

Cyclical Program Review of Policy Studies

2021-2022 CPR Bridging Report

Date: 5 October 2021

In light of the COVID-19 pandemic and the subsequent delays to the cyclical program review (CPR) process, programs are being asked to provide an update on the final assessment report and implementation plan of their previous CPR cycle.

The plan and one year progress report below was agreed to by the Teaching and Learning Office, Deans of Faculty of Arts and Science and Graduate Studies and the Vice-Provost in February 2015. The Deans are responsible for monitoring the implementation plan.

Please complete the table below to report on any progress made. Add further explanation if necessary in the *additional notes* section.

Please complete this report and return it to gugap@queensu.ca by **Monday October 18th**. The Associate Vice Principal (Teaching and Learning) will review this progress report. It will then be appended to the program's delayed CPR and filed in the Office of the Provost and Vice-Principal (Academic). Please note that monitoring reports will be posted on the university's website.

Follow-up and Bridge to the Next CPR

Recommendation	Proposed Follow-up	One Year Follow Up	Please indicate whether the implementation was completed, and provide a brief description and any recent updates on initiatives
<p>1. Undertake a complete curriculum review of the MPA program 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 offerings are informed by evidence-based practice in teaching and learning and aligned with the purpose of the program. The curriculum review should be guided by the program-level learning outcomes mapped to the Degree Level Expectations.</p>	<p>A curriculum mapping of all courses to DLEs, LOs and other indicators of achievement</p>	<p><i>Curriculum mapping has been implemented and we are on track toward completing the curriculum review by the end of the year.</i></p> <p><i>In May 2014, a curriculum review committee was created within the School of Policy Studies. The curriculum review committee worked in close collaboration with Sue Fostaty Young to develop a strategy for reviewing the MPA curriculum. The committee mapped the curriculum of all courses using the LOs and DLEs that had been developed by the faculty previously. It also examined best practices in teaching and learning. The committee then surveyed the curricula of other MPA programs in Canada and in the US. It examined the student feedback with regards to the MPA curriculum. Informal consultations were also held with all faculty teaching within the school. The curriculum review committee wrote a report with some recommendations for a new approach to the MPA curriculum and provides a comprehensive narrative to guide curriculum design. The report will be presented to faculty for</i></p>	<p>Implementation of these changes was completed in 2016-17 as described. Curriculum review has continued since 2014 on an annual basis. We continue to monitor other programs and review student feedback. The program has evolved in response to these inputs over the years; we have developed a strong fall semester (core courses) and winter semester (electives). The current focus of our curriculum committee (now called program committee) is on the spring semester, a truncated two-week intensive session which has traditionally provided slots for two electives in the program. We are looking at using this semester as a ‘capstone’ experience session, and are developing a Policy Innovation Lab (PIL) course which would serve this purpose.</p>

		<p><i>discussion at the next faculty meeting in March 2015. It is our hope that curriculum changes could be adopted by December 2015 and be implemented for the new cohort 2016-2017.</i></p>	
<p>2. Explore the development of expanded credentials with an eye to increasing opportunities for experiential and entrepreneurial learning in the areas of Public Administration and Public Policy.</p>	<p>Preparation of a strategic plan that creates a conceptual framework and articulates the program's values and direction</p>	<p><i>A vision statement has been implemented. We are on track toward exploring the development of expanded credential opportunities.</i></p> <p><i>Over the summer 2014, the curriculum review committee developed a vision statement for the MPA program that articulated the program's values and direction. The vision statement was circulated to all Faculty in August 2014. Comments were incorporated into a final draft of the vision statement in September 2014. The vision statement forms the basis of the conceptual framework that has guided curriculum review. One of the core values that it articulates is increasing experiential learning, linking research and practice. As part of the curriculum review, we are actively examining opportunities for utilizing study tours as an experiential learning tool as well as developing certifications that can be supported through the MPA program. The program director, Rachel Laforest, has also had conversations with the director of the</i></p>	<p>Experiential learning opportunities continue to be of interest to the program. We had good discussions with the Population Health program but ultimately were not able to build this into our program, due to changes in faculty in both units. We focus our experiential learning opportunities on Co-op and Internship positions with provincial and federal government partners, and have regularized this into our program by offering program credit for completion of a co-op or internship during the year of the program.</p>

		<p><i>Population Health program at Queen's to discuss potential synergies between the programs. We aim to incorporate new experiential learning opportunities in the School of Policy Studies offerings by 2016-2017.</i></p>	
<p>3. Explore alternative modes of delivery, including technology-enhanced learning, to determine the benefits of innovative course and program delivery</p>	<p>Initiate meeting with Director of the Centre for Teaching and Learning</p>	<p><i>SPS has met with Sue Fostaty Young of the Centre for Teaching and Learning. We are on target toward exploring alternative modes of delivery.</i></p> <p><i>In collaboration with the Centre for Teaching and Learning, the curriculum committee has discussed the use of alternative modes of delivery. We are currently exploring a modular approach to the delivery of the MPA program. This would enhance connections across the curriculum. It would enable students to engage in depth with the material. We have had discussions with the School of Business that offers its MBA program in a modular format. The modular approach forms the basis of the recommendations that will be presented by the curriculum committee to faculty for discussion at the next faculty meeting in March 2015. It is our intention to implement a new mode of delivery of the MPA program for the new cohort 2016-2017.</i></p>	<p>Modular teaching was not established in the School in 2016-17, due to pushback from various faculty members and challenges with scheduling. We are currently focused on building remote tools into our program to capitalize on our experiences with remote teaching during the COVID-19 pandemic. In fall 2021, we initiated discussion with the instructors in our PMPA cohort to move some of our 'PMPA weekends' online; some weekends would remain in person, and we would re-organize course materials to take advantage of both modes of delivery throughout the year. Within the MPA program, we have shifted both our quantitative analysis (statistics) course and our economics courses online, with asynchronous delivery of lectures and synchronous tutorials. This responds to student feedback which highlighted the challenges of bringing all students up to speed on these topics, which are essential for success in policy development and implementation. Note that this shift required major course rebuilds which re-cast these topics in the light of policy assessment and implementation.</p>

Additional Comments:

Please identify any new initiatives that would be part of the upcoming CPR.

One initiative which we would draw attention to is our development of an Indigenous Governance Certificate/Diploma, which is being carried out in conjunction with Indigenous groups and championed by one of our Matthews Fellows, Dan Brant. This type of program, designed to ladder into our MPA program and to provide critical governance skills to Indigenous leaders across Canada, is an example of the types of focused credential that the School is interested in developing in coming years.

Signatures:



Dean, Faculty of Arts and Science
Barbara Crow, PhD

December 13 2021

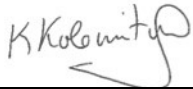
Date



Dean, School of Graduate Studies (if applicable)

December 15, 2021

Date



Associate Vice-Principal (Teaching and Learning)

January 10, 2022

Date

Approved by the Senate Cyclical Program Review Committee:

February 1, 2022

Date