

September 12, 2019

Dear Dean Sugiman; Provost Benarroch; and Vice-Provost MacKay:

Please accept this memo as the Department of Politics and Public Administration's one-year follow up report on its Politics and Governance Periodic Program Review (POG PPR). The follow-up is organized according to the questions and observations the Academic Standards Committee (ASC) shared with the Department. Where additional information was required, it is contained in a Google Drive folder, with the link to the folder presented in the document below. If additional information is required, please let me know and we will organize to get it to you expeditiously. The issues we were required to address by ASC were:

1. The progress on implementing the recommendations in the revised self-study.
2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.
3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping. (Refer to the "Course Methods and Assessments Matrix Template" on page 49 of the PPR Manual.)
4. A complete set of course outlines for all core required and elective courses. (Course outlines for the following courses were missing: SSH 105, SSH 205, SSH 301, POG 225, and POG 320.)
5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.
6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.
7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.

Below I provide details on the above issues sequentially.

1. The progress on implementing the recommendations in the revised self-study.

The Department believes it is making good progress on its immediate priorities outlined in its Development Plan. The Department outlined ten immediate priorities. Several of the immediate priorities will be taking place in Year 2, post-PPR (2019-2020), and relate to a review of the broader curriculum in the degree. The Undergraduate Program Director (UPD) and Chair, for example, announced at the September 5, 2019 Department meeting, that a Working Group on curriculum review will begin to meet in late September or October. The group will consist of all area group leads (sub-disciplines in the field) along with any other members interested in participating. The themes of each monthly meeting conform to the issues outlined in the Development Plan, including: course requirements; experiential learning; new course development to reflect student and faculty interests and recommendations in peer-review;

Indigenizing curriculum; and imbedding seminars in curriculum. One of the 'intermediate priorities' – double majors – was moved to an 'immediate priority' owing to the opportunity that existed in the Faculty of Arts (more below).

Adding to this, in the year following the POG-PPR, the Department Chair has endeavoured to discuss the challenges and opportunities of curriculum revisions regularly with Department members, and also provided more details about the course loading process with the Department. The goal has been to open up the 'black box' of course offering decisions with the Department, and to make the process more transparent while increasing Department-wide knowledge of the process. The expectation is that this will help advance an informed discussion of curriculum changes in the years to come.

Finally, the Department is fortunate that the Department Chair and UPD are aligned in their desire to make clear and meaningful advances in PPR implementation in 2019-2020 and have established a plan to do this.

2. A complete mapping of all required and elective courses to the current program learning outcomes (SSH required courses, POG 313, POG 315, POG 323, POG 235, INP 900, POG 240, and POG 430), as well as an analysis of the mapping, noting any current or future considerations for curriculum revisions.

The courses omitted from the original mapping are now included. The course map and the outstanding outlines are available at the following Google Drive link:

<https://drive.google.com/open?id=1ma412CwNe1WJIXUXZeVT296exxtgIKWm>

The addition of these courses to the course map does not change the analysis presented in the original PPR. The mapping exercise revealed positively that there is a clear progression in degree level expectations and program goals from required through to elective courses. The exercise also revealed areas needing greater attention, including the distinction between 300 and 400 level courses. When the degree originally launched, a distinction between required and upper level electives was maintained because of a smaller cohort of students and a higher number of courses with pre-requisites. As the number of students admitted to the program increased, and pressure to reduce pre-requisites intensified in order to increase class sizes, the distinction between 300 and 400 level elective courses was eroded – there was no longer a natural streaming of students between 300 and 400 level courses. The Department is now aiming to increase the number and size of 300 level courses, which will then allow a broader range of 400 level courses, and opportunities to diversify our offerings. Further, the Department aims to clearly designate some 400 level courses as seminars, that are intended for senior program students, to enable them to be proficient in the skill at the end of the degree.

Other curriculum modifications being considered in 2019-2020 and beyond, include, decreasing the number of required courses, particularly where program goals are duplicated in several courses; ensuring that students have an opportunity to graduate with proficiency in degree level expectations and program goals by guaranteeing enrolment in a senior seminar before

graduating; and clearly distinguishing between 300 and 400 level courses, particularly when introducing new courses.

3. Map teaching methods and assessments to the current program learning outcomes and provide an analysis of the mapping.

In the original POG PPR, the Department provided two graphs depicting the range of teaching and assessment methods used in the program. We failed to provide a Table as required by Standards. That table is now provided and available in the Google Drive folder:

<https://drive.google.com/open?id=1ma412CwNe1WJIXUXZeVT296exxtgIKWm>

Results from the Table do not change the original analysis: Our department uses a range of teaching and assessment methods. We do not force, require or even expect faculty to use a specific method in their classes, or at different levels of courses. Hence, the teaching and assessment methods are driven by the instructor and the content of the course. In spite of this, the Department does discuss teaching methods and assessment as needed. For example, faculty often raise questions about best practices and seek guidance from the Department Chair and senior faculty about strategies for student learning and engagement.

4. A complete set of course outlines for all core required and elective courses. (Course outlines for the following courses were missing: SSH 105, SSH 205, SSH 301, POG 225, and POG 320.)

These outlines are now included and available in the Google Drive folder:

<https://drive.google.com/open?id=1ma412CwNe1WJIXUXZeVT296exxtgIKWm>

5. Refined program learning outcomes to clarify the intent. Consider adding EDI as a program learning outcome.

The Department has discussed the ASC's concerns with the overlap and lack of clarity of some of the learning outcomes. In particular, ASC asked questions about Learning Outcomes (LO) #7, #8, #9. The Department has not amended or changed these Learning Outcomes and is comfortable with leaving them as presented. The response to the ASC, dated March 18, 2018, followed by our meeting with the ASC, clarified our rationale for these LO. If the ASC would like us to resubmit the rationale shared in the response, we are happy to do so. The bigger lesson from the ASC's observations and concerns is that the Department needs to think more carefully about how to communicate its learning outcomes as it moves forward with its program revisions and for the next program review. Added to this is the potential to formally imbed Equity, Diversity and Inclusion (EDI) qualities in the program's learning outcomes.

The ASC thoughtfully and positively observed that the Department's POG program has a high number of courses, course content and expertise in relation to EDI. The Department did not include EDI as a learning outcome, in part because EDI is both diffused throughout the program

already, and because we have stand-alone required courses and electives that directly and specifically deal with EDI. Hence, a student cannot graduate from our POG program without reflecting on the relationship between EDI and politics. Our course, POG 320, Social Identity and Citizenship is required for students; students can further expand their knowledge by taking an elective in Indigenous governance; race and ethnicity; nationalism and identity; women in politics; and the politics of sexual diversity, to name a few courses. Hence, the Department has not revised the learning outcomes in the POG PPR to add a new LO relating to EDI. But the Department duly notes that this is central to the program and should add reference to EDI in its future program LO and in its next program review.

6. The missing CVs of all RFA faculty teaching core required and core elective courses in the POG program.

The CVs of all RFA faculty teaching core required and elective courses are now available in the Google Drive folder:

<https://drive.google.com/open?id=1ma412CwNe1WJIXUXZeVT296exxtgIKWm>

7. An update on curriculum revisions, including considerations for Concentrations, Double Majors, and experiential learning opportunities.

On June 28, 2019, the Faculty of Arts, Associate Dean, Undergraduate Studies, Dr. Kathleen Kellett, submitted a proposal for the creation of double majors to the Academic Standards Committee. The proposal was submitted on behalf of the Departments of Sociology, Politics and Public Administration, Criminology and History. The double major proposal will provide an opportunity for incoming Politics and Governance students to apply for a double major with each of the other undergraduate programs listed. This was a very big undertaking, which our Undergraduate Program Director, Dr. Miriam Anderson, played a central role. The Department endorsed this proposal and we are excited about the opportunities this proposal will afford new and early POG students. As previously noted, the double major proposal was originally part of our intermediate priorities in our development plan. However, the opportunity to submit the proposal arose earlier than anticipated so we dedicated a lot of time and effort to submitting this.

A copy of the double major submission documents are available in the Google Drive folder:

<https://drive.google.com/open?id=1ma412CwNe1WJIXUXZeVT296exxtgIKWm>

Other curriculum revisions that have been made include:

- requested a new stand-alone course code for our very popular Constituency Office class, which used to have a shared course code, and stating clearly that it is an experiential learning course;
- requested a new stand-alone course code for our popular Washington DC course, and stating clearly in the new description that this is an experiential learning course;
- added a stream to our curriculum entitled “Intensive Experiential Learning” where the

two new stand-alone courses will fall under;

- discussing concentrations at a Spring 2019 department meeting, and drafting some potential concentrations that will be discussed as part of our Curriculum Working Group this year, 2019-2020;
- commitment to make increased experiential learning opportunities a central discussion item for the Curriculum Working Group in 2019-2020;
- attending an information session about introducing coop in the Faculty of Arts and a general endorsement of moving forward with the opportunity.

Thank you for your patience in accepting our one-year POG PPR follow up. I apologize for the delay. Please advise me if you have further questions.

Sincerely,



Dr. Christopher Gore
Interim Chair, Department of Politics and Public Administration

Cc: Dr. Miriam Anderson, Undergraduate Program Director, Politics and Governance
Dr. Kathleen Kellett, Associate Dean, Undergraduate Studies, Faculty of Arts
Dr. Bettina West, Director, Curriculum Quality Assurance in the Office of the
Vice-Provost Academic