I. Administrative Structure of Department
    Philip A. Dynia, Department Chair

II. Personnel

A. Faculty

All faculty tenured.
This past year, and continuing next year, Dr. Richard Parrish has been with us as a full-time extraordinary faculty member to fill in for Dr. Gorham’s absence. He has done a superb job and has been well received by the students. He has also made solid contributions to our discussions regarding curriculum and outcomes assessment.

As indicated above, Dr. Parrish has been utilized this past year and again next year to take over the courses Dr. Gorham would ordinarily teach were he not on administrative and then sabbatical leave.

B. General and Professional Staff
Gayle Mumfrey, Administrative Assistant.
Gayle Mumfrey fulfills her responsibilities superbly. She consistently receives the highest possible ratings on her evaluations. She is a great asset to the Department.
III. Teaching

A. Undergraduate Enrollment
   1. Number of Degrees awarded from August 1999 through May 2004.
      
      | Year Range | Degrees |
      |------------|---------|
      | 2003-2004  | 34      |
      | 2002-2003  | 35      |
      | 2001-2002  | 23      |
      | 2000-2001  | 20      |
      | 1999-2000  | 21      |

   *includes August ‘03 through May ‘04 majors graduating

   2. Total Number of Majors Enrolled - by semester
      
      | Year Range | Fall | Spring | Overall |
      |------------|------|--------|---------|
      | 2003-2004  | 140  | 140    | 280     |
      | 2002-2003  | 155  | 143    | 298     |
      | 2001-2002  | 151  | 138    | 289     |
      | 2000-2001  | 151  | 132    | 283     |
      | 1999-2000  | 120  | 120    | 240     |
3. Student Credit Hours in PolSci Courses- by FY/F&S only

<table>
<thead>
<tr>
<th></th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
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<tbody>
<tr>
<td>SCH (generated by majors)</td>
<td>1,114</td>
<td>1,221</td>
<td>1,443</td>
<td>1,415</td>
<td>1,236</td>
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<tr>
<td>SCH (generated by non-majors)</td>
<td>894</td>
<td>999</td>
<td>978</td>
<td>1,074</td>
<td>1,080</td>
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<tr>
<td>Total</td>
<td>2,008</td>
<td>2,220</td>
<td>2,421</td>
<td>2,489</td>
<td>2,316</td>
</tr>
<tr>
<td>Undergraduate SCH</td>
<td>2,008</td>
<td>2,220</td>
<td>2,421</td>
<td>2,489</td>
<td>2,316</td>
</tr>
</tbody>
</table>

4. Notable Trends

Regarding Political Science degrees conferred, in the latter part of 2003, we had seven students graduating with Political Science as their primary major and three with it as their second major. In May 2004, the figures were twenty-one with a primary major and three with Political Science as their second major. This brings the total degrees conferred in the past academic year to 34. Although this is one less than in the previous academic year, a look at the five year figures shows a rise from 21 degrees awarded in 2000 to thirty-four this year— or an increase of 62% overall.

Regarding the Undergraduate Student Credit Hours, the figure in 2000 was 2,008 and the figure in 2004 is 2,316. Although there is a slight drop across the board from last year, we are 15% above the 2000 figures.

These are very healthy numbers, considering nationwide trends as reported by recent surveys done by the American Political Science Association. Over
the past several years, the number of freshmen intending to major in political science has been the same nationally--2%. In the APSA’s most recent survey, 8.4% of the freshmen surveyed intended to major in a social science discipline or applied field. Political science accounted for nearly one-quarter (24%) of these intended majors, second to psychology, the probable major of nearly one-half (48%) of the freshmen picking a social science major.

This department’s increases come in the face of the fact that political interest among entering college students has long been in decline, reaching a record low in 1998, when only 26% of freshmen respondents said that “keeping up to date with political affairs” is a very important or essential life goal. Minority students tend to exhibit higher degrees of interest in political affairs.

Some of our increase may be connected with a trend that has been reported since the 2000 election--increases in political interest generally and concomitant increases in enrollment in political science programs. The American Political Science Association has not yet released surveys comparing 1998-99 with 1999-2000.

Going into another presidential election, and with the nation deeply divided ideologically, we may well see even higher numbers over the next few years. It would be safe to assume that the numbers will increase slightly over each of the next three to four years.

Given Loyola’s commitment to social justice, it may well be that our students have a higher degree of interest in public policy and find themselves gravitating toward this major.

B. Degree Programs

1. Existing Degree Programs.
   B.A. in Political Science

2. New Degree Programs.
   None

3. Curricular Review and/or Modification
   Every year at our fall semester planning meeting we discuss the curriculum and reaction to it from graduating seniors. We have not modified the curriculum recently nor do we anticipate any major modifications in the near future.

4. Accreditation.
   N/A

IV. Research

A. Publications


B. Scholarly Presentations

1. Invited Presentations in 2003


Marion Orr of Brown University asked me to contribute a chapter to his edited volume on community organizing. In November, I attended a mini-conference with other scholars to discuss the book project, in general, and my chapter, in particular. I will present a rough draft of this chapter at the annual meeting of the American Political Science Association in late August. A more solid rough draft is due in mid-October 2004 and the group will reconvene at Brown in November of 2004 in order to discuss the final drafts.

2. Presentations in 2003


D. Collaborations

E. Other Scholarly Activity Not Listed Above

**Burns, Peter.** Electoral Politics is Not Enough: The Ongoing Struggle of African Americans and Latinos for Full Representation in Urban Politics. Under review at State University of New York Press. I spent the spring and summer months revising this manuscript. I made revisions suggested by reviewers at the University of Virginia Press, which rejected an earlier version of this manuscript. I sought and incorporated the insight of others as well.

**Peter Burns** and Matthew Thomas. “State Government and the Development Regime in New Orleans.” Conditionally accepted and awaiting final approval from Urban Affairs Review.

**Peter Burns** and Matthew Thomas. “Repairing the Divide: An Investigation of Community Policing and Citizen Attitudes Toward the Police by Race and Ethnicity.” Revise and resubmit to *Journal of Ethnicity and Criminal Justice*.

**Burns, Peter.** State Government, Regimes, and State Takeovers of Urban Education (Book Manuscript in Preparation).

I have written two refereed journal articles based on research I conducted for this book. The *Journal of Urban Affairs* published the articles on Hartford and Newark. I am in the process of trying to secure grant money to measure residents’ perceptions of the state takeovers in Compton, Hartford, and Newark.

I made significant progress on this book since last year. The introductory chapter, while still in the formative stages, is much clearer now than a year ago. The Compton chapter is nearly complete. I need to conduct interviews to obtain more in-depth data. The APSA grant will allow me to conduct field research in Compton in February. I do not know when I will complete a rough draft of this manuscript but I am working on it.

**Dynia, Philip**

Submitted to *Facts on File Encyclopedia of the Supreme Court* but not yet published:

“Bowers v. Hardwick” (500 words)
“Lawrence v. Texas” (1000 words)
“Supreme Court Confirmation” (1000 words)

Submitted to *Focus on Law Studies Book Review* (2000 words)

In progress for *Encyclopedia of Civil Liberties*:

“Chilling Effect” (1000 words)
Gorham, Eric  
Governing Ourselves and Others—book manuscript, four chapters completed. Hannah Arendt and Mario Vargas Llosa on Political Judgment—essay being revised for resubmission as an article to Soundings

Johnston, Mary Troy  
Presently writing a paper on European Union Decisionmaking and Combating the Financing of Terrorism. To be presented at Oxford University, August 2004


V. Service

D. Community and National Service  
All members of this department are actively involved in a variety of services to the University community and the larger New Orleans community. These activities are detailed for each faculty member in the annual vita updates submitted at the end of the 2002 calendar year.

VI. Faculty and Department Awards, Honors, and Recognition

Peter Burns - Distinguished Faculty Service Award, given by Student Government, Loyola University New Orleans, April 23, 2003.

VII. Assessment of Teaching, Research, Service, and Student Learning

A. Teaching
   1. Self-evaluation in conjunction with discussion with the chair, the A&S student evaluations, and occasional peer review are all utilized to change course methods or content or teaching style where appropriate.
   2. Dr. Gorham continues to incorporate a service learning component into his required courses POLS A230 and POLS A231.

B. Research
   1. Research has been as active this year as in previous years. The following summary of past and current endeavors (in the words of the faculty members) is taken from our Fall 2003 In-Depth Program review and will undoubtedly prove familiar:

Dr. Burns
   “Peter Burns’ teaching and research interests include American Politics, Urban Politics, Race and Ethnicity, Public Policy, and other
courses within the American Government sub-field. In 2001, he was named a Norton Long Young Scholar by the American Political Science Association’s organized section on Urban Politics for his innovative work in urban politics. Burns was a recipient of the American Political Science Association’s Small Research Grant in 2003.

Burns’ research has appeared in Political Science Quarterly, Journal of Urban Affairs, Social Science Quarterly, and the Politics and Policy. He recently finished a manuscript on the conditions under which white leaders represent African American and Latino interests. He is working on a book-length manuscript on the causes and consequences of state takeovers of urban education in Compton, California, Hartford, Connecticut, and Newark, New Jersey. This project investigates how state government gains the support of residents, in general, and African American and Latino citizens, in particular, when it takes over urban education. He also examines urban public safety policy.

Burns is also active on campus and in his field. He is the chair of the New Faculty Orientation Committee, he serves on the Membership Committee of the Urban Politics Section of the American Political Science Association, and he is a member of the Editorial Advisory Board for Criminal Justice Studies.

In 2003, the Loyola Faculty Senate awarded its outstanding teaching award to Burns and Loyola’s student government named Burns the Distinguished Faculty Service Award.”

Dr. Dynia

“I have published encyclopedia articles on a variety of areas of constitutional law and judicial politics. I also recently contributed a chapter on the study of political science to a book introducing students to the liberal arts. I submitted three encyclopedia articles to a new encyclopedia on the Supreme Court, and am currently writing an entry for a forthcoming encyclopedia devoted to civil liberties. I continue working on the manuscript for a book on perennial issues of American constitutionalism.”

Dr. Gorham

“I would refer the reader to my c.v. in the appendix.”

Dr. Johnston

“My sabbatical (2003-2004) began with a paper I presented to a Joint Session of the International Studies Associations of the United States and Central and Eastern Europe, in Budapest, Hungary, June 2003. The paper is the first draft of a chapter I am writing for a book. As for progress on the book, five scholars involved in the project were invited to
the Student Conference on U.S. Affairs at the U.S. Military Academy as co-chairs of roundtables, November 2003. I was among them. We had an authors’ meeting after the conference in which we discussed a timetable for the book, potential publishers, and other details. I am co-editor of the book. The first draft of chapters will be presented at the International Studies Association Conference in Montreal, March 2004.

Other research projects include a 15,000 word chapter I have submitted for a graduate-level manual on the European Union, to be used in Europe. In addition, I have signed a contract to write a chapter for a book on Transatlantic Security Relations (due February 2004). I am also among forty business leaders and academics invited to attend a roundtable discussion on Transatlantic Issues at Oxford University, August 2004. I will write a paper for that conference on EU decision making and combating the financing of terrorism. My understanding is that papers from this conference have been published in the past by notable publishers, among them the British publisher Chatham House.”

Dr. Raabe

“In the three month time period of the planning and invasion stages of the Iraq war, I was called upon to do on-air analysis for twelve TV regular news presentations and three Sunday morning news-in-depth broadcasts. I also acted as resource person for nine radio broadcasts concerning the Iraq war. While these presentations may be considered “community service,” given the nature of the subject matter, they involved much research and preparation to interpret events and trends in the war for the general public. This was in addition to my ongoing research and teaching obligations complicated by the unanticipated sabbatical of a colleague, whose vacant courses significantly affected my own enrollments.

Student support services included working closely on strategies to get one of our students national fellowships such as Truman, Rhodes, Fulbright, and Gates. The business major, so far, has received one of the internationally prestigious Mitchell awards to attend an Irish university. This was in addition to normal departmental advising and my status as A&S College pre-law advisor to students of any major interested in attending law school.”

Dr. Renwick

“Attached you will find a copy of my updated vita. As you will see, in addition to my teaching and advising responsibilities, I have served as a member of the University Honorary Degrees Committee, am a board member of the Lindy Boggs National Center for Community Literacy, a member of SORC, and I am a member of the Steering Committee for Loyola’s Campaign for Centennial Preeminence.

I continued to serve as the Director of the Institute of Politics, running the annual seven-month, twenty session seminar program, and spearheading the annual fundraising event.
In addition to my regular appearances as political analyst on Channel 4, I give many interviews each year. For instance, in 2002, I gave ninety-eight interviews and made eight speeches and I am sure the figures for 2003 will be about the same. These interviews and speeches serve to put Loyola’s name before the public and are an important part of my work at Loyola.”

C. Service
1. See V. D. above.
2. Career advising is done individually with each advisee, and in regular department-wide meetings (at least two per academic year) for majors.
3. The department relies on the activities of the Associate Dean for advising training. These sessions are always attended by the Department Chair, who discusses changes in advising procedures both at department meetings and with each faculty member, new and returning, individually prior to peak periods of advising activity, such as early registration.

D. Student Learning
1. The department is in the process of reexamining and redefining major student learning outcomes, a process that will not be completed until the Fall 2004 semester. Preliminary discussions confirm though that we seek several major student learning outcomes: a) competence in basic skills, such as writing, speaking, quantitative/computer applications, group/team work, and research; b) reasoning and critical thinking; c) substantive knowledge of political science; and d) an affective component that includes tolerance, civic responsibility, and professional ethics.
2. In terms of data used to measure student learning, we have relied on a survey of graduating seniors asking them about their satisfaction with the major and their sense of whether they have learned about the discipline, its major components and concepts. In SACS terms, these exit interviews and student surveys (and alumni surveys) have been excellent indirect indicators but do not serve the need for direct (or performance based) indicators. Consequently, the department is formulating an assessment methodology that will combine the use of a portfolio for each student with a capstone course that will include as key components both a comprehensive exam (either standardized or created by the department) and written assessment of the curriculum by the students.

As discussed above, annually at the end of the spring semester, we invite graduating seniors to a program assessment seminar to discuss the program and how it might be improved. Students who do not attend are sent a questionnaire and also encouraged to submit written comments. These materials are compiled (see Appendix I) and circulated to all the members of the Department in time for discussion at the fall semester planning meeting.

The results this year are very positive, and compare favorably with previous years. By and large, our students are satisfied with the degree program, advising, and quality of teaching.
3. Once we have put in place a suitable program for direct indicators of student performance, we will be in an even better position on an annual basis to discuss curriculum and to plan appropriately.
VIII. Space and Facilities--Needs and Changes

This department has no unique instructional or research needs. Our office space is cramped, unattractive and uninviting, and somewhat makeshift. We have delayed a much needed physical update based on the lack of funds and the threatened remodeling of Monroe Hall.

IX. Budgetary Resources

1. Deficiencies
   a. Personnel

   b. Operating budget
   The operating pool of $3,500 for the Political Science Department for the year 2003-2004 was just enough to cover our day to day operational expenses. The money was spent as follows:
   - Computer peripherals/software: 112
   - Office supplies: 1,354
   - Postage: 378
   - Awards: 139
   - Reproduction: 958
   - Membership/dues: 235
   - Educational programs: 69
   - Misc – Contribution to PiSig Initiation party: 221

   These expenses certainly will not decrease in the coming year. Everything is more expensive and we must support our faculty in their research endeavors. Minimally, this translates to more toner and paper. The cost of supplies increases accordingly.

   One of our goals is to continue building our mentor program. We need funding to provide social gatherings for the mentors and freshmen.

   We are thankful for this increased support in the past two years. We request the 2004-2005 budget be increased to $4,000 in order that we may keep up with our programs and better serve our students and faculty.

   c. Equipment
d. Travel
e. Supplies

2. Other

X. Gifts and Endowments

Our gift account currently has $3,300, which total includes to Dean’s incentive for 100% participation in the Annual Fund Drive, gifts from alum, and faculty and
staff donations. We hope to use this money as student incentives and as an emergency fund.

XI. Department Goals

1. The department’s objectives/goal for the past year included:

--have a social for our students and their peer mentors.  
   How met: due to increase in operating budget we were able to schedule this event.

--become more proactive in fund raising.  
   How met: Dr. Dynia and Dr. Johnston and several majors participated in this year's fund raising phonathon.

--continue our high quality teaching and advising.  
   How met: By offering high quality teaching and advising throughout the year.

--complete the five-year in-depth program review  
   How met: Review completed and submitted to Dean

--secure promotion and tenure of Dr. Burns  
   How met: Dr. Burns was granted tenure and promoted to Associate Professor

XII. Goals for the Future

1. The goals that follow, as outlined in our In-Depth Program Review, will be pursued not only during the upcoming year but will undoubtedly take us into the intermediate (2 to 10 years) period as well:

Objective 1: Maintain and strengthen our curriculum

Short-term tactics:  
----develop areas of concentration  
   Action Plan: Chair is working with faculty of identify concentrations and specific courses appropriate to each

----encourage service learning components in as many courses as feasible (will require support and advice from service learning administrators)
   Action Plan: Chair is meeting with faculty individually to discuss possibilities for service learning in appropriate courses

Long-term strategies:  
----Develop course offering centering on areas other than United States and European politics (new faculty member needed; increased budget; more support from library for acquisitions appropriate to area of expertise of new faculty member)
   Action Plans:
      ----Hire new faculty member with expertise in “third” and “fourth world” politics and related areas
      ----Begin lobbying relevant administrators to persuade them of need for such a hire
      ----Continue annual discussions of senior curriculum assessments to identify new course needs or areas requiring improvement
Action plans:
---Chair meets with graduating senior annually to discuss curriculum
---Chair has appointed a subcommittee of two faculty members to make recommendations for any needed changes in curriculum
---Continue to update internship data base and post information on department web page
  Action plan:
  ----Chair updates internship material whenever made aware of new internship opportunities
  ----Increase our “presence” in the common curriculum
  Action plan:
  ----Chair will continue to press faculty members not currently offering at least one common curriculum course annually to do so

Objective 2: Recruit and retain quality students
Short-term tactics:
---meet with visiting prospective students
  Action plan:
  ----Chair meets regularly with visiting students
  ----participate in President’s Open House
  Action plan:
  ----Chair attends this event annually
  ----increase and improve resources available regarding career options and graduate studies
  Action plan:
  ----Chair keeps abreast of relevant literature available through American Political Science Association Member Department Services
  ----Chair distributes latest literature to incoming freshmen at beginning of semester meeting
  ----Chair will begin sending letter to new sophomores urging meeting with advisor to begin discussions of career and/or graduate study options
  ----increase number of “town meetings” with Chair and majors
  Action plan:
  ----Chair will begin meeting twice per semester with majors
Long-term strategies:
----Work with Admissions to increase number of majors (requires ongoing support of admissions)
  Action plan:
  ----Chair continues to interact regularly with Admissions personnel
  ----Continue high quality of advising for majors
  Action plans:
  ----Chair regularly addresses any perceived advising deficiencies with individual faculty members
  ----Chair explains advising procedures and advisor options at semiannual meeting of majors
  ----Increase faculty/student interaction (may require small increases in current departmental budget)
  Action plans:
Chair continues to work with student organizations to have regular social gatherings for students and faculty

Chair continues to encourage faculty to interact with majors outside of classroom and advising settings

Strengthen peer mentoring program

Action plans:

Chair identifies and contacts sophomores and juniors in Spring semester for possible participation in the program

Chair meets with peer mentors at end of year for feedback on ways to improve the program

Objective 3: Maintain and strengthen the quality of our faculty

Long-term strategies:

Continue to evaluate faculty performance and development

Action plans:

Meet regularly with individual faculty members to discuss teaching and advising assessments and scholarly endeavors

Encourage and support faculty development through grant applications, travel, sabbatical leave and/or released time

Hire new faculty member (new faculty member needed; increased budget; more support from library for acquisitions appropriate to area of expertise of new faculty member)

Action plan:

Begin to develop detailed rationale for such a hire and hold discussions with Dean regarding feasibility

Objective 4: Improve the quality of our working environment

Short-term tactics:

Revise Department protocol

Action plan:

Discussions with members of faculty are currently taking place

Long-term strategies:

Improve the Department’s physical environment (furnishings and equipment replacement; refurbish existing space or move to new space; increased budget attendant on the forgoing)

Action plans:

Discuss with Dean possible costs and feasibility of needed improvements

Discuss possibility of Department moving to alternative facilities

Objective 5: Revise the program assessment process to enhance quality assessment.

Long-term strategies:

Develop capstone course to be taken by graduating seniors as vehicle for curriculum assessment

Action plan:

Chair will initiate discussions at next departmental meeting on possible approaches to such a course
3. Distant (15+ years)
“In the long run, we are all dead.”
    - - John Maynard Keynes

XIII. Other Considerations

None.