

# Final Assessment Report for the 2024-2025 Cyclical Review of the Master of International Public Policy Program

## INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the Master of International Public Policy (MIPP) program, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies. All recommendations made by the external review committee in their report are listed, followed by a summary of the units' response, and the decanal response. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the university's [Cyclical Program Review Public Accountability webpage](#).

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

## SUMMARY OF REVIEW PROCESS

The last cyclical program review of the Master of International Public Policy (MIPP) program took place in 2017-2018. The MIPP Self-Study was authored by Dr. Alistair Edgar, Associate Dean of the School of International Policy and Governance, Dr. Colleen Loomis, MIPP Program Director, and Ms. Maureen Ferraro, MIPP Program Officer. Input from participating faculty was sought during SIPG Council meetings. In addition to the Self-Study (Volume I), the program also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, and the Dean of the Faculty of Graduate and Postdoctoral Studies prior to submission of the final version.

Following Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the unit. The review committee was selected by the Program Review Sub-Committee on September 19, 2024, and a virtual external review took place December 2-4, 2024.

The review committee consisted of **Dr. Scott Ramsay** from the Department of Biology at Wilfrid Laurier, **Dr. Nergis Canefe** from the Department of Politics at York University, and **Dr. Christopher Gore** from the Department of Politics & Public Administration at Toronto Metropolitan University. During the external review, the committee met with the following individuals and groups:

- Dr. Trish McLaren, Associate Vice-President: Academic
- Dr. Alistair Edgar, Associate Dean, School of International Policy and Governance and Dr. Colleen Loomis, MIPP Program Director
- Dr. Brent Wolfe, Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies
- Master of International Public Policy full-time faculty members
- Master of International Public Policy Contract Teaching Faculty
- Current Master of International Public Policy students
- Alumni from the Master of International Public Policy program
- Mr. Matt Thomas, Department Head, Information Resources and Ms. Hélène Leblanc, Liaison Librarian
- Ms. Maureen Ferraro, Program Officer
- Ms. Sally Heath, Associate Director: Academic Program Development and Quality Assurance

The review committee submitted their completed report on April 3, 2025. The executive summary from the report, and its recommendations, are provided below.

## EXTERNAL REVIEWERS' REPORT EXECUTIVE SUMMARY

The visit took place over three days, from Monday December 2, 2024 to Wednesday December 4, 2024. The entire 'visit' was virtual, with all meetings and discussions taking place via Zoom. Facilities were presented via a video and PowerPoint slides. The schedule of meetings and interviews were prepared in advance. In general, the MIPP's program learning outcomes are consistent with Laurier's current and future strategies and Strategic Academic Plans (SAP). Similarly, we find that the program learning outcomes are generally aligned with the graduate degree level expectations.

Our overall assessment is that the MIPP is a very strong program. Full-time faculty teaching in the program are committed to the program and are praised by students and alumni for the quality of their instruction, engagement and support. MIPP has also been responsive to student concerns and requests as well. For example, MIPP has moved from requiring students to pursue two 'fields of study' to one 'field of study'.

Similarly, MIPP has also revised the 'fields of study' that it offers, in response to student demand and global changes. MIPP remains committed to experiential learning, illustrated by teaching methods, but probably most especially by the capstone exercise with GAC.

MIPP, SIPG, and BSIA leadership and full-time faculty show deep commitment to the program, the program's success, and to the students. The outstanding quality of full-time faculty engaged with the MIPP carries through to the curriculum and teaching methods. There is a strong desire to have the program content reflect the dynamic and complex character of global affairs.

The multidisciplinary character of MIPP is outstanding. It seems to have a strong home in BSIA, and students and alumni feel well aligned with BSIA. However, the quality of MIPP's program is being seriously compromised by its inability to ensure that its core program requirements are being taught by permanent faculty. Indeed, as we previously noted, we believe that MIPP's future integrity is jeopardized by the absence of mechanisms or processes for cross-appointments and quality Spring/Summer teaching. MIPP functions as a hub-and-spoke model of graduate education, whereby different Faculties, Schools, and hence Departments are spokes supporting the hub - MIPP. If there was a sufficient number of faculty wanting to teach in the MIPP, and their academic home units were willing to share them to teach in MIPP continuously, then this model could be sustained and thrive.

Similarly, the current structure of administrative leadership for MIPP seems a threat to its continued success. Specifically, we observed that MIPP is weakly represented in deliberations at the pan-university level and has no formally designated Dean advocating for the program other than under the general rubric of the Dean of Graduate and Postdoctoral Studies. This means it cannot directly advocate for resources, especially for the hiring of new faculty, or to support the program needs. While the Dean of Graduate and Postdoctoral Studies has become the informal 'Dean of Record' for MIPP, our conversations revealed that this responsibility was acquired over time, not through a strategic process, and not a position the Dean of Graduate Studies feels is best vested in their portfolio of responsibilities. The Associate Dean of SIPG, along with the MIPP Program Director, passionately advocate for the program through informal channels and historical norms. These processes are most prominent in relation to how MIPP ensures tenure-track and tenured faculty teach in the program, which is essential for the program's long-term success.

In relation to a diversity of knowledge, cultures and communities, the self-study articulates several tangible actions that MIPP has undertaken. Students are provided opportunities to diversify their knowledge of the world and other cultures or communities through engagement with Global Affairs Canada (GAC), internships, being educated and trained by leading researchers and at research centres at the BSIA, research assistantships, and their involvement with research clusters. The self study notes a concern with future-proofing the capstone with GAC. We share this concern and suggest time and attention be given to this capstone. We strongly recommend that future self-studies tabulate how the recommendations were addressed during the time period between the two consecutive cyclical reviews.

MIPP has also taken steps to provide pathways for existing undergraduate Laurier students to pursue graduate studies, and through the generous fellowships it offers, MIPP provides financial support to students who may not otherwise be able to attend graduate school. With respect to recruitment and diversity, the self-study dominantly focused on the past and future contribution of international students as a means of diversifying the

program, including the now- ended African Leaders of Tomorrow program. Yet given the strengths of the program, its potential to attract a diversity of high quality students from Southern Ontario is uniquely strong and should be capitalized. MIPP should aim to more formally integrate Equity, Diversity and Inclusion, Indigenous Knowledge and Decolonization in its curriculum. Similarly, it should ensure the skills and knowledge it promotes is embedded systematically in the curriculum.

Academic support services for students, including library support, also seemed strong. Students and alumni routinely discussed how core faculty were accessible and approachable. They felt welcome to interact with faculty in classes and to participate in research cluster meetings. Faculty associated with MIPP are prominent researchers with strong records of research grant success and excellent connections to or leadership roles in research centres that benefit students.

MIPP's learning outcomes seem clear and comprehensive. The learning outcomes respond to graduate degree level expectations well. We note that the program learning outcomes were last completed in 2016, however. Further, the learning outcomes were not mapped to the curriculum and there was no employer survey to consider whether the learning outcomes were meeting the needs of employers. We also observed a disconnect between the FIPP program requirements for entry and the continuity or continuation of that content into other courses over time. This issue is already highlighted in the section on admission requirements. Further steps should be taken to review the requirements for enrolment in FIPP. MIPP should also consider how to minimize the time required to be on campus in August, particularly owing to costs to students. We suggest the criteria is clearly stated in the admissions requirements and the process is streamlined.

In terms of internships and co-op options, we encourage MIPP to consider incorporating the Master's Level Policy Coop (MLPC) program that is facilitated by the Ontario provincial government. The MLPC offers Spring/Summer co-op placements to Master's students registered in graduate public policy programs in Ontario. Students compete for positions with other Master's level policy programs in Ontario. MIPP students would be very competitive, especially owing to their training in economics. Further, many Ministries in the Ontario Public Service (OPS), such as Labour, Immigration, Training and Skills, Intergovernmental Affairs, Economic Development, Job Creation and Trade, are routinely dealing with international affairs and/or would benefit from a MIPP student's training and knowledge.

With respect to high impact and innovative practices, MIPP students have also retained several different internship opportunities. The self-study notes that a formal internship option was removed from the program but that there are opportunities and provisions to support students to pursue internships. MIPP students, for example, are able to compete for internships through the United Nations Association Canada (UNAC), Global Affairs Canada, and some global non-profits like Ploughshares. We understand that MIPP students are competing with MAGG students for these positions and are often envious of the MAGG requirement to complete an internship. The University of Waterloo also has an individual with responsibility for facilitating internships for their students, which MIPP does not have. We believe that remedying this gap is crucial for the substantive success of the internship practices. There is clearly student demand for formalizing internships, which MIPP should not ignore.

The MIPP normally takes students twelve months to complete. The program duration is very attractive according to current students and alumni. During our meetings with the leadership and Deans associated with

the program, we understand there may be a desire to extend the program duration, which we think would be a move in the wrong direction and jeopardize the integrity and attractiveness of the overall Program.

In general, the MIPP's program learning outcomes are consistent with Laurier's current and future strategies and Strategic Academic Plans (SAP). Similarly, we find that the program learning outcomes are generally aligned with the graduate degree level expectations. Overall, MIPP is a very strong program. However, its continued success is dependent on SIPG and the university seeking means to secure long term faculty engagement in the program; a careful review of how program skills and learning are affirmed; seeking new opportunities for student experiential learning; and careful consideration of MIPPs representation in Decanal decision-making and resource allocation.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 23 recommendations to improve the quality of the Master of International Public Policy program. All recommendations have been listed verbatim below, followed by a summary of the Program's response, and a response by the Associate Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies.

**Recommendation #1:** Review and revise MIPP's program learning outcomes and then map how each learning outcome (page 27 of self-study) is achieved in each required and elective course.

- a. This exercise should help the program assess the frequency that different learning outcomes are occurring in the curriculum and correct or address places where learning outcomes are not sufficiently introduced, reinforced, and/or refined; this will also allow the program to see whether outcomes they wish to have students 'master' are sufficiently 'laddered' or 'scaled' so that a student is certain to graduate with that knowledge or skill. This exercise should be done by individuals teaching the courses so that an authentic representation of the outcomes are documented rather than having one individual 'map' all courses to generate a desired path or process.
- b. New learning outcomes should integrate alumni and employer observations on skills learned and needed.

**Unit Response:** The MIPP program acknowledges the value of reviewing and revising its learning outcomes. A Curriculum Committee-led working group composed of core faculty, sessional instructors, and alumni will be formed in Fall 2025 to ensure all learning outcomes reflect current global policy challenges and integrate practical skills identified by alumni and employers. Course instructors will then map their courses to the revised outcomes in Winter 2026. This mapping will be compiled and evaluated annually by the Associate Dean SIPG, MIPP Program Director, and Program Officer.

**Decanal Response:** The external reviewers comment specifically that alumni would have preferred greater emphasis on practical and technical skills training. For example, earlier exposure to preparing 'policy briefs' would have been desirable. They also mention that alumni would have appreciated greater training in statistics. The external reviewers provide other suggestions concerning priorities associated with Laurier's various strategic plans that could be embedded into the learning outcomes. The MIPP program has outlined a strategy for

reviewing and revising program learning outcomes, and I suggest they play close attention to the suggestions made by the external reviewers. Overall, I support the program's intentions to address this recommendation.

**Recommendation #2:** Review and revise four program objectives (page 19) and feature these on the MIPP program website for marketing and recruitment.

- a. MIPP could consider revising the last objective into an active objective, e.g., 'to prepare', and emphasize that the program uses innovative curriculum and pedagogy. For example, a revised objective could state: "to prepare students to make a significant contribution to addressing current and future global challenges by exposing them to innovative curriculum and pedagogical approaches."

**Unit Response:** We agree that revising the four program objectives, which are not the same as the field specializations, and featuring them on our website, is both timely and strategic. After the curriculum mapping exercise and consultation with the program Faculty Council, the Curriculum Committee will review the current objectives by Winter 2025, including revising passive statements into action-oriented goals that highlight our strengths in applied and innovative pedagogy.

**Decanal Response:** The external reviewers make an excellent suggestion to list the four program objectives on the program landing page to aid marketing and recruitment. [Note that staff of the FGPS can update the program landing page.] I agree that the last program objective requires some revising. As currently written, 'innovative delivery of the curriculum using interdisciplinary faculty' strictly focuses on the approach taken to deliver the program, whereas the suggestion made by the external reviewers indicates what students will gain from this approach. I believe that the external reviewers provide an effective alternative, but I agree with the program that program objectives are best re-considered following the curriculum mapping exercise (i.e., completion of Recommendation #1).

**Recommendation #3:** Review how Laurier priorities in relation to Equity, Diversity, Inclusion, Decolonization, and Indigenization are being integrated into program goals, learning outcomes, student recruitment, and curriculum, and take steps, in the short-term, to integrate racialized and Indigenous tenure and tenure-track Laurier faculty into the program through formal cross-appointments.

- a. MIPP could engage the AVP Indigenous Initiatives and AVP EDI for guidance on strategies for integrating the above priorities and principles into MIPP to strengthen it further.

**Unit Response:** We appreciate the reviewers' observations and will engage the AVP Indigenous Initiatives and AVP Equity, Diversity and Inclusion in Fall 2025 to develop a strategic plan for deeper integration of EDI, Decolonization, and Indigenization into our recruitment and curriculum. We will integrate this activity into the work that will be done to address Recommendations #1 and 2. We also plan to explore cross-appointments with racialized and Indigenous faculty in collaboration with the senior university Administration and relevant Deans.

We currently are encouraging our MIPP students to complete the existing Laurier online training modules on 'Introduction to Inclusive Research' and seeking their views on whether these might be offered each September to all new incoming graduate students.

**Decanal Response:** I support the program's response to this Recommendation, namely to engage with the AVP Indigenous Initiatives and AVP Equity, Diversity and Inclusion. I am glad to see that the program is encouraging its graduate students to complete the online training modules on 'Introduction to Inclusive Research', which is listed under our ASPIRE offerings. If the program considers this important for all its graduate students, perhaps the requirement could be embedded within a course (e.g., IP605: Building Policy Skills: Interdisciplinary Seminar I). This could be considered within actions addressing Recommendation #1.

**Recommendation #4:** As part of the review of how Degree Level Expectations are embedded in the curriculum, MIPP should review how course content in FIPP carries through in the curriculum.

**Unit Response:** The FIPP program content will be reviewed and mapped to the prerequisite courses to ensure that it provides the baseline knowledge expected in the MIPP core curriculum. We will ensure a more meaningful and precise foundation for FIPP learning outcomes explicitly showing contribution to the prerequisite courses. This process will be coordinated by the Curriculum Committee and current FIPP and MIPP instructors with the related tasks in Recommendations #1 – 3. We plan to integrate this work with the requirements and timeline outlined in Recommendation #5.

**Decanal Response:** I support the program's response to this Recommendation. As stated, FIPP program content will be assessed as part of the broader review of program learning outcomes and curriculum mapping exercise (i.e., Recommendation #1).

**Recommendation #5:** MIPP should consider offering stand-alone modules in August instead of a full month program in the event someone has experience with most of the requirements. This would also ease the pressure on students changing location to enter the program.

**Unit Response:** Recommendations #4 and #5 will be addressed together. We are exploring the feasibility of modularizing the FIPP so that students may take only the sections they require. A version of modular delivery will be developed during February through May 2026, so that it may be piloted in August 2026.

**Decanal Response:** The program has responded positively to the Recommendation.

**Recommendation #6:** Review the process and rationale for various fields and the implications (benefits and drawbacks) of requiring students to choose a specific field or concentration;

- a. Consider adding technology as a concentration or field or adding electives to the MIPP in relation to technology.

**Unit Response:** We have started the process of reviewing the graduate fields in the program. We are exploring the potential for a new field and electives, or combining fields related to technology governance in consultation with the BSIA Technology Governance Initiative. We also will evaluate the benefits and drawbacks of requiring students to choose a field.

**Decanal Response:** I appreciate that the program has already given consideration to reviewing the fields/electives. I would anticipate that further consideration may be given as part of the broader review of program learning outcomes and curriculum mapping exercise (i.e., Recommendation #1).

**Recommendation #7:** Identify how technical skills MIPP wants to prioritize (such as policy briefs), emerging skills (data visualization), and strategic priorities of the university in relation to EDI, Decolonization, and Indigenous Knowledge and Communities, will be introduced and reinforced in the curriculum.

- a. MIPP could create an elective that is offered in the fall or winter term, that is a 'pass/fail' course, taught by a practitioner, that teaches students policy skills of the 'trade'; this would likely require moving one or two required courses to the winter or spring terms, which may not be feasible (though would have other benefits - see recommendations above).

**Unit Response:** We will integrate the work to inventory skills into the curriculum mapping activities in Recommendations #1 – 4. Specifically, the Curriculum Committee will inventory current skills taught, including technical and policy-relevant ones, and develop proposals for a practice-based skills course or workshop series offered in most likely in the Winter because the Fall term has all the core courses. Using the curriculum map as a guide, we will explore the feasibility of exchanging one of the core courses offered in the Fall with the interdisciplinary seminar (IP605) offered during the Winter or ensuring that the technical skills and strategic priorities can introduced, developed and reinforced through the two interdisciplinary seminars that are common (required) for all MIPP students. Options for integrating data visualization and EDI-focused content will be explored through the curriculum mapping process.

**Decanal Response:** Similar to the prior response, I appreciate that the program already has some preliminary ideas on how/when to enhance training of technical skills and embed institutional strategic priorities into the curriculum. Further consideration will be undertaken as part of the broader review of program learning outcomes and curriculum mapping exercise (i.e., Recommendation #1).

**Recommendation #8:** Review and revise how the current Global Affairs Canada fellowship is framed and promoted to students, while also considering whether students can receive more formal recognition for this activity;

- a. Consider referring to the current 'GAC fellowship' as a practicum or a project; if it is to remain an expectation of students without course credit, consider providing a transcript designation for completing this component, such as 'Global Policy Briefing';
- b. Consider whether the time students commit to the 'GAC fellowship' could be counted as a course credit, thus reducing the number of electives needing to be offered and reducing total faculty needed to meet program requirements;
- c. Consider a range of options for 'future-proofing' the spirit of the GAC fellowship/capstone - a range of options exist that are discussed in the report;
- d. Consider program amendments that would permit students to pursue a summer co-op term with the federal government or a provincial government or an internship while still completing the degree requirements.

**Unit Response:** We will explore transcript recognition for students completing the GAC fellowship, such as a notation or practicum label. The Associate Dean will also examine granting credit in some form (such as a certificate) for this activity and develop contingency models for a post-GAC era. Course credits may be more problematic given that fellowship teams consist of Laurier MIPP and University of Waterloo Master of Arts in Global Governance (MAGG) students as well as PhD leads/mentors, but this also can be a conversation across the university partners.

**Decanal Response:** I encourage the program to give due consideration to the external reviewers' report. Here they recognize that the Global Affairs Canada fellowship is among the "most prominent High Impact Practices" of the program and offer many suggestions for its enhancement and improvement.

**Recommendation #9:** Emphasize experiential and practice-based learning and conduct program-wide evaluation of assessment methods used in classes, especially by the PhD students teaching during the third semester.

**Unit Response:** Responding to Recommendation #19, PhD students will no longer teach in the MIPP program. After the curriculum has been mapped and any changes have been submitted to the Senate, a program-wide assessment audit will be conducted in 2026–2027 to review how learning is assessed in each course, with particular attention to consistency across core and elective courses. (This assessment is unrelated to the course evaluations conducted by the university each term.)

**Decanal Response:** I can appreciate comments in the external reviewers' report where they report that students are frustrated with the use of exams as a means of assessment. Perhaps there are times and places for such conventional assessments, but clearly, as I have mentioned above, there is repeated commentary in the report that present and former students desire more practical and experiential learning opportunities that could also serve as the basis for assessments.

**Recommendation #10:** Develop regular/cyclical assessment strategies for the achievement of MIPP objectives and liaise with the Graduate Studies Dean's Office for the collection and collation of such data.

**Unit Response:** We will work with the Faculty of Graduate and Postdoctoral Studies to implement a five-year cycle of systematic assessment of program learning outcomes and objectives, starting in 2025–2026.

**Decanal Response:** The FGPS will support the program's efforts to systematically assess program learning outcomes and objectives.

**Recommendation #11:** Involve the students in the assessment evaluation processes and engage in regular student feedback methodologies.

**Unit Response:** We are committed to involving students actively in the program evaluation process. Students are already engaged in SIPG Council meetings and have been informally surveying their peers and reporting it at

Council meetings. We will formalize the process of student feedback by integrating students' evaluation into the program-wide assessment audit (see Recommendation #9). The Curriculum Committee will consult with the SIPG Council regarding the proposal to conduct a learning activity, specifically a program evaluation, in either Interdisciplinary Seminar I (IP605) or Interdisciplinary Seminar II (IP606), or both. The SIPG Associate Dean and Program Director will invite the course instructors to conduct a learning activity, specifically a program evaluation, in either Interdisciplinary Seminar I (IP605) or Interdisciplinary Seminar II. For example, developing the assessment may be done in the IP605, and then conducting it and analyzing the data may be done in IP606, or both tasks may be done in IP606. Implementing the evaluation in the Spring term would be timely because students will have had two academic terms of experience with the program. If the course instructor does not want to use this activity as part of the coursework, then the SIPG Council will invite student representatives to co-develop an annual feedback survey. We will pilot the program-wide assessment audit, which includes student assessment, in Spring 2026.

**Decanal Response:** I support the program's multi-pronged effort to address assessment methodologies in its curriculum.

**Recommendation #12:** Consider a faculty retreat focused on teaching methods, focused on techniques for integrating cooperative, inclusive and communal interactions in the classroom, which can enhance learning and MIPP's commitment to critical education.

**Unit Response:** A faculty retreat focused on inclusive and collaborative teaching practices will be planned for Spring 2026 in collaboration with Laurier's Centre for Teaching Excellence and Innovation.

**Decanal Response:** I support the program's response to this Recommendation.

**Recommendation #13:** Review the roles and responsibilities of the graduate program administrator and reevaluate the position in light of current and future responsibilities, potentially consider an additional hire to support the Graduate Officer.

**Unit Response:** Given the growth in responsibilities, SIPG leadership has begun documenting the duties and responsibilities of the Program Officer role. We will consider advocating for additional administrative support in the 2026 budget cycle.

**Decanal Response:** I support the program's response and if the need is identified, I will support advocating for additional administrative resources.

**Recommendation #14:** In short-term (one to three years), establish and/or formalize cross-appointments for tenure-track faculty to teach in MIPP for three-year terms.

**Unit Response:** Recommendations #14, #15, and #17 will be acted on in concert. We support establishing formal three-year cross-appointments and will investigate the process for creating formal cross-appointments, within

the terms of the current Collective Agreement and with the university administration, with the intention to initiate this process with key contributing departments during the 2025-2026 and 2026-2027 academic years.

**Decanal Response:** I support the Recommendation. Formal cross-appointment would seem to help ensure delivery of the program, and this should be discussed with the line deans whose faculty contribute to the program. This would be subject matter of interest to the working group proposed in Recommendation #16.

**Recommendation #15:** We suggest MIPP begin by reviewing or inventorying which MIPP-affiliated faculty have formal cross-appointments and which do not; then, MIPP should prioritize signing cross-appointment agreements with current MIPP-affiliated faculty and their home Departments for a minimum of three years to ensure stability in the delivery of electives. MIPP could prioritize cross-appointments that: i) meet immediate curriculum needs and skills development, e.g., economics; and ii) strengthen MIPPs alignment with Laurier's strategic priorities to systematically imbed equity, diversity, inclusion, decolonization, and Indigenous perspectives in the program. MIPP should then seek to establish new cross-appointment letters with new faculty and/or to fill remaining gaps in program delivery.

**Unit Response:** An inventory of MIPP-affiliated faculty appointments will be conducted in Fall 2025. Should it be possible within the terms of the current Collective Agreement to create formal cross-appointments within the MIPP, priority cross-appointments would target areas such as economics, Indigenous perspectives and EDI-related content delivery.

**Decanal Response:** As noted by the program, this Recommendation will be pursued in conjunction with the previous Recommendation.

**Recommendation #16:** Establish a working group consisting of key academic leaders (or their representatives) whose decisions influence the quality of the MIPP (e.g., AVP Academic; Dean of Graduate and Postdoctoral Studies; Dean of Arts; Dean of Lazaridis School of Business and Economics; MIPP Program Director; Associate Dean SIPG; Director of BSIA; key Departments contributing to MIPP; alumni; current students; MIPP-affiliated faculty and others deemed important) to review and implement processes and/or structural changes that will: allow MIPP to be formally represented in discussions about full-time equivalent faculty hires; and/or, to receive full-time equivalent faculty dedicated to MIPP; and/or to strengthen formal cross-appointments to the MIPP, in such a way as to support the stability and integrity of the program and ensure that the financial resources that MIPP needs to deliver and strengthen the program remain with MIPP;

- a. The Working Group could consider several options based on an internal understanding of Laurier's existing structure, labour agreements, donor obligations, and faculty and student preferences, such as:
  - i. Elevate the authority or status of the AVP SIPG to enable them to submit requests for faculty hires and to conduct a faculty search;
  - ii. Strengthen the support for and use of cross-appointments in such a way that all Deans of Record support;
  - iii. Create a new academic home for MIPP that allows it to benefit directly from new faculty hires while also retaining its strong place in BSIA.

**Unit Response:** We support the formation of a working group with representatives from key stakeholders to develop a sustainable governance and resource model for MIPP. We will re-open discussions about an academic home for MIPP (or SIPG) with the university administration.

**Decanal Response:** I also support the formation of a working group. This is an excellent idea. I think this will be an effective, and at the very least, interim measure that will raise the profile of MIPP's resource needs, ensure communication among program stakeholders, and will likely also inform the broader academic structures discussions currently taking place at Laurier. The formation of the working group could be a first action to then collectively address Recommendations #14, #15, #17, and #18.

**Recommendation #17:** Strengthen formal commitments of faculty to teach in MIPP; empower Associate Dean to sign or negotiate these commitments when applicable.

**Unit Response:** We will integrate our activities to strengthen formal faculty commitments to teach in the MIPP as part of our responses to Recommendations #14, #15, and #18. To strengthen program delivery, the SIPG Associate Dean will investigate whether and how SIPG can develop more regularized teaching commitments through either a formal Memoranda of Understanding (MOUs) with contributing departments or through Faculty Workload letters. The limitation in using workload letters is the annual course build cycle for all departments, whereas an MOU may allow us to meet the goal of a three-year commitment.

**Decanal Response:** This could be a topic for discussion for the working group proposed in response to Recommendation #16.

**Recommendation #18:** Introduce short to medium term remedies for the inconsistent use of cross-appointments (some have it in their appointment letters and some do not; and there is no clear process or pathway identified for the formalization of such appointments which is potentially to the detriment of the longevity of MIPP.

**Unit Response:** We will work toward a standard pathway for formalizing cross-appointments to ensure consistent expectations and commitments across all instructors, beginning with 2025 workload letter renewals.

**Decanal Response:** This could be a topic for discussion for the working group proposed in response to Recommendation #16.

**Recommendation #19:** Minimize and reduce PhD student instruction in the critical third term courses in the program and reduction of the percentages as well as establishment of clear criteria for the delivery of these courses, including clear guidelines for the methods of evaluation used in class.

**Unit Response:** Starting in Fall 2025 PhD student instructors will not teach in the MIPP program (See Recommendation #9). An announcement has already been made to current students and arrangements for teaching opportunities for PhD students to instruct undergraduate students is underway with the departments

of political science and global studies. Making these changes removes the need for developing and implementing clear criteria for evaluating qualifications, training, and pedagogical support for PhD student-instructors. Pedagogical support and evaluation with feedback is available to all instructors from the Centre for Teaching Excellence and Innovation.

**Decanal Response:** I support the program's response and appreciate the undergraduate teaching opportunities that have been sought for PhD students (presumably of the Global Governance program).

**Recommendation #20:** Survey past employers and alumni to determine the quality of preparation and skills of graduates and use these outcomes to inform any revisions to curriculum and course content.

**Unit Response:** A combined alumni and employer survey will be developed in 2025–2026 to gather input on skills preparation, which will inform future curricular revisions and inform our work in responses to Recommendations #1 through 7.

**Decanal Response:** I support the program's response, although some of this knowledge already exists (e.g., the desire for more policy-relevant skills in the curriculum; increased access to internship and co-op opportunities).

**Recommendation #21:** Carefully review and assess marketing and recruitment strategies and their impact or effectiveness to determine how to increase domestic applications.

**Unit Response:** The Program Officer will collaborate with the university's marketing team and the BSIA counterparts in 2025–2026 to evaluate the effectiveness of past recruitment campaigns and explore new strategies to increase domestic applications.

**Decanal Response:** FGPS can support edits and enhancements to the program landing page.

**Recommendation #22:** Consider formalizing alternative paths to completion, especially paths that are currently informally supported or promoted; these alternative paths may be attractive to students, while not altering the program substantially.

**Unit Response:** A very few informal pathways to program completion have been exercised, as the program design requires the first term to provide a foundation. The few exceptions of a student completing in four terms instead of three have been used for international students who had difficulty with a four-course load. Notably, the four terms are not consecutive because of course offerings. For example, if a student does not take a course offered in 2025 then the next time it can be taken is Winter 2026. We will explore practicum-based tracks and determine if that might be an option for providing a new pathway to completion for elective courses. We will also document for future self-study reports the alternative completion paths explored and the rationale with constraints and facilitators for pathways that cannot be supported, such as part-time study or flexible term entry points. These considerations will be integrated into the work of the Curriculum Committee in responding to Recommendations #1 through 7 and #20.

**Decanal Response:** I appreciate the thoroughness in the response to this Recommendation. Based on the external reviewers' report and commentary in this document, brainstorming a list of priorities to consider may be a helpful exercise in advance of formerly undertaking Recommendation #1 (e.g., alternate pathways to program completion, enhancement of policy-relevant skills, increased opportunities for internships /co-ops, etc.).

**Recommendation #23:** Promote the establishment of a formal MIPP alumni association to assist with networking; recruitment; and program feedback.

**Unit Response:** There is a BSIA alumni group that is informal. We support formalizing an MIPP alumni association and will within university policies about academic units contacting alumni. Initial steps will include a call to alumni in Fall 2025 to form an advisory committee and identify goals in support of mentorship and recruitment.

**Decanal Response:** Excellent suggestion.

## PROGRAM STRENGTHS

**Dean of the Faculty of Graduate and Postdoctoral Studies:**

Program strengths include: 1) interdisciplinary approach to teaching, 2) experiential learning opportunities, 3) research-intensive faculty with strong records of grant success and affiliated research centres, 4) small classes fostering opportunity to interact with active researchers in the field and peers, and to engage with innovative teaching practices. The external reviewers highlight that "MIPP is especially strong in promoting skills responsive to the global policy environment; engaging high quality research and researchers in learning and teaching; exposing students to many formal and informal opportunities for experiential learning; and, emphasizing that a comprehensive understanding of 'sustainability' is integrated into the MIPP program as a whole." Furthermore, the 12-month program duration is very attractive according to current students and alumni.

I concur with the external reviewers who surmise that their "overall assessment is that the MIPP is a very strong program. Full-time faculty teaching in the program are committed to the program and are praised by students and alumni for the quality of their instruction, engagement and support." The MIPP leadership group and contributing faculty members should feel very proud of the program they have developed.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**Dean of the Faculty of Graduate and Postdoctoral Studies:**

In their extensive and thoughtful report, the external reviewers summarize opportunities for program improvement, based on the self study's alumni survey and from their meetings with alumni. While the meetings indicated generally high satisfaction with the program, suggestions included to: i) improve the quality of instruction in the Spring/Summer term, ii) incorporate more policy-relevant skills in the curriculum, iii) review and

refine student engagement with the Global Affairs Canada fellowship, and iv) increase and enhance internship and co-op opportunities. I appreciate that the program has already addressed i) and has developed plans to address ii) – iv).

The report substantially elaborates on all suggested directions of improvement. For example, regarding ii), the external reviewers report on their survey of existing courses, and they note that learning how to prepare a policy brief or briefing note could be strengthened. They make several suggestions for changes in course content and titles. Encouragement is provided for the MIPP program to examine its curriculum to determine how university and societal priorities can be integrated, including EDI, Indigenous knowledge, and Decolonization. Suggestions are also made to enhance opportunities for students to pursue internships, and for the program to consider co-op options, as these experiential learning opportunities are strongly desired by students.

Over-arching priorities include 1) to review of program learning outcomes and conduct a curriculum mapping exercise (i.e., Recommendation #1) and 2) to establish a working group to strengthen formal commitments of faculty that contribute to delivering the program (i.e., Recommendation #16). Overall, the external reviewers' report is a very comprehensive resource containing many ideas and suggestions, and I would encourage the MIPP leadership group and curriculum committee to take advantage of its rich content.

## SIGNATURES

Dr. Heidi Northwood

September 1, 2025



## APPROVAL DATES

**Approved by Program Review Sub-Committee:** September 15, 2025

**Approved by Senate Academic Planning Committee:**

**Submitted to Senate (for information):**

**Implementation Report Due Date:**

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

*The following Implementation Plan was created by the Dean, Faculty of Graduate and Postdoctoral Studies as part of the Decanal Response.*

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
<b>Recommendation #1:</b> Review and revise MIPP's program learning outcomes and then map how each learning outcome (page 27 of self-study) is achieved in each required and elective course.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with a designated Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #2:</b> Review and revise four program objectives (page 19) and feature these on the MIPP program website for marketing and recruitment.	Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #3:</b> Review how Laurier priorities in relation to Equity, Diversity, Inclusion, Decolonization, and Indigenization are being integrated into program goals, learning outcomes, student recruitment, and curriculum, and take steps, in the short-term, to integrate racialized and Indigenous tenure and tenure-track Laurier faculty into the program through formal cross-appointments.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #4:</b> As part of the review of how Degree Level Expectations are embedded in the curriculum, MIPP should	Curriculum Committee, current FIPP and MIPP instructors		Spring/Summer 2026	

review how course content in FIPP carries through in the curriculum.				
<b>Recommendation #5:</b> MIPP should consider offering stand-alone modules in August instead of a full month program in the event someone has experience with most of the requirements. This would also ease the pressure on students changing location to enter the program.	Curriculum Committee, current FIPP and MIPP instructors		Spring/Summer 2026	
<b>Recommendation #6:</b> Review the process and rationale for various fields and the implications (benefits and drawbacks) of requiring students to choose a specific field or concentration.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #7:</b> Identify how technical skills MIPP wants to prioritize (such as policy briefs), emerging skills (data visualization), and strategic priorities of the university in relation to EDI, Decolonization, and Indigenous Knowledge and Communities, will be introduced and reinforced in the curriculum.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #8:</b> Review and revise how the current Global Affairs Canada fellowship is framed and promoted to students, while also considering whether	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	

students can receive more formal recognition for this activity.				
<b>Recommendation #9:</b> Emphasize experiential and practice-based learning and conduct program-wide evaluation of assessment methods used in classes, especially by the PhD students teaching during the third semester.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2027	
<b>Recommendation #10:</b> Develop regular/cyclical assessment strategies for the achievement of MIPP objectives and liaise with the Graduate Studies Dean's Office for the collection and collation of such data.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #11:</b> Involve the students in the assessment evaluation processes and engage in regular student feedback methodologies.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #12:</b> Consider a faculty retreat focused on teaching methods, focused on techniques for integrating cooperative, inclusive and communal interactions in the classroom, which can enhance learning and MIPP's commitment to critical education.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring 2026	

<p><b>Recommendation #13:</b> Review the roles and responsibilities of the graduate program administrator and reevaluate the position in light of current and future responsibilities, potentially consider an additional hire to support the Graduate Officer.</p>	<p>Associate Dean SIPG, MIPP Program Director, and Program Officer</p>		<p>Spring 2026</p>	
<p><b>Recommendation #14:</b> In short-term (one to three years), establish and/or formalize cross-appointments for tenure-track faculty to teach in MIPP for three-year terms.</p>	<p>Associate Dean SIPG, MIPP Program Director, and Program Officer</p>		<p>Spring 2027</p>	
<p><b>Recommendation #15:</b> We suggest MIPP begin by reviewing or inventorying which MIPP-affiliated faculty have formal cross-appointments and which do not; then, MIPP should prioritize signing cross-appointment agreements with current MIPP-affiliated faculty and their home Departments for a minimum of three years to ensure stability in the delivery of electives. MIPP could prioritize cross-appointments that: i) meet immediate curriculum needs and skills development, e.g., economics; and ii) strengthen MIPPs alignment with Laurier's strategic priorities to systematically imbed equity, diversity, inclusion, decolonization, and Indigenous perspectives in the program. MIPP should then seek to establish new cross-appointment letters with new faculty</p>	<p>Associate Dean SIPG, MIPP Program Director, and Program Officer</p>		<p>Spring 2027</p>	

and/or to fill remaining gaps in program delivery.				
<b>Recommendation #16:</b> Establish a working group consisting of key academic leaders (or their representatives) whose decisions influence the quality of the MIPP (e.g., AVP Academic; Dean of Graduate and Postdoctoral Studies; Dean of Arts; Dean of Lazaridis School of Business and Economics; MIPP Program Director; Associate Dean SIPG; Director of BSIA; key Departments contributing to MIPP; alumni; current students; MIPP-affiliated faculty and others deemed important) to review and implement processes and/or structural changes that will: allow MIPP to be formally represented in discussions about full-time equivalent faculty hires; and/or, to receive full-time equivalent faculty dedicated to MIPP; and/or to strengthen formal cross-appointments to the MIPP, in such a way as to support the stability and integrity of the program and ensure that the financial resources that MIPP needs to deliver and strengthen the program remain with MIPP.	Associate Dean SIPG, MIPP Program Director, and Program Officer		Fall 2025	
<b>Recommendation #17:</b> Strengthen formal commitments of faculty to teach in MIPP; empower Associate Dean to sign or	Associate Dean SIPG, MIPP Program Director, and Program Officer		Spring 2027	

negotiate these commitments when applicable.				
<b>Recommendation #18:</b> Introduce short to medium term remedies for the inconsistent use of cross-appointments (some have it in their appointment letters and some do not; and there is no clear process or pathway identified for the formalization of such appointments which is potentially to the detriment of the longevity of MIPP.	Associate Dean SIPG, MIPP Program Director, and Program Officer		Spring 2027	
<b>Recommendation #19:</b> Minimize and reduce PhD student instruction in the critical third term courses in the program and reduction of the percentages as well as establishment of clear criteria for the delivery of these courses, including clear guidelines for the methods of evaluation used in class.	Associate Dean SIPG, MIPP Program Director, and Program Officer		Fall 2025	
<b>Recommendation #20:</b> Survey past employers and alumni to determine the quality of preparation and skills of graduates and use these outcomes to inform any revisions to curriculum and course content.	Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee		Spring/Summer 2026	
<b>Recommendation #21:</b> Carefully review and assess marketing and recruitment strategies and their impact or effectiveness to determine how to increase domestic applications.	Program Officer		Spring/Summer 2026	

<p><b>Recommendation #22:</b> Consider formalizing alternative paths to completion, especially paths that are currently informally supported or promoted; these alternative paths may be attractive to students, while not altering the program substantially.</p>	<p>Associate Dean SIPG, MIPP Program Director, and Program Officer, in collaboration with the Curriculum Committee</p>		<p>Spring/Summer 2026</p>	
<p><b>Recommendation #23:</b> Promote the establishment of a formal MIPP alumni association to assist with networking; recruitment; and program feedback.</p>	<p>Associate Dean SIPG, MIPP Program Director, and Program Officer</p>		<p>Spring/Summer 2026</p>	