



8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL: 778.782.3925
FAX: 778.782.5876

vpacad@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Senate
FROM Jon Driver, Vice-President, Academic and
Provost, and Chair, SCUP
RE: Faculty of Arts and Social Sciences: External Review of the Department of English
(SCUP 12-32)

DATE September 12, 2012

PAGES 1/1

At its September 5, 2012 meeting SCUP reviewed and approved the Action Plan for the Department of English that resulted from its External Review.

Motion:

That Senate approve the Action Plan for the Department of English that resulted from its External Review.

encl.

c: B. Schellenberg
J. Craig



8888 University Drive, Burnaby, BC
Canada V5A 1S6

TEL: 778.782.6702
FAX: 778.782.5876

gnicholl@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Jon Driver, Chair, SCUP
FROM Bill Krane, Associate Vice-President, Academic
and Associate Provost
RE: External Review of the Department of English

DATE August 23, 2012
PAGES 1/1

Attached are the External Review Report on the Department of English and the Action Plan endorsed by the Department and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of English that resulted from its External Review.

Following the site visit, the Report of the External Review Team* for the Department of English was submitted in March 2012.

After the Report was received, a meeting was held with the Dean, Faculty of Arts and Social Sciences, the Chair of the Department of English, and the Director of Academic Planning and Budgeting (VPA) to consider the recommendations. The Department then prepared an Action Plan based on the Report and these discussions. The Action plan was then submitted to the Dean who endorsed it.

The Reviewers commented that "The Department has a well-constructed undergraduate program that allows students exposure to the full range of the discipline with appropriate coverage of historical periods, contemporary literature, and theoretical perspectives.

The graduate program is equally effective and caters to a talented cohort of MA and PhD students. Research is impressive, both in quantity and quality."

The Reviewers made 9 recommendations covering the agreed Terms of Reference.

SCUP recommends to Senate that the Department of English be advised to pursue the Action Plan.

Attachments:

1. External Review Report – March 2012
2. Department of English – Action Plan

*** External Review Team:**

Dr. Susan Bennett (Chair), University of Calgary
Dr. Roger Graves, University of Alberta
Dr. Thomas Schaub, University of Wisconsin-Madison
Dr. Lisa Shapiro (Internal), Simon Fraser University

CC John Craig, Dean, Faculty of Arts and Social Sciences
Betty Schellenberg, Chair, Department of English

**EXTERNAL APPRAISAL
DEPARTMENT OF ENGLISH
SIMON FRASER UNIVERSITY**

By Susan Bennett, Department of English, University of Calgary;
Roger Graves, Department of English, University of Alberta; and
Thomas Schaub, Department of English, University of Wisconsin-Madison

(MARCH 2012)

Introduction

We respectfully submit the following report, based on our site visit to Simon Fraser University (8-10 February, 2012) as well as the self-study and ancillary materials provided by the Department of English.

We would like to thank the faculty, staff, and students, as well as the university administrators with whom we met, for welcoming us at a busy time in the semester. Lisa Shapiro from the Department of Philosophy provided excellent support and useful institutional context as needed. We found everyone very helpful in providing necessary information before, during, and after our visit. On-site discussions were open, rich, and engaged—and we appreciated the generosity that people brought to our meetings. Special thanks to Bal Basi in the Provost's office and to Elaine Tkaczuk in the Department for ensuring all the small details were taken care of: both of them went the extra mile to make sure our visit ran smoothly.

Susan Bennett, Roger Graves and Thomas Schaub
March 12, 2012

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EXECUTIVE SUMMARY

The Department has a well-constructed undergraduate program that allows students exposure to the full range of the discipline with appropriate coverage of historical periods, contemporary literature, and theoretical perspectives. The comprehensive breadth of courses is excellent preparation for students who go on to teach or to continue their education in graduate school. While we consider the Department's undergraduate program to be strong across the board, there are a few areas that might be further strengthened and we have made specific recommendations for the honors program and for the development of co-op. The Department's role in the delivery and design of "W" is another area that requires attention and planning in the context of a university-wide review.

The graduate program is equally effective and caters to a talented cohort of MA and PhD students. The level of support for graduate students is generally very good, with the Department able to offer competitive financial packages for their top-ranked students at admission. The Department plans to expand its program and improve the quality of the graduate applicants it accepts—two goals that we wholeheartedly support. Increased attention to professionalization and placement is likely important over the short to medium term, but we believe that strategies are already in development. A recommendation below emphasizes the need to provide full-time status for the one staff person attached to graduate study.

Research is impressive, both in quantity and quality. This Department effectively engages traditional and more contemporary areas of the discipline. Faculty members are also excellent contributors to more interdisciplinary ventures and model how to collaborate across and between disciplines for their students. The Messenger and other funds available in the Department do much to foster a strong research environment. Nonetheless, we see support for increased research ambition as an important next step in how the institution recognizes and encourages such an accomplished unit.

While we regard this Department as very good in every area, we recognize that this level of accomplishment is not without risk. Any further loss in the faculty complement will seriously compromise their ability to deliver programs and research intensity at current levels, far less bring about the enhancements that we encourage here. The Dean needs to address with the Chair more explicit strategies for position planning and for career development.

Overall, it was a pleasure to visit the Department and to meet the community at Simon Fraser University.

RECOMMENDATIONS

We would like to make nine recommendations that follow from our assessment of the self-study documents and from the variety of meetings held during the site visit. These are not listed in any order of priority. We feel that they all need attention promptly and success in responding to these various recommendations will put this already accomplished Department at the forefront of the field in Canada.

1. Attention to the honors program

More students should be in honors. It needs to be better advertised and more effectively administered. The current need to take a fifth year in order to participate (the experience of all the students we interviewed) must be avoided.

2. Promotion and support for co-operative education option in English

We would suggest a faculty-wide initiative, spearheaded by the Dean's Office, to reinvigorate co-operative education in this Department. See also Appendix A.

3. Capstone experience for MA students

With the move from a thesis-based program to a capstone research paper, the MA has lost some of its presence in the Department and among the graduate student cohort. The public presentations should become a mandatory element of the program and an expectation of attendance extended to faculty and graduate students at all levels.

4. Alumni development

The Department should prioritize the development of better alumni records and a program that would re-establish contact with accomplished alumni through regularly scheduled events.

5. "W" at SFU

There is an institution-wide commitment to writing at Simon Fraser and we have taken seriously the examination of the Department's role in the delivery of this commitment. We hope that the Provost's Office will bring together all the relevant administrators and department representatives to review Appendix A of this report where numerous directions are outlined.

6. Explore World Literature joining the Department

Contributions of English Departments to the literature and culture of a globalized twenty-first century society have generally expanded to include—and often focus on—what might be called “world literature.” The current SFU program in this area is small and would benefit from a larger intellectual and administrative context. Many faculty in the Department would be very appropriate as contributors to the strengths of this programs.

7. Career development/retention planning

It is very important in the short to medium term that more attention is given to effective career development and retention planning. We recommend that senior administration in cooperation with the Dean strike a task force to examine how the university can best support a young faculty and encourage their participation in the articulated strategic goals university wide.

8. Research ambition

Individually and collectively faculty in this Department demonstrate a very high level of research accomplishment. Nonetheless we see a great deal of opportunity for growth, especially in the area of team-based research projects. The Chair should initiate meetings with SSHRC-funded researchers to explore possibilities for future growth and increased ambition. The Chair and the Dean may want to identify future leaders and proactively discuss career planning with these targeted faculty members.

9. Graduate secretary to 100% position

The graduate secretary makes a remarkable contribution to the Department and to the success and wellbeing of the graduate student cohort. This is (more than) a full-time position and troubling that the incumbent is expected to fulfill her responsibilities on a 85% time contract. We recommend that this position is converted to 100% at the earliest opportunity.

1. PROGRAMS

Undergraduate program

The Department has a well-constructed undergraduate program that allows students exposure to the full range of the discipline with appropriate coverage of historical periods, contemporary literature, and theoretical perspectives. The comprehensive breadth of courses is excellent preparation for students who go on to teach or to continue their education in graduate school. Coincident with these offerings, the Department rightly takes pride in its focus on Print Culture, contemporary poetry and poetics, West Coast and diasporic literatures, First Nations writing, and interactions among literature, creative writing and rhetoric.

The Department's plan for its undergraduate programs includes four initiatives: (1) develop core disciplinary knowledge among its students and majors; (2) teach their students life-time and transferable skills in written and oral communication, and critical thinking, and to increase opportunities for "experiential learning" as a way of enhancing these skills; and (3) increase the exposure of undergraduates to research, including the use of archives and other scholarly resources (the Department is developing Research Assistant positions for use by its best students to work together with faculty mentors doing hands-on research); (4) continue to involve faculty and students in the cultural community beyond the campus. [It already does so through faculty and student participation in the Kootenay School of Writing, the Lacan Salon, the Flying University, and the Department administered Writer-in-Residency program.]

The commitment to teaching writing in courses is discussed in an appendix to this report, "Writing and Rhetoric at SFU."

While we consider the Department's undergraduate program to be strong across the board (although we note, and discuss below, that the complement of faculty positions cannot shrink beyond its current number if the range and quality is to be preserved), there are a few areas that might be further strengthened.

(1) English majors do not regularly take advantage of the co-op program and indeed its existence does not seem to be much understood, either by faculty or students. This may well be a missed opportunity, even if only a few students were to sign up in any year. We suggest that the Dean's Office initiate a campaign to promote the advantages of co-op study and that the English Department play an active role in encouraging students to consider this option. Information sessions and attractive, eye-catching posters can do a lot here, but the secondment of a professor in the Faculty to spearhead this initiative would be ideal.

(2) Of more concern was the under-subscription of the honors program. With the size of the cohort of English majors (and with concern about attrition

generally in this program, a phenomenon that is common across Canada), encouraging the best students to commit to honors is an important target. The group of undergraduate students we met with were largely drawn from the honors program but they expressed some dissatisfaction with how they found out about it—too late and with the effect of almost always leading to the need for a fifth year of undergraduate study. A couple of students at the meeting had not heard of honors and were surprised that such a thing existed.

This suggests the need for the Undergraduate Chair to develop a system that alerts the top-achieving undergraduates to the honors option and makes sure that advising is in place so that students are taking the appropriate preparatory courses at each level in the program. Only in an exceptional case should a student need a fifth year in order to complete honors. Sending current honors students out to speak to junior classes about its benefits is a simple strategy for increasing awareness. A more detailed promotion of why honors should also be considered: giving undergraduate students a strong sense of how this will prepare them better for graduate and professional school applications, what value-added skills they will bring to the workplace, why working with a cohort of top undergraduates is exciting and intellectually challenging, the delights of pursuing independent research under the supervision of a faculty specialist, and so on. The annual honors symposium, too, might be deployed as an awareness-raising event in the larger community so that more people get to see the quality of students that the Department is training.

Staffing of the undergraduate program has challenges created from the need to deliver curriculum in several different locations. Some instructors who teach away from the main SFU campus expressed a sense of isolation. On the one hand, they appreciated the trust put in them to do a good job with courses taught at Surrey etc.; on the other, they wished for more collegial engagement, an opportunity to swap ideas, pedagogical strategies and so on. Perhaps the Department might consider having mini teaching retreats from time to time that would allow for this kind of interaction.

Our meetings with faculty in the instructor rank and with sessional employees revealed stresses that are common in English Departments in this country. Instructors find their workload very heavy and there was a consensus among them that it was nigh impossible to use their annual vacation entitlement. This is surely something that can be explicitly planned for and the Department Chair and Dean should convene a meeting to resolve this concern. Sessional staff worry about the lack of security and, particularly, about the lack of engagement with the Department. Many of them also teach at the other post-secondary institutions in the city and juggle a complicated workload across different locations. The Association for Canadian College and University Teachers of English (ACCUTE) has created a forum for sessionals (<http://www.accute.ca/sessionals.html>) to promote a sharing of resources, but the issues raised at our meeting can be found in Canadian English departments

coast-to-coast. The sessional staff who met with us expressed enthusiasm for orientation sessions that had been held before the start of each term and at the end of the term and the Department Chair should ensure that these are conducted on a regular rather than ad hoc basis.

We did not have the opportunity to review materials or meet with anyone who was attached to the small World Literature program offered at the Surrey campus (as outside our mandate to review the Department), but we do question the viability of this free-standing unit and would recommend that the Dean and the Department Chair discuss the viability and appropriateness of this area becoming part of the English Department. There are certainly faculty and graduate students who could play a key role in the development of this focus. World literature is a key element of most contemporary English programs (“literatures in English,” for example) and emphasizing this field for both undergraduate and graduate students seems timely and sensible.

We should also note here that the undergraduate student group with whom we met were uniformly enthusiastic about the education they were getting as English majors. They stressed how much they appreciated the quality and range of courses available as well as the ease of access to faculty members. The students felt that the Department cared about them and were interested in their success. Simply put, it is unusual to find this degree of satisfaction among an undergraduate cohort—perhaps the best evidence that this is a Department that meets its responsibilities very effectively indeed.

Graduate Program

This is a well-run graduate program that caters to a talented cohort of MA and PhD students. The level of support for graduate students is generally very good, with the Department able to offer competitive financial packages for their top-ranked students at admission. Application to and success with SSHRC takes place at a good rate and several students have had the opportunity to work as research assistants on faculty projects (funded by monies held in the Department and/or SSHRC).

The Department plans in the next three years to expand its program and improve the quality of the graduate applicants it accepts. In line with this goal, the department also seeks to attract more students from outside British Columbia and to enroll fewer of its own students (although it should be noted that the current percentage of SFU-trained students is only about 30%). It has revised its MA and PhD curricula to enable students to move through their program more quickly and to complete their degrees. By their account, English has one of the highest rates of completion in the University and we had no concern about the recent handful of withdrawals (all for reasons that do not raise red flags). The “3-Year Plan” asserts “the Department believes strongly that [its] primary role is to produce top quality graduate students who will become leaders in their

respective fields and contribute to the wider community as excellent teachers and scholars.” To accomplish this goal, the Department must maintain appropriate faculty lines to offer the full range of English literary history, rhetoric and creative writing. Since many MA and PhD graduates will go on to employment outside of professorial positions, the Department needs to develop a more active career development program. Within the city as well as in the alumni of the program, there is surely a rich source for talks and mentorship so that graduate students are better prepared for the realities of the job market.

The students we met with expressed a high degree of satisfaction with their program including the variety and accessibility of graduate seminars, the quality of the teaching, and the availability of supervision. The one area of dissatisfaction was with the canceling of a defense for the MA research component. We had heard that there was an annual conference where work was presented to other students and to faculty but the graduate students told us that participation was optional and that it was in fact poorly attended by students and faculty alike. This is a concern both in terms of a need for an intellectual capstone to the MA experience and in terms of more general faculty-graduate student interaction. A fixed date for the annual conference and an obligation to participate for the MA students and their supervisors should be considered in order to energize this aspect of the program. If the Department were to host a lunch or a reception as part of the event, it might encourage others to see this as a significant commitment to the wellbeing of students and to intellectual life generally.

All the graduate students who came to our meeting expressed great admiration (and gratitude) for the commitment and expertise of the graduate program support staff member. She is obviously crucial to the smooth running of graduate studies and a remarkable resource person for faculty and students alike. It is remarkable to realize that she is not a full-time appointment and we urge that this be regularized at the earliest opportunity. It is more than apparent that the work expected—and, indeed, delivered—is a full-time commitment and she should be hired accordingly. This would allow her, too, to provide additional support to the graduate chair for any initiatives beyond the day-to-day running that might be pursued (see notes on career planning for graduate students that follow, for example).

Graduate students are sensibly and effectively mentored—they are well aware of the need to develop their professional CVs and regularly present at field conferences with funding support from the Messenger Endowment and other local funds. The Graduate Chair realizes the need to coach graduate students to think of employment opportunities beyond the academic job and this should be a priority in the next year or two. Graduate study in English is an excellent preparation for a variety of professional fields and SFU is well placed to draw on resources in Vancouver for a lively speaker series and mentoring program. With more attention to alumni relations, it should be possible to draw expertise from a

local community of former students.

Two MA programs provide a distinctive feature of graduate study in English at SFU, the MA in Print Culture and the MATE targeted at secondary school teachers.

The MA in Print Culture has a more than 10 year history and is recognized nationally and beyond as a distinctive program that affords its students a strong preparation in literary historical and technological studies. This is an important “brand” for the Department and we expect it to continue to thrive. Tracking the successes of its alumni is important and this could be emphasized and used in program marketing. The MATE program is much newer, offered since 2007 at the Surrey campus. This program has been carefully designed with its objectives for its secondary school teacher cohort clearly in view. The fall off in the number of applications is a concern and the Department needs to develop a better strategy for advertising this program and the professional/intellectual benefits that accrue to teachers who pursue this MA. Many Departments of English have linkages with high schools and this would be something to consider in general terms: to advertise the advantages of studying English as an undergraduate to high school classes and at the same time to meet the teachers and let them know more about MATE.

Other items

Enrolment management is sensibly handled. Like all English departments, they have significant demands from elsewhere on campus to deliver service teaching and they have developed an interesting range of courses and various models for delivery. The pattern of delivery has created good opportunities for graduate students at all levels to be engaged in university teaching, moving up in the demands of the course according to stage of career. Size of classes has been managed with care and we did not hear of particular concerns in this area.

2. FACULTY

This is a young Department with an enviable cohort of Assistant and newly tenured Associate Professors who, along with their more senior colleagues, demonstrate excellent research accomplishment, strong teaching, and a commitment to institutional service. That said, there are retirements on the horizon and a number of medical and other leaves that result in this complement being no more than a bare minimum for the delivery of service teaching needs, a suitably broad undergraduate curriculum, and a rich MA/PhD program. Even the loss of one or two positions will seriously inhibit the strength that the Department currently demonstrates. Also of concern is the lack of an articulated retention plan (either in the Department or the Faculty) as there are obviously scholars here who will be ripe for poaching in the medium term.

We recommend that the Dean's Office work closely with the Department Chair to construct a sensible and staged plan that will be nimble and responsive in the face of the challenges for replacement and retention that lie ahead. Already the Department must rely on sessional appointments to deliver a good slice of their undergraduate teaching and it would be inappropriate to expand this reliance instead of maintaining the real strengths that result from teaching delivered by active and accomplished researchers in the field.

Research in the Department is impressive, both in quantity and quality. The range of areas where faculty demonstrate research strength suggests this is a Department that effectively engages traditional and more contemporary areas of the discipline. Faculty members are also excellent contributors to more interdisciplinary ventures and model how to collaborate across and between disciplines for their students. The Messenger and other funds available in the Department do much to foster a strong research environment: the expectation that faculty will be active and engaged is supported by the availability of modest funds to underwrite a variety of activities and to do so by way of a peer-review process in the Department. This is to their very real advantage as some of the most important and significant research outputs by scholars in English can be achieved with only a modest input of funding.

But we concluded that the knowledge of this access to funds within the Department perhaps produced some less desirable outcomes. For faculty there was less motivation, it seemed, to apply regularly for other funding, especially with SSHRC. It would be helpful for the Vice President Research office to offer a workshop on "how to use your SSHRC funds," to suggest how larger amounts of money might be used to expand research goals and, importantly, to support more of their graduate students in an apprentice-style research relationship with supervisors and other faculty. More generally, faculty need to be encouraged to be more ambitious with their research goals, especially in the identified areas of research strength (e.g. print culture, creative and contemporary writing and

poetics, community-university engagement): what collaborative projects might be developed with seed funding from the Department and the University and move towards larger partnership grants from SSHRC? There is responsibility here, too, for the Dean's and Vice President Research offices to initiate incentives and supports for the mid-career researchers who might be productively encouraged to develop more large scale projects: an important aspect of any retention plan is the active fostering of the brightest talent.

The Department should review its current use of discretionary funds. They are, of course, fortunate to have monies available to underwrite a range of important activities—events that build and sustain collegiality, funds that enable regular conference travel, and ensure a variety of enrichment activities are enabled. We applaud this commitment but also wonder if the ease of access to modest funds might inhibit the willingness of faculty to seek external funds and, too, to develop existing research clusters on a larger scale. Each of the research groups that we met with had an impressive track record with local, national, and international impacts and we felt that they could further develop both the scope and ambition of their areas. It would be useful in this regard for each research cluster to develop a 3-5 year plan that charted out research goals and included price tags for particular growth. The Department Executive might prioritize among these plans and use at least some percentage of the Messenger funds to incubate developments that might lead to larger individual or team-based grant opportunities. Research leadership should be actively encouraged within the Department and within the Faculty. It was a surprise that this very successful Department had not had the benefit of a Canada Research Chair at either Tier One or Tier Two levels. Nor did there seem to be any plans in place to work towards an endowed chair or chairs. Certainly with the distinctive presence of the Print Culture cluster where many, if not quite all, department members saw some interest, it could be an obvious location for a CRC or other leadership appointment.

Like most large Departments, this one contributes generously to all kinds of faculty, university, scholarly and community service. This is further discussed under section 4 below.

3. ADMINISTRATION

The Department is effectively managed by the Chair and two Associate Chairs, one for each of the undergraduate and graduate programs. This appears to work very well indeed with excellent lines of communication and regular interaction. Their work is supported by regular department meetings and by a range of committees that address specific areas of responsibility.

There is, of course, a past history of conflict within the Department but this seems to be thoroughly resolved now and we encourage the Department to move forward from its current position of strength. The Department was kind enough to host a reception while we were on campus and this was well attended by faculty and staff across the ranks as well as graduate students—all evidence of a collegial and pleasant work environment.

We met with the office staff including the office manager and again with the manager alone. We were thoroughly impressed with the quality and dedication of this staff complement. It is striking how committed they are to these positions and how much they do to ensure the smooth running of day-to-day life in the Department. The one anomaly is the reduced time position of the Graduate Secretary (85%). The range and complexity of her responsibilities should be tackled on a full-time basis and we urge the Faculty to address this as a top priority.

We were asked to comment on library resources, computing, and office space. There are no concerns in any of these areas. The library serves students and faculty very well indeed and some collaborative ventures are both exciting and meaningful. We hope that the interactions between special collections and curriculum can be further developed. The Department has ample office space: one area reserved for an undergraduate student club should be used more regularly. The Department Chair should be proactive in meeting with student leaders to devise a plan for next year and onward.

4. CONNECTION OF THE FACULTY WITHIN AND OUTSIDE THE UNIVERSITY

Members of the Department are well-connected to other units within the University and to the larger community beyond the campus in myriad and imaginative ways. Since there seemed to be some sense among senior administrators with whom we met that the Department ought to do more beyond its immediate teaching and research foci that was in marked contrast to what we had learned from faculty during the site visit, we asked the Department Chair to prepare a listing of all their interactions over the past year across campus, in the scholarly community, and in the Greater Vancouver region. This document confirmed our assessment that this Department is vitally active in all of these areas (indeed, it is a model of leadership here) and is attached as Appendix B.

The Department Self-Study does a good job of identifying many of these partnerships and connections (see pp. 51-52, "Local, National and International Connections.") In fact, the review committee was impressed by the number and extent of activities through which English department faculty members engage with citizenry in the local community, and with researchers throughout SFU as well as with other academic institutions--that is to say, activities over and above teaching their majors and graduate students, and meeting their central obligations to them: developing expertise, expediting completion rates, and helping to place graduates.

Relationships with Other Units within the University

Even though the Department has done an excellent job of identifying the impressive array of collaboration and exchange that typifies the work of many of its faculty, it is worth noting a few salient examples here:

1. Joint major programs with French, Humanities, and Women's Studies
2. The Centre for Scottish Studies--a joint venture with History, Humanities, English and the Community. Its current Director is a member of the English Department. This centre is notable for the way it draws upon public knowledges and establishes knowledge exchange with the community. See below.
3. First Nation Studies--which now or soon will offer a Major, based in Humanities but has English department participation, along with Humanities and MATE.
4. The Department's role in SFU's SRP priority in "Technology and the Arts"--through its annual lecture series that brings local and international researchers together
5. The Department's focus on print cultures has developed collaborations with researchers in History, Communication, Contemporary

Arts, Interactive Arts and Technology, and Linguistics. These links, as the “3-Year Plan” states, were “formalized in 2006 with the founding of the Centre for Studies in Print and Media Cultures.”

6. Participation (though small) in SFU’s Co-Operative Education Program, and in
7. FASS’s Integrated Studies Program,
8. SFU NOW,
9. FIC and
10. the MATE program for high school teachers (for items 6-10, see “3-Year Academic Plan, pp. 2-3)
11. We note as well the considerable service provided to the University by members of the English Department (see “Self-Study” 53-54)

Relationship between the Department and the community

Under this category, the Department’s contributions are truly exemplary. SFU’s English Department gives back to the public through conferences that involve the community, through hundreds of lectures and readings, appearances on radio and television, and service on arts boards and the like. (The Department provides a *selective* list of community engagements on pp. 55-58 of the “Self-Study.”)

The conference on “Robert Burns in Transatlantic Culture” (2009) is a vivid example of the ways English faculty members have combined research and teaching with community involvement. This conference was part of the Scottish Studies Centre’s activities, and was supported by external grants. It included a public lecture and a “Community Research Forum.” Papers from the conference have been collected in a volume to appear soon from Ashgate Press.

Last year, a department member organized a symposium on “The Land We Are: Arts, Culture, and the Politics of Reconciliation.” This symposium brought artists, community organizers, and scholars together from diverse Indigenous and migrant communities in Canada. In August last year, five members of the English Department held an interdisciplinary symposium.

These are just two examples of the many ways that English faculty are outside the classroom, off-campus, not only sharing their scholarship and creativity, but also directly engaging the public, from the Senior’s Program and the workshop for high school students to open community seminars, to involvement in the Leaky Heaven Theatre, the Kootenay School of Writing, to the Writer in Residence Program that is designed to include campus and community dialogue, and numerous memberships on the boards of community organizations and groups.

All of this and more testify to a culture within the English Department that welcomes dialogue with the public and gives considerably of its energies and

time to the community that supports them. (Items 6-10 listed above are further examples of the Department's relationships communities beyond its own ambit.]

Because the Department of English already does so much in this area, English might consider maintaining a webpage that highlights their work in this area, both for themselves and for others (community, administration, alumni). This webpage or blog might help support the knowledge mobilization already taking place in these interactions between the university and the community. The department is doing excellent work in this area, and they would do well to follow the lead already taken with fundraising among former faculty and do more to promote their good work.

Relationship with other Universities--Partnerships

The Department has strong and generative relationships with other universities. For example, in August last year, five members of the English Department held an interdisciplinary symposium on women and comedy that brought scholars together from Canada, the United States, and Europe, and was designed ahead of time to involve undergraduates and graduate students through their coursework. Three Department members participate in the TransCanada Institute at Guelph. One faculty member is taking part in a 3-year program in Vigo, Spain, on "Culture and Globalization. Other faculty have research ties to the University of Alberta, Dalhousie, McGill University, and the University of Ghent. This record indicates that the Department faculty members have the networking wherewithal, especially for a relatively young department. The focus going forward should be on mentoring to increase their participation in team-based funded-research so that this networking moxie is built into proposing large partnership projects, the kind of thing that brings in millions of dollars at a time, not tens of thousands. We commend the department on their current efforts but urge them to a more ambitious use of SSHRC and other funding, for the benefit of faculty and graduate students, as well as the larger institution. To facilitate this growth, the Research VP should provide tangible support and mentoring.

This is not to say more couldn't be done beyond these funding goals. The Department has identified a number of opportunities in its "3-Year Academic Plan" with which we agree. The interdisciplinary connections occasioned by the Centre for Print and Media Cultures, the City Program, the Asia-Canada Program and First Nations Studies are, we think, important to sustain and to develop further with other partners on and off campus, and possibly with other universities. In addition, these programs can be used to help the Department rethink its curriculum to reflect the all too apparent internationalization of English. Somewhat paradoxically, at the same time that English is increasingly a world language, English literary history narrowly conceived is losing its footing, what used to be its self-evident justification. The Department sees the value of

understanding literary studies to be increasingly international in scope (1.51, p. 5), and that recognition invites greater collaboration between English and the World Literature program, and to think of its current curriculum and requirements in ways that recognize the international character of literatures once bounded by the nation-state. A recognition that internationalization--from the standpoint of migration and trade, trans-Atlantic and Pacific relations, the development of languages--is characteristic of literature and culture all the way back, not just in our current state of globalization, is central to thinking going on in English Departments everywhere. This modest change in perspective might well bring into being the viability of greater collaboration with other units on campus, as well as the value of research cooperation with scholars at other universities.

For example, the Department's focus on print culture might make valuable links with digital humanities and with the University of Victoria, U of Alberta, U of Toronto and others. In addition, this kind of partnership is the kind of thing that both the federal (through SSHRC) and provincial governments want to encourage. Partnerships of this sort would have several obvious benefits to both the Department and the University, supporting not only faculty but also graduate students in a multi-university research network.

As the Department already recognizes, these partnerships extend to non-academic institutions (as we saw with the Robbie Burns day work) and are important to explaining who in the public benefits from this study/research. The mobilization of knowledge recognizes that other kinds of knowledge can be brought into the institution--it is a two-way street. The community partnerships help provide a venue for the exchange of ideas. Here, too, opportunities for SSHRC funding present themselves that would greatly assist the Department in its efforts to grow its Graduate Program, and stabilize funding in such areas the Scottish Studies Centre. As noted above, internal grant monies might be made contingent upon simultaneous application to SSHRC.

Alumni Relations

With respect to endowment funds under its control, the department is already in an enviable position, with 24 endowments including the Messenger Fellowship. (Though not a result of ties with Alumni, the Department has also made canny use of its revenue from FIC). Despite these income streams, the Department has yet to *fully* tap the generosity and interest of its former students. A program of reconnecting with those students will over a period of five to ten years yield remarkable results, with marked benefits to the graduate and undergraduate programs, as well as faculty members. A brief sketch of how the Department might do this is provided in Appendix C.

APPENDIX A

Writing and Rhetoric at Simon Fraser University

This document comments on some of the larger issues surrounding the “W” requirement and the interdisciplinary Writing and Rhetoric certificate program, curriculum initiatives that are within the terms of reference for the external review but which also, by their involvement in university-wide curriculum requirements (“W” courses) and other university departments (Linguistics, Communications), extend beyond the specific terms of reference.

Certificate in Writing and Rhetoric

The Certificate in Writing and Rhetoric offers students an answer to the question of “how can my studies in language help me understand the world outside the university and function productively in that world?” The interdisciplinary nature of the program reflects the fundamentally interdisciplinary nature of writing and invites students from a variety of undergraduate programs to enroll in the certificate. The certificate has a heavy emphasis on theory and the study of various aspects of writing; it might benefit from balancing the theory focus by adding courses such as those available through the Continuing Studies certificate programs in Writing and Communications.¹ These courses, in areas such as Communicating for Results and Grant Writing, would offer much to English department undergraduates: currently, more than half of undergraduate English graduates are employed in positions that do not use the skills from their undergraduate degree programs in their current positions.² It is not clear from the Continuing Studies website if these courses (such as Communicating for Results and Grant Writing), as presently constituted, could be taken by undergraduates for degree credit or if they are non-credit courses. If they are degree-credit courses, then they should be considered for inclusion in the Certificate in Writing and Rhetoric. If they are not degree-credit courses, then the University should consider some mechanism for developing equivalent courses that could be offered for degree credit.

Co-operative Education Option in English

The under-utilization of the co-operative education option for English undergraduates may be one cause of the failure of more than half of English alumni to find work that draws upon their university education. At the University of Waterloo, roughly one-third of English majors are in the Rhetoric and

¹ <http://www.sfu.ca/continuing-studies/programs-and-courses/area-of-study/writing-communications.html>

² B.C. Baccalaureate Outcomes: 2010 Survey of 2008 Baccalaureate Graduates, item 25. Included as part of self-study materials.

Professional Writing joint honours major, and most of those students are in the co-operative education option. The self-study report for SFU's English department lists only 8 co-op placements for 2010-2011, and the largest number in the last five years being 22 placements in 2007-2008. For a program with almost 600 majors in it, this is a very small uptake. If English majors enrolled in the Certificate in Writing and Rhetoric and obtained positions through the co-op program, their chances of finding employment upon graduation that draws on their university education would be improved. SFU's location in a major urban centre gives it an advantage because of the opportunities for co-operative placements that abound in a large, urban, business and technology hub. Co-operative placements should be pursued more vigorously by the English department.

EAL and the "W" requirement

The Department of English reports that "Our first-year courses provide the lower-division —WII (Writing Intensive) requirement for 40% of SFU's undergraduate student body" (p. 5) and 69% of FASS "W1" offerings (A. Burke, interview), a number that seems to be over 3000 enrollments in 2011/2. As the report remarks, "W" courses "are not simply a matter of courses involv[ing] lots of writing. . . The University defined a —WII course by the core criterion of **revision**" (Self-study, p. 31;

http://www.sfu.ca/ugcr/for_faculty/Criteria_Explanation_Nov04.html). Revision is a key element of learning to write well, but it also demands an attentive reader who has time to devote to reading drafts of written work. The first-year English courses use a two lecture (with 250+ students in a class) plus one small seminar (with up to 17 students) format. Within these tutorials, there is a breakdown or segmentation into two groups: high-functioning native speakers and EAL students who are continuing to work at mastering standard edited English, the dialect of the academy (A. Burke, interview).

This segmenting of students creates instructional problems for the tutorial instructors who, in some tutorial sections, must attempt to work with students at radically different levels of competency. The nature of the revisions that the EAL students engage in and the extent of the feedback that they need imposes a burden on tutorial instructors: how much time should they spend, both in class and in commenting on drafts of assignments, on EAL student writing? Should they spend more time (proportionally) with these students and less time developing the writing abilities of native speakers? One answer to this that we are currently experimenting with at the University of Alberta is to attach a trained, graduate teaching assistant writing centre tutor to EAL sections of first-year English courses. This GTA meets with the tutorial section to work on second language writing skills; the pedagogy is specific to teaching second language writing, which is the rationale for offering separate tutorial sections. These tutorials can be offered every week or alternate weeks and could provide a bridge from the pre-university writing students have done into their early careers

as student writers at SFU. If the GTAs were associated with the Learning Commons writing centre, they could also build a pattern that would encourage EAL students to continue to use the writing supports offered there after they complete the first-year English course.

English courses and the “W” requirement

A related issue is the problem of having students throughout the university take a “W” course that introduces them to discipline-specific writing in English. Since the department has fewer than 600 majors it is likely that only a very small proportion of students who are introduced to writing in the discipline of English will be able to transfer that knowledge to their major program of study. When the external review committee asked about resources/textbooks on writing used to support the explicit teaching of writing (a requirement underlying the “W” approach to teaching writing; see W. Strachan, p. 49), we were told that there were no textbooks on writing required for these courses (it turns out that one or two do have textbooks and the majority do not). The question that the English department should consider is what knowledge *about writing* do students transfer out of their experience in first-year English courses to their other courses?

One of the ways to support the transfer of knowledge is to teach students to use a resource, such as a handbook, to answer their own questions and to improve their writing. It is a given that the specific knowledge of the discipline will not be transferred (except for the small minority of English majors); the pedagogical question/problem is how to support the transfer of concepts and strategies for writing from one disciplinary context to another. The response we were given suggests that work remains to be done to answer that question. Options that other institutions in North America have tried include optional group writing tutorials associated with courses in selected disciplines, a Certificate in Writing in [discipline] (for example, a “Certificate in Writing in Arts,” a Certificate in Writing in Biology”); portfolios of student written work (a learning portfolio but with a substantial component of written work) submitted as part of a graduation requirement. These initiatives all extend beyond the first-year English course, which is narrow in scope regarding the development of writing abilities.

Relationship of “W” courses in English to Learning Objectives (NWCCU accreditation)

As part of the review of university programs generally, SFU has proposed adopting the 2006 Ontario Council of Academic Vice-Presidents guidelines regarding University Undergraduate Degree Level Expectations.³ The fourth of

3

(http://www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/TFTL-RecommendationstoVPA-final-revised.pdf)

these expectations lists “communication skills” as something that every program of study (major, minor, certificate) needs to include among the outcomes of study for that program. The “W” courses go some way toward satisfying that requirement, but only if students take the “W” course in that program--taking a “W” course in English would not demonstrate how a student in, for example, business demonstrated how the business degree helped develop their communication skills.

SFU has the right approach: situate the learning of academic writing in the degree programs themselves through the “W” courses and specific writing courses in the disciplines where necessary. However, when degree programs cede ownership of learning to write to English by having their students take the first “W” course in English (outside the degree program), students lose because they do not develop knowledge of how to succeed as writers in their major program of study. While students in the humanities might arguably benefit from taking an English course because the nature of the writing they do is closely linked by genre (the academic essay) and research method (textual study), students in other faculties and from other research traditions (technical and business report genres; experimental science research methods) cannot be said to benefit in the same way or to the same degree. Departments can expect pressure from the NWCCU accreditation process to explain how their programs of study build student writing skills, and their explanations will be more persuasive if they can show that they at least offer “W” courses at both levels of the curriculum. Doing so would relieve the English department of the perception that they are a “service” department and the implication that English can somehow supply all the instruction students need in learning to write with increasing sophistication throughout their careers at SFU. It cannot, and the movement by some departments and programs to outsource “W” courses to English and other humanities departments undercuts the key advantage of the “W” course strategy.

APPENDIX B (prepared by Dr. Betty Schellenberg)

Summary of English Department Faculty collaborations, Jan. 2011 to the present/ongoing

Please note:

- "f/m" = faculty member(s)
- this summary is based on responses from 28 of a possible 36 faculty. This is our reading week, and I put out the request late last Friday, when a few people had likely left town; there are also 2 faculty on unpaid leave or longterm disability
- if I have understood correctly, you wanted this information in a digested format, stripped of details re: individual names, titles of talks, dates, etc. I would be happy to provide the fuller version of this list, which is 19 pages long
- I have set a short-term timeframe of 1+ year in order to supply you with a manageable snapshot of recent activity – obviously, a longer span would have produced more conferences, public lecture series, etc.

1. Collaborations outside the department, but primarily within the university

(in alphabetical order; service on university committees has been excluded, but membership on steering committees of other units as well as cross-appointments of various sorts have been included because of their scholarly and interdisciplinary nature)

Asia-Canada Program

- 1 f/m on advisory board

Bill Reid Centre for Northwest Coast Art Studies

- 1 f/m on steering committee

Centre for Scottish Studies

- Director is in Dept. of English; the Centre includes faculty from History and ...
- 1 f/m collaborating with **History** faculty member and **SFU library** on Oral History Project on Scots in BC

Centre for Studies in Print and Media Cultures

- Founding Director is in Dept. of English; 5 f/m have been on steering committee during the period from Jan. 2011; the Centre includes faculty and graduate students from Communication, Contemporary Arts, History, Interactive Arts and Technology, Linguistics

Certificates in Creative Writing and in Writing and Rhetoric

- these programs include courses in Communication, Contemporary Arts, and Linguistics, as well as in English. At least 8 of our f/m regularly teaching within these certificate programs

Communication

- 1 f/m was a speaker in Communications' "Counter Cultures" series
- 1 f/m co-organized visit of speaker from University of Wollongong

Contemporary Arts

- 1 f/m: collaborative 4A (Vice-President Research) grant for \$9600 on subject of "Where the World was: Cities After Mega-events." (also with **Emily Carr University**)
- 1 f/m: collaborative article and photo-text essay; republication in German
- 1 f/m serving as consulting dramaturge for the Contemporary Arts student main stage production (*Escapement*) directed by Steven Hill (Assistant Professor, Contemporary Arts)
- 1 f/m is working with Contemporary Arts to bring the Toronto based dancer and choreographer Andrea Nann to Vancouver for a residency and series of talks/workshops
- 1 f/m has organized events with the Audain Gallery of the Goldcorp Centre for the Arts
- 1 f/m's poem "Libya Neoliberal Libya" is being used as an activating text for the 3rd year Exhibition of the Visual Arts program

Continuing Studies

- 1 f/m on board for English Language and Culture Program

Convocation

- 1 f/m wrote and presented the honorary doctorate citation for William Deverell at the October 2011 convocation

David Lam Centre for International Communication

- 1 f/m collaborated with faculty from the David Lam Centre for International Communication and Communication to organize *Arts of Conscience*, a one-day symposium and film screening that looks at radical postwar Japanese art and politics

First Nations Studies

- 1 joint appointment

Gender, Sexuality and Women's Studies

- 3 f/m serve as Associate Members of GSWS

Graduate Liberal Studies

- 1 f/m is on the steering committee and is on the selection committee for the new Simon Chair

Humanities Institute

- 1 f/m on steering committee, has organized and participated in approximately 15 events sponsored by the Humanities Institute, from public talks on the global debt strike movement, to the changing nature of citizenship and "cosmopolitics" in the twenty-first century, the role of Canadian mining companies in Guatemala and Honduras, the neoliberal university, the media and global occupy movement, the possibility of a "world humanities," and psychoanalysis and the politics of fear. All are public events, but focused primarily on students and faculty
- 7 f/m have organized and/or participated as speakers in one or more Humanities Institutes events since Jan. 2011
- 1 f/m is poetry editor of *Contours*, the Institute for the Humanities online publication, and organized the *Contours* website launch event in Sept. 2011

Institute for the Study of Teaching and Learning in the Disciplines

- 1 f/m assists with workshops for faculty applying for teaching grants
- 1 f/m will be assisting with workshop in Re-Thinking Teaching Course Design Workshop, conducted by a faculty member in Education

Library

- 1 f/m is collaborating with 3 SFU Library personnel (Head of Special Collections, English Library Liaison, and Head of Systems) to relaunch the Lake District Collection on-line annotated bibliography

Performance Studies

- 1 f/m collaborating with faculty from Contemporary Arts, World Literature/Explorations, and Anthropology on a cross-disciplinary, cross-faculty curriculum initiative

Print Culture Speaker series

- 2 f/m have successively organized the annual Print Culture speaker series for talks whose internationally recognized speakers have drawn faculty from UBC and SFU departments such as French, Communication, History, and the Library

Royal Society Symposia

- 1 f/m gave a lecture in the series

SFU Christian Leadership Initiative group

- 1 f/m is scheduled to give a talk

West Coast Line (an interdisciplinary journal based at SFU, supported by the SFU Publications Fund, the Canada Council for the Arts, and the British Columbia Council for the Arts)

- 3 f/m are on the editorial board
- 1 f/m is incoming editor

World Literature

- 1 f/m on steering committee

2. Engagements with communities primarily outside of the academy

Poetry Readings

- readings by various f/m at Colorado College, Whitman College, Stadler Center for Poetry (Bucknell University), University of Alberta, and in Philadelphia, New York City, Prince Rupert, Prince George
- 1 f/m partnered in a conversation with poet Lisa Robertson at Poet's House, New York University
- 1 f/m organized Robert Burns Day marathon (involving 50 community members who came out to read, plus 250 students, staff and members of the public who attended)
- 2 f/m gave readings and talks at the "Vancouver 125" Poetry Conference; one f/m co-hosted the closing event
- **Vancouver-area readings of creative work are too many to count; one f/m gave almost 20 in the time period; at least 4 f/m are involved in these regularly**

Art Curation, and Other Arts Events or Publications

- 1 f/m is a member of the 3-member, Vancouver-Vienna based research group Urban Subjects, which held a residency at VIVO (Video Out Video Inn Media Arts Centre) in the Downtown Eastside of Vancouver, for 5 weeks; events included production of a multi-channel video, an exhibition, several panel discussions, a public lecture by Neil Smith (distinguished professor of Anthropology and Geography); some of these events were co-organized with Community Outreach Woodward and the Downtown Neighbourhood Council
- Urban Subjects & VIVO are producing a poster for the Downtown Neighbourhood Council for their 10 Sites program, which identifies 10 sites that are in danger of demolition or gentrification and works with City Council to save the buildings and develop social housing
- 1 f/m's short play *Positive ID* will premiere in Toronto in June as part of the 7th annual InspiraTO 10-minute Play Festival
- Tech Gallery, SFU. "A Manifesto of the Long Moment" shown in "The Manifesto Show." February 2011.
- "The Right to the City", reading seminar for "No Reading After the Internet", VIVO
- "A Manifesto for the Poetry of the Future", Urban Subjects with Neil Smith. Broadsheet Manifesto for "We Vancouver" exhibition, Vancouver Art Gallery (broadsheets posterized throughout city)
- 1 f/m co-curated *Digital Natives*, public art project (using Burrard Street bridge billboard), with Vancouver artist Lorna Brown, involving 30 artists and writers from Canada and the US, funding from the City of Vancouver and the Canada Council; online component: digitalnatives.co
- 2 f/m participated in a panel discussion on this project at the UBC Museum of Anthropology

- 1 f/m is dramaturge for The Leaky Heaven Circus, a Vancouver-based theatre company; the 2011-12 productions have been *Peter Panties* (winner of Jessie Richardson Theatre Award, Critics' Choice for Innovation) and project x [faust]
- 1 f/m co-organized (with Contemporary Arts) "Entertaining Ideas 1," thinkers and artists from a range of academic and scholarly disciplines (visual arts, philosophy, theatre, language studies, gastronomy) to discuss intersecting practices
- 1 f/m wrote the exhibition publication for a Holly Ward exhibition at the Artspeak Gallery

Public Lectures (organized or given)

- 1 f/m spoke in lecture series "Musqueam 101" (on the Musqueam reserve) about her book on "Aboriginal Storytelling and the Ethics of Collaborative Authorship"
- 1 f/m will speak at a community forum/audience talkback accompanying the premiere of Theatre Terrific Artistic Director Susanna Uchatius's premiere of her new play, *Egni's Eye*
- for the 2011 Vancouver Early Music Festival, on Dryden's *King Arthur*
- 2 f/m gave talks at Teachers' Association conferences
- 2 f/m gave talks at Vancouver Art Gallery; 1 also at the Surrey Art Gallery; 1 also at the Presentation House Gallery
- 1 f/m co-organized (with Community Outreach SFU Woodward's, Green Left Book Club and People's Co-op Books) a lecture by Christian Parenti on climate change and capitalism
- 1 f/m gives annual lecture series for Bard on the Beach (also works with some of the directors and casts)
- 1 f/m will give the keynote address for the Good Will Shakespeare Festival in Summerland (also works with high school students at the festival)
- 2 f/m are giving Philosophers' Café talks (4 in Burnaby, 3 in North Vancouver)
- 1 f/m organized for the Centre for Scottish Studies: 4 public talks, 1 sponsored public lecture and celebration of St. Andrews and Caledonian Society's 125th Birthday
- 1 f/m delivered speech at annual Gung Haggis Fat Choy dinner
- 1 f/m gave an invited talk at a festival of Canadian poetry at the University of Pennsylvania, and another talk in New York City
- 1 f/m was participant in panel discussion on "Aboriginal Oral Histories in the Courtroom: More than a Matter of Evidence" at Liu Institute, UBC, with media coverage in *The Tyee* and on CBC radio.
- 2 f/m co-organized a 2-day event, *The Land We Are: A Colloquium on Arts, Culture, and the Politics of Reconciliation*; this was open to the public and had a high number of non-academic attendees
- 1 f/m programmed *We Demand: History/Sex/Activism*, a series of rarely seen narrative and documentary, feature-length and short films and videos made in Canada between 1971 and 2011 as a parallel event to

accompany the first conference in Canada since 1993 on the history of sexuality

- 1 f/m gave guest lecture on poetics for the 2011 Early Music Baroque vocal course "The Complete Singer"
- 1 f/m organized public (alumni) lecture on "Faulkner in Film" by Jack Matthews, Boston University

Arts Board Memberships (see #3 below for scholarly board memberships)

- Vancouver:
 - o Vancouver Public Library System (3rd largest system in Canada, annual budget \$35-40 million)
 - o Kootenay School of Writing (1 F/M)
 - o PuSh International Performing Arts Festival Society
 - o Scottish Studies Community Committee
 - o Other Sights for Artists' Projects
 - o Artspeak Gallery (1 F/M)
 - o *Fillip* magazine (1 f/m)
 - o W. A. Deacon Literary Foundation
- London: *The Happy Hypocrite*
- Los Angeles: Clockshop (non-profit public art organization)

Other Collaborations

- Member, City of Vancouver arts funding jury
- Member, The Social Mark, Transnational Poetry Collective
- at least 3 f/m are Members, Kootenay School of Writing
- Member, Lacan Salon, community-based study group in psychoanalysis
- Ad Hoc Member/Collaborator, West Coast Mammals (BC offshoot of Toronto-based Mammalian Diving Reflex, an art and social research atelier)
- Editor for Anvil Press (Vancouver)
- Contributing editor, *The Capilano Review*
- Contributing Editor, *Cross Cultural Poetics* (XCP), Minneapolis, USA 2006-
- Principal Investigator, Scottish Oral History project (a joint university-community collaboration to collect and digitally disseminate stories of Scottish immigrants to British Columbia; also listed above in university collaborations)
- Scottish Studies Director has also created a "Community Research Forum" webpage (on Scottish Studies website; see below) to feature research on aspects of Scottish Studies done by members of the community

Media Interviews and Communications

- various news interviews with CBC radio, News1013; AM640; CKNW; Aboriginal Radio, StreetzFM, City TV; CTV; Global TV; BCIT-TV; *Toronto*

Star, *VancouverObserver.com* website, *24hrs*, *Globe and Mail*, *Vancouver Courier*, *TheTyee.com*

- 1 f/m alone did 10 radio interviews or guest appearances (CKNW x 2, CBC Radio 1 x 3, CJIF x 2, CFRO x 3), 6 newspaper interviews (*The Vancouver Sun*, *The Province*, *The Globe and Mail* x 2, *24hrs*, *The Optimist*), and was cited in numerous other newspapers; some of this arose out of his work as media and communications volunteer for Occupy Vancouver
- 1 f/m produced Scottish Studies newsletter (electronic and paper circulation 500); revision of Scottish studies website; through these venues, annual contacts from 50+ members of the public worldwide who are interested in finding out more about particular Scottish topics
- 1 f/m was interviewed for the "Sound Trail Project -- Life and Death in Hampstead," sponsored by London Borough of Camden, to talk about the 19th-century writer Lucy Aikin
- 1 f/m has created database of *Canada's Early Women Writers*; the database has a wordpress site and blog, drawing comments and contributions from the general public; graduate student researchers are also involving families of many of these women writers in their research

Visits of Artists to Classrooms or of Class Groups to Arts Events

- in general, these have not been noted, but some of these include public elements – e.g. a First Nations' Studies class-based event marking the Annual Memorial March for Murdered and Missing Women by means of a poetry reading of writers featured in the Talking Stick festival, a screening of a film by Métis filmmaker Christine Welsh about Canada's history of missing and murdered women, and a discussion moderated by Indigenous filmmaker Dorothy Christian. The public was invited to attend, discuss, take part in refreshments, etc.

3. Research collaborations beyond SFU

Research Groups

- Co-director (with faculty member at University of Wisconsin, Madison) of *Anglo-Saxon Manuscripts in Microfiche Facsimile*, an international, multi-institutional research project; **funded by the NEH** since 1994; contributing researchers are from University of Illinois, Florida State University, University of Iowa, University of Cambridge, University of Leiden, University of Groningen, etc.
- Co-investigator, "Practicing Reconciliation: A Collaborative Study of Aboriginal Art, Resistance and Cultural Politics," **funded by Indian Residential Schools' Truth and Reconciliation Commission (Canada)**; team includes faculty from Thompson Rivers University, UBC Okanagan,) the Director of Research at the Aboriginal Healing Foundation, an elder and artist of the aboriginal community, and PhD students from SFU, Queen's University, and Carleton University
- Co-applicant, "Situating Reconciliation: artistic and intercultural relationships in Canada and Australia," group of researchers, artists, and galleries in Canada and Australia applying for SSHRC partnership grant
- Co-applicant, "Editing Modernism in Canada" (EMiC), based at Dalhousie University
- Member, "Canadian Writing Research Collaboratory" (CWRC), based at the University of Alberta; includes membership on search committees, advisory board, research board, and editorial committee; **funded by CFI**
- Member, "Globalized Cultural Markets: the Production, Circulation and Reception of Difference," based at University of Vigo, Spain, **funded by the Spanish Ministry of Science and Innovation**
- Member, "Literary Tradition, Cultural Identities, and Theoretical Discourses in the Anglo-Canadian Fictions of the Late 20th Century," a Spain, UK and TransCanada Institute collaboration **funded by the Spanish Ministry of Education**
- Co-applicant, "Articulations and archives: Propositions from Under Mill Creek Bridge," a collaborative, inter-disciplinary grant proposal with a faculty member from University of Alberta, as well as a composer, a musician, and a translator; to date **funded by SSHRC 4A grant money from University of Alberta**
- Collaborator, "Interacting with Print: Cultural Practices of Intermediality, 1700-1900," an interdisciplinary research group at McGill University, with collaborators also from Université de Montréal and University of Toronto; outcomes include a 2-volume co-edition of *Broadview Reader in Book History* and *Broadview Introduction to Book History* with a member of McGill University faculty (2 other Print Culture f/m have either given a talk [2010] or will give a talk [2012] in workshops held by this group)
- Volume editor of *Cambridge Edition of the Correspondence of Samuel Richardson*, an international project involving a 14-person editorial team

- Member, "Global Scotland" research network, centred at University of Glasgow

Series Editorships, Editorial Boards, Advisory Boards

- Series Editor, Indigenous Studies Series, Wilfrid Laurier University Press
- Series co-editor, New Southern Studies series of University of Georgia Press
- Members (2) of editorial collective "First Voices, First Texts" formed to republish Aboriginal texts that have gone out of print, using collaborative editing practices, and working with the University of Manitoba Press.
- Member, editorial board of *Canada and Beyond* (on-line journal), Universidade de Vigo, Spain
- Member, editorial board of *Canadian Journal for Studies in Discourse and Writing*
- Member, editorial board of *Connotations* (based in Germany)
- Member, advisory board of new journal *Punk & Post-punk* (out of England)
- Member, editorial board of *International Journal of Scottish Studies*
- Member, editorial board of *Studies in Scottish Literature*
- Canadian advisor, Association of Scottish Literary Studies
- Member, advisory board of "Research on Authorship as Performance Project" (RAP), University of Ghent, 2009-2014
- Member, editorial board of *MoEm! The Map of Early Modern London* (University of Victoria)
- Member, editorial advisory board, *Canadian Literature*
- Member, editorial board of *nouvelles 'vues' sur le cinema québécois*
- Member, editorial board of *thirdspace: a journal of feminist theory and culture*
- Member, editorial board of *Mississippi Quarterly*
- Member, editorial board of *Southern Spaces*
- Member, advisory board of "Correspondence of Elizabeth Montagu, 1718-1800" project, an international database project based in the UK
- Membre du comité scientifique, « Mémoires du livre » (Université de Sherbrooke)
- Member, advisory board, *Canadian Research Experience Database*
- Member, international advisory board, L.M. Montgomery Institute (University of Prince Edward Island)

Conferences Organized (*note that many of these conferences included public events and participation by non-academics; at the end of the list a number are included which are actively being planned, but have not yet taken place; organization of conference panels has not been included*)

- 5 f/m co-organized a SSHRC-funded workshop on "Women and Comedy: History, Theory, Practice," with participants from Canada, US, England, and Italy (also involvement of practising comedians in panels and performances); an essay collection is being prepared as follow-up to the conference

- 1 f/m co-organized LaConference 2011, an international conference on psychoanalysis, culture, and society
- 1 f/m co-organized a SSHRC-funded conference on "We Demand: History/Sex/Activism," with faculty from SFU (History) and Carleton University (see also accompanying film series above, in "2. Engagements with Communities ...")
- 1 f/m assisted with organization of conference on "Canadian Women Writers Conference: Space/Place/Play," Ryerson University
- 3 f/m are co-organizing (with one faculty member from Contemporary Arts) the Summer Institute on Culture and Society (ICS) of the Marxist Literary Group (affiliated with the Modern Language Association), on the topic "Capital, Culture, Communism"
- 1 f/m is co-organizing "Scientiae," a conference on early-modern natural philosophy with a faculty member from University of Minnesota
- 1 f/m in early stages of planning an American Antiquarian Society "Summer Seminar in the History of the Book" with Melissa Homestead, Univ. of Nebraska – Lincoln
- 1 f/m is in early stages of co-organizing a medieval studies workshop with Leslie Arnovick, UBC

Invited Seminars, Keynote Addresses, etc.

- 1 f/m was invited to give a 3-day graduate seminar on "North American Cities at the Global Crossroads: Policy/Public Space/ Affect/Gentrification" at Universidade de La Laguna, Tenerife, Spain.
- 1 f/m gave plenary session talk as part of a University of Alberta conference on "Cross-Pollination: Seeding New Ground for Environmental Thought & Activism across the Arts & Humanities"
- 1 f/m gave keynote address on "Media Cultures and the Invention of the Bluestockings" at inaugural colloquium of the "Correspondence of Elizabeth Montagu, 1718-1800" project, Swansea, UK
- Faculty Respondent, Asian Australian Studies Research Network Pre-conference, Melbourne, Australia; panel composed of Canadian and Australian academics that gave feedback to graduate students and early career researchers on their current research projects.

Co-edited Books (co-authored articles have not been included)

- 2 f/m co-edited *From Text to Txtng: New Media in the Classroom* (Indiana UP, 2012)
- 2 f/m (with a 3rd, non-SFU academic) co-edited *Cultural Grammars of Nation, Diaspora, and Indigeneity in Canada* (Wilfrid Laurier UP, 2011)
- 2 f/m co-edited *Media, Technology, and Literature in the Nineteenth Century: Image, Sound, Touch* (Palgrave Macmillan, 2011)
- 1 f/m co-edited, as member of Urban Subjects, with 4 others, *Momentarily: Learning from Mega-events* (Western Front, 2011)

- 1 f/m has co-edited, with 2 non-SFU academics, *Robert Burns and Transatlantic Culture*
- 1 f/m has co-edited, with 3 non-SFU academics or artists, *Tracing the Lines: Essays in Honour of Roy Miki* (Talonbooks, 2011).
- 1 f/m has co-edited, with 1 non-SFU academic, a Fall 2011 special issue of *West Coast Line* titled *New Directions in Asian Canadian Studies* consisting of selected and revised papers from a graduate student conference.

Other

- Associate Dean of FASS has set up working relations and exchange agreements with the University of Nottingham and the University of Tartu (Estonia), and is presently working on the University of Bangor (Wales)
- Co-organizer (with colleagues from UBC and Thompson Rivers University), Asian Canadian Graduate Student workshop, to meet a need due to lack of regular conferences or workshops for Asian Canadian Studies

APPENDIX C

Alumni Relations

We recommend the Department work with Advancement to identify highly successful English Department alumni and visit with them individually. Typically this would be done by the Department Chair and a person knowledgeable about development. The goal of each visit is to discuss the Department's desire to create a Board of Visitors (the term used at UW-Madison) to advise and support the department's programs and goals. Advice and support could include helping the Department design its website, reconnect with a broader range of alumni, create an online Newsletter useful and interesting to former students, among other insights these alumni can provide. By the way, each initial visit needn't result in an invitation to join the Board. Though the alumni being visited have already indicated their interest by their willingness to meet, the visit is a chance to assess the suitability of each person--degree of interest, memories of time spent as an English major, favorite teachers, connection between experience in English and their success/quality of life. The Advancement liaison to the Department and the Chair can consult later.

The Board should be large enough that 8-10 people are able to make each meeting. Early meetings will necessarily involve educating board members about the Department: what it does now, what its goals are, its finances and constraints. A typical schedule for the Board for UW-Madison's English Department has members fly in (at their expense) for a dinner (paid by Department or College) on a Sunday. Board members also pay their own hotel costs, though the Department should try to swing group deals. We try to have a Dean or some other "higher-up" at the Sunday dinner, to show administrative support and increase interest. The Chair, a member from Advancement (the development liaison for the Department), and board members meet for business the next morning, from 8-2 or so. Rolls and coffee should be available, with a folder for each member, with writing pad, pens, handouts. Board members enjoy meeting current students--pick articulate stars--and new faculty, who can present briefly on their work. Several may be able to stay for a book discussion in the early afternoon, which can be led by another faculty member.

The whole process creates a good deal of work, especially for the Chair, but it works well if Board members are chosen who are genuinely interested in reconnecting with the Department, and if the lead person in the Department (usually the chair) takes a genuine interest in the members, respecting what they have done since leaving SFU.

EXTERNAL REVIEW – ACTION PLAN

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

Unit under review Department of English	Date of Review Site visit Feb. 8-10, 2012	Responsible Unit person, Betty A. Schellenberg, Chair	Faculty Dean John Craig
Note: It is not 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. Should an additional response from 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: • Honours program – a. Dept. will work towards a cohort of 20 students/year b. Dept. will consult with Honours students about impediments to application and timely completion c. Dept. will improve advertising of the program via courses, advising, etc. d. Dept. will address structural and administrative issues, including entrance GPA, sequencing, etc. e. Dept. suggests that the university reconsider the requirement of 132 credit hours for Honours, since length of time to completion appears to be a major disincentive • Co-operative education option – a. Dept. will work with new primary co-op coordinator for English to publicize co-op, beginning with invitation to speak to a department meeting b. Dept. will feature co-op student stories on its website c. Dept. will clarify responsibilities among staff and faculty for co-op program publicity and oversight d. Dept. will develop course links between its new Writing and Rhetoric Certificate and co-op opportunities, for example by offering ENGL 371 (Writing: Theory & Practice) regularly, designed around practical themes such as “Writing for Non-Profit Organizations” • “W” courses – a. Dept. feels the reviewers did not understand distinction between introductory-level “W” (WAC, not necessarily in discipline) and discipline-specific “W” (WIC), which we offer to our majors in the 4th year. Dept. recognizes its current role in offering WAC courses to a large number of students, and would like to participate in university-level discussions about the future of the “W” initiative			

- b. Dept. notes that it has a first-year course that does teach “transferable” writing successfully (ENGL 199W, “University Writing”). This is a resource-intensive course the Dept. would be happy to offer more sections of, should other units or the University choose to expand offerings.
- c. Dept. has already submitted a statement regarding EAL issues to the VP Academic, and does not consider the suggestions made here to be its concern

1.1.2 Graduate:

- Co-operative education option –
 - a. Dept. will consider how co-op might be incorporated into its MA program
- Capstone symposium for MA program –
 - a. Dept. reaffirms the value of the MA symposium as the capstone event of the program, and notes the success of its similar event for the MATE cohort program
 - b. Dept. will develop strategies for maximizing student and faculty attendance despite the difficulties of a trimester system – e.g. advertising date(s) from start of academic year

1.2 Resource implications (if any):

- Honours program – none
- Co-operative education option – none for a, b, c. Item d, offering ENGL 371 and/or equivalent theory-and-practice courses regularly, is currently impossible because a recent retirement (with another likely in a couple of years) has depleted our Writing and Rhetoric faculty to a bare minimum. The Dept. asks the university to prioritize the hiring of a Lecturer with expertise in professional writing, seeing this as an opportunity to enhance our ability to respond to the university priorities of offering experiential and community-integrated learning. (This position would also serve the needs of ENGL 199W, mentioned above.)
- Website additions will be supported by Chair’s Secretary/Webmaster; other modes of publicity by Advisor and Undergraduate Secretary

1.3 Expected completion date/s:

- Honours program – consultation with students has already taken place; structural and administrative changes can be made in the next year; we aim to grow the program to 20 students/year in 4 years
- Co-operative education option – can be completed in 1 year, with the exception of additional ENGL 371 (or equivalent) offerings; these will be dependent on the provision of instructional monies, preferably in the form of a continuing Lecturer position

2. RESEARCH

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

- Research development – Dept. will maintain and increase its already high level of research accomplishment by:
 - a. maintaining a strong culture of equal expectations and opportunity, and fostering organic growth of research teams (a relatively new paradigm in our discipline) through already existing area groups (eg. First Nations Studies, Contemporary Literature and Poetics, Post-Colonial/Diaspora Studies, Print Culture Studies)
 - b. Dept. requests consideration for a CRC position
 - c. Dept. has obtained 5 VPR undergraduate research grants in the past year and will continue to encourage faculty to pursue these; Dept. also encourages the VP Research to offer more of these grants
 - d. Dept. will actively encourage faculty to seek funding sources that support graduate research training
 - e. Dept. Chair will actively encourage faculty who are approaching or have recently obtained tenure to apply for external grants and will provide reasonable support for this (eg. mentoring by senior researchers, use of seed money to develop grant proposals)
 - f. Dept. Chair will invite Beverley Neufeld, FASS Research Liaison Officer, to speak to a dept. meeting on the new SSHRC granting structure
 - g. Dept. Chair will encourage faculty members to take advantage of opportunities such as the FASS Shadbolt fellowships, which offer opportunities for course release to work on a research project
 - h. Dept. requests that the university offer enhanced internal support for research development – e.g. teaching release opportunities for recipients of major fellowships and grants

2.2 Resource implications ((if any):

- University: funding of a CRC search and position
- Some use of internal Dept. funds to facilitate development of individual and team-based research initiatives
- VP Research to continue/enhance funding of undergraduate student research

2.3 Expected completion date/s:

- b and f – in the next year; other items – ongoing

3. ADMINISTRATION

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

- Graduate Program Secretary –
 - a. Dept. will work with the Dean's office towards increase of the 85% secretary position to 100% to address a problem of constant, significant, unpaid overtime work
- Relations with World Literature –
 - a. While Dept. is open to continuing and developing its collaborations with World Literature, it feels the recommendation for an amalgamation of the 2 depts. (made without consultation with World Literature or perusal of any documentation related to World Literature) is inappropriate, and arises out of a misunderstanding of the very different disciplinary cultures of the 2 depts.

3.2 Resource implications(if any):

- Grad. Program Secretary – costs of this 15% increase should be considerably lower than the cost of the CUPE 4.0 position that the Department eliminated in 2009 by combining the previous General Office Receptionist (CUPE 4.0) and Undergraduate Program Secretary (CUPE 6.0) positions into one CUPE 6.0 position of Undergraduate Secretary/Receptionist

3.3 Expected completion date/s:

- Grad. Program Secretary – we will work with the Dean's office to enable a transition to full-time as soon as possible

4. WORKING ENVIRONMENT

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

- Career development/retention planning
 - a. Recommendation is directed to Dean and senior administration
 - b. In addition, Dept. Chair will continue to make career development of faculty members a high priority, particularly those entering mid-career, in recognition of our outstanding faculty cohort

4.2 Resource implications(if any):

- Resources to be made available by the administration as needed

4.3 Expected completion date/s:

- Ongoing

5. ALUMNI DEVELOPMENT

5.1 Action/s:

- Alumni development –
 - a. Dept. will plan to offer two alumni-centred events per academic year
 - b. Dept. will designate a member of its Action Committee to serve as Alumni Coordinator for these events (in consultation with the Chair and our Dept. Endowment Advisor)
 - c. Dept. will establish a committee of English Dept. alumni to advise and assist with alumni relations
 - d. Dept. will use the resources and advice available through Alumni Relations and FASS Advancement staff to develop best practices for alumni relations
 - e. Dept. requests that the university enhance support for record-keeping, advising, and assisting with alumni communications and event planning

5.2 Resource implications(if any):

- Approx. \$5000/year for event plans; Dept. will use internal activity funds supplemented by grants available from Alumni Relations and/or FASS for pilot projects
- University support for record-keeping, website work, and a possible e-newsletter by Chair's Secretary/Webmaster of Dept.

5.3 Expected completion date/s:

- Already in progress; expected full implementation in 2 years

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 <u>Betty A. Schellenberg</u>	Title <u>Chair, Dept of English</u>	<u>Aug. 8, 2012</u>

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

I met with Betty Schellenberg, Chair of the Department of English, on 17 April to discuss the external review prepared by Professors Bennett (University of Calgary), Graves (University of Alberta) and Schaub (University of Wisconsin-Madison).

I have given close consideration to the external review and to the detailed response from the Department of English. The external reviewers have produced a thoughtful document capturing many of the strengths found in the Department and some of the challenges it faces. I fully concur with their pithy statement that the Department is 'very good' in every area and I welcome the substantive, thoughtful and persuasive response to the review found above.

I am in full agreement with the actions proposed by the Department. Specifically, we will work closely with the Department to find the necessary funding for converting the graduate secretary's position from 85% to 100%

John Craig
Dean
Faculty of Arts and Social Sciences

Faculty Dean



Date

8 August 2012