

Cyclical Program Review of Political Studies One Year Progress Report on Implementation Plan

At the conclusion of the cyclical program review, a final assessment report and implementation plan was agreed by the Vice-Provost (Teaching and Learning), Dean, Faculty of Arts and Science, Vice-Provost and Dean, School of Graduate Studies. These deans are responsible for monitoring the implementation plan.

Please complete the table below to report on progress made in the past year against the implementation plan. Add further explanation if necessary in the *additional notes* section. The table is to be completed by the program director and reviewed by the relevant deans/associate deans.

Please complete this report and return it to qugap@queensu.ca by 1 September 2017. The Vice-Provost (Teaching and Learning) will review this progress report and discuss with the Provost. Please note that monitoring reports will be made available to the public on the Provost's Office web site.

ONE YEAR FOLLOW UP

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Please indicate whether the implementation is on target and on time, and provide a brief description.
<p>1. To ensure that the current mix of large introductory courses, smaller-sized lecture courses and several small seminar courses is the optimal balance for achieving the programs' stated learning outcomes, the SCPRC recommends that the department complete a curriculum review of all its undergraduate programs in consultation with the centre for teaching and learning. The aim of the review should be to create a comprehensive and cohesive curriculum plan that ensures all decisions made about course</p>	<p>Initiate discussions with department head, relevant associate dean and centre for teaching and learning</p>	<p>Associate dean (arts and science)</p>	<p>Deans of faculty of arts and science's to the vice-provost (teaching and learning) September 2017</p>	<p>This review of our undergrad offerings was begun at the department's first retreat held in Spring 2017. In that day-long, faculty-only discussion we agreed that while our mix of large courses at the first and second year were appropriate, we ought to do more skills-building in each year.</p> <p>We began a departmental conversation about how we deploy tutorials, and that conversation has already resulted in several reconfigurations of third year classes (POLS 391, POLS 384, POLS 358) from traditional didactic, one way tutorials to interactive, hands-on simulations and modelling. The new interactive classrooms in Mac Corry will be</p>

offerings, numbers of seminars, class size and modes of delivery are grounded in best practices in teaching and learning.				very useful for our reconfiguration about delivery of the curriculum.
2. To ensure that student assessment is formative and transparent, the SCPRC recommends that the department works with the centre for teaching and learning to ensure: clear assessment criteria are associated with each course; there are multiple opportunities for feedback; and, that a variety of pedagogical approaches and assessment tools are utilized.	Initiate discussions with department head, relevant associate dean and centre for teaching and learning	Associate dean (arts and science)	Deans of faculty of arts and science's report to the vice-provost (teaching and learning) September 2017	This was also discussed at our Spring retreat. All instructors, including adjuncts, will receive a rubric for grading. This will indicate what a letter grade should indicate in terms of quality of work. The document will also establish best practices, such as ensuring a diversity of assessment tools, providing students with adequate feedback prior to the add/drop date and a closer alignment of our department's pedagogic goals with the assessment criteria.
3. Implement strategies to ensure progression towards timely degree completion at the	Initiate discussions with department head and relevant associate	Associate dean (school of graduate studies)	Dean school of graduate studies' report to the vice-provost (teaching and learning) September 2017	At the departmental retreat, we discussed the possibility of a paper-based dissertation model (like ECON) that may be more appropriate

PhD level.	dean (school of graduate studies)			<p>for those who do not wish to pursue academia.</p> <p>We also will institute a yearly progress update through a PhD dissertation/proposal colloquium. This will allow faculty to see the breadth of work being undertaken and also create intellectual connections among students whose work addresses diverse questions with similar methodological or theoretical/conceptual approaches.</p> <p>We note with some pride that the 2017 Queen's and U15 Grad Report show that the mean time for POLS MA student completion is 3.5 terms vs. 4.93 for Queen's. For PhD students, the POLS average is 14.0 terms while Queen's is 15.48.</p>
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Additional Notes:

We have discussed the CPR report explicitly at a Departmental Meeting and devoted a full day to discussing the recommendations at a Retreat in Spring 2017. The Department is working to ensure alignment of undergraduate expectations, evaluations and modes of assessment with our department's learning objectives. We have also

benefited from our own exit survey done two years ago for students in four cohorts in the early 2000s. That has allowed us to benchmark how we have progressed over that time.

While we take some solace in our grad student completion times, we are working towards ensuring progress across the board. We place emphasis on maintaining a culture of collegiality and esprit de corps that have always marked our graduate program. We are doing this by creating more regularized opportunities for faculty-graduate student feedback.

We have appreciated the opportunity provided by the CPR to reflect on our strengths but also re-think where our undergraduate and graduate program may improve.