

# Implementation Report on the 2017-2018 Cyclical Review of the Master of International Public Policy Program

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## UNIT INTRODUCTION

This is the first implementation report for the Master of International Public Policy cyclical review that took place in 2017-2018. For each recommendation, the full language from the External Reviewers' Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Taking into account the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

## FGPS DECANAL INTRODUCTION

The program has grouped the recommendations from the external reviewer's report into themes. This was a concise and thoughtful way to address the ~40 recommendations that were somewhat disorganized and overlapping. The theme and the specific recommendations being addressed under that broad theme are listed at the beginning of each response. Here is a table that serves as a cross reference between them.

**Recommendations Grouped into these Themes in Implementation Report**

Recommend Number	Theme 1 Comprehensive Curriculum Review	Theme 2 Course Structure and Delivery	Theme 3 Increasing Diversity	Theme 4 Coordination of Program Streams	Theme 5 Admissions and Student Funding	Theme 6 Student Interest	Theme 7 Marketing and Recruitment	Theme 8 Professional Development and Career Planning	Theme 9 Experiential Learning (Including CIGI)
1			✓						
2						✓			
3	✓								
4	✓								
5	✓							✓	
6	✓								
7				✓					
8			✓						
9			✓		✓				
10			✓			✓			
11					✓				
12		✓							
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28								✓	
29								✓	
30				✓					
31			✓	✓					
32							✓		
33							✓		
34	✓		✓			✓			
35			✓			✓			
36								✓	
37	✓	✓						✓	
38		✓							
39	✓						✓		
40	✓						✓	✓	

**RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT**

**Theme 1: Comprehensive Curriculum Review**

**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.

**#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.

**#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”.

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

**#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.

**#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).

**#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.

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

**#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’.

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

Recommendation to be Implemented (from FAR)	Responsibility for Implementation	Anticipated Completion Date	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>

**Unit Update:** Progress has been made across this set of recommendations; we have tried to be deliberate (and not rushed) in the changes we have made. Recommendation #6 has been fully implemented, as there is now a process in place whereby specializations are designated on student transcripts. This also supports Recommendation #39, on maximizing the value of their field specializations. Approved curriculum changes implemented in Fall 2021 also address this recommendation, as students are now required to take all three designated courses in their (one) field of specialization, which should better position students to be able to claim a genuine specialization in a particular subfield of study. We have also addressed Recommendation #21, although perhaps not in the precise way imagined by the review committee, by replacing the global governance field with a global migration field. Our rationale is that both the IER and IEP fields remain viable, and are loath to eliminate either environment or economics as core foci of the program, given their ongoing relevance to international public policy; as new curriculum changes unfold in Fall 2021, however, we will continue to monitor enrolments across the fields and if needed consider additional measures to ensure the viability of all four fields. On Recommendation #16, we have been slowly moving away from the team-teaching model for a number of years now, for administrative rather than curricular reasons; team-teaching proved tremendously challenging from a staffing perspective (Laurier's collective agreement doesn't easily accommodate faculty teaching courses in one-third increments), and given our larger staffing challenges we've moved away from this model in recent years. On Recommendation #34, this continues to be an issue we are monitoring, although reasonably strong applications in recent years, plus the institutionalization of the Foundations in International Public Policy (FIPP) certificate course as a means of fulfilling missing pre-requisites, have reduced the pressure on the program to re-consider its prerequisite structure, especially the economics and methods component. Having a cohort with some background in both continues to have value, as instructors can start from a higher assumed level of baseline knowledge, and we regularly get feedback from alumni who report that the methodological and economic skills they were able to develop through the MIPP gave them an important leg up on the job market. Given this, at the moment we see no pressing need to move on this recommendation, especially since our cohorts in recent years have been among our largest and strongest ever.

On the broader curriculum recommendations (#3, #4, #5, #13, #37, #39), the program's curriculum committee did undertake a curriculum mapping exercise in 2018-19, which informed the most recent set of curriculum changes (adjusting the fields, moving to require one specialized field rather than two, and moving to merge the four field-based economics courses into two). Neither of the two IDS courses (winter and spring) were affected by these curriculum changes, and the future of the IDS courses (and how they fit into the broader curricular structure), will be placed back in front of the SIPG curriculum committee for 2021-22. For now, these two courses have given us a degree of flexibility that has been useful during the pandemic; in Spring 2021 for example, IP606 has been used as a professional development seminar, with seminars and guest speakers replacing non-curriculum based professional development activities to which students would have been exposed in the lead-up to and during the annual MIPP Ottawa week, which normally takes place each spring semester (but has been on hiatus for the past two years).

More generally, professional and transferable skills development (not just in the IDS, but across the program) continues to be a preoccupation, and as part of the upcoming review of IDS courses this issue will be re-considered more broadly. However, we also see no need to rush on this; our graduates continue to do very well on the job market (so we believe we're doing something right), while the GAC fellowship program (which is an extracurricular component of students' experience at the BSIA, through which they gain policy brief and presentation experience, and interact with policy professionals from Global Affairs Canada), has also provided an additional professional development opportunity for our students.

On IP602 specifically (Recommendation #13), we have been cautious about introducing dramatic changes to this course (including the possibility of eliminating it), given consistent feedback from graduating students that the methodological and data-analysis skills gained in the course have proven valuable in their subsequent professional lives. We're also not entirely convinced by the premise that it's necessary to decide between 'doing' and 'understanding' empirical work, since the former (including training in the use of common statistical software such as R) may effectively contribute to the latter. As we see it, the challenge is not deciding whether a required course on statistics and methods is relevant to MIPP students, but in determining what is most useful to them, given the limitations of a 13-week semester. Answering this question remains a work in progress, and this year's iteration of IP602 will see the introduction of new material on data science literacy and tailoring of the content with examples from the four fields. While it has been helpful in recent years to have the course taught consistently by a single faculty member, the question of the place of empirical research and analytical skills in the MIPP program – and the links between IP602 and other MIPP courses – will continue to be a matter of discussion not only within the MIPP curriculum committee, but among SIPG faculty more generally.

**FGPS Decanal Comments:** I think the program is to be commended for the way that they responded to this long list of recommendations. In grouping them into themes, it makes it much easier to see that the program is making thoughtful, coordinated improvements in the program.

Before I comment on some of the specifics, I want to address what I think is a misguided emphasis on low enrolment and high entrance expectations. The MIPP program has not been limited by the number of high-quality applications it has received. In the past 10 years, an average of 69 applications have been received at this point in the application cycle. At this time (Feb 2022), the MIPP program has received 80 applications, the 3<sup>rd</sup> highest number in 10 years. In the last two years, international applications account ~45% of the total pool. There is no problem with student interest. The external report reads as if there is an urgent need to “fix” major problems in the program. I believe that this impression is wrong and has the potential to force changes that are not needed. I support the unit's careful and deliberate responses to the recommendations. I think the unit has evaluated the recommendations and addressed them carefully without over-reacting and potentially dismantling or disrupting parts of the program that are functioning at a very high level.

**Program Review Sub-Committee Comments:** The committee recognizes the complexity for the program in trying to group and respond to the above average number of recommendations included in the External Reviewers' Report. The committee appreciates hearing the Dean of FGPS' perspective that the report suggests an urgency to fix problems in the program that may not exist. The comments provided by both the program and the Dean of FGPS indicate that the program is functioning effectively, and that changes that make sense have been made in response to those recommendations grouped under the category of Curriculum Review. The committee believes that curriculum review should represent an ongoing process, but that for the purposes of post-review reporting, this set of recommendations has been completed.

## Theme 2: Course Structure and Delivery

**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.

**Recommendation #14:** Include course objectives in all course outlines. Wherever possible indicate how the

course objectives relate to material taught in the required courses.

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

**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’.

**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.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<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>

**Unit Update:** Implementation of this set of recommendations has been complicated somewhat by the pandemic, which has forced faculty to be more flexible, and make more mid-semester course corrections, than would be the case in ‘normal’ years. That said, the pandemic has also made it easier for the program to institute regular pre-semester consultations with teaching faculty (Zoom has definitely facilitated this), where we can convey expectations around both syllabus preparation and classroom management (especially important for new faculty), as well as flag any issues that may have come up in previous semesters. We expect this practice to continue post-pandemic. We have for a long time, in compliance with university policies, requested that faculty provide us with copies of their syllabi prior to the beginning of semester, in order to allow both the program director and associate dean to review them to ensure they comply with both university policy and program norms (around appropriate assigned reading loads, for example); junior faculty are more consistent at complying with this request than more senior colleagues, although on the program side we could stand to be more insistent in asking for syllabi to be provided to us.

Beyond this, even full-time faculty members find it challenging to locate the various rules and regulations that govern the preparation of syllabi, and the compilation of a two-page ‘rules of syllabus and course design’ document would be a useful service for both junior and senior faculty members. Preparation of such a document

will be put on the agenda of the SIPG curriculum committee for 2021-22. See above for more general comments on Recommendation #37.

**FGPS Decanal Comments:** Students should expect that every course they take starts with an informative and comprehensive syllabus. Laurier’s Center for Teaching and Learning has an excellent syllabus template available within the Laurier SharePoint site. The template includes all of the types of information and sections discussed by the reviewers. In addition, the unit has instituted regular pre-semester consultations with teaching faculty where expectations about the syllabus and classroom management are discussed.

**Program Review Sub-Committee Comments:** The committee acknowledges that some of the recommendations included in the category of Course Structure and Delivery have been more challenging to implement during the period of academic disruption due to the pandemic. Nevertheless, the comments provided by the MIPP program and the Dean of FGPS suggest that good progress has been made on the implementation of these recommendations. The committee concurs with the Dean of FGPS that course-level learning objectives should be included on all course syllabi, and that this change should be made in advance of the next cyclical review. To the recommendation regarding the provision of syllabi to the external review committee, it is noted that the program did follow standard and recommended practice to include a single exemplar syllabi for each course within the program, so as not to burden the committee with multiple versions of syllabi for the same course. By the time the program undertakes its next cyclical review, all course syllabi should include learning outcomes or objectives, and the curriculum mapping exercise noted in recommendations #4, #5, and #37 should be completed. No further reporting is requested on this set of recommendations.

### Theme 3: Increasing Diversity and Internationalization

**Recommendation #1:** To date, the program has included roughly one international student per year. The program could, for example, and in keeping with the Strategic Academic Plan’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.

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

**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.

**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.

**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 offers get rejected and with the understanding that any costs associated with going over target would be borne by the Balsillie Fund.

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

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

**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.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date	Additional Notes
<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, especially international 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>

**Unit Update:** There are three distinct issues covered in this bundle of recommendations: international students, offers of admission, and teaching complement/demographic diversity.

At present, the program has limited control over the number of international students admitted into the program, and the issues flagged by the review committee persist (indeed, in important respects our program has become less ‘international’ in terms of its student cohort, which remains a concern). The winding down of the African Leaders of Tomorrow program (we hosted the last students from this program in 2019-20) has deprived us of a regular source of international students, while the university-wide shift away from funding international students (until recent years we have been able to cobble together a modest funding package for one international student) has made the challenge of international student recruitment even greater. We continue to attract a significant number of strong international applicants, but having to cover the full cost of their studies in Canada is a serious impediment for many, and has meant that we continue to lose students between the offer of admission and the beginning of the program (the pandemic was also a big factor in having no international students in 2020-21, but we see the pattern beginning to repeat itself in 2021-22). If the program seriously aspires to include a mix of international and domestic students in each cohort, this question will need to be re-considered in the coming years in consultation with FGPS and the Office of the Vice-President Academic.

On offers of admission more generally, in our view the issues raised by the review committee have been satisfactorily addressed. We have indeed been responsibly ‘over-offering’ in recent years, with the blessing of FGPS, and have managed to land with student cohorts in the range of 20-25 each year (very close to our targets). Improvements in the management of offers of admission at the FGPS level in the last year have also helped streamline the process, and have been much appreciated.

Increasing the expanding the demographic diversity of its teaching complement remains a challenge, especially as EDI issues grow in importance across the university (and students become increasingly attuned to EDI issues in classroom settings). On the full-time faculty side, without any real voice in the hiring of new faculty SIPG remains very much dependent on encouraging existing Laurier faculty to participate in the BSIA, and the associate dean has been working over the past year to reach out to potential ‘new’ faculty members outside of our traditional

disciplinary fields. On the part-time side, increasing diversity of the faculty complement is very much dependent on expanding the pool of candidates who apply for posted positions (see below for more discussion on this issue), but even here the PTAC/Appendix H process is very restrictive in terms of allowing hiring committees to take account of diversity issues in their hiring practices. SIPG has made a submission to the Dean of Arts with regard to the new round of diversity hires, and are hopeful that one or more of these hires might ultimately contribute teaching to the MIPP program.

**FGPS Decanal Comments:** Increasing diversity of faculty, staff and students is a university-level mandate. Likewise, broadening and deepening our commitment to internationalization is university-wide mandate. The unit has been clear in supporting these initiatives wherever possible. International student interest in the program is high, accounting for 40% - 50% of applicants. It is more difficult to find sustainable ways to increase funding for international students. FGPS has a strong working relationship with the program and enrolment management has not been hampered by a lack in communication or cooperation. The unit has addressed this issue to the best of their ability.

**Program Review Sub-Committee Comments:** The committee is aware that the issue of increasing international student enrolment comes up frequently in the reports of external review committees, and that control over this is not within the hands of the program itself. The committee appreciates the thorough response provided by the program and the confirmation from the Dean of FGPS that the program has done what it is able to in relation to this set of recommendations. No further reporting is required.

#### **Theme 4: Program Streams, Teaching Expertise, and Coordination with Cognate Disciplines**

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

**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.

**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.

**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.

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

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

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



Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<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

**Unit Update:** Some of the issues raised by this set of recommendations (#6, #30, and #31) have already been addressed above. On Recommendation #18, annual consultations with relevant department chairs has been standard practice in the program for a number of years now, and we expect this to continue going forward, since we recognize how dependent we are on the continued goodwill of chairs to allow their faculty to teach in SIPG programs. On expanding the pool of part-time faculty, we have indeed reached out in recent years to faculty chairs when there is a hire in their particular area, but have not received much by way of feedback or suggestions. We are aware, however, of the need to re-double our efforts to encourage part-time faculty to apply to posted positions, since in our most recent round of hiring (Spring 2021) we only attracted five applications for three positions (and only a single application for two of the three posted positions). We continue to try to better understand the reasons why we receive so few applications for posted positions (the trend is long-standing, even though we keep qualification requirements relatively low). That said, we do continue to attract quality applicants, so thus far at least the quality of teaching has not suffered. On Recommendation #25, we did consult widely with relevant faculty on our recent curriculum changes (many of whom were already members of SIPG), although not directly with department chairs of cognate disciplines; for the most part, we feel that Graduate Faculty Council provides a sufficient opportunity for departmental representatives to weigh in on curriculum changes, and the curriculum change process already requires programs to consult with other affected departments. That said, relevant department chairs will be consulted as appropriate in future curriculum changes.

**FGPS Decanal Comments:** A key strength of the MIPP Program is that it draws on faculty expertise and interest from multiple departments across the university. By its very nature, this complicates coordination of teaching assignments. In the past several years, the program has been proactive in communicating with department chairs and deans. As the unit reports, communication and cooperation is also supported by discussions at the monthly meetings of Graduate Faculty Council. Organizationally, the MIPP program director works with AVP/Dean of FGPS to solve any problems that arise. This is an improvement over the previous organizational structure where the program reported directly to the Provost. I understand the programs concern about the lack of depth in their applicant pool for posted part-time faculty. The availability of part-time faculty varies widely across disciplines. Most importantly, the MIPP program has continued to find qualified and engaged instructors.

**Program Review Sub-Committee Comments:** The comments provided by the program in response to this set of recommendations indicates that they have implemented many of the improvements suggested by the external review committee, and that they are aware where there are still potential areas for concern (e.g. number of part-time faculty applicants for course postings). The committee recommends that the program continue to work with the Dean of FGPS to ensure that the quality of part-time faculty teaching in the program continues to be

high, and that the changes put in place to improve communication between the program and other units at Laurier be retained. No further reporting on this recommendation is required.

**Theme 5: Admissions, Student Funding, and Internationalization**

**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.

**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.

**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.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date	Additional Notes
<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>	<p>Director of SIPG, Program Directors of Global Governance, and a budget representative from the VPA’s office.</p>	<p>September 2019</p>	<p>These discussions are already underway.</p>

**Unit Update:** We have addressed the concerns in #9 above. On Recommendations #11 and #23, over the course of the past year the associate dean has been consulting widely with the Dean of Graduate Studies, the VP-Academic, and SIPG Council on a way forward with regard to the administrative linkages connecting SIPG to wider university governance (including around budget matters). This continues to be a work in progress – a committee to examine the wider set of issues around SIPG governance is to be struck in Summer 2021 – but there is at the very least a general consensus emerging around the idea that current governance arrangements are sub-optimal, and unsuitable for a program which aspires to be sector-leading.

**FGPS Decanal Comments:** I agree with the unit that coordination has improved. The MIPP program needs to have clear and transparent guidelines for how its budget is set. The guidelines in the Balsillie gift clearly state the university’s minimum commitment to SIPG (and thus its two programs, the PhD in Global Governance and the MIPP program). The communication and coordination of funding has been partially addressed by placing the MIPP program within Graduate Studies. Despite the concerns identified by the external reviewers, The MIPP program has grown from an average fall cohort of 15 in 2016 to an average of 22 in 2021. This is strong evidence that the program has had the resources it needs to grow the program.

**Program Review Sub-Committee Comments:** The comments provided by the program and the Dean of FGPS suggest that this set of recommendations has largely been addressed through improved collaboration between the program and FGPS. No further reporting on these recommendations is required.

**Theme 6: Student Interest and Program Structure**

**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.

**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.

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

**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.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date	Additional Notes
<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>	<p>Program Director and Graduate Coordinator</p>	<p>September 2019</p>	<p>An alternative admissions process is available to all programs. Evaluation of an applicant’s qualifications rests with the program.</p>

**Unit Update:** All the concerns raised by this particular set of recommendations have been addressed in previous comments, above.

**FGPS Decanal Comments:** I agree with the unit. These issues have been addressed above. There is no issue with declining applications or enrolment.

**Program Review Sub-Committee Comments:** The committee agrees that this set of recommendations has already been addressed in previous sections of the report, and that no further reporting on them is required.

**Theme 7: Marketing and Recruitment**

**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.

**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.

**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.

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

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

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<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>	<p>Program Director</p>	<p>September 2020</p>

**Unit Update:** Progress on Recommendation #24 remains dependent on progress on Recommendation #11. Since SIPG remains effectively without a budget, we continue to be limited in terms of what we are able to do to market the program. We do continue to benefit from the wider marketing done by the Balsillie School (including annual google ad campaigns), and we are in the process of hiring a workstudy student to update and make improvements to the program webpages. Before the pandemic struck, we were also working on the development of an updated MIPP brochure, and anticipate that this effort will re-commence in Fall 2021, in time for the next recruitment season. Given financial constraints and limited staff resources, however, support from the university (Recommendation #33) for promotional outreach efforts will be necessary to effectively promote the program among potential applicants. While applications have stabilized in recent years, we do face growing pressure from competitor programs, so the suggestions in Recommendations #24 and #32 remain crucial. While the challenges here are both around human and financial resources, as an interdisciplinary program an additional challenge lies in finding the best way to target potential applicants, given the wide diversity of undergraduate programs from which our candidate pool originates (and neither the program director nor the program officer, to be fair, have

extensive marketing experience). Thus, the marketing and promotion challenge will require some creative thinking on the part of SIPG as a whole in the coming years.

Recommendation #39 has been addressed above; on Recommendation #40 around employment profiles of alumni, many of the same challenges (financial and human resource constraints) continue to apply; over the coming year, however, we will consult with Development and Alumni Relations around a strategy to streamline relations and communications with MIPP alumni, who remain key strategic assets to the program. While individual faculty remain in close contact with many former MIPP students (through platforms such as LinkedIn and Facebook), and while we continue to engage with alumni on a regular basis (as guest speakers, and through events such as the annual pub night for BSIA alumni in Ottawa – a similar event in Toronto in early 2020 was aborted due to the pandemic), we also recognize that the program itself would benefit from a most systematic and strategic approach to alumni relations, part of which involves the development of a comprehensive profile of graduate career trajectories.

**FGPS Decanal Comments:** Very few programs outside of the business school have significant funding and expertise to mount marketing and recruitment campaigns. The MIPP program benefits from the broader ecosystem in the Balsillie School. The director of the Balsillie School has raised the profile of the school and its programs nationally and internationally. Tracking MIPP graduates is still a struggle. There is strong anecdotal evidence that MIPP students have gone on to successful careers and/or academic programs. Employing a work-study student to maintain and update a database of graduates seems like an efficient way to bolster the anecdotal information with more comprehensive data.

**Program Review Sub-Committee Comments:** Promotion and marketing of the MIPP program (or any program) is an ongoing issue to be attended to as mechanisms for program advertising evolve, and as program enrolment targets are revisited. There are several references throughout the report to the strength of recent students cohorts that the MIPP program is attracting through its current mechanisms for promotion and marketing; thus, it would seem that the current strategies are effective. There are many benefits to a program in staying connected to alumni, so the MIPP program is encouraged to continue working on approaches to doing so. No further reporting on these recommendations is required.

## **Theme 8: Professional Development and Career Planning**

**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”.

**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.

**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.

**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.

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

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

**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’.

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

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<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>

**Unit Update:** Some of the recommendations cited here (notably #28 and #36), have been fully implemented; the annual orientation for incoming students consistently features a presentation from the Career Development Centre, and one of the IDS courses (IP606) now incorporates regular input from the Career Development Centre along the lines suggested in Recommendation #37. As noted above, the next phase of curricular revisions to the program will involve a serious re-assessment of the two IDS courses in the wider context of the program, and the experience of IP606 in Summer 2021 will help us determine whether this course could be effectively transitioned into a permanent ‘career readiness’ course, as recommended by the review committee. Discussions among faculty around how to more effectively impart career practice and skills into the program more generally are ongoing, even if a commitment to professional skills development is already a settled element of the broader MIPP identity.

On international exchange opportunities for MIPP students (Recommendation #29), two years ago the program removed the internship option from its curriculum. There had been no take-up for this option (and little interest), and the intensive, concentrated course-based structure of the MIPP program did not lend itself easily to students undertaking mid-program internships. That said, we continue to be committed to providing international opportunities for our students, and the main outlet for this in recent years has been the very successful partnership agreement with UNA-Canada, which facilitates placements of up to eight MA students from the BSIA (both MIPP and MAGG, the latter being the MA in Global Governance offered by the University of Waterloo) with a range of UN agencies around the world. These six-month internships are self-funded, and in the

case of the MIPP are post-graduation opportunities, but they nevertheless have provided many MIPP students with extraordinary opportunities to work within the UN system at the end of their MA program.

Recommendations #26 and #27 both remain good ideas in principle, but at present the MIPP simply lacks the resources to be able to offer the kinds of professional development support provided to MBA students. We do consistently make students aware of relevant career opportunities, although this has not been the exclusive preserve of the Program Officer; students receive information on opportunities from a variety of sources, including personal communications with individual faculty members (via e-mail or LinkedIn) or through the BSIA weekly Bulletin, which contains an ‘opportunities’ section.

Recommendation #40 has been addressed in the previous section.

**FGPS Decanal Comments:** These recommendations focus on professional development and career-readiness within the MIPP curriculum and more broadly at the level of the university. The unit has done a good job assessing where and how to increase professional/transferable skills within the curriculum in student orientation and within individual courses. FGPS coordinates a professional development program (ASPIRE) for graduate students across the university. These programs have seen significant increase in uptake over the last several years. MIPP students have good access to professional and career information/support.

**Program Review Sub-Committee Comments:** Since this cyclical review took place (2017-2018), it sounds like the program has made considerable progress in addressing the recommendations grouped around the theme of Professional Development and Career Planning. Ongoing collaboration with the Career Development Centre and Alumni Relations is recommended in order to sustain and evolve these initiatives for the benefit of MIPP students. No further reporting on this set of recommendations is required.

**Theme 9: Experiential Learning and Interaction with CIGI Fellows**

**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).

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Anticipated Completion Date
<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>

**Unit Update:** Point #1 noted for future program reviews; on the second point, we will continue to encourage participating faculty to create opportunities for students to network with CIGI fellows, although some of these networking opportunities are already facilitated through the GAC project. More generally, the BSIA Director has

been in consultations with the CIGI director on strengthening connections between the two entities – the confluence of which remains a strong marketing point for the program – and as such discussions bear fruit they will have follow-on effects which should facilitate better communication and coordination between CIGI fellows and BSIA programs, including the MIPP.

**FGPS Decanal Comments:** The pandemic has made it difficult to improve coordination and cooperation with CIGI fellows. That being said, the BSIA director is committed to fostering greater collaboration across the distinct elements of the Balsillie School. I have been on the Board of Directors for the Balsillie School for the past 2 years. Having worked with the BSIA director, I am confident that there will be increasing cross-pollination among the programs housed there.

**Program Review Sub-Committee Comments:** The committee agrees that the first element of this recommendation will be addressed through the program’s next cyclical review, and that progress has been made in implementing the second element of this recommendation. Throughout the report, it is clear that the alignment of the program with FGPS has enabled progress to be made on many of the recommendations made by the review committee. No further reporting on this recommendation is required.

## ADDITIONAL COMMENTS

**Unit:** The final assessment report contained a large number of both specific and wide-ranging recommendations (~40 in total), and since the report received administrative sign-off in late 2018 the program has – we believe – made significant progress towards implementing many of its key recommendations. We have successfully increased the overall size (and quality) of MIPP cohorts (despite the termination of the African Leaders of Tomorrow program), and the number of applications has stabilized to the point where we feel justified in holding off (for now) on any dramatic changes to application prerequisites (we have also improved communications around how applicants can go about meeting prerequisites). A significant round of curriculum changes has been implemented (and will come on-stream starting in September 2021), which both better aligns the program with existing faculty strengths and affords students added flexibility in course selection. Other recommendations, especially around improving communications and marketing (including website updates) remain works in progress; as we slowly emerge from the pandemic, however, we remain committed to fully implementing these recommendations. Still other recommendations – particularly those geared towards attracting and diversifying faculty talent and strengthening intra-institutional and inter-institutional communication and coordination – represent longer-term, ongoing challenges. Despite the pandemic, though, the program has taken initial steps, in close consultation with both participating faculty and senior administration, to strengthen the institutional linkages between the program and the wider institution. With the prospect of a return to ‘normal’ program delivery as of January 2022, we look forward to having additional time and energies to focus on these institutional strengthening exercises, and remain committed to seeing them through.

**FGPS Decanal Comments:** The MIPP program unit benefits from the interdisciplinary and multi-institutional structure of the Balsillie School. Often, programs that span disciplines and institutions can be hampered by issues with coordination among the many stakeholders. The external reviewers identified several areas where the program could improve coordination. The external reviewers also identified the need for the instructors in the MIPP program to provide cleared information about course and program expectations. The unit has invested a lot of time and effort in addressing these concerns. I believe that they have done a responsible and comprehensive job addressing the issues raised in the external review. In fact, the MIPP program has grown and



flourished over the past several years. I believe that the program is well positioned to continue to grow and thrive. I do not believe there is a need for a subsequent report.

**Program Review Sub-Committee:** The committee can wholeheartedly appreciate the complexity faced by the program in trying to navigate through and implement the 40+ recommendations (some of which are repeated in various sections) made by the external review committee during the program's 2017-2018 cyclical review, and appreciates how thoroughly they have all been addressed in this Implementation Report. It is clear from the detailed comments provided by the program, and the support from the Dean of FGPS, that considerable progress has been made, despite the pandemic, in implementing those recommendations deemed most important and relevant for the program and its students, since the review took place. The program is encouraged to maintain the momentum of the positive changes it has implemented around the program's structural mechanisms, its curriculum coherency and communication practices, and to complete some of the activities that are currently in progress, or whose progress was hampered by the pandemic, in advance of its next cyclical review, currently scheduled for the 2024-2025 cycle.

**Subsequent report required:** No

**Next cyclical review:** 2024-2025