

**REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR January 2020 SENATE**

FOR DISCUSSION

**QUALITY ASSURANCE - CYCLICAL PROGRAM REVIEW OF LAURENTIAN UNIVERSITY'S
POLITICAL SCIENCE / SCIENCE POLITIQUE PROGRAM
FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN
January 2020**

In accordance with the Laurentian University's Institutional Quality Assurance Process (IQAP), the Final Assessment Report has been prepared to provide a synthesis of the external evaluation and Laurentian's response and action plan. This report identifies the significant strengths of the program, opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources made necessary by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

**SUMMARY OF THE CYCLICAL PROGRAM REVIEW OF THE POLITICAL SCIENCE / SCIENCE
POLITIQUE PROGRAM**

Laurentian's Department of Political Science offers the following programs:

- B.A. Political Science (three-year and four-year specialization)
- B.A. Science politique (three-year)

In Science politique, admission to the fourth year spécialization and majeure was suspended at the instigation of the former Dean of Arts starting the 2018-2019 academic year. That year also saw the launch of a B.A. majeure en "Droit et politique" which combines courses in Political Science and in Law.

In February 2018, the program submitted its self-study to the Office of Vice-President Academic and Provost of Laurentian University in three volumes.

Volume 1 of the self-study presented an overview of the program and then reviewed the program's self-perception of the faculty, physical resources, students, program regulations, and how the program harmonized with the strategic goals and mission of the University. It concluded with an overall assessment of the program's strengths and weaknesses as well as an identification of areas requiring improvement and other areas holding promise for

enhancement. There were also two appendices, A. The Library Report and B. Courses Listed and Offered. Volume 2 contained Course Outlines and Volume 3, the Curriculum Vitae of the Faculty.

On October 24 and 25, 2018 after reviewing the self-study, the Review Team conducted a site visit. The external was Dr. Geneviève Tellier, a bilingual Full Professor of Political Studies at the University of Ottawa. In addition, the team consisted of two Laurentian professors, Dr. Charlotte Neff (Law and Justice), from within the Faculty of Arts and M Georges Kpazai (Sciences de l'activité physique), from the Faculty of Health. Finally, there were two students in the program, Dominic Belisle, a francophone and Konrad Gorski, an anglophone.

During the site visit, the Reviewers and/or her team spoke with the follow individuals and groups: the program director, the interim Dean of Arts, the Associate Vice-President, Learning & Teaching, program faculties (in group and individually), librarians, students, alumni, and external stakeholders. The visit also included a tour of various facilities (the department, the University library, various classrooms, the student lab, among other things).

In their report dated February 4, 2019, the reviewers noted that:

- The program's objectives are consistent with the University of Laurentian's mission and academic plan.
- The curriculum reflects the current state of the discipline. The program focuses on the two following elements. First, it aims at providing courses in all of the four main subdisciplines of Political Science, namely: Canadian Politics, International Relations, Comparative Politics, and Political Philosophy. Second, the students are expected to develop their skills to use critical thinking.
- There is also evidence of an original feature within the program, with the annual model parliament activity.
- The methods used to assess student achievement are diverse and appropriate.
- The resources provided to the academic unit were used in an appropriate and effective manner.
- Student satisfaction, as expressed by student course evaluations is consistency high over the year.
- Many alumni have obtained positions (good positions) related to their field of study (both in the public and private sectors) or have pursued graduate studies across Canada.
- The quality of the faculty is excellent.

Amidst these encomiums, there were some concerns expressed about the program in the body of the report.

- It is not clear how the curriculum meets the program's self-identified learning outcomes.

- They are only a few mandatory Political Science courses, and all these mandatory courses are found at the 1000 and 2000 levels.... These courses do not cover all the four subdisciplines, especially in French.
- There is not methodology course in English even though one of the learning outcomes of the program relates directly to methodology.
- Some 1000-level courses required knowledge not yet acquired by most students. These courses were welcomed, but students thought they came too soon in the curriculum. Some even suggested that such courses could deter some students to pursue their studies in the program.
- The French and English curricula are very different one from each other. Therefore, it is not possible to be sure that English and French students graduating for the program have received a similar education. Students, English and French alike, were concerned by this situation, as there are no valid grounds to justify such an asymmetry.
- It is not clear how the diverse methods of evaluation are structured around the program and among themselves in such a way that the objectives of the program and the learning outcome are met.
- There are some concerns about the capacity of the Library to provide the required resources to the students and the professors, for both teaching and research activities.
- The program is losing some students to other programs once they have been admitted.... One reason often mentioned, that could explain this situation, is the small number of courses available to complete the program in a timely fashion. This is especially the case for French students.
- The program does not employ any part-time professors. This is a serious limitation, as it cannot be expected from 9 regular faculty members to have the expertise and capacities to deliver all courses in the four subdisciplines of the program, in English and French..... Further students should be taught by several professors, in order to be exposed to various ideas, methodologies, assignments, etc. This is currently not the case. And this could also explain why some students might be leaving the program.

In conclusion, the reviewer wrote:

I am sad to report that the programs, both English and French, are in survival mode. I have found a department that can count on a group of dedicated faculty, supported by enthusiastic students, and that has close ties with the community. However, basic resources are lacking, and this situation is placing a lot of constraints and stress on all people in the departments, students and faculties alike.

I have witnessed a very high level of stress and anxiety from many faculty, who are concerned about what would occur if an unexpected absence from one faculty would

occur: the department simply does not have the resources to face such a situation, since the University does not ... replace departmental vacancies. I was told on more than one instance that some faculty are concerned about the impact that future retirements would have on the capacity of the department to maintain the existing programs. This is a disturbing situation and employees should never be placed in such an environment. It would be a sad outcome if the French program disappeared and if the English program saw the quality of its curriculum decrease. The community in Sudbury, Northern Ontario, Ontario, and beyond, need this program: it has produced many good leaders for the community, especially for the French community, that need Franco-Ontarians to develop a solid Franco-Ontarian community.

On March 4, 2019, the Office of the Vice-President and Provost received the program's comments which were followed by a set of comments from acting Dean of Arts. The Dean nicely summarized the Reviewers' recommendations, the Program's reaction to those recommendations, (re-organized appropriately) and added her own reactions. Her report is synopsised below.

SUMMARY OF THE REVIEW TEAM'S RECOMMENDATIONS (R) THE PROGRAM'S (P) RESPONSES AS WELL AS THOSE OF THE DEAN OF ARTS (D)

R.1 Undertake a comprehensive evaluation of the English programs under the mentorship of the relevant institutional unit. A comprehensive review program would establish the learning objectives and learning outcomes of the program, and make changes accordingly to the curriculum, if necessary, Once the program evaluation has been completed, specific teaching resources, including part-time professors, can be assigned to each academic activity.

P1. The program agrees with this recommendation and has already started comprehensive discussions around an evaluation of the English program. The recommendations of the reviewer will be very helpful during this process and we look forward to further mapping our courses on to our program outcomes to ensure that our curriculum, as much as possible with the current resources available, meets our students' needs.

The allocation of sessional faculty to achieve these outcomes is not in our control and would require comment from the Dean of Arts or other relevant senior administration.

D1 I encourage the review of the program and am happy to participate if the Program is willing, however at this point I cannot commit to further resources with the current budget restraints.

- R2. Ask students or alumni to participate in the program evaluation exercise and in other major discussions initiated by the program related to academic issues. Their opinions and experience within the program can provide valuable insight to the program.**
- P2.** The program agrees with this recommendation. The program already encourages student input in all decisions of the program as our constitution dictates that we have two student representatives (one from the English program and one from the French) at program meetings. As the department works through the evaluation of our program we can reach out to our alumni and to get their honest feedback about their time in the program. As the reviewer correctly notes, the alumni will be able to identify potential holes in our curriculum and best allow use to understand the requirements of a modern Political Science program.
- D2.** I support this recommendation.
- R3. As part of the program evaluation exercise, initiate discussions within the academic unit about finding a distinct identity for the program. What makes the program in Political Science of Laurentian University different from other programs in Ontario?**
- P3.** While we agree that all programs should understand what makes them unique within Ontario, the program believes that our responsibility first and foremost is to provide a quality education to our main catchment area- the students of Northern Ontario. Where possible we bring the issues of the North into our teaching giving students a unique perspective on politics. We do believe that we can further market and emphasize the unique opportunity Laurentian provides through the Model Parliament. The Model Parliament can be used as a recruiting tool for both incoming students beyond our traditional catchment area and within the university to attract students who may wish to change specializations or to add an additional major or minor.
- D3.** I agree with the reviewers' recommendation and believe that this should be taken into consideration while creating the program outcomes suggested in recommendation #1.
- R4. As part of the program evaluation exercise, examine the feasibility to include in the curriculum at least five mandatory courses: one for each of the four subdisciplines of Political Science (Canadian Politics, International Relations, Comparative Politics, and Political Philosophy), and a research method course.**
- P4.** Currently, students in a specialization in Political Science are required to complete 3 credits in Canadian Government, 3 credits in Political Philosophy and 3 credits in either International Relations or Comparative Politics. As part of our ongoing discussions we are considering a move to 6 credits of mandatory Canadian Government and 6 credits of Political Philosophy and making both IR and Comparative Politics required. Until recently the program had a research methods course as a requirement, however, we lacked a professor to teach it on the Sudbury campus and this requirement was eventually

removed. As part of our larger discussions concerning the curriculum, we will attempt to address this issue. This may require the hiring of a sessional if resources are provided or allowing students to complete a research methods course in another program.

- D4.** I would support the Program's prioritizing this area should sessional money become available to them.
- R5.** **As part of the program evaluation exercise, initiate discussions within the academic unit about the structure of the curriculum, especially about the contribution of each 1000, 2000, 3000, and 4000 level courses to the program, and course prerequisites.**
- P5.** As part of our overall on-going curriculum review, we will be discussing all aspects of the program including how courses at each year interact and build on one another. We have already started internal discussions on how to build knowledge from one course to the next through syllabi-sharing and other methods.

In terms of pre-requisites, our focus in Political Science and with the Faculty of Arts generally has been to limit them in order to promote enrollment and retention. Laurentian University also has a high number of non-traditional students and transfer students from colleges and universities who are adversely affected by overly complicated prerequisites. In order to encourage students from outside the major to take Political Science courses to help with our class sizes and potentially add a minor or double major there needs to be a level of flexibility in our program that pre-requisites would potentially restrict so we would be hesitant to fully implement this recommendation.

- D5.** I agree with the Program's response to this recommendation.
- R6.** **As part of the program evaluation exercise, examine the feasibility to formally integrate the model parliament into the curriculum.**
- P6.** The program cannot accept this recommendation. Logistically this would neither be possible nor advantageous for the university. We encourage students from all disciplines across the university to participate in Model Parliament- to make this participation contingent on allocating 3 credits of a student's yearly timetable to a specific course may deter potential students who would benefit greatly from the experience. We also encourage students to participate in Model Parliament for multiple years so it would be pedagogically difficult to justify a student receiving up to 12 credits of a Political Science degree simply by participating in Model Parliament.
- D6.** While I understand there would be complications in seeing this recommendation come to fruition, I feel it would be worth some further examination before dismissing its feasibility. For example, should a general experiential learning code for the Faculty of Arts be created, students from all programs could still take part. Should students want

to participate a second time we could simply indicate that it could only be counted for credits a single year.

- R7. As part of the program evaluation exercise, examine if POLI courses related to law are still relevant to the core objectives and mission of the program. Which course(s) would be considered essential to the curriculum in context of limited resources?**
- P7.** An understanding of law, particularly Constitutional Law, is a necessary component of any Political Science program. It would be pedagogically irresponsible to not provide students with courses on the end result of the political process. As we have a professor whose area of research is in this field it would be a waste to not give students access to her expertise on the subject. We have been careful not to overlap with the Department of Law and Justice on content and as a result they use many of our courses as part of their list of available courses to complete their degree. This would indicate that there is a clear need for these courses within and outside our program.
- D7.** I support the response from the Program to this recommendation.
- R8. Initiate discussions within the academic unit and the Faculty about the feasibility to establish English bidisciplinary programs. This discussion should focus on ways to attract and retain students in the program (would current students stay in the program because they would have better access to some courses offered by other programs? Would students of other programs be interested to register to POLI courses to broaden their education?). These discussions should be based, among other things, on comprehensive enrollment data. There is currently a discrepancy between the information provided by the institution of student enrollment by course and actual enrollment, as it came to my attention that the numbers do not consider students from other programs registered in POLI courses.**
- P8.** The program will discuss this recommendation with our alumni and students as part of our curriculum redesign. For students who are interested in a bidisciplinary education there are many opportunities within the current structure to do so including double-majors, minors and thematic minors. While the program was willing to work with the Department of Law and Justice on the creation of Droit et politique in French this was due to the dire level of understaffing of French faculty. The faculty complement on the English side is not at this critical level, so the need is not as great.

We would need to be careful since if we were to create a series of bidisciplinary majors we could risk spreading ourselves too thin if each major required different mandatory courses. A possible compromise that the program will need to discuss is to add non-POLI courses to our approved list of courses to count toward a POLI degree. This would give students the opportunity to go outside the program without the need for creating more bidisciplinary programs. This recommendation would also require the buy-in of other programs which we cannot comment on.

The questions surrounding enrollment data is beyond that of the Political Science program and needs to be addressed by the Dean or Registrar. While a student needs to identify a desired major prior to enrolling in the university, once enrolled if they choose to change majors within the Faculty of Arts they do not need to identify this change until they apply to graduate. As a result, it is impossible for us to truly know how many students in a particular year are actual Political Science majors or minors. We know how many start in the program and how many graduate but in between we have limited ways to know specifically the number of our students at any given time.

- D8.** I agree with the program's response that the opportunity to concentrate on more than one area of study is already prevalent in our Faculty. In regard to the question around validity of data, I do not understand the concern and have not been made aware of any discrepancy. I will have to investigate the issue further.
- R9. Initiate discussions within the academic unit about the feasibility to include in the curriculum some learning activities that would expose students to research activities and provide opportunity for faculty to further their own research activities with students (in addition to POLI 4985).**
- P9.** This will be discussed during our curriculum review. We would note that due to our small class sizes we already expose our students to our research to some degree. For example, students were asked to participate in surveys as part of a research program on pedagogy and in order to prepare bills for Model Parliament they must work with our Faculty Advisor who research is on the constitutionality of parliamentary bills. Due to research ethics concerns and the nature of some of our faculty members' research it would not be possible to include all faculty in implementing this recommendation which could be an issue of workload fairness which will need to be discussed. While the program lacks the resources to implement a co-op or internship program, if the university wishes to promote such programs we would encourage it to do so as there would be obvious advantages for students to participate.
- D9.** The model that the reviewer is suggesting is possible while maintaining equitable workloads. I am happy to discuss options with the program should they wish to move forward with this recommendation.
- R10. Initiate talks with librarians to discuss the current challenges faced by the Library and explore possible avenues to mitigate these challenges.**
- P10.** We fully agree with this recommendation and have already begun to implement it. The program met with Desmond Maley in January and have started working with the library to better coordinate resource acquisitions and ensure that our students are better aware of library resources. Many of the challenges faced by the library are a result of cuts to its budget which would need to be addressed by senior administration.

D10. I agree with this recommendation and the response of the program.

Recommendations 11-14.

These ensuing recommendations are conditional to the following: the program must be given strong formal support from its institution to continue to deliver its French programs. This means that French specialization should be reinstated, and additional resources provided to that effect. Its current suspension, and replacement with the Droit et politique major for which no English counterpart exists, is extremely troubling: is it a signal of a slow yet inexorable for a French education in Political Science at the University? Sadly, I have not found any indication to the contrary during my site visit.

R11. As part of the program evaluation exercise, make sure that the English and the French curriculum are similar. This does not entail that all courses should be offered in both languages, but core courses of the program should (if not identical, they should be similar).

R12. Each year make sure that sufficient POLI courses are available in French so that French students can complete their degree in time, in French.

If the program does not receive formal support, in a timely fashion, from its institution to continue delivering its French programs:

R13. Initiate discussions about terminating all French programs, including the new Droit et politique major. The discussions should focus on the following question: could the resources used by the French programs be of better use elsewhere in the academic unit (i.e. for the English program)?

R14. Do not implement new programs in French (including bidisciplinary or multidisciplinary programs, whether major or minor programs). Again, the issue should be examined while taking into consideration how existing resources could be used in the most effective way.

P11-14. These four recommendations are beyond the scope of the Political Science program. Collectively they represent an either/or choice based on what resources are made available to ensure the long-term sustainability of Science politique. We hope that resources are provided and then we could work toward recommendations 11 and 12, even while acknowledging that historically the English and French programs have been unique from one another due to the belief in language autonomy within the program.

To not offer a functional Science politique program at a university with a French-language mandate is difficult for us to comprehend.

These recommendations must be answered first by Senior Administration. If no resources are to be allocated, then we would welcome guidance on their vision for French language programming in Science politique. If resources are to be provided, then we would ask for timelines as to when this would be forthcoming. This information would help us decide which of the four recommendations we need to follow and allow us to best move forward as a program. Until we receive guidance from the Vice President-Academic we are unable to comment on the future of the POLI program in French or the specific recommendations provided above.

D11-14. I have already begun discussions with the AVP Francophone to develop a plan to bring in more Francophone and bilingual students. Currently there are 2 French programs while the Program transitions from Science Politique to Droit et Politique. With so few students enrolled currently, I would recommend that the Program choose to focus on 1 of those programs. The development of online French POLI courses is one way to help increase enrollments into the program. I agree that we should not merge the French programs as that would risk alienating the Francophone students we do have and drive them to other universities. I will continue to advocate for the hiring of more Francophone faculty in this and other programs at risk in the Faculty of Arts.

**LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE BA. PROGRAM
in
POLITICAL SCIENCE [ENGLISH]**

ACAPLAN's responses are set within the context of faculty availability. Two years ago, as the self-study notes, Laurentian University closed its Barrie campus down, and arranged for the transfer to the main campus of three faculty based in Barrie, bringing the total faculty complement on the main campus to eight. Since that time, the individual responsible for setting up the Droit et Justice option is on two-year leave of absence, with no replacement, and of course with the possibility of not returning and a second colleague on the francophone side has just returned from a medical leave and is still on a reduced workload.

On the English side, one of the six is currently on sabbatical, and in July 2020 upon her return as the new chair, two of the senior members on the English side will also be on sabbatical, with presumably no replacements.

Because the reviewer of the political science program has called for major changes in the curriculum, and because the incoming chair with full faculty complement will not be in place for two years, it is the program's wish that the timelines for evaluating the current curriculum be postponed until 2021-2022.

So since ACAPLAN endorses the most substantive recommendation of the Review Team it also has decided to accept this extra long runway for implementation. Still, ACAPLAN has some concerns about some of the Review Team's more specific recommendations, and for that reason cannot endorse them all. More specifically:

R3. As part of the program evaluation exercise, initiate discussions within the academic unit about finding a distinct identity for the program.

Reason: As the reviewer notes the program already has a unique identity in that unlike other programs in political science Laurentian's does not make mandatory at least one course in each of the four subdisciplines of Political Science (Canadian Politics, International Relations, Comparative Politics, and Political Philosophy), as well as a research methods course. A future revision of the curriculum may well change this situation, and if it does, it should set up graduates to a degree that is competitive with others. What will survive in any revision is the program's current practice of including northern/Indigenous issues in the curriculum as well as the Model Parliament which even now, allows the program to stand out amongst its peers.

R6. As part of the program evaluation exercise, examine the feasibility to formally integrate the model parliament into the curriculum.

Reason: While ACAPLAN recognizes and supports experiential learning it has serious reservations about using the model parliament for credit. As the program notes: *We encourage students from all disciplines across the university to participate in Model Parliament- to make this participation contingent on allocating 3 credits of a student's yearly timetable to a specific course may deter potential students who would benefit greatly from the experience.*

In addition, while activities in the House of Commons involve an academic component (writing bills, rules of the House, Parliamentary procedures, division of powers—components that are covered in POLI 2706), the majority of the organization (booking of venues, recruitment of students, etc) are not academic within political science field, so it would be difficult to justify a course for credit.

R7. As part of the program evaluation exercise, examine if POLI courses related to law are still relevant to the core objectives and mission of the program. Which course(s) would be considered essential to the curriculum in context of limited resources?

Reason: As the program and dean note: An understanding of law, particularly Constitutional Law, is a necessary component of any Political Science program. It would be pedagogically irresponsible to not provide students with courses on the end result of the political process.

R8, Initiate discussions within the academic unit and the Faculty about the feasibility to establish English bidisciplinary programs.

Reason: The faculty of arts already supports double majors, as well as major / minors and these degree options would appear to meet the review team’s recommendation.

R10. Initiate talks with librarians to discuss the current challenges faced by the Library and explore possible avenues to mitigate these challenges.

Reason: These have already taken place. The program notes that the library’s budget both for personnel and collections has been cut to a dangerously low level and it, as well as ACAPLAN recommends increases to the overall budget so that Laurentian library is funded similarly to its peers in Ontario.

ACAPLAN does, however endorse the following recommendations in order of importance:

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline
1. Undertake a comprehensive evaluation of the English programs under the mentorship of the relevant institutional unit. A comprehensive review program would establish the learning objectives and learning outcomes of the program, and make changes accordingly to the curriculum, if necessary	Faculty Retreat	Program Chair with Department to cover cost of retreat	June 2022
2. Ask students or alumni to participate in the program evaluation exercise and in other major discussions initiated by the program	Include representative students and alumni in retreat	Program Chair	June 2022

related to academic issues			
3. Examine the feasibility to include in the curriculum at least five mandatory courses: one for each of the four subdisciplines of Political Science (Canadian Politics, International Relations, Comparative Politics, and Political Philosophy), and a research method course	Faculty Retreat	Program Chair	June 2022
4. Initiate discussions within the academic unit about the structure of the curriculum, especially about the contribution of each 1000, 2000, 3000, and 4000 level courses to the program, and course prerequisites	Program Retreat	Program Chair	June 2022
5. Initiate discussions within the academic unit about the feasibility to include in the curriculum some learning activities that would expose students to research activities and provide opportunity for faculty to further their own research activities with	Faculty Retreat	Program Chair working with Dean of Arts	June 2022

students (in addition to POLI 4985).			
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LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE BA PROGRAM
In
SCIENCE POLITIQUE [FRANÇAIS]

On the Francophone side, Science politique, the situation is more dire—currently there is one individual available to teach, albeit with a reduced workload.

And, while there are at least two other individuals currently teaching on the English side that could also teach in the Francophone program, diverting their energies that way would seriously impact the quality of the English program.

ACAPLAN does NOT accept the following two recommendations.

R13. Initiate discussions about terminating all French programs, including the new Droit et politique major. The discussions should focus on the following question: could the resources used by the French programs be of better use elsewhere in the academic unit (i.e. for the English program)?

Reason: At a bilingual university, a core program such as Political Science must be offered in French.

R14. Do not implement new programs in French (including bidisciplinary or multidisciplinary programs, whether major or minor programs). Again, the issue should be examined while taking into consideration how existing resources could be used in the most effective way.

Reason: This recommendation is beyond the scope of this review.

ACAPLAN does however endorse the following recommendations in order of importance:

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline
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1. Ensure that the English and the French curriculum are similar. This does not entail that all courses should be offered in both languages, but core courses of the program should (if not identical, they should be similar).	Faculty Retreat ¹	Program Chair	June 2022
2. Ensure that sufficient POLI courses are available in French so that French students can complete their degree in time, in French.	Use funds saved from absences to hire sessionals	Dean of Arts	Immediately

The Dean of Arts shall be responsible for monitoring the implementation plan for both the English and French programs. The details of progress made shall be presented in the Dean's Annual Report and filed with the Vice-President Academic and Provost. The executive Summary and the monitoring reports will be posted on Laurentian University's web site.

CONCLUSION

The Political Science program in English is approved to continue and it will be reviewed in the fall of 2026.

On the francophone side, the current programs in Science politique and Droit et politique are approved to continue and will also be subject to review in the fall of 2026.

At the moment, ACAPLAN also supports the decision to suspend admission to the major and specialization in Science politique. But it urges the university administration to provide the resources necessary so that the suspension of admissions to these four-year science politique programs can be lifted as soon as possible.

This is, after all, a bilingual university.

¹ In principle this is an excellent idea, but of course it would be impossible to implement so long as admission to the major and specializations are suspended.