



The IARC recognizes the Department of Global Development Studies as strong and energetic, and anticipates continued success and innovation. The IARC fully supports the Department in its efforts to balance growth with limited resources and encourages the Department to work in collaboration with the Faculty of Arts and Science and cognate departments to address the recommendations of the IAR Reports.

undergraduate students. The Department has also been provided with expanded office space to accommodate graduate students.

**Report of the Internal Review Team For the Internal Academic Review  
of the Global Development Studies Department**

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**October 2008**

## **Executive Summary**

The Global Development Studies (DEVS) Department has experienced dramatic growth since its inception as an undergraduate program a decade ago. It has grown from one program director and one development studies Medial program to a department with six full-time faculty, two administrative staff, and three undergraduate programs (a Medial, Minor and Major) provided to about 280 students. Research output has also grown apace. The undergraduate numbers are expected to rise to about 400 students, and an MA program in development studies has been approved internally.

The external consultants as part of the IAR process have written an excellent report that provides a thoughtful, thorough, and informative review of the DEVS Department. It

planned growth is to be sustainable. Otherwise, we have concerns about proceeding with the MA program under existing circumstances. We feel that the work/study option is a key component of the DEVS program, and its current mode of delivery is not sustainable with planned future student numbers. We feel that a new staff member is needed to support Professor Kumar in helping to provide this component of the program. This issue of support for short-term international learning placements is also a more general problem across campus, and the university should look more strategically at ways to support and build collaboration for such programs. Finally, ways should be worked out for better coordination between DEVS and key cognate departments so that DEVS students have improved access to relevant cognate courses in order to improve the core selections available to their program.

## **1. Introduction**

The internal review team for the review of the Global Development Studies (DEVS) , was as follows:

Dr. Charles Beach, Economics (Chair)

Dr. Martin Duncan, Physics, Engineering Physics and Astronomy

Ms. Marie-Lyne Grenier, student

Dr. Kevin Hall, Civil Engineering

Ms. Angela James, School of Business

Dr. Terry Krupa, Rehabilitation Therapy

Mr. Stephen Shepherd, student

The information for this report has been collated from the following sources: the Unit Self-Study document produced by the Global Development Studies Department; a meeting with Professor David McDonald, the Department Head, on December 7, 2007; Department interviews of the external consultants Dr. Jo Beall - Development Studies Institute, London School of Economics, and Dr. Kris Inwood - Department of Economics, University of Guelph, and their meetings with Development Studies faculty group, counselors and students on November 23 and 24, 2007; and from the external 2008. The review team met throughout the process in order to discuss how to approach the review task in general, the format for the interviews with the consultants, and the

planning of the current report. The report reflects all of these sources of information and has been endorsed by the entire Review Committee team, with the exception of the students as the process spanned two academic years.

## **2. Current Activities of the Development Studies Department**

In response to the previous 2000 IAR report and following the strong desire of the department to increase exposure to undergraduate and graduate students, DEVS has implemented a number of key initiatives and activities, has increased scholarship and research productivity, and has aligned goals and objectives of the department with the general objectives of the university (based on the latest strategic plan for the university).

The department currently comprises of 6 full-time faculty members and a support staff of two. Additionally, advisors and adjuncts from cognate departments play an integral role in the functioning of the department.

### Teaching Programs

Substantial revisions to the undergraduate curriculum have occurred including many new innovative courses that allow undergraduate students a broad range of degree options within DEVS. Work-study programs in China and Cuba have been added and expanded. These programs are currently supported by a full time academic Placements Coordinator.

, which includes a research-based stream and a course-work stream. The Masters will capitalize on the lack of similar programs in the province and will therefore add needed capacity.



### Scholarship and Research

As a result of an increased faculty complement, DEVS has been able to produce high



The recommendation focusing on the need for designated and permanent space was also addressed in 2002 with the allocation of a suite of offices, meeting and storage rooms.

is now inadequate to meet basic departmental needs given their ongoing growth. Finally, DEVS has also attended to many recommendations related to academic programs, interdisciplinary programming and internal admissions processes.

#### **4. Summary of the Report of the External Consultants**

Our committee is unanimous in thanking the two external consultants, Professors Beall and Inwood, for providing a very comprehensive readable report filled with constructive comments. It is thoughtful, thorough, well written and nicely organized, and forceful in its commentary and recommendations. In what follows we will review the key points in their evaluation of DEVS and its progress, highlight the issues raised in their report, and summarize their recommendations.

The report begins by providing several useful defining characteristics of International Development Studies to set the field in a Canadian and international context. The authors note in §1.2 of their report that Queen's University is unique in the Canadian u



McDonald,

academic track records -and-coming scholars (p.7). Student satisfaction is high, with the main problem apparently being that upper-year students are having difficulty in finding an adequate number of advanced courses, in part because they lack the background for such courses in some of the social sciences. Some tensions with cognate departments

internationalization agenda (p.10). In connection with the latter, §3.4 reviews the complex issue of how DEVS can grow and still maintain the very valuable but labour-intensive supervision of programs for students to study and/or work abroad. It may be possible to foster more contact and collaboration with the university QUIC services.

In §3.5 it is stated that the biggest challenge in taking DEVS forward into MA teaching and potential Ph.D. supervision lies in balancing the demands of undergraduate teaching with the specialization and depth required in guiding postgraduate students. To achieve even modest expansion into postgraduate teaching, the consultants feel that additional resources are clearly necessary. The authors suggest that the introduction of two research-led teaching streams could combine the apparently conflicting goals. The first stream

*Political Economy of Development*

profile of the department is particularly strong in relation to Africa, especially Southern  
(p.13).

In §3.6, the authors note that the main challenge facing DEVS at this point is how to  
sounding answer  
seems to be modest expansion, sensibly paced (p.14).

that IDS is being adequately taught as an interdisciplinary field, it is also important to  
improve student exposure to quantitative methods and either development economics or  
the economic history of development (p.14). They also encourage the department to  
area of sub-Saharan Africa.

In general terms, the consultants felt that the request for two new faculty members was  
entirely reasonable and they concurred with the argument that the new MA program must  
have administrative as well as faculty support. In addition, the request for additional and  
integrated space was deemed an important request that needs addressing. In particular, they  
argued that at least **one full-time appointment in the near future** represents a sensible  
expectation for a department poised to introduce a new MA program. More specifically,  
they felt that **FGXU0 i tgcgvu cnd most immedin immei5nts ei5n0 1 2f1 0 0 1 429r**

**support and embellish rather than deplete the excellent work of the current placements coordinator and to place DEVS at the center of Queen's international outreach as it relates to developing countries and particularly Africa.**

## **5. Issues and Recommendations**

Our committee strongly supports the report of the external consultants and its recommendations. The following comments on issues and recommendations perhaps

The report points out that the current set of teaching programs have been operating very successfully. **But the authors feel that Major courses would benefit from greater disciplinary foundation in basic economics and basic politics.** The portion of the

it is possible for DEVS students to graduate without ever having been exposed to basic economics, basic

interdisciplinarity within DEVS itself, foundational courses need to be extended, for example to include the politics of development and development economics. In turn this presupposes a need for introductory courses in the cognate disciplines, and yet these





department has only six full-time faculty, some of whose time is bought out for research

In our discussions, we felt that this problem is more general across the university than just the DEVS situation. **We feel that there is a need for the university to look more strategically at international placements – specifically short-term international learning placements – within various programs across campus in a way that could both provide support to such programs and build collaborations between programs.**

This is not purely a DEVS issue.

identified several sources of interdepartmental strains. In an era of tight resources, departments may seek to limit course enrollments to not always available in the cognate

A department head further remarked that:

As such staff appointments in cognate departments are unlikely to operate in **Ways for better coordination between DEVS and key cognate departments need to be worked out so that the students as a whole can benefit within the faculty.**

Finally, we have concerns about mounting an MA Development Studies program under existing circumstances. As stated in the consultants expansion into postgraduate tea

Current resources are already stretched and undergraduate members are expected to continue to increase, especially in the recently instituted Majors program. A new graduate program would also significantly increase the administrative burden on the department as there would need to be a Graduate Director and at least a part-time graduate administrator. With the planned undergraduate growth to more than 400 students and an MA program in the offing, **tjg eqpuwnvcpvu eqpenwfg õkv ku qwt xkgy vjcv vjg tgswguv**