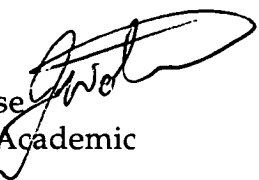


SIMON FRASER UNIVERSITY**Senate Committee on University Priorities****Memorandum****TO:** Senate**FROM:** John Waterhouse
Vice President, Academic **RE:** External Review - Department of
Political Science**DATE:** 20 February 2001

External Reviews of academic units are conducted under Guidelines¹ approved by Senate. The review process is intended to ensure that the quality of the department's academic programs and research is high, that members of the department participate in the administration of departments, and that the departmental environment is conducive to the department's objectives. Under these Guidelines, Senate is expected to receive advice from the Senate Committee on University Priorities and to provide feedback to the unit and the Dean.

The following materials are forwarded to Senate for consideration:

- The External Review Report
- The response to the External Review Report by the Department
- The comments of the Dean
- The comments of the Vice-President, Academic
- The recommendations from the Senate Committee on University Priorities

The Department Chair, Dr. S. McBride will be available at Senate as a resource person.

Motion

That Senate concurs with the recommendation from the Senate Committee on University Priorities concerning advice to the Department of Political Science on priority items resulting from the external review, as outlined in S.01-28

¹ The Guidelines can be found at: <http://www.reg.sfu.ca/Senate/SenateComms/SCUP-ExReview.html>.

SIMON FRASER UNIVERSITY

Senate Committee on University Priorities

Memorandum

TO: Senate

FROM: John Waterhouse
Vice President, Academic

RE: Political Science External Review

DATE: 12 February 2001

The Senate Committee on University Priorities has reviewed the External Review Report prepared on the Department of Political Science in April 2000, together with the response from the unit and comments from the Dean and the Vice President, Academic.

SCUP believes that the external review report was exemplary leading to a series of very good recommendations by the external review committee. The Department of Political Science is to be recognized for its success and for its effective leadership.

SCUP recommends to Senate that the Department of Political Science and Dean be advised to pursue the following as priority items:

1. SCUP commends the Department of Political Science for its success in increasing representation in designated equity groups in recent hiring. The Department of Political Science is encouraged to continue being proactive in its effort to increase the proportion of female faculty in the Department.
2. The Department of Political Science should be encouraged to expand its co-op program for undergraduate students.
3. The Department of Political Science should be encouraged to develop collaborative linkages with the Institute for Health Research and Education.
4. The Department of Political Science should be encouraged to collaborate with other University units to explore the potential for a masters program in public policy.

c. S. McBride
J. Pierce

SIMON FRASER UNIVERSITY
Office of the Vice-President, Academic

MEMORANDUM

TO: Senate Committee on University
Priorities

FROM: John Waterhouse
Vice-President, Academic

RE: Political Science External Review

DATE: November 30, 2000

The report of the external review committee for the Department of Political Science was received on April 20, 2000, the Department's response on October 15, 2000, and the Dean's response on November 7, 2000. My comments on these documents follow.

First, I join the Department and Dean Pierce in acknowledging a very thorough, constructive and positive review. Both the reviewers and the Department provided very specific comments on the undergraduate and graduate programs, the faculty and administrative issues. This review and the responses could well serve as models for other external reviews.

Overall, the reviewers and both responses paint a picture of an effective Department with vibrant and responsive programs. Many of the review's suggestions for change have already been implemented or are in progress. The Department and its leadership are to be congratulated.

Given the overall constructive tone of the review and responses, I will restrict my comments, as follows:

1. Both the reviewers and Department note the importance of maintaining gender balance in future appointments. I wish to reinforce this view.
2. The University's bridging program was introduced in 1998 as a fixed term program to help units affect the impact of a significant upcoming retirement bulge, particularly after a period of restricted hiring due to budget constraints. As an increasing number of positions have become or are becoming available, it is unlikely that the University's bridging program will be continued (at least in its current form). As a result, the Department should not develop its hiring plan counting on the University's bridging program. The Faculty may, however choose to consider a bridged appointment to smooth hiring within the Department from its own resources.
3. I encourage the Department to develop collaborative linkages with the Institute for Health Research and Education. Greater funding for graduate students and research may result as new health related research funding becomes available. Simultaneously, such collaboration may create new opportunities between the Department and other parts of the University.

4. In a similar vein and with similar integrative effects with other University units, the Department should play a central role in a possible masters program in public administration.

Cc: S. McBride, Chair / Political Science
J. Pierce, Dean / Faculty of Arts

John Waterhouse
Vice- President, Academic and Provost
Simon Fraser University
JHW:mao

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

To: J. Waterhouse
Vice-President, Academic

From: John T. Pierce
Dean of Arts

Subject: Response to Political Science
External Review

Date: November 7, 2000

Vice President
ACADEMIC

This is a very thorough, positive and constructive review which provides a number of very specific recommendations (22) which address issues in three broad categories: programs; faculty; and administrative questions. Before commenting on and responding to these recommendations, and the responses from Political Science, I would like to reinforce a more general assessment that this is a well run unit which, under the leadership of Stephen McBride, has made significant improvements in program quality and collegiality/morale since his appointment as Chair

Programs

The Department of Political Science has provided a very detailed response to the recommendations for changes to the undergraduate and graduate program. Most of these changes are accepted by the Department. The majority of these changes at the undergraduate level are relatively minor housekeeping ones which help streamline access and completion requirements. I might note that the co-op program is an important option for undergraduate students and that efforts should be made to expand this further. This is supported by the Department.

At the graduate level, the introduction of a PhD program was seen as an important initiative. A number of improvements were suggested which the Department has largely agreed to, that would standardize procedures for comprehensive exams and better integrate MA and PhD programs thematically. The reviewers made frequent reference, for example, to broad fields of study in comparative politics, Canada and international relations set within a tripartite specialization scheme involving: political economy, public policy and governance. These fields and specializations, in the view of the reviewers, provide a unique identity for the Department and, as such, a niche in terms of attracting graduate students. Importantly, the Department has agreed to give advance notice of graduate course scheduling and to examine workloads of TAs. The funding of TAs remains an issue which presumably the Dean of Graduate Studies will be commenting upon in the not-too-distant future.

Faculty

A number of issues were raised with respect to faculty and appointments. Most importantly, the Department was advised to specialize more and become less comprehensive. This clearly would have an impact upon the nature of hiring. Given the absence of any imminent retirements, bridgings were recommended. The Dean's office is prepared to examine this in the light of information from the three-year plan, perceived need and of course the availability of bridging funds. The Department is committed to ensure a better gender balance in future hiring, and in fact is seeking bridging funds to do just that. The reviewers observed, for example, that the recent appointments (5 of 6) favoured males. While this is true, the Department notes in response that the equity policy extends beyond the hiring of women to include other visible minorities. In this respect, they have done better than the University average. The research productivity of faculty was also questioned by the reviewers. Faculty were urged to apply to SSHRC more frequently. This is a problem not unique to Political Science.

Two other issues deserve comment. The Department has made proposals for a Canada Research Chair and, if successful, this would have a significant impact on the program. And, secondly, the position of Canadian Studies must be further clarified and a general attempt made to make it an integral part of faculty interests. The Dean's office is firmly committed to making this happen.

Administration

The reviewers noted a lack of participation by faculty in university governance. I would encourage the Department to become more actively involved in the 'committee life' of the institution.

Lastly, the Department is to be congratulated for its efforts to liaise with high schools, and establish better links with alumni. This addresses both ends of the student recruitment and completion spectrum.



John T. Pierce

JTP/jm:

copy:
S. McBride, Chair

Response of the Department of Political Science to its External Review, 2000

The Department of Political Science welcomes the positive assessment provided by the External Review. We appreciate the report's recognition of the department's accomplishments since the last review. These include strengthening and tightening the undergraduate program, consolidating and giving greater shape to the masters program and launching a doctoral program, and developing greater internal cohesion and a co-operative departmental culture.

We wish to thank the reviewers for their thoughtfulness and hard work in preparing the report. The report contains many useful suggestions which have been fully discussed over the past few months.

For the most part the department has accepted the report's recommendations; where it differed it has often incorporated other measures that reflect the spirit of what the reviewers had to say.

The department found the review a most useful process and, in the context of the three year planning cycle, will take the opportunity to revisit the report, not only in preparing the three year plan for 2000-2003, but also when the time comes to update that plan.

The Undergraduate Program

The department appreciated the favourable assessment that the External Reviewers made of the Undergraduate Program:

"The department has a well-structured, comprehensive undergraduate program. Given its faculty complement, it has the depth to offer courses in political philosophy and political theory, research methods, Canadian politics, comparative politics, and public policy and administration. The curriculum has a logical structure, beginning with an introduction to political science in the first year, introductions to the various fields of political science at the second year, a selection of more specialised courses in the third year, and finally a series of specialised, seminar courses in the fourth year of the program. The department has also stipulated that developing increasingly sophisticated writing skills is important in its program, and has agreed on common levels of writing aptitude to be pursued at different levels in the program."

While we are mindful of the need to make continuous improvements in what we do, we are also conscious of the need make changes incrementally since current practices have attracted such favourable comments.

The report's principal recommendations were grounded in the need for greater flexibility in the undergraduate programme. Specifically, the report suggested abolishing breadth requirements at the undergraduate level. Under our current rules, majors are required at both the Lower Division and Upper Division levels to take courses in at least 3 Field areas. At the Lower Division, majors must take Pol 100 (Introduction to Politics), either POL201 (Research Methods in Political Science) or STAT 203(Introduction to Statistics for the Social Sciences), and four other courses from at least 3 of the Fields. At the Upper Division, majors must take 32 credit hours (8 courses) with classes in at least three of the Fields; 8 of the 32 UD credit hours (2 courses) must be at the 400 level.

With breadth requirements removed the External Review recommended a core of compulsory courses -100, 201 and 210 (Introduction to Political Philosophy). Beyond those courses students, who would of course receive academic advice, would be able to structure their own program.

The department went part way in accepting these proposals. First, we note that increased flexibility of choice is already being introduced by altering the prerequisite system from one of specific course prerequisites to, instead, requiring a certain number of credit hours prior to enrolment in Upper Division courses. We hope that these changes will also address one of the review's other recommendations of making upper year courses more accessible to students not majoring in political science, but who are interested in studying politics in more depth. Second, in response to the review the department decided to eliminate field requirements in the upper division thus further increasing flexibility of offerings at that level. However, it was felt desirable to retain the breadth requirements in the lower division. We believe that requiring breadth at the lower level and permitting flexibility, including specialisation, at the upper level is a sound pedagogical principle. Given the desire to retain breadth in the lower division, and concerns about the resources available to mount a compulsory theory course with sufficient frequency, the department chose not to adopt the review's recommendation to make political theory a required course at this time. The department will endeavour, through advising and written materials produced in the department, to encourage students to take some political theory during their course of studies. Moving from a course based to an hours based prerequisite system should facilitate this. We note that Pol 210 (Introduction to Political Philosophy) is already required for the Honours degree.

The reviewers pointed out that the department is one of the stronger departments in the Arts Co-op program and urged us to make more of this opportunity. We certainly intend to so. As well as increased publicity for the co-op option the department is proposing the addition of four co-op placement courses, a move that reflects the practice in other departments with established co-op degrees.

In response to the review's comments about greater use of faculty advisors the Undergraduate Chair has increased activity in this area and this practice will continue. The review's idea of mothballing infrequently offered courses is a good one and the Undergraduate Committee will begin identifying such courses in the near future.

The Graduate Program

Again the department would like to thank the External Review for their positive assessment of both the MA and PhD programs. We particularly appreciate the sense of engagement with which the reviewers confronted some of the issues with which the department has been grappling and their capacity to offer constructive proposals. We note their remarks on the Ph.D.: "we are very positive about the doctoral program, we wish to congratulate the department on taking the very important step in setting up the program, and we want to see it

succeed." They clearly appreciated the structure and logic of the PhD program: "The Ph.D. program takes a slightly different approach [to the MA] It retains three of the fields - - Canadian government and politics, comparative government and politics, international relations - - and adds that within each of these fields, the department has particular strengths for a focus on political economy, public policy, and governance. This definition of a field structure plus a focus or specialisation within fields is a very interesting and welcome one. It gives the department's Ph.D. program a definite profile, one that is potentially unique in Western Canada. The three foci within the fields permit students to carry out research on some of the more compelling issues in political science, under the supervision of professors with recognised reputations in these specialisation's. If this profile can be nurtured and built upon gradually over the coming years, the graduate program at Simon Fraser will become and increasingly important centre of study for political science in Canada." This led to two useful observations. First, that the MA program be harmonised with the PhD by reducing the number of fields offered from 5 to 3 - Comparative, International and Canadian - each of which would reflect the same focus on issues of governance, political economy and public policy. The department has moved to re-organise its MA program along these lines.

Under the new reduced field offerings Fields A (Political Theory) and 'E' (Public Policy and Public Administration) will disappear as distinct graduate fields. Most courses presently offered under the field E grouping, which already reflect the three focus areas of governance, political economy or governance, will be merged into other fields of study. And, of course, not all graduate courses will be within the areas of focus so other courses, including courses in political theory, will continue to be offered.

Second, the reviewers made the important recommendation that the department "begin to create a long-term strategy that identifies a few core fields of special emphasis, rather than attempting to achieve the "comprehensiveness" to which it currently aspires; [and] that the department in so doing, reflect on the fact that it has already established recognised concentration in the inter-related fields of political economy, public policy, and governance, and that these are fields that currently offer particularly attractive opportunities in relation to both the University itself and the community at large, and also provide a vehicle for distinguishing the department from its counterparts elsewhere in B.C. and in western Canada generally."

The department has moved in this direction by changing the number of fields from 5 to three at the MA level thus harmonising both graduate programs in line with the External Reviewers' suggestion. At both PhD and MA levels, therefore, the department will offer three fields - Canadian, Comparative and International Politics - and three themes -- Public Policy, Political Economy and Governance. While all faculty members in the department can and do fit into one of the themes, there are outstanding individuals, and small groups, whose central interests are not captured by the themes. We wish to make it clear, therefore, that scope for other themes to develop in the future exists. Once they have met the test of external recognition they will be incorporated as themes in the program.

Response to other Graduate Program recommendations:

New course proposed:

It was decided that POL 801 (currently 'Scope and Methods of Political Science') will be retitled "Theoretical Approaches to the Study of Politics. And, also in accordance with a recommendation from the review team, a new POL 802 "Research Design and Quantitative Analysis" will be created and will be offered regularly. POL 802 will provide students with a review of advanced quantitative techniques of analysis designed to be useful in their subsequent research and analysis. Incoming graduate students will be required to take either the retitled 801, or the new 802—but will be able to do both should they so wish.

The graduate committee agreed in principle with the proposal to adopt a one- or when possible a two-year planning cycle for graduate courses that would reflect the matrix created by the three fields of Comparative, Canadian and International and the three theme areas of Governance, Political Economy and Public Policy. However, the details of how this might be done remain to be worked out.

The committee examined the External Review's proposal to 'mothball' all graduate courses not offered over a two year planning period but found that this option is available only for undergraduate courses. Accordingly, the department will keep this concern under active review and if and when it becomes possible, infrequently offered courses will be either 'mothballed' or given some special designation in the university calendar indicating their status as courses taught irregularly.

The department strongly reaffirmed its current practice of communicating to prospective students the intended schedule of courses over the relevant two year planning cycle for each student. Such communication is currently done in the form of an up-to-date listing of courses soon to be taught in the application package for every potential graduate student. The department's web site is also updated in this respect regularly so that clear, accurate information is provided to prospective students.

The department did not adopt the External Review's proposal to eliminate the breadth requirement that each student must take courses in at least two field areas. A degree of breadth was felt to be a desirable and achievable goal.

Ph.D. Comprehensive Examinations:

The department agreed with the reviewers' proposal to revise current practices with respect to the Ph.D. comprehensive examinations. Henceforth the Ph.D. comprehensive examination process will be premised on the idea that students should be tested on a standardised reading list of 'classics' and 'best current practice' in each of the 3 fields of concentration. A list of readings equal to 40 books and 'book equivalents' will be drawn up almost exclusively by the faculty members on each field committee. A very limited number of books (or book equivalents) may be substituted for the common standardised field list at the instigation of a supervisor or doctoral student—provided that they both concur with the proposed substitution.

Each field committee will be asked to revise its standardised list annually. As part of its annual review process it will be expected to solicit advice from

graduate students in the program and to take such student recommendations under advisement prior to finalising that year's reading list for the comprehensive examination. Each reading list will feature works from political economy, public policy and governance.

The department agreed with the External Review recommendation that henceforth comprehensive exams should be graded as 'pass with distinction', 'pass' or 'fail'--not merely 'pass' or 'fail', and with the reviewers' proposal that the number of (post-MA) courses required of Ph.D. students should be reduced from 6 to 4.

The department felt that it was inappropriate to reduce the course requirements for MA students. They will remain unchanged: 6 courses for the field exam option; 5 courses for the project or extended essays option; and four courses for the thesis option.

Graduate student workload challenges:

The department acknowledges the External Reviewers' observation that our (i.e. SFU) graduate students are given an exceptionally heavy burden when they take on teaching assistantships (TA ships).

However, the department also recognises that the TSSU agreement and the Dean's policy framework constitute checks on the ability of the department to reduce or restructure this workload unilaterally. The department has agreed to try to find informal means for reducing the TA workload burden on each graduate student since SFU's demands do seem to be clearly out of line with less onerous practices at other universities.

Noting that the need to reduce workload for Ph.D. students is especially great (given the far greater pressures for early publication and professional experience), it has agreed to explore ways to procure more graduate fellowships for the doctoral program so as to be able to reduce the reliance on TA - ships for doctoral student funding.

Finally, it was agreed that the department's faculty must make still greater efforts to secure graduate funding in the form of research assistantships to reduce the load imposed on the GF budget. Efforts in this direction have been ongoing. There has been some recent success. For example, two letters of intent submitted in the SSHRC (Society, Culture and Health) competition received invitations to develop full proposals.. As well, non-SSHRC sources like the Canadian Institutes for Health Research, Canada Housing and Mortgage Corporation, and other agencies are being explored.

Appointments

The Appointments Committee discussed the Department's statement of hiring priorities in the context of the External Review comments on appointments.

The department noted the External Review's identification of a pattern of hiring (all male, last 6 hires) that would be untypical of other Canadian political science

departments.¹ In response to the reviewers, and recognising the absence of junior female faculty, the department adopted the following decision:

"The Department should make every effort, in each of the categories identified below, to ensure that this pattern is broken. Such efforts should extend to the definition of positions to be filled, language used in advertisements, as well as to active solicitation of women applicants."

Other decisions related to appointments follow.

In accordance with the reviewers' recommendation that the department open discussions with the Dean regarding bridging appointments the Department will immediately request and pursue a bridging appointment in IPE (the area of the next scheduled retirement in 2005.) Although the next scheduled retirement after 2005 does not occur until 2007, thereafter a sizeable proportion of the department will retire in a relatively short period. Therefore, the Appointments Committee will begin to review other scheduled retirements and develop a plan for addressing them.

The department will be requesting permission to advertise for a new position in either Development or Political Theory with the job advertisements being constructed with a view to attracting a large pool of women candidates. Both are long-standing areas of departmental need.

The department will identify candidates and actively seek a Canada Research Chair in one or more the following three areas:

- ~ Canada in the Era of Internationalization (joint with Canadian Studies)
- ~ Public Policy
- ~ Health Policy

With a number of other departments, Political Science is also proposing a CRC Chair in Urban Studies.

Other issues

In an effort to become more involved in university governance, the department will seek to identify positions that confer the advantages noted by the External Review and try to advance candidates for them, as vacancies occur. One faculty member has been elected to the Faculty Association Board since the review. It will further pursue the issue of making sure the PSSU has access to reasonable space.

The review commented favourably on the department's efforts to establish links with the high schools and beginning better links with the alumni: "The department should certainly continue and expand these initiatives." These activities will be continued and, as far as resources permit, expanded.

¹ the Review made a small factual error here in that one of the previous six hires was female. In addition, some of those hires have resulted in better representation of other equity groups.

Canadian Studies

Finally, the reviewers commented that:

"An administrative problem has prevented any kind of clear view of the links between Political Science and Canadian Studies. The department feels strongly that the Faculty [of Arts] has reneged on its agreement and that the department is being punished for its efficiency. At the same time, there is willingness on the part of the support staff to be able to manage this work, should there be a resolution of the disagreement.

It would be a pity not to come to an agreement both for Canadian Studies and for Political Science. There are all kinds of links that would be beneficial to both: from the Health Initiative, to co-sponsoring conferences, to the possibility of a joint appointment."

We are delighted to report that the difficulty alluded to above has been resolved and the Department looks forward to developing its connections with Canadian Studies. Work has begun planning a joint conference for 2002 on the theme Global Canada, and a proposal for a joint appointment is included in the Appointments Committee recommendations.

In conclusion

The Department would like to emphasise how valuable the review and the self-study process has been in confirming our sense of what we have done well; and we thank the reviewers for their useful suggestions in areas that need improvement.

We feel that the review forms an important part of the foundation for the future development of the department.

Report of the
External Review Committee

Department of Political Science
Simon Fraser University

Caroline Andrew
William Coleman
Denis Stairs

April 2000

We wish to start this report by stating that it is a report on a basically healthy department. Since the last review, the department has developed a great deal - strengthening and tightening its undergraduate program, consolidating and giving greater shape to the masters program and launching a doctoral program. These programmatic improvements went on at the same time as the department was rebuilding its internal cohesion and moving on from the past. The overwhelming impression that we were left with was of a group of colleagues pleased with what they had accomplished, but willing to engage in discussions about next steps. It is a department with ambitions - it sees itself as becoming one of the best Political Science departments in the country - and it feels that this goal can be obtained.

We have organized the report into three major areas: programs, faculty and administrative questions. Recommendations have been placed in the body of the text, but we have also regrouped our recommendations at the end.

I Programs

1. Undergraduate Programs

The department has a well-structured, comprehensive undergraduate program. Given its faculty complement, it has the depth to offer courses in political philosophy and political theory, research methods, Canadian politics, comparative politics, and public policy and administration. The curriculum has a logical structure, beginning with an introduction to political science in the first year, introductions to the various fields of political science at the second year, a selection of more specialized courses in the third year, and finally a series of specialized, seminar courses in the fourth year of the program. The department has also stipulated that developing increasingly sophisticated writing skills is important in its program, and has agreed on common levels of writing aptitude to be pursued at different levels in the program.

Over the past several years, like many other political science departments across North America, the department has been faced with declining numbers of students enrolled in its courses and with lower numbers of students taking political science as a major. It has responded to this development in several ways. It has revisited its prerequisite structure and proposed changes that will add flexibility to course selection for students. It has added courses of a more thematic nature focussed on contemporary problems to its second year offerings. The department has changed courses at the third year level from three credit hours to four credit hours in response to student demand for recognition of the levels of work being demanded. It has increased the enrolment caps in some third year courses so as to reduce the number of students who do not get their first choice in course selections at this level. It has made all these changes during a period when it has had to decrease the number of courses it can offer, due to reductions in the budget for sessional instructors. We do note, however, that these reductions also mean that students are much more likely to be taught by full-time professors in the department than they were at the time of the last review.

As a consequence of these changes, the undergraduate program is smaller in terms of the number of courses offered, while still comprehensive in its coverage. It is organized formally

into five fields of study – political theory, Canadian government and politics, comparative government and politics, international relations, public policy/administration and local government. At the Lower Division, students in the major program are expected to complete POL 100 and POL 201, Research Methods in Political Science, plus 12 other credit hours of lower division courses that cover at least three of the five fields of study. At the Upper Division, students are required to complete an additional 32 credit hours, covering again at least three of the five fields of study. Eight of these credit hours must be at the 400 level.

In our discussions with the department, we were told that the department members had given some thought to whether they wished to retain five fields of study or whether the number of these fields might be reduced. The issue of fields of study is a complex one, and one that has different implications at the undergraduate and graduate levels. The department would have introduced field requirements at the undergraduate level to ensure that students' programs had breadth. In combination with stringent prerequisites, the field requirements also had the effect of spreading students across different courses, and thus acting as an indirect control on course enrolments in some fields.

Over the past years, with the changes noted in the size of the program, and with changes in the definitions of the fields themselves, some of the rationale for these field requirements has weakened. Given the changes in the courses offered, it is more difficult for students to concentrate all of their course work in one field only. In addition, the boundaries between these fields are not as sharply defined as they were even ten years ago. Comparativists find their work crossing into international relations, while Canadianists take a more comparative perspective in their research. Public policy is often seen as a subfield of Canadian politics and of comparative politics alike. With the active research records of members of the department, this blurring of field boundaries also is reflected in the research of many of the department's faculty. Students too are aware of the changes in the world that are reflected in this blurring of fields and are looking to construct programs that allow them to examine these changes in various different ways.

For all of these reasons, we would suggest that the department consider seriously a restructuring of their undergraduate program that removes the field requirements. We would suggest that students continue to be required to take POL 201, so that they have sufficient familiarity with quantitative research techniques that they can read and understand some of the more technical literature in political science. They may also be able to carry out elementary quantitative analysis of their own in upper level courses and research papers. In addition, we would recommend that the department require students to take a course in political philosophy, with POL 210, Introduction to Political Philosophy, being the most likely candidate. As was argued in the last external review of the department, political philosophy provides a foundation to the discipline. It is essential that students have a basic understanding of the concepts and ideas of the principal thinkers of the western world. Such an understanding is crucial if the students are to grasp fully the central aspects of the relations between states and the political institutions within states and how these institutions function.

With these two foundational courses in place, we believe that the students should be

permitted to construct a program of courses that meets their particular interests and allows them to follow their own unique paths in discovering the discipline. The department has an able department assistant who can advise students about the relationships between courses. Many departments also ask one or two of their faculty members to act as undergraduate advisers. These faculty members assist students in constructing programs of study that best meet their needs. We suggest that the department consider whether such faculty advisers might also be a useful complement to their services to students. Certainly, having faculty advisers increases the face to face contact between Major students and faculty members.

With such counselling and these two required foundational courses, we are confident that students would graduate with an excellent political science degree. Their education in political science would equip them well for postgraduate study if they wish or for the various careers most often sought by students. In addition, students may be able to finish their degree programs more promptly because they need not wait for a given course to be offered in a particular field of study. Such a change might also reduce part of the demand for directed reading courses at the undergraduate level.

We suggest two final steps for fine-tuning the undergraduate program. We recommend that the department "mothball" any course in its calendar that it does not plan to offer over the next two years covered by the next university calendar. Retaining courses on the books that are not going to be offered is not only false advertising, but also invariably going to be a matter causing frustration among undergraduate students. Such frustration is needless and should be avoided in the future. In addition, we recommend that the department consider how its upper year courses might be made more accessible to serious students interested in Political Science, but who do not have the necessary prerequisites. Some departments in the country are making some or all of their third year courses open to anyone who has taken the equivalent of POL 100. Often students at the 300 or 400 level in other programs will have the background and the skills to take upper year courses in political science. The interchanges that will take place with Political Science Majors in these courses should also enrich the education of all the students concerned. Of course, such a step might also help raise enrolments in political science courses.

Therefore, our recommendations for the undergraduate program are as follows:

- a) that the department seriously consider removing the field requirements;
- b) that students continue to be required to take POL 201;
- c) that students be required to take a course in political philosophy;
- d) that the department consider whether faculty advisers might also be a useful complement to their services to students;
- e) that the department "mothball" any course in its calendar that it does not plan to offer over the next two years covered by the next university calendar;
- f) that the department consider how upper year courses might be made more accessible to students not majoring in political science, but interested in studying politics in more depth.

2. Graduate Programs

2.1 Introduction

The department continues to operate with the field structure at the MA level. The Ph.D. program takes a slightly different approach. It retains three of the fields - - Canadian government and politics, comparative government and politics, international relations - - and adds that within each of these fields, the department has particular strengths for a focus on political economy, public policy, and governance. This definition of a field structure plus a focus or specialization within fields is a very interesting and welcome one. It gives the department's Ph.D. program a definite profile, one that is potentially unique in Western Canada. The three foci within the fields permit students to carry out research on some of the more compelling issues in political science, under the supervision of professors with recognized reputations in these specializations. If this profile can be nurtured and built upon gradually over the coming years, the graduate program at Simon Fraser will become and increasingly important centre of study for political science in Canada.

MA and Ph.D. students study from a common roster of courses. At present, this roster is expected to respond to the needs of the MA program to cover five fields of study and of the Ph.D. program to cover three of these five fields, with some emphasis on political economy, public policy and governance. These expectations are very demanding ones to fill for a Ph.D. program that will probably have two to three students per year taking courses and a MA program that will have an additional 10-15 students taking close to a full set of courses. For these reasons, we would recommend that the department give some consideration to harmonizing the field arrangements for the MA and Ph.D. programs. Hence, the MA program would have three fields - - Canadian, comparative and international relations - - with each of these having a particular emphasis on political economy, public policy and governance. With such a change, then, one of the department's five fields, public policy/administration/urban politics, would be integrated into these three fields.

The issue then arises about political theory as a field of study at the graduate level. In its submission to us and in the various comments given to us in our interviews with the department, it became clear that the department considers itself under-staffed in the area of political theory. It has faculty members who are quite competent to teach political philosophy and political theory at the undergraduate level, but this field is not a primary area of research for any member of the faculty. Without having a faculty member with this area as primary area of research, it does not make sense to offer political theory as a graduate field. Such a conclusion does not mean that political theory courses cannot be offered as elective courses at the graduate level. We note that the department has offered consistently POL 814 , Normative Political Theory, a cross-listed undergraduate course, over the past several years and plans to offer it each of the next three years. We also observe that the core course at the graduate level in political theory, POL 812, Political Theory, was last offered in the fall semester of 1996 and is not planned to be offered over the next three years. Under such conditions, it is evident that political theory is not really an academic field at the graduate level equal in any sense to the three discussed above.

MA students are currently expected to take POL 801, The Scope and Methods of Political Science. This course provides students with some introduction to issues in the philosophy of social science, to competing theoretical paradigms, and to some aspects of research methods. In our discussion with the Ph.D. students, we learned that they believed that they needed more instruction in research methods and research design as a preparation not only for preparing a dissertation proposal, but also for defining research projects once they had completed the doctorate. We also note that the department has a faculty complement that is relatively rich in its knowledge of issues related to research methods and research design.

Accordingly, we recommend that POL 801 be changed slightly to focus principally on the philosophy of social science and on introducing students to major theoretical paradigms in the discipline. Such a change would compensate, in part, for not having political theory available as a field at the MA level. We also recommend that the department create a new course on research methods and research design in political science. This course should be required of all Ph.D. students and be available to MA students under conditions that we note below.

With these recommendations about field structure and foundation courses, we turn now to look specifically at each of the MA and the Ph.D. programs.

2.2 The MA Program

The large majority of MA students are seeking to finish their degree in one calendar year or in four semesters, given the lack of graduate courses available in the summer semester. For these reasons, we believe that the department should be working on a one-year planning cycle for the scheduling of graduate courses. In the fall and winter semesters, the department should commit itself to offering:

- ▶ POL 801, Scope and Methods of Political Science
- ▶ New course on research methods and research design
- ▶ Two international relations courses, with one of these normally focussing on international political economy
- ▶ Two Canadian politics courses, with one of these normally focussing on political economy or public policy
- ▶ Two Comparative politics course, with one of these normally focussing on political economy or public policy.

These courses would be the department's minimum annual commitment. Other courses would also be offered depending on faculty availability and interests.

This one-year planning cycle should be clearly advertised to students in the calendar and in all material that is sent to them. Any courses that would not be part of this one-year planning cycle in any way over the two year period of the next calendar should be "mothballed". Given the short stay of MA students in the department and the short period in which Ph.D. students are taking courses, it is essential that these students have a clear idea of what courses will be

available to them. Students at the MA level, in particular, choose programs often based on such availability and it is important that their expectations and the department's offerings match.

If this commitment on courses is agreed to by the department, then we also believe that it is unnecessary to stipulate that students take courses in two fields of study defined by the department. The department will not be offering sufficient courses in any given field that students can concentrate all of their efforts in one field only. Virtually by definition, they will take courses in more than one field. By removing the field constraint, the department would free students to design a MA program that is as close to their personal interests as possible. The student's supervisory committee could counsel the students on course selection that will satisfy best their respective interests.

We also note that students in the MA program have diverse career objectives. Some hope to go to study for a Ph.D., while the majority probably plan to move into non-academic careers. For these reasons, we suggest that the department consider requiring MA students to take one of POL 801 or the proposed new research methods and research design course. In our experience, the latter type of course is often used by students as a springboard to policy analyst jobs in the public, voluntary, or private sectors. Given the diverse interests of MA students, giving them a choice between these two courses as foundations for their study might increase interest further in the program. It would also permit the department to build more directly on its obvious strengths in the quantitative and qualitative methods areas, and in research design.

2.3 The Ph.D. Program

In their submission to the external review, the Ph.D. students identified three areas of concern, comprehensive examinations, mentorship, and program funding. Each of these areas is important and we will use these as a springboard for our discussion of the doctoral program. We are well aware that the program is new and that all new programs will have their "teething" problems. We see our task as one of helping with some of these problems. As noted, above, we are very positive about the doctoral program, we wish to congratulate the department on taking the very important step in setting up the program, and we want to see it succeed.

Comprehensive Examinations

It is essential that the department define clearly for itself and its doctoral students what is the purpose of these examinations. As one looks across the social science disciplines, one finds two somewhat distinct purposes. Some departments see the comprehensive examinations to be a means for students to define two or three, usually rather specialized, research fields that will be central to their dissertation research. In this approach, the students usually prepare a reading list for each field, and then write examinations, normally followed by an oral defence of their answers. Other departments see the comprehensive examinations as a means for pushing students to obtain a wide grounding in the core literature in two or three fields of their discipline and to thinking about how this literature might be used synthetically to investigate fundamental questions. In this approach, the examinations are used to assess the students' abilities to address intelligently and comprehensively general types of questions that are of perennial interest in the

given field. In this second approach, directed readings composed of the classics and the "best practice" works in the field are prepared by faculty members who work in that field. These reading lists are normally limited to 25 or 30 such core works.

In our discussion with faculty and students, it was unclear which of these two approaches was favoured by the department. Our investigation would suggest that the department was closer to the second approach in its thinking and this approach is certainly the most common one used in political science in North America. Certainly, the questions posed to students in the examinations that have occurred to date are written in a style that reflects this second approach. We also learned, however, that the students were being asked to prepare reading lists themselves, that the directions for preparing these lists varied from one supervisory committee to another, and that the resulting lists varied considerably in length. Moreover, sometimes the list at issue came closer to a list that might be associated with the first approach to comprehensives, rather than the second approach. We also learned that having students prepare the lists was a time-consuming process so that all of the Ph.D. students were taking comprehensive examinations later than expected.

We recommend strongly that the department define clearly which of the two approaches to comprehensive examinations it wishes to adopt. If it decides to follow the second approach, which is the disciplinary norm in Canada and the US, then several additional steps need to be taken.

- ▶ The Faculty members in the disciplinary field groups - - Canadian government and politics, Comparative government and politics, international relations - - should assume responsibility for preparing lists of classic texts and examples of "best practice" work in their fields. These lists might be revised every two years. These lists should also include major works in political economy, public policy, and governance issues in the given field.
- ▶ The respective supervisor of the given doctoral student should meet regularly with the student to discuss issues and questions arising from the student's study of the reading guide.
- ▶ The questions of the comprehensive examinations should be designed to test students' ability to wrestle with central problems in the field, by synthesizing and drawing from the leading thinkers and works.
- ▶ The department should adopt a common grading scheme for all of the comprehensive examinations and a common procedure for holding oral defences of the written examinations. In devising a grading scheme, the department might also give consideration to defining a level of performance in the examinations that would merit a "pass with distinction". Such recognition of superior performance is important and could be a factor in the later hiring of a student for an academic position.

The department appears to expect students to complete the comprehensive examinations before the end of two years in the programme. Given the time required for preparing reading lists, the time spent working at teaching assistant duties at Simon Fraser (time well above the national norm), and the requirement that Ph.D. students take 30 credit hours of courses beyond

the MA, meeting this expectation is probably unrealistic. Such a result is unfortunate, however, because it means, in our view, that the number of years taken to complete a Ph.D. may be prolonged beyond what it should be. We believe that most departments of political science in Canada encourage students to try to finish their programs in four years, albeit with mixed success. Under the present arrangements at SFU, a four-year completion time would seem to be close to impossible. The changes suggested above to the comprehensive examinations should assist somewhat, but we will return this issue when we discuss funding arrangements below.

Mentorship

In digesting doctoral students' concerns in this area, there are two distinct, but related, issues we would like to address: preparation for carrying out longer-term research projects and publishing by students. With respect to the first of these, we believe that having students take the new proposed course on research methods and research design will address part of the students' concerns. They will gain a systematic introduction to issues related to research design that will not only lead to more carefully designated doctoral proposals, but also to proposals that are researchable and doable within a two-year frame. If the experience gained in this course is coupled to associating students with research projects of faculty members, we are confident that the preparation the students identified as necessary will be available to them.

The timing of student publishing is a complex issue. We believe strongly that students should not be distracted by demands to publish before they have completed their comprehensive examinations, and prepared and defended a dissertation proposal. We are uniformly of the view that having students present papers at academic conferences before they are embarked on programs of primary research is largely a waste of time. The papers presented are often not very interesting and the student gets distracted from the tasks at hand: completing their comprehensives and preparing and defending a doctoral proposal. Once these tasks are completed, however, the students' supervisors and supervisory committee members should look for ways to assist students to begin a publishing program. These ways might come through participation in a larger research project being carried out in the department, through a faculty member receiving an invitation to prepare a book chapter or a conference paper and then associating the student in the writing of same, or through assisting students to publish some early, interesting results from their dissertation research. Any of these kinds of steps will provide the mentoring for publication that is increasingly essential for doctoral students who are planning academic careers.

Student Funding

In applying for establishing a Ph.D. program, the department argued that it could make this change without an increase in funding for graduate students. It would reduce enrolments in the MA program slightly and thus be able to fund doctoral students. These expectations might have been realistic at the time that the proposal was made, but appear to be less so today. In addition, since part of graduate student funding (graduate fellowships) is contingent on the number of students enrolled in graduate programs, there is some incentive to increase numbers of students overall so as to ensure adequate numbers of graduate fellowships for both MA and

Ph.D. students. In our discussions with MA and Ph.D. students, we detected a certain discontent with funding arrangements. Ph.D. students occasionally resented MA students receiving graduate fellowships, particularly if these were not embarked on a thesis, and MA students believed that there were fewer teaching assistantships and graduate student fellowships available to them as a result of the Ph.D. program. These feelings are unfortunate and, if prolonged, may lead to a decline in collegiality among graduate students.

Part of the pressure here comes from the very strong requirements and pressure placed on the doctoral students. In their first two years in the program, they are expected to complete 30 credit hours of classes. This requirement is well above the Canadian norm, which we understand to be one additional year of course work after the MA, usually including 6 semester-length courses taken over their first two semesters in the program. They are also expected to complete the comprehensive examinations in their second year. Finally, they are almost all receiving a mix of graduate fellowship and teaching assistantships support during this period. We note that a student acting as a TA is only able to take two courses per semester. In short, the combination of program requirements plus funding arrangements virtually ensures that the doctoral program is going to take well beyond four years to complete.

There would appear to be two steps to address these problems.

1. The department could ask the university to increase the number of graduate fellowships or cognate support assigned to it. This increase should be given to Ph.D. students so that in their first year at least, they have no TA duties. Such a step would begin to make it more possible for Ph.D. students to complete course and comprehensive examination requirements in their first two years in the program.
2. If this change in funding is not possible, then the department may need to take alternative steps. It should reduce the course requirements for doctoral students to a point where they can be completed in their first two semesters in the program. It should allocate graduate fellowships to Ph.D. students in their first two semesters. If such an allocation is going to deprive MA students of graduate fellowships, then perhaps it should increase its graduate student intake by four or eight students to secure the graduate fellowships it needs to support MA students adequately as well.
3. If teaching assistantships are going to be a primary means of financial support for MA students and if MA students are going to be regularly working about 200 hours or so per semester as teaching assistants, then the department might consider whether it is advisable to reduce the course requirements for MA students in the project or essay options from five courses to four. The standard completion time for non-thesis MA degrees in political science in Canada is now one calendar year. Given that MA students work such a large number of hours as TAs and given that the department does not normally offer graduate courses in the summer semester (our information shows a course last being offered in the summer of 1997, with none planned in the summer for 2000, 2001 or 2002), a one-year program is likely possible only for students who receive at least one graduate fellowship. Such a situation may place the department in a weak position in the national "market" of MA programs in Political Science.

Conclusion

We would like to reiterate that we found the graduate programs at Simon Fraser to be strong. We believe that they have gained a place of some importance in the Canadian political science community and that they could grow in importance over the medium term. It is important to remember that these programs are operating in a national market place, and not just in British Columbia. Students will compare all aspects of Simon Fraser's programs with those elsewhere in Canada in deciding whether to apply and whether to accept offers of admission. The introduction of the Ph.D. program has caused some perturbations in the MA program and the Ph.D. program itself will continue to face growing pains as it moves its first cohorts of students through the successive phases of doctoral work.

We found the administrative support for these programs to be effective. The graduate secretary has a good sense of her job. The Graduate Committee has student representation and has a clear sense of its mandate and responsibilities. The department compensates the chair of this committee with a one course teaching release in a given two year period. The field committees are in place and seem well positioned to assume the greater role in the comprehensive examinations process that we recommend. They may need to have somewhat more flexible memberships to ensure that the three foci of concern - - political economy, public policy, governance - - are integrated into discussions of course design and reading lists for comprehensive examinations. With adequate administrative arrangements, we are confident that the graduate programs will continue to be strong and will be adapted in ways to improve further the education they provide to students.

Our recommendations for the graduate programs are as follows:

- g) that the department give some consideration to harmonizing the field arrangements for the MA and the Ph.D. programs. Hence, the MA program would have three fields - Canadian, comparative and international relations - with each of these having a particular emphasis on political economy, public policy and governance;
- h) that POL 801 be changed slightly to focus principally on the philosophy of social science and on introducing students to major theoretical paradigms in the discipline;
- i) that the department create a new course on research methods and research design in political science. This course should be required of all Ph.D. students and be available to MA students under several conditions;
- j) that the department work on a one-year planning cycle for the scheduling of graduate courses;
- k) that the department not require students to take courses in two fields of study defined by the department;
- l) that the department consider requiring MA students to take one of POL 801 or the

proposed new research methods and research design course.

- m) that the department define clearly which of the two approaches to comprehensive examinations it wishes to adopt.

II. Faculty

3. General - Departmental "Culture" and Related Matters

The Review Committee was very impressed by the collegial atmosphere that has become the most immediately visible feature of the department's current political culture. This is particularly noteworthy because of the very deep divisions that typified the conduct of its internal affairs during its early years as an independent academic unit. So far as we can determine, these divisions have now been almost entirely overcome. This is doubtless the result in part of changes in academic personnel, several of the original members having retired, and a number of new scholars having been brought, successfully and amiably, into the faculty ranks. It is the consequence also, however, of the extremely effective leadership of the current Chair, whose performance in office seems to be universally respected and admired by his colleagues. His management of the department's affairs is regarded as fair, sensitive, and service-oriented, and he is clearly adept (among other things) at the task of ensuring that issues and problems are expeditiously resolved, so that they do not have the time to become destructively controversial. The consequence overall is that — for faculty, staff and students alike — the department is now a happy, comfortable and welcoming place in which to work. So much is this the case, and so enjoyable is the experience (especially when compared with the one that resulted from the much more combative *milieu* that prevailed a decade ago), that the faculty are now deeply and collectively committed to the values and practices associated with tolerance and compromise, which they have come to see as crucial to the maintenance of a constructive and congenial working environment.

This in itself is "good news," and no experienced member of a university will underestimate the importance of this sort of collegiality to the productive conduct of the academic enterprise. The Committee, moreover, is acutely aware that meddling in matters of this kind "from the outside" can sometimes have damaging effects. Keeping bulls out of china shops and not trying to fix things that "ain't broke" are maxims whose longevity is well-deserved.

Nonetheless, the ingredients of the department's culture that we have just described may be having some practical consequences for "policy-making" that warrant a closer look. In particular, the Department has been somewhat reluctant to define (at least explicitly) core areas of specialization, or disciplinary "niches," around which it can focus its future development over the longer term. Its declared ambition is to be "comprehensive." In consequence, its approach to faculty recruitment is to identify geographical areas or thematic fields that are not already covered by its existing faculty, to regard these as lamentable gaps in its ability to deliver "political science" across the board, and hence to define its vacancies with a view to making sure the gaps themselves are filled. All of this is pursued in a self-conscious spirit of pragmatic give-

and-take — a spirit that the department's members themselves describe as "intellectual pluralism."

While we sympathize with the underlying intent of this approach, and while we certainly think the department's collegial environment should continue to be carefully nurtured, we nonetheless wish to make two observations. The first is that we think it highly improbable that the department can achieve the kind of comprehensiveness it seems to have in mind within the foreseeable future. It may well be, in fact, that only the departments at the University of Toronto and York (both of which now have well over 50 faculty members) can hope in the Canadian context to achieve that sort of objective. If we are right in this, then there is a case for saying that other departments, including the department at Simon Fraser, are well advised to think in more strategically selective terms as they manage their evolution over the long haul.

Our second observation is that, while some members of the department — given its difficult history — may experience a cold chill at the thought of having to reach a consensus on such sensitive and potentially contentious matters, their concern may not be as well-founded as they appear to think. This is partly because the collegiality that they have successfully engendered is now much more deeply rooted than they realize, partly because in current circumstances they have both the time and the opportunity to work the problem through, and partly because they are half-there already. It may be worth commenting briefly on each of these in turn.

With regard to the first, it became apparent during the course of our visit that the sense that the department's pleasant atmosphere might be fragile, and hence unable to withstand the pressures that would come from trying to reach a consensus on developmental priorities, was unevenly distributed. In particular, the older hands — with their memories of past events still very much on their minds — tended to be much more concerned about this than the new arrivals, who were relatively free of this sort of anxiety and who were clearly willing to work towards identifying a clear (and necessarily selective) strategic direction, even if that meant that their own fields of specialization were not among the ones that would be given the strongest emphasis in future recruitment. The more we probed into this general question, the more we became convinced that the department is stronger in this respect than it thinks, and that it can manage such a debate in accommodative style.

Secondly, it seems to us that the time is now very opportune for initiating precisely this kind of discussion. As we understand it, the department is expected to launch a new three-year plan by December, and this could well be the occasion for broaching the strategic question in at least a preliminary way. In addition, several retirements are expected, not immediately, but in a grouping that will materialize at the end of the next three or four years. This means that a number of vacancies will open up at that time, thereby making it possible to engage in some strategic decision-making under conditions in which hiring priorities are likely to be much easier to identify than they have been in the past. At the same time, in order to avoid there being excessive turnover in a single year, we think it may be wise to make some "bridge appointments" in advance — an arrangement that we believe would contribute significantly to easing the stresses involved and to ensuring that newcomers are effectively "socialized" into the

department's constructive way of doing things. Our understanding is that bridging appointments of this kind would be sympathetically considered by the administration, assuming that they were appropriately imbedded in a persuasive developmental program.

Finally, we think it may be useful for the department to recognize that, while it has been thinking of its future evolution in "comprehensive" terms, in reality it has already developed a *de facto* specialization — and with it an external "image" among political scientists and others elsewhere in the country — in the three fields of political economy, public policy, and governance. These specializations (which in practice are often inter-related) seem to have become especially pertinent, even now, to the decisions of many of the students who have come to the department to do graduate work (not least among them those whose origins are "out of province"). We are not surprised that this is so, and it seems to us that the pattern is one upon which the department could easily — and appropriately — build in planning its future. Among other things, it would provide a distinctive focus that would differentiate the department from its counterparts in other universities in western Canada, and we think also that it would provide an impressive array of collaborative opportunities in cooperation with governmental and other agencies. The activities of the Canadian Health Research Group provide promising examples of the *genre*, as does the Institute of Governance Studies, and if it eventually becomes possible to act on Dean Pierce's proposal for a program leading to the degree of Master of Public Policy, this would be a natural, and potentially a very exciting, "fit."

In offering these observations, of course, we are mindful of the discussion within the department on the matter of whether the next faculty appointment ought to be in "political theory" or "political development." Like the previous External Review Committee, we take the position that "political theory" is a foundational field within the discipline of Political Science, and that every serious student of the subject should be exposed to it. This view is reflected in our recommendation earlier in this report that, while the field requirements be removed from the undergraduate program, all students be required nonetheless to take a course in political philosophy (as well as in basic quantitative methods). In practice, political theory is already being taught very well in the department, although not by someone who will admit to being a specialist in the field. While we recognize that this is a matter upon which the department has specifically requested our advice, we have concluded after much careful discussion that the problem is one that the department itself will have to resolve. This is because the issue is central to the department's task of defining its own curricular philosophy, and that task cannot be delegated to outsiders. We have therefore chosen in this case not to make a recommendation of our own.

Taken together, these general observations lead us to the following conclusions and recommendations:

- (n) that the department and its Chair should be warmly congratulated for their success in creating an unusually constructive and congenial academic environment;
- (o) that the department, while taking reasonable care to maintain the traditions of tolerance and compromise that it has established, begin to create a

long-term strategy that identifies a few core fields of special emphasis, rather than attempting to achieve the "comprehensiveness" to which it currently aspires;

- (p) that the department, in so doing, reflect on the fact that it has already established a widely-recognized concentration in the inter-related fields of political economy, public policy, and governance, and that these are fields that currently offer particularly attractive opportunities in relation to both the University itself and the community at large, and also provide a vehicle for distinguishing the department from its counterparts elsewhere in B.C. and in western Canada generally; and
- (q) that the department, in conjunction with the Dean, give very careful thought to the advantages that might ensue from making some "bridge appointments" in the next few years, in order to facilitate the transitions that will inevitably result from the forthcoming retirement of a cohort of the department's most senior faculty members;

The foregoing comments are obviously general and "strategic". In response to some of the more specific issues raised in our terms of reference under the "Faculty" heading, we offer (somewhat more briefly) the following comments:

4. Size and Background of the Faculty Complement

On the basis of the information at our disposal, it is difficult to assess the size of the Political Science department relatively to other comparable departments at Simon Fraser, although we know that some departments there, as in other universities, are considerably larger (e.g., English and Psychology). In general, however, it does not seem to us that the department is unduly disadvantaged from the workload point of view. On the other hand, from the "discipline" point of view it is somewhat smaller than most of its counterparts in major universities elsewhere. It has a faculty complement of 17 FTEs. As a rough comparative indicator ("rough" because the data may be imperfect), an examination of the lists of faculty members by department in the 1998 *Directory of Political Scientists in Canada* indicates that the complements of selected other anglophone (or bilingual, in the case of Ottawa) Canadian departments are approximately as follows: Alberta - 26; Calgary - 26; Carleton - 27; Dalhousie - 15; Manitoba - 19; McGill - 22; McMaster - 19; Memorial - 11; Ottawa - 20; Queen's - 21; Saskatchewan - 20; Toronto - 55; Victoria - 13; Western Ontario - 23; Wilfrid Laurier - 12; Windsor - 14; York - 51. The utility of these figures is obviously limited in the absence of data on student enrolments, and the like, and not all of the departments on the list offer the Ph.D. Nonetheless, they provide at least some measure of the Simon Fraser department's relative position in quantitative terms. Clearly it is at the smaller end of the range, and by national standards, if its complement were to decline further, it would certainly begin to lose the minimum "critical mass" normally expected of departments offering higher graduate degrees. This reinforces once again the case for developing a measure of specialization, rather than attempting to cover the full array of sub-disciplinary fields.

5. Teaching, Research and Service Contributions

The enthusiastic reactions of the students whom we interviewed, together with the teaching evaluations that were made available to us, both indicate that the department as a whole is handling its teaching responsibilities in effective and conscientious style, and we have nothing to add here to our observations above under the heading of "Programs". Some members of the department are also engaged in very innovative experiments in distance education and in the use of computers for instructional purposes.

The distribution of teaching workloads naturally varies to some extent from one professor to the next, depending on the popularity of the field in question, but this is normal, and the pattern at Simon Fraser is very similar to the ones that are currently evident in other Canadian universities. The Chair of the department is visibly sensitive to the need to deal with the workload problem as equitably as possible, and his colleagues understand and accept that some degree of variation from one professor and field to the next is unavoidable. The standard requirement of a four-course load is somewhat lighter, perhaps, than it would be in counterpart departments in other institutions of comparable size, where the equivalent of five such courses is frequently expected.

The research performance of the department is certainly very creditable, and the faculty as a whole has had an impressively productive track record. The results overall may well fall above the national mean. On the other hand, there is some concern that participation- and success-rates in SSHRCC competitions have not been as high as they have been in some other political science departments, even taking the Council's resource-deficiencies fully into account. Our sense, however, is that serious efforts are being made to rectify the problem (if "problem" it be), and that the department is thinking about its resource requirements for research purposes in increasingly entrepreneurial style. It is possible that some of its difficulties with SSHRCC adjudications result from the fact that many of its publications appear in outlets other than peer-reviewed journals, and it might be helpful over the longer haul if a greater proportion of the manuscripts produced in the department were submitted to the periodicals that academics (rightly or wrongly) appear to accept as vehicles for disseminating work of the highest quality.

The department's service contributions to the discipline at large have been excellent. It is the home of "PolCan" — the e-mail communications centre for the Canadian Political Science Association — and in that capacity has played an indispensable (and very high profile) role in the day-to-day work of political scientists and others all across the country and even abroad. The department's members have been very active in the Canadian Political Science Association, and have been leading players in its provincial counterpart in British Columbia.

While on the subject of "service," however, our impression is that the participation of the department's faculty in the affairs of the University as a whole is rather less extensive than it would be in many other institutions. Some individuals have been extremely active over many years, and as "university citizens" appear to be well-known to the larger Simon Fraser community. Having said that, however, our sense is that the department as a whole has been heavily focused (perhaps understandably) on its own internal affairs, and that it has not been a

particularly visible player on the larger University scene. At one level, it could be argued that this is a matter of having one's priorities straight! But at another, it seems to us that it may be having the effect of depriving the department of useful information about what other departments are doing, and about the kinds of opportunities that activities elsewhere on the campus may be generating. It could also be leaving the department somewhat unaware of performance standards, teaching practices, and the like that prevail in the other units with which it would normally be compared. We have no idea whether such standards are higher, lower, the same, or different, but we certainly think it to be in the general departmental interest to have its ears "close to the ground" on these and other matters.

6. Gender Balance

While still on the matter of the department's faculty, we are somewhat concerned to note that not one woman was included among the last six "hires" into the ranks of the department's faculty. The department is very much aware that this is the case, and it reports that considerable effort was made to identify suitable female candidates in each instance, but that for various reasons the appointments have always gone to a male in the end. While we understand that the circumstances bearing on individual academic appointments are always in some measure unique, we note that the pattern as a whole is NOT one that would be common to other political science departments in Canada over the past decade. In this discipline, as in others, very intensive initiatives are now routinely taken to promote the objective of achieving a reasonable balance of male and female faculty members over the longer run. We think the department should identify this as a priority in responding to the appointment opportunities that will be opening up over the next few years.

In the light of these various observations on teaching, research and service contributions, we add the following three substantive recommendations to our list:

- (r) that the department continue its efforts to improve its record in obtaining various categories of SSHRCC award, and that in so doing it consider what options it may have for increasing the proportion of its publications that appear in peer-reviewed academic outlets;
- (s) that it seek to play a somewhat more active role in University governance, with a view to keeping fully abreast of the standards, practices and expectations that prevail in cognate departments (and in administrative offices) elsewhere on the campus, and to making sure that it is kept adequately aware of opportunities for collaborative research, teaching, and community service initiatives as they arise; and
- (t) that it give considerable priority in its future faculty recruitment drives to the need to develop a more reasonable balance of male and female faculty members in the department over the longer term.

III Administrative Questions

7. Teaching Evaluation Process

As we have already indicated, we were impressed by the department's handling of its teaching responsibilities, and by its commitment to the teaching function. The students with whom we discussed the matter at both the graduate and undergraduate levels appeared to be very enthusiastic about the way in which they were being treated, and reported that their professors are both accessible and helpful. So far as we can determine, the teaching evaluation instruments are well-designed and responsibly administered.

8. Dissemination of Scholarly Activity within the Department

The department now has a speakers series and our sense is that scholarly communication has improved quite significantly in tandem with the general development of a much more collegial atmosphere. Many of the department's publications are the product of collaboration among various combinations of its members, and this, too, is an indicator of a healthy and mutually supportive scholarly environment.

9. Student Space

On the question of resources, the strongest claim that was made to us came from the undergraduate students who would like a "room of their own." They argued that a lounge would give them a place to bring students together and help create a sense of identity. This seemed to us a very sensible suggestion, and that it would be a shame not to support the efforts of the students.

10. Connections with Canadian Studies

An administrative problem has prevented any kind of clear view of the links between Political Science and Canadian Studies. The department feels strongly that the Faculty has reneged on its agreement and that the department is being punished for its efficiency. At the same time, there is a willingness on the part of the support staff to be able to manage this work, should there be a resolution of the disagreement.

It would be a pity not to come to an agreement both for Canadian Studies and for Political Science. There are all kinds of links that would be beneficial to both: from the Health Initiative, to co-sponsoring conferences, to the possibility of a joint appointment.

11. Relations with alumni

Once again, the department is beginning to build a data base from which it could increasingly build contact with alumni. The department staff have begun this task with enthusiasm, and we encourage the department to continue its activities.

12. Relations with the Community

The department has begun some initiatives of linking to the high schools, under the able organization of the departmental administrator. This is clearly an area that she wants to develop, and this should be encouraged, both with high schools and with colleges. The objective of this activity should be seen as creating a base, on the long term, of support for political science and for the social sciences in general.

The Co-op program is also another very important link between the University and the community. The number of Political Science students in the co-op option was far higher than the departmental statistics had first led us to believe. Indeed, Political Science is one of the stronger units within the Arts Faculty Co-op Program. We feel that the department should make more of the co-op program when describing itself to its student population. The program appears to have put together very interesting possibilities of co-op placements for students in Political Science - across the public, non-profit and market sectors. Students who have followed the co-op route should be included in the liaison activities with the high schools and colleges.

The Health Initiative can also be included in initiatives that relate to the community. A wide variety of partners have indicated interest in being connected to the project, and this naturally enhances community-university relations. This is of course also an interesting initiative in terms of creating research teams within the department and, as such, an initiative that we feel should continue.

These administrative issues led to the following recommendations:

- (u) that the department explore all possible channels to find "space" for the undergraduate students.
- (v) that the department, and particularly the departmental administration, should be congratulated for their initiatives in linking the department to the high schools and beginning better links to the alumni. The department should certainly continue and expand these initiatives.

For the purpose of clarity, we have drawn together our recommendations which are as follows:

Programs

Undergraduate:

- (a) that the department seriously consider removing the field requirements;
- (b) that students continue to be required to take POL 201;
- (c) that students be required to take a course in political philosophy;
- (d) that the department consider whether faculty advisers might also be a useful complement to their services to students;
- (e) that the department "mothball" any course in its calendar that it does not plan to offer

- over the next two years covered by the next university calendar;
- (f) that the department consider how courses at the 300 level might be made more accessible to students not majoring in political science, but interested in studying politics in more depth.

Graduate:

- (g) that the department give some consideration to harmonizing the field arrangements for the MA and the Ph.D. programs. The MA program would thus have three fields - Canadian, comparative and international relations - with each of these having a particular emphasis on political economy, public policy and governance;
- (h) that POL 801 be changed slightly to focus principally on the philosophy of social science and on introducing students to major theoretical paradigms in the discipline;
- (i) that the department create a new course on research methods and research design in political science. This course should be required of all Ph.D. students and be available to MA students under several conditions;
- (j) that the department work on a one-year planning cycle for the scheduling of graduate courses;
- (k) that the department not require students to take courses in two fields of study defined by the department;
- (l) that the department consider requiring MA students to take one of POL 801 or the proposed new research methods and research design course.
- (m) that the department define clearly which of the two approaches to comprehensive examinations it wishes to adopt.

Faculty:

Departmental Culture

- (n) that the department and its Chair should be warmly congratulated for their success in creating an unusually constructive and congenial academic environment;
- (o) that the department, while taking reasonable care to maintain the traditions of tolerance and compromise that it has established, begin to create a long-term strategy that identifies a few core fields of special emphasis, rather than attempting to achieve the "comprehensiveness" to which it currently aspires;
- (p) that the department, in so doing, reflect on the fact that it has already established a widely-recognized concentration in the inter-related fields of political economy, public policy, and governance, and that these are fields that currently offer particularly attractive opportunities in relation to both the University itself and the community at large, and also provide a vehicle for distinguishing the department from its counterparts elsewhere in B.C. and in western Canada generally; and
- (q) that the department, in conjunction with the Dean, give very careful thought to the advantages that might ensue from making some "bridge appointments" in the next few years, in order to facilitate the transitions that will inevitably result from the forthcoming retirement of a cohort of the

department's most senior faculty members;

Size of Faculty Complement

- (r) that the department continue its efforts to improve its record in obtaining various categories of SSHRCC award, and that in so doing it consider what options it may have for increasing the proportion of its publications that appear in peer-reviewed academic outlets;
- (s) that it seek to play a somewhat more active role in University governance, with a view to keeping fully abreast of the standards, practices and expectations that prevail in cognate departments (and in administrative offices) elsewhere on the campus, and to making sure that it is kept adequately aware of opportunities for collaborative research, teaching, and community service initiatives as they arise; and
- (t) that it give considerable priority in its future faculty recruitment drives to the need to develop a more reasonable balance of male and female faculty members in the department over the longer term.

Administrative Questions

- (u) that the department explore all possible channels to find "space" for the undergraduate students.
- (v) that the department, and particularly the departmental administration, should be congratulated for their initiatives in linking the department to the high schools and beginning better links to the alumni. The department should certainly continue and expand these initiatives.

In concluding this report, we would like to thank very much all those people who worked so hard to organize our visit. Among many, we would like to mention our colleague on the evaluation team, Professor Hannah Gay of the Department of History who participated fully in all stages of the project (except the writing up) and who provided us with insight into the specific University culture of Simon Fraser. Our thanks also to Sue Roppel for her incredible efficiency in organizing our visit. And, finally, thanks to the departmental staff who made the visit extremely comfortable.