



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

School of Government & Public Policy

Academic Program Review Self-Study Report (2016 to 2023)



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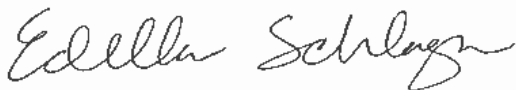
Message from our Director

Welcome to the School of Government and Public Policy. I am pleased to provide this in-depth review of our School covering the years from 2016 to 2023. This is our second Academic Performance Review. The first review covered our founding in 2009 through 2016. It was an exciting time; we were growing by leaps and bounds and were facing the challenges of such growth. Over the past seven years, we have continued to grow, creating new programs, forming new centers, and building relationships with our many community partners, locally and globally. We are currently one of the most diverse and largest degree granting units at UArizona, and we aspire to become one of the top Schools of Public and International Affairs in the country.

While our aspirations run high, we have a strong foundation to build from. We are unique in that we consist of a single, inter-disciplinary faculty who teach across all our programs; engage in shared research activities; serve our university, communities, and professions; and collaboratively govern our School. We are not political science and public management and policy, we are a single School of Government and Public Policy. Our vision is to help build a just world by solving complex problems at the intersection of politics and policy. We strive to do that by providing a world class education that places our students in leadership roles in public and non-profit organizations. Our award-winning faculty impact complex problems by mentoring students and collaborating with community partners to study and address climate change, inequality, race, conflict, resource scarcity, and migration, and how they intersect with justice. Together our staff and faculty attempt to create the best-in-class place to learn, research, work, and engage in service.

We have much work to do to achieve our vision and our aspirations. In subsection G. 4. and section L., we share next steps.

We are grateful that you are generously sharing your time and expertise in advising us on what we need to improve upon, and how we should move forward in realizing our vision.



Prof. Edella Schlager

Melody S. Robidoux Foundation Fund Leadership Chair & Director
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SECTION A: SELF-STUDY SUMMARY

A.1. Background on the School of Government & Public Policy

The School of Government & Public Policy (SGPP) is housed within the College of Social & Behavioral Sciences (SBS) at the University of Arizona (UArizona). SGPP was created in 2009 through the merger of the Department of Political Science (SBS) and the School of Public Administration and Policy (Eller College of Management). The faculty of the new SGPP chose to build together as a single faculty and administrative unit, rather than maintain distinct identities. This is a strength and a source of our success.

The SGPP is a unique unit within our disciplines. We have several units at institutions nationally who we identify as aspirational peers. As will become clear through this report, we are distinct from each of these peers when it comes to our structure and intrinsically interdisciplinary make up. Our peers are either a Department of Political Science or a School of Public Affairs. We are both things and much more. We are home to scholars of the core disciplines of political science, public policy, public administration, and public management, as well as those with terminal degrees in criminology, economics, law, marketing, sociology, and transportation. We are a unit that “walks-the-walk” of collaboration and multi-disciplinarity.

Since the last APR, we have continued to excel and are poised to serve as a dynamic driver of SBS and UArizona growth in student service, research productivity, and community outreach in the years ahead.

- *SGPP is home to an award-winning faculty.* Our colleagues are recipients of lifetime achievement, best book, best article, and emerging scholar awards from leading scholarly associations, as well as teaching excellence and distinguished scholarship awards from our college and UArizona.
- *We have successfully begun the process of diversifying our faculty... but we still have considerable distance to go.* At our founding in 2009, we had no colleagues who identified as part of a traditionally underrepresented minority (URM) group. By the time of our last APR, this number was just one. We now have five colleagues who identify as part of an URM group.
- *Faculty hold leadership roles in their disciplines.* We have served as editors or associate editors of the *Policy Studies Journal*, *Political Psychology*, *Journal of Peace Research*, *International Review of Public Administration*, and *Academy of Management, Public and Nonprofit Division*.
- *Our dedicated faculty and staff are contributing to SBS's and UArizona's lofty goals on external grant funding.* We have grown research expenditures four-fold during the current review period to approximately \$1million per year, including through grants from the National Science Foundation, U.S. Departments of Defense, Energy, and Justice, United States Institute of Peace, and USAID.
- *SGPP's PhD students have impressive research records.* During their time with us, our students have published at many of our discipline's top-ranking journals, including *American Political Science Review*, *Comparative Political Studies*, *Comparative Politics*, *Journal of Conflict Resolution*, *Public Management Review*, and *Water Policy*.
- *We have expanded access to our programs, including through the online campus.* With close to 2,200 majors, approximately 5% of all undergraduate students at the UArizona and more than 30% of those in the College of Social & Behavioral Sciences call the SGPP home.
- *We enroll, support, and graduate one of the largest and most diverse undergraduate populations.* 62% of our undergraduate students identify as female; 53% as international and/or underrepresented minority; 30% as Pell-eligible; and 35% as first-generation students.
- *We are at the forefront of UArizona's commitment to servingness.* We distribute more than \$150,000 annually in scholarships to serve and support our diverse student population.
- *Our programs are a driver of UArizona's development of a public service workforce for the Borderland region, State of Arizona, and beyond.* Graduates of our BA, BS, MA, MPA, MPP, and PhD programs now serve in local, state, and federal government departments and agencies.

- *SGPP researchers apply a diverse set of qualitative and quantitative social science methods to identify solutions to complex problems at the intersection of policy and politics.* Research addresses sustainable adaptation to climate change, democratic citizenship, polarization in politics, immigration policy, criminal justice reform, and protection of human rights.
- *Consistent with UArizona's land-grant mission, SGPP has effectively coupled student training, faculty research, and community outreach.* In 2020, we launched the Arizona Policy Lab, which provides evidence-based policy advice and research findings to public officials, industry, and citizens.
- *We have expanded and deepened partnerships with community organizations from nonprofit and government sectors.* More than 100 such organizations host more than 300 SGPP student interns annually, and partner with MPA student capstone teams.
- *We launched an ambitious plan to deepen and expand engagement with our alumni base.* After celebrating SGPP's 10th Anniversary in Fall 2019, we kicked off regular outreach to more than 10,000 alumni through a dedicated newsletter and invite many of our more recent graduates to engage with current students -e.g., through our widely loved annual discussion panel about career development that coincides with Homecoming celebrations on campus. We also recently completed the hire of an Assistant Director for SGPP with a portfolio that includes alumni engagement.
- *SGPP is both award winning and an economic driver for the College of Social & Behavioral Sciences and UArizona.* We have combined a large student footprint and track record of excellence – including a multi-award-winning administrative staff –with an efficient operational base in which our revenues represented between 120% and 180% of our costs on an annual basis (2016 to 2023).

A.2. The Regular Faculty

As of the start of the Fall 2023 semester, our regular faculty included 40 individuals across tenure-track and career-track lines (see Table 1). Our tenure-track faculty included 13 Full Professors, 8 Associate Professors, and 12 Assistant Professors, with a combined FTE of 30.05. Our career-track faculty includes 6 Assistant Professors of Practice and 1 Associate Professor of Practice (FTE of 5.2).

A.3. Adjunct Instructors

One of SGPP's greatest assets is our outstanding team of adjunct instructors, many of whom are working or retired professionals from law enforcement, criminal and legal institutions, and adjacent sectors. It is not an overstatement to say that running our undergraduate and graduate programs would not be possible without them. We will hire 37 adjunct faculty to teach a total of 52 classes in the 2023/24 academic session.

Our Fall 2023 schedule shows our reliance upon adjunct colleagues, who are instructing:

- Sections of courses that are core to our undergraduate programs, including:
 - POL202 Introduction to International Relations (all online degrees)
 - POL204 introduction to Comparative Politics (all online degrees)
 - PA330 Ethics for the Public Administrator (BS Public Management & Policy [PMPC])
 - PA406 Bureaucracy, Politics, & Policy (BS PMPC)
 - PA410 Introduction to Public & Nonprofit Financial Management (online BS PMPC, BS Criminal Justice Studies [CJS])
- Sections of courses that are popular electives on our undergraduate programs, including:
 - POL476 Women and the Law (online BA Political Science [POL], BA Law)
 - POL/PA479 Intelligence & US National Security (all online degrees)
 - PA332 Survey of Forensic Science (BS CJS)
 - PA347 Nature of Murder (BS CJS)
 - PA348 Discretion & Decision-Making (BS CJS)
 - PA351 Police Community Relations (BS CJS)

- 5 of the 12 classes offered on the online MA International Security Studies
- 6 of the 14 classes offered between the Master Public Administration and Master Public Policy

Table 1 SGPP Regular Faculty Overview by Rank (as of Fall 2023)

Position	Number	FTE	Names (SGPP FTE if <1.0)
<i>Tenure-track faculty</i>			
Full Professors	13	11.3	A. Braithwaite, Dovi, Henry, Klar, Kurzer, Milward, ¹ Mishler, ^{(.50)²} Peng, Poloni-Staudinger, ^{(.03)³} Schlager, Volgy, ^{(.80)⁴} Weber, Willerton.
Associate Professors	8	8	Bakkensen, Baldwin, J. Braithwaite, Kucik, ⁵ Schuler, Shmargad, Smith, Westerland.
Assistant Professors ⁶	12	10.75	An, Arnon, Barnett, ^{(.75)⁷} Bartos, Boustead, Brewer-Osorio, ^{(.25)⁸} Gonzalez, Jo, Osorio, Ryckman, Sanchez, Simon ^{(.75)⁹}
<i>subtotal</i>	34	30.05	
<i>Career-track faculty</i>			
Associate Professors of Practice	1	0.6	Letcher ^(.6)
Assistant Professors of Practice	6	4.6	Burgoyne, ^(.6) Hu, Lindsay, Palmer, ^(.5) Segura, Tryon ^(.5)
<i>subtotal</i>	7	5.2	
Total	40	35.25	

We reach a few conclusions from inspecting this list. First, many of these crucial instructors are hired year-after-year, but often just to teach one or two sections each year. Second, if we maintain the present arrangement, we make ourselves vulnerable to adjunct instructor departures. This has perhaps been most notable across the graduate programs. Third, we will always have a need for niche experts to teach specialized courses, especially on our BS CJS, MPA, and MPP programs. However, we would like to be able to cover some of these crucial topics with core faculty. Fourth, we currently cover all these salary costs on our SGPP budget while all TT and CT faculty across the college are covered centrally by the college budget. This is not sustainable given our tight budgetary situation at the unit level. Nor do we think it is fair given the scale of revenues generated by these classes to the benefit of the broader college.

A.4. Post-Doctoral Fellows

In recent years, with a growth in our external funding research expenditures, SGPP has also grown the number of postdoctoral fellows in residence within the School. As of Fall 2023, we are home to four individuals in such positions. This includes (in order of longevity in position) Dr. Nahrain Bet Younam, who is a member of the inaugural cohort of Presidential Postdoctoral Fellows at UArizona and mentored

¹ Brinton H. Milward is scheduled to retire after the Spring 2025 semester.

² Bill Mishler (0.5FTE since 2016/17) is scheduled to retire after the Spring 2024 semester.

³ Lori Poloni-Staudinger is the Dean of the College of SBS; her full FTE load is held outside of the SGPP.

⁴ Thomas J. Volgy (0.8FTE since January 2023) is scheduled to retire after the Spring 2025 semester.

⁵ Jeffrey Kucik is scheduled to depart after the Spring 2024 semester.

⁶ Tally excludes three new assistant professor hires who join SGPP after Fall 2023: (i) Gemma Smith (PhD from Stanford University; who joins Spring 2024); (ii) Tessa Provins (Assistant Professor at University of Pittsburgh; who joins in Fall 2024); (iii) Geneva Cole (Postdoc at College of William & Mary; who joins in Fall 2024).

⁷ Carolyn Barnett's tenure home is SGPP; she has a joint appointment (.25FTE) with the School of Middle East & North African Studies.

⁸ Susan Brewer-Osorio's tenure home (and .75FTE) is in the Center for Latin American Studies.

⁹ Samantha Simon's tenure home is SGPP; she has a joint appointment (.25FTE) with the School of Sociology.

by Prof. Alex Braithwaite; Dr. Bang Zheng, who is funded through a UArizona Research Innovation and Impact grant to the Arizona Voter Project and mentored by Prof. Chris Weber; Dr. YiJyun Lin, who is funded through a Department of Defense grant and mentored by Prof. Javier Osorio; and Dr. Rachel Van Nostrand, funded through a National Science Foundation grant and mentored by Prof. Alex Braithwaite.¹⁰

A.5. Academic Programs

SGPP is home to four undergraduate degree programs: Bachelor of Arts in Law, Bachelor of Arts in Political Science, Bachelor of Science in Criminal Justice Studies, and Bachelor of Science in Public Management and Policy. As of Fall 2023, all four programs are available to students on both main and online campuses. We also offer a minor in Government and Public Policy, available exclusively on the main campus. Each of these programs maintains very healthy numbers of students enrolled and graduating each year. As of end of the Spring 2023 semester, SGPP was home to 2250 majors¹¹ and 120 minors across both Main (in person) and Online campuses (see details in Table 2).

Table 2 Current #Majors in SGPP's Undergraduate Programs

Spring 2023	Political Science	Law	Public Management	Criminal Justice	Major Totals	GPP Minor
Main campus	558	626	66	695	1945	120
Online (+ distance) campus	57	245	3	N/A	305	N/A
Total	615	871	69	695	2250	120

At the graduate level, we have three residential programs: A Ph.D. program covering both Political Science and Public Affairs (Administration, Management, and Policy), the nationally accredited Master of Public Administration (MPA) program, and a Master of Public Policy (MPP) program. SGPP is also home to the fully online Master of Arts (MA) degree program and graduate certificate in International Security Studies (ISS). We also offer a graduate certificate in Collaborative Governance. Finally, we offer accelerated masters programs (AMPs) for undergraduates to gain early entry into the MPA, MPP, and ISS programs. Table 3 details the distribution of 209 students across these various programs as of the academic year.

Table 3 Enrollments in SGPP's Graduate Programs, 2022/23

2022/2023	Ph.D.	MPA	MPP	MA ISS	Certificate	Total
# Students	23	47	15	115	9	209

A.6. Roadmap for this Report

In the preceding sub-sections we have offered an overview of our large, complex, and successful School. In the remainder of this self-study report we offer a deeper dive into each of the School's programs, constituencies, major activities, and achievements. We also take the opportunity to offer a series of suggestions for how we believe our success can be continued and expanded. These suggestions are most directly discussed in Section G.4. **Anticipated outcomes with additional resources** and Section L: **FACULTY PLANNING**.

¹⁰ In addition, Dr. Elizabeth Baldwin is mentoring Dr. Haotian Cheng, who is a postdoctoral fellow in the School of Natural Resources and Environment as part of an NSF project on which Baldwin is a Co-PI. Finally, a new postdoctoral fellow, Dr. Dolunay Bulut, will join SGPP in January 2024, to be mentored by Prof. Paulette Kurzer.

¹¹ There are also 233 students currently enrolled on the BA Law program as part of the Arizona International campus. These students are served exclusively by our colleagues in the College of Law; thus, we are not including them in this count.

SECTION B: UNIT DESCRIPTION AND GOALS

B.1. The Vision, Role, and Scope of the SGPP

We strive to help build a just world by solving complex problems at the intersection of politics and policy.

SGPP is one of the largest schools at the University of Arizona and is uniquely situated to serve as a model for public affairs education. We engage in high-caliber research, teaching, community outreach, and civic leadership, preparing our graduates for leadership positions in the public, nonprofit, and private sectors. We are a multi-disciplinary school with a broad portfolio of innovative programs and degrees.

The School of Government and Public Policy leads with strong civic values. Civic leadership and social justice are at the heart of our degree programs and outreach activities. Our goal is to train citizens for effective participation in public affairs in the public, private, and nonprofit sectors in ways that enrich our democratic political system and civil society. We believe that it is critical to have a school and graduates engaged with an increasingly diverse society. Many of our graduates have found fulfilling jobs as city managers, heads of state government agencies, and leaders of nonprofit organizations. They also serve on community boards, run for elected office, and volunteer in their communities. Above all else, we are proud to say that our graduates are passionate about public service.

College is an expensive proposition, and we believe that our undergraduate students should receive excellent teaching, effective advising, exciting opportunities for community engagement, and exposure to creative scholarship from our internationally known faculty. We have award-winning, dedicated administrative staff and advisors who work to place hundreds of students in internships and other experiential learning opportunities each year. Many of these students' experiences are supported through scholarships and endowments, including generous support from donors such as Melody Robidoux, whose scholarships support law and political science students and along with Jon Dinesman supports student travel, living expenses, and tuition compensation, as well as the Rombach Institute's scholarships for students in criminal justice studies. We are also home to the award-winning Model United Nations Club, many recipients of college- and university-wide student awards, and several past and present leaders of the governance structures of the Associated Students of the University of Arizona (ASUA). This includes the immediate past President and the current President and Vice President.

This is a school where the faculty engages in cutting-edge scholarship. Our faculty consists of leaders across the subfields of our disciplines, as well as in critical areas like collaborative governance, conflict and security, democracy and dictatorship, environmental sustainability, law and policy, political and policy networks, and political psychology.

SGPP is home to several research- and engagement-oriented Centers. This includes:

- *The Arizona Policy Lab* promotes the creation of a just world by generating rigorous and actionable evidence that informs public policy and supports democratic governance; training the next generation of social scientists, policy analysts, and leaders; and serving the residents, communities, and governments of Arizona and beyond.
- *The Arizona Leadership Lab* promotes the creation of a just world by providing service and career experiences for our students; offering expertise and technical support to partners locally and globally; and engaging alumni in mentoring and service with students.

- *The Rombach Institute on Crime, Delinquency, and Corrections* is a privately endowed institute that supports students who specialize in criminal justice and invites high profile speakers to campus to address problems of crime like racial disparities in enforcement and sentencing.

B.2. SGPP's Strategic Goals

In the 2021/22 academic session, the SGPP faculty completed a strategic planning process. This process resulted in the five pillars and sets of initiatives identified in Figure 1.

Figure 1 The SGPP Strategic Plan

1. The SGPP Journey → Providing world class education that places students in leadership roles:

- Develop & implement robust recruitment plans across graduate programs (w/ Graduate College).
- Develop & implement robust retention plans across online programs (w/ Arizona Online).
- Expand scholarships & fellowships to support Justice, Equity, Diversity, and Inclusion opportunities.
- Target placement of graduates & alumni in positions meeting the needs of our diverse communities.
- Establish the Arizona Leadership Lab to include internships, professional development and mentoring, career development, alumni networks and services.

2. Grand Challenges → Impacting complex problems:

- Fund research clusters addressing grand challenges that intersect with justice (e.g., climate change, inequality, race, conflict, resource scarcity, migration).
- Incentivize & support grant-writing to increase research expenditures (w/ SBSRI and RII).
- Invest in the Arizona Policy Lab to build out technology, student research experiences, the AZ Voter Project, and to identify and support additional long-term projects (w/ UA Foundation and RII).

3. SGPP Excellence → Being the best-in-class place to learn, research, work, and engage in service:

- Build an appropriately sized, mapped, and paid administrative staff.
- Invest in an appropriately sized faculty that reflects the diversity of our student population.
- Incentivize & support staff training and professional development (w/ SBS and Human Resources).
- Develop a physical space that serves as a destination for our ~3,000 students, facilitates community and School identity, & supports people's wellbeing.

4. Strategic Initiatives for the Arizona Policy Lab:

- *Expand Undergraduate Research Experiences:*
 - Train and mentor students in research design, data collection, management, and analysis.
 - Provide paid opportunities to apply training as active members of faculty and graduate student research projects, including in collaboration with community partners.
- *Expand Researcher Impact:*
 - Develop omnibus surveys of students, state-wide voters and denizens, and national samples.
 - Provide access to resources to complete proof-of-concept outputs for external grant-seeking.
- *Provide Services to Community Partners:*
 - Deliver activities through the Arizona Voter Project to inform stakeholders and audiences about the state of Arizona's politics and policy.
 - Develop long term research relationships with large public and non-profit organizations with data intensive needs (e.g., Tucson Police Department; International Rescue Committee).

5. Strategic Initiatives for the Arizona Leadership Lab:

- *Internship Programs:*
 - Grow existing undergraduate internship program.
 - Expand graduate internship program including state, federal, and international opportunities.
 - Provide stipends for unpaid internships with justice- and inclusion-oriented organizations.
- *Professionalization Programs:*
 - Develop and deliver alumni-student networking events & programming.
 - Provide enhanced social media training and engagement.

- Support professional association student chapters and conference participation.
- *Careers Hub:*
 - Serve students & alumni by providing career advising, resume & cover letter writing, mock interviews, and connections with influential employers.

B.3. SGPP and the UArizona and College of SBS Strategic Plans

SGPP is a large and complex unit that is central to the strategic vision of UArizona and the College of SBS.

The UArizona’s strategic plan (see <https://strategicplan.arizona.edu/>), inspired by the Fourth Industrial Revolution, kicked off in 2018. It has five pillars of activity through which the UArizona defines its mission: “We will continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges” in pursuit of its vision: “Working together to expand human potential, explore new horizons and enrich life for all.”

Themes of justice, inclusion, and collaboration feature prominently in the strategic plan of the College of SBS, which went live in Summer 2023 (see <https://sbs.arizona.edu/strategic-plan>). This plan also identifies five pillars, aligning closely with the broader UArizona plan, with an identified mission, as follows: “We work to investigate ideas, transform social conditions, and tell unheard stories. We prepare students, engage in research, and collaborate with community partners to address everyday challenges, be thoughtful problem-solvers, and build solidarity with others across the world. We are rooted in the unique sense of place in our Borderlands region.” This is in pursuit of the powerful vision of: “A just world, together.”

In Figure 2, we lay out a brief description of the main pillars of the university and college plans (with overlaps grouped) and ways in which SGPP contributes to their success, at present and moving forward.

Figure 2 SGPP Contributions to the UArizona and College of SBS Strategic Plans

UArizona 1. The Wildcat Journey: Driving Student Success for a Changing World -

SBS 1. Promote Student Engagement & Success -

- SGPP is the largest unit/department on campus in terms of gross undergraduate student majors served. We also serve one of the most diverse student bodies as measured by URM, first generation, transfer, and pell-eligible statuses. Thus, we are at the forefront of campus-wide efforts to drive student success.

UArizona 2. Grand Challenges: Tackling Critical Problems at the Edges of Human Endeavor -

SBS 2. Support Impactful Research -

- SGPP personnel contribute centrally to the production of research funding and findings on topics of critical importance to our Borderlands region, including the sustainability of scarce natural resources, the governance of migration, political polarization, voting rights, and the protection of human rights.

UArizona 3. The Arizona Advantage: Advancing our Land Grant Mission to Drive Impact -

SBS 3. Connect with our Community –

- SGPP regularly partners with nonprofit organizations and government agencies in our local communities through MPA/MPP capstones, undergraduate and graduate internships, and collaborative research through the Arizona Policy Lab.

UArizona 4. UA Global: Redefining International –

- SGPP is providing growing numbers of seats in online classes for students enrolled in Arizona International. We also have plans to expand our participation in the UArizona’s micro campuses.

SBS 4. Invest in our People –

UArizona 5. Institutional Excellence -

SBS 5. Promote Sustainable Operations –

- As the parameters of the Activity Informed Budget (AIB) are clarified, SGPP plans to build on its current levels of investment in support for professional development and travel opportunities for staff, PhD students, and faculty.

SECTION C: UNIT HISTORY

C.1. Major changes since last review

The School of Government & Public Policy has experienced several changes since the last APR.

In terms of leadership and governance:

- *School Director*: Prof. H. Brinton Milward completed his decade as the inaugural Director of SGPP in 2019, at which time he was replaced by Prof. Edella Schlager, who is our current Director.
- *School Associate Director*: Our original Associate Director, Prof. Chad Westerland, stepped down from his position after nine years of service in 2018. He was replaced by current Associate Director, Prof. Alex Braithwaite.
- *Director of PhD Program*: Prof. Alex Braithwaite served as Director of the PhD Program between 2014 and 2018. Prof. Chris Weber then took over between 2018 and 2021. Prof. Jessica Maves Braithwaite has now served in this role since 2021.
- *Director of MPA/MPP Programs*: Prof. Craig Smith served as Director of the MPA and MPP programs from 2013 until 2021. Prof. Laura Bakkensen has now served in this role since 2021.
- *Director of Undergraduate Studies*: Prof. Faten Ghosn served as Director of Undergraduate Studies from 2016 to 2021. Profs. Kirssa Ryckman and Jeffrey Kucik have served in this role since 2021.
- *Assistant Directors*: Three new administrative leadership positions have been created:
 - Angela Hackett was appointed as Assistant Director of Faculty and Academic Affairs in 2022.
 - Sylvia Munoz was appointed as Assistant Director of Advising (reporting to SBS) in 2022.
 - Jennifer Bublitz was appointed as Assistant Director of Career Development & Community Engagement in August 2023.
- Both Undergraduate Student Advising and SGPP's business administration were formally moved into the College of SBS in 2019.

In terms of academic programs:

- We have launched each of our undergraduate programs in the UArizona Online campus: BA Law (2017), BA Political Science (2020), BS Criminal Justice Studies (2023), BS Public Management & Policy (2021).
- We introduced three “tracks” within the BS Public Management & Policy program: “Public Administration”, “Public Policy”, and “Environmental Policy.”
- We have proposed to rename the BS Public Management & Policy to BS Public Affairs.
- We have proposed streamlining the number of concentrations within the BA Political Science program.
- The Master in Public Administration (MPA) program was successfully re-accredited in 2022/23.

In terms of other structures:

- We founded the Arizona Policy Lab in 2021.
- We founded the Arizona Leadership Lab in 2022.

C.2. Summary of recommendations and responses to previous APR

The 2016 APR site visit team offered a series of recommendations for our unit. (See dedicated [website](#) for verbatim copy of the report.) The review was very useful and has featured prominently in subsequent

discussions of strategic priorities. The recommendations are identified below. We have grouped them according to area of focus. We provide a brief discussion of actions taken in response. Details of many of these actions feature throughout this self-study report.

C.2.a. Unit Leadership, Strategy, and Identity

APR recommendation: *Consider ways to broaden the leadership base, so as to cultivate successors who will have credibility and be accepted by faculty, staff, and students.*

- Background and action: The various program director roles listed above provide a pipeline for developing School leadership. Since the last APR, we have had a total of nine tenured faculty members serve as directors of our various degree programs. We consider this to be a rather healthy pipeline; however, it is vulnerable to at least two dynamics: (i) faculty departures - we have sadly seen two of these individuals resign their positions, in addition to another advanced Associate Professor who would have been well positioned to take on a leadership role in the future; (ii) faculty demographics – we are a “bottom-heavy” unit, which means the majority of our pipeline are at the Associate Professor rank with a relatively small proportion of faculty at the rank of Full Professor. Among the Full Professors, many have served in leadership roles, and others are on the verge of retirement. As such, a more intentional process for cultivating and supporting leadership training and development may still be warranted.

APR recommendation: *Engage in a strategic planning process.*

- Background and action: As discussed above, the School’s Executive Committee initiated a strategic planning process in the Summer 2021, with input from the faculty. This process was delayed by the global pandemic and was then timed to align with the parallel strategic planning process within the College. The College process was recently completed by the new Dean. Accordingly, we are now well positioned to work to align our own process and plans with those of the College.

APR recommendation: *Actively pursue the establishment of an identity that is projected through promotion, advertising, and recruitment of academic programs. Despite the lack of attention to student recruitment, SGPP is large and has seen significant enrollment growth through its programs. The Committee believes this growth could further accelerate with relatively modest SGPP-specific investments, either at the School, College, or University level.*

- Background and action: As discussed below, we aspire to be recognized in the company of a set of peer institutions that operate as “stand alone” or “college-like,” Schools of Public Affairs. As a unit within a very large College with both humanities and social science units, we have struggled to create an independent reputation on campus, let alone off-campus, as the venue for the study of politics and policy at the UArizona. This is partly because we have not had the space and resources to promote ourselves and partly because many other units have begun offering courses and programs in the “policy” space.

Nonetheless, we have carried out several activities designed to help develop identity. Internally, we have begun convening regular half-day faculty retreats to provide space and opportunities to discuss strategic visions for the School. We have also begun engaging in more outreach, including through expansion of the Arizona Policy Lab, online newsletters, community events, and the creation of a community advisory board. Moving forward, we will look to build on these successes by drawing upon the expertise and time of our Assistant Director of Outreach & Engagement, our program coordinator focused on student engagement, our internship coordinator, and communications consultant. Collectively they will lead the continued development of our external outreach.

C.2.b. Faculty

APR recommendations on hiring: (1) *Immediately hire in the area of criminal justice;* and (2) *SGPP and the College Dean should work together to develop a multi-year vision for hiring, in concert with the longer-term strategic plan for the school discussed in the previous point.*

- Background and action: When the previous site visit took place, SGPP's CJS major had 797 students enrolled on main campus. Yet, we had only 1 core faculty member (Mike Polakowski; retired end of Spring 2023) servicing this area. The site visit team rightly noted that under responsibility centered management (RCM), our budgeting model at UArizona at the time of their visit, strategic hiring that is aligned with programmatic growth should be incentivized. As part of this they strongly recommended that we hire immediately in the area of criminal justice. Unfortunately, this was not how RCM was being implemented in our College until the recent (July 1, 2023) transition to both a new Dean and a new budget model: Activity Informed Budgeting. Thus, our core faculty presence in criminal justice studies has grown only slowly. We were involved in a joint hire with the School of Sociology in 2016 that resulted in the hiring of (at the time) Assistant Professor Jennifer Carlson. Her initial duties were split .51 in the School of Sociology and .49 in SGPP. This distribution was changed to .8 in Sociology and .2 in SGPP as she approached consideration for tenure and promotion. She resigned from UArizona in May 2023. We have more recently hired five new regular faculty members, each with a range of expertise in criminal justice and criminology. This includes Bradley Bartos (hired in 2020), Charlotte Hu (2022), Xavier Segura (2022), Samantha Simon (2023), and Geneva Cole (due to join in 2024 after completing a postdoctoral fellowship at the College of William & Mary).

We have developed several hiring plans in the years since the last APR. These plans were addressed, if at all, on an annual basis, with little attention paid to the continuity of planning across years. With the arrival of a new Dean, we are hopeful that we can now engage in some multi-year hiring planning, recognizing that plans will change on the fringes. With this goal in mind, the SGPP faculty met in February 2023 to craft a three-year hiring plan. This plan is discussed below. It includes a request for 14 tenure- and career-track hires across themes of justice, resilience, politics, and policy.

APR recommendations on faculty affairs documentation: (1) *Develop a formal process of documentation and communication of standards for promotion and tenure;* (2) *Provide written guidelines and standards to all assistant professors at the outset of their appointments;* and (3) *If it has not already done so, the School should provide its NTT faculty with clear guidelines for advancement, support for professional development, and a voice in program planning.*

- Background and action: The SGPP faculty regularly revise and update both bylaws and guidelines for promotion and tenure. This latter document was most recently updated in Spring 2021 and includes clear details on unit-level guidelines and processes for reviews for both tenure- and career-track faculty. These materials are easily accessible on our website and shared with all incoming faculty: https://sgpp.arizona.edu/sites/sgpp.arizona.edu/files/SGPP_P-and-T-guidelines_20210331.pdf. Furthermore, all career track faculty are now provided with guidelines and support for advancement – including access to multiyear contracts, opportunities for promotions, and annual formal and informal meetings with the SGPP Director.

APR recommendations on annual performance reviews: (1) *Formalize a yearly meeting with each assistant professor with the program director and at least faculty member in the assistant professor's area of expertise. The meeting would focus on yearly progress and strategy for achieving promotion and tenure. This would occur in every year of the probationary period except for the third, when the third year review would perform similar functions;* and (2) *Include a classroom observation as part of the yearly meeting process.*

- **Background and action:** The first item – an annual meeting – has become established practice. The second item – classroom observations – are routinely included in retention and promotion processes. In the annual meeting, faculty members are encouraged to take advantage of the instructional resources and training provided by UCATS.

APR recommendations on grant-seeking: (1) *Create incentives and otherwise encourage faculty members to pursue sponsored research opportunities;* and (2) *Tie some grant getting (e.g., grants and contracts) to outreach activities.*

- **Background and action:** The SGPP has a long-standing (since its creation) practice of sharing 50% of the indirect costs (IDCs) recovered on external awards. This meant that approximately 8.5% of the overall IDCs on external awards were making their way to (the team) of investigators of record on each award. Under the new Activity Informed Budgeting model, this number is expected to increase to 10% of the total IDCs on the grant. These post-award mechanisms are viewed as a means of rewarding successful grant activities. In order to encourage and (perhaps more accurately) acknowledge efforts to seek grants, we have also introduced a flat-rate \$500 deposit into the research accounts of any faculty member submitting a proposal in response to an external grant competition for which there are full IDCs attached. This acknowledgment will be issued irrespective of the outcome of the proposal.

Since the creation of the Arizona Policy Lab, we have been pleased to witness several efforts to partner with community organizations and/or feature outreach prominently in proposals for internal and external funding. This includes a robust partnership between SGPP faculty and the Tucson Police Department under a Department of Justice grant, as well as support from both the Hispanic Serving Institution Initiatives Office and the Arizona Institute for Resilience’s International programs office to support the development of a working group on migration from central America that will see SGPP and other UArizona faculty partner with local NGOs who support asylum cases. The Arizona Policy Lab has also partnered with Arizona State University and Northern Arizona University on a grant from the Arizona Board of Regents and the Arizona Association of Counties focused on recruitment and retention of law enforcement personnel.

C.2.c. Undergraduate & Graduate Programs

APR recommendation: Increase the range of “capstone” options so that all students have a choice (not mutually exclusive) of senior theses, internships, study abroad, service learning, and other options.

- **Background and action:** Students on our BS Criminal Justice Studies and BS Public Management & Policy programs are required to complete internships. The option is also available to students on the BA Political Science and BA Law programs. In addition, all program fee-paying students (across all programs) are eligible to be nominated by faculty to serve as research fellows on faculty research projects. All students are also permitted opportunities to complete study abroad programs. However, these are all now managed through Arizona International. SGPP honors students work with our faculty to conduct research and complete theses. All students have access to a range of options.

APR recommendation: *Explore on a pilot basis the expanded use of “hybrid” or “flipped classroom” instruction for large general education classes.*

- **Background and action:** Two events have increased the possibility for instructors to do just this in their large intro courses: (1) We now have fully developed online versions of each of these courses, which means we have a repository of recorded lectures that can be used in in person versions of courses. (2) The push to virtual during the pandemic increased instructor comfort with available technologies for making this happen.

APR recommendation: *Consider use of discussion sections led by graduate assistants for large general education classes in lieu of an additional faculty lecture.*

- Background and action: This was the design of lecture-based intro classes in the Department of Political Science prior to the advent of the SGPP. We have not discussed this possibility since then. This is primarily because we have 2,500 undergraduate students and funding to support a PhD program between 25 and 35 student assistantships. So, sections would not be feasible without significantly increasing the workload burden on graduate students. We feel our current model of lecture-based courses is working pretty well. This is especially the case now that a number of these courses also take place in collaborative learning spaces, which facilitate group work.

APR recommendation: *Consider creating opportunities for selected graduate assistants to teach their own classes either during the summer term or in innovative formats such as one credit short courses. These and other alternatives could be done in conjunction with the Global Studies major as well as in SGPP.*

- Background and action: We have a long tradition of having advanced PhD students teach in person courses as instructors of record. We provide at least one such opportunity per semester. In addition, PhD students who have successfully completed comprehensive exams each teach classes as part of our online programs, with classes co-convened with main campus i-courses.

APR recommendation: *Consider combining the Foreign Affairs and International Relations concentrations in the Political Science major.*

- Background and action: We have had many discussions since 2016 about the best configuration of concentrations within the POL degree. Due to placing the program online, we somewhat delayed acting on this suggestion. However, we have processed a program change in Fall 2023 to be active in Fall 2024. This will see us moving from seven concentrations to four (General; American politics; Law and public policy; International & foreign affairs).

APR recommendation: *Consider reducing by one course, most likely among upper-division courses, for the political science and criminal justice majors to reduce instructional burdens and to be more in line with peer institutions.*

- Background and action: While have paid close attention to the structure of our degree programs. However, we did not move to reduce the number of upper division courses required in our programs. We are expecting, however, changes to lower division and general education requirements on all programs at UArizona considering the ongoing refreshing of general education.

APR recommendation: *Use a graduate assistant to handle routine scheduling and advising matters, especially during busy times of the semester.*

- Background and action: Until 2021, we had a dedicated staff member who took on these responsibilities. We are hopeful of being able to fill such a position again soon.

APR recommendation: *Expand the use of online resources and guides for routine advising matters.*

- Background and action: The advising team have done a fantastic job in recent years of reducing their reliance on printed copies of documents and providing streamlined, online processes where possible.

APR recommendation: *For non-online programs, calibrate program size to the number of tenure track and other faculty.*

- Background and action: We remain unclear what calibration would look like – i.e., what are appropriate student-faculty ratios on graduate programs, especially in a School that also serves approximately 2,500 undergraduate students.

APR recommendation: *Use additional funds from college or internal courses to supplement offers to the most promising graduate applicants.*

- Background and action: We have long been advocating for substantial increases in PhD student stipends. We are pleased that our last Provost instituted a stipend minimum across campus in 2021, which raised our stipends from approximately \$16,500 to \$21,000. Of course, this means that we still lag behind our peers (however defined), so we continue to advocate for additional autonomy to raise our stipends yet further, even if this pushes us out of alignment with other units in our college.

APR recommendation: *Target recruitment activities (e.g., faculty visits, mailings) to geographically proximate institutions as well as those colleges and universities that serve large numbers of historically underrepresented minorities.*

- Background and action: The review committee presented an interesting prompt here. We have not established a specific set of consistent practices in this regard. However, informally, the PhD director has worked hard to reach out to other universities within our Four Corners region, where large populations of underrepresented minorities are educated. In addition, we have hired an Assistant Director of Engagement and Outreach (August 2023) who will work with the graduate program directors on recruitment plans.

APR recommendation: *Create a partnership with Arizona State University School of Politics and Global Affairs to share advanced methodology courses online or through videoconferencing, using the model created in the Big Ten among Minnesota, Ohio State, Wisconsin, and Illinois.*

- Background and action: While we have not sought out such a relationship as a formal component of our program, we have seen the emergence and development of at least two substantive regional collaborations that have included graduate student participants. SGPP faculty were central to the development of the Four Corners Conflict Network in 2015, which now convenes an annual research meeting for faculty and PhD students at approximately 15 institutions in Arizona, Colorado, New Mexico, and Utah. A similar initiative, the Four Corners Political Psychology Network was initiated in 2023.

APR recommendation: *Create a graduate student exchange program with Arizona State School of Politics and Global Affairs in which graduate students present papers in a workshop at the partner institution on a reciprocal basis.*

- Background and action: As above.

C.2.d. Community & Alumni Outreach

APR recommendation: *Emphasize the importance of outreach as an independent element of faculty performance apart from professional service. As a land grant institution, the University has a responsibility to provide outreach services to the public. SGPP possesses exceptional personnel and programs that can greatly benefit the public, but it lacks a corporate vision for engaging with the public.*

- Background and action: We hope the Arizona Policy Lab and Arizona Leadership Lab will help provide faculty and students with a framework through which and opportunities to engage with community partners. In addition, we have hired an Assistant Director of Engagement and Outreach who will incorporate faculty engagement in outreach activities.

APR recommendation: *Start building an SGPP alumni network.*

- Background and action: As noted at the outset of this report, we are now in regular contact (via newsletters) with approximately 10,000 of our 15,000 alumni from SGPP. In addition, we have hired

an Assistant Director of Engagement and Outreach (August 2023) who has been tasked with developing a more robust alumni network. We are also pleased to report that SBS have also recently hired an alumni outreach specialist.

SECTION D: OVERVIEW OF THE UNIT’S ACADEMIC QUALITY

D.1. Reputational and outcome indicators

For those who are interested in such things, *US News & World Report* ranks SGPP’s public affairs 39th and political science 50th nationally among graduate programs.¹² As demonstrated in Table 4, this places SGPP somewhat lower than each of our aspirational peer institutions within our disciplinary rankings in both public affairs (they rank between 1st and 25th) and political science (they rank between 17th and 41st, with one unranked). However, the gap between us and our peer units is significantly narrower than is true for the overall UArizona ranking as compared to each of these peer institutions. This suggests a couple of important things to us. First, we can do yet more to make an impact on rankings. Given that we are a relatively junior (by rank) unit, we anticipate that our faculty and our research outputs will garner increased levels of attention moving forward, which will help us in these highly subjective ranking exercises. Second, we are above average campus-wide at the UArizona across all ranked disciplines and yet still have room for improvement. This would seem to imply we are already and can increasingly serve as a driver of rankings gains for the UArizona. Third, adjusting the balance between adjunct faculty and core faculty, as discussed above, would positively contribute to our rankings.

SGPP has dedicated, productive, and highly-honored faculty, staff, and students. Three quick examples demonstrate this quite clearly. First, in 2018, PS, a journal of the American Political Science Association, recognized Prof. H. Brinton Milward, 2019 winner of the Public Management Research Association’s H. George Frederickson Award for Lifetime Contributions to Public Management Research, as the 14th most cited scholar and Prof. Edella Schlager, 2022 winner of the APSA Science, Technology, & Environmental Politics Section’s Elinor Ostrom Lifetime Achievement Award, as the 25th most cited scholar in the combined subfields of public administration, public policy, public law, and political psychology.¹³ Second, between 2016 and 2021, Prof. Samara Klar won no fewer than six separate awards from sections of the American Political Science Association (APSA). Third, in 2018, the SGPP undergraduate academic advising team won the UArizona, campus-wide, Team Excellence Award. The collective 48 honors and awards accumulated by our faculty, staff, and students during the review period are detailed in

Table 56 SGPP Faculty Research Expertise

Faculty Expertise
Seung-Ho An is investigating the effects of employee and executive turnover and workforce diversity on the performance of public and non-profit organizations.
Daniel Arnon examines sources of lone actor political violence and its political consequences, as well as the politicization of and biases in measuring human rights violations.
Laura Bakkensen studies the economics and policy of natural disasters, identifying current hazard risks and evidence of adaptation to damages and fatalities across the globe.

¹² As good, empirical social scientists, we eschew most efforts to rank university departments on the basis of vague and hard to measure notions, such as “reputation.”¹² Rather, we evaluate ourselves on the basis of the actions we take, the opportunities we provide, and the outputs we produce.

¹³ <https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/political-science-400-with-citation-counts-by-cohort-gender-and-subfield/C1EDBF7220760F01A5C4A685DB3B3F44/core-reader>

Elizabeth Baldwin studies the way that governmental and non-governmental actors work together to solve complex problems around energy, water, and ecosystem management, in both the U.S. and in sub-Saharan Africa.

Carolyn Barnett examines whether the ostensible drivers of women's economic and political empowerment translate (or not) into practice, with a focus on the Middle East and North Africa.

Bradley Bartos's research leverages natural variation in criminal justice and social policies and employs quasi-experimental time-series designs to evaluate the impact of these policy changes on crime, injury, and mortality trends.

Anne Boustead focuses on more accurately exploring and measuring previously unrecognized variation in law, and using these measures to conduct more detailed evaluations of the impact of law on public health and safety outcomes.

Alex Braithwaite's recent research focuses on patterns of forced migration, as well as government uses of concentration camps, detention facilities, and border security.

Jessica Maves Braithwaite addresses the organizations involved in violent and nonviolent conflict, peacebuilding, and state repression.

Susan Brewer-Osorio's research looks at violence and peace building with a regional focus on Latin America, and specific analyses on counter-narcotics policy and effects on social resistance in Bolivia and armed conflict in Colombia.

Michael Burgoyne's research focuses on security in the Western Hemisphere, insurgency, transnational organized crime, alliances, and defense policy.

Suzanne Dovi's research is based in democratic theory, with specific focus on the representation of historically disadvantaged groups.

Frank Gonzalez's research involves using theories from social neuroscience to understand how people place themselves in groups in society, how group-related attitudes interact with "higher-level" ideological principles, and how this interaction impacts political opinions and behaviors.

Adam Douglas Henry's research interests occupy the intersection of public policy, sustainability science, and computational social science. He applies network analysis to the study of the policy process in domains such as energy policy, urban water management, and invasive species management.

Charlotte Hu researches many areas within Criminal Justice, particularly the courts, and cybercrime.

Suyeon Jo's research seeks to understand the engagement of a variety of different actors (including public agencies, private entities, nonprofit organizations, and individual citizens) in collaborative and participatory governance processes.

Samara Klar studies how individuals' personal identities and social surroundings influence their political attitudes and behavior

Jeffrey Kucik's current work examines America's complex relationship with economic globalization. He is primarily interested in how global markets contribute to domestic inequality. He also measures how trade disputes affect trade flows and policy behavior.

Paulette Kurzer focuses on (west) European politics with special interest in the interaction between national policy process and European decision-making. She focuses on public health, consumer protection, and housing policy.

Spencer Lindsay addresses racial attitudes and public opinion

Michael Letcher is interested in identifying effective tools and strategies to improve elected board performance and their relationship with their chief executive.

H. Brinton Milward's major contribution to public administration revolves around organizations, networks, and collaboration and how to manage networks effectively, which he calls managing the hollow state since it includes public, private and nonprofit organizations.

William Mishler is a specialist in democratic theory, he teaches and writes on public opinion, political representation, and the dynamics of citizen support for democratic parties, leaders and regimes.

Javier Osorio's research interests focus on understanding the micro-foundations and dynamics of political and criminal violence in Latin America.

Jun Peng's research focuses on public budgeting and financial management at the state and local level in the U.S., primarily on state and local government debt management and pension management, within the broader context of public budgeting.

Lori Poloni-Staudinger researches social movements and extra institutional political participation in Europe and the United States, with a substantive focus on environmental and women's movements.

Kirssa Cline Ryckman's research examines the intersections between violent and nonviolent political conflict. She is particularly interested in the role of civilian agency in conflict settings, the outcomes of nonviolent campaigns, and civilians' use of collective action in civil wars.

Lisa Sanchez's research utilizes quantitative methodologies to root out ethno-racial disparities in American politics, understand how disparities are perpetuated through the American political system, and address how they might be mitigated.

Edella Schlager conducts comparative institutional analysis of commons governing arrangements, with a specific focus on intergovernmental arrangements for managing watersheds.

Paul Schuler's research explores public opinion and institutions within authoritarian regimes. His regional focus is on East and Southeast Asia, with a particular focus on Vietnam.

Xavier Segura's research contributions highlight many of the disparities that our historically underrepresented student populations face, as well as the issues military veterans face throughout law and the Criminal Justice system.

Yotam Shmargad is a computational social scientist whose research focuses on understanding how social media platforms shape social and political life in the United States.

Samantha Simon uses ethnographic and qualitative methods to focus on violence, gender, race, and organizational inequality.

Craig Smith's research focuses on public sector contracting and cross-sectoral collaboration, with a particular interest in how governance arrangements and institutions can mitigate uncertainty in interorganizational relationships.

Thomas Volgy's work revolves around comparative foreign policy analysis, the study of international structures, analyses of conflict and cooperation processes in international politics, and comparative regional analysis.

Chris Weber specializes in political psychology in the context of American politics, political behavior, and quantitative methodology

Chad Westerland's research areas are American politics, judicial politics, and methodology. He applies innovative methodological solutions to important substantive questions about how political institutions shape behavior.

J. Pat Willerton's research interests are focused on Russian political elites, the Russian decision-making process, post-Soviet political institutional design, and on Russian foreign policy toward former Soviet Union countries.

Table 57 (in the appendix).

D.2. Comparison to peer institutions

In this section we provide some initial comparison of the SGPP to political science, public administration and management units in two populations of Schools: (i) all AAU public institutions and (ii) a list of 6 peer institutions with whom we believe we share something important in common. This shorter list includes Indiana University, University of Georgia, University of Southern California, University of Texas at Austin, University of Washington, and University of Wisconsin. Where applicable, we compare ourselves to both schools of public affairs and departments of political science at each of these institutions. The institutions were selected to provide relevant comparison to the SGPP across several characteristics, as detailed in Table 4. Three of them are identified by the Arizona Board of Regents (ABOR) as peer institutions for the UArizona. All of them are listed as Research-1 (very high activity) institutions by the American Association of Universities (AAU). Two of them are land-grant institutions. One of them is a Hispanic serving institution, a status to which a second aspires.

Table 4 Criteria for Identifying Peer Institutions

Institution (ranking)	Units (rankings)	ABOR	AAU - R1	Land-Grant	HSI
Univ. of Arizona (115)	School of Government & Public Policy (PA = 39 + PS = 50)	X	X	X	X
Indiana Univ. (73)	- Department of Political Science (28) - O'Neill School of Public & Environmental Affairs (1)		X		
Univ. of Georgia (47)	School of Public & International Affairs (PA = 7 + PS = 41)		X	X	
Univ. of Southern California (28)	- Department of Political Science & International Relations (POIR) (NR) - Price School of Public Policy (4)		X		<i>Aspire</i>
Univ. of Texas at Austin (32)	- Department of Government (19) - LBJ School of Public Affairs (10)	X	X		X
Univ. of Washington (40)	- Evan's School of Public Policy & Governance (8) - Department of Political Science (34)	X	X		
Univ. of Wisconsin (35)	- Department of Political Science (17) - La Follette School of Public Affairs (25)	X	X	X	

Note: Rankings are taken from 2024 US News & World Report

Error! Reference source not found. we provide some initial comparison between the SGPP and the eleven relevant units across our six aspirational peer institutions. This includes a comparison of approximate numbers of undergraduate and graduate students, administrative staff, and faculty. We also detail each unit's student-to-staff and student-to-faculty ratios. The intention here is for us to be able to characterize our school in comparison to populations at our peer departments *and* colleges.

Table 5 Comparison between SGPP and Peer Institutions

Institution	UG majors	Grad majors	Faculty	Students / Faculty	Staff	Students/ Staff
UArizona: SGPP	2250	200	40	50 ¹⁴	21	129
Indiana: Political Science	400	40	30	15	8	55
Indiana: O'Neill SPEA	1900	650	106	24	94	27
Georgia: SPIA	2200	300	66	38	49	51

¹⁴ You might notice that 50 is a smaller number than the product of dividing 2250 and 40. This is because for this ratio, we halved the number of students taught on our BA Law, the instruction on which is shared equally with the College of Law.

USC: POIR	1250	60	47	28	13	101
USC: Price School of Public Policy	750	1200	76	26	173	11
Texas: Dept. of Government	2200	100	66	35	9	255
Texas: LBJ School of Public Affairs	-	320	55	6	82	4
Washington: Evan's School	-	500	35	14	38	13
Washington: Political Science	1000	50	26	40	8	131
Wisconsin: Political Science	1200	75	38	34	7	182
Wisconsin: La Follette School	-	120	29	4	20	6

We reach a handful of important conclusions from drawing these comparisons. The SGPP is a unique unit. Only the School of Public and International Affairs (SPIA) at the University of Georgia is also home to degrees in political science and public affairs. However, even there these are housed in separate departments even if under the same college roof. SPIA is, though, operating on a similar scale to us in terms of size of student populations (we are home to 2250 undergraduates to their 2200 and 200 graduate students to their 300). Importantly, however, SPIA — like each of the other schools of public affairs in this list — is managed as a College.

While we are the largest unit on this list when measured in terms of student populations; we are dwarfed by each of the schools of public affairs when measured by either faculty or staff. Indeed, in this respect, we even look quite small when compared to the faculty sizes of our peer departments. This is reflected in the ratios. We have a students-to-faculty ratio (50:1) that larger than any other unit. Our equivalent students-to-staff ratio is much larger than each of the colleges on the list and roughly median for the departments. It is worth noting, though, that our staff count here includes several individuals who report directly to the College, which might not be the case for the peer departments included in this list. While this suggests we are incredibly efficient, it also suggests that our students' investments in their education are not providing them with numerical access to faculty and staff.

In drawing comparisons to peer institutions, it is difficult to track the relative success of our research productivity against that of a peer group —it would be time consuming to track individual outputs of faculty across each institution. Fortunately, UArizona subscribes to Academic Analytics, which attempts to draw such comparisons.¹⁵ In what follows, we compare ourselves with the 13 departments of which the above peer list of institutions is comprised.¹⁶ Academic Analytics collects data on 26 individual indicators across five outputs of research (articles, citations, books, awards, grants). They simply aggregate all observed outputs across these five for each individual¹⁷ in each unit. They then rank each unit by their total output.

This approach is not without its faults. For example, many indicators are absolute (not relative) counts, which biases in favor of larger (headcount) units. However, it does provide a starting point for a comparative conversation. What follows – in We reach a few quick conclusions from examining **Error! Not a valid bookmark self-reference.** First, SGPP faculty are highly productive and, as a consequence, highly ranked. Each of the individual component indicators under the “articles” and “citations” categories place us above median and approaching the 75th percentile ranking. Given the company we are keeping in this comparison set, this is a very satisfying outcome. Second, while our total (absolute) number of federal grants per faculty may lag a little behind the median, we are performing strongly in all other ways of measuring federal grant activity, including share of faculty with such grants, and levels of funding. Given the relatively junior profile of our faculty, we see this as a very strong showing. Third, our relatively junior status probably helps to

¹⁵ Academic Analytics draws data from CrossRef for journal articles and citations, from Baker & Taylor and the British Library for books, and from awarding agencies and federal granting agencies for awards and grants, respectively.

¹⁶ For this exercise, Georgia's SPIA was separated into its three component departments (political science, international affairs, public administration and policy).

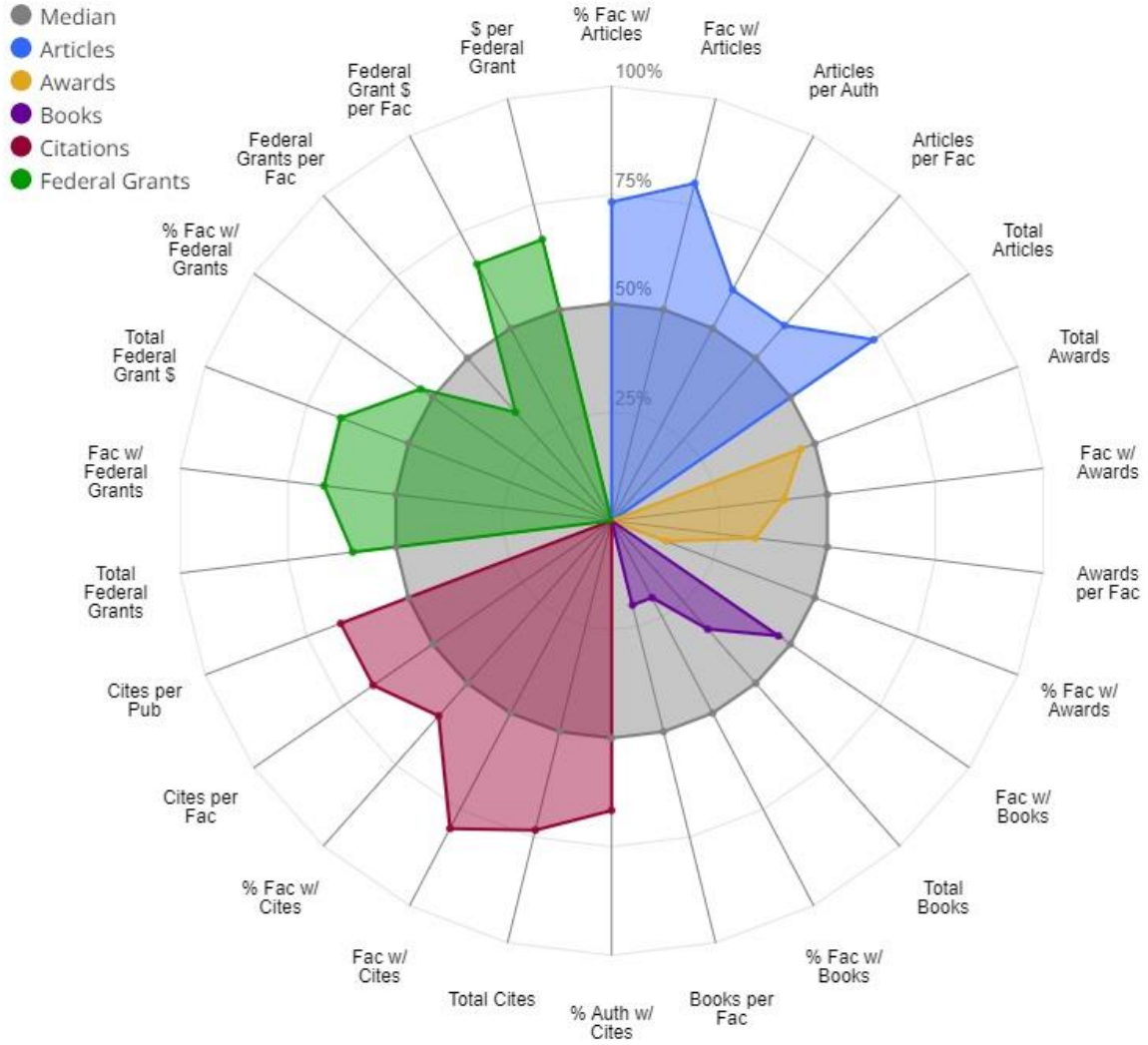
¹⁷ These counts were completed for faculty lists as of Fall 2021, which is now a little outdated.

explain why we lag behind the median unit with respect to numbers of books published and numbers of awards received by our faculty. We might typically expect that these outcomes would become more likely and frequent with faculty age and, accordingly, time in the profession.

Figure 3— is imprecise and should be taken with a pinch of salt. However, we have no reason to suspect it is uniquely biased in or against our favor. The radar plot in this figure shows SGPP’s ranking in comparison to its peers across each of the 26 indicators. As a reference, 100% represents the highest ranked unit on the list of 14 departments and colleges, and the grey zone reflects the median (50%) ranking unit.

We reach a few quick conclusions from examining **Error! Not a valid bookmark self-reference.** First, SGPP faculty are highly productive and, as a consequence, highly ranked. Each of the individual component indicators under the “articles” and “citations” categories place us above median and approaching the 75th percentile ranking. Given the company we are keeping in this comparison set, this is a very satisfying outcome. Second, while our total (absolute) number of federal grants per faculty may lag a little behind the median, we are performing strongly in all other ways of measuring federal grant activity, including share of faculty with such grants, and levels of funding. Given the relatively junior profile of our faculty, we see this as a very strong showing. Third, our relatively junior status probably helps to explain why we lag behind the median unit with respect to numbers of books published and numbers of awards received by our faculty. We might typically expect that these outcomes would become more likely and frequent with faculty age and, accordingly, time in the profession.

Figure 3 Radar Plot of Faculty Research Productivity in Comparison with 6 Peer Institutions



SECTION E: FACULTY

The SGPP regular faculty, which includes individuals on both the tenure- and career-track, has increased in size from 27.5FTE shortly after the last APR to the current level of 34.65FTE. This trend reflects recent College investments in tenure track faculty, which initially lagged well behind a doubling in student numbers observed during the prior APR cycle, and a modest increase in employment of career track faculty. Continued investments in faculty will be necessary to enable us to continue to provide at least minimal levels of coverage across the range of subfields in our multidisciplinary School and to increase our program coverage across online and international campuses. More substantial investments will be necessary to help us continue to grow as we face continued rounds of retirement of a generation of our long-time leading faculty. In sum, to maintain and grow our programs as well as increase student experiential opportunities, and expand community outreach and engagement will require consistent, robust levels of investment.

E.1. Overview of research and scholarly contributions

The SGPP regular faculty (which includes all individuals holding FTE in the School on either career or tenure track appointments) brings expertise from a wide range of disciplines, including political science, public administration, public management, public policy, criminology, law and society, economics, and sociology. They collectively provide intellectual leadership across these fields while also overseeing the instruction and administration of our eight diverse undergraduate and graduate programs. It is in this context that size matters. Simply stated, to continue to manage this breadth of areas, continued investment in faculty is of the utmost importance. This breadth of expertise is illustrated in [Table 56](#) (see appendix), which provides an alphabetical listing of all faculty with a summary of their main areas of research expertise.

Collectively, SGPP faculty are experts across subfields of several disciplines. In the field of **American Politics**, our expertise addresses public opinion, electoral processes, political psychology, voting behavior, identity politics, representation, judicial politics, and government institutions.

Our **Comparative Politics** faculty address comparative political economy and institutions, with a focus on regime change, human rights, criminal and political violence, and elite behavior.

SGPP is home to a growing group of faculty in **Criminal justice**, with expertise in minoritized populations' interactions with the criminal justice system, the practices and procedures of both courts and policing, cybercrime, and impact evaluation of policies in the criminal justice sphere.

Our **International Relations** faculty have expertise in the politics of conflict and conflict management, global market governance, regional and global hierarchies, and international cooperation.

Our faculty in **Public Affairs** hold expertise across public administration, public management, and public policy, including in the areas of comparative institutional analysis, organization theory, public and non-profit management, Human Resources, public budgeting, and social networks.

Where possible, we try to think of ourselves in terms of key **research clusters** that serve to reflect our interdisciplinary nature and challenge-oriented focus. Observed through this lens, our faculty have expertise in:

- How government, business, and the nonprofit sector employ ***collaborative governance*** to achieve solutions to complex policy problems using partnerships, alliances, and networks.
- The causes, conduct, management, and consequences of ***conflict and (in)security***, with particular attention paid to human rights, civil resistance, forced migration, and criminal violence.
- The use of ***data science*** and computational processes to extract insights about social and political processes from structured and unstructured data.

- The characteristics that define a country’s regime and in the politics of transition between *democracy and dictatorship*.
- *Environmental sustainability* and adaptations to climate change, with special focus on collaboration, networks, water, energy, and natural disasters.
- The empirical study of *law and public policy*, particularly in the areas of environmental law, international law, drug policy, and criminal justice.
- The emergence, evolution, and impact of *political and policy networks* in collaborative governance, digital democracy, and illicit activities.
- The influence of identity, biology, and ideology on voter behavior, public opinion, and public attitudes under the umbrella of *political psychology*.

The significance of the research contributions of the faculty of the SGPP can be observed both quantitatively and qualitatively through a summary of key outputs above and beyond those resulting in the honors awarded from external groups and organizations that were detailed earlier in this report. Collectively, our faculty are highly productive scholars who are well respected within their fields, both nationally and internationally. Since 2017, our faculty have published 413 peer reviewed articles, reports, conference proceedings, and book chapters. This is an average of almost 2 published outputs per year per faculty member (with a research workload allocation). Our faculty consistently publish in highly selective journals, including *American Journal of Political Science*, *American Political Science Review*, *Comparative Political Studies*, *International Organization*, *International Studies Quarterly*, *Journal of Politics*, *Journal of Public Administration and Management*, *Journal of Public Administration Research and Theory*, *Policy Studies Journal*, and *Public Administration Review*. We have also published 12 authored and edited books.¹⁸

E.2. Current and pending grants

Since 2017, faculty in the SGPP have generated more than \$4.5 million¹⁹ in external funding to support the various research enterprises discussed above. Table 6 illustrates the sharp up-tick in research expenditures that we have enjoyed over the review period, which approximates a four-fold increase. While these totals are impressive, they represent a still relatively modest source of revenue (in the form of F&A) for a unit of our size. We are hopeful of being able to increase this activity yet further moving forward, especially as our relatively junior – but incredibly active – faculty advances in their career development.

Table 6 SGPP Research Expenditures, 2016 – 2023

	2016	2017	2018	2019	2020	2021	2022
Research expenditures	\$281,147	\$254,149	\$490,144	\$755,935	\$1,024,445	\$555,413	\$926,157

Table 7 provides details of currently active grants and Table 8 those that are pending at the time of writing. These tables include both external and internal (to the UArizona) sources of funding. This reflects that we enjoy a relatively diverse set of sources of external funding, with the National Science Foundation nonetheless the primary source. The data also demonstrate the considerable remaining capacity in this area of revenue generation – that a relatively small number of colleagues are currently engaging in external grant-seeking. This means we have a relatively large pool of potential applicants for funding moving forward, assuming we can appropriately incentivize such behavior.

¹⁸ Note that these counts do not include any research produced by faculty who are no longer in SGPP.

¹⁹ This total includes active grants.

Table 7 Currently Active/Funded Faculty Research Grants

Faculty (Role)	Funding source	Amount awarded SGPP	Timeframe	Project title
Baldwin (Co-I)	National Science Foundation	\$78,155	09/01/2018 – 08/31/2024	CNH-L: Revealing the Hidden Ecoclimate Teleconnections Between Forest and Agriculture in the U.S. Enables Novel Governance Strategies for a Telecoupled World
Baldwin (PI) + Henry (Co-I)	National Science Foundation	\$1,580,012	01/01/2020 – 12/31/2024	Solving Grand Challenges in Coupled Natural Human Systems: Predicting Effective Governance Strategies for Managing Invasive Species
Bakkensen (Co-PI)	National Science Foundation	\$128,481	06/01/2023 – 06/31/2026	Using Weather Forecasts to Identify Economic Behavior
A. Braithwaite (PI)	National Science Foundation	\$362,328	08/01/2022 – 07/31/2024	Concentration Camp Systems: Data Collection and Dissemination
A. Braithwaite (Co-I)	USAID	\$76,834	12/08/2022 – 09/30/2024	Enhancing the Evidence for Humanitarian Action in the Face of Climate Change
A. Braithwaite (PI)	National Science Foundation	\$161,430	Start date TDC (3years)	The Militarized Dispute Data: 2015-2024 and Beyond
A. Braithwaite (PI) + Osorio (Co-PI)	UArizona Initiative for Resilience	\$15,000	08/01/2023 – 05/15/2024	Migration in the Americas Working Group (MAWG)
J. Braithwaite (PI)	National Science Foundation	\$64,161	09/01/2021 – 08/31/2024	Ghosts in the Machine: Militias and Paramilitaries in Militarized Interstate Conflicts
J. Braithwaite (PI)	National Science Foundation	\$139,394	04/01/2021 – 03/31/2024	Networks of Influence and Support in Peace Operations
J. Braithwaite PI	UArizona RII	\$14,944	01/25/2022 – 08/01/2024	Faculty Seed Grants Award for project "Understanding Non-State Conflicts".
Osorio (PI) + A. Braithwaite (Co-I)	US Dept. of Defense	\$660,000	08/13/2020 – 07/30/2023 (extension pending)	Analyzing Migration Patterns from Central America Using Natural Language Processing and Machine Learning.
Osorio (PI)	National Science Foundation	\$526,071	08/01/2021 – 07/31/2024	The Dynamics of Illicit Governance
Osorio (PI)	UArizona HSI Grant	\$7,955	08/01/2023 – 06/30/2024	Using GSI StoryMaps to Showcase UArizona Research on Migration
Ryckman (PI)	University of Arizona	\$13,840	07/01/2023 – 06/30/2024	Civilian Preferences in Times of War: The Goals of War-Related Protests.
Schlager (PI)	Israel Institute	\$200,000	03/30/2020 – 06/30/2025	Israel Institute Grant Agreement with University of Arizona
Schlager (PI)	UArizona RII	\$464,861	07/13/2020 - 06/30/2024	Support for the Arizona Policy Lab
Schuler (PI)	EGAP Metaketa V - UC Berkeley	\$349,826	07/08/2021 – 12/31/2023	Enhancing Female Participation in Communal Voluntary Contribution Project Choice Through Women's Action Committees in Vietnam
Weber (PI)	UArizona RII	\$600,000	07/01/2022 - 06/30/2025	Support for the Arizona Voter Project

Table 8 Pending Faculty Research Grants

Faculty (Role)	Funding source	Amount Requested SGPP	Funding period	Project title
An (PI)	U.S. Department of Justice	\$161,713	01/01/2023 – 12/31/2025	Barrios Seguros/Safe Neighborhoods: An Inclusive Approach to Community-Based Violence Intervention and Prevention
Boustead (PI)	National Institute of Health (Nationwide Children’s Hospital)	\$75,598	04/01/2023 – 03/31/2028	Impact of Recreational and Medical Marijuana Legalization on cannabis use disorders, serious mental illness, and mortality outcomes among Medicaid enrolled youth
Boustead (PI)	National Institute of Health (Nationwide Children’s Hospital)	\$157,892	12/01/2023 – 11/30/2028	Impact of Recreational and Medical Marijuana Legalization on cannabis use disorders, serious mental illness, and mortality outcomes among Medicaid enrolled youth
Boustead (PI)	National Science Foundation (The Rand Corporation)	\$167,545	01/01/2024 – 12/31/2027	Responses to Shifting Interpretations of Statutory Law: Evidence from Federal Criminal Computer Fraud and Hacking Cases
Boustead (PI)	National Institute of Justice (The Rand Corporation)	\$95,402	01/01/2024 – 06/30/2026	Breaking Hearts and Stealing Crypto: Exploring the Multi-faceted Impacts of Romance and Other Fraud Scams on Victims

E.3. Faculty leadership and influence in the academic profession

The SGPP faculty are highly active in their disciplines. As detailed in Table 58 (see appendix), faculty have collectively served on more than a dozen advisory boards, in seven journal editorial roles, and a handful of grant review boards. Moreover, they have served in dozens of leadership and committee roles at professional associations.

E.4. Teaching load, activities, and effectiveness

SGPP’s tenure-track faculty hold standard workload distributions, assigned to 40% teaching (a standard 2:2 teaching load), 40% research, and 20% service. Exceptions to this are four-fold: (i) faculty holding leadership roles, including as program directors, commonly have their load reduced by one or two classes; (ii) newly hired faculty often receive a short-term teaching reduction; (iii) temporary adjustments are made to accommodate family and medical leaves; and (iv) short-term reductions may be made at the Director’s discretion to enable faculty to concentrate on specific research projects. On the career track, faculty have varying workload distributions, with a 1.0FTE commonly distributed as follows: 60% teaching (a 3:3 teaching load) 30% to 40% service, and 0% to 10% research. Table 59Error! Reference source not found. (see appendix) details the classes that each regular faculty member has taught in the past year and is expected to teach this academic year.

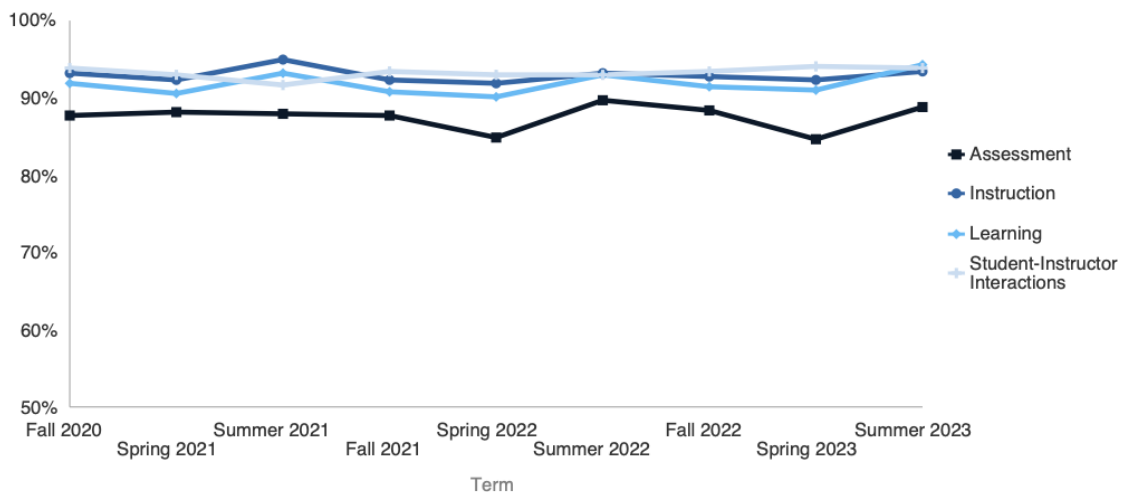
We pride ourselves on being a highly productive research faculty who care a great deal about and invest energy and creativity into the instruction of students across all our programs. The effectiveness of our collective teaching enterprise is reflected in multiple sources of evidence.

First, SGPP instructors consistently score highly on the student course surveys (SCSs) administered at the end of each semester on campus.²⁰ As a unit, we pay consistent attention to the SCSs. Our academic affairs team review these after each semester. We also ask our faculty evaluation committee to consider SCSs as part of our annual review of faculty. They also then feature in all discussions for promotion and review. We have long been aware, therefore, that SGPP courses are very positively evaluated by our students.

This is evident in Figure 4, which is a summary of SGPP’s course-level evaluations for each semester since Fall 2020. SCSs include about a dozen standard questions that can be aggregated into four categories: “assessment,” “instruction,” “learning,” and “student-instructor interactions.” This graph shows variation in summary evaluations of SGPP courses (both undergraduate and graduate) for these four categories. The value summarized is the combined positive/agree statements offered by students across each course. The graph demonstrates quite resoundingly that students evaluate SGPP’s courses very positively, with three of the four categories consistently above 90% and the fourth averaging out at about 87%.

These trends compare favorably with those at the College and University level, as shown in Table 9. Here we can see that SGPP’s average evaluations are higher than those for the University as a whole, across the board. In comparison with our near peers within the College, we find that values are essentially equivalent, with our numbers slightly lower for “assessment” and “student-instructor interactions” but slightly higher for both “instruction” and “learning,” which is likely where we are most keen to see positive evaluations from students.

Figure 4 Summary of SGPP Student Course Surveys (SCSs) over time



²⁰ UArizona introduced SCSs to replace the old Teacher-Course Evaluations (TCEs) in 2019. The goal was to focus student’s evaluations of courses on aspects of learning, rather than on their sentiments towards the instructors. This was part of ongoing efforts to reduce biases in the evaluation process. Here we focus our attention on just the post-2019 period.

Table 9 Comparison of SCS Scores, SGPP, SBS, UArizona (2019-2023)

Indicator	SGPP	SBS	UArizona
# courses	275	1,869	8,599
# students enrolled	25,240	225,986	1,394,452
# instructors	147	1,368	6,683
“Assessment”	86.7	88.0	84.1
“Instruction”	92.1	91.9	90.6
“Learning”	90.6	89.5	87.9
“Student-instructor interactions”	92.9	93.9	92.9

Second, a non-scientific read through recent peer reviews of teaching within the School (carried out during third-year, P&T, and other promotion reviews), reveals some interesting and consistent conclusions regarding one another’s teaching. Across the board, faculty are commended for their preparedness, the clarity of their presentations, their ability to engage their students in stimulating discussions. We also see frequent mention of efforts to relate course materials to events ongoing in the local, national, and global politics and policy. This all chimes nicely with the evidence we observed in reviewing the SCS output, as well.

Third, our faculty’s teaching excellence has also been reflected in their receipt of teaching awards from external offices. SGPP faculty have received teaching awards from the College of SBS, as well as from the Provost’s Office. We also have multiple faculty recipients of grants and fellowships through the UArizona Center for University Education Scholarship (CUES).

The above documented evidence points consistently towards SGPP being a high functioning instructional unit. Nonetheless, as demonstrated by our completed Rubric for Evaluating Departmental Teaching Quality (see Table 60 in the appendix **Error! Reference source not found.**), we recognize there are still several steps towards improvement from which we (as instructors) and our students would benefit.

E.5. Faculty recruitment and planned directions for future hires

As noted at the outset of this section, we have seen growth in the size of the faculty of the SGPP over the course of the review period. In Fall 2017, we had 27.5FTE faculty on the tenure- and career-tracks. Our hope coming out of the last APR was to be able to grow our faculty to something closer to 40 to 45 FTE in order to keep pace with the more than doubling in our student numbers that had occurred between the time of the School’s creation in 2009 and the writing of the last APR report in 2016 (throughout which time our faculty numbers had plateaued). We fell some way short of this goal. However, we have recently enjoyed more sustained growth, which has been welcome and necessary. Thus, we now number 34.65FTE.

provides a summary of the chronology of tenure-track and career-track faculty who were hired, retired, resigned, and were reviewed for promotion. This data makes clear several important trends in faculty size, and the narrative that follows highlights the influence of personnel changes over the review period. First, we have hired exclusively at the junior level. This is a prudent move financially. It also has helped us ensure that our faculty remains highly active. However, it has also placed pressure on the unit in terms of the readiness of its personnel to take on leadership roles.

Table 10 Faculty Hires, Retirements, Resignations, and Promotions

		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023+
Hire	Professor								
	Associate Professor								
	Assistant Professor	Sanchez	Boustead Gonzalez Kucik	Osorio Shmargad	An Jo	Bartos	Arnon Pavone	Barnett Ryckman ^{TC}	Cole ^(8/24) Simon ^(8/23) Smith ^(1/24) Provins ^(8/24)
	Assist. PoP	Ryckman		Brewer- Osorio		Palmer Tryon		Hu Segura	Burgoyne ^(8/23) Lindsay ^(8/23)
Resign / Retire	Professor	Dixon ^R					Ghosn ^D Peterson ^R	Norrander ^R	Mishler ^{R(5/24)} Milward ^{R(5/25)} Volgy ^{R(5/25)}
	Associate Professor					Cyr ^D		Polakowski ^R	Kucik ^{D(12/23)}
	Assistant Professor							Pavone ^D	
	Assist. PoP	Tidd ^R		Vance ^R			Emerson ^R		
Promote	Professor		Braithwaite ^P		Henry ^P Peng ^P	Ghosn ^P	Dovi ^P Weber ^P	Klar ^P	
	Associate Professor		Cyr ^T Klar ^T	Kucik ^T	Bakkensen ^T Braithwaite ^T	Baldwin ^T Schuler ^T	Shmargad ^T		
	Assoc. PoP				Ryckman ^P		Letcher ^P		

Note: Promotion and P&T decisions take effect July each year. P = promoted; T = promoted and tenured. TC = Track change from career track to tenure track; R = retired; D = resigned and departed; POP = Professor of Practice (career track).

Second, while in the first half of the review period, we successfully retained all faculty and, thus, grew in absolute size for a period of four years, we have since experienced a series of unavoidable losses to resignations and retirements. This has both limited our growth and further impacted our leadership base. Most resignations have involved senior associate or junior full professor colleagues. This trend is set to continue, with several senior colleagues having recently entered retirement agreements that culminate in Spring 2024 or 2025.

Third, we have enjoyed a 100% record of colleagues successfully being retained during their third-year reviews and being promoted (including both tenure- and career-track) when reviewed. This reflects excellent hiring decisions at the outset, sound mentoring practices, and, most obviously, outstanding performance by colleagues. This all results in the changing headcount of faculty (ignoring FTE) over the course of the APR period, as shown in Table 11.

Table 11 Headcount of SGPP Faculty Over Time

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Regular Faculty Headcount	30	31	35	34	35	37	39

The SGPP faculty have now met twice in the course of 2023 to detail a faculty hiring plan. The goal of the hiring plan is to continue to develop an innovative faculty that raises the school's stature, reflects and

represents the diversity of the SGPP student body and our community partners, and supports our vision to help build a just world by solving complex problems at the intersection of politics and policy.

The full hiring plan—Figure 5—identifies hires around broad themes of institutions, behavior, and social inequalities, each of which intersect with broader School, College, and University strategic priorities focusing on justice and resilience, understood through a focus on alleviating suffering and enhancing well-being. This included a request, forwarded to the Dean in Spring 2023 for five positions to advertise in 2023/24 with Fall 2024 starting dates on appointments. The Dean approved a plan for us to recruit on three of these lines. These searches are ongoing at the time of writing. We are pleased to be hiring a colleague who will come with tenure already in hand — our first senior hire in more than 10 years. They will be supported by the recently endowed Kanbay Chair in Ethical Governance. We are also hiring one junior colleague on the tenure track with a focus on international law and organizations, and one junior colleague on the career track in public organizational management who will provide central support and capacity for the development of core courses to be offered as part of an online version of our MPA program.

Figure 5 SGPP Faculty Hiring Plan, 2023/24 to 2025/26



E.6. Faculty compensation and comparison with peer institutions

SGPP’s faculty are highly productive researchers and dedicated to outreach and their instruction of large numbers of students. Accordingly, we believe they deserve generous salary compensation. In Table 12 we compare our faculty salaries (means and ranges) with those of several of our listed peer institutions. SGPP appears on the low end of the spectrum across all ranks and tracks in comparison to these peer institutions. Indeed, the only unit for which we received salary information that is comparable to SGPP is the School of Public & International Affairs (SPIA) at the University of Georgia. Even in this instance, while non-tenure track, assistants, and associates on the tenure track are all pretty much identical to SGPP salaries, at SPIA, full professors earn an extra \$20,000 on average.

E.7. Gender and race/ethnicity of faculty

As a School, we aspire to a time when our faculty’s demographic background more closely approximates that of our student populations and other local community stakeholders. Table 13 presents the SGPP faculty’s self-reported gender and race/ethnicity identities.

Table 12 Faculty Compensation: Salary Means, and Ranges

Rank	Arizona (SGPP)	Georgia (SPIA)	Indiana (O’Neill)	Texas (Govt)	Texas (LBJ)	Washington (Evans)	Wisconsin (PS)
Full (Range)	\$113k-\$222k	-	\$135k-\$336k	\$135k-\$300k	\$140k-\$380k	\$165k-\$223k	\$164k-\$316k
Full (Mean)	\$146k	\$163k	\$186k	\$209k	\$240k	\$190k	-
Assoc. (Range)	\$97k-\$149k	-	\$109k-\$166k	\$94k-\$200k	\$115k-\$164k	\$130k-\$165k	\$122k-\$174k
Assoc. (Mean)	\$113k	\$113k	\$139k	\$143k	\$145k	\$144k	-
Assist. (Range)	\$87k-\$101k	-	\$95k-\$124k	\$90k-\$130k	\$105k-\$148k	\$111k-\$120k	\$100k-\$113k
Assist. (Mean)	\$93k	\$93k	\$106k	\$105k	\$125k	\$116k	-
Non-tenure	\$68k-\$80k	\$65k-\$85k	\$90k-\$100k	-	\$95k-\$120k	-	-

Note: The Table includes only those units that were willing to share information. Administrators at USC declined to offer salary information, citing the fact they are a private institution. We suspect their salaries are somewhat higher than the mean. Any other peer institution not listed simply did not respond to our specific request for salary information.

Table 13 Self-Reported Demographic Identities and Backgrounds of SGPP Faculty

Category	Self-reported SGPP (N = 37)
Male - Female	57% – 43%
White – Not white	73% – 27%
US born – Foreign born	70% – 30%
First generation student	41%

For a brief period prior to the onset of the global pandemic, SGPP had reached relative parity in the gender identification of our faculty. As a result of a series of resignations and retirements by senior female colleagues, we have strayed once again towards a male-identifying majority (now 57% of the regular faculty). Recent hires will, though, see us once again draw closer to a mark of parity.

More than one-quarter of the faculty (27%) identify as not White. This proportion remains far lower than the representation of these groups in our student (48% to 60% of undergraduates, depending upon program, and 35% to 65% of graduate students) and staff (33%) populations. However, whereas in 2016 only one of our faculty identified as part of an underrepresented minority group (i.e., Black, Latino, or Native American), five of our colleagues now meet such a designation. This change reflects some intentional effort on the part of the School to proactively recruit faculty who better reflect our key stakeholder constituencies. This includes efforts to hire in substantive areas addressing social inequalities and injustices, as well as attempts to participate in UArizona’s recruitment opportunities, through Strategic Priorities Faculty Initiative (SPFI) and the relatively new Presidential Postdoctoral Fellowship Program (PPFP).

Finally, we are proud to have our faculty reflect the experiences of our international and first-generation student populations here at the UArizona. Approximately 30% of faculty were born outside of the US and more than 40% were themselves first generation undergraduate students. This is just two of the ways in which our faculty are representative of and potentially approachable and inspirational for our students.

E.8. Faculty Curriculum Vitae

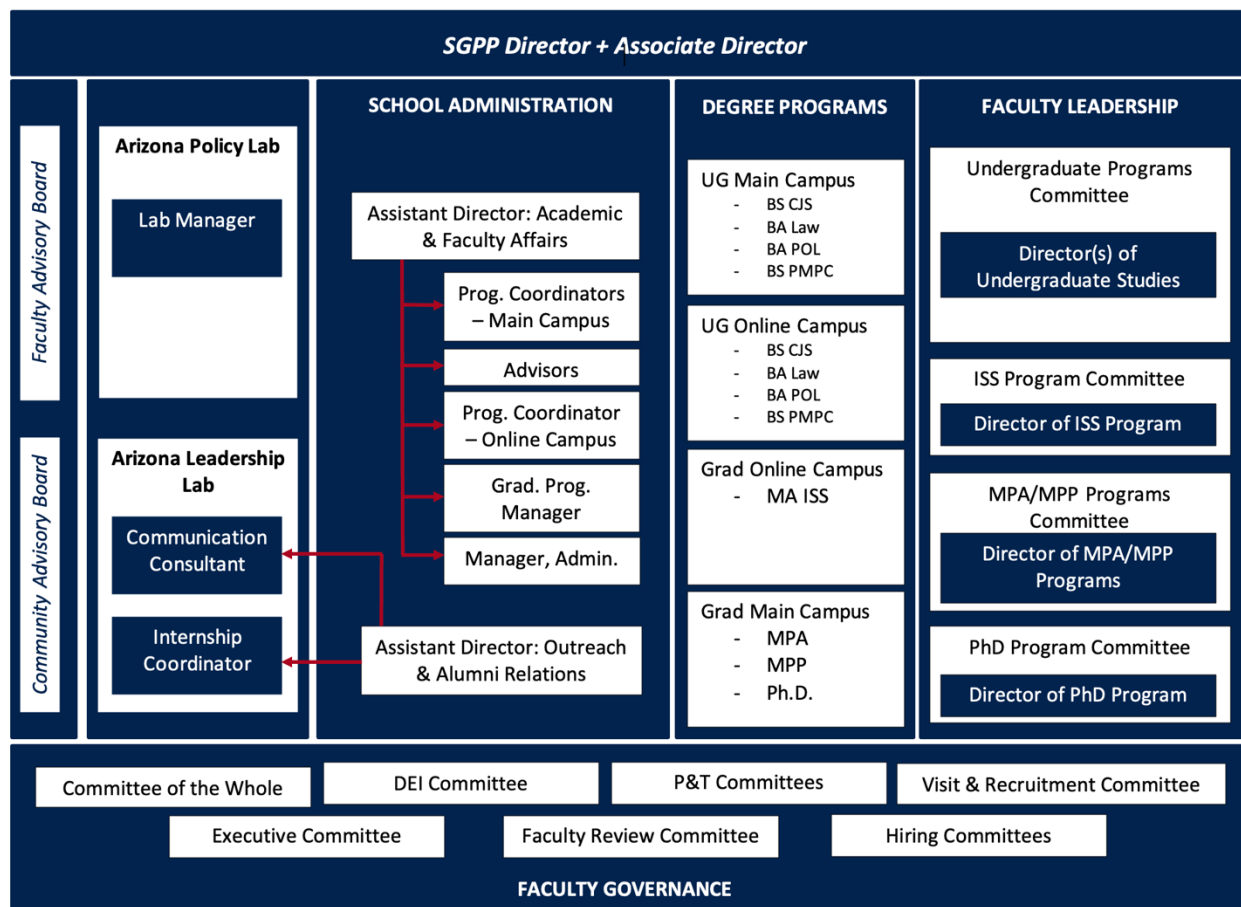
Recent copies of CVs for all regular faculty are available [here](#).

SECTION F: UNIT ADMINISTRATION

F.1. School organization

Figure 6 provides an organizational chart detailing the overall governance structure of the SGPP, including the involvement of faculty at the program level.

Figure 6 SGPP Governance Structure



As depicted at the top and bottom of the figure, faculty play a central role in governance of the SGPP. Faculty leadership of the School is held in the positions of Director and Associate Director. Unit bylaws identify the responsibilities of these two positions in the following way.

The **Director** has the following major responsibilities: exercising leadership in all functions of the School, evaluating faculty performance (under the provisions of the University Handbook for Appointed Personnel), providing the administrative support for the major functions of the School, developing and executing a plan for fundraising, and representing the interests of the School and faculty to the administration of the University and outside groups where appropriate. The Director will ensure the integrity of the School's programs by devoting sufficient resources and faculty to maintain national accreditation of programs, and also will work to maintain and improve the quality and ranking of all programs in the School. The Director will attend and actively participate in appropriate professional associations. Among other tasks, the Director:

- reports on the School to the Committee of the Whole at least once a semester;
- discusses with each faculty member professional goals and workload allocation. This agreement will form the basis of the annual performance review for each member of the faculty;
- allocates operations, travel, and capital budgets;
- schedules classes and assigns instructors to classes.

The *Associate Director* reports directly to the Director. The role of the Associate Director is focused primarily upon matters internal to the School, including contributing to the management of budgeting, curriculum, and personnel. The precise duties and responsibilities of the Associate Director are coordinated through conversation with the Director and designed to reflect the needs of the School and the strengths of the candidate.

In addition, faculty provide governance of the School through a series of five standing committees, as follows:

- The *Committee of the Whole* is convened at least twice a semester. Additional meetings may be called by the Director in consultation with the Executive Committee or by petition of one-third of regular faculty in residence. When convened, the committee hears reports by the Director and the chairs of the standing committees and acts on items brought before it by the Director, chairs of the standing committees, and by faculty who may have appropriate items for the agenda. The Director will present an annual report on the budget of the School
- The Director consults with the *Executive Committee* on School policy and priorities, the budget and the spending of funds (except for matters of salaries), the selection of administrative personnel, the selection of faculty to standing committees where appropriate, the creation of non-standing committees, and on such other matters as may arise.
- The *DEI Committee* is responsible for providing recommendations and proposals to the Director and SGPP faculty on initiatives and approaches to: (i) fostering and promoting an inclusive atmosphere within the School; (ii) facilitating training opportunities, services, and assistance to students, faculty, and staff so the School operates in a diverse, equitable, and inclusive environment; (iii) promoting the development of a curriculum that engages with various groups and approaches; (iv) proposing guidelines, policies, and activities that promote an academic environment that promotes informed and respectful dialogue; (v) identifying other issues and opportunities regarding diversity, equity, and inclusion that require attention; and (vi) coordinating with the Committee on Recruitment and Visitors to help the School meet its hiring priorities and retention efforts, especially as related to representation.
- The responsibilities of the *Evaluation Committee* are based on the University Handbook for Appointed Personnel. In addition to following the University's policy, the committee will also base its faculty evaluations on each faculty member's workload agreement developed by the faculty member and the Director at the beginning of each academic year.
- *The Visitors & Recruitment Committee* is responsible for i) organizing the SGPP speaker series; ii) serving an advisory role on other public-facing events held by SGPP, as requested by members organizing these events, including workshops, symposia, and local conferences; iii) identifying and providing recommendations to the Director regarding strategic hiring initiatives, including SPFI and presidential postdoc candidates; iv) coordinating with the Diversity, Equity, and Inclusion Committee to help the school meet its hiring priorities and retention efforts, especially as related to representation.

More complete descriptions of each of these faculty committees is included in our unit's bylaws, which can be found [online](#).

Through the core of the figure, we see (from right to left) personnel roles in faculty directorship of each of our four collections of programs, a reminder of the structure of these four collections of programs, the School’s administrative staff structure, the staffing of our Arizona Policy and Leadership Labs, and, finally, our two advisory boards – a faculty board overseeing the functioning of the Arizona Policy Lab and a community advisory board providing insights for governance of the School as a whole. These boards will primarily be focused on providing ideas to unit leadership for deeper community engagement and outreach, as well as opportunities for student mentoring and networking.

F.2. Staff and appointed professionals

The SGPP is home to a world-class and multiple award-winning administrative staff. Many of our staff have chosen to remain within SGPP, because of their deep commitment and loyalty to the unit, their colleagues, and the wonderful students that we collectively serve. Nonetheless, we have experienced some turnover problems over the years. This primarily comes in the form of difficulty retaining excellent staff who can receive significantly higher levels of compensation for parallel positions in other colleges.

Table 14 provides a snapshot of SGPP’s current administrative staff. This reflects both those individuals who report directly to the SGPP Director, as well as those (in academic advising and business administration functions) who report to leadership within the College of Social & Behavioral Sciences.

Table 14 SGPP Administrative Staff (as of Fall 2023)

Position	Number	FTE	Names <small>(Local FTE if <1.0)</small>
<i>Staff reporting to SGPP</i>			
Assistant Director	2	2	Jennifer Bublitz; Angela Hackett
Manager, Administration	1	1	Elizabeth Santander
Program Coordinator, Senior	2	2	Jessica Beauchesne; Sabryna Jaimez
Program Coordinator	1	1	Juliana Juarez
Graduate Programs Manager	1	1	Christina Inocencio
Communications Consultant	1	1	Jailine Villalobos-Rodriguez
Internship Coordinator	1	1	Laureana Jones
Arizona Policy Lab Manager	1	1	Fatih Erol
<i>subtotal</i>	10	10	
<i>Staff reporting to SBS</i>			
Assistant Director	1	0.8	Sylvia Munoz ²¹
Academic Advisors	8	7	Justin Betts; Adriana Campas; Michael Greeley; Kristin Kiepke; Deborah Marlow ²² ; Meredith Parker ²³ ; Marcus Shepherd; Sarah Williams
Business Administrators	2	2	Gabriele Valencia; Beth Zimmer
<i>subtotal</i>	11	9.8	
Total	21	19.8	

²¹ As Assistant Director of Advising, Sylvia Munoz provides approx. 20% of her time to College-wide activities.

²² Contributes approximately 75% time to SGPP online programs. The other 25% is dedicated to programs in other units.

²³ Contributes approximately 25% time to SGPP online programs. The other 75% is dedicated to programs in other units.

F.3. Gender and race/ethnicity of staff and appointed professionals

To gauge the race/ethnicity and gender identification of our unit’s administrative staff, we invited them to complete an online survey. Table 15 provides details of the outcome of this survey. Just 9 individuals provided complete information on these dimensions. We can see that most of our staff colleagues identify as female and white. Approximately two-thirds also identify as first-generation students. In other words, our staff relatively closely mirror the demographics of the student population that they support.

Table 15 Self-Reported Demographic Identities and Backgrounds of SGPP Staff

Category	Self-reported SGPP (N = 9)
Male – Female - Transgender	22% – 67% – 11%
White – Not white	67% – 33%
First generation student	67%

F.4. Adequacy of staff support

Our administrative staff has grown meaningfully since the last APR was completed. Back in Spring 2016, we were supported by thirteen (13) administrative staff, comprised of one office coordinator, one office specialist, two graduate coordinators, one administrative secretary, three senior academic advisors, three academic advisors, one senior business manager, and one business manager. This has now increased to 21 individuals, as was highlighted in Table 14.

Two dynamics have arguably meant that we have not consistently benefited from this general increase. First, as shown in Table 16, our levels of administrative coverage have grown slightly over time. However, this belies the fact that precise numbers have fluctuated quite frequently at moments in time where we have lost key coverage that has simply not been replaced quickly enough. This has resulted in periods of time where remaining staff have had to carry very heavy burdens. A solution to this dynamic would involve being given the authority to make retention offers to high performing staff who are offered positions elsewhere.

Table 16 SGPP Administrative Staff over Time

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Regular Staff Headcount	11	11	12	8 admin + 6 advisors	5 admin + 2 business + 7 advisors + lab manager	6 admin + 2 business + 8 advisors + lab manager	7 admin ²⁴ + 2 business + 9 advisors + lab manager

Second, the College took the decision back in 2019 to move two key administrative functions out of unit-level governance structures. Our advising team now report directly to the Director of Advising in SBS, under the Associate Dean for Academic Affairs & Student Success. At a similar time, our two business administrators were moved into a team of four within a Business Center that supports the four units housed within our building. This “efficiency” saving had the effect of reducing capacity providing support to SGPP. Consistent, dedicated business personnel is a crucial component of a School as large and active as ours.

²⁴ This total is accurate at end of Spring 2023. We have since hired two individuals (Bublitz and Juarez) into brand new administrative positions, which gives us our full complement of 21 people in our team.

We recently surveyed the administrative staff of SGPP. Table 17 presents average (mean) responses to a 21-question survey distributed via Qualtrics to SGPP administrative staff. This survey was designed with a view to gauging their collective view of our unit’s current operations and trajectory, as well as our support for them as individual members of our team. All responses were offered on a 5-point scale from strongly disagree (a “1”) through to strongly agree (a “5”). The survey was administered in such a fashion as to be able to maintain anonymity. We did, however, ask staff to identify whether they report directly to someone in SGPP or to someone in the College of SBS. Accordingly, we present summary statistics for the whole staff (we received 10 complete responses), as well as for sub-groups of SGPP and SBS reports.

Table 14 SGPP Administrative Staff (as of Fall 2023) Table 17 Survey of SGPP Staff

Question	Mean Score 5 = strongly agree 1 = strongly disagree		
	All staff (N = 10)	SGPP reports (N = 5)	SBS reports (N = 5)
SGPP leadership supports me and my coworkers	4.80	5.00	4.60
I am comfortable contacting SGPP leadership when I have concerns related to my job responsibilities	4.70	4.80	4.60
I believe SGPP leadership has my professional best interests in mind when making program decisions.	4.22	4.40	4.00
The faculty in SGPP are accessible to me regarding academic and student concerns	4.10	4.20	4.00
Staffing levels in SGPP are adequate to meet the needs of students and academic activities	2.11	2.40	1.75
I support and engage with the goals/mission of the school leadership	4.78	4.60	5.00
Staff salaries are equitable and comparable with like titled staff across campus	2.11	2.20	2.00
I feel respected and valued as a staff member in SGPP	4.78	4.80	4.75
In general, I believe SGPP is moving in the right direction	4.67	4.80	4.50
I believe SGPP provides staff with a healthy and collegial work environment	4.89	4.80	5.00
SGPP encourages my professional development through opportunities to engage in training	4.75	4.80	4.67
SGPP provides financial support to encourage staff to engage in professional development opportunities	3.88	4.20	3.33
SGPP encourages me professionally when I have new initiatives or projects I would like to explore	4.75	4.60	5.00
I am provided all the necessary tools and physical resources to complete my job effectively	4.88	4.80	5.00
I believe my supervisor values my input and contributions to SGPP	4.86	4.80	5.00
SGPP allows me autonomy to complete my professional responsibilities as needed without undo oversight	4.89	5.00	4.75
I am included in SGPP discussions and decisions that related to my area of professional responsibility	4.55	4.60	4.50
I am provided professional advice and mentorship by SGPP leadership	4.13	4.40	3.67
I have opportunities for promotions and job growth within SGPP	2.38	2.80	2.00
My contributions to SGPP academic success are recognized and celebrated	4.55	4.60	4.50
I would recommend SGPP as a place to work	4.60	4.80	4.40

These survey responses highlight several important points that warrant comment. Overall, there seem to be high levels of support for the idea that administrative staff feel supported in their positions and their careers, in general, and that they feel respected. Folks also seem to agree that SGPP provides a collegial work environment, one that they would recommend to others who may be considering employment with us.

Importantly, however, there also seems to be broad agreement there are insufficient resources to be able to complete their jobs to the highest standard, that SGPP would be better served with extra members of the administrative staff team, and that more resources could be invested in their professional development. These comments once again highlight the potential benefits of additional investment in the SGPP.

It is also worth noting that there are subtle signs here of a sense of separation between staff and faculty (including leadership). In general, questions that are specifically about connections with faculty or leadership, while still high in an absolute sense, tend to return slightly lower averages than those that are reflections on positions in general. This is a crucial point that signals to us that more could be done to broadly engage the full team in team-building initiatives.

With additions made in the last six months (replacements and two new positions), we feel we are now close to being appropriately sized with respect to administrative staff. Our hope, though, is to be able to continue to expand the size of the administrative team. First, we hope to bring in team members who can provide cover for our main front office as well as for the front desk in our advising center. Second, with our expansion into online, ongoing efforts to expand our range of minors, and the movement of some of the allocation of our assistant director of advising, we have growing needs for additional advising capacity. Third, as we expand our in-person and online program offerings, we would surely benefit from additional staff with recruitment and marketing expertise.

As a final note, it is the case that most staff positions, whether centrally within SGPP or supporting SGPP from SBS, are not in career pathways with clear or obvious lines of promotion within the unit. This means that staff will often have to leave their positions with responsibilities to SGPP and its students to gain promotion and career advancement. We would like the opportunity to remedy this by building in pathways for promotion within the unit and, more broadly, providing opportunities for staff to gain managerial experience without having to leave the unit.

SECTION G: UNIT RESOURCES

G.1. Support services within SGPP

By and large, support services at the UArizona are centralized either within Colleges (e.g., technology managed through SBSTech, and marketing and communications through SBS MarComm) or campus-wide (e.g., student career services through SECD and instructional support services through UCATT) or both (e.g., SBS Research Institute (SBSRI) and Research Development Services (RDS) within the office of the VP for Research Innovation and Impact (RII)). SGPP's personnel draw consistently upon these centralized resources.

In recent years, we have worked to complement these centralized services with two key facilities within the SGPP. The Arizona Policy Lab was founded in 2020 as a means of supporting researchers in generating rigorous and actionable evidence that informs public policy and supports democratic governance. The Lab is run by a dedicated Lab Manager, who is actively involved in training students in key data science skills, in managing the conduct of lab-based surveying and focus group research activities, and facilitating the development of connections to community partners. This is a resource that we are pleased to see increasing numbers of students and faculty embracing.

The Arizona Voter Project was created in 2021 in collaboration with the UArizona's Government and Community Relations and the Arizona Policy Lab. Spearheaded by Professor Chris Weber with initial startup funding provided by RII, the AVP is a collaboration with the Arizona Secretary of State's Office to package public data, survey data, and statistical analysis in an easily digestible format. The AVP creates interactive visualizations and data assets to cultivate greater learning about Arizona politics and policy. The AVP is scheduled to launch once it is provided with a budget and staff.

We are currently launching the Arizona Leadership Lab, which is intended to provide service and career experiences for our students, as well as engaging alumni in mentoring and service with students.

Both the AVP and the Leadership Lab require yet to be identified space.

G.2. Support service resource needs

Our primary needs are with respect to physical space. SGPP primarily occupies the third floor of the Social Sciences Building. Since the time of the last APR, we have had an increasing presence on both the 1st and 4th floors of the same building. As of Fall 2023, we now have eight offices for faculty and postdocs on the 1st floor and three faculty offices on the 4th floor. We also have the Arizona Policy Lab space on the 1st floor, along with two larger offices on that floor shared by our PhD students. We have two good seminar rooms on the 3rd floor that are ideal for graduate classes and smaller department hosted events.

SGPP has long been known to have a space shortage, as measured on a per capita basis across faculty, staff, and student populations. This is quite evident from a quick examination of Table 18. This table includes three sets of data for each of the seventeen degree awarding units within SBS. The first three columns lead up to providing the total square footage (sqft) of office space per on-campus FTE staff and faculty. The table is sorted by this measure in the fourth column. SGPP has the lowest allocation of space in the college at 162 sqft/FTE.

Table 18 Space Allocations Across SBS Academic Units, 2022

SBS Departments/Schools with Academic Programs	On campus Faculty & Staff FTE	Office space (sqft)	sqft / On campus FTE	Undergraduate Student FTE	Instruction Space (sqft)	Instruct. sqft / UG FTE	Graduate Student FTE	Informal learning student space (ILSS)	ILSS sqft / Grad Student FTE
Gender & Women's Studies	9.0	5545	619	34	0	0	2.5	1325	530
American Indian Studies	8.0	4342	543	6	0	0	1.8	1296	741
Sociology	18.6	6356	341	489	557	1	12.0	2242	187
Mexican American Studies	10.5	3432	328	13	0	0	2.0	240	121
Judaic Studies	8.2	2246	274	8	122	15	0.3	0	0
Political Economy & Moral Science	5.0	1335	267	164	0	0	0.3	0	0
Linguistics	23.3	6009	258	85	0	0	12.7	1959	155
History	28.4	7237	255	323	0	0	9.5	2231	235
Communication	17.8	4410	248	1077	733	1	12.3	1299	106
Philosophy	20.1	4925	245	112	0	0	12.0	1082	90
Anthropology	40.2	9826	245	183	1302	7	15.5	2363	153
Geography, Development, & Environment	43.8	9978	228	527	4995	9	24.2	3049	126
Latin American Area Center	10.8	2288	211	12	0	0	3.0	0	0
Middle East & North African Studies	24.5	5018	205	37	256	7	11.0	1788	163
Journalism	15.9	3166	199	317	5588	18	1.4	1178	857
English	111.0	19108	172	362	1484	4	42.0	1363	32
School of Govt & Public Policy	48.6	7892	162	2433	0	0	19.0	847	45

Table 18 also includes information regarding spaces dedicated to instructional capacity, primarily at the undergraduate level. Here we see that SGPP has no such space. This means we are completely reliant upon room and course scheduling (RCS) on campus to be able to convene any meaningful learning, training, or networking opportunity for our undergraduate students. By contrast, both the School of Geography, Development, and Environment and School of Journalism, have approximately 5,000 sqft of space to dedicate to their instructional capacity – a staggering amount that is more than half of our total space allocation.

Finally, Table 18 also clarifies that we have a tiny allocation of space to support our graduate students. Ignoring those units with essentially 0 FTE at the graduate student level, we can see that SGPP is essentially at the bottom end of the scale here, as well. An allocation of 45sqft / on campus graduate student is tiny even before we consider that these numbers appear not to include our professional masters degree students, who also take classes on campus.

We have several continuing concerns about our space allocation beyond the general note that we have insufficient space. First, we would hope to consolidate as many faculty and staff offices as possible on the 3rd floor or immediately adjacent corridors. This is important for facilitating easy communication among colleagues and maintaining a collegial feel to the School. Unfortunately, we currently have seven core faculty colleagues (and all of our postdoctoral researchers) in office spaces not on the 3rd floor.

Second, we currently do not have enough space for our adjuncts and graduate students. We have two small offices shared by all TAs and adjunct instructors. These spaces are barely adequate for the holding of office hours, meaning that adjuncts have no space on campus they can use consistently outside of class time. In addition, we require study and meeting space for students in our professional masters programs. Currently, they make use of the hallways for their meetings and phone calls which is awkward for them and disruptive for classes that are in session. We have requested space for a student lounge, and we have begun reaching out to donors for support.

Third, as mentioned above, we require space for the Arizona Leadership Lab and the Arizona Voter Project. Currently, student events, meetings, and advising related to the Leadership Lab will have to take place in one of our conference rooms as available. The Arizona Voter Project requires space to house support staff for the project.

G.3. Changes completed to increase efficiency

SGPP has operated at a high level of efficiency from its creation back in 2009.

We have, nonetheless, taken the opportunity to streamline several practices. We have reduced the overall size of our course schedule, reducing the number of undersubscribed courses and providing additional sections of popular courses, especially as we have moved our programs into the online campus.

A few years ago, SBS moved towards a model of collective business centers. This resulted in SGPP's business administrators joining a team, that serves the four academic units housed within our building (ourselves, Sociology, Philosophy, and Political Economy & Moral Sciences). While this likely did result in some cost savings, it has also produced some problems. This model has introduced greater distance between our practices and the financial and budget management of our accounts. This has resulted in delays to grant applications, uncertainty around budgets, and confusion regarding points of contact across a wide range of financial decisions. Furthermore, we believe the center has been understaffed and has experienced substantial turnover. We are hopeful that the new Assistant Dean of Finance and Administration will continue to work to address these shortcomings.

G.4. Anticipated outcomes with additional resources

We have enjoyed a recent improvement in our crucial relationship with our college since the appointment of a new SBS Dean in Summer 2022. Recent conversations have been very fruitful with respect to some of the goals we have as a unit. Recent and ongoing hiring of both staff and faculty have been targeted at facilitating these goals. We are also beginning the process of planning for expanded development efforts. The Director has been assigned a development mentor, Dr. Shim, Dean of the School of Human Ecology, University of Wisconsin. The Director is working on developing a list of potential investments to present to donors, organizing alumni events, and engaging with the faculty, and eventually the staff, to build out the SGPP strategic plan. Naturally, we believe that central administration could also provide greater levels of support to help our large and complex unit meet its full potential.

We have a series of key priorities moving forward. We provide some headline ideas here about initiatives and how they could potentially be funded (at least in part) locally.

- We wish to expand our services to existing students with a view towards increasing both student retention, graduation, and employment rates. We hope to manage this by providing additional professional development training, career mentoring, and internship opportunities across each of our undergraduate and graduate programs.

- The College has agreed to remove several instructional costs (including multiple tenured faculty) from program fee funding and on to central College budgets. This has the benefit of “freeing up” program fees to expand and support student-facing and -benefiting activities. This has already provided benefit in the form of two new administrative staff positions with a focus on outreach and career development.
- We hope to be able to prioritize staff stability and retention by more consistently rewarding high performing colleagues, while pushing for growth in administrative staff capacity in focused areas of advising and business operations.
 - Growth in advising numbers is warranted under current numbers of student majors in main and online campuses. As recently opened online programs grow, so will the need for additional advising capacity.
 - We have plans to continue increasing our participation in general education programming on both campuses (especially with respect to meeting demand from the ABOR-requirement for education in American institutions). This will see dramatic increases in our generation of revenues through student credit hours (SCHs).
 - We are developing plans to open a series of justice-themed minors. These should also have very positive impacts on our generation of SCH revenue.
 - We are optimistic that as our external funding levels increase and the share of F&A returned to Colleges increases (as it has under AIB), so more of the funding would be dedicated to support pre- and post-award business support.
- We also would like to continue our recent faster rate of faculty hiring to not just sustain our current levels (given upcoming departures) but also expand the diversity of our faculty while also growing our core capacity in line with our strategic hiring plan.
 - We plan on replicating both of our professional masters degrees through the online campus. This will place pressures on existing instructional capacity. This pressure is being addressed with an initial hire this year. We hope for additional hires moving forward as significant new revenues are generated.
 - We have sketched ideas for additional online masters degrees in the areas of political psychology and criminal justice (potentially in collaboration with the School of Sociology). Similar programs elsewhere, including at Arizona State University, are proving quite popular and generating handsome new revenues.
- We hope to be able to grow our physical space both to meet existing needs and support planned and hoped for growth in personnel.
 - Any decision-making regarding space allocation falls under the remit of the Dean. We are optimistic that our continued revenue generation, as well as ongoing conversations with donors about space-based projects will serve as sufficient justification for an expansion of our space allocation from its currently inadequate levels.

SECTION H: UNDERGRADUATE STUDENTS, DEGREE PROGRAMS, AND OUTCOMES

H.1. Overview of Undergraduate Degree Programs

The School of Government and Public Policy offers four undergraduate programs: Political Science (BA, CIP 45.1001), Public Management and Policy (BS, CIP 44.0401), Criminal Justice Studies (BS, CIP 43.0100), and Law (BA, CIP 22.9999). The BA in Law is a joint program with the James E. Rogers College of Law. Starting fall 2023, all four of these majors are offered in person and online. Several of our majors offer opportunities to concentrate in a particular substantive area. In addition to these majors, SGPP offers a minor in Government and Public Policy.

These diverse programs share a common goal: preparing students for careers in public leadership and innovation, including work in nonprofits, government, advocacy, and the private sector. Each program combines theory and practice, introducing the relevant background concepts, and then building on that foundation with strong research training and critical skill development. The substantive areas covered in each major include (but are not limited to):

- *Political Science*. Covers the fundamentals of American institutions, international relations, and political theory as well as policy creation, forms of government, and contemporary global issues.
- *Criminal Justice Studies*. Covers the fundamentals of policing, courts, corrections operations, and juvenile justice as well as public policy formation and management.
- *Public Management and Policy*. Covers the fundamentals of public and nonprofit management, including leadership ethics and policy formation.
- *Law*. Covers the fundamentals of criminal and civil procedure, contracts, and torts as well as practice areas such as environmental, business, and immigration law.

Outside the classroom, our programs prioritize practical experience through our internship opportunities locally and nationwide. We place more than 300 students in internships each academic year. We also provide research assistantships for students on a competitive basis.

Undergraduate faculty and staff designed these programs carefully to produce well-rounded students with transferrable skills for a competitive job market. The programs focus on developing students' critical thinking as well as effective written and oral communication. They also emphasize research and collaboration. Our placement record is a testament to our students' work ethic and capabilities as well as the transferrable skills they acquire at SGPP.

H.2. Undergraduate Programs - Major(s), Minor(s), and Certificate(s) Curricula and Courses

H.2.a. Enrollment Trends

Total annual enrollments across SGPP majors have increased modestly since 2016 and now exceed 2,250 students. Table 19 displays the trends over time for each major. The BA in Law program contributed the

most growth, more than doubling its size over the last 5 years.²⁵ The other three programs declined slightly. However, we would note that the pace of their decline is no greater than – and often less than – that of most programs within the College.

Table 19 Undergraduate Programs Enrollments by Major and Year

Major	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<i>Criminal Justice</i>	748	765	738	700	715	736	695
<i>Law</i>	389	598	801	822	833	724	871
<i>Public Management and Policy</i>	164	160	136	114	86	72	69
<i>Political Science</i>	748	753	736	676	657	673	615
Total	2049	2276	2411	2312	2291	2205	2250

Online programs are still relatively new (with CJS opening in Fall 2023). However, enrollments increased rapidly in Law and Political Science since their inception. We are optimistic that the CJS program will grow quickly, with online instruction and resources providing opportunities for underrepresented students to gain access to the degree program. Efforts to recruit these students are ongoing.

All SGPP majors [are required](#) to (i) have a University of Arizona GPA of 2.0 or higher, or (ii) be in their first semester. There are no prerequisite classes prior to declaring a major. However, each degree program has at least one 200-level introductory course as well as four other core requirements. This ensures students within each major are exposed to the same core curriculum. A complete mapping of the degree requirements are on the following pages: [Political Science](#); [Law](#); [Criminal Justice Studies](#); [Public Management and Policy](#). Each major requires approximately 40 total units and a GPA of 2.0 to graduate. CJS and PMPC require internships (and these are encouraged strongly for PS and Law students).

The following sections provide more detail about program delivery, including advising services to ensure on-time degree completion.

H.2.b. Curricular Design

SGPP majors combine theory and practice to prepare students for a dynamic, competitive job market. In concrete terms, this means ensuring that students learn the fundamental theories and concepts in their chosen area, but it also means developing analytical and communication skills. Each degree program emphasizes critical thinking, persuasive writing, independent research, and peer collaboration. While our majors enjoy a wide variety of career options, these core competencies are relevant across the fields of public service, law, advocacy, and many other potential jobs.

We designed each program around core introductory classes. Our programs assume no prior knowledge; rather, they begin with a shared curriculum of core classes so that each student gains exposure to – and understanding of – the fundamentals in their chosen area. For example, all PMPC majors must complete the same four courses in Economic Policy (ECON 200), American Government (POL 201), Public Policy and Administration (POL 206), and Introduction to Statistics for Social Sciences (SBS 200). These four classes provide a foundation for the subsequent study of leadership, ethics, and organizational management.

²⁵ Recall that the BA Law is a joint venture with the UArizona James E. Rogers College of Law. This means that instruction is split equally between our two units. Nonetheless, we include all BA Law students in our counts as all students are served by our team. This number does not include enrollments on the BA Law in the International campus, which are served exclusively by our partners at the College of Law.

Each major accumulates knowledge in a similar fashion, starting with basic introductions to the subject matter's core ideas and themes. Classes at the 300- and 400-level then employ a wide set of techniques to challenge and engage with students in an active fashion.

A few specific features of our programs are noteworthy. The breadth of our course offerings provides students in several of our majors opportunities for specialization. Political Science majors can select among seven options: American Politics; Comparative Politics; Foreign Affairs; General Political Science; Ideas and Methods; International Relations; Law and Public Policy. Each of those concentrations requires that 5 courses (15 units) are completed from a curated list of thematic electives. Students specializing in Comparative Politics, for example, have 31 eligible classes from which to select their five classes.

CJS and Law do not currently offer formal concentrations. However, the course offerings are diverse enough to allow students multiple opportunities to study specific areas of interest, such as immigration law, environmental law, or corrections policy. We are proud to say that, within certain constraints, we are just about able to offer enough classes to provide sufficient options for students to focus on the specific issues that interest them.

Below, we describe how, across majors (and concentrations), our programs promote active learning, utilize a variety of instructional techniques, and adapt in response to student needs.

H.2.c. Comparison to Peer Programs

SGPP programs compare favorably to peer institutions in several important respects. For one thing, having Political Science and Public Administration under one roof remains relatively rare, as many universities have separate departments. (Some peer institutions subdivide even further, separating International Relations from Political Science.) The advantages of SGPP's all-in-one structure are myriad, including:

- Students enjoy access to a wide diversity of classes, allowing them to narrow or expand their focus while still keeping within the degree requirements
- Students are exposed to faculty from difficult academic disciplines, allowing them to hear multiple perspectives on the material
- Students regularly take classes with peers from other majors, allowing them to build community that reaches beyond their own degree track

The content of our programs is consistent with other offerings around the country. Of course, all programs vary slightly in their strengths. For example, teaching staffs may be stronger in some areas rather than others. At SGPP, there is a strong core of faculty in the areas of American political behavior, environmental issues, and foreign conflict among other things. However, our expertise is not a limiting factor. The teaching staff is flexible, adaptable, and the classes cover all the core fundamentals in our majors that students would find in peer institutions around the country.

On the other hand, our faculty-to-student ratio lags behind peer institutions. We currently have 40 regular faculty members (a total of 34.65FTE) for almost 2,500 students, a ratio of 1:68. In Table 5 we reported that comparable units at peer institutions had ratios ranging from 1:4 to 1:40.

We have no defined plans for reform as our attention focused recently on the opening of online programs. We will monitor those programs closely for student satisfaction and assessment of learning outcomes.

H.2.d. Course Availability

We offer a wide diversity of classes in all of our program and, with the help of our advising team, work actively to guarantee that students can fulfill their requirements in a timely manner. However, we face challenges providing enough seats in several core classes. For example, due to the large number of CJS majors, seats in PA 331: Criminal Justice Ethics and PA 470: Public Organizational Management are sometimes scarce. Similar problems providing enough seats in upper division electives affects other majors as well. In response, we typically do not allow non-majors into our 300- and 400-level classes.

With revisions to the University of Arizona's [General Education](#) curriculum, we anticipate increased pressure on our 200-level classes, particularly POL 201: American National Government. We currently offer sections of those classes every semester, including summers and 7.5-week online time slots. However, we expect enrollments to continue increasing given that all 200-level SGPP classes are now, or will shortly be, open to non-majors. In addition, several of our 200-level classes will be part of the new SBS initiative that requires all SBS students to take two courses in other majors.

H.2.e. Syllabi

We collect and audit the syllabi from every SGPP class each semester to check for internal consistency as well as compliance with University standards for required content. This includes stating the learning outcomes, among many [other University resources and policies](#), clearly for students.

We also work to ensure that the content of the classes does not vary to a significant degree across instructors. First, we minimize this problem by high consistency in the faculty teaching each class. When adjuncts or new faculty take over courses, existing syllabi are used as the benchmark. Second, the undergraduate committee works with new instructors on course design, including advice on syllabus writing, best practices for in-person and online instruction, and assistance setting up digital course pages on *Desire2Learn* (D2L).

H.2.f. Active Learning Strategies

The topics covered in our majors lend themselves to diverse approaches and SGPP faculty are exceptionally creative in their instruction. Many of the School's classes go far beyond traditional lecturing and seminars to engage students in a more active fashion. A couple of examples illustrate these efforts in SGPP electives:

- *Mock crisis negotiation.* Understanding peace and security requires an understanding of how deals are made between political factions with competing preferences. Students are assigned a country and given details about a looming global crisis (e.g. whether to intervene in a civil war). The teams must then research their country and determine their likely policy position. A debate is held allowing students to play the role of a negotiator trying to secure the best possible deal.
- *Electoral rule game.* A core lesson in comparative politics is that countries' electoral rules vary, and this variation affects who get elected to national legislatures. Students are given a sample election outcome (e.g. 55% for Party A, 30% for Party B, 15% for Party C) and they have to work in teams to calculate the election results under different voting rules. Student then have an opportunity to discuss which system seems more or less "fair."
- *Comparative advantage game.* One of the fundamental concepts in the study of global markets is the law of comparative advantage, which helps explain, in theory, why it is profitable for countries to trade. To illustrate this point, students are given characteristics of several countries (e.g. France and the United Kingdom) and they must determine which countries have advantages in which industries. Students then can discuss the limitations of this theoretical framework and assess how well it matches the real world.

Active learning is not limited to upper division electives. All instructors of 200-level courses, as part of the University's general education refresh, were encouraged to develop "signature assignments" that go beyond the traditional end-of-term research paper. In some instances, students must work in teams at some stage of a scaffolding assignment, such as peer-reviewing one another's paper proposals.

One feature of SGPP that makes it relatively unique among social science programs is its in-house [policy lab](#). Here, students can participate in salient research in American political behavior and policy attitudes. This sometimes involves participating as a survey respondent, but can also go far beyond that as SGPP faculty use the lab as a teaching device for how public opinion data is collected and analyzed. Faculty encourage participation in these projects, including offering regular reminders of ongoing studies (and, on occasion, extra credit for participation).

It bears repeating that SGPP places a very strong emphasis on work experience through its internship office. We have an in-house internship coordinator who places students in a wide variety of professional settings, giving them invaluable, hands-on experience. Placements include everything from local law enforcement agencies and advocacy groups to international organizations and private equity firms. The internship coordinator maintains data on student experiences through their end-of-semester report. The feedback from students on these opportunities is overwhelmingly positive.

There are a variety of other, more traditional approaches as well, such as structured in-class and online debates, seminar discussions, and group projects. These all aim to make the learning experience more engaging than listening to a lecture and, in so doing, more productive.

H.2.g. Learning Technologies

Every SGPP course utilizes the University's online platform D2L. Engagement varies, but all instructors are required to post syllabi and any class announcements online. Many instructors utilize D2L to for video lectures, discussion boards, and additional readings. Specific examples of deeper engagement with D2L include:

- *Providing case studies.* Several instructors provide supplementary materials in the form of "case studies" – i.e., real-world examples of a particular theory or concept in practice. These might consist of short background readings, pieces of commentary, or videos that describe an event that illustrates something from the course. Past examples include information about specific Supreme Court decisions; United Nations peacekeeping deployments; and a variety of policy reforms ranging from policing to taxation to natural resource consumption.
- *Facilitating group work.* The online platform is also used frequently to facilitate group work. As mentioned in the previous section, teaching staff assign a variety of team activities, including mock crisis mediations and policy impact assessments. D2L allows students to communicate outside the classroom in an efficient, collaborative manner.
- *Practicing research methods.* D2L is also a useful tool for providing students opportunities to practice social science methodologies. This is especially important given feedback from students that research design concepts can feel abstract and removed from practical application. Instructors have used D2L to, among other things, help students practice calculating basic statistics, writing a survey, and interpreting data visualization.

Specific uses of D2L vary, but the unifying principle is going beyond the classroom, illustrating the practical application of course material via deeper looks at current events as well as additional interaction among students.

Beyond D2L, SGPP teaching staff makes regular use of Zoom (for lecturing and seminars), Panopto, and YouTube. “Clickers” are also used in larger classrooms, particularly the 200-level classes.

A recent survey (Summer 2023) of SGPP faculty found that about one-fifth of classes utilize collaborative learning spaces. About 10 percent of instructors assign podcasts; 50 percent incorporate Zoom; 20 percent give online exams; and about 50 percent assign video content from platforms such as YouTube.

H.2.h. Online Offerings

All four of our majors are now available online. The history of our openings and enrollments is as detailed in Table 20.

Table 20 Total Online Undergraduate Programs Enrollments by Year

Year	Program Opening	Online Students (Total)
2017/18	Law	24
2018/19		62
2019/20		120
2020/21	Political Science	197
2021/22	Public Management & Policy	234
2022/23		303
2023/24	Criminal Justice Studies	TBD

Due to the COVID-19 pandemic, we offered all of our courses online for two semesters. SGPP leadership, in consultation with the faculty, took that opportunity to think carefully about best practices around online instruction. We made efforts to monitor course delivery and student satisfaction closely in the online setting. Using this information, the Director Undergraduate Studies devised an online instruction policy for all SGPP undergraduate classes, mandating that, among other things, instructors update their materials on a regular basis, make themselves available for virtual office hours, and ensure that all course expectations and deadlines are posted clearly for students.

The pandemic experience had a “positive” implication (in terms of online instruction). Once we transitioned to online delivery, it became easier to offer a wider diversity of courses online post-lockdown. SGPP now offers its 200-level introductory classes online on a regular basis. There are also approximately 12-15 upper division electives offered online in a given semester. These classes include seats for main campus and online students.

We continue to monitor demand for online seats as well as the quality of instruction in a virtual setting. In particular, our undergraduate program committee reviews D2L spaces for online courses on a three-year rolling basis, with a view toward ensuring baseline provision of standard materials and resources.

H.2.i. Undergraduate Programs Handbook

SGPP does not have a formal undergraduate handbook. Instead, resources and policies related to each program are available to students through the website(s). They include:

- *Political Science* <https://sgpp.arizona.edu/ba-political-science>
- *Criminal Justice Studies* <https://sgpp.arizona.edu/bs-criminal-justice-studies>
- *Law* <https://sgpp.arizona.edu/ba-law>
- *Public Management and Policy* <https://sgpp.arizona.edu/bs-public-management-policy>

Online programs information is available here: <https://sgpp.arizona.edu/undergraduate-online-degrees>

H.3. Undergraduate Students

H.3.a. Quality of Students

Our majors are home to diverse, talented students who demonstrate impressive commitment to their studies. We collected data on several core indicators, all of which compare favorably to the University. For example, average time to completion across SGPP's four majors has trended downward, from 4.31 years in 2017 to 4.03 in 2023.

One-year retention rates and four-year graduation rates also improved. In 2017, these were 79.1 percent and 52.7 percent, respectively. In 2022, one-year retention was up over 8 points (87.7 percent). In 2019, the most recent available year, four-year graduation rates showed a 4-point increase (56.6 percent). These numbers slightly outpace University totals. In 2022, the one-year retention rate across the University was 86.5 percent, 1 point lower than SGPP. In 2019, the four-year graduate rate was 49.9 percent, almost 7 points lower than SGPP.

Average GPAs across our majors also increased over the same period. From 2017 to 2023, the average GPA went from 3.14 to 3.42. That latter number is right at the University of Arizona average for 2023.

Together, these numbers suggest improving outcomes. Not least, given the challenges associated with the pandemic during the intervening period, we believe this speaks to the quality of our students and to dedication of our advising and program staff and instructors.

H.3.b. Student Demographics

SGPP's student demographics (see Table 21) are broadly consistent with University trends. The School has slightly fewer Asian students (2.8%) across all majors compared to the University (5.5%). However, it has significantly higher share of Hispanic and Latinx students (32.4%) than the University (24.9%). The shares of multiracial as well as Black or African American students are roughly similar for both SGPP and the University.

The School is making several efforts to attract students from underrepresented minorities. Not least, SGPP hiring in recent years has been guided by one core priority: creating a teaching staff that better represents the demographics of our students. The six most recent hires are 50% female and 60% represent a racial/ethnic minority.

Several needs- and merit-based scholarships are available to students from underrepresented backgrounds. In addition, the School employs peer mentors who contact students individually when they have not registered for classes, which is sometimes due to financial difficulties or other extenuating circumstances that interrupt students' studies. SGPP also works to ensure that first-generation students, who are often from underrepresented groups, receive a thorough introduction to university life, including "walk your schedule" tours and orientation services provided by our advising team.

Finally, it should be stressed SGPP has an active, dedicated Diversity, Equity, and Inclusion committee that works continuously to develop additional strategies for making students of all backgrounds feel welcome. The statement written by that committee is available [here](#).

Table 21 Change in Undergraduate Program Demographics (2016 to 2022)

Major	IPEDS Category	Enrolled 2016	% Major 2016	Enrolled 2022	% Major 2022	Change
<i>Criminal Justice Studies</i>	Am. Indian/Alaska Native	18	2.4%	17	2.4%	0.0%
	Asian	13	1.7%	16	2.3%	0.6%
	Black/African American	41	5.5%	22	3.2%	-2.3%
	Hispanic/Latinx	317	42.4%	292	42.0%	-0.4%
	International	4	0.5%	11	1.6%	1.0%
	Native Hawaiian/Pac. Is.	7	0.9%	2	0.3%	-0.6%
	Not reported	3	0.4%	10	1.4%	1.0%
	Two or more races	41	5.5%	42	6.0%	0.6%
	White	304	40.6%	283	40.7%	0.1%
	Female	400	53.4%	442	64.1%	10.7%
Male	348	46.5%	248	35.9%	-10.6%	
<i>Law</i>	Am. Indian/Alaska Native	6	1.5%	22	2.0%	0.5%
	Asian	7	1.8%	26	2.4%	0.6%
	Black/African American	23	5.9%	56	5.1%	-0.8%
	Hispanic/Latinx	146	37.5%	313	28.4%	-9.2%
	International	7	1.8%	13	1.2%	-0.6%
	Native Hawaiian/Pac. Is.	1	0.3%	1	0.1%	-0.2%
	Not reported	4	1.0%	247	22.4%	21.3%
	Two or more races	13	3.3%	44	4.0%	0.6%
	White	182	46.8%	382	34.6%	-12.2%
	Female	225	57.8%	745	67.6%	9.8%
Male	164	42.2%	357	32.4%	-9.8%	
<i>Political Science</i>	Am. Indian/Alaska Native	13	1.7%	4	0.7%	-1.1%
	Asian	23	3.1%	25	4.1%	1.0%
	Black/African American	41	5.5%	26	4.2%	-1.3%
	Hispanic/Latinx	219	29.3%	181	29.4%	0.2%
	International	24	3.2%	28	4.6%	1.3%
	Native Hawaiian/Pac. Is.	1	0.1%	0	0.0%	-0.1%
	Not reported	7	0.9%	13	2.1%	1.2%
	Two or more races	29	3.9%	23	3.7%	-0.1%
	White	391	52.3%	315	51.2%	-1.1%
	Female	344	46%	327	54%	8.0%
Male	404	54%	278	46%	-8.0%	
<i>Public Mgmt. & Policy</i>	Am. Indian/Alaska Native	4	2.4%	2	2.9%	0.5%
	Asian	8	4.9%	3	4.3%	-0.5%
	Black/African American	8	4.9%	5	7.2%	2.4%
	Hispanic/Latinx	53	32.3%	19	27.5%	-4.8%
	International	6	3.7%	3	4.3%	0.7%
	Native Hawaiian/Pac. Is.	3	1.8%	0	0.0%	-1.8%
	Not reported	1	0.6%	0	0.0%	-0.6%
	Two or more races	8	4.9%	2	2.9%	-2.0%
	White	73	44.5%	35	50.7%	6.2%
	Female	86	52.4%	29	40%	-12.4%
Male	78	47.6%	40	60%	12.4%	

Table 21 also details the gender identity of the SGPP student body. Here, as was true of the race/ethnic backgrounds data, we draw upon the far-from-ideal IPEDS data coding, which does not provide an opportunity for students to easily identify as non-binary. The data do, though, in a simple sense, allow us to track trends in gender identity between male and female students across programs over time. Here a clear pattern emerges. Criminal justice studies, law, and political science have each seen large increases in the proportion of female students enrolling between 2016 and 2023 – 10.7%, 9.8%, and 8%, respectively. Both criminal justice studies and law now have close to two-thirds of currently enrolled students listed as female, and political science now has a clear majority. By contrast, the rather precipitous overall decline in enrollments in the public management and policy program has been accompanied by a specific decrease of 12.4% in the proportion of students enrolling that identify as female. This is plausibly a reflection of the switching of students from this program to the BS criminal justice studies.

H.3.c. Honors Students

The School offers classes for Honors College enrollees on a regular basis. In the past, these classes were limited to a couple of repeated offerings. However, the School decided in 2020 to start rotating the electives designated for Honors credit. These classes are identified in collaboration with the Honors College to meet student demand in particular areas.

There are limits to how many electives SGPP can designate as Honors-only. As a result, we offer additional flexibility through “Honors contracts,” which allow students to take an undesignated class for credit toward their Honors College obligations. The specifics of these contracts are left to the instructor. However, they are intended to be creative opportunities for students to dig deeper into the course material under the supervision of the teaching staff. Past examples of contracts include completing separate research papers, conducting original data collection, and leading the class on a chosen topic. These contracts help accommodate students’ interests while, at the same time, challenging them to work at a more advanced level. SGPP has generally received positive feedback about these experiences.

H.3.d. Advising

SGPP has a dedicated, talented team of academic advisors who collectively possess decades of experience at the University of Arizona. Their principal responsibility is ensuring that students make the best choices for their interests and their futures. This process involves several steps:

- Hosting orientation events for incoming freshman and transfer students during which advisors make certain that new majors enroll in the correct classes
- Making themselves available for regular, one-on-one meetings throughout the student’s academic career
- Helping students locate, if necessary, the appropriate resources to handle any extenuating circumstances that may affect their wellbeing and/or academic performance
- Completing “degree audits” that ensure timely graduation
- Offering career advice

Beyond working directly with students, our advising team participates in regular meetings of the Undergraduate Programs Committee. In that setting, the advisors are an invaluable source of information. They help inform the School about students’ interests in new classes; any common concerns that may emerge; and the overall level of student satisfaction. Perhaps most importantly, they help the Undergraduate Director plan the class schedule according to student feedback about where more seats are needed.

It is worth stressing that the advising team works tremendously hard – as do all the SGPP members – toward guaranteeing that students have a constructive, positive experience in our programs. It is not uncommon, particularly during the pandemic, for our advisors to respond to student concerns seven days a week. After all, there are 6 advisors for roughly 2,000 main campus students. Despite that ratio, students report high satisfaction. Our exit survey asks graduating students to rank their experience with the advisors (see more on this survey in the next section). Over 73 percent of respondents marked “excellent.”

H.3.e. Graduates

SGPP surveys graduating students to gauge their experience. This survey allows us to measure overall satisfaction with programs as well as to gather information about students’ future plans. The most recent survey, capturing approximately 100 students graduating in May 2023, produced encouraging results.

As illustrated in Figure 7 and Figure 8, the overwhelming majority of students were positive about SGPP classes and teaching, as well as specific features of their SGPP major.

Figure 7 Graduating Undergraduate Student Views on SGPP Classes

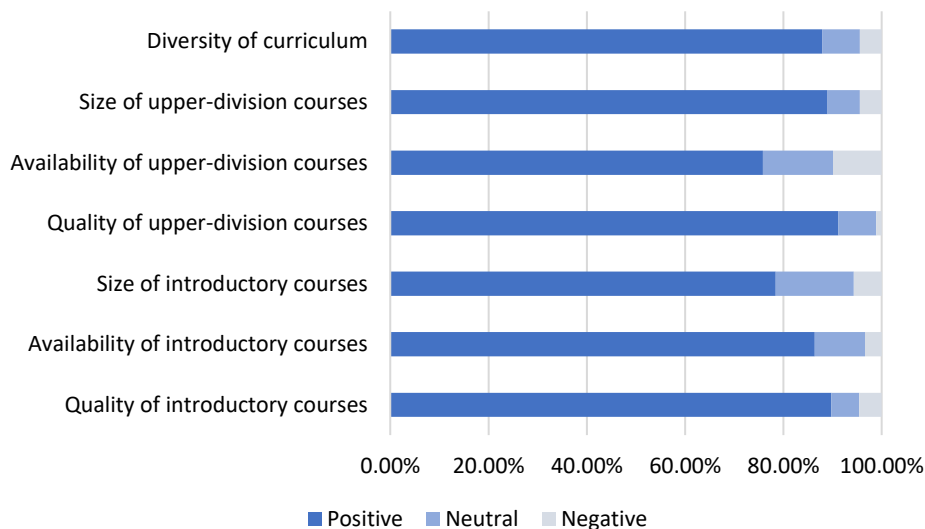
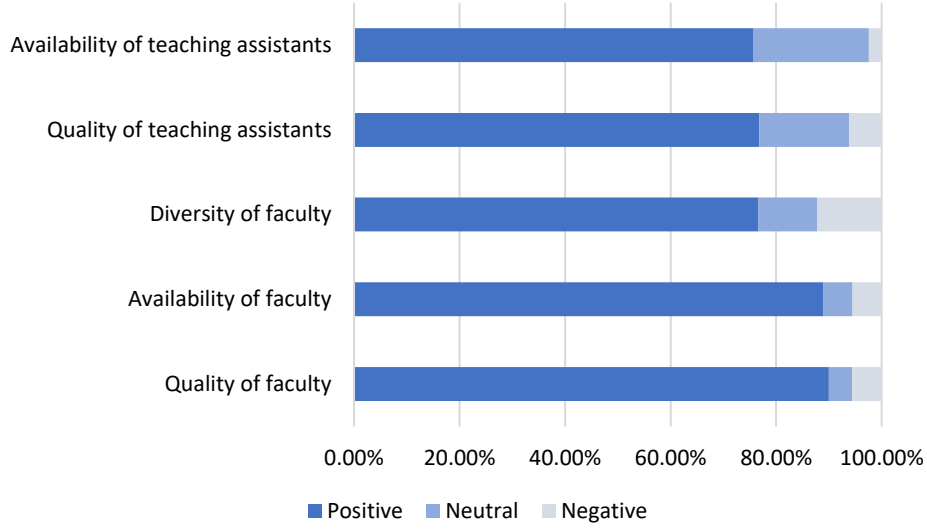


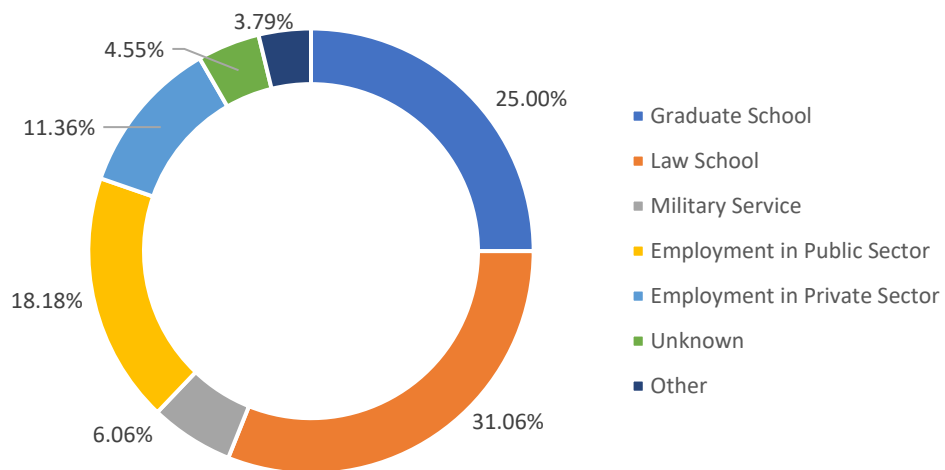
Figure 8 Graduating Undergraduate Student Views on SGPP Teaching



In terms of future plans, a plurality of students (31%) plan to attend law school, which is consistent with SGPP’s large number of BA in Law majors. The other leading responses are “graduate school” (25%) and “employment in the public sector” (18%). The full breakdown is illustrated in

Figure 9.

Figure 9 Post-Graduate Plans for Undergraduate Students



H.4 . Undergraduate Programs Learning Outcomes Assessment

The Directors of Undergraduate studies, in conjunction with the Undergraduate Programs Committee, sought to harmonize learning objectives across the majors. Several goals motivated this change. First, it helped clarify SGPP’s expectations of instructors. Second, it made assessment more efficient. Third, and most importantly, it re-focused attention on the skills we hope to develop in students across all majors. Additional assessment documents can be found [online](#).

The learning objectives, in general form, are depicted in Table 22.

SGPP’s assessment process involves providing each participating member of the teaching staff with a revised assessment handbook, written by the UG Director(s), including a rubric to score students’ assignments. The UG Director(s) then compile data from the instructors and report the appropriate analysis and summary findings.

Note that, in the 2021-2022, 15 instructors participated in assessment by providing data about their assignments and student performance. Moving forward, the School’s new expectation is that all permanent teaching staff will submit data from at least one of their classes.

Table 22 Undergraduate Programs Learning Objectives

<i>LO1: Core Systems and Structures</i>	<i>LO2: Concepts and Theories</i>	<i>LO3: Critical Thinking</i>	<i>LO4: Research</i>	<i>LO5: Communication</i>
Students will demonstrate a basic understanding of the [material appropriate to each major].	Students will demonstrate a basic understanding of foundational concepts, theories, and methodologies used in the study of [material appropriate to each major].	Students will demonstrate critical thinking skills through the application of concepts, theories, and methodologies; the evaluation of [core material appropriate to each major].	Students will demonstrate research skills, accessing and evaluating reliability of information and using that information ethically and responsibly.	Students will demonstrate the ability to interpret and present information, developing proficiency in communicating in a variety of formats relevant to the field.
Institutional mapping: Understand & Value Differences	Institutional mapping: Understand & Value Differences	Institutional mapping: Think Critically	Institutional mapping: Use Information Ethically & Effectively	Institutional mapping: Communicate Effectively
200-level courses	Upper division courses	Upper division courses	Upper division courses	Upper division courses

SECTION I: GRADUATE STUDENTS, DEGREE PROGRAM(S) AND OUTCOMES

The SGPP is home to four high-quality graduate programs. We have a fully online Master of Arts in International Security Studies (ISS), in person Master of Public Administration (MPA) and Master of Public Policy (MPP) degrees, and a PhD in Government & Public Policy, which spans traditional fields of political science, public administration, public management, and public policy.

I.1. Master of Arts (MA) in International Security Studies (ISS)²⁶

I.1.a. Overview of the MA ISS Program

The International Security Studies (ISS) program offers:

- Master of Arts in International Security Studies
- Graduate Certificate in International Security Studies
- Accelerated Master program in BAS Intelligence Information Operation (UA-South), BA in Law, BA in Political Science, BA in Criminal Justice, and BS in Public Management and Policy.

Our programs are classified according to the National Center for Educational Statistics under the Classification of Instructional Program (CIP) codes 45.0999 (International Relations and National Security Studies, other).

I.1.a.i. The MA Program

The Master of Arts in International Security Studies is designed to expose future decision makers and analysts to existing and prospective security challenges faced by the United States and the global community. As contemporary security goes beyond military capacity and force, the program seeks to address challenges related to demographic, environmental, developmental, and social trends. The degree program is designed for both military and civilian personnel seeking careers across a wide range of security-related fields, whether in government, the private sector, or nongovernmental organizations with interests in international affairs. There are no prerequisites for incoming students. All interested in international security are able to apply.

The MA is a 34-credit hour degree program. It aims to be flexible for students, to take courses at their own pace and to focus on subject areas that are most relevant and interesting to them. As a result, there are no core classes or required concentrations. Students have six years to complete the degree based on their schedule and needs; most students finish their degree within two years.

There are currently over 36 different substantive courses ISS students can take towards the MA degree, listed in Table 23 (some of the courses have not been offered in several years because instructors withdrew or retired from the ISS program). The courses cover different regions around the world, including Eurasia, Africa, the Middle East, Asia, and the Americas, as well as different topics within international security, such as armed conflict, biosecurity, transnational organized crime, foreign policy, the environment, cyber security, and gender. Students must finish the ISS program by completing one of our capstone options. The majority of students complete the Professional Portfolio (POL 695A), while select students pursue the thesis option.

²⁶ In 2020, the program was officially renamed from International Security to International Security Studies.

The ISS program offers “Tracks” that cluster courses with similar themes into a concentration. Presently, there are seven thematic tracks and they cover violent and non-violent conflict, U.S. Foreign Policy, Technology and Security, Latin America, Eurasia, and Global. Courses can be housed in multiple tracks.

All ISS course syllabi are archived on our internal department website.

1.1.a.ii. The Certificate Program

The ISS Certificate is a 12-credit hour program that students can finish in a year or less. To obtain a Certificate, students must take four of the substantive ISS courses. They can choose any of the four courses that are of interest to them, and can build a concentration in an area of their interest to tailor the Certificate towards a specific career goal. There are no prerequisites to joining the Certificate program, and there are no required courses within the Certificate.

1.1.a.iii. The AMP program

The Accelerated Master's Program (AMP) was introduced in 2019 and is open to talented undergraduate students from the following five (online) undergraduate degree programs:

- Accelerated Master of International Security Studies – online Bachelor's in Law
- Accelerated Master of International Security Studies – BAS in Online Intelligence and Information Operations (IIO)
- Accelerated Master of International Security Studies – online Bachelor's in Political Science, General Concentration
- Accelerated Master of International Security Studies – online Bachelor's in Public Management & Policy, Public Policy Concentration
- Accelerated Master of International Security Studies – online Bachelor's in Criminal Justice.

Students apply in their junior year and must have a minimum GPA of 3.3. Students can finish the M.A. degree in their fifth year.

1.1.b. MA ISS Program – Curriculum and Courses

1.1.b.i. Adequacy of Curriculum and Courses

The graduate coursework offered by the ISS program was designed to cover a wide range of topics and geographical areas to serve the interest of a heterogeneous student body (see [Table 23](#) below). Given the growth of the ISS program, new courses have been added to meet the demand for seats and widen regional coverage and topic areas. Over time, instructors have withdrawn from the program, and several key courses have disappeared from the academic course schedule (POL 559a and POL 565a both covering the Middle East are no longer in the rotation). In Fall 2023, the program offered for the first time two core courses in the field of international relations, namely POL501a – International Security - and POL502a – International Strategy. Eventually, either one or both courses will be required to complete the

Table 23 ISS Courses in the Catalog as of 2023/24

Course Number	Course Name
POL 501A	International Security
POL 502A	International Strategy
POL 511A	The Psychology of Group Conflict and Cooperation
POL 516A	Strategic Nonviolent Conflict
POL 519	Terrorism and Counterterrorism
POL 520A	How Terrorism Ends
POL 521A	Transnational Organized Crime and National Security
POL 523A	Immigration and Border Security
POL 530A	Dynamics of Civil Wars
POL 540A	Global Political Economy
POL 542A	European Politics and Society
POL 544A	Politics of Sub-Saharan Africa
POL 545A	Security in New Democracies
POL 546A	Politics of Islamism
POL 547A	Crime and Violence in Latin America
POL 551	Russian Foreign Policy
POL 553A	Media and International Affairs
POL 554A	Constitutional Law and American Foreign Policy
POL 555	American Foreign Policy
POL 556A	Issues in Cybersecurity and Cyberwar
POL 557A	The Politics of Cybersecurity
POL 558A	Politics in the Digital Age
POL 559A	Comparing US and EU Democracy Promotion Policy in the MENA Region
POL 561A	Concepts of Human Rights and Security
POL 563A	Gender as a Component of International Security
POL 564	International Relations of East Asia
POL 565A	International Politics of the Middle East
POL 567A	Emerging Powers in the Global System
POL 569A	Armed Conflict
POL 578A	Geospatial Intelligence: Foundations and Concepts
POL 579	Intelligence and US National Security
POL 580A	Mexican National Security
POL 581A	Domestic Politics and American Foreign Policy
POL 582A	International Law and Organizations
POL 583A	Global Health Security
POL 588A	The Politics of Energy Security
POL 589A	Arming the State
POL 593	Internship
POL 599	Independent Study
POL 695A*	Professional Colloquium
POL 910*	Thesis Credits

*Capstone courses

M.A. degree. However, the ISS program lacks a stable roster of core faculty whose workload distribution includes teaching in the program. Instead, many SGPP faculty teach in the ISS as an overload and are paid extra compensation. Without a core group of SGPP faculty, it will be difficult to introduce course requirements because we would need to offer these courses three times a year. Until recently, most semesters wind up with completely full classes (courses are capped at 21) and to accommodate 80+

students, a required course needs to be available each semester. Until now, the only required course is the capstone, which is offered three times a year.

1.1.b.ii. Online Course Delivery

All of the courses in the ISS program are delivered online. There are no in-person classes as a part of the degree, and students will not be able to enroll in face-to-face courses due to the separation of the UArizona Online campus from the Main campus. Once there is sufficient staffing, however, the plan is to organize an in-person conference or workshop for students to learn from and interact with SGPP faculty and practitioners.

1.1.b.iii. Instructional Technology

To facilitate online learning, all ISS courses are delivered through D2L. In turn, D2L course sites include Panopto (used for recording lectures), VoiceThread (short messages), and Zoom (office hours, student meetings).

With the help of Instructional Design Services, the ISS course sites have a uniform template to ease navigation across all the ISS courses. It avoids extraneous cognitive load by simplifying the interface and delivery systems, allowing students to focus on the course material.

D2L is also managed by the main university, and as a result, many additional UArizona supported services and technologies are integrated within D2L. This includes the Library, and all ISS courses have a Library page that directs students to search engines and databases that they are able to use. In addition, the primary technology used by ISS instructors to deliver lectures is Panopto, which is a video platform that is integrated with D2L. Finally, D2L uses the same login information as all other university services (including email, library access, and more), which connects students to their overall university experience.

1.1.b.iv. Active Learning Strategies

Several different active learning strategies are employed across the ISS program. The most common is a weekly discussion forum. Discussions typically begin with a prompt to which students must respond and require some level of interaction among students after their initial response has been posted. The discussion requires students to consider the material, form their reactions, and then engage in a discussion about it. Small groups allow students to get to know one another, if only virtually, which promotes the depth and quality of discussion.

In addition, ISS courses may use one or more of the following active learning strategies: allow choice in events, policies, and phenomena to study; ask students to find/explore multi-media examples of the course material; require students to write reviews of the material, use VoiceThread to record short responses or thoughts or require video recorded policy presentations with peer feedback

1.1.b.v. Adequacy of Resources

The ISS program has worked to provide resources to students to facilitate their re-entry into the learning environment. Many of the ISS students are mid-career professionals, who have been outside of the academic setting for years. A “Resources Portal” is available on the ISS website with information on academic research, writing, and citations. The Graduate College, recognizing the growth of online professional graduate degrees, offers many services virtually such as writing labs, mentoring services, and career counseling.

To ensure students have the textbooks they require, information is sent in advance to students before the start of each session. This allows them time to acquire any materials that are not online.

The ISS program does not have the resources to assist students with career development or internships. A fair number of students are seeking to switch or launch a career in policy analysis or international security/intelligence. While we provide an impressive list of potential internships, there is no internship coordinator and no specific contacts or connections to introduce students to prospective employers.

Finally, it is important to note that the program, with over 80 active students, has an extremely small number of core instructors who teach in the program as part of their principal workload (see Table 24). The ISS program recently hired Colonel (ret) Michael Burgoyne to teach several substantive courses, and of course, the Director teaches the Capstone three times a year, but otherwise, the program relies on adjuncts, who come and go, and utilizes regular SGPP faculty who teach in the ISS program as an overload and drop out when their situation changes. In the long run, it is not beneficial for the program to be so dependent on a temporary and transient roster of instructors.

Table 24 ISS instructor by affiliation: Adjuncts and Core Faculty

Full Year (Fall, Spr, Sum)	2019/20	2020/21	2021/22	2022/23	2023/24*
# Courses	30	34	35	32	25
# taught by Adjuncts	14	16	17	17	11
# taught by SGPP Faculty	16	18	18	15	14
# taught by SGPP Faculty as part of their regular teaching load**	7	7	9	7	6

* does not include summer 24 schedule

** this includes the Capstone which is taught 3x a year.

1.1.b.vi. Graduate Student Handbook

The [ISS handbook](#) is updated annually and available on the ISS website, under Student Resources.

1.1.c. MA ISS Students

1.1.c.i. Recruitment

Most of the marketing is organized by UArizonaOnline. They have targeted ads placed through Google and LinkedIn. UArizonaOnline uses third-party vendors to optimize keywords and leads. In addition, word-of-mouth communication by ISS graduates and UArizona alumni also brings in a good number of applications. The number of students entering the ISS program directly from their undergraduate studies has been increasing.

The primary tool used for recruitment is the ISS website, which provides an in-depth overview of the program and a box through which prospective students can request information. Slate, the software used to track interest in the program, is monitored by the college's enrollment counselor and the ISS team. The SBS enrollment counselor follows up with students who request further information and, together with the ISS staff, puts together virtual information orientations for prospective students. Virtual orientations through Zoom are held three times a year. Finally, prospective students are encouraged to email, call, or visit to discuss the program. In addition, we have renewed our efforts to have an energetic social media presence, and the ambition is to reach prospective students through a stronger engagement on Twitter and LinkedIn.

1.1.c.ii. Quality of Students

All ISS students must have a GPA of 3.0 or higher and must have received an undergraduate degree from an accredited institution. Many ISS students are mid-career professionals and frequently bring a wealth of experience to their classes. Within the ISS student body, about 8-10% are active-duty military and around 35% are veterans, which means that close to half of ISS students are current or former members of the military (see Table 25 below). While these experiences are not required, their presence in the program contributes to the overall learning environment for all ISS students.

Table 25 Military Status of ISS students, 2016-2021

Military Status	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Active duty	5	2	7	8	12	7
Veteran	63	61	59	49	42	41
Dependent, child, other	3	4	0	2	4	5
National guard service	1	1	1	1	1	0
No military affiliation	71	65	58	59	73	76
Total Students	143	133	125	119	132	129
<i>% of students with a military affiliation</i>	<i>50</i>	<i>51</i>	<i>53</i>	<i>50</i>	<i>45</i>	<i>41</i>

1.1.c.iii. Enrollment Trends

Enrollments have fluctuated since 2016, as Table 26 shows. During the pandemic, the program experienced a mini-surge and applications went from 75 to 98 students. Since then, the numbers have dropped by 28% between AY 2020 and AY 2022. In Fall 2023, applications fell by another 15% compared to Fall 2022. The variability in student numbers makes it challenging to put together a course schedule since it is not evident until a few weeks before the start of the semester how many students will need course seats. On average 85% of applicants are admitted, and of those who are admitted and matriculated, around 70 percent register for courses (final column). There is no tuition differential for in or out-of-state applicants, with helps diversify the pool of applicants.

*Table 26 Applications, Admissions, and Enrollments. AY 2017-2022**

Admit Term	Applicants	Admits	Enrolled	% of Applicants Admitted	% of Applicants Enrolled	% of Admits Enrolled
Fall 2017	66	61	44	92.4%	66.7%	72.1%
Fall 2018	75	66	44	88.0%	58.7%	66.7%
Fall 2019	84	75	53	89.3%	63.1%	70.7%
Fall 2020	98	87	54	88.8%	55.1%	62.1%
Fall 2021	73	61	42	83.6%	57.5%	68.9%
Fall 2022	71	59	46	83.1%	64.8%	78.0%

*Summer term is not included in the data. On average, 10 to 15 students apply for summer admission.

Table 27 gives the gender breakdown for the ISS program. In general, the program appeals to more men than women though the gender distribution has become less skewed over time. The ISS program seeks to preserve gender parity to recruit more women into the field of security and peace. Most likely, increased marketing through the internet and closer ties with SGPP undergraduate degrees contributed to a more balanced gender distribution. In addition, the relative decline of students with a military affiliation (see Table 25) may also have benefitted the gender distribution, for the military is heavily male-oriented and less than 20 percent of active-duty force is female.

Table 27 Total ISS Enrollment by Gender Identification

Gender	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Female	38	33	39	40	53	57	
Male	92	84	78	74	70	58	
Unknown	0	0	0	0	0	1	
% Female	29	28	33	35	43	49	

Table 28 gives the race and ethnicity breakdown of students in the ISS program. On average, a third of ISS students are from an under-represented group (including two or more races). The program is thus relatively diverse. The largest under-represented group is Hispanic/Latinos, which make up more than half of minority students within the ISS program. This is followed by Black/African-American students, who make up around 15 percent of minority students. The remaining 60 to 70 percent of students are white. As the table suggests, the share of underrepresented groups declined while the proportion of white students rose. We believe that this may be a temporary trend and that new recruitment efforts, especially focused on the AMP with Criminal Justice and Political Science (both degrees are majority Latino) will increase the enrollment of non-white students. In addition, more courses that resonate with underrepresented groups will also pull in more minority students.

Table 28 Total ISS Enrollment by IPEDS Race/Ethnicity

IPEDS Race/Ethnicity	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
American Indian or Alaska Native	1	0	0	0	0	0	
Asian	5	6	6	4	6	2	
Black or African American	10	2	2	2	5	7	
Hispanic or Latinx	29	28	27	19	22	20	
International	1	0	2	0	0	3	
Native Hawaiian or Other Pacific Islander	0	0	1	1	1	2	
Not reported	4	3	6	11	7	8	
Two or more races	3	6	3	2	3	3	
White	77	72	70	75	79	74	
% underrepresented groups	40	36	33	22	30	28	
Total	130	117	117	114	123	119	

Table 29 confirms that a relatively high proportion (40%) of ISS students come from the State of Arizona while ten percent of students came from California, which is one of the target markets of UArizona online marketing efforts. The third largest group of students reside in Virginia and DC or the Capital region, where many federal employees live. Beyond that, the ISS program draws students from all 50 states and managed to recruit students from every corner of the U.S. In addition, it also educated a smattering of international students.

Table 29 Geographic Distribution of ISS Students, 2018-2021

State	Country	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Total
	Non-USA	2	4	4	4	14
	Overseas bases	3	6	5	5	19
Alabama	United States	2	0	1	0	3
Alaska	United States	1	0	0	0	1
Arizona	United States	56	50	51	31	188
California	United States	11	11	8	11	41
Colorado	United States	0	2	7	8	17
District of Columbia	United States	1	2	1	2	6
Florida	United States	6	4	1	0	11
Georgia	United States	1	2	1	2	6
Hawaii	United States	1	1	2	1	4
Idaho	United States	0	0	0	1	1
Illinois	United States	1	0	1	3	5
Indiana	United States	0	0	0	1	1
Iowa	United States	0	0	0	1	1
Kansas	United States	1	0	2	1	4
Kentucky	United States	3	3	0	0	6
Louisiana	United States	1	0	0	0	1
Maryland	United States	2	1	2	2	7
Massachusetts	United States	0	0	0	1	1
Michigan	United States	0	1	1	0	2
Minnesota	United States	0	1	2	2	5
Mississippi	United States	0	0	1	0	1
Missouri	United States	1	2	2	0	5
Montana	United States	1	0	0	1	2
Nebraska	United States	1	0	0	2	3
Nevada	United States	1	2	1	2	6
New Jersey	United States	0	1	2	2	5
New Mexico	United States	3	3	1	2	9
New York	United States	2	2	3	2	9
North Carolina	United States	1	1	3	4	9
Ohio	United States	1	3	4	4	11
Oklahoma	United States	1	0	1	1	3
Oregon	United States	2	1	3	4	9
Pennsylvania	United States	0	1	0	0	1
South Carolina	United States	3	2	0	2	7
South Dakota	United States	0	1	0	0	1
Tennessee	United States	1	0	1	2	4
Texas	United States	4	4	8	4	20
Utah	United States	0	0	0	3	3
Virginia	United States	7	5	9	11	32
Washington	United States	1	1	2	5	9
West Virginia	United States	1	0	1	1	3
Wisconsin	United States	1	2	1	1	5

	Total USA	119	109	123	120	471
	Total All	126	123	136	133	518

1.1.c.iv. MA ISS Graduate Stipends and Assistantships

There is no financial assistance given to ISS graduate students through the form of Graduate Assistantships.

1.1.c.v. Thesis/Dissertation Supervision and Time to Graduation

When the ISS program first began, the thesis was the required capstone project. However, this project did not match the goals of the program or the goals of the students, and was dropped in Fall 2012 though it is still an option for students who desire to graduate with a thesis project. In general, most of the students opt to register for the capstone project.

Table 30 demonstrates that most students complete the ISS program within 24 months, and the overwhelming majority finish their degree within three years.

Table 30 ISS Time to Completion

	2016	2017	2018	2019	2020	2021	2022
Major Count Awarded	53	55	46	51	43	45	50
Average Time to Major Completion (years)	2.12	2.17	2.25	2.35	2.41	2.42	1.11
Median Time to Major Completion (years)	2.00	2.00	2.00	2.00	2.00	2.50	1

1.1.c.vi. Student Exit Surveys

The ISS Program offers an exit survey for graduate students to complete that was first implemented for August 2013 graduates. Nearly all graduates of the MA program (98%) indicated that the degree would be useful for their career. Students were also asked if there were any courses and/or instructors that stood out as exceeding their expectations; nearly every course was mentioned by at least one student (90%) as far exceeding expectations, and over half of the courses were identified as exceptional by multiple students.

The survey also asks students to review their time in the program in terms of the quality of instruction, curriculum, and advising, as well as the availability of courses and coverage of course topics. On average, students indicated they were satisfied with each of these areas and many mentioned the range of topics that the ISS covered and the freedom to select any course that appealed to their interests. When asked for suggestions or feedback on areas that could use ‘improvements’ most students mentioned greater resources towards career counseling, internships, and interaction with practitioners. The second most frequent comment noted was the lack of community and networking opportunities. The latter we are addressing by reviving the ISS Twitter account (@UARizonaISS) and creating a Whatsapp group for former and current students. We are also working on revitalizing the LinkedIn account to foster an alumni network. Furthermore, we are exploring opportunities for in-person engagement in a hybrid modality by organizing an annual conference that brings together SGPP faculty and practitioners.

Table 31 points out that most students rate the program between 4.5 and 4.7 (on a scale of 1 to 5). Students especially appreciate the wide variety of courses, which is a strength of the program. The lowest score is

for advising and guidance for which we have few resources and is an area we aim to develop in the next few years, contingent on expanding administrative staff.

When asked for suggestions or feedback on areas that could use ‘improvements’ most students mentioned greater resources towards career counseling, internships, and interaction with practitioners. The second most frequent comment noted was the lack of community and networking opportunities. The latter we are addressing by reviving the ISS Twitter account (@UArizonaISS) and creating a Whatsapp group for former and current students. We are also working on revitalizing the LinkedIn account to foster an alumni network. Furthermore, we are exploring opportunities for in-person engagement in a hybrid modality by organizing an annual conference that brings together SGPP faculty and practitioners.

Table 31 ISS Exit Interview Responses

Year	2018/19*	2019/20	2020/21	2021/22	2022/23**
# responses	19	24	22	28	12
% UArizona Undergraduates	32%	38%	18%	39%	42%
% Male	74%	71%	73%	46%	50%
Satisfaction 1 (Quality of instruction)	4.67	4.79	4.62	4.56	4.60
Satisfaction 2 (Quality of courses)	4.72	4.71	4.57	4.68	4.60
Satisfaction 3 (Availability of courses)	4.28	4.25	4.38	4.16	4.10
Satisfaction 4 (Topics / subjects)	4.67	4.63	4.81	4.64	4.70
Satisfaction 5 (advising/guidance)	4.44	4.42	4.43	4.16	4.20

*Just Spring & Summer.

**Just Fall & Spring.

Note: 1 = Strongly dissatisfied to 5 = Strongly Satisfied

1.1.c.vii. ISS Student Employment after Graduation

The exit survey also asks the MA students about their post-graduation plans (see Table 32). The response rate varies and small numbers of responses can influence the findings, but it would be fair to conclude that most students are in a career and are using the new degree to switch employment or pursue different opportunities at a later date. Students who are seeking a fresh start express a certain level of frustration that we cannot provide them with career advice and networking opportunities. We are trying to remedy this issue by fostering a stronger alumni network through Whatsapp and LinkedIn and by referring students to the Graduate Center, which provides tailored professional development opportunities and career services.

Table 32 Employment Goals after ISS degree

Year	2018/19*	2019/20	2020/21	2021/22	2022/23**
#	19	24	22	28	12
%AZ UGs	32%	38%	18%	39%	42%
%Male	74%	71%	73%	46%	50%
Start a new career (enrolled)	58%	33%	41%	57%	33%
Start a new career (now)	42%	29%	18%	43%	42%

*Just Spring & Summer.

**Just Fall & Spring.

I.1.d. Assessment of Student Learning Outcomes

I.1.d.i. Program Objectives

The learning objectives of the ISS program are to enable students to:

1. Identify the central themes of modern security studies, especially as related to the student's concentration and interests. This may include:
 - a. Traditional security threats, such as war and violence.
 - b. Non-traditional security threats, such as the environment, resource management, and human security.
 - c. Foreign policy, including foreign policy creation, the influence of important foreign policy actors, and areas of foreign policy (such as democracy promotion).
 - d. The influence of globalization.
2. Demonstrate the ability to comprehend and explain international security phenomena as well as the broad theories and principles of international security studies.
3. Demonstrate critical thinking skills in the analysis and evaluation of the modern security environment and foreign policies.
4. Build and present arguments relating to international security, by conducting original research, generating arguments, and communicating those arguments through academic writing.

I.1.d.ii. Existing Assessment Activities

Most students complete their degree by electing to do the Capstone (POL 695a). The capstone consists of a portfolio project which directly tie into the learning objectives.

First, students reflect on their work in the program and choose one to three writing samples to include in their portfolio. These writing samples are chosen based on the quality of the research, writing, and argument. Second, students write an "Academic Synthesis" essay that overviews a minimum of six courses taken during the program, in which students both identify the themes of the courses and the main theories or approaches examined in those courses. Students also engage in analysis of those courses to discuss areas of overlap, complementarity, and connection, along with areas in which there are holes or gaps in the student's understanding or coverage of material. In addition to considering the coursework, this essay must include a section in which students consider how their understanding of international security has changed over the course of the program. Together, these activities require students to:

1. Identify the central themes of their courses (objective 1)
2. Discuss the main approaches or theories used in their courses (objective 2)
3. Evaluate their critical thinking skills and how their understanding of international security has evolved (objective 3)
4. Identify a paper in which they did high quality research, writing, and argumentation (objective 4)

Second, the portfolio capstone course will be better leveraged to assess learning outcomes. This will include:

- Assessing the students' best writing assignment using the standardized rubric (see
-
-

- Table 33), both by the instructor and by the student
- Assessing the Academic Synthesis essay using a rubric that connects directly to the learning objectives (see
-
-

- Table 34)

In addition, since 2016, we implemented mid-career assessments courses undertaken by a handful of faculty. Each instructor assigns a writing assignment that requires students to conduct research, build arguments, and present their findings through academic writing. At least one paper from each of these courses will be assessed using the standardized rubric. The ISS Committee will then review these results once per year, considering whether action needs to be taken for individual students or the program.

Table 33 Standardized Rubric for ISS

Learning Objective	Target (10 points)	Acceptable (5 points)	Under Performing (1 point)
<i>Demonstrate ability to comprehend international security phenomenon</i>	There is a clear explanation of the phenomenon under study. Information is accurate and clearly presented.	The explanation given provides a picture of the phenomenon under study. The information given lacks detail needed to build a clear picture and/or lacked some clarity in writing that obscured the main points.	The explanation of the phenomenon under study is flawed. There are serious inaccuracies in the information presented. Required information was absent and/or so poorly written as to be difficult to understand.

<i>Demonstrate critical thinking skills in the analysis and evaluation of international security phenomena</i>	There is high quality analysis or assessment of the phenomenon under study. High quality analysis is based in fact, logically sound, and clearly presented.	There is mid-quality analysis or assessment of the phenomenon under study. There are minor flaws in the analysis, whether in the logic of the arguments or clarity of presentation. The analysis provided lacks detail needed to build a clear picture of the overall argument/assessment.	There is low-quality analysis or assessment of the phenomenon under study. There are major flaws in the analysis, whether large jumps in logic and/or arguments so poorly written as to be difficult to understand.
<i>Build and present arguments: Research</i>	There is high-quality research in terms of the quality/types/and quantity of sources used.	There is mid-quality research in terms of the quality/types/and quantity of sources used.	There is low-quality research in terms of the quality/types/and quantity of sources used.
<i>Build and present arguments: Writing and Communication</i>	The paper is well written, and arguments are well organized.	The paper has some mistakes in writing, and/or arguments can be better organized.	The paper has significant mistakes in writing, and/or arguments need to be reorganized.

Table 34 Rubric for Assessing the Academic Synthesis Essay for ISS

Learning Objective	Target (10 points)	Acceptable (5 points)	Under Performing (1 point)
<i>Demonstrate ability to identify the central themes of coursework</i>	There are clear descriptions of the main themes of the courses students completed.	The description provided the reader with a picture of the courses, but the description lacked the detail needed for a clear picture of each.	The description attempted to provide the reader with a picture of the courses, but information was absent and/or so poorly written as to be difficult to understand.
<i>Demonstrate ability to identify the central</i>	There is a clear consideration for overall	There is some consideration for the	There is little consideration for the

<i>themes of international security</i>	themes of international security (beyond any specific course).	overall themes of international security. The description lacked the detail needed to provide a clear picture, or the description was embedded in a single course.	overall themes of international security. Information was absent and/or so poorly written as to be difficult to understand.
<i>Demonstrate critical thinking skills in self-reflection</i>	Areas of personal growth in the understanding of international security are clearly identified and discussed.	Areas of personal growth in the understanding of international security are identified but require further discussion to be understood.	Areas of personal growth in the understanding of international security are either not identified or so poorly written as to be difficult to understand.
<i>Build and present arguments relating to international security</i>	The paper is well written and well organized.	The paper has some mistakes in writing and/or can be better organized.	The paper has significant mistakes in writing and/or needs significant reorganization.

Table 35 shows that most graduates feel confident that they have mastered the four learning outcomes, with an especially high score for critical thinking and explaining international security phenomena.

Table 35 Exit Survey Learning Outcomes

Year	2018/19*	2019/20	2020/21	2021/22	2022/23**
LO1 (Identify themes)	4.94	4.79	4.76	4.88	4.70
LO2 (Explain phenomena)	5	4.83	4.76	4.88	4.80
LO3 (Critical thinking)	5	4.83	4.76	4.88	4.70
LO4 (Conduct research)	4.94	4.75	4.67	4.88	4.90

*Just Spring & Summer.

**Just Fall & Spring.

More detailed assessment information can be found online [here](#).

I.1.e. Future Goals and Strategic Objectives

Enrollment numbers in the ISS program have steadily declined since the academic year 20/21. Presently, the program has about 80 active students, down from 100+ students a few years ago. The goal will be to manage growth by tapping new pools of prospective students. Our links with local military bases are weak and the hiring of Colonel (ret) Burgoyne as an Assistant Professor of Practice should facilitate connections and recruitment of both current and retired military personnel. Furthermore, the AMP with SGPP online undergraduate degrees will encourage talented students to apply to the ISS program.

The ISS program has a core faculty of two, namely the Director and recently hired Assistant Professor of Practice Michael Burgoyne. The Director, together with the new Assistant Professor of Practice oversees the Professional Capstone course, which is offered three times a year. In the long run, it is not feasible to rely on such a modest number of ‘permanent’ faculty whose teaching assignments demand several ISS courses per year. It is our ambition to introduce a foundational course on international security (POL501a) that will be a prerequisite in order to graduate with a degree in International Security. However, to make this happen, we would need additional instructors to offer this course three times a year. Hiring additional professors of practice would be one solution to the dilemma of having such a skeletal permanent instructional staff. Another possible solution would be to advertise for a tenure-track position with a strong focus on international security and mandate that the person teaches at least two courses in the ISS program.

The second objective is to invest in more support services to enable students to be competitive in the job market. Currently, the ISS website has a long list of organizations that hire interns, but students are on their own trying to make connections and gather information about the internships. We have made some progress in fostering an ISS network, by encouraging current and former students to connect through online and messaging platforms to leverage our network of students and alumni who are employed in U.S. federal agencies and in the defense industry. To facilitate greater networking opportunities and to give students a chance to interact with practitioners and faculty, the ISS team would like to organize an annual conference or workshop in the spring semester. Such an event will also promote the ISS program among security officials and highlight its importance for educating future foreign policy leaders.

The third objective is to increase the administrative support for ISS. In July 2023, Col. (ret) Burgoyne joined the program, but his focus is mostly on teaching as a professor of practice. Administrative support can be employed to engage in more outreach and recruitment, especially as the ISS program seems to experience declining enrollment numbers. More administrative support can also be useful in cultivating internship opportunities and career counseling and development.

I.2. Master of Public Administration (MPA)

I.2.a. Overview of MPA program

The Master of Public Administration (MPA) program has been a fixture at the University of Arizona since 1958. Our MPA program's mission is to prepare a diverse group of graduate students, including public and nonprofit professionals and pre-service students, to effectively manage, govern, and lead as dedicated public servants working in local, state, and federal government and non-profit organizations. We equip our students with essential skills in analysis, communication, and management. Our faculty and curriculum model public service values such as civility, ethics, and accountability, and emphasizes leadership skills that include a commitment to diversity and social justice. We accomplish our program mission by advancing the knowledge of public policy and management through dedicated teaching, research, and public service. Our MPA program is also externally accredited through the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and the program just completed a successful reaccreditation in AY2022-2023 through 2030. The MPA is 42 credit-hour program, which is designed to be completed in two years by full-time students. All students complete the same core curriculum and then choose elective courses to fit their career goals and professional needs.

To meet students' interests and educational needs, the MPA has five dual degree options including with the Master of Arts in Journalism, Juris Doctorate, Master of Arts in Latin American Studies, Master of Arts in Middle Eastern & North African Studies, and Master of Science in Water, Society & Policy degrees. We also offer Accelerated Master's Program (AMP) pathways will all four of our SGPP undergraduate degree programs, which are popular options among our undergraduate students. Several of these dual degree programs and AMP pathways were developed in the past few years due to student demand as well as expansion of our undergraduate majors (e.g., law and criminal justice). Our current CIP code for the MPA program is 44.0401 (Public Administration) which matches our degree type and mission:

The largest potential future change concerns launching an online modality for our MPA degree. The MPA faculty, led by the MPA Director and the MPA/MPP Committee, has been discussing and planning for a potential launch of an online modality since 2019. We also had our plans strategically reviewed by our NASPAA site visit team through our accreditation process and we received positive and enthusiastic feedback. We are aiming to launch the online modality in fall 2025 if we have sufficient faculty, staff, and financial resources to do so. For example, we hope to hire a Career Track faculty position that could help support the increased teaching needs of an online modality.

I.2.b. MPA Program - Curriculum and Courses

I.2.b.i. Course Availability

SGPP's MPA program is currently accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) and has been since 1976. In order to maintain accreditation, programs must demonstrate that students are able to achieve the "universal core competencies":

- To lead and manage in public governance;
- To participate in and contribute to the policy process;
- To analyze, synthesize, think critically, solve problems and make decisions;
- To articulate and apply a public service perspective; and
- To communicate and interact productively with a diverse and changing workforce and citizenry.

The MPA curriculum is designed around a set of core competencies that relate to the program mission and public service values. In order to graduate, students must complete: 8 core classes (24 credit hours); 4 elective classes in areas of their choosing (e.g., collaborative governance, public management, nonprofit management, environmental policy); a 135-hour internship; and a capstone project. The core curriculum (see below) is most relevant to the NASPAA accreditation process. All core courses are taught once a year and do not have any sequencing or prerequisites.

- PA 500: Economics for Public Policy
- PA 501: Public Organizational Theory
- PA 503: Politics, Policy & Public Management
- PA 505: Methods for Program Evaluation
- PA 508: Public and Non-Profit Financial Management
- PA 527: Leadership and Ethics for Nonprofits and Public Management
- PA 550: Statistics for Public and Nonprofit Administration
- PA 597H: Public and Nonprofit Human Resources Management

In addition to core class offerings, students choose four elective courses from across a variety of topical areas. We typically offer five to six elective courses each semester and at least one elective course each summer within the program. The most popular elective course areas among the MPA students include collaborative governance, environmental policy, local government, nonprofit management, and public policy. Students with sufficient managerial employment experience, military experience, or former Peace Corps or AmeriCorps volunteers may waive the internship requirement and instead take an additional elective course. The program also maintains collaborative relationships with other departments including the College of Law, the College of Public Health, the School of Natural Resources and the Environment, and the School of Geography and Development. These departments offer our students additional elective classes. These departmental arrangements, coupled with SGPP class offerings, are sufficient to allow students to complete the required course work in the standard two-year graduation period.

1.2.b.ii. Course Syllabi

We only occasionally co-convene elective courses in the MPA program. All our core, internship, and capstone courses are exclusive to the graduate program. On the books, PA406/506, PA446/546, PA481/581, and PA484/584 can currently be co-convened. However, since 2019, only PA484/584 and PA481/581 have been co-convened. We confirm that the courses and syllabi have additional work and learning expectations listed for graduate students.

As described in I.2.b.v. below, we only offer a limited number of online courses, and few are offered across multiple modalities. Among the online courses since 2020, the following courses have been offered both in-person/hybrid and online: PA 513: Government, Business, and the Nonprofit Sector, and PA 597W: Grantwriting. In addition, PA512: Local Government and PA594: Capstone have been offered both in-person and hybrid. We confirm that the learning outcomes were the same for the most recent times the courses were taught across both modalities with the caveat that the most recent offering of PA512 had one learning objective removed as that portion of the course was expanded into a new elective class, PA521 Utility Management. A second caveat is that the summer online version of PA513, last taught in summer 2021, did not include learning objectives on the syllabus. The instructor confirmed that the learning outcomes were the same across the modalities and will include them in the online modality syllabus the next time the course is taught.

1.2.b.iii. Active Learning Strategies

The MPA is a professional degree program. The faculty believes experiences that enhance professional development are key components of the program. Therefore, the MPA requires students to complete an internship and a community service project (capstone course).

MPA Internship Requirement: Students must complete a three credit/135-hour internship with a local, national, or international nonprofit or government agency. Students typically do their internships during the summer between their first and second years, although some students do their internships during the spring or fall semesters. The internship is designed so that students can apply knowledge and concepts learned in the classroom to the practical challenges of managing public and nonprofit organizations. This helps advance the program's mission as students are prepared to manage, govern and lead, while also enhancing students' career opportunities following graduation.

MPA Capstone Requirement: In Spring 2015, SGPP required that all MPA students complete the Capstone in order to graduate. The MPA program's Community Advisory Board (CAB) recommended the requirement as a way to improve students' professional development, while also providing a valuable service to the community. The Capstone requires that students work in groups to produce a "deliverable product" to a governmental agency or non-profit organization and to present their work at a Capstone project showcase. The Capstone course has become a great success and an opportunity for students to put their formative training into practice in a real-world setting. The Capstone showcase is also a chance for SGPP to connect with community partners including many nonprofit (e.g., Center for Community Mediation and Facilitation, United Way, Jewish Federation of Southern Arizona) and local government organizations (Pima County, Tucson, Oro Valley, Marana, Casa Grande).

1.2.b.iv. Instructional Technology

MPA courses utilize some traditional lecture and discussion formats. However, the program also promotes a climate of inclusiveness for a diverse range of learning styles, and instructors use a variety of learning techniques in the classroom including debates, student presentations, active-learning student simulations, group projects, as well as written and computer work. All classes have D2L sites and a variety of multimedia are used in the classroom (e.g., Zoom, interactive media, online proctored exams, YouTube presentations).

Given the professional nature of the program, some instructors rely on cases (e.g., from the Kennedy School Case Program and University of Washington's Electronic Hallway), simulations, and other techniques to supplement lectures and outside readings. Moreover, our Program offers several opportunities for students to interact with practitioners across a broad range of public service professions and include case studies, guest lectures, internships, professionally qualified instructors, simulations, team-based problem solving, and volunteer opportunities.

1.2.b.v. Online Offerings

While we are an in-person master's degree program, we have included a limited but growing number of online elective courses due to student demand for increased educational flexibility. We typically have one to two online electives (out of five to six total electives) each semester and one online elective each summer. We note that all our core courses are in person and students are still able to complete the full degree taking only in-person courses if they prefer. Since 2020, we have offered the following courses asynchronously online:

PA 513: Government, Business, and the Nonprofit Sector

PA 520: Advocacy Strategies & Community Participation

PA 597W: Grantwriting

PA 620A: Collaborative Governance in Theory, Practice, and Research

PA 622A: Institutional Design and Learning in Collaborative Governance

The largest potential future change concerns launching an online modality for our MPA degree. The MPA faculty, led by the MPA Director and the MPA/MPP Committee, has been discussing and planning for a potential launch of an online modality since 2019. We also had our plans strategically reviewed by our NASPAA site visit team through our accreditation process and we received enthusiastic and positive feedback. We are aiming to launch the online modality in fall 2025 if we have sufficient faculty, staff, and financial resources to do so. For example, we hope to hire a Career Track faculty position that could help support the increased teaching needs of an online modality.

1.2.b.vi. Adequacy of Resources

The MPA program is a professional master's program. Thus, most students are anticipated to self-fund their education and affiliated, e.g., photocopying and supply, expenses. Students are encouraged to utilize university resources such as UITS for technical assistance and the UA libraries for work and learning space, computer labs, the student union, the Graduate Center, and other on-campus resources to help them to excel in their graduate studies. As of AY2022-2023, the MPA program was also able to begin to offer a limited conference travel stipend, funded through student program fees, to offer some support for conference travel. We hope to expand this fund in the future, if we are able to gain additional autonomy in the use of our program fees, and encourage students to apply for SBSRI and GPSC travel and research grants, as appropriate. We do not currently offer a graduate student lounge but hope to explore this in the future for the MPA program, especially as students have expressed interest in more in-person community after the pandemic. Overall, while students would certainly enjoy and benefit from additional resources and therefore, we continue to advocate for their expansion, we find the current resources to be sufficient for student success.

1.2.b.vii. Program Handbook

A copy of the handbook can be found [here](#).

1.2.c. MPA Students

1.2.c.i. Recruitment and Quality of Students

Driven by our mission, the MPA Program aims to recruit, train, and prepare students to effectively manage, govern and lead in a dynamic, increasingly, interconnected world. Our program recruits a diverse group of students who include public and nonprofit professionals and pre-service students with varied backgrounds, interests, and expertise. While our students are primarily from Arizona and the Southwest, we also bring in well-qualified students from across the country as well as abroad. We aim to attract students with strong undergraduate backgrounds and a high motivation for public service. Many of our students currently serve in public sector positions and choose our program to further their education in order to advance their current careers. We also seek well-qualified students from our undergraduate programs through an accelerated master's program (AMP) track. Lastly, we utilize our strong alumni network to attract international students as well as Peace Corps and AmeriCorps volunteers.

The Program is publicized through its website, Graduate College recruiters, local graduate student career fairs, alumni newsletters, and departmentally run Facebook page. The School of Government & Public Policy also sponsors advertisements in conference publications tailored to public administration and policy to increase the diversity and caliber of our students. Additionally, through in-class presentations and

information from the undergraduate advising team, the Program showcases the MPA and AMP program to our more than 2,400 School undergraduate students to encourage them to apply.

We are committed to recruiting “well qualified” students that are both in-service and pre-service from diverse backgrounds. All students must submit all undergraduate (and any graduate) transcripts, at least two letters of recommendation, a statement of purpose, and a resume. Students must have a 3.0 GPA or higher to be admitted, as required by the Graduate College. Occasionally a student with a 2.8 – 2.95 GPA will be admitted based upon outstanding professional experience and/or extenuating circumstances surrounding their GPA. This is done less than approximately 2% of the time. Compared with our peer institutions that have top MPA programs, we have similar admissions criteria as we require a 3.0 GPA for admission, consistent with the Universities of Texas (Austin), Washington, and Wisconsin. We note that the Universities of Georgia, Indiana, and Southern California have no stated minimum GPAs. In addition, since our last APR, we note that we no longer require the GRE for admissions. After discussions among the MPA/MPP Committee as well as feedback from stakeholder groups, we decided that the GRE was likely a hinderance to in-service, under-represented, and non-traditional students whose GRE scores may not reflect their potential to succeed in the program and add to the cost of applying. All of the above mentioned MPA programs also do not require the GRE in the current admissions cycle, with some caveats. Note that the universities of Indiana, Texas, and Wisconsin do not have MPA programs but rather Master of Public Affairs programs which we use for comparison.

Overall, while we are competitive at recruiting top students from across Arizona, the nation, and internationally, our MPA student numbers have declined slightly since the previous APR, despite our goal in the last APR of increasing numbers by 25-30%. We believe part of this is due to the currently strong labor market and its counter-cyclical relationship with demand for professional master’s degrees. However, we also note that additional investment in a comprehensive recruitment program, which has primarily been up to the MPA Director and Graduate Programs Manager who may not have training in marketing and recruitment, could potentially increase enrollments. We aim to connect with more college and university recruitment resources in the coming year in order to maintain and hopefully expand our MPA student enrollments, especially with the potential expansion to an online program modality.

1.2.c.ii. Student Demographics

Table 36 MPA Student Demographic Data in Fall 2023

(a) Gender	Count	%
Male	12	29%
Female	29	71%
Non-binary	0	0%
Total	41	100%
(b) Race & Ethnicity	Count	%
American Indian	1	2%
Asian	1	2%
Black or African American	1	2%
Hispanic	16	39%
International	6	15%
White	15	37%
Unknown/Other	1	2%
Total	41	100%

Valuing and enhancing diversity are core values of the University of Arizona, School of Government & Public Policy and the MPA Program and was added as a core public service value in our MPA mission revised since the last APR. We seek to encourage under-represented groups through recruitment and retention, and through a learning environment that values and exemplifies diversity. It is essential to our mission of preparing students to effectively manage, govern and lead as dedicated public servants. However, diversity does not always include the meaning of inclusiveness. Therefore, the program strives to promote a community where social interaction outside of the classroom, as well as creative learning opportunities, are key factors in promoting diversity, equity, and inclusion. Motivated by our NAPSAA accreditation, the MPA program also has a Diversity, Equity, and Inclusion Plan that describes our activities related to faculty and staff diversity and retention, student diversity, curricular diversity and pedagogy, and fostering a culture of inclusiveness, which can be found [here](#).

As shown in Table 36 based on data from UAccess Analytics, in Fall 2023 a majority of our MPA students are female (71%) and non-white/Caucasian: 63% of students were non-white/Caucasian with 39% being Hispanic/Latinx. Compared with other top MPA programs among our peer institutions, we have a highly diverse student body. From the programs that publicly report their diversity data, the fall 2022 entering MPA class at the University of Southern California was 78.2% non-white/Caucasian including 27.4% Hispanic. The University of Washington recruited 28% domestic BIPOC students and 19% international students in their 2021 entering MPA student class. Across all NASPAA-accredited programs, there is an average of 36% persons of diversity in the programs in AY2019-2020.

Driven by our mission, the Program seeks to recruit individuals from all backgrounds, interests and areas of expertise. Efforts to recruit students that reflect the diversity of the southwest region are enhanced by following the University's strategic plan, which further emphasizes a commitment being a Hispanic Serving Institute (HSI) and acknowledging the land and territories of the 22 federally recognized Indigenous tribes of Arizona. Additionally, the program collaborates with campus partners, such as the Graduate College and the International Student Services Office, to actively recruit underrepresented populations. The Graduate College and MPA Program offers student funding opportunities to increase enrollments of these populations; however, funding is limited and competitive. Additional efforts to recruit students include, but are not limited to, the following: (1) Explore funding opportunities for underrepresented applicants from the School of Government and Public Policy and the University of Arizona, (2) Attract well-qualified students from across the country as well as abroad by utilizing our strong alumni network and encouraging Peace Corps and AmeriCorps volunteers to apply to the program, (3) Provide "Open House" information sessions to prospective students that provides more information on the Master of Public Administration program and the School of Government and Public Policy, (4) Target students who reflect the diversity of the southwest region by following the University's strategic plan that emphasizes the need for our student body to reflect the diversity of our region with respect to Hispanic/Latinx and Indigenous representation, and (5) Continually explore opportunities to attract both pre-service and in-service students with diverse intellectual interests.

In addition, our Program seeks to achieve a diverse and inclusive environment in order to support under-represented students to succeed. Initiatives include: (1) Provide diversity support and engagement for faculty, staff, and students, (e.g.: speaker series, workshops, and community service projects), (2) Create opportunities for students, staff, faculty, and alumni to interact socially outside the classroom, (3) Emphasize diversity in the classroom through guest speakers, team-based learning projects, and syllabi that include diverse voices and theories, and (4) Survey students, faculty, and staff biannually to provide a direct perspective of program strengths and opportunities for growth.

1.2.c.iii. Financial Support for Students

As we are a professional master's program, we are unfortunately unable to guarantee funding unlike our PhD program. As such, we have limited funding for students yet continue to advocate for expanded funding to recruit and support a diverse and talented student body. The main sources of funding are very limited numbers of teaching assistantships, Graduate Tuition Waivers (GTW), and program fee set asides. Specific to TAs, we typically have the equivalent of one to two 0.5FTE TAs per year across our MPA and MPP programs if there is sufficient unmet teaching need after funding to PhD students has been allocated. Depending on faculty grants, MPA students are occasionally hired as research assistants, but this is not controlled by the program. In AY2023-2024, the stipend affiliated with a 0.5FTE Graduate Assistantship position was \$21,750.

We also have four local government fellowships that have been developed since the last APR including the Keane, Valdez, Local Government Management, and Tucson Fellowships in partnership with the City of Tucson, and Towns of Marana, Oro Valley, and Sahuarita. The Keane Fellowship comes with a 0.5FTE TAs and also a paid 20-hour per week management internship with the towns. The other Fellowships have paid management internships with their respective placements and in AY2023-2024, we were also able to award each a \$10,000 GTW. We hope to continue to offer the tuition assistance in the future but it is contingent on availability of GTW funds. Students are also strongly encouraged to seek opportunities across campus, such as the Graduate Center's Office of Fellowships, and outside the university.

The university also provides hardship funding to graduate students who have significant unexpected financial need that could disrupt their successful progress in the program. The Program Manager and Program Director ensure students are aware of these funding sources and the Program Director writes letters of support for applications. In AY2021-2022, all three applications from MPA students submitted for university hardship funds were awarded.

Finally, starting in AY2022-2023, we were able to offer an MPA Conference Travel Stipend through our MPA Program Fees for students to attend academic and professional conferences and other travel opportunities. In addition, we encourage students to apply for travel funding through SBSRI and the GPSC. We hope to expand our funding and travel support given a recent promise from our College Dean to allow more flexibility in the use of program fees, away from salary support, to be able to fund more of our programmatic goals.

1.2.c.iv. Faculty Advising and Support for Students

We note that the MPA is a professional master's program and thus does not have a thesis or dissertation, similar to other top MPA programs in the U.S. (e.g., U. Washington, U. Indiana). Regarding career development and mentoring, students receive career guidance throughout their program with particular emphasis placed on career placement during the final year of study including from the MPA Director, Program Manager, and MPA faculty. Students are strongly encouraged to meet with the Graduate College's Career Counselor, who offers resume and cover letter review sessions, professional development workshops, and one-on-one career counseling sessions, as well as utilize other Graduate College programming. Graduate students in the MPA program may also seek career guidance and services including job search help, resume writing workshops and reviews at the University's Office of Student Engagement & Career Development, however these services are mainly geared towards undergraduate students. The Graduate Programs Manager may also review student resumes and cover letters, providing feedback and suggestions for changes.

In addition to career services, the Graduate Programs Manager also maintains correspondence with alumni, community partners and the Community Advisory Board to promote open positions locally, throughout the

state of Arizona, and across the country in a variety of public sector fields. Opportunities are emailed to students and also advertised in our MasterCat newsletter and program website. The program's student club, Public Affairs Student Association, also works with alumni to create Alumni Panels which provide current students direct insight of program learning outcomes and objectives with prospective careers.

Students in the MPA program are also required to complete an internship and capstone project as part of the degree requirements. This engagement provides students a direct experience with a potential employer, which not only strengthens their resume, but may also provide an opportunity for full-time employment at their internship site or a community partner's organization. For example, in academic year 2021-2022, we had 3 students who held paid internships with the City of Tucson. All three received offers of full-time employment from the City upon graduation.

From our annual student survey, professional development tops the list of students needs outside the classroom with 53% of students in spring 2023 citing this as their number one need. From the same survey, 80% of students strongly or somewhat agreed that they have sufficient career development opportunities, with 13% neither agree nor disagree. In addition, 93% of students strongly or somewhat agreed that they have access to the information they need to pursue their professional goals (the remaining 7% neither agreed nor disagreed). The MPA program is always aiming to better meet students' needs with additional career development opportunities. In AY2022-2023, we scheduled a career development workshop for our MPA students with Dr. Shawn Nordell, Associate Director of Graduate Career Services at the Graduate Center. In addition, we had a presentation skills workshop with the Human Communication Studios for all our MPA Capstone students.

1.2.c.v. Student Activities

Since the MPA is a professional master's program, students typically do not pursue academic conference presentations and publications. However, our students remain active in professional conferences and other career development opportunities outside of the classroom. For example, students may attend professional conferences such as the Arizona City/County Management Association's Summer Conference, the International City/County Management Association's Annual Conference, and others. In addition, students often attend the annual Network of Schools of Public Policy, Affairs, and Administration student team-based simulation competition. In 2023, the simulation focused on wildfire management. Finally, all MPA students present at the annual UA MPA Capstone Showcase in advance of their graduation.

1.2.c.vi. Student Success

Table 37 MPA Student Completion Rates

	2016	2017	2018	2019	2020	2021	2022
Degrees awarded	30	25	23	18	28	27	27
Mean time to completion (yrs)	2.17	2.27	2.02	1.97	1.93	2.00	1.98
Median time to completion (yrs)	2.00	2.00	2.00	2.00	2.00	2.00	2.00

1.2.c.vii. Student Placements

Table 38 provides information on alumni first job placements after graduation by sector. As shown, a majority of our students are employed in government (local, state, federal) or non-profit organizations. As noted in I.3.d above, professional development skills have been a key focus of the program to train students for the workforce, both inside of the classroom and outside. Since our last APR, we also have connected twice with our Community Advisory Board on this topic, once before the pandemic and once in 2022.

During the 2022 meeting, the CAB commended the MPA program for their improvements in training students to be career ready especially with respect to professional soft skills such as presentation skills, ability to talk with stakeholders, and confidence, as well as hard skills like computer programs and analysis. Given that we are a professional master’s program, career development continues to take high priority in our program.

Table 38 MPA Alumni First Job Placements After Graduation by Sector (%)

Sector	Graduation Year			
	2017-2018	2018-2019	2019-2020	2020-2021
US Government Agency	14	12	48	27
Nonprofit	34	47	10	8
Private Sector	14	23	0	8
Postgraduate Education	5	0	7	11
Other	0	0	7	19
Unknown	33	18	28	27

I.2.d. MPA Student Learning Outcomes Assessment

Detailed assessment information can be found online [here](#).

The MPA program has been collecting annual assessment data since the last APR report and utilizes the data and analysis to inform a continuous process of programmatic improvement. We note that the MPA program conducts annual assessments both for the University of Arizona as well as through NASPAA, our external accreditation body, across our five programmatic learning outcomes listed in section I.2.c above. We include both direct assessment measures scored by our MPA faculty as well as indirect assessment measures through our MPA exit survey, the latter capturing students’ own self-evaluation and confidence in their achievement of the outcomes. Data are collected by the Program Director and Graduate Programs Manager and analyzed and discussed by the MPA/MPP Committee in order to make recommendations for future changes. In addition, in conjunction with the Public Affairs Student Association, we conduct an annual All-Cohort survey and meeting to receive additional student feedback and recommendations for improvement.

We note a few examples of how the process of assessment has led to programmatic improvements. For objective 1 and based on data trends from PA501 and discussion in the MPA/MPP Committee, a broader vision of “public service governance” was implemented in the class to better emphasize the role of nonprofits in this space, and better prepare students for the workforce. In addition, with regards to objective 3, analysis of somewhat lower than expected scores from the PA550 statistical course led to discussion among the MPA Director and MPA Committee, with a follow up meeting among MPA methods instructors, to revise the MPA methods curriculum to refine the overview of regression analysis and use Excel. Regarding objective 4, a trend in the Capstone evaluation scores highlighted presentation skills as an area for improvement. As such, the program instated a presentation skills workshop by the Human Communications Studio in spring 2023. Finally, as noted in I.2.d above, we also analyze feedback from our Community Advisory Board. In particular, before the pandemic, the CAB noted that some of the career readiness skills could be improved in our graduates. After further discussion with our MPA/MPP Committee, we focused on improving these skills both inside the classroom as well as increasing our career development programming. We were delighted to find that the CAB had seen great improvements in our fall 2022 board meeting, making our graduates even more employable in the ever-changing workforce.

Looking ahead, we are also collecting additional data as part of our MPA Diversity, Equity, and Inclusion plan and through UAccess Analytics. This will allow us to examine additional data from this important lens to examine program strengths and opportunities for improvement. We focus on gender, race, and ethnicity for these analyses as those data are the most readily available. In addition, we hope to continue to expand career development opportunities from diverse perspectives to highlight the multitude of pathways to public service that our graduates can take. For example, our PASA Alumni Panels have focused on increasing panelist representation from female alumni and alumni of color. In addition, with the recent hire of the new SGPP Assistant Director for Career Development and Community Engagement, we hope to be able to expand our student engagement and community outreach moving forward with expanded staff resources.

I.3. Master of Public Policy (MPP)

I.3.a. Overview of MPP program

The University of Arizona's Master of Public Policy (MPP) program is our newest graduate degree program within SGPP, starting in fall 2014. The MPP is a policy-focused degree program that provides students with the analytical skills necessary to address important and challenging policy concerns. The MPP is a program uniquely qualified to address the policy challenges facing the Southern Arizona region and the nation. Faculty in the program possess considerable expertise in a variety of policy areas including public management, policy analysis, and program evaluation. The MPP program offers students additional training in microeconomic theory and quantitative analysis, as well as policy-relevant electives. Graduates of the MPP program are well-equipped with a unique skill set that strengthens the public sector workforce. Because of the academic rigor of the program, the MPP program can also prepare students to continue on to certain PhD programs. The MPP is 42 credit-hour program, which is designed to be completed in two years by full-time students. All students complete the same core curriculum and then choose elective courses to fit their career goals and professional needs.

To meet students' interests and educational needs, the MPP has three dual degree options including with the Juris Doctorate, Master of Arts in Middle Eastern & North African Studies, and Master of Science in Water, Society & Policy degrees. We also offer Accelerated Master's Program (AMP) pathways with all four of our SGPP undergraduate degree programs, which are popular options among our undergraduate students. Several of these dual degree programs and AMP pathways were developed in the past few years due to student demand as well as expansion of our undergraduate majors (e.g., law and criminal justice). Our current CIP code for the MPP program is 44.0501 (Public Policy Analysis) which matches our degree type and mission:

The largest potential future change concerns launching an online modality for our MPP degree. However, this would only be explored after a successful launch of our Master of Public Administration online modality, currently anticipated for fall 2025, conditional on sufficient faculty, staff, and financial resources to do so.

I.3.b. MPP Program - Curriculum and Courses

I.3.b.i. Course Availability

The MPP curriculum is designed around a set of core competencies that relate to the program mission and learning outcomes. In order to graduate, students must complete: 8 core classes (24 credit hours); 5 elective classes in areas of their choosing (e.g., collaborative governance, public management, nonprofit management, environmental policy); and a capstone project. All core courses are taught once a year.

- PA 503: Politics, Policy & Public Management
- PA 504: Intermediate Economics for Public Policy
- PA 505: Methods for Program Evaluation
- PA 515: State & Local Government Finance
- PA 552: Statistical Decision Making
- PA 553: Policy Analysis I
- PA 554: Policy Analysis II
- PA 555: Statistical Methods for Policy Analysis II

Five of the core methodological courses are sequenced in order to build skills and theory and deepen students' knowledge and abilities in preparation for the Capstone course (PA594):

1. PA 504 & 552 (both fall courses)
2. PA 553 & 555 (both spring courses)
3. PA 554 (fall course)

In addition to core class offerings, students choose five elective courses from across a variety of topical areas. We typically offer five to six elective courses each semester and at least one elective course each summer within the program. The most popular elective course areas among the MPP students include environmental policy and public policy. However, the MPP students also often take elective courses outside the department to meet their specific topical areas of elective interest including in the College of Law, Department of Agricultural and Resource Economics, School of Natural Resources and the Environment, and Human Rights Practice. Education and Higher Education elective courses have also increased in popularity among our MPP students recently. The program also maintains collaborative relationships with other departments including the College of Law, the College of Public Health, the School of Natural Resources and the Environment, and the School of Geography and Development. These departmental arrangements, coupled with SGPP class offerings, are sufficient to allow students to complete the required course work in the standard two-year graduation period.

SGPP's MPP program maintains the following five programmatic learning outcomes for student mastery:

- Apply economic and statistical models to complex public policy problems;
- Articulate public policy development at the federal, state and local governmental levels;
- Collect, analyze and synthesize information to understand and evaluate policy options;
- Articulate major organizational and theoretical approaches to public policy; and
- Effectively communicate the results of policy evaluation, formulating recommendations based on data and research analysis.

1.3.b.ii. Course Syllabi

We only occasionally co-convene elective courses in the MPP program, which are also elective courses offered in our Master of Public Administration program. All our core and capstone courses are exclusive to the graduate program. On the books, PA406/506, PA446/546, PA481/581, and PA484/584 can currently be co-convened. However, since 2019, only PA484/584 and PA481/581 have been co-convened. We confirm that the courses and syllabi have additional work and learning expectations listed for graduate students.

As described in I.3.b.v. below, we only offer a limited number of online courses, and few are offered across multiple modalities. Among the online courses since 2020, the following courses have been offered both in-person/hybrid and online: PA 513: Government, Business, and the Nonprofit Sector and PA 597W: Grantwriting. In addition, PA512: Local Government, PA553: Policy Analysis I, and PA594: Capstone have been offered both in-person and hybrid. We confirm that the learning outcomes were the same for the most recent times the courses were taught across both modalities with the caveat that the most recent offering of PA512 had one learning objective removed as that portion of the course was expanded into a new elective class, PA521 Utility Management. A second caveat is that the summer online version of PA513, last taught in summer 2021, did not include learning objectives on the syllabus. The instructor confirmed that the learning outcomes were the same across the modalities and will include them in the online modality syllabus the next time the course is taught. Note that we are considering live-online courses during the pandemic as in-person courses for the purpose of this question.

1.3.b.iii. Active Learning Strategies

The MPP is a professional degree program but also offers in-depth training in research and analysis. The faculty believes experiences that enhance professional development are key components of the program. Given its analytical nature, the MPP students receive hand-on training in quantitative research methods, program evaluation, data collection and processing, policy models, and regression analysis throughout the program. The MPP program also requires students to complete an in-depth quantitative Capstone project, typically in their final semester of the program. While not required, students are able to enroll in the MPA internship course as one of their elective courses constituting a 135-hour internship with a public or non-profit host organization.

MPP Capstone Requirement: The Capstone requires that students produce a sole-authored quantitative capstone policy analysis on a subject of their choosing. Students also present their work at a Capstone project showcase. The Capstone course has become a great success and an opportunity for students to put their formative training into practice using real-world data and drawing supported, policy-relevant conclusions. MPP students have conducted capstone projects across a variety of challenging policy realms including criminal justice, environmental and water policy, gender issues, drug policy, utility management, and gun control.

1.3.b.iv. Instructional Technology

MPP courses utilize some traditional lecture and discussion formats. However, the program also promotes a climate of inclusiveness for a diverse range of learning styles, and instructors use a variety of learning techniques in the classroom including debates, student presentations, active-learning student simulations, group projects, as well as written and computer work. All classes have D2L sites and a variety of multimedia are used in the classroom (e.g., Zoom, interactive media, online proctored exams, YouTube presentations). In addition, since the MPP course focuses heavily on quantitative research skills, students also are trained in all steps of data analysis from collection and processing to analysis and results generation. MPP students use a variety of software including coding in STATA and R. In addition, our Program offers several opportunities for students to interact with practitioners across a broad range of public service professions and include case studies, guest lectures, optional internships, professionally qualified instructors, simulations, team-based problem solving, and volunteer opportunities.

1.3.b.v. Online Offerings

While we are an in-person master's degree program, we have included a limited but growing number of online elective courses due to student demand for increased educational flexibility. We typically have one to two online electives (out of five to six total electives) each semester and one online elective each summer. We note that all our core courses are in person and students are still able to complete the full degree taking only in-person courses if they prefer. Since 2020, we have offered the following courses asynchronously online:

PA 513: Government, Business, and the Nonprofit Sector
PA 520: Advocacy Strategies & Community Participation
PA 597W: Grantwriting
PA 620A: Collaborative Governance in Theory, Practice, and Research
PA 622A: Institutional Design and Learning in Collaborative Governance

The largest potential future change concerns launching an online modality for our MPP degree. However, this would only be explored after a successful launch of our Master of Public Administration online modality, currently anticipated for fall 2025, conditional on having sufficient resources to do so.

1.3.b.vi. Adequacy of Resources

The MPP program is a professional master's program. Thus, most students are anticipated to self-fund their education and affiliated, e.g., photocopying and supply, expenses. Students are encouraged to utilize university resources such as UITTS for technical assistance and the UA libraries for work and learning space, computer labs, the student union, the Graduate Center, and other on-campus resources to help them to excel in their graduate studies. As of AY2022-2023, the MPP program was also able to begin to offer a limited conference travel stipend as well as an MPP Capstone research stipend, funded through student program fees, to offer some support for conference travel and research needs. We hope to expand this fund in the future, if we are able to gain additional autonomy in the use of our program fees. We also encourage students to apply for SBSRI and GPSC travel and research grants, as appropriate. We do not currently offer a graduate student lounge but hope to explore this in the future for the MPP program, especially as students have expressed interest in more in-person community after the pandemic. Finally, since the MPP program relies heavily on the statistical programs R and STATA, we note that R is free to download and use, and STATA can be accessed by students at any on campus UA computer labs. STATA was also recently added to the UA Virtual Computing Access Technology software list, so it can be virtually accessed by students on their home computers while using the UA VPN. Overall, while students would certainly enjoy and benefit from additional resources and therefore we continue to advocate for their expansion, we find the current resources to be sufficient for student success.

1.3.b.vii. Program Handbook

A copy of the MPA/MPP handbook can be found [here](#).

1.3.c. MPP Students

1.3.c.i. Recruitment & Quality of Students

Driven by our mission, the MPP program aims to recruit, train, and prepare students with analytical skills necessary to address important policy concerns. Our program recruits a diverse group of students who include public and nonprofit professionals and pre-service students with varied backgrounds, interests, and expertise. While our students are primarily from Arizona and the Southwest, we also bring in well-qualified students from across the country as well as abroad. We aim to attract students with strong undergraduate backgrounds with quantitative experience and a high motivation for public service. We also recruit in-service students who want to gain quantitative analysis skills or are looking to advance their careers. We also seek well-qualified students from our undergraduate programs through an accelerated master's program (AMP) track.

The Program is publicized through its website, Graduate College recruiters, local graduate student career fairs, alumni newsletters, and departmentally run Facebook page. The School of Government & Public Policy also sponsors advertisements in conference publications tailored to public administration and policy to increase the diversity and caliber of our students. Additionally, through in-class presentations and information from the undergraduate advising team, the Program showcases the MPP program and AMP to our more than 2,400 School undergraduate students to encourage them to apply.

We are committed to recruiting “well qualified” students that are both in-service and pre-service from diverse backgrounds. All students must submit all undergraduate (and any graduate) transcripts, at least two letters of recommendation, a statement of purpose, and a resume. Since the MPP is a quantitative degree, students must also show evidence of quantitative ability through, e.g., a previous quantitative course grade or employment experience with data or analysis. Students must have a 3.0 GPA or higher to be admitted, as required by the Graduate College. Occasionally a student with a 2.8 – 2.95 GPA will be admitted based

upon outstanding professional experience and/or extenuating circumstances surrounding their GPA. This is done less than approximately 2% of the time.

We note that there are few MPP programs as compared with MPA programs in the U.S. Among our peer institutions, only the University of Southern California has an MPP degree. Other schools have a Master of Public Affairs program that also includes training in empirical methods for policy analysis (e.g., University of Georgia, University of Texas (Austin), University of Wisconsin) or an MPA program with optional concentration in e.g., Analysis and Evaluation (University of Washington), or Policy Analysis (e.g., University of Indiana (Bloomington)). This makes the UA MPP program uniquely positioned relative to many of our peer institutions in recruitment and training. Nonetheless, the UA MPP has similar admissions criteria as these peer programs as we require a 3.0 GPA for admission, consistent with the Universities of Texas (Austin), Washington, and Wisconsin. We note that the Universities of Georgia, Indiana, and Southern California have no stated minimum GPAs although encourage at least a 3.0 GPA. In addition, since our last APR, we note that we no longer require the GRE for admissions. After discussions among the MPA/MPP Committee as well as feedback from stakeholder groups, we decided that the GRE was likely a hinderance to in-service, under-represented, and non-traditional students whose GRE scores may not reflect their potential to succeed in the program and add to the cost of applying. All of the above mentioned MPA/MPP programs also do not require the GRE in the current admissions cycle.

Overall, while we are competitive at recruiting top students from across Arizona, the nation, and internationally, our program is still relatively young, having successfully launched in 2014. While our MPP program was originally envisioned to be smaller than our MPA program, given that more in-depth nature of the quantitative training, student numbers remain low, ranging from between 5 to 12 students per incoming cohort. We believe part of this is due to the currently strong labor market and its counter-cyclical relationship with demand for professional master’s degrees as well as the newness of the program. However, we also note that additional investment in a comprehensive recruitment program, which has primarily been up to the MPP Director and Graduate Programs Manager who may not have training in marketing and recruitment, could be fruitful for increasing future enrollments. We aim to connect with more college and university recruitment resources in the coming year to maintain and hopefully expand our MPP student enrollments, especially with the potential expansion to an online program modality.

1.3.c.ii. Student Demographics

Table 39 MPP Student Demographic Data in Fall 2023

(a) Gender	Count	%
Male	4	25%
Female	12	75%
Non-binary	0	0%
Total	16	100%
(b) Race & Ethnicity	Count	%
Asian	2	13%
Black or African American	1	6%
Hispanic	2	13%
International	1	6%
White	10	63%
Total	16	100%

Valuing and enhancing diversity are core values of the University of Arizona, School of Government & Public Policy and the MPP Program. We seek to encourage under-represented groups through recruitment and retention, and through a learning environment that values and exemplifies diversity. It is essential to our mission of preparing students to effectively manage, govern and lead as dedicated public servants. However, diversity does not always include the meaning of inclusiveness. Therefore, the program strives to promote a community where social interaction outside of the classroom, as well as creative learning opportunities, are key factors in promoting diversity, equity, and inclusion.

As shown in Table 39 based on data from UAccess Analytics, a majority of our MPP students are female (75%) and white (63%) with 37% identifying as non-white including 13% Hispanic and 13% Asian students. Compared with other top programs among our peer institutions, we have a similarly diverse student body. From the programs that publicly report their diversity data, University of Washington recruited 28% domestic BIPOC students and 19% international students in their 2021 entering MPA student class. Across all NASPAA-accredited programs, there is an average of 36% persons of diversity in the programs in AY2019-2020. However, there is room for growth for our MPP program as our MPA program remains more racially diverse. In addition, the fall 2022 entering MPP class at the University of Southern California was 66.4% non-white/Caucasian including 20.6% Hispanic.

Driven by our mission, the Program seeks to recruit individuals from all backgrounds, interests, and areas of expertise. Efforts to recruit students that reflect the diversity of the southwest region are enhanced by following the University's strategic plan, which further emphasizes a commitment being a Hispanic Serving Institute (HSI) and acknowledging the land and territories of the 22 federally recognized Indigenous tribes of Arizona. Additionally, the program collaborates with campus partners, such as the Graduate College and the International Student Services Office, to actively recruit underrepresented populations. The Graduate College and MPP Program offers student funding opportunities to increase enrollments of these populations; however, funding is limited and competitive. Additional efforts to recruit students include, but are not limited to, the following: (1) Explore funding opportunities for underrepresented applicants from the School of Government and Public Policy and the University of Arizona, (2) Attract well-qualified students from across the country as well as abroad by utilizing our strong alumni network and encouraging Peace Corps and AmeriCorps volunteers to apply to the program, (3) Provide "Open House" information sessions to prospective students that provides more information on the MPP program and the School of Government and Public Policy, (4) Target students who reflect the diversity of the southwest region by following the University's strategic plan that emphasizes the need for our student body to reflect the diversity of our region with respect to Hispanic/Latinx and Indigenous representation, and (5) Continually explore opportunities to attract both pre-service and in-service students with diverse intellectual interests.

In addition, our Program seeks to achieve a diverse and inclusive environment to support under-represented students to succeed. Initiatives include: (1) Provide diversity support and engagement for faculty, staff, and students, (e.g.: speaker series, workshops, and community service projects), (2) Create opportunities for students, staff, faculty, and alumni to interact socially outside the classroom, (3) Emphasize diversity in the classroom through guest speakers, team-based learning projects, and syllabi that include diverse voices and theories, and (4) Survey students, faculty, and staff biannually to provide a direct perspective of program strengths and opportunities for growth.

1.3.c.iii. Financial Support for Students

As we are a professional master's program, we are unfortunately unable to guarantee funding unlike our PhD program. As such, we have limited funding for students yet continue to advocate for expanded funding to recruit and support a diverse and talented student body. The main sources of funding are very limited teaching assistantships, Graduate Tuition Waivers (GTW), and program fee set asides awards. Specific to

TAships, we typically have the equivalent of one to two 0.5FTE TAs per year across our MPA and MPP programs if there is sufficient unmet teaching need after funding to PhD students has been allocated. Depending on faculty grants, MPP students are occasionally hired as research assistants, but this is not controlled by the program. In AY2023-2024, the stipend affiliated with a 0.5FTE Graduate Assistantship position was \$21,750.

We also have four local government fellowships including the Keane, Valdez, Local Government Management, and Tucson Fellowships in partnership with the City of Tucson and Towns of Marana, Oro Valley, and Sahuarita. The Keane Fellowship comes with a 0.5FTE TAsip and also a paid 20-hour per week management internship with the towns. The other Fellowships have paid management internships with their respective placements and in AY2023-2024, we were also able to award each a \$10,000 GTW. We hope to continue to offer the tuition assistance in the future but it is contingent on availability of GTW funds. Note that the Keane, Valdez, and Local Government Management Fellowships were previously not available to MPP students but as of the spring 2024 recruitment season, these will be available to MPP students as well. Students are also strongly encouraged to seek opportunities across campus, such as the Graduate Center's Office of Fellowships, and outside the university.

The university also provides hardship funding to graduate students who have significant unexpected financial need that could disrupt their successful progress in the program. The Program Manager and Program Director ensure students are aware of these funding sources and the Program Director writes letters of support for applications.

Finally, starting in AY2022-2023, we were able to offer an MPP Conference Travel Stipend through our MPP Program Fees for students to attend academic and professional conferences and other travel opportunities. In the same year, we also launched our MPP Capstone Research Stipend to help fund student Capstone research expenses. In addition, we encourage students to apply for travel and research funding through SBSRI and the GPSC. We hope to expand our funding and travel support given a recent promise from our College Dean to allow more flexibility in the use of program fees, away from salary support, to be able to fund more of our programmatic goals.

1.3.c.iv. Faculty Advising and Support for Students

We note that the MPP is a professional master's program and thus does not have a thesis or dissertation. Students do conduct an original, quantitative Capstone project through their MPP Capstone course (PA 594). Students receive advising from the Capstone course instructor and are also encouraged to meet with MPP faculty to receive additional feedback on their project. Regarding career development and mentoring, students receive career guidance throughout their program with particular emphasis placed on career placement during the final year of study including from the MPP Director, Graduate Programs Manager, and MPP faculty. Students are strongly encouraged to meet with the Graduate College's Career Counselor, who offers resume and cover letter review sessions, professional development workshops, and one-on-one career counseling sessions, as well as utilize other Graduate College programming. The Graduate Programs Manager may also review student resumes and cover letters, providing feedback and suggestions for changes.

In addition to career services, the Graduate Programs Manager also maintains correspondence with alumni, community partners and the Community Advisory Board to promote open positions locally, throughout the state of Arizona, and across the country in a variety of public sector fields. Opportunities are emailed to students and also advertised in our MasterCat newsletter and program website. The program's student club, Public Affairs Student Association, also works with alumni to create Alumni Panels which provide current students direct insight of program learning outcomes and objectives with prospective careers.

From our annual student survey, professional development tops the list of students needs outside the classroom with 62.5% of students in spring 2023 citing this as their number one need. From the same survey, 50% of students strongly or somewhat agreed that they have sufficient career development opportunities, with 37.5% neither agree nor disagree. In addition, 75% of students strongly or somewhat agreed that they have access to the information they need to pursue their professional goals (the remaining 25% neither agreed nor disagreed). The MPP program is always aiming to better meet students’ needs with additional career development opportunities. In AY2022-2023, we scheduled a career development workshop for our MPP students with Dr. Shawn Nordell, Associate Director of Graduate Career Services at the Graduate Center. In addition, we had a presentation skills workshop with the Human Communication Studios for all our MPP Capstone students.

1.3.c.v. Student Activities

Since the MPP is a professional master’s program, students do not frequently pursue academic conference presentations and publications during the program. However, some state interest in publishing their MPP Capstone projects after graduation. Nonetheless, our students remain active in professional conferences and other career development opportunities outside of the classroom. In addition, MPP students have been active in community-based analysis projects inspired by their MPP coursework including, e.g., examining heat vulnerability in manufactured housing in Tucson with Tucson Electric Power. Students also often attend the annual Network of Schools of Public Policy, Affairs, and Administration student team-based simulation competition. In 2023, the simulation focused on wildfire management with one of our students participating in a winning team. Finally, MPP students present at the annual UA MPP Capstone Showcase in advance of their graduation.

1.3.c.vi. Student Success

Table 40 MPP Student Completion Rates

	2016	2017	2018	2019	2020	2021	2022
Degrees awarded	2	5	3	5	8	6	8
Mean time to completion (yrs)	1.00	1.60	1.67	2.00	2.06	1.83	1.75
Median time to completion (yrs)	1.00	2.00	2.00	2.00	2.00	2.00	2.00

1.3.c.vii. Student Placements

Table 41 provides information on alumni first job placements after graduation by sector. As shown, a majority of our students are employed in government (local, state, federal) or non-profit organizations. Given the rigorous training, some students also pursue PhD programs in public policy or related fields. In addition, a subset of our graduates are employed in the private sector including consulting. Our graduate have skills in quantitative methods, policy analysis, microeconomic models, program evaluation, finance, and effective communication of complex results. As noted in I.3.d above, professional development skills have been a key focus of the program to train students for the workforce, both inside of the classroom and outside.

Table 41 MPP Alumni First Job Placements After Graduation by Sector (%)

Sector	Graduation Year	
	2019-2020	2020-2021
Local Government	12	14
US Government Agency	0	14
Nonprofit	25	14
Private Sector	12	22
Postgraduate Education	0	0
Other	38	14
Unknown	13	22

I.3.d. MPP Student Learning Outcomes Assessment

Detailed assessment information can be found online [here](#).

Since the MPP program launch coinciding with the last APR, the program has been collecting annual assessment data across our five programmatic learning outcomes listed in section I.2.c above and utilizes the data and analysis to inform a continuous process of programmatic improvement. We include both direct assessment measures scored by our MPP faculty as well as indirect assessment measures through our MPP exit survey, the latter capturing students’ own self-evaluation and confidence in their achievement of the outcomes. Data are collected by the Program Director and Graduate Programs Manager and analyzed and discussed by the MPA/MPP Committee in order to make recommendations for future changes. In addition, in conjunction with the Public Affairs Student Association, we conduct an annual All-Cohort survey and meeting to receive additional student feedback and recommendations for improvement.

We note a few examples of how the process of assessment has led to programmatic improvements even in the relatively short existence of the MPP program. With regards to objectives 1 and 3, while scores were not low in these areas, the MPP program faculty noted some disconnect and lack of clarity as to what was taught in each of the sequenced MPP methods classes. Thus, after discussion among the MPP Director and MPP Committee, MPP program methods faculty came together in Fall 2022 to examine what was taught in each of the core methods courses in order to standardize and build skills across each sequenced methods course. This remains an ongoing conversation. Regarding objective 5, a trend in the Capstone evaluation scores highlighted presentation skills as an area for improvement. As such, the program instated a presentation skills workshop by the Human Communications Studio in spring 2023. However, we note that since the MPP is a relatively new program, much of the faculty and MPP Committee focus has been on its successful launch and improvement. We look forward to continuing to collect data in order to analyze longer-term trends and make additional advancements to better serve our students.

Looking ahead, we are also collecting additional diversity, equity, and inclusion data including student-generated data in our MPP Exit Survey and UAccess Analytics. This will allow us to examine additional data from this important lens to examine program strengths and opportunities for improvement. We focus on gender, race, and ethnicity for these analyses as those data are the most readily available. In addition, we hope to continue to expand career development opportunities from diverse perspectives to highlight the multitude of pathways to public service that our graduates can take. For example, our PASA Alumni Panels have focused on increasing panelist representation from female alumni and alumni of color. In addition, with the recent hire of the new SGPP Assistant Director for Career Development and Community Outreach, we hope to be able to expand our student engagement and community outreach moving forward with expanded staff resources.

I.4. Doctor of Philosophy (Ph.D.) in Government & Public Policy

I.4.a. Overview of Ph.D. program

The Ph.D. program in Government & Public Policy [CIP code: 45.1099] is a professional research degree designed to produce well-rounded scholars suited for positions in research and education in both the public and private sectors. Graduates gain a broad base of knowledge across two or more areas of concentration, including: American Politics, Comparative Politics, International Relations, Public Policy & Management, and Research Methods.

The Ph.D. program is designed to be completed in five academic years. Progress towards the completion of the Ph.D. degree is split into two phases. The first is a two-to three-year pre-candidacy phase, which includes taking coursework in major and minor concentrations as well as methodology.²⁷ This phase culminates with the completion of comprehensive exams. The second is a two-year candidacy phase, which culminates with the defense of the dissertation. A more complete description of program requirements is contained in the Ph.D. Handbook, which is accessible online [here](#).

We have made a handful of changes to the Ph.D. program since the last APR review in 2016:

- All Ph.D. courses are now coded at the 600-level. This move was made in part to make it easier to accommodate classes for our terminal master's degrees in the 500-level space and partly to ensure that it is not possible to offer co-convened sections with undergraduate classes.
- In response to student needs and evolving post-graduate employment prospects, we have added an extensive professionalization seminar series to the required curriculum for each Ph.D. student/candidate. This series is comprised of six 1-credit, 7.5-week offerings, as follows:
 - POL697A: Professional Norms & Teaching (early fall first year)
 - POL697B: Professional Norms in Research (late fall or spring first year)
 - POL697D: Second-Year Research Project (early spring second year)
 - POL697E: Preparing the Prospectus (late spring third year)
 - POL697C: The (Academic) Job Market (early fall fourth year)
 - POL697F: Engaging Beyond Academia (spring fourth year)
- We have developed a new set of learning outcomes for the program that are more directly observable/measurable and are more inclusive of our expectations for SGPP Ph.Ds., since not all our graduates pursue careers in academia. We have embedded these updated learning outcomes in a new program assessment mechanism that will be implemented in full for the first time in the 2023-24 academic year (more details at the end of this section).

I.4.b. Ph.D. program - curriculum and courses

I.4.b.i. Adequacy of Ph.D. Curriculum and Courses

The graduate coursework offered within SGPP on the Ph.D. program mostly covers all the course requirements for the Ph.D. degree. Given fluctuating levels of recruitment across our concentrations, we

²⁷ Students can request award of an MA in Government & Public Policy [CIP code: 45.1009] after successful completion of two years on the Ph.D. program. However, we do not admit students directly and exclusively into the MA program.

have very occasionally fallen short of providing sufficient offerings in a given concentration. We have, however, been able to remedy this shortfall in a few ways. First, we have looked to plan out offerings up to 2-3 years ahead, so as to spot any possible shortfalls and allowing students to plan accordingly. Second, since 2016, we have begun to cross-list several classes that are taught at the overlap of concentrations (e.g., POL 664 counts as both IR and CP). Third, on a couple of occasions, faculty have been willing to cover seminar content through independent studies with 1-3 students.

1.4.b.ii Active Learning Strategies

Beyond the formal core requirements of the curriculum, students in the Ph.D. program are afforded several opportunities for active learning experiences.

Speaker Series: SGPP holds a regular colloquium series, which provides an excellent complementary learning experience for students. Presentations typically occur 2-3 times a month and are available for all faculty and Ph.D. students. Speakers include advanced Ph.D. students on our program, SGPP and other UArizona faculty, and occasional visitors from peer institutions. Attendance is expected at all stages on the program, but is especially valuable for those new to the program to learn more about the norms of the School and our disciplines generally. Attendance also proves highly valuable to those towards the end of the program, as it provides working models for how to (and how not to) present research effectively.

Teaching Assistantships: All funded Ph.D. students are employed as Graduate Assistants (GAs), unless they hold some form of internal or external fellowship.²⁸ The vast majority of GAs in their first three years on the program work as Teaching Assistants in larger introductory-level undergraduate courses. After they have completed comprehensive exams, students also become eligible to teach their own classes—both in-person and online.

Research Assistantships: In addition to formal research paper requirements in their seminars, students occasionally have opportunities to participate in ongoing research projects as Research Assistants (RAs) to faculty members. These are formal, paid roles as part of our GA funding program. Each year, approximately 3 or 4 Ph.D. students are employed as RAs either directly by the School or via external grants. These roles will often result in co-authorship on presentations and/or papers. These positions also provide an opportunity to observe how research projects are designed, managed, and executed. We would like to increase the availability of RA positions, so that every Ph.D. student will have an opportunity to spend at least one semester working in this capacity and developing important collaborative research skills.

Faculty-Graduate Student Collaborations: Most of our graduate students also benefit from opportunities to participate in ongoing faculty research as collaborators and co-authors. These most commonly originate out of advising relationships, but also regularly emerge from projects in graduate seminars. Such experiences are central to students' development of an understanding of how research projects are designed and executed and how the publication process "works."

1.4.b.iii. Instructional Technology

Our faculty are skilled in the use of technology in the classroom. Some of the technologies used with undergraduate students are used with graduate students, although the range of technologies employed in Ph.D. seminars tends to be more limited. On the Ph.D. program, teaching usually centers around group discussion and student presentations. However, instructors also actively employ the D2L environment,

²⁸ For example, one of our current first-year students is supported through UArizona's University Fellows program, which provides a stipend and covers expenses related to tuition remission and health insurance for the student's first year on a Ph.D. program.

primarily for sharing materials, grading, and notification purposes. Some instructors also incorporate video materials into classes, although this is rare.

1.4.b.iv. Online Courses

The Ph.D. program is fully residential. We do not offer any online coursework, nor do we anticipate future development of online coursework at the Ph.D. level. Instructors may occasionally use Zoom to convene virtual class sessions to facilitate participation from scholars at other institutions or if health situations necessitate.

1.4.b.v. Adequacy of Resources

Ph.D. Student Supervision: SGPP has a favorable faculty-to-Ph.D. student ratio in the aggregate. Table 42 details the number of majors and minors declared by SGPP Ph.D. students enrolled in Fall 2022.

Table 42 SGPP Ph.D. Students by Concentration, 2022/23

	PPM	AP	CP	IR	Methods
# Majors	6	4	4	8	N/A
# Minors ²⁹	1	0	3	0	13

There are a few important points to note from this information. First, our Ph.D. students continue to enthusiastically engage with the option to pursue a minor in research methods; in recent years it is common for about half of our Ph.D. students to minor in methods. This is a great strategy for many students who want to pursue careers in academia, as well as those interested in public or private sector positions, so they can develop valuable analytical skills and (hopefully) improve their job prospects. SGPP Ph.D. methods courses are taught by faculty from different subfields, although the majority of the methods courses are offered by our American Politics and Public Policy & Management faculty. Thus, while the total number of majors and minors relative to the number of tenure-track faculty in these subfields can occasionally be lower relative to Comparative Politics and International Relations, the faculty members in PPM and AP often are also serving on comprehensive exam and dissertation committees as methods experts, in addition to experts in their substantive fields.

Second, it is also worth noting that the International Relations subfield has a high number of majors—something that is not unique to Fall 2022. This demand for primary advisors within IR will continue to be challenging for the subfield faculty, given recent or upcoming retirements and departures paired with the fact that three IR faculty serve in Director roles with reduced instructional capacity.

Third, the minor in research methods is clearly very popular among our students from all subfields. Many of the instructors of our methods courses come from the American Politics subfield, so although they do not have as many majors or minors to supervise, they are often kept busy on comprehensive exam committees as minor field members. This also suggests a need to make sure we continue to provide adequate support for students with this interest in research methods, as there is a wide range of skills that our students want to pursue—both within qualitative and quantitative methods. Being able to offer opportunities to attend methods training programs in the summers (more on this later in this section) is an important way for us to support additional methodological development for our students, as we may struggle to teach and adequately fill courses during the academic year that address highly specialized empirical approaches.

²⁹ This includes five students pursuing minors in other units on campus: Gender & Women’s Studies, Economics, Information Science, Psychology, and Middle East & North African Studies.

Ph.D. Student Funding: SGPP makes an offer of funding to all accepted applicants. In the 2023/24 academic year, this financial assistance includes a stipend of \$21,750 spread across a 10-month academic calendar, health insurance, and a waiver of tuition fees (valued at approximately \$14,000).³⁰ In return for this funding package, students must work 20 hours per week during the academic year as a Graduate Teaching and/or Research Assistant. Our Graduate Teaching Assistants are supported by funds allocated through the College of Social and Behavioral Sciences, and through School revenues. Students allocated to SGPP faculty members as Graduate Research Assistants are typically funded through external grant funds and through faculty start-up packages. Students making satisfactory academic progress remain eligible for funding for five years.

The evolution of stipends for our Ph.D. students during the review period is detailed in Table 43. These salaries for Graduate Assistants have traditionally been on the low side relative to peer institutions. We were heartened, therefore, by modest raises in the 2021-22 and 2022-23 academic years. We hope to see continued salary increases for graduate assistants in future years as well, especially given continued inflation rates and the fact that the growing cost of living in Tucson has far outpaced stipend increases. As noted above, this would enable us to make more competitive offers to our priority recruits.

Table 43 SGPP Graduate Assistant/Associate Salaries

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Graduate Assistants (0.5FTE)	15,225	15,750	16,100	16,100	16,100	17,500	20,000
Graduate Associates ³¹ (0.5FTE)	15,725	16,250	16,600	16,600	16,600	18,000	20,500

In moving forward, we are keen to be able to increase the stipends awarded to students. Beyond the obvious expectation that this is necessary to enable students to avoid taking outside jobs, this is also an important consideration as we attempt to recruit more competitively at the national level and take seriously our students' mental health and well-being. While Tucson had long been a relatively affordable place to live, the average cost of living has increased rather dramatically over the past few years (especially in terms of housing, with average rents now over \$1,400/month) and our competitors in California are easily able to out-bid us with respect to stipends and other financial support accompanying offers of admission. Even Arizona State University is now offering a minimum stipend of \$25,000 for Fall 2023, so it would be ideal to be allowed to at least keep pace with our in-state peer institution.

Speaking of peer institutions, Table 44 below provides information about current graduate student stipends at some of our peers. As can be seen, Ph.D. stipends at UArizona are on the lower end of the spectrum, but they are not completely out of line with stipends at some comparable programs. It is important to consider the current cost of living in Tucson relative to these other places: Tucson's is 11% higher than Athens, GA; 4% higher than Bloomington, IN; 1% higher than Madison, WI; and is 30% lower than Seattle. Where we do struggle to compete is in providing additional guaranteed funding through things like the guaranteed summer fellowships at Indiana's O'Neill School.

³⁰ This financial assistance is always contingent on final budgetary approval and does not cover approximately \$900 (\$1,100 for international students) of fees per semester that University guidelines dictate the student must pay.

³¹ Ph.D. students become Graduate Associates once they have successfully passed comprehensive exams.

Table 44 Comparison of SGPP Ph.D. stipends to peer institutions

	Arizona	Georgia	Wisconsin	Indiana	Washington
Department/School	SGPP	School of Public and International Affairs	Department of Political Science	O'Neill School of Public and Environmental Affairs	Daniel J. Evans School of Public Policy and Governance
AY 2023-24 Stipend	21,750	17,517.50	23,227 + "additional department funding"	22,660 + \$3,000 summer fellowships	28,000

Summer Financial Support: To this previous point, a priority over recent years has been placed upon providing fellowship funds to early career students during summer breaks to encourage their continued efforts on research projects, rather than seeking employment that would detract from their focus on scholarship. Since the Summer of 2015 we have been able to provide between \$2,000 and \$4,000 to each of the students in our first- and second-year cohorts. This funding is made available through a Graduate College allocation to the College of SBS and SGPP. Furthermore, we have been able to offer paid summer teaching opportunities to all students in the third-year cohort and above—i.e., those that have completed comprehensive exams and advanced to candidacy.

The amount for these early career summer research fellowships varies year to year, and it depends on how much we are allotted by the College of SBS as well as how many students are eligible and apply for these funds. There is some concern that, in the future, our Graduate College will not allow units to use these fellowship funds to support these summer fellowships. That would be deeply problematic for our program, both in terms of being able to recruit competitive applicants, and in terms of current SGPP students being able to make ends meet in the summer months.

Summer Research Methods Training: In addition to these earning opportunities, we have also begun to expand our support for student attendance at various summer methods workshops. In Summer 2023, we paid for one student to attend the Institute for Qualitative and Multi-Method Research (IQMR) workshop in Syracuse, NY, and supported one student to participate remotely in the Inter-University Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Methods of Social Research.

Moving forward, we hope to increase the number of students we can support to attend ICPSR. This seems especially worthwhile given how many students are minoring in research methods and would likely benefit from opportunities for additional or more specialized training in areas we cannot offer courses in during the regular academic year. We aim to be able to cover the tuition and fees for four students to participate, and they can do so remotely (provided ICPSR continues to offer a virtual option) or they can attend in person if they are able to cover their own lodging and travel expenses.

Office Spaces for Ph.D. Students: The students on our Ph.D. program share two common spaces—Social Sciences 120/A and 134. These large rooms include desks, tables, computers, and shelving/storage for their use. These spaces are used for independent research, collaborative research meetings, and rest and relaxation. We have been able to make two separate offices available for the holding of office hours with students.

A priority in moving forward is to increase both the quantity and the types of spaces available to our Ph.D. students. In particular, it would be ideal to have an additional space or two for students to reserve for virtual

meetings or participation in seminars held on Zoom, as these types of online interactions can be disruptive for others working in the current communal offices.

Student Travel: SGPP provides \$300-500 per student per year towards the cost of travel to conferences and fieldwork activities. We are also committed to providing additional resources, where possible, to support additional, exceptional research activities, including attendance at invited workshops.

Thanks to a generous donation from the Starns family, we are able to offer a unique funding opportunity for advanced Ph.D. students majoring or minoring in IR. We typically make one to three small awards (for an overall total expenditure around \$5,000 across all recipients) from the Starns Fellowship fund each year to support the improvement of dissertation projects through pilot studies and/or extended fieldwork. These funds have also been used in rare occasions to support students traveling to participate in prestigious international conferences or workshops.

Student Mailboxes, Office Materials, Photocopier: Students have access to these resources during working hours to the main office in 315.

Arizona Policy Lab: Students on the Ph.D. program has access to the resources of our Policy Lab, including, perhaps most importantly, the option of running surveys and survey experiments on our pool of undergraduate student participants. This can be extremely valuable for students who want to run pilot studies before applying for funding and/or who need to finish their dissertation research but have been unsuccessful in their pursuit of grants and fellowships to support their work.

1.4.b.vi. Interdisciplinary Education

While it is not a requirement of the program, a small number of our Ph.D. students opt to complete a minor concentration in another unit on campus. Over recent years our students have completed minors in Gender & Women's Studies; Middle East & North Africa Studies; Geography, Development, & Environment; Psychology; Communications; and Information Science. Beyond this, many students that do not complete a full minor in an outside unit will typically take one or two classes outside SGPP, often from this same set of programs.

Some of our Ph.D. seminars attract students from other departments—commonly the same set as listed above. Occasionally, these students in other Ph.D. programs on campus will decide to pursue a minor within SGPP, although this is fairly rare (we usually have two or three non-SGPP Ph.D. minors at any given time). For both our students pursuing minors in other units, as well as students from other units pursuing an SGPP minor, there are two main coordination problems: completing enough courses for the minor in an efficient manner, and the timing of comprehensive exams.

The former issue is usually a challenge for students in other units wanting to minor in SGPP; we typically are only able to offer one seminar per subfield each semester at most, which means that students usually need more than four semesters to complete the required amount of coursework for a minor (four courses including the introductory seminar[s]). Students from other units on campus often express an interest in an SGPP minor in their second or third years on a Ph.D. program, but then need multiple years beyond that to complete their minor requirements before taking comps. This delays their time-to-degree, so many students who express an interest in SGPP minors ultimately decide not to pursue this, so they can stay on track in their main program. Hopefully, continued efforts to cross-list our Ph.D. seminars such that they count for multiple subfields will alleviate at least some of these situations.

With respect to the issue of comprehensive exam timings, SGPP Ph.D. students who minor in other units

on campus sometimes have to delay their oral exam by months in order to align with their minor field's timing, as some units hold comps at the end of the third year (we hold ours in January of the third year). This can subsequently lead to delays in defending a prospectus, complicating efforts to apply for some external funding opportunities in an efficient manner.

I.4.c. Ph.D. students

Faculty-Student Ratios: In terms of our Ph.D. student-to-faculty ratio, on an absolute level we are consistently close to 1:1, especially in the past few years given our smaller cohort sizes. However, the actual activities of student advising and dissertation supervision tends to be clustered among a subset of faculty. Some faculty members end up advising a student in nearly every cohort (4-5 students total at any time), others may have 1-2 students total at any given time, and some others may advise a student once every several cohorts. This is often because they do not regularly teach graduate seminars, are kept busy with other service roles, and/or specialize in important but niche areas that are more distant from our typical Ph.D. student interests. Faculty who do not advise many students, or who do not advise students regularly, still often serve on comprehensive exam and dissertation committees.

Advising/Mentoring Practices: We have changed the formal advising structure since the last APR review. Over the past few years in particular, we have moved to an advising model where incoming students work with the DGS at the outset to select courses, identify potential mentors/committee members, and navigate the program generally. Usually at the end of the student's first year (but sometimes earlier), they then identify a faculty member to serve as their primary advisor moving forward. Previously, we had assigned advisors to incoming Ph.D. students based on substantive interests, and while that worked fairly well for many students, on occasion it produced situations where students and advisors realized they were not especially well suited to one another. Letting students get to know our faculty in their early months on the program allows the student more agency in finding an advisor with whom they work well—this may not always be the person whose substantive interests align most closely with their own. Furthermore, there are often many standard questions and issues that new Ph.D. students encounter regardless of subfield, and the DGS is often ideally placed to provide support in those situations, both through the POL 697 professionalization courses and through one-on-one meetings. This takes some administrative pressure off other faculty advisors and helps to ensure that students receive a common level of support as they get started with this degree program.

To this point, three additions to our POL 697 professionalization course sequence over the past couple of years were directly motivated by students' professional development needs. At the end of the previous APR review in Fall 2016, we began offering three professionalization courses for PhD students: two courses in the first year on pedagogical approaches and research strategies, respectively, and a course at the beginning of the fourth year on the academic job market. However, we have observed that many of our students end up in non-academic careers (more on that later in this section), and even those who do want to become faculty members elsewhere also regularly express a desire to produce public-facing scholarship. Given these considerations, in the 2022-23 academic year we introduced another professionalization course for fourth-year students that covers topics including how to translate academic research for general audiences, how their academic skills are relevant in other career pathways, and common non-academic career pathways for our fields as well as how to pursue those opportunities. Last year we also added two professionalization courses aimed at providing basic support and workshopping opportunities for second-year students to develop core components of their second-year projects, and for third-year students to begin working on their prospectus in a structured environment. We noticed that our students receive widely varied forms and degrees of support from their advisors and committees for these key activities on our program, so the new professionalization courses are designed to make sure that all students understand the expectations for these milestones, as well as the underlying elements that make for strong research products.

These seminars also ensure that students have an opportunity to develop their own ideas while also gaining professional development experience in providing feedback to peers on their research.

Mentoring practices vary by faculty advisor and student need; some faculty-student pairs meet with regularity each week, while others may only meet sporadically and as needed throughout the semester. The advisor's role is generally expected to entail providing guidance and feedback on research projects, especially the second-year paper; assistance with preparing for comprehensive exams (which can even involve conducting independent studies to review relevant subfield material); helping to coordinate and guide the direction of and committee support around the prospectus and dissertation; and offering advice and support during the job search process.

We do not have a "Placement Director" or some equivalent administrator who focuses on students' postgraduate career and employment goals, and the DGS is only able to provide basic support to all advanced PhD students in this regard—primarily through the final two professionalization seminars related to academic and non-academic job market preparations. The DGS provides feedback on academic job market materials, but it is also expected that advisors (and ideally other committee members as well) will also review this content given their substantive expertise. Because students on our program are typically applying for academic jobs in multiple fields of study—political science, public policy, public administration & management—it is important that advisors provide additional (sub)field expertise and support in employment searches, beyond what the DGS can cover in their field.

An increasing proportion of our students are pursuing and placing in positions outside of academia. This is often driven by the student's preference and career goals, but it is sometimes the result of their lack of success in applying for academic positions. As soon as our students express an interest in "non-academic" positions, the DGS encourages them to work with the Graduate Center's Career Services team, an office on campus that specializes in helping graduate students from all units to identify, apply for, and prepare for interviews in the public and private sectors. Moving forward, we will be discussing this campus office and other relevant opportunities beyond academia (such as summer internships) in the first professionalization course as well as in their fourth-year POL 697 courses, so students can plan accordingly and early if they know or think they may want to pursue non-academic careers.

It continues to be standard practice in SGPP for the faculty to meet at the end of each academic year to discuss the performance (in GA roles, research activities, and seminar participation, if applicable) of each Ph.D. student. The DGS then uses that information to provide each student with an evaluation letter discussing what the faculty see as their successes and strengths, as well as potential areas for improvement and suggested preparations for any key program milestones in the coming academic year.

Our Ph.D. students regularly present solo- and co-authored work at academic conferences. We typically have at least 2-3 students attending general disciplinary annual meetings such as the Association for Public Policy Analysis and Management conference, the American Political Science Association and the Midwest Political Science Association annual meetings. We also often have at least 1-2 students presenting at more specialized, subfield annual meetings such as the International Studies Association, Peace Science Society, the International Society for Political Psychology, the American Association for Public Opinion Research, the Public Management Research Conference, and more.

Building upon these conference presentations, second-year projects and dissertation chapters, and most commonly through collaborations with faculty and their peers, our Ph.D. students often graduate with at least 1-2 publications—most commonly in the form of peer-reviewed journal articles and book chapters. The following is a sample of recent publications that Ph.D. students completed during their time on our

program (SGPP students identified in bold text):

- Ahn, Minwoo**, and Elizabeth Baldwin. "Who benefits from collaborative governance? An empirical study from the energy sector." *Public Management Review* (2022): 1-25.
- Bakkensen, Laura, and **Logan Blair**. "Flood damage assessments: theory and evidence from the United States." *Oxford Research Encyclopedia of Politics*. 2020.
- Baldwin, Elizabeth, **Tingjia Chen**, and Daniel Cole. "Institutional analysis for new public governance scholars." *Public Management Review* 21.6 (2019): 890-917.
- Bell, Emily**, and Tyler A. Scott. "Common institutional design, divergent results: A comparative case study of collaborative governance platforms for regional water planning." *Environmental Science & Policy* 111 (2020): 63-73.
- Bell, Emily V.**, Adam Douglas Henry, and Gary Pivo. "Assessing sectoral heterogeneity and leadership in urban water management networks." *Water Policy* 22.5 (2020): 867-886.
- Bergersen, Meghan, Samara Klar, and **Elizabeth Schmitt**. "Intersectionality and engagement among the LGBTQ+ community." *Journal of Women, Politics & Policy* 39.2 (2018): 196-219.
- Bezerra, Paul**, and Alex Braithwaite. "Locating foreign aid commitments in response to political violence." *Public Choice* 169 (2016): 333-355.
- Braithwaite, Alex, and **Sangmi Jeong**. "Diffusion in international politics." *Oxford Research Encyclopedia of Politics*. 2017.
- Braithwaite, Alex, **Tiffany S. Chu**, **Justin Curtis**, and Faten Ghosn. "Violence and the perception of risk associated with hosting refugees." *Public Choice* 178 (2019): 473-492.
- Chu, Tiffany S.** "Hosting your enemy: Accepting refugees from a rival state and respect for human rights." *Journal of Global Security Studies* 5.1 (2020): 4-24.
- Cox, Joseph M.** "Negotiating justice: Ceasefires, peace agreements, and post-conflict justice." *Journal of Peace Research* 57.3 (2020): 466-481.
- Cox, Joseph M.**, and **Rachel D. Van Nostrand**. "Wielding the Gavel or Balancing the Scales? Domestic Legal Systems and Post-Conflict Justice." *Journal of Conflict Resolution* 67.1 (2023): 122-149.
- Foxworth, Raymond, Laura E. Evans, Gabriel R. Sanchez, **Cheryl Ellenwood**, and Carmela M. Roybal. "'I Hope to Hell Nothing Goes Back to The Way It Was Before': COVID-19, Marginalization, and Native Nations." *Perspectives on Politics* 20, no. 2 (2022): 439-456.
- Hanlon, Jeffrey**, **Tomás Olivier**, and Edella Schlager. "Institutional adaptation and effectiveness over 18 years of the New York City watershed governance arrangement." *Environmental Practice* 19.1 (2017): 38-49.
- Jin, Rongbo**, **Alexander Cloudt**, **Seoungin Choi**, **Zhuofan Jia**, and Samara Klar. "The Policy Blame Game: How Polarization Distorts Democratic Accountability across the Local, State, and Federal Level." *State Politics & Policy Quarterly* 23, no. 1 (2023): 1-25.
- Liendo, Nicolás**, and Jessica Maves Braithwaite. "Determinants of Colombian attitudes toward the peace process." *Conflict Management and Peace Science* 35.6 (2018): 622-636.
- Osorio, Javier, and **Alejandro Beltran**. "Enhancing the Detection of Criminal Organizations in Mexico using ML and NLP." *2020 International Joint Conference on Neural Networks (IJCNN)*. IEEE, 2020.
- Ridenour, Joshua**, **Elizabeth Schmitt**, and Barbara Norrande. "Change, continuity and partisan sorting on moral issues." *The Forum* 17.1 (2019).
- Sanchez, Lisa M., and **Isabel Williams**. "Extending a hand in perilous times: beneficial immigration policy in the fifty states, 2005–2012." *Social Science Quarterly* 101.6 (2020): 2257-2271.
- Schuler, Paul, and **Mai Truong**. "Connected countryside: the inhibiting effect of social media on rural social movements." *Comparative Politics* 52.4 (2020): 647-669.
- Truong, Mai**. "The 'Ironic Impact' of Pro-Democracy Activists: How Pro-Democratic Frames Undermine Support for Local Policy-Based Protests in Authoritarian Regimes." *Comparative Political Studies* (2023).
- Volgy, Thomas J., **Paul Bezerra**, **Jacob Cramer**, and **J. Patrick Rhamey Jr.** "The case for comparative regional analysis in international politics." *International Studies Review* 19, no. 3 (2017): 452-480.
- Volgy, Thomas J., **Kelly Marie Gordell**, **Paul Bezerra**, and **Jon Patrick Rhamey Jr.** "Conflict, regions, and regional hierarchies." In *Oxford Research Encyclopedia of Politics*. 2017.
- Williams, Isabel**, Timothy B. Gravelle, and Samara Klar. "The competing influence of policy content and political cues: cross-border evidence from the United States and Canada." *American Political Science Review* 116.4 (2022): 1375-1388.

1.4.c.i. Recruitment and Quality of Students

Ph.D. student recruitment efforts traditionally have been embedded in a range of faculty activities that provide exposure for our program. This includes (but is not limited to):

- Faculty presentations at national and international conferences and workshops, as well as invited talks
- Service and leadership in our profession
- Strong collegial relations within the profession
- Mentoring of promising UArizona undergraduate students, especially within SGPP, as well as students on the ISS, MPA, and MPP programs.
- Contributions to the academic literature through books, articles, chapters, and other resources.

We also hold a recruitment event each spring for admitted students to learn more about SGPP, our campus, and the broader Tucson community. Prior to the pandemic (including in spring 2020) we hosted US-based students for a two-day visit (paying for flights and food, and arranging lodging with current Ph.D. students). Over the past three years, we have moved to holding online-only recruitment events. This has the added benefit of allowing students from around the world to participate and get to know our faculty, current students, and their potential cohort members. When a competitive prospective student has requested a campus visit since we have moved to the virtual recruitment events, we help defray some of their travel costs, and arrange one-on-one meetings with relevant faculty and current students.

As shown in Table 45, we had received a fairly consistent number of applications in the time since our last APR review, until the most recent admissions cycle when we saw a considerable increase in applications. Over the past four years we have been admitting a smaller proportion of applicants because the College has instructed all Ph.D. programs to scale back their size, given budgetary challenges presented during the pandemic.

Table 45 SGPP Ph.D. Program Applications and Admissions

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
# Applicants	43	40	51	46	51	50	75
# Accepted	18	14	23	9	7	13	18
% Accepted	41.9	35	45.1	19.6 ³²	13.7 ³³	26	24
# Matriculated	9	5	7	2 ³⁴	5	4	8
% Funded	100	100	100	100	100	75	100
GPA Applicants	3.67	3.69	3.73	3.6		3.58	3.55
GPA Matriculated	3.70	3.83	3.76	3.51		3.82	3.54

³² The percentage of applicants admitted was artificially low in spring 2020 because the University froze the admissions process in early April, which meant that we were not able to make offers to several students on the waitlist as we have done in other years.

³³ We were instructed by the College to admit no more than five PhD students for Fall 2021, due to continued budgetary uncertainty during the pandemic. Because we did not want to risk going over that allotment of Ph.D. positions, we only admitted five students to begin with, and when one of those five declined, we made an offer to an applicant on the waitlist. This meant that we made very few offers overall, hence the considerably lower value for % accepted.

³⁴ The University stopped allowing programs to matriculate additional admitted students in early April 2020, including students currently holding outstanding offers of admission, due to concerns related to longer-term finances during the pandemic. Two students had already accepted our offer of admission prior to this shutdown, and they both chose to defer for a year and begin our program in Fall 2021.

Verbal GRE* Matriculated	159	159	155	155	N/A	N/A	N/A
Quant. GRE* Matriculated	157	155.5	159	161	N/A	N/A	N/A

Note: Beginning in the 2020-21 academic year, we no longer required applicants to report GRE scores. We have incomplete records from the recruitment of the class in 202/21, a process which was impacted by the College deciding late in the process to cancel additional recruitment efforts.

The following table, Table 46, provides details about the most recent Ph.D. admissions cycle (for Fall 2023 admission) from SGPP and some of our peer institutions. There is quite a wide range of total applicants as well as likelihood of acceptance across these programs, but SGPP seems to be right in the middle on these dimensions. With that being said, it is worth noting that we likely draw upon political science and public policy/management/administration pools of prospective students, so our applicant numbers may actually be on the low side. Given the fact that we have traditionally preferred to maintain a smaller program, and we are able to offer admission to several high-quality students each year, this might not be a serious issue. Still, perhaps we could be more aggressive on the recruitment front if we were to send representatives to graduate school recruitment fairs or to become one of the sites for a National Science Foundation Research Experiences for Undergraduates program. However, these activities might put a burden on already-limited faculty and staff energies that may not lead to an appreciable benefit in longer-term Ph.D. recruitment, beyond what we already are able to achieve.

Table 46 Comparison of SGPP Ph.D. admissions data to peer institutions (AY 2023/24)

	Arizona	Georgia	Wisconsin	Indiana	Washington
Department/School	SGPP	School of Public and International Affairs	Department of Political Science	O'Neill School of Public and Environmental Affairs	Daniel J. Evans School of Public Policy and Governance
# Applicants	75	50	289	66	120
# Accepted	18	18	33	18	8
% Accepted	24	36	11.4	27.3	6.7
# Matriculated	8	12	12	8	3

1.4.c.ii. Enrollment Trends in the Ph.D. Program

Our total number of enrolled Ph.D. students (see Table 47) has declined somewhat over recent years, primarily related to the lack of an incoming cohort in Fall 2020 as well as College-wide instructions for units to reduce incoming cohort sizes for Fall 2021 and 2022.

Table 47 SGPP Ph.D. Student Enrollment (Fall Semester)

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
First-year cohort size	6	9	5	7	0	7 ³⁵	4
Total enrolled	31	34	36	33	26	25	23

³⁵ Because the two students who would have matriculated in Fall 2020 decided to defer for a year and join the five students enrolling for Fall 2021, the total first-year cohort for Fall 2021 ended up including seven students.

1.4.c.iii. Gender/Race/Ethnicity of Ph.D. Students

Regarding matters of diversity, our Ph.D. student cohorts leave room for improvement, especially with respect to representation of underrepresented minority communities (URMs). Table 48 presents information on the percentage of students enrolled in our Ph.D. program each year who identify as URMs and/or female.

Table 48 SGPP Ph.D. Gender/Ethnicity

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
% URM	25.8	20.6	13.9	12.1	11.5	16	13
% Female	48.4	52.9	47.2	45.5	50	48	43.4

The proportion of women on the program is relatively stable over time. It should also be noted here that, although the demographic information tracked at the university level relies on a binary categorization of gender, since 2019/20 we have had 2-3 students on the program who are nonbinary/genderqueer (the university-level data counts two of them as male).

While we continue to maintain cohorts that are mostly balanced (using a binary classification) in terms of gender, our recruitment and retention of URM³⁶ Ph.D. students has declined in recent years. In this regard, a particular issue our program has faced is the retention of Latinx students. In one case, a Latinx student completed two years on our program and received their M.A. degree, but subsequently decided their research interests better aligned with another discipline. Three other Latinx students passed their comprehensive exams but were not able to complete their dissertations. All three were dealing with personal and/or family health issues while on the program, and two were international students who needed to spend long periods of time off-campus attending to these matters. This highlights the fact that URM students often confront a disproportionate number of obstacles in graduate school that are not always related to academics, and thus can be difficult (if not impossible) to address within the structures of the university environment. For example, students can take up to two semesters of a leave of absence from our program, but then they are not eligible to receive a stipend or health insurance; this can pose visa issues for international students as well. In such situations, it can feel unfeasible for students to continue in graduate school.

Moving forward, we hope to increase recruitment—and retention/completion—of URM students, especially from Latinx and Indigenous communities, given UArizona’s status as a Hispanic Serving Institution and our campus’ location on the traditional and unceded lands of the Tohono O’odham Nation and the Pascua Yaqui Tribe. An important step in this endeavor involves recruiting (and retaining) tenure-track faculty from these URM groups, as well as providing them with adequate support in efforts to recruit and mentor Latinx and Indigenous graduate students. We can also engage in more outreach to current UArizona undergraduates and local communities, in case there are prospective graduate students in Southern Arizona and beyond who would like to return or stay close to home while pursuing a Ph.D.

Table 49 provides information about Fall 2023 Ph.D. enrollment in SGPP as compared to the Ph.D. programs at some of our peer institutions. One thing to note is that our Ph.D. program is considerably smaller than most programs at peer institutions, even though SGPP combines what are traditionally separate fields of study. In comparison to our 26 total students across both political science and public policy, at Indiana University-Bloomington, the O’Neill School reports that they have 46 students currently enrolled on their Ph.D. program, and although they did not respond to a request for information, the Department of Political Science at IU hosts another 39 Ph.D. students according to the personnel listed on their website. Among our comparable units at these peer institutions, we have one of the higher proportions of URM

³⁶ URM here includes students who identify as Black, Latinx, and/or Indigenous.

students currently enrolled in the Ph.D. program—although with only five total students identifying as Black, Latinx, and/or Indigenous, we still have plenty of room for improvement in this regard. As mentioned previously, recruitment, retention, and graduation of URM students is an important priority for our Ph.D. program moving forward. We maintain a program that is fairly balanced in terms of a binary classification of gender, which is in line with our peer institutions.

Table 49 Comparison of SGPP Ph.D. enrollment data to peer institutions (AY 2023/24)

	Arizona	Georgia	Wisconsin	Indiana	Washington
Department/School	SGPP	School of Public and International Affairs	Department of Political Science	O'Neill School of Public and Environmental Affairs	Daniel J. Evans School of Public Policy and Governance
Total enrolled (Fall 23)	26	67	67	46	23
% (total #) URM	19.2 (5)	7.5 (5)	17.9 (12)	4.3 (2)	21.7 (5)
% (total #) Female	53.8 (14)	49.3 (33)	49.3 (33)	45.7 (21)	56.5 (13)

1.4.c.iv. Student Time-to Degree

The Ph.D. program in the School of Government and Public Policy (SGPP) is a full-time endeavor designed to be completed in five years, with the option for students to receive their Master’s degree at the end of their second year on the program. Students are not required to have a Master’s degree prior to entering our program. Table 50. below provides information on the number of SGPP Ph.D. graduates in a given calendar year, how many completed their degree within five (or fewer) years vs. six or more years, and the mean time-to-degree (TTD).

Table 50 SGPP Ph.D. Completion Information

	2017	2018	2019	2020	2021	2022	2023
# Graduated	4	3	5	5	6	2	5
# Completed in 5 yrs	3	3	4	5	5	2	5
# Completed in 6+ yrs	1	0	1	0	1	0	0
Mean TTD	5.75	5	5.2	5	5.3	5	5

Based on our School records regarding Ph.D. graduates since the last APR review, we have generally been able to meet our goal of maintaining a mean TTD of five years. In the late 2010s we had a few students who, for personal reasons, required longer than usual to complete their degree. Although we have and continue to develop several mechanisms aimed at helping Ph.D. students graduate within five years, we anticipate this might be a particular challenge for current students whose personal health and research plans (especially fieldwork) have been impacted by COVID. Some of our most recent graduates did require an extra semester to finish their dissertations, and even then, they almost certainly would have benefitted from an additional full year or more to complete their dissertation work and other collaborative projects, before pursuing employment opportunities.

One area where our Ph.D. students often get delayed, and either must rush to finish in five years or spill over into an 11th semester, is the dissertation prospectus phase. Ideally, this would be completed at the end of the third year or at the very beginning of the fourth year, but frequently students do not defend their prospectus until the middle or end of their fourth year. That poses a serious challenge when they are expected to be on the job market(s) at the start of their fifth year—sometimes just a few months after defending their prospectus, leaving them with very little time to conduct and complete research that is

necessary to be competitive for academic positions. This is a major reason why we introduced the new POL 697 professionalization course on the prospectus, so students will begin working on elements of the dissertation plan in the spring of their third year, while completing comprehensive exams.

I.4.c.v. Ph.D. Student Placement

SGPP has a strong record of Ph.D. placement. **Error! Reference source not found.**, below, details our Ph.D. placements between Fall 2016 and Spring 2023. Most of our graduates are placed in teaching and research positions at universities and liberal arts colleges within the United States. In addition, some students have taken positions in the public and private sectors. Among current Ph.D. students, there seems to be increasing interest in pursuing these “non-academic” careers, instead of or in addition to pursuing employment in academia.

Table 51 SGPP Ph.D. Placements

Ph.D. Graduate Name	Year	Major	First Placement
Minwoo Ahn	2023	PPM	Postdoctoral researcher, Arizona State University
Logan Blair	2023	PPM	Postdoctoral researcher, University of Washington
Xiran Chen	2023	CP	Adjunct instructor, University of Arizona
Rachel Van Nostrand	2023	IR	Postdoctoral researcher, University of Arizona
Minwoo Ahn	2023	PPM	Postdoctoral researcher, Arizona State University
Mai Truong	2022	CP	Assistant Professor, Mount St. Mary’s
Isabel Williams	2022	AP	Assistant Professor, University of Illinois-Springfield
Alejandro Beltran	2021	PPM	Postdoctoral researcher, Alan Turing Institute
Joseph Cox	2021	IR	Visiting Assistant Professor, Stetson University
Cheryl Ellenwood	2021	PPM	Assistant Professor, Washington State University
Kelly Gordell	2021	IR	Adjunct Instructor, University of Arizona
Qianhui Li	2021	PPM	Senior Analyst, Arizona Commerce Authority
Leah Pieper	2021	PPM	Assistant Professor, Clayton State University
Matthew Cobb	2020	IR	Assistant Professor, Coastal Carolina University
Justin Curtis	2020	CP	Assistant Professor, Chadron State College
Edna Liliana Gomez-Fernandez	2020	PPM	Unknown
Joshua Ridenour	2020	AP	US Census
Elizabeth Schmitt	2020	AP	Assistant Professor, University of Wisconsin-Platteville
Tingjia Chen	2019	PPM	Assistant Professor, Harbin Institute of Technology
Tiffany Chu	2019	IR	Assistant Professor, Virginia Military Institute
Sangmi Jeong	2019	IR	Resident Assistant Professor, Creighton University
Georgia Pfeiffer	2019	PPM	Raytheon
Ariel Tinney	2019	PPM	Operations & General Manager, Madden’s Market LLC
Emily Bell	2018	PPM	Postdoctoral researcher, Duke University
Jan Rydzak	2018	CP	Postdoctoral researcher, Stanford University
Christina Sciabarra	2018	IR	Lecturer, Bellevue College
Jonathan Beagles	2017	PPM	Assistant Professor, Syracuse University
Paul Bezerra	2017	IR	Assistant Professor, US Air Force Academy
Eunbee Kim	2017	IR	Korea National Defense University
Tomas Olivier	2017	PPM	Postdoctoral researcher, UCLA

I.4.d. Ph.D. student learning outcomes assessment

Detailed assessment information can be found online [here](#).

Assessment for our Ph.D. program is an area that has needed development and improvement since the last APR review. During the 2022-23 academic year, the DGS worked with the University Center for Assessment, Teaching & Technology to generate new Expected Learning Outcomes (ELOs) for the Ph.D. program that were more readily measurable as well as relevant to students pursuing non-academic careers, and to identify direct and indirect mechanisms to assess each ELO at various stages of the program. Thus, while we do not yet have results from a full implementation of this assessment plan, we anticipate that these new structures centered around more readily measurable activities will improve our ability to provide students with the skills and experiences necessary to succeed within our program and pursue subsequent careers within and beyond academia.

The assessment of ELOs is centered around three key milestones on our Ph.D. program: second-year projects, comprehensive exams, and the dissertation. These also happen to be an essential part of our determination as to whether Ph.D. students are making “satisfactory academic progress” each year, thus remaining eligible for graduate assistantship positions and funding in the next academic year. Satisfactory academic progress entails timely completion of our key milestones as well as maintaining a GPA above 3.5 (a requirement of the Graduate College). A quick look at mean GPA scores –detailed in Table 52–for our Ph.D. students each year indicates this latter requirement is regularly met and exceeded. Five students had GPAs that fell below this 3.5 threshold for multiple semesters, and those students ended up not proceeding past their second or third years; in two cases, the students failed their comprehensive exams, and in three others the students left the program of their own volition.

Table 52 Ph.D. Student Mean GPAs

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total # Students	31	34	36	33	26	25	23
Mean GPA	3.801	3.850	3.813	3.877	3.930	3.854	3.922

1.4.d.i. Expected Student Learning Outcomes for Ph.D. Students

Doctoral education is often highly individualized; however, there are fundamental research and teaching competencies that all Ph.D. students are expected to achieve through their coursework, exams, and the completion of the dissertation project. These competencies generally translate into skills that are valuable across a wide variety of career pathways following graduation. This is what motivates our goals and Expected Learning Outcomes for students on the Ph.D. program.

Upon completion of the Ph.D. program in SGPP, students will be able to:

1. accurately summarize and connect foundational theories and empirical findings from the literature in their field(s) of study
2. develop original theoretical arguments that have the potential to make a contribution to their field(s) of study
3. design and execute empirical tests of their original theoretical arguments, using appropriate and rigorous methods
4. write about their arguments and empirical findings in a clear and accurate manner
5. speak about their arguments and empirical findings in a clear and accurate manner

1.4.d.ii. Assessment Activities

The assessment activities for Ph.D. students occur at all stages of the program in connection with key milestones that are described briefly below, and in more detail in the [Ph.D. program handbook](#). The key milestones we will use for program assessment include (i) Second-year projects (paper and presentation); (ii) Oral comprehensive exams; and (iii) Doctoral dissertation and oral defense.

Second-Year Projects. All Ph.D. students are required complete a research project in the second semester of their second year on the program. This project results in a paper (ideally the foundations for an article manuscript or dissertation chapter) that is reviewed by two members of the faculty, as well as a presentation that is attended by all SGPP faculty.

Comprehensive Examinations. Students complete both written and oral examinations in their sixth semester (spring of the third year). These are assessed by a committee of faculty representing both their major and minor fields of study. We do not have comparative year-to-year data on student performance in these exams; however, anecdotally, we have seen an uptick in committees using the exams as an opportunity to push students to succeed. This has included students being asked to complete revised written exams and, on some occasions, to re-sit oral exams.

The Dissertation. The capstone to all Ph.D. degrees, our dissertation process, follows a standard model. Students at the end of their third year or beginning of the fourth year build a committee for the prospectus phase, when they are developing a plan for the dissertation. This committee advises them through the period of independent research, and then evaluates the student’s end product—the dissertation itself.

UCATT asks that programs engage in both indirect and direct assessment of their ELOs. Our indirect assessment measures will involve surveying the students themselves at two key points in the program: at the end of their second year following the completion of their second-year project, and an exit survey for students who have successfully completed their Ph.D. or depart the program without a degree.

Direct assessment measures will involve surveys of faculty members who have been involved with the student’s performance on the aforementioned key milestones in the program. That includes:

- First and second readers of the second-year paper
- All faculty attendees of second-year presentations
- Comprehensive exam committee members
- Doctoral dissertation committee members

A “roadmap” of this assessment plan is below in Table 53, denoting with an “x” the assessment activities that correspond to each of the five ELOs. Not all activities are relevant for every ELO, but all ELOs will be covered by at least three direct and two indirect assessment mechanisms.

Table 53 Ph.D. Program Assessment Plan

	ELO 1	ELO 2	ELO 3	ELO 4	ELO 5
Survey of second-year paper readers (DIRECT)	x	x	x	x	
Survey of all faculty attendees of second-year presentations (DIRECT)	x	x	x		x
Survey of comprehensive exam committee members following oral exam (DIRECT)	x			x	x
Survey of dissertation committee members following completion of oral defense (DIRECT)	x	x	x	x	x
Survey of Ph.D. students following completion of their second-year project (INDIRECT)	x	x	x	x	x

Exit survey of students leaving or completing the Ph.D. program (INDIRECT)	x	x	x	x	x
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Within these surveys of faculty and relevant student respondents, we have developed a rubric (presented in Table 54) to guide responses in a consistent manner over time.

Table 54 Ph.D. Program Assessment Rubric

	3 - excellent	2 - acceptable	1 - poor
ELO 1: summarize and connect existing literature	A comprehensive and fully accurate survey of relevant literature(s), drawing insightful connections across bodies of work	A summary of relevant scholarship that is generally accurate and inclusive of key work	Inaccurate summarization of existing scholarship; missing engagement with key work in the area
ELO 2: develop original arguments	Compelling, novel arguments, clearly rooted in existing scholarship, with the potential to make an important contribution to the field	Original theory builds upon and extends existing scholarship in some identifiable way(s)	Ideas are redundant to work that has already been done; arguments do not clearly connect to or follow from existing scholarship
ELO 3: design and execute empirical tests of arguments	Research design is thorough and has high internal validity; empirical tests are appropriately carried out and are extensive in establishing the robustness of findings	Research design is internally valid and empirical tests are sufficient to test the arguments; there may be shortcomings in terms of execution (lack of requisite data or modeling approach, for example), but these are at least recognized and discussed accurately	Research design is not adequately developed and/or carried out to determine validity of the arguments; methodological approach has significant shortcomings that are not acknowledged or addressed
ELO 4: writing skills	Written work is clear and accurate throughout, in discussions of key concepts, arguments, and findings; written work is engaging and accessible for relevant audience(s). No issues with mechanics of writing such as grammar, spelling, syntax, etc.	Written work is mostly clear and accurate, at least in discussions of key concepts, arguments, and findings. Minimal issues with mechanics of writing such as grammar, spelling, syntax, etc.	Written work is difficult to follow; ideas are not well articulated and key concepts are not well explained. Considerable issues with mechanics of writing such as grammar, spelling, syntax, etc.
ELO 5: speaking skills	Oral presentation of work is clear and easy to understand, both in terms of substance (key concepts and findings are well explained) and style (good volume, engaging). Questions are answered in a thorough manner, demonstrating mastery of the subject matter	Oral presentation of work is mostly clear and easy to understand. Most questions are answered in detail, demonstrating reasonable familiarity with the subject matter	Oral presentation is difficult to understand in terms of substance (key concepts and findings are not explained accurately) and/or style (difficult to hear or understand, seems disengaged with subject matter). Questions are not answered or are answered in an inaccurate manner

I.4.e. Final Remarks on the SGPP Ph.D. Program

We are confident that our Ph.D. program proceeds on firm foundations. We have an active faculty that is committed to the growth of the program and to the success of our students. SGPP is in a healthy financial position, making it possible for us to provide financial support to all enrolled students for five years.

In moving forward, we have the following priorities:

- Increase recruitment, retention, and completion of promising Ph.D. students, especially from Latinx and Indigenous communities.
- Continue to increase the value of stipendiary offers to admitted students. This is a clear priority for helping us to recruit more competitively, and importantly, to help us ensure that our students are able to afford to live in a city where the cost of living has increased at a rate that is much more considerable than most recent stipend increases.
- It would also be ideal to increase the amount of funding provided to students in the form of annual conference travel, as the current amount (\$300-\$500) is rarely sufficient to cover the costs associated with attending a conference. This is especially important for students who may not have adequate personal financial reserves or access to financial support from family.
- Expand the opportunities for Ph.D. students to pursue specialized methods training in the summers, especially given the large number of students minoring in research methods.
- Provide additional support to faculty mentors by encouraging them to access training through the MENTOR institute on campus and by developing and providing a “Ph.D. advisor handbook” as a corollary to our existing Ph.D. handbook. Hopefully this will help to broaden the number of faculty who feel comfortable serving as advisors, and to ensure that students have similar levels of support (beyond what they can receive from the DGS).
- Maintain our current time-to-degree of approximately 5 years.
- Increase our support for students interested in pursuing non-academic careers. This will likely entail more coordination with the Graduate Center’s Career Services office and extensive professional development opportunities, leveraging connections with Ph.D. alumni in the public and private sectors as well as with other SGPP community partners, normalizing and providing opportunities for summer internships, and more.
- Relatedly, we may be able to better prepare our Ph.D. students for a wide(r) variety of careers by actively encouraging them to consider majoring and minoring across the fields of study within SGPP—political science majors can minor in public policy & management, and vice versa. This makes the most of the unique structure of our School, and it may provide our graduates with a similarly unique profile that sets them up with qualifications for a greater range of positions in academia and beyond. This likely also involves recruiting prospective students who seem to be open to and interested in studying themes that potentially span (or at least relate to) topics in both public policy and political science.
- Addressing and improving mental health among our Ph.D. students. This is a central and recurring theme in the POL 697 professionalization sequence, and students are regularly reminded of various mental health resources on campus and in the broader Tucson community. However, several students still struggle with mental health, and this can be a particular barrier for URM students. Thus, taking mental health support seriously is also a critical component to the first goal of increasing recruitment, retention, and completion of students from historically excluded groups.

SECTION J: ACADEMIC OUTREACH

SGPP personnel make many meaningful contributions to knowledge and well-being off-campus, in local communities within our Borderlands region. We train students for valuable and compassionate careers in public service. Our faculty are frequently invited to comment in media on various political news stories, offer their time towards advocacy efforts across multiple sectors, and teach in the SBS Community Classroom. Our MPA and MPP students carry out important projects with government agencies and nonprofit organizations in Southern Arizona. And our new Arizona Policy Lab is facilitating outreach to and collaboration with key community partners. Collectively, these efforts are an attempt for SGPP to contribute to our College vision of a more just world, together. What follows is a discussion of some illustrations of ways in which we engage in academic outreach, both collectively and individually.

J.1. Public Safety

SGPP has a growing interest in contributing to discussions around improving public safety in our communities. This parallels the growth of our core faculty in the space of criminal justice, as we meet growing needs for instruction in this area. In this domain, a trio of faculty (Seung-Ho An, Suyeon Jo, and Craig Smith) have been working closely on two initiatives addressing the recruitment and retention of public safety officers in the state of Arizona, as well as exploring methods for reducing gun-related violent crime in Tucson. One collaboration facilitated through the Arizona Policy Lab with the Tucson Police Department (TPD) is part of a \$2m US Department of Justice (Bureau of Justice Statistics) grant. The second is a project funded by the Arizona Board of Regents (ABOR), that involves collaboration with colleagues from the Eller College of Management and James E. Rogers College of Law, as well as parallel teams at Northern Arizona University and Arizona State University.

Other faculty have contributed time and knowledge to ongoing public safety initiatives. Anne Boustead participated in 2018 in the development of the “Drug-Induced Homicide Defense Toolkit,” which is a guide for public defenders tasked with representing individuals charged with drug-induced homicide. Bradley J. Bartos has consulted with the TPD, Maricopa County Judicial Branch, the "No Belt Required" program, as well as other CJ-adjacent organizations that are attempting to review various aspects of their institutions' practices and effectiveness. In doing so he has provided broad guidance on designing their evaluations ranging from identifying optimal data collection strategies through to designing methods of inference.

J.2. Arizona and National Politics

Faculty have continued the age-old practice of offering their time and expertise to media organizations and local groups interested in learning more about news-worthy developments in local, state, and federal political theater. Lisa Sanchez has provided public talks on the role of Hispanic and Latino voters and trends in polarization to the Tucson Hispanic Chamber of Commerce and the St. Francis in the Foothills Church. Suzanne Dovi has provided similar public talks on matters of misogyny in politics and political despair to the Salt of the Earth Labor College and Quail Creek Democratic Club.

It is also worth noting that in 2016 Samara Klar founded the website WomenAlsoKnowStuff, which is an online directory of women with expertise in political science and policy. The site now features over 2,000 experts and receives over 100,000 visitors each year from media outlets and universities around the world and it was awarded the prestigious Jane Mansbridge Award through APSA, which is given on special occasions to extraordinary individuals who perform service above and beyond the call of duty to advance opportunities for women in general. Klar has led this initiative by example, having her research featured in multiple New York Times articles, as well as drafting several of their op-ed articles.

J.3. Environmental Sustainability

SGPP faculty have long contributed to local community discussions and understanding around the effects and responses to climate change. In recent years this has been evident in the efforts of at least three faculty members. Laura Bakkensen has given public talks about natural disasters and extreme weather, including to Women in Data Science Tucson, the Federal Reserve Bank of San Francisco, and to the High School Teacher Continuing Education Training program. Elizabeth Baldwin has convened a number of outreach events related to an NSF-funded research grant she and colleagues hold exploring invasive species management. This has included taking part in a webinar hosted by Arizona Public Media on the Bighorn Fire in 2021, where she presented results of a public opinion survey about wildfire and invasive grasses. She also spoke about buffelgrass in a webinar for the League of Women Voters in 2023. She also engaged in a week of outreach, initiating policy conversations about buffelgrass management with 2 local mayors and 3 County Supervisors, as well as a workshop with local land managers to share research results on buffelgrass management.

Baldwin and her collaborator, Adam Douglas Henry, have also engaged in outreach aimed at public officials who work on buffelgrass management. They prepared a policy brief on buffelgrass and implemented a survey to help the Arizona Desert Museum evaluate public knowledge and concern regarding buffelgrass. Products of these efforts were disseminated to Arizona's Congressional delegation during a buffelgrass tour at the Arizona Desert Museum. Elsewhere, Henry collaborated with Southeast Florida Regional Climate Change Compact on a network study of local government collaboration for climate change adaptation. This work was an offshoot of the Urban Water Innovations Network, a five-year NSF SRN (Sustainability Research Network) in which Henry led a research thrust on adoption of urban water policy by local governments.

J.4. Nonprofit & Advocacy Efforts

SGPP faculty serve in important leadership and support roles for a number of community organizations. For instance, Edella Schlager is a member of the Board of Directors for the Catholic Community Services of Southern Arizona and Brinton H. Milward has played key roles in the Children's Action Alliance, including as Board Chair between 2019 and 2022, when the alliance was one of three advocacy organizations that successfully fought to pass Proposition 208, "Invest in Ed" during the November 2020 election. He has also engaged with Tucson City Council and Pima County Board of Supervisors through his work on the alliance's Early Childhood Education Group.

Yotam Shmargad has an ongoing collaboration with the non-profit organization OneTable to help them map out a social network of their users. The organization provides funding for folks in their 20s and 30s to organize Shabbat dinners, focused on building community and practicing mindfulness. Elsewhere, Jun Peng has provided interviews with Arizona Public Media on Arizona ballot initiatives regarding public pension benefit changes for Arizona public safety personnel, and has served as an advisor to the Bureau of Government Research (New Orleans) on its public pension reform projects. Finally, Mike Letcher has a long-standing relationship with the Arizona chapter of the ICMA, through which he has provided multiple presentations and helped facilitate many students transitions into employment in local government.

J.5. International Affairs

Many faculty have also provided analysis and commentary on a wide variety of issues in international affairs. Daniel Arnon has offered remarks through the Arizona Northwest Jewish Community, the Jewish Community Center of Tucson, and the Israel Institute. Pat Willerton has provided dozens of presentations for local groups and radio and television stations globally, predominantly around the evolving circumstances of the War in Ukraine. This includes appearances through El Diario (Madrid, Spain), WBAI

99.5 New York City, KGUN9 Tucson. He also provided comments during closed discussions hosted by Montana Governor, Brian Schweitzer. Finally, Thomas J. Volgy is a commonly-called upon expert on state, local, national, and international policy issues, including with New York Times, BBC, Reuters, Washington Post, Russian News Service, NPR, Le Monde, NBC, CBS, USA Today, Arizona Daily Star, and the Arizona Republic, among others.

Paul Schuler has a longstanding relationship with the United Nations Development Program (UNDP) in Vietnam as the lead advisor on an annual survey. He also works actively with with Oxfam in Vietnam, as part of the grant project funded by Evidence in Governance and Politics (EGAP) through the Metaketa Initiative, as well as with the Asian Barometer Survey Board in the National Taiwan University. Finally, Paulette Kurzer has convened a course on Brexit as part of the SBS Community Classroom, as well as providing talks to the Phoenix Committee on Foreign Relations and the Great Decision Committee.

SECTION K: COLLABORATION WITH OTHER UNITS

The SGPP is the product of collaborative instincts, having been born out of a desire to build bridges between the often-siloed disciplines of political science and public affairs (inclusive of administration, management, and policy). It comes as no surprise, therefore, that SGPP is engaged in a wide variety of active, ongoing collaborations with other units, both within and outside our college. This includes collaborations around academic programs, faculty-level affiliations, and various forms of research collaboration.

Our most robust collaboration is the highly successful BA Law degree program. This degree is housed in (i.e., diplomas awarded by) the College of SBS; however, 50% of the instruction is completed by colleagues located within the James C. Rogers College of Law here at the UArizona. Also at the undergraduate level, we have consistently welcomed partnerships with other units to make it easier for students to complete double majors with our various degree offerings by identifying opportunities for double dipping on credits.

We have also consistently contributed to efforts to support student access into graduate programs and the range of opportunities therein. For instance, we have partnered with the College of Applied Science & Technology to build an accelerated masters program, connecting their BS IIO without MA ISS program, both of which are delivered through the Arizona Online campus. Moreover, SGPP faculty hold leadership roles in and offer courses as part of the graduate certificate in Computational Social Science (CSS). This is an initiative bringing together faculty, students, and courses from across several units within and outside of the College of SBS. Several of our graduate students, primarily within our PhD cohort complete this certificate each year. Finally, our faculty have also played active roles in a variety of Graduate Interdisciplinary Programs (GIDP) on campus, including programs on “Arid Lands” and “Global Change.”

Our collaborative instincts are also reflected in our bilateral participation in faculty courtesy appointments and affiliations with partner units across campus. We are currently host to eight faculty from seven different units across campus who hold courtesy appointments in SGPP. In turn, SGPP faculty hold courtesy appointments or affiliations with units and centers across a number of colleagues on campus, including in Agricultural and Resource Economics, the Latin American Studies, Center for Middle East Studies, College of Law, Economics, Russian & Slavic Studies, and Sociology.

SGPP faculty have also provided substantial service contributions to other units across campus, including chairing searches for heads and directors, serving as external members on hiring committees, serving on advisory groups for units (e.g., Honors College; Arizona Institute for Resilience – International Programs) and academic programs (e.g., Masters in Water, Society, & Policy; Bridging Biodiversity & Conservation Science (BBCS); Philosophy, Politics, Economics, & Law (PPEL)), participating in task forces run by the central administration (e.g., Undergraduate Research Taskforce; Respectful Workplace Taskforce; various budget task forces during the pandemic), and serving on review panels (e.g., for RII and HSI initiatives). SGPP faculty and staff have also consistently contributed to shared governance committees across campus.

Finally, SGPP faculty participate actively in research collaborations with colleagues in other units. A few examples: (i) Seung-Ho An, Suyeon Jo, and Craig Smith are collaborating on the Arizona Board of Regents (\$800,000) funded “Recruitment and Retention of Police Officers and Fire Fighters” project with faculty from both the Eller College of Management and James E. Rogers College of Law; (ii) Laura Bakkensen is collaborating with faculty from Economics on an NSF project; (iii) Yotam Shmargad has a long-running collaboration with faculty from the Department of Communication and the School of Information; and (iv) Paulette Kurzer has a fruitful partnership with Barbara Kosta from the Department of German Studies. They have received funding from the German Embassy to organize events on campus related to various German themes.

SECTION L: FACULTY PLANNING

In this section, we outline the faculty’s collective desired directions for the SGPP, as well as our ideas for how to set ourselves on the path towards these goals. These collective sentiments were gauged through a brief online survey administered in May and June 2023, and a more in-depth discussion, in person, during a half-day retreat in September 2023.

Table 55 presents average (mean) responses to a 12-question survey distributed via Qualtrics to SGPP faculty. This survey was designed with a view to gauging their collective view of our unit’s current operations and trajectory. All responses were offered on a 5-point scale from strongly disagree (a “1”) through to strongly agree (a “5”). The survey was administered in such a fashion as to be able to maintain anonymity. We did, however, ask faculty to identify whether they identify as a white man and whether they hold a tenured position. Accordingly, we present summary statistics for the whole faculty (we received 28 complete responses), as well as for sub-groups of white men, not white men, tenured faculty, and untenured (including career track) faculty.

Table 55 SGPP faculty attitudes about unit operations and trajectory

Question	Mean Score (5 = strongly agree // 1 = strongly disagree)				
	All faculty (N = 28)	White men (N = 9)	Women & people of color (N = 16)	Tenured (N = 15)	Not tenured (N = 11)
The school is supportive of my research needs.	4.25	4.25	4.25	4.08	4.45
The school is supportive of my teaching needs.	4.43	4.50	4.33	4.17	4.73
The research quality of the school compares favorably to that of departments/schools at peer universities.	4.68	4.69	4.67	4.33	4.91
The teaching expectations of the school compare favorably to those of departments/schools at peer universities.	4.04	3.94	4.17	3.83	4.55
The school has enough staff to support faculty and programs.	3.21	3.13	3.33	2.58	3.73
The school has enough faculty to achieve its objective of being a top-ranked unit.	3.21	3.31	3.08	2.92	3.45
The school has the right levels of faculty expertise to be successful.	3.71	3.88	3.50	3.17	4.45
Faculty salaries are competitive with those at peer institutions.	2.82	2.69	3.00	3.00	3.18
The school has a positive and collegial work environment.	4.75	4.94	4.50	4.75	5.00
The incentives in the College are appropriate to help the school achieve its objectives.	3.25	3.19	3.33	2.92	3.91
Overall, the school has what it needs to achieve its objectives.	3.46	3.44	3.50	2.92	4.18
In general, I believe the school is moving in the right direction.	4.43	4.56	4.25	4.25	4.82

We learn several things from reviewing Table 55. First, the faculty feel as if the School is supportive of their research and teaching, with averages consistently at the “agree” or “strongly agree” end of the scale. Second, the faculty are of the opinion that the research quality and teaching expectations of the School are of a high standard. Third, the faculty agree that SGPP has a positive and collegial work environment and that we are moving in the right direction. These are all positive take-aways.

At the same time, however, faculty also consistently feel as we need more resources to be able to achieve our objectives. There is strong agreement that we require a larger staff and faculty, higher salaries, and a better alignment with College incentives.

By and large, these positive and negative sentiments seem to be shared consistently across the faculty. However, there is also a sense that where there exists any disagreement, we tend to observe more optimistic attitudes among our relatively junior (untenured) colleagues.

We used this survey as a springboard into discussion at our half-day retreat. We posed a series of questions that essentially boil down to: What are our desired directions? And how do we get there? Here is what our discussion revealed:

- Our faculty are keen for the school to be afforded some greater level of autonomy. It is important to clarify what this does and does not mean. As things stand, at least in the near to medium term, this does not mean being granted independence and the status of a college, even though this is typical of most schools of public affairs nationally. We understand that whether we are housed within a College or under the Provost's Office, our fate would equally depend upon the willingness of our line manager to support our mission and allow for our students' tuition payments (revenues) to be reinvested in our unit. Rather, the faculty are keen to gain a greater control and predictability over planning and budgeting. As such, we would welcome ***an opportunity to trial multi-year budgeting and hiring plans.***
- We are motivated to balance approaches that help us to shore up our existing faculty and administrative teams and programming, while deepening discussions and plans for new growth. Our revenues have historically helped our College a great deal. We strongly believe in students on this campus having access to a broad education in social sciences and adjacent disciplines. However, the reality is the cost of this arrangement has been carried by our students; it is their investments that contribute most centrally to our revenues. In moving forward, we would hope to be able ***invest greater shares of our net revenues into student-facing support and opportunities***, including:
 - Devoting more resources to professional development activities for our students (and staff).
 - Taking on a more significant role – in partnership with the College - in recruitment and retention activities for each of our undergraduate and graduate programs. Our partners in the BA Law (the Rogers College of Law) have invested a decent amount in marketing and recruitment for the program on UArizona's online and global campuses. This seems to have paid dividends with growth in both areas. We are keen to be able to repeat this practice across our full range of programs.
 - Boosting graduate assistantship packages to be in the \$25k to \$30k range. This would place us in a more competitive position to recruit students and would also bring students closer to the level of dignity they deserve.
 - Harnessing our unique structure to support student placement in and outside of academia, including by engaging more actively in Washington DC by hosting events (with alumni and employers) at the UArizona DC Center.
 - Providing reasonable stipends to all students engaging in unpaid internships.
- UArizona, like many other universities internationally is judging its relative success through various ranking exercises. Frankly, this has not been going well. Recent changes to the instrument used by US News & World Report, for example, have resulted in an enhanced role for measures of upward social mobility. Given SGPP's considerable size and student demographic makeup, we believe we can play a key role in boosting the ranking of our College and our broader campus. To do so, we would welcome ***hosting new initiatives designed to better serve historically excluded student populations***, including in partnership with Hispanic Serving Institution (HSI) Initiatives.

- Consider selective teaching reductions (from 2:2 to 2:1) for faculty engaged in activities with intensive student mentoring and support, as well as creation of student-benefiting initiatives.
- Dedicate additional spaces within Social Science building to help enhance students' sense of belonging within the School and to facilitate their engagement in extra-curricular and experiential learning opportunities.
- Prioritize staff stability and retention by more consistently rewarding high performing colleagues, while pushing for growth in administrative staff capacity in focused areas of advising and business operations.
 - Growth in advising numbers is warranted under current numbers of student majors in main and online campuses. As recently opened online programs grow, so will the need for additional advising capacity.
 - Business operations are inadequate for the complexity, size, and grant activity of the School. Adequately trained and supported business staff who can provide timely service is vital to the maintenance and growth of the School.
 - Professionalization opportunities for staff.
 - Retention program for high performing staff.
- Notwithstanding our prioritization of ensuring stability in our existing personnel and programming, we would like to ***engage in some selective areas of future growth***. We believe we are well positioned to support many of these plans by offering our MPA and MPP programs via the online campus, expanding the portfolio of online MA degrees in the areas of criminal justice and political psychology, and boosting SCH revenues through general education and provision of minors to attract students from outside of SBS into our classes.
 - We would prioritize growing administrative staff coverage in two areas: (i) advising and (ii) business operations (pre- and post-award). In addition to increasing total capacity in these two areas, we also believe it is important to shore up the connection of both to the unit.
 - We are also keen to be able to grow the absolute number of graduate assistantships (for PhD, MPA, MPP students) available in the School to be able provide levels of TA and grading support that better align with norms across the college.
 - Providing lines and other resources to SGPP has always produced a very strong return on investment that has been pivotal to supporting many units and initiatives within the College. Moving forward, we believe we can play a central role in bringing many aspects of the SBS strategic plan to life, while also boosting net revenues. In hiring terms, we have drafted an extensive, multi-year plan that focuses on clusters of hires in key areas of justice and resilience. Within this, we prioritize hiring in a manner that boosts our collective diversity (across multiple dimensions), even if the state legislature and ABOR are actively undermining this norm.

APPENDIX MATERIALS

Table 56 SGPP Faculty Research Expertise

Faculty Expertise
Seung-Ho An is investigating the effects of employee and executive turnover and workforce diversity on the performance of public and non-profit organizations.
Daniel Arnon examines sources of lone actor political violence and its political consequences, as well as the politicization of and biases in measuring human rights violations.
Laura Bakkensen studies the economics and policy of natural disasters, identifying current hazard risks and evidence of adaptation to damages and fatalities across the globe.
Elizabeth Baldwin studies the way that governmental and non-governmental actors work together to solve complex problems around energy, water, and ecosystem management, in both the U.S. and in sub-Saharan Africa.
Carolyn Barnett examines whether the ostensible drivers of women's economic and political empowerment translate (or not) into practice, with a focus on the Middle East and North Africa.
Bradley Bartos 's research leverages natural variation in criminal justice and social policies and employs quasi-experimental time-series designs to evaluate the impact of these policy changes on crime, injury, and mortality trends.
Anne Boustead focuses on more accurately exploring and measuring previously unrecognized variation in law, and using these measures to conduct more detailed evaluations of the impact of law on public health and safety outcomes.
Alex Braithwaite 's recent research focuses on patterns of forced migration, as well as government uses of concentration camps, detention facilities, and border security.
Jessica Maves Braithwaite addresses the organizations involved in violent and nonviolent conflict, peacebuilding, and state repression.
Susan Brewer-Osorio 's research looks at violence and peace building with a regional focus on Latin America, and specific analyses on counter-narcotics policy and effects on social resistance in Bolivia and armed conflict in Colombia.
Michael Burgoyne 's research focuses on security in the Western Hemisphere, insurgency, transnational organized crime, alliances, and defense policy.
Suzanne Dovi 's research is based in democratic theory, with specific focus on the representation of historically disadvantaged groups.
Frank Gonzalez 's research involves using theories from social neuroscience to understand how people place themselves in groups in society, how group-related attitudes interact with "higher-level" ideological principles, and how this interaction impacts political opinions and behaviors.
Adam Douglas Henry 's research interests occupy the intersection of public policy, sustainability science, and computational social science. He applies network analysis to the study of the policy process in domains such as energy policy, urban water management, and invasive species management.
Charlotte Hu researches many areas within Criminal Justice, particularly the courts, and cybercrime.
Suyeon Jo 's research seeks to understand the engagement of a variety of different actors (including public agencies, private entities, nonprofit organizations, and individual citizens) in collaborative and participatory governance processes.
Samara Klar studies how individuals' personal identities and social surroundings influence their political attitudes and behavior
Jeffrey Kucik 's current work examines America's complex relationship with economic globalization. He is primarily interested in how global markets contribute to domestic inequality. He also measures how trade disputes affect trade flows and policy behavior.
Paulette Kurzer focuses on (west) European politics with special interest in the interaction between national policy process and European decision-making. She focuses on public health, consumer protection, and housing policy.
Spencer Lindsay addresses racial attitudes and public opinion

Michael Letcher is interested in identifying effective tools and strategies to improve elected board performance and their relationship with their chief executive.

H. Brinton Milward's major contribution to public administration revolves around organizations, networks, and collaboration and how to manage networks effectively, which he calls managing the hollow state since it includes public, private and nonprofit organizations.

William Mishler is a specialist in democratic theory, he teaches and writes on public opinion, political representation, and the dynamics of citizen support for democratic parties, leaders and regimes.

Javier Osorio's research interests focus on understanding the micro-foundations and dynamics of political and criminal violence in Latin America.

Jun Peng's research focuses on public budgeting and financial management at the state and local level in the U.S., primarily on state and local government debt management and pension management, within the broader context of public budgeting.

Lori Poloni-Staudinger researches social movements and extra institutional political participation in Europe and the United States, with a substantive focus on environmental and women's movements.

Kirssa Cline Ryckman's research examines the intersections between violent and nonviolent political conflict. She is particularly interested in the role of civilian agency in conflict settings, the outcomes of nonviolent campaigns, and civilians' use of collective action in civil wars.

Lisa Sanchez's research utilizes quantitative methodologies to root out ethno-racial disparities in American politics, understand how disparities are perpetuated through the American political system, and address how they might be mitigated.

Edella Schlager conducts comparative institutional analysis of commons governing arrangements, with a specific focus on intergovernmental arrangements for managing watersheds.

Paul Schuler's research explores public opinion and institutions within authoritarian regimes. His regional focus is on East and Southeast Asia, with a particular focus on Vietnam.

Xavier Segura's research contributions highlight many of the disparities that our historically underrepresented student populations face, as well as the issues military veterans face throughout law and the Criminal Justice system.

Yotam Shmargad is a computational social scientist whose research focuses on understanding how social media platforms shape social and political life in the United States.

Samantha Simon uses ethnographic and qualitative methods to focus on violence, gender, race, and organizational inequality.

Craig Smith's research focuses on public sector contracting and cross-sectoral collaboration, with a particular interest in how governance arrangements and institutions can mitigate uncertainty in interorganizational relationships.

Thomas Volgy's work revolves around comparative foreign policy analysis, the study of international structures, analyses of conflict and cooperation processes in international politics, and comparative regional analysis.

Chris Weber specializes in political psychology in the context of American politics, political behavior, and quantitative methodology

Chad Westerland's research areas are American politics, judicial politics, and methodology. He applies innovative methodological solutions to important substantive questions about how political institutions shape behavior.

J. Pat Willerton's research interests are focused on Russian political elites, the Russian decision-making process, post-Soviet political institutional design, and on Russian foreign policy toward former Soviet Union countries.

Table 57 List of External Honors & Awards Received by SGPP Faculty, Staff, and Students³⁷

Award	Recipient	Year
<i>From the College of Social & Behavioral Sciences</i>		
Outstanding Staff Award	Justin Betts	2022
Outstanding Staff Award	Angela Hackett	2020
Graduate Teaching Award	Jessica Braithwaite	2020
Outstanding SBS Advising Award	Michael Greeley	2019
Outstanding Staff Award	Michael Greeley	2019
SBS Outstanding Undergraduate Research Award	Luna Ruiz (BA POL)	2020
SBS Outstanding Senior Award	Kyle Kline (BA POL)	2023
<i>From the University of Arizona</i>		
W.A. Franke Honors College Academy Scholar	Alex Braithwaite	2023
Gerald J. Swanson Prize for Teaching Excellence	Suzanne Dovi	2022
5-Star Faculty Award, finalist	Chad Westerland	2022
Staff Excellence Award	Angela Hackett	2020
Distinguished Scholar Award	Adam Henry	2019
Team Excellence Award	Advising Team	2018
Centennial Achievement Award	Lauren Easter (BA Law)	2020
Provost Award	Lauren Easter (BA Law)	2020
Student Showcase Award for Communications & Expression	Angell Kim (MPA)	2021
Centennial Achievement Award	Josue Angel Chavez (BA Law)	2021
Centennial Achievement Award	Zachary Scott Stout (MPP)	2021
Provost Award	Karen Jacquez (BA Law)	2022
Robie Gold Medal Award	Mikah Rosanova (BA Law)	2023
Franke Honors Pinnacle Award	Andrea Ardeleanu (BA Pol)	2023
Centennial Achievement Award	Madison Doser (BA Law)	2023
<i>From external organizations</i>		
Best Dissertation Award, MENA Section, APSA	Carolyn Barnett	2023
Best Fieldwork Award (hon. mention), Democracy & Autocracy Section, APSA	Carolyn Barnett	2022
Faculty Fellow, Association for Analytic Learning about Islam and Muslim Societies	Carolyn Barnett	2023
Best Journal Article Award, Law and Courts Section, APSA	Anne Boustead	2022
Junior Scholars Award, Privacy Law Scholars Conference	Anne Boustead	2018
Young Alumni Award, College of Liberal Arts & Sciences, Iowa State University	Jessica Braithwaite	2020
Presidential Management Fellows Program, finalist	Nora Campbell (MPP)	2021
Benjamin A. Gilman International Scholarship	Patrick Detoro (BA POL)	2021
Best Article with Pre-Registration, <i>Journal of Experimental Political Science</i>	Samara Klar	2022

³⁷ This list does not include awards issued by SGPP nor those made to individuals that have since retired or resigned.

Philip E. Converse Best Book Award, Elections, Public Opinion, & Voter Behavior Section, APSA	Samara Klar	2022
Best Paper Published in the <i>American Journal of Political Science</i>	Samara Klar	2019
Emerging Scholar Award, Elections, Public Opinion, & Voting Behavior Section, APSA	Samara Klar	2018
Robert E. Lane Award for Best Book, Political Psychology Section, APSA	Samara Klar	2017
Best Book Award, Experimental Political Science Section, APSA	Samara Klar	2017
Jane Mansbridge Award, Women's Caucus, APSA	Samara Klar	2016
Emerging Scholar Award, Political Organizations & Parties Section, APSA	Samara Klar	2016
Distinguished Alumni Career Award, John Glenn College of Public Affairs, The Ohio State University.	H. Brinton Milward	2021
Public Management Research Association H. George Frederickson Award for Lifetime Contributions to Public Management Research	H. Brinton Milward	2020
John Glenn College's Alumni Academic Leader, Ohio State University	H. Brinton Milward	2019
Benjamin A. Gilman International Scholarship	Danielle Angelica Ochoa (BA POL)	2021
Tucson Hispanic Chamber of Commerce "40-under-40"	Patrick Robles (BS PMPC)	2021
Elinor Ostrom Lifetime Achievement Award, Science, Technology, & Environmental Politics Section, APSA	Edella Schlager	2022
Best Paper Award, Qualitative & Mixed Methods Research Group, APSA	Paul Schuler & Chad Westerland	2019
Pima Community College's Leadership in Diversity, Equity, and Inclusion Award	Xavier Segura	2023
Top 100 Community Leaders of the Sunnyside Community	Xavier Segura	2021
Best Conference Paper, Political Networks Section, APSA, honorable mention	Yotam Shmargad	2021
Best Paper Award, <i>Canadian Foreign Policy Journal</i>	Thomas Volgy	2022

Table 58 Faculty Service in Leadership Roles in Discipline

Role	Faculty	Years
<i>External Advisory Groups</i>		
Member, U.S. Department of the Treasury Climate-related Financial Risk Advisory Committee	Laura Bakkensen	2023 – present
Costing Floods and Other Extreme Events Project Member, Commission for Environmental Cooperation	Laura Bakkensen	2019 – 2022
Advisory Board member, Muaebak Institute of Global Warming Studies	Laura Bakkensen	2016 – present
Advisory Board member, Correlates of War project	Alex Braithwaite	2015 – 2019
Executive Committee of Voice OpEd Project	Suzanne Dovi	2017 – 2019
Board Member, American National Election Studies	Samara Klar	2019 – 2021
Polarization Committee Member, Social Science One	Samara Klar	2018 – present
ICMA Senior Advisor for State of Arizona	Mike Letcher	2014 – present
National Advisory Board, National Institute for Civil Discourse	H. Brinton Milward	2011 – present
Executive Committee, Children’s Action Alliance, Phoenix, AZ	H. Brinton Milward	2016 – 2023
Asia Barometer Survey Vietnam Advisor	Paul Schuler	2017 – present
Lead technical advisor for the United Nations Development Program Annual Vietnam Governance and Public Administration Performance Index	Paul Schuler	2015 – present
University of Pennsylvania Lauder Institute International Faculty Advisor	Paul Schuler	2023
<i>Journal Editor and Boards</i>		
Associate Editor, <i>International Review of Public Administration</i>	Seung-Ho An	2022 – present
Editorial Board Member, <i>American Review of Public Administration</i>	Seung-Ho An	2021 – present
Editorial Board Member, <i>Journal of Policy Studies</i>	Seung-Ho An	2021 – present
Editorial Board Member, <i>Review of Public Personnel Administration</i>	Seung-Ho An	2020 – present
Editorial Board Member, <i>International Public Management Journal</i>	Seung-Ho An	2018 – present
Associate Editor, <i>Academy of Management, Public and Nonprofit Division</i>	Seung-Ho An	2020
Editorial Board Member, <i>Economics of Disasters and Climate Change</i>	Laura Bakkensen	2016 – present
Associate Editor, <i>Journal of Peace Research</i>	Alex Braithwaite	2019 – present
Editorial Board, <i>Journal of Peace Research</i>	Alex Braithwaite	2013 – present
Editorial Board, <i>British Journal of Political Science</i>	Alex Braithwaite	2013 – present
Editorial Board, <i>Conflict Management and Peace Science</i>	Alex Braithwaite	2011 – present
Associate Editor, <i>Journal of Peace Research</i>	Jessica Braithwaite	2021 – present
Editorial Board, <i>Journal of Peace Research</i>	Jessica Braithwaite	2019 – present
Editorial Board, <i>American Journal of Political Science</i>	Samara Klar	2023 – present
Editorial Board, <i>Advances in Political Psychology</i>	Samara Klar	2020 – 2022
Editorial Board, <i>Cambridge Elements in Political Psychology</i>	Samara Klar	2019 – 2022
Editorial Board, <i>Journal of Experimental Political Science</i>	Samara Klar	2017 – 2020
Co-Editor, <i>Political Psychology</i>	Samara Klar	2020 – 2021
Editorial Board, <i>Public Opinion Quarterly</i>	Samara Klar	2020 – 2021
Editorial Board, <i>Political Behavior</i>	Samara Klar	2019 – 2022
Editorial Board, <i>Journal of Politics</i>	Samara Klar	2019 – 2020
Editorial Board, <i>PS: Political Science and Politics</i>	Lisa Sanchez	2022 – current
Editor-in-Chief, <i>Policy Studies Journal</i>	Edella Schlager	2014 – 2019
Editorial Board Member, <i>SAGE Open</i>	Yotam Shmargad	2016 – present
Editorial Board, <i>Journal of Strategic Contracting and Negotiation</i>	Craig Smith	2014 – 2021
Editorial Board, <i>International Studies Quarterly</i>	Tom Volgy	2015 – present
Editorial Board, <i>International Studies Perspectives</i>	Tom Volgy	2015 – 2022
Editorial Board, <i>International Studies Review</i>	Tom Volgy	2015 – 2022

Editorial Board, <i>Journal of International Relations and Development</i>	Tom Volgy	2015 – present
Editorial Board, <i>Foreign Policy Analysis</i>	Tom Volgy	2015 – 2020
Editorial Board, <i>International Political Sociology</i>	Tom Volgy	2015 – 2020
Editorial Board, <i>Global Governance</i>	Tom Volgy	2015 – 2020
Editorial Board, <i>International Interactions</i>	Tom Volgy	2015 – 2020
Editorial Board, <i>Global Society</i>	Tom Volgy	2015 – present
Editorial Board, <i>European Review of International Studies</i>	Tom Volgy	2015 – present
Editorial Board, <i>Vestnik (Journal of International Relations)</i>	Tom Volgy	2015 – present
Editorial Board, <i>Oxford Research Encyclopedia of International Studies</i>	Tom Volgy	2015 – present
Advisory Board, <i>Oxford Research Encyclopedia of Empirical Research</i>	Tom Volgy	2015 – present
Co-Editor, <i>Political Psychology</i>	Christopher Weber	2019 – present
<i>Review Panels</i>		
NOAA Weather Program Office	Laura Bakkensen	2023
Department of Energy	Laura Bakkensen	2021
National Science Foundation	Laura Bakkensen	2020
National Science Foundation	Elizabeth Baldwin	2023
National Science Foundation	Edella Schlager	2020 – 2023
University of California Multicampus Research Programs and Initiatives (MRPI) External Reviewer	Christopher Weber	2018 + 2023
<i>Leadership of Professional Associations and Conference Committees</i>		
Program Committee Member for Public Management Research Association	Seung-Ho An	2021 – 2022
Program Committee, Association for Public Policy Analysis and Management, section on Natural Resources and the Environment	Elizabeth Baldwin	2017 – 2020
Committee Member, International Association for the Study of the Commons	Elizabeth Baldwin	2021
Program Committee, Workshop on the Economics of Information Security	Anne Boustead	2023
Co-Organizer of Technology, Law, and Society Collaborative Research Network, Law & Society Association	Anne Boustead	2021 – present
Founding Director of the Four Corners Conflict Network	Alex Braithwaite	2015 – 2020
Chair, Political Demography & Geography Section, ISA	Alex Braithwaite	2021 – 2023
Member, J. David Singer Data Innovation Award Committee, Conflict Processes Section, APSA	Alex Braithwaite	2017
Member, Jacek Kugler Student Paper Award, Political Demography & Geography Section, ISA	Alex Braithwaite	2017
Board Member, Political Demography & Geography Section, ISA	Alex Braithwaite	2017
Program Chair, Conflict Processes Section, Midwest Political Science Association (MPSA)	Alex Braithwaite	2017
Treasurer, Conflict Processes Section, APSA	Alex Braithwaite	2015 – 2017
Professional Development Committee Member, ISA	Jessica Braithwaite	2021 – present
Councillor, Scientific Study of International Processes section, ISA	Jessica Braithwaite	2020 – present
Program Chair, Scientific Study of International Processes section, ISA	Jessica Braithwaite	2020
Member, Executive Council, Peace Science Society (International)	Jessica Braithwaite	2016 – 2020
Board Member, Society for Human Ecology	Adam Douglas Henry	2022 – present
Review Committee, Public Management Research Conferences (PMRC)	Suyeon Jo	2020 – 2021
Track Chair: Collaboration, Annual Conference of Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)	Suyeon Jo	2020 – 2021

International Cooperation Committee, Korean Association of Governmental Studies.	Suyeon Jo	2023 – present
Committee Member, Seymour Sudman Award for Best Student Paper, American Association for Public Opinion Research	Samara Klar	2022 – 2023
Committee Member, Award for Best Book in Experimental Research, APSA	Samara Klar	2021
Conference Selection Committee Member, American Association of Public Opinion Research	Samara Klar	2020 – 2021
Committee Member, Distinguished Junior Scholars Award, APSA	Samara Klar	2020 – 2021
Committee Member, Best Article in Political Behavior, APSA	Samara Klar	2020 – 2021
Committee Member, Joseph L. Bernd Best Paper published in the Journal of Politics, Southern Political Science Association	Samara Klar	2020
Committee Member, Heinz Eulau Award for Best Article in the American Political Science Review, APSA	Samara Klar	2020
Committee Member, Award for Best Paper in American Politics, MPSA	Samara Klar	2020
Chair, Robert E. Lane Best Book Award Committee, Political Psychology Section, APSA	Samara Klar	2019
Chair, Emerging Scholar Award Committee, Elections, Public Opinion, and Voting Behavior Section, APSA	Samara Klar	2019
Committee Member, Roberta Sigal Award, International Society for Political Psychology	Samara Klar	2019
Committee Member, Emerging Scholar Award, Political Organizations and Parties section, APSA	Samara Klar	2017
Member-at-Large, Political Communication Executive Committee, APSA	Samara Klar	2017
Committee Member, Public Service Award, Experiments section, APSA	Samara Klar	2016
Committee Member, Book Award, American Association of Public Opinion Research	Samara Klar	2016
Chair, Best Paper Committee, Political Networks section, APSA	Samara Klar	2016
Diversity Committee member, American Association of Public Opinion Research	Samara Klar	2016
Co-Chair, Public Management Research Conference	H. Brinton Milward	2022
Board of Directors, Public Management Research Association	H. Brinton Milward	2013 – 2018
Member, Executive Committee, Science, Technology and Environmental Politics Section, APSA	Edella Schlager	2018 – 2023
Program Chair, Democracy and Autocracy Section, APSA	Paul Schuler	2021 – 2022
Best Paper Award Committee, Qualitative and Mixed Methods Research section, APSA	Paul Schuler	2019 – 2020
Director of International Society for Political Psychology Summer Academy	Christopher Weber	2015 – 2020
Various Award Committees, Law & Courts Section, APSA	Chad Westerland	2016 – 2023
Centennial Center Grant Panel, APSA	Chad Westerland	2023

Table 59 Recent faculty teaching assignments (Spring 2023, Fall 2023, and Spring 2024)

Faculty Name	Classes Taught
Seung-Ho An	PA/POL206 Public Policy & Administration PA470 Public Organizational Management PA552 Statistical Decision Making PA597H Public & Nonprofit Human Resources Management
Daniel Arnon	POL416 US Policy on the Israeli-Palestinian Conflict POL441 Arab-Israeli Conflict POL501A International Security POL667 The Scientific Study of Human Rights and Repression
Laura Bakkensen	PA504 Intermediate Economics for Public Policy PA553 Policy Analysis I POL684 Causal Inference
Elizabeth Baldwin	PA/POL481 Environmental Policy POL686 Qualitative & Mixed Methods Research
Carolyn Barnett	POL402 The Politics of International Development POL422 Human Rights in the Middle East and North Africa
Bradley Bartos	PA241 Criminal Justice Administration PA450 Crime Measurement
Anne Boustead	PA/POL420 Prohibition, Legalization, Regulation PA/POL421 Cyber Crime, Surveillance, and Privacy PA554 Policy Analysis II PA594 Capstone Project
Alex Braithwaite	POL388 Immigration and Refugee Policy POL697B/D/F PhD Professionalization Workshops
Jessica Braithwaite	POL664 The Scientific Study of Civil Wars POL697A/B/D/E/F PhD Professionalization Workshops
Susan Brewer-Osorio ^{.25FTE}	POL347 Politics of Latin America
Michael Burgoyne ^{.6FTE}	POL502A International Strategy POL580A National and Civil Security in Mexico
Suzanne Dovi	POL203 Political Ideas PPEL496A Seminar in Philosophy, Politics, Economics, & Law
Frank Gonzalez	POL201 American National Government POL330 Minority Groups and American Politics POL682 Quantitative Methodology II
Adam Douglas Henry	PA/POL403 Political Networks PA482 Environmental Governance PA505 Methods for Program Evaluation
Charlotte Hu	POL309 Judicial Process PA338 Guns in America PA241 Criminal Justice Administration PA410 Introduction to Public and Nonprofit Financial Management PA/POL421 Cyber Crime, Surveillance, and Privacy
Suyeon Jo	PA433 Nonprofit Management PA470 Public Organizational Management PA503 Politics, Policy & Public Management
Samara Klar	POL409 Causes and Consequences of Public Opinion POL680 Research Design
Jeffrey Kucik	POL202 Introduction to International Relations POL360 International Political Economy
Paulette Kurzer	POL204 Introduction to Comparative Politics POL452 Politics in the European Union POL653 Comparative Political Economy

	POL695A Colloquium Final Project for ISS
Spencer Lindsay	POL201 American National Government POL205 The American Presidency POL469 Law & Social Change
Mike Letcher	PA512 Local Government PA518 Public Management Tools for the 21 st Century PA527 Leadership and Ethics for Nonprofits and Public Management PA594 Capstone Project
H. Brinton Milward	PA/POL419 Terrorism & Counterterrorism PA501 Public Organization Theory POL601 Public Management
Bill Mishler ^{5FTE}	POL201 American National Government POL435 Elections & Voting Behavior
Javier Osorio	PA/POL436 Violent Crime and Political Order PA444 Crime Reduction: What Works? POL685 Panel Data Analysis
Betsy Palmer ^{5FTE}	POL407 Congress & American Politics POL408 Development of the American Presidency POL493L Legislative Internship
Jun Peng	PA410 Introduction to Public & Nonprofit Financial Management PA508 Public & Nonprofit Financial Management
Kirssa Cline Ryckman	POL202 Introduction to International Relations PA413 Human Security POL516A Strategic Nonviolent Conflict
Lisa Sanchez	PA333 Latino Politics POL407 Congress and American Politics Pol628 Latino Politics and Race/Ethnicity in the US
Edella Schlager	POL606 Federalism
Paul Schuler	POL204 Introduction to Comparative Politics PA/POL417 Dictatorship: Could it Happen Here? POL448 Politics of East and Southeast Asia POL640 Introduction to Comparative Politics
Xavier Segura	PA241 Criminal Justice Administration PA331 Criminal Justice Ethics PA418 LGBTQ+, the Law, and Public Policy
Yotam Shmargad	POL424 Politics in the Digital Age PA572 Digital Research in Politics and Policy POL688 Digital Traces in Political & Social Research
Samantha Simon ^{75FTE}	PA441 Gender & the Criminal Justice System
Craig Smith	PA206 Public Policy & Administration POL483 Urban Public Policy PA513 Government, Business, & the Nonprofit Sector PA550 Statistics for Public & Nonprofit Administration
Brandon Tryon ^{5FTE}	POL309 Judicial Process POL470 Constitutional Law: Federalism
Thomas Volgy ^{8FTE}	POL365 Contemporary International Politics POL455 American Foreign Policy
Chris Weber	POL201 American National Government POL325 Foundations of Political Psychology
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Table 60 UArizona Rubric for Self-Assessing Departmental Teaching Quality in the APR

Indicate the self-assessment rating (Exemplary, Developing, or Needs Development) with a brief rationale	Criteria for Assessing Teaching Quality
<p><u>Developing.</u></p> <p>SGPP has clearly detailed expectations for high quality as laid out in promotion and tenure guidelines. We also have provided guidance on how our annual evaluations committee evaluate teaching.</p> <p>It remains the case, however, that greater nuance could be introduced to these documents to reflect best practices as defined via evidence from education scholarship.</p>	<p>Expectations for Teaching Quality: A department is EXEMPLARY for this criterion if it has established a set of expectations for high-quality teaching at all levels of the curriculum that are clearly conveyed to all instructors. Expectations are based upon effective teaching practices demonstrated to improve student learning outcomes. All instructors are held to these expectations to the extent that is appropriate to the classes they teach and the terms of their appointments.</p>
<p><u>Developing.</u></p> <p>Faculty are made aware of trainings and pedagogical development opportunities via campus-wide emailing, as well as our internal newsletter (The Faculty Feed).</p> <p>All new instructors are provided with detailed materials about where they can access UArizona resources (including, primarily, those made available through UCATT) during their onboarding.</p> <p>SGPP requires peer review of teaching (via observation of class sessions and D2L materials) for all instructors being considered for retention or promotion.</p> <p>The above sometimes results in instructors being directed towards available resources. However, these resources tend to be highlighted in instances in which some level of remediation is deemed necessary.</p> <p>In moving forward, it will be important for SGPP to (i) encourage and support (including financially where appropriate) instructors proactively seeking professional development and pedagogical training; (ii) Institute more regular peer observations of teaching to provide more frequent feedback, support, and recommendations.</p> <p>Importantly, this would require additional training of faculty to ensure best practices in peer observation and to simply increasing service requirements in the school.</p>	<p>Support for Teaching Development: A department is EXEMPLARY for this criterion if it has in place standard processes for encouraging professional development towards high-quality teaching across the whole unit. These processes include the provision of clear information about and ready access to resources, inside and outside the department that can help all instructors develop the quality of their teaching. All these processes are aligned with the department's established expectations for teaching quality. Avenues for development may include, but need not be limited to, peer coaching, consultations with UCATT, and support for attending workshops and conferences focused on enhancing the quality of teaching.</p>
<p><u>Exemplary.</u></p> <p>As noted above, SGPP relies upon detailed documentation of expectations for high quality for retention and promotion cases (as laid out in promotion and tenure guidelines, as well as annual evaluations.</p> <p>As part of annual reviews, faculty are specifically asked to reflect on their contributions to teaching and teaching accomplishments.</p>	<p>Evaluation of Teaching: A department is EXEMPLARY for this criterion if it has an established and transparent process for evaluating teaching quality for all instructors. The evaluation criteria are tightly linked to the department's established set of expectations for teaching quality. The evaluation process includes, but is not limited to, student evaluations,</p>

	peer evaluation of teaching, and instructor self- reflection. Evaluating teaching quality is a key part of annual reviews as well as promotion and tenure reviews.
<p><u>Developing.</u></p> <p>As things stand, SGPP tends to apply findings of teaching evaluation to changes in instances in which levels of teaching are deemed unsatisfactory. Given generally high levels of teaching performance, such responses are necessitated only rarely.</p> <p>In moving forward, it would perhaps be ideal to incorporate findings and feedback from evaluations more consistently in which evaluations are positive but where pedagogical innovation could nonetheless bring additional benefits from both instructors and students.</p> <p>As an example, as part of the MPA Diversity, Equity, and Inclusion Plan, the MPA Director conducted a self-reflection survey for MPA faculty to self-assess their course and syllabi content from a DEI lens including the use of diverse guest speakers, readings, and topics, also aligning with the MPA mission-based public service values of civility, ethics, accountability, and a commitment to diversity and social justice.</p>	<p>Applying Findings to Teaching Improvements: A department is EXEMPLARY for this criterion if it has an ongoing process that includes steps in which teaching evaluations are reviewed and incorporated into department plans for both programmatic and individual goals improvement. All steps of this application phase are linked to the department’s established set of expectations for teaching quality.</p>