



# Cyclical Program Review of Global Studies

PROGRAMS:  
Bachelor of Arts

## Final Assessment Report

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## **PART ONE: EXECUTIVE RESPONSE**

Please provide a brief response to each of the following.

### **A) EXECUTIVE SUMMARY OF REVIEW DOCUMENTS**

**(SELF-STUDY, REVIEWERS' REPORT, UNIT RESPONSE)**

#### **Summary of Self-Study**

The Global Studies Self-Study pointed out that Global Studies (GS) emerged as a distinct Arts program in 2000 (then as a department in 2007) as a transformation of the well-established interdisciplinary Development and International Studies program. It is a mid-sized Arts department with 10 faculty members, several of them cross-appointed and/or teaching in other undergraduate and graduate programs.

The program has three required core courses (GS101, GS201, GS202) and is organized around three thematic streams: peace and conflict, comparative development, and globalization and culture. It offers a Research Specialization Option for its majors, and requires 1.0 credit in another language. Additionally it encourages students to augment their language study, take economics courses, and participate in an international volunteer placement as part of a comprehensive Global Studies Experience (GSE).

GS continues to attract a significant number of majors, and teaches a large number of students in their courses. The number of majors increased from 165 in 2005-2006 to 307 in 2012-2013, levelling off in the last four years (313, 336, 296, 307). Non-majors comprise 55-60% of the annual average of 1,713 course registrations (data from IPRM report). A significant portion of this service teaching takes place in GS101.

Over the last seven years GS addressed a number of recommendations made in their 2007-2008 review, including:

- The introduction of a theory and method course (e.g. two required courses added)
- Encouragement of as much experiential and international experience as possible
- Retention of some form of first-year seminar in the context of budgetary challenges (e.g. Peer-Assisted Skills Sessions [PASS] into GS101)
- Retention of the 1.0 language requirement
- Focus on areas of strength (e.g. the department has maintained the diversity of the three streams)
- Addition of prerequisites and required courses
- Development of more formal links with the School of Business and Economics (SBE) (e.g. through the Social Entrepreneurship Option, an Arts program linked to GS)
- Consideration of adopting a two-tiered level of fourth-year courses (partly done, via the addition of the Research Specialization Option)
- A shift of GS102 to the second year

- Addition of more full-time faculty teaching GS courses (addressed through more full-time hires)
- Provision of part-time faculty (CAS) members with a better understanding of the department goals and objectives (recently addressed by the pairing of full-time faculty mentors with each CAS)
- Addition of a senior faculty member to help guide junior faculty and the department as a whole

GS posed eight questions to the review committee:

1. How should we go about clarifying the relationship between the Global Studies program as a whole (and GS as a coherent degree) and the three constituent 'streams' within the program?
2. What steps should we take to more effectively promote the Global Studies 'brand' among prospective students?
3. What are the advantages and disadvantages of seeking to grow through strategic mergers with other academic units?
4. Should GS pursue the development of a graduate program?
5. How can the structure of GS101 (and of the GS first-year experience more generally) be revised to better serve the needs of the program?
6. How might the curriculum be revised both to better prepare our students for upper-year coursework and to better reflect the theoretical foundations of global studies as an emerging interdisciplinary field of study?
7. Should GS build more required courses into the program or leave the program flexible as is now?
8. What should be some of the key considerations in developing a strategic approach to online teaching?

In terms of curriculum organization, the three streams demonstrate the breadth, depth and interdisciplinarity of the GS program while meeting its shared learning outcomes.

The Peace and Conflict stream attracts a considerable number of students. Its priorities are to regularize senior level courses in International Law, Human Security and Human Rights, and Ethnic Conflict. This stream's faculty complement (one fully dedicated, but currently serving as Chair; one partially dedicated) could be expanded, all the more so when an award-winning teacher has been serving as an LTA (limited term appointment) in that capacity for the past three years.

Six different faculty members contribute to teaching in the Globalization and Culture stream. While this stream is perhaps less defined in comparison with the other two, it is also more pervasive, as issues of culture feature in virtually all GS courses. Priorities include focused course development.

Four faculty members contribute to the Development stream. A main priority for the development stream is rationalization of the course offerings to more systematically introduce students to the fundamentals of International Development.

GS has been engaged in strategic planning discussions for a number of years, and some of the key elements of a broader strategic direction for the Department have emerged, even if they have yet to crystallize into a formal strategic plan. While consolidation was the key theme of the Department's last periodic review, the next seven years will see Global Studies build on existing strengths, particularly around the core themes of civic engagement, global citizenship, and social justice. The new Social Entrepreneurship Option that is managed by the department promises to galvanize these themes.

Discussions are ongoing with departments such as Religion and Culture and programs such as Anthropology about mutually-beneficial forms of longer-term collaboration.

GS is an interdisciplinary and multidisciplinary department. This quality is reflected in both content and modes of course delivery. Program innovations stem from GS's core values, which include global/local citizenship, community engagement, and justice and sustainability. Its pedagogical priorities are those that encompass the whole person.

High Impact Practices include the capstone research seminar, the Chile field course, and the GSE. GS faculty collaborate closely with Supplemental Instruction (SI), CSL (Community Service Learning), the Community Engagement and Social Entrepreneurship Options, on the course development and teaching of UU101 (Perspectives on Sustainability), and the Inside-Out (Walls-to-Bridges) program. GS faculty have also been involved in the Student-for-Development program (initially funded by the Canadian International Development Association [CIDA]) in collaboration with Brantford and Ghanaian institutions.

GS is heavily reliant on CAS. From 2009-10 each year CAS have taught anywhere from one-third to almost two-thirds of all courses. The absence of a graduate program means that, with few exceptions (i.e., graduate TA's are sometimes transferred from other units in exchange for GS faculty teaching), graduate students cannot be used for tutorials; some CAS are hired to serve as tutors in second-year courses, while the first-year course has transformed its tutorials into using the approach offered by PASS. In 2011-12, all tutorials were cut from the heavily-enrolled GS101, and the second first-year course (GS102, averaging 250 students per section) was removed because of lack of tutorial resources.

GS is gaining a reputation for teaching excellence, including Sara Matthews' 2013 Faculty of Arts Teaching Scholar Award, and Edmund Pries' 2011 Wilfrid Laurier University Award for Teaching Excellence and his 2013-14 OCUFA Teaching Award.

Global Studies faculty have been successful at procuring research grants mainly but not exclusively from SSHRC. In the past eight years, they won 17 external grants, totaling \$5,660,379 (including one MCRI collaborative grant worth \$2 million), and 13 internal grants worth \$37,167. The combined internal and external grants were about \$5,697,546.

### **Summary of External Reviewers' Report**

The external reviewer, Anita Weiss (Professor, Department of International Studies, University of Oregon) and the internal reviewer, Paul Freston (Professor, Department of Religion & Culture and CIGI Chair in the Balsillie School of International Affairs), noted that GS carries out a significant amount of service teaching for the university. They concluded that the GS program's "curriculum is robust, timely, and on the whole reflects the current state of global studies. GS's orientation enjoys a distinct synergy with [Laurier's] mission...Development of the Social Entrepreneurship option is a timely, interesting and relevant initiative that has been taken to enhance the quality of the program" (p.7).

The reviewers made the following ten recommendations:

1. Develop an inclusive, coherent Mission Statement that is accessible to students and CAS faculty.
2. Clarify what the field of global studies is to students in the department's publicity.
3. Revise the required courses: find ways to re-introduce tutorials in GS101 (PASS is not an effective substitute), revise (or completely revamp) the required second-year theory and methods courses so as to make them more pertinent to global studies students.
4. Clarify streams, including the development of core courses for each stream.
5. Add micro- and macro-economics courses to help the transition to graduate programs.
6. Strongly recommend that students complete the second year of a language so as to allow them to engage others in their own language.
7. Conceptualize the GSE more broadly and become more open-ended, with more take-up from students; a significant international experience should be a requirement in the Comparative Development stream.

8. Improve procedures for advising students (providing more information on the website) and CAS (providing a special handbook to help familiarize them with the GS program).
9. Consider offering Professional Certificates in subfields; these might consist of a mixture of intramural and online courses.
10. Develop an MA program if Laurier is able to provide adequate resources.

### **Summary of Global Studies' Response**

1. The Department agrees with the recommendation to develop a Mission Statement.
2. GS considers its response to the first recommendation to go a long way toward addressing this second one.
3. New models for teaching GS101 will be explored (agreed); the second year courses might not need as much work as the reviewers suggest, but the department will review the courses.
4. Agreed, with a significant attempt to do so in 2014-15 falling short when Senate Academic Planning deferred consideration of making the three streams internal options; it is hoped that going in this direction, in some manner, will go a long way to addressing this recommendation. The Department will proceed with a pathway that aligns with the Senate direction on minors and options once that has been established through the governance process.
5. GS already strongly encourages students to take Economics courses, and in 2014-15 it offered a 300-level special topics course on economic literacy. It will continue to encourage GS majors to study economics.
6. GS already does so, and entices students to do so by allowing a second-year credit in a language to count as a GS credit; requiring a second-year language course is probably not helpful to maintaining high numbers of majors.
7. GS's preference is to proceed with more incremental changes, particularly as the GSE absorbs students in the Social Entrepreneurship Option for which the GSE is a requirement.
8. GS agrees that better website information for its students would help give them necessary advising information.

9. Given the implications of already-stretched resources, the department suggests proceeding cautiously on introducing professional certification programs; it will expand initial discussions it has had with Laurier's Faculty of Education around the possibility of developing a Global Teaching Certificate.

10. GS has long had discussions about introducing its own MA program; for the immediate future it sees partnerships with existing Master's programs as a more fruitful avenue to explore.

## **B) IDENTIFICATION OF PROGRAM STRENGTHS**

1. In the words of the external reviewers, Global Studies enjoys a distinct synergy with Laurier's mission, challenging people to become engaged and aware citizens of an increasingly complex world.

2. GS's various forms of engaged learning, complementing its award-winning teachers, is a living example of the "integrated and engaged" learning promoted by Laurier's Office of the AVP: Teaching and Learning.

3. GS's interdisciplinarity and multidisciplinary accords with current directions in the Humanities and Social Sciences, and facilitates close work with other Faculty of Arts units, something that will need to occur increasingly over the next decade.

4. GS has a robust Majors base, and also provides considerable service teaching for the Faculty. It is well-rounded in these respects.

5. Most of its faculty are in the early stages of their careers. The department is not likely to be as affected by retirements as several other departments in Arts. Budget sustainability will depend on the overall health of the enrolments in GS, Arts, and the University.

6. The integration of Social Entrepreneurship into this department, at a time when "Social Innovation and Entrepreneurship" are rapidly expanding throughout Laurier, bodes well for the integration of GS throughout Laurier.

## **C) OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT**

1. Clearer delineation of GS's three streams should enhance recruitment, given the broad attraction of "development," "peace and conflict," and "globalization" to students and future employers.

2. GS is currently in conversation with Religion & Culture (and Anthropology) in regard to various forms of rapprochement. These discussions allow for the possibility of MA and even

PhD collaboration with existing graduate programs that could provide faculty with graduate students to serve as TAs in courses.

3. The department currently has required courses taught by CAS and/or limited term faculty (including award-winning faculty). The quality and sustainability of the program would be significantly enhanced by the addition of at least one tenure-track faculty line to the department.

#### **D) RECOMMENDATIONS APPROVED FOR IMPLEMENTATION IN PRIORITY ORDER**

1. Recommendations #1 and #2: Developing and promoting a mission statement.
2. Recommendation #4: Clarifying and, on a curricular level, refining the three streams.
3. Recommendation #10 (modified by the department): Nurturing links with currently-existing Laurier graduate programs.



## PART TWO: IMPLEMENTATION PLAN

Please include any of the recommendations that came out of the review that are to be implemented by the academic unit.

<b>Recommendation to be Implemented</b>	<b>Responsibility for Implementation</b>	<b>Responsibility for Resourcing (if applicable)</b>	<b>Anticipated Completion Date</b>	<b>Additional Notes</b>
1. Develop an inclusive, coherent Mission Statement that is accessible to students and CAS faculty (Reviewer's Recommendation #1 and #2)	Department Chair		December 1, 2015	
2. Revise the required courses (Reviewer's Recommendation #3)	Department Chair		August 31, 2016	
3. Clarify streams, including the development of core courses for each stream, as aligned with Senate policies (Reviewers' Recommendation #4)	Department Chair		August 31, 2016	Final structure of the streams in the program may be dependent on changes to Senate policy expected in 2015-16
4. Improve procedures for advising students (Reviewers' Recommendation #8)	Department Chair		December 1, 2015	
5. Develop better access for students and faculty to at least one Master's program at Laurier (Reviewers' Recommendation #10)	Department Chair		August 31, 2016	