



THE UNIVERSITY OF  
TENNESSEE  

---

CHATTANOOGA  
**DEPARTMENT OF  
POLITICAL SCIENCE  
& PUBLIC SERVICE**

# ACADEMIC PROGRAM REVIEW

UNDERGRADUATE PROGRAM  
B.S., POLITICAL SCIENCE

2020-2021

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# INTRODUCTION

## BACKGROUND

The UTC Department of Political Science has a strong record of curricular experimentation and positive change ever since the transition in 1969 from The University of Chattanooga to The University of Tennessee at Chattanooga. The department has repeatedly adapted to trends in higher education and to the perceived needs of our majors. Two fundamental goals have shaped the curricular decisions of the Department of Political Science since 1969. First, the political science faculty has sought to provide majors with a thorough grounding in the discipline. Second, the faculty has striven to support the overall educational mission of the University. Pursuant to these general goals, the Department has designed its curriculum to accomplish five specific objectives related to our majors' understanding of the discipline:

1. Ensuring that our majors have a basic understanding of contemporary political institutions and issues, not only in the United States but also elsewhere in the world;
2. Guiding our majors in achieving an overview of the discipline;
3. Structuring our curriculum so that our majors *may* acquire in-depth knowledge in one sub-field within political science;
4. Providing our majors with experiential learning opportunities;
5. Helping our majors develop the skills essential to success either in pursuit of an advanced degree or in the work force.

The current curriculum addresses each of these objectives in five ways. First, all majors take two of PSPS 1010 *American Government*, PSPS 1020 *World Politics*, or PSPS 1030 *Contemporary Controversies in Public Policy*, thereby ensuring a basic exposure to contemporary issues and debates. Second, all majors take PSPS 3000, *Research Methods*, which ensures students are prepared to learn from and participate in empirical political science research. Third, students are required to select a concentration, which provides our majors with the opportunity to acquire in-depth knowledge within one area of the discipline and PSPS 1000 *Introduction to PSPS*, which provides a brief introduction to the discipline in its entirety. Fourth, internship programs and directed studies courses that combine classroom instruction and experiential learning are available to our majors, along with extracurricular programming which help students practice the skills learned in the classroom. Finally, additional course requirements outside the major for each concentration help students develop competencies that will enhance their ability to succeed in the job market or in graduate or professional school, as well as take PSPS 3010 *Careers in PSPS*.

## THE PERIOD 1971-2002

In 1971, in a transformation of the major reflecting educational trends of the sixties, the department adopted a curriculum offering students flexibility in designing their programs of study to achieve "relevance" in their education. The department experimented with a curriculum of "learning activities" centered on a theme chosen annually by the students majoring in Political Science. By 1977, however, the faculty concluded that our students were overwhelmed by the choices available to them. Moreover, they were not strongly motivated to participate in the selection of the next year's learning theme and seemed to want a more structured curriculum. Therefore, in 1979, the departmental faculty designed a curriculum that was both more traditional and more attuned to the career interests of the students majoring in Political Science. It included the traditional course offerings of the discipline. The changes provided students with two Bachelor of Science degree options: a Pre-Professional concentration and a Public Administration concentration.

In 1989, the departmental faculty added a requirement that all majors complete course work in a minor field of study. Normally, these minors came from within the College of Arts and Sciences. With the approval of the Department Head, however, majors were allowed to select a minor from another college of UTC. A year later, the department expanded the concentrations from two to four. The Public Administration concentration was retained (although the required courses were modified), and three new concentrations were introduced:

American Studies, Legal Studies and International Studies. Subsequently, the International Relations concentration was renamed International Relations/Comparative Government. For each of our concentrations, there were three required Political Science courses: *American Government*, *World Politics*, and *Research Methods*. Each of the major concentrations contained an independent set of required courses.

### THE PERIOD 2003-2007

In 2005-2006, the department's curricular offerings were enriched by the merging of our program with the Human Services Management Program following a reorganization of the College of Human Services. Two full-time colleagues, Dr. Marvin Ernst and Dr. Ralph Anderson, and a number of adjuncts became part of the department. The former Human Services Management Program became a concentration in the Department. As a result of this change, the full faculty voted to rename the department the Department of Political Science, Public Administration and Nonprofit Management. Consequently, of the five concentrations then offered in the undergraduate political science degree, some were more theoretical (public law, public policy, American studies, international relations and comparative politics), and others were explicitly based on applied knowledge (public administration and nonprofit management, known as PANM).

### THE PERIOD 2008-2014

In response to the 2007 program review, which noted a concern regarding the lack of integration of research methods into the curriculum, several changes were made in the program. A wider variety of statistics courses were listed as acceptable prerequisites for the research methods course, widening the pipeline into the course. Furthermore, the department encouraged majors to take 2000-level course early in order to be better prepared to take upper-level courses. All 4000-level courses require students either to have taken *Research Methods* or receive the approval of the instructor before registering. Furthermore, the previous inconsistency in overall GPA requirement for internships was remedied, and a uniform 2.75 GPA was required. To increase enrollment in the major, the foreign language requirement for legal studies was dropped; the only concentration that then required two years of foreign language was comparative and international studies. In addition, the department decided to offer only Political Science and PANM minors that required 18 hours, instead of minors reflected each of the concentrations. The department's most compelling need following the 2007 self-study was in the area of International Relations and Comparative Government. Two additional hires were made in these areas. In 2013, the department head, Dr. Fouad Moughrabi retired, and as a large percentage of the department was heading towards retirement, the College of Arts and Sciences decided to hire an external department head to help lead the department into a new 21<sup>st</sup> Century direction, while retaining the historic strengths of the program.

### FACULTY TRANSITIONS 2013-2015

The department experienced a large number of transitions and changes in terms of the professorial staff. Dr. Michelle D. Deardorff was hired as the new department head in Fall 2013; part of the purpose of her hiring was to help provide transitions in light of the rapid retirements within the department. Dr. David Brodsky (public policy) went on phased retirement between 2013-2015; Dr. John Friedl (public law) retired in Fall 2013, and Dr. Deardorff assumed that content area. Dr. Stephanie Bellar (American politics) resigned in Spring 2014 to take a position as the Dean of the Graduate School at the University of Central Arkansas. Dr. Deborah Arfken (part-time graduate faculty in the MPA program) began phased retirement in Fall 2014; in light of her position in the Chancellor's office, she was not replaced at the end of her retirement. Dr. David Carrithers (public law) retired at the end of Spring 2015. During this academic year, the department had an alumnus awarded a MacArthur Fellow (Khaled Mattawa, 1989) and a graduating major (Robert Fisher, 2015) named a Truman Scholar and a Rhodes Scholar. That graduating class also contained a Teach for America (Steven Palmer) and a Peace Corps (Georgia) placement (Zachery G. Seymour). While we were excited and proud of these accomplishments by current and former students, we endeavor to ensure that all of our majors have ample opportunity to excel and achieve. Therefore, we want to ensure our curriculum and programming provides the foundation students need for their future life of work and study.

## PROGRAM REVIEW 2015

Dr. Karen Kedrowski, Professor of Political Science, Winthrop University provided the most recent program review in Fall of 2015. She made a number of recommendations, which the faculty adopted over the following five-year period culminating in this most recent review. Our recommendations included: 1.) revising our departmental name (then: Political Science, Public Administration, and Nonprofit Management) and culture to be more engaging and inclusive of students; 2.) Curriculum Redesign to incorporate political theory, add a keystone and capstone course, make two-year completion an option, fill curricular gaps; 3.) Improve the assessment process, simplify SLOs; 4.) Faculty—reduce dependency on adjuncts and fill open lines, hire so there is coverage of secondary fields, improve advising, and improve shared leadership. We were able to address all of the concerns we embraced (e.g., Dr. Kedrowski recommended that we move to BA and require two years of language for all majors—we disagreed with this recommendation) except for revising the assessment process. We wanted to change our curriculum and implement those changes before we revised our assessment process. We hope to do this in the next several years after this program review.

## A NEW ERA: 2015-2020

In the last five years, we have hired seven of our full-time faculty and our current departmental administrative assistant, Tenai Glenn. We have relocated to two floors of a different building (Pfeiffer Hall), renamed our department “Political Science and Public Service,” reduced faculty teaching load for tenure-track faculty from a

### FULL-TIME FACULTY IN POLITICAL SCIENCE 2020-2021

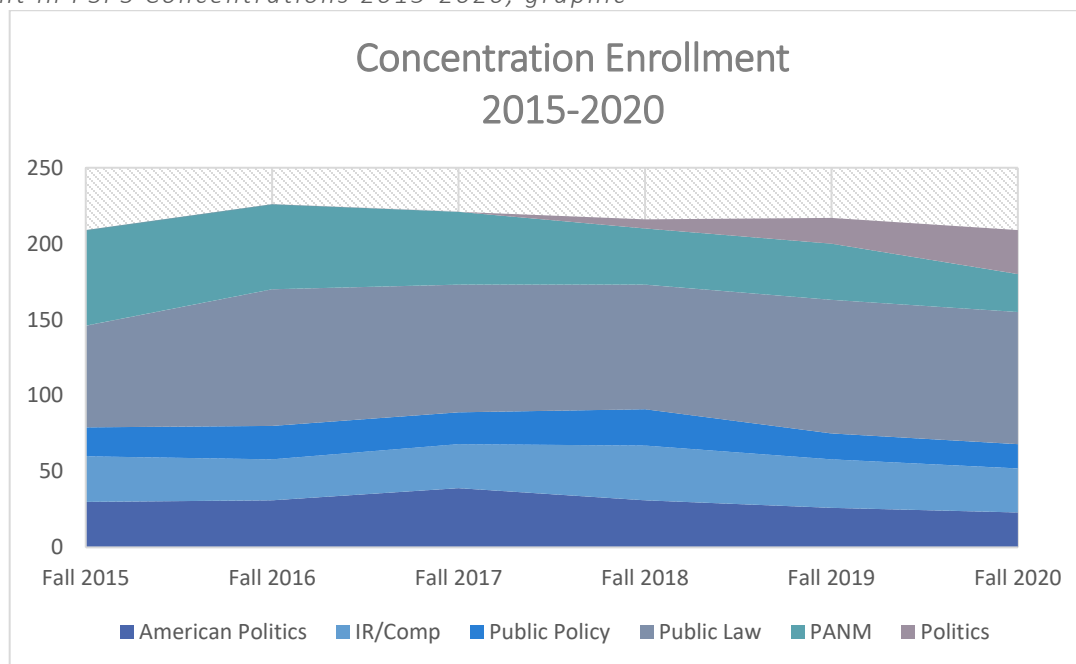
Faculty Member	Rank	Primary Fields	Appointed
Dr. Christopher Acuff	Assistant Professor	Public Administrative/ Public Policy	2018
Dr. Jessica Auchter	UC Foundation Associate Professor and Guerry Professor	IR/Comparative	2012
Garrett Bouldin	Lecturer	General Education	2018
Dr. Kody Cooper	UC Foundation Assistant Professor	Public Law/Political Theory	2016
Dr. Michelle D. Deardorff	Adolph A. Ochs Professor of Government and Department Head	Public Law/Political Theory	2013
Dr. Michelle Evans	Assistant Professor	Nonprofit/Public Admin	2016
Dr. Saeid Golkar	Assistant Professor	IR/Comparative	2017
Rita (R.J.) Groh	Lecturer	Comparative/American	2019
Dr. Christopher Horne	UC Foundation Professor, Dalton Roberts Professor of Public Administration, and Graduate Program Coordinator	Nonprofit/Public Policy	2006
Dr. Irina Khmelko	UC Foundation Professor	Comparative/Nonprofit	2010
Dr. Marcus Mauldin	Associate Professor	Public Administration	2008
Dr. Jeremy Strickler	Assistant Professor	American Government	2016

4/4 load to a 3/3 load, reduced our reliance on our adjunct faculty, and lost our Research Methods/American Political Behavior line. We have revised our curriculum—adding a keystone and capstone course, moving

*Research Methods* to a junior level course, adding a one-hour required Career Development course in the junior year, and introducing a sixth concentration called “Politics,” which allows students to draw from all concentrations. This concentration was designed for maximum flexibility for transfer students to bring in all prior coursework, finish in two years, and allow for the potential of an online degree path in the future. During these changes our enrollment has remained relatively consistent and our number of student credit hours generated has increased. We have retained all of our faculty except for two, an international faculty member (India) who took a job at Mississippi State University his spouse who is in the same subfield of Political Science and we couldn’t accommodate her—he was replaced with Dr. Saeid Golkar; and, a female faculty member (Research Methods/American Political Behavior) who received an incredible offer from Virginia Commonwealth University we could not come close to matching. Thus far, we have lost this line

The department currently offers six concentrations in the B.S. degree in Political Science: American Politics; International Relations/Comparative Politics; Public Law; Public Administration and Nonprofit Management; Public Policy; and Politics (the “design your own concentration” ideal for students with broad interests and transfer students). These concentrations share required core courses in the curriculum, focus on different aspects of the disciplinary knowledge, and prepare students with different skillsets for a life of work and professional or graduate education (See “Appendix A” for Course Plans and Course Maps to departmental student learning outcomes). While enrollment in the undergraduate program has been consistent, enrollment in the individual concentrations has fluctuated in light of the country’s mood (anti-public servants versus pro-nonprofits), what is popular on television (*West Wing* versus *House of Cards* versus *Law and Order*), and other ephemeral factors (decreased career opportunities for newly minted lawyers). The department has created a flexible curriculum that allows us to respond rapidly in terms of where majors wish to enroll.

*Enrollment in PSPS Concentrations 2015-2020, graphic*



## ENROLLMENT AND GRADUATION RATES

The undergraduate enrollment in the BS PSPS degree has held steady for the department over the last five years between 209 and 225 students, despite changes in personnel and programming, as well as university trends. The graduate program is now averaging around 30 students a year. In the last several years, we have seen growth in the Public Law concentration and a decrease in PANM (the exact opposite of the trends from 2008-2015 after



the law school crash). We have seen a steep decline in American Politics, since the loss of the American Political Behaviorist. The Politics concentration may have taken some students from the Public Policy concentration (our most interdisciplinary curriculum), but overall the other concentration have held fairly steady.

*Enrollment in PSPS Concentration and Major, Chart*

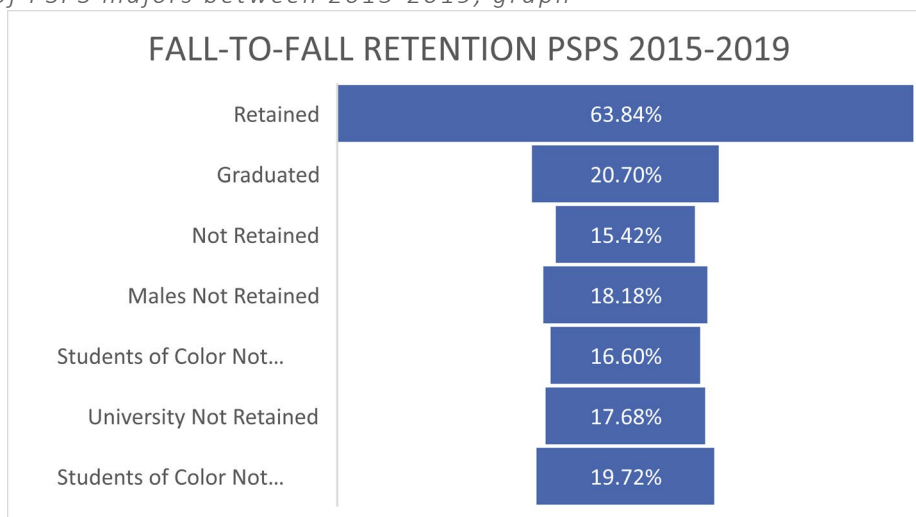
Term	PSPS Majors	American Politics	IR/Comp	Public Policy	Public Law	PANM	Politics
Fall 2015	209	30	30	19	67	63	
Fall 2016	226	31	27	22	90	56	
Fall 2017	221	39	29	21	84	48	
Fall 2018	216	31	36	24	82	37	6
Fall 2019	217	26	32	17	88	37	17
Fall 2020	209	23	29	16	87	25	29

*Degrees awarded in PSPS programs, Chart*

Academic Year	PSPS Majors	American Politics	IR/Comp	Public Policy	Public Law	PANM	Politics
2015-2016	39	5	3	4	12	15	
2016-2017	51	9	4	4	12	22	
2017-2018	46	15	5	0	10	16	
2018-2019	48	13	9	3	12	11	
2019-2020	49	8	6	10	13	10	2

Our awarding of degrees has also stayed relatively consistent, with approximately 50 students graduating most years. As the retention chart below demonstrates, our departmental retention has been stronger than the university's numbers as a whole. However, students of color and male students are being retained at a lower rate than female and white students. While this is a national and campus trend, the department can improve.

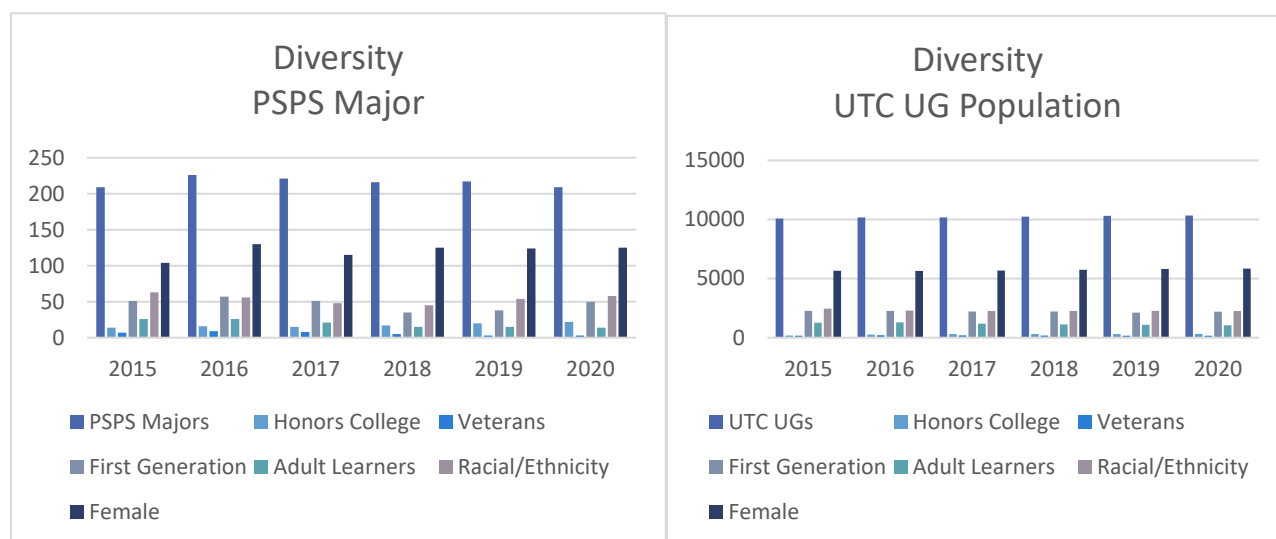
*Retention of PSPS majors between 2015-2019, graph*



## DIVERSITY OF STUDENTS AND FACULTY IN PSPS

Our department demonstrates a diversity that is consistent with and slightly exceeds that of the university. Over the last five years, approximately 59.8% of our undergraduate majors are female (UTC average 56.5%), 24% are first generation students (UTC 21.3%), 27.75% identify as students of color (UTC 21.8%), 1.4% are veterans (UTC 1.67%); 6.7% are adult learners (10% at UTC), and 12.9% of our majors are associated with the Honors College (3.1% UTC). We need to work on our male student retention and look closely at the lowering percentage of veterans and adult learners in our program. That number has lowered, after a larger group graduated two years ago. We have disproportionately attracted honors students to our program. We are generally more diverse than the university as a whole, but in light of our community and region could do better. This data includes Fall 2020, which is a bit skewed due to COVID.

*Diversity in PSPS Major compared to University, graphic*



The faculty and staff in the department are more diverse than our discipline, as measured by membership in the American Political Science Association. We have been able to contribute to that diversity through our hiring of adjunct faculty who represent various communities (Latino and African American) that are less represented in our discipline.

*Diversity in PSPS Faculty and Staff compared to Discipline<sup>1</sup>*

	UTC PSPS Faculty/Staff	APSA membership
Non-Hispanic White	69.6%	73.03%
Black, Afro-Caribbean, African American	15	4.83
Asian American, East Asian	0	7.93
Latino or Hispanic American	0	5.84
Middle Eastern/Arab American	7.7	2.09
Other	7.7	3.53
South Asian, Indian American	0	2.47
Native American/Alaskan	0	.28
Female Identifying	38.5	36.77
International Faculty	15	14

<sup>1</sup> American Political Science Association, February 2020. <https://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/Membership/Organized-Sections>

## LEARNING OUTCOMES

The department met to discuss our mission before we revised our curriculum and reviewed our student learning outcome. We based this discussion by evaluating two questions: What do we do that is different from other programs at UTC? What do we do that is different from other undergraduate Political Science Programs?

What do we do that is different from other programs at UTC?	What do we do that is different from other undergraduate Political Science programs?
<b>Topics covered</b> <ul style="list-style-type: none"><li>- knowledge content</li><li>- contribution of our theoretical approaches</li></ul> <b>Application</b> <ul style="list-style-type: none"><li>-theory and practice</li></ul> <b>Heavy emphasis on pre-law</b> <ul style="list-style-type: none"><li>almost 50% of majors</li><li>- successful (measured by awards, placement, scholarships)</li><li>- opportunities for students to apply knowledge</li></ul>	<b>Focus on research methods</b> <ul style="list-style-type: none"><li>- colleagues noted we have not integrated this into our curriculum or departmental life as much as other programs</li></ul> <b>Academic Rigor</b> <ul style="list-style-type: none"><li>- 4000 level papers</li><li>- theory and application</li><li>- intensive writing practice and expectations</li><li>- opportunities to individualize course of study</li><li>-required minor</li><li>- connection to community (largest classroom)</li></ul> <b>Location in Chattanooga</b> <ul style="list-style-type: none"><li>- great place to study</li><li>- private/public partnerships</li><li>- role of alumni</li></ul> <b>Role of graduates</b> <b>Non-profit management content area</b>

### Key Findings:

- A structured major, but quite flexible
- Everyone values teaching and research

### Three Themes of Program:

1. We value theory and practice, helping students develop a life of the mind while gaining transferrable skills that lead to employment
2. Students in this major have the opportunity to be exposed to unique areas of knowledge and develop a wide variety of skills
3. The preparation is rigorous and equips students for advanced professional and graduate study, as well as the world of work.

## DEPARTMENTAL MISSION:

The Department's mission is to provide UTC undergraduates and graduate students with high quality instruction in the fields of Political Science, Public Administration and Nonprofit Management. We offer [six undergraduate concentrations](#) in American Politics, International Relations and Comparative Politics, Politics, Public Law, Public Policy, and Public Administration and Nonprofit Management. The Department also offers a [Master of Public Administration](#) (MPA) degree. The MPA degree program trains pre-service and in-service students interested in public service careers.

Departmental degree programs are designed to achieve balance between theory and practice. Students will acquire a better understanding of politics, will be able to analyze and evaluate policy issues and become familiar with various theoretical approaches in the social sciences. Students in the Public Administration and Nonprofit Management concentration will also become familiar with concepts and techniques relevant to the management of public and nonprofit organizations.

## STUDENT LEARNING OUTCOMES

Emerging from these discussions and our assessment came eight student learning outcomes. We mapped our curriculum to these SLOs to ensure that we were able to cover all of these outcomes throughout the program and across all six concentrations. When we revised the curriculum in 2020, it was based on our assessment outcomes on these SLOs. After this self-study, we plan to revisit our SLOs and see if we desire to revise them. There has been concern that we have too many SLOs and that SLO 6 replicates university and general education SLOs.

### Knowledge

**SLO 1** Students are able to understand governmental and non-state structures and actors in political systems.

### Skills

**SLO 2** Students are able to analyze political phenomena in a theoretically informed, as well as a conceptually and methodologically rigorous manner.

**SLO 3** Students are able to analyze and critique the strengths and weaknesses of policies, positions, and arguments.

**SLO 4** Students are able to apply their disciplinary knowledge to real-world problems.

**SLO 5** Students are able to assess and learn from empirical research.

**SLO 6** Students demonstrate proficiency in their written communication skills.

### Values

**SLO 7** The department cultivates a student who is engaged with contemporary world issues.

**SLO 8** The department cultivates a student who is engaged in independent and original thought and scholarship

The **Knowledge** goal is one that addresses both governmental and non-governmental structures and actors and can reference all levels of government from local to international (SLO 1). While there is core knowledge to which all students in the department are exposed, the subfields in which students concentrate will determine the aspects of the discipline in which the student will focus. The **Skills** goals cover the disciplinarily distinct ways in which social scientists think, recognizing that different subfields within the discipline approach data and analysis using different tools (SLO 2). However, the basic critical thinking skills (SLO 3, SLO 4, and SLO 5) and proficiency in written communication skills (SLO 6) are also departmental level learning outcomes. Finally, the department seeks to inculcate very specific **Values** in our students—the engagement in current events (SLO 7), the hallmark of an aware citizen, and the capacity and engagement in independent and original thought (SLO 8). While these values cannot be measured as easily as a proficiency test for skills, the department will be able to demonstrate that students are regularly practicing these characteristics in their coursework, and we hope to survey majors and alumni to see if these values have been translated into lifelong habits (particularly SLO 7). (Later in the self-study we will discuss our assessment result.)

## CURRICULUM MAPPING TO STUDENT LEARNING OUTCOMES

In Fall 2014, the departmental faculty examined initially the undergraduate curriculum and mapped the degree SLOs to the individual requirements of each of the concentrations. We considered both the major requirements and the general education expectations of each program. Each course or types of courses (e.g., 3000-level Legal Studies electives or 4000-level IR/Comparative electives) were examined to ask how and if the course or category of course advanced each of the SLOs. We determined in each course if an SLO was “Introduced,” “Reinforced,” “Practiced,” or “Mastered.” (See Appendix A for Curriculum Mapping of concentrations.) This

process was replicated in Fall 2020 with the new curriculum. Core courses shared across concentrations were coded identically and a separate mapping was done of the courses designed to meet the theory requirement. In order to determine the contribution of classes from other disciplines that are required for our majors to meet the SLOs (e.g., ECON 1010 *Macroeconomics*; ECON 1020 *Microeconomics*, or ENGL 2830 *Writing in the Social Sciences*), syllabi were obtained from those departments and the articulated SLOs for the course were mapped against our expectations.

This exercise has been an important one for our department. We have had strong discussions over how the curriculum fitted together. We have discussed the unique role that see 1000, 2000, 3000, and 4000 level courses play in our curriculum. At one point, we realized that some courses key to the development of students needed to be reassigned from adjunct faculty to our tenured faculty, who could invest the times revising and remaking the course in line with our program review. Another outcome of this process has been the decision that new faculty and adjunct faculty would be provided with information from the department regarding the role that their course plays in the departmental curriculum. In light of the low pay of our adjuncts, it is not fair to ask them to totally revamp courses when their role in the curriculum changes, but we found that we could be clearer as to the skills we need students to develop, practice, or demonstrate in each class. When we revised the curriculum in 2018, it larger based on the year of discussions we held that emerged from the curriculum mapping.

## ALIGNMENT OF PSPS PROGRAM TO UNIVERSITY VALUES AND GOALS

The Department of PSPS has been a campus leader in experiential learning with one of the larger per capita group of students engaging in internships, Departmental Honors, Study Abroad, Campus Leadership, co-curricular engagement, and in various forms of community engagement.

### GOAL 1: TRANSFORM LIVES THROUGH MEANINGFUL LEARNING EXPERIENCES.

- a. All undergraduates will complete an internship, practicum, service project, research project, senior capstone, honors thesis, or international experience.**
- f. Ensure engagement in learning connected to academics, athletics, extracurricular activities and student development programs through coordination and integration of these experiences.**
- g. Create an environment that encourages intellectual and cultural engagement through the liberal and fine arts.**

The role of *Research Methods* and Capstone, senior seminars, and the Departmental Honors, as well as our capacity to accommodate internships and study abroad programs, has meant that all of our majors have had a meaningful learning experience as defined by our university strategic plan.

### GOAL 2: INSPIRE, NURTURE AND EMPOWER SCHOLARSHIP, CREATIVITY, DISCOVERY, INNOVATION, AND ENTREPRENEURIAL INITIATIVES.

- a. Increase participation by students, faculty and staff in scholarship and creative activities that impact the community through partnerships with business and industry, government and nonprofit agencies.**
- c. Identify, develop and evaluate community-based programs and courses to connect all outreach programming, continuing education, work-based training, and executive education opportunities with University resources.**

As noted later in this report, we have strong connections with our communities in a variety of ways (**See community engagement chart**) both within the classroom and outside. This is well-documented later in the report.

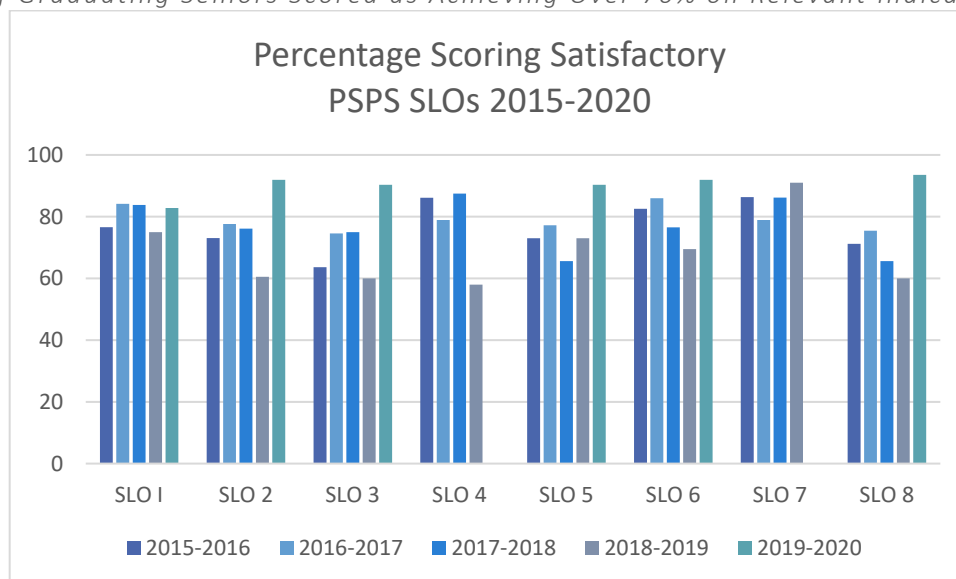
### GOAL 4: EMBRACE DIVERSITY AND INCLUSION AS A PATH TO EXCELLENCE AND SOCIETAL CHANGE.

We have worked hard to carefully engage our students in diverse views of the world, whether based on ideological diversity, racial, gender or gender identity, ethnic, religious, capability, or any of the many other ways of experiencing our world. **This chart** demonstrates how we have tried to engage these topics throughout our curriculum and in a wide variety of ways. This does not mean we do not have room for improvement, but that we have been deliberate in the construction of our curriculum and our courses with diversity as a focus.

## ASSESSMENT OF PROGRAM SLOs 2015-2020

As demonstrated in **Appendix C**, we have woven our annual assessment process into our senior seminar/capstone requirement. In fact, our assessment process has driven significantly our curricular review process. In the PSPS 3000 Research Methods course students design their own independent research project based on an analytical framework deriving from the literature. In the PSPS 4000 Capstone course, students then engage in doing original research that can (but does not have to) flow from the project designed in the Methods course. These papers are collected and then blindly assessed by multiple faculty, according to the rubric included in Appendix C. The **rubric** measures 11 indicators that have been connected to the eight SLOs of the program. The data is compiled and at the annual retreat held each August the department discusses the 8 Student Learning Outcomes, weaving our own observations over the year with the specific findings of our assessment. We then discuss what changes need to be made, what additional emphasizes, and changes in curriculum and staffing should be considered. Findings articulated in these annual reports demonstrate how we have changed our program both incrementally and substantially due to this assessment process. It is woven into the work and life of the department and helps us discover meaningful data that allows us to regularly and consistently improve our program.

*Percentage of Graduating Seniors Scored as Achieving Over 70% on Relevant Indicators, graph*



Findings from this assessment lead directly to the creation of a keystone (PSPS 1000) and capstone (PSPS 3000) components to the new curriculum, changed our staffing of senior seminars away from professional adjuncts to PhDs, created new topics courses at the 3000-level to take advantage of those adjuncts, detailed discussions of the specific goals of courses and levels of courses, the creation of our Sweet Research programming, and most recently to the decision to replace the Capstone course with a portfolio requirement.

## CURRICULUM: INTERNAL TO THE CLASSROOM

### CURRICULUM DESIGN

The curriculum in the B.S.: Political Science degree is arranged around six concentrations. Students take some shared requirements across the curriculum, requirements within the concentrations, electives within and across the concentrations, and some selected courses outside the discipline. These related courses, such as courses in writing, are required to enhance skills necessary for a future competitive professional or to ensure a background of knowledge necessary to understand more advanced material. A minor of 18 hours is required for graduation

for PSPS students. All UTC students must complete a minimum of 120 hours for graduation; 39 hours must be completed at the 3000/4000 level, 60 hours at a four-year institution, and the last 24 hours must be completed at UTC. General education requirements are discussed below. Majors are required to take 28 credit hours at the 3000/4000 level, in addition to 16 departmental hours at the 1000/2000 level. In addition, each concentration requires courses from other programs to round out the curriculum. These requirements include a universal writing requirement that focuses on social science or professional writing; coursework in macroeconomics and/or microeconomics, American history, formal logic, or a year of language. Many of the 3000/4000 level core courses require introductory courses as prerequisites, such as PSPS 3000 (*Research Methods*). In general, the curriculum has a good balance in terms of level of courses; it uses prerequisites and numbering systems to build knowledge and facilitates the development of critical thinking skills throughout the program. (See **Appendix A** with the B.S. curriculum for all six concentrations, as well as the course mapping for how we ensure that the Student Learning Outcomes for the program are met).

### SCHEDULING OF OFFERINGS

We try to offer our courses on a rotation that ensures students in all six concentrations are able to graduate with the courses necessary. By moving to topics courses in all concentrations—some at the 3000 as well as 4000 level—we have been able to stay nimble to current topics and student interests, while continuing our offerings on a regular basis. There have been times due to sabbaticals and adjunct availability that we have had to offer overrides for students to meet advance seminars, but they have been logical substitutions (e.g., International Law offered as an IR course, but meeting Public Law seminar requirements; Black Political Thought offered as a theory course but meeting American Political seminar requirements). We have not been able to offer the new courses in the American Politics field that cover political behavior (PSPS 3110 *Media and Politics*; PSPS 3120 *Political Parties and the Election Process*; PSPS 3230 *Gender in Politics*; PSPS 4100R *Advanced Topics in Political Behavior*) nor have we been able to add a sorely needed Racial Politics course, without faculty to offer this. We were not able to offer any campaign or election courses during this last national election season. This is really the only gap in our course offerings. **A chart showing semester of offerings and enrollments is available here.**

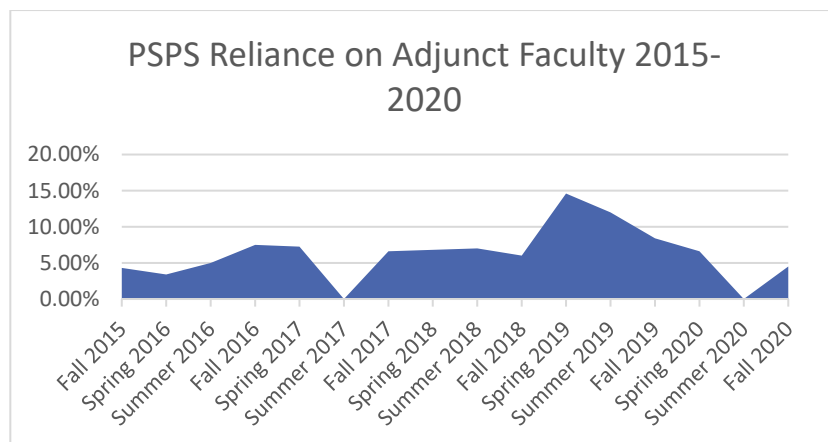
Prior to this year, we were able to offer online versions of all of the different categories of general education and had been working towards offering enough options that a student could graduate from the Politics concentration in six years with an online degree. The movement to offer so many courses online (synchronous, asynchronous, or hi-flex) due to the circumstances of COVID, means that we probably have escalated our timeline for making this a possibility.

### RELIANCE ON ADJUNCT FACULTY

One of the concerns of the 2015 external review was the under-staffing of the department and our heavy reliance on adjunct faculty to offer our courses. Since fall 2015, we have averaged less than ten percent of our courses (graduate and undergraduate, excluding one-hour electives, theses, and independent studies) are taught by adjunct faculty members. While we are still missing a Research Methods/American Political Behaviorist we have been given a lecturer (Garrett Bouldin) to enable us to staff our courses with a full-time faculty member. As a result, we have used adjuncts to cover faculty during their sabbaticals (Spring 2017 (Khmelko), Fall 2018 (Mauldin), Fall 2019 (Deardorff), Fall 2020 (Auchter)), those who teach in the Honors College, and to offer specialty courses, especially in public law (*Judges and Decision Making*, *International Law*) and public policy (*Immigration and the Law*, *Education Policy*, *Health Care Policy*). We do have a number of repeating practitioners who assist us by teaching courses in nonprofit management. There have been two local members of the community who are full-time adjuncts, we were able to hire both on as full-time lecturers. One has since taken a permanent position as a tenure track faculty member at Chattanooga State Community College—Dr. Liz Norrell. This has been a beneficial relationship for the department and hopefully not an exploitative one.



*Percentage of Courses Taught by Adjunct Faculty, graph*



Our adjunct faculty are local attorneys and judges, members of the staff at UTC, directors and development officers at local nonprofits, serve on the mayor's staff, policy directors at local companies, and PhDs and graduate students who are looking for additional teaching experience in their areas of expertise. We have been very fortunate to build strong relationships in the community that have been beneficial for our students and we hope our adjuncts themselves.

#### STUDENT CREDIT HOURS GENERATED

Our SCH generated has remained constant and in fact grown some. This is particularly amazing in light of the fact that we have moved our tenure track/tenured faculty (without administrative release) to a 3-3 load beginning Spring 2020. As noted in the second chart, our reliance on adjuncts has been around 17% of student credit hours generated. This had been decreasing, but this fall we are leaning on two adjuncts double sections of general education courses due to the need for smaller face-to-face courses and coverage of a sabbatical. The decreasing reliance should hopefully continue.

*Student Credit Hours Generated, chart*

Academic Year	SCH PSPS	SCH TT	SCH FT NTT	SCH Adjunct	% SCH Adjuncts
<b>2015-2016</b>	6562	3721	1116	1725	26.28%
<b>2016-2017</b>	6461	4910	489	1062	16.40%
<b>2017-2018</b>	6502	4840	825	837	12.80%
<b>2018-2019</b>	6992	4625	1359	1008	14.40%
<b>2019-2020</b>	6786	3675	1857	1254	18.40%

#### CURRICULUM REVIEW PROCESSES AND OUTCOMES

We have tried to see our curricular revision process as an ongoing one and not something that is merely considered every decade. While it is iterative, we also want to be sure that our curriculum is consistent and not a moving target for our students. By slowly moving our classes towards more seminar topics that can be offered and shifted as opposed to more specific courses, we have given ourselves the flexibility to be responsive to student interests and needs without having a long list of courses that we are not offering regularly. We demonstrate below how this iterative process works.



## 2016 IR/COMPARATIVE CURRICULAR UPDATE

These revisions were an update to the International Relations and Comparative Politics concentration that were still fairly “Cold War” in their orientation. With the retirement of the faculty members vested in their original offerings, we were able to revise our offerings to make them more commensurate with a 21<sup>st</sup> century Political Science department.

## 2017 CURRICULUM UPDATE

We added two new courses in the area of International Relations and met the needs of a new faculty member, Dr. Saeid Golkar. These courses are also cross-listed in Sociology and Religion.

## 2018 COMPLETE REVISION (APPENDIX A)

This revision was in response to our two-year planning process and to our 2015 program review. It included the creation of a new core curriculum (a keystone course PSPS 1000 (1 credit), two of the following introductory contemporary debates courses PSPS 1010, 1020, 1030, research methods PSPS 3000, career development PSPS 3010 (1 credit), capstone PSPS 4000). It added a political theory requirement that could be met by a variety of courses that all emphasize the assessment and interpretation of normative values and theory building. We added a sixth concentration called “Politics” that allows students to select from the entire curriculum in meeting the programmatic requirements—we designed this for students who do not have specialized interests, for transfer students, to provide greater flexibility for students, and to add the future possibility of an online completion route for students.

## 2020 CURRICULAR UPDATES

This fall, we have been closing some gaps revealed over the first year and a half of implementation; course options not included in specific concentrations; limiting the one credit hour courses to majors (overrides are always allowed by the department head); changing some course names and catalog descriptions; and, similar minor updates that will allow the curriculum to be maintained with fewer petitions and overrides. We are also moving away from a Capstone course and towards a portfolio requirement—without a Research Methods key hire, we cannot staff the Capstone reliably.

## CONTRIBUTIONS TO THE BROADER CAMPUS CURRICULUM

The department has worked to ensure that it does not exist in isolation to the campus but is instead engaged throughout the curriculum. Students in the School of Education, Department of Social Work, Health and Human Performance, and those studying for certification in social studies are all required to take specific political science courses to supplement their major or through making clear preferences in the general education process.

## GENERAL EDUCATION

Undergraduate majors must complete all of the University general education requirements. The General Education program for BS degrees at UTC includes English Composition I and II, a math and a statistics course, 7 hours in natural science (including 1 lab class), 6 hours in Behavioral and Social Sciences, Our students follow the university’s general education plan, with no unique requirements.

Our department offers the following courses that are certified as meeting General Education requirements:

### **The Fine Arts and Humanities**

#### Thoughts, Values, and Beliefs

PSPS 1040 *Politics, Culture & Society: Non-Western Views* (offered every term)

PSPS 3052 *Political Philosophy I* (offered every few semesters)

PSPS 3053 *Political Philosophy II* (offered every few semesters)

#### Non-Western

PSPS 1040 *Politics, Culture & Society: Non-Western Views* (offered every term)

PSPS 2700, *Comparative Government* (offered every term and summer)

#### Social and Behavioral Sciences

PSPS 1010, *American Government* (offered every term and summer)

PSPS 1020, *World Politics* (offered every term and some summer)

PSPS 1030, *Controversies in Public Policy* (offered every spring and summer)

#### Statistics

PSPS 2030, *Statistics for Decisionmakers* (offered every summer)

Approximately 50% of our student credit hours generated are general education courses and graduate hours and about 50% are undergraduate major and minor courses. Majors can take all of the courses above for their degree (except PSPS 1040) and can use the departmental courses to meet their Fine Arts and Humanities, as well as their Statistics requirements.

### POLITICAL SCIENCE AND PANM MINORS

The department also offers courses for students in the other departments who minor in PSPS or PANM. In Fall 2020 we had 81 minors, from 16 different departments across the university, representing all four colleges.

*PSPS and PANM Minors by Major, chart*

<b>Department</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<i>Business</i>	14	18	14	9	7	13
<i>Biology</i>	1			1	3	1
<i>Chemistry</i>					1	1
<i>Communication</i>	9	18	23	22	25	22
<i>Computer Science</i>					1	3
<i>Criminal Justice</i>	1	1	2	5	5	5
<i>Early Childhood Education/ Family Studies</i>	1	2	1	1	3	1
<i>Economics</i>	6	4	1	1	1	1
<i>English</i>	4	3	3	2	4	10
<i>Engineering</i>		1				
<i>Environmental Science</i>			2	1		
<i>History</i>	6	8	10	13	8	10
<i>Health and Human Performance</i>	1	1	2	2	1	1
<i>Humanities</i>	3	3	6	4	1	
<i>Integrated Studies</i>				1	1	1
<i>Legal Assistant Studies</i>		2	1			
<i>Mathematics</i>	1			1	1	
<i>Modern and Foreign Language</i>			1		1	
<i>Music</i>			1	1		
<i>Nursing</i>					2	
<i>Philosophy and Religion</i>	2	1	1	1		
<i>Psychology</i>	2	3	5	5	4	4
<i>Social Work</i>					1	1
<i>Sociology</i>	1	1		3		5
<i>Theatre</i>			1	2	2	2
<b>TOTAL</b>	<b>52</b>	<b>66</b>	<b>74</b>	<b>75</b>	<b>72</b>	<b>81</b>

### CROSS-LISTED COURSES

The PSPS program generally offers courses designed to serve our majors, minors, and students in the other departments. The program has courses that are cross-listed with the Women, Gender, and Sexuality Studies major (PSPS 3220/WGSS 3220 *Gender in Politics*; PSPS 4310/WGSS 4310 *Gender and Law*; PSPS 4800R/WGSS

4800 *Gender and Global Violence*). For the minor in Africana Studies, PPS 3310 *Civil Liberties*, PPS 4051 *Black Political Thought*, and PPS 4300R *Race and the Constitution* have all been listed as fulfilling requirements.

#### ENGAGEMENT IN OTHER MAJORS AND PROGRAMS

We are central to the coursework of a number of interdisciplinary degrees such as Environmental Studies and International Studies, in addition to the two new concentrations approved this year: Theatre Entrepreneurship and International Economic Policy. We believe we may lose some minors in light of these two new programs but will retain the student credit hours. Our collaboration with these programs more than benefits the loss of the minors. In addition, the UTC Achieve Degree (B.S. in Integrated Studies), an online degree completion program for which PPS offers PPS 4410 *Program Planning and Evaluation* as part of their degree plan.

Finally, a less productive relationship has been the students in Early Childhood Education who are required to take courses in nonprofit management. These students have been ill-prepared and disengaged, so we have moved their coursework to introductory level courses and to the general education level, while working to maintain a good relationship with the School of Education. Our public policy concentration students take courses in Economics and Environmental Science, as well as Education.

#### HONORS COLLEGE

As noted earlier, we have a large number of majors who participate in one of several honors programs at the university (Innovation in Honors, Brock Scholars, High Achieving Mocs). As a result, we sponsor a number of Departmental Honors theses or DHons (5-7 annually). Finally, a number of faculty have co-taught interdisciplinary courses in the Honors College (Professors Cooper, Deardorff, Khmelko, Strickler (Spring 2020) and it has been a good supportive relationship, with faculty serving on the Honors Advisory Board and volunteering with the recruitment process.

### CURRICULUM: EXTERNAL TO THE CLASSROOM

Students who major in any of the five concentrations in Political Science are strongly encouraged to participate in some of the many opportunities to apply the material learned in the classroom to real world scenarios. This occurs in classroom activities (discussed below in the Teaching and Learning sections) and in the many extra-classroom opportunities. Students note an interest in participating in these activities. There are many opportunities available, but a smaller percentage takes advantage of these options. One of the goals of the new university Strategic Plan is to have all UTC students engage in independent research, internships, study abroad, practicums, or some other forms of applied learning prior to graduation. The department offers the infrastructure for these programs and currently has many opportunities for students.

#### INDEPENDENT RESEARCH OPPORTUNITIES

All Political Science majors are required to take PPS 3000: *Research Methods*, which exposes them to the foundations of research methods and the development of an individual research project. A course in Statistics is a prerequisite for taking this course. Students also have a variety of research-based assignments in other upper division courses (as demonstrated by syllabi). Within the department, we offer an Individual Studies (PPS 4998R), Group Studies (PPS 4999R), and Research (PPS 4997R) options. Few students seem to enroll in these options and mostly use them as independent studies options, as opposed as an opportunity to engage in independent research.

#### DEPARTMENTAL HONORS

Students who are in several of the Honors College programs are required to do a three-semester independent research project prior to graduation. In the first semester, the student finds a committee chair with who the student proposes a research project, which must be approved by the department. In the second semester, the student forms a committee of faculty from within and outside the department as appropriate. The student makes a report to the committee at the end of the term regarding their progress and receives feedback relative

to the quality of the work. During the third term, the student completes the work and defends it before the committee and then makes necessary revisions before it is deposited. Students who earn a “B” or above on the project will graduate with Departmental Honors. Non-honors majors are also able to propose a Departmental Honors project and go through the same process without the involvement of the Honors Program. Any senior thesis awarded a “B” or higher allows its author to graduate with departmental honors. We are encouraging more non-honors students to pursue Departmental Honors programs and so we anticipate that number will increase. From Spring 2015-December 2020, 16 PSPS majors successfully completed a departmental honors project; in the seven years prior, we had 23 students complete the DHon.

#### FUNDED RESEARCH OPPORTUNITIES

There are some university-funded programs for undergraduates to work with faculty on research (Brock Scholars Honors, PREP REU programs, research in Cadiz, Spain (2), Thailand (1) and Poland (1),<sup>2</sup> the Center for the Study of Congress and the Presidency funds one PSPS student a year through the David M. Abshire Fellowship to do policy research of these institutions, and similar programs). We have a growing [office of undergraduate research](#) that works with students to find funded opportunities and venues for them to present their work outside of the classroom. A growing number of faculty and students have taken advantage of these opportunities. We have had many students present at the Research Dialogues on campus, Undergraduate Research conferences (particularly through the Honors College, *Pi Sigma Alpha* conference, and even one published in the journal.<sup>3</sup>

#### PRACTICAL APPLICATION OF DISCIPLINARY KNOWLEDGE

There is a number of opportunities for students to engage in external learning experiences. One of our goals after the last review cycle was to be more transparent in the announcing of these programs, increasing the number of students engaging in them, and better documenting student participation. Our movement to a portfolio requirement in beginning with the 2021-2022 catalog year, will be to better record and integrate these activities into the student’s experience within the major.

#### INTERNSHIPS

The UTC Political Science Department has a long record of supporting a variety of internships as an important form of external learning. The department offers both Political Science (PSPS 4900R *Internship*) and Public Administration and Nonprofit Management (PSPS 4910R *PANM Internship*) internships within the curriculum, as well as provides additional internship opportunities outside the local community. Students in the PANM concentration are required to take PSPS 4910 for 6 credit hours and work 300 hours during a single semester. Students taking the PSPS 4910R *Internship* for 3 credit hours must work 150 hours during one semester, write a reaction paper and a 20-page paper in which they connect elements of the work experience to their classroom knowledge, while engaging in a virtual community of interns for the semester. Students may take PSPS 4910 for up to 6 hours to meet PSPS degree requirements, students taking more internship hours than 6 may count the credits as general electives.

Student enrollment in these departmental internships has been fairly constant. In the last five years, over 75 students have had a formal internship through PSPS 4900R and over 65 through PSPS 4910R at approximately 50 different nonprofits or governmental agencies. Students have participated in a variety of internships over the last review cycle, covering various aspects of local government (e.g., Chattanooga’s Office of the Mayor, Chattanooga Visitors Bureau, Hamilton County Juvenile Court, Hamilton County General Sessions Court, Small Cities Coalition of Hamilton County); state legislative offices (e.g., Tennessee Legislative Internship Program); state bureaucracy

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<sup>2</sup> Ritchie, Kayla. 2019. “The Politics of Security: How Social Constructions are Utilized in the Securitization of Migrations,” *Security and Society in the Info Age*, Volume 2. SRAS Collegium Civitas Summer: 67-81.

<sup>3</sup> Cyrus, Allison R. “Polarization and Party Cohesion in Campaign Messaging: Do Female Republican Senate Candidates Rely More Heavily on Party Cohesion Messaging in Campaign Advertisements?” 2019. *Pi Sigma Alpha Undergraduate Journal of Politics* 29 (1) Spring: 16-31.

(e.g., Municipal Technical Assistance Service, Southeast Tennessee Development District); private and public legal entities (e.g., private law firms; Chattanooga Chapter, Federal Bar Association); federal legislative offices (e.g., Representative Fleishmann and Senator Corker and Blackburn); campaign offices (e.g., Judge Tom Greenholtz and Diane Black for Governor campaigns); political parties (Hamilton County Democratic Party); political consulting and research organizations (e.g., Rivers Edge Alliance); nonprofit organizations (e.g., UnifiEd, Bridge Refugee Services, Children's Nutrition's Program of Haiti, Tennessee Justice Center); United Way; and media outlets (e.g., *Chattanooga Times Free Press*).

### TENNESSEE LEGISLATIVE INTERNSHIP PROGRAM

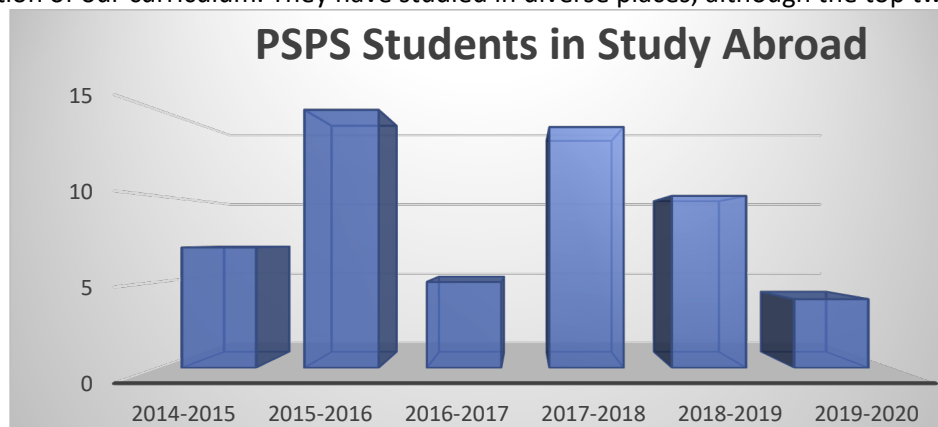
In 1971, there were no political science internships at Tennessee higher education institution when Dr. Richard Wilson (UTC PSPS emeritus professor), along with the nine-member Tennessee state legislature delegation from Hamilton County, Tennessee, initially proposed establishing a state legislative internship program. The program was funded with a modest grant from the University of Chattanooga foundation to pay travel and living expenses for the students to serve as aides to the state legislative delegation for the spring semester each calendar year. The UTC state legislative internship program was so successful it became a model for other four-year institutions and for the 1974 Tennessee state legislation establishing and funding a state-wide state legislative internship program, which continues to this date. The Tennessee Legislative Internship Program allows college students to spend the spring semester in Nashville working full-time for the Tennessee General Assembly. During the semester, they attend weekly meetings, listen to speakers on state government, with an emphasis on the legislature and legislative process. Interns receive a weekly stipend and travel allowance. Students are recommended by their institutions and must participate in a face-to-face interview before they are selected. Because of the number of internships available in Chattanooga, we have had a difficult time recruiting students, in Spring 2020 we have five students participating. Dr. Chris Horne serves on the Board.

### THE WASHINGTON CENTER

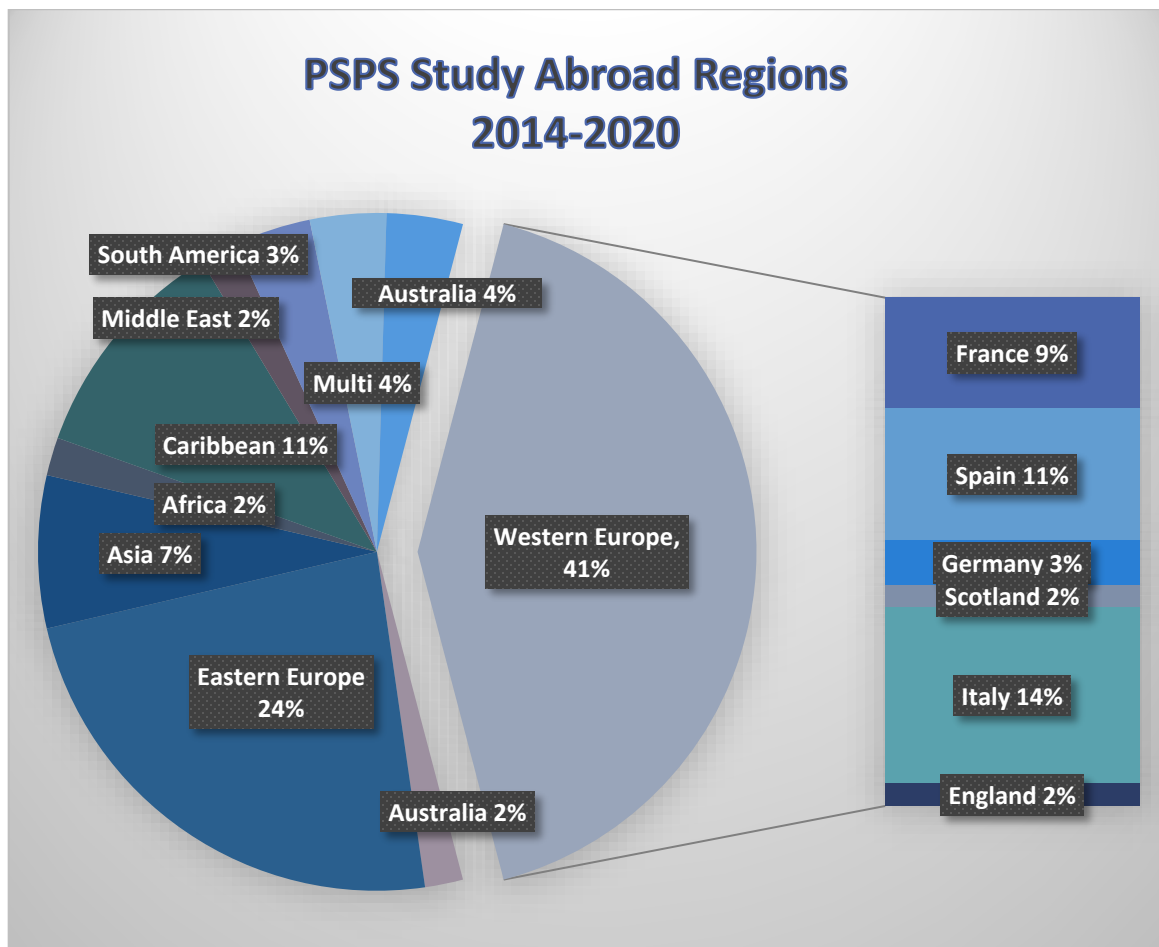
While in recent years there has not been a broad flow of PSPS students to Washington, D.C., we are participating in a number of programs that are now being located to the Political Science department for administration. We hope to generate enough interest to institutionalize cohorts being sent to these programs regularly. Beginning in the late Fall 2019, the Tennessee Higher Education Commission has provided scholarships to UTC students who wish to intern and take courses in Washington, DC through The Washington Center. We have been sending one or two students a term to participate since then, however the virtual nature of internships during COVID has limited the number of students who have taken advantage of these opportunities. As this becomes more affordable to students (now the cost will only be travel and the additional cost of living in Washington, D.C., we hope more students will participate.

### STUDY ABROAD

Department curriculum allows students to participate in a study abroad program and contribute to internationalization of our curriculum. They have studied in diverse places; although the top two locations have



been western European, there is clearly student openness to studying globally. The departmental faculty have offered some study abroad options (Deardorff, Italy, Machiavelli course, Spring 2017; Auchter, Cambodia, Honors College, May 2018; Auchter, Kenya, Rollins Collins of Business, Summer 2017) and many of our students have participated in similar courses offered by Honors, History, Biology, and Economics, as well as participated in semester and years abroad. We encourage our students to spend a semester away from campus in any form if it is possible; we have ensured our curriculum provides the flexibility.



We have emphasized and encouraged students to participate in study abroad programs, particularly those who are concentrating in International Relations and Comparative Politics. Because that degree program is the only one in the department that requires second language skills, it has generated the majority of the students participating in international travel. As the university revises its strategic plan to enhance this part of the programming and curriculum, we hope to see an increased number of our students participate. The flexibility of the PSPS curriculum has meant that we have attracted new majors from other departments that found their home departments did not allow for study abroad.

#### APPLIED POLITICS ENDORSEMENT

This series of short courses (taught by local practitioners and alumni) on specific skills and experiences that will both aid students in the workplace and enable them to explore potential career paths. Each year we offer 3-4 short (3-5 hour) workshops on such topics as: running a social media campaign; targeting voters; policy advocacy/lobbying; SPSS advanced training; Geographic Information Systems; campaign management; organizing communities; and grant writing. Students who complete seven of these workshops or approved university opportunities will receive an endorsement in Applied Politics from the Department of Political Science



and Public Policy that can be noted on their resume. This program is funded by the generosity of the International Brotherhood of Electrical Workers (IBEW) Local #175. Running since 2018-2019, we have an average of ten undergraduate and graduate students attend each program. No one has collected seven yet, but interest has been ongoing.

#### PRACTICAL POLITICAL EXPERIENCE

A final way we hope to increase student curricular engagement in practical political experience has been use of the PSPS 1999R/PSPS 4999R *Group Studies* course. The purpose of the course is to allow students to engage in short-term political activity or engagement with some accountability. Unlike the Internship course, which is limited to junior or senior standing and requires a 150-hour commitment, this class is one credit hour and can be taken by any major. We use it to engage students in a semester-long series of political speakers, a movie series on politics, a group reading some new or key political work and discussing it, reward mock trial students, or provide a medium for some of the short-term opportunities that arise (working with a community group to organize a local neighborhood for political action, joining a state legislator in a legislation reading group, helping an interest group formally organize to lobby the state legislature). These are activities that have to be structured before the beginning of the semester and must be more than simply volunteering in the community.

#### TEACHING AND LEARNING ENVIRONMENT

The pedagogy used by the department is diverse and representative of both disciplinary standards and focuses on the institutional goals of the university with emphasis on experiential learning both in the curricular and co-curricular. We try to clearly communicate these goals to our students through regular communications via both our UTCLearn (Canvas) page for majors and minors and through our social media presence (Instagram, Facebook, and Twitter—UTC PSPS). Our hope is to be more consistent in our messaging with our students in our next five-year plan.

#### INSTRUCTIONAL PRACTICES AS CONSISTENT WITH DISCIPLINARY STANDARDS

Departmental instructional practices are consistent with those in the discipline. Our faculty participate in disciplinary pedagogy conferences and workshops (APSA's TLC, APSA Teaching Conference, ISA, ASPA, IPSA, Southern PSA's teaching programs), serve on editorial boards of teaching journals (e.g., Deardorff has served on the editorial boards of *College Teaching*, *PS: Political Science & Politics*, and the *Journal of Political Science Education*). We have regular pedagogy discussions as noted below, this is institutionalized into our departmental culture. Our disciplinary currency is evidenced through the department's commitment to active and experiential learning, teaching critical thinking, consciousness of student learning outcomes, and faculty staying current in the respective subfields and pedagogy. **Appendix B** contains the departmental syllabi and the **current course catalog**. Learning modalities used by our professors include lectures, discussions, activities, assignments, team-based learning, flipped classrooms, and problem-based projects. All of our faculty integrate multiple teaching techniques throughout their courses, including multimedia and technology. Courses are taught in multiple modalities and all of our online general education and core major course Faculty members also incorporate many creative exercises into their courses which allow students to engage in critical thinking and applied analysis, primary goals of the department as articulated by our Student Learning Outcomes (SLOs). Additionally, many faculty members bring in guest speakers to expose students to "real world" situations and to facilitate networking. Students also may enroll in internships which allow them to engage in experiential learning and apply what they have learned in the classroom to a field setting or work on independent research projects through a variety of venues.

#### DISCIPLINARY AND PEDAGOGICAL CURRENCY

Faculty stay current in their respective disciplines in a variety of ways. The most common method is through attendance and participation in regional, national, and international conferences. Depending on their subfields, faculty members attend the American Political Science Association (Deardorff, Stickler, and Cooper; Bouldin and

Deardorff, APSA TLC), Midwest and Southern PSA (Acuff, Stickler, and Khmelko), International Political Science Association (Khmelko), International Studies Association (Auchter and Groh), American Society for Public Administration (Mauldin, Evans, and Acuff), or the American Evaluation Association (Horne) annual meetings. Many of our faculty are also regular attenders of the regional association of their preferred national/international organization; some attend the APSA Teaching and Learning conference. Several faculty in the department indicate that they frequently attend or present on pedagogy panels at disciplinary conferences—this helps keep them apprised on recent developments in their field and provides new ideas for the classroom. In addition to conferences, faculty members personally subscribe to a number of research journals. Some of these journals include the APSA journals, *Public Administration Review*, *International Studies Review*, *Law and Courts*, *PM (Public Manager)*, *Public Budgeting and Finance*, *State and Local Government Review*, and *Journal of Political Science Education*.

All faculty note that they change their syllabi every semester to account for contemporary developments and examples. They note that while the concepts and theories remain the same, the examples reflect areas students may be interested in or may be particularly relevant at that moment in time. As a consequence, courses, syllabi, and assignments must be consistently reassessed and updated in accordance with changes in the literature, pedagogical practices, previous course evaluations, and to continuously adapt to current events and changing best practices in the practitioner or nonprofit sector when relevant.

The department has a Pedagogical Book Club that meets monthly during the academic terms. We collectively read a book (e.g., Derald Wing Sue, *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race* or Linda B. Nelson, *Teaching at Its Best: A Research-Based Resource for College Instructors*) provided by the department, eat pizza, and discuss our teaching. The book club has increased faculty knowledge and understanding of pedagogical theory and practice while providing a supportive forum for faculty to discuss classroom experiences. It has encouraged faculty to be more reflective of our own teaching and to incorporate a broader range of strategies into courses. As we have integrated so many new faculty in such a short period of time, this has been a very important part of our departmental socialization. As part of the annual evaluation of faculty prior to promotion, members of the Tenure and Promotion committee visit faculty classrooms and then provide a discussion afterwards to which the faculty members provide a written response. Almost all faculty take regular advantage of the [Walker Center on Teaching and Learning](#) training sessions and programming and many faculty (e.g., Auchter, Strickler, and Evans have participated in several Walker book groups, named ThinkAchieve Scholars, or engaged in pedagogy circles).

#### PROMOTION OF ACTIVE AND EXPERIENTIAL LEARNING

Active learning is promoted several ways. In the following sections, we will provide examples from a variety of concentrations and faculty; however, these techniques can be found in all concentrations and used by all faculty. For example, many faculty use simulations in their courses including a foreign policy simulation in IR/Comparative; a semester-long Congress simulation in American Politics; a moot court simulation and a trial simulation in Public Law; and, a simulation of the “chocolate cake” case from Deborah Stone’s *Policy Paradox* in PANM.

#### PEDAGOGICAL AND TECHNOLOGICAL INNOVATIONS

With advent of COVID and switch to more of our classes to online and hybrid formats, our department has engaged technology and new pedagogies at a heightened rate. In addition to our new engagement in Kaltura, filming of videos for courses, our new high-tech classrooms—as well as offering two of the campuses few hi-flex courses this academic year, we have engaged in innovative technology and pedagogies in more traditional ways.

- *Controversies in Public Policy* (PSPS 1030) incorporated Socrative learning software to better facilitate student participation and gauge their understanding of the material in a large classroom setting. This program allows for “real time” quizzes and polling from either an internet browser or smartphone application.



- Tasking *Urban Policy* (PSPS 3430) students with developing a digital story to demonstrate their understanding of urban policy issues, in collaboration with the library and their labs.

#### ANALYTICAL AND CRITICAL THINKING AS WELL AS PROBLEM-SOLVING

Critical thinking is promoted by PSPS in a variety of ways and is reinforced in our Student Learning Outcomes 2 and 3. One primary method used throughout the concentrations is through critical analyses of cases, news reports, primary documents, and documentaries. Each of these provides a basis for class discussions. As an example, in a public administration course, students read cases and must analyze situations, diagnose problems, and propose solutions. Most often, students are asked to write critical analyses on a case and then follow-up with class review and discussion. The cases are effective in forcing students to recognize their assumptions and values in the course of grappling with a realistic managerial dilemma.

- PSPS 1030 *Controversies in Public Policy* students completed a unit on policy analysis, including a component which required them to “fix” the national debt using the criteria and tools provided by the Committee for a Responsible Federal Budget’s Debt Fixer website (<http://www.crfb.org/debtfixer/?group=acuffutchattanooga19>). This served as an introductory example of applying analytical approaches to solving a public policy problem for both general education students and PSPS majors and minors.
- Building on the *Policies and Problems in Urban Areas* (PSPS 4400R) course, students in the *Leadership and Management in the Public Sector* (PSPS 3520) students were tasked with implementing the policy proposals developed by their peers. This included requirements that they develop plans for designing an organization tasked with policy implementation, developing staffing requirements, drafting a budget, constructing performance measures, and articulating program outcomes.
- In *Ethical Dilemmas in World Politics* (PSPS 4800R) course, students are presented with scenarios in class to which they have to find a solution to the ethical dilemma. One example is whether Israel’s policy of dropping flyers to notify civilians of an impending bombing is sufficient to meet the ethical and legal standard of civilian protection. In small groups, students need to come to a decision. The class then discusses what ethical frameworks they are using, what preconceived assumptions they may be using to arrive at their decisions, and how this relates to the role of ethics in international law. A different hypothetical is relayed every class session related to the course material, so that students become accustomed to struggling through the gray areas.
- In *American Constitutional Law* (PSPS 3310) and *Civil Liberties* (PSPS 3320), students are often asked to defend one side of a case, and then have their reasons interrogated dialectically by the professor and other students.
- *Public Service Law & Ethics* (PSPS 3620) requires students to engage with theories and legal/ethical decision-making frameworks through course discussions, exams, group work, and real-world case studies. Examples include analyzing the Lance Armstrong case through the lens of law, professional/sport governing bodies, public interest and safety, nonprofit governance, public opinion, and also through ethical philosophy such as utilitarianism, Kant’s Categorical Imperative, or Aristotle’s virtue ethics. Other cases have included the Tuskegee Syphilis Study, Flint Water Crisis, Stanford Prison Experiment, and the Penn State/Jerry Sandusky case. Students have worked in groups to research and analyze their selected case, presented it to the class, and then moderated the discussion for their classmates.
- In *Politics of Authoritarian Regimes* (PSPS 4800R), students are encouraged to play a dictator's role in a specific country, think critically about the threats to the regime, and develop the strategies to maintain the power. While in *Revolution and Revolutionary Movements* (PSPS 3700R), they are encouraged to think of themselves as revolutionary leaders to plan a revolution.
- The *Black Political Thought* (PSPS 4051) course uses a theoretical framework of Black Political Thought designed by Michael Dawson in *Black Visions* to evaluate the lyrics of a song as a work of political thought. Students must evaluate What theoretical aspects of the Dawson framework are evidenced in the work? Is there competing or blurred frameworks evident? Are there places that fall outside of the Dawson model?

- In the *International Nongovernmental Organizations* (PSPS 4630) course, students are presented with a task of finding criteria and evidence to evaluate the work of these organizations. For example, there are competing explanations of roles that these organizations play in the world. Some say that these organizations help those who cannot help themselves. At the same time, the other explanation is to say that NGOs are just 'trojan horses' of developed countries. Students need to evaluate different explanations and then explain why they come with one conclusion or another. We explore these issues in class, in small groups, and then as a whole class. Students then are given an opportunity to research a specific organization and then submit a final paper where they explore these kinds of issues.
- *Controversies in Public Policy* (PSPS 1030) students complete two analyses related to a policy domain (Policy Streams Analysis) and a specific policy (Policy Elements Analysis). In the policy streams analysis, students must describe a specific policy problem, research the politics of the problem, and research and describe ways in which the federal government has addressed the problem. The Policy Elements Analysis requires students to read a specific bill and identify the bill's legislative intent, goals and policy tools used to address the problem the bill is designed to remedy.
- In *War on Drugs* (PSPS 4310) students research the emergence and implications of the current U.S. opioid epidemic. Working in groups, they conduct a semester-long research project on key questions about the crisis: how did we get here? How does this drug epidemic compare with previous crises such as crack cocaine? What solutions offer a way out? And how should we understand the nexus of modern politics, partisanship, and the stigma of addiction? The results of their research were presented in a mini-conference held on campus and open to the public.

#### STUDENTS PRESENT IDEAS AND RESULTS CLEARLY AND EFFECTIVELY

All faculty report the centrality of writing in their courses and it is Student Learning Outcome 6. Historically and currently, general education courses in PSPS require that 25% of assessment must be some form of qualitative evaluation, with a preference for essays. This continues to the senior seminars with their focus on long-form research papers, that often have waypoint assignments (proposals, annotated bibliographies, rough drafts, etc), allowing students to develop their writing over the semester and also to get feedback throughout the process. Many classes at the 2000-4000 level are assessed through take home examinations. Faculty note their regular offer to read student drafts and many faculty have formulized revision policies in their courses. Many PSPS classes require participation as part of their final grade, which often may be completed in many formats. Most classes require multiple written papers with formative feedback and as beyond the 1000 level most of our classes have significant discussion components. As our assessment notes, the writing of our students by graduation has been strong. What follows below are a few specific examples of how we ensure that students have had the opportunity to improve in their ability to present their ideas and results clearly and effectively—orally, in writing, and through small group work. Some classes engage in group projects (paper and/or presentation) and others require discussion boards, the methodologies vary but the final goal is the same.

- In terms of oral discourse, in *American Foreign Policy* (PSPS 3810), all students are required to participate in two debates. As a three-person group, they draw on course readings and additional material to write up a debate brief, which lays out their arguments, their evidence, and their anticipated responses to the arguments made by the other side. In class, they attempt to persuade a panel of judges made up of their classmates. Judges and the rest of class can ask questions, so students both engage in oral performance that they can practice for, and answer questions that they may not be expecting. It requires them to be well-versed in the material and well-prepared, and the rest of the class is also able to participate in hammering out the arguments and in seeing how most debates in AFP are not black-and-white.
- *Comparative Politics* (general education, PSPS 2700) includes a semester-long writing project that begins early with weekly written reflections on current events pieces from print and video journalistic sources. A parallel weekly assignment also requires students to reflect on particular aspects of our textbook readings and classroom work. At midterm, students build on all that written material, especially one or more of the

journalism reflection pieces, to write an essay that serves as a first draft on the way to a larger essay, which they submit at the end of the semester. Between the midterm and end-of-semester essays, roughly one full week of class instruction is devoted to developing research skills and familiarity with the multitude of ancillary library resources.

- *Introduction to Judicial Process* (PSPS 2300) requires students to observe three courtrooms (state and federal for one hour each time), they then have to select a thesis from their textbook and test it based on their observation. Students are pushed to move from description to analysis and they are given an opportunity to revise the paper in response to instructor feedback.
- *Program Planning and Evaluation* (PSPS 4410) students write a program plan and evaluation plan in the form of a response to a hypothetical foundation grant program's Request for Proposals. This proposal is assessed using a scoring rubric similar to those used by government and foundation funders.

#### APPLICATION OF DISCIPLINE TO REAL-WORLD SITUATIONS

This institutional goal of experiential learning is directly related to our Student Learning Outcome 4 and our value outcome of 7. We have been very pleased with the number of opportunities our students have to directly engage in higher level applied learning opportunities. In fact, several faculty's assessments are always based on application of knowledge to real-world problems.

- *State and Local Government* course (PSPS 2210) in Spring 2020 partnered with the Wiki Education Foundation in order to improve public knowledge related to government and politics in Tennessee. Student groups worked to improve eight Wikipedia articles, including those related to city and county government, the Tennessee General Assembly, the Tennessee Constitution, and political party strength in the state. ([https://dashboard.wikiedu.org/courses/UTC/State\\_and\\_Local\\_Government\\_\(SP2019\)/articles/edited](https://dashboard.wikiedu.org/courses/UTC/State_and_Local_Government_(SP2019)/articles/edited))
- *Policies and Problems in Urban Areas* (PSPS 4400R) students presented policy recommendations to members of the Chattanooga City Council and community members aimed at addressing gang violence in the city. Each student group was tasked with preparing a 10-minute presentation to residents and elected officials, followed by questions and feedback from panelists and audience members. (<https://www.timesfreepress.com/news/local/story/2019/nov/19/new-initiative-aims-reduce-violence-city-crea/508687/>)
- In one *Capstone* (PSPS 4000), students engaged in hands-on advocacy work with the non-partisan organization Scholars at Risk, to learn about how human rights research is used in the policy world. The students organized an Advocacy week on campus and produced a research report that can be used by activists engaged with the case of Indian imprisoned scholar GN Saibaba. <http://www.theutcecho.com/pmps-capstones-advocacy-week-makes-impact-on-campus-and-beyond/>
- *American Constitutional Law* (PSPS 3310) students are tasked with identifying a recent presidential action that has been challenged as unconstitutional. Students are then required to clearly define the policy and constitutional challenge, identify and explain the constitutional issue at stake noting how it has been addressed in the past, and then they need to apply the law to the constitutional issue. Is the policy constitutionally questionable or is the constitutional challenge coverage for political disagreement with a policy?
- During the first week of Political Science Internship (PSPS 4900), interns submit a discussion board post reflecting on what they have learned in previous coursework that they believe will help them describe, explain, or otherwise understand their internship experiences or serve as a starting point for something they think they will have the opportunity to learn more about. Every week during the course, they are challenged to make connections between what they have learned in their coursework and the projects they undertake at their internship sites. At the end of the internship, interns submit a final post summarizing how their understanding of public service, political, or legal professions evolved due to their internship experience.
- In *Green New Deal* (PSPS 3400), working in groups, the students are proposing various policy solutions as part of a Green New Deal platform for the Chattanooga/Hamilton County area. Students hold a mini-conference to unveil the course's overall platform to interested stakeholders and local policymakers.

## EXPOSES STUDENTS TO DISCIPLINE-SPECIFIC RESEARCH STRATEGIES

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At the core of our curriculum is research methods and research design (PSPS 3000), not because we believe that our majors will become academics but because we want to teach them to think differently about politics than when they came to us. We begin in our keystone course, the one hour PSPS 1000 Introduction to PSPS. This course pushes students to discover the difference between using a “political science lens” and a “partisan lens.” We encourage students to take off their partisan lens when they come to class and put on the political science lens. We want them to understand the role of analytical frameworks and how they enable citizens to see politics from a different perspective. We desire to push this throughout the curriculum and the co-curricular. This is only partially addressed by SLO 5 and 8, but truly through all of the SLOs.

- *Research Methods* (PSPS 3000) is designed to introduce students to the complexity of social science research, but ultimately to make sure they practice the necessary skillset of learning the research process, producing coherent written and oral arguments, and orally articulating their research agenda (aka the elevator speech which is for the student to market not only their ideas but their qualifications to a future employer, etc).
- The Capstone (PSPS 4000) allows students to explore various methodological, analytical, philosophical, normative, and legal approaches to political science and public service research topics, broadly defined. While the course serves as a culmination of their undergraduate experience, research methods and design are reinforced throughout this course in order to enable students to explore their chosen topics and give them the opportunity to produce original work.
- In *Urban Policy* (PSPS 3430), students learn and apply policy analysis strategies, focusing on skills such as model development, data collection and benchmarking in order to analyze identified problems in a selected urban government.
- *Presidential Leadership* (PSPS 4210) introduces students to multiple approaches used to address central political puzzles and contemporary problems. While emphasizing historical-institutionalism, students are encouraged to appreciate that the research strategies we employ depend on the types of questions we ask about political phenomena. For instance, students are assigned contrasting journal articles from both a behavioral and institutional perspective and asked to assess the different theoretical and empirical approaches.
- Students in the legal and theory seminars—including PSPS 4050R, 4051, 4052, and PSPS 4300R, 4310, 4320—are required to write analytical research papers that engage in rigorous textual and legal analysis as well as jurisprudential or philosophical reasoning. For example, in *Religion, Liberty, and the Law* (PSPS 4320), students choose a research question that provides them an opportunity to analyze key debates in religious liberty/church-state jurisprudence and synthesize sound legal and philosophical arguments in defense of their views.
- In *Program Planning and Evaluation* (PSPS 4410) students are taught to use apply their general social science research methods skills to program evaluation, including identifying utilization-focused evaluation questions, conceptualizing the program using logic modeling, operationalizing program inputs, activities, outputs, and outcomes, and developing data collection and analysis plans.
- Other classes tend to focus on qualitative research, such as case studies and discourse analysis. For example, *Authoritarian Regime Politics* PSPS 4800R, students choose a country on which to write their research papers. After the theoretical discussion, they have to focus on their case, analyze the regime type, their regime strategies for survival, note pillars of stability, ordinary lives in their country under dictatorship, and the possibility of changing their regimes.

## STUDENTS ARE EXPOSED TO PROFESSIONAL AND CAREER OPPORTUNITIES

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A key concern of our program has been helping our students understand their career opportunities. From the **career map** through the curriculum that every new major receives, to the *Career Development* (PSPS 3010) course, our engagement with alumni and practitioners through our **Applied Politics Endorsement**, and the many

speakers we bring to campus and to our classrooms—we want our students to see what a professional engagement with politics might look like. In classes as broad as *Judicial Process* (PSPS 2300), *Introduction to Nonprofit Sector* (PSPS 2600), *Brexit* (PSPS 3700R) local professionals come to class and discuss their career paths, contributions to the content, and share a practitioner perspective.

- *Career Development* (PSPS 3010) students participate in at least one required professional networking activity with a member of the local nonprofit, public administration, legal/criminal justice community. Students also complete assignments related to resume preparation, online professional presence (i.e. LinkedIn), researching public sector/legal careers, evaluating social media presence, practicing virtual interviews.
- The Nonprofit and Public Service Expo is a yearly expo, organized by Dr. Evans, of 30-50 organizations providing students the chance to learn about the organizations, find out about volunteer and internship activities, job opportunity, and practice professional interactions and/or interviews.
- Several faculty use video bridges or Zoom to connect their classrooms with students and faculty from other countries and parts of the United States. This has been done by Dr. Khmelko as a large university-wide event organized with our local communities and sister cities of Chattanooga around the world; she has also connected a classroom to a classroom in Russia where students could discuss joint issues of common interest directly related to class materials.
- A senior fellow of several national and international think tanks, Dr. Golkar always talks about the policy world and places his students in contact with think tanks. He has also invited some scholars to talk about career opportunities outside of academia.
- The **pre-law club** has hosted a number of law school graduates to discuss career paths (Dr. Cooper) and Dr. Auchter has brought to campus people who have worked for the CIA and State Department to discuss career paths.
- The depth and breadth of experience of our practitioners who serve as adjunct faculty has ensured that our students are exposed to many career paths during their time with us.

#### DEPTH AND RIGOR OF PREPARATION

Throughout the curriculum we work to push students hard, while ensuring that there are multiple pathways to success. For instance, we have applied for internal funding under the “Soar in Four” program to fund a graduate assistant in *Research Methods* (PSPS 3000), to be additional help as students design their studies and identify the analytical framework of their work. We have thought deliberately of rites of passage and creating milestones for students. We work on clarity and transparency of expectations but try to create moments of public acknowledgment and pride in their work. For instance,

- The *Capstone* (PSPS 4000) course serves as the culmination of the undergraduate experience in Political Science and Public Service, requiring students to produce original research in their chosen concentration. This requirement reflects their progression through the undergraduate curriculum to the fields of political science, public service, or advanced studies, and allows them to apply their knowledge and skills to an individualized project related to potential future studies or subject matter related to their future careers.
- Students in the *Politics of Metropolitan Governance* (4600R, SP2019) course were tasked with delivering a final report on the considerations for forming a metropolitan government in Chattanooga and Hamilton County. Additionally, several students took part in UTC’s ReSEARCH Dialogues as well as a community event which was attended by several current and former elected officials as well as UTC students and local residents. This required them to effectively distill the complexities of structural change to local government in both oral and written formats.
- Students in the *Public Opinion* (PSPS 4100R) course, presented posters of their original research on the third floor of Pfeiffer Hall. The department paid for the posters to be printed and for snacks; all of the faculty came and talked to each of the students, evaluating their work. The student who scored the highest was publicly acknowledged and most students presented their work at the poster session for ReSEARCH Dialogues on campus.



The disciplines within the Political Science and Public Service reflect subjects that inherently consider the perspectives and experiences of underrepresented groups. As such, department faculty foster such perspectives in course offerings and extracurricular activities. As noted above several courses we teach are integrated into the Africana Studies minor and the Women, Gender and Sexuality Studies major. As noted in the **attached chart**, our curriculum has embedded into our curriculum questions of diversity and difference—in all its parameters, ideology, gender, faith, race and ethnicity, class, mental and physical variations, as well issues of social justice. But our engagement in these issues extends beyond subject matter content. As a department, we have wrestled with these questions in a variety of ways.

- **Affordability and accessibility of class materials:** we have been working to utilize free electronic library resources whenever possible to lower student costs. This has included working with the library to obtain electronic textbook access and building courses whenever possible that utilize journal articles and other materials. This has also led to extensive efforts to ensure all electronic materials are provided in accessible formats. The librarians in their recent meeting with PSPS has noted that high percentage of PSPS faculty who have worked with them.
- Our faculty endeavor to ensure that **course readings and cases include a diversity** of authors and approaches. As Dr. Evans notes, “I intentionally include a full reference list of ALL readings so as to highlight the gender diversity of authors and readings that include attention to race/ethnicity, gender, LGBTQ, disabilities, age, etc. I also specifically highlight this verbally during the first class and how we will be using these as a lens to analyze topics throughout the semester.”
- Many of us focus on the **use of primary sources** to provide a wide variety of perspectives. Dr. Auchter, in her *Genocide* seminar (PSPS 4800R), assigns testimonies of survivors for the various cases studied. This allows students access to material that is non-traditional and this helps them understand not only the perspectives of others but also how scholars and policymakers use data from primary sources to make policy. Sometimes it's necessary to **go beyond academic texts**, engaging these different perspectives through guest lectures, novels, movies, short videos, and music, all of which are primary contemporary forms of political expression. Dr. Golkar notes that, “Support for sharing diverse opinions can come from seeing course material that includes contributions from non-dominant groups. For example, when lecturing about the Iranian Revolution, I emphasize Islamic perspectives on the political revolution to provide that crucial diversity of perspective.”
- Taking differences seriously within the classroom also impacts **pedagogy**. Faculty work to use **multiple approaches** to evaluation to appropriately assess a broad spectrum of students – those who are more reserved and prefer written assignments over participation and those who prefer the opposite. Other faculty allow **multiple means of participation**—both oral and written, inside and outside class—to ensure that all students can engage.
- Utilize **course speakers to intentionally expand diversity of perspective** and experience. For example, in *Seminar in PANM* (PSPS 4610) course there were two different guest speakers from the Mayor’s Office of Multicultural Affairs to discuss social equity and diversity and innovative ways to incorporate improvements in these areas in the workplace. In *Introduction to Judicial Process* (PSPS 2300), Dr. Deardorff invited a local documentarian Maal the Pimp to show his film “32” about the impact of law enforcement and plea bargaining on the local community.
- Faculty members **structure assignments** provide opportunities for students to consider diverse perspectives in practice. In *Political Science Internship* (PSPS 4900), Dr. Horne provides interns the following prompt for a minimum 750-word essay. Their responses are posted to the online discussion board to be read and discussed with the instructor and other interns: Who are the agency’s main external stakeholder groups? How are these various stakeholder groups affected by the agency? What mechanisms are in place for monitoring/learning from/involving the stakeholder groups? How does this influence decision-making in the agency? Reflect on the importance of recognizing and incorporating the perspectives of your host agency’s

diverse constituencies, including internal and external stakeholder groups, as relates to mission attainment. Assess the effectiveness of the agency in this regard, highlighting successful strategies for considering and incorporating diverse perspectives in decision-making and/or identifying strategies for improving incorporation of diverse perspectives.

- We also consider how the **structure of the course** may ensure that students engage with diverse perspectives. Dr. Strickler notes, “[c]entral to all of my courses is the political dynamic between contestation and compromise. As a scholar of American political development, I emphasize the interplay of multiple cultural and ideological traditions. For instance, in *American Politics* (PSPS 1010) I have students compare the ideas and politics of New Deal liberalism with the modern conservative moment in the U.S. My courses also emphasize the dynamics of political inclusion and exclusion – especially in regards to race, gender, and nationality. For example, in *War and American Government* (PSPS 3210), students must grapple with the exclusionary nature of American nationalism that recurs most vividly during periods of war. Dr. Cooper focuses his courses on noting diverse methodological approaches (e.g., *American Constitutional Law* (PSPS 3310) explores a variety of approaches to studying courts, including attitudinalist, rational choice, and jurisprudential approaches, and *Religion, Liberty and the Law* (PSPS 4320) considers diverse theoretical and legal perspectives on religious freedom, religious establishment, and church-state relations.
- Dr. Acuff was selected to participate in the inaugural **Community Research Initiative Equity Fellows** program, which allowed students to participate in experiential learning opportunities aimed at reducing inequities which are potential precursors to gang membership and violence in Chattanooga. In *Policies and Problems in Urban Areas* (PSPS 4400R) students had the opportunity to learn from several speakers including: City Councilman Anthony Byrd; Director of the Chattanooga Urban Policy Institute, Dennis Clark; the Chattanooga Police Department’s Focused Deterrence Coordinator, Sgt. Greg Wilhelm; City of Chattanooga Public Safety Coordinator, Troy Rogers; and *Chattanooga Times-Free Press* reporters, Allison Collins and Elizabeth Fite, who authored a multi-part series on gang violence in Chattanooga. Each of these speakers provided valuable insight into the challenges many of Chattanooga’s underserved and low-income residents face and what potentially leads younger residents to participate in gang activity and engage in violent behavior.
- Several faculty members in the program have **scholarly expertise in diversity-related issues** (i.e., they have published and/or received national grants in the area). Dr. Deardorff has conducted research on pregnancy discrimination in the American workplace and has worked extensively in the intersection of law and race, receiving over 2 million dollars in grants over the course of her career addressing issues of equality and equity; Dr. Auchter’s scholarship has focused on gender framing in the context of global violence; and, Dr. Evan’s publications have focused on both issues of pedagogical inclusion and larger equity issues in the realm of nonprofits.

It also is important that **our majors are prepared to deal with the diverse communities** in which they will work. Data from the **2020 National Survey of Student Engagement**, as noted in the below tables, indicates that students in our major were much more likely to report that they had serious conversations with students of different racial, ethnic, religious, or political backgrounds than were students college and university wide, particularly political backgrounds. Though the data is based on a small n, what is notable is that there are a larger number of majors who say they never have had such conversations than in the college or university and larger than we saw in the 2014 report.

## NSSE SURVEYS (2020)

### HAD DISCUSSIONS WITH STUDENTS OF A DIFFERENT RACE OR ETHNICITY THAN YOUR OWN:

	UTC	College	Political Science
Never	4.5	4.1	0.0
Sometimes	20.5	22.2	30.4
Often	34.4	35.3	17.4
Very Often	40.6	42.2	52.2

### HAD DISCUSSIONS WITH STUDENTS FROM DIFFERENT ECONOMIC BACKGROUNDS:

	UTC	College	Political Science
Never	3.5	2.9	0.0
Sometimes	20.5	22.6	27.3
Often	40.1	39.2	36.4
Very Often	35.9	35.4	36.4

### HAD DISCUSSIONS WITH STUDENTS WHO WERE VERY DIFFERENT FROM YOU IN TERMS OF THEIR RELIGIOUS BELIEFS OR PERSONAL VALUES:

	UTC	College	Political Science
Never	5.2	3.5	4.3
Sometimes	25.6	24.8	17.4
Often	33.2	32.1	34.8
Very Often	36.0	39.7	43.5

### HAD DISCUSSIONS WITH STUDENTS WHO ARE VERY DIFFERENT FROM YOU IN TERMS OF THEIR POLITICAL OPINIONS OR PERSONAL VALUES

	UTC	College	Political Science
Never	4.3	3.8	0.0
Sometimes	20.4	19.6	13.0
Often	37.0	38.0	39.1
Very Often	38.4	38.6	47.8

## ENRICHMENT OPPORTUNITIES FOR STUDENTS

The Department provides students with several opportunities to collaborate with each other, faculty and professionals from a variety of career fields. The goal is to create an inclusive culture where all students can find an intellectual home for their college experience. For the last seven years, the department has deliberately focused on the creation of a community where students can “test drive” the skills they have learned in the classroom, so they are prepared when they graduate.

### SWEET RESEARCH

Developed by Dr. Horne several years ago, this is a monthly lunchtime research series in which the speaker (professor, alumni, or student) presents their research to the department and we provide the speakers’ favorite dessert and coffee. These are advertised to the university as a whole. Topical panels such as impeachment or the election has resulted in a large campus turnout. Students in *Introduction to PSPS* (PSPS 1000) taught in Fall semesters much attend three departmental programs, so we socialize them to engagement from their first term on campus. We pivoted this programming online during the pandemic and turnout increased.



## POLITICAL SCIENCE CLUB

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The Political Science Club provides students an opportunity to gather for lectures and nonpartisan debates on various aspects of local, state, and national politics. The programming the students are interested in provides a strong narrative of ways to better meet their needs: they want speakers, exposure to alumni, ways to know their faculty both personally and professionally (game nights and lecture presentations on research), and they want to spend time together. We have worked to facilitate these activities but like most student organizations its engagement varies with the leadership. Some examples of events the club have done are movie nights, informational sessions on graduate school options, policy discussions, and in fall 2020 voter turnout activities. Dr. Strickler advises this organization.

## PRE-LAW CLUB

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The primary purpose of the Pre-Law Club is to assist pre-law students with the LSAT examination and the process of law school applications. The department meets the pre-law advising needs for the campus through the vehicle of this organization. Although the club is a university-wide organization open to all students on campus, the most extensive membership in the organization has traditionally been students majoring in Political Science. Dr. Cooper serves as the club's advisor and has organized a pre-law committee consisting of pre-law advisors from Biology, Criminal Justice, English, and the Rollins College of Business. The club sponsors monthly on-campus events featuring local attorneys describing their line of work or law school admissions officers, and at times visits to regional law schools to observe classes and meet members of admissions staffs. Other club activities place emphasis on assisting students to prepare for the LSAT exam. In recent years (2016-2020), Political Science majors have gained acceptance to the following law schools: Washington University; Golden Gate University; DePaul University; Santa Clara University; Lincoln Memorial University; Georgetown University; George Washington University; Duke University; University of Memphis; John Marshall School of Law; Florida A&M University; and, Emory University. Some of their career paths can be seen [here](#).

## CONCENTRATION-BASED ORGANIZATIONS

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Students interested in public management have the opportunity to join Dr. Acuff in the International City/County Management Association, the Tennessee City Management Association, and the Tennessee Government Finance Officers Association, in addition to internship and professional networking opportunities facilitated through the Institute for Public Service and Municipal Technical Advisory Service. Dr. Evans is working to bring *Nu Lambda Mu* honorary to the department for the PANM students.

## PI SIGMA ALPHA

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The department sponsors a chapter of *Pi Sigma Alpha*, the national honorary society for Political Science majors founded in 1920 in Austin, Texas to promote and honor high academic achievement in our discipline. To be eligible for membership in this organization, students must have completed at least ten semester hours in PSPS courses, must have at least junior standing, and must have at least a 3.3 average in all UTC courses, without a grade of C or lower in any PSPS course. In addition, inductees with junior standing must rank in the 67th percentile or higher in grade point average for all UTC juniors, and inductees with senior standing must rank in the 67th percentile or higher in grade point average for all seniors at UTC. Each spring the department sends letters inviting eligible majors to join this organization. There is an annual luncheon to honor new inductees, and each student is provided with a certificate of membership acquired from the national headquarters in Washington, D.C. Roughly eight to ten majors per year opt to join this organization, and it has proven a way to honor our most outstanding majors who have distinguished themselves in their studies. This group often sponsors programs with our Political Science Club. Dr. Strickler is currently sponsoring *Pi Sigma Alpha*.

## MOCK TRIAL

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The department also fields a Mock Trial team that is open to students across disciplines. Originating in the *Justice and the American Trial Process* (PSPS 2310) course, taught every fall by local attorney Mike Giglio, the team compete in mock trials throughout both semesters. The team hold campus-wide tryouts and the winning

students participate in the two mock trial teams: Blue Team and Gold Team. In recent years, the teams have won numerous individual awards and have been invited to the national competition in three of the last four years. One of our majors, Zeke Starr, was named one of the nation's top 16 litigators in mock trial and competed at the national championship before leaving for graduate school. Over the five years, the department has been investigating ways to better institutionalize and support the mock trial team (more consistent funding from the department, working with the Office of Development to begin funding mock trial scholarships, providing ways to offer one-hour academic credit (PSPS 1930R) to students participating in the Mock Trial team). We are grateful for the engagement of Mr. Giglio with our students and his contribution of his time to support this team.

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#### MODEL UNITED NATIONS

In addition to the above organizations, there is also a nascent Model United Nations program with which Dr. Auchter is associated. Driven by small group of students in fits and starts, our hope is to provide the students engaged in international relations and comparative politics the same type of practical competitive opportunities that the legal studies students have. When students have attended the Atlanta competition, they have done well winning both individual and team awards.

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#### STUDENT ADVOCACY GROUPS

The department has also sponsored and supported the College Democrats (Dr. Groh), College Republicans (now supported by a faculty member in Business), College Socialists (Dr. Strickler), and there have been some attempts at developing College Libertarians, but they never complete the paperwork. There are some other advocacy groups such as Save the Children Action Network and Basket of Smiles that have been developed by majors and supported by faculty as advisors (Dr. Evans).

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#### ADVISORY BOARDS

The **Public Administration and Nonprofit Management Community Advisory Board** accentuates the linkage between the PANM concentration and the community that it serves. The board serves to provide strategic leadership to the program as well as advise the program in the specific areas of curriculum, internships, community partnerships, financial resources, program quality, alumni and alumnae engagement and the needs of potential employers. The board meets annually to engage in deliberate strategic thinking and monitor emergent issues, assess the program in order to fulfill its mission of the program by meeting the needs of our students, public-serving organizations, and the community at large. Board membership draws on noted practitioners, distinguished alumni and alumnae, and emeritus faculty in order to ensure the committee effectively spans the boundaries between program and community. There is also a **Carrithers Lecture Series advisory board** that consists of alumni of the program and community citizens, they provide direction for the David W. Carrithers Lecture Series in Law, Politics, and Public Policy. Named after a long-time departmental professor who was the pre-law advisor for over 30 years, this advisory committee raises money to support the series (2016, Steven B. Smith; 2017 Aurelian Craiutu; 2018 Edward B. Foley; 2019 Ganesh Sitaraman).

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#### TENNESSEE INTERCOLLEGIATE STATE LEGISLATURE

Approximately twenty students from across the institution attend the annual Tennessee Intercollegiate State Legislature (TISL), allowing them the opportunity to participate in a mock session of the Tennessee General Assembly, as well as moot court proceedings, media coverage, and executive branch operations. This weekend simulation in the state capital in Nashville is made up of college students throughout the state, providing PSPS majors and minors with opportunities for professional networking, information on graduate and law school, and allows them to learn from members of the Tennessee General Assembly. Dr. Acuff is the advisor.

#### ADVISING

In August of 2019, the College of Arts and Sciences established a central advising center called The Hub, that has assumed all academic advising activities for the departments in the college. PSPS was disappointed by this

determination, which was made with minimal departmental input, but has rallied to make this new relationship a beneficial one for our department. The department has a professional advisor Deanna Cameron assigned, who works to meet with each major at least four times a year. Each major is assigned a faculty mentor who can answer additional questions regarding curriculum, internships and study abroad, career paths, and similar professional concerns. Because this relationship is so new and was interrupted by the pandemic, the department will make changes in its bylaws in Spring 2021 addressing the expectations for this new relationship on the part of faculty. It is worth noting that as part of the annual assessment process, each faculty member is expected to sponsor or host one event/speaker/program that is open to all majors. This has been imbedded into both our EDO process and our monthly department meeting.

## ALUMNI AND PLACEMENT

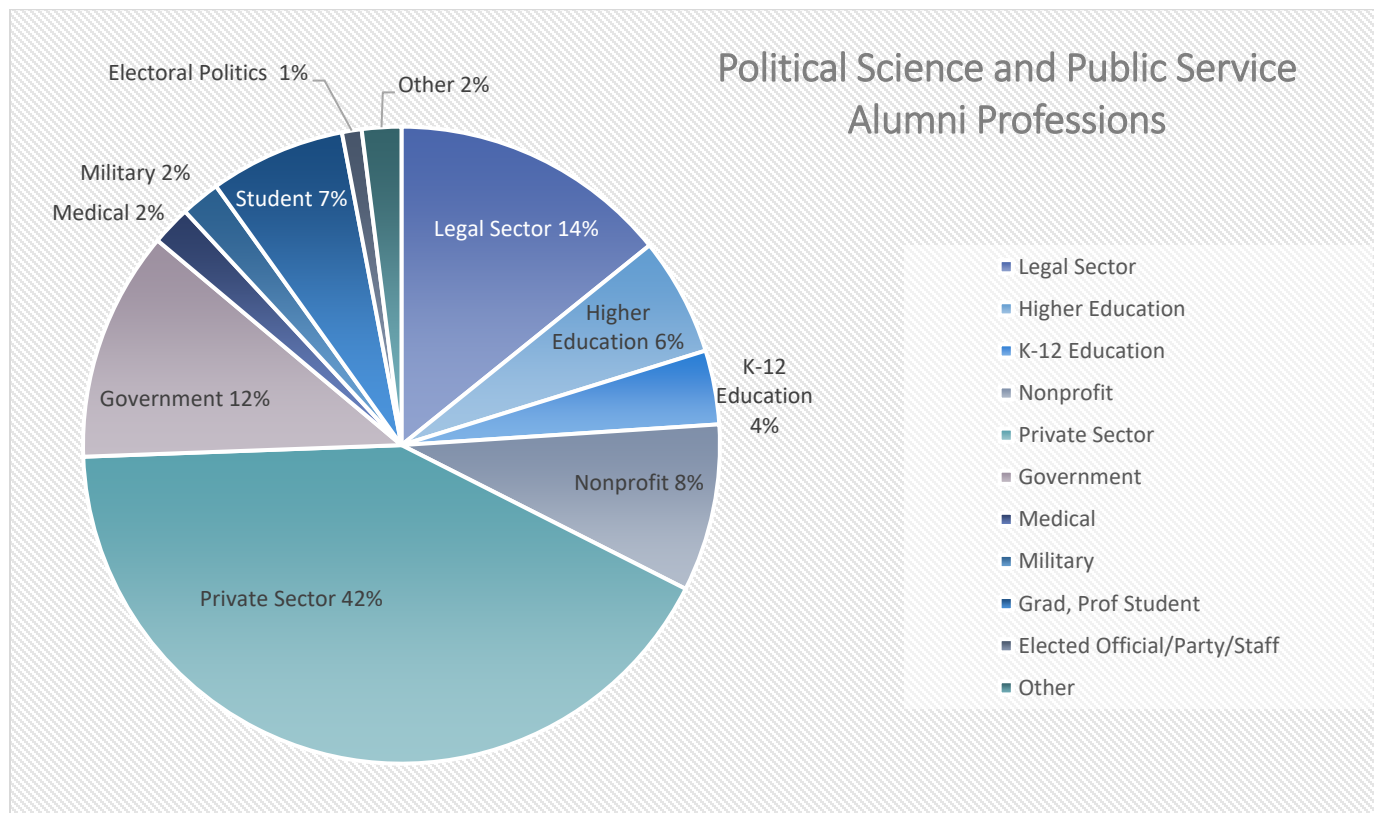
One of the difficulties in higher education is **tracking our students from post-graduation**. We are working to find a method of better tracking our alumni than relying on shared memory and social media. According to our alumni office, our majors do find work in both the public and private sector.

### SAMPLE PLACEMENTS AND AWARDS 2015-2020

- Tony Iorio (2019): Interned for Senate Foreign Relations Committee in DC; TN State Treasurer; state office of Senator Bob Corker. Legislative Assistant, US House of Representatives Rep. Scott Desjarlais (Washington, DC)
- Jacob Sharpe (2014): MA, American University (2017); Intern, Atlantic Council (2017); Research Analyst, US Department of Defense (Washington, DC)
- Mary Beth Shults (2014): MSc at University College of London in Comparative Politics (2016), Communications Coordinator for American Society for International Law 2016-2018); law student at George Washington University; Interned at EEOC (2020); Editor-in-chief, *International Law in Domestic Courts* (Washington, DC)
- Rachel Emond (2018): Herbert Scoville Jr. Peace Fellowship, a nationally competitive fellowship program, Center for Arms Control and Nonproliferation (Washington, DC)
- Hannah Horton (2020): State Department-sponsored Critical Languages Scholarship (2019), South Korea. Fulbright Award, MS program in Korean Studies in South Korea (2020).
- Simone Edwards (2019): Fulbright teaching scholarship to Guatemala.
- Mae Stuart (2018): City Year Fellow (Boston); Full funding by MITRA Transmigrations MA in France (2020)
- Ty Wheat (2020): AmeriCorp (Boston with MTWYouth)
- Dalton Thompson (2015): JD, Vanderbilt University Law School (2019); Judicial Law Clerk, U.S. Court of Appeals.
- Seth Colón (2015): JD, Belmont University College of Law, Assistant District Attorney General (Nashville)
- Robert Fisher (2015): former Rhodes and Truman Scholar is Senior Advisor for Education, Office of the Mayor of Nashville, previously served as the Director of Strategy and Innovation for the Shelby County Schools, and a Government Innovation Fellow at Harvard University's Kennedy School.
- Camden Ecker (2020): Graduate Student at Syracuse University Institute for Security Policy and Law
- Jeremy Gonzalez (2018): MA/MPA Syracuse University Maxwell School student, AmeriCorps (2018); Peace Corps (Indonesia, 2019): Political Consultant for political organizing.
- Michael Scariano (2015): JD, Emory University; Intern US Army JAG Corps (Italy, 2019); Associate Attorney, Nelson Mullins Riley & Scarborough (Atlanta)
- Nathan Janeway (2015): Import Export Logistics Specialist at Komatsu America (Chattanooga)
- Allison Plattsmier (2015): EdD, Tevecca Nazarene University, consultant
- Katherine Crump (2018): Partner Relations, Precept Ministries International (Chattanooga)
- Ben Vega (2018): Second Amendment Coordinator at 2ndVote (Nashville)
- Deidra (Bonds) Duverce (2015): MBA, UTC (2018); Transportation Analyst at Nike (Memphis)

## ALUMNI DATA

A review of 717 alumni of the Political Science and Public Service program reveals a wide span of jobs, of which 42% are in the private sector. This sector ranges from finance, consulting, managerial and health services, to industry and service companies, a disproportionate number of graduates are in positions of leadership or analysis. Fourteen percent of our graduates work in the legal profession (both public and private sector), with 72 alumni noting they are lawyers and 7 are judges. A large number of graduates in education, government, and nonprofit sector have administrative positions, with 32 identifying as chief executives or CEOs of their organizations. There are members of the military, artists, a farmer and a concert promoter, several physicians, a member of the Peace Corp, and a professional cheerleader for the NBA. Political science and Public Service prepares students to be nimble for a quickly changing economy.



## FEEDBACK FROM EMPLOYERS

PSPS 4900 interns' site supervisors complete mid-semester and end-of-semester performance evaluations. The current version of the evaluation instrument has been used since Spring 2019. The first part of the performance evaluation form asks supervisors to rate interns on the following dimensions:

1. The intern demonstrates a good understanding of the organization's mission.
2. The intern demonstrates a good understanding of the organization's structure and procedures.
3. The intern demonstrates a good understanding of the organization's external environment (such as the regulatory environment, collaborative relationships, and the needs of people served by the organization).

4. The intern follows standards of good practice when completing tasks. (Such standards might come from “best practices” you have taught the intern, evidence, theory, or formal standards recognized by your profession.)
5. The intern demonstrates professionalism in interpersonal interactions.
6. The intern demonstrates a strong work ethic.
7. The intern works productively in situations that require respectfully considering diverse perspectives.
8. The intern carefully adheres to professional ethical standards.

Across all 8 dimensions, 92% of the supervisors’ responses were “completely agree,” and the remaining 8% were “mostly agree.” When asked to provide any comments that might help illuminate their ratings, the supervisors wrote the following (with identifying information removed):

- [Intern] consistently proves her high standard of work and maintains a level of professionalism that is rarely seen among her peers.
- [Intern] has put forth a good effort to research bills.
- [Intern] entered the internship with a firm understanding of the agency. Although not familiar with all facets of the organization, [Intern] has demonstrated enthusiasm and a willingness to learn all components of the community development department. He approached the internship in a professional manner and his interpersonal skills with colleagues and community members has been exceptional.
- [Intern] met productivity standards of the ever-changing nonprofit world by completing work in a quick timely manner. She definitely exceeded my expectations.
- [Intern] has taken this internship full on and has invested time beyond the internship hours to better himself in this field
- [Intern] has provided great support to our clients and has been a worthwhile member of the team.
- [Intern] has learned a lot during her summer here and has applied her improved understanding of our mission, goals and best practices to each of her assigned projects and tasks.
- We could not have dreamed of a more professional and effective intern.
- I have personally worked with a minimum of 12 interns... Will is the best to date."
- [Intern] is a very detailed and thorough intern.
- [Intern] has shown such remarkable leadership skills and proactive nature since the first time I met him. He has excelled at this internship, excited that he had this opportunity.
- [Intern] has been an excellent intern. She has a drive that is seldom seen, even in people twice her age. Very impressive!
- [Intern] is intelligent, hard working and very organized with her tasks. She has significant client contact at the office, and I receive so many positive compliments regarding [Intern] from clients. She is both professional and kind.

Supervisors are also given this prompt: “I’m often asked to write letters of recommendation for former interns. If I were to write a letter of recommendation for this student, what management, leadership, or analytic skills could I say he or she demonstrated proficiency in by the end of the internship? Any details you could add would be helpful.” In response, they wrote the following:

- Over the course of this internship, [Intern] has improved his legal research skills and has begun to 'think like a lawyer' in terms of breaking down scenarios into the applicable issues, finding the applicable law, and applying the law to the facts.
- [Intern] showed consistent leadership skills in that she takes responsibility from when she makes a mistake, she is not afraid to ask questions, and her efficiency and work ethic make her a leader by example. She is outspoken, but still listens when appropriate. Her analytical skills have come in handy with her work on case briefs and other legal research. She has grown academically in the knowledge she has obtained here and received a considerable advantage among her future-law student peers with real life experience.
- [Intern] possesses professional skills in his actions and willingness to perform assigned tasks.

- [Intern] is a self-motivator and requires little direction when tasked with job assignments. He demonstrates enthusiasm and passion to learn and grow in his professional development. His level of curiosity on various subject matters in the work environment demonstrates his level of interest and willingness to learn beyond what he was initially tasked with during the internship. Whether it's through normal conversation or during a presentation, his interpersonal skills are exceptional.
- I was impressed with [Intern] writing skills, creativity, and ability to meet deadlines. As an intern in our Devolvement Department, [Intern] had several responsibilities. She worked with members of the staff on various projects, including creating email campaigns, assisting in event planning, editing promotional materials, and completing direct mail campaigns. She became a valued member of the PEF team, and I'm confident that she has a successful career ahead of her.
- [Intern is] an extremely diligent worker, early to work and often leaves after official hours to go above and beyond what is expected of her, and a vibrant personality to have in the office.
- [Intern's] management style is leader-led, he is a selfless-servant attitude toward leadership, and has exceptional analytical skills when it comes to understanding how an organization operates with civilians, service members, academics, and contractors.
- [Intern] has become much more comfortable advocating for her clients, both on the phone and in written communication. She demonstrates high levels of organization and empathy for those she works with.
- [Intern] has learned how to work both independently and on a team. Her time management skills also improved as she sometimes had to juggle multiple projects with different deadlines.
- [Intern] is a natural leader. Others are drawn to her energy and enthusiasm for whatever project she is leading. This includes high school students as well as members of the business community.
- Dependability, promptness, and an acute, intuitive awareness of timing and propriety.
- I would recommend [Intern] for any job. He does not do the bare minimum and asks the right questions to take the mission to the next level.
- [Intern] is a selfless worker who is not afraid to ask questions to meet the boss's intent and get the job done. He is honest and energetic.
- Organized, efficient, proactive
- [Intern] demonstrated and consistently increased problem solving and research skills with regards to constituent services. After walking her through one example of research for a constituent, [Intern] was quick to apply those skills in additional constituent casework that she was given. Our office receives calls frequently from constituents seeking assistance on a variety of matters unrelated to federal casework, however, we strive to provide a warm hand-off and any resources that we can offer. [Intern] received calls daily and sorted through these requests, providing answers and necessary referrals, all while maintaining an attitude of professionalism.
- [Intern] was eager to tackle all projects presented to her. She researched the bills and reported details that were often difficult to find. When the COVID-19 outbreak hit and the legislators stopped meeting, she had ideas for other projects that she could help me with. She is pleasantly aggressive and does not sit back and wait on someone to tell her every step.
- [Intern] displays a strong work ethic, she is self-motivated, She is professional. She is very insightful but conscientious about what she does.

## TEACHING QUALITY/STUDENT EVALUATIONS

University policy requires that all courses be evaluated each semester. All PSPS courses are evaluated every semester, including summers. Student evaluations are used in the annual evaluation process for all faculty members, as well as in reappointment and tenure decisions. All student evaluations of faculty members are available for review, except for Spring 2020-Fall 2020 (because of the unusual pedagogical experiences of COVID, faculty may choose to share their evaluations). Course evaluations assess whether:

- I am aware of the learning outcomes of this course, as stated in the syllabus
- The course content addresses the learning outcomes of this course.



- The course structure assists me in achieving the learning outcomes of this course.
- I am achieving the learning outcomes of this course.
- I keep up with all course readings and assigned work.
- The course encourages my use of critical thinking skills.
- The way this course is delivered encourages me to be actively engaged.
- The instructor is willing to assist me with achieving the course learning outcomes.
- The instructor provides constructive feedback on my coursework.
- The instructor responds to my questions and emails within the time-frame indicated in the syllabus.

Student evaluations of individual faculty members generally demonstrate a mean score of 6 or above on a 7 point scale with 7 being the highest attainable score.

The **attached tables** offer a snapshot of overall departmental course evaluation results for the 2019-2020 semesters (unusual semesters unfortunately). The tables also provide a comparison of the department to the College of Arts and Sciences and the University. As evident from these numbers, our department is slightly lower than division and university means. It should be noted that evaluation scores in the social sciences tend to be lower overall than in other disciplines, which may contribute to some of this gap. This gap has been consistent over the last eight years, but full-time faculty members do have strong evaluations that improve as they gain experience. It is good to see that responsiveness of faculty members, willingness to assist, and learning outcomes of course are some of our highest areas of evaluation. It would be good to see if in future semesters (it is a new evaluation tool) critical thinking, constructive feedback, and active engagement will be as strongly scored. In addition to the required evaluations, some faculty members survey students informally throughout the semester to ensure effective instruction and a positive course experience.

Overall, linkages between faculty and students appear good. Our majors indicate that undergraduate students in the major are satisfied with their UTC experience. The **Survey data** from the National Survey of Student Engagement clearly indicate that undergraduate majors feel connected to program faculty who do a good job of faculty involvement. Retention data also suggest that undergraduate students are connected to faculty and that the program meets student needs. Student evaluations also indicate that students are satisfied with faculty and that they do a good job in the classroom.

## FACULTY

The faculty in PSPS are a strong team that have been regularly recognized by the university for their contributions to the institution. They are a diverse group with a wide-range of skills and interests that strengthen the department as a whole.

### FULL-TIME FACULTY

#### CHRISTOPHER ACUFF

is an Assistant Professor of Public Administration in the Department of Political Science and Public Service at UTC. He holds a Ph.D. in Political Science from University of Tennessee at Knoxville and a Master of Public Administration from UTC. Before returning to his hometown of Chattanooga, Acuff served as a research analyst for the State of Tennessee in Nashville. His research interests focus on state and local government, urban politics, public policy, and political geography. His current research projects are focused on the impacts of city-county consolidation, factors that shape citizen voting in local referenda, developing equity indicators for municipal government, county government administration, and the socio-ecological role of greenways in urban systems. Acuff regularly teaches a number of courses focused on public administration, public policy, and American government at both the graduate and undergraduate levels. Acuff maintains his Certified Municipal Finance Officer credential, which requires the completion of 24 continuing education hours annually related to financial management and other relevant topics in public administration.

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## JESSICA AUCHTER

is Guerry Professor and UC Foundation Associate Professor of Political Science, focusing on International Relations. Her research, situated within critical security studies, focuses on political violence and visual politics and culture, as well as a secondary specialization in gender and international politics. Her book, *The Politics of Haunting and Memory in International Relations* (Routledge, 2014), examines memorialization and the politics and ethics of being haunted by the dead. Her work appears in *Critical Studies on Security*, *Journal of Global Security Studies*, *International Affairs*, *Millennium*, *Journal for Cultural Research*, *Global Discourse*, *Human Remains and Violence*, *Review of International Studies*, and *International Feminist Journal of Politics*, among others, and in several edited volumes. Her book, *Global Corpse Politics*, will be published by Cambridge University Press in 2021. She has given invited talks around the world, including India and Brazil. She is also Associate Editor at the *Journal of International Relations and Development* (since 2016) and on the Editorial Board for the *Journal of Narrative Politics*. She is part of an editorial bid to serve as an Associate Editor for *International Political Sociology*, which will be decided in 2021. She has participated in leadership, including Conference Program Chair and Region President, at the International Studies Association-Northeast, and has chaired book and paper award committees for the International Studies Association, as well as served as a mentor for their Pedagogy Workshop for several years, and for their Pay-it-Forward women's mentorship program at regional conferences. She teaches the general education World Politics course regularly, as well as upper-level seminars in American Foreign Policy, international ethics, genocide, humanitarian intervention, and humanitarianism. In 2018, she won the Outstanding Teaching Award for UTC's College of Arts and Sciences.

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## GARRETT M. BOULDIN

was born and raised in Murfreesboro, Tennessee. After graduating from Middle Tennessee State University in 2020, he earned an MA in English from the University of Connecticut in 2004. Four years later, he earned an MA in Political Science from Western Washington University, located in Bellingham, Washington, a picturesque town on the Puget Sound. He taught full-time for several years at Chattanooga State Community College; in the Fall of 2018 he was named a lecturer in the Department of Political Science and Public Service at the University of Tennessee at Chattanooga.

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## KODY COOPER

is a UC Foundation Assistant Professor of Political Science. Dr. Cooper received his M.A. and Ph.D. in Government from the University of Texas — Austin in 2014. He joined the department as an Assistant Professor in Political Science in 2016. He teaches courses in public law, political theory, and American politics. Prior to coming to UTC, Professor Cooper was a postdoctoral research fellow at Princeton University and the University of Missouri. He has also spent one year as a Visiting Scholar at Wolfson College, Cambridge University. His research interests lie in the areas of constitutional law/theory, jurisprudence, political philosophy, and the history of political thought. He is the author of *Thomas Hobbes and the Natural Law* (University of Notre Dame Press, 2018).

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## MICHELLE D. DEARDORFF

is the Adolph S. Ochs Professor of Government and Department Head of Political Science and Public Service. Since earning her Ph.D. from Miami University, Dr. Deardorff's teaching and research have focused on the constitutional and statutory protections surrounding gender and race, as well as exploring the insights provided by political theory. She particularly enjoys teaching classes and engaging with the public in ways that allow people to apply their understandings of law, politics, and political theory to contemporary issues, believing an important role of a university is to foster thoughtful citizens prepared to participate in governing our communities and nation. Michelle attempts to ensure that all of her work in the classroom, on campus, in her research, and with the community advances this larger goal of advancing democracy, meaningful discourse, and equality.

Before coming to UTC, Deardorff spent a decade teaching at Jackson State, a historic black university in Mississippi, and another 12 years at Millikin University, a small private college in Illinois, where she served as the Griswold Distinguished Professor of Political Science for two terms. She is a founding faculty member of the Fannie Lou Hamer National Institute on Citizenship and Democracy, a coalition of academics who promote civic engagement and popular sovereignty through the study of the struggle for civil rights in the United States. Her twenty-year engagement with these colleagues resulted in the provision of pedagogical resources, workshops, tours, and two



museums all designed for K-12 educators, community college and university faculty, students, and community members to understand the promise of democracy.

She has been elected twice to serve on the American Political Science Association's (APSA) governing council and has served as the chair of the Political Science Education section of APSA. She is or has served on the editorial boards of *PS: Political Science and Politics*, the *Journal of Political Science Education*, and *College Teaching*, as well as on the Advisory Board of the Consortium for Inter-Campus SoTL (Scholarship of Teaching and Learning) Research. From 2018-2021, Dr. Deardorff is serving as a Fulbright Senior Specialist which includes work with several universities in Albania. In 2020, she was elected a Vice President of the American Political Science Association.

Deardorff's most recent monograph is entitled *Pregnancy and the American Worker* (Palgrave MacMillan, 2016), which examines the lower federal courts' interpretation of two competing statutory interpretations of equality (Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990) in relationship to pregnancy protections in employment. The book was coauthored with James Dahl of the University of Illinois—Champaign-Urbana. In 2009, APSA published *Assessment in Political Science*, the first primer on programmatic and classroom assessment within the discipline, co-edited by Deardorff, Kerstin Hamann, and John Ishiyama. Oxford University Press originally published in 2011 the two-volume set, *Constitutional Law in Contemporary America*, written by David Schultz, John R. Vile, and Deardorff; in 2017 West Academic Press released a revised edition of both volumes. She joined Brigid Harrison and Jean Harris as an author of the McGraw-Hill text *American Democracy Now* a college-level text with its focus on the civic engagement of college students; its seventh edition will be released in 2021 and an AP version is now available. In addition to these larger projects, Deardorff has published a number of essays and articles addressing questions of political philosophy, pedagogy, and constitutional law in a variety of peer-reviewed journals and law reviews.

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## MICHELLE EVANS

is an assistant professor at the University of Tennessee at Chattanooga specializing in nonprofit management and public administration. She received her PhD from Florida Atlantic University, and her MPA from University of Central Florida. A native of the Washington, DC suburbs, she began a long career in the public and nonprofit sectors working at Bethesda Naval Hospital, nonprofits focusing on mental health, the environment, and disabilities – including more than 20 years with Special Olympics based in Washington and Florida.

Her research focuses on gender equity, inclusive pedagogy and nonprofit leadership. Dr. Evans has served on the board of the American Society for Public Administration (ASPA) Section for Women in Public Administration and on the board of the ASPA Section on Ethics and Integrity in Governance and serves on the Editorial Board of Public Integrity and the Journal of Health & Human Services Administration. She is also an active member of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Section on Values, Religion, Altruism and Drawbacks (VRADS) and the ARNOVA Teaching Section. She has been recognized for her professional service with the 2020 UTC College of Arts & Sciences Outstanding Service Award and with the 2019 Marcia P. Crowley Award from the ASPA Section for Women in Public Administration.

Her journal publications include "Building Inclusive PA Classrooms: The Diversity Inclusion Model in Teaching Public Administration" (2020), "Gender Representation in MPA Ethics Courses" in the *Journal of Public Affairs Education* (2018), and "Whistleblowing Motivation and Gender: Vignette-Based Study in a Local Government" in the *Review of Public Personnel Administration* (2020). She has also published "Nonprofit Organizations and Overhead Costs" in the *Global Encyclopedia of Public Administration, Public Policy, and Governance* (2016), "Special Olympics and Athletes with Down Syndrome" in *Adolescents with Down Syndrome: Toward a More Fulfilling Life* (1997), and upcoming book chapters on Gender and Public Administration Scholarship as well as "Gender and Nonprofit Administration: Past, Present and Future" in the *Handbook on Gender and Public Administration*.

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## SAEID GOLKAR

is an Assistant Professor in the Department of Political Science and Public Service at the University of Tennessee at Chattanooga. He is also a non-resident Senior Fellow on Middle East Policy at the Chicago Council on Global Affairs (CCGA) and the Tony Blair Institute for Global Change in the UK.

He received his Ph.D. in Political Science from Tehran University in 2008 and has since worked with many prestigious American universities and thinktanks. After he moved to the United States in 2010, he held a postdoctoral fellowship at the Center on Democracy, Development and the Rule of Law (CDDRL) at Stanford University. From 2011 to 2013, he was a Policy Fellow at the Woodrow Wilson International Center for Scholars and a democracy fellow at National Endowment for Democracy. Between 2014 to 2017, he taught and researched at Northwestern University in Chicago. He joined the University of Tennessee at Chattanooga in 2017.

His research focuses on comparative and international politics of authoritarian regimes, emphasizing the Middle East and North Africa. His first book, [Captive Society: The Basij Militia and Social Control in Post-revolutionary Iran](#) (Columbia University Press, 2015), was awarded the Washington Institute silver medal prize. His second book, *Domination and Resistance: Islamization of Universities and Students' Resistance in Iran*, is currently under review at Syracuse University Press. The book explores Iranian universities' Islamization and the regime's success and failure in transforming universities into an ideological state apparatus.

In addition to these books, he has also published several peer-reviewed papers and policy papers on different topics on Middle East Politics in prestigious journals such as *Middle East Journal*; *Armed Forces & Society*; *Politics, Religion & Ideology*; *Middle East Journal*, *Middle East Policy*; *Journal of Contemporary Islam*; and *Middle East Quarterly*. He has frequently written for, been interviewed by, and has been quoted in major media outlets, such as *Al Jazeera*, *The New York Times*, *Washington Post*, *The Guardian*, *Deutsche Welle*, and various television networks.

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### RITA “RJ” GROH

R.J. Groh joined the Department of Political Science and Public Service in August 2019 as a lecturer. She earned her PhD from the University of Nevada, Reno in December 2020; her dissertation is titled “Equal Pay, No Way! Explaining the Labor Market Earnings Gap for Immigrants to the United States.” Professor Groh is interested in the areas of comparative politics and public policy, focusing on the migration, human rights, and the rights of women and children.

She also holds a Master of Science in Global Leadership and an International Master of Business Administration both from the University of San Diego. Prior to coming to UTC Professor Groh was an adjunct faculty at the University of Nevada, Reno and Truckee Meadows Community College in Reno, NV. Professor Groh teaches courses in American Politics, Comparative Government and Politics, Research Methods, Human Security, and Politics of Immigration.

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### CHRISTOPHER HORNE

joined the UTC faculty in 2006, has served as the MPA Program Coordinator since 2017, was named to the Dalton Roberts Chair in Public Administration in 2018, and was promoted to full professor in 2019. He earned a Ph.D. from the joint program in public policy at Georgia Institute of Technology and Georgia State University, a Master of Science in Social Work from University of Tennessee at Knoxville, and a Bachelor of Arts with a major in sociology from Berry College. At UTC, Dr. Horne has taught courses in research methods, program planning and evaluation, nonprofit management, public policy theory, and applied organizational theory, teaches the graduate public administration capstone course, and supervises all MPA internships and undergraduate political science internships.

Dr. Horne has served on numerous university, college, and department committees. Recent university service highlights include co-chairing the 2020-2021 University Strategic Planning Subcommittee on Diversity, Inclusion, and Culture; leading the MPA Program through a successful 2018-2020 re-accreditation process; chairing/co-chairing the College of Arts and Sciences, Social and Behavioral Sciences Post-Tenure Review Committee since 2019; co-chairing the 2018 Learning Management System Review Committee; and coordinating the Department of Political Science and Public Service annual research talk series since 2015. Dr. Horne’s service to the profession includes coordinating the creation of and serving as the inaugural chair and, later, vice-chair and at-large steering committee member for the Section on Public Policy, Politics, and Law of the Association for Research on Nonprofit and Voluntary Action, 2015 to present. In the community, Dr. Horne has served as a trustee for Chattanooga Christian School since 2015 and routinely provides both paid and pro bono program evaluation consulting services to several local nonprofit and public agencies. And, in service to students and professors around the globe and as a

proponent of open access educational resources, Dr. Horne recently published the third version of his free e-textbook, *A Quick, Free, Somewhat Easy-to-Read Introduction to Empirical Social Science Research Methods*.

Most of Dr. Horne's scholarship explores the government-nonprofit relationship and the conduct of evaluation in the context of government-nonprofit collaboration. His current research focuses on how the federal government promotes use of evidence in nonprofit grantees' program planning and implementation. As of October 2020, his third article in this research stream is under review, following a 2017 article in *Evaluation Review* and a 2020 article in *Journal of Nonprofit Education and Leadership*.

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## IRINA KHMELKO

is a U.C. Foundation Professor at the University of Tennessee, Chattanooga. She has also served as an Associate, Contractor, and Invited Guest Speaker for developmental organizations, including the U.S. Agency for International Development and the World Bank. She has also served as a Project Coordinator at the Center for Strategic and International Studies, headed by the 10<sup>th</sup> U.S. National Security Advisor Dr. Zbigniew Brzezinski.

Her research interests lie in the field of legislative studies, democratic institution-building, and democratization in comparative politics and public administration. Dr. Khmelko published two books and served as a guest editor on special issues of peer-reviewed journals. She has also published numerous book chapters and articles in peer-reviewed journals, including *The Journal of Political Science and Politics*, *The Journal Legislative Studies*, and *The Journal Communist and Post-Communist Studies*. Dr. Khmelko works in seven languages and has published in four languages and in multiple countries of the world and presents her work regularly at major professional conferences both in the U.S. and abroad.

Doctor Khmelko received her Ph.D. in Public Policy and Political Science from the School of Public and Environmental Affairs and the Department of Political Science, Indiana University, Bloomington, IN, USA; she also has an MPA (Master of Public Administration) degree from Bowling Green State University, USA; MA (Master of Arts) from Lancaster University, U.K.; and a graduate degree from the USSR.

Dr. Khmelko serves on a graduate faculty and offers courses for UTC's Master of Public Administration (MPA) program. She also offers undergraduate courses for the College of Arts and Sciences, Honors College, and Business School at UTC.

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## MARCUS MAULDIN

is an associate professor in the Department of Political Science and Public Service at the University of Tennessee at Chattanooga (UTC). His research interests include policy design and community economic development. His research appears in publications such as *Public Performance and Management Review*, *the Journal of Public Affairs Education* and *Public Voices*.

Prior to joining the UTC faculty, Dr. Mauldin served as the director of the Office of Research and Evaluation within the Florida Department of Education's Division of Accountability, Research and Measurement. In this capacity, he conducted research in the areas of education accountability including school performance and educator misconduct.

Before joining the Florida Department of Education, Dr. Mauldin was a Senior Legislative Analyst with the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA). At OPPAGA he primarily conducted evaluations of state economic development initiatives. Such initiatives included the Florida Enterprise Zone Program and the Florida Black Business Investment Board/Black Business Investment Corporations Capitalization Program. In this capacity, he had the opportunity to work closely with the Governor's Office of Tourism, Trade and Economic Development and Enterprise Florida, Inc. which was Florida's economic development public-private partnership.

Dr. Mauldin holds a Ph.D. in Public Administration from The Florida State University's Reubin O'D. Askew School of Public Administration. He also holds a Master of Public Administration from The University of Alabama at Birmingham and earned the Bachelor of Arts in Psychology from The University of Alabama.

## JEREMY STRICKLER

is Assistant Professor of Political Science at the University of Tennessee at Chattanooga. He received his Ph.D. from the University of Oregon in 2015. His research and teaching interests are in political institutions, policy history, and American political development. He is currently completing a book manuscript on the historical dynamic between the American presidency, war, and domestic policy. He has recently published in *Presidential Studies Quarterly*. Selected research grants/fellowships include Faculty Pre-Tenure Enhancement Program Grant, UTC; Moody Research Grant, Lyndon B. Johnson Foundation; Research Grant, Harry S. Truman Library Institute; and Dissertation Fellowship, Wayne Morse Center for Law and Politics.

## FACULTY DIVERSITY

As noted **previously**, our faculty is more diverse than our discipline (which is a relatively low bar); however, our diversity extends beyond race and ethnicity to all measurements—ideologically, religiously, gender, class background, methodologically, and life experience. We bring a wealth of diverse and the capacity to model navigating the difference among us to our students and our communities.

## FACULTY QUALIFICATIONS AND SCHOLARLY ACTIVITY

All faculty members are appropriately prepared and meet SACS-COC requirements. All hold the terminal degree in their discipline and field. **Faculty vitae can be found here.** Faculty engagement in research and creative activities that enhance instructional expertise has increased substantially over the past five years and faculty are involved in their disciplinary organizations and regular present themselves for peer-review through conference presentations and the publication process. While their venues and foci vary, the faculty seek out international, national, regional, and local audiences depending on the nature of their work.

<u>SCHOLARLY WORKS PRODUCED</u>	<u>CY</u> <u>2016</u>	<u>CY</u> <u>2017</u>	<u>CY</u> <u>2018</u>	<u>CY</u> <u>2019</u>	<u>CY</u> <u>2020</u>
<b>Disciplinary Conference Papers</b>	7	8	9	12	8
<b>Journal Articles/Law Reviews*</b>	8	10	10	10	4
<b>Books Authored</b>	1	2	2	2	2
<b>Book Chapter</b>	2	3	4	4	4
<b>Essays</b>	1	2	1	0	0
<b>Book Reviews</b>	1	4	1	4	1
<b>Reports/White Papers</b>	1	2	3	3	2
<b>External Grants</b>	\$2,122,510**		\$1400		

Source: *Digital Measures, Departmental Report*

\* disciplinary conferences included: APSA, ASPA, ARNOVA, IPSA, SCSS, Midwest PSA, Southern PSA, ISA, ISA Northeast

\*\*\$2,112,010 of this was an NSF ASPIRE grant for first generation Appalachian students. Dr. Deardorff was PI when the grant was awarded and moved to key personnel for implementation. The department did not benefit from this grant.

## FACULTY WORKLOAD AND CAPACITY

The department currently has twelve full-time faculty, of whom five are tenured, five are tenure track, and two are lecturers, one of whom is a permanent appointment. The tenure and tenure track faculty all have a 3/3 load (except for Horne and Deardorff who have administrative release as MPA coordinator and as Department Head). As five of our faculty teach graduate courses—based on their subfields—but all of our faculty engage in research, it has been difficult balancing teaching loads, especially since only nine of the faculty teach regularly in the general education program. The lecturers both have a 4/4 load and no research expectations. All TT faculty

have active and productive research agendas. We are able to cover all subfields and courses, outside of American Political Behavior and we are scrambling to cover *Research Methods* (offered 3 times a year). We are a very service-oriented department and have worked hard to balance our workloads.

#### PSPS UNIVERSITY SERVICE COMMITMENTS 2020-2021

<p><b>MICHELLE D. DEARDORFF</b> Department Head Ochs Professor of Government</p> <ul style="list-style-type: none"> <li>• Planning Comm, Commission on the Status of Women</li> <li>• Search Committee, VC of Diversity and Engagement</li> <li>• Chair, Search Committee DH of SCJS</li> <li>• Coord., TWC</li> <li>• Chancellor's Equity Scan Ad Hoc Comm</li> </ul>	<p><b>CHRIS HORNE</b> Dalton Roberts Chair UC Foundation Professor MPA Coordinator</p> <ul style="list-style-type: none"> <li>• PSPS RTR Committee</li> <li>• CAS PTR Committee</li> <li>• University Learning Environment Committee</li> <li>• PSPS Sweet Research Coordinator</li> <li>• TLIP Coordinator</li> </ul>	<p><b>IRINA KHMELKO</b> UC Foundation Professor</p> <ul style="list-style-type: none"> <li>• UTC Senator</li> <li>• PSPS RTR Committee</li> <li>• MPA Program Comm</li> </ul>	<p><b>MARCUS MAULDIN</b> Associate Professor</p> <ul style="list-style-type: none"> <li>• Chair, PSPS RTR Committee</li> <li>• Chair, Faculty Senate Athletic Committee</li> <li>• MPA Program Comm</li> <li>• PSPS Honors Comm</li> <li>• CAS T&amp;P Committee</li> <li>• TLIP Mock Interview</li> </ul>	<p><b>JESSICA AUCHTER</b> Guerry Professor UC Foundation Associate Professor</p> <p>SABBATICAL 2020-2021</p>
<p><b>MICHELLE EVANS</b> Assistant Professor</p> <ul style="list-style-type: none"> <li>• Faculty Learning Environment Comm</li> <li>• UTC Student Conduct Court</li> <li>• CAS Executive Comm</li> <li>• MPA Program Committee</li> <li>• Chair, PSPS Awards Comm</li> <li>• Advisor, Basket of Smiles Student Group</li> </ul>	<p><b>KODY COOPER</b> UC Foundation Assistant Professor</p> <ul style="list-style-type: none"> <li>• Undergraduate Petitions Committee</li> <li>• Chair, CS Lewis Lecture Committee</li> <li>• Chair, PSPS Honors Committee</li> <li>• UTC Pre-Law Committee</li> </ul>	<p><b>JEREMY STRICKLER</b> Assistant Professor</p> <ul style="list-style-type: none"> <li>• Budget &amp; Economic Status Committee</li> <li>• CAS Diversity Comm</li> <li>• PSPS Awards Comm</li> <li>• Co-Chair, Mocs Go Vote</li> <li>• Advisor, PSPS <i>Pi Sigma Alpha</i>; PS Club; Democratic Socialists</li> <li>• Coordinator, CSPC Fellowship</li> </ul>	<p><b>SAEID GOLKAR</b> Assistant Professor</p> <ul style="list-style-type: none"> <li>• PSPS Honors Comm</li> <li>• CAS Curriculum Comm</li> </ul>	<p><b>CHRIS ACUFF</b> Assistant Professor</p> <ul style="list-style-type: none"> <li>• Graduate Council, Best Practices Comm</li> <li>• Co-Chair, Mocs Go Vote</li> <li>• Advisor, ICCMA chapter</li> <li>• Coordinator, PSPS Applied Politics</li> <li>• MPA Program Comm</li> <li>• Advisor, TISL</li> </ul>
<p><b>R.J. GROH</b> Lecturer</p> <ul style="list-style-type: none"> <li>• PSPS Awards Comm</li> <li>• Academic Standards Committee</li> <li>• Advisor, College Democrats</li> </ul>	<p><b>GARRETT BOULDIN</b> Lecturer</p> <ul style="list-style-type: none"> <li>• TLIP Mock Interview</li> </ul>			

#### ADJUNCT FACULTY

All adjunct faculty are hired with appropriate credentials, either terminal degrees in their field or extensive professional experience and are approved through the institution's process to assure compliance with SACS-COC expectations. We have two practicing attorneys who teach courses in our Pre-Law concentration, and both are engaged with our student body beyond the courses they are contracted to teach. One provides coaching for a

very successful mock trial team and the other offers independent studies when needed and internships in his office, as well as serves on a department advisory board for the Carrithers Lecture Series. Adjunct faculty members also contribute significantly to the department's PANM concentration, coupling extensive professional experience with academic training to provide students with valuable insight into the management of public and nonprofit agencies. We also note that several of our adjunct faculty members have terminal degrees in political science and related fields. Adjunct faculty CVs are available upon request.

## FACULTY AWARDS AND RECOGNITIONS 2016-2020

Members of the department have been recognized by the university, the College of Arts and Sciences, as well as disciplinary organizations for their work in research and especially service.

Faculty Member	Year	Award or Recognition
<b>PSPS Department</b>	2016	College of Arts and Sciences, Strongest Department
<b>Jessica Auchter</b>	2018	College of Arts and Sciences, Outstanding Teaching Award
	2018	University, Guerry Professorship
	2016	College of Arts and Sciences, Promising Young Scholar Award
	2016	UTC Faculty Pre-Tenure Enhancement Program PREP grant
<b>Kody Cooper</b>	2018	University, UC Foundation Professorship
<b>Michelle D. Deardorff</b>	2019	University, Council of Scholars appointment
	2017	U.S. State Department, Fulbright Senior Specialist appointment
	2017	APSA, Political Science Education Section, Distinguished Service
	2017	Jackson State University, Fannie Lou Hamer Humanitarian Award (with Hamer Institute founders)
	2016	College of Arts and Sciences, Best Department Head
<b>Michelle D. Evans</b>	2020	College of Arts and Sciences, Outstanding Service Award
	2020	UTC Faculty Pre-Tenure Enhancement Program PREP grant
	2019	ASPA Women in Public Administration Section, Marcia P. Crowley Award for Service
<b>Saeid Golkar</b>	2016	The Washington Institute, Book Prize
<b>Chris Horne</b>	2020	College of Arts and Sciences, Graduate Program of the Year
	2019	University of Tennessee Alumni Association Public Service Award
	2018	Dalton Roberts Professorship in Public Administration
	2017	College of Arts and Sciences, Award for Outstanding Faculty Advising
	2016	College of Arts and Sciences, Award for Outstanding Teaching
	2016	College of Arts and Sciences, Dean's Award for Innovative Teaching
<b>Irina Khmelko</b>	2016	College of Arts and Sciences, Outstanding Service Award
<b>Marcus Mauldin</b>	2017	College of Arts and Sciences, Outstanding Service Award
	2016	UTC, Think Achieve Award
<b>Jeremy Strickler</b>	2018	UTC Faculty Pre-Tenure Enhancement Program PREP grant

## EVALUATION AND REVIEW PROCESS

Tenured and tenure-track faculty evaluation is accomplished through the university's Evaluation and Development by Objectives (EDO) process. The institution requires that all faculty members undergo the EDO process annually as a condition of employment. The process begins in April, with each faculty member identifying a set of goals to guide their teaching, research, and service activities during the coming year.

Goals are submitted for review by the department head, who responds with comments and suggestions for revision. Faculty members revise their objectives as appropriate and then meet individually with the department head before the end of April to discuss and finalize the document. The EDO process concludes the following



March, when each faculty member submits a self-assessment discussing their accomplishments in relation to the objectives they set for themselves the previous April. The department head reviews the assessment and, after individual conferences with each faculty member, assigns one of four possible performance ratings. Performance rating categories are: Exceeds Expectations for Rank; Meets Expectations for Rank; Needs Improvement for Rank; or Unsatisfactory for Rank. The department head may forward recommendations for the “Exceeds Expectations for Rank” rating to the Dean, who may send a recommendation to the Provost, who then may forward it to the Chancellor for a final endorsement.

Ratings impact faculty members’ eligibility for salary increases and lower ratings may trigger an Annual Review Improvement Plan. Because of these consequences, the university provides an appeal process for faculty who disagree with their department head’s performance rating. According to the University of Tennessee system policy, every six years, tenured faculty members go through a post-tenure review in which their EDOs, CV, and a one-page summary and one-page plan is examined by a committee of peers. Faculty who are not meeting expectations may be given an improvement plan or revised duties (e.g., stopping of research productivity may result in an increased teaching load).

In addition to the EDO process, pre-tenure faculty and Lecturers (prior to promotion) undergo an annual reappointment review requiring that they prepare a dossier for review by the departmental promotion and tenure committee. Dossiers are due to the committee on specified dates, depending on the service year of the faculty member being reviewed. After review, the committee forwards its recommendation to the department head and the Dean. The department head adds her recommendation to the Dean, who forwards his recommendation to the Provost. Final action is reserved for the Chancellor. The department uses these processes both to provide accountability for faculty members and to assess outcomes. The expectations for these positions is available in the departmental bylaws (available upon request).

## LEARNING RESOURCES

There are a lot of resources available to support faculty and students, during the last year during the pandemic the significance of these resources and our reliance upon them became clearer.

### THE WALKER TEACHING CENTER

The [Grayson H. Walker Center for Teaching and Learning](#) mission is to promote teaching excellence and innovation that cultivates student engagement, learning, and success. They offer faculty training and support for teaching. Seminars, workshops, webinars, book clubs and one-on-one consultations are offered every semester and summer on pedagogy. They provide instructor support for UTC Learn and other types of technology such as video development and captioning; offer orientations for new faculty and adjunct faculty; and, provide assistance on course design based on Quality Matters standards. Every faculty member in PSPS has taken advantage of the programming, support, and resources provided by the Walker Center.

### [LIBRARY](#) HOLDINGS AND RESOURCES

The library holdings are extensive and now connected to the resources of the UT System and to the larger world. The specific holdings are noted [here](#). At the same location can be found the list of journal holdings relevant to the Department of PSPS. Primary databases available to identify journal articles and other materials in the area of political science, public administration and related subjects include *PAIS*, *ABI/Inform Complete*, *Social Science Full Text*, *CQ Weekly Report*, and *Humanities and Social Science Full Text*. In addition, the Library subscribes to databases such as *JSTOR*, *Westlaw campus Research*, *Project Muse*, *Historical Statistics of the United States*, *OmniFile Full Text*, *Web of Science*, *SAGE Online Journals*, *Academic One File*. The Library offers free interlibrary loan (ILL) service to students and faculty who need to acquire materials that are not owned by the Library. The



electronic ILL management system, ILLiad, allows patrons to submit and track the progress of requests, receive email notification of arrival dates, and receive articles electronically. In addition to providing materials, the Library also assists students in conducting research. It has created a research guide for students studying political science to access relevant databases, journals, electronic books, and helpful information, including citing sources. The guide is available at <http://guides.lib.utc.edu/polisci>. The Library offers a well-utilized course reserve service so that faculty may place high-demand materials on electronic or print reserves to ensure they are available to students.

#### BOOK/MEDIA ORDERS

The library assigns a liaison to the Department who periodically solicits requests for books, videos, and other one-time purchases to support courses, students, and research. Through its Library Enhancement Initiative, the library provides faculty with an opportunity to grow and enhance the Library's collection of resources in a focused way, be it a new class, a fresh take on an old topic, or a developing research interest. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources.

#### LIBRARY INSTRUCTION PROGRAM

The Research and Instruction librarians work with departmental faculty to create online instructional materials, assist with discussion boards, and consult remotely with faculty and students regarding research. They will provide online library classes, collaborate to create course pages designed for specific research assignment. They will create online instructional materials that address everything from narrowing a research topic, search strategies, to subject specific databases. They are an incredible group of people that our department has built strong ties with over the years.

#### INSTRUCTIONAL TECHNOLOGY

The vast majority of classrooms on campus are smart classrooms and as of Fall 2020 many are equipped with Kaltura lecture capture technology that allows instructors to record course content in classrooms outfitted with the Vaddio ConferenceSHOT hardware, or on their desktop and laptop computers using the Kaltura Capture software. Students and Faculty can access recordings through their Canvas course, and stream content at any time. In order to enhance the learning experience in the classroom, Shure microphone kits have been installed in many of our classrooms. Training has been provided for faculty for the use of these classrooms by the IT department and workshops on best leveraging the technology pedagogically has been provided by the Walker Center. Our faculty have taken advantage of these programs.

### SUPPORT

#### RESOURCES AND FACILITIES

The Department of Political Science and Public Service is located on the second and third floors of Pfeiffer Hall, which is adjoined to a first-year dormitory. In Pfeiffer Hall we have an office suite including a reception area for the Administrative Assistant and her work-study students and a storage room, offices for all of our twelve faculty, a computer lab, an office for our graduate assistants, a conference room, student lounge, a faculty lounge, and one office for a retired faculty member and one for an adjunct graduate faculty member who works for the University of Tennessee Municipal Technical Advisory Service.

The laboratory has 16 virtual computer stations, a large monitor that students and faculty can project to, and a heavy-duty copy station. We are responsible for replacing monitors, keyboards, and furniture, but the system and software is managed by Institutional Technology. The PSPS computer lab was equipped with ERSI ArcGIS software in Spring 2019 in order to provide students with the ability to perform geographic mapping, visualization, and spatial analysis. This lab was designed for departmental graduate and undergraduate students,

as well as courses, with the intention of building community. The student lounge is used by departmental groups and in non-Covid days our Mock Trial team. We hold smaller events and community building activities in the lounge.

The conference room is a smart classroom used for departmental meetings, small seminar classes, and graduate classes. Our graduate classes have outgrown the space and seminars of twenty cannot be comfortably seated here. We are seeking alternatives. As the department has been informed we will be relocated at an unspecified date and location, we have not been willing to invest departmental funds into a rehabilitation of this space. Our hope is that we will retain the community space that we have developed and built our department around, wherever we are relocated.

## OPERATING BUDGET

The department is responsible for faculty travel, office supplies and equipment, computer refresh (faculty, staff, and laboratory), departmental furniture, copying, phones, interviewing and hiring, and all other sundry requirements for an academic department. Our departmental budget has increased over the last eight years so that it is now in line with our size of major, number of faculty, and contribution to student credit hours. This increase has meant that the department on a regular basis supports faculty and staff development, regardless of rank. We have prioritized faculty travel to national and regional conferences, and student engagement in participatory activities. All faculty receive \$2000.00 per year for develop (conference travel, resources, access to data, etc) and if they are successful in applying to the College of Arts and Sciences for additional \$500.00 in travel funds, the department matches this contribution. Additional internal funding has been available through the Walker Teaching and Learning Center, the Provost's Office, the Vice Chancellor of Research Office, and other sources.

The department has also been able to use incentive funding streams (online courses, summer courses) to fund unique research opportunities and experiences for students (e.g, ICSPR, Pi Sigma Alpha conference, engagement with the Southern PSA), support for student simulation and competition teams, community building, student career materials and resources, student assistants for research, and other one-time types of expenses. Startup funds have been available for new faculty hires beginning in 2018. The department has also been able to refresh the lab, engage in capital improvement projects in the department (new furniture, technology in the conference room and labs, new lighting and window shades). As these funding streams are drying up in a post-COVID era, we have been seeking to raise money through collaborating with other offices on campus and seeing new sources of revenue. The department has been fortunate in having a budget sufficient for its needs. The new computer refresh program means that departmental computers are replaced on a four-year cycle and the department has been able to purpose supplemental technology as needed (e.g., cameras, laptops, tablets). [Link to budget expenditures](#)

## TENAI GLENN

Our administrative experience comes to us with a decade of experience at UTC. Formerly employed in Admissions, Office of Multicultural Affairs and The Women's Center, and Housing, Tenai Glenn has used this skills and relations to support the Department of PSPS since October 2018. Her first job in academic administration, Ms. Glenn has been a quick study and strong asset to the department. The department has supported her with additional training in Excel, Microsoft Office, and administrative support. Her next step is to be certified as an academic administrative assistant through the CAP program, which will result in a significant pay increase. She has been a great asset to the department and one of our strongest resources.

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### TENAI GLENN

Tenai Glenn is the Administrative Specialist for the Political Science and Public Service Department. She graduated from the University of Tennessee at Chattanooga in August 2009 with a Bachelor's of Science degree in Human Services Management and a concentration in Non-Profit Management. Since earning her degree she has worked in

several departments at UTC including: Undergraduate Admissions, Women’s Center, and Housing and her current position in the PSPS department.

## RESPONSIVENESS TO COMMUNITY NEEDS

UTC is classified by Carnegie as a community-engaged comprehensive institution. This identity is significant to us as is our relationship with all of our communities—from our neighbor, to Chattanooga, to the region, the state, the nation, and our world. Members of our department have engaged in these different communities in various ways. However, every faculty member must demonstrate this engagement as part of their annual evaluation process. As noted [here](#), the nature of these engagements greatly varies. Some of our faculty work with international media on a regular basis, some are on call to the local news, others do not really engage with the media at all. Some of us serve on local boards and others advise behind the scenes. Some of us work closely with our disciplinary organizations and other are involved with local nonprofits. Some of us consult globally and others work with the local city council. Depending on our expertise and interest our engagement varies, but regardless you will find all of us –with our students and alumni – out in our communities.

# APPENDICES

## APPENDIX A — PSPS CURRICULA

A.1 — CONCENTRATION DEGREE PLANS

A.2 — COURSE MAPS

A.3 — PROGRAM ASSESSMENT 2015-2016 — 2019-2020

A.4 — PSPS SYLLABI

PSPS 1010 AMERICAN GOVERNMENT

PSPS 1020 WORLD POLITICS

PSPS 1030 CONTROVERSIES IN PUBLIC POLICY

PSPS 2030 STATISTICS FOR DECISION MAKERS

PSPS 2210 STATE AND LOCAL GOVERNMENT

PSPS 2220 THE PRESIDENCY

PSPS 2230 CONGRESS

PSPS 2300 JUDICIAL PROCESS

PSPS 2450 PUBLIC POLICY THEORY

PSPS 2500 INTRODUCTION TO PUBLIC ADMINISTRATION

PSPS 2600 INTRODUCTION TO NONPROFIT SECTOR

PSPS 2700 COMPARATIVE GOVERNMENT

PSPS 3000 RESEARCH METHODS

PSPS 3010 CAREER DEVELOPMENT

PSPS 3052 POLITICAL PHILOSOPHY I

PSPS 3053 POLITICAL PHILOSOPHY II

PSPS 3210 WAR AND AMERICAN POLITICS

PSPS 3220 AMERICAN POLITICAL DEVELOPMENT

PSPS 3310 AMERICAN CONSTITUTIONAL LAW

PSPS 3320 CIVIL LIBERTIES

PSPS 3400R TOPICS IN PUBLIC POLICY—GREEN NEW DEAL

PSPS 3420 AMERICAN PUBLIC POLICY

PSPS 3430 URBAN PUBLIC POLICY

PSPS 3520 LEADERSHIP AND MANAGEMENT IN PUBLIC SECTOR

PSPS 3610 NONPROFIT DEVELOPMENT

PSPS 3630 VOLUNTEER MANAGEMENT

PSPS 3810 AMERICAN FOREIGN POLICY

PSPS 4000 CAPSTONE

PSPS 4050R TOPICS IN THEORY—THE AMERICAN FOUNDING

PSPS 4051 BLACK POLITICAL THOUGHT

PSPS 4210 PRESIDENTIAL LEADERSHIP

PSPS 4300R TOPICS IN LAW—RACE AND THE CONSTITUTION

PSPS 4350 GENDER AND LAW

PSPS 4400 TOPICS IN PUBLIC POLICY—PROBLEMS IN URBAN POLICY

PSPS 4600R TOPICS IN PUBLIC ADMINISTRATION—METROPOLITAN GOVERNANCE

PSPS 4610 SEMINAR IN PANM

PSPS 4630 INTERNATIONAL NGOS

## APPENDIX B — FACULTY AND STAFF *CURRICULUM VITAE*

DR. CHRIS ACUFF  
DR. JESSICA AUCHTER  
GARRETT BOULDIN  
DR. KODY COOPER  
DR. MICHELLE D. DEARDORFF  
DR. MICHELLE EVANS  
TENAI GLENN  
DR. SAEID GOLKAR  
DR. R.J. GROH  
DR. CHRIS HORNE  
DR. IRINA KHMELKO  
DR. MARCUS MAULDIN  
DR. JEREMY STRICKLER

## APPENDIX C — ASSESSMENT OF PROGRAM

2015-2016  
2016-2017  
2017-2018  
2018-2019  
2019-2020