

Final Assessment Report

Political Science (BA, MA, Minors) and Public Service (MPS)

February 2024

Executive Summary

External reviewers found that the Political Science (BA, MA, PhD, Minor), Public Service (MPS), Public Policy and Administration (Minor), International Studies (Minor), and International Trade (Minor) programs delivered by the Department of Political Science were in good standing.

“The University of Waterloo Political Science Department is a highly functional and collegial unit that is sincerely committed to its research and teaching missions. Faculty members are productive researchers who have been successful in bringing in external funding for their research.”

A total of four recommendations were provided by the reviewers, regarding strategic planning, the undergraduate programs, the graduate programs, and specifically the MPS program. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2028-2029.

Enrollment over the past three years

	BA General	BA Honours	BA Honours Co-op	Minors	MA	MPS
2023-2024 (CURRENT YR)	12	48	96	108	17	87
2022-2023 (LAST YR)	9	45	111	125	17	94
2021-2022 (THREE YRS)	7	54	124	126	28	87

*Based on Active Student extract from Quest on Feb.22, 2024.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Political Science (BA, MA, PhD, Minor), Public Service (MPS), Public Policy and Administration (Minor), International Studies (Minor), and International Trade (Minor) programs delivered by the Department of Political Science. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on August 23, 2022. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Lisa Young, Professor of Political Science, University of Calgary; and Dr. Jonathan Malloy, Professor of Political Science, Carleton University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on February 13-17, 2023. An internal reviewer from the University of Waterloo, Dr. Stephen Evans, Professor of Earth and Environmental Sciences, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Arts; Faculty Associate Deans of Undergraduate Studies and Graduate Studies; Chair of the Department, Director of the MPS program, as well as faculty members, staff and current undergraduate and graduate students. The Review Team also had an opportunity to meet with representatives from the library, and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

Undergraduate Degrees

The undergraduate program offers three distinct Honours BA programs. Each of these can be completed with or without co-op:

- Honours BA in Political Science
- Joint Honours BA in Political Science (with another program)
- Honours BA in Arts and Business with Political Science (can also be completed as a Joint Honours program)

Arts and Business is an entry program; otherwise, students enter Honours Arts. Students typically declare their major in their 2nd year. The department also offers a three-year and a four-year General BA in Political Science. Students in the Honours and 4-year General programs are allowed to complete specializations and minors.

Minors

A minor is an academic plan that is a secondary area of study and that provides breadth to a student's degree. Arts-owned minors require 8 courses (4 units) and are open to any student in a degree program.

The department offers a number of minors:

- Minor in Political Science
- Minor in International Studies.
- Minor in International Trade.
- Minor in Public Policy and Administration.

Undergraduate Specializations

A specialization is an academic plan that offers an area of concentration and provides depth to a student's primary area of study. All PSCI majors are allowed to add one specialization as part of their degree. The department currently offers one specialization:

- International Relations.

MA Program

The program is strongly committed to providing students with the analytical and professional skills required for success in both academic and non-academic job markets. Students in the MA program currently have the option of doing a Masters Research Paper (MRP) or thesis. MRP students take six courses (three in the Fall, three in the Winter), and Thesis students take four courses (three in the Fall, one in the Winter). The Thesis option includes a formal proposal defence and a Thesis defence. In addition to the required Methods courses (PSCI 600), all MA students must also complete a mandatory methods seminar in the Winter term.

MPS Program

The Master of Public Service program is unique in Canada. Although similar in course content to Master of Public Administration (MPA) programs, it differs in several important respects. First, whereas many MPA programs target working professionals who seek to move into management positions, the MPS is designed specifically to transition recently-graduated students from a variety of undergraduate disciplines into positions in the federal, provincial, or municipal public service. Second, unlike the few Canadian MPA or Master of Public Policy (MPP) programs that offer a short-term (or optional) internship, the MPS program includes a mandatory 8-month co-op employment requirement, through which students acquire valuable on-the-job experience and begin building a professional career network. MPS students now have the option of pursuing the Graduate Diploma in Computational Data Analytics for the Social Sciences and Humanities (CDASH).

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- The Department's most important strength is its research-led teaching. As noted at the beginning of this document, the Department is ranked at the top of departments of its size in Canada. Its faculty have enjoyed outstanding success in the national and international professions.
- The Department's programs and plans provide a comprehensive suite of courses at the undergraduate and graduate levels that have continued to attract good enrollment numbers.
- The Department has been able to adjust its programs in response to the changing emphases within the institution, being particularly well-equipped to respond to the new

emphasis on experiential learning. Like other programs at UW, the Department is able to draw on the enormous resources of the Co-op program.

- The MPS Program has successfully identified a blend of quantitative and qualitative courses that have trained students well and helped them to successfully launch their careers in public service. A 97.6% co-op employment match rate is extremely high and what is noteworthy is the rich diversity of positions that students have been matched to in terms of scope of work and the large number of different organizations.

Challenges

- Resource constraints have exacerbated the fundamental challenges faced by a mid-sized Department that is hard-pressed to meet the demands of its existing programs. Without additional resources (or unanticipated departures), it is not well placed to respond to the evolving institutional context.
- Even though the Department's faculty expertise is spread reasonably evenly across the principal recognized sub-fields of the discipline, its size inevitably means that there are gaps in its coverage. And there are other areas where the Department is dependent on a single member to deliver core courses.
- In particular, in the field of comparative politics, while the Department offers courses on China, the Middle East, Russia, South Asia, and the United States, it does not cover Africa, Latin America, or Southeast Asia. Its courses on development are largely dependent on a single faculty member. While we could use existing courses on the books (e.g., the Global South, to introduce more content on these areas and contribute to the Black Studies Program), or include content on e.g., Africa, in other courses through, for instance, an examination of relations between China and Africa, these would be essentially "band-aid" solutions in lieu of fully fledged courses.
- In political theory, the Department has only one regular faculty member who is a specialist in this field. It has also benefited from the appointment of a definite term lecturer in this field but this position will finish at the end of the 2021-22 academic year.
- The Department is even more poorly placed in the teaching of methods, particularly quantitative methods. Only one regular faculty member has expertise in quantitative methods but this is not his primary interest. Teaching the quantitative methods component in the PhD program will be particularly challenging going forward.

- The expectation is that several senior faculty will leave the Department during the next seven year cycle. Like most universities, UW does little succession planning: there is a concern that key areas of the Department's programs will be un-resourced if appropriate replacements are not made.
- The abolition of the CIGI Chairs program and the departure of most of the Chairs has left a significant hole in the resources for teaching and supervision in the Global Governance programs, the Department has had primary responsibility for stepping in to fill these gaps.
- The MPS Program has continuously evolved to differentiate itself from other programs in Public Policy and Public Administration. With its emphasis on digital government and data analytics there is a need for a dedicated faculty member who can teach these courses. Given the loss of certain faculty to administrative duties, the program would also benefit from a teaching resource on diversity and Indigenous affairs.
- The increasingly uncompetitive funding package available to graduate students in the Department, which we believe has contributed to a drop in applications.
- Poor quality teaching space (the MPS is a notable exception).
- Again, with the exception of the MPS, lack of office space for graduate students and for members of research teams.
- The "loss" of a substantial number of faculty to administrative positions in the university.

Weaknesses

- Despite the Department's strength in international relations and international political economy, it fails to attract as many undergraduate students to these fields as do comparable departments elsewhere. As the last cyclical review noted, the existence of three programs broadly in the field of international relations—a minor in international studies, and specializations in global governance and in international relations--has caused confusion for students. In 2020, the Department decided to terminate the specialization in global governance. This leaves a Minor in International Studies (available to students enrolled in any degree program) and a specialization in international relations.
- The Minor in International Studies requires the completion of four courses of which only two are required courses from PSCI (a choice of either our introduction to international relations course or the introduction to international studies course, plus our globalization course). The other two courses are chosen from a long list embracing 25 different departments across campus. In recent years, relatively few students have enrolled in this

Minor, fewer than 30 graduating with the minor each year. As noted above, the Department teaches the introductory course in international studies (INTST 101) twice a year.

- The specialization in international relations (IR) is a joint program run with history, open only to students majoring in either history or political science. It requires the completion of two second year PSCI courses in International Relations (which themselves have the first year IR course as a pre-requisite). In addition, students complete three courses at the 200/300 level, all except one of which are history courses, and one 400- level course from PSCI. Again, the numbers enrolled in this specialization are relatively low.
- The multi-disciplinary character of the International Studies Minor (available to students majoring in history or PSCI) does not encourage students to take a suite of international relations courses. Should the Department contemplate introducing a separate Minor in international relations or possibly a joint major in international relations with History to capitalize on its strengths in this area?
- Despite the MPS being regarded as a “flagship” program, relatively few PSCI faculty currently teach into it and there is an ongoing need to recruit lecturers to fulfill the program’s teaching needs. The consequence has been significant faculty turnover. The challenge for the Department is how resources can be freed up to provide greater Departmental participation in the program.

Summary of Key Findings from the External Reviewers

“There is a clear sense of commitment to undergraduate and graduate students, and strong support for experiential learning and co-operative education as a differentiator for undergraduate and graduate programs.

In this report, we identify opportunities for the department to engage in strategic planning to help it connect its contributions to the Faculty and University’s strategic direction. We offer recommendations for ways to sustain enrolments in PSCI courses and facilitate majors’ and minors’ degree completions, strengthen and secure the sustainability of its MA and PhD programs, clarify governance arrangements for the MPS program, and ensure that equity, diversity, inclusion and decolonization is appropriately integrated into curricula.”

Program Response to External Reviewers' Recommendations

1. Strategic Planning

In our view, the Political Science department contributes significantly to Faculty and University priorities, particularly with respect to equity, diversity, inclusion and decolonization as well as experiential learning. Engaging in a future planning exercise will help the department to position itself relative to these Faculty and University priorities and help its leadership frame its case for growth.

The development of a PhD program may exacerbate a tension between breadth and depth in the department's faculty complement. While recognizing that the department may not have full agency in decisions about future positions, we see merit in holding conversations that will help the department's leadership make strong cases for reinvestment or new investment when opportunities arise.

The department would benefit from Faculty engagement to help frame its strategic planning. Clarity regarding the Faculty's strategic priorities and enrolment imperatives will be essential for the department to make informed plans for the short and medium term. We also suggest there is opportunity to give department chairs more guidance and leadership training and support to help them fulfil their roles, both day-to-day and in giving strategic leadership to the Department.

Program Response

We wholeheartedly agree with the reviewers in their assessment of our department's wide-ranging and important contributions to the faculty and university. In May 2023 the Department held a full day retreat both to discuss the External Reviewer's Recommendations and as a first step towards developing its short-term and long-term strategic plan.

A second half-day retreat will be scheduled for April 2024 at which point the Dean of the Faculty of Arts will be invited. The Department will also carefully examine the Arts Strategic Plan (adopted April 2023) for guidance. Neither the Faculty nor the University have onboarding programs for Chairs, Associate Chairs, or Directors. The externals' recommendation is outside the purview of the Department.

Dean's Response

The commitment of Political Science to furthering the University and Faculty strategic goals, particularly in the areas of equity, diversity, inclusivity, and anti-racism, and experiential learning is welcome, and the evidence of action in support of these commitments is laudable.

The Dean looks forward to participating in conversations with Political Science, including the

retreat in April 2024. There is University-level training and support for leadership development through the Academic Leadership Program, which offers individual and generic support, and holds events throughout the year. In addition, though, the Dean welcomes contribution to and advice on the development of Arts-specific resources and support for Chairs, especially in operational matters.

2. Undergraduate Programs

a) The department should (with support from the Registrar's office) identify high-demand courses that (a) would be of interest to students enrolled in other Faculties and/or (b) are degree/minor requirements whose availability might prevent timely graduation and prioritize them for online delivery.

b) The department should try to develop multi-year teaching plans for faculty members and signal course availability to students as far as possible in advance to assist with planning that accommodates co-op terms.

c) The department should work with the Dean of Arts to clarify desired enrollment growth, if any.

d) In lieu of increasing the geographic breadth of course offerings, the department should focus on developing thematic courses that permit students to pursue geographically-specific interests within a broader thematic context. Examples would include courses focused on 'gender in the global south' or 'environmental politics'.

e) The department should maintain its robust experiential course offerings but, given current resource constraints, expansion is not a priority.

f) The department should revisit the Program Learning Outcome relating to equity for the undergraduate program, as its wording does not reflect broader understandings of equity, diversity and inclusion within the discipline.

Program Response

a) Based on student demand and the pedagogical value of offering an online course, the Political Science (PSCI) department is carefully considering this option. We have already identified PSCI 228 Introduction to Indigenous Political Thought as a course that would garner interest as an online course. It would not only be more accessible to both regular and co-op PSCI majors, but also to interested students from other departments and faculties. The

undergraduate committee is also weighing the pros and cons of offering INTST101 and PSCI 231 as online courses. The former is the foundational course for the International Studies minor. And the latter is a core course for (Arts and Business) ARBUS majors.

b) The department already has a practice of course planning three years in advance. However, the limitations of the scheduling system at a tri-semester university and the fact that scheduling deadlines are not in tandem with deadlines for declaring sabbaticals and other leaves can make it quite challenging to signal course availability to students. However, with the introduction of Honors Arts Co-op the department has already made course offerings quite predictable for students, so that they may plan their degrees. The Academic Advisors share this information with students. For example, the department has committed to reliably offer each of the 10 core courses (those that appear on multiple academic plans in the calendar) in the same term every year as follows: PSCI 331 is always offered in the Fall, followed by PSCI 334 in the Winter. At the second year, PSCI 281 and PSCI 283 are always offered in the Fall while PSCI 282 is always offered in the Winter.

c) The department has been in direct consultations with the Dean's office since October of 2022 in part as a result of the 'transparency' initiative taken by that office. Those discussions as well as the External Reviewers' Reports have prompted the undergraduate committee and the department as a whole to review our academic plans, the number of courses that we offer in each term, as well as the extent to which senior PSCI and (Global Governance) GGOV PhD students might be given more opportunities to teach undergraduate courses.

d) We agree with this approach and are already offering such courses. For examples, PSCI 348 Protests, Social Movements and Revolutions and PSCI 252 Global South. In addition, the department does have strength in teaching courses on Canada, the Middle East, South Asia, China, the United States and Russia.

e) We thank the reviewers for highlighting the experiential course offerings as a positive differentiator from other political science departments of comparable size.

f) We thank the reviewers for this observation and intend for the undergraduate studies committee to rethink and rewrite the program learning outcomes accordingly and especially in relation to equity.

Dean's Response

The Dean welcomes these observations and supports the Department's responses. Regarding enrolment changes, two things should be noted. The first is that Political Science, like other Arts majors through which a BA is earned, is not an entry program; students declare their majors at the end of their second term. Therefore, enrollment is principally controlled at the level of admission to the Faculty of Arts at the University of Waterloo, rather than the discipline or department. Two, as an Ontario university, our enrollment increases are constrained by policy and by University-level priorities and actions.

Other Notes

From page 3 of the Report: "We recommend that the department give consideration to the question of whether the methods and research design training offered to undergraduate students is adequate. At the same time, we do not specifically recommend changes here, especially as it is not clear that the Department currently has the faculty complement to increase its undergraduate course offerings in either political theory or quantitative methods, except by relying on part-time instructors. Instead, we suggest that this consideration be incorporated into long-term planning and future faculty positions."

The Department takes this point about our offerings very seriously. Given resource constraints noted above, we are proposing to decouple theory and methods as degree-level requirements. Instead, we will propose that students complete at least one Theory course from an expanded list of theory courses that are regularly offered by the Department; and that students complete a core course in Research Design and Methods offered at the 200-level. We have a number of faculty who are prepared to teach Research Design and Methods courses. We will discontinue the existing methods courses which we have had trouble mounting, PSCI 314 and PSCI315, and remove ARTS 280 and its anti-requisites as these courses have not exposed students to PSCI methodologies and have not properly prepared our students for PSCI research at the senior level. These changes will be submitted to the Faculty of Arts Undergraduate Affairs Group for formal approval in Fall 2023.

3. MA and PhD Programs

The introduction of the PhD program has had a positive impact on the MA program, with the introduction of graduate-only courses and development of professional development programming that will benefit Masters students. Having said this, we recommend that the department consider loosening its requirement that all courses for the MA be at the graduate level, allowing Masters students to take one or two 400-level courses in areas of interest to their degree in order to increase choice and flexibility.

a) As one of a very small number of MA programs in political science that offer a co-op program, the department has an opportunity to be a leader in offering a Political Science MA program that explicitly equips students for relevant employment post- graduation. We recommend that the department consider ways to leverage this advantage by integrating appropriate professional development into its curricular and extra-curricular offerings, similar to the integration of professional development into the new PhD program.

b) Recognizing the significant effort entailed in offering professional development and other innovative elements of the Waterloo PhD, we recommend that the department build on its collaborative relationships with the graduate program in Global Governance and other cognate programs to ensure sustainability in its offerings.

c) As the PhD program develops, we recommend the graduate committee give periodic consideration to risks facing the program (such as departure of faculty members with heavy supervisory loads) and develop approaches to mitigate those risks.

Program Response

a) At the full day retreat held on May 8, 2023, the response to this recommendation was mixed. There was general agreement that it was too bit early to be making any major changes to graduate course offerings so soon after shifting in Fall 2023 to graduate-only courses. Also, beyond the PSCI courses offered, there is real flexibility for students: cross- listed courses with GGOV, MPS courses, and students are allowed to take one or two courses (depending on Thesis or MRP) in another program.

i. As a first next step, the Graduate Chair and Coordinator will aim to better communicate those options to students in the Fall 2023 and Fall 2024 cohorts;

ii. Exit interviews and/or a survey will be conducted with graduating students to elicit details about their experiences;

iii. Based on those surveys and wider consultations with the department, in Spring 2025, the Graduate Committee will take a decision on whether to return to a plan that will allow Masters students to complete 400/600 level courses.

b) While we appreciate the reviewers' approach and we concur that students value skills training for post-graduate employment, we believe that the current plan of allowing MA students to participate in the core PD 'modules' is solid. Over the course of several years now, we have been developing good synergy with the co-op interview training offered by the MPS. That said, we will remain attuned to opportunities and resources made available to graduate students through the Centre for Work-Integrated Learning (such as WIL 601).

c) We thank the reviewers for this excellent suggestion. Synergies with the Global Governance program, including more cross-listing of courses, are already under way.

d) We agree that we will need to continually monitor 'risks' facing the PhD Program in terms of shifting faculty strengths and supervisory loads. In response to the recommendation, the Graduate Chair and Graduate Coordinator have already established a system which will help us to monitor the number of graduate supervisions by our faculty. This 'count' will include primary supervisory responsibilities in the Political Science as well as Global Governance programs. Beginning in the Fall of 2023, the Graduate Committee will consider whether there should be 'guidelines' on maximal supervision loads. Preliminary discussions with the department made clear these should not be interpreted or applied as 'rules' or 'limits' on individual faculty discretion.

Dean's Response

The Dean supports the Department's thoughtful responses to these observations.

4. MPS Program

a) We recommend that the Dean of Arts work with the program's leadership and the Political Science and Economics departments to address the governance of the program with the objective of ensuring its sustainability.

i. If the program remains in the Political Science department, the governance and budgetary arrangements should ensure that it benefits the host department in some way.

ii. Consideration should be given to ensuring that the program director and their host unit are appropriately compensated for their contributions to the program. In our experience, directorship of a program that entails hiring and supervision of sessional instructors, managing staff and admitting and supporting an annual cohort of students would be associated with a course release of 2 or 3 courses.

b) We recommend that the MPS Program Committee maintain a balance between regular faculty and sessional instructors with specific experience in the public service, as students value the different perspectives and approach to developing competencies offered by this model. We note that this model requires careful monitoring by the Program Director to ensure sessional instructors are supported in their instructional role.

c) We recommend that the MPS Program Committee give some consideration to the integration of Equity, Diversity, Indigenization and Decolonization in the core curriculum, as these considerations are of increasing importance for public sector organizations at all levels of government in Canada.

Program Response

a) MPS was originally envisioned as a faculty-wide degree and it was initially administered through the office of the Dean of Arts. This legacy is evidenced by the students' department classification as "ARTSDEAN" rather than "PSCI". A decision was made to assign the MPS program to PSCI as its home department, but there are several problems. First, MPS students are not counted as PSCI majors. Second, it is difficult to engage faculty from other departments in the Faculty of Arts who, quite naturally, associate MPS with the PSCI department and as the department's responsibility. Third, department Chairs are reluctant to release faculty to the program since they may not receive sessional compensation for the lost teaching capacity. We agree that a discussion about these administrative arrangements is warranted, and we will engage with the Dean of Arts on this matter. In any academic year, the MPS Director is responsible for securing course instructors for more than a dozen courses, managing two staff officers, admitting a cohort of 45-55 new students, supporting 45-55 existing (year 2) students, promoting the program, organizing special events and professional development seminars, liaising with public servants from all levels of government and cultivating an active alumni network to support the program. This workload should be compensated for with a 2-course release and we will make this recommendation to the Dean of Arts.

b) The current teaching model involves a mix of regular faculty and sessional instructors with expertise in specific areas of public service. This model, which is also used in other professional graduate programs in public administration and public policy, works well for two reasons. First, it exposes students to diverse perspectives and competencies. Second, it gives the Director flexibility to find sessional instructors who have the requisite experience in specific topics, experience that is not found readily among permanent faculty in Arts. We agree with the Reviewers that this model should be maintained.

c) Efforts to integrate EDI into the MPS core curriculum have begun through a revamping of PS 613, The Politics of Difference. In Winter 2023, the sessional instructor changed the course curriculum to expose students to core subjects and debates surrounding EDI and Decolonization that they are likely to encounter as public servants. The course material was well received by MPS students, and we intend to continue with this course offering. (ii) Regarding Indigenization and Decolonization, the MPS Program Committee will explore the resources of the Office of Indigenous Relations. In addition, the Committee will liaise with CTE's Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies, to seek advice about how to proceed with Indigenization and Decolonization of the core MPS curriculum.

Dean's Response

The Dean recognize the challenges facing the Political Science department with regard to the MPS program. The MPS is a very successful professional graduate program and is the largest graduate co-op program at UW. It is worthy to note that there has been stable leadership of the program until quite recently, but discussions about the governance structure will be part of the Department's strategic development and the Dean's office looks forward to working with the Department to find solutions to these issues. The Dean is also supportive of the recommendations to continue with a mix of research-based faculty members and practitioner sessional instructors as part of the teaching team, and of purposeful and thoughtful ways to include more EDI in both the content and approaches used in MPS.

Recommendations Not Selected for Implementation

2.

3.b. While we appreciate the reviewers' approach and we concur that students value skills training for post-graduate employment, we believe that the current plan of allowing MA students to participate in the core PD 'modules' is solid. Over the course of several years now, we have been developing good synergy with the co-op interview training offered by the MPS. That said, we will remain attuned to opportunities and resources made available to graduate students through the Centre for Work-Integrated Learning (such as WIL 601).

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Strategic Planning	a. Department Retreat to discuss External Reviewers' Reports and next steps. b. Department Retreat to discuss the multi-year plan for the future/growth of the department; including implications of the budget crisis, recruitment strategies, and workload. c. Approve multi-year plan. d. Department Retreat to review the 2025 multi-year plan and revise if necessary.	Program to complete. Chair, Political Science Associate Chairs, Undergraduate and Graduate, Director, MPS Director, Global Governance Dean of Arts	a. May 2023 (completed) b. April 2024 and April 2025 c. October 2025 d. October 2026
2.	Undergraduate Program: a. Identify high-demand courses. b. Develop multi-year teaching plans. c. Clarify desired enrollment. d. Developing thematic courses. e. Maintain experiential courses.	a. PSCI 228 is currently under development as an online course. It will be offered in Fall 2024. b. No action required. c. The undergraduate committee will continue to monitor enrollment numbers in offered courses as well. d/e. No action required.	Associate Chair, Undergraduate Studies, Undergraduate Committee	a. September 2024 c. Ongoing

	f. Revisit program learning outcomes.	f. The undergraduate committee as a matter of priority will be revising program level learning outcomes in September 2025 particularly language relating to EDI.		f. September 2025
3.	<p>MA and PhD Programs:</p> <p>a. Consider loosening requirement that all courses for the MA be at the graduate level.</p> <p>b. Integrate appropriate professional development into the MA's curricular and extra-curricular offerings.</p>	<p>a. As a first next step, the Graduate Chair and Coordinator will aim to better communicate those options to students in the Fall 2023 and Fall 2024 cohorts;</p> <p>Exit interviews and/or a survey will be conducted with graduating students to elicit details about their experiences;</p> <p>Based on those surveys and wider consultations with the department as a whole, in Spring 2025, the Graduate Committee will take a decision on whether to return to a plan that will allow Masters students to complete 400/600 level courses.</p> <p>b. Not selected for implementation.</p>	<p>a. Chair, Associate Chair, Graduate Studies; Graduate Committee; and Associate Chair, Undergraduate Studies.</p>	<p>a. Initiated by Fall 2023</p> <p>Complete by Spring 2025.</p>

	<p>c. Build on collaborative relationships with the graduate program in Global Governance</p> <p>d. Periodic consideration to risks facing the PhD program.</p>	<p>c. Synergies with the Global Governance program, including more cross-listing of courses, are already underway.</p> <p>d. Systematically track graduate supervisory loads. Engage in discussion as to whether to create 'guidelines' surrounding supervisory loads. Chair to lead discussion on workload Fall 2024 with department.</p>	<p>c. Associate Chair, Graduate Studies; and Graduate Committee.</p> <p>d. Chair, Associate Chair, Graduate Studies; Graduate Committee; and Chair, Political Science</p>	<p>c. Fall 2023</p> <p>d. 2023-2024</p>
4.	<p>MPS Program</p> <p>a. Address the governance of the program with the objective of ensuring its sustainability.</p> <p>b. Maintain a balance between regular faculty and sessional instructors.</p> <p>c. Integrate Equity, Diversity, Indigenization and Decolonization in the core curriculum.</p>	<p>a. Initiate dialogue between Dean of Arts and Political Science to discuss governance and sustainability of administrative arrangements; and a 2-course release for the MPS Director</p> <p>b. Continue current mix of regular faculty and sessional instructors with expertise in specific areas of public service.</p> <p>c. Liaise with CTE's Senior Educational Developer, Indigenous Knowledges and Anti- Racist Pedagogies to seek advice about how to integrate Equity, Diversity, Indigenization and Decolonization into core MPS curriculum.</p>	<p>a. MPS Program Director and Chair, Political Science Dean of Arts.</p> <p>b/c. MPS Program Director and MPS Program Committee.</p>	<p>a. 2023-2025</p> <p>b. NA</p> <p>c. 2023-2026</p>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review

2028-2029

Date

Signatures of Approval



Chair/Director

Oct 11, 2024

Date

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date



Faculty Dean

Oct.25, 2024

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Sep.26, 2024

Date

On Behalf of the Associate Vice-President, Academic