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MEMORANDUM

ATTENTION	Senate	DATE	December 7, 2022
FROM	Wade Parkhouse, Provost and Vice-President Academic, and Chair, SCUP	PAGES	1/1
RE:	External Review Report for the Department of Global Humanities (SCUP 22-29)		

At its meeting on December 7, 2022, SCUP reviewed and approved the Action Plan for the Department of Global Humanities 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 Department of Global Humanities that resulted from its external review.

C: D. Mirhady, L. Campbell



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MEMORANDUM

ATTENTION Wade Parkhouse, Chair, SCUP **DATE** November 10, 2022
FROM Kevin Oldknow, Senior Advisor, Academic **PAGES**
Planning
RE: External Review of the Department of Global Humanities

Attached are the External Review Report and the Action Plan for the Department of Global Humanities. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"The committee was impressed not only by the high standards of the Department, but also by the enthusiasm and positive energy of faculty and students. It was clear to us that despite significant headwinds, the faculty was very dedicated to the mission of the Department. At first, we were hesitant about the possible impact of the reshaping of the Department into a Global Humanities Program but quickly it became clear to us that the faculty was well-prepared and positive about this new vision of the Department, and that they viewed this change as a step forward with great potential."

Following the site visit, the Report of the External Review Committee* for the Department of Global Humanities was submitted in April 2022. 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 *pro tem*, Faculty of Arts and Social Sciences, the chair of the Department of Global Humanities, and the director of Academic Planning and Quality Assurance (Provost's Office) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the contents of the External Review Report. The Action Plan has been endorsed by the department and the dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of Global Humanities that resulted from its external review.

*External Review Committee:

Konstantinos Kapparis, University of Florida - Gainesville (Chair of External Review Committee)
Joan Baranow, Dominican University of CA
Elicia A. Clements, York University
Janice Matsumura (internal), Simon Fraser University

Attachments:

1. External Review Report (April 2022)
2. Department of Global Humanities Action Plan
3. Department of Global Humanities Educational Goals Assessment Plan
4. Feedback on Educational Goals Assessment Plan

cc Lara Campbell, Dean *pro tem*, Faculty of Arts and Social Sciences
David Mirhady, Chair, Department of Global Humanities

EXTERNAL REVIEW OF THE DEPARTMENT OF HUMANITIES

SIMON FRASER UNIVERSITY

Report of the External Review Team

Joan Baranow, Dominican University of CA

Elicia A. Clements, York University

Konstantinos Kapparis, University of Florida—Gainesville (Chair)

Janice Matsumura, Simon Fraser University (internal)

Site Visit: March 2–4, 2022

Report Submitted April 11, 2022

EXTERNAL REVIEW OF THE DEPARTMENT OF HUMANITIES

SIMON FRASER UNIVERSITY

MARCH 2–4, 2022

INTRODUCTORY OBSERVATIONS AND SHORT TERM RECOMMENDATIONS

The previous report (April 2014) noted that “The Department of Humanities is strong, despite its history and its odd structure, in teaching, research, and community engagement. It is an attractive program with great potential.” The current report concurs and despite the fact that support by the University has been lagging behind in terms of critical faculty appointments, the Department has been able to maintain its high quality research profile, excellent teaching standards and exemplary community engagement. This is why the committee strongly recommends that the University should nurture the Department, support its mission with some key faculty positions, and offer additional funding which would allow the Department of Global Humanities to fulfill its core mission in a changing world.

The committee was impressed not only by the high standards of the Department, but also by the enthusiasm and positive energy of faculty and students. It was clear to us that despite significant headwinds, the faculty was very dedicated to the mission of the Department. At first, we were hesitant about the possible impact of the reshaping of the Department into a Global Humanities Program but quickly it became clear to us that the faculty was well-prepared and positive about this new vision of the Department, and that they viewed this change as a step forward with great potential. This is why we hope that the University will offer strong support, which could usher in a new era for a cohesive unit with an important role to play in the mission of the University for the 21st century to “engage the world.”

The merger with Hellenic Studies has infused the Department with energy and resources, and has given a fresh momentum to the emerging Department of Global Humanities. In a sharp departure from the faculty “burn-out,” which the previous report highlighted, we concluded during our meeting with the faculty that their unadulterated enthusiasm, dedication, and energy, which have carried the Department in challenging times especially in the last two years, are enduring assets, and with meaningful support could be turned into solid foundations of a new future. With some targeted hires to support the mission of Global Humanities (including but not limited to the Woodsworth Chair), especially in areas which are currently underrepresented such as Asian and African Studies, and also in areas with great potential for development such as Religious Studies, the prospects of this more encompassing, reinvigorated Department could be bright.

Our meetings with undergraduate students highlighted two key narratives. First, we were impressed by their enthusiasm for Humanities subjects, and their strongly positive view of the Department, its faculty, and the nurturing environment which the Department has fostered. This enthusiasm was somewhat tempered by the specter of limited employment opportunities after

graduation, and one of the recommendations which might have a significant impact upon student morale without taxing heavily the already overstretched faculty could be a careers day, where students are provided with specific information and help about job prospects. Perhaps in the longer run such an event could even involve local employers. Another possibility could be an uptick to the careers advisory service within the Department, so as to offer concrete and specific career help and advice to Humanities Students, taking into account each individual's personal interests and goals. We also recommend that the Department offers stronger support to the very enthusiastic Humanities Student Union, possibly through a dedicated faculty liaison, as a way of boosting morale among undergraduate students and promoting community engagement. In practical terms, the Department could be assisting the Union with the organization of events through a small fund, actively involving the Union and its members in events organized by the Department or one of its three Centers, and helping the Union establish a strong peer support network among Humanities students.

Likewise, our meeting with graduate students of the Humanities MA program and the Graduate Liberal Humanities program, and also with Ph.D. students in closely associated programs (e.g. History) taking classes in the Department of Humanities, highlighted their dedication to the study of Humanities. Many of the GLS students in particular have re-entered higher education after a long break, and they view Humanities subjects as a way to self-improvement. They stressed how they are being trained to better engage with the problems of the world, to reconsider their views and the way they think about issues, and to think with clarity; some declared that they "feel younger" since their engagement with the graduate Humanities Programs at SFU. As we were assured by the senior administration that this role in the community has been a core part of the mission of SFU from its inception, we feel that these programs deserve stronger support by the University. This thirst for learning and engagement is a key feature of the graduate programs, and the committee praises the faculty for the tremendous amount of additional effort which they have invested in the education of their students. Considering how much is expected of so few faculty members, the committee recommends that a common Humanities Graduate Course, which we were assured was in the making, take priority, not only in order to alleviate some of the burden which faculty members now carry through individual courses, but also in order to foster closer ties among the graduate students. To this end we would also recommend the allocation of some space where graduate students could meet, work together, and offer each other valuable peer support. Especially those graduate students who choose to complete an MA in the Humanities at the start of their careers could be supported through a careers advisory service, which could offer specific and meaningful help with career options.

Sessional instructors feel that the environment is very supportive and that their work is valued, to the point that one of them named the Department of Humanities "best employer ever."

Undoubtedly their contribution to the work of the Department and the University is rich and multifaceted, and adds very important components to the curriculum. However, given the uncertainties of employment as a sessional instructor, we empathize with their desire to have a path to continuity of employment and more communication within the Department. We also support their request to see new positions advertised inside the Department. As online options expand in the coming years, perhaps there may be even more of a role to play for teachers who are known to the Department as having a stellar record and a solid following among students.

Most impressive was the administrative structure and support for the Department of Humanities. A strong team of highly competent administrators has been keeping the Department running like a well-oiled machine, and has earned the respect and affection of the entire Department. Some staff members, like for example the Humanities' Communication Coordinator, may be overburdened with duties, but otherwise our recommendation is to keep up the good work.

Overall, it appears that the merger with Hellenic Studies and the shift to a new vision of the Department as the home for Global Humanities have dramatically altered the mood, from “burned-out” to upbeat and hopeful. We were delighted to see a robust unit, bursting with energy and positive feeling about the future, and we would strongly encourage the University to offer meaningful and well-earned support to the emerging Department of Global Humanities at this critical juncture in its history, when it is preparing to move into a new direction which is well-aligned with the mission of SFU to actively engage with and serve the diverse communities of British Columbia and Canada.

1. The quality of the Unit's Programs

The quality of the Unit's programs (graduate and undergraduate) is high and there are measures in place to ensure the evaluation and revision of the teaching programs.

Undergraduate Program: Humanities

As a consequence of the recent (2020) merger of the Hellenic Studies Program into the Department of Humanities, the unit undertook and completed a major revision of its HUM Undergraduate Educational Goals (EGs) in Fall 2021 (Self-study pp. 106-7). These revised EGs represent the importance of the Humanities to the institution as a whole and aptly reflect the new direction that the name change to Global Humanities portends, a direction that the Faculty of Arts and Sciences and the University are increasingly embracing. The Humanities Undergraduate Curriculum Map (Self-study pp. 103-4) demonstrates that the EGs are clearly aligned with the core HUM curriculum and that they are assessable.

According to the previous review, the "undergraduate curriculum emphasizes the study of texts and appears to be Eurocentric and traditional with its emphasis on the 'Classical, Medieval, Renaissance, and Modern' periods." Indeed, the department, especially with the addition of Hellenic Studies, is particularly strong in pre-Modern Western eras. But the Chair of the Undergraduate Curriculum committee, Dr. Emily O'Brien, clarified that there is concerted effort to make sincere the claim to the "global" of the new name, and to instantiate cross-cultural currents, particularly given the strengths of the faculty members who remain in the department despite what seems to have been a hasty move of the Global Asia program (formerly Asia-Canada) to the Department of History. If it is feasible for both faculty and staff to reconsider that move, or, at least, make the connection between the program and Global Humanities stronger, we would strongly encourage such collaboration.

The merger with Hellenic Studies occasioned the formulation of four overlapping "concentrations" in Art and Material Culture, Hellenic Studies, Mythologies, and Public Engagement and Intellectual Culture, which delineate foci for undergraduate students in a department that can seem, at first glance, to offer an intimidatingly wide range of courses. The

undergraduate students we met with, although very positive about their experience in the department and excited about humanities cultural study, did voice a sense of isolation in terms of a cohort with which they could engage; this is only exacerbated by the campus location. In addition to a well-supported student union (noted above in the Introductory Observations and Short Term Recommendations), the areas of concentration start to address this disconnection to make several possible degree pathways visible for students and encourage more connections among students in common classes. The students also mentioned that they would welcome more art history and modernism courses, potentially adding to the Art and Material Cultures stream. Additionally, the concentrations make areas of growth and development in terms of future hiring clearly identifiable.

The Humanities Master of Arts program

The MA students we met with spoke highly of their educational experience; many chose to attend SFU specifically to study with its reputable Humanities professors. The merger with Hellenic Studies will give them new forms of public engagement that will enrich their education and may lead to unexpected career paths. Despite the pandemic, students expressed gratitude for their professors and each other. We applaud the department's rich mentoring of its students.

Our concern about the MA program is that it admits only two or so students each year and depends upon the charity of graduate faculty to deliver individualized, independent study, without pay. Thus, we worry that teaching without matching release time or compensation is not sustainable. Furthermore, the tutorial structure loses out on the benefits of the classroom, where students and professors exchange ideas together. Some students said that they would like to take at least a few classes with others. Some have taken graduate courses outside their department and one student is attending a class at UBC. The need for language courses, particularly Greek, was mentioned more than once.

One way of providing courses to MA students is to participate in the University's [Accelerated Masters program](#). We encourage the department to offer the required HUM 800-5 Theories and Methods in the Humanities to undergraduates with advanced standing and to identify a few undergraduate courses that are advanced and interdisciplinary enough to serve the MA students. Graduate-level expectations could be written into the syllabi. Having undergraduate and graduate students in the same class would elevate the level of scholarly inquiry for the undergraduates and give graduate students the fellowship that they seek. The Accelerated MA Program might also serve as a "feeder" of undergraduates into the MA program.

Another way to grow the program is to follow the GLS lead in offering online MA courses, particularly as online delivery seems ideally suited to tutorial instruction. Online courses may also attract students throughout the provinces, possibly leading to full-fledged, non-tutorial course offerings.

2. The quality of faculty research

The already robust research culture of the Department of Humanities was infused with new energy and resources after the merger with Hellenic Studies, and there is every indication that

this productive environment will continue to generate high quality publications, research projects, and collaborations. At an individual level the productivity of faculty members remains strong. A significant number of books, articles, and book-chapters have been published with prestigious international publishers such as Routledge, Bloomsbury, De Gruyter, Harvard University Press, and the Academy of Athens. The participation of faculty members in international collaborations is truly impressive. The open resource online bibliography of ancient Greek law *Nomoi*, a collaboration with the Center for the Study of Greek law of the Academy of Athens, actually housed at SFU, is an invaluable resource for legal historians, classicists, and anyone with an interest in the history of Greek Law worldwide. The digitized collection of Radermacher on Greek Rhetoric is another valuable project with an international profile hosted by the department at SFU. The West Coast axis, and the East/West Axis of international collaborations under the aegis of the Niarchos Foundation, SFU, and UCLA, brings an impressive array of expertise for the benefit of the students and faculty at SFU. The project of digitally mapping the graffiti on the Temple of Isis, which is a collaboration of several departments and units at SFU, is not only a worthy endeavor in itself, but also provides abundant proof of the value attached by members of the Department of Humanities to interdisciplinary collaborations across SFU.

The success of the Department in attracting external funding provides strong evidence of the quality of its research and the meaningful engagement of its researchers with the communities they serve. Among several worthy projects we would single out, both currently funded by the SSHRC, are “Early Cult of the Virgin” and “Rediscovering Chinese Women Artists Studying in France,” because they strengthen Religious Studies and the intersection of Asian and Western Cultures, two areas of the Department’s work with much potential for further development; we would like to encourage the Department to continue and expand its outstanding work in these areas. The *Memory and Trauma through History and Culture* Research Cluster is another important collaborative endeavor of the Department which addresses some important issues of our times and fulfills the mission of the University to “engage the world.”

The Department of Humanities has proven time and again that it attaches much importance to interdisciplinary collaborations, across departments, across institutions and across countries, continents, and cultures. This is why the committee feels confident that the new Global Humanities Department will foster creative and productive collaborations that span across continents and cultures, will continue to cultivate a fertile environment for high quality research, will continue to disseminate the results of these research collaborations through community engagement, and will continue to attract generous funding and support from organizations and communities across Canada and beyond.

3. Unit members participate in the administration of the Unit. Some issues to consider include Unit size, adequacy and effectiveness of the administrative complement and facilities.

It was clear to the review committee that Department members were quite active in their roles to disseminate knowledge with exciting courses and through active research plans and associations

with the thriving, endowed Centres and Institutes, particularly the Stavros Niarchos Foundation Centre for Hellenic Studies and the Institute for the Humanities.

It was somewhat unclear to the committee, however, the precise role that the Chair of the Undergraduate Curriculum Committee played in the administration of the department's undergraduate program. The Chair's role seems to be quite extensive in terms of the recently revised concentrations, name change, and course planning, but this significant work is typically undertaken by an administrative position, such as an Undergraduate Program Director or Coordinator, as opposed to the Chair of an Undergraduate Curriculum Committee. In short, the Curriculum Committee's contributions to the administration of the Unit are extensive and perhaps warrant some reconsideration in terms of remuneration for what seems to be considerable administrative duties. The assistance of the Manager of the Department is clearly vital to the facilitation of this committee's work.

In the previous review, it was noted that the Department's "extraordinarily capable manager should also be reviewed" (p. 10). Since that review and the merger, several staff members have been added to the administrative side of the Department, including the addition of an Undergraduate Student Advisor, who relieves some of the pressure on the Manager's previous responsibilities that also included student advising. We would encourage continued reassessment of the many duties undertaken by the Manager to ensure that the bulk of the *academic* administration of the department does not shift further into her (however capable) hands.

4. The Unit's workplace environment is conducive to the attainment of their objectives, including working relationships within the Unit, with other University units, the community and the Unit's alumni.

Relationships within the Unit

The recent merger of the Humanities Department with the Hellenic Studies program appears to be a great success. Faculty members from both programs expressed optimism and sense of possibility; the two programs seem already to be enhancing each other's strengths. Already they are planning a series of seminars on Global Humanities and considering organizing a student conference. They look ahead to involving students in the SNF Centre, whose activities provide opportunities for experiential learning and public engagement.

The Humanities faculty members are also enthusiastic about the name change to Global Humanities, believing that it more accurately reflects their scholarly interests—and at the same time signals to the campus community their plan to keep expanding outside of the Western European tradition. The name change has stimulated discussion about how the department will rethink its curriculum and collaborate more closely with each other.

Unlike the “burnout” observed by the previous external reviewers in their 2014 report, we found an energetic, even buoyant, Department, excited about the future of their new global direction. In order to keep this momentum going, we support the idea of replacing lost faculty positions with ones that have a global reach. The Humanities Chair expressed his desire to establish a South Asian religion position, specifically someone versed in Sanskrit. Given what appears to be a

hiring freeze in the department, the SNF Director suggested that at least one of these positions might be funded in part by SNF matching funds.

Relationships with Other University Units

Regarding outreach to other Units, the Humanities department serves the University in such rich and myriad ways, it's difficult to imagine adding on more relationships. The Department of Humanities already offers five joint majors with English, History, French, Philosophy, and Gender, Sexuality, and Women's Studies. Given its kinship with other liberal arts disciplines, and the Department's expressed desire for more collaboration, we encourage the Department to look into more cross-listing and/or team-teaching. Bringing faculty and students together in this way would enhance the kind of inter-disciplinary dialogue that the Humanities have historically promoted. Sharing courses would also bolster enrollment in upper division courses, not to mention entice students to double-major with the Humanities.

Looking outside of the liberal arts, we propose that the department develop a concentration or minor in Health Humanities within its current joint major in Philosophy. The Philosophy department already offers a concentration in [Ethics and Health](#) and thus could provide a select number of those courses in tandem with new Humanities courses that focus on well-being. This would bring students pursuing a healthcare major into Humanities courses, increasing class size if needed, and enriching discussion.

Another possible collaboration would be to participate in the [Accelerated Masters program](#). This would help both the undergraduate and graduate programs in a number of ways. Those benefits are described in section 6.3 of this report.

Alumni

Regarding alumni outreach, the fact that at least two Humanities alumnae are working for the Department speaks well of its collegial atmosphere. That said, the current undergraduates—who indeed love their classes and professors—feel somewhat adrift and “lonely.” The revival of the Humanities Student Union, spear-headed by an energetic undergraduate, has gone a long way towards bringing students together. Yet her work exposes what may be a lack of faculty initiative in creating community for their students. They would like more opportunities for socializing and, specifically, to hear from alumni about their career paths. We recommend that the Humanities Chair invite alumni back on a regular basis to speak to students about how their degree has served them. If there isn't yet a Humanities Alumni Association, the department could help create one and assemble an email list under a Google group address to facilitate communication.

Physical Space and Community-Building

We understand that the Department is housed in the oldest building on campus; however, in order to function in the 21st century and to meet the expectations of endowments, the building needs to be retrofitted with a reliable Wi-Fi system. The pandemic revealed inadequacies of technology while at the same time increased desire among students and the public for online access to events. Since the Department is doing an excellent job of furthering the University's

mission to be a socially-engaged institution, deserves reliable technology and a dedicated room for Zoom-casting.

A mundane, though no less important, issue concerns a non-functioning sink that needs repair.

We learned from meeting with MA Teaching Assistants that their office space was given over to new faculty members and that they are now using offices of faculty who are on leave. This is a precarious situation. Any instructor in charge of a class needs to have an assigned office for meeting with students, even if that space is shared with other faculty members.

Both graduate and undergraduate students are passionate about the Humanities and appreciate their professors. However, they expressed a need for more social gatherings, especially after the enforced isolation of the past two years. We recommend that the Department find a casual gathering space for students, many of whom are commuters and would appreciate a place to run into classmates. The Humanities Self Study mentioned the possible creation of a Debate Club. Upon hearing this, the Humanities Student Union president suggested the excellent idea of faculty and students debating silly topics. The External Review Committee Chair proposed an annual faculty/student Greek dance. The Humanities Student Union president suggested that the Department could organize noon-time events that feature student work and/or host an annual student awards night. Hosting occasions that bring faculty and students together would foster much-needed community spirit. The department could support the fledgling Humanities Student Union by assembling an email list of the undergraduate majors. We were pleased to learn that a newsletter is in the works and we encourage the Department to feature student successes and events. We were also encouraged to learn that an Undergraduate Advisor has been hired, especially when we heard that students rely on the SFU Facebook page or advisement report when choosing courses.

One external reviewer is concerned that faculty research and numerous public events might distract the Department from nurturing the students' social as well as intellectual growth. Yet perhaps those concerns are misplaced. It's difficult to know, since the lack of student and alumni surveys in the Self Study gave us an incomplete picture of student learning and we so are relying on what we heard in our Zoom meetings with just a handful of students.

Staff Members

The committee was impressed with the cordial and collaborative relationship among staff members, who all had a clear understanding of their responsibilities and the skills to keep many moving parts running smoothly. Theirs is not an easy task. Although considered "small" by administration, the Department of Humanities is many-faceted: its three degree programs and three Institutes/Centres—with their community and global partnerships and year-round events—require constant support. While a casual observer might question the large number of staff members, they are performing many of the duties that at other universities fall under the purview of Human Resources or a budget office.

A closer look also reveals that they have their hands full with the Department's many public-facing initiatives. Given the sheer number of events each year, an argument could be made for an

additional hire to support the Communications Coordinator, as she has taken on website work and is launching a department newsletter in addition to performing her many other responsibilities. Alternatively, the anticipated addition of a Digital Learning Specialist (a gift from the SNF), might take on some of the web-work currently done by the Communications Coordinator.

The HUM and GLS Department Manager showed herself to be an indispensable leader. While the name “manager” does indeed describe her position, it doesn’t capture the magnitude of her oversight over such a complex system.

6. Issues of specific interest to the University and/or the Unit that the Review Committee should consider.

6.1 What should be the strategic and hiring priorities for the unit in light of a significant number of recent and anticipated retirements and the need to address teaching of core religious studies courses, the current reliance on temporary instruction in some areas, enrollment challenges, and what options for program contraction and/or expansion exist?

The need for a Lecturer in Religious Studies is rather dire and the committee supports the department's prioritization of this critical area in order to maintain its delivery at a high level. The Religious Studies courses are popular with students and, according to the Chair of the Department, enrollment is not only healthy but considerable. In addition, there are required courses that must be offered for the Certificate. The bulk of the teaching is being done, at the moment, by a Limited Term Lecturer adjunct whose term is ending this year.

After this need is met, either the Department's choice 2 (East and South Asian Philosophy and Religion) or 3 (Modern Art Historian) are essential for revitalization and, importantly, the development of both the new global focus of the department and the concentrations (particularly the Art and Material Culture stream, an area the undergraduate students also flagged as being of great interest to them).

6.2 Integration of Centres

The possibility of integrating the resources of the three Centres attached to the Department may be alluring from a managerial and administrative point of view. However, overall we do not support this proposition, because we believe that any gains in terms of administration and human resources will be offset by the loss of effectiveness in each unit to organize events, to fundraise, and to take actions that appeal specifically to the demographic that each unit is meant to serve. The distinctiveness of the three Centres attached to the Department of Humanities enriches the Department in its entirety. Each one of these units serves a different purpose, addresses a different demographic, and engages with the community in its own unique ways. We strongly recommend that this distinctiveness is preserved. Financial and administrative integration could eventually result in the loss of this distinctiveness, and ultimately weaken the Centres and their engagement with the communities which they are meant to serve.

The Institute for the Humanities brings together SFU students and faculty and members of the wider community to discuss matters of common concern, social issues of the day, contemporary cultural and intellectual anxieties, and many of the economic, political and environmental problems which modern societies face. In this respect, the Institute is performing a very important part of the mission of the Department of Humanities and SFU as a whole, in their engagement with the communities. The committee praised the involvement of the Institute with the wider public through a series of events, and anticipates that after the appointment of the JS Woodsworth Chair in the Humanities, this engagement will only get stronger.

The SNF Centre for Hellenic Studies has an impressive record of community engagement, fundraising, and building relationships with institutions of higher education around the world. This Centre is more tightly focused on Hellenism, past and present, and in this respect it appeals to a distinctly different demographic from the one of the Humanities Institute. The tireless efforts of the faculty of the Centre over the years have resulted in a very strong network of connections among cultures, on a West Coast axis as well as an East-West axis from British Columbia all the way to Greece and beyond. The experience, background, and fervent enthusiasm of the faculty and students attached to the Centre will be a major asset during the period of transition into the Global Humanities, because the Centre in some meaningful and important ways has already placed itself into the role of a global institution. The committee was delighted to see how comfortably the SNF Centre for Hellenic Studies was integrated into the Department of Humanities, bringing much of positive energy, enthusiasm and resources, and how the Department of Humanities was reenergized by this merger. The Centre's ability to retain its focus and distinctiveness will be critical for the fulfillment of its mission in years to come, as it has been in years past.

The David Lam Centre with its focus on Asian Studies will be even more pivotal in years to come for the evolution of the Department into a Global Humanities program, and retaining its distinctiveness and primary purpose will be of essence for its new role as the potential anchor for Asia-related studies and community engagement. A closer collaboration of the Centre with the Global-Asia program could infuse the new Department with a very energetic Asian studies program.

For these reasons the committee has concluded that it would be much more advantageous for the Department of Humanities if each of the three Centres retains its own structures, purpose, and distinctiveness, even if this comes at a certain cost in terms of management and human resources. Moreover, the practicalities of merging could be difficult to coordinate. The SNF Centre for Hellenic Studies has considerably higher administrative needs, since it involves the management of several endowments, and might end up dwarfing and eventually undermining the needs of the other two Centres. This is why we believe that maintaining administrative autonomy will allow each of the three Centres to safeguard its unique identity and role in the Department of Global Humanities, and its successful and productive engagement with the community.

6.3 What options should we consider in addressing the administration and potential expansion of Graduate Liberal Studies, as well as the exploring opportunities for cross-listing and other forms of collaborative course delivery between the GLS program, and the Humanities MA, as well as other programs outside Humanities.

While it may seem natural to merge the MA Humanities and GLS degree programs, in reality they serve different student populations and have programmatic, budgetary, and structural differences that pose significant obstacles. By all accounts the GLS program is thriving. Enrollment is high and the students gave glowing reviews of their classes. The program is course-based and designed for adults seeking self-enrichment. Students appreciate the flexibility of the program and its study abroad opportunities. One student who is set to graduate in spring is “already having separation anxiety.” The MA program, on the other hand, is described by the Dean & Associate Provost of Graduate Studies as research-based, rather than course-based. The program follows the Oxford tutorial model in which students are mentored one-on-one by their professors. The students are purported to be younger and planning to continue on for a Ph.D. Regarding budgets, the MA Humanities program has minimal university funding, while the GLS is supported by a generous endowment. In short, we question what can be gained from a merger that would make overcoming these differences worthwhile.

Regarding the idea of building a closer relationship with the MA Humanities program, we learned that the programs briefly experimented with enrolling MA students in a GLS course or two. Apparently, the two groups did not mesh well. However, this may have been a matter peculiar to the students who happened to be in those courses. We suggest that you try again. Doing so would help those MA students who are seeking a classroom environment and promote what some GLS students mentioned appreciating was a healthy age-range in their cohort.

Graduate Liberal Studies Course Delivery

The GLS Director was pleasantly surprised to find that, during the pandemic, their shift to online courses proved popular among students. As one student said, they “love what’s happening with the online component.” Based on this positive response, the GLS program is considering launching a second, online cohort, both to serve their current students and to reach students across the provinces. We recognize the benefits of creating online courses but wonder why there need be a separate cohort instead of simply offering both in person and online courses and letting students decide which to take.

6.4 Suggest ways for the Department to pursue increased collaboration and contribution to other cognate programs.

We were curious about the recent move of Global Asia to the History department, and wondered if the Department’s new mission and name change to Global Humanities might reinvigorate their former relationship with Global Asia as well as World Languages and Literature. We were pleased to hear that one faculty member, who has historically taught in the Global Asia program, plans to look at cross-listing additional courses. Closer ties to World Languages and Literature, and to Linguistics as well, would also benefit the students, particularly with the study of Greek.

The Humanities Chair would like to collaborate more with the David Lam Centre. We imagine that, as the global dimension of the Department continues to grow, they will find ways coordinate their activities.

6.5 A Ph.D. in Byzantine Studies?

The desire of the Department to expand its graduate program to include a Ph.D. in Byzantine Studies is understandable and a laudable goal in itself. However, the committee feels that the Department would benefit more if it focused its energies upon the transition to Global Humanities and postpone the plans for a Ph.D. program until a future date when the conditions are more favorable. We recommend postponement for the following reasons:

- A Ph.D. program would strain even further the already stretched human and material resources of the Department
- The program would require a significant amount of additional courses, including targeted instruction in Ancient and Byzantine Greek and also Latin, and some thorough background courses in medieval history (covering at least Eastern and Western Europe, Western Asia and North Africa), which would place intolerable demands on the single, very hard-working specialist in the Department of Humanities.
- A Ph.D. program would generate the need for more courses, more time for supervision, more resources, more graduate committee work, and the question is whether the University would be willing to back up this additional workload with course releases and adequate funding. Without such back up, the already overstretched faculty of the Department could not sustain the additional workload.
- Since the dedicated specialist in Byzantine History in the Department of Humanities is a shared appointment with History, it might make more sense if students wishing to work on Byzantium could be placed into the existing Ph.D. program of History, but at the same time benefit from the skills of faculty members in the Humanities with targeted language courses in Ancient and Byzantine Greek and Latin, and ideally other languages (e.g. Arabic) in other Departments.
- In our meeting with graduate students the issue of continuing instruction in Byzantine Greek was raised. We suggest an informal colloquium with weekly meetings, where a rich variety of stimulating texts from Byzantine literature could be read not only in order to address the needs of the students but also in order to encourage and stimulate further interest in the Byzantine world. Faculty members with relevant skills could take turns into running the colloquium for 1 hour every week, which would not be too taxing.
- The committee has not been able to assess the readiness of the SFU libraries for research in these fields, but adequate library resources should be another serious consideration to be taken into account before the university is in the position to welcome Ph.D. students in Byzantine Studies.
- The final question to address is whether another Ph.D. program focused on Byzantium would be necessary, when the graduates of long-established and highly respected programs in the field are facing serious challenges and stiff competition for the small number of available positions.

For these reasons we feel that it would be best if the new Department of Global Humanities were to focus upon consolidation in the coming years, while worthy goals like a Ph.D. program could be a desideratum for the future.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director

Unit under review	Date of Review Site visit	Responsible Unit person	Faculty Dean
Global Humanities 	2-4 March 2022 	David Mirhady 	Peter Hall

Notes

1. It is ***not*** expected that every recommendation made by the External Review Committee 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.
2. Attach the required plan to assess the success of the **Educational Goals** as a separate document (Senate 2013).
3. Should any additional response be warranted, it should be attached as a separate document.

1. PROGRAMMING

1.1. Action/s (description what is going to be done):

1.1.1 Undergraduate:

- Request hire Lecturer in Religious Studies (to cover HUM130 and HUM330)
 - Request included in FRP May 2022.
 - In Summer 2021, Fall 2021, and Spring 2022 combined, HUM130 and its upper-division sequel, HUM330, enrolled 387 students in online and in-person courses in Burnaby and Surrey.
 - Retirement of CFL in August 2024 implies HUM331 (Special Topics in Asian Religious Traditions) will also no longer have a CFL attached to it, leaving HUM232 (The Religions of Ancient Greece and Rome) as the lone religious-content course taught by a CFL.
- Complete the roll-out of the merged curricular revision
 - Continue to promote concentrations and new department name, with students, the SFU community, and beyond.
 - Over the past year, the hire of the Communications Coordinator and the new Undergraduate Advisor have enabled new ways to promote our programs, e.g., through social media, an overhaul of the dept web site, a department newsletter, and large mailouts to prospective and undeclared students.
- Continue to grow number of students enrolled in Global Humanities programs:

- One of the department's challenges is to balance the services we provide to SFU students taking our courses to fulfill B-HUM and W requirements with our commitment to nurturing the comparatively smaller number of majors, minors, and certificate students. We aim to grow especially the number of majors and joint majors.
- Since the hire of our new Undergraduate Advisor, we have used mailouts to prospective and undeclared students, as well as letters to students who otherwise show an interest in taking more of our courses. These initiatives have already resulted in a 20% increase in students declared in HUM programs since December 2021; we expect to see significant further growth resulting from late-Spring 2022 campaigns, as well as the continuation of these efforts, and others, to reach out to students.
- Create team-taught HUM101W: Introduction to Global Humanities (estimated completion: soft start in Fall 2022 with one or more HUM faculty members visiting as guest speakers). Introducing students to a variety of instructors, themes, and approaches in our gateway course (already used in HUM 110 Hellenic World) provides them with a better understanding of what to expect if they want to continue their studies in the humanities.
- Similarly: explore team-taught HUM106: Art and the Humanities (estimated completion: tentative Fall 2024).
- Ensure that the claim to "Global" Humanities is supported
 - Organize communications campaign and/or event in Fall 2022 to mark the official name change to increase visibility and use this opportunity to communicate clearly who we are to our stakeholders at SFU and beyond.
 - JS Woodsworth Chair hire may contribute to this (depending on their area of expertise).
 - Request another hire as the external review report suggests, e.g., Asian studies scholar to strengthen existing connection with Global Asia Program and David Lam Centre, or an Africanist (estimated completion: tentative Fall 2025, depending on results of FRP).
- Add to Art History and Material Culture concentration
 - Hire of Art Historian as Hellenic Congress Chair of BC (completed; starting March 2023)
 - One CFL moved from HIST to HUM in May 2022. His courses will cover Humanities in Film topics, providing students with new opportunities to immerse themselves in the arts.
 - Further explore options for SCA postdoctoral fellows as well as our own Hellenisms Past and Present, Local and Global Postdoctoral Fellows to teach art-focused electives. We had success with this in the past when we offered two very popular courses taught by postdoctoral fellows, an Art History course on Venice and one on Chinese aesthetics.
- Appoint a Faculty Liaison to the Undergraduate Student Union
 - A member of the Undergraduate Curriculum Chair will take this on (starting Fall 2022).
- Support new initiatives for blended courses and explore online version of HUM101W
 - (with support of the digital learning specialist to be hired)
- Revamp ancient language instruction: create one-term stand-alone courses for Latin and Ancient Greek, respectively, with support of Digital Learning Specialist (estimated completion: Summer 2025)
- WQB revision

- Advocate for recertification of all of our current B-HUM courses.
- B-HUM is at the core of all courses we offer.
- Organize Career Night & find other ways to communicate career options with a HUM degree
 - We held a well-attended career night featuring HUM alumni in July 2021 and are planning another one for Fall 2022.
 - Make this into a yearly event and use recordings in broader communications about career trajectories of HUM alumni.
 - Build a webpage devoted to careers with a HUM degree (in progress)
 - Strengthen HUM alumni network
 - Update mailing list
 - Update website profiles of UG alumni (with new website launched in July 2022 and update regularly)
- Create additional opportunities for our research and outreach centers to benefit our academic programs
 - Consider offering a 1-unit course for students to participate actively in Humanities Institute and SNF events
 - Continue to embed attendance at Institute events in HUM101W (students report on event attendance in class or through brief response paper)

1.1.2 Graduate:

- Create a common Graduate Course and/or more courses with other students
 - One HUM faculty member teaches a course in GLS annually (at no cost to GLS) to increase collaboration between the HUM MA and the GLS MA.
 - Share course outlines of GLS electives with HUM MA students ahead of enrollment and work with GLS to find opportunities for HUM MA students to enroll in some GLS electives
- Update dedicated office space for graduate students
- Career Advice
 - Organize a session with HUM MA alumni similar to the Undergraduate HUM Career Night
 - Continue to connect students with Research Commons programming
 - Further integrate professionalization workshops in the HUM MA curriculum
- Explore Participation in the Accelerated Masters Program
- Explore the possibility of an Ancient/Byzantine Greek reading group if there is sufficient graduate student demand (estimated completion: Fall 2023?)
- GLS to adopt a hybrid model for cohort 2022/2023 with online courses and one in-person weekend each term in the first year. Students then complete the MA through their choice of in-person and/or online electives.

1.2. Resource implications (if any):

- Website work for Communications Coordinator
 - Shift tasks of Program Assistant to assist Communications Coordinator while websites for Department and Institute are being overhauled.
- Hired Art Historian as HCCBC Chair of Hellenic Studies (start date March 15, 2023)
- Hire JS Woodsworth Chair (start date July 15, 2023)
- Requesting additional Global Humanities CFL hires to compensate for impending retirements in August 2024 and 2025 respectively, and to continue to be able to offer courses focused on geographically diverse areas (2024). As the External Review Report mentions: “we support the idea of replacing lost faculty positions with ones that have a global reach” (p. 8).
- Lecturer in Religious Studies hire: to be completed for Summer 2023 teaching, when contract of current LTL runs out (April 2023) and cannot be renewed
- We are growing and squeezed for space. Even after a consolidation of staff office space, we will have to continue to ask CFLs to share offices with temporary instructional staff. One or two more offices in adjacent hallways would allow us to give everyone (including SIs, TAs, and graduate students) the space they need to meet with students and work on their research. This would still include several staff members, graduate students, and temporary instructors sharing office space.
- Explore office space option in Surrey for instructors teaching there.
- Update the box-top system used by HS to facilitate credit for team teaching.

1.3 Expected completion date/s:

We expect to have completed or made significant progress on most items by the mid-cycle review. Specific dates included above.

2. RESEARCH

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

- Develop a West Coast Axis for Hellenic Studies with UCLA through new multi-year grant
- Continue the work of the Memory and Trauma Through History and Culture research cluster by hosting events (online and in person), co-/sponsored by the Department, the Institute for the Humanities, and the SNF Centre for Hellenic Studies
- Plans to host *Adorno Studies Journal* at Institute
- Build on existing digital Humanities initiatives:
 - Nomoi (bibliography on ancient Greek law)
 - Radermacher (sources for early Greek rhetoric and rhetoricians)
 - Cult of the Virgin
 - Peopling the Past
 - Digital mapping of graffiti at the Temple of Isis
- Continue to explore the possibilities for research collaborations on the basis of *global* humanities
- Disseminate faculty research news and updates
 - New initiatives related to Communications Coordinator hire (July 2021): new website, enhanced social media presence, regular newsletters for HUM, GLS, and Institute (regular newsletters, including the *Agora* print magazine, for SNF Centre already exist.)

2.2 Resource implications (if any):

- Direct additional Institute budget expenses to publications (two journals and special issues)
 - RA hires for editing work; may require more support once we have assessed the workload of adding a second journal
- Shift some of the Program Assistant's tasks to assist Communications Coordinator while the latter is engaged in building Department and Institute websites

2.3 Expected completion date/s:

- New websites will be completed by Spring 2023 (new departmental website is already live; Institute website to follow late fall 2022 or early spring 2023)
 - Research news will be updated as it is reported
- Newsletters will have had a full year's run (with 2 for HUM, 2 for GLS, and 3 for the Institute each year, and 2-3 for SNF) by the end of Spring 2023

3. ADMINISTRATION

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

- Complete the shift to a new platform for the Department website and the Institute website
- Digitize departmental filing system to facilitate staff office space consolidation, as well as further facilitate our commitment to hybrid work, and make our files more easily searchable
- Hire of Digital Learning Specialist to support, among many other things, blended courses and team-teaching initiatives

3.2 Resource implications (if any):

- Reduce workloads for Communications Coordinator and Coordinator, Outreach and Community Engagement (SNF)
 - i. Make additional shifts to tasks of Program Assistant to assist Communications Coordinator while the latter is engaged in building Department and Institute websites.
 - ii. Add two days to part-time Program Assistant job to assist Coordinator, Outreach and Community Engagement (SNF) with increased workload due to new grant (salary paid for by new SNF grant).

3.3 Expected completion date/s:

- Hire of Digital Learning Specialist: by September 2022 (when library/office space in Department has been catalogued and set up)

4. WORKING ENVIRONMENT

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

- Install sink in Department mail/photocopy room
- Explicit communication of new continuing job postings with sessional instructors (new website)
- Consolidate staff office space to free up two offices for faculty use
- Create an undergraduate student designated space
 - i. While the HUMSU already has access to the lounge and can book the meeting room, there is a desire for a space just for them.
 - ii. Explore options with study spaces around elevators on AQ6000-level. If no additional space is available, can we make these spaces more inviting for (HUM) students?

4.2 Resource implications (if any):

- What control do we have over the look of the elevator landing space in the AQ (at each end of dept)?

4.3 Expected completion date/s:

- Sink project: waiting for contractor to complete the renovations (Summer 2022)

5. (OTHER)

5.1 Action/s:

- More connections among students
- Lounge/Seminar Room availability to undergraduate majors, as well as faculty and graduate students
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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)	Date
Name  Title.....HUM Department Chair..... July 21, 2022

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

On Thursday 7 July, 2022, I met with Dr. David Mirhady (Chair of the Department of Humanities), Dr. Glynn Nicholls (Director, Academic Planning & Quality Assurance), and Bal Basi (Coordinator, Quality Assurance) to discuss the external review prepared by Professors Konstantinos Kapparis (Chair), Joan Baranow, Elicia Clements and Janice Matsumura (internal).

The Department of Humanities is to be congratulated on a successful review, and for their thorough and ambitious action plan. The plans to roll-out the merged 'global humanities' curriculum, with a focus on attracting and retaining majors, blended and online course delivery, on expanding the art history and material culture concentration, and exploring health humanities, are welcomed. It may be important for the Department to consciously sequence the roll-out of these various initiatives and to limit the addition of new courses, in order to ensure that aspirations do not exceed available capacity. The Faculty will continue to support the Department through the provision, amongst other positions, of the communications coordinator and the undergraduate advisor. The Department has approval to proceed with the hire of the joint (SNF-CHS / Department / Faculty) digital learning specialist, and now enjoys a clear comparative advantage in digital instruction (and related research and engagement).

With respect to growing the number of majors, team-teaching may offer a useful way to expose students in lower division breadth courses to the possibility of working with particular faculty to major in Humanities. A transparent box-top system is one way to ensure a fair and affordable allocation of workload credit in team-taught courses; box-top credits should only be available for work that goes beyond collegial guest lectures, with clear limits on the accumulation of credits, and an explicit understanding that the Department Chair and Dean remain responsible for workload assignment.

The proposals to focus graduate programming on building from the existing strengths in the Graduate Liberal Studies Program and via an accelerated MA are welcomed, and are more realistic at this time than new graduate degree offerings. At the same time, reading groups, field schools and closer coordination between the Department and the Centre for Hellenic Studies, the Institute for the Humanities and the David Lam Centre are ways to enrich the graduate program by attracting and supporting additional students. The Faculty sees great potential for the proposed blended and online

GLSP program and will support the Department in developing this idea; but we agree with the reviewers that there is no need to separate the in-person and blended/online GLS cohorts. Likewise, greater coordination between GLSP and MA are likely to deliver benefits for students in both program.

Faculty renewal will be supported in 2023 through a continuing lecturer in religion, and the conclusion of the two Chair searches (Hellenic Congress and Woodsworth) currently underway. Further faculty renewal contemplated by the external review report and action plan will be supported but is, of course, dependent on the budget and enrolment situation. The research profile of the Department and its associated research units is strong.

The Faculty recognizes the space challenges confronting those units located in the AQ, but circumstances dictate that we have to look towards the more intensified use of existing space, and making the existing space more attractive to users, rather than to expansion.

Faculty Dean



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Date

28 July 2022

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Educational Goals Assessment Plan Template

Unit/Program: Department of Global Humanities (name change approved and officially in use starting in Fall 2022)

Contact name: Emily O'Brien, outgoing Undergraduate Chair; and Alessandra Capperdoni, incoming Undergraduate Chair

Date: 29 June 2022

This template is designed to help units implement assessment of Educational Goals after receiving feedback from their External Review. Units are not expected to assess every Educational Goal every year. *(Textboxes will expand as you type)*

1) Who were the members of your Educational Goals Assessment team? Outline who has worked on the assessment.

Our Educational Goals assessment team consisted of David Mirhady, Department Chair; Emily O'Brien, outgoing Undergraduate Chair; Alessandra Capperdoni, incoming Undergraduate Chair; Cristina Serverius, Department Manager.

2) Are your program's Educational Goals current, or do any of them need to be revised?

In some cases, Educational Goals may need to be revised to keep pace with changes in the discipline or in the program's course offerings, or to ensure they continue to align with a unit's mission and values. Feedback from the External Review may inform revision of Educational Goals.

Our undergraduate Educational Goals underwent a substantial revision in the fall semester of 2021 in preparation for our External Review in March 2022. Our Educational Goals cover five broader areas (knowledge, writing, research, oral communication, and understanding of global humanities), each with 3-6 subgoals.

3) Is your program's curriculum map up to date?

A curriculum map may need to be updated to reflect any major changes to the program's course offerings (i.e. new or substantially revised courses, courses that have been removed).

Yes, it is. We developed our curriculum map in January 2022 as a reflection of our revised Educational Goals.

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4) Assessment Plan

For each Educational Goal, outline what data you will use to assess student learning. Indicate what direct evidence you will draw on - which key courses you will sample from and, if possible, the course-based assessments you plan to use. These can be described in general terms (e.g. research paper, final exam questions targeting a particular Educational Goal). Indicate also whether or not you plan to gather indirect evidence (e.g. surveys, focus groups, interviews, etc.). The same indirect evidence method (e.g. a survey) can be used for multiple Educational Goals. Describe what would indicate to you that students had met the Educational Goal. Add or delete rows as needed.

Members of the Educational Goals Assessment Team met with Alice Campbell (LEAP) in June 2022 to discuss our Assessment Plan. Because of the manageable size of our department, and following the collaborative process we used to revise the educational goals prior to submission of the self-study document, we plan to include all faculty members in the discussion about the education goals assessment. The goals listed on the template were compiled after a survey of all faculty members for their top 5 educational goals to assess. We will take this list into an open discussion during the Summer 2022 months to determine, as a group, which of the subgoals from the survey we will prioritize, and which course(s) we will use to assess them. We aim to assess 2-3 subgoals in 2-3 (upper-division) courses predominantly through qualitative analysis of instructor feedback on student work. We will most likely start with 1-2 subgoals in 1-2 courses in the first 2 years to allow us to test the process and enable a couple of faculty members to familiarize themselves with the methods before we expand assessment to other courses and other subgoals. The courses selected for assessment will be determined during the faculty consultation planned for summer 2022. An analysis of instructor feedback for upper-division seminars is feasible since they usually enroll 20-30 students, and this type of feedback already forms a crucial part of individual student assessment. Since our faculty at their core are analysts of texts, this qualitative approach aiming to reveal nuanced detail about student learning, is second nature to who we are. Aside from the educational goals assessment listed above, we also intend to conduct a student survey to gauge students' experiences in the Global Humanities programs, with particular attention to the recently-added concentrations.

The Department of Global Humanities fulfills the dual role of providing a large number of students across SFU opportunities to fulfill Breadth-Humanities requirements, while also offering a home to a smaller number of students enrolled in our programs. As we lower barriers for non-Humanities students to take our courses (eliminating prerequisites where we can), we also focus on nurturing our Humanities students and ensuring they have a positive experience in the program. The latter requires us to create a coherent pathway of courses for majors and minors, while keeping each course participation threshold low for non-Humanities students who are taking those same courses.

Educational Goal 1: KNOWLEDGE, subgoal: Understand themes and questions of central importance to the humanities			
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<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor's written feedback on term papers</p>	<p>What would indicate that students had met the EG? Instructor's feedback indicates that the majority of students demonstrate understanding of themes and questions of central importance to the humanities in their essays (using rubric to be developed for this analysis).</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring/Fall 2024</p>
<p>Educational Goal 2: WRITING, subgoal: Develop sustained, persuasive, logical and well-structured arguments in academic essays and other formats</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor's written feedback on term papers</p>	<p>What would indicate that students had met the EG? Instructor's feedback indicates that the majority of students developed sustained, persuasive, logical and well-structured arguments (using rubric to be developed for this analysis).</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring/Fall 2023</p>
<p>Educational Goal 3: ORAL COMMUNICATION: Communicate information and ideas clearly and confidently in group/individual presentations and other oral activities</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor's written feedback on presentations and/or class discussion</p>	<p>What would indicate that students had met the EG? Instructor's feedback indicates that the majority of students exhibit the ability to communicate ideas and information clearly and confidently (using rubric to be developed for this analysis).</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Spring/Fall 2023</p>
<p>Educational Goal 4: UNDERSTANDING OF GLOBAL HUMANITIES: Appreciate how the humanities are deeply embedded in all human societies, how they speak and respond to those societies and how they transform them</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Targeted survey for 3rd and 4th year students enrolled in Humanities programs. Because these are questions concerning the broader relevance and impact of the humanities, and the learning most likely will result from taking more than the odd humanities course, we intend to measure this goal through a survey for students who have taken several humanities courses. This will be the same survey through which we will gauge students' experiences in the humanities programs with particular attention for the new concentrations (see paragraph above).</p>	<p>What would indicate that students had met the EG? Qualitative analysis of survey responses using a rubric to be developed for this purpose.</p>	<p>Is this direct or indirect? Indirect</p>	<p>When do you plan to collect the data? Spring/Fall 2024</p>
<p>Educational Goal 5:</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p>	<p>What would indicate that students had met the EG?</p>	<p>Is this direct or indirect?</p>	<p>When do you plan to collect the data?</p>

Educational Goal 6:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 7:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 8:			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?

5) How do you plan on sharing your findings within your unit?

Circulation of analytical reports and discussion at departmental meetings.

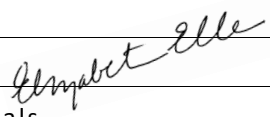
6) Assessment Timeline

Next Mid-cycle Review: 2026?

Next External Review: 2029?



MEMORANDUM

ATTENTION:	SCUP
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching 
RE:	External Review of Global Humanities, and Educational Goals
DATE:	November 1, 2022

In 2022, Humanities underwent their external review. As part of this process, the unit has undergone a substantial revision of their educational goals (EGs), and has developed a plan for their assessment.

Global Humanities has embarked on a collaborative process for the development and assessment of their educational goals which is to be commended. They suggest a pilot study for examining some of their EGs in a set of upper-division courses, and a manageable plan to roll out a larger examination of EGs once methods have been refined and understood by the faculty in the unit. They are planning qualitative analysis of student assessments in upper-division seminar courses, by the faculty who teach those courses. What I find notable is how this assessment plan uses the normal forms of analysis of the discipline, suggesting it will be sustainable and useful. It's a model that could be considered by other units as they design their own assessments.

The unit is also planning some indirect assessment through surveys, and are considering how to capture the dual role of their unit, with a small number of majors and a large number of students enrolled in breadth courses.

Overall, this plan is well thought out and appropriate for the unit. I'm pleased to see that they are working with LEAP (Learning Experiences Assessment and Planning) and hope that collaboration will continue to support them as they learn about their students and program through assessment of educational goals.