

# Two-Year Progress Report

## Political Science (BA/MA/MPS)

### October 2016

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**Background:**

The Department of Political Science submitted their self-study to Office of the Associate Vice-President, Academic (AVPA) on June 27, 2014 with a site visit by external reviewers conducted on October 7-8, 2014. The external reviewers' report was received on November 25, 2014 and the Department's response and implementation strategy, with timelines, responsibilities and resource needs assessment, was unanimously approved at a Department of Political Science (PSCI) meeting on December 11, 2014, received on December 18, 2014 and approved by the Dean of Arts on December 27, 2014. The self-study was approved in March 2015 by the Senate Undergraduate Council and was subsequently approved by Senate in April 2015.

In September 2016, the recommendations from the Final Assessment Review approved by Senate were referred to the Political Science Department's Undergraduate Committee, Graduate Committee and MPS Advisory Committee for consideration and updating. Each committee provided written responses which were collated and presented to a Departmental meeting for discussion and approval on October 20, 2016.

**Progress on Implementation Plan:****General Recommendations**

1. The priority of the Department in the coming years should be to consolidate the changes implemented in recent years rather than making additional major changes.

**Status:** Completed

**Details:**

The Department strongly endorses this recommendation. The main focus of the Department is indeed to consolidate both the new specializations/plans as well as the new pathways (e.g. experiential learning.) Please see below for further specific completed action items in this regard.

## **BA POLITICAL SCIENCE PROGRAM RECOMMENDATIONS**

2. We strongly support the Department's efforts to encourage the shift from the General BA option toward the Honours BA and believe that eventual elimination of the General BA option would be a good idea.

**Status:** Not pursuing

### **Details:**

The Associate Chair, Undergraduate Studies and Chair met with the Associate Dean of Arts, Undergraduate Studies to discuss this recommendation in February 2015. In light of the Plan Standardization changes across the Faculty of Arts, the Department determined that an elimination of the General BA was no longer optimal, particularly since no other department in the Faculty of Arts was pursuing an Honours-only BA offering. Instead, through the plan standardization process, the Department determined that it would demand the same requirements of students pursuing the Honours BA and the 4Yr General BA (the remaining difference is the 70% average needed to graduate with Honours and 65% with a 4Yr BA). The impact of this is twofold: first, all Political Science majors require training in research methods or theory, that they pursue experiential learning through one of our pathways, and that they take at least two courses at the 400 level. This means that the majority of students will intend to pursue an Honours degree, and the 4Yr BA will be a fallback option, not an opt-in. A second, and related, impact is the Department's ability to retain students in our major who want to pursue political science but who have major averages between 65 and 69%.

3. The distinction between International Relations and Global Governance is not clear and the Department is not able to consistently offer all courses required for each specialization. More work needs to be done on streamlining these offerings.

**Status:** Completed

### **Details:**

The Department agreed with this recommendation and ensured that a stronger differentiation between the International Relations and Global Governance specialization was completed for the 2016-2017 academic calendar. The new specializations include the successful completed of six courses. The Department of Political Science long-term staffing plan makes explicit provisions that the required courses in each of the specializations are offered at least once a year or more.

## Global Governance Specialization

<b>Old Global Governance Specialization:</b>	<b>New Specialization (2016-2017 Academic Calendar)</b>
<p>The Specialization in Global Governance requires successful completion of four academic course units (eight courses):</p> <ul style="list-style-type: none"> <li>• PSCI 281 (World Politics)</li> <li>• HIST 268 (Comparative History of Empires)</li> <li>• six of PSCI 369 (Politics of Decolonization), 387 (Globalization), 389 (Global Governance), 428 (State &amp; Economic Life), 432 (Global Enviro Gov), 439 (Global Social Policy), 480 (China &amp; GG), HIST 266 (British Empire)</li> </ul>	<p>PSCI 281 (World Politics)  PSCI 283 (Int'l Political Economy)  PSCI 387 (Globalization)  PSCI 389 (Global Governance)</p> <p>Two of: PSCI 369/HIST 369 (Decolonization), PSCI 375 (Transnational Migration), PSCI 404 (Globalization, Business, Development); PSCI 432 (Global Environmental Gov); PSCI 439 (Global Social Policy); PSCI 480 (China &amp; GG); PSCI 486 (Diplomacy); PSCI 488 (Global Food &amp; Agri)</p>

The International Relations specialization is a joint specialization with History. The Associate Chair, Undergraduate met with the Association Chair, Undergraduate in History and an agreement was made regarding requirements for a new specialization. The Department of Political Science long-term staffing plan makes explicit provisions that required courses will be taught at least once a year or more. For students following requirements under earlier calendars, the Faculty of Arts will allow “mix and matching”, which means that students who are following the requirements of earlier calendars can take advantage of these streamlined specializations offered by the Department.

## International Relations Specialization

Old International Relations Specialization	New Specialization (2016-2017 Academic Calendar)
<p>The specialization in International Relations requires successful completion of four academic course units (eight courses):</p> <ul style="list-style-type: none"> <li>• <u>Two of:</u> PSCI 281 (World Politics), PSCI 282 (Foreign Policy), HIST 311 (International Relations 1890-1951)</li> <li>• <u>Three of:</u> HIST 220 (The Vietnam War and American Society), HIST 230 (Introduction to the Modern Middle East), HIST 268 (A Comparative History of Empires), HIST 275 (The Modern World in Historical Perspective), HIST 282 (History of Modern South Asia), HIST 315 (US and the World), HIST 350 (Canada and the Americans), HIST 389 (Canada in World Affairs)</li> <li>• <u>Three of:</u> PSCI 355 (Politics Among the Soviet Successor States), PSCI 369 (The Politics of Decolonization), PSCI 375 (Transnational Migration), PSCI 382 (Politics of Canadian Foreign Policy), PSCI 383 (no longer offered), PSCI 481 (Interstate War), PSCI 482 (Critical Security Studies), PSCI 486 (Special Topics in International Diplomacy), PSCI 487 (International Relations Theory)</li> </ul>	<p>PSCI 281 (World Politics) PSCI 282 (Foreign Policy)</p> <p><u>Three of:</u> HIST 220 (The Vietnam War and American Society), HIST 230/PSCI 257 (Introduction to the Modern Middle East), HIST 268 (A Comparative History of Empires), HIST 275 (The Modern World in Historical Perspective), HIST 282 (History of Modern South Asia), HIST 311 (International Relations 1890-1951), HIST 315 (US and the World), HIST 350 (Canada and the Americas), HIST 389 (Canada in World Affairs)</p> <p><u>One of:</u> PSCI 402 (International Trade), PSCI 481 (Interstate War), PSCI 482 (Critical Security Studies), PSCI 486 (Special Topics in International Diplomacy), PSCI 487 (International Relations Theory).</p>

4. Responsibility for the experiential learning stream should be assigned to someone with strong community linkages in the Waterloo area. We also recommend that the Faculty of Arts provide support for programs developing experiential learning components to their programs.

**Status:** Completed

**Details:**

The experiential learning pathways have been developed and are in effect for the 2016-2017 academic calendar. The Department has assigned two faculty members to oversee the implementation of its experiential learning requirements. The first is the Experiential Learning Coordinator, who teaches the new required course PSCI 299 (Political Science Beyond the Classroom) and advises our new majors on their experiential learning options within the degree. The Experiential Learning Coordinator also develops much of the content for the experiential learning courses offered at the fourth year level within the Civic Engagement Pathway (PSCI 497A, 497B, 498A, 498B, and 498C). The second faculty member is the Experiential Learning Instructor, who oversees, advises, and evaluates students within the Civic Engagement Pathway. The other two experiential learning experiences that our students can choose from are the Co-op Pathway (students apply in their 2A term and are accepted into the departmental co-op at the beginning of their 2B term) or the Research Pathway (where students write an Honours Essay by taking 499A and 499B).

Through the work of the Department of Political Science, the PSCI 299 (Political Science Beyond the Classroom) course has engaged with the broader university for support from Cooperative Education and Career Action Centre, Waterloo International, and the Student Success Office in order to prepare our new majors for the experiential learning opportunities within their PSCI degree. Each of these partners are linked to PSCI 299 through presentations, assignment requirements, and reflective learning components. The Faculty of Arts has created a new EDGE certificate (Experiential Education Certificate), of which PSCI 299 and some of the civic engagement experiential learning courses count as “experience” towards that certificate. This will give our PSCI majors an advantage if they want to work towards that designation during their undergraduate degree.

While both of the faculty members who are largely responsible for experiential learning have some community linkages, the Department is involving all of our faculty members in this regard. We are continually compiling a list of potential civic engagement opportunities for students through our own networks. CECA also allows all students to use their databases for volunteer job searches. Students have already shown themselves adept at using their

community contacts to create volunteer opportunities that relate to government and politics. The department has been clear to students that, while we will offer resources and supports, they have to find their own community placements if they wish to pursue a direct community placement. The students who want that particular experience appear ready to rise to that challenge. Other students have expressed interest in earning their experiential learning credit through research apprenticeships, study abroad opportunities, or pursuing independent study on a current issue in politics.

The opportunity for experiential learning can also be found in two of our field courses. *Model Arab League* is a course that includes as a component a five-day trip to Washington, DC where students participate as delegates in a Model Arab League. Our *Cultural Literacy and Trade* course focuses on international trade, entrepreneurship, and culture in Israel. The course culminates in a two-week trip to Israel where students meet, among others, business leaders and ambassadors, while also visiting and learning about key cultural and historic places in that country.

5. The Department should move toward requiring a half credit methods course for all undergraduate majors in Political Science.

**Status:** Completed

**Details:**

All Honours and 4Yr General PSCI BA students are required to take a course (equivalent to 0.5 units) in either research methods or political theory. The change was approved by the department and implemented in the 2016-2017 academic calendar. The Political Science Department long-term staffing plan is explicit in ensuring one or more of the listed PSCI courses in this requirement are offered each year. Additionally, ARTS 280 (Statistics for Arts Students) is offered at least twice a year, with the spring offering usually online (making it a convenient option for PSCI majors).

6. The undergraduate committee should consider how it can be ensured that students are introduced to political theories and ideologies at an early point in their degrees.

**Status:** Completed

**Details:**

With the requirement of a methodology or theory course as part of the 4Yr General and Honours BA we are ensuring that students are introduced to theories and ideologies at an early point in their degree. It is also notable that the required course PSCI 299 is deliberately designed to, among other things, introduce students to the evolution of political science as a discipline, and to what separates it from other social sciences. This course (along with the required theory courses) also introduces the logic and tools used by political scientists to ask both normative and empirical questions.

7. The Department may wish to consider introduction of fully online or blended learning teaching methods in coming years. In particular, blended learning strategies and online assessments have been shown to be highly effective in improving student learning in recent research.

Status: In progress

**Details:**

The Department is progressing on its commitment to increase the amount blended learning and online assessments. A number of these strategies are already in use by many department faculty members including intensive use of LEARN course management system of online assessments, quizzes, electronic dropboxes, discussion boards, etc., including both of its large introductory first year courses (PSCI 100 and PSCI 150). PSCI 299, offered for the first time in Fall 2016, was designed to include intensive use of blended learning. All assignments are submitted and graded online, it is making extensive use of the Discussion Board for students to earn their participation marks, and next fall students will also be using the e-portfolio (the PSCI 299 class should have an average of 45-50 students going forward, but this fall, because of the popularity of plan standardization across the Faculty of Arts, PSCI 299 has close to 90 students enrolled, making it more difficult to employ the e-portfolio function in the course's first iteration).

The experiential learning courses within the Civic Engagement Pathway are entirely online (PSCI 497A, PSCI 497B, PSCI 498A, PSCI 498B, and PSCI 498C). While students will be meeting with each other and the Experiential Learning Instructor throughout the term, their writing reflections, sharing of experiences through discussions, and final projects will all occur through the LEARN management system. As these courses are implemented (the first offering will occur in Winter 2017), the Department will continue to monitor their success for blended learning and make improvements and revisions where required to optimize the students'

experiential learning opportunity. It is also worthy to note that, in the past, International Studies 101 has been offered as an online course (before the Department took on the International Studies minor). While the course itself would have to be completely rebuilt to reflect a political science approach, there is an online shell available to us to begin this process.

8. There are very small numbers of international students registered in the undergraduate program and the Department may wish to discuss with university administration how it can do a better job in recruiting strong international students.

**Status:** In progress

**Details:**

Please see #9 below. It continues to be the case that political science is not a direct entry plan for Arts students and, as a result, recruitment of international students can only take place incidentally through recruitment of students to the Faculty of Arts more generally. The Department does take part in Faculty-sponsored activities such as the Fall Open House and Declare Your Major, as well as internal department events such as the Political Science Major Information Session. Through these events we do try to reach out to all students who are interested in pursuing a major in Political Science, including students who are attending the university from abroad.

9. The Department is working to enhance the internationalization of its programs, by working to create dedicated exchange opportunities for Political Science students. It would be helpful if more resources were available to support Political Science students who wish to take advantage of these exchanges. The Department could also take advantage of the numerous international connections of the Balsillie School to increase the visibility of its programs.

**Status:** In progress

**Details:**

The Department continues to encourage our students to take advantage of existing exchange opportunities. In addition to what the Department has already done (including identifying strong political science departments and working to identify course equivalencies in advance which is anticipated to increase uptake of such opportunities by UW students, creating a



webpage dedicated to international exchange opportunities open to students in Political Science and currently highlighting six exchange opportunities - Warwick, Graz, Hong Kong, Queensland, Oslo, and Sussex - which are of particular relevance to students of political science with listings of specific political science relevant courses) we have also created "Travel Abroad" as one of the experiential learning opportunities that PSCI students can undertake to fulfill the experiential learning requirement of the PSCI 4Yr and Honours degree. PSCI 497A and PSCI 497B were deliberately designed to encourage our students to take an academic term abroad. While they are away, students will be writing reflections about their experience. When the students return to Waterloo, they will take PSCI 497B and complete a final project about their experience in a different country. PSCI 299 introduces this experiential learning possibility to our new majors which includes a presentation by Waterloo International, the conduit through which students arrange their international exchange. It is our expectation that many more students will opt in to the travel abroad experience since it will also count towards their experiential learning requirement. The Department will be keeping track of this data.

10. We recommend that representatives of the Department, particularly the Associate Chair, Undergraduate, meet directly with the Coop office in order to discuss the needs and skills of Political Science students with respect to placement and possibilities for improving the types of placements these students receive.

**Status:** Ongoing

**Details:**

Plan standardization within the Faculty of Arts has provided the Department with an opportunity to invigorate its co-op programme. With the Honours major average lowered to 70% (from 75%) the department anticipates a greater number of PSCI students opting to apply to the Co-op pathway as their experiential learning requirement in the degree. Co-op is also something faculty members hear a lot about from interested students during the Fall Open House, the Ontario Universities Fair, Declare Your Major, and the department's own Co-op Information Session.

As a result, the Department has formally uncoupled the Co-op Advisor role from the responsibilities of the Associate Chair, Undergraduate Studies. The Department now has a dedicated Co-op Officer, Professor Dan Henstra, who oversees our current co-op students and actively works to recruit and approve new PSCI majors into the co-op stream. Through an in-class presentation by UW Co-op, our new majors in PSCI 299 are introduced to co-op and the

role of CECA more broadly. Professor Henstra also makes a presentation to the students about the details of the PSCI co-op programme, and he holds a second, stand-alone co-op information session at the end of October each year. Professor Henstra has developed a PSCI-specific co-op handbook and is tracking the kinds of jobs that our students get through the co-op competition. He will continue to work closely with CECA and Rachel Jenson, the new manager of Co-op for the Faculty of Arts, to assess the types of jobs that are attractive to our students. It is also important to note that in PSCI 299 students engage in a serious, reflective exercise in which they assess their own skills, values, and goals. Students use this exercise to think about the kinds of jobs they may want to pursue, the kinds of skills they still require to successfully compete for those jobs, and then design a plan (through course planning, volunteering, etc.) for how they can develop those skills and achieve their goals.

The co-op office has identified to us that the more students we can attract to the PSCI co-op, the more likely the supply of appropriate and attractive jobs will be available to them. The Department continues to move forward on strengthening our co-op for the benefit of our majors.

#### **ADDITIONAL NOTES – UNDERGRADUATE PROGRAM**

##### **Explain any circumstances that have altered the original implementation plan:**

Plan Standardization, as spearheaded by the Faculty of Arts, changed the Department's plan with regard to elimination of the 4Yr General BA. This is no longer a recommendation that the Department will be pursuing. Doing so would put us at a disadvantage vis-à-vis other departments in the competition to keep and retain majors. It is worth reiterating that, as a result, the Department has made the requirements for the Honours and the 4Yr General BA identical, save for the major average required to be conferred a Honours degree. In either case, a PSCI major will have training in either political theory or methodology, they will have finished an experiential learning pathway, and they will have completed at least two 400 level PSCI courses. Most students will aim to graduate with Honours, and the General degree will act more as fallback rather than as an "opt in".

**Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:**

The most significant development since the review has been the implementation of experiential learning in the PSCI degree. The University of Waterloo is an international leader of experiential learning through its co-op program. The fact remains, however, that not all students want to be in the co-op programme but there is wide agreement that students should still have some kind of “experience” in order to successfully compete for jobs when they are finished their undergraduate degrees.

In the 2016-2017 academic calendar (and all calendars that will follow), the PSCI department requires their majors to choose an experiential learning pathway. Three are offered: the co-op pathway (where students gain experience through the co-op program), the research pathway (where students have experience researching and writing a major piece of scholarship at the undergraduate level), and the civic engagement pathway (where students have a choice of studying abroad, following a current issue in politics for a term, providing research assistance to a PSCI faculty member, or through volunteering in a community placement that has to do with politics and government). All of these opportunities – and the reflective learning and writing that accompanies them – are taught in PSCI 299 “Political Science Beyond the Classroom”. PSCI 299 is a required course and it teaches our students a variety of objectives, including the ability to identify learning goals, skill gaps, and create a plan to achieve them; recognize, adopt and practice deep-learning strategies for political science; demonstrate an understanding of the basic logic and tools used by political scientists to explain the political world; and finally to develop effective skills for reading, writing and presentation in political science. It promises to be a deeply valuable course for students in Political Science.

While the new experiential learning courses in the Civic Engagement Pathway have not yet been offered (start date of Winter 2017), our students are already excited about them. The Department is committed to tracking the data associated with those courses, including the numbers of students who select each one, the placements they go on, the quality of research they do for faculty members, the kinds of issues they wish to follow, and the number and location of international exchange experiences. Among the departments within the Faculty of Arts, Political Science is taking experiential learning very seriously and our plan is to have smart, knowledgeable, engaged, and experienced students graduating with our degree.

### **MA Political Science Program Recommendations**

1. Collect data on the level of funding offered to MA students by other universities in southern Ontario. If Waterloo is indeed more generous, it should make it known

**Status:** Completed

**Details:**

In spring 2015, the Associate Chair for Graduate Studies gathered data on funding offered by political science programs at other universities in Ontario and beyond. From the information we could obtain, it appeared that our regular funding package was generally competitive. Our financial offers were more competitive when we were able to offer top-up funding from the research grants of individual faculty members. As recommended, our revised website highlights the details of our funding packages much more than it did in the past.

2. Narrowing the enrolment range to 20-30. Improve take up rate.

**Status:** Completed

**Details:**

We have narrowed the range to 13-18, targeting around 15 each year. In response to the last program review, we have taken a number of steps to improve the take up rate: 1) identify top-up funding and convey this to students at the time of admission, 2) have professors contact each admitted student, encouraging them to join our program, 3) survey incoming and current students on an ongoing basis to see what has attracted them to our program, and 4) reach out more to undergraduates with the graduate school info session (with excellent attendance). We believe these efforts have paid off. In the last two years we have had very good take-up rates among admitted students. This year, over 60 percent of our offers were accepted.

3. The Department should encourage more students to choose the coop option and invest in its relationship with the Cooperative Education program to improve the opportunities for Political Science students.

**Status:** Completed

**Details:**

For the last two years we included a presentation by the university's co-op office (CECA) in new graduate student orientation. We have carried out the commitment made in response to the last review to reinstate the "Departmental Co-op officer" position, which is now occupied by Professor Dan Henstra. He has provided further assistance to students interested in learning more about co-op. For the last two years, we have had two MA students participating in the co-op program each year. All of them report very good educational experiences through their placements in private, public and non-profit organizations. This year an unprecedented eight students have been accepted into the co-op program.

4. In order to recruit international students, the Department should continue to develop close partnerships with foreign institutions, as the Department is currently undertaking with the University of Warwick Department of Politics and International Studies. It is important that the Department receives support from the Faculty of Graduate Studies in attracting foreign students.

**Status:** Ongoing

**Details:**

We are interested in bringing international students to our program. We see two ways to do so. One is to directly encourage international applicants. We receive many inquiries from international applicants and continue to encourage them to apply. The department has been told by the Associate Dean of Arts, Graduate Studies, that we could only fund 1-2 international students each year. As noted in the original response to the reviewers' recommendation, "In the past three years, the Department has either met or surpassed this target. Given the strong pool of international applicants in the current graduate application round, the Department is confident that it will again meet this target." The other way to recruit international students is through exchange programs with foreign institutions, which does not include funding provided by UW. Given the short duration of our MA program (one year), there are practical difficulties in arranging for exchange students with other programs, including the one at the University of

Warwick. However, we have been very supportive of the initiative of the MA program in Global Governance (with which we are closely affiliated and on whose program committee the department is represented) to proceed with a formal exchange relationship with Warwick and we have been happy to see Warwick students now in our MA classes. We continue to be open to exploring possibilities for formal exchange relationships that fit with our program structure.

## **MPS PROGRAM RECOMMENDATIONS**

1. The University should keep investing in the MPS program.

**Status:** Ongoing

### **Details:**

UW has continued to invest in the program in many ways and champion it in externally and internally. We have worked with media relations in the University, and there have been two recent articles that have noted the opportunities as a student and the general growth in the program. It is now the largest grad co-op program in the university. The articles can be found here <https://uwaterloo.ca/arts/news/master-public-service-co-op-student-works-parliament-hill> and here <https://uwaterloo.ca/stories/co-op-education-prepares-graduate-students-public-service>.

We have also invested significant resources in building a dedicated alumni network which regularly attends social events in Toronto and Ottawa. MPS alumni are enthusiastic champions of the program and are vital resources by acting as mentors to incoming students, providing help on resumes, conducting mock interviews, and offering detailed advice and knowledge on how the public service works, and qualities which are necessary to become a successful public servant. This engagement is important as these are skills that cannot be taught in a classroom. The appointment of John Milloy, former Ontario cabinet minister and member of provincial parliament for Kitchener Centre, as a lecturer, has reaped significant dividends for the program. He has managed to bring a real world perspective, which is mandatory for a professional program and has also successfully spearheaded some key initiatives. First, he manages a mentorship program in which fifteen of our top students are matched to highly placed individuals in municipal, provincial and the federal governments. The program

encourages networking and allows students to understand the skills required to succeed as professional public servants.

A second investment facilitated by Dr. Milloy, has been the creation of an Advisory Group consisting of former reputed public servants. The primary responsibility of a Group member is to offer career advice to MPS students on the culture of the public service and key ingredients for success. The existence of the Advisory Group is also a branding initiative, which should generate more awareness and interest in the program as well as networking and employment opportunities for MPS students.

Perhaps the most important investment has been the creation of a new program space on campus. This will enable students to forge stronger relationships with graduate students from other programs and professors, and take advantage of considerable resources, which are difficult to access at the current space. The opening of the new program space (August-September 2017) also provides an important opportunity to highlight and showcase the MPS program both within the University community, the broader local community, and the wider public service community. Plans for the opening will be developed in spring 2017 under the direction of the program Director, the internal UW MPS Advisory committee, and the external Advisory Group.

2. The main challenge in terms of MPS enrollment involves space. Were the University to decide not to renew the lease in 2017, moving the program will have to be planned with extreme care. Ideally, the University would accept leasing more space (enough to enable an enrollment range of 45-55) for the program in a professional environment. Given the revenues generated for the University by the program, we believe this latter solution to be a valuable one. If the University decides to renew the lease, the enrollment problem caused by the lack of space (discussed above) would continue. The enrollment target of 48 would then have to be reduced to a more realistic figure.

**Status:** Completed

**Details:**

It has been conclusively determined that the MPS Program is moving back to main campus into one of the former Blackberry buildings. The plans have been approved by the Program Director and Program Officer and is very similar to the existing space. The new space can accommodate 54 students which will enable more flexible enrollment targets. The space also has a state of

the art theatre that is conducive to hosting guest lectures. Another difference in the new facilities is the construction of three offices in addition to separate spaces for the Program Director, Officer, and Assistant. The additional offices will allow associated faculty to spend longer time periods at the MPS space, which would be extremely beneficial to students and enable the program to potentially host visiting public servants on exchange programs. Our objective is to have an annual Scholars in Resident program, which hosts distinguished public servants who have been granted a sabbatical.

3. We strongly support the Department's argument for an additional staff person to support the MPS program.

**Status:** Completed

**Details:**

A two-year limited term Program Assistant was approved in January 2015. The Program Assistant has been invaluable and has facilitated an efficient allocation of duties among the Program Director, Program Officer, and Program Assistant. The creation of a Program Assistant responsible for ensuring that program guidelines and administrative requirements are strictly adhered to by current as well as co-op students, has allowed the Program Officer to focus on student well-being, and branding initiatives, marketing, and recruitment. The effort spent by the Program Assistant on administrative responsibilities is absolutely critical as it opens more time for the Program Officer for outreach and awareness, and ensuring that we maintain our enrollment targets. We look forward to this position becoming permanent once the program returns to main campus.

4. The program should in fact aim to have all of its courses taught by regular professors, especially that students pay higher tuition to be in this program (note that all the MA courses in the Department are offered by regular professors). Other departments, however, could be encouraged to contribute to the program (through some form of compensation), thereby reducing the number of sessional teachers in the program.

**Status:** Not pursuing

**Details:**

This is an area on which the MPS directorship has spent considerable effort. Currently, there are five tenured or tenure stream professors from Political Science (Daniel Henstra, Angela



Carter, Emmett MacFarlane), English (Ashley Kelly), and Economics (Anindya Sen) who teach in the program as part of their regular course load and are expected to continue doing so for the foreseeable future. Currently, there are also three sessionals who are making a long-term and continuing contribution to teaching in the program: Rosemary McGowan (School of Business and Economics, Wilfrid Laurier University); Augie Fleras (Sociology, University of Waterloo); and Corey Van De Waal (Economics, University of Waterloo). The MPS advisory committee has decided to continue to retain these specific sessional lecturers as they are experts in their fields and have received very strong teaching reviews and praise from former students. While having regular faculty is important, our view is that students also benefit from sessional lecturers who happen to be outstanding teachers and who fit the program needs. It should also be noted that all of our sessional lecturers happen to be respected researchers who have published in well ranked peer reviewed journals.

### Updated Implementation Plan:

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	More blended learning in course offerings	Increase blended learning in all courses; monitor the blended learning implemented in PSCI 299 and the PSCI 49X Experiential Learning Courses.	Associate Chair, Undergraduate Studies  Experiential Learning Coordinator  Experiential Learning Instructor	Review of PSCI 299 and PSCI 49X courses in Spring 2017, and again each term.
2.	Internationalization of programs	Monitor whether an increase of international exchanges through PSCI 497A/B brings more students to UW PSCI; continue discussions with BSIA about potential for affiliated programs.	Associate Chair, Undergraduate Studies	Review exchanges each Spring (because of timeline for arranging international exchanges); BSIA?
3.	Co-Op and improved placements for PSCI students.	Greater intake of PSCI co-op students; continue to work closely with CECA vis-à-vis desirable jobs for PSCI students	Associate Chair, Undergraduate Studies  Co-op Officer	Review in Spring 2017 and Spring 2018 of job placements by the new cohorts; annual review of jobs taken by PSCI students in upper cohorts.
4.	MA PSCI – Recruit international students through contacts with international institutions	Stronger international recruitment efforts and enhanced contacts with international institutions	Associate Chair, Graduate Studies	Review international recruitment efforts (Spring 2017) following graduate application and admissions cycle; examine and propose potential

				international partnership institutions for enhanced student opportunities (Spring 2017)
5.	MPS – Ensure that the University continues to invest in the MPS program	<p>Review program (internal and external) promotion efforts and communications strategy</p> <p>Develop plans to leverage promotional opportunities provided by opening of new on-campus space</p>	<p>Director, MPS program</p> <p>MPS Internal UW Advisory Committee</p> <p>External Advisory Committee</p>	<p>Review program promotion efforts (Spring 2017)</p> <p>Develop plans to leverage promotional opportunities provided by opening of new on-campus space (September 2017)</p>

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