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC18_Course_Designation_Change_for_Contemporary_International_Relations_(POL2200)-Amended.pdf)
- 2) AUC 61 (2014)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC61\\_Deletion\\_of\\_PSY2100\\_and\\_CJ3140\\_as\\_alternatives\\_to\\_POLS2400-amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC61_Deletion_of_PSY2100_and_CJ3140_as_alternatives_to_POLS2400-amended.pdf)
- 3) AUC 62 (2014)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC62\\_Political\\_Science\\_Research\\_Methods\\_as\\_a\\_Prerequisite\\_for\\_Senior\\_Seminar-amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC62_Political_Science_Research_Methods_as_a_Prerequisite_for_Senior_Seminar-amended.pdf)
- 4) AUC 13 (2015)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC13\\_Give\\_POLS\\_Designation\\_to\\_IDIS1800\\_Global\\_Issues-Amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC13_Give_POLS_Designation_to_IDIS1800_Global_Issues-Amended.pdf)
- 5) AUC 14 (2015)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC14\\_Change\\_Name\\_Course\\_Level\\_and%20Prerequisite\\_for\\_POLS2500\\_Political\\_Systems\\_of\\_the\\_Modern\\_World-Amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC14_Change_Name_Course_Level_and%20Prerequisite_for_POLS2500_Political_Systems_of_the_Modern_World-Amended.pdf)
- 6) AUC 52 (2015)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC52\\_Political\\_Science\\_Internship\\_Requirement-amended.pdf](http://web.fitchburgstate.edu/aucproposals/upload/AUC52_Political_Science_Internship_Requirement-amended.pdf)
- 7) AUC 57 (2015)  
[http://web.fitchburgstate.edu/aucproposals/upload/AUC57\\_Revising\\_the](http://web.fitchburgstate.edu/aucproposals/upload/AUC57_Revising_the)

[\\_POLS\\_Minor-amended.pdf](#)

- 8) AUC 43 (2016)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC43.doc>
- 9) AUC 44 (2016)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC44Final.doc>
- 10) AUC 45 (2016)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC45Final.doc>
- 11) AUC 96 (2016)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC96.pdf>
- 12) AUC 34 (2017)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC034-revised.pdf>
- 13) AUC 42 (2017)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC042.pdf>
- 14) AUC 49 (2017)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC049.pdf>
- 15) AUC 50 (2017)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC050.pdf>
- 16) AUC 7 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-007.pdf>
- 17) AUC 8 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-007.pdf>
- 18) AUC 70 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-070-final.pdf>
- 19) AUC 96 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-096-final.pdf>
- 20) AUC 97 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-097-final.pdf>
- 21) AUC 145 (2018)  
<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-145.pdf>
- 22) AUC 146 (2018)

<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-146-FINAL.pdf>

23) AUC 147 (2018)

<http://web.fitchburgstate.edu/aucproposals/upload/AUC2018-147-final.pdf>

24) AUC 2 (2019)

<http://web.fitchburgstate.edu/aucproposals/upload/AUC2019-002%20-%20Updated%2010.17.18.pdf>

25) AUC 4 (2019)

<http://web.fitchburgstate.edu/aucproposals/upload/AUC2019-004-final.pdf>

*Description of Curriculum/Curriculum Requirements:*

The Political Science Program offers both a major and a minor. To be a major, a student must complete a total of 39 credits in Political Science (51 credits total). Among those are 21 credits in the following core required courses and 9 additional credits in related LA&S coursework:

- [MATH 1700 - Applied Statistics](#) 3 cr.
- [ECON 1100 - Principles of Economics: Macroeconomics](#) 3 cr.
- 6 Credits in History (Students in US Government/Law take in US History and students in International Politics take in World History)
- [PHIL 4200 - Political and Social Philosophy](#) 3 cr. or
- [POLS 4200 - History of Political Theory](#) 3 cr.
- 
- [POLS 1000 - United States Government](#) 3 cr.
- [POLS 1300 - Introduction to International Relations](#) 3 cr.
- [POLS 1400 - Introduction to Comparative Politics](#) 3 cr.
- [POLS 2400 - Political Science Research Methods](#) 3 cr. +
- [POLS 4000 - Senior Seminar in Political Science](#) 3 cr. ++
- 
- [SPCH 1000 - Introduction to Speech Communication](#) 3 cr. or
- [SPCH 1100 - Argumentation and Debate](#) 3 cr. or
- [POLS 4350 - Moot Court](#) 3 cr.
- 
- [POLS 4000 - Senior Seminar in Political Science](#) 3 cr.
- [POLS 4940 - Capstone in Political Science](#) 3-12 cr.

Each major will also choose a concentration of either American Politics/Law or International Politics, completing a minimum of at least 12 credits in the concentration beyond the introductory and core required courses. To complete their concentrations, students have a substantial number and range of Political Science electives from which to choose, including



internship credit, to fulfill the 39 credit hour requirement. This is especially important considering the Program only has four faculty members, who each have significant commitments to other programs and/or the College's LA&S curriculum.

Our current permanent elective course offerings include:

- [POLS 1100 - Introduction to Political Science](#)
- [POLS 1200 - Model UN](#)
- [POLS 1500 - State and Urban Government](#)
- [POLS 1800 - Global Issues](#)
- [POLS 1900 - Introduction to Peace Studies](#)
- [POLS 2002 - Elections and Campaigns](#)
- [POLS 2010 - Models of Global Politics](#)
- [POLS 2100 - Dilemmas of Peace and War](#)
- [POLS 2110 - Europe Today](#)
- [POLS 2180 - The American Presidency](#)
- [POLS 2270 - Introduction to the Legal Process](#)
- [POLS 2540 - Global Issues in Film](#)
- [POLS 2550 - Sex, Race and the Constitution](#)
- [POLS 2600 - The First Amendment](#)
- [POLS 2700 - Criminal Procedure: Rights of the Accused](#)
- [POLS 2701 - International Organizations](#)
- [POLS 3000 - Public Policy Analysis: Case Studies in American Politics](#)
- [POLS 3006 - Environmental Policy](#)
- [POLS 3160 - The Civil Rights Movement](#)
- [POLS 3400 - The Conduct of American Foreign Policy](#)
- [POLS 3500 - Constitutional Law](#)
- [POLS 3510 - International Terrorism](#)
- [POLS 3700 - Asian Politics and Culture](#)
- [POLS 3800 - Third World Politics, Economics, and Society](#)
- [POLS 4350 - Moot Court](#)
- [POLS 4360 - Understanding Government Decision Making](#)

To minor in Political Science, a student must take 18 credits as indicated below:

### Required Courses

- 
- [POLS 1000 - United States Government](#) **3 cr.** and
  - [POLS 1300 - Introduction to International Relations](#) **3 cr.** or
  - [POLS 1400 - Introduction to Comparative Politics](#) **3 cr.**

## Electives

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Choose four courses with at least one from each of the concentrations- [International Politics Concentration, Political Science, B.A.](#) and [American Government/Law Concentration, Political Science, B.A.](#) At least three of those classes must be at the 2000 level or above.

### *Plans of Study and Two year rotations:*

- 1) Four Year Plan of Study:  
[https://www.fitchburgstate.edu/uploads/files/AcademicAdvising/2018\\_2019/EHPS\\_Political%20Science.pdf](https://www.fitchburgstate.edu/uploads/files/AcademicAdvising/2018_2019/EHPS_Political%20Science.pdf)
- 2) Two Year Course Rotation:  
[https://www.fitchburgstate.edu/uploads/files/Economics\\_History\\_and\\_Political\\_Science/Copy\\_of\\_Departmental\\_Course\\_Rotation\\_2.xlsx](https://www.fitchburgstate.edu/uploads/files/Economics_History_and_Political_Science/Copy_of_Departmental_Course_Rotation_2.xlsx)

### *Course Delivery Methods*

The Political Science program offers courses through multiple methods of delivery in order to reach our students of all learning styles and availabilities. In addition to the traditional face-to-face courses (which still comprise the bulk of our course offerings), many of our courses are offered in either an on-line or hybrid format.

Fall 14—16 total courses—1 online (429 total students—average of 26.8 per course)

Spring 15—17 total courses—2 online or hybrid (372 total—average of 21.8 per course)

Fall 15—16 total courses—2 online (361 total—average of 22.5 per course)

Spring 16—12 total courses—2 online (272 total—average of 22.7 per course)

Fall 16—15 total courses—3 online (354 total—average of 23.6 per course)

Spring 17—13 total courses—2 online (264 total students—average of 20.3 per course)

Fall 17—16 total courses—4 online (335 total students—average of 20.9 per course)

Spring 18—13 total courses—4 online (267 total students—average of 20.5 per course)

Fall 18—19 total courses—5 online/hybrid (435 total students—average of 22.9 students per course)

Spring 19—15 total courses—4 online/hybrid (318 total students—average of 21.2 students per course)

Fall 19—17 total courses—3 online/hybrid (350 total students—average of 20.6 students per course)

*Learning experiences—internships, service learning, scholarly engagement*

Our student scholars have been frequent participants in the university's undergraduate research conference. Additionally, our students compete annually in the American Moot Court Association's Appellate Brief Writing contest. During this five year review period, eight Fitchburg State moot court students earned national honors by finishing in the top ten in a given year.

Internships have always been highly encouraged in the Political Science major. Originally, our capstone experience provided an option for either an internship or research project. Once we created the senior seminar class, internships became an encouraged elective activity. In 2016, an internship requirement was proposed by the program and approved through the university's governance process. However, due to the university requirement that students maintain a minimum GPA of 2.5 to be eligible for an internship experience, there was some concern within the program that some students would not be able to graduate within the major. Accordingly, in 2018, the requirement was modified. A capstone requirement now exists alongside the senior seminar. Students with a GPA of 2.5 or higher would still do an internship while those ineligible (or unable) had an alternative pathway with a directed research project.

The senior seminar remains a requirement for all.

Below is a list of the internships conducted since our last program review.

Summer & Fall 2019: Ms. Crystal Aneke (Boston Student Advisory Council at Boston Public School Headquarters); Mr. Matthew Murphy (State Representative Driscoll's Office, State House in Boston); Mr. Timothy Enwright (LaPointe Law Office, Winchendon); Ms. Hannah Pollan (Fitchburg Mayor's Office); Washington Center Program Interns: Ms. Theresa Klobucher (Federal Trade Commission, Washington); Ms. Danielle Neild (Caregiver Action Network, Washington)

Spring 2019: Ms. Ashley Cournoyer (Fusaro, Altomare & Ermilio, P.C.); Mr. Haviland Fleming (City of Fitchburg Mayor's Office); Ms. Theresa Klobucher (Pusateri & Wilson Law Firm); Ms. Sharie Melendez (Worcester Court House); Ms. Hailey O'Brien (Fitchburg State Senator Tran's Office); Mr. Alexander Ramos (US Congressman McGovern's Office/Leominster); Washington Center Program Interns: Ms. Megghan Duffy (RespectAbility); Ms. Kathryn Evancic (American Foundation of Suicide Prevention); Ms. Elizabeth Pauleus (Lawyers Without Borders); Mr. Philip Spadano (Open World Leadership Center).

Fall 2018: Mr. Matthew Badagliacca (Fitchburg State Representative Hay's Office); Ms. Arminda Baptista (Pusateri & Wilson Law Firm); Mr. Arno Bounphasaysonh (City of Fitchburg Mayor's Office; Community Development); Ms. Shaina Cruel-Reynoso (City of Fitchburg Council Chairman's Office); Mr. Anthony Ferrari (Worcester Court House); Ms. Zoë Frati (City of Fitchburg Mayor's Office); Ms. Jasmin Pezzella (City of Fitchburg Mayor's Office; Community Development); Washington Center Program Interns: Mr. Nicholas Fortin (Household and Commercial Products Association); Mr. James Sampson (The Potomac Advocates); Ms. Jewelia Smith (Voices for a Second Chance).

Spring & Summer 2018: Mr. Connor Balous (City of Fitchburg Mayor's Office; Health Department); Ms. Kajahna Matos (Victim Witness Services Department at the Essex County

District Attorney's Office); Ms. Miranda Monaghan (Audette, Cordeiro & Violette Attorneys at Law); Mr. Alexander Ramos (City of Fitchburg Mayor's Office); Mr. Troy Sargent (Pawlak & Higgins Law Office); Washington Center Program Interns: Mr. Collin Carollo (El-Hibri Foundation); Mr. Ethan Comrie (US Marshall's Office); Mr. Gonzalo Camprecious Gari (The Chwat Group); Ms. Katrina Syrakos (American Foundation for Suicide Prevention).

Fall 2017: Political Science Interns: Mr. George Silvia, Mr. Connor Balous, Mr. James Sampson (City of Fitchburg Mayor's Office); Mr. Austin Cyganiewicz (Pollack Law Office, RI); Washington Center Intern: Mr. Steven Lenane (National Association of Federally Impacted Schools).

Spring 2017: Political Science Interns: Mr. Zachary Davis and Mr. James Sampson (City of Fitchburg Mayor's Office); Ms. Devon Moran (City of Fitchburg Solicitor's Office); Mr. David Demosthenes (City of Fitchburg's Commission on Human Rights); Ms. Hailey O'Brien (Fitchburg State Representative's Office); Ms. Christina Arecy (United Partners of Fitchburg's Office) -- Washington Center Interns: Ms. Yesica Miranda (Public Allies); Ms. Jessica Amado (National Association of Attorneys General); Mr. Nathaniel Thomas (The Bazelon Center for Mental Health Law).

Fall 2016: Washington Center Interns -- Ms. Dionne Joseph, RespectAbility USA/Maryland (Human Services Major); Ms. Rose Thomas, Double R Productions/Washington (Communications Media/Theater Major); Political Science Interns: Ms. Amy Johnston (Office of Representative Christopher Walsh), Mr. Thomas White (Fitchburg Mayor's Office, including Office of the City Solicitor), Mr. Carl Rodney (Office of Fitchburg State Representative Hay), Mr. Austin Cyganiewicz (Town of Winchendon, MA Selectmen ), Mr. Jonathan DePina (Boyle & Carbone, P.C.), Mr. Sean Burke (Superior Court for Worcester County).

Summer 2016 Internship (Malik Alfred, Department of Labor/Equal Opportunity Enforcement Div).

Fall 2015 Internship (Abigail Kennefick, Jillian's Lucky Strike, Boston, MA; Moses Maxi, Pawlak & Higgins Partners, LLC; Megan Pierce, MA Senator Edward Markey's Boston Office).

Summer 2015 Internship (Danielle Dusablon, Malden, MA Court House).

Spring 2015 Internships via The Washington Center (Ashley Macdonald, Shared Hope International; Joseph Richardson, Same Day Process Service).

Fall 2014 Political Science internships (Jeffrey Anderson, REDI Research; Daniel LaFond, REDI & Twin Cities Community Development Corporation Research; Shylah Maloney, U.S. Senator Elizabeth Warren & U.S. Congressman James McGovern); Maximin Rocheleau (TWC/U.S. Marshals Service).

### *Concentrations and Minors*

In addition to the major concentrations described above and the Political Science minor, the program is involved in a number of interdisciplinary programs as well. A full list is below.

Political Science faculty coordinate the International studies and peace studies minors. Our faculty contribute courses to the other minors.

A Political Science faculty member who also advises all students in that program coordinates the Pre-Law degree program, which includes a Political Science minor. The university also operates a 3+3 program with the University of Massachusetts Law School which allows students to complete both degrees in just six years. This program is also overseen by department faculty.

## **Minors**

[African-American Studies](#)

[American Studies](#)

[International Studies](#)

[Peace Studies](#)

[Political Science](#)

[Social Science](#)

[Women, Gender and Sexuality Studies](#)

## **Pre-Law Studies**

[Pre-Law degree program](#)

[UMass Dartmouth 3+3](#)

### *Achievements of objectives from the perspective of students, alumni, and employers*

While the sample size is very small, alumni feedback collected by the university was positive. The survey results are at *Appendix G*.

Similarly, feedback from students completing the program, while again having a small sample size, was positive. The survey results are at *Appendix H*.

Currently, internship employers provide student specific written feedback to the internship coordinator. In the future, we plan to implement an online survey on the readiness of students for internship and the effectiveness of the student in the work environment.

The faculty have kept in touch with many of our alumni and have been able to provide additional context beyond what is included in the formal university alumni data presented above. In the last ten years (2010-2019), there have been 90 students who graduated with a degree in Political Science or Pre-Law. Of these, 58 have graduated in the five years covered in this review. We have been able to locate post-graduation data on 44 of the 90 alumni of our programs. These alumni are employed in their field or in law school/graduate school. This is a strong demonstration of the effectiveness of our programs. This information can be found at *Appendix I*.

## **IX) Faculty**

### *Teaching Responsibilities*

There have been four full-time faculty members in the Political Science program throughout this review period. There are two faculty dedicated to each of the concentrations within the major (American Government/Law and International/Comparative Politics). Each faculty member teaches a standard 4/4 load with a mix of introductory level core classes and upper level electives.

In the last couple of years, the administration has seen fit to cancel several upper level electives each semester due to low enrollments. This trend has worsened through the last two years, For example, in the fall of 2019, this decision has left us with only three elective choices for our majors. In Spring 19, there were only four. The prior academic year saw nine electives during those two semesters. Obviously, the lack of elective options makes it difficult for our students to graduate on time and our ability to maintain majors will also be impacted.

*Advising Responsibilities*

Each full-time faculty member is assigned advisees by the department administrative assistant. The numbers assigned to each is roughly equal. In addition to advising Political Science majors, Dr. Weizer also advises all majors in the Interdisciplinary Pre-Law major. Further, as coordinators of the interdisciplinary minors in International Studies and Peace Studies, Drs. Spero and Budd, also advise students in these programs, respectively.

**X) Program Outcomes for Undergraduates in Political Science**

*Assessment:*

As part of their Outcomes Assessment efforts, the POLS faculty have drawn upon various surveys. Fitchburg State conducts a survey of graduating students, as well as of recent alumni. Due to the relatively small size of the Political Science Program, as well as the fact that the surveys are voluntary, the number of respondents is quite low. As a result, the POLS faculty conducted their own survey of recent alumni as well to gain more feedback.

The Graduating Student Feedback (2018-2019) did not provide much useful information. Only 5 students who had majored in Political Science responded, and the questions were about the students' overall experiences at Fitchburg State, not their specific experiences within their major. Of the students responding, 40% (2) had found employment in their field of study, while 60% (3) hadn't.

The First Year Alumni Feedback Survey (2017-2018) was more helpful, although only 4 Alumni responded. Of the 4 respondents, 75% (3) had found employment in a field related to their major. When asked questions specific to the major, they provided the following responses:

Question	Excellent	Good	Fair
Quality of Faculty Instruction	75%	25%	
Level of Individual Attention	75%	25%	
Quality of Academic Advisement	75%	25%	

Curriculum Linked to Job Related Skills and Knowledge	75%	25%	
Preparation to Meet the Demands of My Job	75%	25%	
Preparation to Continue My Education	60%	20%	20%

While the small number of respondents limits the conclusions one can derive from the survey, the results generally indicate a high level of satisfaction with the Political Science program. It is interesting that the question “Preparation to Continue my Education” garnered a response of fair from one of the respondents (he/she responded twice to that question.)

In fall 2019 a survey was emailed to students who had graduated with a degree in Political Science since 2013, to which 7 students responded. Of the 7 students, 6 had a job in a field related to Political Science. Furthermore, 3 of the former students were working at a job that was related to an internship they had while at FSU, and one was a direct result of their internship at the Washington Center. One of the students already had a JD, another had gotten a Master’s degree and currently was in law school, while one student had a Masters of Public Administration and one currently was in graduate school.

When the students were asked what they saw as the strengths of the POLS program at FSU, they gave the following responses:

- Very supportive, great professors and leadership
- Moot Court is excellent
- Critical analysis and memorandum writing
- An informative and supportive staff
- Capstone
- Size of department allows for in-depth learning and immersive ways of learning
- In-depth US Government classes

On the other hand, when asked what they saw as the weaknesses of the program, the students gave the following responses:

- Need courses on gender, sexuality and politics
- Need more options for courses to take each semester
- Asia Specialist
- Lack of classes offered each semester
- International Relations type classes need to be expanded

The students were also asked to respond to a series of statements by stating whether they agreed or disagreed, with their potential responses ranging from strongly agreed to strongly disagreed. Here are their responses to those questions.

a) The Courses I took in Political Science gave me a strong foundation for my career: 4 (67%) strongly agreed, while 1 (17%) agreed and 1 (17%) strongly disagreed.

b) I believe I gained a solid background in Political Science: 5 (83%) strongly agreed, while 1 (17%) was neutral.

c) I feel I received appropriate advising about career opportunities in Political Science: 1 (14%) strongly agreed, 1 (14%) agreed, 4 (57%) were neutral, and 1 (14%) Disagreed.

d) If I had a chance to be an undergraduate student again I would still major in Political Science: 6 (86%) strongly agreed, while 1 (14%) agreed.

e) If I had the chance to be an undergraduate again, I would still attend FSU: 3 (50%) strongly agreed, 2 (33%) agreed, and 1 (17%) disagreed.

Finally, the students were asked if there was anything the POLS faculty needed to know to make the program better. The students gave the following responses to that open ended question:

- More course options
- Need Specialists in different continents
- Push the Washington Center and Study Abroad options.

*Learning Outcomes:*

In addition to the various surveys discussed above, the POLS faculty have developed Student Learning Outcomes. To assess these Learning Outcomes, all students are required to assemble a portfolio on TK20 as part of the requirements for the course Senior Seminar. Below are the four Student Learning Outcomes:

### ***OUTCOME ONE: POLITICAL SCIENCE KNOWLEDGE***

***Objective: Demonstrates evidence of comprehension of Political Science knowledge***

*Graduates should have the ability to demonstrate comprehension of the political beliefs and values that have shaped Western or non-Western politics. Specific categorical assessments for measuring understanding and ability in Political Science Knowledge:*

- a) The political structure, operations, processes, and ideologies of American government, comparative foreign governments, or international political institutions (elections, parties, interest groups, public opinion);*
- b) A comprehension of constitutional principles, including the separation of powers, federalism, civil liberties, civil rights, due process, or comparative foreign governmental separation of powers of similar or differing constitutional or non-constitutional governing systems; and*
- c) The substance and controversies of domestic American public policy (education, health care, criminal justice, etc.) or comparative governmental systems of public policy and international*



*political institutions (homeland security, international trade and commerce, military and defense, environment, globalized ethics, standards, and cultures).*

**OUTCOME TWO: POLITICAL SCIENCE REASONING AND ARGUMENTATION**

**Objective: Demonstrates evidence of comprehension about Political Science reasoning and argumentation**

*Graduates should have the ability to make arguments coherently, write cogently, and debate different points of view effectively on some of the major political/political science issues of the times, demonstrating mastery of that upper level course's materials (2000+ level).*

**OUTCOME THREE: POLITICAL SCIENCE METHODOLOGY**

**Objective: Demonstrates evidence of comprehension in Political Science methodology**

*Graduates should have the ability and knowledge to utilize Political Science methodology to research and interpret political data, including statistical data. Specifically, graduates need to:*

- a. Demonstrate an understanding of the scientific process as applied to the study of government and politics;*
- b. Correctly choose, calculate, and interpret statistical data at the introductory level.*

**OUTCOME FOUR: POLITICAL SCIENCE THEORY**

**Objective: Demonstrates evidence of comprehension of Political Science theory**

*Graduates should be able to explain how a specific American domestic or International Political Science theory gets put into practice within or across a political system or political systems at local, regional, national, or international levels of governments or international institutions. Ability to grasp the theoretical Political Science literature and theoretical debates of the discipline.*

Political Science Student Learning Objective	Relevant Courses in Political Science, Abbreviated Sample
Political Science Knowledge	All Political Science Classes
Political Science Reasoning and Argumentation	All Political Science Classes
Political Science Methodology	Research Methods, Senior Seminar, Applied Statistics
Political Science Theory	All Political Science Classes

*Outcomes Assessment:*

Due to the fact that during the review period the POLS faculty underwent significant personnel changes, there is no assessment data available prior to 2017. With Dr. Weizer’s return to the faculty, the POLS faculty were able to focus upon Outcomes Assessment and addressing some of the issues surrounding it. The following discussion will draw upon the 2017 and 2018 Aggregate Reports and Annual Department Reports. For those reports, see *Appendix J*.

In assessing the students’ portfolios, a major challenge that faced the faculty was the widely divergent assessments of some of the students. While this could be due to vast differences in the abilities of the students, it could also be attributed to issues of inter-rater reliability as well as concerns over the quality of the documentation the students were providing. In order to address those concerns, four steps were taken:

- a) Due to concern over the students’ ability to show their understanding of political systems outside of the US, the course *Introduction to Comparative Politics* was made a required class.
- b) Another challenge that the POLS faculty faced was that students frequently submitted artifacts that were not relevant for the Learning Outcome for which they submitted it. The POLS faculty discussed this issue, and Dr. Spero has been working to ensure that the students submit relevant artifacts for each Learning Outcome.
- c) In order to ensure that the students are submitting the right artifacts for each Learning Outcome, the POLS faculty decided not to require 2 artifacts but only one.
- d) Methodology was consistently the hardest Learning Outcome to assess because some of the students postponed taking Research Methods until after Senior Seminar, despite the faculty’s efforts to prevent them from doing so. To prevent this from happening, the POLS faculty rearranged the 4 Year Plan to ensure that students take Applied Statistics and Research Methods before taking Senior Seminar.

*Trends:*

Drawing upon data from 2013-2108, there are a number of positive trends to report. The table below has the results, with discussion following.

Indicator	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018
Total enrollment in all POLS classes	554	467	563	497	659	599
Graduates in Major	4	7	6	8	4	10
Number of Majors	35	36	38	44	54	60
Number of Incoming Freshmen Majors	6	8	10	10	11	14

Number of Incoming Transfer Majors	4	3	3	4	7	10
Retention Rates in Major (%)	50%	33.33%	50%	55.56%	60%	63.64%

a) Student enrollment in POLS classes, despite some fluctuation, has generally increased. The fluctuation can be attributed to faculty sabbaticals, course reductions, etc. The 2017 academic year had the highest enrollments for POLS classes, with AY 2018 posting the second highest for the 5-year period.

b) Similarly, despite some fluctuation, the number of students graduating with a major in Political Science has also been increasing, with 2018 having the highest number (10) for the 5-year period, and 2016 the second highest number. Between 2013-2018, there were 39 students who graduated with majors in Political Science, for an average of 6.5 annually.

c) The number of students majoring in Political Science has increased dramatically since 2014. While there were only 35 students majoring in Political Science in 2013, that number had risen to 60 in 2018.

d) A growing number of students are coming to Fitchburg State wanting to study Political Science. While in 2013 only 6 incoming freshmen expressed an interest in studying Political Science, that number had risen to 14 in 2018. Among transfers to the university, only 4 were interested in Political Science in 2013, compared with 10 in 2018.

e) Retention rates within the major have also improved over the 5-year period, rising from 50% in 2013 up to almost 64% in 2018.

f) For students graduating within six years, it generally takes them about as long as their cohorts, or slightly longer. For example, for the students majoring in Political Science who entered the university in 2011, it took them on average 4.5 years to graduate, compared with the average of 4.3 years for their peers in other majors. However, for those who entered in 2012, it was actually shorter (4.0) than the institutional average of 4.33.

## **XI) Analysis and Action Plan for Future:**

According to LinkedIn, Political Science is one of the ten most versatile college majors (<https://www.marketwatch.com/amp/story/guid/8FC01120-78C0-11E9-BD6A-3145A7323C81>). At Fitchburg State University, our Political Science program has seen gains during the review period where the university overall has been stagnant.

For a small program, consisting of just four full time faculty, Fitchburg State does a very good job covering the breadth of the discipline. Students majoring in Political Science at

Fitchburg State graduate with a solid background in the field. The students are exposed to all of the major sub-fields in the discipline: American Government, Comparative Politics, International Relations, Political Philosophy, and Methodology. In fact, the students are required to take an introductory course in each of these sub-disciplines, ensuring that they are exposed to the full breadth of the discipline. However, as will be discussed below, depth within the discipline remains a concern.

All of the students majoring in Political Science complete a capstone, consisting of either an internship or a guided research project. The capstone is an excellent way for the students to supplement their classroom learning with real-world experience where they can put theory into practice and see what they have been learning applied first-hand. The POLS Faculty's commitment to the capstone program is evidenced in their decision to create an opportunity for students whose GPA is below the 2.5 institutional requirement for an off-campus internship to still have an experiential opportunity.

Fitchburg State's Political Science program is particularly strong in preparing students for law school. There are a number of upper level electives in constitutional law, civil liberties, etc., with Moot Court being the most notable. Fitchburg State's Moot Court program is extremely impressive for such a small school, and is distinctive among its sister schools. By hosting the regional Moot Court competition, and sending teams to the national competition each year, Fitchburg State's Moot Court Program is a tremendous opportunity for its students as they prepare for law school.

For those students majoring in Political Science but not interested in going to law school, the Political Science program does a very good job exposing them to the breadth of the discipline. For students in International Politics, there is a plethora of electives offered, ranging from *Model UN*, to *Introduction to Peace Studies*, *Dilemmas of Peace and War*, *International Terrorism*, *Conduct of American Foreign Policy*, *International Law and Organizations*, and *Europe Today/Study Abroad*, among others.

Similarly, for students in American Politics, there are courses in *State and Urban Politics*, *The Presidency*, *Public Policy*, *Campaigns and Elections*, *Government Decision-Making*, etc. However, while the breadth remains fairly impressive in both concentrations, its depth causes concern. Within International Politics, Area Studies offerings are extremely limited. The only course in Area Studies that has been offered consistently is *Europe Today*, while the courses *Third World Politics*, *Economics*, and *Society* and *Asian Politics* have been repeatedly cancelled. For example, *Asian Politics* has not been offered since fall 2015, and *Third World Politics*, *Economics*, and *Society* has not been offered since fall 2012. Depth is also a concern in American Politics, as there is no course offered on Congress, or in Women and Politics, and the course *Media and Politics* was only offered once. Similarly, in the area of American Government/Law, such courses as *State and Local Politics*, *American Presidency*, *Constitutional Law*, *Public Policy*, and *Political Reform* were all cancelled at least once, and *State and Local* was cancelled twice.

By regularly cancelling low enrolled electives, the University makes it difficult for POLS majors to graduate on time, and to take the more in-depth upper level courses that the students need to prepare for careers in the field or graduate school. In fall 2019 there are only three electives in POLS offered, because *Third World Politics, Economics, and Society* and *Public Policy* were both cancelled. This can make it challenging for the students to graduate on time, but also impacts their education. Among the students who were bumped from *Third World Politics, Economics, and Society*, there were a few students who plan to work in the developing world and ultimately to go to graduate school and focus upon developing nations. However, they will graduate Fitchburg State without ever taking a course specifically on these nations.

In order to deal with enrollment issues, the POLS faculty plan to continue to engage the administration regarding the need for depth in the discipline as well as the importance of giving classes the time needed to fill. Additionally, we will take several courses of action within our own control. First, prior to the registration period, the POLS faculty will prepare a flyer specifically highlighting all of the electives being offered in the major the following semester. The flyer will contain a brief blurb about the courses, and will be sent to all students majoring or minoring in Political Science, as well as those in Economics or History. The faculty will also distribute the flyers in their classes to further promote enrollment.

Second, the faculty will look at some of the courses that have been regularly not allowed to run to see whether those classes could be repackaged with ones that might draw more students.

Third, the POLS faculty will look at the new Liberal Arts and Sciences (LAS) curriculum adopted by the University for opportunities to attain LAS designation for POLS courses in order to enhance enrollment.

Finally, the faculty will survey the current students majoring or minoring in Political Science to see if there are alternative classes that they would like to see offered and if the current list of electives serves their needs.

In addition to dealing with under-enrolled classes, the other major challenge facing the POLS faculty is Outcomes Assessment. While the TK20 Portfolios facilitate the assessment process, the faculty continue to wrestle with issues of inter-rater reliability, artifact selection, the students' level of commitment to assembling and ability to explain their portfolios, etc. In addition, having made the capstone a requirement for all students, it is important to have the internship site supervisors play a greater role in the assessment process to ensure that the capstone continues meeting the program's goals.

The faculty meet regularly to assess the process, and decided that the Senior Seminar student portfolios will undergo a new review process. Each student's work will specifically get assessed in stages during the fall semester to ensure they are demonstrating mastery of the portfolio's categorical standards.

Below is the Action Plan for the POLS faculty for the next review period:

Area of Concern	Rationale	Proposed Strategies	Timeline
Classes cancelled due to low enrollment	<ul style="list-style-type: none"> <li>Cancelled classes can delay graduation and also limit exposure to important topics within the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Flyer highlighting electives developed pre-registration</li> <li>Repackage/retitle under-enrolled courses</li> <li>Student survey on course interests</li> <li>Explore adding online or hybrid options to meet students' scheduling constraints</li> <li>Examine prerequisites in upper level classes to ensure are necessary and not serving as a barrier to enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2019: Develop flyer for Spring 2020 courses</li> <li>Spring 2020: Survey students of course interests</li> <li>Fall 2020: Look at possible repackaging/renaming of courses</li> </ul>
Build POLS Course enrollments through the new FSU LAS core curriculum (Liberal Arts & Sciences core requirements)	<ul style="list-style-type: none"> <li>The new LAS Curriculum creates an opportunity to attract new students to the discipline</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately map the POLS curriculum onto the new LAS curriculum.</li> <li>Apply for LAS course designations for as many POLS classes as possible</li> </ul>	<ul style="list-style-type: none"> <li>AY 2019-2020: Map the POLS curriculum onto the new LAS curriculum and decide which POLS classes will apply for the different LAS designations</li> <li>AY 2020-2021: Apply for LAS designations for the selected POLS classes</li> </ul>
Fine Tune Outcomes Assessment Process	<ul style="list-style-type: none"> <li>Issues such as inter-rater reliability and the quality of the documents</li> </ul>	<ul style="list-style-type: none"> <li>POLS Faculty will meet regularly to discuss Outcomes Assessment, select areas to focus upon for</li> </ul>	<ul style="list-style-type: none"> <li>Summer (annually): POLS faculty assess students on TK20, discuss results, propose changes to assessment process, and identify areas for improvement or revision.</li> </ul>

	selected limit the data's usefulness	future assessments	
Assess Internship Program	<ul style="list-style-type: none"> <li>● Since all students do a capstone, that experience should be assessed by onsite internship supervisors as well as POLS faculty to ensure that it is meeting the program's goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop an online survey for internship site supervisors to assess interns' preparation and performance for internship</li> <li>● Develop an online survey of students' post-internship evaluation to assess how well prepared they were for their internship and how it contributed to the POLS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2020: Develop online survey for internship site supervisors</li> <li>● Spring 2021: Send survey to all internship site supervisors</li> <li>● Fall 2021: Develop survey of all student interns</li> <li>● Spring 2022: Send survey to all student interns</li> <li>● Fall 2022: Incorporate surveys by internship site supervisors and the student interns into TK20 evaluation process.</li> </ul>
Discuss creating a two course Research Methods sequence	<ul style="list-style-type: none"> <li>● Strengthen course sequencing between Research Methods and Senior Seminar</li> <li>● Advance students' research and analytical skills</li> <li>● Focus more on quantitative and qualitative skills for</li> </ul>	<ul style="list-style-type: none"> <li>● Explore other majors that offer either 1 or 2 Research Methods courses</li> <li>● Examine the literature on the best practices in POLS regarding Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>● Spring and Summer 2020: Faculty will discuss the pros and cons of adding a second research methods class to curriculum</li> <li>● Academic Year 2020-2021: Dr. Spero would design a course that would be offered AY 2021-2022</li> </ul>

	POLS majors		
Explore developing an Institute on “How to Run for Office” for local community, especially members of under-represented communities	<ul style="list-style-type: none"> <li>● POLS Faculty committed to serving wider community</li> </ul>	<ul style="list-style-type: none"> <li>● Reach out to alumni and other contacts with political experience to arrange guest speakers</li> <li>● Work with FSU administration, Center for Professional Development, etc. to create an Institute for Summer 2020</li> <li>● Reach out to local community groups, especially those serving under-represented communities, to invite to participate</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2019: Reach out to FSU administration, relevant departments, etc. to gauge interest, contact alumni or community members with experience running for office to see if willing to speak</li> <li>● Spring 2020: Arrange Institute for Summer 2020</li> <li>● AY 2021-2022: Repeat</li> </ul>

The proposed plan of action can all be achieved with existing resources, with the exception of the Institute on how to run for office. The POLS faculty will work with the Administration, the Center for Professional Development, etc. to acquire any resources needed.



## 2020 Political Science Program Review

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# Enrolled Student Profile

## Students by Gender and Race/Ethnicity

Political Science	AY 14			AY 15			AY 16			AY 17			AY 18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	2	0	2	0	0	0	0	1	1	0	0	0	1	1	2
Black or African American	2	0	2	4	0	4	6	2	8	3	2	5	3	4	7
Hispanic	1	2	3	0	2	2	1	5	6	1	5	6	2	6	8
More than one	1	0	1	1	1	2	1	0	1	0	1	1	2	0	2
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
White	16	12	28	15	15	30	17	11	28	23	18	41	25	16	41
<b>Total</b>	<b>22</b>	<b>14</b>	<b>36</b>	<b>20</b>	<b>18</b>	<b>38</b>	<b>25</b>	<b>19</b>	<b>44</b>	<b>28</b>	<b>26</b>	<b>54</b>	<b>33</b>	<b>27</b>	<b>60</b>

## Political Science Academic Year (Entering fall term)

Year	4-Year POLS	4-Year Changed	4-Year Overall	6-Year POLS	6-Year Changed	6-Year Overall
2010	0.00%	0.00%	0.00%	33.33%	33.33%	66.67%
2011	10.00%	0.00%	10.00%	20.00%	20.00%	40.00%
2012	16.67%	16.67%	33.33%	16.67%	16.67%	33.33%
2013	16.67%	0.00%	16.67%	NA	NA	NA
2014	11.11%	22.22%	33.33%	NA	NA	NA

Institutional four-year graduation rate: 37.06% 28.64% 8.42%  
 (Last five available years)

Institutional six-year graduation rate:  
 (Last three available years) 58.59% 44.11% 14.47%

Average Years To Graduate:  
 (Students graduating within six years)

Appendix A

Entering Cohort	
Year	
2008	2009
2010	2011
2012	
4.00	4.50
5.00	4.50
4.00	
Institutional Average:	
4.36	4.39
4.32	4.30
4.30	4.33

# Appendix B

## Students by Gender and Race/Ethnicity

Political Science	AY 14			AY 15		
	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	0	0	0	0	0	0
Asian	2	0	2	0	0	0
Black or African American	2	0	2	4	0	4
Hispanic	1	2	3	0	2	2
More than one	1	0	1	1	1	2
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
White	16	12	28	15	15	30
<b>Total</b>	<b>22</b>	<b>14</b>	<b>36</b>	<b>20</b>	<b>18</b>	<b>38</b>



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**EDUCATION:**

**Ph.D., University of Chicago, Political Science, December 1993**

**MA, University of Chicago, Political Science, June 1989**

**BA, Brandeis University, Politics, May 1985, Magna Cum Laude, High Honors in Politics**

***TITLE OF CURRENT RESEARCH PROJECT: "Reimagining the Post-Conflict State: History, Memory, Narratives and the Prospects for Reconciliation"***

This project picks up where my earlier research on the Israeli-Palestinian conflict left off. Where my earlier work explored how the national narratives of both sides have served as a source of the conflict, and as a barrier to conflict resolution, this project examines how these narratives can serve as a barrier to reconciliation in post-conflict states. Through an analysis of the Philippines, Northern Ireland, Bosnia, and Rwanda, it addresses how the stories about the conflict, as found in history textbooks, affect the prospects for reconciliation. History, memory, and narratives are analyzed to see whether the adversaries have "reimagined" their stories of the conflict, each other, and the post-conflict state.

**ACADEMIC HONORS:**

**Faculty Award for Service, Fitchburg State University, 2019. (Peer Reviewed Award.)**

**Faculty Research and Scholarship Award, Fitchburg State University, 2016. (Peer Reviewed Award)**

**Research Fellow, Fitchburg State College, Academic Year 2007-2008. Reduced course load each semester, as well as money for travel and research assistance.**

**Vincent J. Mara Award for Excellence in Teaching, Fitchburg State College, Academic Year 2005-2006. (Peer Reviewed Award)**

***Who's Who Among America's Teachers*, 9<sup>th</sup> Edition, Nominated by former student.**

**"Faculty of the Year," Fitchburg State College, Academic Year 2003-2004. (Awarded by Student Government Association)**

**Research Fellow, Fitchburg State College, Academic Year 2003-2004. Reduced course load each semester, as well as money for travel and research assistance.**

Research Assistance, Fitchburg State College, Spring Semester 2000 and 2001. Reduced course load and \$500.00 for Research Assistant.

Fulbright Senior Scholar, Spring 1999, for research in the Philippines.

Ruth Butler Grant, Fitchburg State College, Spring 1999, for research in Taiwan.

Research Associate, Fitchburg State College, Academic Year 1997-98. Reduced course load and \$500.00 for Research Assistant.

Mellon Foundation Dissertation Year Fellowship, Academic Year 1992-93.

Fulbright-Hayes Fellowship for Dissertation Research in the Philippines, Academic Year 1991-92.

I Milton Saks Prize for Political Research, Brandeis University, May 1985.

#### **TEACHING EXPERIENCE:**

Fitchburg State University, 1994- (*TENURED, Promoted to Professor Fall 2007*)  
*Courses: Intro. to Comparative Politics, Third World Politics, Economics, and Society, Asian Politics and Culture, Intro. to International Relations, Global Issues, Intro. to Peace Studies; Intro. to Political Science; The Changing World: 20<sup>th</sup> Century (Honors); Conduct of American Foreign Policy; Dilemmas of Peace and War, Global Issues in Film, Model UN, Current Events and Service Learning (Honors), and an Honors Course on Political Leadership.*

*Courses taught with graduate students (all at Roosevelt University):*

- *Political Development and Developing Nations*
- *Latin American Politics*
- *Intro. to International Relations*

*Experience as a Teaching Assistant:*

- *Introduction to the Domestic Politics of Western Europe, Winter 1991, Course Instructor: Dr. Gary Herrigel*
- *Introduction to International Relations, Fall 1990, Course Instructor: Dr. Charles Lipson*

#### **TEACHING FIELDS:**

*Comparative Politics, International Relations, International Political Economy, Third World Development, Democratization, Political Economy of the Pacific Rim, Peace Studies, Government and Politics of Asia, and the Conduct of American Foreign Policy*

#### **RESEARCH FIELDS:**



*Democratization, Economic Development, Globalization, International Conflict and Cooperation, Conflict Resolution, Asian Politics, Political Change, and American Foreign Policy*

**PUBLICATIONS:**

“The Past as a Barrier to Reconciliation in the Philippines,” submitted for publication in *Kasarinlan* (internationally reviewed).

Book Review of *Recovering Nonviolent History: Civil Resistance in Liberation Struggles*, published in *Peace Review*, June 2015.

*Conflicted are the Peacemakers: Israeli and Palestinian Moderates and the Death of Oslo*, New York: Bloomsbury, 2012.

“Israeli and Palestinian Peacemakers: Can They Talk the Talk?” in Moises F. Salinas and Hazza Abu Rabi, eds., *Resolving the Israeli-Palestinian Conflict: Perspectives on the Peace Process*, (Amherst, NY: Cambria Press, 2009)

*Democratization, Development and the Patrimonial State in the Age of Globalization*, Lexington Books, 2003.

“Where have all the Moderates Gone? The Elusive Search for Peace in the Middle East,” in *Harrod Lecture Series*, Vol. XIX, 2004-2006, (Fitchburg, MA: Fitchburg State College Press, 2007).

“Whither the Patrimonial State in the Age of Globalization?” *Kasarinlan*, Vol. 20, No. 2, 2005 (Internationally Reviewed).

Book Review of Chester A. Crocker et al’s, *Taming Intractable Conflicts: Mediation in the Hardest Cases*, Perspectives on Political Science, Vol. 34, No. 1, (Winter 2005).

Book Review of Kent Eaton’s *Politicians and Economic Reform in New Democracies: Argentina and the Philippines in the 1990’s*, Perspectives on Political Science, Winter 2004.

Book Review of David Kang’s *Crony Capitalism: Corruption and Development in South Korea and the Philippines*, Comparative Political Studies, Fall 2003.

Book Review of Kent Eaton’s *Politicians and Economic Reform in New Democracies: Argentina and the Philippines in the 1990’s*, Studies in Comparative International Development, Spring 2003.

“Political Economy of Developmental and Patrimonial States: A Case Study of the

Philippines and Indonesia," Philippine Journal of Political Science (Internationally Reviewed), October 2000.

"Patrimonial Barriers to Political and Economic Development," Kasarinlan, Vol. 11, Nos. 1&2, 3<sup>rd</sup> & 4<sup>th</sup> Quarters 1995 (Publication date: Spring 1997)

***PROFESSIONAL EXPERIENCE:***

Chair, Center for Faculty Scholarship, Fitchburg State University, July 1, 2019-

Paper presented at the annual meeting of the Northeastern Political Science Association, November 8-10, 2018, Montreal, Canada

*Paper Title:* "History, Memory, and National Narratives as Barriers to Reconciliation."

Chair/Discussant, annual meeting of the Northeastern Political Science Association, November 8-10, 2018, Montreal, Canada

*Panel Title:* "Transnational Crime and Human Trafficking"

Chair, annual meeting of the Northeastern Political Science Association, November 8-10, 2018, Montreal, Canada

*Panel Title:* "Politics of Borders, Independence, and Secession"

Program Reviewer, SUNY Oneonta, Political Science and International Studies Majors, Spring 2018.

Discussant, Annual Meeting of the Northeastern Political Science Association, November 9-11, 2017, Philadelphia, PA

*Panel Title:* "Democracy and Authoritarianism"

Outside Reviewer, Manuscript on the IMF and Philippine Politics, Rowman & Littlefield, Spring 2017.

Paper presented at the annual meeting of the Northeastern Political Science Association, November 12-14, 2015, Philadelphia, PA.

*Paper Title:* "Changing Our Politics, Changing Our Stories: The Politics of Same Sex Marriage and Abortion in the US and Ireland"

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 12-14, 2015

*Panel Title:* "How Politics Shapes the Economy"

Program Reviewer, Franklin Pierce University, Political Science Program, Fall 2015.

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 13-15, 2014

**Panel Title: “Comparative Studies in Political Economy,”**

**Program Review Coordinator, Fitchburg State University, Liberal Arts and Sciences Core Curriculum, Academic Year 2014-2015.**

**Co-Evaluator, Working Cities Grant, “Reimagine North of Main: 5000 Strong,” July 2014-July 2015**

**Chair, Department of Economics, History and Political Science, Fitchburg State University, July 2014-January 2018.**

**Program Reviewer, Salem State University, Political Science Program, Spring 2014.**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 14-16, 2013**

**Panel Title: “Threats, Bargaining, and Other Issues in Conflict and Peace”**

**Outside Reviewer, University of Pittsburgh at Greensburg, Candidate for tenure and promotion, Fall 2012.**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 15-17, 2012**

**Panel Title: “Studies in Ethnic and Sectarian Conflict”**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 17-19, 2011**

**Panel Title: “Political Economy of Development”**

*President, Northeastern Political Science Association, November 2010-November 2011.*

*Program Chair, Annual Meeting of the Northeastern Political Science Association, Boston, MA, November 11-13, 2010.*

**Outside Reviewer, Albright College, Candidate for tenure and promotion, Fall 2010.**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 11-13, 2010**

**Panel Title: “Conflict in the 21<sup>st</sup> Century.”**

**Paper presented at the annual meeting of the Northeastern Political Science Association, November 19-21, 2009.**

**Paper Title: “The Death of Oslo: What Lessons Have We Learned?”**

**Paper presented at the annual meeting of the Middle East Studies Association, November 21-24, 2009**

**Paper Title: “The Death of Oslo: What Lessons Have We Learned?”**

Paper presented at the Annual Meeting of the Northeastern Political Science Association, November 13-15, 2008, Boston, MA

Paper Title: *"Israeli and Palestinian Moderates: Can They Walk the Walk?"*

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 13-15, 2008, Boston, MA.

Panel Title: *"The Clash of Nationalities"*

Paper presented at the Conference "Pathways to Peace," March 2008.

Paper Title: *"Israeli and Palestinian Moderates: Can They Talk the Talk?"*

Third Vice President of the Northeastern Political Science Association, elected November 2007.

Paper presented at the Annual Meeting of the Northeastern Political Science Association, November 15-17, 2007, Philadelphia, PA.

Paper Title: *"Israeli and Palestinian Moderates: Can They Talk the Talk?"*

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 15-17, 2007, Philadelphia, PA.

Panel Title: *"Ethnic and Minority Groups: Cooperation and Conflict"*

Talk Given at Muhlenberg College, November 14, 2007, Allentown, PA.

Title of Talk: *"Who Killed the Israeli-Palestinian Peace Process? Israeli and Palestinian Moderates and the Quest for Peace"*

Paper presented at the Annual Meeting of the International Studies Association, Chicago, IL, February 28-March 3, 2007.

Paper Title: *"The Oslo Peace Process: Temporarily Off-Track or Lost From the Start?"*

Anonymous Reviewer, *Comparative Politics*, Fall 2006, Article on Democratization in the Philippines and Chile.

Section Chair in Comparative Politics, Annual Meeting of the Northeastern Political Science Association, 2001-2009

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association/International Studies Association, Boston, MA, November 9-11, 2006.

Panel Title: Conflict Resolution,

Paper presented at the Annual Meeting of the Northeastern Political Science Association/International Studies Association, Boston, MA, November 9-11, 2006.

Paper Title: *"Doesn't Anyone Want Peace? Israeli and Palestinian Hawks, Doves, and Moderates and the Quest for Peace"*

**Paper presented at the Annual Meeting of the Northeastern Political Science Association/International Studies Association, Philadelphia, PA, November 17-19, 2005.  
Paper Title: "The Road to Oslo: Israeli and Palestinian Moderates and the Peace Process,"**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association/International Studies Association, Philadelphia, PA, November 17-19, 2005.  
Panel Title: Asian Politics,**

**Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 7-11, 2005.  
Paper Title: "Getting the Moderates to the Table...And Keeping Them There,"**

**Chair, Committee to Select the Best Paper written by a Faculty Member and Graduate Student presented at the Annual Meeting of the Northeastern Political Science Association, 2003 & 2004.**

**Paper presented at the Annual Meeting of the Northeastern Political Science Association, November 11-13, 2004.  
Paper Title: "Where Have All the Moderates Gone? The Elusive Search for Peace in the Middle East"**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 11-13, 2004.  
Panel Title: The Barriers to Democratization**

**Harrod Lecture, Fitchburg State College, October 26, 2004. (Annual lecture given by a selected faculty member.)  
Lecture Title: "Where Have All the Moderates Gone? The Elusive Search for Peace in the Middle East"**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 6-8, 2003  
Panel Title: "The Political Economy of the Developing World"**

**Paper Presented at the Annual Meeting of the Northeastern Political Science Association, November 6-8, 2003  
Paper Title: "Of Hawks, Doves, and Pigeons: Conflict Resolution in Theory and Practice"**

**Member, Governing Council of the International Studies Association, Northeastern Region, November 2003-**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 7-9, 2002.  
Panel Title: "Identity and Governance: Building Peace"**

**Chair/Discussant, Annual Meeting of the Northeastern Political Science Association,**

November 8-10, 2001.

Panel Title: "Pacific Century? Asia in the Age of Globalization"

Anonymous Reviewer, *Comparative Politics*, Fall 2001, Article on Corruption

Paper Presented at the Annual Meeting of the Northeastern Political Science Association, November 9-11, 2000, Albany, NY

Paper Title: "Democratic Consolidation: Has Certainty Been Institutionalized?"

Chair/Discussant, Annual Meeting of the Northeastern Political Science Association, November 9-11, 2000, Albany, NY

Panel Title: "Contention and Control: China's Long March Toward Democratization"

Paper Presented at the Annual Meeting of the American Political Science Association, August 31-September 3, 2000, Washington, DC

Paper Title: "Post-Colonial Development in the Age of Globalization"

Outside Reviewer, "Webquester: International Relations," Dushkin-McGraw Hill Publishers, Spring 2000.

Paper Presented at the Annual Meeting of the Northeastern Political Science Association, November 10-13, 1999, Philadelphia, PA

Paper Title: "Towards an Uncertain Future: Patrimonialism and Democratic Consolidation"

Organizer/Chair, Panel Entitled "Still the Century of the Pacific? Asia in the Age of Globalization," Annual Meeting of the APSA, September 2-5, 1999, Atlanta, GA.

Paper Presented at the Annual Meeting of the APSA, September 2-5, 1999, Atlanta, GA.

Paper Title: "Political Economy of Developmental and Patrimonial States: A Case Study of Taiwan, the Philippines, and Indonesia"

Member, Advisory Board, Dushkin-McGraw Hill, Annual Editions: Global Issues, 1998-2004

Editor, Dushkin-McGraw Hill, Elite Library of Global Awareness and World Politics, October 1996-97 (series cancelled by publisher)

Presented Two Papers at the Annual Meeting of the Northeastern Political Science Association/International Studies Association, November 13-15, 1997, Philadelphia, PA

Paper Title: "Developmental and Patrimonial States after a Transition from Authoritarian Rule: A Case Study of Taiwan and the Philippines"

Paper Title: "Political and Economic Development in Patrimonial States"

Anonymous Reviewer, *Comparative Politics*, Spring 1997, Article on Corruption

**Paper Presented at the Annual Meeting of the Northeastern Political Science Association/International Studies Association, November 1996, Boston, MA**  
**Paper Title: "Democratization and Development in Patrimonial States"**

**Discussant, Annual Meeting of the APSA, September 1996, San Francisco, CA**  
**Panel Title: Corruption, Public Policy, and Development**

**Paper Presented at the Annual Meeting of the New England Political Science Association, May 3-4, 1996, Springfield, MA**  
**Paper Title: "Patrimonial Barriers to Political and Economic Development"**

**Paper Presented at the Annual Meeting of the APSA, September 1994, New York City**  
**Paper Title: "The Social Sciences and "Late-Late" Democratization: A Case Study of the Philippines"**

**Paper Presented at the Annual Meeting of the Midwest Political Science Association, April 1994, Chicago, IL**  
**Paper Title: "The Philippine Transition Process: How Long Until the Institutionalization of Uncertainty?"**

**Research Fellow, Third World Studies Center, University of the Philippines, Academic Year 1991-92.**

**Research Assistant, University of Chicago, Fall 1989-June 1991**  
**Supervisor: Dr. David Laitin**  
**Research Focus: Comparative Politics, Language Policy**

**Research Assistant, University of Chicago, Summer 1990**  
**Supervisor: Dr. Daniel Verdier**  
**Research Focus: Political Economy of Western Europe**

**Research Assistant, University of Chicago, Fall 1987-June 1989**  
**Supervisor: Dr. Charles Lipson**  
**Research Focus: International Political Economy,**

**Research Assistant, Third World Reports, November 1985-May 1987.**  
**Supervisor: Mr. Michael Bedford**  
**Research Focus: US-Philippine Relations, with a special focus upon the US military bases in the Philippines. Research conducted in the US as well as the Philippines (December 1986-May 1987)**

***OTHER:***

**Chair, Department of Economics, History, and Political Science, Fitchburg State University, July 2014-June 2018**

**Chair, Search Committee for a position in Political Science, Fitchburg State University, Spring 2013.**

**Chair, Liberal Arts and Sciences Council, Spring 2004-2009. The Council's proposal for a new LA&S curriculum was approved by College Governance, and went into effect fall 2008.**

**Spearheaded Campus Effort to Create a Peace Studies Minor, Fitchburg State College, new minor approved Spring 2003.**

**Chair, Search Committee for a position in Political Science, Fitchburg State College, Spring 2001**

**Participated in the PAWSS Faculty Workshop, "Conflict, Sovereignty, and Intervention: What Role for the International Community?" Amherst College, June 14-16, 2000**

**Chair, Search Committee for two positions in Political Science, Fitchburg State College, Spring 1998.**

**Primary Author, proposal for the creation of a major in Political Science at Fitchburg State College. Proposal approved by the State of Massachusetts' Board of Higher Education, and the new major began Fall 1998.**

**Chair, Search Committee for a One Year Replacement Position in Political Science, Fitchburg State College, Spring 1997.**

#### ***REFERENCES:***

***Dr. David Laitin (Stanford University), (650) 725-9556; dlaitin@stanford.edu***

***Dr. Bruce Cumings (University of Chicago, (773) 834-1818, rufus88@uchicago.edu***

***Dr. Gretchen Casper (Penn State University), (814) 865-8748, gcasper@psu.edu***

***Dr. Michael Turk (Fitchburg State University), mturk@fitchburgstate.edu***



# RODNEY J. CHRISTY

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Fitchburg, MA 01420  
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## EDUCATION

- Ph. D. Northern Illinois University, Political Science  
(American Politics, Empirical, Public Administration)  
Dissertation: *A Dynamic Test of the Static Model of Politicization*
- M. A. Northern Illinois University, Political Science  
(American Politics, Empirical Theory)
- B. A. Knox College, Political Science

## TEACHING AREAS

- |  |   |
|--|---|
| American National Politics                                 | Introduction to Political Science                             |
| State and Local Politics                                   | Public Policy   |
| Research Methods   | Political Behavior and Public Opinion                         |
| Elections  | Global Issues   |
| Political Parties and Interest Groups                      | Public Administration   |
| Leadership/Honors Program<br>(Community; Service-Learning) | Senior Seminar (various topics including<br>Political Reform) |

## TEACHING POSITIONS

- Fall, 1999-Present Assistant/Associate Professor of Politics  
Fitchburg State College, Fitchburg, MA
- Spring, 1999 Visiting Assistant Professor of Politics  
Oberlin College, Oberlin, OH
- 1986-1998 Assistant Professor, Political Science  
Saint Michael's College, Colchester, VT
- 1980-1986 Assistant Professor, Political Science  
Western New England C., Springfield, MA
- 1979-1980 Teaching Fellow, Political Science  
Northern Illinois University, DeKalb, IL

## RESEARCH MONOGRAPHS

*The Pulse of Vermont—1995* (co-authored)

*The Pulse of Vermont-1989* (co-authored)

*A Dynamic Test of the Static Model of Politicization* (Dissertation) 1985

*Evaluation of a Pilot Model in Competency Based Training—1976*  
(co-authored)

## PRESENTATIONS and CONFERENCE PAPERS

*Vermont and New Hampshire: Separated at Birth? The Roles of Political Culture, Ideology, and Social Capital in Explaining Policy Differences*  
Panel for the New England Political Science Association Meeting  
May, 2007

*Measuring State and Individual Ideology: A Vermont Case-Study of 4 Measures' Validities*  
The Northeast Political Science Association Meeting  
Boston, MA, November, 2006

*Roundtable on New England Politics, 2005-2006: the Case of Massachusetts*  
Presentation of policy and political developments in Massachusetts. Annual Roundtable, with scholars reporting on each New England State.  
Sheraton Harborside Conference Center, Portsmouth, NH, May 6, 2006.

*Reconceptualizing State Ideology and Policy Linkage: Alternative Measures*  
Talk presented at the New England Political Science Association Meeting,  
Portland, ME, May, 2005.

*State Ideology and Public Policy Linkage: A Vermont Case Study*  
Paper presented at the New England Political Science Association Meeting  
Sheraton Harborside Conference Center, Portsmouth NH, April 30, 2004

Chair and Discussant, *Public Policy in Comparative Perspective* Panel  
Northeastern Political Science Association Annual Meeting  
Philadelphia, Pennsylvania  
November 9, 2001

*The 1996 Presidential Election-4 Perspectives*  
Social Science Research Center Seminar  
with Professors Alexander, Grover, and Mindich  
November 4, 1996

*The Quality of Life in Vermont-1995*  
Social Science Research Center Seminar  
with Professors Bolduc, Kessel, and Mahoney  
February 20, 1996

*Ideology and the Vermont Electorate 1992:  
Measurement and Behavioral Consistency*

Social Science Research Center Seminar  
with Professors Kessel and Slaybaugh  
Fall, 1993

*The Use of Journals in the Teaching of Research Methods*  
Roundtable on Teaching Research Methods  
American Political Science Association Annual Meeting  
August, 1993

*Testing a Simplified Version of The American Voter's 6 Component Model  
of Voter Choice*  
Faculty Research Presentation  
Ohio State University Workshop on Data Analysis  
July, 1992

Kevin Phillips' The Politics of Rich and Poor-  
*Testing the Hypothesis with Public Opinion Data*  
Social Science Research Book Discussion  
Spring, 1991

*The Quality of Life in Vermont-1989*  
Social Science Research Center Seminar  
with Professors Bolduc, Kessel, and Mahoney  
Spring, 1990

*The Founders and Citizen Participation*  
Bicentennial of The Constitution Celebration  
Western New England College  
Spring, 1987

## CURRENT RESEARCH PROJECTS

*Testing Erikson's (et al) Measures of Partisanship and Ideology*

*New Hampshire and Vermont: Separated at Birth? The role of  
Ideology, Culture, Social Capital, and Partisanship in  
Explaining Policy Differences*

*The Corn Belt Liberty League: The Politics of the Birth and Death  
of an Agrarian Political Movement: 1937-1941*

## RESEARCH EXPERIENCE

Investigator, *Vermont Interest Groups-1998*  
Research for Thomas and Hrebner's, *Interest Groups  
In the States*,  
In Gray and Jacobs (eds.), Politics in the American States, (7<sup>th</sup>)

Co-Investigator, *The Pulse of Vermont—1995*  
Quality of Life Study  
Conducted for The Vermont Business Roundtable

Investigator, *Vermont Interest Groups-1994*  
 Research for Thomas and Hrebener's, *Interest Groups in the States*,  
 in Gray and Jacobs (eds.), Politics in the American States, (6<sup>th</sup>)

Lead Investigator, *Ideology, Presidential Evaluation and Vote Intention*  
 1992 Vermont Political Survey

Co-Investigator, *The Voice of Vermont-1990*  
 Public Opinion Survey and Analysis  
 Conducted for The Burlington Free Press

Co-Investigator, *The Pulse of Vermont-1989*  
 Quality of Life Study  
 Conducted for Vermont Business Roundtable

Participant, *Citizenship and College Education*  
 A Study of the Effects of College on Political Knowledge and  
 Attitudes at Four Colleges  
 Dr. Elinor Hartshorn, Principle Investigator  
 1986-1987

Dissertation, *A Dynamic Test of the Static Model of Politicization*  
 Summers, 1981-1985

Research Associate, 1977-1979  
 Program for Applied Policy Research  
 Northern Illinois University  
 Dr. L. Douglas Dobson, Director  
*Development & Adoption of Policies for the Elderly*  
 Funded by the Administration on Aging,  
 Department of Health and Human Services

Evaluation Group Member  
*The Challenge Experiment: Working With Ex-Offenders*  
*Research Project*, 1978-1979  
 The Safer Foundation, Chicago, IL  
 Dr. Thomas Cook and Dr. L. Douglas Dobson, Principle Investigators

Coordinator, Program Evaluation Team, 1976  
 Elgin State Mental Health Center, Elgin IL  
 Pilot Employee Competency Based Modular Training Program Evaluation

## OTHER PROFESSIONAL ACTIVITIES

*Summer Program in Quantitative Methods of Social Research*  
 Inter-University Consortium for Political and Social Research

-a continuation of the 2003 coursework, with instruction in  
matrix algebra, calculus, maximum likelihood estimation,  
R+ statistical software, and dimensional analysis techniques.  
June 26-July 20, 2006

*Laptop Initiative Participant*

Trained in and experimented with laptop instruction in the classroom.  
-one of several faculty working to pilot the use of laptops in classroom  
instruction/learning as all 2006 first year students must purchase them.

*Logistic Regression*

Dr. Joseph Hilbe, Arizona State University & University of Hawaii  
Statistics.com on-line course  
April 22-May 20, 2005

*Summer Program in Quantitative Methods of Social Research*

Inter-University Consortium for Political and Social Research  
-a continuation of the 1996 program, focusing on scaling,  
dimensional analysis, matrix algebra based intermediate regression  
techniques, statistical graphics, and an introduction to logit/probit.  
July 21-August 15, 2003

*Summer Program in Quantitative Methods of Social Research*

Inter-University Consortium for Political and Social Research  
-a comprehensive, integrated, program of studies in research design,  
statistics, data analysis, and social analysis  
June 23-July 18, 1997

*Stepping into the 21<sup>st</sup> Century*

Workshop on Instructional Technology For Political Science Educators  
Illinois State University  
June 14, 1996

*Faculty Enhancement Workshop on Exploratory Data Analysis*

National Science Foundation  
San Francisco State University  
June, 1994

*Relationships and Careers in Higher Education Administration Panel*

National Conference for College Women Student Leaders  
June, 1995

*Workshop on Undergraduate Instruction in Data Analysis in Political Science*

National Science Foundation/American Political Science Association  
Ohio State University  
June and July, 1992

Charter Member-Center for Social Science Research

St. Michael's College  
Helped Draft Mission Statement and By-laws  
Served 3 Years as Secretary, 1987-1990  
Board Member, 1987-1997

## **COLLEGE SERVICE--ACADEMIC**

### Committee Service Including:

Department Peer Evaluation Committee (2008-2009, 2011-2012,  
2013-2014)

Department Curriculum Committee

Faculty Center for Teaching Excellence Committee (2001-2002)

Leadership Academy Admissions Committee (2000-2002, 2005-2006)

Leadership Academy (Honors) Advisory Committee (1999-2006)

Leadership Academy (Honors) Curriculum Committee (2005-2006)

Human Subjects Research Committee (2000-2001, 2005-2006)

Admissions (1994-1997)

Academic Integrity Committee (1992-1993)

Athletic Advisory Committee (1989-1991)

Center for Social Science Research Board (1987-1998)

Faculty Senate Member and Secretary (1985-1986)

### Other Service Including:

Political Science Search Committee (2012-2013)

History Search Committee (2011-2012)

Economics Search Committee (2010-2011)

Economics Search Committee (Summer 2009)

Chair, Economics Faculty Search Committee (2005-2006)

Advising up to 25 majors each year

Expert Commentator for Local Media/College's Speakers Bureau

Academic Presentations to Prospective Students and Families

Faculty Participant in New Student Orientation Process (1987-1996)

(Pre-Orientation, Orientation Presenter, Extended Orientation)

Men's Basketball Head Coach Search Committee (1990)

## **AWARDS**

Leadership Award, Fitchburg State College, 2002

Community Service Award, Saint Michael's College Class of 1989

Community Service Award, Western New England College, 1983

## **PROFESSIONAL MEMBERSHIPS**

American Political Science Association (including 5 Section Memberships)

New England Political Science Association

## REFERENCES

Dr. Benjamin Lieberman, Chair  
Department of H E and P S  
Fitchburg State College  
Fitchburg, MA 01420  
(978) 665-3731  
[blieberman@fitchburgstate.edu](mailto:blieberman@fitchburgstate.edu)

Dr. Eric Budd  
Professor of Political Science  
Fitchburg State College  
Fitchburg, MA 01420  
(978) 665-3732  
[ebudd@fitchburgstate.edu](mailto:ebudd@fitchburgstate.edu)

Dr. Paul Weizer, Assoc. V.P.  
Professor of Political Science  
Fitchburg State College  
Fitchburg, MA 01420  
(978) 665-3272  
[pweizer@fsc.edu](mailto:pweizer@fsc.edu)

Dr. William Wilson, Retired  
Associate Professor-Political Science  
& former Chair (1986-1988)  
St. Michael's College  
Colchester, VT 05439





**JOSHUA B. SPERO**  
**Curriculum Vitae**

Department of Economics, History, and Political Science  
Fitchburg State University  
160 Pearl Street, Fitchburg, MA 01420-2697

Tel. (978) 665-3214  
E-mail:  
jspero@fitchburgstate.edu

**EDUCATION**

**The Johns Hopkins University's School of Advanced International Studies (SAIS), Ph.D., 2000**

*Field:* International Relations (international relations/theory & security, U.S. & Eurasian foreign policy)

*Sub-fields:* Comparative Politics (post-Communist & developing state transitions, democratization)

**University of Michigan, M.A., 1987**

*Fields:* International Studies--Russia & East Europe (comparative Eurasian politics, ethnic conflict/security)

**Brandeis University, B.A. (Cum Laude with High Honors), 1985**

*Fields:* Comparative Politics (Soviet Studies, bureaucratic organization, and leadership transitions)

**Professional & Research Interests**

- ◆ International politics and comparative foreign policy (Europe/Eurasia, transitioning nations globally);
- ◆ US foreign policy, international security and economic institutions, national security decision-making, political risk analysis, politico-military assessments, investment and stability strategies;
- ◆ Globalization, public policy (planning & administration), transnational development (poverty, health & environmental crises, population/food problems, race, gender, religious persecution), counter-terrorism, cooperative security, preventive diplomacy, ethno-national conflict/resolution, civil-military relations.

**Languages:** Russian (fluent), Leningrad State University Certificate, 1985; Polish (advanced); Spanish (adequate)

**PROFESSIONAL EXPERIENCES (Teaching, Consulting, Public Service--Federal Government, next page)**

2002-present: Professor of International Politics, Fitchburg, MA. Faculty Director, Regional Economic Development Institute (REDI) at *Fitchburg State University* (2009-2014); **Courses:** *Senior Seminar in Political Science, Introduction to International Relations, Conduct of American Foreign Policy, Europe Today (European travel course), International Law & Organizations, International Terrorism, Understanding Government Decision Making, Political Science Internship Coordinator & its Online Internship Course, & Washington Center Internship Coordinator, Global Issues (interdisciplinary).*

**Other Service:** Chair, *International Advisory Committee* (2004-'08); Coordinator, International Studies Minor Program (2005-present), Int'l. Studies Keynote Speaker Series, & International Month Planning Group; Coordinator, The Washington Center Internship Program (2012-present); *Promotions Committee; Undergraduate Research Conference Committee* (2011-2014); *Executive Committee (Secretary, elected), Strategic Planning Committees/Sub-Committee on Community Development, & Chair, 2<sup>nd</sup> Stage Academic Planning Committee; Harrod Lecture Series Committee; Sustainability Advisory Committee* (President's selection); Committee to establish: Institute for Regional Development and Policy Analysis (President's selection); *Technology Advisory Committee; President's Task Forces: Technology, Lap Top, & Faculty Technology Training Center; Social Sciences Curriculum (Chair), Social Committee, & College (Search) Committees; Thesis & Senior Seminar Committee Supervisor, Model United Nations Organization Co-Founder* (2004) & Co-Advisor, Student Government Association Executive Board Advisor; Political Science Club Advisor; Political Science Honors Society Advisor; FSU Anti-Violence Education Trainer.

2003-present: Member, Academic Outreach Advisory Group, Council on Foreign Relations, NY, NY

2000-2002: Assistant Professor of Political Science, Visiting Assistant Professor (Merrimack College, MA)

2002-present: Academic Associate, *Atlantic Council of the United States*, Washington, D.C.

2000-2001: Visiting Assistant Professor of Government/Post-Doctoral Research Fellow, Dartmouth College

1994-2000: Senior Civilian Strategic Planner (Europe/Eurasia/NATO/North Africa/Middle East)

*Joint Chiefs of Staff, Directorate for Strategic Plans and Policy, The Pentagon*

- 1990-1994: Visiting Fellow and National Security Analyst (Washington, D.C.)  
*National Defense University (INSS) & Foreign Military Studies Office (Ft. Leavenworth) Liaison*
- 1988-1990: Deputy Assistant for Europe & USSR (Office of Undersecretary of Defense/Policy, the Pentagon)
- 1987-1988: Research Analyst (Federal Research Division, *Library of Congress*), Washington, D.C.
- 1986: Intern, U.S. Department of Commerce, International Trade Administration, Washington, D.C.

**PUBLICATIONS** (numerous classified publications from 1994-2000 for the Joint Chiefs of Staff)

- ◆ “Partnerships for Peace,” chapter in *Research Handbook on NATO* (Edward Elgar Publishers), 2020.
- ◆ ***Book: Middle Powers and Regional Influence: Critical Foreign Policy Junctures for Poland, South Korea, Bolivia*** (London: Rowman & Littlefield International, 2018).
- ◆ “Security Issues: NATO and Beyond” (revised chapter) in eds. Sharon Wolchik & Jane Curry. *Central and East European Politics, 4<sup>th</sup> Edition* (Rowman & Littlefield, 2018).
- ◆ “Resolutions to Political Differences.” *Worcester Telegram & Gazette*. December 17, 2017.
- ◆ “Considering NATO’s Long-Term Revitalization.” *E-International Relations*. July 2014 (<http://www.e-ir.info/2014/07/30/considering-natos-long-term-revitalization/>).
- ◆ “Security Issues: NATO and Beyond” (revised chapter) in eds. Sharon Wolchik & Jane Curry. *Central and East European Politics, 3rd Edition* (Rowman & Littlefield, 2015).
- ◆ “An East-West Bridge for Ukraine.” *The Duck of Minerva*. 4 April 2014. Peer Reviewed Blog
- ◆ “NATO’s Precarious Future.” *International Affairs Forum*. Taylor & Francis Online (UK). December 2013. ([https://www.tandfonline.com/doi/abs/10.1080/23258020.2013.864886?journalCode=riaf20+-+U9ks2lYk\\_1r](https://www.tandfonline.com/doi/abs/10.1080/23258020.2013.864886?journalCode=riaf20+-+U9ks2lYk_1r)).
- ◆ “REDI North Central MA Workforce Trends: Impact on Fitchburg State University’s Education and Training,” REDI Director-led Analysis and Presentation prepared for Dr. Robin Bowen, June 30, 2013.
- ◆ “International and Conflict Studies Keynote Speaker: Dr. Monica Duffy Toft.” Center for Teaching and Learning *Newsletter*. Fitchburg State University (March 2012).
- ◆ “REDI Serving Our University and North Central Massachusetts Community.” Center for Teaching and Learning *Newsletter*. Fitchburg State University (February 2012).
- ◆ “9/11: Ten Years Later.” *New State Monthly -- Poland* (September 2011, <http://www.panstwo.net/534-11-wrzesnia---dziesiec-lat-pozniej>).
- ◆ “European Union Security Challenges” in *The Forum: The EU & Security*. Center for International Relations. July 2011 (<http://ia-forum.org/Content/ViewInternalDocument.cfm?ContentID=7863>).
- ◆ “Security Issues: NATO and Beyond” (co-author Jeffrey Simon) in eds. Sharon Wolchik & Jane Curry. *Central and East European Politics, 2nd Edition* (Rowman & Littlefield, 2010).
- ◆ “Russia Military Strategy toward Central-East Europe” in eds. Stephen Blank and Richard Weitz. *The Russian Military: Today and Tomorrow* (Strategic Studies Institute & Hudson Institute, 2010).
- ◆ “Great Power Security Dilemmas for Pivotal Middle Power Bridging,” *Contemporary Security Policy* 30, no. 1 (April 2009): 141-171 -- (Refereed)
- ◆ Book Review: eds, Teresa Rakowska-Harmstone and Piotr Dutkiewicz, *New Europe: The Impact of the First Decade, Vols 1-2*. *Slavic Review* (winter 2008).
- ◆ Book Review: ed., Joan DeBardeleben, *Soft or Hard Borders? Managing the Divide in an Enlarged Europe*, *Slavic Review*, fall 2006.
- ◆ Book review: Frank Schimmelfennig, *The EU, NATO and the Integration of Europe: Rules and Rhetoric*, *Slavic Review*, summer 2005.
- ◆ ***Book: Bridging the European Divide: Middle Power Politics and Regional Security Dilemmas***. (Rowman & Littlefield, 2004) (Reviews of Dr. Spero’s book: Walter Clemens, *Slavic Review*, spring 2006; Michael Roskin, *Perspectives on Politics*, December 2005)
- ◆ “America’s Military Challenges in the Next US Presidency,” *Polish Quarterly of International Affairs*, 2004.
- ◆ Book Review: Janine Wedel, *Collision & Collusion: The Strange Case of Western Aid to Eastern Europe* (New York: Palgrave, 2001) for *The Journal of Canadian-American Slavic Studies* (2004).
- ◆ “Beyond Old and New Europe,” *Current History* 103, no. 671 (March 2004): 135-138.

- ◆ “The Impact on NATO of the Emerging Role of East Europe and the NIS in Iraq,” in *East Europe’s New Role in the Middle East* (Washington, D.C.: Woodrow Wilson International Center for Scholars, 2004).
- ◆ “Paths to Peace for NATO’s Partnerships in Eurasia,” in eds., Sperling, Kay, Papacosma, *Limiting Institutions: The Challenge of Eurasian Security Governance* (Manchester University Press, 2003).
- ◆ “Looking Beyond NATO and EU Enlargement: Northeastern Europe and Russian Security Dynamics,” in ed., Sabina A.-M. Auger, *The Transatlantic Relationship: Problems and Prospects* (Washington: Woodrow Wilson International Center for Scholars, 2003), 104-114.
- ◆ “Military Aspects of NATO Enlargement,” in eds., T. Valasek & T. Hitchens, *Growing Pains: The Debate on the Next Round of NATO Enlargement* (Washington: Center for Defense Information, 2002).
- ◆ “The Polish-Ukrainian Inter-State Model for Cooperation and Integration: Regional Relations in a Theoretical Context” in eds., J.P. Moroney and T. Kuzio, *Ukraine’s Foreign and Security policy: Theoretical and Comparative Perspectives* (Westport, Conn.: Greenwood/Praeger, 2002).
- ◆ “The International Coalition against Terrorism,” *Insight Magazine* (December 3, 2001), 41-43.
- ◆ “Completing the Transatlantic Bargain: The United States and European Security,” (With S. Kay and C. Barry) *Current History*, 100, no. 644 (March 2001), 129-136. (Refereed).
- ◆ “Poland’s Perennial Crossroads: Between East and West?” in eds., Andrzej Dumala and Ziemowit Pietras, *The Future of East-Central Europe* (Lublin, Poland: Curie University Press, 1996), 273-292.
- ◆ “Evolving Security in Central Europe,” *Military Review* no. 2 (February 1994): 56-63.
- ◆ “Central European Security,” in ed., J. Philip Rogers, *The Future of European Security: The Pursuit of Peace in an Era of Revolutionary Change* (New York: St. Martin’s Press, 1993), 42-57.
- ◆ “Déjà Vu All over Again? Poland’s Attempt to Avoid Entrapment between Two Belligerents,” in ed., Jacob Kipp *Central European Security Concerns: Bridge, Buffer or Barrier?* (London: Frank Cass, 1993), 92-117. (Appeared also as an article in *European Security*, the special issue)
- ◆ “The Budapest-Prague-Warsaw Triangle: Central European Security After Visegrad,” *European Security* 1, no. 1 (Spring 1992): 58-83. (Refereed)
- ◆ “Military Reform & the Struggle to Redefine Security in the Post-USSR,” (with P. Petersen) in eds., Blank and Kipp, *The Soviet Military and the Future* (Westport, CT: Greenwood Press, 1992), 9-22.
- ◆ “Central European Security,” *Problems of Communism* (Nov-Dec 1991): 141-151. (Refereed)
- ◆ “The Soviet Military View in Southeastern Europe,” (w/P. Petersen) in ed., Paul S. Shoup, *Problems of Balkan Security: Southeast Europe in the 1990s* (Washington: Wilson Center, 1990), 207-234.
- ◆ “Mass Media and the Arts,” in ed., Raymond Zickel, *The Soviet Union: A Country Study* (Washington: Library of Congress and U.S. Government Printing Office, 1988), 633-667.

#### **Op-Ed Columns** (Newspapers Op-Eds)

- ◆ “Honoring Mariusz Handzlik,” *Democracy Arsenal Blog* (15 April 2010)  
[<http://www.democracyarsenal.org/2010/04/honoring-mariusz-handzlik.html>]
- ◆ “America’s Precarious Transatlantic Bridge,” *Defense News* (18 August 2003), p. 51.
- ◆ “A Way Out on Iraq,” (with S. Kay), *Cleveland Plain Dealer* (7 February 2003), p. B9.
- ◆ “The High Cost of War Against Iraq,” (with S. Kay), *Boston Sunday Globe* (3 November 2002), p. D12
- ◆ “A Year Later, the Threat of Terrorism Remains,” *Boston Sunday Globe* (8 September 2002), p. F8
- ◆ “More Money Won’t Buy Security” (with S. Kay), *Cleveland Plain Dealer* (8 February 2002), p. B9.
- ◆ “Keep NATO Relevant for the 21st Century,” (with S. Kay), *Defense News* (17-23 Dec. 2001), p. 27.
- ◆ “From the Pentagon to Merrimack College,” *Connections* {Invited college column}, (29 Oct. 2001), p. 3.  
“Fighting a War Against Terrorism Takes a Commitment to Public Service,” {“My Turn” Column by invitation}, *The Lawrence-Andover Eagle-Tribune* (24 September 2001), p. 9.

#### **TEACHING INTERESTS, THESIS ADVISING, GUEST LECTURES, AND PRESENTATIONS**

##### **Teaching Interests**

\*\* Teaching/Research Development – planning/organizing/leading “Europe Today” Course (spring 2015, spring 2017, spring 2019/this latter trip to: Amsterdam, The Netherlands; Kleve & Kamp-Lintfort, Germany / Rhine-Waal University; Dusseldorf, Germany; Brussels, Belgium; & Kraków, Poland):

Integrated spring break trips for course's students to Kraków, Poland & currently: "Heart of Europe" trips – the first Fitchburg State University trips to Poland, Germany, The Netherlands, and Belgium.

\*\* Teaching/Joint Research Project Development & Faculty-Student research collaboration with Fitchburg State University's partnership with: Rhine-Waal University (Kleve & Kamp-Lintfort, Germany) – Started in 2019.

### **Courses:**

Introduction to International Relations (Contemporary); International Politics, Global Issues, International Terrorism, Introduction to Comparative Politics, International Law and Organizations, International Studies;  
International Leadership, Negotiation, and Diplomacy  
European Politics and Security; Eurasian Politics; Contemporary Russian Politics  
Politics of Developing Nations; Post-Communist Political Transitions  
American Foreign Policy since World War II; U.S. Foreign and Military Policy

### **Seminars:**

Comparative Foreign Policy, U.S. National Security Policy and Decision-Making; Senior Political Science Seminar, First Year Seminar

### **Thesis Committees & Internship Supervision**

- ◆ Summer & Fall 2019: Ms. Crystal Aneke (Boston Student Advisory Council at Boston Public School Headquarters); Mr. Matthew Murphy (State Representative Driscoll's Office, State House in Boston); Mr. Timothy Enwright (LaPointe Law Office, Winchendon); Ms. Hannah Pollan (Fitchburg Mayor's Office); Washington Center Program Interns: Ms. Theresa Klobucher (Federal Trade Commission, Washington); Ms. Danielle Neild (Caregiver Action Network, Washington)
- ◆ Spring 2019: Ms. Ashley Cournoyer (Fusaro, Altomare & Ermilio, P.C.); Mr. Haviland Fleming (City of Fitchburg Mayor's Office); Ms. Theresa Klobucher (Pusateri & Wilson Law Firm); Ms. Sharie Melendez (Worcester Court House); Ms. Hailey O'Brien (Fitchburg State Senator Tran's Office); Mr. Alexander Ramos (US Congressman McGovern's Office/Leominster); Washington Center Program Interns: Ms. Megghan Duffy (RespectAbility); Ms. Kathryn Evancic (American Foundation of Suicide Prevention); Ms. Elizabeth Pauleus (Lawyers Without Borders); Mr. Philip Spadano (Open World Leadership Center)
- ◆ Fall 2018: Mr. Matthew Badagliacca (Fitchburg State Representative Hay's Office); Ms. Arminda Baptista (Pusateri & Wilson Law Firm); Mr. Arno Bounphasaysonh (City of Fitchburg Mayor's Office; Community Development); Ms. Shaina Cruel-Reynoso (City of Fitchburg Council Chairman's Office); Mr. Anthony Ferrari (Worcester Court House); Ms. Zoë Frati (City of Fitchburg Mayor's Office); Ms. Jasmin Pezzella (City of Fitchburg Mayor's Office; Community Development); Washington Center Program Interns: Mr. Nicholas Fortin (Household and Commercial Products Association); Mr. James Sampson (The Potomac Advocates); Ms. Jewelia Smith (Voices for a Second Chance)
- ◆ Spring & Summer 2018: Mr. Connor Balous (City of Fitchburg Mayor's Office; Health Department); Ms. Kajahna Matos (Victim Witness Services Department at the Essex County District Attorney's Office); Ms. Miranda Monaghan (Audette, Cordeiro & Violette Attorneys at Law); Mr. Alexander Ramos (City of Fitchburg Mayor's Office); Mr. Troy Sargent (Pawlak & Higgins Law Office); Washington Center Program Interns: Mr. Collin Carollo (El-Hibri Foundation); Mr. Ethan Comrie (US Marshall's Office); Mr. Gonzalo Camprecious Gari (The Chwat Group); Ms. Katrina Syrakos (American Foundation for Suicide Prevention)
- ◆ Fall 2017: Mr. Austin Cyganiewicz (Robert Pollock Law Associates); Mr. George Silvia & Mr. Connor Balous (City of Fitchburg Mayor's Office); Mr. Stephen Lenane (Washington Center Internship Program/ National Association of Federally Impacted Schools)
- ◆ Summer 2017: Mr. Frank Schembari & Mr. Aidan Horgan (City of Fitchburg Mayor's Office); Mr. Aaron Diaz (Pusateri & Wilson Law Firm); Ms. Alejandra Garcia (Andover, MA Hastings, Jamieson & Lipschutz Family Law Group); Mr. Austin Cyganiewicz (Worcester, MA Jeffrey Miller Law Associates);

Mr. Thomas Satham-Fisette (State House, Boston Office of State Representative Ultrino); Ms. Regina Pelham (Leominster, MA Office of State Representative Wiggins); Mr. Seth Godin (Washington Center: Office of Deputy U.S. Marshal, U.S. District Court); Ms. Tiana Padgett (Washington Center: Reynolds & Associates/U.S. Bureau of Prisons)

◆ Spring 2017: Political Science Interns: Mr. Zachary Davis and Mr. James Sampson (City of Fitchburg Mayor's Office); Ms. Devon Moran (City of Fitchburg Solicitor's Office); Mr. David Demosthenes (City of Fitchburg's Commission on Human Rights); Ms. Hailey O'Brien (Fitchburg State Representative's Office); Ms. Christina Arcy (United Partners of Fitchburg's Office) -- Washington Center Interns: Ms. Yesica Miranda (Public Allies); Ms. Jessica Amado (National Association of Attorneys General); Mr. Nathaniel Thomas (The Bazelon Center for Mental Health Law)

◆ Fall 2016: Washington Center Interns -- Ms. Dionne Joseph, RespectAbilityUSA/Maryland (Human Services Major); Ms. Rose Thomas, Double R Productions/Washington (Communications Media/Theater Major); Political Science Interns: Ms. Amy Johnston (Office of Representative Christopher Walsh), Mr. Thomas White (Fitchburg Mayor's Office, including Office of the City Solicitor), Mr. Carl Rodney (Office of Fitchburg State Representative Hay), Mr. Austin Cyganiewicz (Town of Winchendon, MA Selectmen ), Mr. Jonathan DePina (Boyle & Carbone, P.C.), Mr. Sean Burke (Superior Court for Worcester County).

◆ Summer 2016: (Malik Alfred, Department of Labor/Equal Opportunity Enforcement Div, Washington, DC)

◆ Fall 2015: Ms. Abigail Kennefick (Jillian's Lucky Strike, Boston, MA); Mr. Moses Maxi (Pawlak & Higgins Partners, LLC); Ms. Megan Pierce (MA Senator Edward Markey's Boston Office)

◆ Summer 2015: Ms. Danielle Dusablon (Malden, MA Court House)

◆ Spring 2015: The Washington Center: (Ashley Macdonald, Shared Hope International; Joseph Richardson, Same Day Process Service)

◆ Fall 2014: Mr. Jeffrey Anderson (REDI Research); Mr. Daniel LaFond (REDI & Twin Cities Community Development Corporation Research); Ms. Shylah Maloney (U.S. Senator Warren & U.S. Congressman McGovern's Offices); Maximin Rocheleau (TWC/U.S. Marshals Service)

◆ Summer 2014: Ms. Sarina Cerro (Kayyem Governor's Campaign); Mr. Daniel LaFond (REDI Research Internship); Washington Center Internship Coordinator/University Supervisor (Shylah Maloney, DuBoff & Associates; Bruce Moschetti, United Planning Organization; Jeffrey Thomas, Maryland Public Defenders)

◆ Spring 2014: Mr. Daniel LaFond (REDI-Montachusett Regional Planning Commission); Ms. Alexandra Siegel (WCVB Boston Channel 5/Cityline Chronicle); Washington Center Internship Coordinator/University Supervisor (Carmen Bordonaro, US State Department/Diplomatic Security)

◆ Fall 2013 REDI Research and Administrative Internships (Alexandra Moore & Daniel LaFond)

◆ Fall 2013 Washington Center Internship Coordinator/University Supervisor: Kon Reeves (Political Science, DC Attorney General); Chris Humphrey (Political Science, Evans DC Mayoral Campaign);

◆ Summer 2013 REDI Research and Administrative Internship -- "Cost of Living, Economic Development Indicators, and Workforce Training and Development" (Travis Rearick)

◆ Summer 2013 Washington Center Internship Coordinator/University Supervisor: Michael Curtis (Political Science/Ocean Renewable Energy Coalition); Allyson Gnoza (Education/For Love of Children)

◆ Spring 2013 REDI Research and Administrative Internship -- "Cost of Living & Economic Development Indicators" (David Chen)

◆ Spring 2013 REDI Research and Administrative Internship -- "Cost of Living & Economic Development Indicators" (Megan Gonzalez)

◆ Winter-Spring 2013 Undergraduate Honors Thesis -- *Palestinian Women and Determinants of Public Health: Education and Economic Empowerment in the Occupied Palestinian Territories* (Shadia Lahlou)

◆ Fall 2012 Washington Center Internship Coordinator/University Supervisor: US Attorney General's Office (Megan Andrew/Criminal Justice); US Food/Drug Administration (Rachya Kayastha, Biology); LTL Strategies (David Chen, Political Science)

◆ Summer 2012 Summer Internship at Boston-based Grassroots International & Fitchburg State Leadership Honors Thesis (2012-2013) -- (Shadia Lahlou)

- ◆ Spring-Summer 2012 Master's Thesis on *The Inception and Growth of Practical and Industrial Arts at Fitchburg State University: A Program of Practical Necessity* (Michael Kushmerek)
- ◆ Spring 2012 REDI Research and Administrative Internship – Montachusett Regional Planning Commission in Fitchburg, MA (Matthew Gordon)
- ◆ Spring 2012 REDI Research and Administrative Internship – Leominster Housing Authority in Leominster, MA (Mitchell Williams)
- ◆ Spring 2012 REDI Research and Administrative Internship – Leominster Housing Authority in Leominster, MA (Shane Burdick)
- ◆ Spring 2012 REDI Research and Administrative Internship – “Cost of Living & Economic Development Indicators” (Emma Weisman)
- ◆ Spring 2012 REDI Research and Administrative Internship – “Expanding Marketing Plan” (Thomas Roufos)
- ◆ Fall 2011 Political Science Internship in Fitchburg, MA Mayor's Office (Nathan LaRose)
- ◆ Fall 2011 Political Science Internship in Ayer, MA Town Manager's Office (Sarah Schneider)
- ◆ Fall 2011 REDI/Political Science Internship – “Building Networking Plan” (Philip Sandy)
- ◆ Fall 2011 REDI/Economics Internship – “Building Economic Indicators Matrix” (Michael Marchetti)
- ◆ Fall 2011 REDI/International Business Internship – “Building Marketing Plan” (Thomas Roufos)
- ◆ Summer 2011 Political Science Internship Abroad in Vicenza, Italy Chamber of Deputies – Italy (Piergiacomo Mion)
- ◆ Spring 2011 REDI Internship Project on Leominster Housing Authority “Mechanic Street” Development (Jeffrey Anderson)
- ◆ Spring 2011 REDI-Massachusetts Broadband Institute/Massachusetts Technology Collaborative Internship (Matthew Sullivan)
- ◆ Fall 2010-Spring 2011 Independent Study/Master's Thesis Project on “Practical Arts Progression at Fitchburg State During the Interwar Period” (Michael Kushmerek)
- ◆ Summer 2010 Political Science Internship Abroad (1<sup>st</sup> International Student at University to gain internship credit abroad) “Banca Popolare di Vicenza” – Italy (Piergiacomo Mion)
- ◆ Summer-fall 2010 Master's Degree Thesis on “Seizing Youth: Nazi Propaganda and the Struggle to Win over the Loyalty of German Youth” (Jennifer C. Brideau)
- ◆ Fall 2008 Bachelor's Degree Senior Seminar Paper on “Revolutions in the Modern Era” (Ian James)
- ◆ Spring 2007 Bachelor's Degree Senior Seminar Paper on “International Communication & Political Stability In the Twenty-first Century: Americanization and Two Case Studies from 1996-2004” (Senior Seminar Advisor for Michael Miner)
- ◆ Spring 2007 Bachelor's Degree Senior Seminar Paper on “Protecting the King: The Role of the Muslim Brotherhood in Egypt's 2005 Election” (Jessica Guiney)
- ◆ Spring 2007 Bachelor's Degree Senior Seminar Paper on “The effect of the undervalued Chinese currency to the American economy” (Cesar Sanchez)
- ◆ Fall-Winter 2005-2006 Bachelor's Degree Senior Seminar Paper on “The Iraq War and the Media, 2002-2004” (Senior Seminar Advisor for Jason Cole)
- ◆ Spring-Summer 2004 Master's Degree Thesis on “The Usefulness of Brainstorming in Innovative Group Problem Solving” (Timothy M. Card)
- ◆ Spring 2004 Bachelor's Degree Senior Seminar Paper on “Spinning Webs and Building Roads” [Middle East peace process and its challenges] (Matthew R. Germain)

#### **Undergraduate Advising for Student Organizations:**

- ◆ Student Government Association (SGA) Executive Board Advisor, 2007-2009 (Advised on range of issues affecting Fitchburg State College, including public higher education funding, Boston's State House trips, overnight retreats, weekly Executive Board meetings, periodic SGA Council meetings)
- ◆ Model UN Co-Advisor, 2004-2009 (Travel/competition: Harvard, Yale, Northeastern, and McGill Universities, weekly planning meetings and training sessions)
- ◆ Political Science Club – Helped students create and maintain – Adviser, 2013-2016

- ◆ Fitchburg State College Political Science advising, supervising numerous Writing Associates for my courses, and participation as departmental representative in numerous orientation, college advising events, and Political Science Alumni Network development (includes High School Junior Achievement advising/shadow program)
- ◆ Arranged Council on Foreign Relations Teleconferences for Fitchburg State Students and Faculty that focused the Middle East, Terrorism, Nuclear Strategy, Central Asian Revolutions, and Transatlantic Relations, as well as Fitchburg State student trip to Washington, DC to meet with government officials and international journalists.

### **College/University Committee and Community Service (Fitchburg State University)**

- ◆ Strategic Planning Committee: Subcommittee on: "Build on the University as an Anchor Institution and Steward of Place" (2019-2020)
- ◆ Department of Economics, History, and Political Science (EHPS) Admissions Committee, 2019
- ◆ Harrod Lecture Committee, 2016-2017; 2018
- ◆ Interdisciplinary Minors Committee, 2016-present
- ◆ *Regional Economic Development Institute (REDI)* Director, fall 2009 – December 2014 (created, launched, managed, oversaw, and directed REDI, in alternative assignment, inclusive of writing all administrative and research guidelines and game plans regarding REDI's Mission, Vision, Implementation Plans [annually]; planning, managing, and advising REDI Faculty Research Fellows and REDI Student Research Interns; guide, prepare, and support REDI Advisory Board – leading/ coordinating meetings three times annually; fundraising/strategizing to help make REDI self-sustainable; initiate, update, expand the REDI Website (constantly); wrote REDI's first Program Review [winter-spring 2013]; implemented its recommendations by Framingham State University's Evaluation Team).
- ◆ Undergraduate Research Conference Committee, fall 2011 – spring 2014
- ◆ Lead for and Coordinator of Political Science Major's Program Review, fall 2013 – spring 2014
- ◆ Tenure Committee, fall 2013 – spring 2014/Selected by Library for Tenure of Ms. Jennifer Fielding
- ◆ Douglas and Isabella Crocker Center for Civic Engagement Advisory Board, 2011-2014
- ◆ Center for Teaching and Learning New Faculty Mentor's Program, fall 2011 – spring 2012
- ◆ Promotions Committee, fall 2010 – spring 2012 (elected by faculty)
- ◆ Strategic Planning Committee – Community Outreach Sub-Committee/as part of the vision for the University's Strategic Plan (Summer-Fall 2014)
- ◆ Fitchburg Anti-Violence Education (FAVE) invited training & orientation presentations (August 2011, 2013, 2014, 2015)
- ◆ Represented Office of the Fitchburg State University President at the Inauguration of the new President of Brandeis University (March 2011)
- ◆ Circle of Teaching Discussion Group (Fitchburg State Faculty, spring 2011 – spring 2013)
- ◆ Annual Department Review Committee for Historian, Dr. Christine Dee, fall 2009
- ◆ Social Sciences/Department of Economics, History, and Political Science (EHPS) Curriculum Committee –2007-2009, Chair 2008, 2013-2019; Social Committee, 2011-2014
- ◆ Fitchburg State Massachusetts State College Association (MSCA) Executive Committee – 2006 to 2009, Secretary from 2007 to 2009 (elected by the Fitchburg State faculty for two-year term)
- ◆ International Advisory Committee – 2003-2008, Chair from 2004-2008
- ◆ Second Stage of Academic Planning Committee – Chair, 2007-2008, Presidential selection (Fitchburg State and MSCA Presidents, including Strategic Planning Committee, summer 2007 for academic planning)
- ◆ Institute for Regional Development & Policy Analysis – Presidential selection/founding member
- ◆ Sustainability Advisory Committee – Presidential selection & founding/current member
- ◆ Technology Advisory Committee/President's Task Force member from 2004-2005

### **Search Committee Service**

- ◆ Chair, Economics one-year position, Department of Economics, History, & Political Science (2015)
- ◆ Staff Assistant/International Education Coordinator (spring 2013)
- ◆ Department of Political Science (American Politics), fall 2012 to spring 2013

- ◆ PEC Member, fall 2010 (History Department), 2013 (Economics Department), 2016-2019 (EHPS);
- ◆ FSC Student Activities Director, fall 2006
- ◆ Co-Chair, FSC Admissions Director, fall 2005
- ◆ Member, History/Secondary Education Assistant Professor, fall 2004

**Fitchburg State Int'l. Studies (IS) Minor Coordinator for IS Keynote Speaker Series – 2007-2018**

- ◆ 2018: Mr. Andrew Pottel (FSU, 2009), Dean of Students, Northeast Maritime Institute & Director of Policy and Legal Affairs, Dominica Maritime Administration – “Why Shipping Matters: International Maritime Law and the Global Shipping Industry.”
- ◆ 2016: Ms. Jessica Glover (FSU, 2008), International Program Specialist in NASA Headquarters’ Office of International and Interagency Relations – “What Does Space Have to Do with International Studies Anyway? -- Highlights of NASA's International Cooperation and International Public Service Careers.”
- ◆ 2015: Brigadier-General Peter Zwack, US Army (Ret.), Russia-Eurasia Geopolitical Expert & Consultant – “Russia Since the Reset: Challenges and Opportunities.”
- ◆ 2014: Ms. Jennifer Kurtinitis (FSU, 2004), Manager, Online Disaster Workforce Engagement, National Headquarters, The American Red Cross, Washington, DC – “Disaster Workforce Engagement.”
- ◆ 2013: Ambassador Adrian Basora, Senior Fellow at the Foreign Policy Research Institute, Philadelphia, PA – “The Challenges for Post-Communist Democracies: Surviving a Continued Euro-Crisis.”
- ◆ 2012: Dr. Monica Toft, Associate Professor, John F. Kennedy School of Government, Harvard University – “Resurgent Religion, Global Politics, and Conflict Resolution.”
- ◆ 2011: Prof. Thomas Culora, Chairman of the Warfare Analysis and Research Department United States Naval War College -- “China's Growing Regional and International Role.”
- ◆ 2010: Mr. Michael Singh, Ira Weiner fellow of The Washington Institute for Near East Policy -- “International Public Service Careers and Challenges.”
- ◆ 2009: Dr. Sean Kay, Professor of Politics and Government, Chair of International Studies at the Ohio Wesleyan University -- “Education and Global Security.”
- ◆ 2008: Dr. Alan Stolberg, Stimson Chair of Military Studies, Director, National Security Policy Program, Assistant Professor of National Security Studies, US Army War College -- “American National Security and the Transnational Threats of the 21st Century.”
- ◆ 2007: Dr. Jessica Stern, Academic Director, Program on Terrorism & Law, Harvard University Lecturer, Public Policy, Harvard John F. Kennedy School of Public Policy -- “The Impact of International Terrorism on the U.S. -- and Beyond.”

**Invited Lectures (selected for Joshua Spero)**

- ◆ Career Development Speaker to Fitchburg State Univ. Student Development’s Falcon Leadership Certification Program – “Crisis Management & Organization” (2 student sessions, October 2019)
- ◆ Career Development Speaker: “International Careers and Public Service,” Acton-Boxborough Regional High School Career Day (October 2019)
- ◆ Book Presentation to Fitchburg State University Community “Middle Powers and Regional Influence: Critical Foreign Policy Junctures for Poland, South Korea, and Bolivia,” Dept. of Economics, History, & Political Science; Center for Faculty Scholarship; Amelia V. Gallucci-Cirio Library (April 2019)
- ◆ Great Decision Program, Westminster Library, “The Rise of Populism in Europe” (March 2019), joined by 8 Fitchburg State Univ. students in discussion from the “Europe Today” Course/Study Abroad.
- ◆ Career Development Speaker: “International Careers and Public Service,” Acton-Boxborough Regional High School Career Day (January 2019)
- ◆ Chelmsford, MA Military Community Covenant 9/11 Commemoration Speaker, “Serving Communities Larger Than Ourselves” (September 2018)
- ◆ Great Decision Program, Westminster Library, “Russian Foreign Policy” (March 2018)
- ◆ Great Decision Program, Westminster Library, “U.S. Foreign Policy and Petroleum” (March 2017)
- ◆ McKinsey & Company (Waltham, MA), “Crisis Management Decision-making” (September 2013)
- ◆ Great Decision Program, Westminster Library, “Threat Assessment Overview” (April 2013)



- ◆ Career Development Speaker: “International Careers and Public Service,” Acton-Boxborough Regional High School Career Day (March 2011)
- ◆ Keynote Speaker: “National and International Leadership Through Service” Ohio Wesleyan University’s Sagan National Colloquium on “Renewing America for a Global Century: From Theory to Practice” (October 2009)
- ◆ St. Bernard’s CC High School (Fitchburg), Advanced Placement History Class (invited by my former FSC student from an *International Terrorism* course): “International Careers” (summer 2008)
- ◆ Fitchburg State College, Book Signing & Presentation: “Bridging the European Divide: Middle Power Politics and Regional Security Dilemmas” (October 2007)
- ◆ Carlton University/Ministry of Foreign Affairs, Ottawa, Canada, June 2006: “The Transatlantic Security Triangle: Where Does Canada Fit?”
- ◆ Suffolk University Law School and Center for Global Solutions, April 2004: “An Effective NATO-European Relationship in a Post-9/11 World”
- ◆ Dartmouth College, January 2001: “Institutional Change and Identity in Foreign Policy Priorities: Models for European Regional Security Cooperation and Integration”
- ◆ Rhodes College, November 2000 “American Foreign Policy after the Presidential Elections”
- ◆ Johns Hopkins University/Rhodes College, February 2000  
“NATO’s Emerging Missions and Careers in Public Service after College”
- ◆ US Air Force Academy, May 1999, “NATO’s Post-Cold War Transformation & European Security”
- ◆ United States Army Reserve Component National Security Seminars, 1995-1999
- ◆ United States Army War College, July 1996: “NATO and the Partnership for Peace”
- ◆ Kent State University, July 1996: “New Paradigms in International Security”
- ◆ US Foreign Service Institute (1990) & US Army Russian Institute Seminar Series, 1989-1990, “The Emerging Soviet Vision of European Security: Re-defining National Security”

**Conference and Forum Panels**

- Documentary Participant: “The Orators,” Fitchburg State Student Produced Documentary on Political Persuasion (April 2018)
- Panelist: “Public Service in the Age of Political Discourse,” Fitchburg State Falcon Faculty Forum Radio Program (December 2017)
- Panelist: “What Now? Governing in the Aftermath of the 2016 Presidential Election,” Fitchburg State Political Science Faculty/Department of Economics, History, and Political Science (November 2016)
- Panelist: Fitchburg State-*Sentinel & Enterprise* Co-Sponsored City of Fitchburg Mayoral Debate (September 2015)
- Panelist: Fitchburg State-*Sentinel & Enterprise* Co-Sponsored North Central MA State Senate Debate (October 2014)
- Discussant: Fitchburg State/CTL “Strategies to Minimize Unconstructive Student Behavior in Classes” (October 2014)
- Moderator: Fitchburg State REDI-FSU Career Services-Montachusett Regional Planning Commission Public Forum: “Paid Student Research Internships” – Develop Regional Economies (March 2014)
- Panelist: Fitchburg State-Department of Nursing Forum on the Award-Winning Film, *Escape Fire* (February 2014)
- Moderator: Fitchburg State REDI Economic Development Indicators Presentation by Dr. Jane Zhang and Dr. Luis Rosero to REDI Advisory Board (June 2013)
- Moderator: Fitchburg State Department of Economics, History, and Political Science Co-Hosted with REDI: Affari di Famiglia (Family Business) Forum (March 2013)
- Moderator: Fitchburg State REDI Economic Development Indicators Presentation by Dr. Jane Zhang and Dr. Luis Rosero to Municipal Leaders from across North Central Massachusetts (February 2013)
- Moderator: Fitchburg State REDI Economic Development Indicators Presentation by Dr. Jane Zhang and Dr. Luis Rosero to the Fitchburg State Board of Trustees and Foundation Board (February 2013)
- Panel Chair and Discussant: North Eastern Political Science Association’s Annual Conference (Boston) – “Studies on Voter Behavior and Political Parties” (November 2012)

Forum Moderator: Fitchburg State REDI Public Research Forum on “Newly Released Broadband Study Revealing Availability and Usage for Business and Municipal Impact across North Central Massachusetts” (November 2012)

Moderator: Fitchburg State REDI Public Press Conference on “The State of the North Central Massachusetts Economy” (October 2012)

Forum Moderator: Fitchburg State REDI Public Research Forum on “The Montachusett Region Cultural and Creative Economy Plan: Using Music, Art, and Health for Cultural Outreach and Regional Economic Development” (April 2012)

Forum Panelist: Fitchburg State & *Sentinel and Enterprise* Hosted debate for Leominster City Council and School Committee Political Elections, Leominster Public Library (November 2011)

Forum Moderator: Fitchburg State REDI Public Research Forum on “Conceptualizing an Advanced Polymer Manufacturing Research, Technology Transfer and Training Center for North Central Massachusetts: A REDI Feasibility Study on the old Harper's Furniture Building in cooperation with the North Central Chamber of Commerce” (April 2011)

Forum Moderator: Fitchburg State REDI Public Research Forum on "Fitchburg as a Historical Engine for Regional Economic Development" (October 2010)

Forum Moderator: Fitchburg State REDI Public Research Forum on "North Central Massachusetts at a Crossroads: Housing Challenge" (October 2010)

Forum Presentation: Fitchburg State REDI Campus Research Forum on "Bringing Broadband to North Central Massachusetts" (September 2010)

Round Table Panelist: “Russian Military Strategy Toward Central-East Europe” (Washington, DC August 2009, U.S. Army War College and the Hudson Institute – Recorded by C-SPAN, 8/24/09 online archive)

Round Table Panelist: “State Senate Electoral Debate at FSC” (September 2008)

Round Table Panelist: “Terrorist Groups and their Strategic Contexts” American Political Science Association Annual Convention (Boston, August 2008)

Round Table Panelist: “Roundtable on America, Europe, and the World: Is NATO Dead or Alive?” Council on Foreign Relations (Washington, DC, May 2008)

Panel Presentation, Mid-West Political Science Association “Simulating Governmental Decision-Making Locally, Regionally, and Globally,” Co-presented with co-author Dr. Paul Weizer, Fitchburg State College (Chicago, April 2008)

Round Table Panelist: New England Political Science Association – “Ivan Arreguin Toft’s, How the Weak Win Wars: A Theory of Asymmetric Conflict” (April 2007)

Panel Presentation, “Do Middle Powers Matter for Great Power Security Dilemmas?” Northeastern Political Science Association (NPSA) and International Studies Association (ISA) Northeast (Nov 2006)

Panel Discussant, *The US Role Globally and Constitutional Impact Locally*, FSC (September 2006)

Conference Chair/Organizer, *Power Shifts: Regional Hotspots Confronting the U.S.*, Star Island International Affairs Conference (Portsmouth, NH – July 2006: <http://internationalaffairsconference.org/drupal/?q=node/36>)

Panel Chair/Discussant, *Russia: Continuity and Change*, NPSA/ISA (November 2004)

Panel Presentation, *Iraq: One Year Later*, Fitchburg College, March 2004

Panel Chair/Discussant, *Violence & the State: Militias, Militaries, and Terrorists*, NEPSA/ISA (11/2003)

Panel Presentation, *Pacifism and Politics: Views on War With Iraq*, Merrimack College (2/2003)

Panel Chair/Discussant, *Political Violence: From 9/11 on...* (NPSA) November 2002.

Panel Presentation, *The Military Cost of War against Iraq*, Fitchburg College, October 2002

Panel Presentation, *The Implications for War against Iraq*, Merrimack College, October 2002

Panel Presentation, *Blood, Sweat, Tears: A Time for Remembrance*, Merrimack College, 9/02

Panel Chair, presentation, *IR Theory & Future Northeast Asia Security; Enhancing Great Powers: Medium-Size State Impact on Regional Security Cooperation*, ISA Convention. 3/02

Panel Presentation, *Dealing with Tragedy: The Pentagon and New York*, Merrimack College Political Science Forum, 9/14/01

Panel Presentation, *Institutional Change and Identity in Foreign Policy Priorities: Models for European Regional Security Cooperation and Integration*, Int’l. Security Association Convention. February 2001

## PRESENTATIONS

**Travel since 1985 includes: Austria, Belgium (NATO & SHAPE Headquarters), Bolivia, Bulgaria, Canada, Croatia, Czech Republic, Denmark, Finland, Germany, Great Britain, France, Hungary, Ireland, Italy, Latvia, Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Slovakia, Slovenia, Sweden, Switzerland, Ukraine, and across the United States:**

- ◆ National Defense University/Institute for National Strategic Studies: "NATO's Long-term Revitalization for U.S.-European Transatlantic Security" (February 2016)
- ◆ Fitchburg State University/"Leadership & Development" Series: "Simulating Crisis Management Decision-making" (March 2015)
- ◆ Montachusett Regional Planning Commission: Partnership & Cost of Living Data Analysis Across Fitchburg-Leominster, MA (February 2015)
- ◆ Fitchburg State University/Core to College Seminar: "Critical Thinking, Research, Writing, and Role-Playing" (May 2013)
- ◆ Fitchburg State University/REDI and North Central MA Chamber of Commerce Council's REDI Fay Club Evening with top business and municipal leaders across North Central MA (April 2012)
- ◆ Fitchburg State Leadership Development Forum: "Simulating Crisis Management Leadership" (Advanced: Problem-solving/Decision making) – (April 2012)
- ◆ Fitchburg State University Center for Teaching and Learning Panel: "Ready with REDI: Research Internships into Action (Grasshopper Series)" (February 2012)
- ◆ Fitchburg State University Model United Nations Roundtable on "Whither the UN?" – "Role of the Security Council" (October 2011)
- ◆ Fitchburg State University Office of Student Development 13<sup>th</sup> Annual Leadership Conference: "Simulating Crisis Management Leadership" (March 2011)
- ◆ Fitchburg State College Speakers Series: "Getting 'REDI' at Fitchburg State and for North Central Massachusetts" (November 2009)
- ◆ FSC Leadership Conference Presenter: "Simulation Gaming for Career Leadership" (April 2009)
- ◆ Co-Host, FSC Movie Viewing & Post-Movie Discussion – Center Stage Sponsored (March 2009)
- ◆ Host, FSC Open Forum on U.S. Presidential Inauguration (January 2009)
- ◆ "Distance Learning via Blackboard," FSC Center for Teaching and Learning (July 2007)
- ◆ Panel Presentation "Campus Forum on Civic Engagement," Sponsored by Fitchburg State College President, Student Government Association President, and Faculty Union President (April 2007)
- ◆ FSC Faculty Presentation, "Putting Student Groups into Virtual Motion," FSC Center for Teaching and Learning (March 2007)
- ◆ "Why Middle Powers Matter for Great Power Security Dilemmas: Poland and South Korea as Regional Geopolitical Pivots" FSC Faculty Center Presentation (March 2007)
- ◆ "Personal Reflections on Revolution in the Heart of Europe," Fitchburg State College International Education Dinner Panel (Facilitator and Discussant), April 2006
- ◆ "Global Terrorism," Southgate at Shrewsbury Lecture Series, January 2006
- ◆ "Strictly Politics: America's Role Globally and the U.S. Presidential Election," Merrimack College, 4/04
- ◆ "East Europe's Emerging Role in the Middle East," Woodrow Wilson International Center for Scholars and U.S. Department of State, Washington, November 2003
- ◆ "The Theory of Middle Power Politics," Fitchburg State College, March 2003
- ◆ "Looking Beyond NATO and EU Enlargement: Northeastern Europe and Russian Security Dynamics," Woodrow Wilson International Center for Scholars, Washington, December 2002
- ◆ "Enlarging the Euro-Atlantic Space: Problems and Prospects for Northeastern and Southeastern Europe" (Stanley Foundation/Woodrow Wilson Int'l Center for Scholars), Hungary, Sept. 2002
- ◆ "Transatlantic Security in the 21<sup>st</sup> Century: Continuity or New Directions?" European Union Center, Sam Nunn School of International Affairs, Georgia Institute of Technology, April 2002
- ◆ "From the Pentagon to Merrimack College," Senior Center, Andover, Massachusetts, April 2002
- ◆ "Paths to Peace for NATO's Partnerships in Eurasia." Kent State University, September, 2001

- ◆ "Bridging Leadership and Cooperation for Transatlantic Security," Star Island (NH) International Affairs Conference, July 2001
- ◆ "Learning Lessons from the Post-Cold War Era: How Much Do Medium-Size States Matter for Regional Security Cooperation?" Naval War College, June 2001
- ◆ "The Polish-Ukrainian Inter-State Model for Cooperation and Integration: Regional Relations in a Theoretical Context," Woodrow Wilson Center for Young International Scholars, August 2000
- ◆ "The Vision for Eurasian Security and Partnership in the Newly Independent States," Freedom House Visiting Fellows, May 1998
- ◆ "Future Strategy for NATO Enlargement, Interoperability, and Enhanced Partnership For Peace," Joint Chiefs of Staff representative, U.S. NSC-State Department-Pentagon Bilateral Working Group delegation to Poland, Hungary, Czech Republic, Slovakia, Slovenia, and NATO, 1995, 1997
- ◆ "The US Role in Changing NATO," Women In International Security, October 1996
- ◆ "The Implications for the USSR's Collapse," World Affairs Council, April 1993

#### **REVIEWER/EDITORIAL BOARD MEMBER**

*Oxford University Press, Security Studies, Contemporary Security Policy, Georgetown University Press, East European Politics and Societies, International Relations, Problems of Post-Communism, European Security, Social Sciences and Humanities Research Council of Canada, International Relations of the Asia-Pacific, Manfred Wornier Euro-Atlantic Association of Romania, Roman & Littlefield Publishers, Romanian Journal of Political Science, Routledge Publishers, Sage Publishers*

#### **AWARDS AND FELLOWSHIPS/SCHOLARSHIPS**

- 2019-2020 Fitchburg State University's Special Projects Grant to support faculty scholarship/Research Assistant Award; Center for Teaching/Learning Research/Travel Scholarship; Faculty Union Research/Travel Scholarship
- 2016-2017 Fitchburg State University's Harrod Lecture Series Recipient: "Bridging South America's Divide: Indigenous Ruling Bolivia (2006-2009) – (February 28, 2017 Harrod Lecture)
- 2016 Fitchburg State University Sabbatical to research/write book manuscript
- 2015-16 Fitchburg State University's Special Projects Grant for faculty travel (Bolivia/book manuscript research)
- 2015 Fitchburg State University's "29 Who Shine" – Chosen as Faculty member/mentor to accompany student honoree, Ms. Alexandra Valdez, to receive recognition by the Department of Higher Education at the Massachusetts Statehouse
- 2013 Fitchburg State University's Vincent J. Mara Award for Excellence in Teaching
- 2013 Fitchburg State University/Office of Academic Affairs Special REDI Projects Grant (funding given by me to REDI Research Interns)
- 2012 Fitchburg State University Faculty Scholarship (Political Science) Special Projects Grant (funding given by me to REDI Research Interns)
- 2011 Fitchburg State University's Faculty Award for Research and Scholarship
- 2009 Fitchburg State College Butler Grant Award Recipient given to Mr. Eric Gregoire, student administrative support for the Regional Economic Development Institute (REDI) at FSC
- 2008-2009 Fitchburg State College Adviser of the Year
- 2008 Online Teaching Stipend (Develop FSC Global Issues Summer/AY Course)
- 2007-2008 Center for Teaching and Learning Innovation Award (Develop Simulation Crisis Management Decision-making Teaching and Researching Model)
- 2005 Fitchburg State College Butler Grant Award Recipient (co-awarded) to create Model United Nations Organization at the College (for students)
- 2003 Knight Cross of the Order of Merit (President, Republic of Poland)
- 2003 Who's Who in America (Marquis)
- 2000-2001 Dartmouth College Post-Doctoral Research Fellowship
- 1999-2000 Johns Hopkins SAIS Doctoral Fellowship (also 1991-1993)
- 1997-1998 National Public Service Award nomination, Chairman, Joint Chiefs of Staff

### **PROFESSIONAL ASSOCIATIONS & MEMBERSHIPS**

*Council on Foreign Relations* (since 2001; Member, Academic Outreach Advisory Group since 2003)  
*Atlantic Council of the United States* (Academic Associate since 2002)  
*American Political Science Association* (since 1999)  
*International Studies Association* (since 1999)  
*International Affairs Committee, Star Island, NH* (since 2003; Chair in 2006)  
*International Institute for Strategic Studies* (since 1996)  
*Women In International Security* (since 1995)  
*The Polish Institute for the Arts and Sciences* (since 1994)  
*American Association for the Advancement of Slavic Studies* (since 1988)

### **Media Interviews & Online Publications**

*New York Times* (including, quoted and background primary source on February-March 2002 article series: training of terrorist networks and their global impact); *Washington Post*; *Greater Boston (TV)*; *Washington Post.Com*; *London Sunday Times*; *Boston Globe*, *Atlanta Journal & Constitution*; *San Francisco Chronicle*; *CNBC News (TV)*; *CSPAN*; *WTTK*; *ABC News.Com*; *Democracy Arsenal Blog*; *Cleveland Plain Dealer*; *Dallas Morning News*; *Orlando Sentinel*; *U.S. News & World Report*; *USA Today*; *CFRA News Talk Radio (Canada)*; *Liberation (France)*; *O Globo (Brazil)*; *Exame (Brazil)* *Politiken (Denmark)*; *Insight Magazine*; *Homeland Defense Journal*; *Nickelodeon (TV)*; *Reuters*; *AP*; *Defense News*; *Stars and Stripes*; *The Epoch News*; *Columbia Missourian*; *San Diego Union Tribune*; *Worcester Telegram*; *Worcester Business Journal*; *Lawrence-Andover Eagle-Tribune*; *Lowell Sun*; *Savannah Morning News*; *Foster's Sunday Citizen/Daily Democrat*; *WBZ-News (Boston)*; *WBUR-News (Boston)*; *Acton Beacon*; *Neponset News*; *Merrimack College Beacon*; *Fitchburg Sentinel & Enterprise*, *Fitchburg Point*; *The Open Mic with Randy Feldman*.

**REFERENCES:** Available on request



# Paul I. Weizer

Curriculum Vitae

September 1, 2018

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## Contact Information

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[pweizer@aol.com](mailto:pweizer@aol.com)

## EDUCATION

- Ph.D. Temple University (1998)  
Political Science (American Government and Public Law)
- M.P.A. Temple University (1990)  
Public Administration
- B.A. Temple University (1988)  
Political Science

## RELATED ADMINISTRATIVE AND EDUCATIONAL DEVELOPMENT

2014-15 Becoming a Provost Academy

Attended a leadership development program to prepare college and university administrators for the role of Vice President for Academic Affairs/Provost. Jointly sponsored by the American Association of State Colleges and Universities, the American Academic Leadership Institute and the Council of Independent Colleges.

## ADMINISTRATIVE POSITIONS HELD

- 2014-2016 Fitchburg State University  
Interim Provost/Vice President for Academic Affairs
- 2006-2014 Fitchburg State University  
Associate Vice President for Academic Affairs (2012-2014)  
Dean of Arts and Sciences (2013-2014)  
Chair, Department of Economics, History, and Political Science (2006-2012)

## Experience Overview

### **Interim Provost/Vice President for Academic Affairs Fitchburg State University 2014-2016**

Fitchburg State University, part of the nine member Massachusetts State University system, is a comprehensive public institution serving a diverse student body of approximately 4,400 undergraduate and 3,100 graduate students and offering over 80 programs. FSU employs approximately 1,500 faculty and staff and has an annual budget of approximately \$90M.

Position Description: The Provost/Vice President for Academic Affairs serves as the institution's chief academic officer, providing vision, leadership, and strategic direction to more than 200 full-time faculty members organized into 15 academic departments and the library.

Direct reports include the Associate Vice President for Academic Affairs, Dean of Arts and Sciences, Dean of Health and Natural Sciences, Dean of Business and Technology, Dean of Education, Dean of Student and Academic Life, Dean of the Library and Academic Support Centers, Assistant Vice President of Institutional Research and Planning, Dean of Graduate and Continuing Education, Director of Admissions, Registrar, Director of the Fitchburg State University Honors Program, Director of the Center for Teaching and Learning, and the Director of the Douglas and Isabella Crocker Center for Civic Engagement.

#### Key Responsibilities:

- Serve as Chief Operating Officer in the absence of the President
- Oversee all academic programs at the university and ensure the integrity of the curriculum
- Administer faculty, professional staff and support staff collective bargaining agreements as related to Academic Affairs
- Supervise undergraduate education, enrollment management, graduate and continuing education, international education, academic support units, and the principal of the McKay Arts Academy— a cooperative laboratory facility for education majors and elementary students
- Advise the President on faculty personnel matters including hiring, promotion, tenure, and related policies and governance
- Represent the President at various external activities
- Assist the President with collective bargaining for all employee union groups
- Support and facilitate the development of teaching, scholarly, and creative activities/initiatives
- Initiate and review curricular reforms in all academic programs and divisions
- Monitor and manage all academic budgets
- Served on the President's Executive Cabinet
- Participate as a member of the All University Committee (the university's shared governance committee).

#### Major Accomplishments:



## Program Development

- Coordinated the creation of the 4+1 Criminal Justice degree program with police certification. A first in the nation, this program allows accepted students to bypass post-graduation police academy training by including certification as part of their degree program. Students will be employable immediately upon graduation; the program provides an innovative alternative to the traditional police certification process.
- Facilitated the creation of a 3+3 program with the University of Massachusetts School of Law. This program, the first among our state universities, provides guaranteed admission to the law school for Fitchburg State University students. A key feature is decreased time to degree completion; students can attain both degrees in six years.
- Spearheaded the move to create a state university language consortium to expand the language offerings to students while increasing predictability for faculty scheduling. The first pilot between Fitchburg State and the Massachusetts Maritime Academy held in fall 2015.

## Strategic Planning

- Directed the planning for and actualization of the university-wide strategic planning process which included serving as Chair of the Executive Planning Council (EPC). The EPC reviewed reports from seven working groups to develop a final plan for submission to the President and the Board of Trustees.
- Ongoing efforts include providing oversight of the implementation of planning initiatives and progress according to the plan.

## Statewide Service

- Served as a member of the Complete College America Co-requisite State Team. This group was tasked with building on the recommendations of the Task Force on Transforming Developmental Education and was charged with bringing the practice of co-requisite education to scale in Massachusetts.
- Served as a member of the Academic Transfer Pathways Commission charged with streamlining the transfer process throughout the system.
- Served as a member of the NEASC visiting team which evaluated the University of Maine-Fort Kent during its ten year accreditation visit.
- Selected by my peers to chair the Council of Chief Academic Officers.

## **Associate Vice President for Academic Affairs and Dean of Arts and Sciences Fitchburg State University 2012-2014**

### Key Responsibilities:

- Assisted the Executive Vice President/Provost in the management and oversight of 15 academic departments and the library
- Oversaw faculty class schedules, hiring of part-time faculty, as well as the development and monitoring of related budgets
- Coordinated and oversaw all aspects of program evaluation and reaccreditation
- Monitored the academic pages of the university web site

- Prepared and maintained the university catalog
- Coordinated new faculty orientation and prepared the faculty handbook
- Oversaw the Offices of Assessment and International Education
- Coordinated commencement activities
- Prepared the academic calendar
- Recommended the specific allocation of federal work study funds
- Served on the President's Executive Cabinet
- Participated in the All University Committee as its secretary
- Processed student petitions, special studies requests, and appeals
- Assisted departments with hiring and budgetary requests
- Provided leadership to the LA&S Council

Major Accomplishments:

Accreditation

- Served as the university liaison to the New England Association of Schools and Colleges (NEASC), and coordinated all related accreditation reports for the institution.
- Participated as Co-chair of the institutional self-study process which resulted in reaccreditation.

Academic Quality Initiatives

- Created an annual program review workshop to assist departments undergoing review by outlining the process as well as the tools and data needed to complete a quality review.
- Worked with ten programs to complete a full program review or outside accreditation visit and to implement resultant changes.

Grants and Sponsored Programs

- Assumed the lead presenter role for the \$306,320 Davis Family Foundation grant to allow the purchase and implementation of Degree Works (a vastly improved degree evaluation advising tool).
- Worked on the \$250,000 Performance Incentive Grant from the Massachusetts Board of Higher Education which led to a complete overhaul of the developmental mathematics program to better support student success.
- Served as the Academic Affairs liaison to the Office of Grants and Sponsored Programs.

Scheduling Improvements

- Led the initiative to pre-register targeted freshmen prior to Summer Orientation, Advising and Registration (SOAR) sessions. This efficient program, now in its third year, has expanded with the majority of incoming students receiving a pre-built schedule prior to SOAR.
- Oversaw the implementation of EMS Campus which improved the efficiency of classroom scheduling throughout the university.

**Chair, Department of Economics, History, and Political Science  
Fitchburg State University 2006-2012**

Key Responsibilities:

- Managed a complex and diverse department of 17 full-time faculty and ten adjunct faculty in the areas of Economics, History and Political Science
- Convened regular department meetings
- Oversaw the department budget
- Provided recommendations for appointment of faculty and staff
- Mentored new faculty on an on-going basis
- Supervised course scheduling each semester
- Evaluated faculty for reappointment, promotion, tenure, and other personnel actions
- Provided for faculty professional development
- Addressed faculty, staff, and student concerns as well as grievances within the department
- Collaborated across the university to promote programs and interdisciplinary efforts
- Participated in advising for incoming students
- Administered applicable collective bargaining agreements
- Reviewed and prepared catalog entries for all majors and minors within the department
- Monitored the department web site
- Oversaw program reviews in all three areas

## **FACULTY POSITIONS HELD**

### **Fitchburg State University**

**Professor of Political Science (tenured) 1998-2012, 2016-present**

#### Undergraduate teaching responsibilities included:

United States Government

Moot Court

Constitutional Law

The First Amendment

Criminal Procedure

Sex, Race, and the Constitution

Introduction to the Legal Process

#### Selected Non-Teaching responsibilities of importance to the university included:

University Pre-Law Advisor

All University Committee member 2000-2012 (chair in 2007-08 and 2008-09)

Academic Plan Writing Group

Futures Committee (tasked with reviewing and revising the university mission, vision, and core values)

Second Stage Planning Committee

Capital Campaign Committee

Presidential Inauguration Committee

Undergraduate and Graduate Curriculum committees

### **Indiana University of Pennsylvania**

**Assistant Professor of Political Science (full-time, one year appointment) 1997-1998**

#### Undergraduate teaching responsibilities included:

American Government

Constitutional Law  
Civil Rights and Liberties  
**SELECTED PUBLICATIONS AND PRESENTATIONS**

**Books**

*How to Please the Court: A Moot Court Handbook.* (Co-authored) New York: Peter Lang Publishing, May 2004.

*The Opinions of Antonin Scalia: The Caustic Conservative.* New York: Peter Lang Publishing, February 2004.

*Sexual Harassment: Cases, Case Studies, and Commentary.* New York: Peter Lang Publishing, June 2002.

*The Supreme Court and Sexual Harassment: Preserving Free Speech While Preventing Harassment.* Lanham, MD: Lexington Books, March 2000.

**Journal Articles/Book Chapters**

“Making Moot Court Matter: How to Get the Most out of Moot Court Simulations.” *ACJS Today: The Journal of the Academy of Criminal Justice Sciences.* Volume XXXIV, Issue 2 (June 2009).

*The Aftermath of Brown v. Board of Education and the Struggle for Equality.* Princeton: The College Board, April 2004.

The 10<sup>th</sup> Amendment.” In *Joseph Marbach and Ellis Katz, ed. 2004. The Encyclopedia of American Federalism.* April 2004.

“John Marshall.” In *Edward S. Milhalkanin, ed. 2004. American Statesmen: Secretaries of State from John Jay to Colin Powell.* March 2004.

“Caution- What You Learn Here May Offend You: Sexual Harassment and the American University.” *Thought and Action.* Vol. XVII, no. 2 (Fall 2001).

“Presidential Use of Force and the Constitution.” In *Historical Encyclopedia of U.S. Presidential Use of Force, 1789-2000*, edited by Karl DeRouen. Westport, CT: Greenwood Publishing Group, Inc., October 2000.

“Introduction: A Framework for Analysis.” Co-authored with Karl DeRouen, in *Historical Encyclopedia of U.S. Presidential Use of Force, 1789-2000*, edited by Karl DeRouen. Westport, CT: Greenwood Publishing Group, Inc., October 2000.

“The New McCarthyism: Sexual Harassment, Free Speech, and Due Process.” *Public Integrity* Vol. 2, no. 1 (Winter 2000).

“Perspectives on Undergraduate Education for the Real World.” *The Political Science Educator* Vol. 6, no. 1 (December 1999).

## **Papers Presented**

“The New McCarthyism: Sexual Harassment, Due Process, and the American Professor.” Paper presented at the Northeastern Political Science Association, Boston, MA. November 1998.

“Caution-What You Learn Here May Offend You: Sexual Harassment, Due Process, and the American Professor” Paper presented at the American Political Science Association, Atlanta, GA. September 1999.

“Sexual Harassment and Free Speech: The Lessons of the Campus Speech Code Controversies” Paper presented at the Northeastern Political Science Association, Philadelphia, PA. November 1999.

“The Good, the Bad, and the Ugly: Criminal Justice Policies in Urban America” Discussant at the American Political Science Association, Washington, D.C. September 2000.

“Undergraduate Moot Courts” Discussant at the American Political Science Association, Washington, D.C. September 2000.

“Taking the Science Out of Decision Making: Sexual Harassment Policy and Human Resource Management” paper presented at the Northeastern Political Science Association, Philadelphia, PA. November 2001.

“Making the Most of Moot Courts” paper presented at the Northeastern Political Science Association, Providence, RI. November 2002.

“Multiculturalism and Education” Panel Chair and discussant at the American Political Science Association annual meeting, Philadelphia, PA. August 2003.

“Teaching Democracy: Civic Education and Citizenship in Action” Panel Chair and discussant at the American Political Science Association annual meeting, Philadelphia, PA. September 2006.

“Empowering an Active Classroom” Panel Chair and discussant at the American Political Science Association annual meeting, Philadelphia, PA. September 2006.

“Using Simulation Crisis Scenarios to Teach Government Decision Making” paper presented at the Midwest Political Science Association, Chicago, IL. April 2008.

Section Chair for “Congress, Presidency, and the Courts” responsible for reviewing and placing papers into panels for the Northeastern Political Science Association annual meeting, Boston, MA. November 2010.

“Making Moot Court Matter: Getting the Most out of Moot Court Simulations” roundtable presented at the Northeastern Political Science Association annual meeting, Boston, MA. November 2010.

“Achieving Academic Success” panel organizer and presenter at the College Board’s New England Regional Forum, Boston, MA February 2011.

“Teaching with Technology” panel organizer and presenter at the College Board’s New England Regional Forum, Boston, MA January 2012.

## **AWARDS**

Student Government Association Faculty Member of the Year- Fitchburg State College-2005

Faculty Award for Research and Scholarship- Fitchburg State College- 2004

Leadership in Academics Award- Fitchburg State College- Spring 2002, 2003

Dean’s Fellowship, College-level fellowship awarded competitively, Temple University, 1995/96

Teaching Assistantship, Temple University, 1990/91, 1991/1992, 1992/93 & 1994/1995.

## **SERVICE TO THE PROFESSION**

*President, American Collegiate Moot Court Association (2007-2010).* Responsible for oversight of a fifteen member executive board and more than one hundred member schools in coordinating ten regional and one national moot court tournament each year. Main responsibilities include oversight of the writing of the annual case problem, site selection for the national tournament, database support for the on-line scoring system, and maintenance of the ACMA web site.

*American Collegiate Moot Court Association,* executive committee member, 2000-present.

*Regional Council Member Representing Massachusetts,* The College Board-New England Regional Assembly, 2011-2012.

*Academic Division Advisory Committee,* The College Board- New England Regional Assembly, Representative of the State of Massachusetts 2009-2012.

*Instructor.* July 2000. Fulbright American Studies Institute on the United States Constitution, Center for the Study of Federalism, Temple University.

*Instructor and Coordinator.* July 2000-12. AP United States Government and Politics Teacher Training Institute, Professional Development Center, Fitchburg State College, Saint Joseph’s College of Maine, July 2005-10, Salem State College, July 2008-09.

*Faculty Consultant.* June 1999-2012. Advanced Placement Exam reader and table leader for United States Government and Politics.

## **REFERENCES**

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I worked directly with Dr. Bowen when she was the Executive Vice President/Provost at Fitchburg State University and eventually succeeded her in that role upon her assuming the presidency at Arkansas Tech.

I worked with President Antonucci for more than a decade in a variety of roles. He appointed to each of my administrative positions and was my direct supervisor for my first year as interim Provost and his last year as President.

I worked directly with Dr. Marotta on the Massachusetts State University Provost Council. I was chair of the group last year and Dr. Marotta is the current chair.

I worked closely with Dr. Guliuzza for more than fifteen years through our association with the American Collegiate Moot Court Association (ACMA). I served as ACMA President until 2010. Frank succeeded me in that role. I remain active as the immediate past president and member of the executive board.

I have interacted with Jannette in several different roles. I worked with her as a faculty member in one of the departments I oversaw as Dean of Arts and Sciences, as director of the Fitchburg Anti-Violence Education program, and as the interim Assistant Vice President for Academic Affairs where she served for one year.





# Appendix D

## FACULTY DEMOGRAPHIC DATA TABLE

Demographic Faculty Summary	No. of Full Time Assigned to Unit	No. Assigned Part Time to Unit
Women	0	0
Men	4	1
<b><i>Ethnicity</i></b>		
White/Caucasian	4	1
Asian	0	0
Hispanic/Latino	0	0
Black/African American	0	0
American Indian	0	0
International or Other	0	0
<b><i>Credentials-highest degree held</i></b>		
Bachelor's Degree	0	0
Master's Degree	0	1
Doctorate	4	0
<b><i>Experience</i></b>		
0-3 years	0	0
4-7 years	0	0
12-15 years	0	1
16-24 years	2	0
25+ years	2	0



Appendix C

Name	Rank	Type of Academic Appointment	FT or PT	Highest Degree	Professional Registration Certification	FTE By Program	Teaching	Scholarship	Service
Dr. Eric Budd	P	T	FT	PhD	NA	4	Comparative Politics, the Third World, Peace Studies	Democratization, Globalization, Conflict Resolution	Chair, Center for Faculty Development; President, Northeastern Political Science Association; Chair, Department of Economics, History, and Political Science
Dr. Paul Weizer	P	T	FT	PhD	NA	4	US Government, Constitutional Law, Moot Court	Supreme Court justices, Sexual Harassment Law, Moot Court Pedagogy	Interim Provost and VPAA; Associate VPAA; Chair, Department of Economics, History, and Political Science; President, American Collegiate Moot Court Association
Dr. Joshua Spero	P	T	FT	PhD	NA	4	International Politics, European Politics & Security, American Foreign Policy	Middle Level Powers, Partnerships for Peace, European Security	Director, Regional Economic Development Institute; Coordinator, International Studies Minor; Coordinator, Washington Center Internship Program
Dr. Rodney Christy	Assoc. P	T	FT	PhD	NA	4	American Politics and Policy, Research Methodology	State Political Culture, Opinion and Ideology Measurement, Political Behavior	Curriculum Committee; Human Subjects Committee (IRB); Leadership Academy Committee
Shane Martin	I	NTT	PT	MA	NA	2	US Government, State & Local Politics		





To: Political Science Faculty  
 From: Jacalyn Kremer, Dean of Amelia V. Gallucci-Cirio Library  
 Nancy Turnbull, Technical Services Librarian  
 CC: Alberto Cardelle, Provost  
 Franca Barricelli, Dean of Arts & Sciences  
 Date: January 8, 2020  
 Re: Library resources and services support for **Political Science** program

The New England Commission on Higher Education’s Standard 7.22 calls for “access to library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate.” The purpose of this report is to outline the current Amelia V. Gallucci-Cirio Library’s resources, services and facilities that support the undergraduate program in Political Science at Fitchburg State University. The content of this report was discussed in a November 2019 meeting with Political Science faculty. After consultation with the Political Science faculty and review of the data compiled for this report, the library resources, services and facilities are deemed sufficient to meet the needs of undergraduate researchers in Political Science and also support faculty in their teaching. Future plans resulting from our discussions include the faculty’s consideration of increasing research and citation support through library information literacy classes, particularly in courses with intensive research requirements.

**ABOUT Political Science at Fitchburg State University**

Students with (first) major as Political Science enrolled in Fall 2018	51
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**An analysis of the library support needed for the Political Science undergraduate major as well as undergraduates taking political science courses as non-majors are classified into three categories: resources, services and facilities.**

**RESOURCES for Political Science**

Researchers in Political Science use academic journals, monographs (books), governmental sources as well as NGO information.

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## 1. Journals and Databases

The Amelia V. Gallucci-Cirio Library offers access to over 100,000 online journals in over 165 databases. Specifically for the Political Science major and classes, the Library purchases the databases Columbia International Affairs Online (CIAO) and ProQuest Political Science. The library also purchases policy position type databases such as CQ Researcher, Opposing Viewpoints in Context, and Issues and Controversies. The Library also offers JSTOR Arts & Sciences Collection that includes 220 journal titles in political science, 39 titles in public policy and administration, 56 journals in peace and conflict and 134 journal titles in law. See [Library Table 1: Full-text Journal Databases by Disciplines related to Political Science](#). Statistics show the overall usage numbers are good, although we are interested in exploring if/how the CIAO database usage could be increased.

In fall 2018, the library conducted a journal review project. It looked at the approximately 400 print and online journals to which the library subscribes (outside of the journals available through the databases). The library determined the annual cost per usage by dividing the annual cost for the journal title by the number of times the journal was used in a year. Criteria was established and applied that allowed the library to cancel journals that were not being effectively used. Two journals in the Political Science area were canceled due to low usage: Journal of Policy Analysis and Management (still available electronically through JSTOR pre-2013) and Politics & Society. This journal review project allowed the library to increase journal offerings in needed areas as determined by interlibrary loan data as well as to purchase large, multi-disciplinary eBook collections. More information about the new eBook collection is below.

The library collection development policy has been, and continues to be, to provide the core journals and databases appropriate for each discipline. Reviews of databases and journals are consulted, peer comparisons are conducted, and faculty input on the effectiveness of the resource is critical when considering new databases. Funds for new databases and/or journals are then requested, and if granted, they are purchased.

## 2. Books

A review of our print collection in the Library of Congress call number ranges specifically associated with Political Science shows over 10,000 print books in our collection. This is an adequate depth of collection. See [Library Table 2: Monograph Collection Description and Analysis](#).

In addition, almost all the books were in the print collection as the Library offered few eBooks. It was our recommendation that an eBook package that includes Political Science books be acquired to meet the needs of the undergraduate researcher and the faculty. This would not only increase the number of volumes available, it would also increase the number of books published in the past 5 years. Therefore, effective March 2019, the EBSCO Academic Complete eBook package was subscribed to that included approximately 11,849 Political Science related eBooks to meet the needs of the undergraduate researcher and the faculty; 1,661 of these eBooks were published in the last 5 years and 5,898 were

published in the past 10 years. In addition to this, we also added the JSTOR EBA and DDA eBook collections which included 8,100 Political Science related eBooks. 2,570 of these were published within the last 5 years and 4,644 were published within the last 10 years. This increases the number of books associated with Political Science in total to 30,397 books while providing off-campus access. This total number brings the collection well above the advanced level for undergraduates (over 12,000 books) to the advanced support level.

### **1. Films and other Media**

In 2018, the Library purchased a subscription to the academic streaming film database Kanopy. Over 4,000 videos are available with subjects aligned with Political Science (this may include some duplicates). See [Library Table 3: Films and Other Media Collection](#) for a breakdown by category.

## **SERVICES for Political Science**

### **Library Instruction**

For all academic departments in the 2019 academic year, faculty librarians taught 194 research sessions and were embedded into 72 courses. Through these efforts, we reached over 4,600 students during the last academic year. With only 6 faculty librarians on staff, the number of classes with research sessions and/or an embedded librarian is impressive and requests continue to increase.

Only 1 research session was taught for Political Science courses in the last academic year. In addition, there were no political science classes that had an embedded librarian in it. The library had conversations with Political Science faculty at our November, 2019 to explore how librarians can support the research needs of Political Science students through the library's research instruction program, particularly in research-intensive courses. For example, we recommend increasing library research support through information literacy classes aligned with courses such as POLS 2400 Political Science Research Methods and POLS 4000 Senior Seminar in Political Science. See [Library Table 4: Research Instruction](#) for more information.

### **Library Research Guides**

The Library offers 35 subject research guides plus 135 course specific guides, covering all disciplines at Fitchburg State. For Political Science, we have created 1 subject research guide and 1 course specific research guide. The usage statistics for the Political Science research guide show the guide was accessed 332 times in FY19, about 176% more than the usage the average subject guide receives. Starting in fall 2019, the Library's Political Science Research Guide was made available at point-of-need within the Blackboard course management system in all courses, including Political Science, in order to facilitate access. We expect usage to rise.

### **Research Help**

The Library offers one-on-one reference services in a variety of modes, including dropping in at the

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reference desk, making a personal appointment, email, and chat instant messaging service. The overwhelming majority of such services are offered in-person at the research help desk, although this number has declined significantly over time. During the academic year, research help is available to students for 60 hours per week. The aggregate trends in research help appear in [Library Table 5: Research Help](#). Statistics on the use of research help by Political Science students only are not available.

### **Reserves**

The Library's Reserve system is well used by the Fitchburg State community. For example, this semester 98 professors put a total of 595 items on reserves. Checkouts of reserve materials by all students were more than 1,200 during the last academic year. During the current semester, Political Science faculty have put 4 items on reserve, although we do not see significant check-outs of those items. We discussed with Political Science faculty further opportunities for Political Science faculty to utilize the Reserves program. In addition, the Library is currently exploring ways to increase access to materials by students, including the insertion of digital library resources into courses and the adoption of Open Educational Resources, which would increase student access to no or low-cost textbooks and other course materials.

### **Interlibrary Services Request**

Data shows Economics, History, & Political Science students and professors have a healthy use of Interlibrary Loan Services. As a department, they ranked above average on their use compared to other departments. See [Library Table 6: Interlibrary Services](#) for details.

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## **FACILITIES for Political Science**

With the Library's recent renovation, students have access to welcoming spaces designed to support individual and group work. Building information is in [Library Table 7: Facilities](#).

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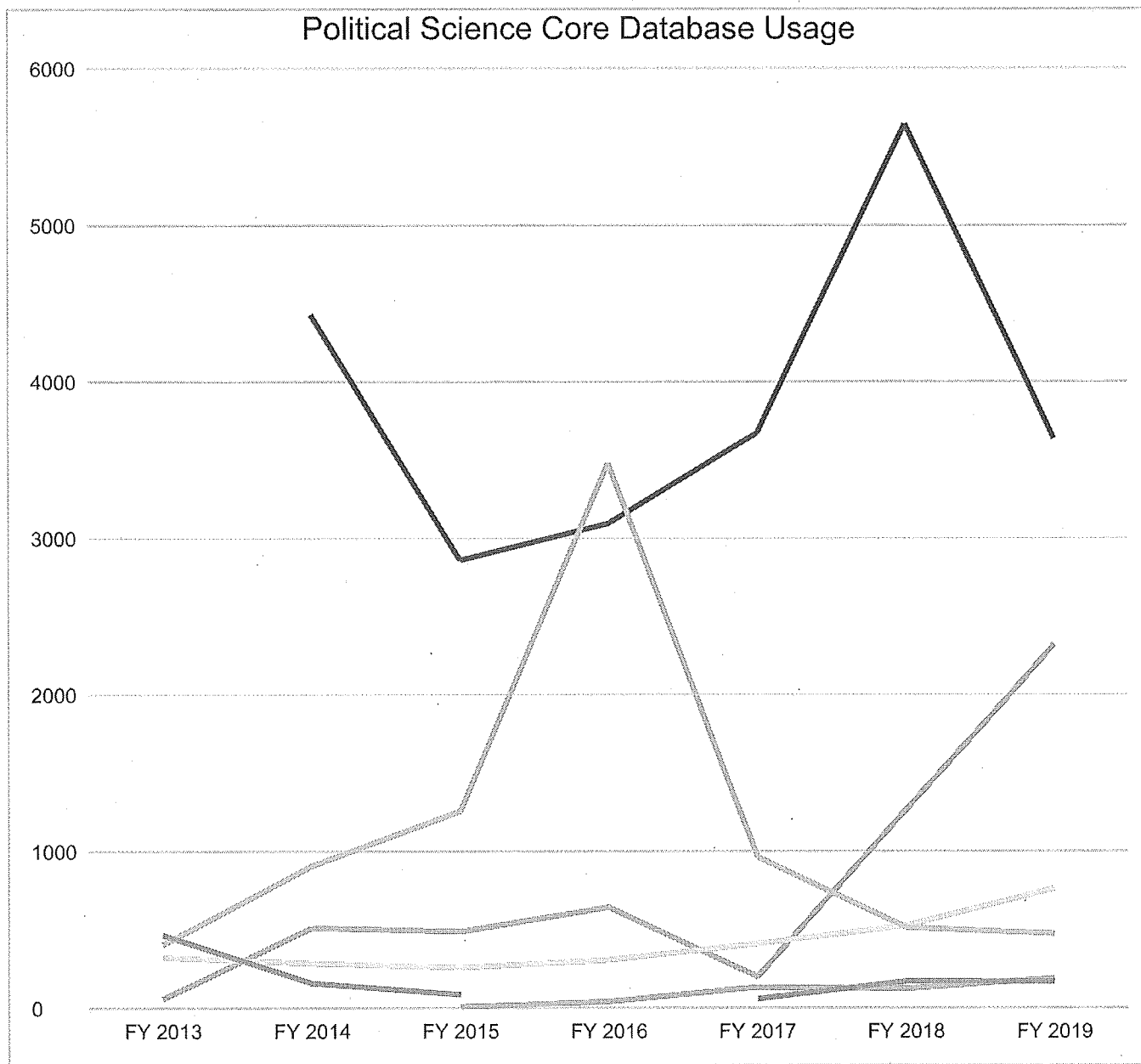
## Library Table 1:

### Full-text Journal Databases by Disciplines related to Political Science

The full complement of databases treating Political Science can be found on the library website (<https://library.fitchburgstate.edu/research/databases/political-science/>). Whereas there are 14 directly applicable full-text databases, another 17 full-text databases supplement this core collection. In addition, individual journal titles that stretch across the disciplines and that are embedded within databases or that we subscribe to separately (and which are accessible through Serials Solutions) number in the thousands.

<b>Core Full-text Journal Databases</b>
1. Columbia International Affairs Online
2. CQ Researcher
3. eBook Academic Collection (EBSCOhost) Started subscription April 1, 2019
4. Findlaw (Open Access)
5. Global Issues in Context
6. GPO Access/FedSys (Open Access)
7. Issues and Controversies
8. JSTOR Arts & Sciences
9. JSTOR eBooks (DDA & EBA started FY2020)
10. Nexis Uni (formerly known as Lexis Nexis)
11. Opposing Viewpoints in Context
12. ProQuest Political Science
13. ProQuest Social Science Database
14. US Newsstream (Formerly ProQuest Newsstand)
<b>Supplemental Full-text Journal Databases</b>
1. A-Z Maps Online
2. Academic OneFile
3. Academic Search Ultimate
4. Ageline
5. Canadian Business & Current Affairs
6. Credo Reference
7. Ebook Central (ProQuest)
8. eBook Collection (EBSCOhost)
9. Expanded Academic ASAP
10. Kanopy
11. Military & Government Collection
12. ProQuest Historical Newspapers: The New York Times (1851-2012)
13. ProQuest Military Database
14. ProQuest Research Library
15. SocIndex with Full Text
16. U.S. History in Context
17. World History in Context

Database usage data disaggregated by discipline does not exist and it is not possible to determine how many articles were accessed by Political Science faculty and students only. In total though for the Fitchburg State community, over 148,000 articles were accessed through the Library's 168 databases in fiscal year 2019.



**\*Note: Total JSTOR aggregate usage which includes political science journals was over 15,000 for FY2019.**

## Library Table 2:

### Monograph Collection Description and Analysis

Fitchburg State University is, by Carnegie classification, a Master's granting institution. The Political Science program offers B.S. and B.A. degrees, and therefore the University must currently uphold at least the standard of 3a, "Basic Study" for its collections, with the goal of offering the standard of 3b, "Intermediate Study" (see below).

#### *General Guidelines for Monograph Collection Depth*

- 1 Minimal – A level that consists mostly of basic works.
- 2 Basic Information.
- 2a A level that introduces and defines the subject and that indicates the varieties of information available elsewhere.
- 2b Basic Instructional Support – A level that introduces course work and research for undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject and targeted to undergraduate students.
- 3 Study or Instructional Support.
- 3a Basic Study – A level that supports undergraduate courses.
- 3b Intermediate Study – A level that supports upper division undergraduate courses.
- 3c Advanced instructional Support – A level that supports course work and research for graduate and undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject.
- 4 Research – A level that supports independent research and preparation of doctoral dissertations
- 5 Comprehensive Inclusion – Comprised of all significant works for a defined topic.

#### *Specific Definitions for Monograph Holdings\**

- 1b (or less) Minimal level = less than 2,500.
- 2a Basic introductory level = 2,500 - 5,000 titles.
- 2b Basic advanced level (Community College) = 5,000 - 8,000 titles.
- 3a Instructional support (lower level undergraduate) = 8,000-12,000 titles representing a range of monographs.
- 3b Intermediate support level (advanced undergraduate) = more than 12,000 titles representing a wider range than 3a.
- 3c Advanced support level (Master's degree level) = more than 12,000 titles representing a wider range than 3c.

\*Quantitative WLN Criteria for Determining CL (Current Collection Level) Rating

### Political Science Book Collection

LC Subject Area Political Science	LC	2019
Political Ideology	HX	969
Political Science - General	J-JA	931
Political Theory	JC	1,533
Constitutional History	JF	393
U. S. Government	JK	1,885
British America	JL	135
Europe	JN	594
Asia, Africa	JQ	214
Local Government	JS	154
Colonization	JV	298
International Law	JX	1,088
International Relations	JZ	236
Law (U.S. & General)	K-KKZ	2,018
<b>Total</b>		<b>10,448</b>

The total number of print books in the call number ranges associated with Political Science is 10,448. This meets the number expected for a collection to support lower level undergraduate (8,000-12,000 books) but is below the number set for advanced level undergraduate (over 12,000 books). Effective March 2019, the EBSCO Academic Complete eBook package was subscribed to that included approximately 11,849 Political Science related eBooks to meet the needs of the undergraduate researcher and the faculty. 1,661 of these eBooks were published in the last 5 years and 5,898 were published in the past 10 years. In addition to this, we also added the JSTOR EBA and DDA eBook collections which included 8,100 Political Science related eBooks. 2,570 of these were published within the last 5 years and 4,644 were published within the last 10 years. This increases the number of books associated with Political Science in total to 30,397 books while providing off-campus access. This total number brings the collection well above the advanced level for undergraduates (over 12,000 books) to the advanced support level.

**Library Table 3:**

**Film and Other Media Collection**

# of Streaming Films by Subject in Kanopy Database	
Economics & Globalization	447
Human Rights	555
Law & Criminal Justice	558
Political Science	862
Politics & Current Affairs	1437
War & Action	232
<b>Total (may include duplicates)</b>	<b>4,091</b>

**Library Table 4:**

**Library Instruction**

	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>
<b>Total Instruction Sessions Conducted:</b>	211	197	161	222	263	247	266
<b>Political Science Sessions Conducted:</b>	5	3	2	2	2	1	0
<b>Percentage</b>	2.37%	1.52%	1.24%	0.90%	0.76%	0.40%	0.00%
<b>Total Embedded:</b>	13	16	18	42	99	63	72
<b>No. of Political Science Embedded:</b>	0	0	0	0	1	0	0
<b>Total One-shots:</b>	198	181	143	180	164	184	194
<b>No. of Political Science One-shots:</b>	5	3	2	2	1	1	0

*\* The library offers discipline-specific and general information literacy instruction sessions.*

## Library Table 5:

### Research Help

#### Library Research Guides

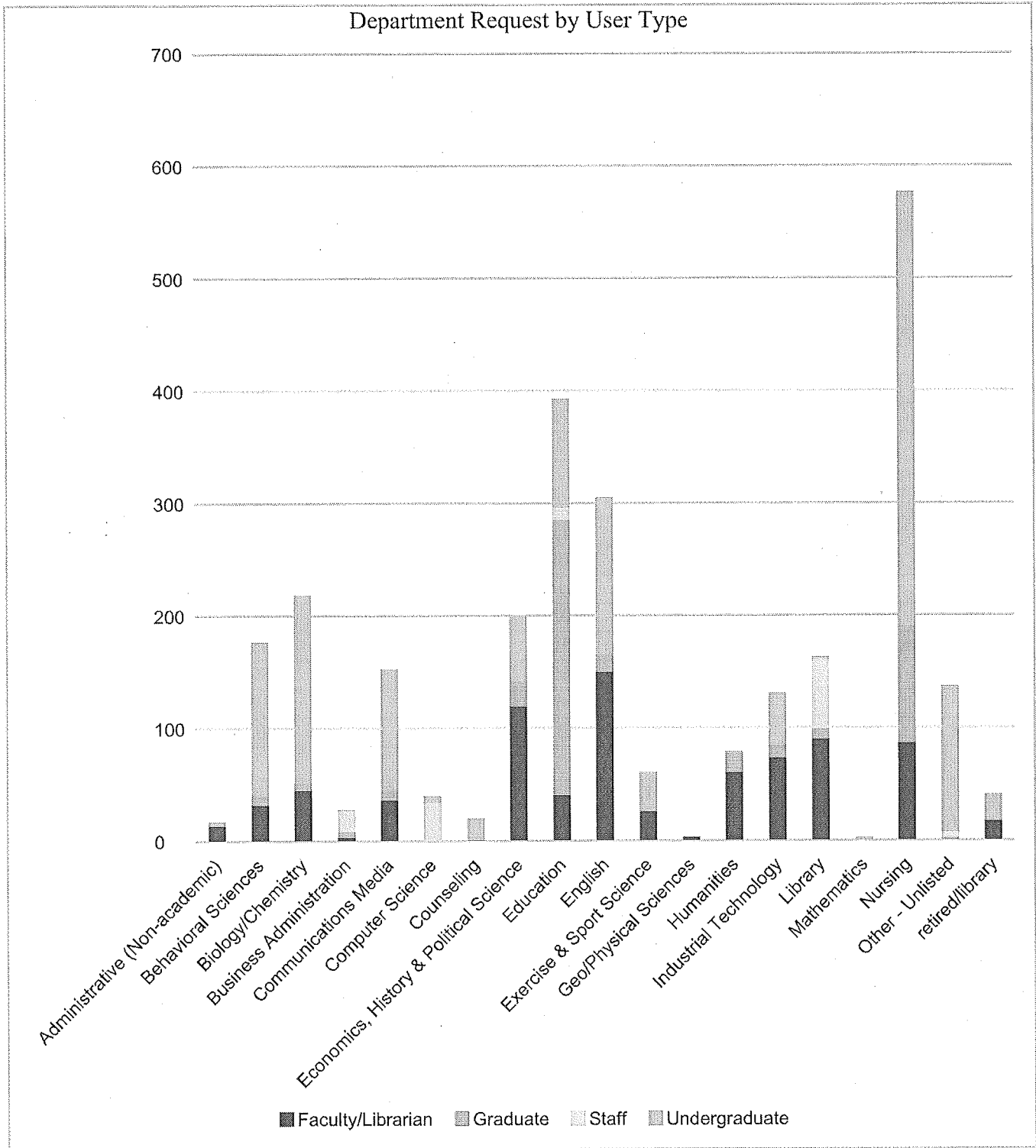
For Political Science, we have created one subject research guide and one course specific research guide. The usage statistics in the Political Science research guide show the guide was accessed 332 times in FY19, about 176% more than the usage that the average subject guide receives in a year. (120.4 avg.) Effective in summer 2019, the Political Science research guide was embedded in all Political Science Blackboard courses; we have seen a considerable usage in guide views since then.

#### Reference Statistics for University

	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
<b>Total Records</b>	4377	3544	2642	2497	1875	2854	2803
<b>Mode of Access</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>
In Person	3383	2490	1959	1872	1386	2297	2253
Chat	779	678	548	510	308	268	229
Phone/Email	133	272	133	112	162	287	320
Skype	0	12	0	0	0	1	1
Office/Appointment	82	47	2	3	19	0	15
Blackboard	0	27	0	0	0	10	0
<b>Questions by Patron</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>
Student	3426	3016	2438	2320	1674	2632	2538
Faculty	104	102	59	66	57	65	116
Extended Campus/DL	15	256	27	21	45	112	180
Public/Alumni/Other	165	145	111	79	89	131	123
Staff	29	16	7	11	10	8	14
Unknown	638	13	0	0	0	0	0
<b>Duration</b>	<b>FY2013</b>	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>
0-2 minutes	1510	1449	1104	1006	782	1483	1418
2-5 minutes	1215	1008	735	683	532	689	634
5-15 minutes	1079	628	509	424	327	331	350
15 minutes or longer	466	466	294	384	234	351	401
Blank	107	1	0	0	0	0	0

**Library Table 6:**

**Interlibrary Services**





**Library Table 7:**

**Facilities**

<b>Space</b>	<b>Specifications</b>
<b>Total Number of Seats in Library</b>	596
<b>Information Commons</b>	Research Help Desk Circulation Desk 61 public computer stations 3 multi-function printers.
<b>Study Rooms</b>	9 large (up to 8 people) containing conference table, white board, media viewing equipment, and Apple TV. 8 small (2 people) containing conference table, computer, and whiteboard.
<b>Media Production Room</b>	Seating up to 7 people containing a computer, Apple TV, ceiling mounted projector, DVD player, and document projector.
<b>Quiet Space</b>	2 floors (3 <sup>rd</sup> and 4 <sup>th</sup> )
<b>Archives</b>	34,889 items used in FY19 38 Special Collections totaling 322 boxes. 13 record groups totaling 480 boxes 2,500 rare books Art collection

<b>Study Room Statistics</b>	<b>FY19</b>
<b>Unique Users</b>	1743
<b>Total Bookings</b>	9454
<b>Hours Booked</b>	16869



**First Year Alumni Feedback (2017/18 Graduates)**

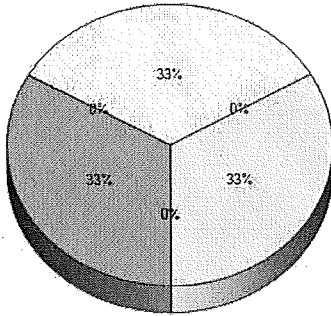
Survey Title: First Year Alumni Feedback (2017/18)

**Responses By Question Analysis:**

**1.** We would like to know about your short-term plans. Please mark each of the following as they relate to you currently:

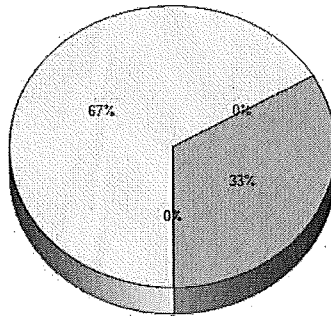
	Yes	No	Not Applicable	Response Total	Points	Avg
I am currently employed or have a job offer in a field directly related to my degree	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
I am currently employed or have a job offer in a field that is not related to my degree	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	4	0	0
I am searching for employment in a field directly related to my degree	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
I am searching for employment in a field not directly related to my degree	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
I have been accepted into a graduate program to continue my education at Fitchburg State University	0% (0)0% (0)	60% (3)0% (0)	40% (2)0% (0)	5	0	0
I have been accepted into a graduate or doctoral program to continue my education at another institution	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
I am not planning to continue my education at this time	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	4	0	0
I am a member of the Armed Forces	0% (0)0% (0)	75% (3)0% (0)	25% (1)0% (0)	4	0	0
<b>Total Respondents</b>				<b>4</b>		

**2.** How long did it take you to find your current position?



	Response Total	Response Percent
Have not found a position yet	0	0%
Held the position while I completed my degree	0	0%
Secured my position prior to graduation	1	33%
Less than 30 days after graduation	0	0%
1 - 3 months after graduation	1	33%
4-6 months after graduation	0	0%
7 or more months after graduation	1	33%
Did not pursue employment	0	0%
<b>Total Respondents</b>	<b>3</b>	
(skipped this question)	1	

3. Are you satisfied with the course of your career thus far?



	Response Total	Response Percent
Very Satisfied	2	67%
Satisfied	0	0%
Neutral	1	33%
Dissatisfied	0	0%
Very Dissatisfied	0	0%
Not Working at This Time	0	0%
<b>Total Respondents</b>	<b>3</b>	
(skipped this question)	1	

4. Where are you currently employed and what is your job title?

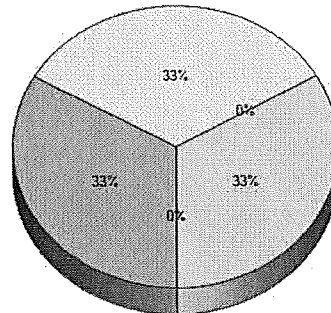
1. Daniel Webster Council, Boy Scouts of America; Exploring Executive
2. ClearGov, Municipal Data Consultant
3. Pusateri & Wilson, P.C. and legal assistant to the City Solicitor

**Total Respondents 3**

(skipped this question)

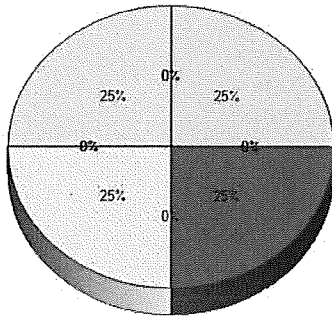
1

5. In what sector are you employed?



	Response Total	Response Percent
Not employed	0	0%
Self-employed	0	0%
For-profit corporation/company	1	33%
Government or other public institution or agency	1	33%
Military	0	0%
Non-profit organization, institution or NGO	1	33%
<b>Total Respondents</b>	<b>3</b>	
(skipped this question)	1	

6. Please select the industry that best describes your employer.



	Response Total	Response Percent
<input type="checkbox"/> N/A - Not working	1	25%
<input type="checkbox"/> Agriculture	0	0%
<input type="checkbox"/> Biotech/Pharmaceutical	0	0%
<input type="checkbox"/> Business Services	0	0%
<input type="checkbox"/> Communications/Marketing/PR	0	0%
<input type="checkbox"/> Computer Science/Technology	0	0%
<input type="checkbox"/> Education: Higher Education	0	0%
<input type="checkbox"/> Education: PreK - High School	0	0%
<input type="checkbox"/> Engineering	0	0%
<input type="checkbox"/> Environment	0	0%
<input type="checkbox"/> Financial Services	0	0%
<input type="checkbox"/> Fine/Performing Arts	0	0%
<input type="checkbox"/> Food Service	0	0%
<input type="checkbox"/> Healthcare	0	0%
<input type="checkbox"/> Hospitality/Tourism/Travel	0	0%
<input type="checkbox"/> Information Technology	0	0%
<input type="checkbox"/> Law/Legal Services	1	25%
<input type="checkbox"/> Manufacturing	0	0%
<input type="checkbox"/> Media/Journalism/Publishing	0	0%
<input type="checkbox"/> Medicine	0	0%
<input type="checkbox"/> Military/Defense	0	0%
<input type="checkbox"/> Politics/Public Policy/Advocacy	1	25%
<input type="checkbox"/> Retail	0	0%
<input type="checkbox"/> Social Services	0	0%
<input type="checkbox"/> Sports/Fitness	0	0%
<input type="checkbox"/> Technology	1	25%
<input type="checkbox"/> Other, please specify	0	0%
<b>Total Respondents</b>	<b>4</b>	

**7.** We are always interested in our Alumni's continued interest in their personal and professional development. Which, if any, professional organizations have you joined since completing your program of study?

1. N/A
2. Massachusetts Municipal Association, International City Management Association

**Total Respondents 2**

(skipped this question) 2

**8.** We believe that Fitchburg State Alumni are always expanding their body of knowledge and would like to know what types of professional development activities you have engaged in since completion of your program of study? (i.e. attended conferences or workshops, given presentation at conference or workshops, conducting scholarly research, licensures or certifications completed, etc.)

1. N/A
2. MMA Conference
3. I have attended multiple conferences regarding political science as well as government/law

**Total Respondents 3**

(skipped this question) 1

**9.** We like to know where our graduates are in the world. Please provide us with the city and state or country in which you currently reside.

1. Warren MA
2. New Hampshire

- 3. Worcester, Massachusetts
- 4. Fitchburg, Massachusetts!

Total Respondents 4

**10.** Rate the quality of the following in respect to the degree you received one year ago:

	Excellent	Good	Fair	Poor	Response Total	Points	Avg
Quality of faculty instruction	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Level of individual attention	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Quality of academic advisement	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Curriculum linked to job related skills and knowledge	75% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
Preparation to meet the demands of my job	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Preparation to continue my education	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	5	0	0
<b>Total Respondents</b>					<b>4</b>		

**11.** Looking back at your academic career at Fitchburg State University, please select your level of agreement with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Response Total	Points	Avg
The social and interpersonal skills you developed have impacted your life	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
You have benefitted from the personal connections you made	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
You have benefitted from the social networks of which you were/are a part	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
The benefits of attending were worth the financial cost	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
<b>Total Respondents</b>					<b>4</b>			

**12.** How well did Fitchburg State University prepare you in terms of the following skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Ability to think analytically and logically	25% (1)0% (0)	75% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to acquire new skills and knowledge on your own	50% (2)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to use the knowledge, ideas, or perspectives gained from your major field	50% (2)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to orally communicate well	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to judge information/ideas/actions/conclusions based on sources/methods/reasoning	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to write effectively	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to use information technology in intellectual and/or professional pursuits	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand and appreciate cultural and ethnic differences between people	50% (2)0% (0)	0% (0)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand international perspectives on economic, political, social, and cultural issues	75% (3)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Ability to gain an understanding of or appreciation for the arts	50% (2)0% (0)	0% (0)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand and apply quantitative principles and methods	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Ability to understand scientific method	50% (2)0% (0)	0% (0)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
<b>Total Respondents</b>					<b>4</b>			

**13.** How well did Fitchburg State University prepare you for the following personal and professional situational skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Your ability to work as a member of a team or group	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	25% (1)0% (0)	0% (0)0% (0)	4	0	0
Your ability to get along with people of diverse backgrounds and perspectives	25% (1)0% (0)	75% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your ability to lead others effectively	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your ability to evaluate and choose between alternative courses of action	50% (2)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
Your awareness of contemporary issues and their cause and consequences	50% (2)0% (0)	50% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	4	0	0
<b>Total Respondents</b>						<b>4</b>		

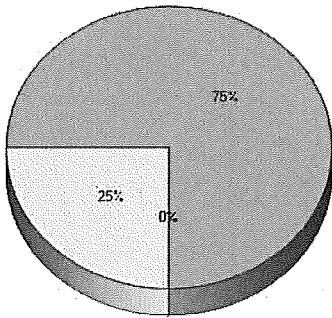
**14.** What did we not ask you about but you feel we should know?

[No Answer Entered]

No responses were entered for this question.

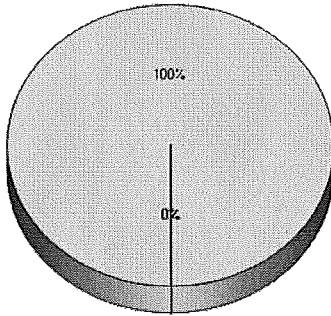
**Total Respondents** 0  
(skipped this question) 4

**15.** Please select the Degree you completed at Fitchburg State University from the list below.



	Response Total	Response Percent
<input type="checkbox"/> Bachelor of Arts (BA)	1	25%
<input checked="" type="checkbox"/> Bachelor of Science (BS)	3	75%
<input type="checkbox"/> Certificate of Graduate Study (CAGS)	0	0%
<input type="checkbox"/> Master of Arts (MA)	0	0%
<input type="checkbox"/> Master of Arts in Teaching (MAT)	0	0%
<input type="checkbox"/> Master of Business Administration (MBA)	0	0%
<input type="checkbox"/> Master of Education (MEd)	0	0%
<input type="checkbox"/> Master of Science (MS)	0	0%
<b>Total Respondents</b>		<b>4</b>

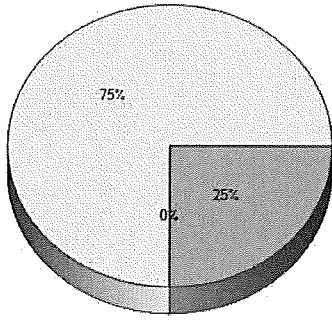
**16.** Please select the major field studied for your degree:



	Response Total	Response Percent
Arts Education (MEd only)	0	0%
Biology	0	0%
Business Administration	0	0%
Chemistry	0	0%
Clinical Mental Health Counseling	0	0%
Communication (MS only)	0	0%
Communications Media	0	0%
Computer Information Systems	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Curriculum and Teaching (MEd only)	0	0%
Early Childhood Education	0	0%
Educational Leadership and Management (MEd only)	0	0%
Economics	0	0%
Elementary Education	0	0%
English Studies	0	0%
Environmental and Earth Science	0	0%
Exercise and Sports Science	0	0%
Game Design	0	0%
Geographic Science and Technology	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
LECOM Early Acceptance	0	0%
Mathematics	0	0%
Middle School Education	0	0%
Nursing - General	0	0%
Nursing - LPN to Baccalaureate	0	0%
Nursing - RN to Baccalaureate	0	0%
Occupational/Vocational Education	0	0%
Political Science	4	100%
Psychological Science	0	0%
Science Education (MEd only)	0	0%
Sociology	0	0%
Special Education	0	0%
Technology Education (Grades 5-12)	0	0%
<b>Total Respondents</b>	<b>4</b>	

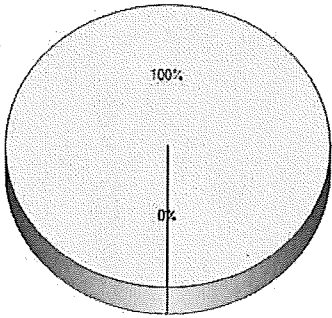
17. To which gender identity do you most identify?





	Response Total	Response Percent
Male	3	75%
Female	1	25%
Transgender Male	0	0%
Transgender Female	0	0%
Do not identify as female, male or transgender	0	0%
<b>Total Respondents</b>	<b>4</b>	

18. To which racial heritage do you predominantly identify?



	Response Total	Response Percent
White/Caucasian	4	100%
Asian	0	0%
Hispanic/Latino	0	0%
Black/African American	0	0%
American Indian	0	0%
Other	0	0%
<b>Total Respondents</b>	<b>4</b>	

19. How many dependents do you have (not including yourself)?

	Response Total	Response Percent
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
5+	0	0%
<b>Total Respondents</b>	<b>0</b>	
<b>(skipped this question)</b>	<b>4</b>	

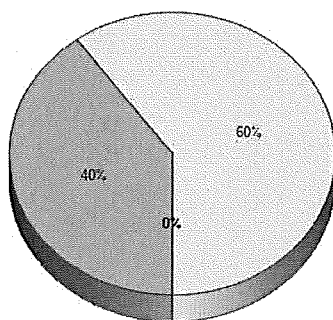


**Graduating Student Feedback**

Survey Title: Graduating Student Feedback

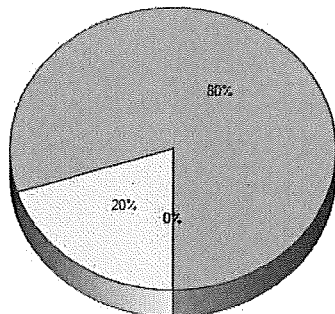
**Responses By Question Analysis:**

1. Please select the semester will you complete your program requirements from the list below:



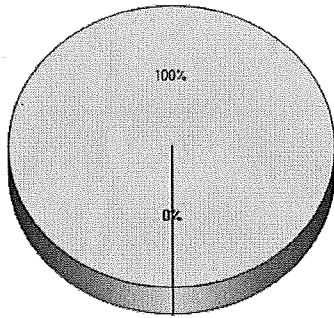
	Response Total	Response Percent
Spring 2018	0	0%
Summer 2018	0	0%
Fall 2018	2	40%
Spring 2019	3	60%
Summer 2019	0	0%
Fall 2019	0	0%
Spring 2020	0	0%
Summer 2020	0	0%
Fall 2020	0	0%
Spring 2021	0	0%
Summer 2021	0	0%
<b>Total Respondents</b>	<b>5</b>	

2. Please select the Degree you are currently completing at Fitchburg State University from the list below:



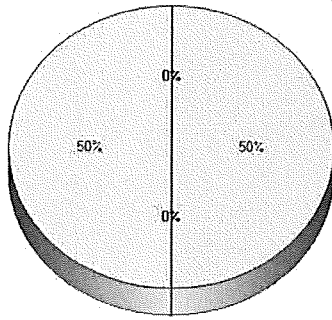
	Response Total	Response Percent
Bachelor of Arts (BA)	1	20%
Bachelor of Science (BS)	4	80%
Certificate of Advanced Graduate Study (CAGS)	0	0%
Master of Arts (MA)	0	0%
Master of Arts in Teaching (MAT)	0	0%
Master of Business Administration (MBA)	0	0%
Master of Education (MEd)	0	0%
Master of Science (MS)	0	0%
<b>Total Respondents</b>	<b>5</b>	

3. Please select the major field your studied for your degree:



	Response Total	Response Percent
Arts Education (MEd only)	0	0%
Biology	0	0%
Business Administration	0	0%
Chemistry	0	0%
Clinical Mental Health Counseling	0	0%
Communication (MS only)	0	0%
Communications Media	0	0%
Computer Information Systems	0	0%
Computer Science	0	0%
Criminal Justice	0	0%
Curriculum and Teaching	0	0%
Early Childhood Education	0	0%
Educational Leadership	0	0%
Economics	0	0%
Elementary Education	0	0%
English Studies	0	0%
Environmental and Earth Science	0	0%
Exercise and Sports Science	0	0%
Game Design	0	0%
Geographic Science and Technology	0	0%
History	0	0%
Human Services	0	0%
Industrial Technology	0	0%
Interdisciplinary Studies	0	0%
LECOM Early Acceptance	0	0%
Mathematics	0	0%
Middle School Education	0	0%
Nursing - General	0	0%
Nursing - LPN to Baccalaureate	0	0%
Nursing - RN to Baccalaureate	0	0%
Occupational/Vocational Education	0	0%
Political Science	5	100%
Psychological Science	0	0%
Sociology	0	0%
Special Education	0	0%
Technology Education (Grades 5-12)	0	0%
<b>Total Respondents</b>	<b>5</b>	

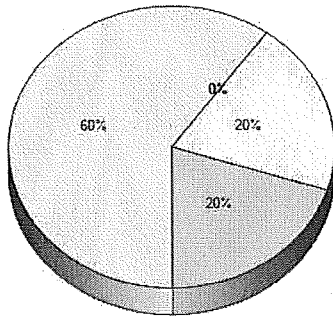
4. Please select your minor from the list below:



	Response Total	Response Percent
African-American Studies	0	0%
American Studies	0	0%
Art	0	0%
Art History	0	0%
Asian Studies	0	0%
Biology	0	0%
Business Administration	1	50%
Chemistry	0	0%
Communication Studies	0	0%
Computer Science	0	0%
Construction Technology	0	0%
Criminal Justice	0	0%
Deaf Studies	0	0%
Disability Studies	0	0%
Early Childhood Education	0	0%
Economics	0	0%
English Studies - Literature	0	0%
English Studies – Professional Writing	0	0%
Environmental and Earth Science	0	0%
Film Studies	0	0%
French	0	0%
Game Design	0	0%
Geographic Design	0	0%
History	0	0%
History Secondary Education	0	0%
Industrial Training	0	0%
International Studies	1	50%
Latin	0	0%
Manufacturing Technology	0	0%
Mathematics	0	0%
Mathematics for Education	0	0%
Middle School Education	0	0%
Music	0	0%
Neuroscience, Behavior, and Cognition	0	0%
Peace Studies	0	0%
Philosophy	0	0%
Political Science	0	0%
Psychological Science	0	0%
Romance Languages	0	0%
Social Science	0	0%
Sociology	0	0%
Spanish	0	0%
Special Education	0	0%
Studio Art	0	0%
Theater	0	0%
Women, Gender and Sexuality Studies	0	0%
None	0	0%

Total Respondents 2  
(skipped this question) 3

5. Please select the student group you most identify with from the list below:



	Response Total	Response Percent
Day Student	3	60%
Evening On Campus Student	0	0%
Evening On-line Student	0	0%
Evening Extended Campus Student	0	0%
Online Student	1	20%
Graduate Student	1	20%
<b>Total Respondents</b>	<b>5</b>	

6. Please rate the following academic experiences at Fitchburg State University:

	Excellent	Very Good	Good	Fair	Poor	Not Applicable	Response Total	Points	Avg
Availability of classes (e.g. time offered, seats open)	20% (1) (0)	60% (3) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Frequency of course offerings	40% (2) (0)	0% (0) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Size of classes	40% (2) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Quality of instruction	40% (2) (0)	60% (3) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Quality of texts and other instructional materials	20% (1) (0)	40% (2) (0)	20% (1) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Availability of faculty outside of the classroom	40% (2) (0)	20% (1) (0)	40% (2) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Timeliness and relevance of course content	40% (2) (0)	20% (1) (0)	40% (2) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Quality of high impact (outside the classroom) experiences (e.g. internships, practicum, etc.)	50% (3) (0)	16.67% (1) (0)	16.67% (1) (0)	0% (0) (0)	0% (0) (0)	16.67% (1) (0)	6	0	0
Overall level of challenge in the coursework	40% (2) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Match between career goals and course-of-study requirements	60% (3) (0)	0% (0) (0)	40% (2) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Overall level of faculty advisement	80% (4) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
<b>Total Respondents</b>							<b>5</b>		

7. Please rate the quality of the facilities and activities offered at Fitchburg State University:

	Excellent	Very Good	Good	Fair	Poor	No Interaction	Response Total	Points	Avg
Classrooms	20% (1) (0)	20% (1) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Labs	0% (0) (0)	33.33% (2) (0)	0% (0) (0)	16.67% (1) (0)	0% (0) (0)	50% (3) (0)	6	0	0
Other General facilities (e.g. studios, gym)	0% (0) (0)	20% (1) (0)	20% (1) (0)	20% (1) (0)	20% (1) (0)	20% (1) (0)	5	0	0
Computer Labs	20% (1) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	20% (1) (0)	5	0	0
Library	40% (2) (0)	40% (2) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Technology in the classroom	20% (1) (0)	0% (0) (0)	80% (4) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Online technologies utilized in your classes	20% (1) (0)	20% (1) (0)	60% (3) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
	40% (2) (0)	40% (2) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	20% (1) (0)	5	0	0

Musical or theatrical performances on-campus

Intramural athletic offerings	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	60% (3)0% (0)	5	0	0
Intercollegiate athletic events	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	60% (3)0% (0)	5	0	0
Greek Life	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	40% (2)0% (0)	5	0	0
Student Organizations	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
<b>Total Respondents</b>							<b>5</b>		

8. How well did Fitchburg State University prepare you in terms of the following skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Ability to think analytically and logically	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to acquire new skills and knowledge on your own	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to use the knowledge, ideas, or perspectives gained from your major field	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to orally communicate well	40% (2)0% (0)	60% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to judge information/ideas/actions/conclusions based on sources/methods/reasoning	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to write effectively	40% (2)0% (0)	60% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to use information technology in intellectual and/or professional pursuits	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to understand and appreciate cultural and ethnic differences between people	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to understand international perspectives on economic, political, social, and cultural issues	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Ability to gain an understanding of or appreciation for the arts	16.67% (1)0% (0)	33.33% (2)0% (0)	33.33% (2)0% (0)	0% (0)0% (0)	16.67% (1)0% (0)	6	0	0
Ability to understand and apply quantitative principles and methods	40% (2)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
Ability to understand scientific method	40% (2)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
<b>Total Respondents</b>						<b>5</b>		

9. How well did Fitchburg State University prepare you for the following personal and professional situational skill sets:

	Very Well	Well	Neutral	Poorly	Very Poorly	Response Total	Points	Avg
Your ability to work as a member of a team or group	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Your ability to get along with people of diverse backgrounds and perspectives	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Your ability to lead others effectively	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Your ability to evaluate and choose between alternative courses of action	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Your awareness of contemporary issues and their causes and consequences	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
<b>Total Respondents</b>						<b>5</b>		

10. We are always looking for feedback to help us with quality and improvements. Is there something you would like to share with us regarding facilities or your program that wasn't captured above?

1. The school needs to care more about students who report sexual assault. The disrespect I recieved really motivated me to leave this school and not want to come back. Staff needs training on supporting victims. You dont know where your students will end up and say about the school after they leave. Care about your students who come out and report.

Total Respondents 1

(skipped  
this  
question)

**11.** What is your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Judgement	Response Total	Points	Avg
Faculty demonstrated commitment to my learning, personal well being and success	40% (2) (0)	0% (0)	0% (0)	0% (0)	20% (1) (0)	0% (0)	5	0	0
Administrators (e.g. vice presidents, deans and directors) demonstrated commitment to my learning, personal well being and success	40% (2) (0)	0% (0)	0% (0)	20% (1) (0)	0% (0)	0% (0)	5	0	0
Other University staff demonstrated commitment to my learning, personal well being and success	25% (1) (0)	50% (2) (0)	0% (0)	25% (1) (0)	0% (0)	0% (0)	4	0	0
Library resources (e.g. books, database subscriptions, inter-library loan) were adequate for my research and learning needs	40% (2) (0)	40% (2) (0)	0% (0)	20% (1) (0)	0% (0)	0% (0)	5	0	0
Library hours and web resource availability were adequate for my research and learning needs	20% (1) (0)	60% (3) (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	5	0	0
Library staff were knowledgeable and demonstrated commitment to my learning and academic success.	20% (1) (0)	60% (3) (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	5	0	0
I learned about research strategies and sources of information from the library staff.	0% (0) (0)	40% (2) (0)	0% (0)	60% (3) (0)	0% (0)	0% (0)	5	0	0
<b>Total Respondents</b>							<b>5</b>		

**12.** Please rate your overall experience with the following offices, programs and services at Fitchburg State University:

	Very Positive	Mostly Positive	Neutral	Mostly Negative	Very Negative	No Interaction	Was Unaware	Response Total	Points	Avg
Academic Department Office/Staff	60% (3) (0)	40% (2) (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0
Admissions Office	60% (3) (0)	20% (1) (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0
Advising Center	25% (1) (0)	0% (0)	0% (0)	0% (0)	0% (0)	75% (3) (0)	0% (0)	4	0	0
Bookstore	20% (1) (0)	40% (2) (0)	20% (1) (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	5	0	0
Capital Planning and Maintenance (e.g. buildings & grounds)	40% (2) (0)	0% (0)	20% (1) (0)	0% (0)	0% (0)	40% (2) (0)	0% (0)	5	0	0
Career Counseling Office	50% (3) (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (3) (0)	0% (0)	6	0	0
Center for Diversity and Inclusiveness	80% (4) (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0
Chartwell's Dining Services	20% (1) (0)	20% (1) (0)	0% (0)	20% (1) (0)	20% (1) (0)	20% (1) (0)	0% (0)	5	0	0
Commuter Affairs	40% (2) (0)	60% (3) (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	5	0	0
Counseling Services	40% (2) (0)	0% (0)	20% (1) (0)	0% (0)	0% (0)	40% (2) (0)	0% (0)	5	0	0
Disability Services	20% (1) (0)	0% (0)	0% (0)	0% (0)	0% (0)	80% (4) (0)	0% (0)	5	0	0
Financial Aid	20% (1) (0)	60% (3) (0)	0% (0)	20% (1) (0)	0% (0)	0% (0)	0% (0)	5	0	0
	0% (0) (0)	20% (1) (0)	0% (0)	20% (1) (0)	0% (0)	60% (3) (0)	0% (0)	5	0	0



Graduate and Continuing Education (GCE)

Health Services	20% (1) 0% (0)	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	40% (2) 0%	0% (0) 0%	5	0	0
Housing and Residential Services	40% (2) 0% (0)	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
Information Desk (Hammond Hall)	60% (3) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
International Education (e.g. study abroad)	40% (2) 0% (0)	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
On-campus Job Recruitment	20% (1) 0% (0)	20% (1) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
One Card	20% (1) 0% (0)	60% (3) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Online Services (e.g. financial aid, registration, add/drop)	20% (1) 0% (0)	80% (4) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Parking	0% (0) 0%	0% (0) 0%	40% (2) 0% (0)	40% (2) 0% (0)	20% (1) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Recreation Services	0% (0) 0%	40% (2) 0% (0)	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
Registrar's Office	40% (2) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
Shuttle Service	0% (0) 0%	20% (1) 0% (0)	20% (1) 0% (0)	40% (2) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Student Accounts	40% (2) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Student Development Office	40% (2) 0% (0)	20% (1) 0% (0)	0% (0) 0%	40% (2) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Technology Help Desk	20% (1) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	20% (1) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Tutor Center	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	20% (1) 0%	20% (1) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	5	0	0
University Catalog	20% (1) 0% (0)	60% (3) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	5	0	0
University Email	60% (3) 0% (0)	40% (2) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
University Police	60% (3) 0% (0)	20% (1) 0% (0)	0% (0) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
University Website	60% (3) 0% (0)	20% (1) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Veteran Services	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	0% (0) 0%	20% (1) 0%	60% (3) 0%	0% (0) 0%	0% (0) 0%	5	0	0
Volunteer Center	60% (3) 0% (0)	20% (1) 0% (0)	0% (0) 0%	0% (0) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	0% (0) 0%	5	0	0
<b>Total Respondents</b>									<b>5</b>		

13. Is there something that you would like to share with us regarding our faculty, staff, or administrators that wasn't captured in the questions above?

Shuttle bus drivers are not actually driving to pick of students. When it turns 11pm they tend to either not drive or they go around once until time is up.

- Also we need more diversity on campus of professors. There is only 2 latinx professors on campus. In the next years to come more Hispanic students are coming and you only have 2 professors who can relate to them.

Total Respondents 1

(skipped this question)

4

14. Is there something you would like to share with us regarding our offices, programs and services at Fitchburg State University that wasn't captured in the questions above?

- Student conduct needs to have training on how to give help to victims of sexual assault. Or needs to hire people who actually want to help students heal.

Total Respondents 1

(skipped this question)

4

15. Please select your level of agreement with the following statements:

	Very High	High	Average	Low	Very Low	Response Total	Points	Avg
Overall satisfaction with my experience with Fitchburg State University	40% (2) 0%	40% (2) 0%	20% (1) 0%	0% (0) 0%	0% (0) 0%	5	0	0

Likelihood that I will recommend the University to others	40% (2)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
Likelihood that I will stay connected to the campus after completion of my degree	40% (2)0% (0)	40% (2)0% (0)	0% (0)0% (0)	20% (1)0% (0)	0% (0)0% (0)	5	0	0

Total Respondents 5

**16.** As we have stated previously, we are always looking for feedback that will help us improve. Is there something more you would like to share with us about your overall experience at Fitchburg State University?

Fitchburg State University is the best state university in the Commonwealth of Massachusetts. There's a great sense of community, the faculty show great support, the student body is diverse, and filled with great educational opportunities that correlate with my career goals. The University's moot court program has equipped me with essential skills and experience needed to pursue my career interests as well as interning in offices of elected officials, being an orientation leader, and attending leadership retreats. The experiences I've gained at Fitchburg State will not only help me serve on the board of trustees, it will help me turn my dreams into a reality. I will forever take pride in the fact that I am part of the falcon family. Thank you.

- Care about your students needs. There is a big disconnect from the school and its students. I wouldn't recommend due to your lack of care of sexual assault victims. If someone asked me about wanting to go to Fitchburg I will tell them never to come here especially if they are woman.

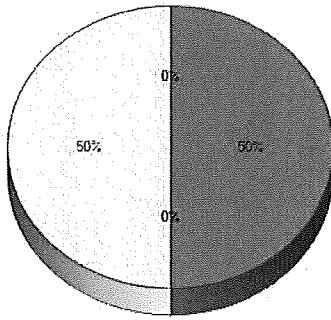
Total Respondents 2

(skipped this question) 3

**17.** As you prepare to leave Fitchburg State University, we would like to know about your short-term plans. Please mark each of the following as they relate to you currently.

	Yes	No	Not Applicable	Response Total	Points	Avg
I am currently employed or have a job offer in a field closely related to my current program of study	40% (2)0% (0)	60% (3)0% (0)	0% (0)0% (0)	5	0	0
I am currently employed or have a job offer in a field that is not related to my current program of study	75% (3)0% (0)	0% (0)0% (0)	25% (1)0% (0)	4	0	0
I am searching for employment in a field closely related to my current program of study	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	5	0	0
I am searching for employment in a field not closely related to my current program of study	25% (1)0% (0)	50% (2)0% (0)	25% (1)0% (0)	4	0	0
I have been accepted into a graduate program to continue my education at Fitchburg State University	0% (0)0% (0)	25% (1)0% (0)	75% (3)0% (0)	4	0	0
I have been accepted into a graduate or doctoral program to continue my education at another institution	0% (0)0% (0)	25% (1)0% (0)	75% (3)0% (0)	4	0	0
I am not planning to continue my education at this time	25% (1)0% (0)	75% (3)0% (0)	0% (0)0% (0)	4	0	0
I am pursuing the military	33.33% (1)0% (0)	66.67% (2)0% (0)	0% (0)0% (0)	3	0	0
<b>Total Respondents</b>				<b>5</b>		

**18.** What is your current or expected (if you are just starting a new position) annual salary?

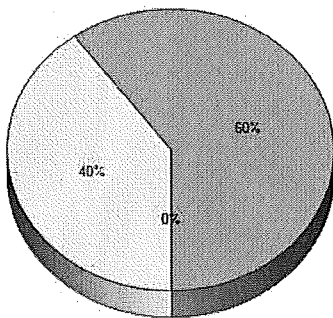


	Response Total	Response Percent
None - not working	0	0%
Less than \$20,000	0	0%
\$20,001 - \$30,000	0	0%
\$30,001 - \$40,000	0	0%
\$40,001 - \$50,000	1	50%
\$50,001 - \$60,000	0	0%
\$60,001 +	0	0%
Prefer not to disclose	1	50%
<b>Total Respondents</b>	<b>2</b>	
<b>(skipped this question)</b>	<b>3</b>	

**19.** How would you rate the importance of the following while attending Fitchburg State University:

	Very Important	Important	Neutral	Unimportant	Very Unimportant	Response Total	Points	Avg
Small, New England campus	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Low student-to-faculty ratio	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Accessible to my work/home/family	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Close-knit, friendly culture	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Diversity of student body	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Academic program(s)	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Affordability	100% (5)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Faculty	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Residential life	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Facilities	80% (4)0% (0)	0% (0)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Financial Aid	100% (5)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Many activities in the region	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Services/support to first generation students	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Volunteer opportunities	60% (3)0% (0)	20% (1)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Athletics	20% (1)0% (0)	60% (3)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Military-friendly	20% (1)0% (0)	60% (3)0% (0)	0% (0)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
LGBTQ-friendly	40% (2)0% (0)	20% (1)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Honors Program	40% (2)0% (0)	40% (2)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Employment prospects	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Internships	80% (4)0% (0)	20% (1)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
Study Abroad opportunities	60% (3)0% (0)	40% (2)0% (0)	0% (0)0% (0)	0% (0)0% (0)	0% (0)0% (0)	5	0	0
ROTC/National Guard	20% (1)0% (0)	20% (1)0% (0)	40% (2)0% (0)	0% (0)0% (0)	20% (1)0% (0)	5	0	0
<b>Total Respondents</b>						<b>5</b>		

**20.** How many times did you change your major at Fitchburg State University?

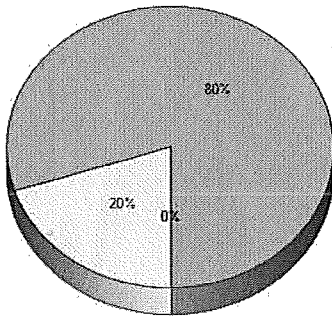


	Response Total	Response Percent
None	2	40%
Once	3	60%
2 Times	0	0%
3 times	0	0%
More than 3 times	0	0%
<b>Total Respondents</b>	<b>5</b>	

**21.** As you finish your degree journey at Fitchburg State University, we would like to know how much your time here has impacted your growth. Please select the answer that best fits our impact on your growth below.

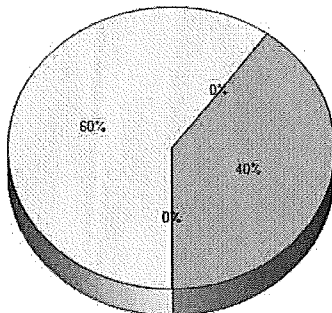
	Very Significant	Significant	No Change	Insignificant	Very Insignificant	Response Total	Points	Avg
Academic Growth (broadened your perception of the need to learn)	100% (5) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Personal Growth	100% (5) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
Professional Growth (broaden your understanding of the need to continue to learn to achieve your career goals)	80% (4) (0)	20% (1) (0)	0% (0) (0)	0% (0) (0)	0% (0) (0)	5	0	0
<b>Total Respondents</b>						<b>5</b>		

**22.** To which gender identity do you most identify?



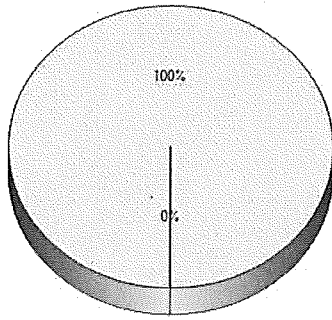
	Response Total	Response Percent
Male	1	20%
Female	4	80%
Transgender Male	0	0%
Transgender Female	0	0%
Do not identify as female, male or transgender	0	0%
<b>Total Respondents</b>	<b>5</b>	

**23.** To which racial heritage do you predominantly identify?



	Response Total	Response Percent
White/Caucasian	3	60%
Asian	0	0%
Hispanic/Latino	2	40%
Black/African American	0	0%
American Indian	0	0%
Other	0	0%
<b>Total Respondents</b>	<b>5</b>	

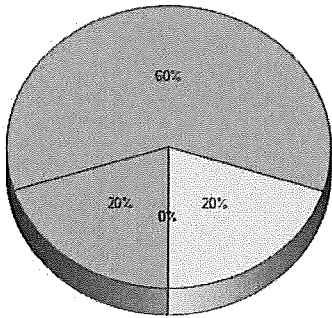
**24.** During your time at the University, did you attend full-time or part-time?



- Full-time
- Part-time

	Response Total	Response Percent
Full-time	5	100%
Part-time	0	0%
<b>Total Respondents</b>	<b>5</b>	

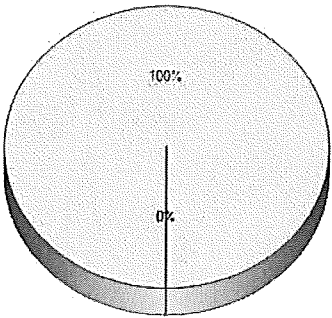
25. During your time at the University, approximately how many hours did you work per week?



- 0
- 1 - 10
- 11 - 20
- 21 - 30
- 31 - 40
- 40+

	Response Total	Response Percent
0	0	0%
1 - 10	1	20%
11 - 20	3	60%
21 - 30	1	20%
31 - 40	0	0%
40+	0	0%
<b>Total Respondents</b>	<b>5</b>	

26. How many dependents do you have (not including yourself)?



- 1
- 2
- 3
- 4
- 5
- 5+

	Response Total	Response Percent
1	1	100%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
5+	0	0%
<b>Total Respondents</b>	<b>1</b>	
<b>(skipped this question)</b>	<b>4</b>	



# Appendix I

Last	First	Degree	Major	Conc	Maj 2	Minor	Grad Term
Ahmed	Sultan	BS	POLS	AGOV			201410
Anderson	Jeffrey	BS	POLS	IPOL		PEAC	201550
Balous	Connor	BS	POLS	IPOL		INTL	201960
Barbaro	Christina	BS	POLS	AGOV			201610
Basantes	Monica	BS	POLS				201130
Berman	Dmitry	BS	POLS			INTL	201210
Blazich	Brittany	BS	POLS			SSCI	201030
Burke	Sean	BS	POLS	AGOV			201910
Caisse	Cody	BS	POLS	AGOV			201610
Carollo	Collin	BS	POLS	IPOL		HIST	201850
Chen	David	BS	POLS			BSAD	201330
Chiafullo	James	BS	POLS	IPOL		PSYS	201810
Christopher	James	BS	POLS			INTL	201130
Coleman	Kellie	BS	POLS				201130
Cornacchia	Anthony	BS	POLS			CRJU	201230
Costello	Matthew	BS	POLS		INDI		201330
Curtis	Michael	BS	POLS	AGOV		PHIL	201410
Cyganiewicz	Austin	BS	POLS	AGOV			201810
David	James	BS	POLS	IPOL		PHIL	201630
Davis	Joshua	BS	POLS				201110
Davis	Zachary	BS	POLS	IPOL			201830
DePina	Jonathan	BS	POLS	AGOV			201810
Dooley	Connor	BS	POLS				201530
Driscoll	Rebecca	BS	POLS	AGOV	HIST		201830
Dufault	David	BS	POLS			HIST	201130
Dusablon	Danielle	BS	POLS	AGOV		CRJU	201630
Ferrari	Anthony	BS	POLS	AGOV			201930
Fleming	Haviland	BS	POLS	AGOV		HIST	201930
Foley	Cheryl	BS	POLS			HIST	201210
Foster	Sally	BS	POLS			HIST	201030
Fрати	Zoe	BS	POLS	IPOL			201930
Fratius	Kristen	BS	POLS		HIST		201230
Galuffo	Robert	BS	POLS				201210
Gonyea	Sam	BS	POLS				201510
Goodall	Amanda	BS	POLS				201030
Gordon	Matthew	BA	POLS		HIST		201230
Gregoire	Eric	BS	POLS			INTL	201130
Gretschka	Rosa	BA	POLS			INTL	201410
Humphrey	Christopher	BS	POLS				201430
Johnson	Kelly	BS	POLS	AGOV		BSAD	201910
Joseph	Kimley	BS	POLS				201210
Kantany	Lan	BS	POLS		CRJU		201030
Kennefick	Abigail	BS	POLS	AGOV			201750
Keohane	Michelle	BS	POLS	IPOL		SOC	201650
Kirsch	Sydney	BS	POLS			CRJU	201210
LaRose	Nathan	BS	POLS			INTL	201710
Lahlou	Shadia	BS	POLS			INTL	201330
Lewis	Sharon	BS	POLS				201130
Maloney	Shylah	BS	POLS			HIST	201510
Marchetti	Michael	BS	POLS		ECON		201210
Marcil	Amanda	BS	POLS				201130
Mion	Piergiacomo	BS	POLS			INTL	201210
Mokum	Eric	BS	POLS	AGOV		INTL	201850
Moran	Devon	BS	POLS	AGOV			201750
Moschetti II	Bruce	BS	POLS			HIST	201510
Mwangi	Stephen	BS	POLS	IPOL		INTL	201530

**Employment**

Law School

Trade Practice Consultant at Better Business Bureau  
Development Associate

Lawyer in Boston, Passed Bar in 11/16/2016

working for the Worcester County Sherrif  
Law Office-- Pusaterl & Wilson

High School Social Studies teacher  
M.A. in Public Administration -- Clark University  
Liability Adjuster, LaMarche Associates

Life Insurance Agent

Advisor, Open SKy Community Services

Suffolk Law School-- Attorney at Worcester Superior Court  
Law School/ Attorney

MA/works as an analyst in the UMass President's Office  
outreach specialist, Northwestern Florida

H.R. Administrative Assistant, Digital Federal Credit Union

law school/ now attorney  
Suffolk Law School-- Judicial Law Clerk @ Worcester District Court  
Case Specialist-- International Institute of New England  
law school/ now attorney  
Recreation Director, City of Fitchburg

employed in field

Litigation Associate in Boston @ Dalton & Finegold. Went to New England Law, Passed Bar on 11/28/201

Legal Assistant @ Pusateri & Wilson, P.C.  
Analyst private sector



Neild	Alexander	BS	POLS				201310
O'Brien	Hailey	BA	POLS	IPOL			201930
Oliveira	David	BS	POLS				201410
Ouellette	Kaitlin	BS	POLS	AGOV		HIST	201610
Pacheco Diaz	Edwin	BS	POLS	AGOV		CRJU	201610
Pauleus	Elizabeth	BS	POLS	IPOL		INTL	201930
Pelham	Regina	BS	POLS	AGOV		HIST	201960
Pezzella	Jasmin	BS	POLS	IPOL		INTL	201910
Reevers	Kon	BS	POLS			HIST	201510
Rice	Joseph	BS	POLS			INTL	201210
Rivers	Danielle	BS	POLS			LIT	201110
Rodney	Carl	BS	POLS	IPOL			201730
Sampson	James	BS	POLS	IPOL		HIST	201930
Sandy	Phillip	BS	POLS				201430
Sargent	Troy	BS	POLS	AGOV			201850
Satham-Fisette	Thomas	BS	POLS	AGOV			201830
Schaeffer	Kyle	BS	POLS			PEAC	201110
Schembari	Frank	BS	POLS	AGOV		COMP	201810
Schneider	Sarah	BS	POLS				201230
Silvia	George	BS	POLS	IPOL		HIST	201930
Spadano	Phillip	BS	POLS	IPOL		INTL	201930
Szymcik	Angela	BS	POLS			HIST	201410
Tappin	William	BS	POLS			CRJU	201030
Wansi	Franck	BS	POLS	IPOL			201630
Zaki	Jason	BS	POLS			INTL	201110
Bokoo	Webster	BS	INDI	IDPL			201930
Brown	Adukwei	BS	INDI	IDPL			201750
Dias	Aaron	BS	INDI	IDPL			201830
Fisher	Aleah	BS	INDI	IDPL			201850
Grinkis	Riley	BS	CRJU	IDPL	INDI		201910
Horgan	Aidan	BS	INDI	IDPL			201830
O'Donnell	Daniel	BS	INDI	IDPL			201630
Rivera	Josie	BS	INDI	IDPL			201830
Vargeletis	Thomas	BS	INDI	IDPL			201810



Merrimack M.A. program in higher education				
Senior Staff Assistant, the AIDS Action Committee of MA				
Suffolk Law School and Lawyer at District Attorney's Office				
Americorps				
Painters and Allied Trades District Council				
Diocese of Worcester Office of Vocation				
Leadership in UPS				
Producer at City of Boston Office of Cable Communications				
Advanced Assembly Technician, G.S. Precision Vermont				
M.A. public policy Umass Boston				
Executive at Daniel, Webster Council/ NH Schools				
M.A. UMass Lowell-- Conflict Studies				
M.A. in Russian Studies, Jagiellonian University, Krakow, Poland				
Attorney Advisor at Executive Office for Immigration Review-- Went to New England Law, Admitted to Bar on 11/1				
law school				
law school				
law school				
Law School				
campaign staff for Senator Ed Markey				



# Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

## I. Program Information

Program/Department: Political Science/EHPS

Department Chair: Dr. Eric Budd

Department Assessment Committee Contact: Dr. Rod Christy

## II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During This Last Academic Year *List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.*

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
Political Science Theory	Annual
Political Knowledge	Annual
Political Reasoning and Argumentation	Annual
Political Science Methodology	Annual

III. **SLO Assessment**

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)
Political Science Theory	Exam essays, research papers, course assignments, Senior Seminar Research paper	4 <sup>th</sup> year	Students in <i>Senior Seminar</i>
Political Knowledge	Exam essays, research papers, course assignments, Senior Seminar Research paper	4 <sup>th</sup> Year	Students in <i>Senior Seminar</i>
Political Reasoning & Argumentation	Exam essays, research papers, course assignments, Senior Seminar Research paper	4 <sup>th</sup> Year	Students in <i>Senior Seminar</i>
Political Science Methodology	Exam essays, research papers, course assignments, Senior Seminar Research paper, research proposals from required course <i>Research Methods</i> , assignments from required course <i>Applied Statistics</i>	4 <sup>th</sup> year	Students in <i>Senior Seminar</i>

IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	What changes have been made as a result of using the data/evidence?
Capstone Course, Portfolio Review	All POLS Faculty, annual meeting summer.	Made <i>Intro to Comparative Politics</i> a required class, re-arranged 4 year plans to require students take <i>Statistics</i> and <i>Research Methods</i> before <i>Senior Seminar</i>

**V. SSC Data**

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
		Summer 2017: EHPS Retention and Recruitment Committee will determine if there are specific SSC measures to focus on in future.	



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**VI. Phase I Data**

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Number of overall declared majors	Goal to build major	Increase awareness of POLS through Social Media, Web Pages	45/50

**VII. Activities and Adjustments to/Deviation from the Department Assessment Plan**  
Describe any changes in the assessment plan including new SLOs, new assessments.

We plan to examine some of the variability in the assessments, to see what the origins of those variations are. For example, it might be due to differences between students, differences in how the individual faculty members assess each student, or the quality of the documentation provided by the students.

## Annual Departmental Plan Report

### Program Information

Program/Department: Political Science  
 Department Chair: Ben Lieberman  
 Department Assessment Committee Contact: Paul Weizer

*Please be as detailed as possible in your responses. We will use this information to fulfill our NECHE requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by May 31 each academic year.*

### Program Learning Outcomes (PLOs) (Educational Objectives)

- I. List all PLOs and the timeline for assessment.

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	POLITICAL SCIENCE KNOWLEDGE: Demonstrates evidence of comprehension of Political Science knowledge	Annual	2018
2.	POLITICAL SCIENCE REASONING AND ARGUMENTATION: Demonstrates evidence of comprehension of Political Science reasoning and argumentation	Annual	2018
3.	POLITICAL SCIENCE METHODOLOGY: Demonstrates evidence of comprehension of Political Science methodology	Annual	2018
4.	POLITICAL SCIENCE THEORY: Demonstrates evidence of knowledge of Political Science theory	Annual	2018

March 2019

**II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)**

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

<b>PLO #</b>	<b>Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)</b>	<b>When assessment was administered in student program (internship, 4<sup>th</sup> year, 1<sup>st</sup> year, etc.)</b>	<b>To which students were assessments administered (all, only a sample, etc.)</b>	<b>What is the target set for the PLO? (criteria for success)</b>	<b>Reflection on the results: How was the "loop closed"?</b>
1	Assessment consists of a portfolio via the TK20 online database	4 <sup>th</sup> year	Fall 2017 Senior Seminar	100% meets or exceeds standard	The program had issues with the form as set up in TK20 which led to inter-rater reliability. Discussion by the four Political Scientists resulted in their Senior Seminar Professor (TK20) coordinator fixing data collection to become more useful/effective.
2	Assessment consists of a portfolio via the TK20 online database	4 <sup>th</sup> year	Fall 2017 Senior Seminar	100% meets or exceeds standard	The program had issues with the form as set up in TK20 which led to inter-rater reliability. Discussion by the

<p>four Political Scientists resulted in their Senior Seminar Professor (TK20) coordinator fixing data collection to become more useful/effective.</p>					
<p>The program had issues with the form as set up in TK20 which led to inter-rater reliability. Discussion by the four Political Scientists resulted in their Senior Seminar Professor (TK20) coordinator fixing data collection to become more useful/effective.</p>	<p>100% meets or exceeds standard</p>	<p>Fall 2017 Senior Seminar</p>	<p>4<sup>th</sup> year</p>	<p>Assessment consists of a portfolio via the TK20 online database</p>	<p>3</p>
<p>The program had issues with the form as set up in TK20 which led to inter-rater reliability. Discussion by the four Political</p>	<p>100% meets or exceeds standard</p>	<p>Fall 2017 Senior Seminar</p>	<p>4<sup>th</sup> year</p>	<p>Assessment consists of a portfolio via the TK20 online database</p>	<p>4</p>

				Scientists resulted in their Senior Seminar Professor (TK20) coordinator fixing data collection to become more useful/effective.
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**III. Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

<p><b>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?</b></p> <p>-- Required Capstone/Internship &amp; Senior Seminar/Portfolio courses (inclusive of the <b>Senior Seminar Portfolio</b>) provide Political Science baselines for Majors to graduate</p>	<p><b>Who interprets the evidence? What is the process?</b></p> <p>-- The four Political Scientists</p> <p>-- The Political Science Professor who teaches both courses provides grades in both the Capstone and Senior Seminar courses.</p> <p>For the Senior Seminar process, as determined by the four Political Scientists in 2018, the TK20 Senior Seminar’s Portfolio assessment enables all four Political Science Faculty to assess each PLO’s data/rubric (per Sections I-II) regarding whether each student fulfills requirements.</p> <p>Discussion then follows where the four faculty discuss the results and make suggested programmatic changes as warranted.</p>	<p><b>What changes have been made as a result of using the data/evidence? (close the loop)</b></p> <p>-- The four Political Science Faculty believed that, based on data results over previous years, better, higher quality work would get submitted by each Senior Seminar student, per PLO rubric category, if students focused on one key artifact to submit in TK20 – to encompass a key Political Science course requirement spanning their FSU career. This contrasted with previous TK20 requirement for data (artifacts) to provide for each TK20 rubric in the Senior Seminar that focused on providing 1000 level course and 2000+ course artifacts.</p>
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		<p>-- While the program made several improvements over the years stemming from this process, during this past year all four Political Scientists determined that one key artifact chosen by students for their respective four PLO portfolio rubrics would suffice for assessment.</p> <p>-- Thus, the new, simplified data gathering/submission process in Senior Seminar now provides a stronger baseline to prepare the Political Scientists for a potentially more productive 2019 Senior Seminar Portfolio assessment.</p>
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**Assessment Plan for Program/Department**

- I. Insert the program or department Assessment Plan. — Please see attached, revised per explanation above.
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success. — Please see attached, revised per explanation above.
- III. If you do not have a plan, would you like help in developing one?

Yes

## Program Review Action Plan or External Accreditation Action Letter/Report

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

**I. Programs that fall under Program Review:**

- i. Date of most recent Review:
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year

iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

**II. Programs with external Accreditation:**

- i. Accreditor:
- ii. Date of last review:
- iii. Date of next review and type of review:
- iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.



March 2019

**Campus Climate**

Each department was asked to review the Campus Climate Survey information distributed by the Leading for Change Committee and determine what your department has been doing to contribute to the positive outcomes identified.

The survey data may be found through this link: <https://www.fitchburgstate.edu/offices-services-directory/institutional-research-and-planning/office-of-assessment/campus-climate-survey/>

Please list the feedback and recommendations that your department provided to the Leading for Change Committee, along with any additional plans that you might have to further explore this data.

The data was insufficient to draw any conclusions.

## UARC Peer Review of the Program Annual Report

Program: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Program Learning Outcomes (PLOs)					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Program Learning Outcomes (PLOs)</i>	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
<i>Assessment Tool Quality</i>	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
<i>Criteria for Success</i>	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	

Assessment Plan for Program/Department					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Summary of Findings</i>	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the summary and analysis supports the summary.	Very limited use of data from PLO assessment incorporated with additional evidence to formulate the summary and analysis somewhat supports summary.	Used evidence other than PLO assessment to formulate the summary or analysis of the data doesn't seem to support summary.	No summary utilizing assessment data is evident.	
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
University Data					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>SSC Data for Current Review Period</i>	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	

<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	SSC data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No SSC data analyzed and/or reported on.
<i>Trend Data for Current Review Period</i>	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.
<i>Trend Data for Upcoming Review Period</i>	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.
<b>Action Plane or External Accreditation Action Letter/Report</b>				
<b>Criterion</b>	<b>Highly Developed (3)</b>	<b>Developed (2)</b>	<b>Emerging (1)</b>	<b>Initial (0)</b>
<i>Only for those under Program Review Annual Reflection on Program Review</i>	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.

<p><i>Only for those under External Accreditation Annual Reflection on Report/Letter from accrediting body.</i></p>	<p>Key issues and performance standards provided with definitive on-going progress clearly stated.</p>	<p>Key issues and performance standards provided with some discussion of on-going progress stated.</p>	<p>Key issues and performance standards provided with vague ideas regarding on-going progress plans stated.</p>	<p>Key issues and/or performance standards are either not provided or there has been no progress or plans stated for progress.</p>
<p>Comments:</p>				

**NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.**



**Planning 021: Aggregate Report on Juried Assessments**

Parameter Title	Parameter Value
Assessment Tool	All
Assessment Name	Political Science Senior Seminar Career Portfolios 2018
From Date (Update date)	05/01/2019
To Date (Update date)	07/24/2019

Export

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE ASSESSMENT TOOL: Political Science Senior Seminar Tk20\_4 New-Rubrics 2018

**POLITICAL SCIENCE ASSESSMENT RUBRICS (4)**

Objective: Demonstrates evidence of comprehension of Political Science knowledge	# DOES NOT MEET STANDARD	% DOES NOT MEET STANDARD	# MEETS STANDARD	% MEETS STANDARD	# EXCEEDS STANDARD	% EXCEEDS STANDARD	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Ability to make coherent arguments about political beliefs and values that have shaped <u>Western</u> politics	5	10%	21	42%	24	48%	2	3.85%	50	2.38	2	3	0.66
Ability to write cogently on the political beliefs and values that have shaped <u>non-Western</u> politics	3	8.33%	12	33.33%	21	58.33%	16	30.77%	36	2.5	3	3	0.65
Ability to debate different points of view on the political beliefs and values that have shaped Western and non-Western politics	6	12.77%	20	42.55%	21	44.68%	5	9.62%	47	2.32	2	3	0.69
<b>Total/Percentage</b>	<b>14</b>	<b>10.53%</b>	<b>53</b>	<b>39.85%</b>	<b>66</b>	<b>49.62%</b>	<b>23</b>	<b>14.74%</b>	<b>133</b>				

Objective: Demonstrates evidence of comprehension of Political Science reasoning and argumentation	# DOES NOT MEET STANDARD	% DOES NOT MEET STANDARD	# MEETS STANDARD	% MEETS STANDARD	# EXCEEDS STANDARD	% EXCEEDS STANDARD	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Ability to reason and make coherent arguments	5	10%	26	52%	19	38%	2	3.85%	50	2.28	2	2	0.63
Ability to write cogently	6	11.54%	25	48.08%	21	40.38%	0	0%	52	2.29	2	2	0.66
Ability to reason and debate different viewpoints	5	11.11%	19	42.22%	21	46.67%	7	13.46%	45	2.36	2	3	0.67

Objective: Demonstrates evidence of comprehension of Political Science methodology	# DOES NOT MEET STANDARD	% DOES NOT MEET STANDARD	# MEETS STANDARD	% MEETS STANDARD	# EXCEEDS STANDARD	% EXCEEDS STANDARD	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Ability to understand methodological measurement concepts and limits	7	16.28%	16	37.21%	20	46.51%	9	17.31%	43	2.3	2	3	0.73
Ability to employ methods of data collection for survey research, documented analysis, and observation	9	21.43%	15	35.71%	18	42.86%	10	19.23%	42	2.21	2	3	0.77
Ability to Interpret and calculate basic statistics	8	16.67%	19	39.58%	21	43.75%	4	7.69%	48	2.27	2	3	0.73
<b>Total/Percentage</b>	<b>24</b>	<b>18.05%</b>	<b>50</b>	<b>37.59%</b>	<b>59</b>	<b>44.36%</b>	<b>23</b>	<b>14.74%</b>	<b>133</b>				

Objective: Demonstrates evidence of Knowledge of Political Science theory	# DOES NOT MEET STANDARD	% DOES NOT MEET STANDARD	# MEETS STANDARD	% MEETS STANDARD	# EXCEEDS STANDARD	% EXCEEDS STANDARD	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Ability to understand Political Science theory for both American and International Politics	14	31.82%	20	45.45%	10	22.73%	8	15.38%	44	1.91	2	2	0.73
Ability to grasp the theoretical Political Science literature and debates of the discipline	13	28.89%	23	51.11%	9	20%	7	13.46%	45	1.91	2	2	0.69
Ability to apply theoretical principles to the functioning of American Government, foreign governments, and International Political Institutions	14	33.33%	19	45.24%	9	21.43%	10	19.23%	42	1.88	2	2	0.73
<b>Total/Percentage</b>	<b>41</b>	<b>31.3%</b>	<b>62</b>	<b>47.33%</b>	<b>28</b>	<b>21.37%</b>	<b>25</b>	<b>16.03%</b>	<b>131</b>				

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