
Review Process
This was the second program review of the Peace and Conflict Studies (PACS) programs. The first review was in 2005, just prior to the program launch of the BA in PACS. The first review resulted in 21 recommendations covering issues in: administration and internal governance (3); program coherence and curriculum (6); field studies and applied opportunities (1); program profile at the University of Waterloo (UW) and beyond (5); and others (6). All the recommendations have been discussed and many have been acted upon. Three have not been actively pursued: possible partnership with the Department of English; possible sequencing of grouping of courses into emphases; and consideration of other means of differentiating Four Year General students from Honours students other than their terminal grades.

The present self-study, organized by the Director and his administrative assistant, but involving all PACS faculty members together with student input via focus groups and surveys as well as the results of an alumni survey, was completed in July, 2012. The site visit was conducted November 12-13, 2012; the review team report was submitted January 16, 2013. The responses and implementation plan from the Acting Director of PACS, the Academic Dean (Conrad Grebel University College [CGUC]) were received April 11, 2013. The responses are embedded in the text where appropriate; an implementation strategy with timelines, responsibilities and resource needs assessment is found at the end of this report.

Characteristics of the Program

Historical overview and distinctiveness
In 1970, Conrad Grebel University College (CGUC) began offering courses related to peace studies. In 1977, UW approved the Peace and Conflict Studies program. This was the first peace studies program at a Canadian University and was initially offered as an undergraduate Minor, a General degree, and an Honours Option. In fall 2005, the BA major plans in PACS were added. Today, students can pursue PACS as an Honours degree, a Three- or Four-Year General degree, as a Joint Honours degree and as a Minor. Students can combine PACS with cooperative education through the Arts and Business stream. In fall 2011, a Master degree in PACS was approved and the first cohort of students enrolled in Fall 2012.

The PACS program compares very well to other similar programs in Ontario and Canada. It offers a wide variety of PACS courses and approved courses that is adequate for student needs, and which accomplish the objectives of the program. PACS is different from what could be seen as the most similar other large Canadian program, the Conflict Resolution Studies Program offered at the University of Winnipeg by Menno Simons College, in that PACS has a broader mandate than conflict resolution. Instead, PACS seeks to educate students about how peace principles can contribute towards the development of a peaceful world in a way that is applicable to most every discipline, most every vocation, and most every avocation. Based on this understanding of the definition of peace studies, it is reasonable to suggest that PACS would be the strongest undergraduate peace studies program in Canada. It compares well to similar programs.
internationally in terms of core courses offered, students enrolled, and breadth of topical coverage as evidenced by the number of departments genuinely contributing courses to the program.

Program Objectives
The PACS program is a collaborative venture between CGUC and UW for which CGUC has assumed administrative responsibility. Within the parameters of the mission of CGUC (“to seek wisdom, nurture faith, and pursue justice and peace in service to church and society.”) PACS’ mission is the following:

“In a manner consistent with Mennonite Anabaptist beliefs, the mission of PACS is to educate students to pursue peace and justice in the context of diverse investigations into the origins and nature of conflict and violence. The program strives to educate, invigorate and mobilize students to make use of conceptual and/or practical models to imagine and build a culture of peace between individuals, in our communities, among nations and around the world.”

Furthermore, the purpose of the PACS program is to explore why conflict and violence occurs, and to understand how conflict can be transformed by "collaborative decision-making" to accomplish constructive ends.

In the opinion of the review team the PACS program clearly is in alignment with these goals and serves as an excellent example of a church-sponsored affiliated college bringing to UW a unique contribution arising from the college’s traditions.

Within this mission and purpose PACS has 10 learning objectives that provide day-to-day guidance. These are:

1. Support the development of a broad cohort of peace workers.
2. Analyze the peace and conflict aspects of relationships, intangible structures of society and political choices.
3. Apply peace theory to interpersonal, inter-group and international relationships with specific emphasis on working through civil society.
4. Explore individual philosophical, ethical, or spiritual motivations for engagement as responsible citizens and agents of change.
5. Understand the potential that all key actors in society have to contribute toward building a culture of peace and justice in the world.
6. Identify the vision and leadership needed by society to shape and influence just and peaceful responses to conflict issues.
7. Promote an ethic of engagement in peace and conflict issues.
8. Harness conflict’s potential as a force for creative, just, and peaceful social change.
9. Effectively carry out research into issues of peace and conflict with a goal to developing responsive programming.
10. Demonstrate a theoretical and practical understanding of the holistic nature of a culture of peace.

The reviewers indicate that the learning objectives appear implemented through appropriate teaching strategies and assessments.

Academic Programs Offered
PACS is an interdisciplinary program that requires a combination of PACS core courses (currently PACS offers three 200-level courses; 22 300-level courses; and two 400-level courses) and PACS approved courses (which normally include 50% content related to a PACS theme) from other disciplines and programs at UW.
The reviewers agree that the PACS curriculum is one of the most comprehensive in north America, providing a mix of skills, theoretical courses and applications through field experience.

The following plans are offered:

- Three-Year General BA
- Four-Year General BA
- Honours BA
- Honours (Arts and Business [Co-op and Regular]) BA
- Joint Honours BA with X Department
- Minor
- Option
- Diploma
- Certificate with three concentrations

In addition, PACS courses are highly valued by other departments as evidenced by the PACS courses that are included in the curricula of other disciplinary plans.

**Students**

PACS is a second year entry program. Students enroll in the Faculty of Arts for their first year.

Over the period 2005 to 2011 inclusive, 127 students enrolled in PACS; an average of 18 each year. The annual entry to regular plans varied from two in 2005 to a high of 29 in 2010. For those seeking the co-op stream over the same time period, the annual average number of students was four, ranging from a low of two in 2006 to eight in 2010.

The majority of students who enrolled in the regular stream entered with a high school average between 80 and 89%. The average entry grade was slightly higher for those in the co-op stream – and ranged between 85 and 89%. Most of the students who have entered the program since 2005 were Canadian (96%).

Overall the total enrolment in PACS courses has increased from 783 to 1,287 between 2005/2006 and 2011/2012 inclusive, an increase of 64%. Enrolment in the three 200-level courses increased from 508 in 2005/2006 to 896 in 2011/2012. Interestingly, although the overall enrolment trend for enrolment in PACS 201 is up, the trend of the on-campus and the online versions of PACS 201 is inconsistent – with enrolment for one rising while the other one falls. Total enrolment in 300-level courses from 2005/2006 to 2011/2012 inclusive, has risen from 267 to 367. A similar trend is also noticeable for the 400-level courses where enrollments have increased from eight students in 2005/2006 to 35 in 2010/2011.

Students evaluate PACS highly, especially affirming the practical application of peace theory. A strong majority of students (88%) surveyed cited learning practical skills as being very important or important. Small class size at the upper level was highly appreciated. The diversity of student interests was seen as an advantage because it facilitates student exposure to new perspectives and ideas. The vast majority of students report that the academic quality of the program meets or exceeds their expectations. The primary concern reported by students relates to scheduling (too many three-hour block courses) and availability (difficult to get into some courses due to high demand). The philosophical approach of PACS is highly affirmed. Although students expressed strong appreciation for what they are learning, there is a clear need,
based on student input and the reviewers’ consideration of the curriculum, to revisit the arrangement and sequencing of specific courses in the current curriculum especially since the structure of the curriculum emerged in the years that PACS was only offered as a Minor or Option, and this basic structure was retained and used for the various Bachelor’s degrees that are now offered.

There are no PACS-numbered courses offered at the first year level. As was recommended in the 2005 program review, the review team re-recommends introducing a PACS core course in the first year of the university curriculum. Offering one or more first-year courses would serve two purposes:

- It would increase visibility of the PACS program among first-year students. As is common with many newer interdisciplinary programs, students often complain that they do not learn about the existence of the program until they are in their second or third year or study.
- It would allow introductory courses to be taught as introductory courses. One of the concerns voiced by students is that the 200-level courses tend to be taught like 100-level courses. In contrast the 300-level courses are taught like third-year courses, which means that currently there is a significant leap in teaching style and expectations from 200-level courses to 300-level courses.

**Recommendation 1:** that PACS introduce a core course in the first year of the university curriculum.

**Program response:** We agree with this recommendation, and have proposed a new course, PACS 101, “Peace Is Everybody’s Business.” The proposal was approved by Conrad Grebel’s College Council (March 1, 2013) and by the Arts Undergraduate Affairs Group (April 4, 2013). The course will be taught for the first time in Fall 2014.

The content of several upper-year courses builds upon the material in PACS 202. However, students expressed a concern that third-year and fourth-year courses did not build upon material from PACS 201 and 203. Therefore, it was not clear to students why these latter courses are included in the list of required courses.

As indicated in the 2005 review, there should be prerequisites for 300-level courses. Also consideration should be given to having one or more required courses at the 300-level. This would:

- Allow greater sequencing of content from one year to the next
- Because classes become smaller at the 300-level, having a required class would help students in the program to learn to know one another, and build a sense of being part of a cohort. Current students indicated that they were often unaware of who was majoring in PACS until they were together in the required 400-level course.
- Address the sense among students that although the various 300-level courses do not contain duplicate material, they are in some way variations upon a theme.

**Recommendation 2:** that the 200-level and 300-level courses be reorganized to provide more deliberate sequencing of material, meaningful prerequisites, and required content at the 300-level.

**Program Response:** We recognize the need for further curriculum review and plan to focus on this recommendation as well as various other external review recommendations relating to the PACS curriculum with CTE staff during meeting on May 1, 2013. The PACS Director will organize subsequent meetings as necessary.
As proposed in the 2005 review, there should be more 400-level Core PACS-numbered courses for a BA program.

- Students who are applying to graduate schools benefit from having a significant number of 400-level courses on their transcripts. The current PACS curriculum structure results in students having most courses in their major field at the 300-level.

**Recommendation 3:** that there should be more 400-level core PACS-numbered courses for the BA program.

**Program Response:** PACS has budgeted for an additional section of PACS 401 during the 2013-2014 academic year. In past years PACS 401 was taught once each year, during the Fall term. PACS 401 will now be taught during both the Fall and Winter terms.

The PACS program will examine options for making additional 400-level courses available to students during the larger curriculum review process that will commence with the CTE-facilitated meeting on May 1.

Students who apply for, or who enter, graduate programs without any background in research methods are at a disadvantage. It may not be necessary for PACS to offer its own research methods course(s); existing courses in the Faculty of Arts could be approved, assuming that PACS can ensure that its students will have access to seats in them.

**Recommendation 4:** that there should be a research methods requirement in the four-year BA plans.

**Program Response:** An assessment of current research methods content in PACS courses will be incorporated into the planned curriculum review process. While we question the need and capacity of the program to offer its own required research methods course, we will consider augmenting research methods content in existing courses and/or recommending appropriate research methods courses offered by other departments.

**Recommendation 5:** that there should be more content on peace and justice issues related to indigenous peoples in Canada.

**Program Response:** This recommendation is welcomed, and is consistent with feedback from students who have expressed interest in the “Idle No More” movement and related topics. In response, we approved two History courses (HIST 269, “Aboriginal History of Canada”; HIST 271, “Global Indigenous Issues”) for use in PACS degree programs. PACS faculty members will continue to discuss ways of integrating more content on indigenous peoples into existing courses as well as the possibility of developing new courses related to this topic.

Students value theory and analysis, but they also want to make sure they are developing the skills to obtain and succeed at employment. Representatives of community NGO partners indicated that it would be helpful if going into a field study placement students have some understanding of how non-profit organizations work, what type of advocacy work is appropriate by a registered charity, etc.
Recommendation 6: that consideration should be given to encouraging more students to complete the field studies course, as well as to identifying and either recommending or requiring a set of approved courses that foster skills (in addition to conflict resolution) that typically are valued in the workplace.

This recommendation is consistent with an existing consensus within the program that more can and should be done to promote field studies and skills content. The recent addition of a staff position dedicated particularly to undergraduate field studies, graduate internships, and student advising now enables the program to approach this task more systematically. These steps are part of our plan:

1) develop more detailed informational materials about field studies and post them online in PDF format;
2) design a short video promoting field studies, and post it on the PACS website;
3) promote field studies once each term in all 200- and 300-level PACS courses;
4) conduct a survey of students on the subject of field studies, with the intent of gaining greater insight into cost/benefit considerations from a student-centric perspective;
5) survey local and regional organizations to assess interest in providing consistent field studies opportunities for students who are hesitant to travel to distant locations; and
6) explore the feasibility of supplementing the standard Field Studies course (PACS 390) with more intensive pre-departure training and post-return reflection modules, for .25 academic credits (a measure that could enhance the overall field study experience while also providing a greater academic incentive).

The question of practical skills will be addressed during the ongoing curriculum review. In addition to considering the possibility of a new course, we will generate a list of useful skills (e.g. professional writing, public education and fundraising coordination) and discuss ways of teaching them more intentionally within existing courses. We will also reflect on progress toward greater involvement of undergraduate students in training workshops taught by the PACS program’s professionally oriented Conflict Management Certificate Program.

PACS offers a reflective approach to conflict transformation recognizing that the individual who would transform the conflict of others must also be self-aware and able to address their own internal conflict and personal development needs. Although this is an implicit component of one or more courses, it is worth considering developing a course that focuses specifically on intra-personal conflict and inner peace.

Recommendation 7: that consideration be given to developing a course that focuses specifically on intra-personal conflict and peace.

Program Response: Although the PACS program excels in addressing the social aspects of conflict, we recognize the legitimacy of this topic. We also note that there is relevant content on intra-personal aspects of conflict and peace in a number of existing courses. This content explores a range of related themes, including peace through personal transformation, the thinking of peace movement leaders, the role of religion and spirituality in peacemaking, trauma/healing, reconciliation, and reflective peace practice. The PACS program currently lacks the teaching resources to offer a full course dedicated specifically to this topic, and is of the opinion that it is better to integrate these
It is common for students to actively participate with faculty members in the self-governance functions of an academic program. In the case of PACS the reviewers noted that students have no direct role in the decision-making for PACS.

**Recommendation 8:** that consideration be given to affording students a greater role in the governance of PACS.

**Program Response:** We agree with this recommendation and will take steps to integrate student representation. We have already requested guidelines from the Political Science department on how they have structured student involvement in program governance.

Students generally evaluate PACS courses (overall evaluation of instructor and overall evaluation of course) to be above the average of the Faculty of Arts.

For the period 2005-06 to 2011-12 inclusive, the student ratings for the 200-level courses were 4.32 for instructors and 4.09 for instructors on a five point scale where five is excellent. The same ratings for the 300- and 400-level courses were 4.47 for instructors and 4.25 for courses. Current students and alumni expressed to the reviewers their high regard for their instructors both full-time faculty members and sessional instructors.

The number of PACS degrees granted annually averaged 15 over the period 2005-06 to 2011-12 inclusive. This ranged from a low of five in 2005-06 to 32 in 2011-12. Of these gradating, 28.3%, on average, annually, were on the Dean’s Honours List. This percentage has varied from a low of 14.3% in 2011 to 44.4% in 2008.

For both six- and two-years after graduation PACS graduates were working in a wide variety of fields and at a diverse set of organizations, ranging from educational institutes to non-governmental community development organizations, municipal governments, environmental organizations, agriculture, and financial services.

Finally, the 2005 review discussed the fact that the only difference between the PACS Honours degree and the Four-year General BA is the student’s terminal GPA. This appears to be in keeping with a trend in a number of other programs at UW. Nevertheless, the review team find this approach of conflating “graduating with honours” with completion of an Honours program of study to be problematic in terms of how Honours programs are generally understood at other universities. The review team also note that a Glossary posted on the UW web-site describes an Honours program as “an undergraduate program usually leads to a Bachelor’s degree. Honours programs are more demanding than General programs, both with regard to content and the number of required courses.”

If the PACS approach to an Honours program is indeed consistent with other programs at UW, then perhaps no further differentiation is needed, but the apparent inconsistency with the Glossary should be addressed.
Faculty
At the time of writing the self-study, there were five permanent full-time faculty members in PACS: a director; one full professor, who retired 1 July, 2012 and was replaced by an assistant professor on the same date; two associate professors; and one assistant professor. In addition, there were nine sessional instructors who taught multiple times during the review period.

The normal teaching load of a full-time instructor in PACS is five courses per academic year, whereas within the Faculty of Arts at UW the norm is four courses. Of the five permanent instructors only three are engaged full-time in PACS core courses. The others have responsibilities in other disciplines.

The research foci of the five faculty members are many. The following is a sample of interests: Anabaptist theology; church apologies; martyrdom; history of peace; gender in war and peace; Mennonite history; human rights in the market place; the use and misuse of law – law as a sword, law as a shield; human security; North American Islamic relations; conflict and peacemaking in the Middle East; how peace and conflict are portrayed in literature; music, the environment and peace.

The permanent faculty members have published over the period of the review three books; one edited book; nine book chapters; nine refereed conference articles; and 25 conference presentations. To assist them in their research and presentations funds have been obtained from the Canada Council, Canada Federation of the Humanities, the Schneider Foundation and SSHRC.

PACS faculty members have been active in their disciplines and associations. Faculty members have served as: journal and granting agency reviewers; editors for two journals; members of four editorial boards and four advisory boards; guest editors and a literary editor. In addition, they have held or hold positions in the Canadian Theology Society; the Canadian Peace Research Association; Project Ploughshares and the International Alliance for Women in Music.

The review team noted that in the past three years, 55%, 43%, and 55% of PACS core courses have been taught by sessional instructors. Also the percentage of students in upper-year courses who are taught by sessional instructors in each of the last three years was 46%, 55%, and 60%. These percentages cause concern to the review team. These sessional instructors are skilled educators who generally garner positive reviews from students. Many of them have taught courses for the PACS program over many years, and are significantly invested in the success of the program and its students. However, now that PACS is a major, rather than a minor, students benefit from forming relationships with faculty mentors in a way that is difficult to do with sessional instructors. This becomes even more important when students or graduates are applying for graduate school or major scholarships and need faculty references. The conclusion is that there are insufficient full-time faculty members.

Recommendation 9: that PACS be given the authority to hire at least one additional full-time faculty member to reduce the number of courses taught by sessional instructors.

Program Response: The PACS program and the administration of the College agree that it is important to address the need for additional full-time PACS faculty, especially in view of continued strong enrollments in the undergraduate program, the need to create a better balance between courses taught by full time and
sessional faculty, and the recent introduction of a graduate PACS program. The rationale, budget, and profile for such a position will be developed in 2013-14.

**Other Issues**

*Affiliated College Dynamics:* Along with other members of the Federated University and Affiliated University Colleges (FUAC), CGUC operates under an equity formula that sets out revenue sharing and service agreements between the FUAC and UW. The equity formula was last revised 20 years ago. The presence of this formula came up repeatedly in conversations with the review team as placing barriers on programmatic growth and innovation. The review team notes with concern that this formula restricts the capacity and incentive to properly resource programs like PACS that are experiencing strong enrolment growth. Presumably in today’s environment it is in both UW’s and the FUAC’s interests to have policies in place that support innovative programs that are successful in attracting students to the campus.

*Interdisciplinary Program Dynamics:* PACS is formally constituted as an interdisciplinary program, but is widely seen as functioning more like a department. The interdepartmental PACS Faculty Group that carries formal ownership for the academic program rarely meets, and in the view of the review team, essentially rubber stamps what the smaller PACS Administrative Group at the College recommends.

The review team noted that the previous program review recommended that the role of the PACS Faculty Committee should be enhanced. It would appear, however, that in the intervening years the role of this group of representatives from participating departments on campus had actually declined. In the absence of a functioning interdisciplinary committee, it is difficult to call PACS a *bona fide* interdisciplinary program.

Given the lack of a real role for the PACS Faculty Group, and the introduction of the Master’s degree, the review team suggests that it is time to formally structure PACS as a department. This should not preclude maintaining strong inter-departmental linkages and preserving interdisciplinary content by continuing to recognize approved courses as part of the PACS curriculum.

**Recommendation 10:** that PACS be re-structured as a Department.

**Program Response:** This conversation is underway between the administration of Conrad Grebel and the University of Waterloo. This involves clarifying the process of transforming a “program” into a “department” and identifying the practical implications of such a change in nomenclature and structure.

*Religious Dynamics:* As a church College that is affiliated with a public University, CGUC operates “within and between two worlds.” Consistent with this reality, CGUC faculty members endeavour to reflect the values and principles of the College’s religious tradition, while teaching courses in a manner that is non-sectarian and reflects the University’s commitment to education in a pluralistic milieu that continuously questions and challenges orthodoxy and convention.

A program like PACS, which deals centrally with questions of conflict and justice, experiences this tension even more acutely than some other academic fields. Many destructive conflicts around the world have significant religious overtones. How then can PACS draw upon the Mennonite Christian peacemaking heritage, teach in a pluralistic classroom, and give space and voice to students who are either indifferent to religion, or have religious beliefs other than Christianity?
This is no easy task, but the review team’s impression is that PACS is handling this on-going creative tension well. Students indicate that they are not compelled to think a certain way in PACS courses, and some welcome the opportunity to grapple explicitly with religious dimensions of the social phenomena being studied. Other students see religion as irrelevant, and simply do not understand why this material should be given any space in a University curriculum.

Implementation strategy
The PACS program administrators will work to integrate specific issues raised by the reviewers, taking full advantage of resources available through the University of Waterloo’s Centre for Teaching Excellence (CTE). A CTE Instructional Developer will provide facilitation for a special meeting of the PACS Administrative Group (PACS AG) on May 1, 2013, after which PACS faculty and staff will continue to address various recommendations of the reviewers described above. The curriculum review is expected to be completed during the 2013/2014 academic year, and implementation of changes is expected to occur by the end of the Winter 2015 term.
Implementation Strategy, with Timeline, Responsibilities, and Resource Needs Assessment

This table addresses each recommendation in the order presented by the program reviewers.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Aspect of the Program</th>
<th>Reviewers’ Recommendations</th>
<th>PACS Response</th>
<th>Responsibility for Action</th>
<th>Resources Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>1. Introduce first-year PACS core course</td>
<td>Now implementing</td>
<td>Course design: Director PACS AG¹ Introduction of course: PACS Faculty</td>
<td>PACS full-time faculty. The program will need to compensate for this reallocation of a faculty member’s time through additional full-time or sessional appointments.</td>
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<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>2. Reorganize 200- and 300-level courses for sequencing, prerequisites, and content</td>
<td>Under consideration</td>
<td>Director PACS AG</td>
<td>None; consultation and support for curriculum review provided by Centre for Teaching Excellence.</td>
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<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>3. Offer additional 400-level courses</td>
<td>Agree to add at least one additional course section, and consider special topics course</td>
<td>PACS AG</td>
<td>Need to provide additional faculty resources (either sessional or full-time).</td>
</tr>
<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>4. Include a research methods requirement</td>
<td>Explore various means of enhancing research methods content</td>
<td>Director PACS AG</td>
<td>None; options for augmenting content will be explored during curriculum review.</td>
</tr>
<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>5. Include more content on indigenous peoples</td>
<td>Affirmed</td>
<td>PACS AG</td>
<td>None; curriculum review process will provide a framework for greater integration of such content into existing courses.</td>
</tr>
<tr>
<td>2013-15</td>
<td>Curriculum</td>
<td>6. Encourage field studies course and foster skills</td>
<td>Affirmed</td>
<td>Director PACS AG PACS Staff</td>
<td>Increased staff time is now dedicated to field study promotion and support.</td>
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<tr>
<td>--</td>
<td>Curriculum</td>
<td>7. Consider course on intra-personal conflict/peace</td>
<td>Not an immediate priority</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2013-14</td>
<td>Administration</td>
<td>8. Add student representation to governance structures</td>
<td>Affirmed</td>
<td>PACS AG Director</td>
<td>None</td>
</tr>
<tr>
<td>2013-15</td>
<td>Faculty</td>
<td>9. Hire additional faculty member(s)</td>
<td>Affirmed</td>
<td>PACS AG Grebel Dean</td>
<td>1 FTE appointment</td>
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<td>2013-14</td>
<td>Administration</td>
<td>10. Structure PACS as a department</td>
<td>Exploring</td>
<td>Grebel Dean</td>
<td>None</td>
</tr>
</tbody>
</table>

¹PACS AG = PACS Administrative Group