

Self Study

Political Science Department

EXECUTIVE SUMMARY:

The NJCU Political Science Department is a small, active, and productive department at the heart of the William J. Maxwell College of Arts and Sciences. Comprised of four fulltime faculty members, the department offers a Bachelor of Arts degree in Political Science as well as minors in Political Science, International Studies, and Pre-Law. We are also partners in several new interdisciplinary minors: Urban Studies, Middle Eastern Studies, and Cinema Studies. Our most recent program review was completed in 2009 for the university's decennial Middle States accreditation review. Turnover in the College of Arts and Sciences dean's office and upper administration precluded completion of any reviews in the intervening years.¹ The current University guidelines for conducting the review were first circulated to the departments in April 2016, and we began our review in the fall 2016 semester.² The Program Review Guidelines we received did not stipulate a time frame to include in the Self Study report. Inquiries to the relevant offices in fall 2016 and early spring 2017 semester went unanswered, so we used what information was available in the guidelines to discern a time frame and settled on the past 3 years rather than cover the full space since our last review.³ The report follows the outline provided in the Guidelines: Mission and Goals, Faculty, Curriculum and Assessment, Student Success, Resources, and Credit Audit. The narrative follows the discussion prompts included in the outline accompanying the Guidelines.

I. MISSION AND GOALS

Democratic politics requires an informed, active, and engaged citizenry. Our core mission, in both our major and general education courses, is to prepare students to become responsible democratic citizens. We need to know the institutions, actors and processes that comprise our political life, to recognize the avenues and modes of participation to engage with that political life, and to appreciate the importance of doing so. This mission is particularly important given our student population. NJCU is situated in one of the most diverse urban centers in the United States and our student population reflects that reality, with many coming to us from families

¹ We have worked with 6 deans (3 of which were interim appointments) and 3 provosts (2 of which were interim appointments) since the 2009 review.

² See Appendix 1 for the NJCU program guidelines. This Self Study follows the outline provided on pages 4-7 of those guidelines.

³ Page 5 of the Guidelines, under the heading "Data to Consider" related to the Faculty Profile section, asks us to limit our scholarship and funding discussion to the past 3 years, so we used that as the benchmark for the full report. That timeline coincides with the arrival of our current provost.

new to the US.⁴ Our mission reflects the University's commitment to cultivate a sense of community within the diversity; to appreciate both the opportunities and challenges of this urban network; and to begin to see the avenues of participating to improve our local and global communities.⁵

The coursework for our majors and minors stresses active learning, cultural diversity, and personal responsibility and aligns with the University wide student learning outcomes. We believe it provides students a strong foundation in the discipline and its subfields. The learning outcomes for our general education courses align with both the University-wide student learning outcomes and the General Education program learning outcomes,⁶ and are designed to promote civic engagement in local, national, and global communities; as well as to develop communication (written and oral), critical thinking, quantitative literacy, and information literacy, as they relate to the issues, events, and institutions that comprise our political life.

Our goals for the near future (next five years) are 1) to develop and improve the requisite critical thinking, communication, and analytical skills our students will need to succeed in any career path; 2) to cultivate an interest in, and a lifelong desire to participate in, political life; 3) to prepare students looking to pursue graduate degrees or careers in political science, public service, or law; and 4) reconnect with alumni in order to keep longitudinal data as to the long term impact of our program.

Goal 1: Develop and Improve Essential Skills

- a. Review courses to ensure departmental program learning outcomes are being addressed.
- b. Collaborate to identify effective pedagogical strategies to improve student learning.
- c. Restructure the curriculum in the major and the minors to ensure that students have the opportunity to develop communication, quantitative, and critical thinking, and information literacy skills.

⁴ In 2015 US News and World Report ranked NJCU as the best public university in New Jersey for Ethnic Diversity. A snapshot of our institutional profile is available here:
http://www.njcu.edu/sites/default/files/factsheet_f15_final.pdf

⁵ NJCU Mission Statement is available here: <http://www.njcu.edu/about/mission-statement>

⁶ NJCU University Wide Learning Goals and the General Education Learning Goals are available here:
<http://www.njcu.edu/departments/general-education>

Goal 2: Cultivate Interest in Participating in Politics

- a. Increase opportunities for students to attend off campus events that complement our curricular offerings.
- b. Increase the number of political events (discussion forums, guest speakers, and the like) hosted on campus.
- c. Reinvigorate the International Studies minor.
- d. Expand and take advantage of study abroad opportunities.

Goal 3: Supporting Graduate Study in Political Science, Public Administration/Public Policy, and Law

a. Graduate Study in Political Science:

- a. Strengthen the quantitative skills for those majors considering graduate study. Academic political science has become increasingly quantitative and we recognize the need to enhance the methodological foundation for our students. We are adding a new methodology course to our required courses beginning with the 2017/18 Academic Year, and we would like to develop upper level courses to reinforce the skills developed in the new introductory course.
- b. Expand the political theory course offerings. While political theory remains a vibrant subfield within political science, our program is limited to an introductory course and a seminar. We recognize that a more robust selection of theory courses would benefit majors interested in graduate studies.

b. Public Administration/Public Policy

- a. Revive the public administration courses currently in our catalog.
- b. Develop a new concentration or minor in Public Administration/Public Policy.
- c. Identify and recruit additional faculty able to teach in this area.

c. Law

- a. Revise the Pre-Law program according to current best practices.
- b. Sharpen the distinction between the Pre-Law minor and the Political Science major programs.
- c. Improve the administrative oversight of the program

Goal 4: Reconnect with Alumni

- a. Develop a more formal database of recent alumni, including contact information.

- b. Create and maintain social media presence (Facebook, Twitter, Instagram, etc.) to provide contact point for alumni to stay informed and connected with the department.

II. FACULTY

A. Faculty Profile

The Department is comprised of four (4) full time faculty members: Dr. Louise Stanton (chair); Dr. Ning Liao, Dr. Fran Moran, and Dr. Joe Moskowitz (see Table 1 below for the demographics).

Table 1: Political Science Department Fulltime Faculty Demographics					
Name	Degree	Rank	Year Appointed	Sex	Race
Louise Stanton	Ph.D, JD	Associate	2010	F	White
Ning Liao	Ph.D.	Assistant	2014	M	Asian
Fran Moran	Ph.D.	Full	1997	M	White
Joe Moskowitz	Ph.D.	Full	1996	M	White

We have also relied on a cohort of adjunct faculty, particularly for our pre-law offerings (See Table 2 below for the demographics).

Table 2: Political Science Adjunct Faculty Demographics				
Course Title	Degree	Semester	Sex	Race
Danielle Alvarez	JD	Spring 2016	F	White
Percy Blount Jr.	Ph.D./JD	Fall 2016	M	White
Shamaine Daniels	JD	Fall 2016	F	Latino
Jacqueline Ellis	Ph.D.	Fall 2016	F	White
Aaron Golembiewski	JD	Fall 2016	M	White
Elcin Haskollar	Ph.D.	Spring 2015	F	White
David Hill	MA, M.Ed.	Fall 2014	M	White
Binneh Minteh	MA	Spring 2014	M	Black
Raj Mukherji	JD	Fall 2014	M	Indian
Naveen Nadipuram	JD	Fall 2016	M	Indian
Georgina Pallitto	JD	Fall 2016	F	White
Arlene Perez	JD	Fall 2016	F	Latino
Joseph Ryan	Ph.D.	Fall 2015	M	White
Fumiko Sasaki	Ph.D.	Fall 2014	F	Asian
James Solomon.	MA	Fall 2015	M	White
Brett Stein	JD	Fall 2014	M	White

Many of our adjunct faculty colleagues have taught with us for multiple semesters. In order to solicit new candidates and maintain a viable pool, we periodically post advertisements on the University's Human Resources website and include the call in whatever additional outlets the Human Resources department contacts.⁷ Our proximity to New York City and Newark has given us access to a reliable, qualified and diverse pool of graduate students (Rutgers Newark, NYU, Columbia, etc.) and professionals (particularly in the case of the lawyers we are able to hire for the pre-law courses) from which to draw for our specific adjunct faculty needs.

The fulltime personnel in the department has been stable over the past quarter century in that whatever turnover has occurred has been through retirement rather than departure for another institution or denial of tenure. This stability speaks well of the quality of the institution, the astuteness of the various personnel hiring committees, and the camaraderie within the group. We have no reason at this point to expect that this will change and we believe that this core will continue to work together for the foreseeable future (that is, the next five years). Any changes we envision would be through addition rather than subtraction. As discussed in Section VI below, we believe the program and our students would benefit with the addition of at least one and possibly two new faculty lines. The expansion is particularly important if we are to meet the goals outlined above. As the data in Table 2 and Table 4 indicate, we rely heavily on adjunct faculty assistance for our pre-law courses, and if we develop Public Administration as either a concentration within the major or a separate minor, we will need to bring in another faculty member with expertise in that area.

The department remains committed to identifying and hiring a diverse faculty if given the opportunity to expand the tenure track lines. Evidence for this can be seen in both the last two fulltime searches we conducted (see Table 1) and in our adjunct faculty hiring (see Table 2).

B. TEACHING, RESEARCH, and SERVICE

Given our roots as a state teacher's college, it is fitting that NJCU prioritizes teaching: "The mission at New Jersey City University (NJCU) is to provide a diverse population with an excellent education. The University is committed to the improvement of the educational, intellectual, cultural, socioeconomic, and physical environment of the surrounding urban region and beyond." Our department eagerly embraces this charge. As indicated in our mission statement,

⁷ The HR job opening website is available here: <http://njcu.edu/jobs-njcu>; the specific advertisement for political science positions is available here: <http://chj.tbe.taleo.net/chj06/ats/careers/requisition.jsp;jsessionid=F1A537642DE46AA01E272B8E1D67D462?org=NJCU&cws=39&rid=254>

we emphasize an active and student-centered learning experience. One of the clear indicators of our success in this approach is that our students have presented their research in venues beyond the classroom. For instance, our seminar students are regular presenters at the University's annual Student Research Forum; in fall 2016 students in Dr. Moran's "Campaign 2016" class presented their analysis and predictions for the election at a campus wide event; and our 2015 National Model United Nations delegation led by Dr. Liao was recognized with a "Best Paper" award at the NMUN annual meeting in New York. Our students have presented their work in the undergraduate section of the annual meetings of the Northeast Political Science Association and at a newly instituted Political Science Undergraduate Research Conference organized and hosted by our colleagues at Monmouth University. This sort of success does not occur without a deep commitment to creating an active classroom with engaged students.

Each of us has participated in faculty development workshops to hone our classroom skills. For instance, in spring 2016, Dr. Stanton and Dr. Liao completed a program sponsored by the Association of College and University Educators for certification in Effective Teaching Practices; and Dr. Moran has presented his work on the efficacy of incorporating remix, mash up and creative projects in political theory courses at an APSA Teaching and Learning Conference and an NJEdge faculty showcase event. Drs. Liao, Moskowitz, and Stanton all attended curriculum and assessment workshops for our new General Education program. We all have been actively involved in curriculum design: Dr. Moskowitz and Dr. Ling have each served on college and Senate curriculum committees; Dr. Stanton participated in curriculum design workshops sponsored by the National Council of Honors Colleges and an AACSB-sponsored workshop on Global Challenges—both a course and a project of the American Democracy Project; Dr. Liao has participated in on-campus course design workshops; and during his recent tenure in administration, Dr. Moran organized numerous teaching workshops for faculty and attended conferences and institutes sponsored by the Association of American Colleges and Universities related to program and curriculum design. Dr. Moskowitz's expertise was recognized in his selection to serve on the General Education Executive Committee and chairing the University Senate's Ad-Hoc Committee on the Development of an Administrative Structure for the General Education Program.

We recognize the importance of student feedback on pedagogical development. We developed our own short survey instrument to administer to our students that we have been using in our classes for the past six years, and with the university's recent introduction of the IDEA course evaluation system, we have participated and encouraged our students to complete the online

evaluation forms. Aside from the inaugural semester, the department's response rate has been above both the mean and median averages for the college (see Table 3 below).⁸

Table 3: IDEA Response Rates			
Subject Area	Fall 2015	Spring 2016	Fall 2016
African/Afro-American Studies	0%	15%	17%
Art	22%	28%	25%
Biology	24%	38%	57%
Chemistry	30%	41%	55%
Computer Science	13%	28%	23%
English As A Second Language	30%	55%	72%
English	13%	26%	30%
Ethnic & Immigration Studies	0%	0%	0%
Geography	42%	40%	44%
Geoscience	27%	40%	44%
History	15%	26%	39%
Latin Am Caribbean & Latino Studies	0%	15%	27%
Mathematics	18%	31%	26%
Media Arts	11%	32%	15%
Modern Languages	28%	48%	50%
Music, Dance & Theatre	15%	20%	12%
Philosophy and Religion	21%	40%	39%
Physics	13%	21%	30%
Political Science	12%	35%	39%
Psychology	13%	26%	48%
Sociology & Anthropology	22%	21%	21%
Women's and Gender Studies	26%	26%	38%
Mean Average	18%	30%	34%
Median Average	18%	28%	38%

Our response rates have increased each semester and we will work to continue that trend. Dr. Stanton, as chair, regularly reminds fulltime and adjunct faculty to encourage students to complete the evaluations and she provides updates on our response rates as compared to other departments.

⁸ Data is from the NJCU Office of Institutional Effectiveness; Sue Gerber, Assistant Vice-President.

In addition to student feedback on our courses, we also rely on a peer evaluation process, particularly for our non-tenured and adjunct faculty colleagues. This system is helpful for both the faculty member and the department in that, as a department, we have a better sense of the quality of the classroom instruction taking place, and, especially in the case of our adjunct faculty, a basis for determining if the relationship with our department should continue. For an individual faculty member, whether junior or senior, reviewer or reviewee, observation and discussion with our peers provide valuable insight on the efficacy of our pedagogy. Finally, during our regular department meetings we frequently discuss favored techniques, particularly in the context of improving student performance in reaching our departmental learning goals.

While we emphasize excellent teaching, we recognize the importance of maintaining active research agendas and engagement with the discipline at large. Without that engagement and the excitement that research brings, it is easy for classes to become boring, dated, and worse, out of step with the latest developments in our fields. Accordingly, the members of the department have been active participants in the broader political science community as both researchers and administrators. Our recent research and scholarship is summarized in Table 4 below. Full details (specific citations, conference and presentation venues and the like) are available in Appendix 2 with our *curricula vitae*, but we want to note here that our conference papers include presentations at international, national, and regional meetings.

Table 4: Scholarship by Fulltime Faculty, AY 2013 to 2016	
Publications	2 book chapters (Liao; Stanton) 4 peer reviewed journal articles (Liao 3, Stanton 1)
Conference Papers	22 (Liao 16, Moran 1, Stanton 5)
Other	
Public appearances providing expert political analysis or commentary	9 (Moran 3, Moskowitz 5, Stanton 1)
Textbook reviews, etc.)	4 (Moran 1, Moskowitz 3)
Peer reviewer for journals or other manuscripts	6 (Liao 6)

The research undergirding this scholarship is integral to the curriculum in the various programs (major and minor) that we offer. This is especially evident in the new general education courses developed by Dr. Liao and Dr. Stanton as well as in the themes and content emphases in their respective courses. Dr. Moran's conference paper was directly based on pedagogical practices developed in his classes (see Appendix 3 for the syllabus collection). We recognize the importance of scholarship and contributing to the discipline, and realize that our publication rate should probably be higher. However, we also recognize that we are faced with challenges, some national and some local, that handicap our ability to research and publish.

Obviously a key component of conducting research is having the requisite resources to do so: money and time. While Dr. Liao has benefitted from university sponsored grants and release time, no one in the department has been able to secure funding from outside sources. At least part of this could be attributed to national factors in place. That is, as a discipline, political science has limited funding opportunities from the federal government, and those limited opportunities have faced steady challenges (including budget cuts and legislation specifically excluding political research from federal funding).⁹ Given that the research fund pie is so small (compared to that available to colleagues in the STEM fields), it is not surprising that competition is fierce. We also note that while our efforts in the competition have been relatively minimal (in 2014, Dr. Moran co-authored an unsuccessful NEH grant proposal) those efforts were undermined by the fact that NJCU did not have a functioning Grants office for much of the past 3 years. This past semester the University was able to hire a new grants director, so we are hopeful that the newly constituted Office of Grants and Sponsored Programs will help support renewed efforts to secure funding.

A more troubling resource constraint occurs at the local level and that is the declining support for conference participation and attendance. Current University policy (see Appendix 4) not only caps the number of conferences the University will support and the amount of financial support available, it also calibrates the support to the level of participation in the conference (that is, whether presenting, serving as discussant/chair, serving on organizing committee, or simply attending). Obviously, conference attendance and participation is crucial both for showcasing various stages of research and for maintaining contact with the discipline.

In terms of the time constraint, it is worth noting that in New Jersey's public universities, the labor agreement between the state and the faculty union stipulates a 12 credit course load each semester. If we include the accompanying office hours for those credits and follow the credit hour policy adopted by our Senate for preparation (that is, 2 hours outside of class for every hour in class), we are looking at a 40 hour week, a number that does not include time spent on committee work and other meetings. Current university policy on requests for release time for research is also available in Appendix 4.

While our upper administration has placed renewed emphasis on research and publication, our expectation and hope is with this emphasis will come a new commitment to provide the requisite resources for that research.

Beyond research and publications, members of the department have contributed to the discipline in administrative capacities, with Dr. Moskowitz serving as past president of the New

⁹ The American Political Science Association maintains a webpage that updates news on federal funding available for political science research here: <http://www.apsanet.org/advocacy/nsf>

Jersey Political Science Association and the Northeastern Political Science Association (NPSA), and Drs. Stanton and Moran serving as section chairs for NPSA annual meetings.

Closer to home, the department collectively and the faculty members individually, have been active and engaged in all facets of University life. As a department, we coordinated with colleagues from other departments to develop new interdisciplinary minors in Urban Studies (Sociology, History, English, and Geoscience), Middle Eastern Studies (Modern Languages, English, Art, and History), and Cinema Studies (Media Arts, English, History, Ethnic and Immigration Studies, and Criminal Justice). Dr. Stanton spearheaded a university-wide series of courses and events organized around the 50th anniversary of the Vietnam War (2016) and organized a trip to Washington, DC (Spring 2013). The department also participates in two university-wide initiatives designed to boost basic skills in our students: the Communication across the Curriculum and the Quantitative Literacy across the Curriculum committees. We organize and present the University's annual Constitution Day events and other public forums (for instance, this past semester we ran three public events focused on the US presidential election and we participated in one post-election forum organized by the Office of Student Affairs). We have worked with colleagues in other departments to co-teach courses (for instance, this past semester Dr. Stanton worked with Dr. Jacqueline Ellis in our Women's and Gender Studies Department in a course on Women and the Law, and one of our adjunct instructors, Dr. Fumiko Sasaki, worked with faculty in the Nursing Department to coordinate two study abroad opportunities).

As individuals, each of us has also taken on various responsibilities for the University and the college. Dr. Moskowitz was president of our faculty and staff union (AFT Local 1839) and currently co-chairs the University-Wide Promotion Committee; Dr. Stanton served as Interim Director of the Honors Program and member of the Honors College Committee (the successor to the Honors program); and Dr. Moran served as Associate Dean and Interim Dean of the College of Arts and Sciences. We all serve on and contribute to numerous committees for the University Senate, the college and the University. In sum, while we are a small department, we are also one of the most visible on campus.

III. CURRICULUM AND ASSESSMENT

The NJCU Political Science Department offers a Bachelor of Arts degree in Political Science, as well as minors in Political Science, International Studies, and Pre-Law. The major is structured to provide students a strong foundation in the primary subfields of the discipline – American Government and Politics, Comparative Politics, International Relations, and Political Theory – as well as the requisite skills to pursue advanced study in political science. We remain confident that we are providing our students a quality political science education firmly in line with the

current state of the discipline, and reports from our alumni over the years help confirm that (see Appendix 5 for samples).¹⁰

The learning outcomes and status report for each of the programs housed in the department are described below:

Political Science Major (39 credits)

A. Learning Outcomes

Students will be able to:

1. Explain the processes, theories and functioning of political institutions and political behavior.
2. Employ critical thinking and demonstrate social scientific literacy with reference to relevant theoretical political science concepts.
3. Use social science research methods to conduct rigorous research on political phenomenon.
4. Communicate effectively to convey complex political science concepts and information in a clear and concise manner.
5. Distinguish one's role in a socio-political context and engage as a responsible citizen.

B. Program Status

Beginning with the fall 2017 semester, the major is composed of 39 credits. For the past year, in response to assessment data collected for the previous three years and to “close the loop” on the data collected, we began a substantial revision of our course requirements and sequencing for our major (see Appendix 6 of the latest revisions). For the past 3 years we used projects completed in our seminars to assess proficiency in reaching our outcomes and realized that our students were not meeting our expectations. We appeared to be doing well introducing our majors to the various program learning outcomes but were less successful in moving them to mastery. Accordingly, we made the following changes:

1. Added an introductory methodology course to the degree requirements.
2. Adopted a tiered structure for our course numbering sequences, synchronized with development of the program learning outcomes. Under the old program, course numbers at the 200 and 300 levels were used to distinguish International Relations and Comparative Politics offerings, with the US Politics track running on its own numbering sequence.

¹⁰ While each of us has kept in touch on an individual level with some graduates, we have not, as a department, made a concerted effort to do so. One of the insights we have gained from the self-study process was recognizing that we needed a more formal and dedicated effort to stay in touch with our graduates.

3. Renumbered some courses to reflect more accurately the expected level of learning outcome, for instance:
 - a. POLI 105: History of Political Thought (changed from POLI 205)
 - b. POLI 201: Parties and Elections (changed from POLI 301)
 - c. POLI 320: Campaign XXXX (changed from POLI 220)
4. Revised the requirements to ensure students had the opportunity both to develop skills associated with our learning outcomes and to cover the breadth of the discipline. Students are now required to take 15 credits of introductory courses, at least 12 credits of 200 and 300 level courses meant to reinforce the learning outcomes, and one 3 credit seminar to demonstrate mastery of the learning outcome (leaving 6 credits of electives that could be applied at the 200, 300, or 400 levels).
5. Recognized the need to increase the political theory offerings to include more 200 and 300 level courses (right now, we have the introductory course and the seminar; so students are introduced to the requisite skills to study political theory and then expected to demonstrate mastery of those skills in the seminar, but with no intervening courses to help reinforce and develop those skills).

In revising our program, we also considered the overall state of political science and sought to incorporate recent developments across the discipline as seen in the American Political Science Association's various Task Force reports and other initiatives.¹¹ For instance, our renewed emphasis on engaged citizenship and globalization, and emerging commitment to interdisciplinarity reflect growing trends in academic political science. The newly revised major begins in the fall 2017 semester (see Appendix 6 for the new degree tracking sheet).

Political Science Minor (24 credits)

The Political Science minor is, as the name implies, a scaled down version of the major. The learning outcomes are identical to those in the major, with the expectations in the assessment of the outcomes adjusted accordingly. That is, while we do not expect our minors to achieve the same level of proficiency in the learning outcomes as we do for our majors, we do expect at least some proficiency in those outcomes. Insofar as most of our attention has been given over to revising the major to strengthen proficiency in the learning outcomes, and students enrolled in the minor are taking the same courses as students enrolled in the major (just fewer of them), we have not directed much special attention to the minor (see Appendix 7 for the current program structure for the minor).

¹¹ APSA Task Force reports are available here: <http://www.apsanet.org/reports>.

International Studies Minor (24 credits)

A. Learning Outcomes

Students will be able to:

1. Describe the socioeconomic traits of various regions in the world and explain the differences and commonalities among these cultures in the comparative study of global issues.
2. Identify and interpret the domestic and international trends, factors, and impacts of current key global challenges with the concepts and/or analytic frameworks in various disciplines.
3. Employ interdisciplinary approaches and intercultural knowledge to the understanding of the interconnections between various global problems.
4. Demonstrate critical thinking ability by analyzing, synthesizing, and/or evaluating information necessary for problem solving and opportunity development on a global scale.
5. Exhibit proficiency in appropriate written, oral, and non-verbal communications within a global context.
6. Develop global empathy by applying sensitivity and awareness of cultural and international differences to the practice of responsible global citizenship.

B. Program Status:

The International Studies (IS) minor was originally housed in NJCU's Geoscience Department. We inherited the minor upon the retirement of the program coordinator and maintained the program structure in place at the time. We are currently engaged in the process of revising the program. Dr. Liao's arrival to the department was propitious in that it coincided with a significant reduction in general education credit requirements (thereby providing space for students to pursue a minor), and renewed university commitment to providing study abroad opportunities for our students. The expertise Dr. Liao brings to the department coupled with these institutional developments created ideal circumstances for a major overhaul of the program.

Dr. Liao's draft revision (see Appendix 8 for the new tracking sheet) enhances the minor's interdisciplinary components, incorporates a foreign language requirement (6 credits of the 24 credit minor), and recommends at least one course including a study abroad

component.¹² This is likely not the final version of the program, but it gives a sense of the direction we are moving. One of the issues we need to address, and an issue typical of any interdisciplinary project, is to ensure that the various participants across the disciplines are on the same page in terms of the learning outcomes. At this point, we've identified learning outcomes and courses that seem likely to help meet those outcomes, but we have not started the collaborative discussions.

Pre-Law Minor (18 credits)

A. Learning Outcomes

Students will be able to:

1. Identify and explain the structure and procedures of the American legal system.
2. Employ critical thinking and demonstrate proficiency with historical and current legal reasoning.
3. Communicate effectively in analyzing and presenting legal argument.
4. Use appropriate legal research methods effectively.

B. Program Status

The Pre Law minor develops the basic skills and introduces content necessary for legal study. In addition, we assist students in navigating the law school application process (including taking the LSATs and preparatory courses for the LSAT exams). In its current configuration, the minor relies almost exclusively on political science courses, and all courses in the minor can count towards the political science major. It was last revised around the time of our 2009 program review and is the department's next major project (see the earlier discussion of departmental goals, on page 3; see Appendix 9 for the current tracking sheet). One of our objectives here, as was the case with the International Studies minor, is to increase the interdisciplinary components of the minor. It is becoming less the case that political science is the gateway major to law school with law schools increasingly interested in students who demonstrate proficiency in key skills (critical thinking, writing, oral communication) rather than a course of study in specific major. So, as was the case with the IS minor, a revision of the Pre Law minor is overdue and necessary.

¹² Adding a specific study abroad requirement was considered but rejected given the current status of the University's study abroad offerings. The emphasis on global learning is a new initiative at NJCU and at this point courses scheduled to include a study abroad component frequently fail to run due to low enrollment. We determined that it would be unfair to hold some students from completing the minor because courses they enroll in are cancelled. Once the study abroad program becomes more robust, we can revisit the requirement.

IV. ENROLLMENT TRENDS

National data indicate that student interest in political science has waned since the 2008 recession, and our own experience seems to mirror that national reality. According to data provided by our Office of Institutional Effectiveness, we do find, in the time frame covered in this report, a decline in the number of students majoring in political science (see Table 5 below).

Table 5: Political Science Majors and Minors								
Year	Majors		Minors		Pre-Law		International Studies	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
2014	63	64	0	0	10	8	6	6
2015	55	49	0	0	7	6	4	1
2016	48	44	0	0	7	8	2	3

We do have some reservations as to the accuracy of this data, particularly as it relates to the minors enrolled in our program. Dr. Moskowitz reviewed the data available to us through the University's query system in GothicNet, and we find the following (the highlighted cells show the differences in the two data sets).

Table 5: Political Science Majors and Minors								
Year	Majors		Minors		Pre-Law		International Studies	
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
2014	63	64	0	15	10	6	6	6
2015	55	49	0	22	7	14	4	1
2016	48	44	0	23	7	18	2	3

Although the data we uncovered reveal a slightly more robust program, we acknowledge that the basic trend remains and we are losing majors. We believe part of this can be attributed to broader national patterns (that is, a declining interest in politics and a concomitant interest in studying politics), and some departmental instability in the time period covered in this report. As for the national trends, student interest in studying political science has steadily eroded from its peak in the early 1970s.¹³ Reference to departmental instability may seem out of place

¹³ For a recent overview of the fate of different majors, see <http://www.npr.org/sections/money/2014/05/09/310114739/whats-your-major-four-decades-of-college-degrees-in-1-graph>.

given the earlier mention of the stability in personnel. The two points are not contradictory, however. As noted, Dr. Moran moved to administration in 2010, and our longtime chair of the Department, Dr. Diana Lieb, retired in 2011. Those two developments left the department relying entirely on the efforts of Dr. Moskowitz, the recently hired Dr. Stanton, and a host of adjunct faculty. This shortage severely handicapped the department's ability to engage in the sort of programming and activities that raises the visibility of the program and helps attract students. In 2013, Ms. Karen DeSoto was assigned to the department as a temporary full time faculty member to coordinate the Pre Law program and offer courses in that program. That same year we were also able to secure a line to replace Dr. Lieb, and Dr. Liao joined our department in fall 2014. Following a semester sabbatical, Dr. Moran moved back to the department at the start of the spring 2016 semester. So the 2016/2017 academic year represents the first time in 6 years that the department has something close to full strength. We are encouraged that the recent presidential election seems to have renewed student interest in politics and we are poised to turn that interest into a deeper commitment to study politics. Our optimism on this front is based on the attendance at the various election events we hosted and on the overall enrollment in our courses (See Table 6 below).

Table 6: Political Science Department Enrollment Trends				
Semester	Sections	Total Capacity	Total Enrolled	Percent Enrolled
Fall 2014	18	465	343	74%
Spring 2015	16	385	244	74%
Fall 2015	20	475	364	77%
Spring 2016	18	415	357	86%
Fall 2016	25	630	485	77%
TOTAL	97	2370	1793	76%

As Table 6 indicates, enrollment in our courses (both general education and major) has been steady over the past 3 years, with our class sections running at 79% of capacity. Table 7 below presents the College wide data:¹⁴

¹⁴ College wide data provided by Assistant Vice-President of Institutional Effectives via email 1/12/17.

Table 7: College of Arts and Sciences Enrollment Data (all sections)		
Term	Sections	Percent Enrolled
Fall 2014	863	85%
Spring 2015	792	85%
Fall 2015	853	86%
Spring 2016	747	86%
Fall 2016	853	88%

In comparing our enrollment averages to those of the college overall, we believe that much of the discrepancy between the two can be accounted for by the higher enrollment caps in place in our courses, particularly our upper level courses. Most of our courses, including 200 and 300 level courses, have caps set at 30 students. While a cap that high no doubt ensures that we can accommodate any students interested in the material, it also sets unreasonable expectations when that interest fails to materialize. If we adjusted those caps from 30 to a more realistic 25, our percentages would be over 80% and much closer to the college average (see Table 8).

Table 8: Political Science Department Enrollment Trends, Adjusted Caps to 25				
Semester	Sections	Total Capacity	Total Enrolled	Percent Enrolled
Fall 2014	18	410	343	84%
Spring 2015	16	302	244	81%
Fall 2015	20	435	364	84%
Spring 2016	18	385	357	93%
Fall 2016	25	580	485	84%
TOTAL	97	2112	1793	85%

The following tables show the course offerings and enrollment figures for each of the fulltime faculty members (individually) and for the adjunct faculty (collectively).

Table9: Dr. Ning Liao's Courses, F2014-F2016						
Course Num	Course Title	Semester	Cap Enrl	Tot Enrl	Percent Full	Instructor
110	Intro To World Politics	Fall 2014	15	12	80%	Liao,Ning
110	Intro To World Politics	Fall 2014	30	27	90%	Liao,Ning
207	UN and World Affairs	Fall 2014	30	11	37%	Liao,Ning
310	Global Issues Of Urgency	Fall 2014	30	13	43%	Liao,Ning
110	Intro To World Politics	Spring 2015	30	19	63%	Liao,Ning
110	Intro To World Politics	Spring 2015	30	18	60%	Liao,Ning
550	U.N. Workshop	Spring 2015	10	10	100%	Liao,Ning
120	Global Challenges	Fall 2015	15	13	87%	Liao,Ning
120	Global Challenges	Fall 2015	20	17	85%	Liao,Ning
207	UN and World Affairs	Fall 2015	30	11	37%	Liao,Ning
310	Global Issues Of Urgency	Fall 2015	30	13	43%	Liao,Ning
110	Intro To World Politics	Spring 2016	25	25	100%	Liao,Ning
120	Global Challenges	Spring 2016	15	14	93%	Liao,Ning
550	U.N. Workshop	Spring 2016	10	10	100%	Liao,Ning
110	Intro To World Politics	Fall 2016	25	17	68%	Liao,Ning
110	Intro To World Politics	Fall 2016	30	28	93%	Liao,Ning
250	International Poli Economy	Fall 2016	25	22	88%	Liao,Ning
327	UN and World Affairs	Fall 2016	30	11	37%	Liao,Ning
				AVG	72%	

Table 10: Dr. Fran Moran's Courses, F2014-F2016*						
Course Num	Course Title	Semester	Cap Enrl	Tot Enrl	Percent Full	Instructor
140	American Politics	Spring 2016	20	14	70%	Moran,Francis
140	American Politics	Spring 2016	20	20	100%	Moran,Francis
205	History Of Political Thought	Spring 2016	30	30	100%	Moran,Francis
450	Seminar in American Govt	Spring 2016	10	12	120%	Moran,Francis
102	U.S. Politics	Fall 2016	30	29	97%	Moran,Francis
102	U.S. Politics	Fall 2016	30	31	103%	Moran,Francis
105	History Of Political Thought	Fall 2016	30	25	83%	Moran,Francis
320	Campaign 2016	Fall 2016	30	14	47%	Moran,Francis
*Note: Dr. Moran was in Dean's office AY 2014-2015; sabbatical F2015				AVG	90%	

Table 11: Dr. Joseph Moskowitz's Courses, F2014-F2016*						
Course Num	Course Title	Semester	Cap Enrl	Tot Enrl	Percent Full	Instructor
109	Comparative Politics	Fall 2014	20	19	95%	Moskowitz, Joseph
109	Comparative Politics	Fall 2014	20	20	100%	Moskowitz, Joseph
116	Govt & Business in U.S.	Fall 2014	20	20	100%	Moskowitz, Joseph
116	Govt & Business in U.S.	Fall 2014	30	29	97%	Moskowitz, Joseph
109	Comparative Politics	Spring 2015	30	19	63%	Moskowitz, Joseph
109	Comparative Politics	Spring 2015	20	20	100%	Moskowitz, Joseph
116	Govt & Business in U.S.	Spring 2015	20	19	95%	Moskowitz, Joseph
109	Comparative Politics	Fall 2015	25	25	100%	Moskowitz, Joseph
109	Comparative Politics	Fall 2015	20	20	100%	Moskowitz, Joseph
116	Govt & Business in U.S.	Fall 2015	20	18	90%	Moskowitz, Joseph
130	Debating Current Controversies	Fall 2015	20	16	80%	Moskowitz, Joseph
130	Debating Current Controversies	Fall 2015	15	13	87%	Moskowitz, Joseph
109	Comparative Politics	Spring 2016	30	17	57%	Moskowitz, Joseph
109	Comparative Politics	Spring 2016	25	24	96%	Moskowitz, Joseph
116	Govt & Business in U.S.	Spring 2016	20	20	100%	Moskowitz, Joseph
130	Debating Current Controversies	Spring 2016	20	20	100%	Moskowitz, Joseph
109	Comparative Politics	Fall 2016	25	25	100%	Moskowitz, Joseph
109	Comparative Politics	Fall 2016	20	20	100%	Moskowitz, Joseph
130	Debating Current Controversies	Fall 2016	20	19	95%	Moskowitz, Joseph
130	Debating Current Controversies	Fall 2016	20	19	95%	Moskowitz, Joseph
*Note: in Spring 2015 Dr. Moskowitz also taught 2 FYE courses that are not part of the departmental curriculum.				AVG	92%	

Table 12: Dr. Louise Stanton's Courses, F2014-F2016

Course Num	Course Title	Semester	Cap Enrl	Tot Enrl	Percent Full	Instructor
102	U.S. Politics	Fall 2014	30	31	103%	Stanton,Louise
102	U.S. Politics	Fall 2014	15	14	93%	Stanton,Louise
102	U.S. Politics	Spring 2015	30	29	97%	Stanton,Louise
102	U.S. Politics	Spring 2015	30	12	40%	Stanton,Louise
450	Seminar in Amer Govt	Spring 2015	30	19	63%	Stanton,Louise
102	U.S. Politics	Fall 2015	30	30	100%	Stanton,Louise
102	U.S. Politics	Fall 2015	30	29	97%	Stanton,Louise
140	American Politics	Fall 2015	20	17	85%	Stanton,Louise
140	American Politics	Fall 2015	15	13	87%	Stanton,Louise
102	U.S. Politics	Spring 2016	30	28	93%	Stanton,Louise
102	U.S. Politics	Spring 2016	30	29	97%	Stanton,Louise
102	U.S. Politics	Spring 2016	30	29	97%	Stanton,Louise
102	U.S. Politics	Fall 2016	25	8	32%	Stanton,Louise
210	Women & Law	Fall 2016	30	24	80%	Stanton, Louise
217	Globalization & Governance	Fall 2016	25	25	100%	Stanton,Louise
				AVG	85%	

Table 13: Adjunct Faculty Courses, F2014-F2016

Catalog	Course Title	Semester	Cap Enrl	Tot Enrl	Percent Full	Instructor
110	Intro To World Politics	Fall 2014	30	28	93%	Hill,David
202	State & Local Govt	Fall 2014	20	19	95%	Mukherji,Raj
223	Governmnt and Politics of Asia	Fall 2014	30	14	47%	Sasaki,Fumiko
102	U.S. Politics	Fall 2014	30	30	100%	Stein,Brett D.
224	Compar Poli of Middle East	Spring 2015	20	20	100%	Haskollar,Elcin
102	U.S. Politics	Spring 2015	2	2	100%	Staff,TBA
311	Judicial Process	Spring 2015	30	24	80%	Stein,Brett D.
109	Comparative Politics	Fall 2015	30	29	97%	Ryan,Joseph
110	Intro To World Politics	Fall 2015	25	25	100%	Sasaki,Fumiko
223	Governmnt and Politics of Asia	Fall 2015	30	11	37%	Sasaki,Fumiko
140	American Politics	Fall 2015	15	12	80%	Solomon,James
301	Political Parties And Election	Fall 2015	30	10	33%	Solomon,James
306	Constitutional Law	Spring 2016	25	15	60%	Alvarez,Danielle
224	Compar Poli of Middle East	Spring 2016	25	24	96%	Haskollar,Elcin
331	U.S. Foreign Policy	Fall 2016	30	15	50%	Blount Jr,Percy
313	Civil Liberties in the US	Fall 2016	25	19	76%	Daniels,Shamaine
215	Women And Law	Fall 2016	30	24	80%	Ellis,Jacqueline
140	American Politics	Fall 2016	20	8	40%	Golembiewski,Aaron
140	American Politics	Fall 2016	20	18	90%	Nadipuram,Naveen
102	U.S. Politics	Fall 2016	30	27	90%	Pallitto,Georgina G.
496	Legal Research	Fall 2016	30	15	50%	Perez,Arlene Q
120	Global Challenges	Fall 2016	20	16	80%	Sasaki,Fumiko
120	Global Challenges	Fall 2016	20	17	85%	Sasaki,Fumiko
140	American Politics	Fall 2016	20	18	90%	Solomon,James
140	American Politics	Fall 2016	20	15	75%	Solomon,James
				AVG	77%	

V. STUDENT SUCCESS: RETENTION, GRADUATION, POST-GRADUATION

Student success has traditionally been a focal point of our program; and student success is predicated on student engagement. Students need to feel a connection to the institution and to their course of study. In terms of the latter, we emphasize an active and engaged classroom and recognize the importance of providing opportunities for students to connect the classroom material to their experiences in the world at large. All of us are on campus beyond our official office hours, and our office doors are open. We all maintain regular email contact with our students and use Blackboard to answer questions or to provide information, support, and feedback. The University's renewed commitment to student success and its investment in the EAB/Student Success Collaborative software will undoubtedly help improve retention and shorten the time to graduation. The data gleaned will also be helpful in assessing the impact of our revised major requirements. At this point, however, the data forthcoming is too preliminary and too scant to be of much help.¹⁵ That said, Table 14 lists the percentage of NJCU undergraduates with a political science degree.

Table 14: Political Science Majors as Percentage of NJCU Graduating Class				
Student Population	2012-2013	2013-2014	2014-2015	2015-2016
NJCU Total Graduating Class	1208	1211	1266	1482
Political Science Majors	12	17	16	24
Percent	1%	1%	1%	2%

To put this in context, it bears noting that data from the American Political Science Association indicate that, according to the most recent data compiled by the National Center for Education Statistics (2013), political science accounted for 2.12% of all undergraduate degrees conferred in American colleges and universities.¹⁶

¹⁵ The data we received from the Office of Institutional Effectiveness concerning our retention and graduation rates was based on interviews of incoming first year students and a question about intended major. The responses were entered and the student's academic career tracked. The data covered 2009 to 2014 and the largest "N" we had in any given year was 8, and the mean average for the 5 years was 4.8. We do not believe program decisions should be made based on such a miniscule sample size.

¹⁶ The report from APSA is available here: <http://www.apsanet.org/Portals/54/APSA%20Files/Data%20Reports/Enrollment%20Data/NCES%20Degrees%20conferred%20trends%201970-2013.pdf>

VI. RESOURCES

The Political Science Department is located on the top floor of the Karnoutsos Building. Office space includes a chairperson's office, 3 faculty offices, and a communal adjunct faculty office. In addition, adjunct faculty members have access to four computers available in a public space adjacent to the faculty offices. Administrative support is provided by Ms. Annamarie Scarzatti, a secretary shared jointly with the Department of Philosophy and Religion and the Caribbean, Latin American, and Latino Studies Program. Each of the full time faculty members has a personal computer and printer, and we share a common photocopy machine with the departments listed above.

The Frank Guarini Library provides access to a variety of databases essential for political science research and a dedicated staff ready to assist students in the research projects. The text holdings are limited and dated, a fact which inhibits a research program; and while access to online journals has expanded recently, we want to note that access to some journals essential for classroom use and course development remain unavailable; and that many of the journals available through the databases tend to lag several issues behind publication dates.

The Department relies exclusively on the University for financial support. Table 15 below presents the department's budget for the past 4 years.¹⁷ The salary fluctuations represent movement in personnel: the decline in 2015 to 2016 correlates to Ms. DeSoto's departure (she held a temporary line and moved to a tenure track line in the School of Business) and the increase in 2016-2017 correlates to Dr. Moran's return to the department from administration.

Table 15: Department Budget						
Fiscal Year	Full Time Reg Salary	Adjunct	Overload	Summer	Non Salary	Total Budget
2014	\$390,286	\$78,000	\$40,600	\$27,300	\$3,570	\$539,756
2015	\$320,934	\$78,000	\$40,600	\$27,300	\$3,570	\$470,404
2016	\$297,763	\$78,000	\$40,600	\$27,300	\$4,572	\$448,235
2017	\$400,298	centralized in VPAA	\$40,600	\$27,300	\$4,572	\$472,770

¹⁷ The data presented here comes from the Controller's Office. The numbers reflect allocation and not expenditure.

The Non-Salary line refers to funds used to cover everything beyond salary necessary for a functioning office (with the exception of the electricity and heat needed for the building). Office supply costs – particularly ink, toner, and paper – consume most of that budget leaving little to cover other expenses like professional association memberships. We have made efforts to reduce the photocopying (notices are posted around the copy machine; we communicate primarily via email now rather than hardcopy memo) but the budget remains tight.

If the department is going to grow and meet the goals outlined above, we believe it is essential to add another tenured track faculty line.

VII. CREDIT HOURS

Syllabuses were audited and all courses are compliant with the credit hour policy. For the small number of courses that were ambiguously compliant, an email was sent to the faculty member requesting clarification (see Appendix 3 for the syllabus collection).

Appendices

- Appendix 1: NJCU Program Review Guidelines
- Appendix 2: Curriculum Vitae of Full Time Faculty
- Appendix 3: Syllabuses for Political Science courses
- Appendix 4: Current NJCU College of Arts and Science Conference Travel Policy
- Appendix 5: Letters from Alumni
- Appendix 6: Curriculum and Program Structure for Political Science Major
- Appendix 7: Curriculum and Program Structure for the International Studies Minor
- Appendix 8: Curriculum and Program Structure for the Pre-Law Minor

Appendix 1: NJCU Program Review Guidelines

Academic Program Review Guidelines



Guidelines as of: 02/20/2016

Schedule as of: 04/20/2016

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Purpose of Program Review

Program Review is designed to support continuous improvement of academic programs and departments at the University. Program review is a collaborative process involving faculty, students, administrators, and the external community in analyzing the past, present, and future of departmental offerings. For purposes of this document, program review refers to a holistic examination of all curricular offerings (majors, minors, certificates) in a department/area (referred to generally as department).

Program review provides a framework to assist departments:

- Explore alignment with the University's mission
- Refine and articulate goals and objectives in relation to NJCU's strategic direction
- Assess the department's contribution to University success
- Assess extent to which curriculum is aligned with its needs and direction of its field(s)
- Examine effectiveness of instructional practices
- Understand student achievement and departmental effectiveness in preparing students for success after graduation
- Explore faculty expertise, activities, and contributions to the field
- Engage in critical reflection to understand department's strengths and weaknesses
- Understand resource needs
- Inform five-year action plan development

Process and Schedule¹

Departments will engage in program review every five to seven years (see Appendix). Program review includes a self-study, external review, and action plan. Opportunities for review and comment by department, dean, and Provost are included throughout. A summary of the schedule is below; individual components are described in subsequent sections of this document.

Fall Date	Spring Date	Due, Program Review Year
September 20	January 20	• Foundational data provided to dean and department
September 30	January 30	• Dean meets with departments undergoing review to discuss/answer questions
		• Departments commence work on self-study
October 20	February 20	• Departmental suggestions for external reviewer provided to Dean
November 15	March 15	• Reviewer confirmed
January 20	May 20	• Self-study due to reviewer and Dean
February 10	June 10	• Site visit completed
February 28	June 30	• Reviewer's report provided to dean and department
March 31	Sept 30	• Department's response provided to dean
April 10	October 10	• Dean's comments provided to department
April 20	October 20	• Department's action plan submitted to Dean
April 30	October 31	• Package including any additional comments from Dean submitted to Provost's Office

¹ Funding provided by the Office of the Provost

Fall Date	Spring Date	Due, Program Review Year
May 20	November 20	• Provost approves action plan

Fall Date	Spring Date	Due, Follow-Up Years
May 20	November 20	• One- and three-year status reports on action plan implementation due to Dean
June 20	December 15	• Dean's response to department
June 30	December 24	• Provost comments

Self-Study

Departments undergoing program review will submit a self-study document to their dean and the external reviewer. The self-study document should comport with the following content requirements:

Executive Summary

Based on the totality of the report, describe the strengths, weaknesses, opportunities, and challenges for the department and how the department is addressing them.

Mission and Goals

Guiding Questions:

1. What is the department's purpose/mission? How are departmental activities aligned with this purpose?
2. How does the department's purpose/mission align with that of the College/School? of the University?
3. What are the most salient goals for the department for the next five years? What actions will be taken to meet each goal? What is the schedule for implementation of actions? How will effectiveness be measured?

Faculty

Faculty Profile

Guiding Questions:

1. What is the department's experience in retaining and recruiting faculty?
2. What anticipated faculty retirements and desired new hires are projected over the next five years?
3. What are the department's strategies for maintaining/achieving faculty gender, racial, and ethnic diversity?
4. How does the department identify adjunct faculty? Have pools of potential adjunct faculty been identified? What is the full-time to part-time ratio?

Teaching, Research, and Service

Guiding Questions:

1. What is the current and historical extent of scholarship in the department? (Examples should be provided.)
2. To what extent does the department collaborate with other units on campus? What are the effects of these collaborations?
3. What is the department's interest in and success with obtaining external research grants? What are future plans in this area?

4. Does the department have affiliations with outside organizations? What is their impact?
5. How has faculty scholarship been integrated into the curriculum?
6. How does the department ensure teaching expertise of adjunct faculty?
7. How are data from course evaluations, classroom observations, and the like used to help faculty improve their teaching? What has been their impact?

Data to consider

- List of full-time faculty by rank and tenure status
- Gender and ethnicity breakdown of faculty
- Information on faculty hires, resignations, terminations, and retirements
- Information on adjunct faculty
- List scholarship, by full-time faculty member, for past three years
- List external funding sought and received for past three years, by faculty member
- List professional activities for past three years, by faculty member
- Historical information on faculty teaching, with course enrollment
- Course evaluation data, classroom observation and similar data

Curriculum and Assessment

Guiding Questions:

1. What programs are currently offered in the department? What are the program-level student learning outcomes for each program?
2. What is the curriculum for each program? How has the discipline changed in the past five years, and how has that been reflected in curriculum renewal? For instance, what has changed in degree requirements, course offerings, course sequencing, and/or internship opportunities?
3. What curricular changes are planned for the future? How do these changes meet the needs of the discipline? How do these changes support the university's strategic plan and mission?
4. What instructional methods are employed by full-time and adjunct faculty? How do these reflect best practices for teaching and learning?
5. What are students' and alumni perceptions of the program?
6. What are the historical results of the department's program-level student learning outcomes assessment? How successful are students in achieving student learning outcomes? How have assessment results guided changed in curriculum and instruction?

Data to consider

- Program-level student learning outcomes for all programs, including minors
- Curriculum maps for all programs
- Syllabi indicating where in the course learning outcomes are met
- Data of student/alumni perceptions
- Student learning outcomes assessment data for five years

Enrollment Trends

Guiding Questions:

1. What are historical enrollment trends? Are they consistent with the department's goals/expectations?
2. What are the department's plans to address enrollment growth or decline?
3. What is the overall quality of graduate students? Is this consistent with the department's goals/expectations? What are plans to increase quality?

4. What are student/faculty ratios over time?

Data to consider

- Enrollment trend data
- Graduate student quality

Student Success: Retention, Graduation, Post-Graduation

Guiding Questions:

1. What are the historical retention rates for undergraduates? Are they consistent with the department's goals/expectations?
2. What are historical graduation rates for undergraduates? Are they consistent with the department's goals/expectations?
3. What are the department's plans (including timeline and success measures) for improving retention and graduation rates?
4. As appropriate, what is the time-to-degree for graduate-level students? What is the attrition rate for graduate-level students?
5. To what extent do undergraduate alumni find employment related to their major? To what extent do undergraduate alumni attend graduate school (and where do they attend)?
6. What are the department's plans (including timeline and success measures) for improving post-graduation outcomes?
7. What are alumni ratings of NJCU education? How has/will the department address any noted deficiencies in alumni ratings?
8. What is the post-graduation success of Master and Doctoral students?

Data to consider

- Historical retention and graduation data for undergraduates
- Historical attrition and time-to-degree data for graduate programs
- Post-graduation outcomes

Resources

Guiding Questions:

1. What are the expenses of the department for the current year (to date) and last two years? What does the trend indicate?
2. What are projected expenses for the next two years? How will anticipated decreases/increases will be addressed?
3. How is the department organized for securing grant and other external funding? How successful is the department in these endeavors? What are plans for progression, if necessary?
4. To what extent are department resources used to support students?
5. What are the existing physical resources – space, library holdings, technology and equipment? To what extent do they facilitate meeting goals?
6. What are the existing support staff resources? To what extent do they facilitate meeting goals?
7. What revenues are needed to fulfill departmental plans and goals?

Data to consider

- Historical budget allotments and expenses
- External funding

- Physical and staff resources

Credit Hours

Departments will engage in an audit process to verify compliance with the University's [credit hour policy](#).

External Review

External review is designed to provide an unbiased, expert feedback on the department and its contribution to its field as evidenced by faculty teaching, scholarship, and service, and by student learning.

Selection of Reviewer

The external reviewer is selected by the Dean and Provost in consultation with departmental faculty. Criteria for selection shall be established. The Department submits to the Dean a list of three to seven potential reviewers. Individuals nominated as reviewers should be part of a program/department that is recognized in the field. In general, reviewers should be from academia. Reviewers may not be related to or involved with research or grants with departmental faculty. Reviewers should have experience in comparable institutions.

Departments should submit the following information on each nominee:

1. Name, title, department, and institution
2. Contact information including mailing address, email, and telephone
3. Summary of area of teaching, scholarship and contribution to the field
4. Affirmation from nominee of interest in and availability to serve and of the absence of any potential conflict of interest
5. Rank order of preference of nominee as a reviewer

Site Visit

Reviewers will engage in a one- to two-day site visit to meet with faculty, students, staff, administrators and other relevant constituents. The visit will occur after the reviewer has received the self-study document. Funds to cover site visit expenses will be allocated from the Office of the Provost.

Guidelines for Reviewer Report

Following the site visit, reviewers will submit his or her report to the Dean and Department. The reviewer also has the option of providing a separate, confidential brief, to the Dean.

The reviewer's report should address the following:

- Overall strengths, weaknesses, opportunities and threats related to the department and its programs
- Expertise of faculty and contribution to the field
- Relevance of curriculum to the field and appropriateness of instructional methods
- Retention and graduation rates
- Department resources
- Department plans for future

Review and Comment

Review and comment is included throughout the program review process, as follows:

- The department provides written response on the external reviewer's report. This response is forwarded to the Dean. The response should be brief. It should describe any areas of disagreement, and/or indicate activities underway to address any identified needs. If the department has no disagreements or activities on which to report, it should simply provide a response indicating it accepts the reviewer's report.
- Upon review of the self-study, the external reviewer's report, and the departmental response, the Dean develops written feedback to the department. The feedback is intended to assist the department develop its action plan. As appropriate, the Dean can meet with department faculty prior to crafting his or her feedback.
- Upon receipt of the complete program review package and discussion with the Dean, the Provost's Office provides comment.

Action Plan

Upon receipt of the Dean's comments, the department develops an action plan to capitalize on strengths and opportunities and address weaknesses and challenges. The plan will include specific timelines and measures of success for action items. The final plan must be approved by the Dean and Provost.

One- and Three-Year Status Reports

The department submits one-year and three-year status reports to its Dean regarding implementation of the action plan. The reports should include data related to success of implementation and attainment of desired outcomes. The Dean may provide additional guidance on elements for the status reports.

Appendix - Schedule

	15-16	16-17	17-18	18-19	19-20
African Afro-American Studies				SP19	
Art	Exempt; NASAD requirements address program review components				
Biology			FA17		
Chemistry					FA19
Computer Science				FA18	
English			FA17		
ESL				FA18	
Geoscience			FA17		
History			FA17		
Latin American Studies				SP19	
Mathematics					FA19
Media Arts	Exempt; NASAD requirements address program review components				
Modern Languages			SP18		
Music, Dance and Theatre	Exempt; NASM requirements address program review components				
Philosophy and Religion					FA19
Physics					FA19
Political Science		FA16			
Psychology*		FA 16			
Sociology and Anthropology		FA16			
Women's and Gender Studies				SP19	
Accounting		SP17			
Economics		FA16			
Finance	SP16				
Management	SP16				
Marketing		FA16			
<i>Specific Instructional and Leadership Program under CAEP are exempt (see crosswalk documentation). Departments will conduct program review for programs not under CAEP, per schedule below</i>					
Counseling Program	Exempt; CACREP requirements address program review components				
Early Childhood Education	All programs exempt; CAEP requirements address program review components				
Educational Leadership				FA18	
Educational Technology			SP18		
Elementary/Secondary Education				FA18	
Literacy Education			SP18		
Multicultural Education			SP18		
Special Education				FA18	
Criminal Justice		SP17			
Fire Science		SP17			
Fitness Exercise & Sports				SP19	
Health Science		SP17			
Nursing	Exempt; CCNE requirements address program review components				
Professional Security Studies				FA18	

	15-16	16-17	17-18	18-19	19-20
General Education				FA18	
Developmental English			FA17		
Development Mathematics					FA19

*School Psychology exempt; NASP requirements address program review components

Appendix 2: Curriculum Vitae of Full Time Faculty

LOUISE STANTON

ACADEMIC CAREER

EDUCATION

PhD in Global Affairs, May 2007. Rutgers University-Newark. *Dissertation title*: 'The Civil-Military Divide—Obstacles to Integration of Intelligence in the United States

MS in Global Studies. 2003. Rutgers University—Newark

JD 1988. Seton Hall University School of Law. Admitted in New Jersey. Status: active & in good standing

BA, major in American government. 1977. Georgetown University

CERTIFICATES

Teaching--Professional Development Certificate—Community of Inquiry Teaching Excellence, July 28, 2013. American Public University System.

Teaching---Graduate Faculty Certification, July 29, 2012. American Public University System.

Certificate from National Security Law Institute. June 2006. University of Virginia Law School

ACADEMIC EMPLOYMENT

Associate Professor, Department of Political Science, New Jersey City University

- Tenured, as of September 2015
- Promoted, as of September 2015
- Chair, Department of Political Science, January 2012-June 2015; January 2016—present
- Assistant Professor, Department of Political Science, 2009-2015.

Interim Honors Program Coordinator, College of Arts & Sciences, July 1, 2016—present.

- CAS Representative to the University Honors College Committee

Prelaw Advisor, 2009—2015.

Adjunct Professor,

- New York University, Department of Politics masters program, 2008—2010, resumed in Department of International Relations Fall 2012—Spring 2014.
- American Public University, Department of Security & Global Affairs, graduate program, Summer 2016, Summer 2015, Summer 2012, 2009-2010,

- Rutgers University—Newark, Department of Political Science, 2008-2009
- Seton Hall University, Whitehead School of Diplomacy & International Relations, graduate program, 2007- 2009

BOOKS

The Civilian-Military Divide—Obstacles to Integration of Intelligence in the United States. Westport: Greenwood Publishers-- Praeger Security International (PSI), September 2009.

PUBLICATIONS

Stanton, Louise L. (2012). The national defense function and federalism: the importance of the 2008 National Defense Authorization Act. *Defense & Security Analysis*, 28, 4.

WORKS IN PROGRESS

Forthcoming in December 2016, Book chapter “A New Frontier in U.S. National Security Policy-Making: State & Local Governments,” in *Rethinking Security in the 21st Century*. Palgrave Macmillan.

Papers Presented:

Presented. “New Frontiers in Security Policymaking: 4 comparative cases on integration of force.” International Studies Association ISA Annual Conference 2015. Theme--Global IR and Regional Worlds: A New Agenda for International Studies. New Orleans, LA. February 18th-21st, 2015

Presented. “A conceptual framework for comparative understanding of “force.” ISA Northeast Annual Conference. Theme--Concept and Conceptualization in International Relations. My panel will be: Rethinking Force & Crisis. November 7-8, 2014 Baltimore, MD.

Presented. A New Frontier in U.S. National Security Policymaking: The States & the People--a case study on integration of force. To John Jay College of Criminal Justice of the City University of New York, in collaboration with the Center for Security Studies (KEMEA) at the Greek Ministry of Public Order and Citizen Protection, for its 11th Biennial International Conference in Athens, Greece, June 14, 2014. Theme--conference is The Rule of Law in an Era of Change: Security, Social Justice and Inclusive Governance.

Presented. A New Frontier in U.S. National Security Policymaking: The States & the People--a case study on integration of force. U.S. Foreign Policy panel. New York State Political Science Association annual meeting, April 25, 2014. New York, New York.

Presented. The Last Frontier—Total Force Policy in the States: The Role of the 2008 National Defense Authorization Act. U.S. Foreign Policy Panel. Northeast Political Science Association, Philadelphia, PA. November 18, 2011.

Presented. “Changing Relations between the National & State Defense Forces: The Role of the 2008 National Defense Authorization Act in Advancing Total Force Policy.” Northeast Political Science Association, Boston, MA. November 13, 2010

Presented. Paper entitled “Civilian Control of the Military? Adaptation & Accountability in the USA,” for a Panel entitled: Assessing the Adequacy of Military and Civilian Education for the Complex National Security Issues of the 21st Century. International Studies Association, annual meeting, New Orleans, LA. February 2010.

Presented. “The Myths of Online Education,” on a Panel entitled: **Assessing Online Education in the Era of Globalization.** International Studies Association, annual meeting, New Orleans, LA. February 2010.

Presented. “Exploring Civil-Military Principles in Contemporary National Security Affairs: Case Studies in Domestic and Comparative Civil-Military Relations.” Inter-University Seminar on Armed Forces and Society annual conference, Chicago, October 2009.

Presented. “Globalization & Intelligence: The Case of the National Security Act of 1947 and State Fusion Centers” at the Georgia Political Science Association Annual Meeting, November 13-15, 2008 in Savannah, GA.

Presented. “Globalization & Intelligence: The Case of the National Security Act of 1947 and US Northern Command” at the **ISAC/ISSS Annual Conference 2008**, October 23-25, 2008 in Vail, CO.

Presented. “The Civil-Military Divide—Obstacles to Integration of Intelligence in the US”

- International Studies Association, annual meeting, San Francisco. March 2008
- ISA-Northeast regional meeting, Philadelphia. November 2007

Conference participation

Chair/Discussant for a panel of the Undergraduate Research section. “Faith, Charity, Justice and Law.” Friday, Nov. 14, 2014. Northeastern Political Science Association annual meeting. Boston, MA. November 13-15, 2014.

Discussant. “*Subaltern Concerns and Transnational Issues.*” Thursday, November 13, 2014. Northeastern Political Science Association annual meeting. Boston, MA. November 13-15, 2014.

Discussant. Military Force & Terrorism panel. New York State Political Science Association annual meeting, April 26, 2014. New York, New York.

Chair/Discussant. Undergraduate Research Panel. Northeast Political Science Association annual conference, November 14-16, 2013, Philadelphia, Pennsylvania.

Discussant. The Supreme Court: Use of Power. Northeast Political Science Association, Philadelphia, PA. November 17-19, 2011.

Case Studies

Researched & Wrote case studies. Project on National Security Reform two case studies—State Fusion Centers, U.S. Northern Command. August 2008.

SPEECHES

Moderator, Book Talk with Mark Mazzetti, author of *The Way of the Knife* at New York University, April 3, 2014. Mazzetti is a correspondent for *The New York Times* where he has covered national security from the paper's Washington Bureau since 2006.

Moderator, Book Talk with Michael Allen, author of *Blinking Red: Crisis and Compromise in America Intelligence After 9/11*, at New York University, December 3, 2013.

Co-Discussant, Film entitled "Iron-Jawed Angels," at New Jersey City University, October 16, 2012.

Emcee, Constitution Day events, at New Jersey City University, September 17, 2012.

Introduction, Hon. Joe Linares, Federal District Court Judge, D-NJ. The lecture was sponsored at New Jersey City University as part of Student Research Day, Spring 2012.

Presentation. "9/11: What Are the Lessons Learned?" Constitution Day event, September 15, 2011 . New Jersey City University.

Introduction, Ms. Kam Wong, Esq. Associate Director for Workforce Diversity and Compliance Programs at the City University of New York. A lecture as part of "The Immigrant Experience Series." Sponsored by the College of Arts and Sciences, New Jersey City University. April 12, 2011.

Introduction, Raymond Brown, Jr, Esq. Partner at the law firm of Greenbaum Rowe, and co-founder of the International Justice Project. He, and Wanda Akin Brown delivered a lecture entitled, "International Justice Matters in Your Life: From Sierra Leone, to Darfur, to You". This lecture was part of the Sponsored by the University's 2010-2011 University Lecture Series. February 14, 2011.

Presentation. "The Right to Vote? A Tour of the U.S. Constitution. Constitution Day event, September 15, 2010 . New Jersey City University.

Lecture. "Constitutional Divides in Intelligence Integration in the United States." Virginia Tech Politics and Planning Speaker Series, Alexandria, VA. September 21, 2010.

Introduction, Lt. General John Mulholland, Commanding General, U.S. Army Special Operations Command. Lecture sponsored by the Alexander Hamilton Center for Political Economy, New York University Department of Politics. March 2010.

Panel Presentation, “Governance & Politics—the Nomination, Confirmation, and Hispanic Vote,” on a Dean’s panel entitled “The Significance of the Sotomayor Confirmation.”
October 5, 2009, New Jersey City University.

Presentation, “The Fighting Constitution,” at Constitution Day event, September 17, 2009,
New Jersey City University.

Keynote Speaker, Seton Hall University Model United Nations X, April 18-19, 2009.

Acceptance of Award to the Stanton Family for their Contributions to Liberty Science Center.
Liberty Science Center, June 2007.

AWARDS

Vice President Award

Shout out by Senior Class President at 2013 graduation, most influential teacher

Honorary Member, Golden Key International Honor Society. 2013

University Fellowship, Rutgers University-Newark, 2006-2007

TEACHING

Faculty Institute, National Council of Honors Colleges, City as Text Workshop. City of
Rotterdam, Summer 2016.

Teaching—Record of Completion in Effective Teaching Practices--Association of College
and University Educators (ACUE), May 20, 2016. Online course, Spring 2016.

Department Liaison, Communication Across the Curriculum (CxC), Spring 2016—present.

Courses Taught

Undergraduate	Graduate
Introduction to Political Science	American Institutions & Policy-Making
US Politics	American Politics: Processes and Institutions
America & the World	Research Methods
Introduction to World Politics	US Intelligence & Global Security
New Dimensions in Human Security	American Intelligence: Processes, Institutions, and Contemporary Challenges
Globalization & Governance	International Security
Civil Liberties	Comparative Foreign Policy
Judicial Process	Principles of Peacekeeping
Constitutional Law	Foundations of Peace
Issues in War and Peace	Institutions of National Security
UN Workshop	Civil Security(as a nat'l security policy course)

Seminar in American Government	
Seminar in International Relations	
Introduction to Law and Legal Research	

ADVISING

Undergraduate

- Advisor, Honors Program (2013—present)
- General academic advising of undergraduate political science majors
- PreLaw Advisor (2009-2015)

Graduate

- Member, Dissertation Committee, Rutgers-Newark
 - Michael Reimer, working title is: Can't Say 'Yes' - Can't Live With 'No'-- Israeli-Palestinian Conflict Resolution as a Case Study: Why Previously Employed Qualitative Content Analysis Methods of Diplomatic Negotiations Can Not Be Applied to Israel-Palestine Negotiations and Why a New Approach to the Negotiations is Required. Defense expected, May 2017.
- MA Thesis Advisor, NYU
 - Tianran Li, "International Security Crisis in the Korean Peninsula" (December 2013)
 - Ashley Heath, "The Application of Counterinsurgency Intelligence Tactics in the Mexican Drug War." (May 2011).
 - Kate Legnetti, "Heaven Help Us: Party Politics of the New Christian Right." (May 2010).

UNIVERSITY SERVICE

Service to the University

Member, Honors College Committee, June 2016--present

Co-Creator, Tenure Coaching Program, in consultation and coordination with the Provost's office. September 2015-2016

Member, Honors Program Advisory Committee. March 2013—present.

Chair/Member of Senate Elections Committee, 2011-2015

Member and Co-Chair, Strategic Planning Committee—Working Group: Academic Programs, 2011-2013

Member, Judicial Panel, Fall 2015—present; Fall 2012—2014

Member, Student of the Year Award committee. 2012.

Alternate, University Senate, 2011

Service to the College of Arts & Sciences

Convenor/Facilitator of NJCU's Year of Vietnam. October 2014-December 2016

Organizer of a trip to Washington DC. Campus Without Borders—Cities for Students: Washington DC. April 2013.

Service to Department of Political Science

Chair, Department of Political Science. January 2016—present; January 2012—June 2015.

Chair, Department Personnel Committee. September 2015—present.
Member, Curriculum Committee, 2010—2012.

PROFESSIONAL EXPERIENCE

STERNS & KILCULLEN. SUMMER 2008.

Consultant to their defense contractor client.

EXECUTIVE DIRECTOR. CENTER FOR THE STUDY OF PUBLIC SECURITY, RUTGERS UNIVERSITY. 2003-2006

On the management team with deans of Schools of Criminal Justice, Nursing, Global Affairs, and Business. Led and participated in research design and implementation of projects; curricula development ; organized conferences and lecture series; fundraising; and administration.

RESEARCHER. WORLD WATER COUNCIL. Marseilles, FR. 2002.

Wrote a "Briefing Paper on the International Law on Water."

RESEARCH ASSISTANT. CENTER FOR URBAN POLICY RESEARCH, RUTGERS UNIVERSITY. 2000.

ASSOCIATE PRODUCER. NEW JERSEY NETWORK, DUE PROCESS. 1999-2000.

DIRECTOR OF GOVERNMENT RELATIONS. THE MARCUS GROUP, 1995-1999.

ASSOCIATE, CORPORATE DEPARTMENT. COHEN SHAPIRO POLISHER SHEIKMAN AND COHEN. 1992-1995.

ASSOCIATE, CORPORATE DEPARTMENT. HANNOCH WEISMAN. 1988-1989

NEW JERSEY STATE GOVERNMENT—GOVERNOR'S OFFICE, DEPARTMENTS OF COMMERCE, TREASURY, & LABOR.

- **ASSISTANT DIRECTOR, DIVISION OF ECONOMIC DEVELOPMENT**
- **DIRECTOR OF PUBLIC AFFAIRS 1992—1990.**
- **DEBT COORDINATOR, OFFICE OF FINANCIAL MANGEMENT. 1983-1984.**
- **ASSISTANT TO THE GOVERNOR. Washington office. 1980- 1983**

POLITICAL CAMPAIGNS, upon request.

MEMBERSHIPS

American Political Science Association, Northeast Political Science Association, International Studies Association.

CURRICULUM VITAE

Ning Liao

Assistant Professor
Department of Political Science
Karnoutsos Hall 632
New Jersey City University
2039 John F. Kennedy Blvd.
Jersey City, NJ 07305
Office phone: 201-200-2494
Fax: 201-200-3228
Email: nliao@njcu.edu

EDUCATION

Ph.D. in International Studies

Graduate Program in International Studies, Old Dominion University, Norfolk, Virginia, 2014

- *Major concentration field:* Comparative Politics (Comparative and Regional Studies)
- *Minor concentration field:* International Relations (Transnationalism and Interdependence)
- *Dissertation:* State-Centric or State-in-Society: National Identity and Collective Memory in the Linkage Politics of Chinese Foreign Relations

M.A. in World Economics

Department of Economics, Xiamen University, China, 2000

- *Thesis:* The Impacts of Foreign Direct Investment on China's Economic Security

B.A. in English Language and Literature

Department of English, Xiamen University, China, 1997

ACADEMIC APPOINTMENTS

Assistant Professor (Tenure-track)	2014 – present
Department of Political Science, New Jersey City University, Jersey City, New Jersey	
Adjunct Instructor	2013 – 2014
Department of Government, Christopher Newport University, Newport News, Virginia	
Teaching Assistant	2010-2011
Filipino American Center, Old Dominion University, Norfolk, Virginia	
Research Assistant	Fall 2007 and Summer 2009
Institute for Asian Studies, Old Dominion University	
Assistant Instructor and Lecturer	2000-2007
Department of International Economics and Business, Xiamen University, China	
Adjunct Professor	2006-2007
Tan Kah Kee College, Xiamen University	
Adjunct Professor	2003-2007
Overseas Education College & Distant Learning College, Xiamen University	

GRANTS, HONORS, AND AWARDS

- 2016 Conference Travel Grant for the Annual Convention of the International Studies Association (ISA)
- 2014-2016 Conference Travel Grants, New Jersey City University
- 2015 Career Development Fund Award, New Jersey City University
- 2015 Separately Budgeted Research Fund, New Jersey City University
- 2015 Faculty advisor of the NJCU delegation receiving three awards at the Annual Conference of the National Model United Nations (NMUN): two Best Position Papers of the UN Environment Program Committee, two Outstanding Delegates of the Economic Commission for Africa, and an Honorable Mention Delegation)
- 2013 Grand Prize Winner, Jim Winkates Graduate Student Paper Competition, ISA-South
- 2013 Best Graduate Student Paper Award in the Student Prize Competition, Southeast Conference of the Association for Asian Studies (SEC-AAS)
- 2013 Graduate Student Travel Award, Southeast Conference of the Association for Asian Studies
- 2011-2013 Conference Travel Grants, ISA Annual Convention and the Annual Meetings of ISA-Northeast and ISA-South
- 2012 Best Graduate Student Paper Award in the Student Prize Competition, SEC-AAS
- 2012 Hayek Fund for Scholars, Institute for Humane Studies
- 2012 Graduate Student Travel Grant, American Association for Chinese Studies
- 2011 First Runner-up, Jim Winkates Graduate Student Paper Competition, ISA-South
- 2011 Best Graduate Student Paper Award, Virginia Social Science Association
- 2011 Graduate Student Travel Grant, Association for Asian Studies
- 2010 Graduate Student Travel Grant, Division of Student Affairs, Old Dominion University
- 2010 Finalist and Semifinalist of the Women's Studies Paper Contest (Graduate Division), College of Arts and Letters, Old Dominion University
- 2009 Distinguished Faculty Award, Tidewater Chinese School, Norfolk, Virginia
- 2006-2007 Distinguished Faculty Awards, Tan Kah Kee College, Xiamen University
- 2006 *Qingyuan* Teaching Award, in recognition of excellence in undergraduate teaching, Xiamen University
- 2005 Instructor of "Excellent Undergraduate Course," Xiamen University
- 1998 Excellent Graduate Student, Graduate School, Xiamen University
- 1994-1996 Merit-based scholarship recipient as an academically excellent student, Department of English, Xiamen University

TEACHING

Teaching Experience

Courses taught at New Jersey City University

- Spring 2017 *Global Political Economy* (Honors course, two sections)
United Nations Workshop (POLI 440, originally POLI 550, an upper-level seminar focused on Model UN simulation)
- Fall 2016 *Introduction to World Politics* (POLI 110, two sections)
United Nations and World Affairs (POLI 327)
International Political Economy (POLI 250, a Tier 2 course of the new University General Education Program)
- Spring 2016 *Introduction to World Politics* (POLI 110)

- Global Challenges* (POLI 120, two sections, a Tier 1 course of the new University General Education Program)
- United Nations Workshop* (POLI 550)
- Fall 2015 *Global Challenges* (POLI 120, two sections)
United Nations of World Affairs (POLI 207)
Global Issues of Urgency (POLI 310, an upper-level seminar for political science majors/minors)
- Spring 2015 *Introduction to World Politics* (POLI 110, two sections)
United Nations Workshop (POLI 550)
- Fall 2014 *Introduction to World Politics* (POLI 110, two sections)
United Nations and World Affairs (POLI 207)
Global Issues of Urgency (POLI 310)

Courses taught at Christopher Newport University

- Spring 2014 *Comparative and International Politics* (GOVT 215)
- Fall 2013 *International Relations Theory and World Issues* (GOVT 402)
- Spring 2013 *International Relations Theory and World Issues* (GOVT 402)

Teaching assistant at Old Dominion University

- Spring 2011 *Sociological Theory* (SOC 409), *Religion and Sociology* (SOC 306), *Introduction to Sociology* (SOC 201), and *Filipino American Studies* (SOC/FAST 395)
- Fall 2010 *Sociology of Minority Groups* (SOC 426/526), *Introduction to Sociology* (SOC 201), and *Filipino American Studies* (SOC/FAST 395)

Guest lecturer at Old Dominion University

- Spring 2011 “Gender Politics of the Chinese Special Economic Zones,” *Gender and Globalization* (IS/WMST 795/895, a graduate seminar in International Studies and Women’s Studies)

Courses taught at Xiamen University

- 2000-2007 *International Economics, International Trade, China’s Foreign Trade: Theory and Practice*, and *Selected Readings on international Economics and Business* (taught in English and Chinese for domestic and international students majoring and double majoring in international economics and business)

Curriculum Development at New Jersey City University

- Developed *Global Political Economy*, a seminar course for the University’s Honors Program
- Developed *Global Challenges* (POLI 120) and *International Political Economy* (POLI 250), two new courses for the University General Education Program, political science program, and international studies minor

Pedagogical Training and Certification

- 2016 Online Faculty Development Pilot for Effective Teaching Practices, the Association of College and University Educators (ACUE)
- 2016 Workshop on Transparent Assignment Design, New Jersey City University
- 2015 Workshop for Model UN faculty advisors, the United Nations Department of Public Information, New York (at the UN headquarters)
- 2014 General Education Course Proposal-Writing Workshop, New Jersey City University
- 2014 The Blackboard Learn Online Training, New Jersey City University
- 2009-2012 Preparing Future Faculty Program, Old Dominion University (PFF Certificate received in

December 2012)
 2010-2012 Educational Technology Series Workshops on Blackboard Academic Suite and
 TurningPoint Teaching Software, Center for Learning Technologies, Old Dominion
 University

SCHOLARSHIP

Publications

Peer-reviewed Book Chapters

- Liao, Ning.** Forthcoming in 2017. The Power of Strategic Narratives: The Communicative Dynamics of Chinese Nationalism and Foreign Relations. In Alister Miskimmon, Ben O'Loughlin, and Laura Roselle (Eds.), *Forging the World: Strategic Narratives and International Relations*. Ann Arbor, MI: The University of Michigan Press.
- Liao, Ning** and Jie Zhang. 2007. The Effects of the Industrial Distribution of FDI on China's Terms of Trade: Theoretical and Empirical Analysis. In Jianzhong Huang, Mingzhi Zhang, and Ganshu Zheng (Eds.), *International Economics and Business: Theory and Practice* (pp. 277-285), Xiamen, China: Xiamen University Press (in Chinese).
- Liao, Ning.** 2002. The Implications of FDI on China's Economic Security. In Huabing Qiu (Ed.), *Research of Economic Issues* (pp. 392-397). Xiamen, China: Xiamen University Press (in Chinese).

Refereed Journal Articles

- Liao, Ning.** 2013. Presentist or Cultural Memory: Chinese Nationalism as Constraint on Beijing's Foreign Policy Making. *Asian Politics & Policy*, 5 (4), 543-565.
- Liao, Ning.** 2013. Dualistic Identity, Memory-encoded Norms, and State Emotion: A Social Constructivist Account of China's Foreign Relations. *East Asia: An International Quarterly*, 30 (2), 139-160.
- Liao, Ning.** 2013. The Enabling and Constraining Effects of Strategic Narratives: Nationalist Discourse and China's Foreign Relations. *Fudan Journal of the Humanities and Social Sciences* (edited and published by the Institute for Advanced Study in Social Sciences, Fudan University), 6 (2), 23-55.
- Liao, Ning.** 2013. Friend or Foe? The Dual Images of China's Diplomatic Profile: Calculations and Constraints. *Virginia Review of Asian Studies*, 15 (1), 35-47.
- Liao, Ning.** 2012. Bringing Ideology Back In: Chinese Nationalism Contextualized in the Legitimacy Enhancement of an Authoritarian Regime. *Asian Profile: An International Journal*, 40 (4), 351-363.
- Liao, Ning.** 2012. China's Regional Diplomacy toward Southeast Asia: Calculations and Constraints of Beijing's Engagement in Security Multilateralism. *American Journal of Chinese Studies*, 19 (1), 29-46.
- Liao, Ning.** 2012. Institutionalized Modernity and the Global-Local Interplay: The Cultural Hybridization Thesis Revisited. *Virginia Social Science Journal*, 47, 66-85.

Works in Progress

- "Friend or Foe? China's Reaction to U.S. (Dis)respect in the Bilateral Relations," a chapter in an edited volume *The Price of Disrespect: How Emerging Power Respond to U.S. "Arrogance."* (The proposal of this volume is submitted to Oxford University Press.)
- "State-Centric or State-in-Society: National Identity and Collective Memory in the Linkage Politics of Chinese Foreign Relations." (The proposal of this manuscript is prepared for the book series "Rethinking Asia and International Relations" published by Routledge.)
- "Historical Memory and the Cognitive Variables of the Regional Security in East Asia." (A co-authored book project.)

Papers Presented at Professional Conferences of Academic Associations (single-authored)

- “Enthusiasm vs. Ambivalence: The Politics of Respect in the Impasse of the U.S.-China Relations,” to be presented at the Annual Conference of the Midwest Political Science Association, Chicago, IL, April 6-9, 2017.
- “‘Respect Deficit’ in Constructing the ‘New Type of Great Power Relations’: The Significance of Status Recognition in the U.S.-China Relations,” to be presented at the Annual Convention of the International Studies Association, Baltimore, MD, February 22, 2017.
- “Treating a ‘Frustrated Great Power’ with Respect: Promises and Pitfalls of Status Recognition in the U.S.-China Relations,” to be presented at the author workshop on “Disrespect between the U.S. and Rising Powers” sponsored by Goethe University, Frankfurt, Germany, December 16, 2016.
- “Narratives of Legitimation of Contention: Examining the Master Historical Account of the war of Resistance against Japan in China’s Domestic-Foreign-Policy interaction,” presented at the Annual Convention of the Association for Asian Studies, Seattle, WA, March 31, 2016.
- “Negotiating Authority in the Status Accommodation: A Social-Psychological Account of the China-U.S. Strategic Distrust,” presented at the Annual Convention of the International Studies Association, Atlanta, GA, March 16, 2016.
- “The Price of Disrespect in the Context of Strategic Distrust: The Politics of Status in the China-U.S. Relations,” presented at the Annual Conference of the American Association for Chinese Studies, Houston, TX, October 10, 2015.
- “National Identity and Collective Memory: A Historical Institutionalist Analysis of Chinese Foreign Policy Making,” presented at the Annual Conference of the Midwest Political Science Association, Chicago, IL, April 18, 2015.
- “Master Historical Accounts: Strategic Narratives in the Internal and External Legitimation of an Authoritarian State,” presented at the Annual Convention of the International Studies Association, New Orleans, LA, February 20, 2015.
- “Logic of Legitimation or Logic of Contestation: Master Historical Accounts as Strategic Narratives in Chinese Domestic-Foreign Policy Interaction,” presented at the Annual Conference of the Northeastern Political Science Association, Boston, MA, November 15, 2014.
- “Rational or Emotional Diplomacy: A Historical-Institutionalist Analysis of the Ideational Factors in the Linkage Politics of Chinese Foreign Relations,” presented at the Annual Conference of the American Association for Chinese Studies, Washington D.C., October 11, 2014.
- “State-Centric or State-in-Society: The Communicative Dynamics of Nationalism in Chinese Domestic-Foreign Policy Interaction,” presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 4, 2014.
- “Dualistic Identity and Memory-encoded Norms: A Social Constructivist Account of China’s Diplomacy,” presented at the panel of graduate student paper competition awardees at the Annual Convention of the Association for Asian Studies, Philadelphia, PA, March 30, 2014.
- “The Power of Strategic Narratives: The Communicative Dynamics of Chinese Nationalism and Foreign Relations,” presented at the Annual Conference of the International Studies Association-South, Charlotte, NC, October 18, 2013. (*Grand prize of the Jim Winkates Graduate Student Paper Award*)
- “Identity Predicament, Collective Memory, and Social Norms: The Operation of State Emotion in China’s Diplomacy,” presented at the Annual Conference of the American Association for Chinese Studies, New Brunswick, NJ, October 12, 2013.
- “Mobilization or Contestation? The Propaganda State’s Exploitation of Internet-mediated Mobilization and the Communicative Strategy of Chinese Online Nationalism,” presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 13, 2013.
- “Diffusion of Regime Legitimacy in the Two-Level Game: The Delegitimizing Potential of

Nationalism in Chinese Foreign Relations,” presented at the Annual Convention of the International Studies Association, San Francisco, CA, April 4, 2013.

- “Dualistic Identity and Memory-encoded Norms: A Social Constructivist Account of China’s Diplomacy,” presented at the Annual Meeting of the Southeast Conference of the Association for Asian Studies, Wilmington, NC, January 19, 2013. (***Best Graduate Student Paper Award in the Student Prize Competition***)
- “Presentist or Cultural Memory: Mobilization versus Contestation in Chinese Nationalism,” presented at the Annual Conference of the Northeastern Political Science Association, Boston, MA, November 16, 2012.
- “The Institutionalized Collective Memory: Formation, Projection, and Reception of Strategic Narratives in Chinese Diplomacy,” presented at the Annual Conference of the International Studies Association-Northeast, Baltimore, MD, November 2, 2012.
- “Strategic Narratives and Nationalist Discourse: The Enabling versus Constraining Effects on China’s Foreign Relations,” presented at the Annual Conference of the American Association for Chinese Studies, Atlanta, GA, October 14, 2012.
- “Collective Memory and Dualistic Identity: The Ideational Code of China’s Emotional Worldview and Foreign Policy Making,” presented at the Annual Conference of the International Studies Association-South, Atlanta, GA, October 12, 2012.
- “Reining in Cyberspace Chinese Nationalism: Negotiation between the Propaganda State and the Public Media,” presented at the Annual Convention of the International Studies Association, San Diego, CA, April 2, 2012.
- “The Coding Genes Embedded in the Dualistic Identity: National Humiliation and China’s Emotional Worldview,” presented at the Annual Conference of the Virginia Social Science Association, Norfolk, VA, March 24, 2012.
- “Bringing Ideology Back In: ‘Performance Dilemma,’ Regime Legitimacy, and Chinese Nationalism,” presented at the Annual Meeting of the Southeast Conference of the Association for Asian Studies, Greenville, SC, January 14, 2012. (***Best Graduate Student Paper award in the Student Prize Competition***)
- “Renewed Ideology: Nationalism Contextualized in the Legitimacy Enhancement of an Authoritarian Regime,” presented at the Annual Conference of the International Studies Association-Northeast, Providence, RI, November 5, 2011.
- “Framing Collective Memory: Politics of Mythologized Modern Chinese Historiography,” presented at the Annual Conference of the International Studies Association-South, Elon, NC, October 5, 2011. (***First runner-up paper of the Jim Winkates Graduate Student Paper Award***)
- “Diversity or Universality: Cultural Hybridization and the Logic of Global Capitalism,” presented at the Annual Meeting of the New York Conference on Asian Studies, Buffalo, NY, September 6, 2011.
- “Historical Memory, Public Opinion, and Regime Legitimacy: Constraints on Beijing’s Foreign Policy Making,” presented at the Joint Conference of the Association of Asian Studies and the International Convention of Asia Scholars, Honolulu, HI, April 2, 2011.
- “The Politics of Historical Memory and National Identity in the Chinese ‘Imagined Community,’” presented at the Annual Conference of the Virginia Social Science Association, Norfolk, VA, March 26, 2011. (***Best Graduate Student Paper Award***)
- “Urban Modernity, Social Identity and Gender Inequality: The Gender Politics of Female Migrant Laborers in the Special Economic Zones of Globalizing China,” presented at the Annual Meeting of the New York Conference on Asian Studies, Brockport, NY, October 2, 2010.

Research and Professional Development Workshops Participation

- Author workshop on “Disrespect between the U.S. and Rising Powers,” Goethe University,

Frankfurt, Germany, December 16-17, 2016

- Faculty Grantsmanship Workshop, New Jersey City university, Jersey City, NJ, October 16, 2015
- Summer Seminar of Scholarship and a Free Society, Institute for Humane Studies, Towson, MD, June 2012
- Professional development workshop for graduate students and junior faculty, Professional Development Committee of the International Studies Association, Elon, NC, October, 2011
- Faculty training program of advanced international trade theory, Center of China's Economic Research, Peking University, Beijing, China, July 2006

SERVICE

Professional Service to the Discipline

- Journal manuscript referee for
 - *Media, Conflict & War* (published by SAGE)
 - *East Asia: An International Quarterly* (published by Springer)
 - *Asian Politics and Policy* (published by John Wiley & Sons, Inc.)
 - *The Chinese Journal of International Politics* (published by Oxford University Press)
 - *Global Security and Intelligence Studies* (published by American Military University in collaboration with the Policy Studies Organization)
 - *International Relations and Diplomacy* (published by David Publishing)
- Chair/discussant or organizer of panels at professional conferences of academic associations
 - Discussant of the panel "Asia and Foreign Policy" at the Annual Conference of the Midwest Political Science Association, April 6-9, 2017
 - Organizer of the panel "Contested Collective Memory: Challenges and Facilitation of the Reconciliation in East Asia" at the Annual Convention of the Association for Asian Studies, March 31-April 3, 2016
 - Discussant of the panel "China: What Kind of Rising Power?" at the Annual Convention of the International Studies Association, October 17, 2015
 - Chair and discussant of the panel "Maritime Disputes in the Pacific" at the Annual Conference of the American Association for Chinese Studies, October 10, 2015
 - Chair and discussant of the panel "Alliances, Conflict Management, and State Behavior in East and Southeast Asia" at the Annual Conference of the Midwest Political Science Association, April 16, 2015
 - Chair of the panel "Sino-Japan Relations" at the Annual Conference of the Midwest Political Science Association, April 17, 2015

University and Departmental Service at New Jersey City University

- Member, College of Arts and Sciences Curriculum Committee representing social sciences disciplines, Fall 2016 – present
- Chair, Political Science Department Curriculum Committee, Fall 2016 – present
- Member, General Education Assessment Team (assessing two University-Wide Learning Goals of the General Education Program), Fall 2015 – present
- Member, the AFT Local 1839's Awards, Charities, and Scholarship Committee, Fall 2015 – present
- Faculty advisor, NJCU delegation to the Annual Conference of the National Model United Nations (NMUN) in New York City, Spring 2015 – present
 - Moderated a panel on National Model United Nations Conference at Undergraduate Research Symposium, April 13, 2016
 - Moderated a roundtable discussion for the NJCU award winners at NMUN on Student Research Days, April 13, 2015

- Member of the Subcommittee on Incoming Students, the Internationalization Lab of the American Council on Education (ACE), Fall 2014 – Fall 2016
- Member, Vietnam War Program Committee, Fall 2014 – Fall 2016
- Member of the Selection Committee for Frank L. Capone Co-op Scholarship, Spring 2015

University Service and Administrative Experience at Old Dominion University

- Assisted the Director of the China Center in the Confucius Institute project, Fall 2011 – Spring 2014
- Participated in the organization of the study abroad programs in China and the Philippines, Fall 2010 – Spring 2011
- Advised international students in regard to their visa status at the International Student and Scholar Services, Fall 2009 – Spring 2010
- Conducted surveys on ODU's international student population and prepared statistical reports, Fall 2009 – Spring 2010
- Assisted the Director of the Institute of Asian Studies in advising Asian Studies majors and minors and curricular development, Fall 2007 – Summer 2008
- Worked with Asian Studies faculty members, student organizations, administrative departments, and local Asian communities to develop intercultural training programs related to Asia, Fall 2007 – Summer 2008

College-level Service at Xiamen University

- Coordinated and standardized the teaching of *International Economics*, a core course required for all the undergraduate majors in the School of Economics, Fall 2006 – Spring 2007
- Supervised domestic and international undergraduates' thesis writing at School of Business and Overseas Education College, Fall 2000 – Spring 2007

Community Service

- Faculty Advisor, Drea[me]r—a student organization that provides assistance to undocumented students at NJCU and beyond, September 2016 – present
- Faculty advisor, the Youth Empowerment Leadership Program of the Evangelical Lutheran Church of America (ELCA), Bayonne, NJ, September 2015 – present
- Pianist, bookkeeper, and member of the Board of Deacons, Norfolk Chinese Baptist Church, Norfolk, VA, Fall 2008 – Summer 2014
- Instructor of Chinese language and culture, Tidewater Chinese School, Norfolk, VA, Spring 2009

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- | | |
|--|--|
| • American Political Science Association | • International Studies Association |
| • Association for Asian Studies | • American Association for Chinese Studies |
| • Midwest Political Science Association | • Northeastern Political Science Association |

REFERENCES

- Dr. William Callahan (44-(0)20-7955-6973, W.Callahan@LSE.ac.uk), Chair Professor in International Relations & Director of the Center for International Studies, The London School of Economics and Political Science
- Dr. Brantly Womack (434-924-7008, bwomack@virginia.edu), C.K. Professor of Foreign Affairs, Woodrow Wilson Department of Politics & the Miller Center, University of Virginia
- Dr. Wei-chin Lee (336-758-5455, leewei@wfu.edu), Professor of Political Science, Department of Politics and International Affairs, Wake Forest University

Appendix 3: Syllabuses for Political Science courses

Syllabuses for the past 3 years are saved as pdf files in folders designated each semester.

FRANCIS MORAN, PH.D.

1504 Palisade Avenue, Unit 2, Union City, NJ 07087 | 484-547-1035 email: franmoran3@gmail.com

EDUCATION

New York University, NY, NY Ph.D. in Politics Thesis: "The Politics of Natural History in Rousseau's <i>Second Discourse</i> " New York University, NY, NY	1992
M.A. in Politics Project: "Systems Theory and Structural-Functionalism: An Alternative Means to Marxist Dialectics"	1985
Dickinson College, Carlisle, PA B.A. in Political Science and Philosophy	1982

ADMINISTRATIVE EXPERIENCE

New Jersey City University Interim Dean, William J. Maxwell College of Arts and Sciences Direct Reports 25 Departments and Programs University Writing Center 2 University Theaters 2 University Art Galleries First Year Experience Program Honors Program Fiscal Responsibilities Successfully delivered a balanced budget after absorbing a 50% cut in September Managed and allocated faculty and staff travel funds for conferences and professional development Managed and allocated funds for faculty led off-campus educational offerings Managed and allocated funds for student participation in conferences Reduced overload and release time expenses across the college	2014 -2015
New Jersey City University Associate Dean, William J. Maxwell College of Arts and Sciences Responsibilities Directed revision of General Education Program Coordinated development of new Honors program Coordinated development of new interdisciplinary minors Coordinated curriculum development Developed and maintained college website	2010-2014
Acting Assistant Dean, William J. Maxwell College of Arts and Sciences Directed revision of General Education Program Coordinated development of new interdisciplinary minors Coordinated curriculum development Developed and maintained college website	2009

PROFESSIONAL DEVELOPMENT MEETINGS

AAC&U Summer Institute on Integrative Learning and the Departments, University of Vermont, Burlington, VT	2012
AAC&U/CUR Meetings on Undergraduate Research, Duke University, Chapel Hill, NC	2010
CUR Meetings on Undergraduate Research, College of New Jersey, Trenton, NJ	2004

ACADEMIC EXPERIENCE

New Jersey City University Professor, Political Science Department Associate Professor, Political Science Department	2015-present 2008-2015
Assistant Professor, Political Science Department	1995-2007

NJCU UNIVERSITY SERVICE

Senate Service:

NJCU Senate Executive Committee (2006-2009)
NJCU Senate Elections Committee (2004-2008)
NJCU Senate Planning, Development and Budget Committee (2008-2010)
NJCU Senate Committee on Instructional Technology (2000-2002)
NJCU Senate ad-hoc Committee on Instructional Technology (chair) (2002)
NJCU Senate Parliamentarian (2000-2006)

University/College Service:

Steering Committee, Middle States Accreditation Self Study Team, Co-Chair, Working Group Standards 12 and 13
Task Force on Instructional Technology (2011-2013)
Task Force on Program Assessment (2012-2013)
General Studies Coordinating Committee (2000-2009)

Union Service:

Grievance Committee Co-Chair, AFT Local 1839 (2006-2010)
Elections Committee, AFT Local 1839 (2005-2006)
Delegate to Council of New Jersey State College Locals (2006-2008)

PROFESSIONAL SERVICE

Section Chair, Undergraduate Research Section, Northeastern Political Science Association (2011-2015)
Political Theory Section Chair, Pennsylvania Political Science Association (1998-2008)
Executive Committee, Pennsylvania Political Science Association (2002-2005)
Secretary, Pennsylvania Political Science Association (2005-2008)
Michael Harrington Book Award Committee, Caucus for a New Political Science (1996)

POLITICAL SCIENCE PUBLICATIONS

MORAN, Francis. 2002. "Between Primates and Primitives: Natural Man as the Missing Link in Rousseau's Second Discourse." In *Philosophers on Race*. Eds. Julie K. Ward and Tommie Lee Lott. Malden, MA: Blackwell, pp. 125-144.

_____. 1997. "Marxist Gorillas: Non-Human Primates and the Biopolitics of Class." In *Research in Biopolitics*, vol. 5. Eds. Albert Somit and Steven Peterson. Greenwich, CT: JAI Press, pp. 57- 70.

_____. 1996. "Ethics for Frankenstein: Review of Robert Hunt Sprinkle, *Profession of Conscience*." *The Review of Politics* 58:408-410.

_____. 1996. "Ulcers, Baseball, and the New Ethical Naturalism." *Commonwealth* 8:55-75.

_____. 1995. "Of Pongos and Men: *Orangs Outang* in Rousseau's *Discourse on Inequality*." *The Review of Politics* 57:641-664.

_____. 1995. "Review of Elliott White, *Genes, Brains, and Politics*." *Politics and the Life Sciences* 15:335-336.

_____. 1993. "Between Primates and Primitives: Natural Man as the Missing Link in Rousseau's *Second Discourse*," *Journal of the History of Ideas* 54: 37-58.

MEDIA APPEARANCES

Guest, "Another Thing with Larry Mendte," MeTV discussing the presidential election process **2016**
<https://www.youtube.com/watch?v=T1jMamzhSMw&index=4&list=PLkYJ4ZfEvkWN-QpgMrv3JAXmWkx4lyK6V>
(airdate Oct 29 and repeated on Oct 30, 2016.)

Guest, "Live at Five," BBC5 Radio Program discussing Governor Chris Christie and Bridgegate **2014**
<https://soundcloud.com/poguetry/christie-bbc-5-live-interview> (airdate January 9)

Guest, "Anecdotal Census: Hudson County" The Brian Lehrer Show, WNYC Radio New York **2010**
<http://www.wnyc.org/story/86324-your-anecdotal-census-hudson-county/> (airdate July 13)

Director, NJCU/Jersey Journal Public Opinion Polling **2005**

Co-Director NJCU/Jersey Journal Public Opinion Polling **1995-2004**

PAPERS AND PRESENTATIONS RELATED TO TEACHING AND LEARNING

Moran, Francis. 2013. "Fascist Pizza and the Lyceum Bakery: Using Student Generated Mixed Media in an Introductory Political Theory Course." Teaching and Learning Conference of the American Political Science Association; February 7 to 10, Long Beach, California.

_____. 2009. "Popular Democracy and Citizen Engagement: Lessons from Springfield." Annual Meetings of the Northeastern Political Science Association, Philadelphia, PA.

_____. 2006. "Real Politics, Virtual Debates: The Advantages of Creating Online Debates in Introductory Political Science Courses." Teaching and Learning Conference of the American Political Science Association, Washington, D.C.

PAPERS RELATED TO POLITICAL SCIENCE

Moran, Francis. 2007. "Six to Go: Irish Nationalism and the Pogues." Annual Meeting of the Northeastern Political Science Association. November, 15-19, Crowne Plaza Hotel, Philadelphia, PA.

_____. 2006. "Golfers, Gophers, and Guerillas: *Caddyshack* and the War in Vietnam." Annual Meeting of the Northeastern Political Science Association. November 9-12, Omni Parker Hotel, Boston, Mass.

Moran, Francis and John Porcaro. 2005. "Intelligent Design and the Politics of the Life Sciences: Leibniz in the 21st Century." Annual Meeting of the Association for Politics and the Life Sciences. September 1-4, Washington, D.C.

Moran, Francis and Joseph Moskowitz. 2005. "Outcomes and Assessment in Political Science Programs." Annual Meeting of the Pennsylvania Political Science Association. April 1-2, Penn State University - Capital College.

Moskowitz, Joseph and Fran Moran. 2005. "On-Line Instruction in Undergraduate Political Science." Annual Meeting of the Pennsylvania Political Science Association. April 1-2, Penn State University - Capital College.

Moran, Francis. 2004. "Calhoun's '*Disquisition on Government*' and the Contractarian Tradition." Annual Meeting of the Pennsylvania Political Science Association.

_____. 2003. "Animal Tales: Politics in Buffon's *Histoire naturelle*." Annual Meeting of the Association for Politics and the Life Sciences. September 1-4; Philadelphia, PA.

_____. 2003. "The Pull of the Past: Pre-Darwinian Undercurrents in Early Darwinian Biopolitics." Annual Meeting of the Association for Politics and the Life Sciences. September 1-4; Philadelphia, PA.

_____. 2001. "Beavers and Other Political Animals in Buffon's *Histoire naturelle*." Annual Meeting of the Association for Politics and the Life Sciences. October 18-21. College of Charleston, Charleston, South Carolina.

_____. 1999. Reconciling "Private Interest" and "the Common Good": Rousseau and Citizenship." Meeting of the American Political Science Association; Atlanta, GA; Sept. 1 - 5.

_____. 1999. "Evolution and Revolution." Paper. Meeting of the Pennsylvania Political Science Association; Villanova University; Philadelphia, PA; April 10-11.

_____. 1998. "Setting Aside the Dust and Sand: What Pre-Darwinian Contractarians can Teach their Post-Darwinian Successors." Paper. Meeting of the Association of Politics and the Life Sciences; Back Bay Hilton; Boston, Massachusetts; Sept. 1-3

_____. 1997. "Reconciling 'Private Interest' and 'the Common Good': Rousseau, the Prisoner's Dilemma, and the Virtue of Citizenship." Paper. Meeting of the Northeastern Political Science Association. Philadelphia, PA. November 13-15.

_____. 1997. "The Relevance of the 'Government of the Physical World': Nature in Wollstonecraft's Political Thought." Paper. Meeting of the Southern Political Science Association. Omni Waterside Hotel; Norfolk, VA; November 5-8.

_____. 1997. "Back to the Future: On the Evolution of Equality and the Prospects for Democracy." Paper. Meeting of the American Political Science Association; Omni-Shoreham Hotel, Washington, D.C. August 28-31.

_____. 1997. " 'Primeval Contracts' and the 'Rights of Man': Burke and Paine on the Nature of Politics." Paper. 11th Annual DeBartolo Conference. University of South Florida; Tampa, FL; February 20-22.

_____. 1996. "The Biopolitics of Class." Paper. Joint Meetings of the Biology and Politics Research Group of the International Political Science Association and the Association for Politics and the Life Sciences. Alfred University; Alfred, NY; July 25-27.

_____. 1995. "Towards a Radical Biopolitics: Engels and the Dialectics of Nature." Paper. Annual Meeting of the American Political Science Association. The Chicago Hilton; Chicago, IL; August 31-September

12/8/16

JOSEPH H. MOSKOWITZ, Ph.D.**njcujmoskowitz@njcu.edu****EDUCATION**

Ph.D.	New York University, International Relations	1983
M.A.	New York University, Political Science	1971
B.A.	Long Island University, Brooklyn Center Political Science	1970

PROFESSIONAL EXPERIENCE

Professor, Political Science Department, New Jersey City University (formerly Jersey City State College), 2011- date.

Courses: US Politics, Cooperative Education Supervision, Comparative Politics (taught on-line), CyberPolitics (taught on-line), First Year Experience: Exploring Cyberspace; Government and Business (taught on-line), Issues in War & Peace, Politics Through Film, Government and Politics of Europe, Seminar in International Relations, Urban Politics.

Associate Professor, Political Science Department, New Jersey City University (formerly Jersey City State College), 2001-2011.

Courses: US Politics, Career Dimensions, Cooperative Education Supervision, Civilizations II, Comparative Politics (taught on-line), Contemporary Political Issues, CyberPolitics (taught on-line), First Year Experience: Exploring Cyberspace; Government and Business (taught on-line), Internet and Research Methods for the Social Sciences, Introduction to the Social Sciences, Politics Through Film, Government and Politics of Europe, Urban Politics.

Associate Dean/Associate Professor, College of Arts and Sciences, New Jersey City University (formerly Jersey City State College), 1998-2001

Responsibilities: hire faculty and staff; evaluate non-tenured faculty for potential reappointment; acting dean during 3 month medical leave of dean; supervising (with dean) 27 graduate and undergraduate programs and 190 full-time faculty; co-chair, general studies coordinating committee; coordinator of academic foundations/basic skills program; coordinate technology purchases; coordinate faculty development programs; supervise mini-grant programs; maintain course scheduling system; administer faculty recognition program; student advisement; strategic planning; liaison to Project 100; affirmative action committee; academic computing advisory committee; strategic enrollment management committee; university-wide technology committee; chair, arts and sciences retention committee; chair, university-wide retention committee; chair, Middle States' self-study committee on planning and budgeting.

Assistant Dean/Associate Professor, School of Arts and Sciences, Jersey City State College (now New Jersey City University), 1996-1998.

Responsibilities: supervising (with dean) 27 graduate and undergraduate programs and 190 full-time faculty; coordinator of academic foundations/basic skills program;

coordinate technology purchases; coordinate faculty development programs; supervise mini-grant programs; developed advisory committee handbook and program; developed and maintained course scheduling system; administered faculty recognition program; developed executive management information system; student advisement; strategic planning; liaison to Project 100; affirmative action committee, general studies committee, academic computing advisory committee; strategic enrollment management committee; university-wide technology committee; chair, arts and sciences retention committee; chair, university-wide retention committee; chair, Middle States' self-study committee on planning and budgeting.

Dean of Business Administration and Technologies, Bergen Community College, 1989-1996.

Responsibilities: hiring faculty; scheduling courses; supervising and evaluating faculty (32 full-time and 75 adjunct); supervising seven divisional computer laboratories; co-chair of General Education Committee of College Outcome Education Program; Strategic Planning Committee; Trustee of Bergen ITV; Bergen 2000 Training Task Force; institutional representative to Business and Industry Council; supervising twelve discipline areas; supervising ten advisory committees; coordinating Tech. Prep./2+2 programs.

Dean of Business Technologies, Bergen Community College, 1988-1989.

Responsibilities: hiring faculty; scheduling courses; supervising and evaluating faculty (15 full-time and 30 adjunct); divisional curriculum development; supervising telecourse program; supervising seven computer laboratories; co-chair of General Education Committee of College Outcome Education Program; Strategic Planning Committee; Chair of Challenge Grant preparation committee; supervising of four discipline areas.

Dean of Special Projects, Bergen Community College, 1987-1988.

Responsibilities: Dean of Corporate College and Director of Cooperative Education; supervising off-campus courses, telecourses and business-industry relations; coordinating advisory committees and Center for Instructional Research and development; committee member, college Outcome Evaluation Program, Strategic Planning Committee.

Dean of Academic Affairs, Laboratory Institute of Merchandising, (Middle States accredited four-year college), 1983-1987.

Responsibilities: Chief academic officer; budget preparation and control; supervising and hiring faculty (7 full-time and 30 adjuncts); faculty development; curriculum development and accreditation reviews; preparing HEGIS and New York State education reports; negotiate articulation agreements; supervise bachelor, associate and developmental education programs; supervise course scheduling and registration; supervise library and learning resource center; instructor of Business Law.

Consultant to New York State Education Department, 1984-1988.

Responsibilities: evaluating new program proposals and conducting regulatory compliance reviews.

Adjunct Professor, Division of Social Sciences, Fordham University, 1984-1988.

Courses: Comparative Politics Corporate Responsibility and Public Law, International Law, Comparative Politics, Multinational Corporations in World Politics, Western European Governments.

Assistant Dean for Academic Affairs, Chairman and Full-Time Faculty, Communications Department, Laboratory Institute of Merchandising, 1979-1983.

Responsibilities: Curriculum development; supervising and evaluating faculty; student advisement; life experience and transfer credits; course scheduling; transcript preparation; long-range academic planning.

Adjunct Professor, Department of Politics, New York University, 1981.

Course: United States Foreign Policy.

Research Assistant, Consolidated Analysis Centers Incorporated (CACI), 1980.

Data collection for National Security Council contract.

Adjunct Professor, Division of Social Sciences, New York Institute of Technology, 1976-1986.

Courses: American Government and Politics, International Relations, Politics and Society, Politics of Technical Assistance, Public Administration, U.S. Foreign Policy.

Instructor, Department of Communications, Laboratory Institute of Merchandising, 1976-1979.

Courses: Current Affairs, Economics in Society.

Associate Research Fellow, Center for International Studies, New York University, 1974-1975.

Student Teacher, New York City Board of Education, Junior High School 53, 1973.

Junior Research Fellow, Center for International Studies, New York University, 1972-1973.

Research Assistant for Professor Thomas Franck, Professor of International Law and Director, Center for International Studies, New York University, 1971-1972.

Teaching Assistant, Department of Politics, New York University, 1971-1972.

Courses: International Law, U.S. Foreign Policy.

PROFESSIONAL ASSOCIATIONS (current and former memberships)

American Association of Higher Education
American Political Science Association
American Society for Training and Development
Bergen 2000
Bergen ITV (Board Member)
Cooperative Education Association
Eastern Association of Deans and Academic Advisers
International Studies Association
National Business Educators Association
National Council of Instructional Administrators

National Council of Occupational Education
New Jersey Collegiate Business Administration Association (Vice President)
New Jersey Cooperative Education Association
New Jersey Political Science Association, (President, Vice President,
Conference Organizer)
New York State Association of Two-Year Colleges (Co-Chair, Regional Conference)
Northeastern Political Science Association (Past President, President, 1st Vice President
& Conference-Program Chair, 2nd Vice President, 3rd Vice President)
Oradell Board of Education (Vice President, Chair Curriculum Committee,
Chair Building & Grounds Committee, Finance Committee)
Paramus Chamber of Commerce (Board member)
Paramus Education Foundation (Chair, Grant Committee)
Rotary International

AWARDS AND SCHOLARSHIPS

First Amendment Award, *Gothic Times*, 2012.

Distinguished Member, The National Society of Collegiate Scholars, 2011.

Who's Who Among America's Teachers, 9th edition, 2005.

Alpha Beta Gamma, National Business Honor Society, 1995.

Master Teacher, Laboratory Institute of Merchandising, Participant at National Master Teachers Seminar, August 1981.

Who's Who in the East, 1981.

New York University Scholarships and Fellowships, 1975-1976,
1973-1974, 1972-1973, 1971-1972.

Long Island University, Political Science Award, 1970.

Pi Gamma Mu, National Social Science Honor Society, 1968.

PRESENTATIONS, PUBLICATIONS and OTHER SCHOLARSHIP (partial list)

Invited textbook reviewer for Alan G. Smith, *A Comparative Introduction to Political*,
Lanham, Maryland: Rowman & Littlefield, 2017.

Invited textbook reviewer for Patrick H. O'Neil, *Essentials of Comparative Politics*, 7th
edition, New York: W.W. Norton, forthcoming and for Patrick H. O'Neill et. al., *Cases
in Comparative Politics*, New York: W.W. Norton, 2015.

Invited textbook reviewer for Richard A. Spinello, *Cyberethics*, 6th edition, Sudbury,
Massachusetts: Jones & Bartlett Learning, 2014.

“Got Privacy? Exploring the Digital Footprint Left by Students when they Engage with Social Media, presentation at Constitution Day Program, New Jersey City University, September 17, 2013.

Panelist, "Simulations as Teaching Tools: An Assessment ," at Northeastern Political Science Association Annual Meeting, Boston, Massachusetts, November 15-17, 2012.

Panelist, "New Jersey Politics 2012," at Northeastern Political Science Association Annual Meeting, Boston, Massachusetts, November 15-17, 2012.

Panel Chair, "Engaging Students, Engaged Environments" at Northeastern Political Science Association Annual Meeting, Boston, Massachusetts, November 15-17, 2012.

Invited textbook reviewer for J. Tyler Dickovick and Jonathan Eastwood, *Comparative Politics*, New York : Oxford University Press, forthcoming; Fall, 2012.

Consultant for academic program review for College of Staten Island, Department of Political Science, September, 2012.

Invited textbook reviewer for Richard A. Spinello, *Cyberethics*, 5th edition, Sudbury, Massachusetts: Jones & Bartlett Learning, forthcoming; Fall 2011.

Conference Organizer and Chair, Annual Meeting of the Northeastern Political Science Association, Philadelphia, Pennsylvania, November 17-19, 2011.

“Seeking Success with Online Technology: e-textbooks, social networks, websites & student characteristics,” presentation at the 25th Annual Conference on The Teaching of Psychology, Tarrytown, New York March 25-26, 2010 [with R Paley, D. Benkendorf and A. LaMar].

“Utilizing E-Textbooks in Political Science: Teaching and Learning Implications,” paper accepted for presentation at the Annual Meeting of the Northeastern Political Science Association, Boston, Massachusetts, November 11, 2010.

“America Has Talented Voters,” presentation at Constitution Day Program, New Jersey City University, September 15, 2010.

Invited textbook reviewer for Brigid Callahan Harrison, et. al., *American Democracy Now*, 2nd ed., Boston: McGraw-Hill, 2010.

“Using Writing to Facilitate Student Engagement,” presentation at the 24th Annual Conference on The Teaching of Psychology, Tarrytown, New York March 19-20, 2010 [with R Paley and D. Benkendorf].

Panel Moderator, “Polling: What we Learned from the 2009 Election” presented at Annual Meeting of the New Jersey Political Science Association, Eagelton Institute, New Brunswick, New Jersey, February 26, 2010.

Discussant for Teaching Research Methods Track at the American Political Science Association Conference on Teaching and Learning, Philadelphia, Pennsylvania, February 5-7, 2010.

“Can Social Networking Sites Ruin Your Career?” panelist at The International Law & Economic Council (student club) at New Jersey City University, April 20, 2009.

“Comparing Course Management Systems (CSM) for Teaching on-Line Social Science Courses,” roundtable presentation at the Eastern Sociology Society Annual Meeting, March 19-23, 2009.

Conference Chair and Organizer, Annual Meeting of the New Jersey Political Science Association, Eagleton Institute, New Brunswick, New Jersey, February 27, 2009.

“Advancing Instruction in Psychology and the Social Sciences through Interactivity,” presentation at the 22nd Annual Conference on The Teaching of Psychology, March 7-8, 2008 [with R. Paley and D. Benkendorf]

Conference Chair and Organizer, Annual Meeting of the New Jersey Political Science Association, Eagleton Institute, New Brunswick, New Jersey, February 29, 2008.

Discussant for Panel: “Emerging Issues, Themes and Practices in Teaching” at the Annual Meeting of the Northeastern Political Science, Philadelphia, Pennsylvania, November 15-17, 2007.

“Critical Thinking in Political Science Textbooks and Standardized Tests: Implications for the Teaching and Assessment of Student Learning Outcomes,” paper presented at the Annual Meeting of the Northeastern Political Science, Philadelphia, Pennsylvania, November 15-17, 2007.

“Women President’s in Hollywood Films,” presentation at Constitution Day Program, New Jersey City University, September 17, 2007.

“A Woman President? Women, Popular Culture, and the Oval Office,” *The Academic Forum*, Volume 14, number one, Spring, 2007.

“Women, Popular Culture and the Oval Office,” paper presented at the Pennsylvania Political Science Association Annual Meeting, Kutztown, Pennsylvania, March 30, 2007.

“Looking for Professor Right,” presentation at the 21st Annual Conference on The Teaching of Psychology, March 28-30, 2007 [with R Paley].

“Political Science: Critical Thinking and Standardized Tests,” presentation at the American Political Science Association Conference on Teaching and Learning, Charlotte, North Carolina, February 9, 2007.

“Academic Freedom in Cyberspace,” *The Academic Forum*, Volume 14, number one, Winter 2006.

“Candidate or Non-Candidate,” presentation at Get Out the Vote Program, New Jersey City University, October 30, 2006.

“Constitutional Jeopardy,” presentation at Constitution Day Program, New Jersey City University, September 19, 2006.

“Political Science and Interdisciplinary Teaching: A Comparison of Political Psychology Courses within Political Science and Psychology Departments,” presentation at the Pennsylvania Political Science Association Annual Meeting, Harrisburg, Pennsylvania, April 1, 2006.

Chair of Panel on “Interdisciplinary Political Science” at Pennsylvania Political Science Association Annual Meeting, Harrisburg Pennsylvania, April 1, 2006.

“Psychology and Beyond: The Interdisciplinary Dimensions of the Discipline: Political Psychology,” presentation at the 20th Annual Conference on The Teaching of Psychology, Monticello, New York, March 31, 2006.

“Real Debates, Virtual Debates” presentation at American Political Science Conference on Teaching and Learning, Washington, D.C., February 18, 2006 [with F. Moran].

“Lost and Found in General Education: Political Science in General Education Programs and Assessment at New Jersey Colleges,” presentation at American Political Science Conference on Teaching and Learning, Washington, D.C., February 18, 2006.

“From Philadelphia to Baghdad: US Constitutional Principles and the New Iraqi Constitution” Constitution Day Program, New Jersey City University, September 21, 2005.

“Assessing Student Learning Outcomes in General Education: The Uses of Introductory Psychology and Political Science Courses,” presentation at the 19th Annual Conference on Teaching of Psychology, Monticello, New York, April 7, 2005 [with R. Paley].

Chair of Panel and Discussant on “Pedagogical Issue in Undergraduate Political Science,” at Pennsylvania Political Science Association Annual Meeting, Middletown, Pennsylvania, April 2, 2005.

“Outcomes Assessment in Political Science Programs,” presentation at Pennsylvania Political Science Association Annual Meeting, Middletown, Pennsylvania, April 2, 2005 [with F. Moran]

“Online Instruction in Undergraduate Political Science,” presentation at Pennsylvania Political Science Association Annual Meeting, Middletown, Pennsylvania, April 2, 2005 [with F. Moran]

“The Cyber-Campaign for the White House: 2004 Style,” *The Academic Forum*, Volume 12, number 2, Spring, 2004.

“The Middle East Internet War,” invited presentation in the World Affairs Lecture Series at the Fashion Institute of Technology, S.U.N.Y., March 25, 2004.

“Designing a Virtual Environment Without Increasing Faculty Workload,” poster session at EDUCAUSE '99, October 1999 [with A. Valbuena & J. Velasco].

“S.W.A.T.S. (Students with Advanced Technology Skills),” poster session at the National Educational Computing Conference, June 24, 1999 [with H. Parish].

“Web Teams: An Evolution of Faculty Training Programs,” presentation at the National Educational Computing Conference, June 22, 1999 [with D. Mulligan & R. Anderson].

“Technology Issues in Urban Environments,” 4th Annual Urban Mission Conference, Jersey City State College, October 17, 1997

“Virtual Learning: The Emerging of a New University,” *Omnia* (Venezuela), Ano 3, No.2, December, 1997 [with A. Valbuena, R. Valbuena, & S. Aungst]

"Distance Learning: Four Challenges," New Jersey Collegiate Business Administration Association, March 22, 1996.

"Collaboration with High Schools," New Jersey Collegiate Business Administration Association, March 24, 1995.

"Implementing 2+2 and Tech. Prep. Programs," Jersey City State College, Educational Technology Course, Spring, 1994.

"Integrating Interactive Television Into Instructional Programs: The Case of Bergen ITV," Brooklyn College, Education in Media Course, July 12, 1993.

"Assessing Cooperative Education Programs," New York Association of Two-Year Colleges, Annual Statewide Convention, April 16, 1988.

"Successful Models for Cooperative Education," New York State Association of Two-Year Colleges, Region One Conference, November 10, 1987.

Appendix 4: Current NJCU College of Arts and Science Conference Travel Policy and Release Time for Research Policy



*Dr. João Sedycias, CAS Dean & Professor
William J. Maxwell College of Arts & Sciences
Karnoutsos Hall 605, New Jersey City University*

DATE: 18 January 2017
FROM: João Sedycias, Dean, William J. Maxwell College of Arts & Sciences, NJCU
TO: All faculty in the College of Arts & Sciences, NJCU
RE: Clarification of CAS Procedure — Financial Assistance for Faculty Travel

Financial Assistance for Faculty Travel —

Because of our limited budget and a large pool of faculty who request funds to cover travel expenses, the Dean's Office will abide by the following guidelines regarding funding of faculty travel:

1. Each faculty member in CAS will initially be allocated a total of \$1,000 (one thousand dollars) per fiscal year (from July 1st to June 30) for faculty travel. This amount can be further divided into smaller amounts and applied to more than one trip, as per the individual faculty member's needs and wishes.
2. The above amount (\$1,000) is furthermore prorated for the type of conference and level of participation, as follows:
 - 2.1. Presenting a paper or poster at an international, national, or regional scholarly/academic conference: Up to \$1,000 (one thousand dollars).
 - 2.2. Discussant or presenter at a panel discussion, chairing, moderating, organizing, or presiding over an academic/research session or panel discussion at an international, national, or regional scholarly/academic conference: Up to \$500 (five hundred dollars).
 - 2.3. Attending an international, national, or regional scholarly/academic conference for faculty development purposes: Up to \$250 (two hundred fifty dollars).

Criteria:

For items 2.1 and 2.2 above, the faculty member requesting travel funds will need to provide an acceptance letter and/or official conference program, along with a detailed budget itemizing all expenses associated with the trip.

For item 2.3 above, the faculty member requesting travel funds will need to provide a written description of the outcomes/deliverables related to the conference, outlining the benefits that the attendance of this event will bring to the faculty member, to his/her department, and to the students at NJCU, along with a detailed budget itemizing all expenses associated with the trip.

Please note that our travel funds are extremely limited and going forward only faculty who are: 1) presenting at a conference; 2) participating of a panel discussion; or 3) attending for explicit faculty development purposes will be reimbursed for their pre-approved travel expenses.

The initial amount of \$1,000 (one thousand dollars) per fiscal year for travel to present at or attend international, national, or regional scholarly/academic conferences for faculty development purposes may be higher and will be awarded to the faculty member requesting travel funds if at the end of the academic year there is any money left in our travel budget. Any faculty member applying for more than the initial \$1,000 (one thousand dollars) will need to wait until the end of the academic year to see what the final situation with the college's travel budget is. Another possibility is to request funds beyond the initial \$1,000 (one thousand dollars) from the provost's office for travel to present at or attend international, national, or regional scholarly/academic conferences for faculty development purposes once the proposed travel has been vetted and duly approved by the department chair and dean.

I thank you all for your understanding and adherence to the terms of this procedure. Please let me know if you have any questions.



*Dr. João Sedycias, CAS Dean & Professor
William J. Maxwell College of Arts & Sciences
Karnoutsos Hall 605, New Jersey City University*

DATE: 18 January 2017
FROM: João Sedycias, Dean, William J. Maxwell College of Arts & Sciences, NJCU
TO: All faculty in the College of Arts & Sciences, NJCU
RE: Clarification of CAS Procedure — Released Time Application for Research

Released Time Application for Research —

Our university currently has in place a competitive program aimed at making available developmental leaves in the form of released time to junior faculty to enable them to pursue discipline-relevant research and scholarly activities, including projects of an artistic or creative nature. In the case of the College of Arts & Sciences, this initiative encompasses scholarly undertakings in the Arts, Humanities, Social Sciences, and STEM areas. While the main objective of this program is to support junior faculty in their research and scholarly activities, it should be noted that the initiative applies to senior faculty as well. Both are welcome to apply.

Criteria: Any faculty member in the College of Arts & Sciences, whether junior (untenured) or senior (tenured), requesting released time for research or scholarly purposes will need to submit the following materials in order to be considered:

Before completion of the project

1. A detailed description of the research project, outlining clearly why the faculty member should be granted the released time requested.
2. A detailed description of the outcomes/deliverables, along with a timeline & work plan, outlining clearly the benefits the proposed research project will bring to the faculty member, to his/her department, and to the students at NJCU. If applicable, the faculty member should provide a detailed budget as well, outlining a reason or rationale for each budget item and explaining in detail how these items are essential for completion of the project.

After completion of the project

3. A detailed report, after the research project has been completed, outlining clearly how the outcomes/deliverables described in #2 were completed and accomplished.

Please note that without items #1 & #2 above, the Dean's Office will not be able to consider or approve any requests for released time to enable faculty to pursue research and scholarly activities. This CAS procedure applies uniformly to all faculty, both junior (untenured) as well as senior (tenured).

In addition, please refer to the text from the “Decision-Making Criteria” document dated 16 September 2016 regarding workload for faculty members with released time, which reads as follows [emphasis mine]:

“The Deans, in consultation with the Provost, shall determine if released time, not to exceed 9 credits per semester, will be approved. [...] Agreed upon outcomes and goals must be in writing and signed by the Dean and Chair prior to approving release time. The normal workload shall remain at 12 credits per semester; the Dean may approve exceptions above 12. For any workload exceeding 15 units, approval of the Dean and review by the Provost is required.”

For additional information on released time applications for research, please refer to the document produced by the CAS Dean’s Office: “Rubric to Evaluate Released Time Applications for Research.”

Please note that future deadlines for submission of released time applications for research will be as follows:

October 31st — Deadline for all subsequent **spring** semesters.

March 31st — Deadline for all subsequent **fall** semesters.

I thank you all for your understanding and adherence to the terms of this procedure. Please let me know if you have any questions.

Appendix 5: Letters from Alumni

We solicited opinions about the program from recent graduates and received a handful of replies. Each are reproduced verbatim.

The Value (Or Devaluation) of a Degree in Political Science.

As I find myself 'South of the Border', the better half if you ask me, it seems there has been no greater time to reflect on the nearly 3 years of political conversation and education that shaped my beliefs and opened the doors to many opportunities, some political and some not so much.

Born in South Africa, it goes without saying that the political divide, known as 'apartheid' would immensely shape my life. While some, I would refer to as ignorant, could watch this divide shape our nation, others like myself were deeply troubled by the fact that something as simple as color could define one's fate.

April 27th of 1994 will forever remain engraved in my memory – the day that Nelson Mandela was inaugurated as the first democratically elected black South African president. One might look back at this in awe; how lucky we were to witness such an historical moment? However, there were those folks who just could not wrap their heads around the fact that society had chosen to move forward. As some chose to look at the negative, I still look back at that day and remember seeing countless individuals, black and white, side-by-side celebrating that great moment in South African history. It was at that moment that I knew politics, or more so, the political divide would forever be a present feature in my life.

Upon graduating high school, I made the choice to leave Africa behind and venture on to bigger and better things – study society and mankind in all corners of the world. My first stop was the United States at the tender age of 19, where I was right in time to witness George W Bush making the choice to send troops into Iraq. And so the divide began....once more.

Following my time in the United States, I hopped on over to London, where the 'legacy' of Bush remained a relevant topic, with countless protests of the 'Blair and Bush' relationship. It was something that could not be escaped.

Turns out, London wasn't quite my cup of tea and so I hopped back on a plane to the States, this time to pursue my studies. I started off with the usual, an A.A in Liberal Arts at which point my status as a foreigner would come into play repeatedly. It was then that I realized that my background had some valuable lessons to be shared, as well as numerous arguments to be made. It was however one fateful day when I was chosen to represent Bergen Community College at the UN ATHGO Youth Program that the political door swung wide open, and I knew I had found the major that I would pursue.

As I entered NJCU, I was young, perhaps naïve but I had chosen my major with utmost confidence; Major in Political Science with a Minor in Pre Law and International Studies. I was dead set on changing the world- with my eyes set steadily on a spot within the United Nations, or at least a job as a political journalist.

Once I stepped into one of my first political classes, I felt enlightened: surrounded by like-minded people, ready to indulge in all forms of politics; the history of it all, the political thoughts that shaped the United States, the many political movements that opened the door

to so many rights for those who were previously disenfranchised and of course, the nuts and bolts of how it all came to function as one. It would not take very long for me to realize that many of those that surrounded me had simply chosen this major as a means to graduate, with no passion for politics. This, of course, infuriated me. Having traveled all that way to be able to study political discourse in the one place where it always seemed to be evolving, while others just shrugged it off. I can assure you that this only fueled the fire within and forced me to work even harder. Throwing myself into research papers, which my mentor Prof. Moran would oftentimes criticize and repeatedly make me rewrite (It goes without saying that this drove me insane but the end result was completely worth it).

Not only was I fully immersed in all of these classes, but I also jumped at the opportunity to intern for a NJ Senator, alongside studying. Why not make the absolute most of the opportunities afforded?

Bright eyed and bushy tailed I entered the Senator's offices with grand aspirations, once more intact. Working daily as a fundraiser for the Senator, alongside event planning, I really thought I had landed right where I belonged. It didn't take very long for the illustrious veil to be lifted – NJ, known as one of the most corrupt states was perhaps a poor choice for someone looking to make an 'honest' splash in the political field. With backdoor dealings, a mobster mentality and ripe bribery, I soon came to realize that politics was perhaps not the right choice, or perhaps NJ had simply shattered the illusive dream.

As my last semester at NJCU came to fruition, I found myself in a few bizarre classes (the ones that never quite fit your schedule or those electives you absolutely choose to leave until you have to take it). However, I was also working on my research paper with Prof. Fran Moran. We threw around some possible ideas, until finally settling on a dissertation of "Dead Aid". Anxiously, I bought the book and finished reading it in no time. Hastily returned to Prof. Moran's office- it was time to brainstorm. I am sure that at some point he must've started to wish that it was someone else knocking at his door, but with the greatest of patience, we worked through the material.

This research paper wasn't just that, it included various interviews with African diplomats and a much more interactive approach, one in which I took great pride. I was of course, more than honored when asked to present my findings along with a few other students. There really could have been no greater way for my time at NJCU to culminate.

Once more, life threw some options my way, this time the chance to head to Barcelona to work as a sports journalist. And having come to realize that my political aspirations were just that, I jumped at the opportunity. This of course was met with the following: "*What are you going to do? Save the world one goal at a time?*" To say that those words stung, would be an understatement but admittedly I understood Prof. Moran's disappointment. Investing time and energy in a student with big dreams, only to have them shattered by the 'beautiful game'.

I look back at my time at NJCU with nothing but fond memories, dedicated mentors and a wealth of knowledge that I always carry with me. The political theme did come into play once more after graduation, when I was considering my PHD. Of course, I turned to Prof. Moran for advice, but after careful consideration, the choice was made to pursue other avenues. No

regrets, of course. One can never look back at life with regret, only keep your eye on the ball and keep moving forward.

Do I miss the political excitement? That goes without saying. Am I proud of my fellow alums whom have gone on to do great things? Undoubtedly.

Life does work in mysterious ways and even though I do not find myself in the political sphere, I can assure you that it is still a very relevant part of my life. I can look at political situations with an open mind and see it for what it truly is. I can watch political discourse, the world falling apart and know without a question, on which side of the fence I find myself.

The value of my Political Science degree is by far and wide more of a “degree in common knowledge and decency, and more importantly, being able to understand the other side of the argument”. Now, more than ever, I find myself on the receiving end of endless political arguments. I may not be in the United States, but I will always consider it as a “second home” which has made the last election even more terrifying. The reality of it all; how the United States has elected a reality TV star is still beyond me. I might not be an American citizen, but the value of my Political Science degree makes it just a little bit easier to try and defend those who are sure to suffer under this megalomaniac.

From: [Michelle Ackermann](#)
To: [Francis Moran](#)
Subject: Re: As requested - the value of my political degree
Date: Thursday, January 12, 2017 6:34:30 PM

hahaha, it is only the truth.

Hope you can use this for whatever you requested it for. Please be sure to let me know.

On Thu, Jan 12, 2017 at 6:13 PM, Francis Moran <fmoran@njcu.edu> wrote:

Thanks! That was quick. And I appreciate the kind words. I use your success repeatedly as an example of my advisement missteps. You were an amazing student and it's great to see you doing so well!

Sent from my iPhone

> On Jan 12, 2017, at 5:21 PM, Michelle Ackermann <michelleackermann8@gmail.com> wrote:

>

> :)

> <The Value.docx>

Francis Moran

From: Ernesto Alejandro Espin Diaz <ernestoespin15@hotmail.com>
Sent: Tuesday, January 17, 2017 3:24 PM
To: Francis Moran
Subject: Dr. Stanton - Review Questions

Hello Dear Dr. Moran,

Happy 2017! May this 2017 bring more good vibes and self-realizations to you dear Dr.

Dr. Stanton requested me to send you the answer to these 2 questions.

1. What was your experience at the NJCU Department of Political Science?

My experience at the NJCU Dpt. of Political Science was a happy and fulfilling one, in great part thanks to the faculty. Starting with the former Chair Dr. Lieb whose dedication and kindness helped me to choose the Dpt. of Political Science to continue with my studies, to the current Chair Dr. Stanton, whose discipline and service pushed me to give the best in my classes.

Other faculty that I'm grateful to have encountered while being a Political Science student are, Dr. Moskowitz and Dr. Moran. Their academic preparation in their field and interest in helping students to succeed either through their letter of recommendations or life advices, where a plus in my experience as a student.

I wish you can continue to hire professors who have practical experience in their field, and also have that dedication and the heart to serve their students outside the classroom.

2. How did it help, or not help with your career and why?

I believe the academic and personal support that the faculty at the Dpt. of Political Science provided me was key to have landed in the fellowship that I was accepted 1 year ago.

It was the encouragement I received from the faculty and good advices that helped me to find the opportunities I acquired, as well as my perseverance and positive attitude.

I also believe there is a great potential for the Department to help their student to get competitive political science internships, or launching partnerships with fellowships like mine, with the Congressional Hispanic Caucus Institute, where the poli science students can acquire that hands-on experience that is extremely important in the job market. With more NJCU students accessing these internships, the branding of the school can increase and bring more students to the program. Just as the Model UN class has been able to do, bringing NJCU students to a highest platform when it comes to experiencing what the Model UN is. It has been a completely success, and that I give credit to also being one the hallmarks of my NJCU experience.

I also wish the Political Science department can bring more speakers in their field, have more activities, field trips, and professional development opportunities (resume, cover letter, and how to navigate in political science careers), it will empower, motivate and ignite that flame that we need in our political science students in NJCU.

I believe, that based on the richness of the experience in your faculty, you are also more than ready to continue expanding the Poli Science department to offer more specializations and to also start offering a Master's degree in Public Policy, or a JD, or related areas.

Thank you for the work that each of you, and I do hope you know that with the resources but overall with your human capital you have helped and contributed to your students, and I know there is room for much improvement in the future.

Thank you.

Ernesto Espin.

2014 Class.

Cordially yours,

Ernesto A. Espin |

M: [\(646\) 379-3446](tel:6463793446) | E: ernestoespin15@hotmail.com

The Love that we withhold, is the Pain that we Carry Lifetime after Lifetime
~ Be Kind, Spread Love & Be a Light in This World ~

To: Fran Moran
From: Giancarlo Ghione, NJCU 2014 Alum
RE: NJCU Political Science Department Review

My time at NJCU was crucial, and I credit many of my current successes to many of my former professors.

Upon graduating I set many personal goals. One being that I will one day give back to NJCU. The intellectual challenges created a curiosity to dive deeper and deeper into my studies. While many professors and I did not see eye to eye on issues, our candor and debate always ended with respect.

It is important for the study of political science to have professors guard their political views. These professors want students to learn how to think for themselves. Some professors, including the head of the department, could not do this. But many well-respected professors amongst the students such as Moskowitz and Moran could.

I now have personal friendships with some professors and it was not until then I knew of our ideological differences.

These kinds of professors created political leaders. Yes, I would like to have more professors who identify with my views, but these professors are effective in challenging students.

During my time at NJCU I interned on a county-wide campaign. My three candidates sought Bergen County Executive, and two freeholder seats. Bergen County is the most important county for statewide elections. I am thankful for the professors, whom were not my advisor, for being in constant contact to discuss my campaign's issues and strategy.

This opportunity led to many others.

I am now a part-time law student which allows me to meet my obligations as Bergen County GOP Executive Director. The tasks assigned to me are not the traditional jobs an executive director has. The local municipalities and I work closely to ensure we are running one campaign as a ticket to carry the same message to the constituents. I help guide the with strategy for everything you can think of. I am working for and alongside some of the best-known leaders in the state. We are now engaging communities in ways we did not before.

Additionally, I am seeking candidates for state senate, assembly and county freeholder seats. I have also been asked to help another county find and screen candidates.

I also meet with legislative liaisons for state-wide unions. Furthermore, I built relationships with many donors. These tasks are much more than just organizing events and meetings. I

believe the political leaders I work for trust in me. This would not be so if I did not learn how the political realm TRULY works, not just the black and white lessons taught in books.

Most political science programs only look to teach ideologies of political thinkers or the fundamentals of how government works. At NJCU they not only did this but made us apply them to issues. This does not sound like anything that other programs do or do not do, but our program applied the issues to how things REALLY work. We did not apply them to how things theoretically work. NJCU is where I began successfully engaging in intellectual conversations with high-ranking officials on local, state, and federal levels.

While I am Republican I work across the aisle. I was taught that bipartisanship is the only way our democratic system can work. Our ideologies differ but our goal of helping people is the same. I, just like I do on my side, have Democratic friends that work on local, state, and federal levels. Working with each other on issues is paramount to working against, however we respect when it is time for elections the friendship is no more.

NJCU is more than a state University to me. It is the place that helped me start my career, and I have no doubt that I can succeed because of friendships forged and lessons learned.



TRiO Learning Community Program
2039 Kennedy Blvd
Hepburn Hall Room 112-E
Jersey City, NJ 07305
201-200-2204

February 2, 2017

To Whom It May Concern:

Being a Political Science Major at Jersey City State, now New Jersey City University, was a wonderful experience. I entered college unsure of my academic program but the diverse offerings provided by the General Studies program introduced me to the political science department. The faculty had different political ideologies, were ethnically diverse, and varied in age but they all shared passion for their craft. My political science program assisted me with successfully campaigning and winning student government elections and fostered my interest in advocating for others. As a student, I was able to participate in the Model UN and Model Organization of American States programs which definitely increased my interest in advocacy. I was also afforded the opportunity to serve as a congressional intern for then Congressman Robert Menendez which furthered my desire to assist others.

Upon graduation, I began to serve on boards of organizations and associations professionally. Volunteering my time to further the causes of education equity and investing in education remains a passion of mine. I direct a federal TRIO Student Support Services program at my alma mater whose primary focus is the retention and graduation of program participants which is very rewarding. I have served on three regional organization executive boards and currently represent New Jersey and New York nationally for the Council for Opportunity in Education Board of Directors. I am also proud to be the President of the Association for Equality and Excellence in Education and represent the needs of first generation, low income, veterans, and disabled students in the two aforementioned states. None of this would have been possible without my political science degree and the passion the faculty instilled in me. Thank you for your time and if you have any questions please feel free to call me at 201-200-2204.

Sincerely

Woodrow Lewis Jr.
Director, the TRiO Learning Community (TLC) Program
A Federal Student Support Services Program

**Appendix 6:
Political Science Major (39 Credits)**

Required Courses (15 credits)	POLI 102: US Politics POLI 105: History of Political Thought POLI 109: Comparative Politics POLI 110: Introduction to World Politics POLI 208: Research Methods in the Political and Social Sciences
Introductory American Politics (3-6 credits)	POLI 201: Political Parties and Elections POLI 202: State and Local Government POLI 212: Introduction to Public Policy Analysis POLI 213: Urban Politics POLI 215: Women and the Law POLI 216: Government & Business POLI 228: President and Congress
Introductory Comparative Politics (3-6 Credits)	POLI 209: Government & Politics of South America POLI 210: Government & Politics of Mexico and the Caribbean POLI 221: Government & Politics of Africa POLI 222: Government & Politics of Europe POLI 223: Government & Politics of Asia POLI 224: Government & Politics of the Middle East POLI226: Government & Politics of Central Asia
Advanced American Politics (3-6 credits)	POLI 304: The Press, Public, and Politics POLI 305: Cyberpolitics POLI 306: Constitutional Law POLI 311: Judicial Process and Policy POLI 313: Civil Liberties in the US POLI 320: Campaign 20XX POLI 331: US Foreign Policy POLI 354: Politics Through Film
Advanced International Relations (3-6 credits)	POLI: 307: International Law POLI 310: Global Issues of Urgency POLI 322: Advanced Studies in European Politics POLI 324: International Relations in the Middle East POLI 326: International Relations in Central Asia POLI 327: UN & World Affairs POLI 334: Issues of War & Peace
Co-operative Education (0-6 Credits)	
Seminar (3 credits)	POLI 440: UN Workshop POLI 450: Seminar in American Government POLI 452: Seminar in International Relations POLI 453: Seminar in Urban Politics

Appendix 7: Political Science Minor (24 Credits)

<p style="text-align: center;">Required Courses (12 credits)</p>	<p>POLI 102: US Politics POLI 105: History of Political Thought POLI 109: Comparative Politics POLI 110: Introduction to World Politics</p>
<p style="text-align: center;">One Course in American Government (3 credits)</p>	<p>POLI 201: Political Parties and Elections POLI 202: State and Local Government POLI 212: Introduction to Public Policy Analysis POLI 213: Urban Politics POLI 216: Government & Business POLI 228: President and Congress POLI 304: The Press, Public, and Politics POLI 306: Constitutional Law POLI 311: Judicial Process and Policy POLI 320: Campaign 20XX POLI 331: US Foreign Policy</p>
<p style="text-align: center;">One course in Comparative Government and International Studies (3 credits)</p>	<p>POLI 209: Government & Politics of South America POLI 210: Government & Politics of Mexico and the Caribbean POLI 221: Government & Politics of Africa POLI 222: Government & Politics of Europe POLI 223: Government & Politics of Asia POLI 224: Government & Politics of the Middle East POLI 226: Government & Politics of Central Asia POLI 310: Global Issues of Urgency POLI 322: Advanced Studies in European Politics POLI 324: International Relations in the Middle East POLI 326: International Relations in Central Asia POLI 327: UN & World Affairs POLI 334: Issues of War & Peace</p>
<p style="text-align: center;">Seminar (3 credits)</p>	<p>POLI 440: UN Workshop POLI 450: Seminar in American Government POLI 452: Seminar in International Relations POLI 453: Seminar in Urban Politics</p>
<p style="text-align: center;">Electives (3 credits) or a Co-Op Experience</p>	<p>POLI 215: Women and the Law POLI 217: Globalization and Governance POLI 250: International Political Economy POLI 254: Politics through Film POLI 305: CyberPolitics POLI 307: International Law POLI 313: Civil Liberties POLI 346: Public Personnel Systems POLI 491: Legal Writing POLI 496: Legal Research POLI 497: Legal Internship POLI 498: Internship in Policy and Administration</p>

Appendix 8: International Studies Minor (24 Credits)*

*Note: In addition to fulfilling the distribution requirements below, at least one of the courses selected should include a study-abroad component.

Core Requirement (3 credits)		POLI 120: Global Challenges	
Thematic Electives (9 credits)			
Select courses from each track and from at least 2 different academic departments			
Track A: Global Culture and Global Society		Track B: Global Politics & Economic Development	
ART 130: World Art I ART 131: World Art II CJ 308: Multi-Cultural Law Enforcement CJ 420: International Criminal Justice ENG 329: Contemporary World Literature GEOS 209: Urban Environmental Issues and Policy HLTH 502: Public Health Issues INDT 149: Intercultural Communications MUSI 104: Music of the World’s People PHIL 231: Philosophy of War and Peace SECU 220: Current Security Problems SOC 254: Urban Sociology SOC 257: Comparative Cultures WGST 410: Gender, Migration, and Citizenship		BUSI 241: Global Business BUSI 322: Technology in a Global Business Environment ECON 366: International Trade and Finance FINC 364: International Finance MGMT 243: Global Management POLI 109: Comparative Politics POLI 110: Introduction to World Politics POLI 307: International Law POLI 310: Global Issues of Urgency POLI 327: United Nations and World Affairs POLI 334: Issues of War and Peace POLI 440: UN Workshop	
Regional Studies Electives (6 credits)			
Electives should cover 2 of the 4 regions and include as least one upper level course (200 level or higher)			
Area A: Africa	Area B: Asia	Area C: Latin America	Area D: Middle East
AFRO 101: African Diaspora AFRO 164: Intro to African Civilization AFRO 283: OAU AFRO 285: Modern Africa ENGL 260: Modern & Contemporary African Literature	ART 269: Asian Art ENGL 211: Asian Literature HIST 255: WWII- Pacific and Asia MEDI 351: Film Genre – Asian Films PHIL 217: Eastern Philosophy & Religion POLI 223: Government & Politics of Asia	ART 267: Art of Spain & Latin America LATI 201: People & Cultures of the Caribbean LATI 220: Issues in Latin America LATI 302: Ethnicity, Racialism & Culture in Mexico and Central America POLI 209: Government & Politics of South America	ENGL 322: Middle Eastern Literature ENGL 389: The Palestine-Israel Conflict HIST 168: Middle East – Past and Present HIST 376: Twentieth Century Middle East POLI 224: Comparative Politics of the Middle East POLI 324: International Relations in the Middle East
Foreign Language Elective (6 credits)			
2 foreign language classes in any language, both classes must be in same language: Arabic, Chinese, French, Italian, Japanese, or Spanish			

Appendix 9: Pre-Law Minor (18 Credits)	
Required Courses (9 credits)	POLI 102: US Politics POLI 311: Judicial Process & Policy POLI 496: Legal Research
Electives with no Political Science Pre-requisites	POLI 215: Women and the Law POLI 307: International Law CJ* 305: Criminal Law CJ 340: Criminal Evidence CJ 325: Criminal Procedure
Electives with Political Science Pre-requisites	POLI 306: Constitutional Law (<i>POLI 102 Pre-req</i>) POLI 313: Civil Liberties (<i>POLI 102 Pre-req</i>)
Legal Reasoning	Critical thinking, reading, and writing skills with approval of Pre-Law Advisor or Department Chair, select a course that emphasizes these skills. This course may also fulfill major requirements.

*Courses offered in the Criminal Justice Department in the School of Professional Studies