

## External Review of the Department of Political Science and Public Service University of Tennessee-Chattanooga (UTC)

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### Introduction

The University of Tennessee-Chattanooga (UTC) Department of Political Science and Public Service (PSPS) baccalaureate program in 2015 was at “an important crossroads in its history.”<sup>1</sup> At the time, the university was undergoing state budget cuts with declining enrollments. The PSPS department was merging programs and several senior faculty either retired or were retiring. With the loss of faculty, it was uncertain how many lines could be retained or replaced. These changes overlapped with national trends that showed a decline from 2011-2016 in the number of baccalaureate degrees conferred for undergraduate political science majors,<sup>2</sup> perhaps, due to declining interests in law careers, but increasingly to legislative and parental demands for degree programs that cultivate employable skills and promote career-readiness.<sup>3</sup> In 2017, political science undergraduate enrollments increased “slightly or significantly” at public institutions, which was attributed to the increased interest in politics given the current political climate.<sup>4</sup>

In response to the 2015 External Review recommendations and these undergraduate enrollment trends, the decided route taken—driven by the steady, thoughtful leadership of the Department Head Michelle Deardorff and accompanied by the dedicated, conscientious faculty and staff—has steered the PSPS baccalaureate program to level terrain. Since the last program review, the department has hired new faculty, increased its operating budget to fully support departmental needs, worked to stabilize enrollments, renamed the department to reflect the degree programs and services offered, worked to foster a culture-friendly environment, and has revamped its entire undergraduate curriculum to adapt to 21<sup>st</sup> century educational goals and needs. The responsibility for advising was centralized in “The Hub,” which will alter this significant service obligation for the faculty. Thus, the road taken has placed PSPS “on the journey to excellence.”<sup>5</sup>

Looming national trends on the road ahead indicate enrollments for the traditional college-age, residential, university student population are headed for a steep cliff, especially after 2023<sup>6</sup>; however, there are new avenues to increase enrollments among an emergent diverse demographic of students. Additionally, the year 2020 witnessed the convergence of a global pandemic, greater political polarization, and mass protests demanding racial/social justice, institutional, and systemic change. The COVID-19 pandemic totally upset the balance in (higher) education, causing universities to close campuses (some permanently), shift and isolate students to remote learning, pivot faculty to online course delivery, and furlough staff. The rise in mass political engagement via the “Black Lives Matter,” “#MeToo,” and other movements also has resulted in demands on university administrators to take immediate action to target resources,

establish offices, or pledge new hires that represent diversity, equity and inclusion goals. This also suggests a rising interest in politics, which creates or opens lanes to political science degrees.

Situated in this context, this report assesses the department's actions taken in response to the 2015 External Review, evaluates those actions, and adds suggestions that may be useful. Lastly the PSPS baccalaureate program is assessed in three Tables, using the AAC&U High-Impact Practices, the APSA Wahlke Report Recommendations, and UTC QAF Rubric.

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## External Review 2015: Review of Recommendations and Actions Taken

Since the last program review, the PSPS department adopted and implemented four of the recommendations, which were to 1.) revise the department name and culture, 2.) redesign the undergraduate curriculum to incorporate political theory, add a keystone, career and capstone course, move Research Methods to the junior-level, create an option for two-year completion and fill curricular gaps, 3.) improve or revise the assessment process and simplify student learning outcomes, and 4.) hire new faculty to reduce dependency on adjuncts, cover secondary fields, and improve shared leadership. The **full comprehensive PSPS self-study**<sup>7</sup> documents the actions taken, thus far, in response to these recommendations.<sup>8</sup>

### *Recommendation: Revision of Department Name and Creation of Cohesive Identity*

The department's action resulted in the new name—**Political Science and Public Service**—that better aligns with its departmental mission to “achieve balance between theory and practice”<sup>9</sup> or as one faculty member stated, “to better reflect what we do,” as experts trained in two major social science fields, political science and public administration, with the added concentration in the subfield of nonprofit management. The historical background detailed in the PSPS self-study chronicles the merger of departments and programs since the early 2000s.<sup>10</sup> The interrelated knowledge and commonality of subject matters between political science (BS) and the NASPAA-accredited Masters of Public Administration (MPA) degree programs not only prepare students for careers in politics and public service, it can provide a seamless pipeline for undergraduate students seeking the BS/MPA degrees. As previously recommended in the 2015 External Review, this avenue holds significant promise, as it “builds on the department's strengths in public administration and management,”<sup>11</sup> and “helps to position the department and the University for a post-Tennessee Promise reality.”<sup>12</sup> This also creates opportunity and affordability for students, who can earn two degrees in less time and at reduced costs in an **accelerated program**. Site interviews with faculty reported this process was moving to the implementation stage before it was stalled by the administration in response to state-level decisions to halt new programs.<sup>13</sup>

Since the last program review, the PSPS department relocated from Fletcher Hall to Pfeiffer Hall, a two-story building, which allowed it to work on establishing a “**cohesive identity**”<sup>14</sup> as recommended, not only in name, but also culture and atmosphere. The Pfeiffer Hall location has created secured space for office administration needs, collegial space for faculty, common space for students to meet beyond concentrations, adequate meeting space to receive media, alumni and other visitors, and more importantly, has met MPA NASPAA accreditation standards with its

space for a student computer lab and conference room. The centralized space has been ideal for holding departmental meetings, book club and retreats, and for engaging students in enrichment activities like the Sweet Research forums, Political Science club, Pre-law club, *Pi Sigma Alpha*, Mock Trial and Model UN simulations, student advocacy groups and boards, community engagement forums, and other activities or events that “visually represent the discipline.”<sup>15</sup>

During the site review, the Department Head Michelle Deardorff shared that another **move to McCallie Hall** for the department was pending, until permanent renovations on new spaces for the College of Arts and Sciences are complete. After a **virtual tour of Pfeiffer Hall**, it was shared in the site interview that the purposed space is unsuitable and works against maintaining a high-quality undergraduate and graduate program due to the: 1.) reduction in the number and size of faculty offices, 2.) lack of common space for student activities, 3.) loss of MPA NASPAA-accredited stipulation for adequate offices, classrooms and conference rooms, 4.) loss of a student computer laboratory, 5.) lack of a secure space and storage for administrative and departmental supplies, equipment and other needs, 6.) loss of monetary investment in new office equipment and technology, and more importantly, the 7.) struggle to maintain morale and momentum gained and generated in the current space.<sup>16</sup> The possibility to remain in the current location was discussed with the Provost/Vice Chancellor of Academic Affairs Dr. Jerold Hale and the Dean of the College of Arts and Sciences Dr. Pam Riggs-Gelasco. Also, given the reasons carefully outlined in a memo to the Dean, I agree that moving PSPS will disrupt the significant progress made in building a cohesive identity and respected campus profile. I recommend PSPS remain in place.

#### *Recommendation: Redesign of the Program Curriculum*

In response to the 2015 External Review recommendations<sup>17</sup> with the department’s two-year planning process, the redesigned curriculum—documented extensively in the PSPS self-study—offers six concentrations in the BS degree in American Politics, International Relations and Comparative Politics (IR/Comp), Public Policy, Public Law, Public Administration and Nonprofit Management (PANM), and Politics, a new concentration developed to allow for program **interdisciplinarity**,<sup>18</sup> **flexibility** and **reduction in degree completion**<sup>19</sup> for (late) transfers. Revised **course titles and descriptions**<sup>20</sup> were printed in the course catalog.<sup>21</sup> The stellar, revised **course plans** layout the core courses for the six concentration requirements with external electives in careful and sequential alignment. Each concentration has the new recommended **keystone course** (*PSPS1000: Introduction to PSPS*) designed to introduce students to the discipline and career opportunities, foster a more engaged and culture-friendly environment, and build community among students “who will move through the curriculum together.”<sup>22</sup> A new junior-level course (*PSPS1000: Career*) is designed to help prepare students for future career opportunities in political science, public administration, public policy, and nonprofit careers. The **capstone course**<sup>23</sup> (*PSPS4000: Capstone*), also used for program **assessment**,<sup>24</sup> was added to all six concentrations, however, the recent decision was made to replace it with a Portfolio.<sup>25</sup> The **curriculum mapping project**<sup>26</sup> for each concentration, including options for the **incorporation of political theory**,<sup>27</sup> show the extent to which each of the student learning outcomes (SLOs) are introduced, reinforced, practiced, or mastered in each course.<sup>28</sup> With respect to **standardizing expectations**<sup>29</sup> for 1000, 2000, 3000, 4000 level courses to ensure comparable degrees of rigor and student experiences, the department instituted a series of actions that included: a.) mapping

the student learning outcomes (SLOs) against the curriculum, b.) establishing a universal writing requirement, prerequisites, sequential course numbers, regular course rotations, and revising syllabi; c.) revamping courses to align with the SLOs and departmental concentrations, and d.) offering more courses online, with the future goal to allow for online degree completion.<sup>30</sup>

Also, PSPS offers one-credit for the “Moot Court” or **Mock Trial simulation**<sup>31</sup> (*PSPS1930 or 1999R: Mock Trial*) as one way to better institutionalize and support this high impact practice that has yielded numerous awards and national competitions for students.<sup>32</sup> Finally, recommended actions were taken to improve **student experiences**<sup>33</sup> through advising, mentoring, career preparation, and experiential learning including “internships, Departmental Honors, Study Abroad, Campus Leadership, co-curricular engagement and in various forms of community engagement” that are connected to goals outlined in the University’s Strategic Plan, 2015-2020.<sup>34</sup> The PSPS self-study data and the site interviews confirmed that the PSPS faculty are model campus leaders for local, state, regional, and national experiential learning opportunities for students.<sup>35</sup> Concentration enrollments are a good measure of success.

The concentration enrollments data are stable, with some variance. The PSPS BS degree is in the **top five majors** in the College of Arts and Sciences.<sup>36</sup> The “*Enrollment in PSPS Concentration and Major, 2015-2020, Chart*”<sup>37</sup> show the number of undergraduate majors has fallen from 226 to 209 students, with an average of about 31 majors reported for BS American Politics, 26 majors for BS IR/Comp, 20 majors for Public Policy, 78 majors for BS Public Law, 44 majors for BS PANM, and 17 majors for BS Politics. The steep decline in American Politics is attributed to the loss of the Political Science Behaviorist,<sup>38</sup> who taught the related courses. The decline in the Public Policy may have resulted in a shift toward the new Politics concentration.<sup>39</sup> The noticeable decline in the largest concentration in Public Law, reflects the downward trend away from legal careers.<sup>40</sup> The decline in IR/Comp and PANM majors, perhaps, reflect national enrollment trends.<sup>41</sup> The numbers reported here do not include students who minor in PSPS or PANM. The PSPS self-study documents a steady increase from 52 to 81 minors from 16 different departments across the university from all four colleges.<sup>42</sup> Enrollments in experiential learning have been steady over the last five years with over 140 students participating in formal internships at “approximately 50 different nonprofits or governmental agencies,”<sup>43</sup> including the Tennessee Legislative Internship Program and the Washington Center. Also, feedback from employers was documented as evidence of students’ performance.<sup>44</sup> PSPS faculty-led Study Abroad data show about 16 PSPS Honors students have participated.<sup>45</sup> Nation enrollments were severely impacted by COVID-19.

Despite the global pandemic, we know the number of majors, student-credit-hour production, student retention, and graduation rates represent an interrelated area of concern to the department and administration. The number of PSPS BS majors is holding steady, the student-credit-hour generation remains constant, and the student graduation rates have “stayed relatively consistent,”<sup>46</sup> averaging about 45 PSPS BS graduates annually between 2015-2020, which aligns with the upward trajectory in graduation rates for all UTC undergraduate cohorts.<sup>47</sup> The retention rates were harder to determine as reported. Although the PSPS self-study reported that departmental “retention has been stronger than the university’s numbers as a whole,”<sup>48</sup> the retention data are reported in percentages with no comparison data for UTC. It is reported that

male and nonwhite students are retained at a lower rate than female and White students. Noted as a national and campus trend, the PSPS self-study states the need to “work on our male student retention,” and “the department can improve in our retention patterns.”<sup>49</sup>

Trends in changing demographics will create a college student body that is more racially and ethnically diverse, predominately female, and less likely to be traditional domestic, family-supported, well-prepared, high school students or international students, and more likely to be first-generation or adult learners.<sup>50</sup> These growing trends are evident in the PSPS undergraduate majors that show rounded enrollments for nonwhite/non-international students at 27%, females at 60%, first generation at 24%, adult learners at 6% with veterans at 1% and students associated with the Honors College at 13%. Although the PSPS self-study states its student diversity—reported in percentages only—is “consistent with and slightly exceeds that of the university,”<sup>51</sup> it states the need to “look closely at the lowering percentage of veterans and adult learners,”<sup>52</sup> the latter is a cohort projected for significant growth.<sup>53</sup> Also, the substantial curriculum redesign “has disproportionately attracted honors students,”<sup>54</sup> which is a notable program outcome.

Envisioning the future, the Department Head Michelle Deardorff worked collectively with faculty, as part of a campus-wide initiative, to evaluate the role of diversity and social justice in the curriculum. The **PSPS curriculum for diversity and inclusion review**<sup>55</sup> document shows the percentage of exposure in each PSPS syllabus. The coverage was satisfactory for (cross-listed)<sup>56</sup> courses on gender and for (cross-listed)<sup>57</sup> courses on “race/ethnic and politics.” However, for “race/ethnic and politics” in particular, it was not proportionate to the “community and region’s diversity.”<sup>58</sup> The **chart of course offerings and enrollments** also helped to identify curricular gaps<sup>59</sup> in a few American political behavior courses, methods, and the “race and politics” fields,<sup>60</sup> as listed in the PSPS self-study. An opportunity to hire diverse faculty could address this gap.

#### *Recommendation: Improvement of Assessments*

The revision and improvement of the assessment process is planned for the next five years. Actions underway are discussed, intermittently, throughout this report.

#### *Recommendation: Add New Hires to Meet Program Needs*

It was recommended that the department hire new faculty to **fill some vacancies** and **stabilize the curriculum**.<sup>61</sup> As a result, PSPS hired 7 new faculty to 14 total full-time faculty, and one full-time administrative assistant to support the departmental degree programs, reduce dependency on adjuncts, and create flexibility in covering secondary fields as recommended.<sup>62</sup> There are currently 12 full-time faculty comprised of 5 non-Hispanic White females, 6 non-Hispanic White males, including one Middle Eastern/North African male,<sup>63</sup> and 1 non-Hispanic Black male, with two classified as international. The full-time administrative assistant is one Black female. When combined with the “hiring of adjunct faculty who represent various communities (Latino and African American),”<sup>64</sup> the PSPS faculty data—reported in percentages only—for race/ethnic, gender and nationality diversity either mirror or appear to exceed identical categories reported in the American Political Science Association<sup>65</sup> sizable membership database. Also, PSPS faculty diversity includes differences in ideology, religion, class background, life experience, and research or pedagogical methodology employed<sup>66</sup> that contributes to the educational vibrancy at UTC.

The PSPS self-study reported the loss of two full-time, tenure-track faculty—one International Relations/Comparative (IR/Comp) and one Research Methods/American Political Behavior line—who took jobs elsewhere. The IR/COMP line was replaced. However, the core Research Methods/American Political Behavior line was lost. Taking decisive action to fill the Research Methods line and “race/ethnic and politics” curricular gap,<sup>67</sup> and strengthen diversity among faculty, the Department Head Michelle Deardorff, petitioned to hire a Black female colleague, as an two-year adjunct, who could teach research methods and “race/ethnic and politics” courses beginning Fall 2021. During the site interview, Dr. Deardorff received approval for this petition.

The recommendation to improve **shared leadership**<sup>68</sup> was addressed by moving tenure-track and tenured faculty from a 4/4 course load to a 3/3 course load,<sup>69</sup> which creates numerous opportunities to practice shared leadership and shared governance, and to participate in **civic and community engagement**<sup>70</sup> as scholars and teachers<sup>71</sup> both on and off campus because “political scientists and public and nonprofit administrators have a special duty to lend their expertise to promoting informed citizenship.”<sup>72</sup> The five tenured and five tenure-track faculty have active research agendas, as detailed in the PSPS self-study<sup>73</sup> and fully documented in **faculty curriculum vitae**.<sup>74</sup> The two lecturers, one of whom has a permanent appointment, teach 4/4 loads with no research expectations; however, the PSPS self-study states, **all** PSPS faculty “are very service-oriented. . . and have worked hard to balance. . .workloads,”<sup>75</sup> and to raise their profiles on campus by engaging with UTC leadership, faculty, students and the community as evident in their service commitments and outstanding service recognitions.<sup>76</sup> In addition, members of the PSPS faculty have developed active (**campus**) **partnerships**<sup>77</sup> with UTC Honors, the Library, the Walker Center for Teaching and Learning facilitating book clubs, the inaugural Community Research Initiative Equity Fellows Program, and other concentration-based organizations like the International Brotherhood of Electrical Workers (IBEW) Local #175, which funds the PSPS “Applied Politics” short course series that encourages student participation.<sup>78</sup>

#### *Other 2015 Recommendations: Work(s)-in-Progress or Rejected*

The PSPS self-study responses are summarized below for how the PSPS department is planning, working on, or has rejected other 2015 recommendations, such as establishing or creating a(n):

1. **One-credit-hour Model UN program**.<sup>79</sup> The PSPS self-study stated this is a “nascent” program in “fits and starts,” the hope or plan is to get more participation. Students who have attended competitions have won “both individual and team awards.”<sup>80</sup> The work is in progress.
2. **Departmental alumni survey**<sup>81</sup> to track post-graduates and build alumni relations. The PSPS self-study data reported on alumni and placement, with sample placements and awards, and the range of jobs held by 717 alumni, with plans to find a better method to track alumni.<sup>82</sup> The data were reported for the UTC annual alumni survey, “**The First Destination Survey**,”<sup>83</sup> that breaks down responses by university, college, and department. The work is in progress.
3. **Tenure and promotion criteria**<sup>84</sup> to clarify or expand definitions of service. During the site interview, Department Head Michelle Deardorff stated that PSPS is working on revising the departmental Bylaws to better define and document service. The work is in progress.

4. **Departmental junior faculty mentoring program.**<sup>85</sup> Aside from junior faculty mentoring done by the Department Head Michelle Deardorff, the only mention is for teaching observation, as stated in PSPS self-study report, “[a]s part of the annual evaluation of faculty prior to promotion, members of the [PSPS] Tenure and Promotion committee visit faculty classrooms and then provide a discussion afterwards to which the faculty members provide a written response.”<sup>86</sup> During the site interviews, it was stated there is a goal to involve more senior faculty in formal junior faculty mentoring. Informal mentoring occurs. The work is in progress.
5. **Standardized advising.**<sup>87</sup> During the site interviews, it was learned that the College of Arts and Sciences has established The Hub central advising center that moved the responsibility for student advising outside of departments. However, “each major is assigned a faculty mentor who can answer additional questions regarding curriculum, internships and study abroad, career paths, and similar professional concerns.”<sup>88</sup> As a result of this change, PSPS plans to revise the promotion and tenure standard for “advising.” The work is in progress.
6. **Bachelor of Arts (BA) degree.**<sup>89</sup> During the site interview, Department Head Michelle Deardorff stated that BA degrees are trending down, and thus rejected this recommendation. There is relatively little difference between a BA and BS in Political Science. BA programs may include more philosophy, history, or political theory, while BS programs may include more quantitative methods, economics, or related subjects. Either degree is a highly marketable.
7. **Universal foreign language requirement.**<sup>90</sup> Rejected due to association with BA degrees.

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## External Review 2021: Recommendations for Next Program Review

It is apparent that the routes taken by PSPS faculty, since the last program review that involved two-years of careful planning, preparation, and practice, are steering the undergraduate program in a positive direction. Like any program, it has more road to travel on the journey to excellence.

With its own stated goal to find ways to assess and improve student learning outcomes (SLOs)<sup>91</sup> by the next program review—as the PSPS self-study substantially documents—it is clear that the PSPS faculty have worked hard to produce a Political Science BS degree program that: 1.) aligns and maintains a robust, flexible curriculum that is consistent with the UTC strategic plan<sup>92</sup> and certified to meet General Education requirements,<sup>93</sup> 2.) attracts and engages majors and minors from all four colleges,<sup>94</sup> including a high number of Honors students,<sup>95</sup> 3.) utilizes High Impact Practices<sup>96</sup> and other pedagogical and technological innovations in their delivery and practice,<sup>97</sup> 4.) promotes active experiential learning for students,<sup>98</sup> with analytical, critical thinking and problem-solving,<sup>99</sup> oral and written communication,<sup>100</sup> applied learning,<sup>101</sup> and other discipline-specific research strategies,<sup>102</sup> 5.) exposes and prepares students for professional careers and a host of student enrichment opportunities,<sup>103</sup> and 6.) strives to track and build an alumni base.<sup>104</sup>

Site interviews with campus Administrators, the College Dean, and Associate Deans confirmed that given the strong, reliable base of support in learning resources (e.g. the Grayson H. Walker Center for Teaching and Learning, the Library, and Classroom Instructional Technology), its fiscally-sound operating budget that includes “incentive funding streams to fund [a myriad of]

unique research opportunities and experiences for students,”<sup>105</sup> and the “great asset” and “one of the [PSPS] strongest resources”<sup>106</sup> in the administrative assistant, PSPS is on a sustainable path.

Below are suggestions to consider based on this review of the PSPS self-study and site interviews:

- 1. Appoint an Undergraduate Advisor.** This person can serve as the liaison between PSPS and the department’s professional advisor in “The Hub” advising center. With the new structure in place, one faculty member can handle the additional questions from students. Also, communication is streamlined and consistent with better metrics for evaluation. It is an opportunity for shared leadership. Site interviews with students suggested this is needed.
- 2. Create an E-Portfolio option for the Capstone.** The Portfolio option is a positive solution for the Capstone course. Making it a portable e-Portfolio provides convenient storage of students’ (scaffolded) assignments over multiple years, including visual artifacts and works produced in internships, service-learning, Study Abroad, Honors, etc. Also, it becomes a professional dossier that demonstrates employable skills to employers. This is good decision.
- 3. Broaden service-learning opportunities across all PSPS concentrations.** Develop or create opportunities to establish broader interdisciplinary program collaborations with departments beyond the social sciences like STEM<sup>107</sup> fields or “Parks, Recreation, Leisure & Fitness Studies,” one of the UTC **top 3 programs** of study.<sup>108</sup> During the site interview, some faculty expressed interest in **environmental policy**, an interdisciplinary field that holds promise. Students in these fields need to understand the political and policy implications of (big) data invention or innovation. Additionally, service-learning projects have broad appeal for the emergent diverse demographic of students, who seek degrees and skills that lead to activism and meaningful careers. Like internships, these may attract possible dual majors or minors from other fields. It was discovered during the site interviews, that one student in the Theatre Program was able to create a PANM internship focused on “Theatre, Entrepreneurship and Nonprofits.” One faculty member stated during the site interviews, “there is too much focus on the textbook” as opposed to **active (service-) learning** that engages or allows students to take ownership via projects that fosters reciprocity and promotes lifelong civic engagement.
- 4. Develop and deploy the online degree as proposed.** In the aftermath of pandemic, this may become a demand, although site interviews with students indicated mixed views about taking classes online. This has the potential to draw a broader cohort of students—including adult learners—and a wider audience, plus create revenue. Platforms, like the Blackboard learning management system and other similar systems have made online delivery virtually seamless. Also, Cisco Web, Zoom and other platforms for meetings and webinars have become cost-effective, user-friendly, and proven worthwhile investments to sponsor renown speakers, connect with alumni and stakeholders, and develop (new) public-private partnerships.
- 5. Push to implement the BS/MPA accelerated program.** This provides a seamless pipeline for undergraduate students seeking the BS/MPA degrees. As previously recommended in the 2015 External Review, this avenue holds significant promise, as it cements the two programs in a symbiotic relationship, lessens time to degree, and creates affordability for students.



6. **Establish an Alumni Council.** This partnership can support PSPS programs and establish connections to shared demographic role models, who can serve as a (peer) mentor, coach, or sponsor for students as they build their social and professional networks. Working in partnership with the [Center for Career and Leadership Development](#), using tools like [HANDSHAKE](#)<sup>109</sup> and hosting a few (social) events, spotlighting alumni, awarding outstanding alumni via banquets or online platforms can also create new revenue streams and establish a donor base to fund student experiential learning opportunities, scholarships, and other enrichment programs that can increase student retention, particularly for male students. Site interviews with students—current and alumni—stated the desire for “better connections” to the profession or active professionals in the field. It can also create internships for students.
7. **Create tenure-track line for diversity hires.** Part-time or short-term hiring is a smart solution to fill curricular gaps, but this route leads to proven low-wage, dead ends for diversity hires.<sup>110</sup> Site interviews with students—current and alumni—stated the need and desire for inclusion.
8. **Stay or move to suitable location given departmental size, culture, and programming needs.** For reasons expressed above, I agree that moving the PSPS department will disrupt the significant progress made in building a cohesive identity, well-respected on campus and in the community. If a move is inevitable, I advocate for a location that will provide the space necessary to continue the momentum gained in building and promoting the departmental culture, independent work with students, and its larger student engagement programming.

In rethinking the undergraduate political science major, Ishiyama et al. (2021) argues there is growing support for reforming the political science curriculum within the discipline from revising its learning objectives to (re)emphasizing civic and political engagement as a program goal. With a nod to the 1990s service-learning movement, colleges and universities now recognize the need for “quality civic education to foster the redevelopment of a knowledgeable, capable, and informed citizenry.”<sup>111</sup> As a result, political science as rediscovered its roots in promoting civic and political involvement, bolstered by a vibrant scholarship of engagement.<sup>112</sup> Even with the rising demand from various “stakeholders” in higher education that advocate for greater emphasis on practical, employable skills for undergraduate majors, the **good news** is there is equal emphasis on the career-readiness skills that have been associated with **liberal education competencies** like critical thinking, communication skills, and global/intercultural fluency, and leadership and teamwork. In our discipline, some of these competencies are emphasized while other aspects, like career preparation, are largely missing from many programs.<sup>113</sup> Relatedly, we know that current curricular models are based on designing a political science major for “traditional” students, who enroll full-time and live on campus in residential halls. Yet, trends indicate the emergent diverse demographic of students may require or seek alternate routes to baccalaureate degrees. Colleges and universities must be ready to alter or forge new paths to balance their program wheels on this exciting, uncharted terrain.

In staying on a level course, the evidence presented in this 2021 External Review shows that the PSPS baccalaureate degree program is leading, in some respects, on its journey to excellence. It is hoped that this 2021 External Review offers useful suggestions that may help PSPS to continue to navigate roads taken and anticipate what can only be exhilarating territory ahead.

## The Political Science and Public Service Baccalaureate Program

The AAC&U High-Impact Practices, the APSA Wahlke Report, and UTC QAF Rubric Assessments

This section, reported as scores or updates in Tables, evaluates the PSPS BS degree based on:

1. The **High Impact Practices**<sup>114</sup> (HIPs) recommended by the American Association of Colleges and Universities (AAC&U) “that provide students with the opportunity to gain practical skills, engage in transformative education, and improve persistence and graduation rates. . . found to be effective with all student populations, [particularly] first-generation and low-to-moderate income students,”<sup>115</sup>
2. The standards of American Political Science Association (APSA) “**Wahlke Report**”<sup>116</sup> **recommendations** for the overall structure and content of the undergraduate political science majors, and
3. The copy of the **UTC Quality Assurance Funding rubric**, the original was signed and submitted.

**Table 1: The PSPS Major Curriculum and AAC&U High Impact Practices**

#	High Impact Practice	2015 Met?	2021 Met?	External Reviewers' Comments
1	First-Year Seminars / Experiences	Not met	<b>Met</b>	Two new PSPS1000 courses: Keystone and Career
2	Common Intellectual Experiences	Met	<b>Met</b>	Three (3) required core courses in the major.
3	Learning Communities	Met in part	<b>Met in part</b>	PSPS students stated they prefer to join campus organizations “that count” like SGA, Honors over just Political Science clubs.
4	Writing Intensive Courses Required	Met	<b>Met</b>	There is a writing requirement for English. And, 4000-level Capstone will include Portfolio option.
5	Collaborative Projects and Assignments	Met in part	<b>Varies</b>	Group projects and presentations appear frequently in Public Administration and Nonprofit Management syllabi less in other concentrations.
6	Undergraduate Research Opportunities	Not met	<b>Met</b>	2015: Stated this was not met. 2021: Evidence shows this has been embedded in the four-year curriculum with the Capstone, departmental honors option, senior seminars, and various undergraduate research programs.
7	Diversity and Global Learning Perspectives	Met in part	<b>Met</b>	All students are exposed to diversity issues in multiple courses. More students since 2015 engage in Study Abroad with short-term options.
8	Service-Learning; Community-Based Learning	Varies	<b>Varies</b>	Very well developed in the Public Administration and Nonprofit Management concentration. Less so evident in other concentrations.
9	Internships	Varies	<b>Varies</b>	Very well developed in Public Administration and Nonprofit Management concentration. Less evident in in other concentrations.
10	Capstone Projects	Not Met	<b>Met</b>	New Capstone to be replaced with Portfolio.

**Table 2: The Wahlke Report Recommendations and the PSPS Major Curriculum.**

#	Wahlke Report Recommendation	2015 Met?	2021 Met?	External Reviewers' Comments
1	Departments prepare and distribute a handbook for majors	Met	<b>Met</b>	In lieu of a handbook, the website provides valuable information to students regarding the department and its programs.
2	Every political science major gain familiarity with disciplines different assumptions, methods, and analytical approaches	Mostly Met	<b>Mostly Met</b>	The degree to which this occurs varies by instructor in the curriculum.
3	Students have exposure to “minor” or “cognate” fields with important political content (i.e. history, economics, etc.)	Met	<b>Met</b>	Students are required to minor in another discipline; most choose to minor in a cognate discipline. All concentrations include requirements and electives in cognate disciplines.
4	Intro. American Government taught via Comparative view	Undetermined	<b>Met in part</b>	2015: A comparative view was not apparent in the syllabi provided. 2021: A comparative view is apparent by texts in two syllabi provided.
5	Race, gender, and cultural diversity; international and transnational dimensions are infused throughout curriculum	Met at least in part	<b>Met in part</b>	2015: PSPS has a number of courses that include such topics. 2021: PSPS has a few courses that include DEI or social justice topics.
6	Intro. American Government must include race, gender, and diversity throughout the course content	Met in part	<b>Met</b>	2015: One text known for its treatment of diversity (Welch et al.). 2021: One text known for its treatment of diversity (Ginsberg et al.).
7	Major should be centered around a common core of topics	Met	<b>Met</b>	Core: American Government, World Politics, and Research Methods.
8	All political science majors acquire the knowledge and skills necessary to read and comprehend contemporary political analyses and to develop their analytic capacity	Met	<b>Met</b>	Students and alumni report that they gain these skills and this report is confirmed by faculty in cognate disciplines.
9	Program should have sequential learning major that includes introduction to the discipline, introduction to American Government and a senior Capstone experience	Not met	<b>Met</b>	2015: No PSPS Intro to Discipline (Keystone) nor Capstone. 2021: New PSPS1000 Keystone and Career, PSPS4000: Capstone.
10	Students should have the opportunity to “experience political life” through internships, Washington seminars, work on political campaigns, study abroad and/or simulations	Met in part	<b>Met</b>	2015: One concentration has well-developed internship program; no internship credit for political campaigns. Few participate in Moot Court/Model UN. Study Abroad program is less developed 2021: Issues above addressed in 2020 PSPS Self-Study.
11	Career Preparation: Students learn about various career options available to students in political science and related disciplines, and receive some career preparation (i.e. resume writing, cover letter workshops) at key points in their careers	Met in part	<b>Met</b>	2015: Public Administration and Nonprofit Management syllabi demonstrate that this is an intentional part of the concentration. Less evident elsewhere. 2021: <i>PSPS3010: Career Development</i> is required for all PSPS majors.

**Table 3: Reviewer Rubric for 2020-25 Quality Assurance Funding**

<b>Program Review Rubric Baccalaureate Programs</b>						
<b>Directions:</b> Please rate the quality of the academic program by placing a checkmark in the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.						
1. Learning Outcomes		N/A	Poor	Fair	Good	Excellent
1.1	Program and student learning outcomes are clearly identified and measurable.					X
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.					X
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.					X
1.4	The program directly aligns with the institution's mission.					X
2. Curriculum		N/A	Poor	Fair	Good	Excellent
2.1	The curriculum content and organization are reviewed regularly and results are used for curricular improvement.					X
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.					X
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.					X
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					X
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.					X
2.6	The curriculum fosters analytical and critical thinking and problem-solving.					X
2.7	The design of degree program specific courses provides students with a solid foundation.					X
2.8	The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.					X

2.9	The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.				X	X
2.10	The curriculum exposes students to discipline-specific research strategies from the program area.				X	
<b>3. Student Experience</b>		N/A	Poor	Fair	Good	Excellent
3.1	The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.					X
3.2	The program ensures students are exposed to professional and career opportunities appropriate to the field.					X
3.3	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.					X
3.4	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.				X	X
3.5	Students have access to appropriate academic support services.					X
<b>4. Faculty (Full-time and Part-time)</b>		N/A	Poor	Fair	Good	Excellent
4.1	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.					X
4.2	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.				X	X
4.3*	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.					X
4.4	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.					X
4.5	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.					X
4.6	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.					X

<b>5. Learning Resources</b>		N/A	Poor	Fair	Good	Excellent
<b>5.1*</b>	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.					X
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.					X
<b>6. Support</b>		N/A	Poor	Fair	Good	Excellent
<b>6.1*</b>	The program's operating budget is consistent with the needs of the program.					X
<b>6.2*</b>	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.					X
<b>6.3</b>	The program is responsive to local, state, regional, and national needs.					X

*\*Criteria not scored as part of Quality Assurance Funding.*

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## Endnotes

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<sup>1</sup> Department of Political Science, Public Administration, and Nonprofit Management, External Program Reviewer Narrative (April 2015), p. 1. Hereafter, “Reviewer Narrative (2015).”

<sup>2</sup> See Digest of Education Statistics, Table 325.92, Degrees in economics, history, political science and government, and sociology conferred by postsecondary institutions, by level of degree: Selected years, 1949-50 through 2014-15, [https://nces.ed.gov/programs/digest/d16/tables/dt16\\_325.92.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_325.92.asp)

<sup>3</sup> NACE (2018). Career Readiness Defined. Bethlehem PA: National Association of Colleges and Employers, <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>; See also Ishiyama, John, Marijke



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- <sup>4</sup> American Political Science Association 2017-2018 Department Survey: Enrollments and Curriculums, Executive Summary, [https://www.apsanet.org/Portals/54/APSA%20Files/Data%20Reports/Enrollment%20Data/APSA%20Departmental%20Survey\\_Enrollment%20and%20Curriculum\\_FINAL.pdf?ver=2019-05-21-113745-243](https://www.apsanet.org/Portals/54/APSA%20Files/Data%20Reports/Enrollment%20Data/APSA%20Departmental%20Survey_Enrollment%20and%20Curriculum_FINAL.pdf?ver=2019-05-21-113745-243)
- <sup>5</sup> University of Tennessee-Chattanooga Strategic Plan (2015-2020), p. 1., <https://www.utc.edu/strategic-plan/resources/flipbook/index.php#features/1>
- <sup>6</sup> See College Enrollment & Student Demographic Statistics, <https://educationdata.org/college-enrollment-statistics>.  
**Note:** Although Tennessee saw a +161% increase between 1970-2010, a -8.52% degree is projected between 2010-2020.
- <sup>7</sup> Department of Political Science and Public Service Academic Program Review, Undergraduate, B.S. Political Science Self-Study (2020-2021)— **Hereafter, “PSPS self-study”**—is extensively detailed in 127 pages, plus additional supporting material.
- <sup>8</sup> PSPS self-study, p. 6.
- <sup>9</sup> PSPS self-study, p.11.
- <sup>10</sup> PSPS self-study, p. 4-6.
- <sup>11</sup> Department of Political Science, Public Administration, and Nonprofit Management, External Program Reviewer Narrative (April 2015), p. 9.
- <sup>12</sup> Reviewer Narrative (2015), p. 9. Recommendation was to create a path to the MPA degree and develop a 4+1 program.
- <sup>13</sup> This was reported and corroborated via interviews with administrators and PSPS faculty.
- <sup>14</sup> Reviewer Narrative (2015), p. 6. Opportunities provided by the move are detailed on p. 15-16.
- <sup>15</sup> PSPS self-study, p. 31-33.
- <sup>16</sup> Interview with Department Head M. Deardorff (02.02.21) with shared memo sent to Dean P. Diggs-Gelasco.
- <sup>17</sup> Reviewer Narrative (2015), **curriculum recommendations are indicated in bold** in this section.
- <sup>18</sup> Reviewer Narrative (2015), curriculum recommendations are found on p. 7-8. The PSPS self-Study, p. 17-18, documents a few interdisciplinary degrees such as Environmental Studies, International Studies, Theatre Entrepreneurship, and International Economic Policy, the latter two were approved for Fall 2022.
- <sup>19</sup> Reviewer Narrative (2015), curriculum recommendations are found on p. 7-8.
- <sup>20</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 9.
- <sup>21</sup> PSPS self-study, see “Political Science and Public Service, Undergraduate Revised Catalog, 2021-2022, p. 64-70.
- <sup>22</sup> Reviewer Narrative (2015), p. 16. The recommendation suggested was to create a “Majors-only” section of American Government. PSPS decided to create a keystone for all majors as described in the narrative.
- <sup>23</sup> Reviewer Narrative (2015), p. 5, 7-8, 10. The recommendation was to create a Capstone that introduces the discipline, creates opportunity for majors to connect across fields in culminating experience that reinforces discipline-specific career preparation via a research paper or collaborative project, and administers the annual assessment instruments in one convenient place.
- <sup>24</sup> Reviewer Narrative (2015), p. 11-12. The recommendation was to simplify the SLOs and use the Capstone to administer the assessment for students. See PSPS self-study, p. 13, 16, the department moved its annual assessment process into the senior seminar/capstone. **Appendix C** has assessments for AY 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20, respectively.
- <sup>25</sup> PSPS self-study, p. 6, 16.
- <sup>26</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 7, 13.
- <sup>27</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 8.
- <sup>28</sup> PSPS self-study concentration course plans, SLO curriculum mapping, and course syllabi are available in the **Appendices**.
- <sup>29</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 11.
- <sup>30</sup> PSPS self-study, p. 12-14, 23. Quote, p. 14.
- <sup>31</sup> Reviewer Narrative (2015), p. 10. The recommendation was to create credited courses for Mock Trial, Model UN simulations.
- <sup>32</sup> PSPS self-study, p. 32, 72. PSPS offered Mock Trial as a one-credit-hour course in Spring 2019 and 2020.
- <sup>33</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 6, 14-15.
- <sup>34</sup> PSPS self-study, p. 12, 18-22. Also see UTC Strategic Plan goals <https://www.utc.edu/strategic-plan/resources/flipbook/index.php#features/1>, p. 9-11, 14-15.
- <sup>35</sup> PSPS self-study, p. 12, 18-22, 33.
- <sup>36</sup> UTC, Major and Minor Enrollment, College of Arts and Sciences, Spring 2018 to Fall 2020, <https://new.utc.edu/sites/default/files/2020-12/Major%20%26%20Minor%20Enrollment%20FA2020-CAS.pdf>
- <sup>37</sup> PSPS self-study, p. 8.
- <sup>38</sup> PSPS self-study, p. 7.
- <sup>39</sup> PSPS self-study, p. 8.
- <sup>40</sup> Reviewer Narrative (2015), p. 1, 7-8. The Reviewer Narrative (2015) recommended to diminish focus on Pre-Law, p. 8.
- <sup>41</sup> See College Enrollment & Student Demographic Statistics, <https://educationdata.org/college-enrollment-statistics>. Note: Although Tennessee saw a +161% increase between 1970-2010, a -8.52% degree is projected between 2010-2020.
- <sup>42</sup> PSPS self-study, p. 17.

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- <sup>43</sup> PSPS self-study, p. 19-20.
- <sup>44</sup> PSPS self-study, p. 35-37.
- <sup>45</sup> PSPS self-study, p. 18, 2022. Also see UTC Strategic Plan goals <https://www.utc.edu/strategic-plan/resources/flipbook/index.php#features/1>, p. 9-11, 14-15.
- <sup>46</sup> PSPS self-study, p. 8.
- <sup>47</sup> UTC Retention and Graduation Rates, Fall 2008-Fall 2018 Cohorts, [https://new.utc.edu/sites/default/files/2020-07/ret\\_grad\\_rates\\_2004-2018\\_freshman\\_cohorts.pdf](https://new.utc.edu/sites/default/files/2020-07/ret_grad_rates_2004-2018_freshman_cohorts.pdf)
- <sup>48</sup> PSPS self-study, p. 8.
- <sup>49</sup> PSPS self-study, p. 8-9.
- <sup>50</sup> "The Changing Student Demographics in 2020," *Comevo*, January 28, 2020, <https://www.comevo.com/the-changing-student-demographics-in-2020/>.
- <sup>51</sup> PSPS self-study, p.9.
- <sup>52</sup> PSPS self-study, p.9.
- <sup>53</sup> "The Changing Student Demographics in 2020," *Comevo*, January 28, 2020, <https://www.comevo.com/the-changing-student-demographics-in-2020/>.
- <sup>54</sup> PSPS self-study, p.9.
- <sup>55</sup> See PPS self-study, Table in the **PSPS Curriculum Diversity and Inclusion Review Fall 2020**, p. 54-60.
- <sup>56</sup> PPS self-study, p. 17, cross-listed courses with Women, Gender, and Sexuality Studies major.
- <sup>57</sup> PPS self-study, p. 17, cross-listed courses with Africana Studies minor, housed in the History Department.
- <sup>58</sup> PPS self-study, p. 9.
- <sup>59</sup> PPS self-study, p. 14. See also the **Course Enrollment offered in Past Two Years**, p. 61-63.
- <sup>60</sup> PPS self-study, p. 14. Several courses could not be taught because of the absence of a Political Behaviorist like *PSPS3110: Media and Politics*; *PSPS3210: Political Parties and Election Process*; *PSPS3230: Gender in Politics*; *PSPS4100R: Advanced Topics in Political Behavior*; and a person who specialized in the "Race and Politics" field to regularly teach *PSPS4000R: Race and the Constitution*; *PSPS4051: Black Political Thought or other courses such as "African American Politics" or "African American Political Behavior," for example*
- <sup>61</sup> Reviewer Narrative (2015), p. 13.
- <sup>62</sup> Reviewer Narrative (2015), p.7, 13.
- <sup>63</sup> Although the United Census classifies MENA as White, APSA separates the MENA category, reported in PPS self-study.
- <sup>64</sup> PPS self-study, p. 9-10.
- <sup>65</sup> As of February 24, 2020, there is a total of 11,183 APSA members, <https://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/Membership>.
- <sup>66</sup> PPS self-study, p. 42.
- <sup>67</sup> PPS self-study, p. 7, 14. See also the **Course Enrollment offered in Past Two Years**, p. 61-63.
- <sup>68</sup> The Reviewer Narrative (2015) recommended that all "full time faculty need to be engaging with the media, developing campus programming, planning departmental events, advising student organizations, serving on committees, mentoring faculty and advising students, responding in a timely fashion to student queries, discussing the curriculum, attending admissions events, participating in professional associations, and more," p. 18
- <sup>69</sup> PPS self-study, p. 15.
- <sup>70</sup> PPS self-study, see Table **PSPS Community Engagement**, p. 51-53.
- <sup>71</sup> Reviewer Narrative (2015), p. 14-15. Recognized engagement as *individuals*, but made recommendation for faculty to increase *scholar* profiles through community-engaged scholarship and become more involved in student life. See PPS self-study, p. 38-45, that discusses the multiple ways in which PPS faculty are leading in community engagement on and off campus. Also, see Table documenting **PSPS Community Engagement**, p. 51-53.
- <sup>72</sup> Reviewer Narrative (2015), p. 14.
- <sup>73</sup> PPS self-study, p. 38-45.
- <sup>74</sup> PPS self-study individual faculty curriculum vitae is available in the **Appendices**.
- <sup>75</sup> PPS self-study, p. 42-43.
- <sup>76</sup> PPS self-study, p. 43-44, and see Table documenting **PSPS Community Engagement**, p. 51-53.
- <sup>77</sup> Reviewer Narrative (2015), p. 14-15.
- <sup>78</sup> PPS self-study, p. 18, 21, 23, 30, 32.
- <sup>79</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 10.
- <sup>80</sup> PPS self-study, p. 32.
- <sup>81</sup> Reviewer Narrative (2015), p. 12-13. Recommendation was to conduct an Alumni Survey to track post-graduates and build connections.
- <sup>82</sup> PPS self-study, p. 33-34 for data on Alumni and Placement.
- <sup>83</sup> See UTC conducts an annual alumni survey, **The First Destination Survey**, p. 79-83.
- <sup>84</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 17.

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- <sup>85</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 17.
- <sup>86</sup> PSPS self-study, p. 23.
- <sup>87</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 17.
- <sup>88</sup> PSPS self-study, p. 34.
- <sup>89</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 9.
- <sup>90</sup> Reviewer Narrative (2015), curriculum recommendation is found on p. 9.
- <sup>91</sup> PSPS self-study, p. 11-12.
- <sup>92</sup> PSPS self-study, p. 12-13.
- <sup>93</sup> PSPS self-study, p. 16.
- <sup>94</sup> PSPS self-study, p. 17-18.
- <sup>95</sup> PSPS self-study, p. 18.
- <sup>96</sup> Kuh, George (2008). "High Impact Educational Practices: A Brief Overview," American Association of Colleges and Universities (AAC&U), <http://www.aacu.org/leap/hips>.
- <sup>97</sup> PSPS self-study, p. 22-23.
- <sup>98</sup> PSPS self-study, p. 23
- <sup>99</sup> PSPS self-study, p. 24-25.
- <sup>100</sup> PSPS self-study, p. 24—25.
- <sup>101</sup> PSPS self-study, p. 26.
- <sup>102</sup> PSPS self-study, p. 26-27.
- <sup>103</sup> PSPS self-study, p. 31-33.
- <sup>104</sup> PSPS self-study, p. 33-35.
- <sup>105</sup> PSPS self-study, p. 47.
- <sup>106</sup> PSPS self-study, p.47.
- <sup>107</sup> See relevant sources: He, Jessica (2018). Opinion: STEM Students Must Become Politically-Engaged. *The Daily Trojan*, November 15, 2018, accessed at <https://dailytrojan.com/2018/11/15/opinion-stem-students-must-become-politically-engaged/>; Du, Kane (2019). Opinion: STEM Students Need to Get Involved in Politics Too. *The Red & Black*, November 27, 2019, accessed at [https://www.redandblack.com/opinion/opinion-stem-students-need-to-get-involved-in-politics-too/article\\_7a55db44-1109-11ea-bded-9bf8eac7f804.html](https://www.redandblack.com/opinion/opinion-stem-students-need-to-get-involved-in-politics-too/article_7a55db44-1109-11ea-bded-9bf8eac7f804.html); and Pappusetti, Vamsi Krishna (2018). Opinion: Being a STEM Major Can Help in Analyzing Political Issues: STEM Can Give One the Mental Tools Necessary to Analyze Controversial Topics. *The State Press*, June 4, 2018, accessed at <https://www.statepress.com/article/2018/06/spopinion-being-a-stem-major-can-help-in-analyzing-political-issues>.
- <sup>108</sup> Tennessee Higher Education Fact Book (2019-20), p. 8, <https://www.tn.gov/thec/research/fact-book.html>
- <sup>109</sup> Located in the Center for Career and Leadership Development, <https://www.utc.edu/center-career-leadership-development/register/index.php>
- <sup>110</sup> The Power Gap among Top Earners at America's Elite Universities 2021 Study, <https://www.womenspowergap.org/wp-content/uploads/2021/02/WPG-Power-Gap-at-Elite-Universities-2021-Study-2.pdf>
- <sup>111</sup> See Ishiyama, John, Marijke Breuning, Cameron G. Thies, Renée Van Vechten and Sherri L. Wallace (2021). Rethinking the Undergraduate Political Science Major: An Introduction to the Symposium. *PS: Political Science & Politics*, 54(2), 353-357. doi:10.1017/S1049096520001900, p. 354-5; and Matto, Elizabeth C., Alison Rios Millett McCartney, Elizabeth A. Bennion and Dick Simpson (eds) (2017). *Teaching Civic Engagement Across the Disciplines*. Washington, DC: American Political Science Association. **NOTE: Michelle Deardorff is involved in the APSA Rethinking the Undergraduate Political Science Major project. She is leading one of the subcommittees.**
- <sup>112</sup> Ibid., p. 355; McCartney, Alison Rios Millett, Elizabeth A. Bennion and Dick Simpson (eds) (2013). *Teaching Civic Engagement: From Student to Active Citizen*. Washington, DC: American Political Science Association.
- <sup>113</sup> Ishiyama et al., p. 354.
- <sup>114</sup> Kuh, George (2008). "High Impact Educational Practices: A Brief Overview," American Association of Colleges and Universities (AAC&U), <http://www.aacu.org/leap/hips>.
- <sup>115</sup> Reviewer Narrative (2015), p. 4-5.
- <sup>116</sup> Wahlke, John C. (1991). "Liberal Learning and the Political Science Major: A Report to the Profession," *PS: Political Science and Politics*, 24(1): 48-60, <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/div-clasitleliberal-learning-and-the-political-science-major-a-report-to-the-professiondiv/334FE64574A44457D387910BE0D13C98>.