This report was prepared by Victor Asal, acting as the chair of the ISA Long Range Planning Committee (members include Michael Barnett, Navnita Behera, Monica Herz, James Hollifield, Patrick Thaddeus Jackson, Deborah W. Larson, Carolyn M. Shaw, and Pascal Vennesson, with ex-officios Paul F. Diehl, T.V. Paul, Brett Ashley Leeds, Mark Boyer and Jennifer Fontanella). The report was submitted November 1, 2016 for the 2017 Governing Council meeting in Baltimore.

FULL REPORT

The ISA Long-Range Planning Committee (LRPC) met at the Atlanta ISA Annual Convention in March 2016 and subsequently held several exchanges by email and by phone on the topics to dig deeper into as reports and on the makeup of the reports themselves. In the end the LRPC wrote up three reports – one of which was referred to as a topic suggested by the Governing Council. Of the three reports two are proposals that the LRPC is recommending to the Governing Council and the third is a discussion of the possibility of creating an award with no recommendation by the LRPC. The following report includes very brief overviews of the three reports along with the three white papers themselves.

BRIEF OVERVIEW

Proposal for a new ISA Pedagogy Conference
The LRPC discussed the value of pedagogy conferences being part of the conference plans of ISA to help increase the pedagogical impact of ISA and help our members do a better job in the classroom. The LRPC suggests that the Governing Council approve appointment of a pedagogy conference planning committee for a three year term, and staff support time to support this proposal administratively, with reports to be presented annually to the Governing Council. The committee and its work would require re-authorization by the Governing Council after three years after the value to this effort can be examined by the committee and the Governing Council.

Proposal on Using Virtual Resources for ISA Engagement Worldwide
The LRPC discussed the importance of increasing ISA’s virtual resources to help with ISA worldwide engagement. Based on this discussion the LRPC recommends that the Governing Council support the appointment of an ad hoc committee on virtual engagement for a term of one year with a report to be delivered to the Governing Council in 2018. Based on this report the Governing Council could implement strategies related to increasing virtual engagement by building up the capacity for virtual engagement can be used for professional development, for publicizing research, for public education, and for scholarly interaction. Given ISA’s nature as a global organization, a particular benefit of such virtual engagement is that it will allow for more intellectual and professional connections across regions of the world and will allow for the inclusion of members who may not be able to come to ISA conferences on a regular basis.

Non-English Book Award Discussion (referred to committee by Governing Council)
The committee was asked to explore if other academic organizations offer book awards for scholarship in different languages and how their process is structured and how this might be applied by ISA. The approaches that other academic organizations use are discussed and possible ways forward are also outlined.
Proposed for a new ISA Pedagogy Conference

We recommend the following action item:

The Governing Council approves appointment of a pedagogy conference planning committee for a three year term, and staff support time to support this proposal administratively, with reports to be presented annually to the Governing Council. The committee and its work would require re-authorization by the Governing Council after three years.

Design:

- A separate conference focused on pedagogy, particularly the Scholarship of Teaching and Learning (SoTL).
  - ISP and JPSE are interested in more than just a write up of innovative practices. They are wanting to see qualitative or quantitative assessment of new methods. Faculty face a number of challenges in writing up their scholarship along these lines - they might not have a large enough class to do a large n study, or multiple sections to do a control group or comparative study, etc. By bringing colleagues together around the table, it can spark new collaborative scholarship efforts. Several studies have been done where one faculty member wrote a simulation, and colleagues at several other schools ran the sim and they wrote up a comparative essay on their experiences based on discussions that began at a pedagogical conference.

- Two day conference to be held during the regional conferences on a rotating basis. (The ISA annual convention and the APSA Teaching and Learning conference are in the Spring, and most of the regional conferences are in the Fall, so this makes a convenient spread across the year in most cases. Although partnering with regions that have a Spring/Summer schedule is just as viable.)
  - By pairing the pedagogy conference with a regional meeting it could increase attendance at both conferences. This could help boost the numbers in the conference hotel (it can be challenging to meet the contractual obligations sometimes) and would not require a separate hotel contract negotiation on the part of the ISA staff (which is a serious consideration given limited staff resources).
  - Although time to engage in both conferences would be limited, given participants commitment to their Theme Groups (or "Tracks" in APSA language), they can essentially participate in two conferences and make only one trip. Thus it could give people the opportunity to engage with a larger number of colleagues who would be attending one or the other conference.
  - Ex: The ISA Midwest conference runs Thurs am - Sun at noon, so if the pedagogy conference piggybacked with Midwest on Thurs and Fri, participants could attend panels at ISA MW all day Saturday and on Sunday morning as well as attending evening events for the regional conference while still fully committing to the pedagogy conference.
  - As Past President Paul Diehl has noted in a study, there is not a lot of overlap in attendance between the regional conferences and the annual convention, so by linking the pedagogical conference with the regional conferences, the association would be providing increased professional development opportunities for those who are unable to attend the annual convention.
  - Determining partnership with the regional conference would be at the discretion of the regional boards, and would take into account the capacity of the site when planning the size of the pedagogical conference.
  - Ideally a rotational plan would be worked out for the first three years of the pilot, with future rotations determined a year in advance at the annual convention.
The structure of this conference would be similar to the successful Teaching and Learning Conference (TLC) run by APSA. Attendees would sign up to participate in a particular Thematic Group (aka “Track”) such as Assessment, Online Instruction, Technology in Education, Simulations and Games, Skills Development (Writing and Dialogue), Interdisciplinary Teaching, etc.

- There would be 3-6 Thematic Groups, each with a different focus.
- These groups would be capped at 20 with 10 presenters and 10 additional participants. Participants would be paired with presenters as their reviewers/discussants. The expectation would be that all group members would participate in the same group throughout the conference to build upon the ideas presented in each paper and build rapport in the group.
- Each Theme Group would be led by a facilitator who would coordinate discussion and comments, working to tie content from the papers/presentations together and facilitate dialogue among all of the group participants.

In between sessions of the Thematic Groups, attendees could participate in pedagogical Workshops/Information Sessions designed to provide resources on specific topic areas. ex: syllabus design, undergraduate research, teaching research methods, learning styles, online design, etc. Depending on capacity, we could offer multiple workshops during each time slot and repeat them, or offer different ones each time, these could also be open to the regional conference attendees, further tying these conferences together.

**Possibilities:**
- Potential to even use this conference model embedded in one of the international conference partnerships that ISA is increasingly developing, focusing on region specific teaching environments (since teaching norms vary in different parts of the world).

**Rationale:**
- There continues to be a growing interest in pedagogical professional development, with a growing number of members in the ALIAS section, increasing abstract submissions for ALIAS at the annual convention, and proposals for and participation in ISA short courses, etc. It seems likely that demand exceeds supply at this time with the short courses filling up quickly with wait lists.
- Although APSA offers a very similar conference, the TLC conference takes place in the spring close to the time of the ISA annual convention. Making two conference trips during the same semester can be challenging for many faculty.
- Many of the pedagogical opportunities that are currently offered are focused on application rather than scholarship/publication (For example: the Creative Teaching and Course Design Workshop being piloted this year, and hopefully continued into the future.) This proposed conference would be designed to help scholars produce publishable works on teaching and learning, and through the interactive thematic groups would promote further collaboration and develop of new ideas for the classroom and for publication. It blends the best of both worlds with regard to instructional design and developing publishable pedagogical articles.

**Leadership:**
- ISA would need to tap a core group of pedagogical leaders to form a planning committee. Presumably this group would identify future leadership through Theme Group facilitators and conference presenters and participants.
• An ISA staff member would need to serve as point person to coordinate administrative details (calls for proposals, registration, hotel contract, etc), but the planning committee would likely focus on selecting proposals and composing Theme Groups, as well as recruiting Workshop leaders.

**BUDGET:**

• It is difficult to provide a detailed budget at this early stage.
• APSA TLC charges $250 for early bird faculty registration this includes a reception (which would likely be the highest cost).
• Technology would also be a cost, but piggy backed with a regional conference it might be more reasonable (Jeanne White at ISA can speak to these costs more specifically).
• Some conferences might provide token travel funding for a keynote speaker, workshop leaders, and group facilitators, but this would depend a lot on the available funds and whether it was necessary to secure a speaker through payment or whether they might be attending the conference already.
• Neither ISA HQ, nor the Regional boards, would be expected to carry any financial burden for this conference. It should be self-supporting.

**SUPPORT BY ISA HQ:**

• This would need significant support in negotiating hotel space, advertising the conference, registering participants, and providing printed conference materials.

**POTENTIAL SCHEDULE:**

(similar to APSA TLC [http://www.apsanet.org/Portals/54/tlc/track_schedules/2016_ScheduleataGlance.pdf?timestamp=1452887317506](http://www.apsanet.org/Portals/54/tlc/track_schedules/2016_ScheduleataGlance.pdf?timestamp=1452887317506))

**Ideally this schedule would align with the panel schedule at the regional host conference so the pedagogy conference attendees could opt to attend a Workshop or a regional conference panel in several time slots (they might even be able to arrange a paper presentation at the regional conference if the program chair was willing to accommodate their schedule).**

**Day 1**

8:00 - 9:00 Registration
9:00 - 10:30 Theme Groups (Presentations 1 and 2)
10:30 - 11:00 Break
11:00 - 12:30 Theme Groups (Presentations 3 and 4)
12:30 - 2:00 Lunch
2:00 - 3:30 Workshop 1
3:30 - 5:00 Theme Groups (Presentations 5 and 6)
5:30 Keynote address

**Day 2**

9:00 - 10:30 Workshop 2
10:30 - 11:00 Break
11:00 - 12:30 Theme Groups (Presentations 7 and 8)
12:30 - 2:00 Lunch
2:00 - 3:30 Workshop 3
3:30 - 5:00 Theme Groups (Presentations 9 and 10)
5:30 Reception
If the pedagogical conference were paired with a regional conference (instead of standing alone), it would be more likely that participants would stay for the full duration (instead of leaving in the afternoon on the second day to avoid an extra night at the hotel), because additional conference activities would be continuing in the regional meeting for another day. (The APSA TLC runs 2 ½ days, ending at noon on the third day.)

Other schedule adjustments might include scheduling 3 presentations during a panel slot to accommodate more presenters, but this would likely only work if the panel slots were 1 ½ - 1 ¾ hours long so that there is sufficient time for dialogue in the Theme Groups.

**Proposal on Using Virtual Resources for ISA Engagement Worldwide**

The LRPC recommends the following action item to the Governing Council:
The Governing Council supports the appointment of an ad hoc committee on virtual engagement for a term of one year with a report to be delivered to the Governing Council in 2018.

The International Studies Association Long Range Planning Committee suggests investing in virtual resources for ISA engagement worldwide. Building up the capacity for virtual engagement can be used for professional development, for publicizing research, for public education, and for scholarly interaction. Given ISA’s nature as a global organization, a particular benefit of such virtual engagement is that it will allow for more intellectual and professional connections across regions of the world and will allow for the inclusion of members who may not be able to come to ISA conferences on a regular basis. The committee suggests focusing on the following three objectives:

- **Professional development**
  - Create virtual panels or virtual workshops that focus on issues related to academic careers, such as navigating the job market, balancing teaching/research/service, work-life balances, meet the editor, publishing in journals, review process and the like. These should provide for real-time two-way interaction so that virtual attendees can ask questions and make comments, just as would occur at in-person panels.
  - Facilitate virtual “support cohorts” and mentor-mentee connections between people who are physically located in disparate parts of the world. This could include, for instance, follow-up meetings of JSS groups, or “Ask Me Anything” sessions with senior scholars.

- **Promote the work of international studies scholars to the broader public**
  - Create a series of virtual “TED” type talks that could focus on an upcoming event like Earth Day or a topic that is heavily in the news. These could be followed by a panel question and answer period with virtual attendees.
  - Expand the existing ISQOnline practice of creating “virtual issues” featuring articles on a given topic of public interest by having scholars whose work appears in such “virtual issues” contribute to an online Forum with a question and answer period.

- **Facilitate novel scholarly dialogue**
  - Build on the ISQOnline practice of Symposia about recently-published articles and host moderated, invitation-only scholarly exchanges, utilizing both text and video.
  - Feature a series of interviews with prominent scholars, conducted by junior scholars, with opportunities for additional live questions from virtual attendees.
  - Have entirely virtual live panel sessions that take place during a timeslot at the regular ISA annual meeting, and are subsequently archived for later viewing. Such panels would need to include the possibility of “questions from the floor” submitted either via social media or via a website.
We believe the utility of building up ISA’s Virtual Resources with regularly scheduled events related to professional development and the promotion of scholarly work is valuable because it will:

- Make possible discussions that would otherwise be prohibited by distance.
- Include ISA members from around the globe in scholarly exchange.
- Make research more available to a wider public.
- Facilitate mentoring relations between scholars who are not living in the same place.
- Increase the value of ISA to scholars who cannot regularly attend conferences.

To determine the feasibility of building up ISA’s Virtual Resources, there first needs to be research on the technical capability that ISA currently has, the technical capability that would be needed to start and maintain such an effort, and the cost of the resources needed to do so. Of particular interest is the question of whether ISA currently has the capability to host live video streams originating at different locations, to provide online material to a live audience with thousands of members simultaneously accessing that material, to produce and serve both “outward-facing” material for the general public and password-protected members-only material, and to provide a means for collecting live questions and comments from virtual participants. The LRPC recommends establishing a committee to do this background research and to consider the possibility of a pilot project using current capacity to gauge general interest in such an effort amongst members and others.

**Non-English Book Award Discussion (referred to committee by Governing Council)**

The committee was asked to explore if other academic organizations offer book awards for scholarship in different languages and how their process is structured. Both international academic organizations and organizations awarding international book prizes including literature as some of their procedures could inspire ISA as well. What follows is not based on an exhaustive survey but examined what is easily accessible online and tried to be reasonably broad.

Most book-prize awarding organizations to mostly on three basic models which I briefly present below.

1) The books that enter the prize competition are simply all written in English. This is the default position, either assumed or explicitly specified, notably when translated books form a special category (see below).

From a limited survey, most academic international and regional associations use it, for example, the International Political Science Association Theodore J. Lowi first book award, the World History Association’s Bentley book prize in the field of world history, the Academic Council on the United Nations Systems (ACUNS) biennial book award, and the Academic Association for Contemporary European Studies (UACES) best book prize.

2) Some organizations have a specific award for a book originally written in any language but translated into English. For example, the Association for Asian Studies has an award for translations from Southeast Asian languages into English or the English translation of a significant work in any genre originally written in Chinese or an Inner Asian Language. To be sure, it is the translation that is usually prized but potentially the substantial quality could be as well.

3) Some scholarly associations have prizes for which books can be submitted in multiple languages.

The European Society of International Law Book Prize stipulates that “books can be submitted in any European language.” Its guidelines indicates: “If a jury member is unable to assess a particular book because it is written in a
language which s/he does not read, ESIL will obtain an additional external opinion on the merits of that book, which the members who read that language will take into account in making their decision.”

Finally, the European Union Prize for Literature (EUPL) could be a relevant source of inspiration. First, its aim are close to what ISA could aim for: put the spotlight on the creativity and diverse wealth of the world contemporary IR, promote the circulation of IR work worldwide and encourage greater interest in non-English IR scholarship. The works of the selected winners (one per country (for ISA per language) participating in the Prize on a rotation basis) will reach a wider and international audience, and touch readers beyond national and linguistic borders.

Second, its procedure is worth considering. It has a system in which one winner is designated per country participating in the Prize on a rotation basis. The Prize competition is open to the 37 countries currently involved in the Creative Europe Programme (EU countries + countries of the European Economic Area: Iceland and Norway; + candidate countries for accession to the EU: Albania, Bosnia-Herzegovina, The former Yugoslav Republic of Macedonia, Montenegro, Serbia and Turkey). Each year, national juries in a third of the participating countries nominate their winning authors, making it possible for all countries and language areas to be represented over a three-year cycle. For example, the 2016 selected countries were: Belgium, Bosnia-Herzegovina, Cyprus, Denmark, Estonia, Finland, Germany, Luxembourg, Romania, Slovenia, Spain and the Former Yugoslav Republic of Macedonia.

A modified version of this could be the designation of (non-English) languages (not countries) on a rotation basis. The list of these languages could be based on the first language of ISA members. In this case, a jury could be designated for each selected language for a given year, reflecting the relevant linguistic/national peculiarities. ISA could co-ordinate the jury organisation and selection procedures for the participating languages that year. Jury members would be appointed by ISA.

Bottom line and recommendation:
1) There is no easy, off-the-shelves, solution to the challenge of non-English book award.

2) If the GC seeks to explore this further a combination, or modified versions, of the options above could be tried as an experiment.