Department of Political Science

Five Year Review
Department of Political Science
Self Study, 2008-2009 Academic Year

1.1 Introduction

The summary sentence of the outside review in 2003 stated “The Political Science Department is doing a lot with a little.” In the 2007-2008 academic year that situation reached a peak level: through retirement, leaves and administrative assignment the Department found itself serviced by one full time regular faculty member in residence. The 2008-2009 academic year signaled a turn around with two new hires.

The Department continues to service the University as an active major, with 175 students, as a participant in General Education, by participation in Clusters, and by programs of interest to the community. In recent years the Department has hosted lecture series on the 2008 election, the Iraq War, the Bush Presidency, 9/11 and other topics. It remains fair to say that the subject of politics remains of uniquely high interest to the University community.

In the five years since last review the Department has increased its commitment to achieving an integrated curriculum featuring the reading of important literature, writing and research. As this report will show, the Department has engaged in an extensive change of curriculum and has made standards and assessment integral to normal operations. To showcase the writing achieved by students the Department has begun an annual publication, East Bay Politica, now in production for its third issue. It remains an open question whether this quality of curriculum can be sustained under current budgetary pressure.

The Political Science faculty is active in research and publication (see resumes). Our students are engaged in both the learning and doing of politics. Our students routinely are involved in student governance. Both the faculty and students are involved in community affairs.

The Department is proud of its active clubs. The Political Science Club helps to bring interest in politics to the community and produces an annual awards and graduation ceremony. Our Model U.N. teams present the intricacy of international relations to the University community. These activities bring a sense of community to the Department.

Mission Statement and Student Learning Outcomes, previously articulated

The mission of the B.A. degree program in Political Science is to promote knowledge and understanding of politics and society through instruction and scholarship in the areas of American government, comparative government, political theory, international relations, public administration and public law. The Department seeks to develop in its students the skills of reading, research, analysis, writing, speaking, and political participation, and to promote the values of citizenship. The Department serves students, scholars and citizens through teaching, research and community service.
Goals

1. To meet the needs of our growing number of majors through attention to advising (including improved materials) and careful scheduling of courses
2. To offer strong academic programs in the 5 subfields of the major: American Politics and Policy, Public Law, Comparative Politics, International Relations and Political Theory
3. To maintain high standards of teaching, with support for innovation and constant improvement
4. To make significant contributions to the field of political science
5. To promote the values of citizenship through our instructional offerings, student activities and sponsorship of campus events
6. To attract new majors by developing new curricula and promotional materials and by doing outreach to community colleges.

Student Learning Outcomes

American Government Student Learning Outcomes:

1. Students will understand the role of the mass public in the political process, including the nature and influence of public opinion, elections, and other forms of political participation.
2. Students will understand the functioning and impact of intermediary organizations in the political process, such as political parties, interest groups, and the mass media.
3. Students will understand the role and functioning of the major institutions of American government, including federalism, the Congress, the presidency, the courts, the bureaucracy, and state and local government. Students will understand how these institutions interact with each other and with the public.

Student Learning Outcomes for Comparative Government:

1. Students will be able to discuss and analytically compare the interplay of political, economic and social/cultural variables that shape the political systems of the United States and at least two other nations.
2. Students will understand the choices that nations face in deciding what political institutions (for example, parliamentary v. presidential systems) would best serve particular political cultures and circumstances. They will be able to discuss the factors that make a political system more or less “democratic” or “socialist” or “authoritarian,” as well as the sources of continuity and change in political systems. They will be familiar with the political institutions of the United States and at least two other countries.
3. Students will understand how different political systems produce different outputs in terms of, for example, the level of effectiveness of legal and administrative systems, the types of social and economic policy, and the degree of legitimacy of the government among its various regions and ethnic groups. They will be familiar with some outputs of the political systems of the United States and at least two other countries.
Student Learning Outcomes for International Relations:

1. Students taking any course in the field of International Relations will have a general understanding of relations among nation-states, international organizations, non-state actors and international public policy.
2. Students will understand common concepts such as power, sovereignty, rule of law, human rights, global governance, participation, and equity as related to each subject area.
3. Students will also have a detailed understanding of at least one of the following: conflict and peace-making among nations; major world problems; the foreign policy of a major power; regional integration; United Nations diplomacy; or international political economy.

Student Learning Outcome Goals for the Public Law Option:

1. Students will understand the various roles played by the legal system in the U.S. political system and will be able to explain how the court system and laws carry out those roles at all levels of the federal system.
2. Students will be able to describe the main features of the written U.S. Constitution, including the Bill of Rights, as well as the development of the "living Constitution" created by Supreme Court decisions.
3. Students will understand how law is a product of political, social and economic forces and how these are in turn influenced by law.

Student Learning Outcome Goals for Political Theory:

1. Students will be familiar with a range of theorists within and outside the traditional canon.
2. Students will understand how theories arise out of and have meaning beyond a particular historical content.
3. Students will be familiar with a range of theoretical debates, such as: What is the nature of justice? How are economic and political democracy related? What is the relationship between the state and the family? How does political community contribute to human development? What is the relationship between morality and politics?

Student Learning Outcome Goals for Public Affairs and Administration Option:

1. Students will understand the policy making process from agenda setting to implementation including the dynamics of the administration of policies.
2. Students will understand basic concepts in the field of public administration such as the politics of public budgeting, public personnel management, and labor-management relations and be able to apply these concepts to solve problems in the public sector.
3. Students will be able to compare at least two policy arenas with respect to the historical background, significant issues, interest groups, and institutions involved in the process. Also, students will be able to compare the relationship of each of these governmental policies on society, and the economy.
4. Students will be able to recognize ethical issues in public administration and law and be able to discuss them in a sophisticated manner.

5. (OPTIONAL) Students will directly participate in some aspect of public affairs and administration either through internships, work experience, or through experiential classroom assignments and be able to critically analyze this experience.

1.2. Curriculum and Student Learning

CURRICULUM

In the last five-year plan, the Department identified two areas for curricular growth: American/California Politics with an emphasis in applied politics and Comparative Politics/International Relations with an emphasis in Asia. These were selected based on department needs, the mission and demographics of the University, employment opportunities for students, and changes in regional balance in international relations. After successful searches, two new faculty members joined the Department in fall 2008 to cover these areas.

Applied Politics  The Department identified applied politics as an area for curricular growth, with the goal of creating an applied politics option. For many years, the department has had a strong internship program that places students in governmental offices, with elected officials, and with community organizations. The Department administers several scholarships for CSUEB students to pursue internships in Washington and Sacramento. In addition, there is a long tradition of student activism in student government, student clubs, community organizations, and political campaigns. The Department has long supported the University’s goal of promoting civic engagement and community service. Three members of the faculty added a service-learning component to some courses. A new course on practical politics was developed. Finally, the new hire in American/California Politics, Dr. Elizabeth Bergman, has a strong background in applied politics. The Department will now begin to structure a new option to join its existent tracks: Pre-law, Public Affairs and General.

The internship program, directed by Dr. Kim Geron, attracts about 25 students per year. Interns register for a separate course, POSC 3113 Political Internship, and may take it for 2 or 4 units. Students work 80-100 hours in a supervised environment, generally in politics, a legal environment, or in the public policy arena. Professor Geron supervises these students, evaluates their academic assignments, and is now, under new University requirements, expected to carry out a site visit and risk assessment. He receives no course compensation for this work. This situation is clearly inequitable and deserves attention by the Department and the college.

Asian Politics  For the past several years, the Department has not had a full-time faculty member trained primarily in comparative politics, one of the major sub-fields in the discipline. Strong student interest in international relations, the growing importance of Asia in international affairs, and the increasing number of Asian students on campus all contributed to the decision to recruit a new faculty member in Comparative Politics (Asia)/International Relations. The job description specifically called on the successful candidate to develop new courses on Asia. The Department will now discuss the possible configuration of Asian courses with the new Asianist,
Dr. Maria Ortuoste. Dr. Ortuoste has also expressed an interest in developing study tours to different Asian locations.

**Minority Politics** Minority politics are of growing importance in the American electorate and in the discipline of Political Science. In addition, minorities are a growing portion of the CSUEB student population. The Department now has three scholars working in the area of minority politics. Historically, the Department has offered one course, Ethnic and Minority Politics, which is cross-listed with Ethnic Studies. In 2007-2008, the Department created two new minority politics courses: African-American and Asian-American. The Department plans to further discuss the place of minority politics courses in the major.

**Lower Division** Over the years, the Department had deemphasized lower division courses; the overwhelming majority of POSC majors enter as junior transfers. The Department dropped a lower division comparative politics course and a lower division public policy course. However, the Department has participated in the lower division Cluster program since its inception (3 sections of POSC 1000 Introduction to Politics and 1 section of POSC 1500 Conflict in World Politics). In 2008-2009, the Department will offer 3 sections of POSC 1000, 3 sections of POSC 1171 Environmental Politics, and 1 section of POSC 1500 (now a stand-alone lower division GE course). The department’s lower division offerings should continue to grow as the university’s lower division enrollments expand.

**Other Curricular Issues** Graduating seniors (Annex #1) are overwhelmingly (32/47) satisfied with the POSC curriculum. 7/47 disagree. (Exit Question # 30) 31/46 agree or strongly agree that the program has met their expectations (9/46 disagree). 24/44 agree that there is the right balance between required courses and “free choice” (10/44 disagree). (Exit Question # 4) Students (in the 4910 focus groups and exit surveys) have made a number of suggestions relative to the current POSC offerings. The exit survey revealed frustration over the number of POSC offerings, over the frequency of offerings, and over course scheduling. Most upper-division electives are offered on a once/year or even once/two-year basis. Some students would like to have the Pre-Law and the Public Affairs/Public Administration options offered in the evening (students are only guaranteed courses in the Traditional major in an evening sequence). Students would also like to see a better spread of courses among the days of the week (law courses on MWF, for example). The department needs to address the question of whether to broaden or deepen the curriculum. However budget realities make additional courses unlikely at this time. On-line classes for now are the only way for offering course work to students studying in all the time frames. The Department has not yet taught classes on-line, but is beginning to offer classes in hybrid format.

Students want more courses in all areas of political science. No real pattern of demand emerges from the exit survey. One curricular suggestion did elicit significant support. In focus groups, graduating seniors have expressed an interest in seeing the Department develop a blended program involving the political science major and para-legal studies. Anecdotal evidence indicates that a number of political science majors seek para-legal certificates after graduation. However the constant pressure on the Department to limit the number of sections offered means this sort of expansion of the program is not possible. Greater coordination with Extended Education may be a possibility to service this perceived demand.

**Advising** On the (Exit Question # 31) about half (21/40) of the graduating seniors expressed satisfaction with their advisor; a quarter (13/40) were highly satisfied. A quarter of them
were dissatisfied. Survey and focus group comments revealed a strong sentiment in favor of a better advising system. This was to be expected of a Department reduced to one regular full time faculty member in residence. The Department has developed a comprehensive advising system through which every student either selects or is assigned an advisor upon entering the major. Students are encouraged to choose an advisor. They are informed of their right to change advisors. Unless they specifically request otherwise, option students are assigned to the option advisors (Dr. Baggins for Pre-Law and Dr. Geron for PUAD). Some students find it difficult to schedule a meeting with their advisor. It is highly desirable to have at least one additional advisor for each of the options to meet with students when the primary advisor is not available. Regular majors who do not select an advisor are assigned an advisor based on areas of interest (American, IR etc.), if known, and advisee parity. At least one advisor is available for early evening advising every quarter. Evening students, who feel that they are underserved by the University and Department, need to be provided with better advising options. Greater familiarity with on-line advising is perhaps the only remedy to the range of times students demand service. Advising lists will be maintained by the department office to insure relative balance in advising loads. The Department has developed an advising brochure that is emailed to all new majors, and, periodically, to all majors. (Annex #2) The major listserv is used as a regular Departmental advising tool by the Department chair and the administrative coordinator to update all majors on a range of Departmental issues. Advisors initiate contact with students via email or phone when they receive the advising file and the names of new majors from the administrative coordinator. In addition the chair has begun sending weekly bulletins to the major to increase the sense of connection.

The Department's retention strategy is built around identifying and assisting majors experiencing academic difficulties. All department faculty members identify students with serious skills problems and guide them to the appropriate university support services. In addition, they notify the advisor through the intermediary of the department office. The University now has an Early Alert system through which a faculty member can communicate with students experiencing difficulties in a class. Major advisors are able to check student records to search for early alert warnings, but are not automatically informed. A process by which the home department is notified is desirable. Political science advisors are expected to be aware of the range of university support services so that they can advise students accordingly. The Department has prepared a brochure listing all such services, which is distributed to all advisors. (Annex #3)

**Career Orientation** Only 21/48 graduating seniors were satisfied with the career and graduate school advising that they had received from their advisor; 16/48 were dissatisfied. (Exit survey question 32) Comments made it clear that some very good advising occurs. Still, students want better assistance with career planning. Instructors in 4910 find that many students do not begin to think about graduate school or career options until their senior year. The Department is working to change this pattern. In 2007-2008, a career orientation session (open to all POSC majors) was introduced into every section of POSC 3030, Introduction to Political Science, the gateway course into the upper division. This session includes presentations by the Career Development Center and by student/alumni speakers who discuss applying to graduate/law school and describe internships. The faculty has agreed that academic advisors will also discuss careers with all majors, steering them to the faculty colleague most closely associated with their
areas of interest. A special effort is now being made to identify and encourage students with potential for post-baccalaureate study. An informal graduate school support group has been formed to bring together and work with these students.

**ASSESSMENT**

**Student Learning Outcomes** The Department has a Mission Statement and Goals. (Annex #4) Student Learning Outcomes (SLOs) have been established for each sub-field in the discipline; these SLOs, which align with those for GE where appropriate, appear on all syllabi. (Annex #5) Implementation of program assessment was a stated goal of the last five-year plan. Every upper division course is supposed to introduce the theories/concepts/major issues/research agendas of the relevant sub-field. Every upper-division course has skill-related SLOs that develop and reinforce those evaluated in the seminar. Content SLOs are also specified for all sub-fields. However, the department has chosen to focus program assessment on academic skills rather than on specific factual knowledge. The fact that a significant minority (16/43) felt unprepared for the seminar indicates that more effort needs to be made in the upper division courses (22/43 felt adequately prepared). (Exit Question # 45) Every upper division instructor is committed to identifying early in the quarter students with significant skill or other academic deficiencies and steering them towards appropriate support services. No records are currently maintained relative to the number of referrals to support services per year. A review of syllabi maintained in the Department office (incomplete) revealed that. 19/32 upper division syllabi contained the student learning outcomes. The Department has an agreed body of SLO guidelines; these are skill objectives for the students and are not meant to replace the professional deference due to each teacher in structuring the content of individual classes. Our assessment system is substantially skills based; our courses are both skills and content based. There was agreement in one 4910 focus group that the listing of SLOs on the syllabus was not valuable.

Most students enter the major as community college transfers. For that reason and because many of the enrolled students are non-majors, the two lower-division core requirements (1201 American Government; 1202 Public Policy and California Politics) do not figure in our program assessment. However, the Department did establish SLOs for these “Code” courses and they should appear on the syllabi. In Spring and Summer 2008, most syllabi did not include the SLOs (3/6). There is wide variation in the assignments in the code sequence: 3/9 courses had no writing requirement; 2/9 assigned a research paper; 4/9 had other writing assignments. Since very few of our feeder community colleges offer a course equivalent to 1202 Public Policy and CA Politics, most CSUEB majors take this course. In principle, it could be incorporated into the Department’s assessment program. However, the large number of non-majors in the class poses a significant obstacle to assigning degree-specific SLOs.

The Department currently offers three courses (POSC 1000, 1171, 1500) that fulfill the lower division social science General Education requirement. A review of the three syllabi indicates that two of the three do not explicitly state the lower division GE SLOs and their respective indicators. However, two of the three clearly incorporate evaluation techniques for all the SLOs. The third course partially fulfills the SLOs. Instructors for these courses are encouraged to include discussion of the SLOs as appropriate.

Assessment is focused in POSC 3030, The Study of Political Science (recommended as the first upper-division course), and in the capstone course, POSC 4910, the Senior Seminar. In these two courses, skill-related SLOs with an accompanying rubric are measured by instructors.
results are aggregated for all sections of each course, giving the Department a yearly snapshot of entering upper-division majors and graduating seniors. The SLOs for all the upper division courses, including 3030, have been adapted to better focus on preparing students for the successful completion of 4910 (The exit survey has consistently revealed that students do not feel well prepared when they enter the seminar). The instructors in 3030 and 4910 meet on a regular basis to discuss pedagogy, curriculum, and student results. Assignments are revised accordingly.

**POSC 3030 The Study of Political Science** POSC 3030 was redesigned beginning in fall 2007 in response to previous student surveys and assessment results. The new POSC 3030 introduces all the subfields in the major, focuses on research paper writing skills, and prepares students for the seminar through a literature review project. In Fall 2007, a personal assessment questionnaire was administered at the beginning of POSC 3030. The questionnaire gives us a profile of our upper-division students. Most majors are still transfer students (9/13). Some students transfer as many as six courses (we accept a maximum of 4 in the major). 8/12 had taken 5 or more POSC courses, indicating that many are putting off taking 3030 until late in their careers at CSUEB. Sometimes this is due to scheduling (e.g. they can only take the one evening section offered per year). Sometimes they are unaware that they should take 3030 as soon as possible. Student estimates of their own abilities correspond, largely, to faculty evaluations: they rate their writing skills as “fair.” Students expressed a strong desire (13/13) to improve their writing skills and even to work on basic English (5/12). 9/13 rated their speaking skills as “medium.” However, 0/11 had used the Student Center for Academic Achievement in the past and 0/9 had used the Communication Laboratory. Surprisingly, since the assumption is that most majors are not planning to continue their education past the BA, 13/13 students expressed the desire to go on for an MA, a JD, or a PhD. A confirmation of this finding should lead the Department to strengthen efforts within courses and through other means to assist students in preparing for graduate school. At a mid-quarter update of the questionnaire, 8/10 students said that they had made some or significant progress on their individual goals. At the end of the quarter 7/12 said that they had achieved their personal goals while 2 said that they had not. 9/11 said that the class had helped them to achieve their skill-related goals.

Instructors in 3030 assessed six student learning outcomes (the ability to construct a thesis statement, conduct academic research, write a college-level paper, identify and use political science concepts and theories, engage in effective oral communication, and understand and use a non-quantitative academic article). See Assessment Grids (POSC 3030) Two Sections 200702008 (Annex #6). Only 7/30 students were able to construct a thesis statement without extensive assistance. Research skills were stronger; 21/30 were able to conduct research without extensive assistance. Writing skills were rated as good or excellent in 28/34 students. The ability to understand and use concepts and theories was rated as good or excellent in 22/36 students as opposed 14/36 who rated as fair or poor. 13/30 had good (0 excellent) speaking skills; 17/30 fair or poor. 15/34 demonstrated good or excellent ability to understand and use a non-quantitative academic article (19/34 were fair or poor). These results leave considerable room for improvement. Nonetheless, they are superior to the results in the senior seminar. This seems to be due to the more fragmented nature of the assessment in 3030, where the skill could be demonstrated based on a single exercise or reading assignment rather than on the sustained demonstration of the SLOs in the development of a major research project.
POSC 4910 Senior Seminar In 4910, assessment is designed to determine the degree to which students have already achieved the Department SLOs when they begin the course, the Department’s goal, as well as how many are able to achieve them by the end of the course. By the time they graduate, students are expected, to be able to undertake a research project of academic relevance in the discipline, develop a research topic and plan, engage in effective scholarly research, write a coherent and well-developed 20-page paper in college-level English, and present the results in a professional way using appropriate visual support.

Graduating seniors in the 2007-2008 academic year gave high marks to the senior seminar. 35/44 agreed or strongly agreed that the seminar “worked well as a capstone experience in the major” while 8/44 did not agree. (Exit Question #44) The critics thought that they were unprepared or that the course was too difficult. Students were more evenly divided as to whether their previous work in political science had adequately prepared them for the seminar project (22/41 agreed or strongly agreed; 15/41 disagreed). (Exit Question # 45) Students largely supported the format of the seminar. 24/42 strongly agreed that “the format and structure of the seminar were conducive to the preparation of a quality research paper.” Another 7/42 agreed while 7/42 disagreed. (Exit Question # 46)

The 2007-2008 assessment results indicate that though most students have not achieved the Department’s SLOs when they enter the seminar (See 4910 assessment grid, Annex #7), a majority do fulfill the SLOs by the end of the course after intensive intervention by the instructors involving multiple rewrites and preliminary exercises. 22/48 rated good or excellent in producing a thesis statement (26/48 were fair or poor). 26/48 exhibited good or excellent research skills (25/48 were fair or poor). 26/51 demonstrated good or excellent writing skills (25/51 were fair or poor). 27/54 used concepts/theories well (27/54 did not). 26/55 had good or excellent oral skills (29 /55 were fair or poor). Nearly one in five students were unable to achieve even minimal results on these SLOs. About one in five students have achieved the Department’s goal: the ability in the capstone seminar to demonstrate the SLOs with minimal faculty assistance. These results suggest that the Department should redouble its efforts across the curriculum to prepare students for the seminar project.

The grades received by students in the seminar (one F and 2 Ds) reflect the fact that, with intensive work and multiple rewrites, most students successfully complete the capstone experience in the major. However, an additional 9 students dropped the seminar; four students received incompletes. The overall grades in the three sections of the seminar 2007-2008 were as follows:

A (4)  A- (8)  B+ (7)  B (6)  B- (9)  C+ (3)  C (10)  C- (2)  D (2)  F (1)

Many students in the seminar requested more practice developing the analytic skills necessary for the successful completion of 4910. Students did report that the revised 3030 helped them when they confronted the seminar project. Nonetheless, it is too early to draw any definitive conclusions as to whether or not the preparation in 3030 and the upper division POSC courses will lead to better results in the seminar. The fact that many students wait until their senior year to take 3030 clearly reduces its impact as the gateway course to the upper-division major. A better advisement process may help in encouraging students to take 3030 early.

Currently, assessment is an aggregate process. No effort is made to track the development of individual students. In the past, the Department has contemplated the implementation of
student portfolios and individual assessment. We now feel that such a move is unnecessary, expensive, and burdensome. All the pieces are in place to work with individual students and help them to achieve their fullest potential. The regular collection of SLO results from 3030 and 4910 will provide adequate evidence for the relative success of our efforts. The Department has made a major effort to rebuild 3030, mobilize the upper division courses, and design 4910 all in pursuit of the SLOs. We need to give this system a few years to mature while constantly maintaining a dialogue about student learning among faculty and with students.

Student Evaluation of the POSC Curriculum In the exit survey, graduating seniors were asked to evaluate the overall program and the options. Seniors agreed that political science courses provided an adequate emphasis on research, writing, speaking, and analytical skills (16/29 agree; 6/29 disagree). (Exit Question # 15) 21/29 reported that they had completed five or more academic research projects prior to entering the seminar. Six more had completed four such projects. The ambiguity of the question, which does not define “projects,” limits the conclusions that may be drawn here. Political science majors do not feel that they have had adequate opportunity for internships, fieldwork, and service learning (25/45). (Exit Question # 28) Since the Department prides itself on the internship program and on service learning, these answers are worrisome. Hopefully, the new advising system and brochure along with informational sessions in POSC 3030 will eliminate this perception among POSC majors. However, it should also be noted that there was not agreement on the utility of the internships. While 9/17 said that their internship was valuable or very valuable, 6/17 said that it was not valuable. (Exit Question # 29) The Department should follow up with an exit questionnaire for students in the internship program.

Student Evaluation of the Pre-Law Option This is the newest option and now a significant portion of the major. In the review period 99 degrees were awarded. The most critical assessment of this program is whether students who succeed in placement to law school are able to successfully complete the curriculum. 12/17 judged the Pre-Law option to be properly balanced between law and other courses (4/17 disagreed). The success of this program requires more resources, particularly in advising and internship. Pre-Law students wanted more internship opportunities (3/8) and more access to practitioners (5/8).

Student Evaluation of the Public Affairs/Public Administration Option The PA/PUAD option is designed for students wishing to engage in public service. Like the pre-law program, the real measure of success is if they succeed in doing so. 32 degrees were awarded in the review period. 2/4 PA/PUAD students agreed that the option was properly balanced between public policy and public administration courses (2/4 were neutral). (Exit Question # 8) Option students were divided (2 agree; 2 disagree) on the utility of the economics requirements. (Exit Question # 9) ¾ did not find the statistics/accounting requirements useful. (Exit Question # 10) The Department should follow up to better understand the nature of these student complaints. Answers to the question about the narrowness of the option were inconclusive. (Exit Survey # 11) Option students asserted (2/4 agree, one disagrees) that they had adequate access to practitioners and elected officials. (Exit survey #12)

Student evaluation of Co-curricular Activities The Department sponsors three clubs, the Political Science Club, the Pre-Law Society, and the Model United Nations Club. The POSC Club has been active in four of the past five years. The Pre-Law Society was active one year in the past five. The MUN Club was active in five of five years. 11/30 students were satisfied with their
experience with the clubs; 9/30 disagreed. Many students said that they did not have time to participate or that the meeting times were not convenient. The Department prides itself in creating a very supportive student community. The clubs are central to achieving this goal. It should redouble its efforts to sustain club activity through active recruitment and advising. The relatively high level of dissatisfaction with the clubs should be monitored. Most likely it is due to a very contentious year within the clubs in 2006-2007. As with student life in general, some years a particular cohort takes ownership of the club to mixed results.

Evaluation of the POSC Office Political science students are overwhelmingly satisfied with their interaction with the POSC office (24/43 were highly satisfied; another 8/43 were satisfied. 6/43 were dissatisfied.) (Exit survey # 34) The Department’s administrative support coordinator creates a welcoming and friendly atmosphere for most students. Her willingness to help students with their problems is legendary. However, as perhaps the greatest weakness of the program, the office is closed during the months of July and August. Students are placed in the position each year of waiting months for basic service. Much smaller departments are served throughout the calendar year. We protest the status quo. The office should be open when instruction is in session.

Student Self-Assessment The exit survey asked graduating seniors to rate their skills in all the areas covered by the Department’s SLOs. Across the board, seniors believe that they have mastered all the relevant academic skills promoted by the POSC program. Seniors claim that they have a clear understanding of the discipline, its theories, and its methodologies. They understand the core issues, frameworks, and methods of the subfields. They believe that they are skilled readers and can differentiate the central from the peripheral and the substantiated from the unsupported. Students affirm their skill at conducting research, including the use of social science research methods even though the department no longer teaches social science methods. Students affirm their ability to write well on political subjects. They are good listeners, note takers, and communicators. They are able to discuss controversial subjects. Finally, although to a lesser degree, they affirm their ability to make oral presentations. (Exit survey #s 13,14,15, 17, 18, 19, 20, 21, 22a, 23, 24, 25). These results are substantially at odds with the assessment of these same students by the instructors in the senior seminar, in spite of the fact that the survey was administered near the end of 4910 after students had all been subject to the intensive evaluation of the seminar work. In part, these results may be due to the natural exuberance of graduating seniors and in part due to the sense of accomplishment at having completed the seminar.

Comparison of Student and Faculty Assessment A comparison in the seminar of student and faculty assessment of written, oral, and conceptual skills reveals a substantial overlap, with students assessing their skills somewhat more positively. The indicators and rubric used for assessment in 4910 do not correspond exactly with the questions asked of students in the exit survey. Instructors in POSC 3030 and in the other upper division POSC courses should engage in a discussion with students of the student learning outcomes.

Writing Skills

Students: Very Strong (10) Strong (10) Average (5) Weak (2) Very Weak (2)
Instructors: Excellent (10) Good (16) Fair (18) Poor (7)

(4910 grid)

To bolster and reward quality writing and research the Department began to publish the best of student writing in an annual journal, East Bay Politica. Many of our best students thus leave us with a publication to their credit.

**Oral Skills**

Students: Very Skilled (10) Skilled (4) Average (10) Unskilled (3) Very Unskilled (2)

(#25)

Instructors: Excellent (11) Good (15) Fair (21) Poor (8)

(4910 grid)

**Concepts/Theories**

Students: Very Able (4) Able (16) Average (4) Not Well (5) Not Able (1)

(#14)

Instructors: Excellent (10) Good (17) Fair (16) Poor (11)

(4910 grid)

To bolster and reward quality writing and research the Department began in the 2006-2007 academic year to publish the best of student writing in an annual journal, East Bay Politica. Submitted work is subjected to a blind peer review by a panel of student editors, who then work with authors of accepted pieces to “revise and resubmit” in preparation for publication. The journal benefits students as authors, editors, and readers. Authors can list the publication on resumes and graduate or law school applications. Editors learn that writing is an active, evolutionary process. Student readers are given examples on which they can model their own endeavors.

**Plagiarism** Under an Academic Senate mandate, the Department wrote a common statement on plagiarism, which appears on all syllabi with research papers. A review of upper division course syllabi found that 12/30 included the Department’s statement on plagiarism; 6 additional syllabi had other statements on plagiarism. 14/28 syllabi specified the penalties for plagiarism. The instructor’s policy on plagiarism should also appear on the syllabus. Every instructor who assigns work written outside of in class testing is expected to warn students against plagiarism. However, the Department has not decided on an across-the-board use of Turnitin.com, a plagiarism-detection software product. Turnitin is used in POSC 3030 and POSC 4910. Cases of plagiarism are still appearing in the seminar (two serious cases in Spring 2008) and in other
4910 focus group students said that they were aware of some cheating in POSC courses. Some faculty are concerned that not all is being done to reduce plagiarism.

**University Support Services**

The Department is committed to seeking assistance for students who need to work on skill development. All instructors in upper division POSC courses are supposed to identify such students and refer them for assistance where necessary. The Department has not kept systematic records on referrals to the university's academic support services. However, the senior exit survey permits us to gauge the degree to which POSC majors are using these services. 21/42 seniors rated their contact with the reference librarians as useful or very useful (13/42 rated then not useful). (Exit survey #47) However 12/42 never consulted with a reference librarian during their time at CSUEB. 6/12 who used the Student Center for Academic Achievement (SCAA) rated the tutoring as useful or very useful (4/12 not useful). However 21/33 never used the SCAA. Student's satisfaction with the Communication Lab was mixed. 6/12 who had used the Com Lab found it useful, but the same number found it not useful. More significantly, 21/33 had never used the Com Lab. The department needs to encourage faculty to make referrals to these services. Numbers could be collected from faculty or from the tutoring services directly.

**Student Evaluation of the Department**

The Department's exit survey asks graduating seniors to describe the POSC program for prospective students. Students in the three sections of the senior seminar were enthusiastic and encouraging. 36/40 answers ranged from good to excellent. Two responses were negative and two were neutral. Students identified the major as "informative," "enriching, and "useful." Five students mentioned that the faculty was "passionate," "informative," and "interactive." Nine students specifically noted that the major was "difficult," "challenging," or "demanding." One thought that the program was too liberal, too easy and that the students were lazy. 21/29 graduating seniors agreed or strongly agreed that the POSC major challenged them to be the "the best student that [they] could be." Only 4/29 disagreed (Exit survey # 27). Overwhelmingly, the majority had a very positive experience in the program in spite of the fact that POSC is perceived to be a "hard" major by most students.

The exit survey for seniors allows the Department to measure the extent of student satisfaction with the major. Students were asked the following question: What is the value to you of your Political Science degree? Student answers from three sections of the senior seminar were overwhelmingly positive: 30/ 32 students made very favorable comments about the Political Science program. One student was neutral, and one student was critical (and only about two instructors). Students said that the program opened up new fields of knowledge and gave them confidence in expressing their opinions. The program introduced them to career options and prepared them for graduate education or for the "next step" in their lives. They enjoyed the sense of a student community, praised the faculty, and were glad that they had chosen the major. The answers reflected a strong sense of individual and collective accomplishment among graduating seniors.

1.3 **Student Advising and Retention**

According to CLASS accounting Political Science was the most productive unit in winter quarter 2009. As of the first week of the quarter the Department achieved 135 percent of SCU enrollment.
target (See Appendix). This achievement reflects the addition of new hires, course offerings, and ongoing efforts of the department.

The number of majors has remained stable over the past five years. The Department dropped in FTES from 164 in 2003 to 158 in 2007. The number of sections declined in that time. In 2008-2009 we have seen an increase in FTES and sections, reflecting our new hires, return of faculty on leave, and more course offerings.

While the headcount of majors has remained stable over the past five years (182 in 2003 and 177 in 2007), the department dropped in FTES from 186.5 in 2003 to 160.80 in 2007 (See Appendix, SFR by Course level: Term Full-time Equivalent Students /All Faculty and Lecturers, Fall 2003-Fall 2007). Some factors for this drop off in FTES are the number of sections declined in that time, and also the number of lower division majors declined (67.7 in 2003 and 48 in 2007) reflecting fewer course offerings at the lower division. In 2008-2009 we have seen an increase in FTES and sections, reflecting our new hires, return of faculty on leave, and more course offerings in particular at the lower division level.

Due to understaffing the Department was forced to delay graduations for students as course offerings were spread out over multiple years. Nevertheless, in terms of degrees awarded the number rose from 39 in 2003 to 59 in 2007. It has proven challenging to fairly serve all our students, day and night, limited availability. They are anxious to complete the degree quickly; online course work may provide some measure of solution.

Advising remains a challenge, as too few faculty have been forced to serve many students. Again, online communications may provide some help. In addition, the recent addition of faculty members to the Department will allow for increased course offerings and advising.

The student faculty ration averaged 24.5 over the past five years, which is greater than the college average. The Department has consistently exceeded CLASS enrolment targets. Fall 2008 SFR rose to 29.3, the highest since 2001. In winter 2009 half our sections hit their maximum capacity.

The demographic profile of our majors indicates the vast majority of students are from Alameda and Contra Costa counties (75%). The majority of our students are women (57%) and we average nearly 50% degrees conferred to students of color in the past five years including international students which reflects the campus population of students. The average age of our students is 24.6 years as compared to the campus average age of 25.4 years of age indicating our department’s appeal to younger students. The mean unit load is 13.4, which is less than the campus average of 14.2 (Overall Headcount Enrollment Profile 2003-2007). The mean GPA is 2.85 which compares with the campus wide average. Also 70% of the Fall 2007 enrollees were Juniors and Seniors reflecting continuing interest by both community college transfers and students who began their university experience at CSU East Bay. We have made an effort to reach first year students; the Department now teaches five classes at the 1000 level. Enrolment data from 2007-2008 years suggest the Department is now growing. In Winter 2009 a total of 741 students were serviced in 26 sections.

Our faculty routinely reaches out to local community colleges to recruit the next generation of students. This year, student editors of the Department journal, *East Bay Politica*, reached out to
these schools to encourage their political science students to submit work for possible publication.

The Department engages in regular outreach efforts to our feeder community colleges. Department brochures and fact sheets are sent annually to all local community college instructors. The department's community college liaison maintains an email list serve of political science programs; community college instructors and students are invited to department events. The community colleges regularly participate in the Model United Nations Club's intercampus simulations. Lower division syllabi, course goals, academic standards, and assessment have been exchanged with several feeder schools (College of Alameda, Laney College, Las Positas, and Chabot College). The Department also co-sponsors an annual international affairs forum at Las Positas College. The Department's student journal, the East Bay Politica, has now opened up its pages to submissions from local community college students.

1.4 Faculty

Two faculty separated during the period of review, Emily Stoper and Sherman Lewis (now a FERP). Three joined the Department: Melissa Michelson, Elizabeth Bergman and Maria Ortuoste. This marks the first five year review in the last six, thirty years, in which the department did not reduce in size.

Melissa R. Michelson came to CSUEB from CSU Fresno, where she was Associate Professor (with tenure). She received her Ph.D. in Political Science from Yale University in 1994. She has published extensively on African American, Asian American, Latino, and youth voter mobilization, and also on the political incorporation of immigrants. In 2003, her groundbreaking work on Latino voter mobilization was named the Western Political Science Association Best Paper in Latino/a Politics. She is principal investigator for the evaluation of the James Irvine Foundation's California Votes Initiative, a multi-year effort to increase voting rates among infrequent voters – particularly those in low-income and ethnic communities – in California’s San Joaquin Valley and targeted areas in Southern California. This brought with it two large grants from the James Irvine Foundation which have allowed Dr. Michelson to employ and work with a number of CSU students, several of whom are now co-authors on resulting articles and two of whom have continued on to Ph.D. programs.

Elizabeth Bergman came to CSUEB from CSU Pomona, and is an experienced and gifted teacher who fits in well with the CSUEB student body. She received a Ph.D. in Political Science from Claremont Graduate University in 2001. She joined the CSUEB faculty with an impressive resume of scholarly achievements, including peer-reviewed publications, a large external grant from the Elections Assistant Commission, and question credits for the statewide Field Poll. Since joining the faculty she has secured two additional grants, one in-house and one from the Pew Charitable Trusts to examine the effect on turnout of mandatory vote-by-mail precincts. Dr. Bergman is employing four CSUEB students on her research projects for 2008-09. She has practical experience in real-world politics, including founding L.A. List – a local version of Emily’s List designed to help women gain elected office.

Dr. Ortuoste received her Ph.D. in Political Science from Arizona State University (2008). She received her M.A. International Studies from the University of the Philippines, and was a fellow
in Uppsala University in Sweden (1998) and in the Asia-Pacific Center for Security Studies, Hawaii (1999). Prior to her doctoral studies, she was head of the Center for International Relations and Strategic Studies of the Philippines' Foreign Service Institute. During her eight years of government service, she worked on international and regional security issues in East Asia and the Asia-Pacific, represented the Institute in several local and international conferences, and has published extensively in international journals. She has also taught several courses on Asian politics, international relations, international security, and international organizations to traditional college students, mid-career professionals in the diplomatic and military services. She is currently working on her research project on state-building in Southeast Asia and the evolution of the Association of Southeast Asian Nations. This research has received positive feedback as she obtained a New Faculty Support Grant from CSU East Bay and has presented her findings in several academic conferences. She is also strengthening linkages with other Asianists in the other institutions such as the East Asian Regional Materials and Resources Center (San Jose State University), the Center for Southeast Asian Studies (University of California Berkeley), and the Asia-Pacific Research Center (Stanford University).

See appendix for faculty accomplishments.

1.5 Resources The Political Science Department remains a low cost high productivity unit. We recognize in University finances we are one of the programs that pay for other programs by providing large classes and demanding few special resources. That said, the Department was starved to near failure in recent years through lack of resources, primarily hiring. The last year has been a relatively prosperous period for the Department. Our two leading needs are 1) to keep the office open for the summer; we offer courses in summer but no office service, and 2) scarce office space. We have responded to the ongoing lack of support in the summer by offering a minimal schedule. This is hardly an optimal solution. Most of our offices are triple booked; again, this is hardly optimal as faculty are more likely to spend time in offices that are not crowded. Relieving the pressure on office space would likely contribute to improvements in student advising.

1.6 Units

The general major is 56 units. The Pre-Law track is 64. The Public Affairs/Public Administration track is 61.

2.1 Five Year Plan

The immediate priority is to continue to teach many students on limited resources to help the University through this budget period. The study of politics remains one of the disciplines that can succeed with limited resources and we mean to do what we can to help. The Department now has a much more structured and assessed curriculum than it had ten years ago. It is simply unclear if the University will fund that curriculum. Strain on number of sections offered eventual will force the Department to abandon curriculum and move back to a cafeteria approach to courses.
A priority moving forward is to settle the new hires into a long productive relationship with the Department and University. This will include the development of new courses and a new track. However plans for the new Applied Politics track must be delayed as we cannot fully teach the existing curriculum on our course allocation budget.

The Department has not integrated on-line teaching into instruction and is only now beginning to test the potential of on-line instruction with its first hybrid classes. This will remain a challenge and opportunity for the Department. On-line teaching is clearly of increasing importance to the University and the Department is behind many other departments in meeting this growing format.

The success of the pre-law program merits consideration. In particular servicing the program needs to be shared by more of the faculty. The track is too large for one faculty member to always care for all the majors. In 2009 Winter quarter every law oriented class had a wait list. The Department must increase these offerings, even at the expense of other commitments.

We need a new hire in the coming years. That person should teach courses in American politics, theory and law. We project interest in American politics and the law will be bolstered with the new administration in Washington and the call for civic engagement that will draw more students into becoming political science majors and seeking careers in law related fields. To meet this challenge we will need to replace retired faculty with an additional hire. We will however delay this request until after the budget crises has ended.

We hope to improve our advising system. Too many students fail to make a clear connection to a concerned advisor. Recognizing that most of our students desire to attend graduate school, we must find a means to offer more useful advice to this end The Department hopes to include students more often in regional professional conferences as a means of inculcating awareness of the discipline.

4. Outside Review

Report of the External Reviewer,
Department of Political Science
California State University, East Bay
Greg Andranovich, Professor of Political Science
California State University, Los Angeles
March 2, 2009

I. Introduction
I visited the CSU EB campus on February 25 and 26, 2009. The Department was very hospitable, and I want to express my appreciation to Ms. Sandy Coulter for her assistance before and during my site visit, and to Department Chair David Baggins and Professor Kim Geron. I appreciated meeting with the students in a Department class (Michelson's) and with those students who came to the conference room to share their thoughts about the Department's program with me (from Bergman's class), and to the Associate Deans for taking the time to ask thoughtful questions
about the discipline and the Department’s program (and to Dr. Young for escorting me back to Meiklejohn Hall).

Meetings were held with the following people:
- Professors Baggins, Good, Bowen, Geron, Michelson, Bergman, Ortuoste
- Library Coordinator Philibosian
- Associate Deans Young and Okutsu

II. Organization of This Report
In the absence of a specified organization of the external reviewer’s report, I organized this report in the order that topics are presented in the Department’s Self-Study Report. I will note the page numbers where I discuss the topic in the Outside Reviewer Rubric form, sent via email with this report.

III. Curriculum
In general, the Department’s curriculum is structured similarly to that of other CSU political science departments in the Bay Area region, with the exception of not offering a research methods course. The Department’s curriculum includes lower and upper division components. The broad range of course offerings suggests a larger Department Faculty than the nucleus of seven full-time tenured and tenure track faculty. Of note within the six lower division offerings is the Public Policy / California Politics (1202). At the upper division, the Department has about 50 courses in its stable (not counting internship and cooperative education courses). There are a number of innovative course titles: American Government in Simulation (3101); Culture and Politics in the US (3360); Practical Politics (3375); The Politics and Law of New Genetic Technologies (3522); The State and the Family (3715); and Citizenship, Community and Democratic Theory (3716) are notable examples. The Department should be commended for offering a broad and innovative curriculum.

A difference from other programs in the region is that the Department’s curriculum is offered in three different tracks for BA majors: The Traditional Political Science Major (56 units); The Pre-Law Option (64 units); and Option in Public Affairs and Administration (61 units). Reviewing the program outlines for these tracks, I see several potential issues. One is that the option names are not presented in parallel; this is certainly not a big concern, but having options in parallel sends a message about the importance of “what we call things.” Second, the listing of courses on the forms isn’t consistent across options. The POSC 3030 and 4910, for example, show up in different places on the sheets. This is potentially a problem IF you assume that students follow the sheets as they are drawn up (i.e., the courses should be taken starting from the top and proceeding to the bottom, for example). Even though students don’t always do this, it is still important that the intended structure of program is provided.

Only the Pre-Law Option sheet notes “foundation” courses on the program outline; these include the 3030 and three courses selected from the subfields of International Relations, Comparative Government, and Political Theory. This is followed by two variable unit requirements coming from each of two groupings
(Political and Policy Context of Law; Public Law). The capstone course is listed last. The Traditional Political Science option lists two required lower division courses, then suggests 0-8 units of additional lower division courses. It requires the 3030 and one course from each of five fields. The capstone 4910 is then listed, but there is a requirement for 12-20 additional units (electives) listed after the capstone. The Public Affairs and Administration option lists an economics requirement first, then a choice from economics or political science, then a choice of one course from each of two groups – statistics and accounting – followed by a requirement to take 28 units from each of three groups of upper division courses (Public Affairs and Administrative Process; Political Institutions and Processes; Public Affairs and Policy. This is followed by a service requirement, then a foundational requirement (3030) and the capstone (4910).

_I recommend that the Department reconfigure/standardize these program outlines so that they are transparent to the students_ (and to all faculty in the Department). The sheets ought to clearly outline the progression of the student through the program, including lower division requirements, any common upper division courses and breadth requirements, and option-specific courses/choices. There is a larger issue regarding the unit totals, but this should be part of a broader discussion (see the recommendation on page 3).

The 2008-09 CSUEB Department of Political Science Self Study Report describes an active Department whose faculty numbers are growing. During the site visit, I was told that over time the Department’s faculty numbers diminished from around 15 to five, and of the five, few were regularly in the Department. This situation has improved with two new hires (for a total of three recent hires). The Self Study Report suggests three themes/new directions that are very promising.

(1) Applied politics, emphasizing civic engagement and community service, is an important way to introduce students to the real world of political practice. The Department currently offers several courses in this area and taking this approach. During the site visit, the faculty indicated that given current resources and the current composition of faculty, creating a track or option in this area was still in the future.

(2) Asian politics, emphasizing the importance of the emergence of this region provides a window into the dynamics of globalization.

(3) Minority Politics, spanning both traditional minority representation and the impact of globalization and new immigrants ties these themes/new directions together. This might be a point of emphasis for the Department in coming years given that three faculty are now working in this area, and given the rich political history in the East Bay and its current transformation. _The Department should be commended for bringing these important areas to the center of their curriculum development efforts._

Hiring Professors Bergman and Ortuoste, coupled with the recent hiring of Professor Michelson (whose outstanding scholarly research on minority voters, voting and political incorporation fits the new directions), provides a critical boost to existing strengths and suggests to me that the Department can begin the process
of re-examining its curriculum in a substantive way. This process should include a
discussion of future hiring requests. The Department should resist the temptation to
offer new tracks or themes that rely on a single faculty member.

_I recommend that the College Office discuss with the Department and then, when
requested, provide the Department with resources to retreat and discuss the
Department's future direction._ This conversation about the future direction of the
program may take a couple of years to work through, but it should pay huge
dividends if the Department can integrate its curricular offerings (rather than just
adding new courses) to meet the themes/new directions the faculty will identify.
This should include both lower division and upper division courses, a discussion
about the foundational courses for the major (is the 3030 the correct course?) and
options within the major (for example, although student survey data show that
para-legal studies are of interest, this may not be an appropriate task for the
Department; CSUEB's Continuing Education offers a full-blown legal studies
certificate, and community colleges typically offer these as well).

During the site visit, students I spoke with emphasized the importance of
"engagement" in the major; they spoke highly of internship and civic engagement
opportunities (a group had just returned from participating in the Sacramento
Legislative Seminar). Students described the major as offering interesting classes,
addressing issues that were important to their lives, having very accessible faculty
and a student-friendly front office. The comments coming from students describe a
Department that is in sync with the vision of the University. This environment
contributes to good word-of-mouth recommendations among students and is good
for attracting majors and minors. _The Department should be commended for
maintaining an interesting, engaging curriculum and an inclusive, student-friendly
environment._

IV. Advising

As important as advising is to retention and graduation, it continues to be a difficult
task for many departments, and this is due to several issues that are apparent here.
Departments with a small faculty core and a large number of majors can be
overwhelmed doing advisement. Departments with a new faculty are doing double
duty: advising their majors and mentoring the new faculty regarding advising
(substantive and technical issues related to the program and University processes).
Departments with complex programs (e.g., major options with varying
requirements for the degree) make advising more difficult because students don't
understand these differences and then don't give accurate advice to their fellow
students taking different options. Departments that have demand for day and
evening courses face the challenge of course scheduling which complicates
advisement (night students must know when courses are offered at night; day
students must know when courses are offered during the day. Since all courses can't
be offered each quarter in both day and night sections, advising is critical in
advancing majors toward graduation).

The Self Study Report notes that student satisfaction with advising is mixed; one quarter
of the graduating seniors surveyed noted that a better advising system was needed. The Department should be commended for addressing this advising need by having an advisor available in the early evening hours, emailing a newly developed advising brochure to all students periodically, using a list serve to enhance advising, and sending weekly bulletins to students to enhance their sense of connection to the department. During the site visit, advising was a topic raised by students in the class I visited. Some of the newer transfer students I spoke with were unclear about how advising worked, other students felt that they could just take courses as listed either in the catalog description of the major or on the program outline, but others spoke up and told their classmates how meeting with advisors had helped them choose appropriate courses. The conversation showed how difficult it is to meet the needs of day and night student populations. The students complained about slow evaluation of transcripts upon entry to the University, but that is not a Department function.

I recommend the Department consider additional mechanism to assist with advisement (the suggestion, above on page 2, to standardize the presentation of courses on track/option program outline sheets also will help with advisement). Two examples are: (1) post the tentative course schedule for the upcoming academic year outside the Department office in advance and let students know that it is up and available for them to use in course scheduling and (2) consider developing a very short advisement module to do at the start of all upper division major courses in the first class meeting each quarter. Because the Department’s options have different requirements, this will not be an in-depth advising session, but something that points to gateway courses, the importance of meeting University requirements and major course pre-reqs (and what these generally are, e.g., Information Literacy), and taking the courses in some broad-banded sequence. Doing something like this also alerts the students to what they’ll need to do to move successfully through the major in a timely manner, including the importance of seeing an advisor.

V. Assessment

The Student Learning Outcomes portion of the self-study shows a thoughtful approach to understanding how the Department’s mission is being implemented. The assessment of the gateway courses, POSC 3030 Introduction to Political Science and capstone POLSC 4910 Senior Seminar, provide the Department with information about degree-specific Student Learning Outcomes (SLOs). The Self-Study Report indicates that graduating seniors consistently report that they do not feel well prepared when they enter the Senior Seminar. One reason is indicated in the Report: students put off taking the POSC 3030 until late in their career. The Self-Study Report’s discussion of assessment in the POSC 3030 and the POSC 4910 provides important insights into the issues experienced by majors taking the Department’s curriculum. The Department should be commended for honestly presenting these issues, and contextualizing them within its broader practices and policies.

The assessment results suggest that for the most part, students are satisfied with
the options in the major, but had some specific concerns that ultimately address Department resources. Students in the Traditional Political Science option, for example, desired more opportunities for internships, fieldwork and service learning. However, as the Self Study Report points out, this raises more questions than it addresses, and additional information will need to be collected (perhaps disaggregating the three modes of learning). In the Pre-law option, students wanted more opportunities for internships and access to practitioners (judicial internships are difficult and time consuming, and often require establishing a relationship with a judge; an active pre-law club can help with access to practitioners, who also will help students assess the value of the pre-law option’s course offerings). In the Public Affairs and Public Administration option raised some issues regarding the value of the lower division non-major requirements, a finding requiring additional information. These comments are fairly typical and the Department should take the assessment results to show that, in general, the Department's curriculum and program emphases are doing what they are supposed to be doing.

Substantively speaking, the POSC 3030 results might suggest that further thought by the faculty about the course is needed. Is the 3030 trying to cover too much ground (a survey of the discipline, writing for the major, and a literature review paper in 10 weeks?)? Is it offered at the appropriate level (should this be upper or lower division?). Perhaps, as a couple of faculty noted during the site visit, a research methods course (not necessarily a statistics course) needs to be re-considered for the curriculum, too. The Self Study Report notes that the results in 3030 are superior to those in the capstone 4910. While the Department should be commended for the work is has done to focus the curriculum, and the current curriculum should be "road tested" for a few years, the Report (p. 11) notes, "These results suggest that the department should redouble its efforts across the curriculum to prepare students for the seminar project. " I agree.

Before making a recommendation, I'll briefly comment on the component parts of the Department's assessment regime. First, the design of the assessment process is outstanding. It is comprehensive and the survey should provide a lot of excellent feedback from graduating seniors. (I suggest providing the raw responses for all questions in the Self-Study Report; for example, questions 35-39 about the value of the current curriculum can provide a basis for examining the structure of the degree tracks, and point to areas where the Department faculty can consider alternative courses, pedagogies, and SLOs.)

Second, the Department's mission statement is "traditional" and its six enumerated goals reflect this mission statement. Here are some questions for the Department faculty to consider: Is this mission statement appropriate for what you are doing in 2009? Does it provide a sense of the direction that the Department’s new hires will take it? Does the mission statement need to be discussed further by the faculty and students? (Do you ask the graduating seniors to comment on the validity of the mission statement to their perceptions of the POSC tracks? I don’t see this question in the general survey.)
Third, organizing the SLOs by subfield might suggest to an outsider (non-political scientist) that there is no or perhaps only limited linkage between subfields. We know that this is not the case yet the list of outcomes might suggest otherwise. The Self Study Report can use the addition of a statement contextualizing the SLOs (rationale for SLOs). An alternative in the future might be to revise the SLOs so that they are not linked to specific subfields but to the expectations for the BA in Political Science degree. There are a variety of models being used in colleges and universities; here’s one example that I know quite well (CSULA POLS’s SLOs):

1. Students should have a basic knowledge of the political institutions and processes of the government of the United States.
2. Students should have a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.
3. Students should have a basic knowledge of the dynamics of politics and power at work in the modern world.
4. Students should be able to demonstrate critical thinking skills or formulate and defend a thesis in a written or oral format.
5. Students should be able to demonstrate the basic research skills necessary to write a paper in the discipline of political science.
6. Students should have a basic knowledge of the content of the major subfields in political science: American Politics, Comparative Politics, International Relations, and Political Theory. Note: Courses that address this outcome provide knowledge in one of these subfields.

Fourth, an assessment plan (rationale) might also include a description of the process of addressing the results of assessment. How will the assessment feed back into program development? I realize that this might suggest a large addition to the already heavy workload in the Department. This is NOT the intention. The Department’s faculty will need to prioritize how you wish to proceed over the next five years, and not every task can be equally important, especially in a resource-poor environment.

I recommend that the Department faculty discuss the results of the recent assessment with an eye toward program development over the next five years. What do the assessment results suggest about the mission, curriculum and major tracks, and advising practices? What do the faculty think about the assessment’s results? What vision of the BA program do the faculty hold? In the meantime, strengthening the connection between the POSC 3030, the courses in the tracks, and the POSC 4910, as noted in the Self-Study Report, should be addressed.

VI. University Support Services

The SLOs emphasize writing (written products). Majors taking POSC 4910 rate themselves highly, and this includes in the use of research methods; the Self Study Report notes that research methods is no longer part of the BA curriculum. Faculty ratings, on the other hand, are not quite so good for the written work. Elsewhere, the Report notes (with some surprise) that more students are looking at graduate school in their future path, which is a somewhat new development among majors. It seems that
more communication with the majors is warranted about the importance of not only subject matter knowledge, but also of the types of skills needed after graduation. Student utilization of University Support Services might improve as students become more familiar with the craft of political science; using students as assistants on grants and other projects, and bringing these students back to campus when possible to talk about the graduate school academic experience might be a useful adjunct to faculty talking about good writing skills. Sharing experiences (and the multiple versions of drafts that we do when writing) that the faculty have with writing might persuade students that faculty go through the same process we are asking them to go through. I recommend that the Department open a conversation and engage its majors in the “craft” of political science.

VII. Retention

The challenges that the Department has faced in the past few years are noted in the Self-Study Report, and since this is the first time in 30 years that the number of faculty in the Department has increased since the previous self-study, this is cause for optimism. At the same time, hitting 135 percent of Winter 2009’s enrollment target may or may not be a good thing. Serving the College is important, but it shouldn’t happen on the backs of the Department faculty (I did not request to look at Winter 2009 course enrollments and I do not wish to “speak out of turn”).

The profile of the Department’s majors suggests to me that the themes/new directions (noted above on page 3) will continue to maintain the attractiveness of the major to incoming students. Although the Department’s student organizations had a contentious year, they and the Model UN add to the engagement of students and should help link the students, the major, and the university community. I agree with the Self-Study Report’s statement that the Department will monitor and redouble its efforts to sustain club activity. In addition, the student journal East Bay Politica is an outstanding example of showcasing student work and bringing alums back into contact with the current students and the Department. All of this provides a solid foundation for students to participate in their education which should lead to retention and graduation. Of course, maintaining a broad and innovative curriculum and active and engaged student organizations is a labor-intensive endeavor.

VIII. Faculty and Resources

According to the Self-Study Report, the faculty nucleus of seven full-time tenured and tenure track faculty represents the first increase in faculty in a five-year period in 30 years (six review cycles). Three of the four existing senior member of the faculty have reassigned time for administrative duties; all are contributing to the Department and they are engaged in scholarly activities. The recent addition of Professors Michelson, Bergman, and Ortuoste brings three talented people into the Department. Based on discussions during the site visit, the new faculty are innovative teachers, and are doing interesting research. They also are productive scholars with active research agendas who will add value to the Department’s reputation. Given the number of majors and existing gaps in coverage (especially in the prelaw subfield), the Department can use additional full-time faculty to help ease the load. Additional faculty will also help with advisement.
and departmental governance. The other side of gaining new faculty is the resulting crowded conditions in department offices. Office space is always at a premium, but I recommend that Political Science faculty office space be expanded as soon as practicable. In addition, the Department office is closed for two months in the summer. This is very difficult for students, especially since fall quarter tends to have the largest incoming group of new students who need servicing. I recommend that the College help staff the Department office during these important summer months. Finally, in terms of library holdings relevant to the Department’s programs: the library provides access to most academic journals through on-line sources, and the interlibrary loan function can obtain books and other materials not owned by CSUEB.

IX. Five Year Plan

The 2008-09 Self-Study Report identifies some priorities for the next five years. I do not agree with the first priority listed, however: no department can succeed for long teaching many students on limited resources to be helpful. It is important that students receive the best education and the best service possible by the Department. Because the Department has had a relatively high SFR during the self-study period, the Political Science faculty are already doing this and it will be important for faculty to monitor their allocation of time to teaching, professional activities, and service. The Department should be commended for doing its share of helping out during tough budgetary times.

X. Summary

CSUEB’s Political Science Department is in an improved position as it looks toward the next five years. The Department has enhanced its faculty resources with proven and promising new faculty, who can energize the Department as it moves forward. The emphasis on improving the students’ knowledge and skills through active, engaged learning is consistent with the University’s values and vision. While the Department’s mission statement emphasizes knowledge and skills, it does not place the mission into the context of the University’s mix of students or the East Bay. There is an excellent opportunity to focus on the East Bay, given its political history and its current transformation as people, communities and institutions compete for resources to maintain or remake particular and concrete places in the East Bay. This is a potential laboratory for the political science program’s three new themes/directions. Incorporating locality-based concerns has the added benefit of making the program well-known in the region as an important resource.

It seems to me that the next five years should begin with the Department developing a vision for its future and that some basic issues should be addressed (hiring plan based on this vision, standardizing the program outlines for the tracks/options, addressing advisement, thinking about curriculum and SLOs while tweaking the current programs). Given the interest in government and politics that the Obama Administration is bringing, we can expect that urban universities in general, and political science departments in particular, will be among the beneficiaries of increased interest. The CSUEB Political Science Department’s curriculum directions and good word-of-mouth reputation among students bodes well for the next five years.
5. Response.

We thank the reviewer for his insights. We take his thoughts seriously.

Certainly we agree that more resources are called for. Political Science remains core to the mission of CSU EB. Yet we have competed poorly for resources for decades. There is a continuing disconnect between the productivity of the Department and its inability to gain resources. We hope in the future to keep the Department office open in the summer. We hope to have more faculty offices. We hope for more hires. We hope that after years of demand for assessment and curriculum development the budget now does not diminish these valued but expensive accomplishments.

We agree that there needs to be continuing discussion of the major. With three new hires it is appropriate to engage in a broad review of all we do and in the core sense of Departmental mission. We will undertake to write a portion of our mission that is not broken down by subfields.

We will review and discuss our core class, The Study of Politics (3030). It has multiple identities including orientation to the Department, orientation to the discipline and orientation to research and writing. Along with Senior Seminar it is the only class not designed as both for the major and for the general education of students. It is a valuable gathering and we should think much more about its role in orientation to the major. We should clarify and standardize the ratio of time spent in these three essential functions. We should teach this class with faculty who know and can present the Department.

The chair will review the advising sheets used to track student progress toward degree completion. We agree that these need be as simple and clear as possible.

We will further discuss the suggestion that syllabi reflect SLO values. We recognize that our materials are largely structured around the teaching of writing skills, but that classes are substantive in content. There is a constant need to respect both the autonomy of each class and instructor and the interrelationship among classes that form departmental curriculum. Adding to the complexity of this is recognition that almost all classes are both for the major and for General Education. There is a limit to how much syllabi and other course materials should be used to explain the major in recognition that sometimes half the students are there for G.E. or personal interest reasons.

It is a perennial chore to rededicate ourselves to excellence in advising. One of the best things to come out of this review process is a clarification of the need to do better. We have already augmented our efforts and must continue to do so. We agree that each upper-division class can play a role in advising. This is balanced against awareness that with only a few exceptions, our classes are offered both for the major and as part of General Education. We can't hold G.E. students to long presentations of the major. Perhaps Blackboard is useful in this regard. We are convinced that better use of e-mail, list-serve and Blackboard hold important keys to enhanced advising.

It remains a real question how large we should let classes become. It is always tempting to do more and help to carry the University further. But there is a real limit to this direction as we are
in danger of degrading the student experience. The emphasis on skills and writing is a particular factor here. Objectively scored content based classes can be larger than skills based writing classes. There is no final answer here and we look forward to continuing discussion. This is an issue larger than the Department.

We will apply in academic year 2009-2010 for a new position to teach American government, political theory and public law. We will move ahead with the Applied Politics track but delay that endeavor for a year in the hope that there will be less pressure to reduce the number of sections. We almost certainly will remain a "Department that does a lot with a little".

Appendix
## OUTSIDE REVIEWER RUBRIC

### Definitions or rephrasing

<table>
<thead>
<tr>
<th>The Self-study:</th>
<th>Scoring plan</th>
<th>Score</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Compare the previous five-year review with the current state of the program. Is the program generally moving in a direction consistent with the field?</td>
<td>As an expert in the field, has the program chosen directions that are generally consistent with choices at other institutions of higher learning?</td>
<td>4 = clearly related to direction of field&lt;br&gt;3 = related with some differences&lt;br&gt;2 = related, but lacking clarity of vision&lt;br&gt;1 = not related to movement in the field</td>
<td>4</td>
</tr>
<tr>
<td>B. Study the requests for new faculty for the program. Are the requests consistent with the current direction of the field?</td>
<td>Are the proposed new hires relevant to standard needs or changes in the field?</td>
<td>4 = very consistent with direction of field&lt;br&gt;3 = consistent with direction of field&lt;br&gt;2 = consistent with direction of field, but over or under ambitious for program&lt;br&gt;1 = not consistent with direction of field</td>
<td>4</td>
</tr>
<tr>
<td>C. Study the Outcomes Assessment portion of the self-study. Are the outcomes and their assessment mechanisms reasonable for the field and the program?</td>
<td>These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.</td>
<td>4 = outcomes related to goals; thought out&lt;br&gt;3 = outcomes described with some clarity&lt;br&gt;2 = outcomes described, but generally lacking vision or appropriateness&lt;br&gt;1 = outcomes not clear or inappropriate</td>
<td>3</td>
</tr>
<tr>
<td>D. Study the student/program statistics provided. Do these numbers reflect national trends in the field? Are SFRs appropriate to the field?</td>
<td>Would other programs have class sizes or student faculty ratios (SFR) of similar size? Is the field growing or shrinking in the areas that this program is trying to move?</td>
<td>4 = shows better than expected statistics and trends for programs like this one&lt;br&gt;3 = shows appropriate statistics and trends for programs like this one&lt;br&gt;2 = shows somewhat similar numbers to like programs&lt;br&gt;1 = shows numbers inappropriate to the field</td>
<td>2</td>
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<tr>
<td>E. Compare the program requirements for CSUEB and similar programs in the CSU and UC. Are the program's requirements reasonable for its position in the field?</td>
<td>These are lists, tables, or other schema showing requirements within programs as they relate to overall student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.)</td>
<td>4 = requirements well aligned with other programs&lt;br&gt;3 = requirements appropriate&lt;br&gt;2 = requirements somewhat aligned&lt;br&gt;1 = requirements not aligned with similar programs</td>
<td>3</td>
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<tr>
<td>F. Are the achievements of the faculty consistent with similar programs?</td>
<td>These are professional activities, publications, grants, awards, fellowships, or other recognition. Compared to similar programs:</td>
<td>4 = achievements are outstanding&lt;br&gt;3 = achievements are aligned&lt;br&gt;2 = achievements are somewhat aligned&lt;br&gt;1 = achievements are lower than expected</td>
<td>4</td>
</tr>
<tr>
<td>G. Are the achievements of the students consistent with similar programs?</td>
<td>These are educational activities, publications, grants, awards, fellowships, or other recognition. Compared to similar programs:</td>
<td>4 = achievements are outstanding&lt;br&gt;3 = achievements are aligned&lt;br&gt;2 = achievements are somewhat aligned&lt;br&gt;1 = achievements are lower than expected</td>
<td>3</td>
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<td>The Academic Plan</td>
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<td>Score</td>
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<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>H.</td>
<td>Study the planned curricular changes.</td>
<td>Are the proposed curricular changes reasonable for the field and appropriate for the program? Is there a need for the proposed changes? Considering the three areas: description of curricular changes, appropriateness of these changes, and linkage to program objectives.</td>
<td>4 = curricular changes clearly described, appear appropriate, and linked to program objectives, 3 = curricular changes fall short in one area, 2 = curricular changes fall short in two areas, 1 = proposed changes are not appropriate.</td>
</tr>
<tr>
<td>I.</td>
<td>Consider the national and regional trends for student growth in the field.</td>
<td>Do you expect the number of majors to increase in the next five years?</td>
<td>4 = number of students should increase dramatically in this field, 3 = number of students should increase slightly, 2 = number of students should remain flat, 1 = number of students will decrease</td>
</tr>
<tr>
<td>J.</td>
<td>Consider the national and regional trends for employment in the field.</td>
<td>Do you expect jobs to increase and students in this program to be prepared for changes in the job market requirements?</td>
<td>4 = number of jobs should increase in this field and students should be prepared, 3 = number of students should increase slightly, 2 = number of students should remain flat, 1 = number of students will decrease</td>
</tr>
<tr>
<td>K.</td>
<td>Consider the resources required for implementing proposed changes.</td>
<td>Are the resources realistic and adequate to the intended purpose?</td>
<td>4 = realistic and adequate, 3 = realistic and probably adequate, 2 = realistic but more resources are necessary, 1 = unrealistic</td>
</tr>
<tr>
<td>L.</td>
<td>Overall evaluation of the plan.</td>
<td>Considering the plan overall, how would you rate its quality, potential for benefiting the program, and likelihood of completion if resources are allocated to this plan?</td>
<td>4 = very likely to be successful, 3 = likely to be successful, 2 = could succeed at a later time, 1 = unlikely to be successful</td>
</tr>
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<tr>
<th>Curriculum and program</th>
<th>Overall considerations</th>
<th>Scoring plan</th>
<th>Score</th>
<th>Page number</th>
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<tr>
<td>M.</td>
<td>In your judgement are the program requirements adequate to meet the goals of the program?</td>
<td>Be sure to consider where students graduating from the program are expected to go next, workplace, etc.</td>
<td>4 = such description is explicitly offered, 3 = such description is at least implied, 2 = description not apparent, but it is possible that the document intended to do this, 1 = no such description offered</td>
<td>4</td>
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<td>N.</td>
<td>In your opinion, is adequate breadth present in the program?</td>
<td>Do students get exposure to a broad enough field of study, including interdisciplinary coursework?</td>
<td>4 = breadth of program is admirable, 3 = breadth of program is adequate, 2 = breadth needs some improvement, 1 = breadth is inadequate</td>
<td>3</td>
</tr>
<tr>
<td>O.</td>
<td>In your opinion, is adequate depth present in the program?</td>
<td>Do students get exposure to a deep enough field of study, including interdisciplinary coursework?</td>
<td>4 = depth of program is admirable, 3 = depth of program is adequate, 2 = depth needs some improvement, 1 = depth is inadequate</td>
<td>3</td>
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</tbody>
</table>
### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Additional considerations</th>
<th>Scoring plan</th>
<th>Score</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. In your judgement is the number of tenure-track faculty adequate to meet the goals of the program if no new positions are added?</td>
<td>Be sure to consider options available for adjunct faculty.</td>
<td>1 = inadequate by two or more &lt;br&gt; 2 = number of faculty inadequate by one &lt;br&gt; 3 = nearly adequate considering adjunct faculty &lt;br&gt; 4 = current number of faculty is adequate</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Q. In your opinion is the number of tenure-track faculty consistent with similar programs or meets the expected numbers for programs of this size?</td>
<td>Please consider the use of adjunct faculty at similar institutions.</td>
<td>1 = inadequate by two or more &lt;br&gt; 2 = number of faculty inadequate by one &lt;br&gt; 3 = nearly adequate considering adjunct faculty &lt;br&gt; 4 = number of faculty meets expectations</td>
<td>2</td>
<td>3, 8</td>
</tr>
<tr>
<td>R. In your judgement are the facilities (space, equipment, technology), adequate to meet the goals of the program if no new resources are added?</td>
<td>Be sure to consider options that are available to the program in terms of raising outside funding.</td>
<td>1 = the facilities are inadequate &lt;br&gt; 2 = the facilities need improvement &lt;br&gt; 3 = the current facilities are nearly adequate &lt;br&gt; 4 = the current facilities are adequate</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>S. In your judgement are the facilities (space, equipment, technology), consistent with similar programs or programs of this size?</td>
<td>Please consider the use of outside funding raising at similar institutions.</td>
<td>1 = the facilities are inadequate &lt;br&gt; 2 = the facilities need improvement &lt;br&gt; 3 = the current facilities are nearly adequate &lt;br&gt; 4 = the current facilities are adequate</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>T. On your site visit to campus consider the library holdings and services for the discipline.</td>
<td>Be sure to consider options that are available to the program in terms of obtaining outside library resources. Are these adequate to the degree program offered?</td>
<td>1 = library holdings/services are inadequate &lt;br&gt; 2 = journals are inadequate &lt;br&gt; 3 = holdings/services nearly adequate &lt;br&gt; 4 = library holdings/services are adequate</td>
<td>4</td>
<td>8-9</td>
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<tr>
<td>U. While on campus you will meet with and discuss the program with students currently in the program.</td>
<td>Consider the nature of the comments of the students. Consider their educational goals. Do students seem satisfied with the program?</td>
<td>1 = students seem inadequately satisfied &lt;br&gt; 2 = students seem somewhat satisfied &lt;br&gt; 3 = students seem adequately satisfied &lt;br&gt; 4 = students seem highly satisfied</td>
<td>4</td>
<td>3, 4</td>
</tr>
<tr>
<td>V. You will meet with and discuss the program with lecturers/adjunct faculty from the program.</td>
<td>Consider the breadth, flexibility, and scope these faculty add to the program.</td>
<td>1 = adjunct faculty are inadequate &lt;br&gt; 2 = adjunct faculty adequate, not involved &lt;br&gt; 3 = adjunct faculty are adequate, involved &lt;br&gt; 4 = adjunct faculty enhance program</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>W. While on campus you may meet with and discuss the program with alumni from the program.</td>
<td>Consider the enthusiasm and interest of the alumni and adjunct faculty. Consider their ability to enhance the program offerings both in terms of curriculum and financial contributions.</td>
<td>1 = alumni participation is not appropriate &lt;br&gt; 2 = alumni participation is low &lt;br&gt; 3 = alumni participate somewhat &lt;br&gt; 4 = alumni participate actively</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>X. While on campus you may meet with and discuss the program with staff from the program.</td>
<td>Do the staff member(s) seem adequate in terms of support for the program? Are they enthusiastic and dedicated to the program?</td>
<td>1 = staff are inadequate &lt;br&gt; 2 = staff are barely adequate &lt;br&gt; 3 = staff enhance program, but stretched &lt;br&gt; 4 = staff enhance program</td>
<td>3</td>
<td>4, 8</td>
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## Synthesis: Overall quality of plan

<table>
<thead>
<tr>
<th>Summary</th>
<th>Additional considerations</th>
<th>Scoring plan</th>
<th>Score</th>
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<tbody>
<tr>
<td>Y. In your opinion does the program adequately utilize information from its academic program review process and its assessment processes?</td>
<td>The program should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among review, assessment, planning, and implementation activities.</td>
<td>4 = definitely 3 = probably 2 = possibly, but uncertain 1 = definitely not</td>
<td>3</td>
</tr>
<tr>
<td>Z. Are there natural areas that the program could move toward or areas of natural cooperation in the University?</td>
<td>In your opinion are there opportunities for expansion or contraction of the program?</td>
<td>Please respond to this item in your report.</td>
<td></td>
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</table>

**Sum of scores out of possible 100**

68

**Average of scores**

\[
\frac{68}{25} = 2.75
\]

The report of the Outside Reviewer should address any areas where improvement might be implemented as noted above, particularly for items with ratings of 3 or lower or where discussion is necessary. Ideas for improvement are welcomed, as are areas worthy of praise. Please be sure to support your ratings and review. Cite specific examples or data.
CLASS 2008-2009

DEPARTMENT SCU TARGETS - WINTER 2009 SCU

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PER UNIT

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### California State University East Bay

**Political Science**

#### A. Students

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<td>187</td>
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#### B. Degrees Awarded

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<td>59</td>
<td>35</td>
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<tr>
<td>2. Graduate</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>3. Total</td>
<td>39</td>
<td>42</td>
<td>59</td>
<td>35</td>
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#### c. Faculty

**Tenured/Track Headcount**
<table>
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<tr>
<th></th>
<th>2003</th>
<th>2004</th>
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<th>2006</th>
<th>2007</th>
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<tr>
<td>1. Full time</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
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<tr>
<td>2. Part time</td>
<td>1</td>
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<td>1</td>
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</tr>
<tr>
<td>3. Total Tenure Track</td>
<td>6</td>
<td>5</td>
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<td>5</td>
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**Lecturer Headcount**
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>1. Full-Time</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2. Part-Time</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>7</td>
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<tr>
<td>3. Total Non-Tenure Track</td>
<td>6</td>
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<td>4. Grand Total All Faculty</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>10</td>
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**Instructional FTE Faculty**
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<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>1. Tenured/Track</td>
<td>5.7</td>
<td>5.0</td>
<td>5.7</td>
<td>4.7</td>
<td>4.3</td>
</tr>
<tr>
<td>2. Lecturer</td>
<td>1.9</td>
<td>2.6</td>
<td>3.7</td>
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<td>4.2</td>
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<tr>
<td>3. Total Instructional FTEF</td>
<td>7.5</td>
<td>7.6</td>
<td>9.3</td>
<td>8.1</td>
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**Lecturer Teaching**
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<th>2005</th>
<th>2006</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td>1. % Lecturer/Total Instructional FT</td>
<td>25.30%</td>
<td>34.20%</td>
<td>40%</td>
<td>42%</td>
<td>49.40%</td>
</tr>
<tr>
<td>2. FTES Taught by lecturer</td>
<td>63.73</td>
<td>104</td>
<td>81.87</td>
<td>82.67</td>
<td>102.67</td>
</tr>
<tr>
<td>3. % FTES Lecture/FTES Generated</td>
<td>34.20%</td>
<td>53.20%</td>
<td>45.30%</td>
<td>50.60%</td>
<td>64.90%</td>
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#### Student Faculty Ratios

<table>
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<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tbody>
<tr>
<td>1. Tenure Track</td>
<td>29.58</td>
<td>40.2</td>
<td>30.75</td>
<td>28.76</td>
<td>17.81</td>
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<td>2. Lecturer</td>
<td>29.84</td>
<td>40.2</td>
<td>30.75</td>
<td>28.76</td>
<td>17.81</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>29.67</td>
<td>29.16</td>
<td>25.54</td>
<td>21.18</td>
<td>16.92</td>
</tr>
<tr>
<td>4. Lower Division</td>
<td>39.16</td>
<td>39.34</td>
<td>32.14</td>
<td>29.75</td>
<td>19.18</td>
</tr>
<tr>
<td>5. Upper Division</td>
<td>26.32</td>
<td>25.57</td>
<td>23.07</td>
<td>18.32</td>
<td>16.38</td>
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<tr>
<td>6. Graduate</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>7. Number of Sections Offered</td>
<td>21</td>
<td>17</td>
<td>20</td>
<td>20</td>
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<td>8. Average Section size</td>
<td>32.7</td>
<td>42.5</td>
<td>33.6</td>
<td>30.4</td>
<td>29.4</td>
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### OVERALL ENROLLMENT PROFILE BY DEPARTMENT

**College Years 2002-03 through 2007-08**

#### Department Political Science

<table>
<thead>
<tr>
<th>CAMPUS MAJOR</th>
<th>Fall 2003</th>
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<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
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<tr>
<td>International Studies</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>Undergraduate</td>
<td>45</td>
<td>44</td>
<td>47</td>
<td>48</td>
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<tr>
<td>TOTAL</td>
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<td>1</td>
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<tr>
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<tr>
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<tr>
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<td>2</td>
<td>5</td>
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<tr>
<td>Undergraduate</td>
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</table>

**Source:** CSU ERSS Statistical Extract

**College Year:** Summer, Fall, Winter and Spring.

**Document:** Cal State East Bay Fact Book

Office of Planning and Institutional Research, SAS 9.1 on Wednesday, 15OCT2008
**CAPR Table 2**

California State University, East Bay

**OVERALL DEGREES CONFERRED PROFILE BY MAJOR**

College Years 2001-02 through 2006-07

<table>
<thead>
<tr>
<th>Pgm Major</th>
<th>CY02-03</th>
<th>CY03-04</th>
<th>CY04-05</th>
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<td><strong>International Studies</strong></td>
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<td>Total</td>
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<td><strong>Political Science</strong></td>
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<tr>
<td>Baccalaureate</td>
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<td>Total</td>
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<td>54</td>
<td>71</td>
<td>46</td>
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<tr>
<td><strong>Department Total</strong></td>
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</tr>
<tr>
<td>Baccalaureate</td>
<td>50</td>
<td>54</td>
<td>71</td>
<td>46</td>
<td>65</td>
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<td>Total</td>
<td>50</td>
<td>54</td>
<td>71</td>
<td>46</td>
<td>65</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: CSU ERSD Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: Cal State East Bay Fact Book

Office of Planning and Institutional Research, SAS 9.1 on Wednesday, 15OCT2008, jz.
Questionnaire on the Political Science (PS) Major

Date: ___________

1. Why did you select the Political Science major?

2. Did you take

   - The traditional major: __
   - The pre-law option: __
   - The option in public affairs and administration: __

   Why did you select that form of the major?

For Items 3-26 and 34-39, please indicate the degree to which you agree with the statements. You may use the extra space to explain your answer and to make suggestions for improvement.

3. The version of the political science major curriculum that I completed fulfilled my expectations.

   Strongly agree 1 2 3 4 5 Strongly disagree

4. The version of the political science major curriculum that I completed had the right balance between free choice and requirements.

   Strongly agree 1 2 3 4 5 Strongly disagree

   Traditional majors: Skip to Item 13.

For Pre-Law Option students:

5. This option had the right balance between law courses and other courses.

   Strongly agree 1 2 3 4 5 Strongly disagree

6. I had adequate access to law practitioners and elected officials in my course of study.

   Strongly agree 1 2 3 4 5 Strongly disagree

7. I had opportunities for internships in the legal field.

   Strongly agree 1 2 3 4 5 Strongly disagree

For the Option in Public Affairs and Administration students:

8. This option had the right balance between public policy and public administration courses.

36
9. The economic course(s) were useful.

Strongly agree 1 2 3 4 5 Strongly disagree

10. The statistics/accounting sequence was useful.

Strongly agree 1 2 3 4 5 Strongly disagree

11. There should have been more exposure to other areas of Political Science.

Strongly agree 1 2 3 4 5 Strongly disagree

12. I had adequate access to public administration or public policy practitioners and elected public officials in my course of study.

Strongly agree 1 2 3 4 5 Strongly disagree

For all political science majors:

13. I have a clear understanding of Political Science as a discipline, including the main theoretical and methodological debates.

Not at all 1 2 3 4 5 Very clear

14. I am able to identify the core issues, theoretical frameworks and analytic methods of each of the subfields of Political Science (American politics, public policy, law, international relations, comparative politics and political theory).

Not at all 1 2 3 4 5 Very clear

15. Overall, there was adequate emphasis on research, writing, speaking and analytical skills in my political science courses.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses helped you most in developing these skills?

16. While a student here, I have read and interpreted the following types of writing for at least one course.

Textbooks: __
Scholarly books and journal articles: __
Case law: __
Newspaper articles: __
Government documents: __
Writings that include statistics: __
Original philosophical texts: __

I am now skilled at reading and interpreting different types of writing.

Strong agree 1 2 3 4 5  Strong disagree

Which courses helped you most in developing your reading skills?

18. I am now skilled at distinguishing between the central and peripheral aspects of a piece of writing.
Strongly agree 1 2 3 4 5  Strongly disagree

Which courses helped you most in developing this analytical skill?

19. I am now skilled at distinguishing between well-substantiated arguments and unsupported assertions.
Strongly agree 1 2 3 4 5  Strongly disagree

Which courses helped you most in developing this analytical skill?

20. I am now skilled at finding political and legal information using books, journals and available electronic databases.
Strongly agree 1 2 3 4 5  Strongly disagree

Which courses helped you most in developing your research skills?

21. I am now skilled at using social science methods of analysis.

Strongly agree 1 2 3 4 5  Strongly disagree

Which courses helped you most in developing your methods skills?

22. I can now write knowledgeably, correctly, clearly and logically on political subjects.

Strongly agree 1 2 3 4 5  Strongly disagree

Which courses helped you most in developing your writing skills?

Political Science instructors explained plagiarism, taught me how to avoid it, checked for it and enforced plagiarism rules.

Strongly agree 1 2 3 4 5  Strongly disagree

23. I am adept at listening, taking notes, and commenting on material presented in class.

Strongly agree 1 2 3 4 5  Strongly disagree

Which courses/instructors helped you most at developing these skills?
24. I am able to participate effectively in classroom dialogue on controversial political subjects, challenging the facts and ideas presented by others and defending my own ideas.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses/instructors helped you most at developing your participation skills?

25. I am now skilled at oral presentation.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses/instructors helped you most as developing your presentation skills?

26. How many writing projects involving academic research did you prepare prior to this seminar?

0 1 2 3 4 5+

27. The Political Science curriculum challenged me to be the best student I could be.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses did you find challenging? Too challenging? Not challenging enough?

28. Overall, there was adequate opportunity for internships, fieldwork, and service learning.

Strongly agree 1 2 3 4 5 Strongly disagree

29. I found my internship, fieldwork, service learning (circle one) experience to be valuable.

Very valuable 1 2 3 4 5 A waste of time

30. Overall, I was satisfied with the curriculum.

Strongly agree 1 2 3 4 5 Strongly disagree

31. I was satisfied with the assistance I received from my major advisor.

Strongly agree 1 2 3 4 5 Strongly disagree

32. I was satisfied with the assistance I received from the political science faculty in the area of career counseling or preparation for graduate school.

Strongly agree 1 2 3 4 5 Strongly disagree
33. I was satisfied with my experiences with the Political Science Club and/or Model U.N. Club.

Strongly agree 1 2 3 4 5 Strongly disagree

34. I was satisfied with my interactions with the Political Science office.

Strongly agree 1 (10) 2 (3) 3 (1) 4 (1) 5 (1) Strongly disagree

35. Please list the courses you thought were particularly valuable. EXPLAIN.

36. Please list the least valuable courses. EXPLAIN.

37. What courses or subject matter would you like to see added to the major? Specify which option, if any. Are there areas of technical competence that should be added?

38. What courses or subject matter would you like to see dropped from the major? WHY?

39. What other suggestions do you have for improving the major?

40. What are your career plans?

Were your career plans changed by your participation in the major?

41. Were your political views changed by your participation in the major?

42. Were you active in politics when you entered the major? Are you active in politics now? Do you intend to be active after you graduate? Explain.

43. How would you describe the political science major to a friend or fellow student new to Cal State?

The next six questions focus on the Senior Seminar.

44. Political Science 4910, the Senior Seminar, worked well as a capstone experience in the major.

Strongly agree 1 2 3 4 5 Strongly disagree

45. My previous work in political science adequately prepared me to research, write, and present the seminar project.

Strongly agree 1 2 3 4 5 Strongly disagree
46. The format and structure of the seminar was conducive to the preparation of a quality research paper.

Strongly agree 1 2 3 4 5 Strongly disagree

In the following questions, please evaluate the usefulness of these University services in helping you complete the seminar project.

47. Reference librarian for help on the research.

Very useful 1 2 3 4 5 Useless 6 Did not use

48. Student Center for Academic Achievement (upgraded Learning Center)

Very useful 1 2 3 4 5 Useless 6 Did not use

49. Communication Lab (formerly called Speech Communication lab)

Very useful 1 2 3 4 5 Useless 6 Did not use

50. On the back of this page, please write a one-page response to the question, What is the value to you of your Political Science degree?
Faculty

David S. Baggins
Professor and Department Chair

Education
PhD Syracuse University, Maxwell School of Citizenship and Public Affair, Public Administration, 1984
J.D. Syracuse University College of Law, 1984
BA Political Science, University of Rochester, 1980

Employment
Chapman University, 1984-1990
California State University, East Bay, 1990-present
Semester at Sea, Visiting Professor and Associate, Voyages 1994 and 2004.

Awards
Pi Kappa Delta, Best Lecturer, CSU Hayward, 1991.

Books

Michael E. Good, Ph.D.

Professor of Political Science
California State University, East Bay

398 Parrott Street, 401
San Leandro, CA 94577
Home telephone: (510)352-5778
e-mail: michael.good@csueastbay.edu

Education

1975 Ph.D. Political Science, Miami University, Oxford, Ohio
1971 M.A. Political Science, Miami University, Oxford, Ohio
1968 B.A. Government, Wright State University, Dayton, Ohio

Employment

2002- Professor of Political Science, California State University, East Bay
1999-2002 Dean of Arts, Letters and Social Sciences, California State University, East Bay
1996-1999 President, John Cabot University, Rome Italy
1990-1996 Director and Resident Chairman, Professor of Political Science, Syracuse University, Florence, Italy
1986-1990 Professor and Chair, Department of Politics and Government, Ohio Wesleyan University, Delaware, Ohio
1985-1986 Visiting Professor of Political Science, Syracuse University, Florence Italy
1981-1986 Associate Professor, Politics and Government, Ohio Wesleyan University
1975-1981 Assistant Professor, Politics and Government, Ohio Wesleyan University
1973-1974 Instructor, Politics and Government, Ohio Wesleyan University
1968-1970 Reporter, Kettering-Oakwood Times newspaper, Dayton Ohio
Post Doctoral Study

1982 Mellon grant to study advanced statistics at the Inter University Consortium for Political and Social Research (ICPSR) summer program at the University of Michigan, Ann Arbor.

1978 NEH Summer Seminar Fellowship, University of California at Los Angeles, under the direction of Professor Richard Ashcraft.

Awards

1973 Teaching Fellowship at Miami University, Oxford, Ohio
1972 Teaching Assistantship at Miami University, Oxford, Ohio
1999 Doctor of Humane Letters, Honoris Causa, John Cabot University, Rome, Italy
2006 Distinguished Alumni Award, Wright State University, College of Liberal Arts

Papers, Conferences, Lectures, Addresses:

The Media Monopoly and the Information Void. A paper given at the Law School, University of Michigan in 2005 as a part of a conference on the media. I was the only Political Scientist among Lawyers, Judges, Corporate Media heads, Judges, Journalists and lobbyists.


"Political Education and the End of Partisan Politics," an address given to the League of Women Voters in Delaware, Ohio, on September, 1987.


Conducted a County-wide survey of citizens attitudes about County services. Commissioned by the County Democratic Party. (services were donated).

"The Politics of Karl Marx," lecture given to the students and faculty at Ohio Dominican College as a part of their Humanities program.

"A Strategy Game for AIDS Policy," written under contract with the Kettering Foundation to augment their National Issues Forum material which was published in cooperation with the Domestic Policy Association, 1989.

"A Strategy Game for Solving the Drug Crisis," written under contract with the Kettering Foundation to augment their National Issues Forum material which was published in cooperation with the Domestic Policy Association, 1990.

Memberships, Offices held or other Recognition in Professional Organizations

Senior Associate of the Global Affairs Institute at the Maxwell School of Citizenship and Public Affairs, Syracuse University. Appointed 1996 for three years.

American Association of College and University Programs in Italy (AACUPI), member 1990 to present, steering committee, 1993 to present. Legal/Fiscal representative

President, Tuscany-America Association, Florence, 1996-97

American Political Science Association, 1978-1992

Midwest Political Science Association, 1976- 1992

Ohio Association of Economists and Political Scientists, Regional coordinator for the Central Region, 1983-1989, vice-president and president-elect, 1990.
Norman Arthur BOWEN
3009 Windsor Dr.
Alameda, CA 94501

EDUCATION

Ph.D. State University of New York at Albany,
Graduate School of Public Affairs, 1978

M.A. State University of New York at Albany,
Graduate School of Public Affairs, 1971

B.A. University of California, Berkeley, 1970
Independent Major in Political and Social Philosophy

TEACHING AND ADMINISTRATION

Professor of Political Science, California State University East Bay, 2008 to present

Associate Professor of Political Science, CSU, East Bay, 1999-2007

Director, International Studies Program, CSU East Bay, 1997 to present

Assistant Professor of Political Science, California State University, Hayward, 1995-1999

Lecturer, California State University, Hayward (CSUH), 1994-95

On leave from The American University of Paris (AUP), 1994-95

On sabbatical from The American University in Paris, 1993-94

Visiting Exchange Professor, California State University, Hayward, 1992-93

Chairman, Department of International Affairs, The American University of Paris, 1987-92

Associate Professor of Political Science, The American University of Paris, 1989-1995
Visiting Exchange Professor, St. Mary’s College of California, Spring 1989

Assistant Professor of Political Science, The American University of Paris, 1984-1989

Chair, International Relations Department, Schiller International University, 1981-83

Lecturer in Political Science and History, The American College in Paris, 1979-84

Adjunct Professor of International Relations, Schiller International University, Paris Campus, 1980-81

Visiting Associate Professor of American Civilization, Université de Paris III, 1981-82

Adjunct Professor of Public Administration, State University of New York at Albany, Summer, 1978


COURSES TAUGHT (at CSUEB only)

International Relations
   World Politics
   World Problems
   War and Peace
The United Nations and the World Community
The Politics of the Global Economy
The Politics of European Integration
Political Systems of Western Europe
Public Policy and California Government
   Public Policy Analysis
   Global Systems
Seminar in Administrative Ethics
Seminar in International Studies
Seminar in Political Science

CURRENT RESEARCH
Retreat from Multilateralism: Postwar Planning During World War II, manuscript in progress.


PUBLICATIONS, PAPERS, AND ACADEMIC LECTURES


"East Bay Global Strategy Forum: Regional Cooperation in Response to Globalization," roundtable presentation delivered at the Sacramento City College Conference on Global Education, February 19, 1999

"Proliferation and Weapons of Mass Destruction: Internet Sources," paper prepared for participants in the Teaching Seminar on Strategic Weapons Proliferation, University of California Institute on Global Conflict and Cooperation, University of California, San Diego, August 20-23, 1998.


"Retreat from Internationalism," a roundtable presentation at the 1995 Northern California Political Science Association meeting.


"Decentralization and the New Citizenship in France," accepted for publication in *democracy* before journal ceased publication, 1983.


AWARDS

RSCA Summer Stipend, 1996
CSUH Service Learning Grant 2001
One-quarter Sabbatical, Fall 2002

UNIVERSITY SERVICE

2006-2007 CSUEB Fairness Committee
2005-2006 Academic Senate Executive Committee Language Task Force
  ALSS Election Committee
2003-2004 ALSS Curriculum Committee
2003-2005 Academic Senate
2000-2002 Member, Special Committee on Academic Standards,
  Co-author, *Report on Academic Standards*
1998-1999 Member, Executive Council, CSUH Human Right
1997-2002 CSUH University Writing Sub-committee
1997-present Internship Supervisor, International Studies Program
1997-present Director, International Studies Program
1995-1996 International Studies Program Committee
1994-present Department of Political Science liaison to high schools and community colleges
1994-present Advisor, CSUH Model United Nations
1991-1992 University Budget and Institutional Retrenchment Committee (AUP)
1988-1991 Sub-Committee on the Faculty By-Laws (AUP)
1987-88 Chairman, Faculty Council (AUP) Co-Author, Institutional Self-Study for Reaffirmation of Accreditation of the American College in Paris.
1986-87 Chairman, Faculty Assembly (AUP)
1984-85 Representative of the Part-time Faculty to the Faculty Council (AUP)

PROFESSIONAL ACTIVITIES

American Political Science Association, member
International Studies Association, member
Model United Nations of the Far West, Membership Committee
The United Nations Association of the United States
East-Bay Chapter, Board member
Western Political Science Association, member
Member, External Advisory Board, College of San Mateo International Studies Program
Consultant, Vista College International Studies Program

COMMUNITY REPRESENTATION (since 2002 only)


Organizer and participant, “Nuclear Non-Proliferation, the Middle East and the Future of Nuclear Weapons,” panel at Las Positas College co-sponsored by the Las Positas Department of Political Science, the CSU East Bay Department of Political Science, and UNA-USA- East Bay. April 18, 2007.


Organizer and speaker, “The United Nations at 60: Reform, Sustainable Development and Arms Control” panel at Las Positas College co-sponsored by the Las Positas Department of Political Science, the CSU East Bay Department of Political Science, and UNA-USA- East Bay.


Speaker, “The US, the UN and the War in Iraq,” San Lorenzo Library, April 8, 2003.


Keynote speaker, United Nations Association, East Bay Chapter annual meeting, January 19, 2002.

PEDAGOGY


Co-organizer and presenter, CSUH Faculty Development workshop on Plagiarism, October, 2002.
Contributor to “Building Mutual Capacity for Peninsula Technikon (South Africa) and Cal State Hayward: Curriculum for a Competent and Humane Workforce and a Socially Responsible Citizenry,” USAID grant proposal, spring 2002.

Peninsula Technikon (South Africa)/ CSUH Global Partnership, pilot dialogue: Model United Nations web-based simulation and student discussions, spring 2002.

Member, CSUH President’s South Africa Initiative, 2001-2002, head of sub-committee on collaborative curriculum development.


Developed and administered questionnaire and hosted focus group on the Public Affairs Option in POSC 4911 senior seminar, 1997-2001.

Developed course-based Student Self-Assessment and Skill Development plan for my POSC courses. 1995-2002.

Co-developed POSC Service Learning Program, recipient of CSUH Service Learning Grant, 2002.

Developed and taught in interdisciplinary General Education Cluster “Conflict, Culture and Communication” 1999-2005

CURRICULUM DEVELOPMENT AND TEACHER TRAINING


Coordinator, United Nations Association USA, East Bay Chapter, Millennium Development Goals Curriculum Development Project in association with the Student California Teachers Association, 2007.

Outreach coordinator, CSU Hayward Model UN and the United Nations Association USA, East Bay Chapter, United Nations Elementary Education Kit, pilot project to Hayward areas schools (John Muir Elementary, East Avenue Elementary, Highland Elementary), October-November, 2004.


Organizer and presenter, United Nations Association of the USA, East Bay Chapter and CSUH Model United Nations joint one-day workshop for high school teachers on Global Classroom Curriculum and Model United Nations, February 9, 2002.

Associate Professor Kim Geron
Department of Political Science
California State University East Bay
25800 Carlos Bee Blvd.
Hayward, CA  94542-3041
WORK (510) 885-3860, CELL (510) 909-4095
email: kim.geron@csueastbay.edu

Education:
M.A. 1996. Department of Political Science. University of California, Riverside

Teaching Experience:
Associate and Assistant Professor, Department of Political Science, California State University East Bay (formerly Hayward). Fall 1999-2007
Instructor, Political Science Department. Hartnell College, Salinas, California, 1997-1999
Lecturer, Ethnic Studies Program. CSU San Bernardino 1995-1996

Selected List of Published Works:

Latino Political Power: From the Margins to Incorporation. 2005. Lynne Rienner Publishing: 55


Works in Progress:


Book Reviews


Selected Academic Presentations and Conference Participation:


Roundtable participant, "The Search for Tenure and Promotion: Advice from Department Chairs and Recently Promoted Academic Colleagues." Sponsored by the Committee on the Status of Blacks at the American Political Science Association Annual Meeting. September 1-4, 2005.


Professional Service:

Member, Executive Board, Western Political Science Association, 2009-2012.

Division Co-Chair, Race, Ethnicity and Politics Section, American Political Science Association. 2007. August 30-September 2, 2007. Chicago, Illinois.

Section coordinator for the Urban Politics Section and student volunteer coordinator of the 2005 Western Political Science Association Conference in Oakland, California.

Newsletter Editor, Race and Ethnic Politics Section, American Political Science Association. 2005-2009

Administrative and Department Service:


Public Affairs and Administration Option Coordinator, Department of Political Science. 1999-2008. Currently, the advisor to 30+ students in this option.

Political Internship Coordinator for Department of Political Science 1999-2008. I supervise 5+ students per quarter engaged in public policy, political campaigns, and work in political offices.

Coordinating Committee member and delegation leader of CSUEB for the Sacramento Legislative Seminar. An annual conference with student delegations from California colleges and universities in the state capitol in February each year.

Member of Political Science Department Committee on Five Year Review 2008-2009

Community Service

Vice-President, California Faculty Association, 2007-2009.

Political Action Coordinator, CSU East Bay Chapter, 2005-2009
President, Alameda County Chapter of the Asian American Political Alliance (APALA)

Member of the Board, Asian American Community Training.

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Melissa R. Michelson  
Associate Professor of Political Science  
California State University, East Bay

Education

1990-1994    Yale University  
M.A., 1991; M.Phil., 1994; Ph.D., 1994 – political science  
Graduate school honors: Sigma Xi, 1993; Dissertation Year Fellowship, 1994  
1986-1990    Columbia College, Columbia University  
1990    B.A., political science, cum laude

Current Position

9/04-present    Department of Political Science, California State University, East Bay  
9/07-  
9/04-8/07    Assistant Professor of Political Science

Previous Teaching Experience

1999-2004    Department of Political Science, California State University, Fresno  
2003-2004    Associate Professor of Political Science (tenured)  
1999-2003    Assistant Professor of Political Science  
1999-2003    Executive Committee member, Kenneth L. Maddy Institute of Public Affairs
Journal Articles


Michelson, Melissa R. 2006. “Mobilizing the Latino Youth Vote: Some Experimental Results.” *Social Science Quarterly* 87, 5 (Dec.): 1188-1206.


*student co-author.

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**Book Chapters**


**Other Publications**


Work in Progress


Conference Presentations

American Political Science Association


2004: “How Immigrants Lose Trust in Government: Results from Preliminary Focus Groups with Hmong Immigrants.”

*student co-author.
2002: “Turning Out Latino Voters”
2001: “Attitudinal Predictors of the Latino Vote.”

Midwest Political Science Association
2004: “Mobilizing Minorities Using Partisan Propaganda.”
2002: “Competing Vote Cues and the Authenticity of Representation: Latino Support for Anglo Democrats and Latino Republicans.”
2001: “Mexican-American Political Attitudes and Behavior in Fresno, California.”
1996: “Presidential Rock Soup: Going Public with Poor Approval Ratings.”

Western Political Science Association
2005: “Getting Out the Vote in East Palo Alto: A Voter Registration Experiment.”

2003: “Mobilizing the Latino Youth Vote.”


2002: “Getting out the Latino Vote in Fresno, CA.”


**Western Social Science Association**


**Other Conference Activity**

**American Political Science Association**


2006: Panel chair and discussant, “Immigration and Political Incorporation.”


**Midwest Political Science Association**

2006: Section Chair, “Midwest Latino Caucus;” Discussant, “Social Capital, Place, and Incorporation.”


2001: Discussant, “Race, Place and Peace of Mind: Connecting Racial Politics and Mental Health.”

2000: Panel chair and discussant, “Immigration in Comparative Perspective.”

**Western Political Science Association**

2008: Section Chair, “Voting and Elections”; Chair and Discussant, “Gender, Race, & Ballots: Gender & Electoral Representation.”


2005: Section Chair, “Voting and Elections.”


2001: Panel chair, “Immigration, Mobility, and Coalition Building.”

Grants and Awards

2007. $435,000 from the James Irvine Foundation to continue evaluation of voter mobilization activities from their California Votes Initiative, July 2007-June 2009.

2006. $5,650 CSU Faculty Support Grant to found a student journal of politics, East Bay Politics.

2005. $350,000 from the James Irvine Foundation to design and conduct an evaluation of voter mobilization activities from their California Votes Initiative, March 2005-June 2007. ($50,000 to design evaluation plan; $300,000 for implementation).

2003. WPSA Best Paper Award in Chicana/o Politics for “Getting out the Latino Vote: How door-to-door canvassing influences voter turnout in rural Central California”

2003. Up to $7,000 (based on final evaluation) from the Title V program to develop a web-based version of PL SI 02, American Government and Institutions.

2003. Kenneth L. Maddy Institute of Public Affairs research grant. $2,500 to study “Immigrant Political Attitudes in the Central Valley.”

2002. Center for Information and Research on Civic Learning and Engagement (CIRCLE) research grant. $41,628 to conduct an experimental door-to-door get-out-the-vote drive aimed at increasing Latino youth participation in the November 5, 2002 elections in Fresno.

2002. Affirmative Action Faculty Development Award. $1,000 to study “The Corrosive Effect of Assimilation: How Immigrants Lose Political Trust.”

2002. CSU Research, Scholarship and Creative Activity Award. $5,000 for “Mobilizing the Latino Vote: The Effect of Personal Canvassing Efforts.”

2001. $20,000 sub-contract from the Pew Charitable Trusts to conduct an experimental door-to-door get-out-the-vote drive that focused on the Dos Palos-Oro Loma School Board election of November 6, 2001, testing the effect of two different appeals on Latino participation.

2001. Affirmative Action Faculty Development Award. $1,150 and three units of release time to study “Attitudinal Predictors of the Latino Vote.”
2001. CSU Research, Scholarship and Creative Activity Award. $5,000 for “Competing Vote Cues and the Authenticity of Representation,” a study of Latino electoral support for Anglo Democrats and Latino Republicans.

2001. Faculty Professional Development grant. (Lottery funding). $4,442 for release time to develop a Multicultural/International General Education course on race, ethnicity, and political tolerance.

2001. Field Faculty Question Credits. Inclusion of my research questions about motivations for voting in the California Field Polls conducted in September and December 2001.

2000. CSU Research, Scholarship and Creative Activity Award. $5,000 to study the political attitudes and behavior of Fresno Latinos.

2000. Affirmative Action Faculty Development Award. $4,442 for release time to study the political attitudes and behavior of Fresno Latinos.

2000. Field Faculty Question Credits. Inclusion of my research questions about political efficacy in the California Field Polls conducted in June and September-October 2000.

1999. $1,998.75 CSU Fresno College of Social Sciences Research Grant for, “Latino Voting Behavior in California’s 20th District: Partisanship vs. Ethnicity.”

1998. $6,000 Great Cities grant for survey research on the politicization and voting behavior of Chicago Latinos.

1997. $6,500 Great Cities grant for survey research on the politicization and voting behavior of Latinos in Chicago. (with Amalia Pallares)

1995. $1,575 UIC Office of Social Science Research seed grant to expand dissertation research on the effect of public opinion on presidential power in Congress.

Invited Lectures


2007. “Closing the Voter Turnout Gap.” Media/Public Briefing on results from the first phase of the California Votes Initiative, Fresno, CA on Nov. 13, Sacramento, CA on Nov. 14, Los Angeles, CA on Nov. 15.


2004. Panelist, “Post-Election Panel,” California State University, Hayward, Nov. 3.


1999. "Latino Political Power." At the annual meeting of the Northern California Political Science Association, UC Davis, April 24.


Journals & Presses Reviewed for


Professional Memberships & Service

**American Political Science Association**

Member, 1993-present

Minority Fellowship Committee, 2002-2003

Executive Council, 2006-2008

Committee on the Status of Latinas y Latinos, 2004-2007

Latino Caucus Secretary, 2003-2004

**Western Political Science Association**

Member, 2000-present

Executive Council, 2008-present

Voting & Elections Section Chair, 2004-2005 and 2007-2008

Committee on the Status of Latinas y Latinos, 2004-2007

Chair, subcommittee on Latino graduate student & faculty retention

Best Paper in Latino/a Politics Committee, 2003-2006

Chair, 2003-2004, 2005-2006

**Midwest Political Science Association**

Member, 1996-present

MPSA Executive Council, 2008-present
Midwest Latino Caucus Section Chair, 2004-2006
Midwest Latino Caucus Chair, 2004-2006

Voices of Reform
Steering Committee Member, “Voices of Reform: Improving California Governance Project,” Commonwealth Club of California, 2004-present

Critica
Editorial Board Member, Critica: A Journal of Latino Policy & Politics (2008-present)

Maria Consuelo C. Ortuoste, Ph.D.
(as of January 2009)

Current Position: Assistant Professor
Office: Department of Political Science, California State University East Bay
25800 Carlos Bee Blvd., Hayward, CA 94542-3041
Tel.: 510.885.3840
Fax: 510.885.2477
Email: maria.ortuoste@csueastbay.edu

EDUCATION

Ph.D. (2008), Arizona State University, Major: International Relations, Minor: Comparative Politics
Dissertation title: The Institutional Dynamics of Governance in Southeast Asia and ASEAN: Case studies on the “haze”, East Timor, and human rights
Committee chair: Prof. Sheldon W. Simon
Committee members: Prof. Miriam Elman; Prof. James Rush

Thesis title: The United Nations in conflict situations: Selected cases of collective security and peacekeeping
Committee chair: Prof. Carolina G. Hernandez
SPECIALIZED EDUCATION and TRAINING

Women in International Security (WIIS) Summer Symposium- Georgetown University, Washington, D.C., June 8-13, 2006

Institute for Qualitative Research Methods- Consortium for Qualitative Research Methods, Tempe, Arizona, January 3-13, 2006

Security Studies Executive Course- Asia-Pacific Center for Security Studies (under the Department of Defense), Honolulu, Hawaii, January-April 1999

Advanced International Programme in Conflict Resolution- Department of Peace and Conflict Research, Uppsala University, Sweden, April-May 1998

PUBLICATIONS


RESEARCH GRANTS AND FELLOWSHIPS

New Faculty Support Grant, California State University East Bay. Research project “The Institutional Bases of National and Regional Environmental Governance in Southeast Asia, 1967 to 2007.” The research will be conducted from January to August 2009.

Arizona State University Graduate and Professional Students Association (GPSA) to attend 49th International Studies Association’s annual conference (March 2008).
Center for Asian Research to attend the 48th International Studies Association's annual conference (February 2007),

OTHER GRANTS AND FELLOWSHIPS

Travel grants from

Arizona State University Graduate and Professional Students Association (GPSA) to attend 49th ISA annual conference (March 2008)

Center for Asian Research to attend 48th ISA annual conference (February 2007)

Department of Political Science to attend Women in International Security summer symposium in Washington DC (June 2006)

Fellowship Stipend, Institute for Qualitative Research Methods, January 3-13, 2006

Phi Kappa Phi Honors Society, Arizona State University chapter- awarded membership 2005

Graduate College Awards for Tuition, Arizona State University, Spring 2004

Teaching Assistantship, Arizona State University’s Department of Political Science, Fall 2001-present

Fellowship from the Swedish International Development Agency (SIDA) to attend the Advanced International Programme in Conflict Resolution in Uppsala University, Sweden (1998)


Travel Awards from the following organizations to attend and present papers in their sponsored conferences:

Asia-Pacific Center for Security Studies, Honolulu, Hawaii (2004, 2002, 2000, 1999); Swedish International Development and Cooperation Agency, through Universiti Sains Malaysia and Department of Peace and Conflict Research Uppsala University (2002); British Department for International Development through the Singapore Institute of International Affairs and the International Peace Academy (2001);

Asia Foundation (2000);

Konrad Adenauer-Stiftung through the Singapore Institute of International Affairs (2000);

National Institute for Defense Studies, Tokyo, Japan (2000);

Swedish Agency for the Internationalization of Higher Education, through Universiti Sains Malaysia and Department of Peace and Conflict Research Uppsala University (1999);

RESEARCH BACKGROUND

Head, Center for International Relations and Security Studies of the Philippines' Foreign Service Institute (1994-2002); and Research Analyst, Department of Budget and Management (1989-1990).

Policy research included: Burma and Philippine human rights policy; Peacekeeping – issues in the U.N., Philippine participation, and multilateral cooperation through the ASEAN Regional Forum; conflict resolution in the South China Sea; among others

Research Assistant, contracted by the National Bureau of Asian Research (January 2003)

Project: Theater Security Cooperation

Research Assistant, University of the Philippines (1990-1992)

Projects: Protection of Children in Situations of Peace and Armed Conflict (UNICEF-funded); Popular Empowerment in the Philippines during its Democratic Transition (Asia Foundation-funded); U.S. Foreign Policy (post-World War II to the end of the Cold War)

External consultant for:


The Asia Foundation’s America’s Role in Asia: Southeast Asia Workshop. Bangkok, Thailand (March 22-24, 2000).


ACADEMIC EXPERIENCE

Assistant Professor, California State University East Bay

Instructor, Arizona State University

POS 467- International Security (Fall 2006, Fall 2007)

POS 260- Current Issues in International Relations, internet course (Summer 2007)

Honors Disciplinary Faculty, Barrett Honors College (2006-2007)

Teaching Assistant, Arizona State University
Undergraduate academic advisor, Arizona State University (Fall 2004-Fall 2006)

Lecturer, University of the Philippines (Second semester, 1998 to 1999) - Consular and Diplomatic Practice

Invited instructor, Foreign Service Institute; the National Defense College of the Philippines, the Command and General Staff College, and other units of the Armed Forces of the Philippine

OTHER RELEVANT EXPERIENCE

Official representative / member of delegation of the Philippine government to:

Seventh Regional Disarmament meeting in the Asia Pacific Region sponsored by the United Nations Regional Centre for Peace and disarmament in the Asia Pacific. Kathmandu, Nepal (February 13-15, 1995).

First ASEAN Regional Forum Intersessional Group Meeting on Confidence-Building Measures. Tokyo, Japan (January 18-19, 1996).


FORTHCOMING CONFERENCES


CONFERENCE PAPER PRESENTATION


"Building States and International Organizations: Developing a Framework to Explain the Dynamics of National and Regional Order in Southeast Asia." Forty-eighth annual

(Invited, fully funded participation)


“Reviewing the ASEAN Regional Forum and Its Role in Southeast Asian Security.” International Workshop on New Dimensions of Conflict and Challenges for Conflict Management in Southeast Asia co-sponsored by the Research and Education for Peace Unit of the School for Social Sciences of the Universiti Sains Malaysia, and the Department of Peace and Conflict Research, Uppsala University. Funded by the Swedish Agency for the Internationalization of Higher Education. Penang, Malaysia, December 5-9, 1999.


SERVICE TO THE DISCIPLINE

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AFFILIATIONS

Member, Women in International Security
Member, American Political Science Association
Member, International Studies Association
Member, Program of Southeast Asian Studies, Arizona State University
Member, Southeast Asian Conflict Studies Network

LANGUAGES SPOKEN

Tagalog, native language
English, fluent
Spanish, moderately proficient
French, moderately proficient
Elizabeth Bergman
Dept. of Political Science
California State University East Bay
25800 Carlos Bee Blvd.
Hayward CA 94542

Education
Ph.D., Political Science, Claremont Graduate University 2001
   Dissertation: “A Theory and Test of Bi-directionalism in Congress.”
   Fields: American Politics and Public Policy
M.A., Public Policy, Claremont Graduate University 1997
B.A., Social Science, University of California at Berkeley, 1982

Employment
Assistant Professor, California State University East Bay, September 2008 to present
Instructor, California State Polytechnic University, Pomona, September 2002- 2008
   Courses taught:
   Introduction to American Government
   California Government
   Graduate Public Administration
   The Presidency
   American Congress
   Woman and Politics in America
Senior Research Analyst, Candle Corporation, 2000 - 2002

Research & Analysis Supervisor, Denso Corporation, 1998 - 2000

Research Associate, Tomas Rivera Policy Institute, 1997-98

Research Assistant, Claremont Graduate University, 1996-98


Publications


http://www.eac.gov/election/poll%20workers/sucessful-practices


“Campaign Finance Reform.” Politics & Economics: the Newsletter of CGU. 1997


Professional Conference Presentations


Grants, Awards, and Honors

Faculty Support Grant, California State University East Bay, 2009-2010, ($5,000) for survey of California voters.


Research Grant, Elections Assistance Commission, Washington, D.C. (with Jennifer Collins-Foley and Tracy Warren), 2005-06. ($378,000)

Faculty Mini-Grant, California State Polytechnic University, Pomona, 2004-05. ($500)

Conference Travel Grant, California State Polytechnic University, Pomona, 2004-2005. ($642)


Exceptional accomplishments: lecturer, California State Polytechnic University, Pomona, 2004.

Haynes Foundation, Dissertation grant, 1999-2000. ($14,000)

Paul K. Richter and Evelyn Cook Richter Memorial Fellowship, Claremont Graduate University. 1996-97. ($18,000)

Politics & Policy Fellowship, Claremont Graduate University, 1995-97. ($18,000)
Woman of the Year, National Association of Women Business Owners, Los Angeles, 1995

President’s Undergraduate Research Fellowship, University of California Berkeley, 1981-82.

Professional Activity


Advisory Board Member, Pollworker Institute, Washington, D.C. 2004-2006

Discussant, Panel on Internet and Political Communication, annual meeting of the Western Political Science Association, Oakland, CA., March 17-20, 2005


Professional Organizations

American Political Science Association  Midwest Political Science Association

Western Political Science Association  Southwestern Political Science Association
Wendy Sarvasy

1327 Navellier Street
El Cerrito, CA 94530
(510) 237-8207
Department of Political Science
California State University, East Bay
Hayward, CA 94542-3045
(510) 885-3583

Education

M.A. Political Science, U.C.L.A., June 1971
B.A. Political Science, U.C. Berkeley, June 1969

Dissertation

“From Democrat to Socialist: John Stuart Mill’s Political Theory and Class Analysis.”

Fellowships, Grants, and Awards

Research, Scholarship, and Creative Activity (RSCA) Mini-Grant, California State University, Hayward, 1996-1997

Meritorious Performance and Professional Promise Award, San Jose State University, 1987
University Foundation Grant, San Jose State University, 1987

National Endowment for the Humanities Summer Stipend, 1980

Publications

Books

2009. *Democratic Social Politics: Feminist Theorizing Activism*

(In progress under contract to Routledge)

Articles in Refereed Journals


Chapters in Books


Book Reviews


Conference Papers and Panels (1989-2007)


1996. “Gender Inequality Across Welfare State Regimes,” discussant on the panel at the APSA Meetings, August 29-September 1, San Francisco.


Teaching and Professional Affiliations

California State University, Hayward, Lecturer, Department of Political Science, Summer quarter 1994-present.


San Jose State University, Lecturer, Department of Political Science, 1990-93.


San Jose State University, Lecturer, Department of Political Science, 1984-1989.

U.C.L.A., Visiting Scholar, Department of Political Science, 1983-84.

Pennsylvania State University, Assistant Professor, Department of Political Science, 1978-83.

California State University, Northridge, Lecturer, Department of Political Science, 1975-78.

Professional and Community Service:

Participant on Lifetime Achievement Award Committee for New Political Science Section, APSA, 2008.

Chair of Best Dissertation Committee for Women and Politics Section, APSA, 2002-2003.

Lecturer Representative, California Faculty Association

Assistant Producer, “Living Room,” a talk show hosted by Larry Bensky, KPFA.


Member, Committee on Status of Women, Western Political Science Association, 1986-88.

1. Why did you select the Political Science major?

2. Did you take

   The traditional major:  
   The pre-law option:  
   The option in public affairs and administration:  

Why did you select that form of the major?

For Items 3-26 and 34-39, please indicate the degree to which you agree with the statements. You may use the extra space to explain your answer and to make suggestions for improvement.

3. The version of the political science major curriculum that I completed fulfilled my expectations.
   Strongly agree 1 2 3 4 5 Strongly disagree

4. The version of the political science major curriculum that I completed had the right balance between free choice and requirements.
   Strongly agree 1 2 3 4 5 Strongly disagree

Traditional majors: Skip to Item 13.

For Pre-Law Option students:

5. This option had the right balance between law courses and other courses.
   Strongly agree 1 2 3 4 5 Strongly disagree

6. I had adequate access to law practitioners and elected officials in my course of study.
   Strongly agree 1 2 3 4 5 Strongly disagree

7. I had opportunities for internships in the legal field.
   Strongly agree 1 2 3 4 5 Strongly disagree
For the Option in Public Affairs and Administration students:

8. This option had the right balance between public policy and public administration courses.

Strongly agree 1 2 3 4 5 Strongly disagree

9. The economic course(s) were useful.

Strongly agree 1 2 3 4 5 Strongly disagree

10. The statistics/accounting sequence was useful.

Strongly agree 1 2 3 4 5 Strongly disagree

11. There should have been more exposure to other areas of Political Science.

Strongly agree 1 2 3 4 5 Strongly disagree

12. I had adequate access to public administration or public policy practitioners and elected public officials in my course of study.

Strongly agree 1 2 3 4 5 Strongly disagree

For all political science majors:

13. I have a clear understanding of Political Science as a discipline, including the main theoretical and methodological debates.

Not at all 1 2 3 4 5 Very clear

14. I am able to identify the core issues, theoretical frameworks and analytic methods of each of the subfields of Political Science (American politics, public policy, law, international relations, comparative politics and political theory).

Not at all 1 2 3 4 5 Very clear
15. Over all, there was adequate emphasis on research, writing, speaking and analytical skills in my political science courses.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses helped you most in developing these skills?

16. While a student here, I have read and interpreted the following types of writing for at least one course.
   - Textbooks: __
   - Scholarly books and journal articles: __
   - Case law: __
   - Newspaper articles: __
   - Government documents: __
   - Writings that include statistics: __
   - Original philosophical texts: __

I am now skilled at reading and interpreting different types of writing.

Strong agree 1 2 3 4 5 Strong disagree

Which courses helped you most in developing your reading skills?

18. I am now skilled at distinguishing between the central and peripheral aspects of a piece of writing.

Strongly agree 1 2 3 4 5 Strongly disagree

Which courses helped you most in developing this analytical skill?

19. I am now skilled at distinguishing between well-substantiated arguments and unsupported assertions.

Strongly agree 1 2 3 4 5 Strongly disagree
20. I am now skilled at finding political and legal information using books, journals and available electronic databases.

Strongly agree  1  2  3  4  5  Strongly disagree

Which courses helped you most in developing your research skills?

21. I am now skilled at using social science methods of analysis.

Strongly agree  1  2  3  4  5  Strongly disagree

Which courses helped you most in developing your methods skills?

22. I can now write knowledgeably, correctly, clearly and logically on political subjects.

Strongly agree  1  2  3  4  5  Strongly disagree

Which courses helped you most in developing your writing skills?

Political Science instructors explained plagiarism, taught me how to avoid it, checked for it and enforced plagiarism rules.

Strongly agree  1  2  3  4  5  Strongly disagree

23. I am adept at listening, taking notes, and commenting on material presented in class.

Strongly agree  1  2  3  4  5  Strongly disagree

Which courses/instructors helped you most at developing these skills?

24. I am able to participate effectively in classroom dialogue on controversial political subjects, challenging the facts and ideas presented by others and defending my own ideas.

Strongly agree  1  2  3  4  5  Strongly disagree
Which courses/instructors helped you most at developing your participation skills?

25. I am now skilled at oral presentation.

Strongly agree 1 2 3 4 5  Strongly disagree

Which courses/instructors helped you most as developing your presentation skills?

26. How many writing projects involving academic research did you prepare prior to this seminar?

0 1 2 3 4 5+

27. The Political Science curriculum challenged me to be the best student I could be.

Strongly agree 1 2 3 4 5  Strongly disagree

Which courses did you find challenging? Too challenging? Not challenging enough?

28. Over all, there was adequate opportunity for internships, fieldwork, and service learning.

Strongly agree 1 2 3 4 5  Strongly disagree

29. I found my internship, fieldwork, service learning (circle one) experience to be valuable.

Very valuable 1 2 3 4 5  A waste of time

30. Over all, I was satisfied with the curriculum.

Strongly agree 1 2 3 4 5  Strongly disagree
31. I was satisfied with the assistance I received from my major advisor.

Strongly agree 1 2 3 4 5 Strongly disagree

32. I was satisfied with the assistance I received from the political science faculty in the area of career counseling or preparation for graduate school.

Strongly agree 1 2 3 4 5 Strongly disagree

33. I was satisfied with my experiences with the Political Science Club and/or Model U.N. Club.

Strongly agree 1 2 3 4 5 Strongly disagree

34. I was satisfied with my interactions with the Political Science office.

Strongly agree 1 (10) 2 (3) 3 (1) 4 (1) 5 (1) Strongly disagree

35. Please list the courses you thought were particularly valuable. EXPLAIN.

36. Please list the least valuable courses. EXPLAIN.

37. What courses or subject matter would you like to see added to the major? Specify which option, if any. Are there areas of technical competence that should be added?

38. What courses or subject matter would you like to see dropped from the major? WHY?
39. What other suggestions do you have for improving the major?

40. What are your career plans?

Were your career plans changed by your participation in the major?

41. Were your political views changed by your participation in the major?

42. Were you active in politics when you entered the major? Are you active in politics now? Do you intend to be active after you graduate. Explain.

43. How would you describe the political science major to a friend or fellow student new to Cal State?

The next six questions focus on the Senior Seminar.

44. Political Science 4910, the Senior Seminar, worked well as a capstone experience in the major.

Strongly agree 1 2 3 4 5 Strongly disagree
45. My previous work in political science adequately prepared me to research, write, and present the seminar project.

Strongly agree 1 2 3 4 5 Strongly disagree

46. The format and structure of the seminar was conducive to the preparation of a quality research paper.

Strongly agree 1 2 3 4 5 Strongly disagree

In the following questions, please evaluate the usefulness of these University services in helping you complete the seminar project.

47. Reference librarian for help on the research.

Very useful 1 2 3 4 5 Useless 6 Did not use

48. Student Center for Academic Achievement (upgraded Learning Center)

Very useful 1 2 3 4 5 Useless 6 Did not use

49. Communication Lab (formerly called Speech Communication lab)

Very useful 1 2 3 4 5 Useless 6 Did not use

50. On the back of this page, please write a one-page response to the question, What is the value to you of your Political Science degree?
This orientation brochure is designed to help you navigate through the political science program and its related activities. We want to serve students and to help you reach your full potential, achieve your personal goals, and attain academic success. We want you to feel that you are part of the Political Science community and urge you to get involved in department activities.

**Political Science News Updates**

The department uses Horizon email to send information about upcoming events, deadlines, and internship opportunities. This is our primary means of communicating with you. Be sure to check your Horizon account regularly or link your Horizon account to your personal account.

**Advising**

The Department has implemented a comprehensive advising program. All students will have a designated advisor. You may choose an advisor based on your option, your area of interest, or your personal preference. You may change your advisor at any time. Your advisor can help you choose among the Traditional Major, the Pre-Law Option, or the Public Affairs/Public Administration Option. For a complete explanation of the options see the university catalogue (web site). Advisors help with course selection, career and graduate school planning, and academic problems. Your advisor is there to keep you on the track to graduation, to help you avoid taking unnecessary courses, to help you plan your academic and professional career, and to steer you towards the assistance you need from a range of university services. Advisors are there for you.

**The advising process:**

1. When you first declare political science as your major you may select an advisor. (See below for the list of advisors and their areas of academic expertise.) Inform Sandy Coulter, the department's administrative assistant (in person in MI 4094, by phone 885 3221, by email sandy.coulter@csueastbay.edu) of your choice or ask to be assigned an advisor.
2. Pre-Law Option students will be assigned to Dr. David Baggins and Public Affairs/Public Administration students will be assigned to Dr. Kim Geron unless they request another advisor.

3. Students in the Traditional Major who do not choose an advisor will be assigned to an advisor by the department’s administrative assistant.

4. The department office will prepare a folder with your lower division or transfer transcripts for use by your advisor.

5. You should request a meeting (in person, by phone, or by email) with your advisor in order to prepare your academic plan and fill out the advising worksheet. Advising worksheets for all the options are posted on the Political Science Blackboard site (which you may also use to communicate with other political science majors).

6. One copy of the worksheet remains in the folder. You keep the other. Update it regularly and bring it with you each time you meet with your advisor.

7. When you apply for graduation (in the quarter before you plan to graduate) submit your completed advising worksheet to Ms. Coulter who will prepare the department’s major check.

8. The major check must be signed by your advisor and by the department chairperson.

POSC Advisors

David Baggins (office: MI 4096; phone: 510-885-3221 or david.bag@g:ins@csueastbay.edu) Department Chair and Pre-Law advisor

Elizabeth Bergman (office: MI 4089; phone: 510-885-3860 or elizabeth.bergman@csueastbay.edu) American government, practical politics, pre-law

Norman Bowen (office: MI 4098; phone 510-885-3583 or Norman.bowen@csueastbay.edu) international relations, public affairs (on leave in fall 2008)

Kim Geron (office: MI 4089; phone: 510-885-3860 or kim.g:eron@csueastbay.edu) Public Affairs and Public Administration Option advisor

Michael Good (office: MI 4093; phone: 510-885-2772 or Michael.good@csueastbay.edu) American government and political theory

Melissa Michelson (office: MI 4100; phone: 510-885-3582 or melissa.michelson@csueastbay.edu) American government and minority politics

Maria Ortuoste (office: MI 4095; phone: 510-885-3840 or maria.ortuoste@csueastbay.edu) international relations and Asia
Career Planning

You should begin planning **now** for your future. Discuss your career plans with your advisor. Seek out faculty members in the department who are experts in your field(s) of choice. Make an appointment at the Career Development Center (509 Warren Hall). See also the Political Science page on the CDC web site for resources. The Department sponsors at least one career orientation meeting per quarter. Watch for announcements of career events sponsored by the department.

Law School and Graduate School

The Department has a **Pre-Law Society** and a **Graduate School Support Group** which hold regular meetings to help prepare students successfully to apply to and prepare for post baccalaureate study. Watch for announcements or contact the Department for further information.

Internships

The Department has an active internship program with opportunities to work in government offices, with elected officials, and for non-profit or advocacy organizations. There are also law-related and international relations internships. Interns receive course credit; most internships are unpaid. Dr. Kim Geron directs the program and supervises the internships. Discuss the internships options with Dr. Geron or with Dr. Baggins (for Pre-Law internships). Dr Bowen has an extensive listing of internationally-oriented internships in the Bay Area. An internship is a wonderful opportunity to gain experience, skills, and professional contacts.

Scholarships for Washington Internships

The Department administers two scholarship programs for Washington internships. The **Panetta Congressional Internship** is sponsored by the Panetta Institute (see the web site [http://www.panettainstitute.org/study_with_us/internship.htm](http://www.panettainstitute.org/study_with_us/internship.htm) for full details). One CSUEB student is selected per year to receive training at the Panetta Institute and then intern in a congressional office in Washington. Fully funded by the Panetta Institute, the internship is also worth 30 quarter units. The Department also awards one or two **Washington Internship** awards from a CSUEB Instructionally Related Activities Fund. These students select from a range of offerings (in federal departments, agencies, think tanks, lobby organizations, non-profits, and with elected officials). Most students select an internship through the Washington Center (see TWC web site for full details [http://www.twc.edu/](http://www.twc.edu/)). Look for application documents and deadlines early in the Winter Quarter. See Dr. Geron or Dr. Bowen for further details.

Graduate School Scholarships

The **McNair Scholars Program** is for students from underserved groups planning to apply to PhD programs. CSUEB provides financial support and training
sessions. You should apply to this program even if you are only thinking about going on for a PhD. Web site: http://wwwsa.csueastbay.edu/mcnair.

The Public Policy and International Affairs Fellowship Program is also for students from underserved groups who want to pursue graduate study. The Diversity and Leadership in Public Service program prepares undergraduates for advanced degrees, primarily through a Junior Summer Institutes at prestigious universities around the country. Successful completion of the summer institute leads to financial support for public policy graduate programs. (For details see www.ppiaprogram.org) For a list of over fifty other fellowship and scholarship programs see www.ppiaprogram.org/links.

For other opportunities see Fellowship Programs on the Political Science Blackboard web site. _______????????????

University Resources

The University makes available a range of services to help students with issues related to health, financial needs, housing. Here is a list of services with the appropriate links. For a complete description of these services see University Resources on the Political Science Blackboard site.__________

Malcolm Smith Scholarships

The Political Science Department offers three $500 scholarships to its majors, all in honor of the late Professor J. Malcolm Smith, a distinguished and highly popular member of this department from 1965 through 1989 who passed away in 2003. The scholarship fund has been endowed by the Smith family and by numerous alumni and other friends of the department. The three scholarships are for

1- Academic Excellence – or Outstanding Writing and Research  
2- Overcoming Obstacles to achieve success  
3- Community Service (including but not limited to the campus community)

Applications for all three scholarships are due in May at the Political Science Office. Winners will be announced and there will be a ceremony honoring the winners at the department’s End of the Year Event. The contest will be announced during Spring quarter. For complete details see Malcolm Smith Scholarships on the Political Science site at http://class.csueastbay.edu/politicalscience/Department_Scholarship.php.
Department Clubs

The Department sponsors three clubs. The Political Science Club organizes informational events on political issues and elections. It also promotes voter registration. The Club sponsors the POSC graduation party. Check with the Department office for more information. The Model United Nations Club organizes events and activities around United Nations issues. It also sponsors local Model UN simulations and participates in a national MUN conference. See the MUN bulletin board for more information or contact Dr. Bowen, the MUN advisor. The Pre-Law Society organizes events and activities for students contemplating law school. Check with the Department office for more information or contact Dr. Baggins, the pre-law advisor. Political Science majors are active in many other clubs on campus, including clubs associated with political parties. If you cannot find a club you like, start your own club!

East Bay Politica

The Department sponsors the East Bay Politica, a journal written and edited by students. Published once per year, the journal encourages student submissions from all areas of political science. The editors will work with you to polish your work and prepare it for publication. You may also join the editorial board with an option to receive course credit. Contact the journal's faculty advisor, Dr. Michelson for details about submitting articles or joining the editorial board. Students can contact Dr. Michelson at Melissa.Michelson@csueastbay.edu for more details.

If you have problems.

Any time that you are having problems with a class or relative to grading, be proactive. First, consult with and ask for help from the instructor. Seek tutoring help from the Student Center for Academic Achievement. If you are not satisfied with an instructor or with your grade you should appeal to the department chair. If the problem is grade-related and you have exhausted your options with the instructor and the department chair you may pursue it through the University's Fairness Process. Contact Dr. Julie Glass at Julie.Glass@csueastbay.edu.

If you have questions or need help:

1. Contact your advisor
2. Contact the department chair
3. Contact the department office
CAMPUS RESOURCES FOR STUDENTS

Services Student Health Center
Location: Student Health Center Room 1000
Phone: 510-885-3735 (appointments/information)
Web site: wwwsa.csueastbay.edu/shs
Hours: Monday and Thursday 8:30 a.m. - 6:30 p.m.
Tuesday, Wednesday, and Friday 8:30 a.m. - 5:00 p.m.
Hours vary during summer quarter and quarter breaks.

Quality care provided for minimal fees. Students can schedule appointments in advance or simply make use of the walk-in services. Limited services are provided at the Concord campus.

Important numbers for the Student Health Center:

- Appointments/Information: 510-885-3735
- Pharmacy: 510-885-3650
- X-Ray: 510-885-3649
- Laboratory: 510-885-3644
- Health Promotions: 510-885-3733

Services provided by the Student Health Center include a walk-in clinic, family planning and birth control, immunizations, free HIV testing, free hearing and vision tests, pap exams, physicals, x-ray, physical therapy, and STD testing and treatment.

Additional services include massage therapy, sports medicine, optometry, and internal medicine.

Other Available Health Programs:
Family Pack - covers comprehensive family planning.

PAW (Peer Advocates for Wellness) - Students are trained to provide health education services (information, support, outreach, presentations and resources to students with questions about health and wellness issues.) Class or group presentations can be arranged with PAW. Students wanting to participate in PAW should enroll in Health Science 2510 (Introduction to Peer Health Education) in spring. Please contact Health Promotions at 510-885-3733.

Counseling and Psychological Services (CaPS) - anonymous, non-judgmental and confidential
Phone: 510-885-3690
Location: Student Health Center
Web site: http://wwwsa.csueastbay.edu

Provides short term individual or group counseling services, outreach, and emergency services.

Emergency services: Walk-in service available Monday through Friday from 11:00 a.m. to 10:00 p.m. and 3:00 p.m. to 5:00 p.m. Students are encouraged to call ahead but all who enter the Center will be seen as soon as humanly possible. If CaPS is closed, students should dial 9-1-1 or contact the 24 hour Crisis Support Services of Alameda County at 510-889-1333.

CaPS staff are individuals with Masters or Doctoral degrees in counseling psychology or are licensed or pre-licensed. The Director of CaPS is a licensed Ph.D. psychologist.
If long term therapy is needed, students will be referred to an appropriate provider.

**Mentoring Services**

*COMPAS*- Comprehensive On-Line Program for Latino/a Students.
On-line mentoring provided by Latino/a staff and faculty. Created by the Chicano/Latino Staff and Faculty Association to provide information on academic referrals, support services, and academic/professional goals.
Email: compas@csueastbay.edu

**Student Center for Academic Achievement**
Phone: 510-885-3674
Location: Library Lower Mall Room 2550
Email: wwwsa.csueastbay.edu
Web site: wwwsa.csueastbay.edu/scaa

Provides free tutoring in math, statistics, and writing. Appointments and walk-in service. Workshops on WST, grammar review, graduate writing, and academic enhancement are available. Peer tutors also available to provide one-on-one assistance.

Drop-In Hours:
Monday through Thursday 11:00 a.m. to 4:00 p.m. and Friday from 10:00 a.m. to 3:00 p.m.

Regular Hours: Monday and Thursday from 10:00 a.m. to 6:00 p.m.
Tuesday and Wednesday from 10:00 a.m. to 8:00 p.m.
Friday from 10:00 a.m. to 5:00 p.m.

Stat Drop-In Hours: Monday through Thursday from 3:00 p.m. to 6:00 p.m.

**Library Services**
Phone: 510-885-3765
Email: libhelp@csueastbay.edu
Web site: http://www.library.csueastbay.edu/
Hours: Monday through Thursday 8:00 a.m. to 10 p.m.
Friday 8:00 a.m. to 5:00 p.m.
Saturday: 11:00 a.m. to 5:00 p.m.
Sunday: 11:00 a.m. to 8:00 p.m.

Provides such services as:
- Quick Links (horizon email, Blackboard, Net ID, Course Reserves)
- Tours
- Reference Desk open 68 hours per week.
- Appointments to speak with reference librarian on research projects
- MetaSearch
- Photo ID
- Data bases
- Computer lab
- Study room
Concord Campus Library
Phone: 925-602-6725
Hours: Monday through Thursday from 10:00 a.m. to 9:00 p.m.
Closed Friday
Saturday: 12:00 p.m. to 5:00 p.m.
Sunday: 1:00 p.m. to 6:00 p.m.

Housing Services

Pioneer Heights
- apartments/suites
- meal plans required for first time freshman
- $25.00 fee for application
- laundry facilities, community and study rooms
Applications accepted December 1 through April 30. After May 1 applications are accepted on space availability basis.
Location: El Dorado Hall
Phone: 510-885-7444
Fax: 510-885-4646

International House
- multicultural community
- 150 room residence hall style accommodations/meal plan option
- $30.00 fee for application
- activities/events
Location: 25400 Carlos Bee Blvd., Hayward, CA 94542
Phone: 510-885-4745
Fax: 510-885-7837
Application fee: $30.00

For information on off campus housing, please contact Housing and Residential life at 510-885-7444. Open Monday through Friday 8:00 a.m. to 10:00 p.m. in Fall, Winter and Spring Quarters. Open from 8:00 a.m. to 5:00 p.m. in Summer.

Career Development Center
Location: Warren Hall (tower) Room 509
Phone: 510-885-3621
Fax: 510-885-2398
website: http://wwwsa.csuhayward.edu/~cdcweb/
Email: cdc@csuhayward.edu

- job fairs
- recruitment events
- career assessment/advising
- employment resources
- resume training
- on-campus interviews
- workshops
**Associated Students**  
Location: University Union Room 314  
Phone: 510-885-4843  
Web site: http://wwwasi.csuhayward.edu/resources.html

This is essentially the governing body of elected students. Visit the web site to see what activities are being held each academic year. Students opting to participate in student elections have access to all the rules and regulations of running for office. Students are also presented with a list of days/meetings times of Associated Students. If you are participating in a club, Associated Students is the group that may be able to present funding for a future event.

**Clubs**  
Students who wish to join or create a club on campus should contact the Student Services Hub (1551) or phone for information at 510-885-3657. Student Services assists more than 70 clubs and organizations currently on campus. For a listing of clubs/organizations, please visit http://wwwsa.csuhayward.edu/%7ESlifeline/lifelines.shtml.

There are a wide range of clubs and organizations to choose from: Academic, Greek, Honors Society, Cultural, Recreational, Religious, and Special Interests.

**University Advisement Center**  
Location: Student Services Hub Room 1131  
Phone: 510-885-4682  
Email: uacadvisor@csueastbay.edu (please use horizon email account and provide net id)  
Hours: Monday through Thursday 9:00 a.m. to 6:00 p.m.; Friday 9:00-5:00 p.m.  
Walk-in: Monday through Friday 11:00 a.m. to 1:00 and Wednesday 4:00 p.m. to 6:00 p.m.

Assists undergraduate students with general education, declared majors, and graduation requirements. Students are encouraged to make an appointment 2 days in advance, but walk-in hours are available.

Students needing assistance with Enrollment Service related issues may call 510-885-2784 or email askES@csueastbay.edu. Students may visit in person the Student Information Lobby (first floor of Warren Hall—the Tower) or go on line at http://www.csueastbay.edu/es. Students interested in attending a tour or having admission counseling can make requests by dialing 510-885-2556.

Tour Information:  
Hayward (510-885-2556)  
Concord (925-602-6700)

**Financial Aid**  
Phone: 510-885-2784  
Email: finaid@csueastbay.edu

Financial aid is available for qualifying undergraduates and graduate students. The financial aid office encourages students to complete the free application for Federal Student Aid (FAFSA) by visiting http://www.fafsa.ed.gov/.
Types of aid available:

- Grants
- Loans
- Work Study

Students should also visit http://www.finaid.org/scholarships/.

**Excel Program**
Location: Library Complex Room 2450
Phone: 510-885-3722
Fax: 510-885-2397
Hours: Monday through Friday from 8:00 a.m. to 5:00 p.m.

Help for low income, first generation or students with disabilities with academic advising, personal counseling, career planning, scholarship information, and guidance on balancing academic/personal workloads.

**Educational Opportunity Program**
Student Academic Services
Location: Library Complex Room 2500
Phone: 510-885-3751
Email: eopadmissions@csuhayward.edu
Hours: Monday through Friday 8:00 a.m. to 5:00 p.m.

Enables students from low income or educationally disadvantaged backgrounds to have an enriching educational experience.

Provides:

- Pre-admission counseling
- Special admissions
- Academic advising
- Personal counseling
- Skill enhancement workshops
- Career guidance
- Peer support
- Financial Aid
- Summer Bridge (for first time freshmen)

**Student Judicial Affairs**
Location: Warren Hall (tower) Room 483
Phone: 510-885-3763
Web Site: http://wwwsa.csuhayward.edu
Email: judicial@bay.csuhayward.edu

Designed to inform students of their rights and their responsibilities as a student at CSUEB. Student Judicial Affairs addresses some of the following:
- Rules and Regulations
- Student Conduct Code
- Academic Fairness
- Protection Against Improper Academic Evaluation/Appeals Process (i.e., contesting assigned grade)
- Rights and Responsibilities of Students
- Academic Freedom and Rights in Classroom

American Language Program (ALP)
Phone: 510-885-3258
Fax: 510-885-2040
Email: alpgen@csueastbay.edu
Web site for application: http://www.csuhayward.edu/ALP/application/index.html

- TESOL Certificate
- Intensive English
- Diploma/certificate for pre-MBA courses for graduate students
- Short term programs - 5 or 10 weeks
- Undergrad courses
- Speaking partners
- Day Long Learning Programs (i.e., field trips)

English language and other programs for international students. Support given to help students reach educational/career goals.

Study Abroad (offered through the Center for International Education)
Location: Student Services Hub 1325
Hours: Monday through Friday 8:00 a.m. to 5:00 p.m.
Phone: 510-885-2880
Fax: 510-885-2787
Web site: www.csueastbay.edu/cie

Students earn credits while studying abroad. Fees are comparable and financial aid available for students who qualify. (Housing, meals, transportation and incidental expenses are not included.) Study Abroad is a one year program.

Countries: Australia, Canada, Chile, Denmark, New Zealand, France, Germany, Taiwan, Japan, Korea, Mexico, Spain and the United Kingdom.

International Student Exchange Program (ISEP): A non profit organization that enables students to study abroad in 55 countries. Minimum Grade Point Average of 2.75 required.
Credits earned, and in some cases, tuition/room and board provided. Students can access the web site at www.isep.org

Countries include: Australia, Austria, Argentina, Bulgaria, China, Costa Rica, the Czech Republic, Denmark, Estonia, Fiji, Finland, Ghana, Hungary, Japan, Korea, etc.

CSUEB Bilateral Exchange Program - one on one exchange with another university over seas. Students pay CSUEB tuition fees. Assistance may be available to those who qualify. Open to all majors. Students may go to one of the following places:
Japan - Okayama University
Philippines - De La Salle University
Turkey - Yeditepe University
United Kingdom - Middlesex University

For more information, please access the web site at www.csueastbay.edu/CIE

University Police

Location: Library Complex Room 1063 (ground level across from Warren Hall - tower building)
Phone: 510-885-3791
Emergency: 9-1-1
Email: upd@csueastbay.edu

Provides for the safety and well being of all students, staff and faculty. Also provides the following services to the campus community:

- Safety Escort
- Vehicle Lockouts
- Fingerprinting for a 15.00 dollar fee
- Lost and Found Department
- Crime Prevention
- Building Access
- Battery Failure
Political Science Department

Mission

The mission of the B.A. degree program in Political Science is to promote knowledge and understanding of politics and society through instruction and scholarship in the areas of American government, comparative government, political theory, international relations, public administration and public law. The Department seeks to develop in its students the skills of reading, research, analysis, writing, speaking, and political participation, and to promote the values of citizenship. The Department serves students, scholars and citizens through teaching, research and community service.

Goals

1. To meet the needs of our growing number of majors through attention to advising (including improved materials) and careful scheduling of courses
2. To offer strong academic programs in the 5 subfields of the major: American Politics and Policy, Public Law, Comparative Politics, International Relations and Political Theory
3. To maintain high standards of teaching, with support for innovation and constant improvement
4. To make significant contributions to the field of political science
5. To promote the values of citizenship through our instructional offerings, student activities and sponsorship of campus events
6. To attract new majors by developing new curricula and promotional materials and by doing outreach to community colleges.
American Government Student Learning Outcomes:

1. Students will understand the role of the mass public in the political process, including the nature and influence of public opinion, elections, and other forms of political participation.
2. Students will understand the functioning and impact of intermediary organizations in the political process, such as political parties, interest groups, and the mass media.
3. Students will understand the role and functioning of the major institutions of American government, including federalism, the Congress, the presidency, the courts, the bureaucracy, and state and local government. Students will understand how these institutions interact with each other and with the public.

All sections of 1201-2 and 31-- and 33-- courses as currently taught in Fall 2000 are designed to achieve these goals.

Student Learning Outcomes for Comparative Government

1. Students will be able to discuss and analytically compare the interplay of political, economic and social/cultural variables that shape the political systems of the United States and at least two other nations.

2. Students will understand the choices that nations face in deciding what political institutions (for example, parliamentary v. presidential systems) would best serve particular political cultures and circumstances. They will be able to discuss the factors that make a political system more or less "democratic" or "socialist" or "authoritarian," as well as the sources of continuity and change in political systems. They will be familiar with the political institutions of the United States and at least two other countries.
3. Students will understand how different political systems produce different outputs in terms of, for example, the level of effectiveness of legal and administrative systems, the types of social and economic policy, and the degree of legitimacy of the government among its various regions and ethnic groups. They will be familiar with some outputs of the political systems of the United States and at least two other countries.

Student Learning Outcomes for International Relations

1. Students taking any course in the field of International Relations will have a general understanding of relations among nation-states, international organizations, non-state actors and international public policy.
2. Students will understand common concepts such as power, sovereignty, rule of law, human rights, global governance, participation, and equity as related to each subject area.
3. Students will also have a detailed understanding of at least one of the following: conflict and peace-making among nations; major world problems; the foreign policy of a major power; regional integration; United Nations diplomacy; or international political economy.

Student Learning Outcome Goals for the Public Law Option

1. Students will understand the various roles played by the legal system in the U.S. political system and will be able to explain how the court system and laws carry out those roles at all levels of the federal system.

2. Students will be able to describe the main features of the written U.S. Constitution, including the Bill of Rights, as well as the development of the "living Constitution" created by Supreme Court decisions.

3. Students will understand how law is a product of political, social and economic forces and how these are in turn influenced by law.
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