

Academic Unit Review:
Department of Politics and International Studies, University of Regina
Report of Review Team
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Executive Summary

After two days of extensive consultation and immersion in the PAIS department the review team was extremely impressed by its collegiality and momentum. This report provides 17 specific short, medium, and long term recommendations across six broad themes of faculty complement, curriculum, student experience, strategic planning, communications, and recruitment. These themes are not mutually exclusive and we believe that they will, in concert, help the department to build on its already growing successes.

Recommended short term actions for PAIS to undertake within the next year include: 1) develop and expand gender programming, 2) conduct a curriculum refresh, 3) establish ongoing, iterative strategic planning, 4) expand engagement with the Center for Continuing Education, 5) establish departmental committees and appoint an Assistant Department Head, and 6) improve communication with students.

In the medium term, we recommend that PAIS: 7) increase congruence across programs, 8) develop PAIS cohort classes, 9) establish multi-year scheduling, 10) create a faculty complement plan, 11) establish both majors and enrolment growth targets, 12) build a sense of identity through events, 13) invest time in branding, and 14) find ways to attract undeclared students within Arts to PAIS classes and programs.

Long term actions that we recommend PAIS undertake within the next five years include: 15) expand methodology training, 16) strategically focus on explicit career skills training in classes, and 17) find ways to attract international students from other Faculties.

Recommendations are also made to the senior faculty and university administration to better support the department and its constituents.

Introduction

University of Regina Provost and Vice-President (Academic) Thomas Chase, invited the review team, constituted of Loleen Berdahl (Saskatchewan), Genevieve Fuji Johnson (SFU), and Lisa Watson (Regina), to assess the strengths and weaknesses of the Department of Politics and International Studies (PAIS) in terms of its teaching, research, and service programs. On March 12 and 13, 2020 we conducted two full days of interviews with the department and key stakeholders, and considered documentation provided to us, including: the department's self-study, university and departmental policies, student and alumni surveys, and enrolments, majors, graduations, budget, and research funding data.

We begin by providing a brief overview of this department as it appears from an informed external perspective. We then provide some detail regarding our observations of both strengths and weaknesses of the department. We then offer more detailed recommendations for improvement and innovation, organized by actions recommended for the short (within next year), medium (within next three years), and long term (within next five years).

PAIS: Overview

The Department of Politics and International Studies (PAIS) is a small department that hosts two undergraduate degree programs (the disciplinary Political Science BA and the interdisciplinary International Studies BA) and contributes to a third degree program (the interdisciplinary Philosophy, Politics, and Economics BA program). The department has experienced considerable change over time, including the permanent adoption of the International Studies program (leading to the department's name change), the closing of its MA program, and considerable faculty turnover due to retirements and departures. The current faculty complement is 10.5, including a faculty member in Campion College; of these faculty, eight are tenured or tenure-track. One tenured faculty member is on leave from the department for a university-level administrative appointment and does not contribute actively to the teaching, research, and service missions of the department, making the faculty complement effectively 9.5. The faculty complement includes scholars from a number of academic disciplines, reflecting the department's combination of disciplinary and interdisciplinary programming. A particular strength of the department is the energy and collegiality of the faculty members. This collegiality and productivity appear to be based on very stable foundations despite a recent and relatively major turnover of faculty and the closing of its graduate program.

While PAIS is on a positive trajectory, in our assessment this momentum is fragile. Due to faculty complement issues, the department's sustainability and ability to evolve to meet curricular needs is uncertain. The specific issues are:

- **Gender imbalance.** Political Science as a discipline has included gender and politics as a distinct subfield of study for two decades, and International Studies is typically a female dominated area of interdisciplinary study. While PAIS has four female faculty, the only tenured female faculty is currently appointed to a senior leadership position and thus working outside the department. Of the three remaining female faculty, one is appointed to Campion College rather than PAIS directly, one is on a limited term appointment that ends on June 30, and one is an untenured Canada Research Chair with considerable potential to leave the University of Regina. The absence of a more senior female faculty member is problematic for the mentoring, career success, and retention of junior female faculty, and for providing a role model to students.
- **Limited term appointments.** The faculty complement includes 2.5 contingent faculty in limited term positions. Based on our discussions, and considering the current budgetary context, there is reason to assume that these positions either will not be renewed or risk being moved to other units.
- **Rank imbalance.** Of the 10.5 faculty, only one is a full professor, and the PAIS faculty are disproportionately junior in rank. While the presence of junior faculty is undoubtedly a strength for any department, the lack of senior faculty is a weakness, as the 'bottom heavy' demographic places a disproportionate work load on both the department head and pre-tenure faculty. As a committee, we also had considerable concern about the leadership future of the department after the current department head completes his term.
- **Faculty retention.** The tenure-stream faculty includes a tenured, skilled academic leader with strong internal and external opportunities, a pre-tenure Indigenous faculty member with exceptionally strong external opportunities in light of Indigenous recruitment efforts in universities across Canada, and a strong pre-tenure researcher who is likely to have strong external opportunities. Retaining these scholars should be a priority for the Faculty and University.
- **Lack of appropriate sessional instructor support.** The level of student dissatisfaction with the quality of the sessional instruction available to the department was concerning.

PAIS is characterized by enormous strengths, but also very real precarity. In this light, our recommendations for actions to be taken by the department itself can only be fully realized by a serious institutional commitment to more secure faculty complement resources. This department is exceptionally well positioned to increase its on-campus, provincial, and national profile and productivity if its faculty complement is fully consolidated into permanent positions, and complemented with the appointment (or cross appointment) of an established female

scholar with expertise in gender and politics and/or International Studies. We believe that investing resources in this department will pay off in years to come.

Detailed Observations

Faculty Research and Scholarly Activities

Generally, faculty members are productive research scholars and engaging teachers. Indeed, for such a small department, the research output is impressive. Over the last ten years, PAIS has averaged 14 published items (i.e., articles, book chapters, and books) per year. Members of the department play an active role in conferences and producing technical reports. Over the past ten years, members of the department have brought in close to four million dollars in grants and contracts. Notably, all tenure-stream assistant professors have SSHRC grant applications under review.

There is a direct relationship between quality of research and quality of teaching. Research informs teaching, and teaching informs research. In this department, we see this symbiotic relationship. The department clearly sees research as part of its mandate, with faculty acting as true Teacher-Scholars. This commitment to research activity has positive consequences for student experience.

Student Experience

Students and alumni in all three PAIS degree programs report high levels of satisfaction in the quality of instruction and in the interpersonal support they are receiving. Based on student and alumni surveys and group meetings, students and alumni are very satisfied with the quality of instruction from faculty members and access to instructors. Moreover, most respondents strongly agree or agree with having positive experiences interacting with faculty members. These themes were echoed over more casual conversations with students and alumni over lunch. On the whole, faculty members are very supportive of students, even when sensitive issues are at stake. Unfortunately, students and alumni appear to be less enthusiastic about sessional teaching in the department. This may be a function of the difficulty sessional instructors face during less secure forms of work (like contract work).

Students and alumni expressed concerns about course scheduling and course availability. For example, students reported that it was unclear as to when certain courses would be available and that courses would be cancelled at the last minute.

Curriculum

The lack of stability with respect to faculty complement makes coherent and marketable curricular programming, and a corresponding outreach plan, extremely challenging. The fact that three assistant professors are on term contracts, and that junior faculty appear to lack optimal mentoring from more senior women and racialized/Indigenous scholars, contributes to an uncertainty that makes curricular planning, scheduling, and communication exceedingly difficult.

With this said, we note that there are several general areas in which curricular programming and planning can be improved to enhance the quality of the educational opportunities for students. These include the following:

1. Lack of gender and politics: As noted above, within political science, gender and politics is a distinct subfield, and IS does very well in attracting women students and scholars. The lack of gender and politics classes is a critical gap in the curriculum that leaves the department's programming out of step with contemporary and forward thinking disciplinary and interdisciplinary programming.
2. Limited methodology training: Methodological training is crucial to the systematic understanding of social and political practices, policies, and institutions, both with respect to political science and international studies. The department has obvious strengths amongst its faculty members in qualitative, interpretive, and critical methodologies, presenting an opportunity for strategic growth in this area that could position the department as a destination for this type of training in the prairie provinces.
3. Certificate programs: In addition to two BA degrees, the department also offers two certificates (Certificate in International Studies; Certificate in Political and International Governance). The role of these certificates in the department's curriculum and the value of these programs to the department is unclear.

The department does not offer a graduate program at present. We believe that the department should continue to focus on its undergraduate programs. We do not recommend re-establishing a MA program for at least ten years. This time frame will enable the department to solidify its faculty complement and address the curricular limitations noted above.

Strategic Alignment

For such a small department, PAIS appears to be “punching above its weight” in terms of service for the University and community. However, PAIS’ alignment with the Faculty and University strategic plans is unclear. PAIS does not have a departmental strategic plan at the current time, and the University of Regina is updating its strategic plan. This presents a strong opportunity for PAIS to carefully assess how its activities align with the University plan, how it can take steps to increase its contribution to University goals, and how it can communicate its strategic contributions effectively.

While the University plan is unknown, we feel that particular opportunities for PAIS to increase its strategic contributions lie in three areas:

1. *Internationalization.* As the home to an established International Studies program, as well as a Certificate in International Studies and a Certificate in Political and International Governance, PAIS is well positioned to serve as a university leader in internationalization. At present, PAIS’ student body is primarily domestic. There is opportunity for PAIS to increase its outreach to international students within and outside the Faculty, both in the form of service teaching and declared majors. PAIS can also contribute to taught abroad programs and to experiential learning opportunities with international organizations.
2. *Indigenization.* Political science as a discipline has been highly focused on Indigenization. While the department’s self-study notes that “Students seem uninterested in classes on Indigenous topics”, PAIS can play a role by reviewing course curriculum to ensure Indigeneity is included in the learning outcomes for core classes, incorporating Indigenous governance and politics topics in a potential departmental speaking series, and looking for opportunities for collaboration with colleagues at First Nations University (FNU) and the Johnson Shoyama Graduate School (JSGS).
3. *Future skill training.* Many faculty spoke of how they use applied learning to train students in critical thinking, writing and communication, and research skills. The department could be strategic and thoughtful in its approach to this, clearly incorporating career skill training into its programs and communicating these skills to the students. A particular opportunity lies in PAIS’ location in a government city; the department can explore opportunities for experiential learning, coops, and alumni networking to strengthen the connection between the program and public sector employment skills.

Departmental Culture and Leadership

PAIS is a remarkably dynamic and collegial department. This energy and collective good will provides an excellent foundation on which to build and develop the department. The department reports sufficient support in terms of space, staff support, and library support. The department has an excellent working relationship with other cognate units, including those involved in the International Studies program and its partners in the PPE program. There is room to expand these relationships further to develop additional opportunities in the years ahead, as circumstances warrant. What is clear is that PAIS is a good Faculty 'citizen', willing to work cooperatively with other units, and providing solid programming without creating challenges for others.

The quality of the departmental leadership is of particular note. Across our interviews, individuals praised department head Dr. Farney for his organizational skills, compassion, and foresight. He is clearly trusted and supported. The department's reliance on Dr. Farney does present some risks in terms of the workload on Dr. Farney, leadership succession planning, and departmental administrative memory. The department does not have standing committees in place to distribute decision making and administrative workload. Such committees would benefit departmental functioning by bringing a variety of viewpoints into play, and would serve as a form of leadership development for faculty.

Departmental Identity

While PAIS is an incredibly collegial department, it is a department with two distinct identities. Students and faculty identified as either political science or international studies despite their close ties as people. Indeed, among some faculty, there was an occasional underlying tone of concern that political science would somehow subsume international studies. There is an opportunity for PAIS to explore ways to foster a more singular identity that leverages its strengths and those of all of its faculty members without putting programs at risk. Formalized common touch points between programs can create a more cohesive student cohort, curriculum, and identity.

PAIS has focused its identity development to date on building the majors in each program. While it is important to attract students to become majors, we feel the departmental identity should expand to include the importance for all students, regardless of major, to understand politics and the world. Attracting students to interesting elective courses would increase PAIS' contributions in terms of student experience and education, and could help to create a singular rather than bifurcated departmental identity.

Communication and External Profile

While PAIS has a tremendous amount to be proud of, its strengths appeared to be unrecognized by some, including upper administration. PAIS needs to aggressively communicate its strengths in ways that build its profile with its various stakeholders. While the department did appear to have allies around the university, it wasn't clear that it was top of mind as an academic unit. There is enormous potential for PAIS to establish a strong brand that shows off its strengths to its many stakeholders, including university administration, students, and alumni.

Recommendations to PAIS

Short Term Actions:

Within the next academic year, we recommend that PAIS:

1. **Develop and expand gender programming.** The department should develop gender and politics classes, offering these on a regular basis. Further, the department should ensure that it embeds questions of gender and diversity into existing curriculum.
2. **Conduct a curriculum refresh.** On the curricular front, the list of courses in both programs is excessively long. We recommend going through all course offerings and eliminating courses that have not been taught in the last five years and will not be taught in the foreseeable future. We also recommend streamlining the total number of classes offered overall. A more focused 'menu' of classes will aid in building the student cohort and reduce the number of class offerings, hopefully resulting in fewer classes cancelled due to low enrolments.

Additionally, a number of course titles are not serving well in "demystifying" what the course is about and why it's important. (For example, "Introduction to IS" is not a compelling course title. We know it's an introduction because it's a 100 level course. We don't know what IS is and why it's important.) We also recommend developing course titles that convey both the topic and its importance. (For example, "People, Power, and Politics" tells us what the course is about and why it's important.) Many of the course titles are unappealing or vague. As part of the curriculum clean up, we recommend that the department ensure that course titles and descriptions appeal to students. The University of Regina appears to be a student demand driven institution, and PAIS should do the work necessary to build this demand. The department should consider consulting with students about compelling course titles and descriptions.

3. **Establish ongoing, iterative strategic planning.** We recommend that PAIS commit to a twice annual strategic planning process, to be continued for at least five years. We note that the self-study states “PAIS commits to developing a forward-looking strategic plan once the Department has received the external reviewers’ report and the University’s strategic plan has been finalized”. We strongly encourage the department to go beyond creating a “once and done” plan by treating strategic planning as an iterative process. In developing its strategic plan, we recommend that PAIS strongly align with the University and Faculty goals, while building on PAIS’ unique contributions to political science and international studies. We encourage PAIS to be ambitious in its planning, identifying areas where it can excel at a national level. We encourage PAIS to build on its existing collaborative spirit to consider opportunities to work with other units in the Faculty, with JSJS, and with the University of Saskatchewan Political Studies department. We recommend that the evolving strategic planning consider how to focus and clarify PAIS’ unique identity and actions to increase awareness of PAIS’ contributions, as well as curricular matters.
4. **Expand engagement with the Centre for Continuing Education.** While PAIS has recently increased its engagement with CCE, we are told that it has not taken advantage of this opportunity as much as it could, and that it is falling behind other departments on this front. The potential for increased revenue from CCE instruction is an important opportunity for the department to support its limited term faculty positions. We recommend that PAIS be aggressive in pursuing CCE opportunities, ideally using this as an opportunity to draw non-majors into taking political science and international studies elective classes.
5. **Establish departmental committees and appoint an Assistant Department Head.** To increase collegial decision making, promote leadership development, and reduce the burden on the department head position, we recommend that PAIS establish at least two standing departmental committees (such as “student experience” and “outreach”) that are clearly tied to PAIS’ strategic goals, and that the terms of reference for these committees be added to the department’s policy manual. These committees should be chaired and populated by faculty members, with the department head as an ex officio member, and report to the department as a whole.

In addition to these standing committees, to address short term issues, we recommend that PAIS establish working groups of relevant faculty, again with clear terms of reference; for instance, we recommend that faculty teaching in the political science program form a ‘curricular clean up’ working group to revitalize the political science curriculum.

Finally, we recommend that PAIS create an Assistant Department Head role, in which the assistant head 'shadows' the department head. This will allow for leadership development and administrative succession planning.

6. **Improve communication with students.** There are a few things that PAIS can do right away to make itself and its classes better known to students.

Current students are not always aware of courses being offered or how they will fit in their required program of study in a timely manner. Pre-approval of electives and improved communication could reduce uncertainty for students and perhaps reduce class cancellations.

There are also ways to make PAIS classes more top of mind to students from outside of the department. It currently uses its main floor cabinet to promote its upcoming classes and showcase what degrees in PAIS can lead to. This should be expanded: PAIS can advertise its most popular classes on bulletin boards all across campus to entice students in other faculties to take their classes as electives. It can use the statistics and comments gathered through the alumni and student surveys to create infographics and stories that showcase the benefits of its programs. Using these more traditional forms of advertising to draw students to the PAIS website could go a long way to increasing the department's profile on campus.

Medium Term Actions:

Within the next three years, we recommend that PAIS:

7. **Increase congruence across programs.** The department should invest time to go through all courses, in both streams, to identify opportunities for complementarity. Specifically, we encourage PAIS to identify how political science courses can be more internationalized and how international studies courses can draw more from political science (such as in methodology training). The department has an opportunity to distinguish its programs as being methodologically rigorous and globally significant, and to market itself to students in this light.
8. **Develop PAIS cohort classes.** Once the course offerings have been better rationalized and focused, the department should identify and develop one 200-level course and one 400-level course as a requirement of all degrees, minors, and certificates. For example, the 200-level course could focus on research epistemologies and design in both political science and international studies, and the 400-level course could examine the importance of critically understanding ideas, interests, and institutions in a global/

international context. These PAIS cohort classes would serve multiple purposes: they would reinforce to students the benefits of both Political Science and IS, enhance student experience and learning, and would help consolidate the identity and branding of the department.

9. **Establish multi-year scheduling.** Student experience and marketability could be enhanced by publicly scheduling courses (or a set of courses) two years out. Students could then more easily map out their program timetables. This practice requires a more focused set of course offerings and faculty complement stability.
10. **Create a faculty complement plan.** As part of ongoing strategic planning, we recommend that PAIS develop a five-year faculty complement plan, considering anticipated leaves, and that this complement plan be updated annually. The plan should clearly link the faculty complement needs to PAIS' strategic goals with respect to teaching, research, and diversity. One faculty member identified a goal of achieving gender balance in the faculty; we strongly support this goal. As previously noted, we found it problematic that the department does not currently have a tenure stream faculty member who is exclusively focused on either gender and politics, feminist international studies, or some combination of these. By prioritizing such a position, the department could then regularly offer courses along these lines, which are likely to attract students from both IS and political science.
11. **Establish both majors and enrolment growth targets.** PAIS has focused to date on majors, to good effect. Moving forward, it should expand its focus to include elective enrolments. For both majors and enrolments, we recommend that the department establish clear, realistic targets for growth over five years. With these in place, PAIS should work directly with Enrolment Services to identify opportunities to achieve its semester by semester targets. It should look for opportunities to promote the department's high teaching quality and the connection between PAIS degrees and future careers. It should focus attention on the 100 levels, ensuring the classes are engaging, innovative, and relevant.
12. **Build a sense of identity through events.** PAIS has done a good job of hosting events and speaker series on departmentally relevant topics. There is an opportunity to expand this practice as a community and identity building tool.

Hosting networking events with students and alumni and having alumni come regularly into classrooms will help to build identity as well as a stronger alumni network. Alumni are typically quite enthusiastic about giving back if their university experience was good, and the PAIS alumni survey makes it very clear that it was.

Supporting a student association in planning skill-building workshops, research seminars and poster sessions, socials, and perhaps even competition teams (e.g., debate) can be an effective way to ensure consistency year to year and grow connections that will last well beyond graduation.

13. Invest time in branding. While the collegiality of the department is strong enough for the branding process to begin right away, PAIS is in a unique position to leverage its combined strengths to create a unique brand that can be marketed across Western Canada. It has the potential to position itself as a leader in international political education. Setting the stage to create a clear and singular identity can begin early, so long as the department works towards creating what it is selling. It can continue to regularly survey students and alumni and use the data to continue to build the brand and profile of the department.

14. Find ways to attract undeclared students within Arts to PAIS classes and programs.

There is potential to consider how PAIS might attract more of the many undeclared majors in the Faculty of Arts, both as majors and as students in elective courses. One of the things that the department doesn't communicate nearly enough is the career potential that PAIS degrees can offer. Students and their parents want to know that their investment in higher education will translate into a well-paying job. PAIS' graduates have gone on to pursue a wide range of fascinating and well-paying career paths. PAIS can use its display cabinet and website to display infographics and profile successful alumni. With one course on each of the two "core" lists, PAIS is well positioned to work as a team to encourage students to enrol in one or both introductory classes.

Long Term Actions:

Within the next five years, we recommend that PAIS:

15. Expand methodology training. The department, given its common focus on qualitative and interpretive methodologies and shared commitment to epistemological diversity, has an opportunity to develop a suite of critical and interpretive/historical methodology courses. If there is interest in developing such a suite of courses, we recommend a curriculum that incorporates the use of computer programs for qualitative analysis and data visualization. The department may wish to invest in professional development of faculty members to become more expert in the use of these programs. By developing methods courses that provide both the theory around qualitative, interpretive, and critical methodologies as well as practical tools for analysis and presentation, the department could become a Prairie destination for this type of training. Indeed, these

courses could become the core of a summer school in this type of methodology for students, post-doctoral fellows, and junior faculty from across the country.

16. **Strategically focus on explicit career skills training in classes.** Students and alumni spoke about the desire to build skills during their undergraduate programs. We recommend that the department identify a clear career skills development pathway through the curriculum, with skill training embedded across multiple classes. Students and alumni made particular note of valuing training in critical thinking, writing, presentation skills, team work, Excel, basic project management skills (Gantt charts etc), and statistics; they also identified the potential to build applied learning assignments (e.g., students volunteer for a political party, write a report for a non-profit, engage with government in some way) as an opportunity for students to build both skills and networks. We encourage the department to look into partnerships with the library, the career centre, and other campus units to embed these skills into the programs.
17. **Find ways to attract international students from other Faculties.** Similar to attracting undeclared Arts students, there is an opportunity to attract students from other faculties, and international students in particular, into PAIS classes and programs. Students are often pressured to apply to professional programs with the expectation that it will lead to a well-paying job, and in the case of international students, permanent residence. These students are smart, but some may not be well suited to the programs that they have entered. There is an opportunity to show students who are unhappy or struggling in other programs that studying PAIS can also achieve their goals. International students, in particular, may not immediately see that they often have an advantage in subjects like IS and PS as a result of their immersion in different cultures and political systems. Again, infographics and testimonials posted around the university and on the PAIS website can be effective in attracting new students to PAIS classes and programs.

Recommendations to the Faculty and University

Institutional Leadership/support:

To ensure that PAIS meets its potential, we recommend that the Faculty of Arts and/or the University of Regina:

1. **Hire a senior PAIS female faculty member.** The most obvious weakness of the department is the lack of tenured senior women faculty members. The University needs to consider hiring a senior woman in PAIS. This faculty member would serve to bolster the most senior ranks of the department and to provide leadership and mentorship to

junior women. A senior woman would set a more positive tone for the department, and she would be able to act as a role model for both junior faculty members as well as students. This position is key to developing the full potential of this department.

2. **Focus on supports for Indigenous faculty.** It is well documented in the scholarly and best practices literature that Indigenous women, and women of colour more generally, are often overburdened in terms of their service load. While the Department Head and department more generally have been supportive of the sole Indigenous woman in the department, more needs to be done at senior levels to better support Indigenous faculty. This may include mentorship, teaching release, and/or administrative support. Indigenizing and decolonizing the university involves a shift in business as usual. That shift requires a commitment of resources. Without adequate resources, Indigenous faculty members are at risk of burnout and/or departure for better resourced institutions. If the university is committed to Indigenization and decolonization, it needs to properly resource these endeavours.
3. **Revisit interpretation of hiring policies.** Hiring diverse faculty was reported to be hindered by how HR advises departments to interpret legislation. If accurate, this significantly hinders faculties' ability to hire a diverse faculty complement. We encourage the university to review its policies and practices relative to other institutions.
4. **Reinstate university teaching awards.** Teaching awards have been on hiatus at the University of Regina for several years. This is problematic, as university teaching awards are an important way for academic units to showcase their faculty. More importantly, internal awards are important signals when nominating candidates for national and international awards. The same logic holds for research and service awards that have also been on hold.
5. **Revisit class cancellation policies.** In some instances, a program requires certain classes to run to meet critical andragogical needs. Courses such as Gender and Politics are necessary to provide a well-rounded perspective as well as meeting EDI goals as outlined in the university's 2020-2025 Strategic Plan. Classes have to be offered in order to gain word of mouth among students and gain critical mass.
6. **Revisit majors policies.** The Faculty does not require students to declare majors until graduation. This makes it challenging for departments such as PAIS to know who their students are, thus presenting important communication and advising challenges. Requiring students to declare a major after 45 credit units would eliminate this problem.

7. **Establish clear university policy on certificates.** PAIS has two certificates related to its International Studies program. The value of these certificates to units and to students was not entirely clear to us as reviewers. As PAIS has enormous potential to create meaningful micro-credential programming, a clearly stated policy on certificates would be valuable.

Conclusion

PAIS is a dynamic, collegial department that is working effectively with its available resources. Moving forward, PAIS needs to be more strategic in its curriculum, planning, and outward communications. The Faculty and University need to provide PAIS with the secure faculty support to continue on its current trajectory.

It was our pleasure to provide an external academic review for PAIS. We look forward to seeing the department flourish in the years ahead.