

Queen's University
Executive Summary of the Review of the Department of Global Development Studies

In accordance with Queen's University Quality Assurance Processes (QUQAP), the department of global development studies submitted a self-study document on January 21, 2016 to the faculty of arts and science, school of graduate studies and the office of the provost and vice-principal (academic) to initiate the cyclical program review of its undergraduate and graduate programs [BA, BAH and MA]. The approved self-study presented program descriptions, learning outcomes, library report and analyses of data provided by the office of institutional research and planning and the school of graduate studies. Appendices to the self-study contained CVs for each core faculty in the department of global development studies and the library report.

Three arm's-length reviewers (Agha Harron Akram-Lodhi, Professor of International Development Studies, Trent University; Peter Cole, Assistant Professor in Indigenous and Ecojustice Education, Faculty of Education, University of British Columbia; and, Andrew Grant, Associate Professor of Political Studies, Queen's University) examined the materials and conducted a site visit on March 3 and 4, 2016. The site visit included interviews with the vice-provost (teaching and learning), vice-provost and dean and associate dean of the school of graduate studies, dean and associate deans of arts and science and meetings with cognate heads, director of four directions aboriginal student centre, undergraduate and graduate students, staff and faculty.

In their report (March 21, 2016), the review team provided feedback that describes how the department of global development studies meets the QUQAP evaluation criteria and are consistent with the university's mission and academic priorities. The review team noted that the undergraduate DEVS program does an excellent job of delivering a 'state of the art' curriculum and a 'notably superior' MA program. The reviewers also complimented the department on the exceptional calibre of its scholars and support staff.

The reviewers did suggest that the undergraduate curriculum could be improved by strengthening basic statistical literacy, offering an economics course for non-economists and introducing a research methodology course that has an Indigenous focus.

Based on all of the above documentation, a *Final Assessment Report* and an *Implementation Plan* were prepared by the vice-provost (teaching and learning) and approved by the provost (July 15, 2016).

The academic programs in the Department of Global Development Studies have been approved to continue and are scheduled for their next review in eight years (2023-2024).

Prepared by the vice-provost (teaching and learning)

July 11, 2016

Final Assessment Report & Implementation Plan for the Cyclical Program Review of the Department of Global Development Studies

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate and graduate programs [BA, BAH and MA] delivered by the department of global development studies. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an implementation plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and, timelines for acting on and monitoring the implementation of those recommendations.

Summary of the Cyclical Program Review of the Academic Programs in the Department of Global Development Studies

The department of global development studies submitted a self-study document to the faculty of arts and science, school of graduate studies and the office of the provost and vice-principal (academic) on January 21, 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the academic programs, and program data including the data collected by the office of institutional research and planning and the school of graduate studies. Appendices to the self-study contained CVs for each core faculty in the department of global development studies and the library report.

Two arm's-length external reviewers (Agha Harron Akram-Lodhi, Professor of International Development Studies, Trent University and Peter Cole, Assistant Professor in Indigenous and Ecojustice Education, Faculty of Education, University of British Columbia) and one arm's-length internal reviewer (Andrew Grant, Associate Professor of Political Studies, Queen's University) were selected by the vice-provost (teaching and learning) in consultation with the deans of arts and science and the school of graduate studies, from nominations submitted by the department of global development studies. The review team evaluated the self-study documentation and then conducted a site visit to Queen's on March 3 and 4, 2016. The site visit included interviews with the vice-provost (teaching and learning), vice-provost and dean and associate dean of the school of graduate studies, dean and associate deans of arts and science and meetings with cognate heads, director of four directions aboriginal student centre, undergraduate and graduate students, staff and faculty.

In their report (March 21, 2016), the review team provided feedback that describes how the department of global development studies meets the QUQAP evaluation criteria and are consistent with the university's mission and academic priorities. The review team noted that the undergraduate DEVS program does an excellent job of delivering a 'state of the art' curriculum and a 'notably superior' MA program. The reviewers also complimented the department on the exceptional calibre of its scholars and support staff.

The reviewers did suggest that the undergraduate curriculum could be improved by strengthening basic statistical literacy, offering an economics course for non-economists and introducing a research methodology course that has an Indigenous focus.

The head, after consultation with faculty and staff in the department, submitted a response to the review team report (April 12, 2016). The associate dean of arts and science (April 25, 2016) and the dean of the school of graduate studies (April 21, 2016) also submitted their responses to the provost's office. Specific recommendations were discussed, and clarifications and corrections presented.

Subsequent to receipt of the review team report and the internal responses from the faculty and the dean of graduate studies, the senate cyclical program review committee (SCPRC) dedicated its meeting of May 3, 2016 to this particular discussion.

The SCPRC would like to recognize the following strengths of the department of global development studies:

- Highly committed faculty who are dedicated to delivering exceptional undergraduate and graduate programs;
- Excellent undergraduate students who benefit from a curriculum that incorporates experiential learning, inquiry-based learning, undergraduate research and a variety of modes of assessment into a high quality student learning experience;
- Strong MA program and students with excellent completion times.

The SCPRC identified the following opportunities for enhancement. The department is encouraged to:

- Assess strategies for international experiences and work placements;
- More thoroughly integrate Indigenous knowledge into the curriculum;
- Find ways to attract a more diverse student body and faculty compliment and to provide them with pathways to success.

Summary of the Reviewer's Comments/Recommendations with the Internal Responses

Undergraduate Program

The review team recommended that consideration be given to rethinking the work-study option in order to establish a more systematic, organized and closely monitored/supervised

relationship with a single institution that would then host a significant number of work-study placements.

The department of global development studies responded that it respectively disagreed with this recommendation because the course (DEVS 410) is very closely supervised by an outstanding faculty member and is highly regarded by the students themselves. The head's response noted that the work-study option draws students to the department's major plan and is academically rigorous and ethically-informed.

The response did go on to say however that the option suggested for a more focused study-abroad program (implicitly like Trent's) can be considered with the constraints of the new budget model in mind. There may also be experiential options closer to home such as a "tutorial assistant internship" in conjunction with the Centre for Teaching and Learning, which the department is exploring.

Graduate Program

The review team recommended that the department offer distinction as a grade on the MA program and at the same time offer grade equivalents for other students.

The department replied that grades and distinctions for the MA seem redundant and potentially unhelpful. The department's current practice (with strong students rewarded by strong letters of recommendation) is consistent with practice among most of its cognate departments.

The review team recommended that the department not proceed with a PhD program until the activity-based budgeting model makes it financially viable to do so.

The vice-provost and dean (school of graduate studies) replied that under the QUQAP, a business plan with detailed forecasting of enrolments, costs and revenues for the initial five years is required in addition to an accounting of the resource impact for the unit as a whole (human and physical). The response went on to say that the new program approval process is appropriate thorough to enable a comprehensive evaluation of pedagogy, demand, need and sustainability.

The associate dean of arts and science responded that the faculty supported the position of the school of graduate studies.

Implementation Plan:

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
1. Assist students to track and articulate their learning throughout their academic programs. Considerations should be given to implementing the new ePortfolio function within onQ.	Initiate discussions with department head, relevant associate deans and centre for teaching and learning	Associate deans (arts and science) and (school of graduate studies)	Deans of faculty of arts and science and school of graduate studies' report to the vice-provost (teaching and learning) September 1, 2017
2. Hold a curriculum retreat in consultation with the centre for teaching and learning.	Initiate discussions with department head, relevant associate dean and centre for teaching and learning	Associate deans (arts and science) and (school of graduate studies)	Deans of faculty of arts and science and school of graduate studies' report to the vice-provost (teaching and learning) September 1, 2017

The deans of arts and science and the school of graduate studies shall be responsible for monitoring the implementation plan. The details of progress made will be presented in writing to the vice-provost (teaching and learning) and filed in the office of the provost and vice-principal (academic). Monitoring reports will be posted on the university web site.

Final Assessment Report & Implementation Plan

July 15, 2016
Approval Date

Vice-Provost (Teaching and Learning)



Signature

Dean, Arts and Science



Signature

Vice-Provost and Dean, Faculty of Graduate Studies



Signature

**Final status of academic programs in the
Department of Global Development Studies**

Approved to Continue

Date of next program review

2023/2024 Academic year