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December 8, 2020

Dr. Aberto Cardelle, Provost
Dr. Franca Barricelli, Dean, School of Arts and Sciences
Dr. Benjamin Lieberman, Department Chair, Economics, History, and Political Science
Fitchburg State University
160 Pearl Street
Fitchburg, MA 01420

Dear Provost Cardelle, Dean Barricelli, and Professor Lieberman,

It is my pleasure to transmit to you the attached External Reviewer Report summarizing my impressions of the Fitchburg State University Political Science Program and concluding with several recommendations for its continued growth and development. It will be obvious from the report that I think highly of what the program's faculty are already doing. I'm impressed by their successes and believe that the future of the program is bright.

Please also allow me to say what a delight it was to meet each one of the faculty members, administrators, and students during my two-day series of meetings in October. Joining in conversation with so many well-prepared and thoughtful individuals made the experience a treat. And I must say, the students I met were an impressive and ambitious group. They raved about their political science professors!

I also want to thank you for your patience and graciousness in allowing me some additional time to complete several pressing obligations at my own university before preparing and submitting this report. I apologize for having kept you waiting this long. I do hope you will find that the delay was justified in some measure by my desire to produce a thorough report.

For your reference, a current copy of my curriculum vitae is included in a separate file along with this report. If you would like for me to explain or elaborate on any of the observations or suggestions contained within the report, please do not hesitate to ask.

With warm regards,

A handwritten signature in blue ink, appearing to read 'Paul A. Kowert'.

Paul A. Kowert
Associate Professor

Report of the External Reviewer
on the
Political Science Program,
Fitchburg State University

After an initial effort to conduct a site visit in April 2020 was postponed due to the COVID-19 pandemic, I was able to participate in a virtual site visit on October 8 and 9, 2020, in order to conduct a review of the Political Science Program at Fitchburg State University. Over the course of these two days, I met with Provost Aberto Cardelle and School of Arts and Sciences (SAS) Dean Franca Barricelli (at the beginning and at the conclusion of the site visit); with the department chairperson Prof. Benjamin Lieberman; with the four faculty members who constitute the tenured political science faculty (Prof. Eric Budd, Assoc. Prof. Rodney Christy, Prof. Joshua Spero, and Prof. Paul Weizer); with Dean of the Library Jacalyn Kremer and Political Science Library Liaison Renée Fratantonio; and with a group of eight current political science students. Although I was not on this occasion able to observe the physical spaces occupied and used by the political science faculty and students, I did have the opportunity to visit the Fitchburg State University campus on one previous occasion (in March 2018) at the invitation of Prof. Spero to make a presentation in one of his classes. For this reason, I am somewhat familiar with the campus physical environment despite the necessity of conducting this program review in the form of Zoom video conferences. I have also carefully reviewed the extensive self-study document prepared by the Department of Economics, History, and Political Science regarding its Political Science Program (dated April 6, 2020). In general, I believe that this document and the October 8 and 9 meetings have admirably conveyed the current state of the program, the perspectives of its stakeholders (administrative, faculty, and student), and its successes as well as some challenges that it faces.

In the report that follows, I will provide some context for my review of the Political Science Program by noting several trends in academia and at other regional universities. I will also briefly summarize the content of my meetings and the conclusions I have derived from them, and I will make recommendations (mostly regarding extensions of what the program is already doing very well) for the continued development of the program.

Context for Evaluation of Program

Data from the National Center for Education Statistics show that undergraduate college enrollment in the U. S. peaked around 2010 and has declined somewhat since then—more so at two-year institutions and less so at four-year institutions.¹ Massachusetts mirrors this national trend, with a slight decline in college student enrollment overall since 2010. The number of undergraduate degrees conferred in the

¹ National Center for Education Statistics, “College Enrollment Rates,” May 2020; https://nces.ed.gov/programs/coe/indicator_cpb.asp. See also, EducationData.org, “College Enrollment & Student Demographic Statistics,” June 7, 2019; <https://educationdata.org/college-enrollment-statistics>.

social sciences and history has also exhibited the same pattern, declining from a total of 178,534 in 2011-12 to 159,097 in 2016-17 before rebounding slightly to 159,967 in 2017-18.² The share of total college degrees comprised by majors in the humanities and social sciences has also declined in the past two decades.³ These figures provide some of the general context in which the performance of an undergraduate program should be evaluated. When considering the performance of a political science program, it is also of particular note that law school admissions displayed a fairly severe drop in this time span from over 145,000 in 2010 to just over 110,000 in 2017, before rebounding slightly since then.⁴ Because the undergraduate political science major is a typical choice of students planning to attend law school, the dramatic drop in law school enrollment would also be expected to portend declining political science enrollments, and at many universities this is precisely what has occurred to a greater or lesser extent.

The Political Science Program at Fitchburg State University should also be considered in its regional context. Of the four public universities in the University of Massachusetts system and the nine public state universities, all but two specialized universities (the Massachusetts College of Art and Design and Massachusetts Maritime Academy) offer political science programs. The overall size of these institutions, the political science programs they offer, and the number of faculty members dedicated to full-time instruction in political science are summarized in Table 1.

Table 1: Political Science in Context at Massachusetts Universities

Institution	Total Enrollment	Department	Pol. Science Programs	Faculty
UMass Amherst	31,350	Political Science	BA, MA, PhD	43 t. s., 1 vis., 9 adj.
UMass Boston	15,989	Political Science	BA, MA (in IR)	13 t. s., 2 adj.
UMass Dartmouth	8,154	Political Science	BA, BS	7 t. s., 3 adj.
UMass Lowell	18,355	Political Science	BA	13 t. s.
Bridgewater State	10,881	Political Science	BA, MPA	12 t. s.
Fitchburg State	7,252	Econ., Hist., P. S.	BA, BS	4 t. s., 1 adj.
Framingham State	5,456	Political Science	BA	3 t. s., 3 adj.
Mass. Col. Lib. Arts	1,507	History & P. S.	BA	5 t. s., 1 vis., 1 adj.
Salem State	7,706	Political Science	BA, BS	5 t. s.
Westfield State	5,810	Political Science	BA, MPA	6 t. s.
Worcester State	6,204	History & P. S.	Minor only	7 t. s.

Enrollment figures are U. S. News and World Report 2021 “Quick Stats” data; <https://www.usnews.com/best-colleges>. Faculty data are compiled by the external reviewer from program websites and exclude emeritus professors. Abbreviations: “t. s.” = “tenure stream faculty”; “vis.” = “visiting faculty”; “adj.” = “adjunct faculty.”

² National Center for Education Statistics, “Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2017-18,” 2019 data; https://nces.ed.gov/programs/digest/d19/tables/dt19_322.10.asp.

³ Benjamin Schmidt, “The Humanities Are in Crisis,” *The Atlantic* (Aug. 23, 2018); <https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisis-of-confidence/567565/>.

⁴ Collegiate Gateway, “Law School Admission Trends,” Aug. 23, 2020; <https://collegiategateway.com/trends-in-law-school-numbers-and-legal-firms-recruitment/>.

As a very crude rule of thumb, the institutions listed in Table 1 average about one tenure-stream faculty member in political science for every 1000 students in total university enrollment. Those with political science master's programs tend to exceed this ratio (particularly UMass Amherst, which also has a doctoral program in political science), as does the Massachusetts College of Liberal Arts (which has a particularly low student-to-faculty ratio of about 11:1 according to U. S. News and World Report data). The institutions with the highest ratio of total student enrollment to tenure-stream political science faculty are Fitchburg State (7,252 students and 4 tenure-stream faculty, 1 part-time adjunct faculty) and Framingham state (5,456 students and 3 tenure-stream faculty, 3 adjunct faculty).

One should keep in mind that these data are imprecise, particularly because some departmental websites may choose to list adjunct instructors whereas others may not. If anything, however, this means that the actual student-to-political-science-faculty ratios may be better at some of these universities than indicated (i.e., if there are additional, unlisted adjunct instructors). It is equally clear that the size of political science programs differs somewhat from institution to institution. Yet this is a program offered by all but highly specialized universities, typically in departments of political science. In three of the Massachusetts public universities listed in Table 1, the undergraduate political science program is offered by a combined department: Political Science and History (at MCLA and Worcester State), and Economics, History, and Political Science (at Fitchburg State).

In overview, then, enrollment trends in political science have tended to mirror overall enrollment trends at both the national and state levels (in Massachusetts). They have exhibited a downturn in the past decade, somewhat intensified in the case of political science by the simultaneous and even sharper decline in law school admissions, before rebounding slightly in the past two years. Nearly all public universities in the State of Massachusetts offer robust political science programs, including Fitchburg State University, which has been able to deliver its political science program with a comparatively economical use of faculty resources.

Description and Evaluation of Program

In general, the Fitchburg State University Political Science Program is thriving. Its cadre of skilled faculty members offer a political science major with concentrations in either American government and law or international politics, as well as several options for students wishing to pursue a minor. The major appears to be growing, and its students are enthusiastic about the program in general and about their instructors in particular. There are opportunities for the program to continue to grow, but it also faces constraints that may limit growth.

The remainder of this section consists of five parts: (1) an overview of the Political Science Program's administrative and curricular structure, supplementary programs, and enrollment patterns; (2) a brief description of the program vision as expressed both in the self-study and other documents and in interviews with administrators and faculty members; (3) a survey of the resources that contribute to offering the program and the constraints within which it must operate; (4) a discussion

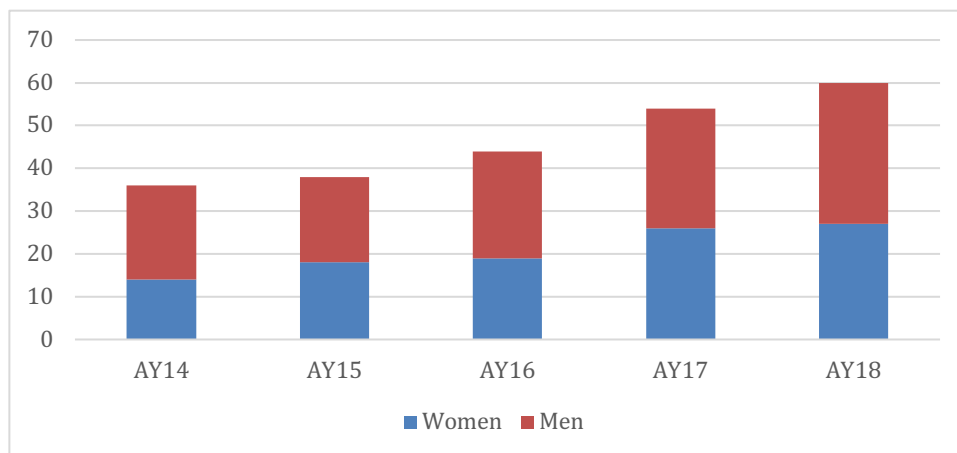
of student experiences and feedback; and finally (5) a review of the program’s overall strengths and weaknesses.

Program Overview

Situated in the Department of Economics, History, and Political Science (EHPS), the Political Science Program depends on the instructional efforts of four tenured faculty members: Eric Budd, a specialist in comparative politics of the third world and peace studies; Rodney Christy, a specialist in American, state, and local politics and research methodology; Joshua Spero, a specialist in international relations, European politics, and American foreign policy; and Paul Weizer, a specialist in American politics and constitutional law. The department also employs one part-time adjunct instructor, Shane Martin, who teaches courses on American politics (and whom I did not meet). The faculty receive staff support in the form of one full-time staff member (Ms. Carla McGrath, Administrative Assistant II) assigned to the EHPS department and shared with its other programs. The faculty teach most of the required and elective courses for a 39-credit political science major with concentrations allowing students to specialize either in American government and law or in international politics. (The major also includes courses in statistics, economics, and history as well as optional courses in philosophy and speech, all of which are taught by faculty outside the program.) On the other hand, the political science faculty themselves teach courses that contribute to several minors offered by the EHPS Department, to other majors at the university (notably Criminal Justice, which requires its students to take at least one political science course), and to the general education curriculum.

Generally speaking, the political science major is structured to require a series of interdisciplinary foundational courses (in statistics, economics, political philosophy, speech, and several introductory courses in politics). Students progress to a research methods course and to electives tailored to their track (in either American or international politics). And they conclude their studies in the major with a senior seminar and a capstone internship. After completing these and the university’s other requirements, students may earn either a BA or a BS in Political Science.

Table 2: Political Science Majors, AY 2014-18



The data provided in the Political Science Program's self-study document indicate that the program has exhibited modest but steady growth during the self-study period. Course enrollments increased "from 554 in AY13 to 599 in AY18" as did the number of declared majors, from 35 in AY13 to 60 in AY18.⁵ In our conversation, Dean Barricelli reported a recent decline in political science majors, but the overall trends since 2013 appear to be positive, as shown in the self-study and in Table 2 (compiled from the data presented in Appendix 1 of the self-study). It is also noteworthy that the gender breakdown of political science majors has remained fairly even (which is not always the case in a field that has historically attracted more male students).

Program Vision

The program's self-study articulates a vision that emphasizes experiential, "high-impact" learning through "simulations, debates, moot court hearings" and applied uses of technology inside the classroom, through the formal integration of internship experiences into the curriculum, and through extra-curricular activities including "Model United Nations competition, Moot Court competition, guest speakers, political forums, study abroad, and faculty-student research projects."⁶ During our conversations, the department chairperson and program faculty members also emphasized the value of "hands-on" learning experiences for political science students, and pointed out that students, who are required to complete at least one internship, often choose to do several. The Fitchburg State Political Science Program is further along in incorporating such applied experiences into its curriculum than the great majority of political science programs at other universities with which I am acquainted.

The department's commitment to fostering a global perspective embedded in an interdisciplinary curriculum also appears to dovetail nicely with Fitchburg State University's vision, articulated in its 2015-2020 Strategic Plan, to "prepare students for a global society," to "create a culture of diversity," and to build community partnerships in order to "to provide real-world opportunities" for students.⁷

At a more mundane level, since the date of the last Political Science Program review, the program's faculty members have not only worked to build a successful internship program, but also to implement recommendations regarding learning outcomes measurement, particularly with regard to broadening the portfolio of student artifacts used for learning outcomes assessment. The department has also sought to improve its sequencing of courses, requiring applied statistics before students progress to the study of research methods and then to a senior seminar.

Program faculty expressed the desire—in the self-study and in our conversations—to work on several goals in the coming years: (1) to find ways to reduce the cancellation of elective courses due to low enrollment; (2) to further integrate the political science curriculum with the university's Liberal Arts and Sciences core curriculum (presumably, with the "Citizenship and the World Cluster" and "Global

⁵ Fitchburg State University Economics, History Political Science Department, "Political Science Program Review," April 6, 2020, pp. 8, 9. Henceforth cited as "Self-Study."

⁶ Self-Study, p. 2.

⁷ Self-Study, p. 3.

Diversity” requirements, in particular); (3) to further improve the learning outcomes assessment process, including assessment of internship experiences; (4) to explore the possibility of additional methods training for students; and (5) to explore the creation of an institute with community-oriented programs and training for prospective political office-holders.⁸

Program Resources and Constraints

The Political Science Program faculty express general satisfaction with the physical plant and technological resources at their disposal. In conversations with the Dean of the Library and the library’s EHPS Liaison, it seems clear that the library itself is committed to finding innovative ways to expand access to research and teaching materials even in times of budgetary constraint. The library has made a significant investment in expanding electronic database and e-book access, effectively increasing its holdings relevant to political science. Furthermore, by shifting from a single-minded focus on collection development to greater emphasis on instructional support for interdisciplinary education, research training, and greater information awareness on the part of students (particularly in an age of misinformation), the library appears to be speaking the same language as the faculty in the Political Science Program.⁹

A constraint that is clearly on the minds of administrators, program faculty members, and students is the ability of the program to offer sufficient electives for its students without threat of course cancellations due to low enrollment. There is no evident reason to assume that the university has imposed these cancellations arbitrarily or capriciously (other departments are presumably held to the same standards). Yet this is nonetheless clearly a problem that the department and the Dean’s Office will wish to find ways to address. I will make several suggestions in this regard below.

It also bears mention that, with four full-time faculty members, the program is at the minimum size necessary to offer its current curriculum, to meet its “service” obligations (to the university’s core curriculum and to other departments), and to deliver the innovative experiential learning experiences it has developed for its students. The field of political science is commonly divided into five subfields: American politics, comparative politics, international relations, political theory, and public administration. American politics is covered by two faculty members in the EHPS department. Similarly, comparative politics and international relations are jointly covered by the other two faculty members. The program faculty would clearly like to expand course offerings in comparative politics (dealing with politics in other regions of the world). Courses in public administration/ public policy, in political behavior (i.e., voting, protest and social movements, etc.) and in political theory are also in short supply given existing faculty resources.¹⁰ Small political science departments commonly elect to de-emphasize political theory, whether because it attracts fewer students or because it is seen as less relevant to applied career training. A specialist in

⁸ See Self-Study, pp. 28-30.

⁹ See, e.g., Table 4 Library Instruction and Table 5 Research Help, Self-Study, Appendix pp. 60-61.

¹⁰ Note that the department does offer at least one political theory course (POLS 4200 History of Political Theory) as a part of its curriculum, as well as one public policy elective (POLS 3000 Public Policy Analysis: Case Studies in American Politics). But the department currently has no faculty specialist in these subfields.

public administration or public policy, on the other hand, would presumably contribute to the department's focus on experiential learning and would be a valuable addition, as would a regional specialist in the politics of some part of the world not currently covered by Prof. Budd and Prof. Spero.

Student Experiences

If any single theme emerged from my conversation with current Political Science students, it is that they are extremely enthusiastic about their professors. Almost to a person, the students I met were effusive in their praise of the program faculty. "Great" and "inspiring" were the words most commonly used to describe faculty members with whom the students had worked. Students also singled out the internship capstones and Moot Court program for high praise. One described the Moot Court program as "one of the biggest strengths of the whole university." And other described the department as a "hidden gem" and felt that not enough students were aware of the excellence of its offerings.

This praise is also captured in the program's self-study, which reports the results of several student surveys including a Fall 2019 survey of program graduates since 2013. In this survey as well, students applauded the capstone internships and Moot Court as well as the faculty themselves.¹¹

Although student comments in our meeting were overwhelmingly positive, the students did voice several concerns as well. Chief among these was the problem of course cancellations and the difficulty of finding suitable elective courses, particularly in the subfields of international relations and comparative politics. This concern was also reflected in the 2019 survey. Students interested in a legal career also expressed a desire for greater access to resources that would help with preparation for law school and to take the LSAT examination in particular.

Assessment of Strengths and Weaknesses

Summing up the observations made in the preceding sections, several strengths of the Political Science Program are evident. Foremost among these are the program faculty, who are clearly thoughtful, energetic, and skillful in their creation of diverse opportunities for their students. I did not have the opportunity to attend classes as a part of this external review process, but the structure of the program is compelling with a good mix of foundational courses, methodological and discipline-specific training, opportunities to specialize by taking electives suited to a focus on either American government or international relations, and a capstone internship requirement. Students report (in the 2019 survey) that they gained a "solid background" in political science and a "strong foundation" for their careers.¹²

The program faculty's investment in experiential learning must also count as a key program strength. Students are highly appreciative of the skills they gain through

¹¹ Self-Study, p. 21.

¹² Self-Study, pp. 21-22.

the Moot Court, the Model United Nations program, and the capstone internships. They roundly praise these initiatives.

A third strength of the Political Science Program is that it is doing a great deal with limited personnel resources. As noted above, four full-time faculty members is about the minimum needed to offer a full-fledged political science major, and it would be important for the university to respond to any attrition swiftly. The size of the program faculty also hints at a potential weakness. With so few full-time, tenure-stream faculty members, the program and its students are vulnerable to “upsets” in the event of faculty departures (whether due to sabbatical or retirement, accepting an administrative position, or some other reason). Key parts of the political science program are institutionalized in the form of a single, key individual’s ongoing commitment to providing them: e.g., Prof. Weizer’s commitment to the Moot Court program, Prof. Spero’s tireless efforts to arrange internships and study abroad opportunities, Prof. Budd leadership with the Model UN program, and Prof. Christy’s crucial responsibility for instruction in research methods. Ideally, such key features of the program should be institutionalized more systematically so that multiple faculty members share responsibility for each function, but in such a small department with so many demands on faculty members’ time, this would be difficult to accomplish.

At present, the department’s ability to offer needed elective courses to its students must also count as a weakness, though one that can be addressed through improved efforts to devise cross-listed courses and, above all, through growth of the major. Recommendations along these lines will be discussed below.

Finally, in a department with such exemplary commitment to experiential learning, it might be regarded as something of a weakness that the Political Science Program has not done more to reach out to students beyond its core constituency of political science majors and the several service courses it provides for the LAS core curriculum and other cognate majors such as Criminal Justice. In this regard, the self-study’s proposal to explore creation of an institute to train community members in the pathways of local elections and the process of running for office is a welcome idea. Other ideas for engaging the community are also discussed below.

It will be obvious that the weaknesses I have identified here are mostly attributable to the normal constraints of budget and personnel within which all academic departments must operate. In general, I believe that the faculty of the EHPS Department, and the Political Science Program faculty specifically, are to be commended for their evident dedication, creative efforts at program building, and their many successes to date. I would also note, incidentally, that it is common for tensions to emerge among faculty belonging to different disciplines within hybrid departments such as EHPS. I detected not a whiff of such tensions at Fitchburg State. This is not only laudable, but a great boon to the development of interdisciplinary programs that are creative and linked flexibly to career opportunities that students earnestly wish to pursue. This represents a considerable advantage for the EHPS faculty in its program-building initiatives.

Recommendations

Seeking to strike a balance between the desire to listen carefully to the goals of faculty, administrators, and students at Fitchburg State University, while at the same time reflecting on recent trends and experiences at other institutions in order to offer an “outside perspective,” I make the following recommendations with due caution. They are based largely on what I have heard from program stakeholders themselves about their needs and ambitions. In general, I do not recommend drastic changes in the EHPS department, in the political science curriculum, or in its existing extracurricular and experiential learning programs. On the contrary, the department is to be commended for having done a great deal despite limited faculty resources to build a compelling, career-relevant political science program.

1. Presentation of Curriculum to Students. As already noted, I regard the Political Science Program’s curriculum as thoughtfully constructed and generally well-suited to its stated learning outcomes. Reviewing the self-study materials, the department website (<https://www.fitchburgstate.edu/academics/academic-schools/school-arts-and-sciences/economics-history-and-political-science-department>), the curricular guides it contains, and other materials such as the “Suggested Four-Year Plan of Study” (https://www.fitchburgstate.edu/sites/default/files/documents/2020-10/EHPS_Political%20Science%20BA%20or%20BS.pdf), I am struck by the difficulty students may experience while seeking to get a clear idea of how the major is organized and what it requires. It takes no small effort for someone arriving on this page for the first time to navigate from the main EHPS Department webpage to the links for a given Political Science concentration that, in turn, finally lead the prospective student to a list of courses required for the major. Having arrived at this point, students then encounter a fairly long list of course requirements, several with multiple options, and without much explanation of the major’s curricular logic. Although this is essentially a “presentational” recommendation, I would urge the department to make it easier for students to find a summary of the requirements for the major and, having found it, to understand it. On the latter point, courses might usefully be broken down into “Foundational Courses,” “Advanced Seminars,” “Electives,” and “Exit (or Capstone) Requirements.” Categories such as this would make it easier for students to perceive the logic of the major. The website might also give some attention to the difference (even if it is notional) between the BA and BS in Political Science.

2. Curriculum Development for Existing Programs. The program’s faculty and students alike express a desire for the department to offer certain courses, particularly electives, more frequently than they have recently been able to do. Classes in comparative politics (e.g., Politics of Asia, etc.) seem to be of particular interest, and yet they may also struggle to fill up. To facilitate offering such courses, the department may wish to pursue new initiatives to develop cross-listed courses with other departments (or programs within the same department). Cross-listed courses with history and economics are obvious targets. For example, a course on the Politics of East Asia might be cross-listed with a History course on the Contemporary History of East Asia. And with the consent of other departments such as Humanities, the same course might also be listed as an elective for the minor in Asian Studies. Of course, the department already cross-lists some courses (even required courses) with other programs (e.g., POLS 4200 History of Political Theory is cross-listed with HIST 4200;

POLS 1900 Introduction to Peace Studies is cross-listed with IDIS 1900). Yet there is undoubtedly room to extend this strategy in several directions. Courses on social justice and race in American politics might be cross listed with either Criminal Justice or included as electives for the Minor in African-American Studies. A course on gender and international development might be listed as an elective for the Women, Gender and Sexuality Studies Minor. And courses in political communication might be cross-listed with Communication Studies. In fact, both departments (EHPS and Communication Studies) would doubtless find willing instructional partners for a course on the politics of information and information literacy among the staff of the library, who appear to be interested in placing special emphasis on training students to be critical consumers of information. The Political Science Program faculty will be able to think of other possibilities and is, I think, already pursuing this strategy. Continuing to do so will help to alleviate the problem of occasionally under-enrolled classes. It may also have the added benefit of “publicizing” the program and attracting additional students to the major.

3. Program Institutionalization. As noted above in the section on strengths and weaknesses, the Political Science Program’s successes in building experiential learning programs—Moot Court, Model UN, Internships, etc.—are impressive. I urge the department to continue its efforts to institutionalize these programs, particularly because each of the programs just mentioned depend primarily on the efforts of a single faculty member. In a small department, this unfortunately means that the loss of a single faculty member would imperil some of the department’s most impressive achievements in developing and delivering applied, career-relevant opportunities to its students. To the extent possible, the department may wish to explore ways to “backstop” the professors who run these programs. In the medium term, the department may also wish to explore the possibility of hiring a part-time liaison (or even a part-time adjunct faculty member) to coordinate Moot Court activities and facilitate placement of students in internships related to courts and law practices. Such a part-time employee might also assist in coordinating the activities of the Model UN and the placement of students in internships at the Washington Center or other settings relevant to the study of international politics.

4. New Program Development. As part of a strategy for building and enhancing the offerings of the Political Science Program, the department may eventually wish to consider the development of several new programs to complement its current offerings. Of course, new programs entail costs in terms of time or resources necessary to offer them. Still, there are some things the department can do at a fairly low cost that, I believe, will pay dividends. One of the most straightforward may be to consider adding an International Relations or International Studies major to complement its existing minors in International Studies and Peace Studies. Because the department already offers its Political Science major with a concentration in International Politics, it would not be much of a stretch to offer a separate major in International Relations. In some ways, in fact, the latter might actually relieve a bit of the teaching burden on the department—if it is designed as an interdisciplinary major incorporating elective courses from other programs and departments—while nevertheless adding students and majors to the EHPS department overall. International relations majors have been created by many four-year colleges and universities in the past several decades, and they generally prove to be popular. Alternatively (or perhaps

additionally), the department could also consider the addition of a minor (and, eventually, a major) in public policy. Such a program might also be designed to draw on many of the department's existing offerings, and it would dovetail nicely with the department's commitment to experiential learning programs and internships. Finally, the department has already begun to explore the idea of reaching out to the community (beyond currently-enrolled undergraduate students) with the development of an institute on "How to Run for Office." In a similar vein, the department may wish to explore the possible creation of a lifelong learning certificate program to bring new faces to campus. Students in such a program would probably be more interested in elective courses on topics of current interest (e.g., electoral politics, terrorism, immigration and human rights, etc.) than in the standard disciplinary fare of the political science major. And this would help precisely where help is needed: filling up elective courses.

5. Faculty Development. If the recent trend in growth of political science majors (see Table 2) continues, the university may soon wish to consider adding to its cadre of political science faculty members. As noted elsewhere in this report, it currently has comparatively few political science faculty members for a university of its size. The decision to add another faculty member will undoubtedly depend on sustained program growth, but if and when it becomes possible, it will be easy to think of needs that another position could be designed to meet. Chief among them, I believe, would be to expand offerings in comparative politics that would complement Prof. Budd's coverage of the Global South or, alternatively, to expand coverage of social justice issues (particularly those connected to race in US politics) and political behavior (voting, protest movements, etc.). The occupant of this position would also play a key role in "backing up" and further institutionalizing the department's existing experiential learning programs.