

Final Assessment Report for the 2022-2023 Cyclical Review of the Department of Political Science Programs

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the BA in Political Science and Master of Applied Politics programs, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Vice Dean of the Faculty of Arts and the Dean of the Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee in their report are listed, followed by a summary of the programs' response, and the relevant decanal responses. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and 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 reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

SUMMARY OF REVIEW PROCESS

The last cyclical program review of the undergraduate and graduate programs in the Department of Political Science took place during the 2015-2016 review cycle.

Authorship of the Political Science Self-Study was coordinated by Dr. Andrea Brown, Chair of the Department. The Self-Study notes that the writing of the Self-Study was a collaborative effort that was undertaken by a Cyclical Review Team consisting of the Chair, Undergraduate Program Coordinator, Sussex Program Coordinator, Graduate Officer, and North American Studies program representative. All full-time faculty members in the department had an opportunity to contribute information to the Cyclical Review Team for the Self-Study. In addition to the Self-Study (Volume I), the department also submitted a copy of 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, the Vice Dean of the Faculty of Arts and Interim Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

Following Laurier's IQAP, 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 unit. The review committee was selected by the Program Review Sub-Committee on November 4, 2022, and a virtual external review took place during the week of March 20-24, 2023.

The review committee consisted of **Dr. Tim Donais** from the Department of Global Studies at Wilfrid Laurier, **Dr. Loleen Berdahl** from the Political Studies Program at the University of Saskatchewan, and **Dr. Tracey Raney** from the Department of Politics and Public Administration at Toronto Metropolitan University. During the external review, the committee had virtual meetings with the following individuals and groups:

- Dr. Heidi Northwood, Interim Provost and Vice-President: Academic
- Dr. Gavin Brockett, Vice Dean of the Faculty of Arts
- Dr. Brent Wolfe, Associate Vice-President and Dean: Faculty of Graduate and Postdoctoral Studies
- Dr. Andrea Brown, Chair of the Department of Political Science
- Graduate students from the Master of Applied Politics program
- Undergraduate students from the BA in Political Science programs
- Department of Political Science full-time faculty
- Department of Political Science Contract Teaching Faculty
- Dr. Andrea Perrella, Graduate Advisor
- Dr. Jason Roy, Undergraduate Advisor and Dr. Loren King, Sussex Advisor
- Dr. Lauren Price, Senior Administrative Assistant
- Ms. Charlotte Innerd, Head of Collections and Acquisitions, and Ms. H el ene LeBlanc, Liaison Librarian
- Ms. Sally Heath, Manager: Academic Program Development and Review and Ms. Jessica Blondin, Executive Assistant

The review committee submitted their completed report on April 2, 2023. The executive summary from the report, and its recommendations, are provided below.

External Reviewers' Report Executive Summary

This is a very successful department that is highly regarded across the university. Due to strong leadership and collegiality, the department has pursued a number of strategic opportunities with programming and professionalization. The department has made a number of programming and curriculum innovations that appeal to students while differentiating the programs from internal and external competitors. The enrolment and majors growth reflect effective strategic choices. The research success of the department is clear, with faculty leading research centres and programs. The department is clearly valued by the Faculty and in the University.

That said, the department's successful strategic development in recent years has created its own set of challenges, as robust student growth has not been matched by commensurate additions of faculty or staff resources. This has imposed considerable pressure on the department, and added to the administrative burden on faculty in ways that may be unsustainable over the longer-term. As the program enters a period of consolidation, it should therefore actively search for ways to streamline both its programming and its administration in the interests of freeing up faculty time for both teaching and research. Part of this process may involve making better use of existing department and university resources, from its own practitioner-in-residence to university librarians, work-study students, faculty-level academic advisors, and institution-level experts on EDI and indigenization.

After a dynamic period of curricular changes and sustained student growth, the next few years should also be a period in which the department consolidates these achievements, adjusting its curricular and programmatic offerings based on a careful assessment of what has and has not worked, where student interest has been strongest, and on what mix of programs can realistically be fully supported through the current period of fiscal restraint. While overall the curriculum remains robust, relevant, and engaging, we see important opportunities in particular to strengthen the curriculum of the MAP program in order that it may fully deliver on its 'applied' promise.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 8 recommendations to improve the quality of the academic programs of the Department of Political Science. All recommendations have been listed verbatim below, followed by a summary of the department's response, and the relevant decanal responses.

Recommendation #1: Identify opportunities for efficiencies and streamlining in undergraduate programs.

Unit Response: This is an ongoing priority for the department, as we try to balance our enthusiasm for introducing new opportunities (e.g., Co-op) and continuing our existing programs. We have a Department Program Review / Curriculum committee that is particularly active in Fall terms and regularly evaluates and updates our programming and curriculum in light of student interest and progression streamlining. When we develop our course build in the Fall, we pay particular attention to cycling class offerings to facilitate progression in all of our programs. We will continue to do this and look for ongoing ways to have programs mutually support one another (as we do, for example, with the Legal Studies Specialization and Option, and the Policy Specialization and Minor).

- Program Learning Outcomes have not been revisited for some years and a Department Retreat will be planned to focus on this and engage in a focused curriculum prioritising exercise.
- As we plan for introducing the Co-op stream alongside our existing programs, we will take care to ensure programs continue to be mutually supportive and strategically expand our Online offerings to ensure our level of program activity is sustainable.

FOA Decanal Response: The Dean of Arts supports the Department's plans to streamline its programs and to determine which ones are best suited to the current environment.

Recommendation #2: Explore opportunities to increase the tie between North American Studies programming and internationalization and Indigenization.

Unit Response: We enthusiastically agree and will be seeking every opportunity to do so. As noted in the report, we were disappointed we were not selected for an Inclusive Excellence hire but we will continue to include and expand our programming in Indigenization as well as international opportunities for students.

- The North American Studies Program will continue to pursue exchange opportunities, including through strengthening our existing partnerships.
- The North American Studies Program will continue to leverage the Laurier Centre of the Study of Canada to facilitate international opportunities for students.
- Whenever possible, North American Studies will continue to offer NO219 (a course exclusively for international degree-seeking and exchange students) as an important contribution to internationalization at Laurier and within the Faculty of Arts.
- The North American Studies Program will continue to advocate for an Indigenous hire and will promote opportunities for majors and minors to participate in Indigenous language courses, whenever these courses are available to our students, including counting courses offered by Indigenous Studies to count toward North American Studies credits.

FOA Decanal Response: The Dean of Arts sees considerable value in the relationship between North American Studies and Political Science. Increasing the number of Majors in NAS should be a priority. If and when the University announces additional inclusive hiring initiatives, we encourage NAS and Political Science to submit as strong a proposal as is possible.

Recommendation #3: Strengthen communications to students in all programs.

Unit Response: This term we hired a work study student to assist with our Social Media Communication for all programs, with mixed results. We are willing to do this again, but the pool of available qualified students was small, and we had some challenges with the student hired for this position. With a new Administrative Assistant our communication is improved over the past couple of years (when our previous Administrative Assistant had several medical leaves) and the return to in-person teaching is also supporting better communication as we don't have to rely so much on email.

- We will consider advertising for and hiring a work study student again, to manage our social media. Based on our experience doing this in Winter 2023 we have some reservations around this use of our budget
- It was suggested by reviewers that we have a department-based information session for Sussex students in the Fall. We already do this and will continue to. We will review the content of this session to ensure that a range of career options are discussed.
- First year messaging to students in NO105 will emphasise the distinctiveness of the program and the benefits of interdisciplinarity.
- Messaging to MAP students will be revisited to ensure there is widespread understanding around the different options, expectations, and opportunities available.
- For MAP students, the practicum, which is optional, is intentionally at the end of the program of study (so that students have appropriate skills and experience). Reviewers suggested that that we provide earlier information to MAP students about placements. However, placements are not arranged until near the time of the practicum, and this cannot be changed because of the constraints of working with community partners. The department is exploring avenues to have community placements part of earlier community-based coursework extended, to provide longer placement opportunities and overlap with the Summer Practicum.

FOA Decanal Response: Communication with students is a continual challenge, as is managing students hired for positions to work on social media. The Dean of Arts Office has had similar experiences. The best strategy is for a faculty member to take the lead with a particular student and to invest in mentoring them on this important work.

FGPS Decanal Response: The Unit is appropriately considering means and approaches to better communicate with students. Regarding the MAP program, perhaps a once-a-term newsletter could be developed to highlight graduate student achievements and disseminate program information. Social Work has recently developed 'Doc Talks', a semi-annual newsletter that celebrates achievements of students in the FSW doctoral program. Contact Michael Woodford (mwoodford@wlu.ca) for more information.

Recommendation #4: Review and update MAP curriculum to ensure the program is meeting its “applied” objectives.

Unit Response: The department is confused by this recommendation as we strongly believe we are already meeting our applied objectives. To elaborate, we have developed four classes which involve community placements, and in 2023/24 we will have one of these available each term (Fall - Urban Water Futures; Winter - Policy in Action; Summer - Research Practicum). In addition, we offer multiple classes with assignments and focus in a variety applied areas, for example Policy Analysis (PO604), Public Opinion and Survey Design (633), and Professional Skills for Political Science Students (626). The Certificate in Practical Politics involves six workshops with professionals from media, social advocacy groups, and different levels of government, as well as a field trip to Queen's Park. Students have opportunity to complete a traditional Major Research Paper, a Journal Article, or a Policy Analysis Report (or chose to do coursework only). Our twinned classes offered in the Winter term, some of which are not applied in focus (others are) have been intentionally flipped for the MAP students with some

overlap with 4th year students but also significant MAP exclusive meeting times with the instructor. We have no lecture courses in the MAP. It is possible for MAP students to move through the program with a fully 'applied' curriculum, with skills development and hands-on learning with practitioners in a variety of areas preparing them for professional work in government and non-government fields.

The reviewers suggested we move to a 'fully applied' MAP, dropping more traditional disciplinary classes for students who are interested in pursuing a Ph.D. We are not interested in doing this for several reasons. Firstly, we do not have a faculty complement with the necessary skills or interests to do this. Secondly, we often have several students in a cohort that do apply to Ph.D. programs (there were three students in the 2022/22 cohort); there is clear demand from a group of students who benefit from the course and MRP opportunities that prepare them for this path. Furthermore, the possibility of qualifying for a Ph.D. program is often a reason why student choose the program, even if they ultimately decide not to pursue doctoral studies. A further cluster of students are interested in law school and many of these students wish to continue a more traditional disciplinary path of study. We are confident that we have the correct balance between applied and more traditional academic learning opportunities. We agree with reviewers that the MAP has the opportunity to position itself as an innovative and distinctive program. We disagree that the obstacle is our focus, and do not plan to move towards a purely professional job-ready program. The central challenge in our view is twofold: the uncompetitive funding packages available to students and a weak recruitment strategy which limits awareness of our program among prospective applicants.

Career competencies:

- We have a career competency framework as part of PO626 Professional Skills for Political Science Students, offered every year. We will move to integrate discussion of career competencies into other classes and our GTA training, as suggested.
- Reviewers suggested we aim to increase the number of applied assignments as opposed to traditional academic papers. We will consider this recommendation as we engage in a focused curriculum prioritising exercise (see bullets under Recommendation #1). We will note here that students do have considerable opportunities at present in applied courses to write applied assignments, such as policy briefs, policy analyses, journal articles, professional reports, and workplace reflections, as well as opportunities to present research in a variety of forums and styles. Some of the (optional) twinned classes are on topics where this makes less sense pedagogically.
- Reviewers suggested that TA-ships be given more opportunities for skills development. At department GTA-training we will be sure to emphasize the transferable skills they are developing. In line with Graduate Studies requirements all GTA positions do include skills development components, typically related to teaching (there is a cap on how much grading they do to ensure this in place) and most positions involve a guest lecture.
- The Certificate in Practical Politics has been developed by and is run by Dr. Milloy, a former politician, cabinet minister, and advisor to the Prime Minister, so there are important components that draw on his political experience and background. Reviewers suggest that some workshops focus on community organizations, business, or the non-profit sector. This is already the case. For example, this past year there was a workshop on lobbying which had a business and advocacy focus with practitioners from

these areas, and another on media relations with a journalist. The concluding policy dialogue session had two politicians, one journalist, and one non-profit professional.

Courses:

- Reviewers suggest we increase community connection to courses. With four community engaged classes, we feel we are already doing an outstanding job with this. Further, we typically offer at least one class per year taught on contract by someone with professional experience and connections, for example in election polling or in international development. We will continue to involve community connection where possible and appropriate.
- Reviewers suggest we “adopt case-based teaching and flipped classroom models where possible. Avoid using the lecture format at the graduate level.” This is already the practice. There is no lecture format anywhere in our MAP courses, which are all run as seminars, many with highly innovative pedagogical approaches which include case-based teaching and flipped classrooms.
- As suggested, the department will explore opportunities to integrate internships and co-ops into the program for credit. We did try to have internships integrated into the MAP several years ago and ran into logistical problems around offering credit for paid positions (we introduced the practicum as the best option). We are looking at how to introduce microcredits and/or diplomas and how to offer our existing Certificate as a credit. As co-op is introduced at the undergraduate level, we are open to exploring this for the MAP as well. We will do this with consideration of the earlier recommendation to take care with introducing new programming and that we do so in a sustainable manner that does not spread our resources too thin.

Course scheduling:

- It was suggested that we put some of the required courses in the Winter, rather than having them all in the Fall. We did this, several years ago, and moved required courses back to the Fall as this worked better for student progression, particularly for students writing an MRP.
- It was suggested we have ‘application-based’ courses available across both terms. These are available across all three terms. The 2022/2023 academic year was an anomaly with four faculty members on sabbatical, leaving the Winter term without a community-based course. Public Opinion and Polling was offered in the Winter term.

Twinned and cross-listed courses:

- It was suggested we cross-list graduate courses with other programs, rather than work with twinned undergraduate courses. We already do this informally (MAP students regularly take classes with the MIPP and with Social Work) but we will explore formalizing this. It should be noted that it is possible for a MAP student to complete the program and never take a twinned class with 4th year students.
- The reviewers suggested that “when a twinned course must be offered due to resource constraints, consider how MAP students can be offered a unique learning experience that can better integrate an applied focus into their coursework”. Firstly, twinned courses are not offered due to resource constraints, there are sufficient MAP-only courses offered over the 12-month period so that a MAP student could graduate without taking a twinned class. They are offered to expand the range of choices

available to students and to facilitate finishing the MAP over two rather than three terms. Beginning Winter 2023, twinned classes were redesigned to be flipped, have dedicated time where MAPs meet separately with instructors, and have more differentiated assignment expectations and requirements. We will evaluate how successful this new model was and continue to innovate on these lines.

Professionalization opportunities:

- Reviewers suggested including professionalization opportunities such as field trips and networking with community organizations, policy, and government decision-makers. We already have fieldtrip and networking events (linked especially to the Certificate in Practical Politics, and several courses have involved conference opportunities) and we will expand these as possible. During the pandemic many of these opportunities were put on hold.
- Reviewers suggested “establishing a speaker series where practitioners are brought in to discuss their experiences working in community organizations or in government.” This is a great idea, but we worry that this overlaps with the six existing Certificate in Practical Politics workshops, and multiple department-wide guest events. It is already challenging to ensure MAP students attend existing events and we hesitate to organize events where there is poor attendance.
- Reviewers suggested that we increase the connection between MAP and LISPOP, to allow students more opportunity to develop skills around public opinion and data analytics. We will explore how to do this with LISPOP. Generally, there have been more undergraduate student opportunities with LISPOP because the Centre prefers to work with students over a multi-year timeline.
- Reviewers suggest we hire a work-studies student annually to identify alumni for networking opportunities. We feel this is not necessary because we have worked with the Alumni office already to do this, and we have integrated extensive alumni/MAP networking opportunities into the program. This happens in the Fall when all MAP students are connected to an alum in their professional field of interest, and in the Professional Skills course, where a panel of alum meet with the class to discuss their career trajectories and where other alum help students practice informational interviews. During the Summer there is also a meeting among incoming and outgoing cohorts.

Practicum:

- We are unsure what we could do to be any clearer or transparent with MAP students about the steps for the practicum and the MRP than we are at present. Students are told from very early in the program how the practicum is organized. They are informed that during the winter term, they will be asked about their interests in terms of possible practicum placements. Then this information is used to coordinate suitable placements with community partners. They are told the number of hours they can expect to dedicate to the placement. They are informed about the in-person (and at-times virtual) meetings held as part of the classroom time. There is a lot of information given from early stages of the program.
- It is suggested we Improve communications to students about work placements. We recognize that students would like to know about this early in the program, but for logistical reasons related to community partners this is not an option before late Spring. We are exploring opportunities for students in the winter term community engaged course (Policy in Action) to continue with the same community partner over the practicum, which may help with planning for some students. It also should be

emphasized that the Practicum is an elective, not required, component of the MAP and there are other community engaged opportunities that do not fall in the Summer.

Department connection:

- We are actively exploring ways to distribute supervision more evenly across the faculty complement and feel we have been successful with that this year, despite having four members on sabbatical.
- We already meet regularly with MAP students for feedback with several social get-togethers with students and faculty. We will ask our next cohort if they are interested in having a more regularly scheduled check in, as suggested.
- We already conduct graduate, alumni, and student surveys. We have received very low uptake on these but will continue to offer these regularly.
- We are exploring how to increase connections with the Practitioner-in-Residence and the MAP students, including, as suggested, making the Certificate a for-credit course. The main obstacle for this is our reluctance to ask John Milloy to do more, given his one-year appointments and low salary for this position.

FOA Decanal Response: The Dean of Arts respects the concentrated efforts the Department has made to develop and sustain an effective Master's-level program that addresses both the need for applied learning and the need to prepare students for further doctoral studies. We will support the Department as it continues to build the program and to design it in the most effective manner.

FGPS Decanal Response: I appreciate the effort the Unit has made to comprehensively capture the extensive applied elements of the MAP program and identify opportunities where this aspect can be further enhanced. Applied elements can readily be viewed as a significant strength of the program that could be used for recruitment purposes. I also appreciate the Unit's awareness to provide a program that also prepares students to pursue a PhD, and their efforts to strike the right balance in program delivery given resources that are available. I note that the Unit refers to a 'weak recruitment strategy'. Please contact FGPS Communications Coordinator, Jessica Hunt (jeshunt@wlu.ca), who can support these efforts.

Recommendation #5: The department should consider developing, in collaboration with the liaison librarian, a structured approach to the inclusion of critical library and research training across all levels of the program's undergraduate and graduate offerings.

Unit Response: This is a great idea. As part of our ongoing curriculum development the department will explore this further, to avoid duplication and ensure all majors have access to the library's training.

FOA Decanal Response: The Dean of Arts supports the Department's response.

FGPS Decanal Response: The Unit is familiar with ASPIRE, Laurier's multi-partner skills training and professionalization program for graduate students and postdoctoral fellows, and I further encourage leveraging incorporation of ASPIRE offerings (including the new ASPIRE Professional Development Certificate) into graduate courses. See ASPIRE's new website: <https://students.wlu.ca/academics/graduate-and-postdoctoral-studies/aspire/index.html>

Recommendation #6: Consider ways to make better use of the Practitioner-in-Residence position in the department and create certainty around this position with a multi-year contract.

Unit Response: We could not agree more. We believe strongly this position needs a multi-year contract.

FOA Decanal Response: The Dean of Arts has allocated resources consistently to support the Practitioner-in-Residence position despite recurrent budget cuts. We continue to look for funds that can make a longer-term commitment to a role that we see as valuable.

FGPS Decanal Response: FGPS supports the Unit and FOA in their desire and efforts to establish longer-term certainty with respect to the Practitioner-in-Residence position. From the Self-Study, it is evident that Practitioner-in-Residence John Milloy offers an excellent series of interactive workshops with a strong focus on skills relevant to the job market in applied politics. These experiential learning opportunities are an important contribution to the applied elements of the MAP program. As noted in the Self-Study: “A longer contract would facilitate better planning and certainty for the certificate [Certificate in Practical Politics], which is a key recruitment tool and meaningful part of the MAP program as well as for our undergraduate students (p. 11).”

Recommendation #7: Actively pursue opportunities to reduce the administrative burden on faculty and staff.

Unit Response: We are open to any and all opportunities to do so. As we see it, the central challenge is one of insufficient numbers of full-time faculty and administrative staff to meet needs of the department. We have had mixed success with hiring work study students in different roles and don't feel this is a useful route for lessening the load of the Senior Administrative Assistant.

FOA Decanal Response: The Dean of Arts is cognizant of the administrative challenge facing the Department and as we explore ways to make administrative support as efficient as possible across the Faculty we will bear in mind the needs of the biggest departments such as Political Science. We are well aware of the challenge.

FGPS Decanal Response: If there are avenues or opportunities to consider FGPS in reducing administrative burden with respect to the Master of Applied Politics program, to the extent that our resources allow, we would welcome that discussion.

Recommendation #8: Hire a tenure-track political theorist at the first available opportunity; in the interim, consider short-term solutions to fill this current faculty gap.

Unit Response: A limited term appointment for a Political Theorist is an acceptable short-term solution, but as the reviewers note this is a serious gap in the department's ability to deliver courses in an area central to our discipline and a tenure-track position is needed.

FOA Decanal Response: When the opportunity arises to hire tenure-track or limited term members, we encourage the Department to prioritize what it sees as most important.

FGPS Decanal Response: FGPS supports the Unit's prioritization of tenure-track faculty needs.

PROGRAM STRENGTHS

Vice Dean of the Faculty of Arts: Political Science is currently one of the strongest programs in Arts, steadily attracting a large contingent of Majors each year. Its faculty members are all active and productive researchers with an evident commitment to effective teaching and university-wide service. We value their willingness to place an emphasis on applied and experiential learning opportunities for students. Faculty in the Department work very well together and consistently collaborate to review program offerings and determine the best course for the future. Despite the very limited resources available, the Department of Political Science does its very best to serve students in creative and thoughtful ways, while consistently promoting academic excellence.

FGPS Dean:

- Dedicated and research-active, community-engaged faculty members, many of whom also take on substantial administrative responsibilities internal and external to the university.
- Numerous innovative applied and experiential elements of the Master of Applied Politics program (e.g., four Community Service-Learning courses, activities associated with the Certificate in Practical Politics, completion of a Major Research Project: Journal Article / Major Research Paper / Policy Analysis Project / Public Opinion Project), while also balancing delivery of more traditional academic learning opportunities for students potentially interested in pursuing a PhD.
- Novel design and delivery of Professional Skills for Political Science Students (PO626).
- Excellent and enriching program contributions from the Practitioner-in-Residence John Milloy and the Certificate in Practical Politics.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Vice Dean of the Faculty of Arts: The Dean of Arts takes note of the recommendations made by reviewers, and we are cognizant of the impact of limited financial resources on the capacity to provide administrative support to students and faculty, as well as on the ability to develop additional applied and experiential learning opportunities. We will continue to work with the Department and to support it to the best of our abilities. The reviewers have pointed out the large number of programs that the Department has developed over the years, and it has encouraged streamlining of these programs. We encourage the Department to continue to identify which programs are most valuable and most attractive to students at this point in time, and to consider which ones might be suspended or retired in light of current trends.

FGPS Dean:

- Increase marketing of the Master of Applied Politics program and recruitment of applications from prospective graduate students external to Laurier. Marketing could likely focus on the excellent array of experiential learning opportunities, including engaging with partner organizations in our community. [FGPS can support this.]

- Consider developing an Honours Thesis option to provide additional research opportunities to senior undergraduate students, and which can also be used as a recruitment tool into the MAP program.
- Consider contributions from research grants held by faculty members in the form of studentships to provide more competitive funding packages, especially to those applicants with a strong research focus.

SIGNATURES

Dr. Heidi Northwood

October 2, 2023



APPROVAL DATES

Approved by Program Review Sub-Committee: December 7, 2023

Approved by Senate Academic Planning Committee: January 11, 2024

Submitted to Senate (for information): April 10, 2024

Implementation Report Due Date: April 10, 2026

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Vice Dean of the Faculty of Arts and the Dean of the Faculty of Graduate and Postdoctoral Studies as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Additional Notes
Recommendation #1: Identify opportunities for efficiencies and streamlining in undergraduate programs.	Chair	August 2024	
Recommendation #2: Explore opportunities to increase the tie between North American Studies programming and internationalization and Indigenization.	Chair	August 2025	
Recommendation #3: Strengthen communications to students in all programs.	Chair	August 2024	
Recommendation #4: Review and update MAP curriculum to ensure the program is meeting its “applied” objectives.	N/A		FGPS: Agree with ‘N/A’. This is already a notable strength of the MAP program.
Recommendation #5: The department should consider developing, in collaboration with the liaison librarian, a structured approach to the inclusion of critical library and research training across all levels of the program’s undergraduate and graduate offerings.	Chair	August 2025	
Recommendation #6: Consider ways to make better use of the Practitioner-in-Residence position in the	Chair & Dean	August 2024	

department and create certainty around this position with a multi-year contract.			
Recommendation #7: Actively pursue opportunities to reduce the administrative burden on faculty and staff.	Chair & Dean of Arts	August 2025	
Recommendation #8: Hire a tenure-track political theorist at the first available opportunity; in the interim, consider short-term solutions to fill this current faculty gap.	Chair	N/A	