

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none">• Political Science, HBA: Specialist, Major, Minor• Public Law: Minor• Public Policy, HBA: Major, Major (Co-op)
Unit Reviewed:	Department of Political Science
Commissioning Officer:	Vice-Principal Academic & Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Professor Loleen Berdahl, School of Public Policy, University of Saskatchewan• Professor Anastasia Loukaitou-Sideris, School of Public Affairs, UCLA• Associate Professor Jared Wesley, Political Science, University of Alberta
Date of Review Visit:	March 22 – 24, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review

Date: November 14-15, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- High-quality pedagogy and faculty commitment to teaching
- Appeal of new Public Policy Major (co-op and non-co-op) to motivated students
- Faculty's exemplary research record

Opportunities for Program Enhancement

- Conducting a curricular review with a view to strengthening course content and sequencing
- Re-examining learning outcomes relative to disciplinary currency and students' future careers
- Evaluating the potential for enhanced involvement in UTSC graduate education
- Better preparing students for their future careers
- Reviewing the staffing structure to identify efficiencies and reduce workload

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); Campus Virtual Tour; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2013); Data Provided for Self Study; Unit Self Study, February 2022; Curriculum Mapping
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar);
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following:

1. The decanal group, including the Vice-Principal Academic and Dean; Vice-Dean Recruitment, Enrolment and Student Success; Vice-Dean Teaching, Learning and Undergraduate Programs; Vice-Dean Graduate and Postdoctoral Studies; Vice-Dean Faculty Affairs, Equity and Success; Associate Dean, Experiential and Global Learning;

Interim Associate Dean, Undergraduate Programs and Curriculum, and Academic Programs Officer;

2. The Chair of the Department of Political Science;
3. The Associate Chairs of the Department of Political Science;
4. The Director of Arts & Science Co-op and staff;
5. Department of Political Science faculty – tenure- and teaching-stream (all ranks);
6. UTSC Chief Librarian and Liason Librarian;
7. Departmental administrative staff;
8. Undergraduate students (Political Science, Public Policy, and Public Law programs).

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ The Department is strong and healthy, taking good advantage of available resources
- Objectives
 - ▶ The goals and performance of the UTSC Department of Political Science align very well with the objectives set forth in the University's 'Statement of Institutional Purpose' and the UTSC 2020-25 Strategic Plan
 - ▶ The Department's dual focus on high quality research and teaching has resulted in a highly productive and innovative set of faculty, and an engaged student body
- Admissions requirements
 - ▶ Admissions requirements are appropriate; reviewers were impressed at the level of coordination between the Department and the Arts & Science Co-op unit which has been key to ensuring that the policy program admits an appropriate number of co-op students each year
- Curriculum and program delivery
 - ▶ Department has a range of undergraduate courses and programs that covers most of the breadth of the political science discipline
 - ▶ Since the last review the Department has introduced a number of changes that enhanced the educational experience of students, including 28 new courses
 - ▶ Program requirements and learning outcomes are exceptionally well-developed
 - ▶ A model for the University's commitment to "respond selectively to new fields of research as they emerge," evidenced by the development of public law programs
 - ▶ Minor in Public Law has grown, setting the stage for a new proposed Major in Public Law
 - ▶ The Major (Co-op) in Public Policy offers students valuable work-integrated learning opportunities

- Innovation
 - ▶ The Department has established innovative and effective forms of learning outside the conventional classroom space through The Beyond the Classroom and Summer Scholars programs
- Student engagement, experience and program support services
 - ▶ High levels of student satisfaction regarding faculty engagement; praised the internship and research activities provided
 - ▶ “Faculty made frequent mention of the talent and dedication of the UTSC political science student organizations.”
- Quality indicators – undergraduate students
 - ▶ Overall increase to average CGPAs of admitted students while also increasing enrolments
 - ▶ Great majority of students are able to complete their degree within four years
- Student funding
 - ▶ Department provides additional sources of funding through the *Beyond the Classroom* and the *Summer Scholars* program
 - ▶ PSSA (Political Science Students Association) and LSOU (Law Society of UTSC) are provided funding by the Department to help host academic, professional, and social events for students.

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ Reviewers caution against building crucial Indigenous politics and research methods content into separate courses; “there is much room to indigenize and decolonize much of the existing Political Science curriculum, rather than simply creating a new series of distinct courses.”
 - ▶ Research opportunities for students appear limited and somewhat ad hoc depending on faculty initiative and grant availability
 - ▶ Student preparedness in research methods is an area of concern; current quantitative and qualitative methods courses for public policy students offered outside the Department
 - ▶ Reviewers note a lack of courses related to analysis of Big Data, data mining, social media scan, and new digital technologies
 - ▶ Absence of a course that deals with ethics in public policy and conflict resolution
 - ▶ Students in the Major (Co-op) in Public Policy have an exceptionally heavy load of mandatory, extra-to-load, non-credit professional development courses compared with students who are pursuing other programs
 - ▶ Co-op program requirement for students to complete two, four-month placements creates some barriers to student success and career advancement as students must return to the classroom after completing each work placement. While pedagogically valuable, limits students’ ability to continue work placements beyond their four-month period and may dissuade some employers from participating

- Accessibility and diversity
 - ▶ Many students take co-op programs as a means of jumpstarting their careers and earning income while attending school; additional student fees for co-op can create barriers to equity, diversity and inclusion
- Assessment of learning
 - ▶ “The methods used for assessing student achievement are acceptable, albeit not particularly innovative or imaginative.”
- Student engagement, experience and program support services
 - ▶ Staffing levels for student support services does not appear to have kept pace with the growing number of enrolments
 - ▶ Reviewers observed some concerns regarding the level of orientation provided to Teaching Assistants

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Reviewers recommend developing and executing a plan to meet commitments to the Truth and Reconciliation Commission’s Calls to Action, focusing on specific ways the Department intends to decolonize and indigenize the curriculum in all its programs
 - ▶ Reviewers encourage a holistic approach to methods training that also incorporates quantitative and qualitative traditions. “This may come through a combined course in research design, separate methods courses, or through the integration of methods training into existing coursework.”
 - ▶ Consider enhancing offerings or creating a new compulsory offering on political science research methods to provide skill-based training for Political Science and Public Policy students in research design, methods, argumentation, reading, and writing
 - ▶ Integrate research-intensive components into C-level and D-level classes
 - ▶ Offer opportunities for applied research capstones under faculty supervision and encourage faculty to train and hire more undergrad research assistants to work on their research projects by offering incentives through PTR
 - ▶ Explore possibilities for establishing undergraduate research assistantships
 - ▶ Consider the development of a course offering on Ethics in Public Policy
 - ▶ Offer a D-level class on Big Data analysis and consider the development of a Data science analytics certificate or microcredential in the future
 - ▶ Work with the Arts & Science Co-op unit to streamline and reduce the number of applications students are required to submit for co-op placements
 - ▶ Expand the number of government co-op placements by engaging more strategically with government partners
 - ▶ Reduce the number of mandatory, non-credit courses required to complete the Major (Co-op) in Public Policy by integrating professional development into existing, for-credit courses
 - ▶ Consider transforming the second policy co-op placement into an internship

- ▶ Strengthen and expand paid summer research opportunities for students through the newly established Summer Research Scholars program
- ▶ “Consider the development of Global Classrooms by partnering with other international programs in Political Science and Public Policy and offering joint course.”
- Accessibility and diversity
 - ▶ Explore reducing or eliminating co-op education fees for students who lack financial resources
- Assessment of learning
 - ▶ Explore options for competency-based learning and more applied writing assessment and assignments
- Student engagement, experience and program support services
 - ▶ Consider ways to further integrate students into decision-making structures within the Department
 - ▶ Reviewers suggest hiring an additional staff member to contribute to the advising and mentoring of students
 - ▶ Organize a workshop/orientation at the beginning of each new semester for teaching assistants that complements training received from the Center for Teaching and Learning.
- Quality indicators – alumni
 - ▶ Reviewers observed alumni support for greater workplace learning opportunities, and additional courses on data, statistics, and programming
- Student funding
 - ▶ “Work with the University’s Development Office and Alumni Relations to identify more opportunities for student stipends for the Beyond the Classroom and Summer Scholars programs.”

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ The Department’s faculty are highly research engaged and take advantage of research supports made available to them internally
 - ▶ Faculty research interests range across the political science discipline; strong research outputs, robust citation levels, and numerous awards
- Faculty
 - ▶ The Department has increased its teaching-stream and tenure-stream faculty, particularly strengthening its Public Law offerings

- ▶ The faculty complement plan is clearly well-thought out in terms of areas of study and is positioned to improve its coverage of Indigenous content through a new hiring
- ▶ “The Department seems to have also aligned well with some of the campus’s strategic goals and initiatives and has been able to hire a new senior faculty who will enhance its i-EDI offerings.”

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Reviewers note that the Department’s tri-agency funding could be stronger
- Faculty
 - ▶ Reviewers observed part-time faculty hires are conducting research on their own time, which raises inequity concerns

The reviewers made the following **recommendations**:

- Research
 - ▶ Prioritize external research grant funding, particularly SSHRC funding, in PTR processes. “The University may wish to consider tying internal grant funding to plans for external research grant applications.”
- Faculty
 - ▶ Revisit the faculty complement plan with attention to issues of faculty diversity and faculty equity with more Black and Indigenous hiring and its coverage of i-EDI issues
 - ▶ “Explore opportunities for engagement with university research institutes to promote student research, community engagement, and additional access to research and collaborative spaces.”
 - ▶ Consider adding an additional tenure-stream faculty member to support the curricular needs of Public Law if the proposed major is approved

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Highly collegial culture with a staff and faculty that works very well together and with the administration
 - ▶ “There is a tremendous amount of respect and goodwill among members of the Department community regardless of role or rank... this is all-too-rare in political

- science departments, and is a testament to the UTSC's quality of recruitment and retention."
- ▶ The program gains visibility through the work of its faculty members who publish op-eds, offer public commentary, and are quoted in the media
 - ▶ Reviewers applaud the Department for establishing an equity committee to advance the integration of EDI principles into the curriculum and human resource processes within the Department
 - ▶ "The last decade has been a period of growth for the department, as it emerges from an integrated social sciences unit. An inward mindset has been understandable and productive during his period."
 - Organizational and financial structure
 - ▶ The Department has experienced appropriate faculty growth, commensurate to the increase in the student body
 - ▶ Reviewers observed that Department staff are doing an outstanding job and work well with central services
 - Long-range planning and overall assessment
 - ▶ "The Department's anticipated development of a new Major in Public Law provides opportunities for student body, faculty, and tuition growth."
 - ▶ Reviewers deemed the Department's long-range planning to be generally sound and consistent with the University's Academic Plan
 - International comparators
 - ▶ Reviewers ranked the Department amongst the top political science units in Canada and noted research productivity is exceptionally high in comparison to departments of a similar size
 - ▶ "It is worth noting that the high number of programs makes UTSC an outlier among Canadian political science departments; only UBC and Western have more programs (with seven each), and those schools have roughly three times the number of undergraduate students."

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ There appears to be relatively few co-op placements within municipal or provincial governments
- Organizational and financial structure
 - ▶ Reviewers note part-time faculty make a significant contribution to the Department but are not invited to participate in formal Department governance, do not have permanently-assigned office space, and are not compensated for their time spent on research
 - ▶ Comments were raised regarding the level of TA resources and supports by both faculty and students. TAs also noted challenges in accessing the campus, scheduling issues, a lack of dedicated TA space, and a lack of Departmental orientation
 - ▶ Reviewers remarked that some members of staff appear to be overworked, supporting multiple units scattered in various areas of the building

- Long-range planning and overall assessment
 - ▶ “The Department has been innovative in its use of part-time positions to create greater certainty for contingent faculty, but given that these part time faculty members are essentially working full time, the Department should strive to limit these positions and seek full time positions.”
 - ▶ “A potential long-range challenge is the lack of checks and balances on the Department chair position, the lack of clear and broadly understood principles for PTR committee membership, and the lack of student and non-tenure stream faculty representation in departmental planning and governance.”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Develop and execute a plan for improving the scholarly connections between faculty and members of the Scarborough and GTA communities, particularly those in government
 - ▶ Encourage more faculty to look beyond “outreach” when defining and pursuing meaningful community engagement
 - ▶ Look for strategic opportunities to coordinate research and teaching with other campus partners.
- Organizational and financial structure
 - ▶ “Explore developing an internal governance framework (e.g., constitution) to replace the ad hoc approach of assigning responsibilities to Associate Chairs, giving voice to non-tenure-track faculty, and engaging student representatives.”
 - ▶ Involve part-time faculty in conversations regarding the future of the Department and conduct a review of part-time faculty working conditions
 - ▶ Reviewers recommend exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants
 - ▶ Reviewers encouraged creating an additional Administrative Assistant position and an additional Academic Advisor position to reflect the growing size of the Department
 - ▶ Concentrate staff work spaces in one centralized building hub
- Long-range planning and overall assessment
 - ▶ Consider developing a Space Committee composed of faculty, staff, and students to audit the spaces and space needs in the Department, and identify possible underutilized spaces
 - ▶ Reviewers encourage developing connections with the three new campus research institutions focusing on sustainability, health, and economic development to spearhead research and bring new resources to the campus and hopefully to the Department



2 Administrative Response & Implementation Plan

UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

March 14, 2023

Dr. Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Department of Political Science, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 5, 2022 requesting my administrative response to the external review of the Department of Political Science. I want to thank the review team - Professor Loleen Berdahl, School of Public Policy, University of Saskatchewan, Professor Anastasia Loukaitou-Sideris, School of Public Affairs, UCLA, and Associate Professor Jared Wesley, Political Science, University of Alberta - for their consultation with the Department during the remote site-visit, held from March 22-24, 2022, and for their Report, which was finalized on May 2, 2022, and shared with the Department.

We deeply appreciate the reviewers' overall positive assessment of the Department as among the top Political Science units in Canada. They observed that significant strides have been made since the last review, including an increase in tenure-stream faculty and increased course offerings. They noted that student enrolment has increased significantly, as have the GPAs of entering students; the new Minor in Public Law is popular and growing, and the anticipated development of a Major in Public Law will provide opportunities for students and faculty. They highlighted that the significant number of programs on offer is unique among Canadian Political Science Departments, and the Major (Co-op) in Public Policy offers students valuable work-integrated learning opportunities. They commended the Department's dual focus on high quality research and teaching, and highly collegial culture with very high levels of student satisfaction.

The report from the review team identifies a number of areas for enhancement and development, including student research and training opportunities, enhancing the Co-op program and other program areas, expanding faculty diversity and improving supports for part-time faculty. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation.

Once again, I thank the review team for their insightful and valuable review of the Department. I look forward to supporting the Department in implementing their recommendations.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Political Science. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the **Winter of 2026**. The next external review of the Department will take place in the **2029-30** academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. A. Gough'.

William A. Gough

Vice-Principal Academic & Dean

2021-22 UTQAP Review of the UTSC Department of Political Science - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers recommended exploring ways to expand student research training and opportunities.	1	Develop a new, compulsory 100- or 200-level course on political science research (or re-orient existing introductory courses) to provide skill-based training in research design, methods, argumentation, reading, and writing.	Short-to-medium term (2 years): The Department offers A-level courses oriented around topics in politics (e.g., authoritarianism, the politics of climate). These topics vary, depending on the instructor. This year, A-level instructors coordinated around a common initiative to support the development of student writing in their courses. We will expand this coordination with common modules on research design/argumentation/and methods, as well as professional "soft skills." In effect, we envision the sections of A-level courses as topic-based "breakout groups" from a common curriculum that will begin in first year and continue through subsequent years. We expect to roll out this new plan over the next two years, to be complete by 2025. It is being led by the Associate Chair (Undergraduate), in close cooperation with A-level instructors.	The Dean's Office will work closely with the Department on curricular changes in this area. The Vice-Principal Research and Innovation Office is also a valuable resource for considering how campus-wide undergraduate student research opportunities can be leveraged in support of this recommendation.

	2	<p>“Integrate research-intensive components in the assignments of different C-level or D-level classes.”</p>	<p>Short-to-medium term (2 years):</p> <p>The Department agrees that C-level courses should incorporate greater opportunities for students to engage with research to better prepare them for 4th-year seminars. We will also be undertaking an overall review of courses focused on research skills, with an aim to improving and systematizing our offerings in qualitative methods (interpretive work, ethnography, interviews, document analysis) and quantitative methods (use of data/computation, visualization of data, and reading tables and graphs). These skills are increasingly important in political science and are also highly transferable to other domains. This curriculum will begin at the A-level and continue through the B-level to better prepare students for intensive research in their C- and D-level classes, as well as research opportunities outside their classes. We expect to roll out this new plan over the next two years, to be complete by 2025. It will be led by the Chair and the Curriculum Committee, in close cooperation with A-level instructors.</p>	
	3	<p>“Offer opportunities for applied research capstones under faculty supervision. These can be either individual or small-group applied research projects.”</p>	<p>Short term (1 year):</p> <p>Beginning in 2023-24, the Department will offer POLD02Y3: Senior Research Seminar in Political Science, which will structure undergraduate capstone research under the supervision of a faculty member in the Department. The course will be led by a Unit 1 or 3 instructor and provide a forum for discussing issues and developing skills</p>	

			relevant for carrying out research. Individual student research will be supervised by a faculty member with expertise in the substantive area of the student's research interest. This is the same model used in Political Science at UTSG.	
4	“Strengthen and expand paid summer research opportunities for students through the newly established Summer Research Scholars program.”	<p>Short term, and continuing:</p> <p>We are increasing the stipend available to students in the Beyond the Classroom program from \$1000 to \$1250 in an effort to expand access for a greater number of students and bring pay into alignment with minimum wage. Due to budgeting, we will offer a limited Summer Research Scholars program in 2023 and a more fulsome program in 2024 and beyond. The Summer Research Scholars program is a return to a past practice in the Department. We will explore the possibility of connecting this program and faculty supervisions to SSHRC SIG funding, with the aim to helping faculty develop successful SSHRC applications in the fall and winter cycles. This will be led by the Chair and the Associate Chairs (Undergraduate and Research).</p>	The Beyond the Classroom initiative has been a successful example of experiential learning at UTSC, and the Dean’s Office will work with the Department on planning as it continues to develop. In addition to SSHRC SIG funding, the newly established research institutes at UTSC, led by the Vice-Principal Research and Innovation Office, and the University of Toronto Excellence Award, funded by the Vice-Principal Research and Innovation, may offer further pathways to complement Department-led research support in this area.	
5	“Offer incentives to faculty by rewarding them through PTR to hire and train more undergraduate research assistants to work on their grants.”	<p>Short term (1 year), and continuing</p> <p>We will integrate into PTR for 2023-24 a greater opportunity for faculty to explain their activities relating to student mentorship as well as the securing of financial and other support for students. This will include RAs working on grants, supervisions of UTSC work study and other programs, and supervisions</p>	This recommendation is initially best addressed through the Departmental PTR process, but it speaks to the broader question of how student research experience can be incentivized for faculty and built more intentionally into Departmental programming.	

			of students in the Department's Summer Scholars program and undergraduate Senior Research capstone. This will be led by the Chair in consultation with the Equity Committee.	
The reviewers suggested a number of possible approaches for enhancing the co-op program, such as: streamlining the application process; exploring ways to reduce fees for students who experience barriers; integrating professional development into for-credit courses; and/or expanding placements in government organizations.	6	"Expand the number of policy co-op placements in government organizations."	<p>Ongoing:</p> <p>We are exploring opportunities to develop internship positions in the federal civil service. This is being led by the Associate Chair (Research).</p>	The Arts & Science Co-op Office at UTSC works with Departments to explore potential placement opportunities and also prepares students to apply as widely as possible to opportunities. While it is important to note that placements may offer broader points of connection to students' academic training, we are working to expand opportunities in the arts, humanities, and social sciences. Placement opportunities may also manifest as experiential learning, not necessarily as co-op.
	7	"Reduce the number of applications each student is required to submit to participate in the policy co-op program."	<p>Short-to-medium term (2 years):</p> <p>As a Department, we are committed to ensuring an alignment between the ambitions of our students and the skills they require to pursue these goals. Since students are expected to apply widely for co-op placements in order to ensure a successful outcome in the application cycle, we are unable to impose limits on the number of applications they make during this process (nor is it desirable). It is not always possible for students to align their co-op placement with their area of primary interest, as co-op employers require certain skillsets and select applicants accordingly. The Department will take steps to improve alignment between skill sets and placements by prioritizing this in</p>	As the Departmental response notes, students are expected to apply widely, and placement rates can be negatively impacted by placing limits on the number of applications submitted. Students are competing with co-op applicants from across the province.

			curriculum changes we will bring forward in 2023-4 and 2024-5. This is led by the Chair, together with the Curriculum Committee.	
	8	“Reduce the number of mandatory, non-credit courses required to complete the policy co-op program by integrating professional development into existing, for-credit courses.”	<p>Short-to-medium term (2 years):</p> <p>We will integrate professional development into existing, for-credit courses, beginning at the A-level. This was flagged by the external reviewers, and by our surveys of both alumni and current students, as an area where they would like to see more focus in the program. We will explore the possibility of reducing the number of required courses to complete the policy co-op program. This is led by the Associate Chair (Undergraduate).</p>	The Arts & Science Co-op Office will work with the Department to determine the best approach to this recommendation. The existing suite of preparatory non-credit courses are designed to support all students pursuing co-op placements in the arts and sciences at UTSC with skills including resume development, and interview and placement preparation.
	9	“Reduce or eliminate co-op education fees for students with the inability to pay.”	We believe this recommendation is outside the capacity of the Department.	Fundraising for access-based supports for Co-op and experiential learning opportunities is a priority for the current UTSC fundraising campaign. We are also assessing Co-op fees closely each year to reduce or minimize increases whenever possible. We note that Co-op fees cannot be reduced by the use of tuition and government grant (WGU) income.
The reviewers made a number of recommendations around enhancing offerings in specific areas, such as Big Data Analysis/Data Science, and Ethics and Public Policy.	10	“Offer one D-level class on Big Data analysis open to students who have already taken a quantitative research class. In the future, consider the development of a Data Science analytics certificate or microcredential, possibly in collaboration with other Departments on campus, that would offer students greater expertise in data analytics.”	<p>Short term (1 year):</p> <p>We have co-led with colleagues in Sociology the development of a certificate program in Quantitative and Computational Social Science, which launched in 2022-23. We will be submitting a faculty complement request, as soon as possible, to hire a colleague with expertise in teaching students how to leverage computing (e.g., machine learning)</p>	The Dean’s Office will support Departmental conversations on curriculum development in this area. Faculty complement proposals are reviewed and assessed annually as a part of the Faculty Complement Committee. There are dedicated lines prioritized for diversity hires, with particular attention to Black and Indigenous faculty, contributing to our

			<p>and new sources of data (e.g., web scraping) to advance research in political science. This complement request will be completed by the Chair and submitted for consideration for the 2022-23 cycle.</p>	<p>commitment to meeting population parity for these groups of faculty by 2027.</p>
<p>The reviewers urged the Department to continue efforts to expand faculty diversity where opportunities permit, prioritizing Black and Indigenous hiring, and incorporating coverage of i-EDI issues across the curriculum.</p>	<p>11</p>	<p>“Revisit the faculty complement plan with attention to issues of faculty diversity and faculty equity.”</p>	<p>Short-to-medium term (2 years):</p> <p>The Pathway to Parity and the University's strategic plan of Inclusive Excellence are priorities for the Department. It is also a top priority for the Department to be inclusive and welcoming. We believe with high confidence we will achieve these objectives with the current plan and hiring policies, given the level of diversity in our hiring pools and our recognition of how topics and methods are informed by the life experiences of researchers. Nonetheless, we will keep close track of results, and adjust processes and plans accordingly if those results are not aligning with our explicit commitments and values. This will be led by the Chair and the Equity Committee.</p>	
	<p>12</p>	<p>“Develop and execute a plan to meet commitments to the Truth and Reconciliation Commission’s Calls to Action, focusing on specific ways the Department intends to decolonize and indigenize the curriculum in all of its programs.”</p>	<p>Short term (1 year):</p> <p>Since the external review, we have added new courses on Indigenous politics and governance (POLD54H3 - Michi-Saagiig Nishnaabeg Nation Governance and Politics; POLC52H3F Indigenous Nations and the Canadian State) in 2022-23, in addition to the pre-existing course POLC56H3 Indigenous Politics and the Law. We have also augmented the coverage of Indigenous politics in POLB50Y Canadian Government</p>	<p>This recommendation aligns directly with the recent campus curriculum review, which included Indigenous knowledges as an explicit priority. Recommended action 1.1 speaks directly to this area, and the Department is taking concrete steps to meet this goal. The Department of Political Science is also represented on the UTSC Working Circle, which is supporting the campus in the implementation of these recommended actions.</p>

			<p>and Politics, which is mandatory for all students in political science, public policy, and public law. The augmented coverage in POLB50Y includes guest speakers and participation of faculty with leading expertise in Indigenous politics and history.</p> <p>Medium term (2-4 years):</p> <p>More generally, we believe it is incumbent on the Department to ensure all students graduating from its programs are aware of the history, culture, and politics of the Indigenous peoples who have lived on this land since time immemorial. This objective, which is ongoing, will require continued curricular reforms, including at the A-level and continuing through B- and C-level courses. In the context of political science, an important element of decolonizing the curriculum involves teaching students about Indigenous peoples from Indigenous perspectives rather than from the perspective of the Canadian state (e.g., as a "policy issue"). We will explore a change in program requirements, to ensure students do not graduate from our program without knowledge of local Indigenous peoples and history. The will be led by the Chair in cooperation with the Curriculum Committee and the Equity Committee.</p>	
<p>The reviewers observed that while faculty are highly research-engaged, exploring ways to incentivize external grant funding could strengthen the Department's ability to</p>	<p>13</p>	<p>"Prioritize external research grant funding, particularly SSHRC funding, in PTR processes."</p>	<p>Short term (1 year):</p> <p>In 2023-24 we will work to better support faculty in developing applications for external funding. We will work with the OVPRI to</p>	<p>This area falls under the mandate of the Vice-Principal Research and Innovation Office at UTSC. See also recommendation 4.</p>

<p>support student research, as well as its reputation.</p>			<p>provide support for the development and/or updating of the Canadian Common CV, including by leveraging student support and the Discover Research platform. We will work to amend PTR for 2023-24 to appropriately recognize the work and benefits of external funding to the Department and students. This will be led by the Associate Chair (Research) in consultation with the Chair and Equity Committee.</p>	
<p>The reviewers recommended that attention be paid to available supports for part-time faculty (in developing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life, who have expertise on matters relating to part-time teaching-stream faculty).</p>	<p>14</p>	<p>“Conduct a review of part-time faculty working conditions with an aim to closing the gap between part- and full-time faculty.”</p>	<p>Short-to-medium term (2 years):</p> <p>We have ensured that all part-time faculty have full use of a private office for all days they are on campus. We have also ensured that part-time faculty have similar privileges to full-time faculty when it comes to teaching: for example, by giving part-time faculty priority, whenever possible, to re-teach courses they have designed and taught the previous year. Part-time faculty are also full members of the Department and invited to all Department meetings. We will continue to consult with individual part-time faculty about working conditions. We will explore the development of a committee of part-time faculty to report about working conditions, yearly or as needed, to the Chair and Associate Chair (undergraduate), and to the Department Equity Committee.</p>	<p>The Vice-Dean Faculty Affairs, Equity, and Success, has recently led a working group focused on the experience of teaching-stream faculty, a group that also includes part-time faculty. That report is expected to be released shortly. The Dean’s Office has also recently established a new teaching award category to recognize the contributions of CLTA and part-time faculty.</p>
<p>The reviewers recommended exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants.</p>	<p>15</p>	<p>“Organize a workshop/orientation at the beginning of each new semester for teaching assistants. This orientation will complement the more general orientation that teaching</p>	<p>Short term (1 year):</p> <p>We will implement a UTSC-specific orientation for TAs at the beginning of each semester, starting September 2023. This will</p>	<p>For Departments with tri-campus graduate units, TA training is typically coordinated centrally. There is an important role for UTSC-specific training, but this needs to be factored into the hours allotted by the collective</p>

		assistants receive from the Center for Teaching and Learning. “	be overseen by the Chair and Associate Chair (Undergraduate). We have developed space in political science to support graduate students/TAs for research and other work, while on campus.	agreement. The Dean’s Office is currently working with CTSI on the coordination of EDI training modules for TAs to provide dedicated support in this area. There is a lounge space for graduate students at UTSC that has been recently established in the S-wing. It is becoming a popular spot for informal gatherings and lunch for graduate students and postdoctoral fellows, and we will ensure that the Department has details about this resource.
The reviewers observed that staff support for student services has not kept pace with enrolment, and recommended considering ways to provide enhanced student advising and mentoring.	16	“Hire an additional staff member to contribute to the advising and mentoring of students.”	The Department believes it is worth considering hiring an additional staff member to preserve institutional memory for important positions which will be vacant soon, due to retirements.	Short-to-medium term: With the opening of Highland Hall, staff space in the Social Sciences was consolidated, which has proven to be successful. The Dean’s Office is working with Departments to review staff complement and planning and ensure appropriate support, including for confirmed retirements. We note that student advising is a shared responsibility with the Office of Student Experience and Well-being.
	17	“Concentrate staff work spaces in one centralized building hub.”	We believe this to be important for efficiency, morale, and community, as soon as space conditions permit. It is often remarked by faculty that our staff are a major draw to UTSC.	
The reviewers recommended considering ways to enhance connections and collaborations with a number of internal and external parties, including cognate Departments, University research institutes, members of the Scarborough and GTA communities (particularly in government), and international political science and public policy programs.	18	“Explore opportunities for engagement with university research institutes to promote student research, community engagement, and additional access to research and collaborative spaces.”	Short term, and continuing: We will create a new standing committee, The Community Engagement and Research Opportunities Committee, comprised of the Chair and Associate Chair (Research), as well as faculty involved with university research institutes and community partners, to track and systematize inter-Departmental opportunities for coordination/collaboration, as well as faculty engagement with university institutes, tri-agency funding, and community groups. Presently, faculty have strong	Short-to-medium term: In addition to Departmental work in this area, UTSC is actively working to ensure better support for community-engaged initiatives, including through tri-campus conversations underway around better recognition for community-engaged scholarship. The Department of Political Science shares vital synergies with newly established research institutes at UTSC. Campus discussions are also underway about the

			connections to university institutes (e.g., Data Sciences Institute, Clusters of Scholarly Prominence) and important external organizations (e.g., Atlantic Council, Women in International Security-Canada). We do not have a system in place for celebrating these connections or for developing opportunities for further connections, particularly for new faculty. This is connected to item 13 above about the need to provide additional collegial support and encouragement for faculty to cultivate funding and other opportunities for research collaborations and social impact.	development of the Golden Mile project, which is working to meet key priorities around reciprocal relationship building with communities articulated in our strategic plan, and to reflect UTSC's role as an anchor institution in the eastern GTA.
	19	"Develop and execute a plan for improving the scholarly connections between faculty and members of the Scarborough and GTA communities, particularly those in government."	We are still considering a plan to address this item (see decanal response).	
The reviewers recommended exploring the development of a Departmental governance framework, with an eye to increasing transparency and accountability, and encouraging the engagement of non-tenure-track faculty and student representatives.	20	"Explore developing an internal governance framework (e.g., constitution) to replace the ad hoc approach of assigning responsibilities to Associate Chairs, giving voice to non-tenure-track faculty, and engaging student representatives."	Short-to-medium term (2 years): The Department has a constitution, however, the Chair will need to meet with the Associate Chairs, as soon as possible at the beginning of their term in 2023, to update the constitution in a few areas, including committee structure and terms of reference, the roles and responsibilities of the Associate Chairs, the management of TAs, and the organization of Department "area groups" to facilitate curricular coordination between faculty members.	The Dean's Office will support the Department in these conversations as needed.
The reviewers recommended undertaking an assessment of the Department's available spaces and spatial needs, and exploring	21	"Consider developing a Space Committee composed of faculty, staff, and students to audit the spaces and space needs in the	Short term (1 year): The Department worked informally, in consultation with students, staff, and faculty,	Short-to-medium term: As a part of post-pandemic planning we are working as a campus to consider long-term

<p>creative and flexible options to optimize the use of available resources.</p>		<p>Department, identify possible underutilized spaces (e.g. storage), and propose flexible spatial arrangements.”</p>	<p>to undertake an audit of space in 2022-23, which resulted in an improved use of office space and considerable improvements to two common spaces that now support student/RA research for both undergraduate and graduate students. These room are equipped with office furniture, computers, a mini fridge, and microwave. We do not believe a standing space committee is necessary, rather, the Department will formalize a system for the rational allocation of office space -- for example, by using teaching schedules of faculty to allocate shared offices in a way that ensures each faculty member their own office on the days they are working at UTSC. The Department will create an ad hoc space committee in 2023, led by the Chair and including faculty, students, and staff, to further enhance the livability and functionality of common spaces available to graduate and undergraduate students.</p>	<p>flexible options that can further build community and reduce space pressures on campus. These recommendations will be factored into those conversations.</p>
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	<p>22</p>	<p>“Work with the University’s Development Office and Alumni Relations to identify more opportunities for student stipends for the Beyond the Classroom and Summer Scholars programs.”</p>	<p>Ongoing: As mentioned above, the Department will relaunch a Summer Scholars program in summer 2023 and expand it for summer 2024 and beyond. We have increased the stipend for the Beyond the Classroom program to bring remuneration in line with the minimum wage standards in Ontario. The Chair will work with the Community Engagement and Research Opportunities Committee to increase support available for Beyond the</p>	<p>See recommendation 9.</p>

			Classroom and, especially, the Summer Scholars program.	
	23	“If the major in Public Law is approved, the Administration should consider adding one more tenure-stream faculty to the Department to help carry on the increased curricular needs without an adverse effect on the needs of other programs.”	<p>Short-to-medium term (2-3 years)</p> <p>The Chair will monitor enrolment in the Public Law major, once it is approved, and consider its capacity to have all required courses taught, typically, by permanent faculty.</p>	The proposed Major in Public Law is making good progress towards governance with anticipated start in September 2024. See recommendation 10 for context around the UTSC Faculty Complement Committee, which considers enrolment as an important criterion for assessment of new hires.

3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary had accurately reflected the full review and that the Dean's administrative response fully addressed the issues identified. While the administrative response covered most of the pertinent issues, the group requested further explanation of the issues regarding expanding co-op placements in government organisations, administrative processes for co-op placement applications, fundraising initiatives to address co-op education fees, and staff recruitment for student advisory and mentorship support.

Katie Larson responded that co-op programs were designed to prepare students to apply for jobs after graduation. Christopher Cochrane, Acting Chair, Department of Political Science, commented that a key priority for the co-op office was to increase connections at the community, municipal and provincial levels to expand offerings for students. Professor Larson then explained that fundraising initiatives were geared towards experiential learning and global travel opportunities, with a goal to ensuring that financial concerns did not deter students from applying to co-op placements. Bill Gough added that some fundraising initiatives were further geared towards underserved communities. With regard to staff recruitment, he noted that the Department had put forward a proposal for additional staffing through UTSC's normal process, and that an HR analysis was underway to determine the best approach going forward.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the department as among the top Political Science units in Canada, noting that it is strong, healthy, and taking good advantage of available resources. They observed that significant strides have been made since the last review, including an increase in tenure-stream faculty and reduced reliance on sessional lectures; an increase in the number of course offerings; and the adoption of the Beyond the Classroom model to provide more equitable summer internships to underprivileged students. They noted that student enrolment has increased significantly, as have the GPAs of entering students; the new Minor in Public Law is popular and growing, and the anticipated development of a Major in Public Law will provide opportunities for students and faculty. They highlighted that the significant number of programs on offer is unique among Canadian Political Science departments, and the Major (Coop) in Public Policy offers students valuable work-integrated learning opportunities. They commended the department's dual focus on high quality research and teaching, which results in a highly productive and innovative set of faculty and engaged student body. Finally, the reviewers praised the department's culture as highly collegial, with very high levels of student satisfaction.

The reviewers recommended that the following issues be addressed: exploring ways to expand student research training and opportunities; streamlining the application process; exploring

ways to reduce fees for students who experience barriers; integrating professional development into for-credit courses, and/or expanding placements in government organizations; enhancing offerings in specific areas, such as Big Data Analysis/Data Science, and Ethics and Public Policy; continued efforts to expand faculty diversity where opportunities permit; exploring ways to incentivize external grant funding could strengthen the department's ability to support student research, as well as its reputation; examining available supports for part-time faculty; exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants; considering ways to provide enhanced student advising and mentoring; considering ways to enhance connections and collaborations with a number of internal and external parties; exploring the development of a departmental governance framework, with an eye to increasing transparency and accountability; undertaking an assessment of the department's available spaces and spatial needs.

The Dean's Administrative Response describes the division and unit's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Political Science. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter of 2026 on the status of the implementation plans.

The next review will be commissioned in 2028-29, to take place in the 2029-30 academic year.

6 Distribution

On June 30th, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic & Dean of University of Toronto Scarborough, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.