

# Final Assessment Report for the 2017-2018 Cyclical Program Review of the Master of International Public Policy (MIPP)

## INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Master of International Public Policy (MIPP) program prepared by the Quality Assurance Office, along with an identification of strengths of the program authored by the Dean of the Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee are listed, followed by a summary of the MIPP program's response, and the Dean's response. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Associate Vice-President: Teaching and Learning and the Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further follow-up reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

## SUMMARY OF REVIEW PROCESS

This is the first full review of the MIPP program; it underwent an abbreviated appraisal by OCGS in 2010 and was classified as GOOD QUALITY with no specific issues to be addressed in the next cyclical review.

The lead authors of the MIPP Self-Study were Dr. Margaret Walton-Roberts and Dr. Alistair Edgar, both of whom held roles as Associate Dean of the School of International Policy and Governance (SIPG) during the review cycle. In addition to the Self-Study (Volume I), the program also submitted a copy of associated faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft

of the Self-Study was reviewed by the Quality Assurance Office and Dean of the Faculty of Graduate and Postdoctoral Studies at Laurier prior to submission of the final version.

The external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on October 19, 2017, and the site visit was scheduled by the Quality Assurance Office for February 20-21, 2018.

The review committee consisted of Dr. Steffen Ziss from the Department of Economics at Wilfrid Laurier, Dr. Joanna Quinn from the Department of Political Science at Western University, and Dr. Myer Siemiatycki from the Department of Politics and Public Administration at Ryerson University. During the site visit, the review committee met with the following individuals and groups:

- Dr. Alistair Edgar, Associate Dean, Dr. Tim Donais, MIPP Director, and Ms. Kelly Brown, MIPP Program Officer
- Dr. Douglas Deutschman, Dean of Graduate and Postdoctoral Studies, Wilfrid Laurier University
- Dr. Paul Jessop, Vice-President: Academic and Dr. Kathryn Carter, Associate Vice-President: Teaching and Learning, Wilfrid Laurier University
- Current MIPP Students
- MIPP Faculty
- Librarians: Ms. Charlotte Innerd, Head of Collections, and Ms. Helene Leblanc, Liaison Librarian

The review committee submitted their completed report on March 26, 2018. The executive summary from the report is provided below.

### **External Reviewers' Report Executive Summary**

The Master of International Public Policy (MIPP) program is a flagship program at Wilfrid Laurier University. The program exemplifies academic excellence, providing active learning opportunities through an interdisciplinary environment. The MIPP is supported by a dedicated group of outstanding faculty members, and the students in the program are equally committed and eager to learn.

The program itself has an impressive track record. This year marks the ten-year anniversary of the program's existence, and is therefore an opportune time to take stock of the successes of the program, as well as to map the existing curriculum to better understand how the program fits together and to address emerging issues raised by the review. This will allow the MIPP to move forward cohesively.

Still, the MIPP requires strong and clear support from Wilfrid Laurier University. By this we mean that WLU must carefully work with the MIPP to identify where university-wide services could be adapted or provided to students in the MIPP. It also means that the MIPP administration must be included in decision-making and funding decisions.

In sum, we were mightily impressed with the strength of the MIPP program, and wish faculty and students much success in the coming years.

Following receipt of the External Reviewers' Report, the Department collaborated on a Unit Response, which was submitted on June 14, 2018.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 43 recommendations, which have been listed verbatim below, followed by a summary of the program's response, and the decanal response from the Dean of the Faculty of Graduate and Postdoctoral Studies at Laurier.

**Recommendation #1:** To date, the program has included roughly one international student per year. The program could, for example, and in keeping with the SAP's goal of enhancing diversity, be permitted to admit more international students going forward. The provincial government seems to be moving toward this kind of model, and it remains to be seen whether and how the university will be able to facilitate such a recommendation. Still, it bears consideration.

**Unit Response:** The MIPP program agreed with the recommendation and indicated it would be interested in discussing avenues for implementing it with the Faculty of Graduate and Postdoctoral Studies.

**Decanal Response:** In general, The FGPS is supportive of increased international students. It should be noted that in the last five years, the proportion of all offers extended to international students has ranged from 6% to 16%. Confirmation rates from international students are higher than their domestic counterparts so international students made up between 6% and 31% of total confirmations. This considerable year-to-year variability is not surprising, but it suggests that recruitment success is not closely tied to institutional targets.

The FGPS has considered recommendations for admission from one-year masters programs to recommend strong international applicants for admission as full-fee-paying candidates. To date the MIPP program has been reluctant to do so (citing need for at least a modest funding package). Nevertheless, that strategy is deployed with some success in other research programs. Moreover, the international tuition fee for the MIPP program was recently increased at the program's request, based upon a perceived international market. Under the new budget model, further discussion may be warranted to achieve a balance between the fees for international students, and the need for financial support.

**Recommendation #2:** We would encourage the MIPP program to consider – perhaps as a pilot – a less restrictive program admission requirement. It would signal that multiple fields of undergraduate study are appropriate platform for study and career in international public policy.

**Unit Response:** The program agreed with the intent of the recommendation but did not commit to any changes at this time. The program outlined the steps it has in place currently to ensure that admission requirements are appropriate for the course content and career goals of its students, and identified the relatively new Foundations

of International Public Policy (FIPP) course as an initiative to support interested students in obtaining the foundational knowledge necessary to be successful in the MIPP.

**Decanal Response:** The participation rate in the Foundations of International Public Policy has been modest, but the results thus far appear positive. A review of the disciplinary origins of their cohorts over the past several years to determine the areas where shortfalls most commonly occur may help substantiate the program's position.

**Recommendation #3:** In the event a more flexible approach to program requirements surfaces student knowledge gaps, these could be addressed in the Interdisciplinary Seminars of Winter and Spring Semesters.

**Unit Response:** The program indicated that the Interdisciplinary Seminar courses are designed to build upon a foundational knowledge shared by all students, and reiterated the role of the FIPP in helping students to achieve this foundation.

**Decanal Response:** The FGPS supports the program's decision regarding the interdisciplinary seminars. This recommendation is also related to the next two recommendations (#4, #5) about curriculum mapping.

**Recommendation #4:** MIPP faculty members should carry out a curriculum-mapping exercise to better understand how the existing curriculum fits together, and to decide together what to add, what to get rid of, and so on.

**Unit Response:** The program agreed with the recommendation and indicated that it would complete a curriculum mapping exercise by the end of the year.

**Decanal Response:** The FGPS supports this important initiative. It is important to review curriculum structure because of high turnover in students and course instructors. The mapping exercise is also a chance to consider and/or refine the degree learning outcomes.

**Recommendation #5:** While carrying out the curriculum-mapping exercise, MIPP faculty members should consider whether and how to incorporate professional and transferrable skills development within the IDS itself, perhaps by offering a dedicated course arranged around the theme "organizing the field".

**Unit Response:** The program agreed with the recommendation, noting that it would be part of the curriculum mapping exercise outlined in the previous recommendation.

**Decanal Response:** The FGPS supports this important initiative. As stated in #4, this could be important, but any specifics will have to follow the curriculum mapping exercise and a review of program learning outcomes.

**Recommendation #6:** Consider more formally designating MIPP streams on students' transcripts.

**Unit Response:** The program agreed to investigate the possibility of doing this through consultations with the Faculty of Graduate and Postdoctoral Studies and Enrolment Services.

**Decanal Response:** The program is encouraged to require students to confirm the field of study on the Graduate Program Change Request form.

**Recommendation #7:** At the beginning of the academic year, the administrative team should endeavour to provide information about the changes to the program so students will know what their coursework and stream options are.

**Unit Response:** The program agreed with this recommendation and noted that they already seek to inform students of program changes as far in advance as possible, but that the unique position of SIPG means that faculty members' course assignments in other programs may change and impact MIPP program scheduling.

**Decanal Response:** FGPS notes that incoming graduate students may begin course selection on May 15 annually. Consequently, it is imperative that course offerings are confirmed as early as possible.

**Recommendation #8:** WLU central administration should make clear the expected threshold for enrollment in courses mounted by the MIPP.

**Unit Response:** The program noted that the expectations around course enrolments were already quite clear, and that they would continue to promote relevant MIPP courses to non-MIPP students.

**Decanal Response:** FGPS supports the notion that a minimum enrolment threshold should be determined, and that the program continues to attract interest from non-MIPP students. FGPS will work with SIPG to encourage participation of non-MIPP students. The availability of these courses should be promoted in related fields like sociology; religion, culture and global justice; social justice and community engagement; and applied politics.

**Recommendation #9:** Since the funding for students to be admitted to the MIPP program comes out of the BSIA, the Faculty of Graduate and Professional Studies (FGPS) should stop constricting the number of admission offers that can be made by the MIPP.

**Unit Response:** The program noted that the recent signing of the new BSIA agreement allowed greater flexibility in the number of offers made to applicants and that it would continue to work with FGPS to achieve the program's planned growth in the coming years.

**Decanal Response:** Enrolment targets are established at the institutional level, not by the FGPS, and are based upon the Strategic Mandate Agreement, the institution's ministry-funded overall enrolments, and the strategic goals of the university as a whole.

Over-offering has been encouraged in all graduate programs for more than a decade. The institution has set targets, not limits. In the past 3 years, MIPP has offered admission to 24, 26 and 32 domestic students. The number of students committing to the program was 17 (71% of offers), 11 (42%), and 17 (53%), respectively. It

seems that class size is determined, at least in part, by the rate at which students accept their offers and is likely not limited by institutional targets.

**Recommendation #10:** Given the changes being introduced by the province for graduate admissions, and given that “international” is in the title of the MIPP, the MIPP should be given permission to admit more international students.

**Unit Response:** The program noted that their response to this recommendation had already been provided in #1.

**Decanal Response:** The FGPS response to this recommendation has also been provided in #1 and, to a lesser extent, in #9.

**Recommendation #11:** SIPG or the MIPP directly should get the tuition funding that the province provides for graduate students. SIPG effectively has no budget, and this funding could be used to furnish various aspects of the MIPP program. Everything the MIPP does is credited to WLU directly, not to SIPG, which makes it difficult to “prove” success.

**Unit Response:** The program indicated that it was open to discussions with administrators about the type of revenue sharing arrangement that makes sense given the unique position of SIPG within the university.

**Decanal Response:** The recommendation implies that the university is keeping an excessive amount of tuition and grant support. This recommendation appears to be based on a misunderstanding of the university’s RCM budget model. Under this model, operating grant support and tuition revenues are tied to each student’s faculty of registration as well as course enrolment data. It is unclear what change is being proposed and how it might benefit from the unique position of SIPG within the university. Any proposed changes would require discussions with the VP Academic and are outside the scope of the review.

**Recommendation #12:** Instructors (i) provide sufficient guidance to students regarding the use of readings and the structure and goals of all assessments (especially the GAC Project) (ii) provide regular and timely feedback on assessments (iii) avoid changes to the syllabus. MIPP Director and/or Program Officer ensure that all instructors distribute course outlines during the first week of classes.

**Unit Response:** The program agreed with the importance of providing students with this information about the program and its curricular elements, and that they would remind faculty of these expectations.

**Decanal Response:** The FGPS notes that these are well understood standards of practice. It is expected that all faculty members follow these essential components of effective teaching. Nevertheless, the FGPS agrees with the recommendation to provide make it clear what is expected from all instructors.

**Recommendation #13:** Re-consider whether the empirical skills taught in IP602 are required in the field courses. If it is determined that these skills are required then increase the amount of assessment that requires students to do empirical work in the field courses. If empirical skills are not required then consider either eliminating IP602 as a required course or altering the learning objectives of IP602. Specifically consider whether the objectives of IP602 are either to do empirical work or to understand empirical work.

**Unit Response:** The program agreed to the recommendation and indicated that it would undertake a review of IP602 in conjunction with the planned curriculum mapping exercise.

**Decanal Response:** The FGPS expects that this will be addressed during the curriculum mapping exercise (recommendation #4) and review of skills (recommendation #5). The question about required courses is also related to the relative differences among streams (recommendation #6).

**Recommendation #14:** Include course objectives in all course outlines. Wherever possible indicate how the course objectives relate to material taught in the required courses.

**Unit Response:** The program agreed with the intent of this recommendation and indicated that it would encourage all course instructors to include course objectives on their syllabi.

**Decanal Response:** As stated in response to #12, FGPS notes that these are well understood standards of practice. It is expected that all faculty members follow these essential components of effective teaching. If instructors are unable or unwilling to meet these basic requirements, they should be directed to Teaching and Learning.

**Recommendation #15:** In subsequent reviews provide course outlines for all courses and for all instructors that have taught a particular course.

**Unit Response:** The program indicated that they had followed university policy in selecting the syllabi presented to reviewers, and that they would archive copies of syllabi for all required courses going forward.

**Decanal Response:** The FGPS suggests that course syllabi be made available upon request. The FGPS notes that individual faculty bring different expertise and ideas to their classes, so there is no requirement that a class be taught the same way when offered by a different instructor. However, all instructors should ensure that each class they teach address the course learning objectives and tie into the broader degree learning objectives as envisioned in the curriculum mapping process. (See responses to recommendations #4, #5, #6, #12, #13 and #14).

**Recommendation #16:** Reconsider the value of delivering material in interdisciplinary teams. If this is deemed to be valuable then have a single IDS taught in the Winter and Spring terms by a team of 2 Faculty who provide suggested policy brief topics from 2 fields. If this is not deemed valuable then consider renaming IP605 and IP606 as Professional Development Seminars which are not related to any particular field but rather focus on policy brief writing and presentation skills (IP605) and Problem solving skills (IP606).

**Unit Response:** The program noted that it would review the components of this recommendation.

**Decanal Response:** The FGPS agrees with the unit's proposed course of action, which is a specific case within the broader curriculum review that has been discussed in recommendations #4, #5, #6, and #13.

**Recommendation #17:** For the next program review include a list of teaching and GAC Policy Brief supervision duties for all full-time and part-time faculty associated with SIPG and/or BSIA in every year of the Review (as is done in all other WLU Program Reviews). (ii) Increase opportunities for students to network with CIGI Fellows (e.g. invite CIGI Fellows to give guest lectures in various courses, invite CIGI Fellows to attend CGF symposium).

**Unit Response:** The program agreed to pursue both recommendations associated with #17.

**Decanal Response:** The FGPS supports the efforts of the unit in this regard, and is willing to investigate additional ways in which this type of activity generally may be promoted.

**Recommendation #18:** The MIPP Director should consider first consulting the Department Chair before approaching a potential candidate from the Department of a cognate discipline for teaching in the MIPP Program. Not doing so in the past has caused ill-will from faculty members with requisite qualifications for teaching in the MIPP Program who have been overlooked.

**Unit Response:** The program indicated that this approach was already their current practice and that they would continue it in the future.

**Decanal Response:** The FGPS recognizes the challenges of staffing an inter-disciplinary program, and supports the program's current practice. It might be useful to include the respective deans in these negotiations where necessary.

**Recommendation #19:** The MIPP Director should try to expand the pool of part-time faculty by contacting Chairs of Departments for cognate disciplines in the Region and ask them if they know of potential candidates for MIPP teaching and if so if the Chairs could make those candidates aware of the postings and encourage them to apply.

**Unit Response:** The program agreed with the importance of developing a strong network of connections for identifying part-time faculty who would be suited to teaching in the MIPP program.

**Decanal Response:** FGPS supports the idea of maintaining a strong network of potential instructors and communicate with appropriate stakeholders when positions are available.

**Recommendation #20:** The MIPP Director should offer advice to part-time faculty regarding the course outline and should meet with the part-timers at various points during the course to see how the course is going and/or to deal with any student complaints or issues.



**Unit Response:** The program indicated that part-time faculty are already encouraged to connect with the Program Director, Officer, and Associate Dean on an as needed basis.

**Decanal Response:** The FGPS supports any efforts related to faculty-to-faculty mentorship.

**Recommendation #21:** The program might re-consider whether the program merits having 4 fields given the low enrolments in the IER and IEP fields in 2015-16. If all 4 fields are viewed as viable then ensure that all 4 fields are equally attractive to students via the allocation of faculty to courses and via course content, assessment and objectives.

**Unit Response:** The program agreed to examine the field structure as part of its curriculum review, and stated that there is planned growth in the IER and IEP fields in the coming years.

**Decanal Response:** The FGPS agrees that a review of the field structure is useful, and is willing to assist where needed. This ties directly to the curriculum review in #4 and the idea of streams noted on transcripts (#6).

**Recommendation #22:** The MIPP Director should negotiate with the Dean of FGPS to be allowed to make more offers than the target enrolment based on data as to how many offer get rejected and with the understanding that any costs associated with going over target would be borne by the Balsillie Fund.

**Unit Response:** The program felt that this recommendation had been addressed in #9.

**Decanal Response:** As noted in #9 above, over-offering to achieve optimal intake has been encouraged since the launch of the provincial government's graduate expansion initiative early in the last decade. Confirmation rates over the last five years averaged 57% but varied from 42% to 74%. As an example, making 30 offers of admission would, on average, yield 17 confirmations, but could range from a low of 12 to a high of 22. High variability is to be expected.

**Recommendation #23:** The MIPP Director should meet with the Dean of FGPS to work out a BSIA funding and WLU International student tuition framework that would result in (a) more international student admissions and (b) every international admission resulting in a positive net financial contribution to WLU.

**Unit Response:** The program stated that their response to this recommendation had been articulated in #1 and #10.

**Decanal Response:** The responses to #1 and #10 apply.

**Recommendation #24:** BSIA Funds should be used to market the MIPP program to students and employers using BSIA and SIPG staff and with input from Associate Dean, SIPG and the MIPP Director. Marketing the MIPP program should include improvements to the BSIA web-site. Ideas for improving the web-site can come from looking at the websites of competitor programs.

**Unit Response:** The program indicated that they would solicit suggestions for marketing and recruitment ideas from SIPG faculty.

**Decanal Response:** The FGPS is supportive of the program's desire to enhance its visibility to a prospect pool, and is interested in engaging in that process.

**Recommendation #25:** Department Chairs from cognate disciplines be invited to SIPG Council when curriculum matters are discussed.

**Unit Response:** The program did not agree with this recommendation and indicated that they would continue to apprise Chairs from cognate departments of relevant changes.

**Decanal Response:** The FGPS defers to the program to determine its curriculum requirements. As changes are brought to Graduate Faculty Council for approval, chairs and graduate co-ordinators from cognate departments have an opportunity to review as required.

**Recommendation #26:** The MIPP Program Officer could liaise with employers of previous MIPP students (e.g. employers listed in Appendix C of the Self-Study) and with the Career Centre to make current MIPP students aware of relevant career opportunities.

**Unit Response:** The program indicated that they already engage in efforts to connect with employers of MIPP graduates, and that recent additions to SIPG faculty could increase their capacity to do more of this.

**Decanal Response:** This is an important and practical way to meet the needs of prospective and current students, while also retaining connections with the program's alumni. Other administrative units on campus may also be interested and able to assist (e.g., the Career Development Centre, and the Alumni Office).

**Recommendation #27:** The MIPP Program Officer could consult with the MBA program to find out the Professional Development Support offered to MBA students and determine whether similar support could be adopted for MIPP students.

**Unit Response:** The program indicated that they welcomed this suggestion and would follow-up on it.

**Decanal Response:** The FGPS welcomes this and commends the program for reaching out to established programs with demonstrated success in this area.

**Recommendation #28:** Career Centre Staff should be invited to the BSIA campus during orientation to make MIPP students aware of Career Support services available on the Waterloo Campus.

**Unit Response:** The program indicated that it would follow up with the Career Development Centre about this recommendation.

**Decanal Response:** The Career Development Centre is a valuable partner and the FGPS supports its efforts to support career planning for all graduate students.

**Recommendation #29:** The MIPP Program officer should liaise with Laurier International to facilitate international exchange opportunities for MIPP students.

**Unit Response:** The program stated that they would follow-up with Laurier International to discuss what exchange opportunities might be available to MIPP students.

**Decanal Response:** This is an excellent suggestion, and the FGPS would support the program in advocating for exchange opportunities where they may exist, or to assist in developing new ones.

**Recommendation #30:** MIPP should explore opportunities to engage a wider range of current faculty in program teaching and mentoring.

**Unit Response:** The program indicated that they would follow-up on this recommendation through communication with Department Chairs to see if there were any new faculty who might be interested in contributing to the MIPP program.

**Decanal Response:** The FGPS and the Office of Research Services may be able to assist in this initiative as well through new faculty training events, research grant application supports and messaging through the divisional councils.

**Recommendation #31:** MIPP should prioritize and explore opportunities to expand the demographic diversity of its teaching complement.

**Unit Response:** The MIPP program agreed with the intent of this recommendation, noting that it had been addressed in their responses to recommendations #18, #19 and #30.

**Decanal Response:** The FGPS agrees with the unit response.

**Recommendation #32:** To address declining student applications, the MIPP program should undertake concerted promotional outreach to potential students through renewed messaging on its website, traditional print-based marketing and social media.

**Unit Response:** The program agreed with the importance of promotional outreach about the MIPP program, noting also that the program had new competitors that would necessitate increased marketing efforts.

**Decanal Response:** The FGPS is undertaking a full review of application trends and conversion rates, at the Faculty level and meeting with each dean. A student researcher has been hired for data analysis on the FGPS's non-enrolment survey (administered to students who decline an offer of admission to Laurier), as well as its

student satisfaction survey (administered to current students annually). These results will be available shortly and will be shared with the Associate Dean and program director with a goal of enhancing effective recruitment in the coming application cycles.

**Recommendation #33:** Wilfrid Laurier University should tangibly support the MIPP's efforts in promotional outreach to potential students through renewed messaging on its website, traditional print-based marketing, and social media by one of its flagship programs.

**Unit Response:** The program indicated that they would welcome this support and follow-up with the Dean of FGPS and VP: Academic.

**Decanal Response:** The FGPS supports this recommendation. It may be important to note that the MIPP program landing page (on wlu.ca) has not been enhanced by the program since initial development, as the majority of information related to the program is located at an off-site URL (<https://www.balsillieschool.ca/>). Input from CPAM about brand awareness may help inform the discussion.

**Recommendation #34:** Declining student applications are one compelling reason to review the program's pre-requisite structure, as discussed in 2b. above.

**Unit Response:** The program indicated that a review of the pre-requisite requirements of their competitor programs is underway.

**Decanal Response:** The FGPS supports the unit's efforts in this regard.

**Recommendation #35:** The MIPP program must have the latitude to responsibly over-offer admission to qualified applicants in its first round, based on past statistics of student-decline rates. This is urgently required.

**Unit Response:** The program indicated that their response to this had been addressed in #9 and #22.

**Decanal Response:** This issue has been addressed in multiple responses above.

**Recommendation #36:** The MIPP program should work pro-actively with the University Career Centre to provide students with more direct career planning support.

**Unit Response:** The program indicated that this recommendation had been addressed in #28.

**Decanal Response:** This recommendation has already been addressed.

**Recommendation #37:** In the curriculum mapping review we recommended earlier, faculty should discuss ways course emphasis, assignments and pedagogy could better impart career practice and skills. Specifically, we

suggest that MIPP consider introducing a 'career readiness' course perhaps titled 'The International Public Policy Career Landscape'.

**Unit Response:** The program indicated that they would investigate the ways in which this recommendation might be implemented.

**Decanal Response:** This recommendation has been addressed in several areas already (specifically related to curriculum mapping, engagement with the Career Development Centre, and consultation with the MBA program on the professional skills programming).

**Recommendation #38:** Greater attention could be devoted to assuring that MIPP courses comply with university policies, in matters such as availability of syllabi, and course scheduling changes.

**Unit Response:** The program indicated that their response to this recommendation had been provided in #12 and #14.

**Decanal Response:** This recommendation has been addressed in earlier responses.

**Recommendation #39:** The program should promote ways students could best maximize benefit from their field of study specialization.

**Unit Response:** The program indicated that they would look into ways to better help students understand and translate the value of their selected field.

**Decanal Response:** The FGPS supports the unit's efforts and encourages seeking input from its alumni and the Career Development Centre.

**Recommendation #40:** MIPP should prioritize developing as comprehensive as possible a profile of employment positions of all its graduates.

**Unit Response:** The program indicated that they maintain a partial list of MIPP alumni employment positions and would aim to add to this list.

**Decanal Response:** This information would add considerable strength to the program's landing page on wlu.ca as well.

**Recommendation #41:** MIPP should prioritize establishing an alumni association.

**Unit Response:** The program indicated that this recommendation had been covered in #26, #30 and #40, and that any further action would need to be coordinated with Laurier's Office of Alumni Relations.

**Decanal Response:** The FGPS concurs with the unit response.

**Recommendation #42:** WLU should provide an international cooperative education officer to assist in identifying opportunities for students to work abroad.

**Unit Response:** The program indicated that identifying co-operative education opportunities was under the purview of the Career Development Centre and that the intensive nature of the MIPP program require any international employment opportunities to take place after graduation.

**Decanal Response:** The program in its current structure makes it challenging to incorporate a co-operative education experience. Nonetheless, students who have completed the required coursework have had opportunities to pursue a program-related internship prior to graduation. The university does support students who wish to pursue an international co-op placement.

**Recommendation #43:** The MIPP should consider leaving aside the language of “professional”, “non-professional”, or “semi professional” and utilize terms like “applied” or “career-oriented” instead.

**Unit Response:** The program indicated that they would compare the language used to describe the MIPP to that of their competitors.

**Decanal Response:** It is noted that the program refers to itself as ‘professional’ or ‘professional-leaning’. The FGPS supports the unit’s efforts at exploring comparable competitor programs to determine how best to describe the program.

## **STRENGTHS OF THE PROGRAM(S)**

- The Masters of International Public Policy is part of the Laurier’s School of International Policy and Governance which is housed in the multi-disciplinary, multi-intuition Balsillie School of International Affairs (BSIA). The partnerships in the BSIA provide an incredibly deep and diverse set of opportunities for graduate students.
- Its unique structure creates an excellent learning environment where faculty mentors challenge the students to solve real-world problems through research and inter-disciplinary collaborations.
- The resources available to students include a community of scholars committed to tackling some of the most challenging problems facing our global society.
- The program is based on the fundamental idea that experiential learning in a blended academic, government, and NGO environment will allow them to grow as critical thinkers and problem solvers.
- In its first ten years, it amassed a strong track record of successfully training graduate students for careers in academia, government, and NGO’s.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

The MIPP program is fundamentally sound but is struggling with two challenges related to its relative youth and the fact that it is operating in a very complex institutional environment. The first challenge is to make the transition from a start-up operation based on the vision of its initial founders to an entity that is supported by a broad group of stakeholders and well integrated in the institutional structures that support it. The second challenge is to enhance the sense of shared purpose in stakeholders from different disciplines, different departments, and different institutions. Navigating these challenges requires that each program assure continuity by attracting talent, improving brand recognition, and strengthening intra-institutional and inter-institutional communication and coordination. For the MIPP program, that means energizing its stakeholders, reviewing its curriculum, and clarifying institutional structures that support it. The reviewers provide 40+ recommendations but they can be easily summarized into a handful of themes. Given the related nature of many of these recommendations, they have been grouped together along these themes in the Implementation Plan.

- Review of program learning outcomes, curriculum maps, and best practices in teaching and learning.
- Review of career-paths available to students through greater engagement of MIPP alumni, the career centre at Laurier, and potential employers, both public and private.
- Strengthen communication, coordination, and understanding of the organizational structure at Laurier that is associated with SIPG in general and the MIPP program in specific.
- Improve communication and collaboration on budgeting and enrolment processes within the constraints of the university. This is particularly important when dealing with the different forces limiting the inclusion of more international students.
- Develop and implement a branding and marketing strategy to increase the size and quality of the applicant pool.

## SIGNATURES

Dr. Douglas Deutschman

November 2, 2018



Dr. Kathryn Carter

November 15, 2018



Dr. Rob Gordon

November 20, 2018



Approved by Program Review Sub-Committee:

December 3, 2018

Approved by Senate Academic Planning  
Committee:

January 17, 2019

Submitted to Senate (for information):

May 22, 2019

Implementation Report Due Date:

May 22, 2021



## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Responsibility for Resourcing (if applicable)	Additional Notes
<p><u>Recommendations:</u> 3, 4, 5, 6, 13, 16, 21, 34, 37, and 39</p> <p>Review of curriculum including program learning outcomes, importance and number of streams, requirement of quantitative skills, including team taught and/or interdisciplinary seminars.</p>	<p>Program Director and core instructional faculty in consultation with cognate disciplines across campus.</p>	<p>December 2019</p>		<p>This task will require discussion with stakeholders and time for consideration of possible changes. This process should not be rushed.</p>
<p><u>Recommendations:</u> 12, 14, 15, 37, and 38</p> <p>Require that all courses comply with responsible practices in the design and implementation of all courses. This includes distributing a clear and comprehensive syllabus at the beginning of each class. Syllabi should contain learning objectives, a calendar of major assignments, and class expectations. Instructors should provide students with timely feedback and avoid mid-course changes to the course.</p>	<p>Program Director and all teaching faculty</p>	<p>April 2019</p>		
<p><u>Recommendations:</u> 1, 8, 9, 10, 22, 31, 34, and 35</p> <p>Improved planning and coordination of admissions and enrolment in the program. Includes plans to increase diversity of students,</p>	<p>Program Director, Graduate Coordinator, and Dean of FGPS</p>	<p>September 2019</p>		<p>Enrolment planning will be supported by FGPS. FGPS does not provide funding for students. It provides information on potential targets based on institutional strategic goals.</p>

especially international students.				
<p><u>Recommendations:</u> 6, 7, 18, 19, 25, 30, and 31</p> <p>Improved communication. Includes designing processes that support better communication among the MIPP program, its faculty, its students, and related faculty at Laurier</p>		September 2019		
<p><u>Recommendations:</u> 9, 11, and 23</p> <p>Improved transparency in funding formula for SIPG. Better coordination of the PhD in Global Governance and MIPP, which are supported by the Balsillie gift.</p>	Director of SIPG, Program Directors of Global Governance, and a budget representative from the VPA's office.	September 2019		These discussions are already underway.
<p><u>Recommendations:</u> 2, 10, 34, and 35</p> <p>The MIPP program must have greater flexibility in admission decisions. Recruiting non-traditional students or students from related disciplines is vital to maintaining strong cohorts.</p>	Program Director and Graduate Coordinator	September 2019		An alternative admissions process is available to all programs. Evaluation of an applicant's qualifications rests with the program.
<p><u>Recommendations:</u> 24, 32, 33, 39, and 40</p> <p>The MIPP program must greatly increase its marketing efforts including promoting the value of the degree, coordinating outreach efforts with the university, and updating its website.</p>	Program Director	September 2020		

<p><u>Recommendations:</u>            5, 26, 27, 28, 29, 36, 37, and 40</p> <p>Integrate professionalization and applied skills in the program. Coordinate advising and recruiting of MIPP students with other on-campus resources like the career centre, Laurier International, and its alumni.</p>	<p>Program Director</p>	<p>September 2020</p>		
<p><b>Recommendation #17:</b> Increase opportunities for students to network with CIGI Fellows (e.g. invite CIGI Fellows to give guest lectures in various courses, invite CIGI Fellows to attend CGF symposium).</p>	<p>Program Director</p>	<p>September 2019</p>		