

Final Assessment Report

Peace and Conflict Studies (BA, Minor, Diploma, MPACS)

February 2021

Executive Summary

External reviewers found that the programs (BA, Minor, Diploma and MPACS) delivered by the Department of Peace and Conflict Studies were in good standing.

“The reviewers’ assessment of the Peace and Conflict Studies Program is on the whole positive”. “These recommendations are not meant to indicate deep weaknesses, but, rather, to help the faculty and administration keep the already-excellent PACS programs operating at optimal levels”.

A total of 12 recommendations were provided by the reviewers, including programmatic (e.g., curriculum), departmental (e.g., professional development, space, committee structure), and institutional (e.g., joint appointments, funding) recommendations. 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 2026-2027.

Student Complement (All Years)

	BA			Minor	Diploma	MPACS
	General	Honours	Honours Co-op			
Fall 2020	9	44	27	42	2	39
Fall 2019	11	41	23	37	4	40
Fall 2018	15	50	20	35	5	41

*based on Active Students Extract retrieved from Quest February 10, 2021

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 Peace and Conflict Studies programs (BA, Minor, Diploma, MPACS) delivered by the Department of Peace and Conflict Studies. 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 November 13, 2019. 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. Susan St. Ville, Professor, University of Notre Dame, and Dr. Joanna Quinn, Associate Professor, Western University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 2-3, 2020. An internal support person from the University of Waterloo, Dr. Helen Chen, Professor, School of Public Health and Health Systems, 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; Arts Associate Deans of Undergraduate Programs and Graduate Studies; President of Conrad Grebel University College; Dean of Conrad Grebel University College; Chair of Peace and Conflict Studies, as well as faculty members, staff, alumni and current undergraduate and graduate students. The Review Team also had an opportunity to tour the facilities and 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. In response, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Lastly, the Dean of Arts and Academic Dean at Conrad Grebel 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 Deans' responses.

Program Characteristics

Peace and Conflict Studies (BA): At the undergraduate level, students can pursue PACS as an Honours degree, a Three- or Four-Year General degree, as a Joint Honours degree with many other disciplines offered at Waterloo. Students may combine PACS with co-operative education through the Arts and Business stream or by doing a double major with one of the six majors in Arts that has a co-op program including English, History, Economics, Political Science, Psychology, and Sociology. Starting in September 2020; however, all students in Arts will be able to apply for a co-op program. PACS is also available as a Minor (4.0 academic units/8 courses), as well as post-or non-degree Diploma (3.0 academic units/6 courses).

Peace and Conflict Studies (MPACS): As a course-based professional degree program requiring the completion of 5.0 units (10 courses), the Master of Peace and Conflict Studies (MPACS) seeks to provide students with the knowledge and practical skills needed to contribute to nonviolent peacebuilding efforts. The program structure includes foundational courses, electives, and options for applied learning through an internship, intensive skills training workshops, or a significant peace research course project. The program is unique among graduate programs in the peace and conflict studies field for its special focus on the pivotal role of individuals working within civil society, and on the potential of civil society actors to advance peace through principled advocacy, effective programming, and dynamic engagement with the state and marketplace.

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

Strengths

- High quality faculty members as evidenced by active research programs, strong teaching evaluations and student feedback. PACS staff and advising are also greatly appreciated as affirmed by students.
- PACS course content is identified as being relevant, offering unique perspectives and challenging students to think more broadly.
- PACS adjunct instructors are excellent and complement the perspectives and focus of permanent faculty members. A large proportion of adjuncts are teaching a subject that relates directly to their area of professional practice, such as restorative justice, mediation, or socially responsible investment.
- Students affirmed the importance of extra-curricular activities sponsored by the PACS program, including Thursday Talks, public lectures with scholars or practitioners, internship and research presentations, as well as CPA events.
- The interdisciplinary nature of PACS and of course content was identified as an important factor in why students chose to study PACS. For graduate students, this includes the opportunity to take Political Science or Global Governance courses, for example.
- Students, faculty, and staff speak of an enriching as well as positive work and study environment. Some current PACS students commented on the “intimacy” of the classroom learning environment; many respondents also communicated appreciation for ways in which faculty and staff demonstrated care for their well-being.
- Grebel's facilities, particularly the library and student study space, are noted by students as being inviting and well-used.
- The diversity of people in MPACS cohorts as well as in undergraduate classrooms was strongly affirmed by students, who noted that this diversity added depth and richness to course discussions and their learnings.

Challenges

- Declining undergraduate enrolment in PACS. It may be that PACS is now feeling the effects of the earlier decline in enrolments in Arts at UWaterloo.
- Several other undergraduate programs at UWaterloo are also covering content related to social justice, conflict, and peace. Some of these programs are very well resourced, have large faculty complements, and are able to hire to teach in innovative new areas like restorative practice, leadership, democratic education, migration, etc.
- The new Arts co-op will require rethinking how many courses are scheduled in the spring term. More resources may have to be expended to ensure adequate offerings.
- The MPACS program sometimes loses students to other graduate programs that provide greater financial support, often in conjunction with research assistant positions or research support grant funds (e.g., the MA in Political Science and MA in Global Governance programs at UWaterloo both offer substantially more funds).
- New graduate programs are emerging in similar substantive areas, both in the region and in Canada more broadly (e.g., social justice programs at WLU-Brantford and Brock in St. Catharines; a program on Religion, Culture, and Global Justice at WLU).
- Funding for the MPACS program has decreased due to 1) a shift in when counts of students are made, and 2) a tuition freeze that has reduced revenue.

Weaknesses

- PACS full-time faculty are limited in number and in their capacity to resource the program's teaching and administrative demands, at the graduate as well as undergraduate levels. This becomes particularly evident when faculty are on sabbatical or take on additional administrative duties at the College.
- Program recruiting for the graduate and undergraduate programs has received some attention and needs more attention. The graduate program is in need of new recruitment materials, and creative approaches are needed to enhance recruitment of first-year undergraduate students.
- PACS faculty are pulled in many directions. They are involved in the undergraduate and graduate programs at Grebel and Waterloo, as well as College service and professional/research commitments. Supervising graduate students in internship positions and reading courses contributes to this sense of being pulled in many directions.
- PACS adjunct instructors and faculty are limited in diversity, a weakness that was noted in the undergraduate surveys.
- Because the PACS undergraduate program does not have a strong "learning cohort" structure (the program's flexibility enables students to declare a PACS major or minor in their second or even third year of studies), the student culture is less cohesive than the culture of programs with a more regimented sequencing of courses. This lack of

- cohesion is evidenced in the low turnout at PACS events as well as in the sporadic functioning of the PACS undergraduate society.
- Given the number of adjuncts teaching courses, the sequencing of components of analytic and research skill development across the 100-, 200-, 300- and 400-level course structure is underdeveloped and some students come to the 400-level capstone seminar course with insufficient preparation. PACS 401 is therefore structured to engage a broad range of students, which means it does not satisfy all students equally well.
 - Course enrolments in the PACS program, as well as majors and minors, have plateaued and declined slightly. This has occurred despite adding PACS 101 and more online offerings of PACS 200-level courses.
 - Faculty must divide their teaching between the undergraduate and graduate programs. This has resulted in decreased presence of permanent faculty in undergraduate classrooms as well as an inability to offer certain MPACS elective courses on a regular basis.
 - There is a need to support international students in learning our academic norms regarding integrity, and to ensure writing clarity for English second-language speakers – particularly for alternative admissions students who have excellent field experience.

Summary of Key Findings from the External Reviewers

“The reviewers’ assessment of the Peace and Conflict Studies Program is on the whole positive. It is important to note, however, that the PACS program has reached a crucial point in its development. PACS began as an undergraduate program with a director whose vision has been central to its growth. It is now a chaired department offering multiple undergraduate options and a master’s degree. The continued excellence of the PACS offerings will require intentional planning for the future, additional resources, and restructuring in order to sustain the gains that have been made and to ensure future quality. Further, as part of the affiliated college Conrad Grebel, the PACS program is in a unique position to contribute to the overall education offered at the University of Waterloo. Most notably, attention should be given to the ways in which the normative vision of peace and conflict studies might bring an added dimension to interdisciplinary collaborations with the STEM-centered disciplines that are central to the University. The recommendations are not meant to indicate deep weaknesses, but, rather, to help the faculty and administration keep the already-excellent PACS programs operating at optimal levels.”

Program Response to External Reviewers’ Recommendations

Programmatic

1. The department should undertake a retreat to map the existing curriculum to help determine gaps and overlaps, and define future emphases of the program.

Program Response

Given that curriculum mapping was part of PACS process in drafting their self-study report (included in Appendix 5), they interpret this recommendation as an invitation to think holistically and systematically about the logic of our curriculum. Although their deliberations thus far during the cyclical review process have confirmed the existence of a consensus about core learning goals of the undergraduate and graduate programs, they agree to “determine gaps and overlaps, and define future emphases of the program.”

The PACS Department plans to implement this “curriculum review” through initiating a process within the next two years, beginning at a time when the entire Department (including present regular faculty as well as an expected new hire) is able to convene in-person gatherings. During this process, faculty and administrative staff members will reevaluate current curricular priorities, diagnose significant gaps as well as ways in which their reach might be extended by reducing redundancies, and discuss priorities for new course offerings. PACS will also assess ways to enhance the teaching of research and analysis at different levels of the curriculum.

Academic Dean’s Response

I support the Department’s plan to review their curriculum and determine future emphases once the expected faculty hire has joined them. As they note above, they have already worked hard at mapping their curriculum and confirming their learning goals. Nonetheless, my office will support space for future mapping directions.

Faculty of Arts Dean’s Response

I am somewhat unclear on the reason for this recommendation, given that a curriculum mapping exercise was part of the program self-study process. Like those in the PACS Department, I will interpret this as an invitation to regularly review program content (content appears to be the specific thrust of the reviewers’ point). Reviewing program curriculum every few years can be helpful in ensuring that what is on offer to students is the most relevant to learning and understanding the discipline. Doing so carefully with thoughtful deliberation will benefit the PACS/MPACS program. I am supportive of this recommendation and the way in which the department plans to approach the exercise.

2. Increased attention must be paid to issues of difference and diversity throughout the curriculum, which means that the Department needs to stretch beyond its existing stable of scholars and practitioners that are normally hired to fill sessional positions, to search for qualified sessional instructors who could fill other gaps. It also means that any new hires at the full-time, tenure-track, or tenured level need to be able to contribute to issues of difference and diversity in the curriculum.

Program Response

This recommendation has two levels. First, it calls upon us to define “issues of difference and diversity” as a key criterion for hiring adjunct as well as regular definite-term or tenure-track faculty. Second, it invites PACS to reevaluate and redefine their process for recruiting, selecting, and retaining adjunct faculty members.

Although themes of difference and diversity are already present in their undergraduate and graduate curricula (which during the last year featured courses with titles such as “Environmental Justice and Racism” and “Encountering Durable Violations”), this recommendation nonetheless has value and points to ways in which they can do better. At the time of writing, PACS has already initiated a search process for a tenure-track faculty member who will fill a gap in the Department created by a recent retirement. They have worked to prioritize diversity as an agenda for the search committee. The job description emphasizes their interest in applicants from diverse backgrounds, and although they always attempt to spread the word widely for tenure-track hires, they have made additional efforts to do so in this instance. PACS has shared the job ad with various doctoral programs in the field as well as with multiple scholarly and professional networks and have actively sought to recruit potential applicants who might help us enhance their treatment of difference/diversity issues.

With respect to adjunct hiring, PACS will engage in a re-evaluation of existing practices, taking into consideration larger conversations about adjunct hiring at Grebel and at the University of Waterloo. They will define a set of principles to guide adjunct hiring, with the goal of a) ensuring that hiring practices are optimal for fulfilling the goals of their academic programs, and b) underscoring the pedagogical value of diversity.

Academic Dean’s Response

All Grebel’s departments are reviewing their existing practices of hiring adjuncts to teach our courses with the goal of ensuring that our hiring practices are equitable and open. PACS is fortunate to be able to draw their instructors from the rich ecosystem of Peace scholars and practitioners in the region. The reviewers’ recommendations are welcome reminders of the value of diversity of instructors, courses, pedagogies, and intellectual projects. It is possible that the visioning process identified in recommendation 1 will highlight lacunae in the curriculum that can be filled by qualified adjuncts who will add diverse training and backgrounds.

Faculty of Arts Dean’s Response

The need for greater diversity among our personnel and in our programs is clear. I am pleased to see PACS and, more widely, Conrad Grebel committed to giving attention to diversity in their hiring practices. This aligns well with priorities in the Faculty of Arts.

3. The PACS programs should incorporate more “local” concerns, particularly as they relate to structural inequality and violence against Indigenous people living in Canada.

Program Response

“Local” concerns are already prominent in the PACS curriculum, and they regularly run courses that address issues of structural inequality and violence against Indigenous people alongside a range of other social justice issues, including restorative justice practice. Faculty members in the Department have noted that the reviewers may not have appreciated the extent to which current courses incorporate these issues. That said, local and Indigenous issues are not engaged in an equivalent manner in every course, and are sometimes dealt with in a rather limited manner within the parameters of a survey course. In addition, many students consistently express interest in local applications of more general concepts and principles. Thus, there is room for additional efforts in this area.

During their curriculum review (see response to Recommendation 1 above), PACS will assess student exposure to peace, justice, and social service work in local contexts, with respect to different ways in which students may define and experience “the local” (with special attention to experiences of Indigenous people and racialized minorities). PACS will evaluate their overall coverage of Indigenous/racial justice issues in their undergraduate and graduate curricula and determine ways of enhancing the way they engage these issues. Reexamining their “PACS Approved” courses and cross-listed course lists will be an additional part of this curriculum review and their response to this recommendation.

PACS will also consider ability to respond to local peace and justice issues as a criterion during the 2020-21 faculty search process.

Academic Dean’s Response

I support the Department’s response and would echo their sense that the reviewers may have undervalued the curricular work that the department has already done to engage the topics of structural inequality and racism. In addition to the curricular work mentioned above, I would note that two of the desired areas of their current faculty hire are “Indigenous-settler conflict transformation” and “Social Exclusion/Anti-Racism.” Nonetheless, we all continue to look for ways to address this topic.

Faculty of Arts Dean’s Response

As the University – including the Faculty of Arts – moves ahead with increased Indigenous initiatives (and, it is to be hoped, hiring of Indigenous faculty), it is my hope that a greater awareness of Indigenous issues will permeate our curriculum as a whole. As the Department points out, such a development elsewhere in the Faculty has the potential to assist PACS through their set of approved and cross-listed courses.

4. Prerequisites should be established for PACS 401. These should include the successful completion of two of PACS 201, 202, or 203.

Program Response

On p. 8, the reviewers frame this recommendation as a means of helping to ensure that all students are “sufficiently prepared to participate fully in a research seminar.” PACS assumes the reviewers are working from a point on p. 68 of the self-study document (Vol. 1), which reports that some students reach PACS 401 without mastery of all the analytical and research skills an instructor might hope to see. This is a legitimate issue.

In PACS’s judgment, however, the reviewers’ prescription appears to be based on an inaccurate perception that, “most instructors note that many students take the 400 level course without having completed the 200 level requirements” (p. 14). The currently listed prerequisite for the course is “Level at least 4A Peace and Conflict Studies students.” In reality, PACS 401 students have almost always taken at least two 200-level courses before their fourth-year capstone experience. Though it is theoretically possible that an upper-year student with the required 4A status could transfer into PACS from another program and then seek to take the Senior Research Seminar with minimal PACS coursework, in practice PACS is not aware of an instance in which a student has sought to take PACS 401 without having completed at least two of PACS 201, PACS 202, or PACS 203.

PACS welcomes the idea of reviewing our 200-level courses to see if they are laying adequate foundations for future student research and analytical work. Although they are not necessarily averse to a prerequisite requiring two 200-level courses, this does not appear to be a solution to the problem in question.

To address the real problem as perceived within the Department (the need to think more systematically about how various skills and learning experiences are distributed throughout the curriculum, across 100-, 200-, 300-, and 400-level courses), PACS will discuss their overall strategy for cultivating research and analytical skills during the planned curriculum review.

Academic Dean’s Response

If the planned curriculum review does conclude that some students are taking 401 without the necessary academic skills for succeeding in a capstone course, I would encourage the Department to look at ‘norming’ academic expectations at the different levels of academic progression so that students can scaffold the skills that they need for academic success.

Faculty of Arts Dean’s Response

No additional comment.

5. MPACS should become a research-based Master of Arts in Peace Studies.

Program Response

The reviewers accurately perceived sentiment within the PACS Department that there would be advantages to either a) becoming a research-based Master of Arts program, or b) adding a research track (with MRP or thesis) alongside the existing professional program. Although in the past PACS understood that such changes were not possible, they will explore the recommendation with Conrad Grebel and University administrators. Should change in this area become possible in the future they would certainly be interested in exploring the scenario.

Despite PACS program's official designation as a professional program, their students have opportunities to conduct significant research. Though the PACS program does not have an MRP or Thesis option, many students pursue individualized research through independent study courses (PACS 621: Peace Research and PACS 623: Directed Readings in Peace and Conflict Studies). Faculty-funded research opportunities have been available to some students. Research and analysis are central to the curriculum and students are required to complete a milestone that involves the presentation of a substantial research paper.

Academic Dean's Response

I'm open to exploring this option, but it is my understanding is that the current funding model for Master of Arts programs makes this recommendation difficult, if not impossible. The Department currently offers their students the opportunity to produce original research.

Faculty of Arts Dean's Response

It is my understanding that, although the MPACS provides an "applied studies" stream (internship, practical skills courses) for those who wish to take it, the program as a whole does not require students to follow this route. It does not therefore necessarily conform to what I would call a "professional program". Waterloo (and perhaps the province) tends to define coursework-only programs (i.e., no MRP, no thesis) as "professional" regardless of the amount of professional skills development offered in the program (regardless also of the fact that much of the coursework involves significant amounts of research). In the future, provided that Grebel has sufficient resources and that there is sufficient student interest, the Department may wish to consider the creation of two side-by-side Master's programs: a research MA with a thesis or MRP option and a professional MPACS program that requires the students to pursue an applied studies approach (as already defined within the existing program).

That said, it should be stated that the Faculty of Arts has put a temporary hold on the development of new graduate programs. Until the fiscal situation of the Faculty is stabilized and its strategic direction determined, we will not be pursuing new program development.

It is also important to note that the credibility of a research graduate program is directly linked to its regular faculty complement; in PACS, as is pointed out in the next section, that complement is not large.

Departmental

6. The department should establish a committee structure to manage the PACS programs more effectively. These should include the establishment of committees for graduate admissions, the undergraduate program, and the graduate program.

Program Response

The Department already has a committee for graduate admissions, but this recommendation is nonetheless well taken. Many departments spread responsibility for various areas of decision making more widely than the PACS Department does, and when implemented effectively this reduces the burden on the Chair while also allowing for deeper deliberation on strategic priorities as well as more mundane decisions. PACS has changed significantly since the addition of the MPACS program in 2012, and adaptations to administrative structures are worth considering.

One key limitation for PACS needs to be taken into account as they explore this recommendation: their size. When one considers that PACS only has two 1.0 FTE faculty members (one of whom serves as Chair), two other regular but reduced-load faculty at 0.6 FTE and 0.3 FTE teaching respectively, a definite-term professor teaching at 0.8 FTE, and hopefully an additional full-time faculty member joining the Department in July 2021, it becomes apparent that PACS has limited faculty resources to distribute across committees. Any new committees would need to incorporate administrative staff and have clearly defined responsibilities.

Departmental deliberations, in consultation with the Grebel Academic Dean, will be used to determine any new committee structure. In addition to their already-existing MPACS Admissions Committee, PACS will explore the feasibility of other possible committees or administrative structures.

Academic Dean's Response

I also support efforts to distribute some of the administrative work across the Department and look forward to working with the Department in exploring new administrative structures.

Faculty of Arts Dean's Response

No additional comment.

7. The department must take steps to ensure that there is increased diversity in the faculty members teaching in the PACS programs. This relates to equity, diversity, and inclusion of the people who teach in the program, but also to content and methodological diversity.

Program Response

PACS response to Recommendation 2 above also covers this recommendation. They will place a higher priority on diversity when searching for adjunct as well as full-time instructors, and will consider content/methodology issues alongside equity, diversity, and inclusion.

Academic Dean's Response

Faculty and methodological diversity were addressed above and are taken seriously by the College's senior administrators and the Department.

Faculty of Arts Dean's Response

See responses above under 2 and 3.

8. PACS should cultivate an active Alumni Network that could be harnessed to help with recruitment and could build a suite of activities in which existing students could participate.

Program Response

Although PACS already engages in alumni networking and communicates with alumni through social media, there is potential for additional efforts in this area. A stronger and more active alumni network could indeed support student recruitment and create additional opportunities for current students. During the next two years PACS will develop a plan for energizing our alumni network and connecting current students with alumni. Grebel staff who already work in the area of alumni relations, such as the Director of Advancement, will be invited to join in these efforts to strengthen the PACS alumni network.

Academic Dean's Response

In addition to building recruitment and internship opportunities, this network could also help the Department receive feedback on additional courses or skills that might help their graduates looking to advance in the workplace or graduate education.

Faculty of Arts Dean's Response

No additional comment.

9. Staff working in the PACS program need to be given professional development opportunities. Such opportunities already exist for UW staff, but staff at the Affiliates are prevented from accessing this training. An institutional agreement should be reached to allow Affiliates staff to participate.

Program Response

Conrad Grebel University College allocates modest resources to staff professional development each year to support staff in PACS and at Grebel generally. There are some limitations built into the Grebel-UWaterloo relationship that make it more difficult for staff to access professional development offerings that are available to other UWaterloo employees. Changes in this relationship would be beneficial to PACS staff members, and the Department would be happy to support any new initiatives in this area.

To assess opportunities to improve PACS staff access to UW professional development programs, they will consult internally and with University counterparts to compare Grebel professional development policies with UWaterloo policies. In a Department with limited faculty resources, having a dedicated and highly skilled staff team is essential. PACS is committed to investing in and supporting staff in this way.

Academic Dean's Response

Grebel Administrators have already begun to look into this recommendation to see what barriers might exist within Grebel or in the funding model of PD at UWaterloo. Grebel has developed guidelines for staff PD in recent years in order to support staff development.

Faculty of Arts Dean's Response

Staff at the Affiliated and Federated Institutions of Waterloo (AFIW) do have access to professional development training through UW's Organizational and Human Development office, but there is a fee involved (UW staff do not have to pay a fee). This arrangement is the result of the equity agreements between UW and the AFIW. Any changes to this arrangement would need to take the equity agreements into account and would need to be negotiated mutually by all parties.

10. Sessional instructors should be given a space where they can meet with students to hold office hours. Every effort should be made to maintain their email accounts so that students may contact them easily even after having completed their coursework.

Program Response

This recommendation touches on needs that have been voiced by adjunct instructors in the past, and warrants attention. Though efforts have been made to provide suitable spaces, adjunct accommodations are limited. While working within the constraints of the relatively small physical size of our institution as a whole, the PACS Department will pursue conversations within Conrad Grebel University College concerning the provision of space for adjunct instructors. PACS has already acted to ensure consistent email access for regular adjuncts.

Academic Dean's Response

Office space is a scarce commodity, but we continue to work at finding space for our instructors to meet with students. Sessional instructors use shared office space to hold their office hours, but administrators continue to look for find ways to create or designate offices for instructors. Two years ago, we did an inventory of our instructor office space, and I hope to pick this topic up again once we return to campus.

Faculty of Arts Dean's Response

No additional comment.

Institutional

11. Conrad Grebel and UW should explore the possibility of hiring joint appointments with Environmental Studies or Computer Science. We understand that there are constraints imposed by the “across the creek” relationship between UW and the Affiliates, but this could be overcome by institutional-level collaboration.

Program Response

While noting the challenge inherent in initiating any new approaches to AFIW-UW collaborations of this nature (all Grebel faculty are hired by and paid by our institution under its own policies, and UW hires are determined within quite separate administrative structures), the PACS welcomes this invitation to pursue broader conversations at the University of Waterloo on how new forms of collaboration might be nurtured. PACS agreed with the reviewers' suggestion that they can make further contributions to University conversations about the social relevance of the innovative UWaterloo brand. It might even be possible, for example, to identify “peace” as an area for interdisciplinary, cross-institutional collaborations, alongside previously defined areas such as water and aging. During the past year, PACS has helped to establish a new form of inter-faculty collaboration at the graduate level through a recently approved specialization in Peace Integration. PACS will continue to value such collaborations, and would be delighted to see institutionally funded joint appointments linking their Department to other faculties in a financially sustainable manner.

PACS recognizes, however, that new collaborative initiatives may be difficult to promote in the current climate of fiscal constraints. They regard joint appointments and related forms of collaboration as potentially desirable, while also taking a “long view” on the subject that acknowledges present circumstances such as the institutional hiring freeze implemented as a response to the COVID-19 pandemic. Though they will not allocate significant administrative time to the pursuit of the new collaborative arrangements envisioned in this recommendation, they will continue to explore ways to “add PACS value” to the larger UWaterloo experience (presently represented by offerings such as an “Engineering and Peace” course, a “Peace and the Environment” course, a “Math for Good and Evil” course, a

Grebel-sponsored “Map the System” competition, a conflict resolution module for co-op students, and the previously mentioned Peace Integration specialization linking PACS to the Balsillie School, the Faculty of Environment, and Applied Health Sciences). Visionary and interdisciplinary responses to global problems are integral to UW’s institutional identity, and PACS is consistently interested in UW conversations that include a “peace” component.

Academic Dean’s Response

The Department’s response correctly identifies the administrative structures that make a joint hire unlikely, and I would agree with and support their interest in finding ways to implement the ‘spirit’ of the recommendation through interdisciplinary course offerings and research projects.

Faculty of Arts Dean’s Response

I welcome and endorse the Department’s initiatives on this front. PACS is correct to point out that the equity agreements, which govern the financial relationship between UW and the AFIW, the different policy and governance structures at UW and the AFIW, and the current climate of fiscal constraint mean that joint hiring of the type proposed is not likely to be an immediately achievable goal. Nevertheless, this should not be a barrier to interdisciplinary cooperation and collaboration, and Arts would be happy to facilitate ongoing and increased collaborations between PACS and UW.

12. Cross-institutional funding problems need to be worked out at the institutional level.

Program Response

Based on our conversations with the reviewers during their site visit, PACS understands this recommendation to be a reference to the funding formula for the MPACS program, which is defined as a professional rather than research program. This has the consequence of limiting the potential scholarship resources and professional development opportunities (e.g., TA and RA positions) available to their students. PACS would welcome further conversation on conditions that might permit the establishment of a Master of Arts degree in PACS, accompanied by resources that would enhance our efforts to recruit high-achieving students.

In addition to conversations about the potential for master’s-level research program funding, the reviewers may also be referring to comments about an undergraduate PACS collaboration with the Faculty of Mathematics for a course entitled, “Math for Good and Evil.” Although arriving at a financial formula for this collaboration has not been easy, PACS seems to have found an arrangement that is workable in the near term.

Academic Dean’s Response

Without knowing what ‘problems’ the reviewers have flagged, it is difficult to know what the next steps should be as a response. Since several of their recommendations seem to have

revolved around the current funding model, it seems that this topic should be revisited by Grebel administrators and the PACS Department.

Faculty of Arts Dean's Response

Please see above under 5.

Recommendations Not Selected for Implementation

PACS plans to respond actively to all recommendations that they have some Departmental and institutional power to implement, with the exception of Recommendation 4 (concerning prerequisites for PACS 401) which appears to be based on a misconception.

As noted above, certain recommendations appear to depend on new initiatives at UWaterloo and perhaps also from the provincial government. These recommendations include 5 (that MPACS “should become a research-based Master of Arts in Peace Studies”), 9 (on staff PD opportunities at UWaterloo), 11 (on joint, cross-creek appointments), and 12 (on “cross-institutional funding problems”). Although PACS would be enthusiastic to discuss new forms of affiliate-University collaboration and will consistently emphasize the value PACS brings to the University, they plan to put more of their Departmental energies into areas where they have capacity for an autonomous response.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	The department should undertake a retreat to map the existing curriculum to help determine gaps and overlaps, and define future emphases of the program.	Convene a retreat or a series of shorter meetings, most likely beginning in the summer of 2021 when we hope in-person meetings will be possible. The UW Centre for Teaching Excellence will be considered as a possible source of facilitation.	The PACS Chair and the PACS Administrative Group (PACS AG) will be responsible. The PACS Chair will request funds (if needed) while budgeting for FY 2021-22.	Begin in the summer of 2021, conditions permitting. Finish by the end of Spring 2023.
2.	Increased attention must be paid to issues of difference and diversity throughout the curriculum, which means that the department needs to stretch beyond its existing stable of scholars and practitioners that are normally hired to fill sessional positions, to search for qualified sessional instructors who could fill other gaps. It also means that any new hires at the full-time, tenure-track, or tenured level need to be able to contribute to issues of difference and diversity in the curriculum.	Actively spread the word about tenure-track opportunity during Fall 2020-Winter 2021 faculty search. Invite applications from diverse candidates. Re-evaluate existing practices for hiring adjuncts, in conjunction with larger conversations about adjunct hiring at Grebel and at the University of Waterloo. Define a set of principles to guide adjunct hiring.	PACS Chair PACS Search Committee PACS AG Grebel Dean	Begin in Fall 2020 with conduct of the faculty search. Formalize adjunct hiring principles by June 2021.

3.	The PACS programs should incorporate more “local” concerns, particularly as they relate to structural inequality and violence against Indigenous people living in Canada.	<p>Assess “local” content during curriculum review.</p> <p>Review and update “PACS Approved” course list to optimize “local” content.</p> <p>Make ability to engage these “local” concerns a criterion for the Fall 2020-Winter 2021 faculty search.</p>	<p>PACS Chair</p> <p>PACS AG</p> <p>PACS Search Committee</p>	<p>See timeline for “curriculum review” above.</p> <p>Search Committee work will be conducted during F20 and W21.</p>
4.	Prerequisites should be established for PACS 401. These should include the successful completion of two of PACS 201, 202, or 203.	Examine overall coherence of approach to teaching analytical and research skills during the “curriculum review” described above (Recommendation 1). Determine appropriate steps to prepare students for PACS 401 .	<p>PACS Chair</p> <p>PACS AG</p>	See timeline for “curriculum review” above.
5.	MPACS should become a research-based Master of Arts in Peace Studies.	Explore feasibility of a Master of Arts in PACS with Arts Dean and Associate Vice President, Graduate and Postdoctoral Affairs.	<p>Grebel Dean</p> <p>Grebel President</p> <p>PACS Chair</p>	Spring 2022 or 2023 (as post-pandemic opportunities become clearer)
6.	The department should establish a committee structure to manage the PACS programs more effectively. These should include the establishment of committees for graduate admissions, the undergraduate program, and the graduate program.	<p>Collect information about committee structures used by other comparably sized departments in the Faculty of Arts.</p> <p>Deliberate within PACS AG on possible committee structures and their advantages or disadvantages.</p>	<p>PACS AG</p> <p>PACS Chair</p> <p>PACS Administrative Staff</p> <p>Grebel Dean</p>	<p>Staff will begin collecting information in Fall 2020.</p> <p>PACS AG will begin examining options in Spring 2021, and</p>

				make a decision by December 2023.
7.	The department must take steps to ensure that there is increased diversity in the faculty members teaching in the PACS programs. This relates to equity, diversity, and inclusion of the people who teach in the program, but also to content and methodological diversity	See response to Recommendation 2 above.	PACS Chair PACS Search Committee PACS AG Grebel Dean	See timeline for Recommendation 2 above.
8.	PACS should cultivate an active Alumni Network that could be harnessed to help with recruitment and could build a suite of activities in which existing students could participate.	Engage other PACS-related programs to collect ideas. Develop a plan for energizing our alumni network and connecting current students with alumni.	PACS Staff PACS AG Grebel Office of Advancement	Begin researching other programs' models during Winter 2021. Formalize a plan by end of the Spring 2021 term, with the intent to begin implementation in Fall 2021.
9.	Staff working in the PACS program need to be given professional development opportunities. Such opportunities already exist for UW staff, but staff at the Affiliates are	Consult internally and with University counterparts on ways to enhance staff access to PD opportunities.	PACS Chair Grebel Dean	Winter 2021

	prevented from accessing this training. An institutional agreement should be reached to allow Affiliates staff to participate.		Grebel HR and Administration	
10.	Sessional instructors should be given a space where they can meet with students to hold office hours. Every effort should be made to maintain their email accounts so that students may contact them easily even after having completed their coursework.	<p>Pursue conversations within Conrad Grebel University College concerning the provision of spaces for adjunct instructors.</p> <p>Examine ways of providing more consistent access to UWaterloo email accounts.</p>	<p>PACS Chair</p> <p>PACS Staff</p> <p>Grebel Dean</p>	<p>Begin in Fall 2020.</p> <p>Work with Grebel Dean to conclude any adjustments to Grebel guidelines by end of Fall 2021 (as more normal on-site work routines stabilize).</p>
11.	Conrad Grebel and UW should explore the possibility of hiring joint appointments with Environmental Studies or Computer Science. We understand that there are constraints imposed by the “across the creek” relationship between UW and the Affiliates, but this could be overcome by institutional-level collaboration.	<p>Invite creative approaches to collaboration in suitable Grebel-UWaterloo and AFIW-UWaterloo forums and meetings.</p> <p>Affirm value of existing initiatives and programs to the University system.</p>	<p>Grebel Dean</p> <p>Grebel President</p> <p>PACS Chair</p> <p>PACS Faculty Committee</p>	Ongoing

12.	Cross-institutional funding problems need to be worked out at the institutional level.	<p>As #11 above:</p> <p>Invite creative approaches to collaboration in suitable Grebel-UWaterloo and AFIW-UWaterloo forums and meetings.</p> <p>Affirm value of existing initiatives and programs to the University system.</p>	<p>Grebel Dean</p> <p>Grebel President</p> <p>PACS Chair</p> <p>PACS Faculty Committee</p>	Ongoing
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The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review _____

2026-2027

Date

Signatures of Approval



August 27, 2021

Chair/Director

Date



September 16, 2021

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

Date



15 January 2022

Faculty Dean

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.

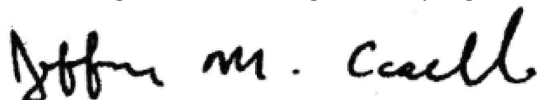


April 27, 2021

Associate Vice-President, Academic

Date

(For undergraduate and augmented programs)



August 5, 2021

Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Date

(For graduate and augmented programs)