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MEMORANDUM

ATTENTION: Senate

TEL

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

A handwritten signature in black ink, appearing to read "Peter Keller".

RE: External Review of the Department of Humanities (SCUP 16-30)

DATE: October 17, 2016

TIME

At its September 21, 2016 meeting, SCUP reviewed and approved the Action Plan for the Department of 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 Humanities that resulted from its External Review.

c: E. Stebner
 J. Pulkingham



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MEMORANDUM

ATTENTION	Peter Keller, Chair, SCUP	DATE	September 12, 2016
FROM	Gord Myers, Vice-Provost and Associate Vice-President, Academic	PAGES	1/1
RE:	Faculty of Arts and Social Sciences: External Review of the Department of Humanities		

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

Excerpt from the External Review Report:

"We are impressed that the department combines effective and passionate teaching to its majors and other students enrolled in its courses with a high level of individual research that has been recognized nationally and internationally. It is especially impressive that the department has planted itself in significant ways in the Vancouver community. It is difficult to imagine a unit in FASS that can challenge the department in terms of 'Engaging the Community.' The department is strong, despite its history and its odd structure, in teaching, research, and community engagement. It is an attractive program with great potential."

Following the site visit, the Report of the External Review Team* for the Department of Humanities was submitted in May 2014. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Chair of the Department of Humanities and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

Motion:

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

*External Review Team:

- John Contreni, Purdue University (Chair of Review Team)
- Debrah Bokowski, Marylhurst University
- Eric Fong, University of Toronto
- Wiebke Strehl, University of North Carolina at Asheville
- Tom Grieve (internal), Simon Fraser University

Attachments:

1. External Review Report (May 2014)
2. Department of Humanities Action Plan
3. Department of Humanities Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
Eleanor Stebner, Chair, Department of Humanities

The logo for Simon Fraser University (SFU) is a dark grey square with the letters "SFU" in white, bold, sans-serif font.

Department of Humanities
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TO: Jane Pulkingham, Dean of FASS
Glynn Nicholls, Directory of Academic Planning and Quality Assurance

FROM: Dr. Eleanor Stebner, Chair of the Department of Humanities

DATE: June 6, 2016

RE: External Review Action Plan

The context of the attached action plan is summarized below.

In early April of 2014 an external review team conducted a site visit with the Humanities department and submitted a written report dated May 5, 2014. An action plan was drawn up in response to the report by members of the various components of the department and submitted on September 15, 2014 to Dean John Craig. The action plan was not submitted to the Senate Committee on University Priorities until May 26, 2015, with a memo attached explaining that FASS did not act on proceeding to a final action plan because they believed that a kind of “creative restructuring” was envisioned by the external reviewers, which was not addressed in the initial action plan. The VP-Academic approved the delay and the department was given until July 2016 to put forth another action plan.

Two major changes have occurred within the department during the past year. First, the Language Training Institute – which received much attention in the 2014 external review – was moved out of the department. Second, the department now administratively houses the World Literature program.

The external review report highlighted the importance of the department in its programmatic offerings within the university at large, the passion, commitment, and competency of its faculty and staff, its long-proven dedication to students, and to its engaging – and collaborating – with communities beyond the walls of the university through its Institute for the Humanities and its J.S. Woodsworth Chair.

The report identified the distinctiveness of the department within the university, and aspects of specific programs and administrative structures that need to be re-evaluated especially in light of faculty attrition. The department needs to ponder what it can do – and do well – with its limited resources. This process has already begun, and the following document states the major steps that we can now, at this moment, envision.

**External Review of the Department of Humanities
Simon Fraser University**

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Report of the External Review Team

Debrah Bokowski, Marylhurst University

John Contreni, Purdue University (chair)

Eric Fong, University of Toronto

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Tom Grieve, Simon Fraser University (internal)

Wiebke Strehl, University of North Carolina, Asheville

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Site Visit: April 2-5, 2014

Report Submitted: May 5, 2014

INTRODUCTORY OBSERVATIONS AND SHORT-TERM RECOMMENDATIONS

If viewed from afar, the Department of Humanities¹ at Simon Fraser University would seem to lack the coherence of other more traditional academic units, e.g. departments of History, English, or Sociology. Indeed, its history is characterized by internal transfers to the core humanities element of other SFU units and personnel that for various reasons did not “fit” well elsewhere in the University. Now in its fifteenth year, the department and the University are faced with critical decisions regarding the future shape of the department.

While it would be accurate to state that the department in its current configuration “would not fly today,” (in the words of a senior administrator), we believe that with imaginative restructuring, University support, and reforms in current practice, the department will more effectively continue to make its special contributions to its mission and to that of Simon Fraser University.

We are impressed that the department combines effective and passionate teaching to its majors and other students enrolled in its courses with a high level of individual research that has been recognized nationally and internationally. It is especially impressive that the department has planted itself in significant ways in the Vancouver community. It is difficult to imagine a unit in FASS that can challenge the department in terms of “Engaging the Community.” The department is strong, despite its history and its odd structure, in teaching, research, and community engagement. It is an attractive program with great potential.

The department fulfills a key role in humanities education in the University and community. It would perhaps be helpful for administrators to revisit assumptions about the department, e.g., that humanities courses are simply “great books” courses and that the Graduate Liberal Studies program is a “hobby,” in order to better appreciate the contributions the department’s various programs make to SFU.

In the immediate short term, we recommend that the University address the issue of faculty and staff “burn-out,” which can only be demoralizing and compromise the potential of the department and its programs. Burn-out is attributable to at least two factors we observed. There may be others. The first is the “volunteer” work that many faculty and instructors engage in that is wearing and seems not to get counted and thus misrepresents the actual impact of the department’s programs. This work is administrative and instructional. It consists of complex administrative assignments for which no course relief is offered and voluntary teaching overloads that faculty take on for the sake of their students. Staff overloads have occurred when new units (e.g., LTI) were brought into the department apparently without the additional staff to support them. The recent loss of the GLS manager, for example, has resulted in the appointment of a program assistant with additional supervisory duties added to the workload of the department’s manager.

The Department of Humanities and no doubt other departments across the University’s three campuses depend heavily on the work of sessionals. The sessionals with whom we met impressed us as highly qualified and dedicated. The teaching evaluations we reviewed for their

¹ Hereafter, “the department” to underscore that the department’s activities encompass more than the humanities.

courses were strongly positive. It is likely in the face of future budget challenges that sessionals will become an even greater part of the instructional mix at SFU as elsewhere. To that end, the department and the University could work together to enhance the working conditions of sessionals. One way (expressed to us in our meeting with them) would be to include sessionals on the department's Web site. More pressing, the sessionals to a person testified to the "anxiety" attendant upon not knowing in a timely fashion about future term employment.

Turning to teaching assistants, it is urgent that the salaries of TAs in LTI be topped up as a matter of equity. The model for TA salaries in LTI, we learned, no longer obtains. TAs in LTI perform work at the same level as TAs in other units. We also learned that TAs in LTI receive spotty training before stepping into the classroom. Proficiency as a native speaker of a language does not prepare one to become a classroom instructor. We recommend, again in the immediate short term, that the matter of TA training in LTI be explored and made a top priority.

We also recommend that the Dean of Graduate Studies request a strategic program review of the MA in Humanities following the appointment of a new department chair. The strategic review should include all aspects of the program (enrollment, curriculum, budget, capacity for growth, etc.) The review should provide a plan that would include restructuring and/or new resources required to make the program more viable.

At several junctures during our time on campus, we heard comments to the effect that the department should perhaps just continue on as it is. We also heard the assumption expressed that the department is being allowed to die by attrition as scarce University resources are directed elsewhere. Whether these perceptions of the future of the department are accurate or not, we cannot say. We do believe that the immediate short term (one-three years) will be a critical time for the Department of Humanities. With new leadership coming on, this will be a time of opportunity to address fundamental administrative and structural issues and to re-position departmental activities.

SPECIFIC TERMS OF REFERENCE

(a) 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.

Humanities

The educational goals set for Humanities (Self-Study, p. 29) are rigorous and appropriate. 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. In practice, however, the curriculum is flexible and supports course work on a wider variety of topics and themes, e.g., the great cities course centered on Kyoto (HUM 340) and the HUM 312 course on Pieter Brueghel's work and world. This wider focus, especially the study of images as documents of a different sort, might be incorporated explicitly in the description of the Humanities curriculum. World civilizations left rich visual records as well as textual records. Students need to learn to read both records.

The glaring omission from the curriculum is offerings in science and technology. Not only do modern students need to be conversant with science and technology as a matter of general principle, it also is the case that the cultures they study in their Humanities courses also were conversant with science and technology. To focus only on literature, philosophy, theology, history, etc. is to present a skewed introduction to the human experience.

The curriculum could also be enhanced by building in opportunities for experiential learning, especially since opportunities exist within the department (in the Institute for the Humanities, the Woodsworth Chair, the David Lam Centre, etc.) for students to engage in project- and community-based learning. Several Humanities students told us that they participate in the IH programs quite often. Valuable curricular experiences might be fashioned out of this interest and proximity.

Undergraduate student teaching evaluations of faculty and sessionals in Humanities courses are quite positive. It is clear from these reports that student respondents appreciate the personal involvement, enthusiasm, and knowledge of their instructors (even when they judged some of them to be hard markers!). Amid this clutch of superlative instructor evaluations one stood out as indicating need for mentoring or pedagogical counseling. Student ratings for this instructor were unusually low and comments revealed a pattern of poor organization, poor communication skills, lack of preparation, tardiness, and vague expectations. Again, this instance is exceptional, but it would seem to require intervention given the high expectations and performance of the instructional corps in Humanities.

The stated M.A. educational goals are appropriate and rigorous. The program requires an interdisciplinary thesis as a stepping stone to doctoral research work. The Humanities program is to be applauded for insisting on a thesis in a time when other graduate-level programs are turning to “direct-to-PhD” admissions. Preparation of an M.A. thesis enables the student to hone skills that will come in handy when doing doctoral research (or, to learn at the M.A. level that significant research and complex writing are not the student’s cup or tea, thus learning something important sooner rather than later).

The Humanities curriculum is supervised by the chair of Undergraduate Studies and by the Graduate Chair.

There seems to be no mechanism in place for determining whether the educational goals at both levels are being met. Faculty and administrators are aware of current trends in higher education to document learning outcomes and to implement plans for outcomes assessments. Many universities have initiated programs to assess student learning outcomes in response to parental and legislative pressures. Centrally organized and funded, such initiatives take into account disciplinary criteria when assessing student learning and build degrees of flexibility into their programs. Nevertheless, assessment programs are centrally organized. It is not recommended that Humanities launch its own student learning assessment initiative absent a campus-wide program.

The Humanities Master of Arts program

This is a thesis based, interdisciplinary master's degree mainly designed to prepare students for PhD work. Students are admitted to the program only if a suitable Senior Supervisor from the department is available. The available faculty are limited, not only in quantity, but in capacity to add to their already full workloads, which for many include significant administrative roles. It is not clear if this plays an important role in the small cohorts which have been admitted (2010:6, 2011:3, 2012:2, 2013:4) or if there is little demand for the degree.

Designed as a two year master's program, no one has finished in two years. From the 2010 cohort two have finished and from the 2011 cohort one has finished. The reason given for this is "personal circumstances," however, every graduate student in any program has "personal circumstances." The small numbers do not allow for any cohort critical mass. The average class size of two does not allow for best pedagogical practices. When we spoke to the MA students, they indicated that about half of their coursework was done through directed study. Again, this limits the kind of graduate student interaction that enriches graduate study and places a heavy burden for a huge portion of the coursework on faculty goodwill (because they are not compensated or given release time for the work).

There are only two courses required of all the students: HUM 800-5 Theories and Methods in the Humanities and HUM 801-5 Research and Development Seminar. HUM 800-5 is a very broad, survey type course. That and HUM 801-5 have no stated outcomes. The rest of the courses are related to the student's individual interests and thesis work. While the required thesis (80-100 pages) easily meets the Educational Goals and the related specific sub-goals, which are clearly stated, the rest of the curriculum needs outcomes which align with programmatic goals.

Given that there is a thriving interdisciplinary studies master's currently in GLS, SFU needs to seriously consider if there are the resources for both programs.

Language Training Institute

The Language Training Institute should play an important and essential role in an institution that bears the motto "engaging the world." Cultural understanding and global competence are most often initiated in the language classroom. It is vitally important that students are informed about the role of language learning, that faculty do not separate language learning from cultural understanding, that the academic community understands the language mission, and that the administration supports the efforts of the Institute. Part of an active effort to support the University's vision in educating engaged global citizens through the foreign language classroom includes providing an infrastructure that leads to well-organized course sequences, adequate teacher support and training, engagement in the profession, and the department.

At the beginning of the review process, the department seemed to be an unusual site for the Language Training Institute. However, in light of its history, current situation, and its future, it seems to us now to be positioned fairly well within this unit. We do, however, strongly encourage the Institute to work more closely with the French and Italian language programs, since ideas, teaching approaches, and resources could and should be shared among departments and programs with many similar missions and issues.

There is currently no language requirement for all Simon Fraser University students and therefore the LTI attracts mainly students who have an interest in learning a new foreign

language or continuing language training that they began before entering the University. This pattern is reflected in enrollment numbers, which would be much higher if there were such a requirement and it is also reflected in the attrition rate. Students often tend to discontinue courses of study in classes that require what they consider too much work unless such courses meet a requirement. Nevertheless, the eight languages offered within this unit manage to attract and retain over 2000 students annually. The courses offered range from the beginning levels through advanced and special purpose courses in some of the languages and are taught mainly by lecturers and graduate assistants. The teaching staff that we talked to was very open in our conversations and impressed us with their energy and love for teaching their language as well as their professional engagement and subject matter knowledge.

The CVs of the faculty members in LTI document a high degree of research and professional activity that is both solid and rather impressive.

Graduate Liberal Studies Program

The Graduate Liberal Studies Program at Simon Fraser University functions as an autonomous entity within the department. The program is best described as “affiliated” with the Department of Humanities. Administration of the GLS is the responsibility of the director, who is selected by the program’s Steering Committee. The Steering Committee and director have jurisdiction over curriculum, teaching faculty, admission of students and the operating budget (funded mainly through endowments).

The GLS is uniquely situated as the only liberal arts master’s degree in Canada offering mid-career adults the opportunity to engage in an interdisciplinary study of texts and ideas integral to the humanities (see SFU strategic goal 1.1.8 Programs for mature, returning and non-traditional students). The program has continued to thrive despite the lack of marketing beyond word of mouth. The program has an excellent reputation for quality that extends beyond Canada. The director, Stephen Duguid, has served on the board of the Association of Graduate Liberal Studies Programs. Simon Fraser GLS students have consistently presented at AGLSP conferences and at West Coast GLS Symposia.

Educational Goals:

Goals 2 (to acquire an intellectual grounding in ideas and values which have shaped human cultures) and 3 (to encourage an interdisciplinary perspective by integrating ideas from a variety of perspectives and fields of study) are clear and can be easily seen to align with the course descriptions of all GLS courses, so assessment of them should be very doable. Goals 1 and 3 need to be simplified so that they are demonstrable given the content of GLS courses. Some of the specific skills (ability to do graduate level research, etc.) should be part of Educational Goals.

Program Quality

Curriculum: The curriculum is designed to explore issues that are perennial to the humanities and touch on contemporary issues. All of the courses are interdisciplinary in content and design. The cohort structure begins with two core seminars, *Reason & Passion I* and *Reason and Passion II*. Elective course topics cover ethics, science, math, religion, epistemology and more. Readings are rigorous.

There are a number of options for completing the degree which include an additional course option, two extended essays or a final project. How these complete programmatic goals

and how they may be seen as equivalent to each other is not spelled out, but should be considered as SFU moves to NWCCU accreditation and more specific program outcomes.

Faculty: The GLS faculty come from a wide range of SFU departments and bring with them the breadth of scholarship that is one of the educational goals of the program. The review team met with some of the faculty. They expressed their strong commitment to the program and enthusiasm for the students. Course evaluations indicate overwhelming positive feedback from students on their class experiences. The scale used in the GLS course evaluation form does not match that used in the Department of Humanities. Some consideration of consistency in measurement will be needed as SFU moves to NWCCU accreditation. Also, other indicators of faculty teaching quality beyond course evaluations need to be considered, for example, systematic peer evaluation/feedback.

Student course evaluation comments included:

All expectations met. Challenging, rewarding, stretching me further still. Thank you.

The approach and the reading encourage critical analysis and meaningful discourse that result in changing or enhancing mindsets or understanding about issues/topics.

Students: Enrollment in GLS remains at a constant, healthy level for a cohort-based, liberal arts master's program. On average, students take 4.46 years to complete the program. The completion rate is 80%. While the program is not particularly vocationally oriented or specifically a precursor to a PhD program, as indicated in student and alumni surveys and in our meeting with students, GLS is uniquely situated to fill a profound need for intellectual enrichment in the mature student population with a bachelor's degree. Comments from students and alums include:

- The breadth of reading was pertinent to each course. For example, in a religious studies course that I took, there were many authors with differing points of view and from different historical perspectives. This was conducive to a great deal of discussion and contemplation. I couldn't ask for more than that.
- I never expected to find a "community of learning" set up in such a way as the GLS program. This is the cornerstone of GLS, and no matter how exhausting a work day, or teenager problems at home, or a writing deadline, I went to class excited knowing I had three glorious hours of discussion, laughter, challenges and learning ahead of me.

Administration: The primary governing body of the GLS is its Steering Committee which includes the director, the associate director, the assistant to the director, at least eight appointed faculty members, three appointed student members and two alumni representatives. The chair of the Department of Humanities is an *ex officio* member. There appears to be ample opportunity for both faculty and students to have input in a wide range of program concerns including curriculum development and budget.

Of concern to the reviewers is a lack of administrative support dedicated to the program. As mentioned elsewhere, the department's manager is spread very thinly and now is expected to provide support for the GLS. Previously, an alumni coordinator position helped organize events for students and alumni, sent newsletters and produced a promotional film for the website. This is an important position that keeps student and alumni involved with the program through Friday night seminars and a weekend retreat and should be maintained if possible.

PhD. PhD students are part of the Dean of Graduate Studies Special Arrangements program (SAR). Currently there are eight students who have been admitted in the Liberal Studies PhD program, all graduates of the SFU GLS. This means that they all have a strong foundation in liberal arts graduate work. Research topics vary widely (economics, language and schizophrenia, human motivation for exploration).

It is not clear from the website or other material how the administration of the SAR program works, beyond the existence of a subcommittee of the GLS Steering Committee. Because the first cohort of 3 PhD students only started in the fall of 2013, it is too soon to evaluate the program.

There is a definite limit to the number of PhD students the program can handle. Already stretched faculty are not compensated for serving as dissertation advisors. Another issue is lack of financial support for PhD students. SFU needs to invest the resources needed to make this a successful program, especially with regard to mentoring these additional students who are coming into the program.

Asia Canada Program

The Asia-Canada Program suffers from two fundamental issues related to the program objectives. The mission statement of self-study report (p. 4) states that, “The Asia-Canada Program . . . offers students the opportunity to study Asia (especially East Asia) in a global and diasporic context, in particular, the connection between Asia and contemporary Canadian society.” The stated program objectives have not shown clear intellectual linkage between the Asia-Canada Program and its home department, the Department of Humanities. Thus, there is a need for colleagues associated with the program and colleagues of the home department to develop a better intellectual connection. This linkage would enable the Asia-Canada Program to draw on the intellectual strengths of the Department of Humanities to enhance its program development. It also would facilitate integration with the home department. Second, the mission statement and the “goal of the courses” of the program are not always consistent. Though the stated program mission is to understand Asia in a diasporic context, the self-report always refers to the program including Asian Canadian studies (pp. 5, 12, and 13). The program offers courses about Asian Canadians. The idea that the program includes Asian Canadian studies was mentioned numerous times in conversation with colleagues associated with the program. However, the focus on understanding Asia in a diasporic context is fundamentally different from Asian Canadian studies. The orientation of the program and the courses offered will be substantially different. The ambiguity of the stated mission and the actual implementation of the program requires clarification. The committee suggests that the director should re-think and re-align the program objectives and consider whether or not they should include the topic of Asian Canadians.

Instruction in the program’s courses has relied on sessional lecturers, even for the core courses. For example, “ASC 101-3: Introduction to Asia-Canada Studies I” was offered by a faculty member from the Asia-Canada Program, while “ASC 102-3 Introduction to Asia-Canada Studies II” was offered by a sessional lecturer. The committee strongly recommends that all core courses be offered by Asia-Canada Program faculty members so that teaching materials can be consistent over the years. In addition, the core courses should be designed for students to learn about Asia from a diasporic perspective if that is the objective of the program. At this point, the

syllabi of the core courses do not reflect this objective. Similar suggestions have been made for other elective courses offered by the program.

The Asia-Canada Program offers about eight to 11 courses per year, and about 400 students enroll in Asia-Canada program courses each year. Given its limited resources, it is impressive that the program is still able to provide courses to such a large number of students. The evaluations of courses were favorable. Since the program relies heavily on sessional lecturers, the key to achieving educational objectives in the classroom is to recruit the best instructors. The committee strongly recommends that all sessional lecturers should have PhDs and should have conducted research in the areas of their teaching topics.

The courses offered have been mainly about China and Japan with emphasis on the cultural dimension. The committee recommends more diversity. Courses should include other Asian countries besides China and Japan. They should include economic, social, and geographic dimensions. One way to extend the topics covered without additional hiring would be to cross-list existing courses in related areas elsewhere on campus. However, with such a small program, the director has encountered difficulty persuading SFU colleagues to cross-list their courses with the Asia-Canada Program. For example, the chair of the Department of Humanities might provide support and assistance to the director of the Asia-Canada Program to arrange cross-listed courses.

Administration

The program has limited staff and budget. The program has three half-time faculty members, all cross-appointed. The director is also cross-appointed, with only half time devoted to the Asia-Canada Program. These arrangements clearly affect the amount of time that faculty members can devote to developing the Asia-Canada Program and to assisting students in the program. To facilitate further program development, at least one full-time faculty would be needed to plan and coordinate the program. However, the expertise of any such new hire should focus on social or economic dimensions so that the program becomes more diversified. If the realignment of program objectives focuses on Asian Canadians, then the research area of the new hire should be related to that focus.

The budget of the program is minimal. Given such limited financial resources, the program's achievements are impressive. To have a healthy program, the budget should be increased considerably. With a larger budget, the director could arrange activities to facilitate the student learning experience and to deliver a coherent program.

The director is relatively independent in planning. Discussions of the program with the chair of the Department of Humanities are infrequent. To facilitate the coherence and integration of the program with the Department of Humanities, the director and the chair should have regular meetings to discuss issues related to the program.

Faculty Research

All three faculty members of the Asia-Canada Program have been active in their research. Books were published in solid presses, such as Stanford University Press and Routledge Press. Papers were published in English, Chinese, and Japanese to reach diverse audiences.

David Lam Centre

The David Lam Centre has been extremely helpful in promoting the Asia-Canada Program and organizing events related to the program. The close collaboration between the David Lam Centre and the Asia-Canada Program should be encouraged and maintained.

The David Lam Centre organizes events with community groups. The director of the Centre participates in many activities organized by the community. Through all these events, the

profile of Asian studies at SFU has been raised among community members, and connections with the community have been built.

The director has been active in organizing academic events. These activities help connect colleagues of SFU with colleagues in other universities. They also raise the academic profile of Asian studies at SFU. However, most of the events have focused on the Chinese. The committee strongly suggests that activities should be organized to address other Asian groups as well.

During the visit, some concerns were raised about the use of space for the David Lam Centre on the second floor of the Harbour Centre, Vancouver campus. The space currently is designated for use by other groups and units of the University. Activities organized by the Centre now have to take place in rooms rented from the University. The committee recommends that there be clarification about the use of space on the second floor that was once assigned to and used by the David Lam Centre.

(b) The quality of faculty research

The 2007 external reviewers' report found the level and sophistication of faculty research in the department to be quite high and "commendable." Seven years on, we observe that the Humanities faculty maintain a high level of research productivity on a broad range of fronts. They publish books at a regular rate, contribute frequently to leading journals, and are recruited to contribute chapters to books. In addition, many serve on editorial boards of disciplinary journals or on committees of professional societies. What is especially striking about the faculty's research activity is the very large number of papers they give, both nationally and internationally—not counting numerous interviews and public lectures. The high level of research productivity is especially commendable given the commitment faculty make to teaching and to administration.

(c) Unit members participate in the administration of the unit and take an active role in the dissemination of knowledge.

Department members do take an active role in the dissemination of knowledge, both through their robust research activities and their lively community engagement, especially through the David Lam Centre and the Institute of the Humanities. In fact, we observed that some faculty are over-committed in terms of administrative participation, work that they take on for the good of the program, for their students, or for the community. Administrative assignments should be carefully reviewed to determine whether the work load is appropriate, recognized, and compensated.

At the same time, the duties of the department's extraordinarily capable manager should also be reviewed. For one thing, as new programs have agglomerated, additional responsibilities have been added to the manager's already full portfolio. The instance of the GLS program has already been mentioned. But, there is more here than a question of workload. Some of the manager's duties, especially those concerning budgeting, student advising, and program oversight, should be covered by faculty or by professional advisors.

(d) The unit's environment is conducive to the attainment of the objectives of the unit.

As already noted, the environment in the department supports high quality teaching, lively community engagement, and productive research. But, there are elements of the environment tugging in the opposite direction. Chief among them is the absence of a clearly articulated sense of what the Department of Humanities is. The observation that such a department “would not fly today” is shared by the department itself. The department realizes that it is a creature of circumstances, not of planned, systematic academic growth. This absence of certainty and a clear direction impacts morale and fosters the sense that the department, so useful in so many ways, is being left to attrite. Some department members voiced the opinion that they would be content to continue on as they are; others thought that through “benign neglect” and attrition the department would soon wither. The environment, thus, is anything but dynamic, forward-looking, innovative, entrepreneurial, that is, poised to adjust to the changing face of higher education today. A second element in the departmental environment has already been mentioned, but needs to be brought up in this context as well. The unreported administrative work that members of the department take on as well as the many reported tutorials or directed readings that they offer their students over and above their regular teaching loads is quite demanding. This was not apparent to us from studying the charts supplied by Institutional Research and Planning, but it did become apparent from meeting with department members.

Thus, on the one hand, the department is remarkably successful in its teaching, research, and engagement while, on the other, it is experiencing “burn out” in some quarters and a willingness to let matters just drift to some future conclusion (disengagement).

Focus Questions for Humanities Department External Review 2014

Humanities

Suggest ways for the Department of Humanities to continue its traditional role of offering core religious studies curriculum, as well as its core HUM 101 Introduction to the Humanities, until the associated teaching appointment has been renewed.

Regular faculty should commit to HUM 101 on a rotating basis among most dynamic, enthusiastic teachers since this is a vital feeder course for the department.

The religious studies curriculum, which includes a certificate program, is an important part of the curriculum and, we understand, offers the only opportunity in the University for students to learn about religions and their impacts in an academic setting. There is great interest in world religions among students and in society in general, especially in richly cosmopolitan areas such as Vancouver offers. We recommend that instruction in religious studies be regularized by an appointment at the faculty level or at least at the level of a continuing Lecturer.

In light of two imminent retirements, which areas should be priorities for ongoing faculty renewal?

Funding priorities for faculty renewal must be job #1 for the new departmental chair and departmental faculty. As already indicated, we believe that appointments in science/technology

and/or religious studies would be fully warranted. The more fundamental issue is that new colleagues themselves must be catalysts for renewal, that is, they must be engaging, energetic, forward-thinking in terms of new pedagogies, and conversant with cross-disciplinary research and teaching.

Is the current administrative configuration of Humanities and its associated programs optimal?

No, it is not optimal. For one thing, too much of the academic administration of the department seems to have shifted into the (capable) hands of the office manager. Also, given the autonomy of the associated programs, there seems to be little coordination across the department. For these programs the department is a department in name only.

For the department to develop the sense of community, coherence, and meaning inherent to it and essential for its future viability, it is essential that new departmental leadership assert greater coordination across the associated programs.

We recommend that as part of the new chair's package he or she should be given a modest annual budget (e.g. \$10K) that the chair would make available to the associated programs (through a proposal process) to undertake programmatic, curricular, or research initiatives. This would effectively strengthen ties between the department and the programs.

There is a proposal currently under review to expand the scope and responsibilities of the department. We support the discussions underway and urge that they be accelerated once new leadership is in place. The names "School of Humanities" and "School of World Literatures, Languages and Cultures," have been floated, however we suggest that other nomenclature be considered in rebranding the department. This is especially important since the new configuration combines humanities and social sciences with the possibility of adding a component in science and technology and curricular offerings in experiential learning. Our suggestions include:

- Department of Interdisciplinary Studies
- Department of Intercultural Studies
- Department of Interdisciplinary Humanities

Suggest roles for the Institute for the Humanities and the David Lam Centre in pursuing interdisciplinary community engagement?

The GLS program and the Woodworth Chair should be added to this mix since in various ways they are actively involved in interdisciplinary community engagement. Each of these associated programs are doing a great job in pursuing interdisciplinary community engagement.

Our recommendation here is that these activities develop a service learning component for students that would effectively tie the Centre, the Institute, GLS, and the chair integrally to the core curricular programs of HUM. HUM already interfaces with the Integrated Studies and Night or Weekend programs. The department's majors and minors are already involved with the programs of these associated units. Service learning courses for credit would also enhance the

offerings of the department and help to alleviate the problem of intermittent course offerings in a student's field of interest.

Future Leadership of Department of Humanities

We were not asked to comment on this matter, but since leadership is critical to the success of the department going forward, we think it appropriate to share our thoughts.

The next chair must have on his or her agenda the task to provide appropriate coherence, rationalization and structure to the department (remaining cognizant, of course, that interdisciplinary programs *ipso facto* are not as tightly structured as traditional disciplinary programs [e.g. History, Political Science, Sociology]).

The next chair should be entrepreneurial, i.e., a person who is able to recognize synergies across campus and in the community and to take advantage of these opportunities to enhance learning and research across campus and in Vancouver.

The new chair should have background in interdisciplinary studies so that she or he will recognize the value of everyone's work in the department.

The new chair should have community engagement experience.

The new chair should have a reduced teaching load during the first year (one course each semester) to engage in the leadership activities outlined above that will energize and re-focus the department.

Asia-Canada Program

How can the Asia-Canada Program best serve the needs of SFU and British Columbia and their roles as gateways between Canada and East Asia?

The Asia-Canada Program should play an important role as a gateway between Canada and East Asia in serving the needs of SFU and British Columbia. Through the coordination with the David Lam Centre, various research-oriented and community activities have been organized to meet the needs of SFU and British Columbia, especially Asian ethnic communities in the province. The close relationship between the David Lam Center and the Asia-Pacific Program should continue.

However, the minimal budget allocated for the Asia-Canada Program does not allow them to organize many activities. An important first step in enhancing the performance of the program is to increase the budget so that the Asia-Canada Program can develop a lecture series and/or other relevant activities.

The Asia-Canada Program should also offer SFU students short-term study trips to Asian countries. These study-trips would enhance the learning experience of students enrolled in the program.

Graduate Programs

Given limited resources what is the best way to run the Humanities M.A. program, and what should its relationship be to the Graduate Liberal Studies M.A. program?

While the MA in Humanities and the Graduate Liberal Studies MA are similarly based in the Humanities, they are very different in structure, content and purpose. The Humanities MA's purpose is to allow students to narrowly focus their research and thesis with the primary goal of preparation for a doctoral dissertation. Due to the nature of the program, the depth of scholarly content and the research skills each student achieves depends on the student and his/her committee. The GLS program has content rich breadth, not primarily geared for PhD preparation, although some do move on to PhD programs in GLS and elsewhere.

There is also a big difference between the Humanities MA requirement of an 80-100 page thesis and the various options for the GLS capstone. Should there be a "relationship" (integration?) between the two programs? This could only happen after serious curricular changes to both, with the likely outcome of diluting the strengths of each. Concerns about the viability of the MA in Humanities have been previously addressed and should be considered separately from the GLS program.

With a strong MA Program and an emerging PhD annual cohort what kind of administrative support is required for GLS?

Restoration of the Graduate Secretary position and, if possible, the Alumni Coordinator position. It is totally unrealistic to think that the current manager for the Humanities department could provide the needed support along with an already overly full workload.

Languages

What is the best administrative context for the Language Training Institute at SFU?

Currently the Language Training Institute functions as an independent unit within the Department of Humanities. Administrative support comes from the department and seems to be sufficient. Since this set up seems to be working for all involved there is no need to remove this unit or assign it to yet another department. Closer collaboration with the Department of French and Italian, as referenced earlier in this report, should however be considered. The Language Training Institute already has a language coordinator. This position should be retained as it is of vital importance for the unit as they move forward to have more inter-language collaboration and work as a unit on establishing a shared vision for learning outcomes, assessment strategies, outreach, teaching strategies, and University and community wide engagement.

In a university whose motto is 'Engaging the World', how can the teaching of world languages be strengthened?

The Language Training Institute, despite its best intentions as a unit, faces several challenges that need to be addressed.

The Language Certificates: The Language Training Institute currently offers a certificate in three languages – Chinese, German, and Spanish -- and is in the process of developing one for Japanese. The concept of a certificate is commendable, but the courses needed for each certificate need to be sustainable within each language. This means that staffing needs to be consistent and reliable. Each language should also consider which level of proficiency it expects students to achieve as a result of taking the courses needed for the certificate and set a GPA requirement. Without these requirements and learning goals there seems to be no need for the certificates to highlight student achievements. The Spanish certificate is labeled as a proficiency certificate, but does not indicate what level of proficiency students will achieve upon successful completion of the courses required.

Teaching Assistants: The LTI relies every semester on a number of teaching assistants recruited from other units across the University to support its teaching, a common approach in many large institutions. This practice, however, becomes problematic when training for these assistants varies, depending on who trains them, without any further guidelines or cross language coordination. Mechanisms exist in the University that the LTI might access to develop consistent training and supervision procedures. For example, the French Department offers a methods course for its teaching assistants. It might be worth investigating if the teaching assistants in the LTI could participate in this training. Leaving the training up to the individual languages is problematic since all language teachers would agree that the simple fact that someone is a native speaker certainly does not make that person a good language teacher (e.g., native speakers of English, without appropriate training, would not necessarily be effective teachers of the English language). Teaching assistants who most often are progressing from their undergraduate studies toward becoming accomplished graduate students and teachers and eventually teachers and professors need support and training in learning how to teach. Training to become an effective foreign language teacher is fundamentally different from training to teach in math or science. The University already recognizes this by training its French teachers in foreign language pedagogy and would be well advised to expand this formal training to the LTI teaching assistants. The payoff in better classroom instruction, higher enrollments, and happier teachers will strengthen the LTI.

Under-compensation of LTI teaching assistants. Compensation is based on the outdated system in which language was taught in a lecture environment followed by drill sessions conducted by teaching assistants. Today, however, teaching assistants teach their own stand-alone language courses including grading. The current model of teaching assistant classroom work and teaching responsibility needs to be reflected in how teaching assistants are compensated for their work. In terms of how teachers value themselves and how others value what they do, appropriate compensation reflects respect, value, and fairness. The department should not be left to choose between hiring teaching assistants at the full regular teaching assistant stipend or offering more classes taught by underpaid teaching assistants. Equal compensation for equal work should be allocated teaching assistants across units.

Coordination between languages: Even though there is a language coordinator for each of the LTI languages, the individual language units need to improve communication and collaboration among them. It would be good to see more cross-language consistency in learning outcomes, for example, for similar courses and for goals for the certificates. As it stands, most syllabi do not state learning outcomes and students do not know what they will learn in a given class. Clear expectations in the form of learning outcomes, an explanation of what is expected for each course component (such as homework, tests, or quizzes), will help students realize that

these are academically challenging courses and show them what they will learn. Academic expectations should be presented consistently across languages to show that the LTI is indeed one coherent unit that offers similar approaches across languages.

Syllabi need also to reflect culture in their class content. To not include culture even in the most beginning language classroom is an outdated approach that is no longer viable. The LTI vision emphasizes innovation in pedagogy, programming, and curriculum as its goal, but at this point these are not reflected in their courses.

Currency of teaching materials used in courses. Approaches to teaching have changed drastically over the last ten years, but the texts used for Mandarin Chinese II and Spoken Mandarin for Speakers of Other Chinese Dialects I date from 2006. The text used in Mandarin Chinese IV is from 2001; the text for Spanish Vocabulary is from 2000. We recommend that each language unit review its textbook selections with minds open to new teaching approaches and recent developments in foreign language pedagogy. All the instructors in the LTI are active in their professional organizations, attend professional conferences, and present papers at meetings. With a staff so professionally active, it should not be a far reach to bring current developments back to SFU and to integrate them into the LTI curriculum.

Each language should also consider offering courses with a developed service-learning component, which could and should feed into the Institute for the Humanities activities and the David Lam Centre activities. Such linkages would strengthen ties within the department and support the efforts of the unit. Service learning is one of the most effective ways to connect students to the community and the community to the University and the students. At Simon Fraser it would tie the efforts of the Institute for the Humanities, the David Lam Centre and the Woodworth Chair together and could be mutually beneficial.

The addition of Punjabi and Arabic in 2013 increased the number of languages offered through the LTI to eight. The languages offered seem to reflect what students are interested in. Language departments and programs need to be cautious when it comes to adding languages for which there is only one instructor and seemingly no plan to develop an extended program of language study. Students might not be able to continue the study of these languages beyond a two-semester sequence, which leaves them at a barely functional level of proficiency. Most language programs now strive to have students reach a proficiency level of Intermediate Low if they need the language to fulfill a language requirement. In many languages, such as Arabic and Punjabi, this level can usually not be achieved in only two semesters of study. Students should be given the chance to engage in the study of a chosen language through a third year in order to achieve a functional proficiency level and to be able to engage in cultural content. Staffing new languages with part time teaching staff, who might not be continued or who change often, is not ideal in building up these new languages.

Language Training Institute as part of the Department: The language instructors were all enthusiastic when they talked about their students and teaching, but felt that they had no real voice within the department. They felt that the Department of Humanities is a better fit than the units they left, but they still don't feel that they are an integral part of the department. They enjoy their independence in terms of budget and curriculum, but also want to see themselves as part of the department. New departmental leadership should make an effort to integrate and include the languages in projects and ongoing outreach to create a shared platform for all members of the department.

Another area of concern mentioned repeatedly was the uncertainty of funding and position renewals, both causes for language faculty anxiety. Longer contracts or scheduling that

indicated that programs and courses would be taught regularly would ease this fear and give more consistency to the programs. With upcoming retirements in the language units there are opportunities for hires of energetic language professionals who can reenergize and bring new pedagogical strategies to language learning. With new concepts and innovative course approaches, links to the Institute of the Humanities and the Woodworth Chair, the Language Training Institute could take on a vital role in the education of globally educated, engaged, and language and culturally competent citizens.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director			
Unit under review HUMANITIES	Date of Review Site visit April 2-5, 2014	Responsible Unit person, Eleanor J. Stebner	Faculty Dean Jane Pulkingham
Notes			
<ol style="list-style-type: none"> 1. It is <u>not</u> expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded. 2. Attach the required plan to assess the success of the Educational Goals as an addendum (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):			
<p>1.1.1 Undergraduate:</p> <p>The department has identified its emerging focus and contribution to the university mission as "critical dialogue in world humanities," which would draw on the existing Western and Asian focus of the department as separate streams to develop a research and teaching focus on dialogue and common themes within these traditions of the humanities. Several existing members of the department will develop new research and teaching ideas for this stream. (2017)</p> <p>We propose to streamline and integrate the undergraduate curriculum by</p> <ul style="list-style-type: none"> • suspending admission of new students into the Asia-Canada Program (summer 2017), while enabling students with declared minors to complete their program and continuing to offer ASC courses that draw strong student enrollments • discontinuing the honours degree (as soon as possible) • deleting courses that no longer attract strong enrollment (May 2017) • examining course titles and revising them to better reflect both course content and 21st century perspectives (May 2017) • re-examining the certificate programs (May 2017) • arranging for faculty members (rather than sessional instructors) to teach HUM 101 (Spring 2018) • developing a new 300-level course that will integrate programming offered through the Institute for the Humanities and the J.S. Woodsworth Chair, thereby enabling students to engage in matters of public concern and importance. Programming offered by Graduate Liberal Studies and World Literature may also be incorporated. (May 2017) • creating a joint major between Humanities and World Literature (already in process) 			

1.1.2 Graduate:

In order to better integrate programming at the graduate level

- the department will seriously consider how viable it is to run the MA HUM degree, especially since the MA in Liberal Studies degree exists, and explore how MA students may take courses in the Graduate Liberal Studies program, thereby providing them with a regular learning cohort and also reducing the overload course teaching now experienced by Humanities faculty (May 2017)
- pending the outcome of the above re-visiting of the MA HUM program, faculty who teach in the World Literature Program will be available to supervise MA Humanities students
- the department will market our unique, interdisciplinary program as widely as possible to deepen our pool of applicants and ensure that only the best- prepared and capable students who are motivated to complete their degree in a timely manner are admitted

1.1.3 Graduate Liberal Studies Program (GLS):

- The Director, with members of the steering committee, will re-examine the three program completion options; examine and revise, if necessary, educational goals; and support the three PhD-SAR Liberal Studies cohorts that currently exist.

1.1.4 Institute for the Humanities and the J.S. Woodsworth Chair:

- The Director and members of the steering committee of the Institute and the J.S. Woodsworth Chair will participate with the Undergraduate Studies Chair and committee in developing a course for students that will utilize their diverse public education programs (May 2017).

1.1.5 Language Training Institute (LTI):

The LTI, which was administratively housed with the department during the time of the external review, was moved out of the department on December 31, 2015 and is currently administered by the FASS dean's office.

1.1.5 World Literature Program (WL):

- **The WL program was moved into the department on September 1, 2015 and was not part of the external review. It is administratively housed in the department, but its three faculty members (including one who serves as director), teach exclusively in the WL program. The faculty will integrate their expertise in the department through committee service and be available to act as supervisors for MA students.**

1.2 Resource implications (if any):

- **Given the imminent loss of faculty due to retirements – four retirements by the end of August 2019 – the department will engage in discussions as to what academic areas will be of utmost importance for possible new hires. Such an examination may result in re-naming the department.**

1.3 Expected completion date/s: See above.

2. RESEARCH

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

- All faculty members are actively engaged in their respective fields of endeavor through research and dissemination of knowledge at conferences and in publications. Several are recent recipients of SSHRC Insight Grants (Ian Angus, sole recipient; Eleanor Stebner, sub-grant) and other research grants (Shuyu Kong, VPR 4A Grant; Paul Crowe, Hong Kong Baptist University and Chinese University of Hong Kong grants). Faculty members are deeply engaged with international scholarly communities – by organizing, hosting and participating in international conferences, and by collaborating on publications.
- Humanities faculty will continue to serve as post-doc supervisors.

3. ADMINISTRATION

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

- The Manager, Academic and Administrative Services in the department is overworked, being responsible for overseeing the budgets, scheduling and other administrative matters for HUM, GLS, WL, ASC, the Woodsworth Chair, and the Institute for the Humanities. Even though LTI is no longer administratively housed in the department, the addition of WL has increased the demands on all support staff.
- Some relief has been provided by the creation of a temporary appointment of an APSA grade 6 Academic Advisor, originally at 3 days per week and then increased to 4 days per week, effective January 2, 2016 to January 27, 2017. This position needs to be made permanent.
- Also, in order to relieve the workload of the Manager and Chair's Secretary (who now has additional requests from the WL director), a CUPE grade 7 Program Assistant is required for 3 days per week.

3.2 Resource implications (if any): Additional funding is required for the above actions

3.3 Expected completion date/s: In progress.

4. WORKING ENVIRONMENT

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

- **Workspace is currently tight. An associate dean, however, is working on moving the Grace MacInnis Room (AQ5119) — a meeting/seminar room currently shared by Humanities and Gender Studies — to Room 5118. New office spaces will be created in Room 5119 and perhaps even allow for a more comfortable “community” room for faculty, staff, and students.**

4.2 Resource implications (if any): FASS

4.3 Expected completion date/s:

**January 2017 new MacInnis room complete
End of spring term 2017 new offices/community space**

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

Unit Leader (signed) Name <u>EA Stahl</u>	Title <u>Chair Dept of Humanities</u>	Date <u>June 28, 2016</u>
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Section 2 - Dean's comments and endorsement of the Action Plan:

I met with Dr. Eleanor Stebner, Chair of the Department of Humanities on two occasions, May 17 2016, and again on June 23 2016 (Glynn Nicholls also attended this latter meeting) to discuss the external review prepared by Professors Debrah Bokowski (Marylhurst University), John Contreni (Purdue University), Eric Fong (University of Toronto), and Wiebke Strehl (University of North Carolina, Asheville).

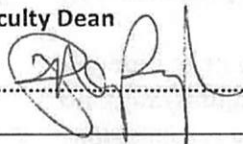
Our office has given close consideration to the external review and to the detailed response from the Department of Humanities. The external reviewers have produced a thoughtful assessment, capturing the strengths found in the Department and identifying challenges it faces. The previous Dean, Dr. John Craig, refrained from proceeding to develop a final Action Plan with the Department of Humanities in 2015 in order to give the unit and Faculty more time to consider the possibility of imaginative restructuring as recommended by the reviewers.

In the meantime, as the attached Action Plan outlines, a significant amount of restructuring has occurred, as reflected relocating the World Literature Program from the Surrey campus to be administratively housed in Humanities, and the incorporation of World Literature faculty as members of the Department of Humanities, as well as the departure of the Language Training Institute from Humanities. Again as detailed in this outline, planning is underway for further restructuring (e.g., Asia-Canada Studies), and revamping programming at the undergraduate and graduate level in line with re-visioning the unit's focus/mission.

The most immediate pressing resource issue for the unit is staffing; faculty renewal planning will follow the re-visioning exercise the unit is engaging in.

Our office recognizes that the Department has a somewhat more complex structure and will work with the Department to ensure that it has the appropriate level of staffing resources required to support its activities.

Faculty Dean



Date

September 9 2016

Department of Humanities
Educational Goals – Assessment Plans

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Humanities – Undergraduate

Areas	Goals	Data Sources	Data Sources
		<i>Start of Program</i>	<i>End of Program</i>
In their knowledge of the principal areas of humanities, students will be able to:	· Identify a wide range of authors and texts.	HUM 101 short non-credit multiple-choice survey	HUM 4XX short non-credit multiple-choice survey
	· Demonstrate a command of several central texts and material evidence.	HUM 101 short non-credit multiple-choice survey	HUM 4XX short non-credit multiple-choice survey
	· Articulate central themes and issues of the humanities.	HUM 101 short non-credit multiple-choice survey	HUM 4XX short non-credit multiple-choice survey
	· Develop their own, reasoned perspectives on several central issues	HUM 101 1 st writing assignment	HUM 4XX final paper
In their writing , students will be able to:	· Develop sustained, well-structured arguments in essay form.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Choose engaging and effective diction.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Construct clear, balanced, and coherent sentences and paragraphs.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Employ linguistic conventions appropriate to various humanities disciplines.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Adopt the appropriate <i>personae</i> of academic writing.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Employ effective technology for composing and annotating papers.	HUM 101 1 st writing assignment	HUM 4XX final paper
In their research ,	· Select, draw on, and	HUM 101 short non-	HUM 4XX final paper

students will be able to:	synthesize multiple primary sources.	credit multiple-choice survey	
	· Appreciate the significance of diverse sources.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper
	· Perform close readings of critical passages.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Identify and employ the principal ancillary tools that are available in English for differing humanities disciplines.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper
	· Engage with up to date scholarship in journals, books, and on-line sources.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper
	· Construct bibliographies according to humanities disciplinary standards.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper
In their oral communication, students will be able to:	· Communicate clearly and confidently in oral presentations up to 20 minutes.	tentative participation mark from the first five tutorial meeting in Hum 101	HUM 4XX Oral presentation Mark
	· Employ appropriate presentation software and hardware.	Assume it is negligible	HUM 4XX oral presentation
	· Exchange information and ideas fluently and constructively with their peers.	tentative participation mark from the first five tutorial meeting in Hum 101	HUM 4XX Participation Mark
In their analysis and argumentation, students will be able to:	· Integrate historical, literary, philosophical, religious and aesthetic perspectives.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Articulate clear, concise, and independently achieved theses with regard to issues in the humanities.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Generate cogent and persuasive argumentation in support of their theses.	HUM 101 1 st writing assignment	HUM 4XX final paper
	· Support their argumentation through analysis of specific evidence.	HUM 101 1 st writing assignment	HUM 4XX final paper
In their awareness of diverse cultures and perspectives, students will be able to:	· Respect the differing cultural contexts and perspectives of the people and texts that they are studying.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper
	· Pursue questions that are appropriate to the sorts of	HUM 101 short non-credit multiple-choice	HUM 4XX final paper

	evidence that is available.	survey	
	· Demonstrate an awareness of the limits of their subjective perspectives.	HUM 101 1 st writing assignment	HUM 4XX final paper
	Show an awareness of non-English terms that derive from and exemplify diverse cultures.	HUM 101 short non-credit multiple-choice survey	HUM 4XX short non-credit multiple-choice survey
	· Respect the differing cultural contexts and perspectives of the people and texts that they are studying.	HUM 101 short non-credit multiple-choice survey	HUM 4XX final paper

Humanities - MA Program

The baseline data for the MA program will be collected from the student's initial research proposal and discussions in the initial meeting of HUM 800, the methods course. The summative data will be gathered from the thesis and the thesis defense.

Asia-Canada Program

Program EGs	Components/Definitions of EGs	Course Number	Direct Assessment	Indirect Assessment
Demonstrate a historical and theoretical knowledge of Asia Diaspora community in Canada	The history of Asian immigration; multiculturalism policy; the power dynamics around mobility and settlement, ethnic or racial issues, national identities and minority issues, and political and cultural activism	ASC101 ASC102 ASC 300, ASC 301, ASC 400	1) Quizzes and exams; Q & A format exams; Informal notes; Class discussions 2) Media /book review; Field trip report; Class discussion /group debate (Canvas); Essay or creative project	Student survey; One page Critical review;
Demonstrate a general knowledge of East-Asian civilizations; as well as the transnational circulation and influence of Asian culture and thought	Including aspects of history, religion, society, cultures as well as politics and economy.	ASC 200 ASC201	Quizzes and exams; Informal notes; Class discussions	Student survey; One page Critical review

in Canada.				
Develop critical use of resources relevant to Asia Diaspora Studies, and various research and dissemination skills	Interview skills, presentation skills, communication skills, presentation of ideas and arguments (verbal and written), bibliographical research or data collection skills critical reading, independent and critical thinking.	ASC 300 ASC301 ASC400	Media and book review; Field trip report; Group presentation; final essay	Student survey; Student forum (optional)
Develop critical and multicultural perspectives in understanding the complexity and multi-faceted nature of inter-cultural issues.	1) Critique common misperceptions and misunderstandings of Asia and Asian- Canadians; 2) Develop cultural awareness and intercultural competence in reading texts and engaging in social interactions; 3) Apply historical and theoretical knowledge to express informed opinions about Asia and the Asia-Canada relationship.	ASC 300 ASC301 ASC400	Media /book review; Field trip report; Class discussion /group debate (Canvas); Final essay	Student survey Student forum (optional)

Chinese Certificate Program

Program EGs	Components/Definitions of EGS	Course Number	Direct Assessment	Indirect Assessment
Demonstrate a general knowledge of Chinese civilization	Including aspects of history, religion, society, and cultures.	ASC200 (Required) ASC 302	Quizzes and exams; Q & A format exams; Class discussions; Media /book review; Essay.	Multiple choice survey; One page Critical review;
Demonstrate basic language competency in Mandarin Chinese	1) understand sentences and frequently used expressions related to areas of most immediate relevance; 2) communicate using skeleton sentences to perform simple and routine tasks on familiar and routine matters. 3) describe in simple terms aspects of his/her background, immediate environment and matters in areas	CHIN100 CHIN101 CHIN200 CHIN201	Quizzes and exams; Oral presentation	Student exchange program

	of immediate need.			
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Graduate Liberal Studies

In assessing educational goals and skill building, the Graduate Liberal Studies Program will employ the following methods:

1. Compare the first essay in LS 800 with the last essay in LS 801 to assess meeting educational goals within our mandatory courses.
2. Compare the essay of interest in the application to the LS 898 Graduating Seminar reflective essay to assess pre-entrance skills and completion skills.