



Internal Academic Review 2007-2008
Department of Political Studies and the Canadian Studies Program
Internal Academic Review Committee Report to Senate

The Internal Academic Review (IAR) of the Department of Political Studies and the Canadian Studies Program is now complete. The Internal Academic Review Committee (IARC) has taken into consideration all of the submissions related to the IAR of the Department and Program and respectfully submits the following report. The IARC Report to Senate is intended to supplement the findings of the attached Review Team Report and to provide a mechanism for the Head of the Department and the Dean of the Faculty of Arts and Science to jointly report on the progress in addressing the Review Team recommendations.

Summary of the Internal Academic Review of the Department of Political Studies and the Canadian Studies Program

The IARC applauds the Department of Political Studies for undertaking a noteworthy transformation since the last Internal Academic Review in 2001 and agrees with the review reports that recognize the Department for its vibrancy, productivity and strong leadership. The IARC concurs with the review report's acknowledgement that the Department is deeply committed to undergraduate education and has a strong reputation for teaching excellence.

The IARC agrees with the reviewers' recommendation that a strategic plan be developed to determine a vision and identify goals for the future. The IARC agrees that priority should be given to addressing the governance structure within the Department and that a less centralized model be adopted with clearly defined Committee structures for both graduate and undergraduate programs.

The Department has a productive and active research component and the IARC applauds faculty members for their success in acquiring research funding. The IARC agrees with the recommendation that the new strategic plan should clarify the relationship between teaching and research to establish clear procedures so that each aspect can be realized to its full potential.

The IARC agrees with the reviewers' recommendation that grading practices be revisited to ensure departmental practice reflects University standards. The IARC acknowledges the reviewers' recommendation to explore enrichment opportunities, such as the established speaker series, to contribute to the learning experience for students within the program.

The IARC urges the Department to explore equity considerations, as was outlined in the reviewers' reports, to eliminate perceived barriers and recognize and celebrate diversity within the Department.

The Department of Political Studies is committed to enhancing teaching quality in the graduate program and the IARC would agree with the reviewers' recommendation that the Department work in collaboration with the School of Graduate Studies and Research to conduct a systematic review of graduate course offerings to introduce consistency and to broaden course offerings. The IARC fully supports the Department's effort, in collaboration with the Faculty of Arts and Science and the SGSR, to explore new ways to address the recommendations outlined in the Review Team Report.

The IARC agrees with the External Consultant Report which suggests the Canadian Studies Program cannot continue to exist in its present state. The IARC supports the Faculty of Arts and Science as it explores alternatives for the future of the Canadian Studies Program.

**Outcomes of the Internal Academic Review of the
Department of Political Studies**

*Joint response submitted by the
Dean of the Faculty of Arts and Science and the
Head of the Department of Political Studies*

The Dean of the Faculty of Arts and Science and the Head of the Department of Political Studies welcome the positive assessment of the Department of Political Studies by the IARC, and provide the following responses to specific recommendations.

Strategic Plan:

The Department has set in place a procedure for developing a Strategic Plan to determine the Department's vision and identify goals for the future. A new position has been established, Deputy Head, whose principal responsibility in 2009-10 will be to engage colleagues in discussions about, and ultimately to develop, a strategic plan. In so doing, this project will build upon the work carried out earlier this year, in which a departmental committee developed a framework for articulating our priorities and goals.

Governance Structure:

The Department has reformed its governance structure, to implement more decentralized decision-making procedures. Graduate and Undergraduate Committees have been re-established and will play an active role to review curriculum and propose changes, and to consider how to deliver excellent undergraduate and graduate programs in an era of increasing class sizes, a hiring freeze, and cuts that reduce the number of adjuncts to teach courses. The Head will also meet regularly with the senior administrative officers in the department (Deputy Head, Undergraduate Chair and Graduate Chair) to discuss this

work, ensure a prudent balance is struck between teaching resources for graduate and undergraduate courses, and to develop and coordinate policy proposals intended to maintain excellent quality and delivery of our programs.

Equity Considerations:

The Department is committed to eliminating perceived barriers in the role of faculty and students. The Department has an active Equity Issues Committee, chaired by a senior member of faculty. Moreover, two of the four senior administrative positions are held by Women: the Headship and the Undergraduate Chair.

Miscellaneous Recommendations:

The Department has developed a regular speaker series, and is actively encouraging graduate and Faculty attendance.

The Department is encouraged to broaden graduate course offerings. This undertaking will be extremely difficult in light of budget constraints, faculty departures, and a hiring freeze. Notwithstanding these challenges, the Dean of the Faculty of Arts and Science and the Head of the Department of Political Studies will make every effort to ensure the recommendations of the IARC are realized.

**Outcomes of the Internal Academic Review of the
Canadian Studies Program**

*Joint response submitted by the
Dean of the Faculty of Arts and Science and the
Coordinator of the Canadian Studies Program*

The Dean and Coordinator of the Canadian Studies Program agree with the External Consultant Report which suggests the Canadian Studies Program cannot continue in its present state. They support the recommendation that the Faculty of Arts and Science should explore alternatives for the future of the Canadian Studies Program.

Attachment:

Review Team Report

Internal Academic Review
DEPARTMENT OF POLITICAL STUDIES
February 22, 2008

OVERVIEW

This report starts with the overview of the recommendations of the IAR committee and then discusses the undergraduate program, the graduate program and the research contributions of the faculty. This overview sets the context, continues with a listing of key events since the last IAR and a summary of the recommendations to the Department.

The IAR Team reviewed the relevant documents, talked with the external consultants and with the Department Head, the Undergraduate and Graduate Chairs, some faculty and staff. The student members of the Team attended the meetings between the external consultants and the Queen's graduate and undergraduate students.

Overall Observations

The Department of Political Studies has undergone a remarkable transformation since the new Director was appointed in 2001. The new faculty members are very productive in research and committed to quality teaching. The growth in demand for courses has outpaced other departments at Queen's and the offerings are rich. The Ph.D. completion times have been reducing at a steady rate and are, at this time, satisfactory. The administration has been effective and has allowed faculty to pursue their research interests and commitments to granting and related institutions. The faculty's research productivity and teaching quality are high. Student enrolment in courses has grown substantially and their satisfaction appears to be high.

The Department is moving toward a more decentralized governance structure. A new graduate committee has been formed to review policy and to participate in strategic planning. This change is timely as the Department has overcome many of the deficiencies that were pointed out in the previous IAR report but has more work to do, particularly at the graduate level. It is hoped that the new governance structure and the more inclusive administrative styles being introduced at this time can maintain the gains achieved over the last seven years and move the Department forward toward the status it once had as the leading Canadian political studies department.

Changes since the Last Review

The Department of Political Studies has changed and grown since the last Internal Academic Review. The following points highlight some of the key changes in the Department since the last IAR review in 2000-2001.

- A new Department Head was hired from outside Queen's fulfilling one of the recommendations in the 2001 IAR report.

- The seven (7) new faculty members hired since 2004 have helped reenergized the Department that was Canada's leading political studies department before its many retirements.
- Enrolment in the undergraduate program has been increasing steadily since 2001 and the Department is one of the "big 6" within Arts and Science. It is popular with students.
- Commitment to the undergraduate program is evident in the Head's decision to ensure that first and second year courses are taught by senior faculty members.
- The Department's writing-intensive pedagogy in the undergraduate program makes it one of the most highly rated departments in the University for developing 'writing skills,' 'critical judgment,' 'research skills' and the 'ability to work independently'.
- The number of graduate-only courses was increased to meet the need expressed in the last IAR report.
- Changes to the timeline and structure of the PhD program, a more rigorous progress reporting regime and *a more careful admissions process* reduced the PhD completion times from an average of over six years to less than five years.

Recommendations

1. The Undergraduate Committee should be reinstated to set program directions and general policy. The Committee should be formed to create the opportunity for faculty to voice their collective views and visions and for faculty to work together with administration to advance program revisions as needed.
2. The undergraduate program as well as its relationship with the graduate courses should be re-examined by the new Undergraduate Committee. The Committee should revisit the grading issue and consider increasing grade levels to the average for Queen's University.
3. The responsibility of the Undergraduate Chair should be reassessed to determine if two positions are needed: one to deal with academic and programmatic issues and the other for the day-to-day maintenance of the program. The former may be carried out by a tenured or tenure-track faculty member while the latter by staff or adjunct faculty.
4. The Chairs should be selected through a transparent consensus seeking process.
5. A Strategic Plan for the Department should be developed.
6. Faculty and administration should be encouraged to organize speakers' series that brings speakers from outside the university.
7. A formal tracking system of graduates should be implemented to provide data for program review.

8. Recruitment material for the Department should be explicit and clear about the ‘research project/thesis’ options and the Department should honour the representations that have been made to prospective graduate students.
9. The Department should review their program documentation to ensure that it accurately describes the phases of PhD studies, including thesis and field examinations.
10. The increase in student numbers in international relations creates workload equity issues for faculty in this sub-field. In general, additional financial resources are needed to meet the growing demand by students for political science courses. The Department may want to revisit the possibility of approaching the Department of Advancement to raise external funds for an endowed chair to attract additional established researchers.

THE UNDERGRADUATE PROGRAM

The undergraduate program is very successful and attracts both students who are concentrators and students from other programs at Queen’s. A clear indicator of this success is the increase in undergraduate enrolment since the last Internal Academic Review (IAR). Since the last IAR, undergraduate courses have been restructured and Political Studies is now attracting 600-700 concentrators alone. In addition to restructured courses, the Department now has a reputation for good teaching. There is an overall commitment to the undergraduate program as evidenced by priority given by the Head and the tenured/tenure track faculty. All first and second year courses are taught by tenured/tenure track faculty, and there is a commitment to an essay-based program and small class sizes in upper year courses.

The following text follows the established IAR section headings to outline issues and present recommendations.

Objectives

The web site of the Department of Political Studies states:

As one of Canada’s premier departments of political science, we are committed to both research and teaching. Our faculty are actively engaged in a wide range of research activities and projects, and highly visible in the discipline of political science both in Canada and abroad.

And we are no less committed to our students. We offer a full range of undergraduate and graduate programs in politics. Our undergraduate program—one of the most popular programs at Queen’s—provides students with a solid grounding in political science. At the graduate level, we offer the Master of Arts and the Doctor of Philosophy in Canadian politics, comparative politics, political theory, international relations, and gender and politics. (See <http://www.queensu.ca/politics/index.php>)

These objectives are consistent with the Queen’s University’s Mission Statement (see <http://www.queensu.ca/engaging/>).

The Department is encouraged to continue its commitment to teaching and research, both within the Department and within the wider University.

Strategic Plan

A Strategic Plan to provide a future vision for the undergraduate program is lacking. The Strategic Plan presented in the self-study document provides detail of present program strategies and some future strategies but it is inadequate. Department standards, educational goals and learning objectives have to be revisited frequently. *This on-going process needs to include the opportunity for faculty to voice their collective views and visions and for faculty to work together with administration to advance program revisions as needed.*

In our meetings with the external consultants and with several faculty members, it became clear that there is a need to reinstate the Undergraduate Committee. The following should now be considered:

- *The Undergraduate Committee should be reinstated.*
- *The tasks of the Undergraduate Chair should be reassessed to determine if two positions are needed: one to deal with academic and programmatic issues, and, one for the day-to-day maintenance of the undergraduate program;*
- *The Chairs should be selected through a transparent consensus seeking process;*
- *A strategic plan should be developed through a process involving all interested faculty.*

Admission Requirements

Queen's Admissions Services handles all admissions to the Department of Political Studies. While this is satisfactory overall, the pre-registration lottery system for course registration has been a problem in the past because it could not handle pre-registration appropriately. This resulted in a loss of some courses/sections and exacerbated the pre-registration process as lucky students had access to every course they wanted while others were left with very limited choice. A further complication that resulted from this situation was the loss of several sessional adjuncts. It should be noted that the IAR Team heard that registration for the 2008-09 academic year will be handled manually to resolve registration problem.

Admission requirements are satisfactory. The Office of the Registrar is responsible for admissions into the first year. The minimum average for admission is 65 but the bar floats with the number of applicants each year. Admission into the Honours stream is based solely on grades. Overall, the quality of students is high.

Curriculum

Political Studies offers a three-year BA and a four-year Honour program BAH. The web site indicates:

At the undergraduate level, we offer a three-year Bachelor's degree (BA) and a four-year Bachelor of Arts Honours (BAH). The BAH can be pursued in three variations:

Majors (MAJ) take 10.0 credits of the 19.0 credits required for the BAH in Political Studies;

Medials (MED) combine Political Studies with another discipline, taking 7.0 credits in their two disciplines (i.e. double major or joint honours);

Major/Minor (MJM): students take Political Studies either as a Major (10.0 credits) or a Minor (5.0 credits) combined with another discipline.

(See <http://www.queensu.ca/politics/prospective-students/undr-studies.php>)

These four variations are available in all four sub-fields: Canadian politics, comparative politics, political theory, international relations, and gender and politics.

The Calendar and web site offer an impressive listing of courses for the four sub-fields. The year-to-year progression of courses is well thought out. The offerings are comprehensive and appear to serve the four sub-fields well. There is a fairly consistent pattern to staffing and offerings from year to year.

Faculty expressed a desire to review the undergraduate program vision, courses, and planning. Faculty involvement and input in matters of the undergraduate program would help ensure an equitable distribution of course offerings and workload across the four sub-fields. The increase in student numbers in international relations creates workload equity issues for faculty in this sub-field. *The undergraduate program as well as its relationship with the graduate courses should be re-examined by the new Undergraduate Committee.*

Concerns noted in the previous IAR regarding low enrolment of Faculty of Arts and Science students in Political Studies courses have been addressed. The Department has had an increase in student enrolment since the last review and now serves the wider student population to a greater degree. This brings with it resource concerns. *The increase in student numbers in international relations creates workload equity issues for faculty in this sub-field.*

At this time, there is no cap to student intake in the first and second years of the program. However, difficulties with registration in upper years have occurred and students indicated that they could not always register for courses they wanted.

Teaching

First year student enrolment is divided into two large lecture hall sections. The 100 level lecture courses are supported with numerous tutorial sections taught by teaching assistants. Tutorial size is usually kept to 25 students. A similar pattern exists for 200 level courses. Faculty are satisfied with the structure of the first and second year courses and their associated pedagogy.

The third year 300 level courses are capped at 55 and there were no signs of concern here. The fourth year 400 level courses are in seminar format and presently have enrolment capped at 16. Department materials, printed and electronic, highlight seminars with low student enrolment as a feature of the fourth year of the undergraduate program. Administration plans to increase fourth year seminar enrolment to 25. Faculty are committed to the seminar format and they have voiced

concern about the projected increase in class size, especially in view of their commitment to teaching through essay-based seminars.

The growing popularity of political studies after 9/11 has resulted in an increase in student numbers. The Department is to be commended on its response to the increase in demand. It is now at a crossroad – it has responded to one of the recommendations in the last IAR report and, as a result, has new problems. Faculty want to keep the present teaching format but the pressure for increasing class size threatens to erode the quality of the program. In addition, increasing class size has meant that faculty are not able to correct student work as they may have done when enrolment was lower. Faculty indicated that the faculty/student ratio in the Department of Political Studies is higher than in the other “big six” departments within Queen’s University and that the seminar format and quality of learning that comes with this format is important in political studies. Finally, as the program grows, there is an increased reliance on adjuncts to staff courses. *These concerns points to a growing resource problem.*

Evaluation of Student Progress and Level of Achievement

Concerns were not raised by students or faculty about the methods used to evaluate student progress. Faculty are committed to the current methods used and see them as being appropriate. The external consultants found the writing-intensive pedagogy, at all levels from 100 to 400, gave students excellent writing skills but at the expense of other verbal related skills. Increasing class sizes contributes to the problem.

The low grade levels in the Department were recognized as a problem in the previous IAR. Grades have, on average, been raised but the level is still seen as being too low by students, some faculty and the external consultants. The lower averages in the Department disadvantage the Queen’s students who compete for entry into Graduate Schools, for Ontario Graduate Scholarships and for SSHRC funding. The lower than average grades can disadvantage students applying to programs outside Canada, and to programs outside of political studies. Faculty have indicated there are inconsistencies between the grading practice of established and newer faculty members. *We recommend that the faculty revisit the grading issue and consider increasing grade levels to the average for Queen’s University regardless of the prevailing culture in the Political Science Departments of other Canadian Universities.*

Equity

The data provided in the Department’s Unit Self-Study and the External Consultant’s Report show a favourable representation of women in the Department. However, the External Consultant’s Report points to issues of equity concerning barriers that exist for women faculty. The new Graduate Committee and an Undergraduate Committee can improve the situation by increasing transparency. A second issue related to equity is workload for faculty in the sub-fields that are in very high demand.

Human Resources

Increasing student enrolment and course offerings have put pressure on existing human resources. The Department has had to use an increasing number of adjuncts and teaching assistants to respond to the increase. The situation can be improved with a modest increase in

full-time tenured or tenure-track faculty. The Department as a whole should work collectively to decide on the sub-field for the new appointments.

Two concerns revolve around the position of Undergraduate Chair. The first concern, voiced by the external consultants and faculty, is that this position should be filled by a full-time, tenured/tenure-track faculty member. The second concern is related to increasing student numbers and the resulting work load: this includes transfer credits, international placements, graduation lists, and theses. The tasks of the current Undergraduate Chair can be divided between two individuals, provided there is regular communication between the two. *An analysis of the job activities should be carried out to shed light on what tasks are purely administrative and what tasks are substantive with regard to program vision, renewal, planning, and staffing. The former tasks may be carried out by a staff member or adjunct faculty, while the latter by a full-time, tenured/tenure-track faculty member.*

The one support staff to the Undergraduate Chair was seen as sufficient.

Physical and Information Resources

Physical resources are adequate. No Department member mentioned a lack of space for the undergraduate program. However, there was mention of a lack of information and communication technology in the classrooms, for example, a data projector and computer with which instructors could teach their courses.

Program information, both calendar and electronic, describe the program well. The Department is to be commended on the quality of its web site. It is attractive, full of information pertinent to the program and its faculty, and it is easy to navigate.

Financial Resources

Additional financial resources are needed in the undergraduate program for new faculty positions. Additional positions are needed to enable the Department of Political Studies to continue serving the University in its present capacity. The demand for political studies is high and is expected to grow.

Societal Contexts

While there does not appear to be an official tracking mechanism for program graduates, the Undergraduate Chair indicated that graduates are being accepted into “good graduate schools”. Eighty percent of this individual’s fourth year students apply to graduate school and 70 percent of this 80 percent are accepted. Many of the remaining graduates go into government. Overall, graduates of the undergraduate program have a “good reputation” and seem to gain access to graduate school or employment. *A formal tracking system of graduates should be implemented to provide data for program review.*

Learning and Program Outcomes

The undergraduate program curriculum provides students with knowledge of two or more sub-fields. In addition, students gain a breadth of understanding of all sub-fields. Fourth year

seminars provide an environment for discourse, the development of critical skills, and the opportunity for honing skills in writing research papers. The program is not overly structured so students can opt to participate in international exchange opportunities, gaining valuable experience. Exit poll data are difficult to interpret as a whole because results are variable. As such, the above statements are derived from sessions with external consultants, administrators, and faculty.

THE GRADUATE PROGRAM

Teaching

The Department has been addressing the inconsistent and inadequate course offerings mentioned in the last IAR. Faculty are firmly committed to teaching quality for graduate students. Nevertheless, limited course selection continues to be a problem. Year-to-year availability of courses sufficient to serve both breadth requirements and chosen fields of specialization continues to frustrate some graduate students. This is especially problematic when faculty are on sabbatical. Some specializations offer ample selections, while others are underrepresented.

The Department should establish as a priority the maintenance of a stable selection of graduate courses in subject areas most in demand. As current graduate seminars are overfilled, the Department and the Dean of Arts and Science should explore options that allow enrolment sizes to be capped to a reasonable number without disadvantaging students.

Student support

Graduate students are very appreciative of the support they receive. However, two areas of need within the general area of student support have been identified: career preparation and support for teaching. Students should be made aware of the programs currently offered through the School of Graduate Studies and the Centre for Teaching and Learning. The Department may want to initiate its own workshops on preparing a syllabus, preparing lecture notes and visual presentations, assembling course packs and organizing library materials.

Evaluation

Graduate students are required to pass a set of field examinations before proceeding with their thesis research. However, the goals and purposes of these field examinations are not well understood. While the current official document states that their purpose is to prepare students for dissertation research, students remain unclear about whether they are also meant to fill in their knowledge gaps or develop teaching capability. Faculty members' views on the field examinations do not always correspond with the stated objectives of the field examinations.

The Department should review and revise the official document, ensuring that it contains specific information about the phases of the PhD, including thesis and field examinations. This document should clearly outline the expectations of students and the purposes of the examinations, and it should be widely available to students and faculty.

Graduate/Department atmosphere and collegiality

The previous IAR review suggested that faculty and administration initiate Department activities such as a visiting speaker series or a brown bag lunch series whereby Queen's faculty and graduate students can publicly share their research. There is still no such series or initiative. *Faculty, graduate students and administration can benefit by organizing a speakers' series that showcases their own research and that of visiting scholars.* The Department might ask the Office of Advancement to help establish an endowed fund for bringing speakers to Queen's.

Financial resources, information, human resources

Graduate students recognize and appreciate their access to generous financial and infrastructural resources. On average, two PhD students share an office. The Department funds social events, student barbeques, and holiday parties.

Equity

No equity issues were raised by the graduate students. In general, there has been an excellent gender balance in graduate positions in the Department. A few years ago the position of Graduate Chair was shared by two faculty members, one of whom was a woman. The current head of graduate admissions is a woman.

Program components

Information distributed to prospective student gives the impression that they will have a choice between completing a Master's research project or a more extensive thesis. However, Master's students are often actively discouraged from choosing the thesis option. This is not an occasional problem; students encounter this situation yearly and systematically. Some students find this realization troubling and deceptive as they choose Queen's with the distinct understanding that the choice between a research paper and a thesis was theirs to make.

Recruitment material for the Department must be explicit and clear about the 'research project/thesis' options and honour representations made to prospective students. The Department should make it known to prospective students and supervisors that they must engage in frank discussion before the student is asked to accept their offer of admission.

As the Department faces increasing competition for graduate students, it may want to introduce a "fast track" option to the PhD for outstanding students.

FACULTY RESEARCH

Most faculty members have active and productive research programs. During the seven year period under review, the 22 faculty members published 23 books and 160 chapters in books, edited 36 books, and published 117 refereed journal articles, as well as other publications in other venues. The research interests of the faculty are broad covering Canadian politics, comparative politics, political theory, international relations, women and politics, and nationalism and ethnic conflict. The curricula vitae of the faculty members indicate that many present their research at scholarly conferences and seminars at other universities.

The faculty have been successful in obtaining research funding from government agencies private granting agencies and contracts. The external reviewers noted that the number of SSHRC Standard Research Grants awarded over the seven year review period (32) is higher than the number awarded to other Canadian Political Studies Departments of similar size,

The Department has been successful in hiring new faculty with very active research agendas. There is some concern, however, that the current research environment is not as positive as it should be. Two issues were raised. First, there is no organized Departmental speaker series in which researchers from outside Queen's are invited to present their work. Secondly, there is a view among some faculty that the support for research and teaching activities is not well balanced and tends to overemphasize the teaching component.

Research Objectives

The basic research objectives of the Department appear to be fairly standard of research-oriented Departments: obtain research funding from outside sources and publish in venues that are acceptable in the discipline. It is somewhat difficult to assess these things, but at this time it does not appear that the Department has an explicit goal of becoming a leading research Department at Queen's nor the top Political Studies Department in Canada in research.

Strategic Plan

There is no strategic plan in place to foster research or the funding of additional research oriented faculty. The Unit Self-Study indicates that the Department is not using nor planning to use the Office of Advancement or other outside funding resources to finance faculty positions which might be used to attract additional top, established researchers in political studies.

Equity

The external consultants expressed concern that senior female scholars in the Department perceived barriers for faculty and graduate students pursuing feminist research. The faculty also reported an uneven fostering of research careers but did not provide specifics on this point.

Human Resources

The Department has highly qualified researchers in a number of fields. Discussions about the quality and expertise of the faculty, however, tend to centre on teaching, not research. This is the case in the guidelines for the IAR report, in the Unit Self-Study, and in our discussions with faculty.

Physical and Information Resources

There was no mention by faculty members of concern about office space for research purposes. The Department website does an excellent job of providing information about faculty member's research interests and publications.

Financial Resources

At this time the Department does not have internal nor external sources of funding to attract additional established researchers in the field. Such hires can stimulate the research environment in a unit, especially if there are a sizeable number of new scholars as in this Department.

Recommendations

- *Develop a more detailed Strategic Plan which clarifies the relationships between teaching and research. This plan should develop procedures for enhancing the research environment in the Department.*
- *Revisit the possibility of approaching the Office of Advancement to raise external funds for an endowed chair to attract additional top, established researchers to the Department.*
- *Establish a Departmental Seminar Series in which speakers from outside the university are invited to present their research.*

COMMUNITY SERVICE

The Department that has undergone many changes in the last decade and has re-established a solid basis on for further growth and development. The Department is in the process of changing its governance structure and redistributing the policy forming tasks. This creates new opportunities for faculty, particularly the junior faculty, for “community service” within the Department.

Several members of the senior faculty have been awarded Chairs from a variety of sources indicating their high level of contribution and service but also reducing their teaching loads. This is a mixed blessing when teaching by senior faculty members is not replaced by new tenure stream faculty. The Department has to bring in a large number of adjunct and sessional teachers.

The School of Policy Studies appears to be the primary home for the most eminent cross-appointed faculty and this, to an extent, casts a shadow on the Department of Political Studies. The Department, however, gains from the School of Policy Study’s connection to the broader community. The academic environment benefits through the speakers routinely brought in by the School of Public Policy.

The state of the Department at the time of the last IAR required the appointment of a Director from outside the Department and it appears to us that the Department was in need of a firm centralized administration during its transition period. This administration style allowed junior faculty the opportunity to proceed with their research and professional development, and seemed to be well accepted in the years following the transition. However, views of faculty changed over

time for various reasons. The highly centralized Departmental administration offered little opportunity for junior faculty to participate. Junior faculty members have expressed a desire to be more fully involved in setting policy and sharing administrative burdens. This is being changed now that the Department has had a chance to re-establish stability and profile.

The Internal Academic Review: CANADIAN STUDIES PROGRAM February 22, 2008

Introduction

This report presents an overview of the current state of the Canadian Studies program, the potential of an expanded program and the IAR Team's recommendations to senior administration of this University. Overall, we echo the sentiments conveyed in the previous IAR report and see that the difficulties are not inherent in the current program but are due to the lack of support this potentially valuable and viable program receives.

The Current Situation

The external consultants' ten-page report on the state of this small Canadian Studies program begins with the following observation that is consistent with the views of this IAR committee:

“It is frankly hard to comprehend (let alone imagine) how an interdepartmental and interdisciplinary program established thirty-five years at a university with the reputation of Queen's could be so glaringly underdeveloped and immature.” (C. Kirkey and L. Young, January 2008)

The program is seen by its coordinators and students alike as having the potential to offer exceptional value. The students in the program are very enthusiastic and agree that their small number is due to the program's lack of profile and limited offering. Increasing the number of courses, developing a medial option, introducing a mandatory third year course and generally expanding the program would reveal the true demand for Canadian studies that exists within the current student body. Creating a program with a profile can be expected to draw students to Queen's, particularly at the graduate level where expansion in enrollment is desired at this time and offers the potential for self-financing.

Many of our international and exchange students expect to take courses on Canadian issues and the current offering speaks poorly of our concern for our own Nation. The University already offers courses in a number of departments that could be cross-listed with a new Canadian Studies program: for example, the new Population and Public Health program coupled with contributions from the School of Policy Studies could join a Canadian Studies program to explore the Canadian health care system. The new program, center or school with its own director, staff member, budget and office would coalesce and build on the prevailing interests in Canadian studies among faculty at this University. Queen's, has the potential to become a leading center for Canadian Studies in Canada.

Queen's with its history and special place in Canada is the ideal place for a leading program in Canadian Studies.

The Queen's IAR committee agrees with the reviewers that the current program is seriously deficient in:

- Curriculum offerings
- Program leadership
- Program activities
- Internal and external visibility
- Financial resources

The program's weakness can be summarized as follows:

- It has few students due to its limited offerings and lack of visibility.
- It has no faculty of its own.
- Its survival depends on faculty volunteering time and effort.
- It has no permanent institutional setting.
- It has virtually no budget and its \$33,863 allotment is being reduced by 30 percent!
- It has no senior faculty to give the program presence.
- It has no one to effectively advance the interests of Canadian Studies.
- It receives no support from the Office of Advancement.
- It receives no financial support from anyone.
- It does not have an independent budget.

The IAR committee strongly feels that the program should be properly funded and staffed. Closing the Canadian Studies program, the only bilingual program at Queen's, will reflect badly on Queen's, Canada's oldest university.

The program has been kept in this weak state since the previous IAR report recommended the proper funding of the program or its closure. We are now, for the most part, repeating this recommendation. Maintaining the status quo is not acceptable because:

- The program fails to provide students with a comprehensive education in Canadian Studies.
- The able and committed junior professor who is trying to coordinate this under-funded program is doing so at the expense of her career development and this may encourage her to eventually leave this University.
- The continuing debate as to what to do with the program is an unnecessary drain of both energy and good will from the faculty involved.
- The existing level commitment to Canadian Studies by Canada's oldest university is embarrassing.

The current situation fails to exploit a potentially valuable and financially viable opportunity to advance scholarship at this University and to demonstrate its relevance to Canadians.

The Recommendations

In developing our recommendations we recognize that there is an unmet demand for Canadian Studies at Queen's and that the current low enrolment is due to the lack of course offerings and program scale and visibility. With adequate start up funding, we believe that the program can become a financially viable institute or school. Other much smaller and less prestigious universities in Canada and even in the USA have much larger Canadian Studies programs with demonstrated student interest.

The core issue appears to be commitment at the senior administrative level. Without administrative focus on this program, the IAR committee believes, the program's current state will be maintained until the few collaborating faculty either leave or refuse to coordinate the program. We recommend the following:

1. That senior administration recognizes the potential contribution that a Canadian Studies program can make to this University and insist that the Office of Advancement prioritize the securing of funds for the program.
2. That funding be sought to secure a chair for the program. The person would develop courses and advance the program's visibility within the University.
3. That the senior person hired to lead the program be encouraged to develop a viable graduate program in Canadian Studies.
4. That the Dean of Arts and Science assume the responsibility of gaining the cooperation of related departments to cross-list relevant courses and cross-appoint faculty for the new program.
5. That a sunset provision should be established to close the Canadian Studies program in four years if funding is not made available and a senior person is not hired to direct the program.