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## MEMORANDUM

ATTENTION: Senate

TEL

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

RE: External Review of the School for International Studies (SCUP 16-40)

DATE: November 16, 2016

TIME

At its November 9, 2016 meeting, SCUP reviewed and approved the Action Plan for the School for International Studies that resulted from its external review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

**Motion:**

That Senate approve the Action Plan for the School for International Studies that resulted from its External Review.

c: J. Harriss  
 J. Pulkingham

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www.sfu.ca/vpacademic**MEMORANDUM**

**ATTENTION** Peter Keller, Chair, SCUP  
**FROM** Gord Myers, Associate Vice President,  
Academic  
**RE:** Faculty of Arts and Social Sciences: External Review of the School for International Studies

**DATE** September 27, 2016  
**PAGES** 1/1

Attached are the External Review Report and the Action Plan for the School for International Studies. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

**Excerpt from the External Review Report:**

*"Since its foundation, the School has succeeded in establishing a high-quality undergraduate program that attracts high-caliber students... Faculty in the School for International Studies have an impressive research record... The School of International Studies has achieved considerable success both in terms of teaching and research. The School has also succeeded in establishing a remarkably collegial and supportive work environment."*

Following the site visit, the Report of the External Review Team\* for the School for International Studies was submitted in April 2016. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Director of the School for International Studies and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the School and the Dean.

**Motion:**

**That SCUP approve and recommend to Senate the Action Plan for the School for International Studies that resulted from its external review.**

**\*External Review Team:**

Rita Abrahamson, University of Ottawa (Chair of Review Team)  
Catherine LeGrand, McGill University  
David Welch, University of Waterloo  
Alex Clapp (internal), Simon Fraser University

**Attachments:**

1. External Review Report (April 2016)
2. School for International Studies Action Plan
3. School for International Studies Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences  
John Harriss, Director, School for International Studies

# External Reviewers' Report

## School of International Studies

### Simon Fraser University

Rita Abrahamsen, Catherine LeGrand, and David A. Welch

*April 16, 2016*

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## **1 Introduction**

We were invited to undertake an external review of the School of International Studies in December 2015. In January 2016 we received a detailed 44-page self-evaluation document prepared by the School, plus appendices containing the curriculum vitae of the faculty members, citation counts, and detailed statistical information from the Faculty of Arts and Social Sciences (FASS). On 9 and 10 March we visited the School for two full days of meetings. We met with members of the senior administration of the FASS, the Director and Acting-Director of the School of International Studies, as well as the chairs of the undergraduate and the graduate programs. We also met with faculty members, sessional instructors, the administrative staff, and undergraduate and graduate students.

At each step we were met with courtesy and professionalism, and we would like to extend our thanks to everyone we met for their help. We would also like to thank Dr. Alex Clapp for his invaluable guidance and assistance as the internal member of the committee.

The structure of our report follows the ‘Terms of Reference’ for the external review. Before proceeding to the specifics, however, we thought it might be helpful to underline the context within in which the review takes place.

The external review is taking place in a context of a broader rethinking of programs and unit organization both within the School of International Studies and the FASS. The School was founded in 2007 as an innovative interdisciplinary program at a time when few similar programs existed in Canada. It was also founded with the expectations that its faculty numbers would grow to 11 or 12, an expectation that has not been realized due to financial constraints. As a result, the School has continued to experience significant pressures as a small unit, and this is particularly the case at the present moment of impending retirements and declining graduate student intake. At the same time there are various ideas and suggestions for a broader restructuring within the FASS, including the suggestions contained in the Bond report.

In this context, it is not our role to provide a comprehensive blueprint for the future. Instead we outline the main challenges facing the School, the choices that the School is likely to face, and provide a series of suggestions and recommendations. It is, however, our view that the School has achieved considerable success both in terms of teaching and research, and that its contributions are too valuable to the FASS and to SFU to be allowed to be weakened.

## **2 The Unit's Programs**

### **2.1 The Undergraduate Program**

Since its foundation, the School has succeeded in establishing a high-quality undergraduate program that attracts high-caliber students. The School is rightly proud of its undergraduate program and its students, and the two undergraduate students we met similarly expressed pride in being associated with the School. The undergraduate students run an active student association and an impressive undergraduate student journal (*Confluence*), which is testament to a learning experience that inspires beyond the classroom. As with all high-quality programs, however, there are issues that require attention, adjustments and improvements.

#### *2.1.1 Degree requirements, structure, breadth, orientation and integration of the program*

The program's main attraction is its interdisciplinary approach to international studies. This is effectively identified as a more appropriate approach to 'real world' global problems, and the program aims to introduce students to a variety of different social science disciplines and to train them to become proficient in thinking through the strengths and weakness of each discipline in relation to contemporary international issues. The undergraduate program consists of three streams, focused on security, comparative world politics and development respectively. The structure of the program is clear and coherent, if somewhat complicated for students to navigate: All students are required to take the introductory course IS101, followed by a stream-specific core course. There is also a compulsory methods course, and

two compulsory Capstone courses in the 4<sup>th</sup> year. In addition, there are specific further requirements for some of the streams. Many of the elective courses are offered by other units within FASS. (As we discuss below, this can make progress through the degree difficult.)

Overall, the curriculum is of a high quality and consistent with the current state and norms of the disciplines and fields that make up International Studies. While several individual electives appear as quite standard disciplinary courses in for example history, politics, or economics, the two Capstone courses can claim to be more genuinely interdisciplinary (as opposed to multidisciplinary).

### *2.1.2 Coop Opportunities and Semester Abroad*

The coop program is an important draw of the undergraduate program, but at the same time students are acutely aware of the difficulties of obtaining relevant coop positions. Students expressed frustration that few positions with relevance to an internationally oriented career were available and that scheduling of coops frequently proved difficult. While the School is aware of this challenge, there is relatively little it can do to improve the situation. However, as practical experience offered through coop is central to a high quality, competitive undergraduate degree in International Studies, we strongly recommend that the FASS take steps to improve its coop offerings. This would most likely also entail strengthening the cooperation and lines of communication between the coop office and the School of International Studies.

Until recently the undergraduate program required that all students spend a semester abroad, but the School is currently inclined to drop this requirement. This prospective change was welcomed by the student representatives. There were two main reasons for this. First, the cost of a semester abroad places undue economic burdens on students and excludes some from participating. Second, semesters abroad were sometimes said to offer low academic quality or irrelevant, poor experiences. While we understand the difficulties of making a semester abroad mandatory, particularly because of its exclusionary effects, it is important to stress the relevance of actual international exposure to a degree in International Studies. Even a 'bad' international experience can be instructive in terms of learning about foreign cultures and how to be a citizen of the world. The School and the students emphasized that Vancouver's 'international environment' could substitute for the semester abroad, and we are supportive of the suggestion to allow internships in Canadian organizations engaged in international affairs to count as international experience. However, we simultaneously strongly encourage the School and FASS to continue to seek to improve the experience of students who do select to go abroad, either through student exchanges or field courses. Canada sends fewer students abroad than almost any other OECD country. At the same time, about half of Canadian employers in the 2011 QS Global Employer Survey said they looked for graduates who had gone on an exchange.<sup>1</sup>

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<sup>1</sup> Simona Chiose, 'Canada needs to send more students abroad, report says,' *Globe and Mail*, 21 November 2014.

It should also be stressed that allowing students stay at home in lieu of going abroad reinforces the urgency of improving the coop options and access to relevant internships, as discussed above.

### *2.1.3 Enrollment management issues and student progress and completion*

A shortage of professors, high demand for the program, and bottlenecks in getting students through the required courses in time led the School to impose a GPA requirement of 3.0 for IS majors in 2011. This in turn reduced the number of majors from a high of 207 in 2010/11 to 181 in 2014. The GPA requirement has subsequently been reduced to 2.7 and student numbers are again increasing. In retrospect, the School seems to recognize that the imposition of a 3.0 GPA requirement might have been too hasty, and there is an active acknowledgment that student numbers at the undergraduate level should increase. Some reforms and restructuring are already underway to facilitate this, and we encourage a proactive attitude to increasing undergraduate student numbers. This would entail increasing class sizes for 300 level courses, while at the same time reducing the number of 400 level courses (now capped at 25). With more students, the two Capstone courses (IS450W/IS451) would likely have to run as parallel sessions so as to avoid bottlenecks and ensure that students can take these courses at the appropriate time in their degree. If such reforms are implemented, the undergraduate program could accommodate more students without compromising teaching quality and student experience. We were assured by the support staff that they have the capacity to handle significantly higher student numbers.

The average time of completion for students in the IS program is 4.19 years, compared to a FASS average of 4.48 years. This indicates an efficient and well-structured program. At the same time students expressed concerns about course availability and course access. In terms of course availability, the students observed that a high number of courses are on the books, but due to the small size of the faculty and research/parental leaves many of these courses are not actually available in any given year. While this is a common complaint by students across universities and to a certain extent unavoidable due to faculty leaves, etc., it is more noticeable for students in smaller units where the level of course offerings is already lower. From a student perspective, this is a case of false advertising and invites dissatisfaction that could be avoided or reduced by being clearer about what courses are actually available at any given time.

The issue of course access is of greater importance. Because it is not possible for IS majors to graduate by taking only IS courses (due to the limited number of courses), they require access to courses offered by other units within the FASS. While the student representatives appreciated the multidisciplinary this entails, they observed that students frequently experience difficulties in getting access to their chosen courses—either because other units prioritize access for their own students or because they do not have the required prerequisites. This makes it difficult for students to plan their progress through their degree, as they have to second-guess access to their preferred courses, and need back-up plans for alternative courses (which may then be fully subscribed by the time they try to register). According to the student representatives, it is not unusual that students have to delay their

graduation for a semester due to difficulties in accessing their desired and/or required courses. While a fairly high degree of flexibility seems to be practiced in terms of prerequisites, the reliance of IS students on other units' course offerings is clearly a structural barrier to their smooth progress through their studies. Every effort should be made to ensure that this issue is resolved through intra-FASS cooperation. This issue also points to the need to maintain and ideally increase the ability of the School of International Studies to offer their own courses, and this was the strong preference expressed by the students.

#### *2.1.4 Educational Goals*

The educational goals of the undergraduate program and the various core courses are clearly defined, well-laid-out on pp. 9–10 of the Self-Study, and appropriate to a degree in International Studies. The goals and learning outcomes are clearly aligned with the curriculum, and include an appropriate mix of theoretical, methodological and empirical benchmarks that are assessable through the various assessment methods adopted.

## **2.2 The Graduate Program**

The graduate program is without question the one aspect of the School of International Studies that requires the most attention. At the time of its creation in 2007, the Master of Arts in International Studies (MAIS) was innovative, forward-thinking and highly attractive to students. There were relatively few self-consciously interdisciplinary master's degrees in Canada at that point; it gave students a choice of research intensities (i.e., a thesis option and an extended essays option); it provided a menu of area concentration options; and it had the virtue of being in Vancouver, a highly desirable location. Small wonder that it attracted a large number of applicants and that the program was able to admit a sizable inaugural cohort.

Since 2007, circumstances have changed dramatically. Applications have dropped precipitously; cohorts have shrunk; and, according to many, the average quality of students has declined. In our view, there are several likely explanations for this change of fortune. Perhaps the most important is that several universities in Canada have also launched ambitious and innovative interdisciplinary master's programs. Four with which we are particularly familiar are the University of Ottawa's Master of Arts in Public and International Affairs (MAPIA) at the Graduate School of Public and International Affairs; the University of Toronto's Master of Global Affairs (MGA) at the Munk School of Global Affairs; the University of Waterloo's Master of Arts in Global Governance (MAGG) at the Balsillie School of International Affairs (BSIA); and Wilfrid Laurier University's Master of International Public Policy (MIPP), also at BSIA. All but the MGA and the MAPIA are, like the MAIS, one-year programs. All but the MGA offer students highly attractive funding packages. Each has a particular 'hook': the MAPIA offers students unparalleled access to official Ottawa; the MAGG and MIPP offer students access to the classes and resources of two different universities and a major public policy think tank, the Centre for International Governance Innovation; and while the MGA has a deregulated fee structure and is accordingly expensive for students, it



offers them a two-year professional program, guaranteed internship opportunities, and the prestige of being located at what is Canada's biggest and arguably best university. All of these rival programs have substantially larger faculty complements as well.

The sole remaining unique characteristic of the MAIS is its Vancouver location—an attraction as far as lifestyle is concerned, but a liability when it comes to access to policy makers and nongovernmental organizations. When we asked the Chair of the graduate program and various other faculty what pitch was available when the School was engaged in a recruitment battle with one of these competitors, the main replies we heard referred to the quality of the School's faculty (this is true, but not unique) and to Vancouver's excellent quality of life. We heard that the single biggest reason why a student would choose the MAIS was the opportunity to work with specific faculty members. Our discussion with the current graduate student cohort suggests otherwise. Not a single student mentioned that he or she chose to come to the School for the opportunity to work with a specific faculty member. Instead, most said that the Vancouver location was important. Interestingly and possibly importantly, a few of the international students suggested that the relatively low cost of the program was significant, as SFU charges the same fee for domestic and international students. (We were pleased and impressed by the fact that almost half of the current cohort are international students.)

A second problem is that the MAIS has not changed significantly in almost ten years, while the School's faculty complement has changed. Students expressed frustration that several of the listed courses that they had found attractive when applying were not being taught and that it was impossible to cultivate an area specialty as advertised (students mentioned the paucity of African courses this year particularly). One essentially said that he felt like the victim of a bait-and-switch. Students also bemoaned the lack of room for elective courses in their schedules.<sup>2</sup>

On the positive side, graduate students were generally happy with their experience at the School and they were particularly pleased to have the choice of either the thesis option or the extended essays option. About half of the students saw the program as a route to a future PhD and this indicates that it is important to continue the thesis option, even if other parts of the program were to include more professional opportunities. There was some concern that core courses were shared with undergraduate students, and while they acknowledged that some of the undergraduates could hold their own with graduate students, the fact that not all could do so reduced the level of intellectual engagement with the material and 'felt like being back doing an undergraduate degree.' At the same time, the students acknowledged that this was necessary due to the small graduate class size. Students liked the concept of a coop opportunity, although they also expressed concern about the available placement options and the degree of university support available for finding and securing them. They found the School to be very collegial and the faculty to be accessible, friendly, and

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<sup>2</sup> One complaint about irregular marking scheme practices turned out upon further investigation to be a one-off complication having to do with the arrival of a new faculty member who was used to a different system.

supportive. Our general impression, however, was that the graduate students were satisfied in part because their expectations were modest.

SIS Faculty seemed very much aware of most of these issues and repeatedly mentioned discussions underway to effect changes to the graduate program. Our impression is that the big change being contemplated is eliminating the distinction between the International Development (ID) and Governance and Conflict (CD) streams. In our opinion, this would represent a useful adjustment to the current rubric and would make the day-to-day running of the program more manageable in terms of available resources. It would not, however, address the fundamental challenge the program faces, which is that it is too generic, too unfocused, and insufficiently distinctive in today's more competitive environment.

We believe that the Master's program requires a radical ground-up rethinking if it is to be competitive and continue to attract high-quality students. Fundamental design changes would, of course, affect important issues such as hiring and curriculum. We do not feel that we can make specific recommendations on these before the School decides exactly how it intends to render its graduate program distinctive and how FASS ultimately intends to staff it, but the following options are worth considering:

- (a) Give the MAIS a clear and distinctive thematic focus that distinguishes it from competitor programs. Possibilities include an area studies orientation and/or an issue orientation. For example, the program might be reconfigured to cultivate interdisciplinary expertise on the Global South, or specific regions thereof, and/or interdisciplinary expertise on the conflict-development nexus. It is our recommendation that decisions about the focus of the MAIS be made prior to the hiring of new faculty members.
- (b) Identify a particular skill or set of skills in which MAIS students could be trained that other programs in Canada do not provide, such as op-ed writing, political risk analysis, or consultancy contracting. Alternatively, develop experiential learning in partnership with Vancouver-based organizations as a distinctive aspect of the School's program (see our suggestions under heading 7.4).
- (c) Consider making a coop placement a requirement of the MAIS, and buttress institutional support appropriately (see our comments above regarding the Undergraduate program).
- (d) Consider partnering with one or more local organizations, such as the Canadian International Council Vancouver branch or the Asia-Pacific Foundation of Canada, to guarantee MAIS students opportunities to contribute to their events, activities, and projects, whether or not in the context of a coop placement.
- (e) Consider partnering with other SFU units to offer joint MA degrees.
- (f) Consider establishing a small doctoral program as a follow-on to the MAIS, either on a stand-alone basis, jointly with one or more SFU departments, or with (for example) the University of Victoria, so as to give talented MAIS students a clear follow-on

option, to enhance student-faculty research opportunities, and to cultivate research assistant expertise (see 7.1, below).

- (g) Dramatically enhance the visibility both of the School and of its graduate program(s) by means of more energetic use of social media (Facebook, Twitter, LinkedIn), Google ads, dynamic web content (e.g., promotional videos or Flash FAQs), brochures, and recruiting trips. Given the decline in graduate applications, we strongly recommend that significant attention be given to recruitment. This should entail coordinated initiatives by both the FASS and the School.
- (h) Put structures in place to maintain better contact with alumni/ae and to engage them more energetically in School activities.
- (i) Enhance professionalization workshops.
- (j) Give students greater opportunities to participate integrally in research colloquia, e.g., in regular commentator roles.
- (k) Retain the BA/MA option for selective recruitment of top SFU undergraduates, but use it sparingly so as not to disrupt cohort dynamics or pose major challenges to course scheduling and sequencing.
- (l) Enhance opportunities for extracurricular social interaction with faculty, staff, and undergraduate students, e.g., by means of regular pub nights. The School could turn its small size into an asset if it could legitimately claim that this means closer intellectual and social interaction between graduate students and professors.

### **3 Faculty Research**

#### **3.1 Quality of research**

Faculty in the School for International Studies have an impressive research record. While there will always be some unevenness in any department in terms of research productivity, almost all faculty members are engaged, productive scholars, and quite a few exceptionally so. This small unit punches above its weight. SIS's strong international reputation in research is evident in the quality and quantity of faculty publications, citation counts, professional activities and scholarly engagements. Since 2007, the professors have published 30 books and edited books, including several with Oxford, Cambridge, Yale, and Cornell University presses. They have also published 95 refereed journal articles or book chapters and have authored numerous policy papers, for the World Bank, the International Monetary Fund, Brookings Institution, the United Nations, etc. In addition to the CFLs, the two limited term appointments are highly accomplished young scholars, working on cutting-edge subjects related directly to the mandate of SIS. The external grant record of the SIS is strong and

getting stronger (see pp. 1, 3, and 83 of the Self-Study Report); several professors in the School have won large SSHRC Insight Grants since 2013, in addition to the Simons Chair's prestigious grant from Germany's Alexander von Humboldt Foundation. While the overall grant funding is relatively modest compared to the grants raised by the hard sciences, it is important to underline that it compares favourably with social scientists and historians at other Canadian universities. There is also considerable international research collaboration by members of the School, as well as some intra-School research collaboration. As with most social scientists, however, professors of the School publish alone, reflecting the fact that for tenure-stream faculty in most of the social sciences, single-author publications are valued much more highly than co-authored ones.

The School seeks to bridge the worlds of academia and practice, and, to this effect there has been an emphasis on knowledge mobilization. Faculty in SIS give regular media interviews and, through the Simons working paper series, the School's monthly e-newsletter, and SIS's website, reach out to educate policy-makers, practitioners and wider members of the BC community about international issues and share research findings from SIS.

The School has a collaborative and generative research culture that comes out of a rather unique environment of mutual respect, intellectual exchange and community among professors with different disciplinary training. The School's director(s) and faculty members with endowed Chairs have contributed to this admirable synergy. Several initiatives have helped to create these conditions: (1) the Research Colloquium, in which each month a professor presents work in progress and receives colleagues' feedback. These well-attended, serious seminars (in which each participant pre-reads the paper being presented) were lauded as some of the most intellectually stimulating at SFU (and the reason one professor gave for leaving his disciplinary home to join SIS); (2) the Simons Working Papers in Security and Development, which provide a venue for making available work in progress and for internal review of colleagues' and outsiders' work; (3) the *Canadian Journal of Development Studies*, edited at SIS 2010 - 2014, to which six SIS colleagues contributed articles, three contributed special issues or sections, and which provided editorial assistantships and internships for SIS students<sup>3</sup>; (4) the Human Security Report Project, housed at SIS for eight years (2007- 2014), which built bridges between research and policy in the study of political violence (war and terrorism) around the world; and (5) the SIS website, which recognizes and provides visibility for all publications and other achievements of faculty (as well as breakthroughs and life-trajectories of some graduate students, undergraduate students, and alumni), thus keeping this community - and the wider world—aware of its members' activities. The result of the interactions enumerated above is a dynamic research community that encourages participation and productivity.

### **3.2 Teaching Contributions**

All of the faculty contribute to the department's teaching mission—a positive indication that research and teaching together are seen as important, mutually beneficial and intertwined.

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<sup>3</sup> One SIS professor currently serves on the Editorial Board of the CJDS and the editorial operations remain at SIS.

No one complained about any inequities in the distribution of teaching loads. The teaching program at SIS, which combines lower level and upper level required courses with electives dealing with different regions of the world and topics, is well thought-out in terms of seriously addressing the research questions and methods of multiple disciplines. This methodological 'stretching of the mind'—as well as the major global issues the courses routinely grapple with—inform SIS professors' research, while their research in turn feeds into the teaching. Interdisciplinary teaching and interaction with colleagues make the faculty aware of what is going on in other disciplines and stimulate them to think 'big' and from multiple points of view about important, complex world problems.

Due to the fact that SIS has only a one-year Masters and no PhD program, faculty with major external research grants frequently find it difficult to employ SIS students as research assistants because most at the MA level do not have the requisite language and/or statistical skills. MA students did, however, benefit from research positions with the Human Security Report Project, thus creating significant synergies between research and the student experience. It should be noted that several SIS professors have supervised doctoral candidates in other departments at SFU and/or served on dissertation committees, and some have supervised PhDs at other universities.

### **3.3 Research and Support Contributions**

Available support for research in terms of internal FASS grants and assistance in the preparation of major research applications was not explicitly discussed during the site-visit. The fact that this was not brought up by any professors we talked with indicates that there are no particular problems with obtaining financial support for research. It is clear that the holders of endowed chairs in the School have been generous in their support of the intellectual community by funding conferences and bringing in visiting speakers—leading academics, policy-makers and civil society activists. Indeed, for a small unit, SIS has organized an impressive array of visiting scholars and international conferences over the years, creating a stimulating environment for professors, graduate students, and undergraduates alike.

### **3.4 Research Centres and Collaborations and Links**

Because this is a small unit, there are no research centres within the School, but we got the sense that small hubs of activity, presently or in the past, formed around the Human Security Report Project, the *Canadian Journal of Development Studies*, the Simons Papers in Security and Development, etc. A number of professors have developed national and international collaborations and links, for example with the Free University of Berlin, the Peace Research Institute in Oslo, and the Institute of South Asian Studies at the University of Singapore. Furthermore, SIS professors have been visiting professors, fellows or researchers at Harvard Law School, the London School of Economics, the Australian National University, the Maison des Sciences de l'Homme in Paris, the Institute of International Relations at the Universidade

de Sao Paulo, etc. This indicates that the School's faculty members are well known and highly respected scholars throughout Canada, the United States, and Europe.

## **4 Participation in Departmental Administration**

### **4.1 Administration/Support**

All faculty members willingly participate in the administration of SIS; no one complained of inequity in the distribution of administrative tasks. That said, as a small unit with few professors, a substantive administrative burden falls on relatively few people and, at times, major administrative roles are allocated to un-tenured assistant professors. Needless to say, this can have a significant impact on their research productivity at a crucial moment of their careers. As long as the School remains a small unit, such pressures are likely to continue.

#### *4.1.1 Size of the administrative and support staff complement, and the effectiveness of the administration of the Unit*

The support staff responsible for administering SIS is comprised of two individuals who both do excellent work, far beyond the call of duty. Faculty, sessional instructors, graduate students and undergraduates all lauded their commitment to the School, their great energy, willingness, intelligence, and competence, emphasizing that they are central to making SIS a humane, productive, and enjoyable place to work.

The School is effectively run, but there is room for improvement in terms of liaison with the sessional instructors, so as to ensure that they are fully informed about the rules and regulations and also better integrated into the academic life of the School (e.g. included in the Research Colloquium). We also suggest that the support staff be given greater responsibility for liaising with the alumni and keeping formal track of their careers after leaving the School.

## **5 Working Environment**

The School of International Studies is fortunate to have an excellent workplace. We have remarked upon the collegiality of the unit already and cannot stress enough how important and how rare this is. Faculty, sessional instructors, and students went out of their way to praise the two full-time staff members, who are proactive, efficient, diligent, positive, and caring. Whatever other changes occur in the future, we very much hope that the human and social capital of SIS can be preserved.

Relations with the community appear to be positive and sound. SIS runs an active community outreach program, primarily designed around public events, and in particular the Simons Visiting Chair lecture, which is generally a major draw. SIS faculty appear to be active in the media, and relations with SFU Public Affairs and Media Relations are good.

SIS tries to engage alumni in programming, but it is clear that much more could be done to maintain contact with alumni and to give them opportunities to play more active roles in the School's public events, professionalization activities, and recruitment efforts. This is, of course, a challenge for Canadian universities everywhere, as the country has no strong tradition of alumni engagement or alumni philanthropy.

Relations with other university units are mixed. Members of the School report a range of attitudes from energetic cooperation to hostility reflecting a concern for turf. This is most unfortunate. We have not identified any fault on the part of SIS and can only conclude that where there are difficulties with other units it must be a function of the particular concerns and sensibilities of individuals in other units. Indeed, we heard repeatedly that 'personalities' were often a challenge in cognate departments. It would be a good idea for central administration to take a hands-on, directive role in encouraging cross-unit collaboration. In some other universities, such as our own, this is the default attitude, and people readily and easily identify win-win opportunities.

Finally, faculty, sessionals, staff, and students all mentioned how much they appreciated the quality of the physical space at Harbour Centre. It is pleasant and user-friendly, and more than adequate compensation for what everyone admitted was an onerous commute to Burnaby Mountain. A great deal of the character and attractiveness of SIS has to do with its downtown location, and we would recommend that this be preserved and defended. The only deficiency of the downtown location that we have been able to see is the lack of student social space. While there is a limited amount of study space, and while students report no complaints with studying in the library or in one of the many local coffee shops, it would be nice to have a dedicated student common room at some point down the line.

## **6 Future Plans**

The School is in a tricky spot when it comes to future planning. One Associate Professor has recently resigned to take up a new position and there are four impending retirements. One Senior Lecturer is in the process of being hired, but it is not at this moment in time clear how many regular, full-time professors the School can expect going forward. The School proposes to hire 5 tenure-track Assistant Professors to replace those who have left/will leave, so as to keep the number of CFLs constant and in time bring this number closer to the initial plans for the School. As external reviewers, we are not in a position to comment on the distribution of FASS resources. It is clear, however, that the School cannot continue to deliver the same product with the same high level of quality should the number of faculty decline.

As the School is facing a number of important decisions, most notably regarding its MAIS (as detailed above), it is of paramount importance that the School and FASS together establish sufficient clarity regarding future resources so that the School can plan accordingly. The School is, as the self-study puts it, at 'a crossroads' and it is essential that the challenges be tackled head on, without delay, so as to ensure that the School can position itself in an increasingly competitive market. It is our view that the School has succeeded with limited resources and that its research and teaching contributions are too valuable to the FASS and to SFU to be allowed to be weakened.

As we have stressed above, the MAIS requires significant rethinking. What was cutting edge in 2007 is no longer particularly novel, and SFU's comparative advantages in graduate recruitment for International Studies have shrunk. The School needs to devote considerable attention to defining and planning a MAIS that can convincingly claim to occupy a distinctive niche within Canada.

According to the self-study report, the School plans to apply for a Canada Research Chair. A CRC would further strengthen the research profile of the School, and it might also be a cost-effective way of increasing the number of professors (CFLs) within the School at a time when the FASS has signalled its reluctance to replace impending retirements. It is, however, worth considering the limited extent to which a CRC would help solve the School's most pressing needs, most notably the teaching pressures on existing faculty. The School already has two endowed (research) chairs, and as these come with a reduced teaching load it means fewer CFLs are available to teach the required courses. Because the School regularly struggles to field courses by regular professors and relies to a high degree on sessional instructors, the appointment of a CRC might not be the best way to solve the most pressing issues currently facing the School. In time, this might of course change.

One idea in circulation at the moment is to reconfigure the School as a 'hub' for regional studies across SFU. While we were unable to elicit many details of what such a 'hub' might look like, this seems like a promising way forward in terms of generating research synergies and opportunities for students. In order to provide a significant boost for the School, however, this strategy would require a proactive approach and more than the occasional joint seminar or cross listing of courses. It might be possible to think of more comprehensive forms of cooperation and restructuring: the Latin American program has been successfully incorporated into the School, and this might offer a model for incorporating other regional specializations currently housed in other units. Alternatively, one might consider the creation of a Centre within the School, drawing in the regional expertise existing in other units and hosting regular talks, visiting speakers and research collaborations.



## **7 Issues of specific interest to the Unit**

### **7.1 Teaching or research initiatives**

*Being mindful of our limited faculty strength, are there specific teaching or research activities or initiatives that we might augment or consider anew? (Are there particularly good models of other small international studies programs that we might learn from?).*

As we mentioned in section 2.2 (f) above, we believe that a small doctoral program is a natural progression for a strong complement of research faculty, and would serve to strengthen the School's research, facilitate the career development of its junior faculty, and enhance its academic visibility. While a small doctoral program would mean added courses and supervision for professors, many courses could be shared with Masters students (in line with common practice in many Canadian universities) and would thus have the added benefit of increasing the numbers and level of debate in MAIS seminars. If a stand-alone PhD program within the School is judged too resource intensive, the collaborative PhD program offered by International Development at the University of Guelph might provide a possible model.

### **7.2 Curriculum changes**

*(If not already considered in answering the first question) What do you think is missing from the curriculum, or alternatively, what does not work in the curriculum?*

The curriculum at both the undergraduate and graduate levels is of a high academic standard and in line with what is being taught in other similar programs. By and large both the undergraduate and the graduate programs do well in terms of their aspirations towards interdisciplinarity, but there is room for strengthening the interdisciplinary content within as opposed to between courses. It would also be possible to strengthen the presence of issues relating to private actors in global governance, as the manner in which governance has been dislodged not only from states, but also international organizations, is a key issue of debate in international studies and international policy today (for example as it relates to public-private partnerships in development).

### **7.3 Emerging areas**

*What are the key emerging areas in IS that we need to be thinking about for the curriculum going forward, both in hiring and course development?*

International Studies is a field in dynamic change and almost constant development. While it might be tempting to seize on current issues, such as for example global terrorism or the refugee crisis, we think the best way forward for the School is to define its own strengths and focus in relation to its current expertise and future plans. No School or program can be all

things to all people, and this is especially the case with a small unit. A strong, focused expertise within the broad field of IS is more likely to succeed, especially at the graduate level. That said, in terms of remaining attractive to students and relevant to contemporary global affairs, it is important to ensure that the curriculum is constantly updated so as to engage with some of the most pressing world issues. In this respect, the School's focus on conflict and development issues lends itself well to engagement with recent developments both in theory and practice. The merger of development and security, as well as the rise (and fall?) of the BRICS might be issues to consider for more explicit inclusion and development.

#### **7.4 Experiential learning**

*Are there other forms of work related, coop, and service learning opportunities (perhaps even alternative credits) that we might be pursuing?*

At present experiential learning seems to be relatively modestly adopted within the School and its various courses, and we encourage the School to consider integrating more innovative forms of experiential learning into the MAIS program so as to more effectively bridge the gap between theory and practice, and between the university and the workplace. When well done, experiential learning can be an effective way of introducing students to the *practice* of interdisciplinarity as required in many jobs within international affairs. Developing more innovative forms of experiential learning could also be a way for the School to distinguish itself in the more competitive International Studies environment within Canada. The School could, for example, consider introducing a Capstone course in partnership with an NGO or international corporation located in the Vancouver area, and give students a relevant 'real world' challenge that will be the subject of a collective report and a final presentation of recommendations to the organization. Such a course would expose students to the multifaceted considerations and constraints of organizations, while at the same time seeking to apply their theoretical, ethical, and empirical knowledge to 'real world' challenges. While the number of internationally engaged organizations in Vancouver is limited compared (for example) to Ottawa and Toronto, there are still ample opportunities to explore such forms of cooperation—e.g., with the Lundin Foundation, with the numerous NGOs engaged in development issues, or with the corporate social responsibility offices of mining companies.

#### **7.5 Academic vs. professional programming**

*Given our wish to secure a strong pool of applicants, in which future directions should we take the graduate program, especially in terms of the balance between academic and professional programming?*

The current graduate students clearly value the academic training the MAIS provides. However, failing to provide students with adequate professionalization opportunities does them a great disservice, the academic job market being what it is and what it is likely to remain for some time. It is therefore important to strike a balance between high-level

academic engagement and professional skills training. All peer programs in Canada now do this. While we note with approval the professionalization activities built into IS 450 (i.e., the briefing paper and policy brief requirements) and the MAIS Professional Development Workshop Series, we believe it would be possible and desirable to enhance the professionalization component of classroom activities, for example, by requiring students to write policy briefs and briefing notes (in addition to traditional academic essays) in a wider range of courses, engage in group projects, and make formal presentations designed for practitioner audiences as well as academic audiences. Other professional skills, such as job interview training, can relatively easily be mounted on an extracurricular basis. As we have mentioned, this is one way in which SIS could enhance its engagement with alumni and with local organizations, for example by inviting alumni to talk with current students about their experiences in the job market.

### **7.6 Combining the conflict and development streams**

*We are considering the possibility of consolidating the two streams (conflict and development) of our graduate program in order to allocate limited resources in the most effective manner. Is there a particular thematic focus that might combine these two streams into an innovative curriculum?*

No great effort is required to combine these two streams into a coherent curriculum focus. The importance of the conflict-development nexus is widely recognized, and there is a burgeoning literature on it. However, as we mentioned above, an adjustment of this kind is insufficient all by itself to address the pressing structural challenges currently facing the MAIS. While it might very well be sensible to make the conflict-development nexus a major theme and recruitment 'hook' in the future, it should be only one small part of a major rethinking and restructuring of the graduate program.

### **7.7 Enhancing research activity**

*What advice can you give us about ways in which we might enhance the research activity of the School?*

As noted above, the School has a strong and supportive research environment.

The School should consider including its Sessional Instructors in the regular Research Colloquia. The School has a strong pool of Sessional Instructors, many of whom are research active in areas within International Studies. At present the Sessional Instructors are not invited to the research activities, and most of them were not aware of the research seminar. Inviting them to participate would not only improve their interaction with the School, but could also lead to productive research interactions and potential collaborations.

## **8 Summary and concluding remarks**

As noted in the introduction to this report, the external review takes place at a time of a broader rethinking of programs and unit organization within the Faculty of Arts and Social Sciences. This has caused considerable uncertainty within the School of International Studies, especially as regards their continued existence as a separate unit. It has also affected their ability to plan as the number of future CFLs remains uncertain. It is not our role to make recommendations on FASS budget allocations; nevertheless, we offer the following comments.

The School of International Studies has achieved considerable success both in terms of teaching and research. The School has also succeeded in establishing a remarkably collegial and supportive work environment. As our report has outlined, there are clear challenges, most notably the pressing need to reform and reposition the MAIS within a more competitive educational environment. To meet this challenge and build on its existing strengths, the School will need a degree of certainty about available resources. It is also clear to us that while considerable gains can be made by strengthening collaboration between units within the FASS, the School cannot continue to deliver the same quality of product if its faculty complement is reduced.

It is our impression that the School's faculty is gradually coming to grips with the current challenges and that they have an open, collaborative and flexible approach to how these various issues might be solved. Accordingly, we are confident that given appropriate time and support from the FASS, the talented and committed group of people in the School will bring creative solutions to the table.

## EXTERNAL REVIEW – ACTION PLAN

<b>Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director</b>			
Unit under review	Date of Review Site visit	Responsible Unit person	Faculty Dean
School for International Studies	9 and 10 March 2016	Dr John Harriss	Dr Jane Pulkingham
<p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. It is <b><i>not</i></b> expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.</li> <li>2. Attach the required plan to assess the success of the <b>Educational Goals</b> as an addendum (Senate 2013).</li> <li>3. Should any additional response be warranted, it should be attached as a separate document.</li> </ol>			
<b>1. PROGRAMMING</b>			
<p><b>1.1 Action/s (description what is going to be done):</b></p> <p><b>1.1.1 Undergraduate</b></p> <p>All the recommendations of the Report refer to <u>actions</u> that are in fact <u>already under way</u>:</p> <ol style="list-style-type: none"> <li>1. 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 <i>recommend</i> 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.</li> <li>2. We have noted, and will act upon, the reviewers' recommendation that we strengthen cooperation and lines of communication with the SFU Coop Office.</li> <li>3. The reviewers wish to 'encourage a proactive attitude to increasing undergraduate student numbers'. The measures they</li> </ol>			

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.

4. 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.
5. 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 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.

#### **1.1.2 Graduate:**

The Report fairly observes that 'the graduate program is without question the one aspect of the School that requires the most attention' (page 6), and confirms and usefully adumbrates our own analysis of the reasons for declining numbers of applications and of admissions to the MA in International Studies (even though it should be noted that they remain buoyant by comparison with some other units in FASS). It is probably the emergence of a number of comparable programs with much better funding for students than we are able to offer that is the root cause of our declining numbers. The Report argues that, in consequence, 'the Master's program requires a radical ground-up rethinking if it is to be competitive and continue to attract high quality students' (page 8). It also advocates that 'significant attention be given to recruitment' (page 9). In response to this analysis and to the reviewers' very helpful recommendations and suggestions we propose a phased approach, as follows.

1. 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).

2. We recognize that significant attention must indeed be 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.
3. 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 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.
4. 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).
5. 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 liaison officer, such as we have referred to in connection also with the undergraduate program, will greatly facilitate this task.

#### **1.2 Resource implications (if any):**

1. As the Report says 'It is clear that the School cannot continue to deliver the same product with the same high level of quality should the number of faculty decline' (page 13; page 18). We respectfully request that the School be allocated the replacement positions that it now needs. With the departure of Dr. Jerven, an economist/economic historian, who works particularly on sub-Saharan

Africa, the School is left with no expertise in his disciplinary field, and with significantly weakened presence in regard to African studies. With the upcoming retirement of Dr. Harriss, and the full retirement in 2019 of Dr, Howard, the School will lose its entire expertise in regard to Asia, and will see its strength in social/cultural anthropology reduced by two-thirds. With the retirement of Dr. Warwick the School sees its expertise both in regard to European studies, and to quantitative research methods, reduced by half. Given these losses the School's priorities for replacement positions must be: (i) to replace Jerven's expertise in regard to economics/economic history, which has to be part of a School for International Studies such as the University sought to see established in 2006; (ii) to replace the strength in social/cultural anthropology, or sociology, that goes with Harriss and Howard, to balance the School's strengths in political science/international relations; (iii) to rebuild capacity to teach and research on Asia, and secondly, on Africa. Priority must be given to Asia, given our location on the Pacific Rim, and the importance of Asia for British Columbia in particular, and for Canada as a whole. In regard to Africa, the School could play an important part in the establishment at SFU of African Studies – such as hardly exists in Western Canada.

2. The Report advocates that the School should 'consider integrating more innovative forms of experiential learning into the MAIS program' (page 16), and it offers a comparable suggestion in regard to the undergraduate program - though it is phrased with reference to co-op (page 4). We request that consideration be given to our request for the appointment of a lecturer/senior lecturer within FASS entrusted (in part) with the task of developing experiential education, and/or the appointment of a staff member dedicated to the task of developing the sorts of opportunities for practice-based learning that are required. We believe that other departments within the Faculty as well as IS stand to benefit considerably from such an investment. The staff member would not substitute for but would complement the efforts of faculty members themselves in identifying, for example, suitable partners for a Capstone course in the MAIS.
3. We request support for the drive to increase the visibility of the MAIS, for recruitment purposes, advocated in the Report. Ideally, the University would make more funding available for graduate students, so leveling the field of competition between the School and competitor programs.

### **1.3 Expected completion date/s:**

A good deal of what is recommended in regard to programming has already been completed. Otherwise we have the following targets:

- Regulations for the Undergraduate Practicum and associated regulation changes approved within FASS in the Fall Term 2016.
- Recommendations made by the IS Undergraduate Program Committee regarding professional content within undergraduate courses by the end of the Fall Term 2016; and discussions with other units within FASS regarding course design and course access initiated, in the context of a FASS-wide initiative.
- Activities to enhance the visibility of the MAIS for Fall 2017 recruitment completed by end October 2016.
- A completion date for redefining and planning a new MAIS cannot be given until such time as the School is informed both about the replacement of the faculty members whom it is losing, and about the availability or not of the support requested for the development of practice based learning.



- **The School, in consultation with the Dean, advocates the advance of discussions on the establishment of a FASS Graduate School, in the course of the academic year 2016-17.**

## **2. RESEARCH**

### **2.1 Action/s (what is going to be done):**

The Report warmly acknowledges the quality of the research done in the School, stating, for example that 'The School has a collaborative and generative research culture that comes out of a rather unique environment of mutual respect, intellectual exchange and community among professors with different disciplinary training'.

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.

### **2.2 Resource implications (if any):**

### **2.3 Expected completion date/s:**

Regular Sessional Instructors will be invited to participate in the Research Colloquium from Fall 2016.

## **3. ADMINISTRATION**

### **3.1 Action/s (what is going to be done):**

The Report warmly acknowledges the excellence of the School's support staff. They are indeed 'central to making SIS a humane, productive, and enjoyable place to work'.

Liaison with Sessional Instructors to be improved upon, on the parts of the Chair of the Undergraduate Program Committee, and of the Director.

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.

**3.2 Resource implications (if any):**

**3.3 Expected completion date/s:**

The Acting Director (also currently the Chair of the UG Program Committee) is liaising actively with sessional instructors. This is an ongoing commitment.

Revision of the Constitution of the School, such as is required, will be completed by the end of the Spring semester 2017.

**4. WORKING ENVIRONMENT**

**4.1 Action/s (what is going to be done):**

The Report says that the School is 'fortunate to have an excellent workplace', and notes only the lack of student social space.

**4.2 Resource implications (if any):**

Provision of student social space is a matter for the Harbour Centre Campus Director.

**4.3 Expected completion date/s:**

**5. .... (OTHER)**

**5.1 Action/s:**

- .....
- .....
- .....

**5.2 Resource implications (if any):**

**5.3 Expected completion date/s:**

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed)  Name <u>JOHN HARRIS</u>	Date <u>2/06/2016</u>
Title <u>Director SIS</u>	

## Section 2 - Dean's comments and endorsement of the Action Plan:

I met with Dr. John Harriss Director of the School of International Studies on June 1 2016 with Glynn Nicholls (Office of the VPA) to discuss the external review prepared by Rita Abrahamsen (University of Ottawa), Catherine LeGrand (McGill University), and David Welch (University of Waterloo).

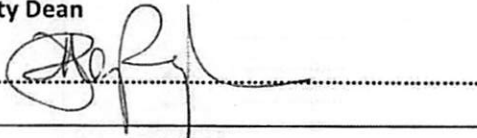
Our office has given close consideration to the external review and to the detailed response from the School of International Studies. The external reviewers have produced a thoughtful assessment, capturing the strengths found in the School and identifying some of the challenges it faces.

As the attached Action Plan outlines, the School is already in the process of implementing a number of actions/changes identified by the external review team in relation to undergraduate programming (notably, in lieu of the former requirement to participate in a semester abroad, planning is underway to introduce an elective practicum credit course to build capacity regarding experiential learning opportunities within the program), graduate programming (notably, plans have been submitted to reprogram the Master's program around the theme of Conflict and Development, to take effect in 2017-2018, and in so doing eliminating streams; as well, discussion is underway regarding potentially introducing a coop placement requirement). The School is also taking the opportunity to examine and strengthen self-governance practices.

The School identifies a few issues that will require collaborative Faculty-wide effort: for example, improving course access for SIS students to non-SIS courses that are Senate approved required/elective courses that count toward the major/minor credential; and creating a FASS-based collaborative model for delivering the PhD credential. The Dean's office will help facilitate discussion and action on such matters through the FASS Graduate Curriculum Committee Chaired by the Associate Dean Research and Graduate Studies, and the FASS Undergraduate Curriculum Committee, Chaired by the Associate Dean Undergraduate Studies and Enrolment Management.

The most pressing issue identified is the need for faculty renewal (three continuing positions). In the past year, the School was able to appoint a continuing Senior Lecturer. We are committed to continue the renewal process in future years as part of an overall strategic faculty plan, and will work with the unit to map out future continuing appointments; in the immediate term we will assist the unit by extending two limited term appointments to create greater stability in temporary instructional support.

Faculty Dean



Date

September 14 2016

**Table 1: Educational Goals, Components and Assessment Sources for the Undergraduate Major in International Studies**

<b>PROGRAM EGs: at the end of this program students will have:</b>	<b>Components</b>	<b>Data Sources</b>	<b>Assessment Data Sources</b>
<p>1. Well-rounded understanding of competing social scientific approaches to understanding and addressing pressing global challenges. This includes the ability to reflect critically upon the ways that competing bodies of knowledge are produced, strong analytical skills that allow students to transcend conventional disciplinary divides, and the general development of critical thinking and problem solving skills.</p>	<p><i>students can</i></p> <ul style="list-style-type: none"> <li>• outline different approaches to knowledge in the social sciences</li> <li>• critically evaluate the assumptions and arguments on which these different approaches are based</li> <li>• students have an understanding of quantitative and qualitative research methodologies that are commonly used in the social sciences</li> <li>• evaluate both the construction and the use of empirical evidence in supporting arguments and testing theories</li> </ul>	<p>IS 101; IS200 <i>or</i> IS210 <i>or</i> IS220 <i>or</i> IS230; IS300; IS450: IS451</p>	<p>Essays, literature reviews, briefing papers and other written assignments</p> <p>Methodological exercises</p> <p>Quizzes, examinations.</p>
<p>2. Firm empirical knowledge of a complex global environment.</p>		<p>(from amongst)</p>	

<p>This includes a strong background in world history and familiarity with core global challenges in the areas of development, governance, and conflict</p>	<ul style="list-style-type: none"> <li>* students are aware of major trends in world history from the 18<sup>th</sup> century to the present, and in particular of the period since WW2</li> <li>* students have an understanding of concepts of modernity and of modernization</li> <li>* students have an understanding of the determinants and the patterns of economic growth</li> <li>* students have an understanding of capitalism, colonialism, imperialism, nationalism, ethnicity, globalisation and the practices of development in the making of the modern world</li> <li>* students have an understanding of state formation and state failure, of the causes and consequences of contemporary wars, and of approaches in peace-building</li> <li>* students have an understanding of theories about security and of approaches in foreign policy</li> <li>* students have an understanding of the concept, character, and functions of civil society</li> <li>* students are informed about the roles and functions of the various</li> </ul>	<p>IS101; IS220; IS265</p> <p>IS101; IS209; IS210; IS313; IS315; IS358</p> <p>IS101; IS220; IS324; IS410; IS427; IS451</p> <p>IS101; IS200; IS210; IS220; IS313; IS314; IS315; IS358; ISD410; IS412; IS414; IS435; IS421; IS450; IS451</p> <p>IS200; IS302; IS303; IS410; IS412; IS414; IS415; IS450; IS451</p> <p>IS200; IS304</p> <p>IS210; IS313; IS315; IS415; IS435</p> <p>IS101; IS421; IS450</p>	<p>Essays, literature reviews, briefing papers and other written assignments</p> <p>Case Studies</p> <p>Quizzes, examinations</p> <p>Presentations</p>
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	institutions of global governance		
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3. Practical research skills for collecting, synthesizing, and analyzing scholarship and primary data.	<ul style="list-style-type: none"> <li>* students are able to design a simple survey and to analyse the data arising from it</li> <li>* students can read tables of statistical data, and are able to use descriptive statistical methods</li> <li>* students have a knowledge of qualitative research methods</li> </ul>	IS300	<p>Methodological exercises</p> <p>Quizzes, examinations</p>
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4. Competence in oral presentation and different styles of writing in order to communicate ideas clearly and effectively.	<ul style="list-style-type: none"> <li>• students are able to make a clear and concise presentation of an argument before their peers</li> <li>• students have had guidance and experience in writing literature reviews; book reviews; briefing papers; policy papers; and op-eds as well as conventional academic essays</li> </ul>	IS450; and other IS courses	<p>Presentations</p> <p>The forms of writing listed, written in connection with different courses</p>
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5. Ability to navigate diverse	<ul style="list-style-type: none"> <li>• students have gained</li> </ul>	IS450; IS452	
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<p>cultural contexts, including the ability to communicate ideas and insights regarding significant global problems to the policy community and to the broader public, locally, nationally and internationally.</p>	<p>experience of different cultural contexts</p> <ul style="list-style-type: none"><li>• students have practiced communicating ideas to general audiences through such forms of writing as op-eds</li><li>• students have practiced addressing policy problems through such forms of writing as policy papers</li></ul>		<p>Student reporting and debriefing in all cases where it is practically possible for the student to undertake a semester abroad or an international practicum</p> <p>The forms of writing listed, written in connection with different courses</p>
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**Table 2: Educational Goals, Components and assessment Sources for the Undergraduate Minor in International Studies**

<b>PROGRAM EGs: at the end of this program students will have:</b>	<b>Components</b>	<b>Data Source</b>	<b>Assessment Data Sources</b>
1. Basic understanding of competing social scientific approaches to understanding and addressing pressing global challenges, and some ability to reflect critically upon the ways competing bodies of knowledge are produced	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Offer a basic outline of different approaches to knowledge in the social sciences, and</li> <li>• evaluate the assumptions and arguments on which they are based</li> </ul>	IS101; IS200 or 210 or 220 or 230	<p>Essays, literature reviews, book reviews and other written assignments</p> <p>Quizzes, examinations</p>
2. Knowledge of a complex global environment, and an understanding of core global challenges in the areas of development, governance and conflict	<p>Students have:</p> <ul style="list-style-type: none"> <li>• an understanding of the determinants and patterns of economic growth, <i>or</i></li> <li>• an understanding of capitalism, colonialism,</li> </ul>	<p>(from amongst)</p> <p>IS101; IS220; IS324; IS410; IS427; IS451</p> <p>IS101; IS200; IS210:</p>	<p>Essays, literature reviews, book reviews and other written assignments</p> <p>Quizzes, examinations</p>

	<p>imperialism, nationalism, ethnicity, globalization and the practices of development in the making of the modern world, <i>or</i></p> <ul style="list-style-type: none"> <li>• an understanding of security theories, of state formation and state failure, of the causes and consequences of contemporary wars, and of approaches to peacebuilding</li> </ul>	<p>IS220; IS230; IS313; IS314; IS315; IS358; IS410; IS412; IS414; IS435; IS421; IS450; IS451</p> <p>IS200; IS302; IS304; IS303; IS410; IS412; IS414; IS415; IS450; IS451</p>	
<p><b>3. Some experience of different styles of writing</b></p>	<ul style="list-style-type: none"> <li>• students are able to make a clear</li> </ul>	<p>IS courses</p>	<p>Presentations</p>

**in order to communicate ideas clearly and effectively, and experience of making oral presentations.**

**presentation of an argument before their peers**

- **students have had guidance and some experience in writing literature reviews; book reviews; briefing papers; policy papers; and op-eds as well as conventional academic essays**

**The forms of writing listed, written in connection with different courses**

**Table 3: Educational Goals, Components and Assessment Sources for the MA in International Studies**

<b>PROGRAM EGs: at the end of this program students will have:</b>	<b>Components</b>	<b>Data Sources</b>	<b>Assessment Data</b>
1. Firm empirical knowledge of the problems surrounding security and development in the contemporary world.	<ul style="list-style-type: none"> <li>* global/regional trends in economic and social development</li> <li>* the security/development nexus</li> <li>* patterns of poverty and inequality</li> <li>* politics of development</li> <li>* global and regional trends in political violence</li> <li>* character, causes and consequences of contemporary political violence</li> </ul>	IS800; IS801; IS806	<p>Essays, and other writing assignments</p> <p>Exams</p> <p>Discussions and debates</p>
2. Critical understanding of concepts and approaches in the social sciences that are applied in the analysis of the political economy of	<ul style="list-style-type: none"> <li>* theories of development</li> <li>* theories of the developmental state</li> <li>* institutional theories</li> <li>* security theories</li> </ul>	IS800; IS801; IS806	<p>Essays, and other writing assignments</p> <p>Exams</p> <p>Discussions and debates</p>

development, security, state-building and state failure	*economic and political theories of violence		
3. Knowledge of the international organisations that operate in the field of security and development. The evolution of global economic and security governance	* history and function of the United Nations system * the Bretton Woods institutions	IS800	Essays and other writing assignments
4. Knowledge of the history of international policy and practice in regard to security and development.	* Bretton Woods and embedded liberalism * Neoliberalism * Structural adjustment * Washington Consensus & After *Security challenges in the post-Cold War world	IS800; IS801; IS806	Essays and other writing assignments Exams Discussions and debates
5. Understanding key security and development challenges in a particular region of the Global South	* history, politics and political economy of the case study region	Relevant regional courses	Essays and other writing assignments Exams Discussions and debates

<p><b>6. Training in social scientific methods of analysis</b></p>	<p><b>* understanding of the relationship between diverse methods of social scientific analysis and their epistemological foundations</b>  <b>* understanding of key concepts and research tools in the field of international studies</b>  <b>* critically evaluate strengths and weaknesses of methodologies regularly used in international studies</b></p>	<p><b>IS830</b></p>	<p><b>Writing assignments</b>   <b>Methodological exercises</b></p>
<p><b>7. Competence in oral presentation and different styles of writing in order to communicate ideas clearly and effectively</b></p>		<p><b>IS800; and other IS800-level courses</b></p>	<p><b>Presentations</b>   <b>The forms of writing listed, written in connection with different courses</b></p>