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MEMORANDUM

ATTENTION	Senate	**DATE**	February 11, 2020
FROM	Jon Driver, Vice-President, Academic and Provost *pro tem*, and Chair, SCUP	**PAGES**	1 of 1
RE:	External Review Mid-Cycle Report for the School for International Studies (SCUP 20-07)		

At its February 5, 2020 meeting, SCUP reviewed the Mid-Cycle Report for the School for International Studies which resulted from its 2016 external review. The report is attached for the information of Senate.

SFU OFFICE OF THE
VICE-PRESIDENT, ACADEMIC

MEMORANDUM

ATTENTION: Jon Driver, Chair, SCUP	TEL
FROM: Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic	
RE: External Review Mid-Cycle Report for the School for International Studies	
DATE January 20, 2020	TIME
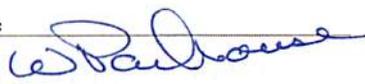
The External Review of the School for International Studies was undertaken in March 2016. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. The mid-cycle report and the Unit's assessment of its Educational Goals are attached for the information of SCUP.
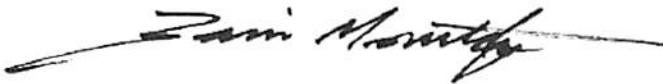
c: Tamir Moustafa, Director, School for International Studies
Lisa Shapiro, Acting Dean, Faculty of Arts and Social Sciences

SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

TO	Glynn Nicholls, Director, Academic Planning and Quality Assurance
FROM	Tamir Moustafa, Director, School for International Studies
SUBJECT	International Studies Mid-Cycle Report for External Review
DATE	December 19th, 2019

Dear Glynn,

Attached please find the Mid-Cycle Report for the School for International Studies which details our progress with the Action Plan stemming from the 2016 External Review. The assessment of our Educational Goals is also attached.

Sincerely,

Tamir Moustafa

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External Review Update for the School for International Studies (December 2019)

Action	Progress Made
1. Programming	
1.1.1 Undergraduate	
• The reviewers regret but understand the reasons for the School having decided to drop the requirement that IS majors spend a semester abroad and they are supportive of the suggestion to allow internships in Canadian organisations engaged in international affairs to count as international experience (in what the School terms a practicum). The School has decided in future to *recommend* but not to require IS students to undertake either a semester abroad or a practicum (which may be either home-based or international), or both. Plans for the practicum have been prepared and will be submitted to the FASS UGPC, together with proposals for the necessary regulation changes, in Fall 2016. We plan to make the practicum a credit course. We hope to win support from FASS for the appointment of a lecturer/senior lecturer, part of whose responsibilities will be to develop experiential education within the School, and who would have the task of searching out suitable opportunities for IS students, and perhaps for others in FASS as well. An alternative might be for FASS to appoint a liaison officer with responsibilities for searching out opportunities and suitable partner organisations, so that the School, and other units in the Faculty, can improve student access to such experiences. On the whole, however, we think that the development of experiential education, such as we envisage, needs to be made the responsibility of a university teaching officer.	Since its external review, the school gained approval for and began fielding a new course, "International Studies 497: Field Practice." In this course, students pursue a local or international volunteer work placement or volunteership involving a minimum of four hours per week, for a minimum total of 52 hours or work/volunteership for the term. Students then reflect upon their work/volunteer experience, and write about it, in relation to problems they have studied in their academic program.

In September of 2019, faculty unanimously approved another new course proposal for "International Studies 301: Returning from Abroad". Should the proposal be approved by the FASS Curriculum Committee in Fall 2019, the course will likely begin in Fall 2020. Its main goal is for students to: "examine social, cultural, and political challenges involved in working or living abroad". By integrating students' own reflections with critical analysis and readings about living and working abroad," students in the course will "reflect on the knowledge, skills, and values gained while abroad, with attention to career-related pathways and possibilities".

In August of 2019, the school hired its first professional development coordinator. One responsibility of the position is to liaise with the Co-op Office and identify new work and volunteer opportunities for students to pursue during and after their degree program.

The School also secured donor funding to the tune of $300,000 over five years to provide financial support that will enable study, internship, and volunteership abroad experiences. |

• We have noted, and will act upon, the reviewers' recommendation that we strengthen cooperation and lines of communication with the SFU Coop Office.	Following multiple meetings between the school's directors and the Coop Office director and her supervisor, the school and its new professional development coordinator are now in more frequent contact and routinely coordinate professional development activities.
• The reviewers wish to encourage a proactive attitude to increasing undergraduate student numbers. The measures they suggest are already in place: class sizes for 300-level courses have been increased from 30 to 40; numbers of 400-level courses are being reduced; the two capstone courses (IS450W/IS451) are already run as parallel sessions in both Fall and Spring semesters; some of the pre-requisites for upper division courses have been relaxed.	Since our review, we have witnessed an increase in undergraduate student numbers and we believe that the proactive efforts noted at left have contributed to that rise. Specifically, annualized full-time enrolments (AFTEs) for undergraduates (excluding Coop) rose from 142.9 during the year of our external review (the 2015-16 fiscal year) to 187.7 in 2018/19 (the latest year of data provided by IRP).
• We have noted that the Report recognizes in International Studies an efficient and well-structured program; and that the reviewers observe that improving access for IS students to other units course offerings is not a matter that the School alone can address - though we must, clearly, take as proactive a role as we can. We note as well the reviewers' reference to the need to maintain and ideally increase the ability of the SIS to offer their own courses, and [that] this was the strong preference expressed by the students. This too is not an action that the School can address without support from the Administration.	Wherever possible, SIS has sought to proactively improve our own students' access to other units' course offering by creating relationships with other units, especially smaller units like ours. For example, we have a new cross-listed course with Labor Studies, "Workers in the Global Economy". We hope the stronger relationships that such overtures can build will yield more cross-listed courses that are both strategically sensible for our unit and useful for IS students. Unfortunately, our CFL complement contracted with 6 departures and retirements between 2014 and the end of 2019 (see Appendix A). These were partially offset by 4.5 CFL hires or transfers in the same period. Three additional lines have been allocated and searches are in process in late 2019. In the meantime, the unit is heavily reliant on limited term and sessional instructors, who are fielding over 50% of our total course offerings in the 2019/20 academic year.
• We note the reviewers' recommendations about strengthening interdisciplinary content *within* as opposed to between courses. We are confident, however, that our own courses are of an interdisciplinary character, and we are not in a position to enhance the	One major effort to deepen the interdisciplinarity of content within our courses came in the form of a revamped version of "IS 101: Introduction to International Studies". This occurred largely as the result of our school director and undergraduate director re-designing and teaching multiple version of this course themselves since our review. IS 101 – by far our largest and most frequently taught course and the principal gateway

interdisciplinary content of courses that may be included in an IS Major taught in other departments. We will take up the reviewers' recommendation that the professional element that is well developed in the capstone course IS450W be included in other courses as well (see page 17). These are matters for continuing review by the School's Undergraduate Committee, and will be taken up again in Fall 2016.	course into the IS major and minor – now explicitly highlights the interdisciplinary nature of IS through a lecture on the topic early in the course, lectures on the distinct ways in which different disciplines contribute to fuller understanding of practical problems/issues in IS, and new readings meant to illustrate the complementarity of these perspectives. IS 300, our required methods course, also underwent similar redesigns in 2016 and again in 2018 with an eye toward addressing interdisciplinarity in the methods of IS research.

1.1.2 Graduate

• Since the time of the reviewers' visit to the School we have secured the approval of the FASS GPC for the restructuring of the MAIS. This has involved the elimination of the distinction between the International Development and Governance and Conflict streams. This restructuring, however, involves more than a useful adjustment to make day-to-day running more manageable (in the words of the Report, page 8). The MAIS is being reprogrammed around the theme of Conflict and Development in line with contemporary thinking in international policy which emphasises the intersection of security concerns and development needs. We think, therefore, that the MAIS will be more distinctive than at present when the new program/structure comes into effect in 2017-18. The reviewers themselves recognize this possibility when they say that the School's focus on conflict and development issues lends itself well to engagement with recent developments in both theory and practice (page 16).	Our unit's ability to offer MA coursework that more actively focuses on the nexus between conflict and development improved with the addition of CFLs hired since our review. For instance, one new faculty member's research and teaching explicitly probes the linkage between political economy and violence within major cities of the Global South such as São Paulo. The research and teaching of another newly-hired CFL considers how the locus of China's economy with the world system of capitalist production and exchange interacts with conflict and protest politics in that country. Another new CFL examines how local political and economic interests can influence patterns of violence and conflict in Sub-Saharan countries such as the Congo. Still, the unit's practical ability to assign MAIS courses to such faculty remains counterbalanced by an interest in assigning the few CFLs that we do have to undergraduate courses, as well. In sum, while our new hires have already helped expand our capacity to pursue a smaller-scale but more intersectional focus on conflict and development within the MAIS, the addition of new faculty resources would further aid our unit's abilities in this regard.
• We recognize that significant attention must indeed be	Since the last review, the graduate section of our website was redesigned with prospective students in mind. The school's director and graduate

given to recruitment. The report says that this should entail coordinated initiatives by both the FASS and the School. We will seek some support from FASS to enhance our visibility both through the means suggested in the report (use of social media; dynamic web content; on-line advertising) and others. Ideally, we will strategise with appropriate consultants.	director also followed up on the suggestions of the reviewers to advertise our program using social media. In particular, the school in 2016 began purchasing advertisements on Facebook that targeted a demographic of potential applicants. It also began more actively using its twitter account to advertise our program. Since beginning these efforts shortly after our review, we correspondingly experienced an increase in submitted applications from 46 in Fall 2016 to 49 in Fall 2017, and 78 in Fall 2018. Preliminary indications suggest that these efforts will again generate a robust application pool in Fall 2019. The school's website is undergoing another revision to the new SFU platform this year. After this is launched, our new communications staff person devoting time to further efforts to target and recruit students. Finally, we are working on development of a major donor pitch that includes a proposal for graduate student fellowships to more competitively recruit the best applicants.
• With regard to the recommendation in the Report that the Master's program requires a radical ground-up rethinking, going beyond the restructuring referred to under point 1 above, we have already, in the Spring Term 2016, begun discussion of an entirely new MA program with what we believe to be a clear and distinctive thematic focus that would place the School, once again, at the cutting edge of graduate programs in Canada, in International Studies. We plan to continue this discussion in Fall 2016. We do not think it wise, however, to proceed too far with these discussions, and subsequent planning, until such time as we know the response of the Faculty and of the University to our requests for replacements of the three faculty members who will have left us, by resignation or retirement, by December 31, 2016, with a fourth to follow into full retirement in 2019, after two years at 50 per cent of full duty. Without replacement positions the School will be	The school is currently planning a day-long retreat for Spring of 2020 in which faculty members will likely spend considerable time discussing the future of the MAIS degree program. With our modest faculty complement and need to prioritize our undergraduate program in light of AFTE considerations, the School lacks the faculty resources it would likely need for an expansion or a substantial redesign of the program. Nevertheless, we are hopeful that alongside the addition of a new graduate director in Fall 2019, discussions at our retreat will allow for sustained reflection on future pathways for the program. Such efforts will aim to build upon the now-completed restructuring of the program, which has successfully expanded our applicant pools and stabilized the program.

very constrained in what it will be able to offer in the graduate program, and a note below outlines priorities for such positions. In the meantime, we will be able to observe the impact of the reprogramming of the MAIS, and of enhanced visibility, on numbers of applicants and of admissions.	
• We have noted the suggestion in the Report that we should consider establishing a small doctoral program, perhaps in collaboration with another unit, either within FASS, or even in another university. We are certainly interested in this prospect, but we rather think that it should be considered in the context of a FASS-wide discussion about the establishment of a Graduate School that would bring together the fairly small doctoral programs that exist in a number of departments. The establishment of such a Graduate School would facilitate inter-unit collaboration, and make it possible to mount courses on research design and methodology that would serve students from several different social science disciplines (with History numbered amongst them).	Faculty members remain concerned that the school's small size and limited resources are barely sufficient for maintaining our modest MA program. Moreover, we hold firm that even if the current CFL complement were doubled, PhD graduates would have trouble securing tenure-track positions given the realities of the job market in higher education.
• We have noted and are interested in the suggestions made in the Report about strengthening what we would prefer to think of as a praxis orientation in the MA (identification of a particular skill or set of skills in which MAIS students could be trained that other programs in Canada do not provide; making a coop placement a requirement; partnering with local organisations). We consider that this should be a part of the way we reinvigorate the MA. The appointment of a lecturer/senior lecturer, or as a positive second-best, a	One of our responses has been to hire a new professional development staff person in the school, as noted above. Her roles include liaising with the Coop office and maintaining and circulating a database of professional opportunities within and outside the Coop program framework, among many other responsibilities. Further, a faculty member in 2018 successfully wrote a MITACS grant to fund a Masters student to work for the Canadian Journal of Development Studies. Our new PD coordinator has begun exploring the possibility of applying for similar such grants through the MITACS Accelerate program. Alongside successful career networking events that the school hosted in 2018 and 2018, the PD coordinator has also begun fortifying alumni networks that could generate new praxis opportunities.

liaison officer, such as we have referred to in connection also with the undergraduate program, will greatly facilitate this task.	
2. Research	
• The Report does not suggest any actions for enhancing the research of the School, other than that we should include Sessional Instructors in our regular research colloquia.	Sessional instructors continue to be welcomed into the colloquium series, although the total number of sessions will decline slightly in 2019-2020.
3. Administration	
• Liaison with Sessional Instructors to be improved upon, on the parts of the Chair of the Undergraduate Program Committee, and of the Director.	The school director now routinely meets with all sessional instructors prior to their fielding new IS courses. The undergraduate chair serves as an ongoing point of contact for quality control and assistance in relation to course development by sessional instructors.
• Though it is not a matter brought up in the Report, the School will, in 2016-17, revisit its Constitution, drawn up in 2006-7, so as to ensure the continuation of the effective and collegial governance that it has enjoyed hitherto.	Our faculty made several amendments to the Constitution that formalize processes governing faculty search procedures.
4. Working Environment	
• The Report says that the School is fortunate to have an excellent workplace, and notes only the lack of student social space.	Alongside renovations made to our space in 2018, plans by the Harbour Centre administration to renovate the 7th floor in 2020 will add a new, graduate research commons that will create significant, new space for students.

Appendix A:

CFL Complement from 2014 to Present				
Name	Start	End	FTE	Notes
Professor	2008	2019	1.00	Resignation effective Dec 31, 2019
Assistant Professor	2012	N/A	1.00	
Professor	2016	2017	0.50	Internal transfer 2016, resignation 2017
Associate Professor	2012	N/A	1.00	
Professor	2006	2018	1.00	Retired Dec 31, 2018
Professor	2006	2019	1.00	Retired May 1, 2019
Associate Professor	2007	N/A	1.00	
Associate Professor	2009	2016	1.00	Resigned as of Aug 31, 2016
Senior Lecturer	2016	N/A	1.00	
Professor	2007	N/A		
Professor	2015	N/A	1.00	Transferred from SA to IS in 2015
Assistant Professor	2018	N/A	1.00	
Assistant Professor	2007	2014	1.00	Resignation in March of 2014
Assistant Professor	2019	N/A	1.00	
Professor	2006	2016	0.50	Retired as of Dec 31, 2016

CFL Losses	6
CFL Gains	4.5
Net Change	-1.5
CFL Searches in Process	3
Anticipated Net by Fall 2020	+1.5

Assessing Educational Goals (EGs) in SFU's School for International Studies:
Process, Findings, and Actions
October 2019

1. The Process for Assessing Educational Goals (EGs)

To assess its educational goals, the Educational Goals (EG) coordinator encouraged faculty in continuing positions to complete "Course-Level Assessment Reports" for the core courses that they taught during the Fall 2018 and Spring 2019 semesters.[1] Each of these reports followed the same procedure in capturing the instructor's own assessment of: 1) how their courses intended to advance specific EGs relevant to their class, 2) whether and how they felt their course actually advanced those EGs; and 3) what (if any) actions resulted from their findings. Thus, a central feature of this procedure was the decentralized way in which CFL instructors of core courses themselves became self-assessors of whether and how their courses advanced the school's EGs.

Instructors' reports contained five main pieces of information, three of which they recorded at the beginning of the semester and two of which they recorded at the end of the semester. At the beginning of the semester, instructors first recorded (in the report's first column from the left) one or more EGs of a program (MAIS, BA major, and/or BA minor) for which they considered their course to be relevant. Then, in the second column from the left, instructors formulated and recorded one or more "Course Learning Outcomes (LOs)," each of which translated and specified an EG into a more discreet, projected outcome for that particular course during the semester in which it was taught. In the third column from the left, instructors noted course assignments or requirements that they considered in their assessment of a specific LO. After the semester ended, instructors then recorded core findings from their self-assessment in a fourth column, as well as any actions that resulted from their findings in a fifth column. After receiving all completed reports, the EG coordinator collected the reports, wrote this report, circulated it to all CFLs, and solicited feedback from them during a Fall 2019 faculty meeting.

2. Main Findings and Actions

As the school's assessment relied predominantly on instructors' reports of whether and how their courses advanced the EGs of our three programs, instructors themselves generated their own findings and actions to undertake in future versions of the course they self-assessed. Overall, however, instructors' reports exhibit a level of incisiveness, coherence, reflexivity, responsiveness, and practicality that demonstrates meaningful pursuit of EGs in all three programs. First, instructors of the courses that we assessed are incisive in how they formulate specific LOs and corresponding assignments or course requirements that are germane to – and follow logically from – particular EGs of our programs. Second, instructors' own reported findings indicate a clear and serious process of reflection regarding what worked well, what could work even more effectively, and how to more deeply advance LOs. Third, instructors demonstrate responsiveness in how they identify specific and relevant course design changes – often ones related to modification of writing assignments exams, and content – with clear promise to advance EGs in future versions of their course. Fourth, instructors generally propose responses to their findings that are practical, actionable, and eminently "doable". Finally, when considered as a collective, lower and upper division courses required for the undergraduate major and minor iteratively and coherently build upon one another by introducing ideas and concepts in 100-level courses that higher-level courses deepen and add to.

1a) Findings and Actions: Educational Goals of the BA Major and Minor Programs
This section discusses the 5 EGs of the IS major, the 3 EGs of the IS minor, and how the core courses we assessed have pursued them. Because the minor's 3 EGs only differ from 4 EGs of the major (#1, #2, #3, and #5) in the degree but not the kind of knowledge that students build, this section discusses findings about the EGs of both programs together. Overall, submitted reports suggest that instructors advance these EGs by incisively translating them into LOs and then course requirements, whose pursuit by students they reflexively, responsively, and practically assess and generally find to be adequate.

EG#1 of the IS major is for students to finish the program with: 1) a well-rounded understanding of and ability to reflect upon competing social scientific approaches to researching global challenges, and 2) critical thinking, problem-solving, and analytical skills. While EG#1 of the IS major specifies higher degrees of understanding and skill than EG#1 of the IS major does, both identify the same kinds of abilities. Although instructors of the courses we considered at the lower-level did not translate this EG into an explicit LO and the colleague who taught our required methods course (IS 300) did not participate in our assessment, the IS 451 instructor did assess this EG and noted progress toward it. IS 451 addresses core texts in international studies. The instructor logically translated this EG into an LO to develop students' understanding of major concepts and theoretical strands in international studies and other disciplines with an international orientation". Ultimately, he reported that student's average grade of B+ across four, relevant course requirements – periodic discussion papers and responses, a mid-term and a final essay – indicated to him that "performance was more than satisfactory".

EG#2 of the IS major is for students to finish the program with firm empirical knowledge of a complex global environment," including background in world history and familiarity with core global challenges regarding development, governance, and conflict. Although EG#2 specifies a deeper degree of knowledge regarding the global environment and such challenges than EG#2 of the minor does, both address the same kind of substantive knowledge, so we consider them together below. Five reports systematically assessed this goal: IS 101 (3), IS 200, and IS 451.

All three versions of IS 101 incisively translated EG#2 of the major and minor into very similar LOs, used similar data, and reported similar findings but reported considering somewhat different actions. They coherently specified nearly identical LOs regarding students' ability to describe and critically analyze key aspects of contemporary global affairs like the nation-state system, globalization, and the human rights regime. Here, all three versions primarily used a final exam and either a midterm essay or exam for their assessments of EG#2, while a Spring 2019 version also used a briefing paper. Major findings regarding the shared concern of this LO were broadly similar across the 101 versions with the Spring instructor identifying "a range of knowledge and abilities," and the Fall instructor reporting that "most students demonstrated a basic knowledge of some of these key dimensions and processes of global affairs; but there is room for improvement in demonstrating more detailed or nuanced understandings of these dimensions and processes". Responses to these findings varied by instructor, however. While the Spring instructor may consider a new textbook and may modify this LOs to better "align with reality," the Fall instructor reports four resulting actions: 1) providing students with a list of key concepts and/or study questions for each week's assigned materials, to help guide their reading;

2

2) devoting additional time in the lectures to emphasize and present a broader account of these key dimensions and processes of global affairs; 3) using key questions about the topics/concepts mentioned in this LO to frame the lectures, inform questions on slides, and a Canvas posting; and 4) revising the selection of essay topics to draw more attention to the nation-state system, globalization, and capitalism. The Fall instructor also translated this EG into a second LO – to "describe and critically assess the roles played by states, intergovernmental organizations, and nongovernmental organizations in addressing global challenges" – and her data, findings, and resulting actions were identical to those that emerged from assessing the first LO (see above).

Our assessment also considers a version of IS 200 that crystallized EG #2 of the major and minor into an LO – developing students' "ability to critically evaluate the role that international organizations play in global security governance – that instructively demonstrates both similarities and differences from the second LO formulated for the fall versions of IS 101 described above. This LO shows how 200-level classes in the lower-division can more deeply pursue an EG that is also taken up at the 100-level by identifying a more specific dimension of international organizations (IOs) – here, their role in global security and governance – that builds upon the foundational knowledge about IOs that its IS 101 prerequisite built previously. Drawing upon an essay and final exam, the instructor found that students generally "demonstrated "a solid understanding of key aspects of the UN, its role in peacekeeping, and key political factors that constrain its efforts to address security challenges; as well as "a basic understanding of NATO's purpose and how it has changed since the end of the Cold War". Perhaps emboldened by reflexively considering what students learned about the UN and NATO, the instructor proposed possibly incorporating a wider range of international organizations more fully into essay topics and/or exam questions. This course exemplifies how the sequence of lower division courses can coherently build upon one another to iteratively advance an EG.

EG#3 of the IS major is for students to finish the program with "practical research skills for collecting, synthesizing, and analyzing scholarship and primary data". (The IS minor does not specify any similar goal.) Reports suggest that students made progress toward this goal by analyzing scholarship in briefing and policy papers for IS 451 and by writing final essays in IS 450. The IS 451 instructor reported that "a majority of students demonstrated the ability to write clearly and effectively" for four types of assignments, including literature reviews and briefing papers, and policy papers that presumably required research skills to complete. Though findings were largely positive, the instructor reports considering a reduction in the number of research/writing assignments to permit greater depth in the policy paper.

EG#4 of the IS major is for students to "finish with competence in oral presentation and different styles of writing in order to communicate ideas clearly and effectively". The IS minor does not specify any similar goal so we do not discuss it in that context here. And since the below assessment of EG#5 addresses how students develop skills in different styles of writing, we focus here instead on the oral presentation component of EG#4. Lower-level classes such as IS 101 (Spring 2019) required students to present in tutorial and found that this skill could be improved by having the TA or instructor offer an in-class example of an effective presentation. IS 450 and 451 more systematically pursue EG#4 by consistently orchestrating seminar-style, classroom discussions in which for students to continually speak and listen to one another's

understandings and analysis of course readings. Most findings and resulting actions from assessing EG#4 focused on written work, which we turn to next in our discussion of EG#5.

EG#5 of the IS major is for students to improve their "ability to communicate ideas about global problems clearly and effectively to diverse audiences, including the policy community, the academic community, and the broader public". EG#3 of the minor is more modest: for students to acquire some experience with different styles of writing. The LOs that instructors specify in response to EG#5 are many and diverse with all the reports we considered offering some form of systematic self-assessment. In lower-level course such as IS 101 and 200, the LOs mirror one another closely with all versions of 101 similarly prioritizing the ability "to communicate ideas clearly and persuasively, orally and in writing" through an oral presentation in tutorial and briefing paper assignment in the Spring 2019 version, and through an essay and briefing note in the Fall 2018 version. Here, too, IS 101 instructors report a range of ability levels (Spring 2019) but that "most students demonstrated solid writing skills" (Fall 2018). Among suggested responses to findings, instructors similarly report considering the future creation of more directed writing assignments, the circulation of concrete examples of strong student writing and presenting, the distribution of more detailed guidelines and tips on crafting different types of writing (e.g. briefing, policy, and essay assignments), and early notification of Canvas writing resources and on-campus writing resources such as the Student Learning Commons. Such courses, in addition to IS 200, quite clearly advance EG#5 of the minor and go some way toward advancing EG#5 of the major, as well. Higher level courses such as IS 450 and 451, where writing and presentation requirements are more robust, most clearly advance EG#5. IS 451 defined five LOs regarding students' abilities to research and structure literature reviews, briefing papers, op-eds, and policy paper. The instructor found that a majority of students effectively build these skills and names the same actions as above in response to the finding that a small numbers students struggle with some or all four of the assignments. Overall, instructors of all the courses we assessed systematically pursue EGs of the IS major and minor by incisively, reflexively, responsively, coherently, and practically devising, assessing, and responding to LOs.

1b) Findings and Actions: Educational Goals of the MAIS Program
This section discusses the five EGs of the program and how two core courses – IS 830 "Analytic Approaches to International Studies" and IS 806 "State Failure and Reconstruction – sought to advance them.[2] Our main conclusion is that these reports demonstrate an incisive, reflexive, responsive, and practical process of advancing the MAIS program's EGs. The section addresses this pursuit of each EG for the MAIS in turn.

The IS 806 instructor explicitly addressed how the course – a core MAIS course on state failure and reconstruction – advances the EG#1 of the MAIS program, which is to build "knowledge of the global environment, including major historical trends that have shaped it and key governance institutions".[3] To assess her course's pursuit of that goal, she incisively specified two LOs: that students would be able to 1) "describe and analyze the processes and conditions of state formation" as well as 2) "analyze the causes of state break down and collapse". Using two essays as the main data source for assessment, she found that students "demonstrated a very good understanding, overall, of the key dynamics and factors contributing to state weakness and breakdown," although essay topics "were not ideally suited to assessing whether students could specifically describe and analyze the processes of state formation". In addition to reflexively

4

considering areas for improvement, the instructor was quite responsive and practical in proposing related responses. For example, future versions of the course may "consolidate the two current learning outcomes in this section into a single learning outcome focused more inclusively on analyzing the processes or dynamics of state formation, state fragility, and post-conflict reconstruction". After finding that "it is difficult to effectively assess a learning outcome focused exclusively on describing the conditions and processes of state formation," she also specified a second response: to "consider adding a new learning outcome focused on demonstrating knowledge of the key characteristics and functions of the state".

In assessing the MAIS's second EG – to build students' knowledge of contemporary governance challenges in security and development and their ability to critically assess competing theoretical and policy-oriented approaches to addressing them" – the IS 806 instructor incisively translated the EG into five more discreet LOs. These were to: 1) "understand key security challenges associated with the breakdown of states and assess contending perspectives on how to address these challenges"; 2) "analyze the role of international organizations in post-conflict reconstruction"; 3) "understand and analyze the challenges of building democratic institutions in post-conflict settings"; 4) evaluate contending perspectives on how to manage the challenges involved in building institutions in post-conflict settings"; and 5) "evaluate policies aimed at social reconciliation and reintegration". The instructor assessed these LOs via a second essay and an in-class presentation and related briefing paper that specified the presentation argument in greater detail. In reflecting upon whether these assignments advanced the LO, she observed that students "demonstrated a good understanding, overall of the role of international organizations in state- building and of the key challenges involved in these efforts" and "key tensions and challenges in building democratic institutions in post-conflict setting, and of various approaches to managing these challenges". The reports also demonstrate reflexivity in noting that "the essay topics did not focus specifically on social reconciliation and reintegration (though some of readings addressed this topic); so, this learning outcome is too specific to assess easily based on written work; but students' contributions to in-class discussion of relevant readings was very good overall". The instructor was also responsive and quite practical in observing that LOs "could potentially be further strengthened if I were to add some detail, after class, to the skeletal class outlines I distributed at the start of each class, in order to re-cap key points or issues from the readings that we addressed in our seminar discussion (and if I then circulated the expanded outlines on Canvas)" since "it might benefit the few students who occasionally struggled with the work load and material". She also may consolidate the five LOs she specified into fewer LOs that "could be assessed more effectively based on a subset of assignments".

The IS 830 instructor incisively translated the MAIS's third EG – to cultivate "understanding of competing social scientific approaches to knowledge" – into three more discreet LOs.[4] These included building students' ability to: "1) distinguish between different approaches to knowledge in the social sciences, and critically evaluate the assumptions and arguments on which these approaches are based; 2) gain familiarity with quantitative and qualitative research methodologies that are commonly used in the social sciences; and 3) critically assess the strengths and limitations of different methodologies in relation to addressing specific research agendas". The main data used to assess these LOs were quizzes, weekly assignments, and a final paper that took the form of a research proposal/paper prospectus. The instructor found that: "students struggle with skills in critical reasoning, and in utilizing abstract knowledge they gain

5

from reading in their own research". In response, she logically and practically proposed "more in-class exercises, and more recursions in assignments (revisions and resubmissions)."

In assessing the MAIS's fourth EG – for students to develop "strong practical research skills, including ability to collect, synthesize, and analyze scholarship and primary data in international studies, in accordance with established standards of validity and ethics – the IS 830 instructor incisively translated it into three LOs. These LOs concerned students' ability to: 1) "effectively conduct critical literature reviews; 2) competently design an original research project; and 3) gain familiarity with standards and practices of ethical human subjects research". Using weekly assignment and the final paper to assess progress toward this LO, the instructor found that "students generally do not have great difficulty understanding academic literature" although "they struggle with sorting through and synthesizing literature". In response, the instructor logically suggests that "students will need much more practice in conducting effective literature reviews, but this cannot be addressed in one single course".

Both the IS 806 and 830 instructors translated the MAIS's fifth EG – which prioritizes building students' ability to communicate ideas about global problems clearly and effectively to diverse audiences, including the policy community, the academic community, and the broader public – into quite similar LOs. For IS 830, they were to: "1) make a clear and concise oral presentation of an argument, and 2) write a full research proposal or a paper prospectus that could be submitted for a funding application. For IS 806, they were similarly to "communicate ideas clearly and persuasively, both orally and in writing". Both instructors used a required, in-class presentation to assess progress toward this LO, while the IS 830 instructor also considered students' final paper. While the 806 instructor's main finding was that "student assignments generally demonstrated solid to excellent writing skills" and that oral presentation skills were also generally strong," the IS 830 instructor reported that "students can generally communicate their ideas effectively, however, they do struggle with distilling their ideas". Overall, the IS 806 and 830 instructors offered incisive, reflexive, coherent, responsive, and practical responses regarding how their course pursued the MAIS's EGs.

Conclusion
In sum, reports of the self-assessments conducted by CFL instructors of core courses in each of our three programs show that instructors crystallized LOs, reflected upon whether and how specific course assignments furthered those LOs, and applied findings from these reflections in their plans for teaching the same courses in future iterations. Upon reading this document's description of the self-assessment process and the findings and actions it precipitated for participating instructors, faculty discussed it in a meeting on September 9, 2019 and expressed agreement and support for its findings.

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[1] This document draws upon reports submitted for two graduate courses (IS 806, 830) and six undergraduate courses (IS 101 (3), IS 200, IS 450, and IS 451) taught in the Fall of 2018 and Spring of 2019.
[2] We did not assess the third required course for the program – IS 801 Institutions, Policies, and Development – because a non-continuing faculty member taught it.
[3] As a methods course that need not necessarily include content relevant to EG#1 or EG#2 of the MAIS, IS 830 did not explicitly address whether or how it advanced EG#1 or EG#2.
[4] As a content course not centrally concerned with methods or practical research skills, IS 806 did not explicitly address whether or how it advanced EG#3 or EG#4.