

Political Science Comprehensive Program Review

General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)

There are several different challenges that exist for our program. First, Political Science has not been able to offer a capstone course. Many of our faculty teach across different programs (Democracy and Justice Studies, Public Administration, Environmental Science and Policy, Women and Gender Studies, etc.), and it has been challenging for our faculty to make sure the curriculum is covered in political science *and* in the programs that we contribute to beyond political science. Second, we should note that one of our political science faculty members left UWGB in 2015. That person taught many of our international/global and environmental courses. Students are very interested in these areas of political science and it would be nice to be able to offer more courses in these realms. Also, we have one faculty member who will be leaving to take a job at another university in January. This will put us down two political scientists in the span of about 5 years. Finally, sabbaticals sometimes result in serious gaps in our ability to offer our curriculum to our majors. During the 2021-22 academic year, for example, we will have two political science faculty on sabbatical at the same time. In a small department like ours, having two people on sabbatical leave at the same time is difficult.

In terms of opportunities, we believe that political science is a major/minor that could see additional enrollment growth. As of this writing, we have 109 majors and minors. In the past seven years, our high point (during the 2017-18 academic year) was 146 majors and minors. It would be very exciting to get to that number again or to exceed it in the coming years. Another area of opportunity is that of interdisciplinarity. Many of our majors and minors have a second major or minor that they combine with political science. There is potential for our program to work collaboratively with Public & Environmental Affairs, Democracy & Justice Studies, History, Psychology, Global Studies, and many more areas within our university and college to maximize student engagement and development. That our Political Science programming and coursework has the potential to intersect so well with other fields speaks to additional possibilities for growth and spurring higher levels of student interest and involvement during their education. A third area of opportunity is in our online and hybrid teaching modalities. We have expanded our online and hybrid offerings in recent semesters and have some faculty members who are experienced and enthusiastic about online political science pedagogy. Given the nationwide trajectories of demand for online course offerings and the university's access mission seeking to more fully capture segments of the population that need flexible degree options (returning adult students, students balancing academic goals with career and caretaking responsibilities, etc.), we have the potential to leverage and expand our online and hybrid political science curriculum in the years ahead. Finally, there are opportunities in our region to expand internship opportunities for our majors and minors through partnerships and communication with state and local organizations. While we already have some excellent internship placements, we can potentially further strengthen this array of opportunities for our students.

2. What are some things that would help make your program and its students more successful?

As mentioned above, it would be great to be able to offer a political science capstone. We believe that students are interested in this course and hope to be able to offer it in the coming years. Again, our faculty contribute to a wide range of programs (and we are also down at least one faculty member since 2015), so it has been hard to find time for people to be able to offer a political science capstone. Ultimately, we would like to team teach our capstone in order to capitalize on the different expertise/experiences of our faculty. However, this may be quite difficult given the challenges mentioned above. We also believe that it would be helpful for our undergraduate students to have access to a dedicated funding stream to support presenting at national research conferences (e.g., at the Midwest Political Science Association annual meeting). Over the past several years, we have had a difficult time securing financial support from the university for undergraduate research presentations. Given that UWGB seems to view undergraduate research as an important activity, it is important that we try to institutionalize support for this kind of work.

3. What are some program accomplishments worth highlighting? (Narrative)

The Political Science department represents the very best of UWGB. Our faculty members are outstanding teachers and have won many awards for their work in the classroom, such as the Founder's Award for Excellence in Teaching and Student Nominated Teaching Awards. In addition, many of our faculty have contributed to the scholarly literature on pedagogy and have presented on teaching and learning strategies in the discipline. In short, UWGB political science faculty are often role models for pedagogical best practices. We would be remiss if we did not mention that our faculty offer a wide range of high-impact experiences for students, including internships, independent studies, honors projects, research labs, research assistantships, teaching assistantships, and study abroad opportunities. Our work in this area is unquestionably congruent with the university's goal of prioritizing and expanding HIPs. We also contribute many general education courses, providing a crucial pillar to the UWGB degree requirements. Our curriculum and programming are foundational to the university's mission regarding civic engagement. Beyond teaching, our faculty members are accomplished scholars. Over the past several years, UWGB political scientists have published books, articles, entries, and reviews in highly respected outlets that are typical of faculty at research-focused universities. This is impressive given our faculty's teaching loads and obligations. Lastly, our faculty are incredibly engaged in service at the university and in the community. Political Science faculty members have served at some of the highest levels within the university (e.g., on the UC, on search and screens for administrators, etc.), have used their skills to the benefit of the state and region (e.g., conducting the 2016 Brown County Life Study, serving on local government boards, etc.), and have greatly contributed to the cultural enrichment of the area (e.g., by giving talks/seminars, bringing in world-renowned speakers, writing op-eds, providing media interviews, etc.). Local community organizations often turn to our faculty for expertise on evolving political events and understanding important contextual factors for making sense of social issues. In this way, our faculty members are integral to our region's vibrant civil society and to providing our citizens with lifelong learning opportunities.

4. Have there been any significant changes that have affected your program? (Narrative)

Around 2011-2012, several high-profile (and long-serving) faculty members in political science (Denise Scheberle, Mike Kraft) retired. These faculty made important contributions to the university, community, discipline, and Political Science program. We have worked hard to make sure that UWGB Political Science remains one of the best undergraduate programs in the UW System. In addition, as noted above, we have lost faculty. The most recent occurrences are Dr. Dallas Blaney (left in 2015) and Dr. Alison Staudinger (leaving UWGB in January). This means that we are stretched a bit thin.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

First, we hope that in 5-7 years our program will grow in enrollment so that we are closer to our previous peak (146 majors and minors). Second, we will ideally have at least one more additional full-time political science faculty member (but preferably two) so that we can offer a wider and more consistent curriculum (regular capstone course, upper-level International Relations courses, etc.) and make best of use of our current faculty members' expertise. Third, we hope that we will be able to offer a regular source of support for undergraduate research opportunities such as presentations at political science conferences. Fourth, we hope that our collaboration with other programs will be strengthened in terms of programming to offer more avenues for student engagement and retention among our many double majors and double minors. Fifth, we hope to expand our partnerships and communication with local and regional civil society and governmental organizations to identify additional internship opportunities for our students. Finally, we hope that we will be able to offer an expanded online and hybrid curriculum to better meet the needs of our region's non-traditional student population.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

Political Science learning outcomes:

(1) Knowledge of and ability to analyze U.S. government institutions, political processes, and behavior as well as politics in select Western and non-Western countries

(2) An ability to evaluate political institutions and processes from the perspective of democratic principles, including majority politics, the protection of minority rights, and the value of due process

(3) An ability to think critically and a capacity to use political science research. This includes an understanding of social science research methods and elementary statistical concepts, and the ability to use professional resources such as journals, indexes, and government documents

(4) To qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government

(5) An ability to write clearly and effectively

2. Curriculum development (Lists, brief narrative if appropriate)

- We have a streamlined curriculum (by design). We try to add new courses only when we feel that they are of critical importance to our students and the university. Thus, most of our recent curriculum development has focused on (1) high-impact practices, which the university has said it wants more of in its strategic priorities document, (2) freshmen seminars, many of which have been offered as GPS sections (also an important priority for the university), (3) classes that focus on contexts/cultures outside of the United States (again, a university-wide interest), and (4) developing online and hybrid course modalities. It is worth noting that nearly all UWGB Political Science faculty have taught freshman seminars in the past seven years, and over 50% of our faculty have taught in the GPS program. In recent years, we have developed and offered the following courses:
 - Political Science Research Lab (Pol Sci 333)
 - German Politics and Society (German 358), a collaboration with the German program
 - Comedy Central Civics, freshman seminar (GPS section) (Pol Sci 198)
 - Sim City Civics, freshman seminar (Pu En Af 198)
 - Pawsibilities, freshman seminar (Pu En Af 198)
 - Politics and Sports, freshman seminar (GPS section) (Pol Sci 198)
 - Green Justice, freshman seminar (GPS section) (Pol Sci 198)
 - Introduction to Public Policy (gateway section for the GPS Program) (Pol Sci 202)
 - Hybrid and online versions of Pol Sci 306, Pol Sci 370, Pol Sci 406, Pol Sci 408
 - Online versions of Pol Sci 100
 - A few years ago, several of our faculty members designed a capstone course (with the help of ten upper-level students) but we have not been able to offer it yet due to other faculty obligations. The class is already in the course catalog (Pol Sci 480).

3. Connections to other programs (Lists, brief narrative if appropriate)

- Political Science courses are used in many different programs on our campus, including Public Administration, Environmental Policy and Planning, Democracy and Justice Studies, History, Global Studies, Urban Studies, Psychology, and Social Work.
- We have worked with faculty in programs outside of Political Science to offer relevant courses (e.g., German 358: German Politics; DJS/WOST 348: Gender and the Law)
- At least 15 political science courses are part of the Gen Ed program
- Our faculty regularly collaborate with other programs and university faculty/students (e.g., Global Studies Roundtable series, university-wide events related to politics, TEDxUW-Green Bay speaker series, *Common CAHSS* conferences on Human Rights and Environmental Sustainability, *Curiosity by CAHSS* video series, *CAHSS & Effect* blog publications, etc.)
- Faculty members from UWGB Political Science teach in and contribute to many different programs across the university (examples include Public Administration, Democracy and Justice Studies, Environmental Science and Policy, Environmental Policy and Planning, Women and Gender Studies)

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)
 - If you examine the list of UWGB political science courses (e.g., in the course catalog), we offer a total of 25 different POL SCI courses. Of course, we do not offer all 25 courses each semester (in fact, some are offered one time every other year). If you look at the most recent semester (2020-21), we offered 22 POL SCI courses (if we omit the independent studies, honor projects, etc.). Please note that for some of the introductory classes, we offer 4-5 sections per year. Thus, if we do not count each individual section of a course, we offered 13 different POL SCI courses in the 2020-21 academic year.
 - In terms of modalities, we currently have enough courses available online in order to complete the minor (e.g., Pol Sci 100, 101, 202, 301, 305, 380, and 408 are all available online and would satisfy the minor requirements). Out of the 25 different political science classes we have on the books, approximately 30% of the courses are offered online. Given that the pandemic has led many faculty members to shift their courses online, it seems like we may now have more classes available in both in-person and online formats. In terms of hybrid courses, political science rarely makes use of this modality. Most of our faculty prefer in-person teaching (and online in the summer and winter terms). The hybrid modality has only recently been used—and only by a few faculty members—but this is an area where there is potential for further development.

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)
 - Currently (2020-21 academic year), 56% of UWGB political science students are female, 54% are first-generation college students, and about 18% are non-White. Data typically show that men are more a bit more likely to major in political science than women, so we were pleased to find that 56% of our UWGB political science students are women. (We also note that 57% of our faculty are women). In terms of racial/ethnic diversity, Census data show Brown County is about 7.9% Hispanic/Latino. In our program, 7.7% of our students identify as Hispanic/Latino. Brown County is about 3% Black/African American according to the Census and about 5.1% of our current students are Black/African American. Finally, about 18% of UWGB Political Science students report being a race/ethnicity that is non-White; in Brown County the number is about 13%. We find it encouraging that the racial/ethnic profile of our program is somewhat similar to the racial/ethnic profile found in Brown County. (Please note that this does not include data for the additional location counties, where racial and ethnic profiles of our student populations vary and are often more diverse.)
 - Issues related to diversity and inclusion are central in many of our courses. Examples of courses where these topics are regularly covered/discussed include Pol Sci 101 (American Government and Politics), Pol Sci 100 (Global Politics), Pol Sci 351 (Comparative Politics), Pol Sci 318 (Political Behavior), Pol Sci 370 (Foreign & Defense Policies), Pol Sci 305 (Urban Politics & Policy), Pol Sci 349 (American Political Thought), Pol Sci 320 (Constitutional Law), Pol Sci 301 (Environmental Politics and Policy), Pol Sci 380 (Global Environmental Politics and Policy), and Pol Sci 408 (Public Policy Analysis). Many who teach these courses weave issues of inclusion/exclusion and discrimination throughout the

content, including patterns of gender-based, indigenous, and racial exclusion, systems of representation, immigrant rights, and access to voting as a few examples.

6. Gen Ed, FYS/GPS, CCIHS (Lists)
 - American Government and Politics (Social Science Gen Ed)
 - Global Politics and Society (Global Culture, Social Sciences Gen Ed)
 - Introduction to Public Policy (Social Science Gen Ed)
 - Politics of Crime and Punishment (Social Science Gen Ed)
 - Introduction to Politics (Social Science Gen Ed)
 - Comedy Central Civics (Freshman Seminar, GPS)
 - Sim City Civics (Freshman Seminar)
 - Pawsibilities (Freshman Seminar)
 - Politics and Sports (Freshman Seminar, GPS)
 - Comparative Politics (Global Culture Gen Ed)
 - Urban Politics and Policy (Ethnic Studies Gen Ed)
 - Political Behavior (Writing Emphasis, Quantitative Literacy)
 - Global Environmental Politics and Policy (Sustainability Gen Ed)
 - Environmental Politics and Policy (Social Science Gen Ed)
 - Politics of Developing Areas (Social Science Gen Ed)
 - Capstone in Political Science (Social Science Gen Ed)
 - We met with Megan Strehlow and have agreed to participate in the CCIHS program, but we have yet to have any high schools contact us to approve their courses.

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

We lost one of our political scientists about five years ago (they left to take a job outside of academia). The person focused on international relations/global politics and environmental issues, topics that many of students are very interested in. Although we were approved to hire a replacement (in 2015), the search was cancelled the day before we were scheduled to extend an offer to hire (due to university-wide budget concerns that were occurring at the time). Thus, we were never able to fill the vacancy, and the position remains unfilled. As noted above, Dr. Staudinger will be leaving UWGB for the University of Denver in January. Therefore, we will be down two political scientists in the span of about 5 years.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)
 - Professors Weinschenk and Helpap conducted the 2016 Brown County LIFE Study. The study examined ten different dimensions of life in Brown County (i.e., economy, safety, civic engagement, environment, etc.) using quantitative data and resulted in a 130-page report that was widely used by local leaders, governments, and nonprofits.

- Professor Weinschenk helped the Brown County Health Department on statistical analyses for their COVID-19 dashboard.
- Professor Coen collaborated with a wide array of Brown County civil society organizations to arrange a career opportunities booth exhibit as part of UWGB's 2019 *Common CAHSS* conference on Human Rights.
- Professor Weinschenk helped the Oneida Nation of Wisconsin with elections data following the 2020 election
- Professor Coen has collaborated with the Mead Public Library in Sheboygan County and the Manitowoc Public Library in Manitowoc County since 2016 to offer annual community lectures and discussions as part of the Foreign Policy Association's *Great Decisions* Lecture Series
- Professor Coen collaborated with the Manitowoc League of Women Voters to contribute to a 2018 Immigration Forum Panel at Manitowoc City Hall
- Professor Helpap, with the assistance of an undergraduate research assistant, conducted a report in 2014 (*Connection the Dots: Public Performance and Financial Trends in Brown County and the City of Green Bay*) that examined fiscal and performance data in Brown County and the City of Green Bay over a period of five years. The report concluded with a discussion of implications for county and city government and their citizens.
- Our students have held internships at a wide range of organizations in this region. Examples include: Green Bay Mayor's Office, Algoma City Hall, Brown County District Attorney's Office, City of Green Bay Legal Department, KenyaHelp, Appleton Police Department, Green Bay Police Department, WI Department of Justice, Village of Bellevue, Casa Alba, New Water, Various law firms, Door County Community Foundation, Brown County Administration, UWGB offices (OIE, Pride center, CAHSS), Congressional offices, state legislator offices, political campaigns.

2. Contributions to regional infrastructure (Lists)

- Professor Weinschenk serves on the City of Green Bay's Ethics Board
- Professor Wheat serves on the City of Green Bay's Water Commission and regularly participates in the Great Decisions series hosted by the Manitowoc Public Library and the Mead Public Library (Sheboygan)
- Professor Coen has been a frequent contributor to *Wisconsin Public Radio*
- Professor Coen has regularly contributed to many community speaker series within the region, including series hosted by the Door County Auditorium (Fish Creek), the Lester Public Library (Two Rivers), the Manitowoc Public Library (Manitowoc), and the Mead Public Library (Sheboygan).

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

- Our faculty are highly engaged in scholarship. Over the last several years, our faculty have written and edited scholarly books and published dozens of peer-reviewed articles, chapters, reviews, and entries. Below, we have provided some examples of recent research from UWGB political faculty (this is by no means an exhaustive list).
- Weinschenk, Aaron C. and Christopher T. Dawes. Forthcoming. "Civic Education in High School and Voter Turnout in Adulthood." *British Journal of Political Science*.

- Weinschenk, Aaron C., Amanda Baker, Zoe Betancourt, Vanessa Depies, Nathan Erck, Quinne Herolt, Amanda Loehrke, Cameron Makurat, Hannah Malmberg, Clarice Martell, Jared Novitzke, Bradley Riddle, Tara Sellen, Leah Tauferner, and Emily Zilliox (all UWGB undergraduates). Forthcoming. "Have State Supreme Court Elections Nationalized?" *Justice System Journal*.
- Weinschenk, Aaron C., Christopher T. Dawes, and Sven Oskarsson. Forthcoming. "Does Education Instill Civic Duty? Evidence from Monozygotic Twins in the United States and Sweden." *International Journal of Public Opinion Research*.
- Weinschenk, Aaron C., and Christopher T. Dawes. 2019. "The Effect of Education on Political Knowledge: Evidence from Monozygotic Twins." *American Politics Research* 47(3): 530-548.
- Panagopoulos, Costas and Aaron C. Weinschenk. 2016. *A Citizen's Guide to U.S. Elections: Empowering Democracy in America*. New York, NY: Routledge.
- Valerie Barske, Ekaterina Levintova, Valerie Murrenus Pilmaier, and Darci Thoune. 2019. "SoTL and the Gendered Division of Labor on Our Campuses: A Case for More Equity and Change in Professional Values," in Kirsti K. Cole and Holly Hassel, eds. *Academic Labor beyond the College Classroom: Working for Our Values*. NY: Routledge.
- Ekaterina Levintova and Alison Staudinger. 2018. *Gender in Teaching and Learning in Political Science and Related Disciplines*. Indiana University Press.
- Ekaterina Levintova and David Coury. 2020. "Poland, Germany, and the EU: Reimagining Central Europe," *Europe-Asia Studies* 72:7 (September), pp. 1186-1208.
- Ekaterina Levintova. 2017. "A Tale of Two Independence Movements: How Do Citizens Encounter Issues of International Law and Democratic Theory?" *Nationalities Papers* 45:6, 1167-1188.
- Ekaterina M. Levintova and Daniel W. Mueller (former UWGB undergrad). 2015. "Sustainability: Teaching an Interdisciplinary Threshold Concept through Traditional Lecture and Active Learning," *The Canadian Journal for the Scholarship of Teaching and Learning* 6:1.
- Coen, Alise. 2018. "International Order, the Rule of Law, and U.S. Departures from Refugee Protection." *International Journal of Human Rights* 22(10): 1269-1284.
- Coen, Alise. 2017. "Capable and Culpable? The United States, RtoP, and Refugee Responsibility-Sharing." *Ethics & International Affairs* 31(1): 71-92.
- Coen, Alise. 2017. "Securitization, Normalization, and Rhetoric about Islam in the U.S. Senate." *Politics & Religion* 10(1): 111-136.
- Coen, Alise. Forthcoming. "Can't be held responsible: Weak norms and refugee protection evasion." *International Relations*.
- Bennett, Nolan. 2019. *The Claims of Experience: Autobiography and American Democracy*. Oxford University Press.
- Bennett, Nolan, Mary Fainsod Katzenstein, and Jacob Swanson. 2020. "Alabama is US: Concealed Fees in Jails and Prisons." *UCLA Criminal Justice Law Review* 4:1.
- Bennett, Nolan. 2020. "'The State was Patiently Waiting for Me to Die': Life without the Possibility of Parole as Punishment." *Political Theory* (June 1, 2020).
- Helpap, David J. 2019. "Public Management in Rural Local Governments: An Assessment of Institutional Differences and Implications." *State and Local Government Review* 51(1): 6-18.
- Helpap, David J. 2017. "Assessing Public Expenditures in Small Towns: Beyond Roads and Fire Engines." *State and Local Government Review* 49(2): 75-86.

- Helpap, David J. 2017. “Guiding the Public Sector: Assessing the Use of Recommended Practices in the Budgeting Process.” *International Journal of Public Administration* 40(7): 559–574.
- Helpap, David J. 2016. “The Importance and Complexity of Assessing Urban Fiscal Health” (Review of Richard M. Bird and Enid Slack’s *Is Your City Healthy? Measuring Urban Fiscal Health*). *State and Local Government Review* 48(3): 208-216.
- Helpap, David J. 2015. “Explaining the Use of Recommended Practices and Guidelines: The Case of Public Budgeting.” *Public Administration Quarterly* 39(2): 259–294.
- Weinschenk, Aaron C., and David J. Helpap. 2015. “Political Trust in the American States.” *State and Local Government Review* 47(1): 26–34.
- Wheat, Elizabeth. 2015. “Groundwater Challenges of the Lower Rio Grande: A Case Study of Legal Issues in Texas and New Mexico?” Groundwater Resources Management special edition of *Resources*.
- Wheat, Elizabeth and Mark S. Hurwitz. 2012. “The Politics of Judicial Selection: The Case of the Michigan Supreme Court.” *Judicature* 96:4, 177-188.
- Fix, Michael P. and Elizabeth E. Wheat. 2011. “Reevaluating Our Conceptualization of Upperdogs and Underdogs.” *Law and Courts Newsletter*, Volume 21:1.
- Wheat, Elizabeth. 2015. Book review of *Banning DDT: How Citizen Activists in Wisconsin Led the Way* by Bill Berry.
- Elizabeth Wheat. (2019). “Political Violence and Dissent” book chapter in *Political Authority, Social Control, and Public Policy*. Edited by Nancy Lind and Cara Rabe-Hemp. Emerald Insight Publisher.
- Elizabeth Wheat. (2018). “Judicial Review” book chapter in *Corruption, Discretion, and Accountability*. Edited by Nancy Lind and Cara Rabe-Hemp. Emerald Insight Publishers.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
 - Professor Weinschenk developed and offers an undergraduate research lab. The first section of the lab (Fall 2019) published a peer-reviewed article that appeared in the *Justice System Journal*.
 - POL SCI 306 (Regulatory Policy and Administration): Student are required to research a proposed federal regulation, write a comment either in support or opposition to the regulation, and then submit it to Regulations.gov as a formal comment.
 - POL SCI 406 (State and Local Government): At the end of the semester, student engage in a city council simulation that occurs in the City of Green Bay Common Council chambers.
 - Each semester, faculty regularly supervise independent studies, internships, student research project presentations, and honors projects. According to the data provided, over the past several years, faculty have supervised an average of 21 students in independent studies/internships/honors projects per year (which amounts to roughly 3 per faculty member per year). Our faculty also mentor undergraduate research projects presented at our university’s research symposia, such as the 2020 *CAHSS Virtual Conference* and the 2019 and 2020 *Common CAHSS Conferences*.
 - Professor Wheat conducts Mock Trials (PU EN AF 378 and 379)
 - Professor Wheat has policy debate simulations (PU EN AF 301 and 379)

- Professor Wheat has Model United Nations simulations (PU EN AF 380)
 - Faculty-supervised student research presentations at the Midwest Political Science Annual Meeting in Chicago, IL
2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
- We have developed a Facebook page to connect with students, alums, and prospective students (it currently has around 500 followers)
 - Faculty participation in campus preview days
 - Faculty participation in first year seminars and GPS courses
 - Development of HIPs in Political Science (e.g., research lab). Research has shown the probability of retention increases when students participate in HIPs.
 - Some of our faculty members have been particularly attentive to inclusive pedagogy practices that support student retention efforts. For example, Professor Coen published an article on “Teaching International Relations amid COVID-19” in *H-Diplo* and presented on “Inclusive Teaching and Designing Online Discussion Prompts” for the Western Political Science Association’s *Inclusive Teaching Virtual Community*.
 - Each year, the PEA unit (which Political Science is part of) hosts a spring Celebrating Students event. The event highlights graduating seniors, students who have won PEA scholarships, and students who have engaged in individualized learning experiences. The event has generally included an alumni panel discussion, food, and speakers from the community. Over the last several years, the event has been held in the Grand Foyer of the Weidner Center.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

The teaching, research, and service done by the UWGB Political Science Department is unquestionably congruent with the mission of the university. Specifically, the UWGB mission emphasizes: “diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels...community-based partnerships, collaborative faculty scholarship and innovation.” As discussed throughout this document, our curriculum is very attentive to issues of diversity, inclusion, social justice, and civic engagement. Our programming and the engagement of our faculty in regional infrastructure and community collaboration mirrors the mission’s commitment to civic engagement, collaborative innovation, and community partnerships. Our program’s role in first year seminars, general education requirements, independent studies, honors projects, internship supervision, and other modes of supporting undergraduate student research aligns with the mission’s commitment to educational opportunity at all levels, as does our recent move towards expanding online and hybrid modalities. The scholarship and research of our faculty also support many aspects of diversity and inclusivity issues, both at the disciplinary level as well as the pedagogical level.

2. Cultural enrichment (Narrative or lists as appropriate)

- Professor Weinschenk co-created and co-organized TEDx-Green Bay

- Our faculty have engaged in hundreds of media interviews in the past seven years (with local, state, national, and international media outlets). Some examples of outlets UWGB political scientists have appeared in include:
 - *Washington Post*
 - *FiveThirtyEight*
 - *Vox*
 - *Wisconsin Public Radio*
 - *The BBC*
 - *The Globe Post*
 - *Pacific Standard*
 - *Stateline*
 - *Local TV stations and newspapers*
- Our faculty have given dozens of lectures during the past seven years. Some examples include:
 - Professor Weinschenk was the keynote speaker for the League of Wisconsin Municipalities “Urban Policy Forum.” Appleton, WI, June 7, 2018.
 - Professor Weinschenk presented on the 2016 presidential election at the Neville Public Museum’s “Hardcore History” lecture series.
 - Professor Coen has presented regularly since 2016 as part of the annual Foreign Policy Association’s *Great Decisions* Lecture Series at Mead Public Library and Manitowoc Public Library
 - Professor Coen presented her research on “Immigration Politics: Between Rights and Restrictions,” as part of the 2020 *Door County Talks* Lecture Series at the Door County Auditorium
 - Professor Helpap has provided multiple presentations for the UWGB Lifelong Learning Institute. Topics have ranged from policy making at the state level to the bureaucracy and regulations.
 - Professor Helpap provided a presentation “Toward a Better Budget: Assessing the Use and Value of Recommended Budgeting Guidelines” to the 2015 Wisconsin Government Finance Officers Association Winter Conference.
 - Professor Wheat was an invited Panelist for the “Symposium on Corruption, Economic Development, and Civil Liberties” at Lawrence University. Presented research titled “Holt v. Scovill: The Holt Family’s Fight for Environmental Justice and Civil Rights in Dickson, Tennessee” November 2019
 - Professor Wheat participated in Manitowoc Public Library’s *Great Decisions* 2019 Series. February 25, 2019. Talk titled “The Rise of Populism in Europe”
 - Professor Wheat participated in Sheboygan Public Library’s *Great Decisions* 2018 Series. October 4, 2018. Invited speaker for a talk titled “Media and Foreign Policy”
- UWGB Political Science co-sponsored the “Point/Counterpoint” event, which brought Karl Rove and David Axelrod to campus in 2019
- Professor Coen helped co-found and co-organize the university’s *Common CAHSS* annual conference series, with the first conference focusing on “Human Rights” in 2019 and the second conference focusing on “Environmental Sustainability” in 2020
- UWGB Political Science co-sponsored a panel discussion (featuring several former members of congress) on the 2020 presidential election with *Keep Our Republic* (a national nonprofit)

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)
 - We do not have any agreements with other institutions.