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MEMORANDUM

ATTENTION	Senate	DATE	April 27, 2023
FROM	Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic	PAGES	1/27
RE:	External Review Mid-Cycle Report for the Department of English (SCUP 23-23)		

A handwritten signature in blue ink, appearing to be "KO", is written over the "FROM" field of the memorandum.

At its meeting on April 12, 2023, SCUP reviewed the External Review Mid-Cycle Report for the Department of English which resulted from its February 2019 External Review.

The following documents are attached for the information of Senate:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's feedback on the assessment of Educational Goals



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MEMORANDUM

ATTENTION Wade Parkhouse, Chair, SCUP **DATE** March 23, 2023
FROM Kevin Oldknow, Senior Advisor, Academic **PAGES**
Planning
RE: External Review Mid-Cycle Report for the Department of English

The External Review of the Department of English was undertaken in February/March 2019. As per the Senate guidelines, the unit is required to submit a mid-cycle report describing its progress in implementing the external review action plan and the assessment of its educational goals. The update on the action plan has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the unit on the assessment of its educational goals. The recommendations from SCUTL will be incorporated into the unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Carolyn Lesjak, Chair, Department of English
Laurel Weldon, Dean, Faculty of Arts and Social Sciences



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MEMORANDUM

Date: February 8, 2023
To: Kevin Oldknow, Senior Advisor, Academic Planning, Office of the Provost and Vice
President Academic
From: Carolyn Lesjak, Chair
Re: External Review Mid-Cycle Report for the Department of English

Please find enclosed the external review mid-cycle report for the English Department, along with the Dean's assessment of the report and our educational goals.

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Encl.

External Review Mid-Cycle Report for the Department of English

Action	Progress Made
1. Programming	
1.1 Action to be taken	
1.1.1 Undergraduate Program	
A) First, in response to the External Review's third and fifth recommendations, the Department will review and revise undergraduate course offerings to create (a) more adaptable course containers; (b) alternatives to traditional reliance on periodization/geography; (c) new opportunities for upper-division service teaching; and (d) an intensive, cohort-based, lower-division introduction to the field for majors/minors.	Over the 2019-2020 academic year, the English Department embarked on a wholesale transformation of its undergraduate curriculum, which was approved by the University Senate and implemented in Fall of 2021. The most pronounced changes in our course offerings align precisely with points (a) and (b). Restrictive course containers such as "Studies in Seventeenth Century Non-Dramatic Literature," "Early Shakespeare" and Late Shakespeare," "Topics in Early Modern English Non-Dramatic Literature," "Topics in American Literature since 1900" have been replaced by capacious course containers that offer opportunities for creative and synthetic pedagogy: "Early Modern Words and Worlds," "Shakespeare and the Stage," "Across Time, Across Space," "Seminar in American Literatures." More dramatic still, the curriculum structure, which was almost entirely defined at the 200-, 300-, and 400-levels by traditional British periods (Medieval, Renaissance, Early Modern, Romanticism, etc.), has been fundamentally changed. While some period-specific classes remain at the 300-level, courses at the 200- and 400- level have been redesigned around key topics and areas of critical and theoretical interest. At the 200-level, we've introduced courses such as "The Environmental Imagination," "Reading Sexuality and Gender," "Race, Borders, Empire," Reading and Writing Identities," and "The Place of the Past." At the 400-level, flexible and repeatable courses in British, American, Canadian, Indigenous, and Diasporic Literatures have replaced the strictly bounded courses of the past, while new courses such as "Seminar in Literature and the Environment," "Seminar in Literature and Race," and "Seminar in Literature and History" develop the exciting scholarly trajectories articulated at the 200-level.

	In addition, prerequisites for the vast majority of our courses have been simplified to straightforward credit-thresholds, allowing courses at the 200-, 300-, and 400-levels to be taken as electives by non-majors and minors. Finally, while the Department did <i>not</i> opt to make changes to the cohort structure at the 100-level, the thematic and topic progression of courses from 100- to 400-level will, we feel, generate a sense of cohesion that was lacking from our previous curriculum.
B) Second, in response to the External Review's sixth recommendation and in tandem with the revision of undergraduate course offerings, the Department will rethink the reasonableness and appropriateness of program requirements and course-level prerequisites in order to create (a) more opportunities for non-majors/minors to take English courses, especially upper-division courses; (b) increased flexibility for students as they navigate the major; and (c) greater responsiveness to new areas of interest among an increasingly diverse student population (e.g. Indigenous and South Asian literature) while sustaining representation of established areas.	The Department has overhauled the course-level prerequisites in order to open courses to a broader range of interested students from across SFU. At the same time, it has also radically simplified the degree requirements for majors and minors, jettisoning specific temporal and area requirements in favour of straightforward course-level requirements. The sole requirement that the Department has maintained is for an upper-level course in either Indigenous or Canadian literature. In concert with new and redeveloped course containers, such as "Diaspora Literatures in English," "Transnational Literatures in English," "Seminar in Literatures of Diaspora and Migration," "The Environmental Imagination," and "Seminar in Media, Culture and Performance," the Department has positioned itself to respond to new areas of interest (something which will be further developed with research-track hires in relevant fields) while maintaining existing areas of strength.
C) Third, in response to the External Review's fourth recommendation, the Department will reconsider the role of writing across the undergraduate English curriculum in order to potentially create (a) higher visibility for the importance of writing as communication in the major/minor; (b) more faculty reflection on approaches to writing instruction; (c) fuller integration of the study of Writing & Rhetoric into the curriculum; and (d) greater access to creative writing, including a new, interdisciplinary Minor in Creative Writing.	Writing is key to the discipline of English, and the Department has taken steps to increase its visibility and vibrancy as it has revised and strengthened its curriculum. The Writing and Rhetoric program (buoyed by a new hire) and the Creative Writing Program (driven by a new Minor in Creative Writing and the innovative introductory course English 272, "Creative Reading") remain central pillars of the Department and showcase the range of writing that we teach. Writing is central as well in our literature-based courses: all of the Department's courses at the 100- and 400-levels are W-designated, which means that they require specific attention to revision and reflection on the writing process. At the 200- and 300-levels, writing remains central to our disciplinary approach, and

	professors have, both individually and as a group, developed important alternatives to the traditional scholarly essay, including writing in digital and online media, writing as reflection and self-expression, and writing in communication and discourse analysis.
D) The Department has already begun acting on the External Review's first recommendation, having reached out to other units (Economics, Business, Geography) about possible cross-disciplinary pedagogical alliances. Such alliances may generate new courses that will impact the process of revising the undergraduate curriculum.	See below for further action on this item.
E) Finally, the External Review's second suggestion, that English form a partnership/integration with the World Literature Program is not workable at this time as World Literature is in the process of its own structural realignment with language training.	The Department has continued its conversations with other units—including Business, Indigenous Studies, and other departments—to develop cross-disciplinary and multidisciplinary courses. While this is an ongoing process, current cross-listed courses in Indigenous Studies show the promise of such an approach. We have also taken the first steps toward developing a Joint Major with World Languages and Literatures, presenting an NOI at FASSUCC in October 2021. That NOI has been approved at the faculty level and is currently working its way through the university toward Senate approval. Once the NOI is approved, we will present and finalize a Full Project Proposal to solidify the joint major. While a full integration with WLL seems unlikely at this time, the joint major represents an important step in aligning the strategic and pedagogical interests of these two cognate departments.
1.1.2 Graduate Program	
A) The Department will consider eliminating the period requirements for the M.A.	The Graduate Curriculum Committee had a series of discussions on the possibility of eliminating the historical distribution requirement for the Master of Arts Degree in English. As part of these discussions, research was conducted on all course offerings in the last ten years at the graduate level, on enrolment numbers, and the frequency and distribution of course offerings. The GCC prepared a report and a recommendation was brought to the Department for discussion. We are in the process of

	drafting new language for our curriculum guidelines, which will brought to the department for discussion and a vote in the first month of 2023.
B) In response to the External Review's fourth recommendation, the Department will increase teaching support for our incoming graduate students, including clawing back half of TA/TM day for in-house instruction and coordinating with FASS-wide initiatives for more T.A. teacher training.	The department now offers a half day of seminars and training for new TAs on SFU's annual TA/TM day. New graduate students who will be teaching attend CEE's TA/TM day events and seminars all morning; in the afternoon, English Department-specific training is offered. In the past two years, this training has included workshops on running a tutorial, presentations on teaching support at the departmental and University levels, and seminars on designing tutorial syllabuses and activities, among other things. As part of the ongoing English 880/881 pro-seminar, which all new graduate students in English take, we have integrated significant new supports for teaching as well, including panels on leading discussion, teaching writing, and marking exams and papers. Furthermore, the pro-seminar has built in a series of readings, discussion, and workshops on Indigenization and decolonization of the university and the classroom, running both Fall and Spring terms. This year also debuted a FASS-led initiative which added a new level of teaching support: the senior TA pilot program. In English, two successful TAs with years of experience were appointed as senior TAs in two of the large 100-level courses and have worked one-on-one with TAs in those courses, as well as offered general resources for teaching English tutorials. The two senior TAs have designed and built a Canvas course page of resources and FAQs that will be available to all TAs in the department. New graduate students' first term of teaching remains challenging, and we will continue to develop training and support for our new TAs.

2. Research	
2.1 Action to be taken	
A) The visiting committee was “impressed with English’s active and robust research culture, much of it of a collaborative nature, extensively supported through successful applications to major funding bodies.” The Department will continue to support faculty members’ research agendas and encourage collaborative, innovative, and community engaged scholarship.	The department continues to support faculty members’ research agendas and to encourage collaborative, innovative, and community engaged scholarship. Our faculty regularly apply for and receive SSHRC funding, including SSHRC Connections grants, as well as other grants (a recent application for a CFI, e.g.). Faculty members continue to participate in numerous collaborative projects such as SpokenWeb, The People and the Text, SFU’s Research Centre for Scottish Studies, and Poetry in Canada.
B) The Department will, as part of the assessment of its curriculum and in response to the External Review’s fifth recommendation, look for ways that faculty research (in areas such as Print Culture and Digital Humanities) can be introduced at the undergraduate level.	With respect to Print Culture and Digital Humanities, in particular, we are in a moment of transition as some of our faculty in these areas have either left SFU or are retiring. We look forward to welcoming our new CRC Chair in DH to help us continue to develop our offerings in DH at the undergraduate level.
3. Administration	
3.1 Action to be taken	
A) The visiting committee was impressed with English’s administrative participation and workplace environment. The Department’s administration was described as “hard-working” and “resourceful.” The Department will continue to encourage faculty members to be active above and beyond the department level by participating in Senate and other university-level committees.	We have continued to encourage faculty members to be active above and beyond the department level, and they have participated in multiple capacities: as a member of the renewal/search committee for the Dean of FASS, Senate, the General Education Curriculum Committee, the SFUFA bargaining team, and as Associate Dean of FASS, and Dean of GPS.
4. Working Environment	
4.1 Action to be taken	
A) The visiting committee concluded that English “remains an extraordinarily good place to work” and that “real energy continues to percolate in the department.” The Department will	Despite the challenges of the pandemic, the department remains “united and supportive.” With the return to in-person events, energy is indeed percolating, with many departmental talks on offer, social events, and

work to continue towards fostering of a “united and supportive department.”	book club meetings with our undergraduate and graduate students, and events to recognize the stellar work of our staff and faculty.
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Dean's Comments on the Mid-Cycle Report

Despite the challenges of remote teaching and learning under Covid, the Department of English has made significant progress on their Action Plan addressing the six principle recommendations made by the External Review committee in 2019: 1) to forge interdisciplinary connections with units both inside and outside of FASS; 2) revisit curriculum connections with World Literature & Languages; 3) revise its undergraduate curriculum away from its period-based structure and incorporating courses that would better connect with SFU's diverse study body; 4) reinvigorate the Department's writing curriculum both to meet undergraduate student demand for writing instruction and better prepare graduate students for the writing-based curriculums they are more likely to find employment in; 5) rethinking the Department's role as a Humanities discipline within FASS and SFU and 6) change prerequisites to attract more students (majors and M.A.s) and ease their paths through the program. Underlying these six recommendations was the "committee's conviction that English at SFU would benefit from re-imagining what it means to provide 'service' to SFU students and to the institution as a whole, based on its established expertise and excellence in writing instruction and the cultivation of humanities knowledge, and in the process of that re-imagining, embrace and promote discipline-based, writing intensive service courses as foundational to English's mission."

In 2019/20, the Department completed a thorough revision of its undergraduate curriculum, moving away from traditional, British-centric periodizations and redesigning courses, especially at the 200- and 400-level, allowing for more creative and synthetic pedagogies around key topics, and shifting prerequisites from content-specific to course level and in undergraduate and M.A. programs. A new faculty member and a new minor (Creative Writing) have reemphasized the role of teaching writing as a core of the English program. New workshops, mentoring programs, and a revised curriculum in the required introductory graduate course have been developed to support training graduate students to be teachers.

The Department has continued its conversations with other units, both within and outside of FASS, with the goal of creating interdisciplinary courses and has submitted an NOI for a joint major with World Literature and Languages. The NOI was approved by the FASS UCC and both units will work toward developing a Full Program Proposal.

The external report also highlighted the lack of faculty renewal and an increasingly aging and top-heavy complement. Progress has been made on this front; since 2019, the Department has hired a lecturer in writing, a CRC Tier II in Digital Humanities (with a focus on Asian Canadian literature), and is currently searching for an Assistant Professor of Black Literatures.

The Department has developed comprehensive sets of educational goals and has completed the process of course mapping, ensuring that all courses in the department are linked to 1 or more goals. This process has been completed for both the undergraduate and graduate program. Covid-19 interrupted the Department's ability to collect the data but plans to complete the assessment piece of educational goals (outside of

course mapping, which is complete) by collecting data over the next several years and prior to the next external review. The Department plans to use the following methods of assessment: focus groups (convened by the UG Chair to seek qualitative feedback directly from students), and reflective questions on the learning experience (designed specifically for the new CES system).

Dean's Signature

Date

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____ January 31, 2023 _____

Mid-Cycle Assessment Plan Reporting Template

Unit: Department of English

Contact Person: Carolyn Lesjak, Chair, Department of English

Date:

This template is designed to help units report on their Educational Goals Assessment for the mid-cycle reporting period. *(Textboxes will expand as you type)*

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

Carolyn Lesjak, Department Chair
Diana Solomon, Associate and Undergraduate Chair
Matthew Hussey, Graduate Chair
Alys Avalos-Rivera, Lecturer and Writing and Rhetoric specialist

- 2) Did your unit revise or update your Educational Goals and/or your Curriculum Map? Please outline any changes you made.

No

- 3) Did you change any aspects of your Assessment Plan from your Action Plan? Please outline any changes you made.

Yes, as a result of the pandemic, we have only been able to assess one of the four categories outlined in our undergraduate program assessment: course mapping. The other three assessment tools—focus groups, SETC course evaluations, and course- and program-related activities—were not available or able to be done. We plan on implementing these assessment tools over the course of the next 3 years as we prepare for our next External Review, with the following changes:

1. Focus groups: we plan on having our Undergraduate Chair convene these groups. We think this will aid us in getting the kind of useful feedback we want to get from these focus groups in order to assess the opportunities for our students to meet our educational goals. We plan on getting feedback from students both early in their academic career and later. We also think this structure will improve participation rates on the part of our students.

2. In our initial assessment plan, we noted that we would draft questions to assess opportunities for student to achieve our goals as part of the new SETC system. With the shift now to CES, we will be considering the new evaluations more holistically to assess what our students are learning in our classes.

3. In our graduate program, we were able to use course evaluations in our assessment process, because our graduate course evaluations are not included in SETC.

4. For our graduate program, we also surveyed progress reports for our PhD students.

4) Please use the table below to outline the assessment you have done to date. Add or delete any rows as needed.

Educational Goal 1: Literary mindedness		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: Almost all of our courses meet all of our educational goals. This was in fact our express purpose when we wrote them in 2019. They were meant to apply to every level (100-400); the same was true for our educational goals for our graduate program. Exceptions include our Writing and Rhetoric Courses, which are not always as focused on literary mindedness or literary knowledge, given the nature of the field. Our educational goals are introduced, reinforced, and emphasized as our students move from our lower- to upper-division courses. So, with a few exceptions, our key findings, listed below, apply to each of our five educational goals. The only other exception includes minor distinctions in relation to research: upper-level courses tend to stress more independent research skills (v. those articulated in lower-level courses)	What improvements have been made, or potential improvements considered, as a result of this assessment? Increasing the number of courses in our sample. The current sample represents 29.7% of our total courses taught. That said, the surveys we did receive provided us with precisely the kind of qualitative assessment we were aiming for when we developed this tool as part of our educational goals assessment plan. We value and strongly believe in the capacity of our faculty to reflect on our educational goals as a department.

	1. Instructors use a variety of methods to assess each of our goals. These include: informal writing, participation grades (measuring in-class oral contribution in small-group settings, e.g.), and formal writing—namely argumentative essays. 2. We do not directly tie these assessments to the grades a student receives (or to the overall percentage of marks above a certain grade in a particular class, e.g.), since we believe there are many factors, some in our control, some not, that influence how well a particular student does. That said, our instructors assess students over the course of a term and assess qualitatively how well they are meeting our five educational goals. A C for one student may indicate significant improvement in any one of our educational goals, while an A might do the same for a different student. 3. Between 85.71% and 100% of our courses meet all five educational goals (see attached Appendix A). 4. In our writing and rhetoric courses, the range is from 42.86 % to 100%. This is, again, a reflection of the different nature of writing and rhetoric courses.	
Educational Goal 2: Literary knowledge		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: Same as above in terms of the breakdown between our literature courses and writing and rhetoric courses. 100% of the former meet this goal; 17% of the latter meet this particular goal.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above.

Educational Goal 3: Analytical and research proficiency		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: Analytical and research proficiency is met at all levels, but, as noted above, the nature of research varies depending on whether the course is a lower-division or upper-division course. Lower-division courses: The focus in these courses is weighted towards analytical rather than research proficiency and is assessed through informal writing, close reading of passages, formal essays, midterms and final exams. Exams are used more often in lower-division courses for assessment. Upper-division courses: Faculty design essays which require students to engage with primary texts, theoretical readings, and historical documents and to conduct research using a variety of databases and secondary sources.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above.
Educational Goal 4: Argumentation and communications agility		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: Faculty focus on exams, essays, and informal writing (e.g. discussion boards), as well as participation grades to measure student proficiency in argumentation and communications agility. The instructors' report showed that some of our courses rely on writing assignments as their main evaluation instrument, which leaves out the oral aspect of argumentation and communication agility. This is understandable because many of our courses focus on the written word as the subject matter.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above.

Educational Goal 5: Cultural literacy		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: Faculty focus on exams, essays, and informal writing (e.g. discussion boards), as well as participation grades to measure students’ engagement with the ideas of others, whether those of early modernists, African-American writers, contemporary creative writers (in 272, e.g. on Creative Reading), or rhetoricians. A substantial number of instructors have also participated in the Decolonizing Teaching workshop offered by Education Professor Dolores van der Wey and incorporated Indigenous writing and theory and ways of knowing into their courses.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above.

Graduate Program Educational Goals:		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: For the graduate program 4 of the 5 undergraduate educational goals are the same: 1. Literary knowledge; 2. Analytical and research proficiency; 3. Argumentation and communications agility; 4. Cultural literacy. The final goal, which relates directly to our graduate program, is professionalization. Please see Table 4 in Appendix B (attached), which illustrates that all 5 goals are met by all 7 courses listed. They are met in similar ways to how they are met in our undergraduate program. The difference is that the primary assessment tools are seminar presentations, the quality of participation, analyses of critical arguments, informal writing (blogs, discussion boards, questions submitted in advance of class meetings), short essays, argumentation exercises, and long seminar papers.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above in terms of increasing our sample size.

Educational Goal 5: Professionalization		
Description of Assessment Method(s): Course map When did you collect the data? October 2022	Describe Key Findings, Analysis and Interpretation: This goal is met both directly in our 2 professional development courses (880 and 881), which all of our MA and PhD students are required to take. In these courses, students learn how to become strong teaching assistants, prepare SSHRC applications, write conference abstracts, and address a range of issues related to the profession. Faculty members in individual graduate seminars meet this goal by having students present their research, encouraging students to present at conferences, submit their work for publication, and become well-versed in the particular debates within the field of study being taught.	What improvements have been made, or potential improvements considered, as a result of this assessment? Same as above.
Educational Goals 1-5		
Description of Assessment Method(s): Graduate course evaluations When did you collect the data? 2019-2022	Describe Key Findings, Analysis and Interpretation: As Appendix B illustrates, graduate students evaluate our courses highly. In 2019, 71% assessed our courses as excellent; in 2020, 90% assessed our courses as excellent; in 2021, 92% assessed our courses as excellent; in 2022, 80% assessed our courses as excellent. Over the course of this 4 year period, the totals were as follows: Excellent—78%; Very good—17%; Good—5 %; Needs improvement—0%. These numbers indicate that our graduate students overwhelmingly assess our courses as effective in meeting our educational goals.	What improvements have been made, or potential improvements considered, as a result of this assessment? Increasing our sample size. Due to the pandemic, we were not able to have our students complete course evaluations in person. When we are able to do that, our response rate is very high. We expect to return to this level of response in the next three years.
Educational Goal 5: Professionalization		
Description of Assessment Method(s): Progress reports When did you collect the data?	Describe Key Findings, Analysis and Interpretation: Doctoral students and their supervisors report on student progress annually. Doctoral students fill out a self-assessment of their progress over the previous year and submit this to	What improvements have been made, or potential improvements considered, as a result of this assessment?

2019-2022	their supervisor, who then meets with the student to discuss progress and objectives for the next year. The supervisor then submits a progress report to the graduate program committee, signed by the student and supervisor. In the last three years, we have 42 reports, and each of them reports that the student was making satisfactory progress through the doctoral program (100% rate of satisfactory progress). While these reports demonstrate effectiveness in all of our graduate level educational goals, they are mainly geared towards the fifth goal, professionalization: career preparation for academic and non-academic paths. Our assessment for graduate progress will be updated this academic year, when we are onboarded by the Office of Graduate and Postgraduate Studies to their GPR platform in goSFU.	None, given that these reports show that 100% of our students are making satisfactory progress through the program.
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5) Please use the table below to update your assessment plan for the coming period before your next External Review. Add or delete any rows as needed.

Educational Goal 1: Literary mindedness			
Description of Assessment Methods: Course map CES evaluations Focus Groups Course- and program-related activities	What would indicate that students had met the EG? Qualitative assessment by individual faculty members teaching the course Students direct reflections on their learning experience Students direct reflections on their work in the English Department Qualitative assessment by individual faculty members involved in these activities Please note that these apply for all 5 of our educational goals—as do their designations (direct or indirect) and the timeline for collecting the data.	Is this direct or indirect? Indirect Direct Direct Indirect	When do you plan to collect the data? Over the course of the next 3 years

Educational Goal 2: Literary knowledge			
Description of Assessment Methods: Same as above.	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 3: Analytical and research proficiency			
Description of Assessment Methods: Same as above.	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 4: Argumentation and communications agility			
Description of Assessment Methods: Same as above.	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goal 5: Cultural literacy			
Description of Assessment Methods: Same as above.	What would indicate that students had met the EG?	Is this direct or indirect?	When do you plan to collect the data?
Educational Goals for Graduate Program			
Description of Assessment Methods: Course mapping Exit interviews Course evaluations Course- and program-related activities Progress reports	What would indicate that students had met the EG? Qualitative assessment by individual faculty members teaching the course Students direct reflections on their learning experience in the program Students direct reflections on their work in the English Department Qualitative assessment by individual faculty members involved in these activities Satisfactory progress reports from GPS	Is this direct or indirect? Indirect Direct Direct Indirect Direct	When do you plan to collect the data?

	These apply for all 5 of our educational goals—as do their designations (direct or indirect) and the timeline for collecting the data.		
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6) How do you plan on sharing your findings within your unit?

Results will be shared at department meetings. Additional results from goal assessments will be provided at a departmental retreat to be held before the next external review in the Spring of 2025.

7) Assessment Timeline

Next External Review: Spring 2025.

Appendix A: Survey of Instructors' Perspectives on the Educational Goals Assessed by their Courses.

We collected information from a sample of 11 instructors asking them what educational goals (see all 6 goals on Table 1) were addressed by the undergraduate courses they teach and how their evaluation scheme assesses these goals. The participating instructors provided information on a total of 24 undergraduate courses offered by our department in recent years. This sample represents 29.27% of the total of the courses listed in our undergraduate course map (82 courses). A tally was taken to identify how many courses per undergraduate level addressed each goal, according to the instructors' report. The following is a graphic report of these results.

Table 1

Undergraduate Educational Goals

L.M.	1. Literary mindedness	Understand the complex role of language and text in making the world and our perceptions of it
L.K.	2. Literary knowledge	Attain knowledge of the histories, forms, principles, and contexts of literary expression to the present moment
A.P.	3. Analytical proficiency	Develop skills in analyzing and interpreting language and text, broadly defined
R.P.	4. Research proficiency	Develop directed and independent research skills
A.C.A.(O)	5.1. Argumentation and communications agility (Oral)	Design and advance informed claims through cogent oral and written arguments
A.C.G.(W)	5.2. Argumentation and communications agility (Written)	
C.L.	5. Cultural literacy	Learn to use language, its history, and its capacities to engage with the ideas of others

Table 2

Tally of the instructor's report of the educational goals addressed in their undergraduate course.

	Course Code	Course Name	L.M.	L.K.	A.P.	R.P.	A.C.G.(O)	A.C.G.(W)	C.L.	I.P.%
1	111W	Literary Classics in English	1	1	1	1	1	1	1	100.00
2	113W	Literature and Performance	1	1	1	1	0	1	1	85.71
3	114W	Language and Purpose	1	1	1	1	0	1	1	85.71
4	115W	Literature and Culture	1	1	1	1	1	1	1	100.00
5	199W	Writing to Persuade	1	0	1	1	0	1	1	71.43
6	201	Medieval Literature	1	1	1	1	1	1	1	100.00
7	205	Restoration and Eighteenth-Century Literature	1	1	1	1	0	1	1	85.71
8	209	Race, Borders, Empire	1	1	1	1	1	1	1	100.00
9	211	The Place of the Past	1	1	1	1	0	1	1	85.71

	Course Code	Course Name	L.M.	L.K.	A.P.	R.P.	A.C.G.(O)	A.C.G.(W)	C.L.	%
10	214	History and Principles of Rhetoric	1	1	1	1	1	1	1	100.00
11	320	Studies in Eighteenth Century Literature (1660-1800)	1	1	1	1	1	1	1	100.00
12	322	Studies in Eighteenth Century Authors	1	1	1	1	0	1	1	85.71
13	345	American Literatures	1	1	1	1	1	1	1	100.00
14	371	Writing: Theory and Practice	1	0	1	1	1	1	1	85.71
15	375	Studies in Rhetoric	0	0	0	1	0	1	1	42.86
16	387	Studies in Children's Literature	1	1	1	1	1	1	1	100.00
17	400W	Advanced Old English	1	1	1	1	1	1	1	100.00
18	414	Seminar in Literature and History	1	1	1	1	1	1	1	100.00
19	420W	Topics in Eighteenth Century Literature	1	1	1	1	0	1	1	85.71
20	434W	Topics in the Victorian Period	1	1	1	1	1	1	1	100.00
21	470W	Studies in the English Language	1	0	1	1	1	1	1	85.71
22	475W	Topics in Rhetoric	0	0	0	1	0	1	1	42.86
23	484W	Topics in Media, Culture, and Performance	1	1	1	1	0	1	1	85.71
24	494	Honours Research and Methods Seminar	1	1	1	1	1	1	1	100.00

Table 2 shows the tally of the educational goals addressed per course. A value of 1 represents that the instructor responded in the affirmative to the question of whether a course addressed a given educational goal while providing examples of how the goal is assessed. Goal 5 (Argumentation and communications agility) was broken down into two because some instructors explained that they only addressed either the oral or the written aspect of this educational goal. The value in the last column (%) represents the instructor's perceptions of the extent to which a course assesses the six educational goals expressed in percentual points.

The figures listed below break down instructors' responses into the four levels of our undergraduate map.

Figure 1

Instructors' Report of the Goals Addressed in their 100-Level Course

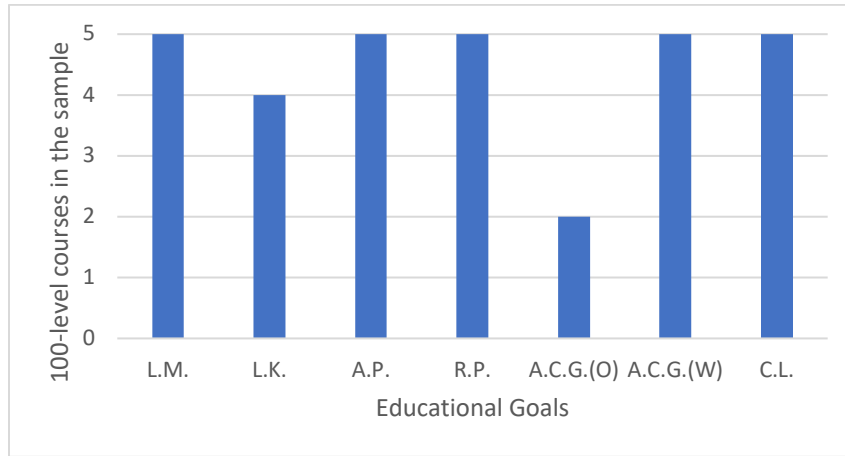


Figure 2

Instructors' Report of the Goals Addressed in their 200-Level Course

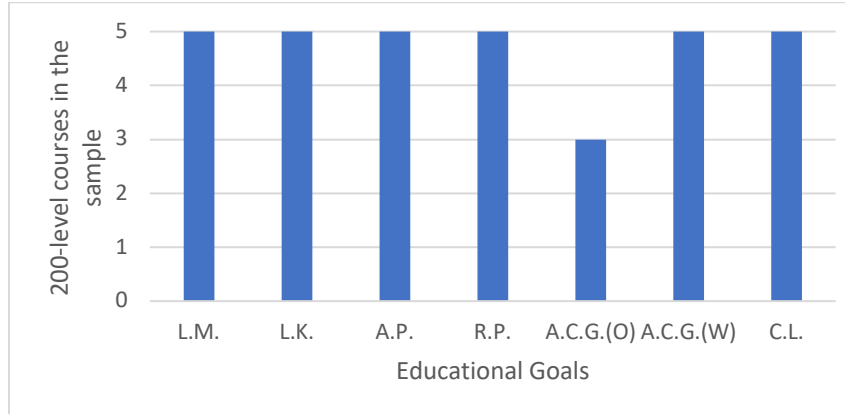


Figure 3

Instructors' Report of the Goals Addressed in their 300-Level Course

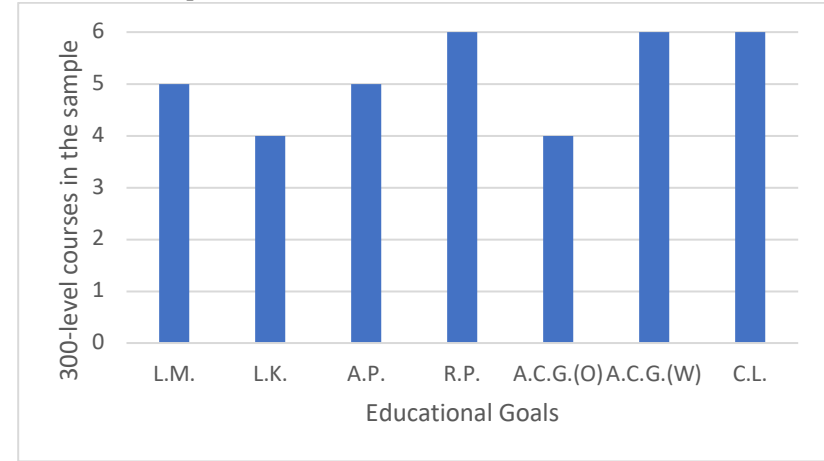
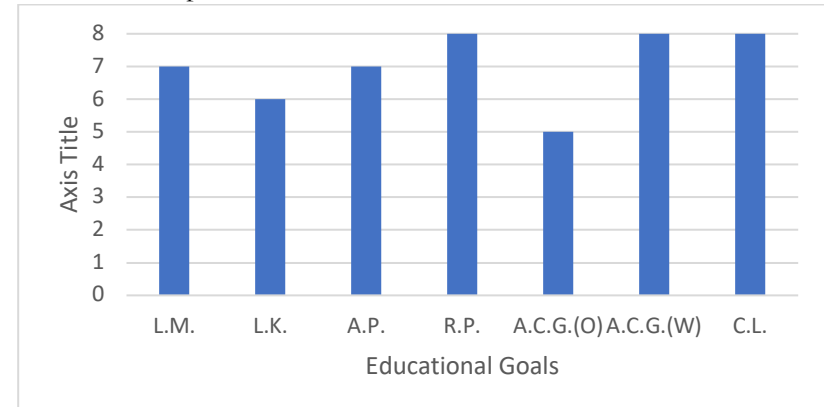


Figure 4

Instructors' Report of the Goals Addressed in their 400-Level Course



It is important to note that Literary Mindedness and Literary Knowledge are not targeted by some of our Rhetoric courses, which is why the tally is consistently lower in these results. In the same way, the instructors' report showed that some of our courses rely on writing assignments as their main evaluation instrument, which leaves out the oral aspect of argumentation and communication agility. This is understandable in courses that focus on the written word as their subject matter.

Graduate Courses

For the graduate level we got a much smaller sample of 8 courses (see Table 4). The instructors who participated all reported to target the five educational goals selected for this level (Table 3) and listed several examples of assessment strategies they used to evaluate the achievement of these goals.

Table 3

Undergraduate Educational Goals

L.K.	1. Literary knowledge	Develop competencies in literary scholarship; story and language; genre, modes, and form; theory, criticism, and hermeneutics and critical contexts.
A.R.P.	2. Analytical and research proficiency	This may take the form of information management, Print Culture, and or collaborative research.
A.C.A.	3. Argumentation and communication agility	Learn oral argumentative skills, seminar paper writing skills, and long-form thesis and dissertation writing skills.
C.L.	4. Cultural literacy	This includes questions of Indigenization and decolonization; gender and sexuality; citizenship, autonomy, and solidarity; and community engagement.
P.	5.1. Professionalization	In areas including teaching, conferences and publication, and career preparation for academic and non-academic paths.

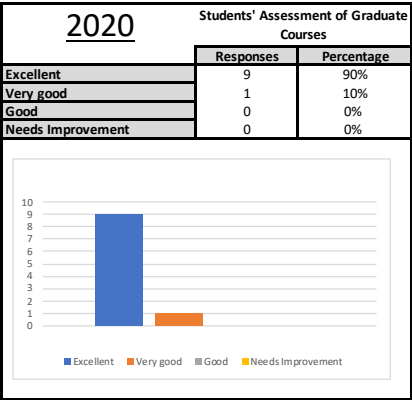
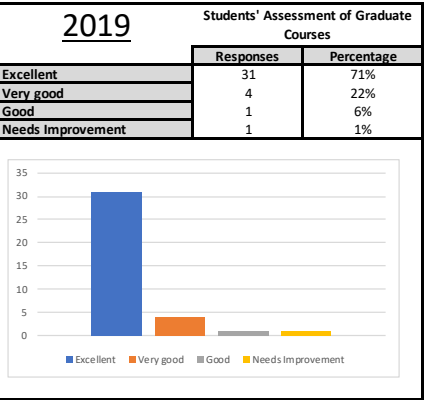
Table 4

Tally of the instructor's report of the educational goals addressed in their graduate course.

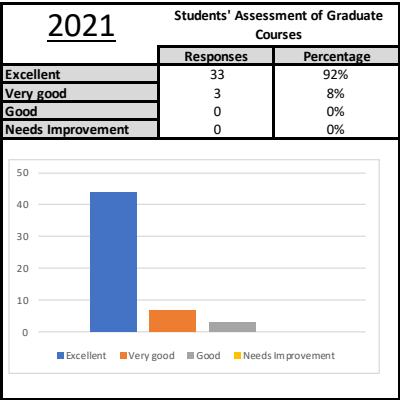
Course	Course Name	L.K.	A.R.P	A.C.A.	C.L.	P.
ENGL 820	Studies in Print Culture Theory	1	1	1	1	1
ENGL 820	Media, Interface, Margins: Women and Words in the Eighteenth Century	1	1	1	1	1
ENGL 830	Studies in Medieval Literature	1	1	1	1	1
ENGL 832	Making Poetry in the Multi-Media Eighteenth Century	1	1	1	1	1
ENGL 832	Mediating Jacobites in Cultural Memory	1	1	1	1	1
ENGL 833	Studies in Nineteenth-Century Literature	1	1	1	1	1
ENGL 840	Studies in American Literature	1	1	1	1	1

Appendix B: Course Evaluations - Students' Overall Assessment of Graduate Courses

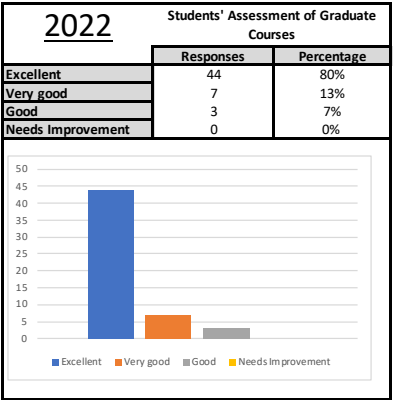
The figures in this report were generated from Graduate Course Evaluations from 2019 to present.



* Please note there is no record of evaluations for Spring + Summer 2020 due to Covid.

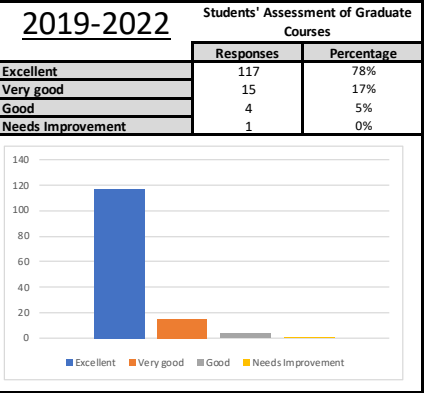


* Please note there is no record of evaluations for Spring + Summer 2021 due to Covid.



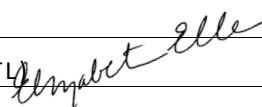
*Fall 2022 not yet included in data as term is still in progress

4 year Summary:



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MEMORANDUM

ATTENTION:	Carolyn Lesjak, Chair, Department of English
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching (for SCUTL) 
RE:	English Mid-cycle Educational Goals Assessment
DATE:	March 20, 2023

The Senate Committee for University Teaching and Learning has recently been charged with providing feedback to units in their mid-cycle assessment of Educational Goals. The Department of English has recently completed a large overhaul of your undergraduate curriculum, and it is the hope of our committee that you can use this moment to understand the impact of those changes, and celebrate them. The conversations you've already had about your program are an important success. You've also done great work on the first step of assessment, by mapping your courses to your educational goals; you include information about next steps in your plan, and here we provide some suggestions for your consideration.

You plan to use focus groups of program students to encourage students to reflect on their work in the English Department. This is a great idea. Focus groups will provide you with rich information, though they tend to be time intensive. Should you wish some support with analysis of your findings, or to do an exit survey of your graduands, we encourage you to reach out to LEAP, the [Learning Experiences Assessment and Planning](#) group in the AVP-LT portfolio (email them at: leap@sfu.ca). There are staff on the team with expertise in assessment and survey analysis, and they are here to help you.

One of the items you are considering is using the Course Experience Surveys for assessment of your EGs. Course experience surveys capture the student learning experience in a particular combination of course and instructor. They cannot provide information about program-level academic achievement or educational goals. The results are confounded because of varying student experience with your program (i.e. students who are majors and those taking courses as electives), and, for majors, the same student is likely to receive and complete multiple surveys about your program, but will provide different results as their experience is delineated by the course content and the instructor. We recommend, therefore, that an exit survey (completed once by each graduand) would be a more appropriate way to ask students questions about their perceptions of their achievement of the things your department values, such as literary mindedness, literary knowledge, and your other EGs. As mentioned, the LEAP group can help you design such a survey, and collect and analyze responses for you.

Your suggestion that you will use qualitative assessment by faculty members about course and program activities is great. This approach has been used by other departments who have a tradition of capturing faculty member reflections on what students are achieving. We look forward to hearing what you've learned about both your undergraduate and graduate programs from this work.

Finally, to help you with the workload concerns you outlined in your action plan, we would like to remind you that not all EGs need to be assessed in each year. It can be quite useful to pick just one or two areas your unit would like to focus on. What would you like to know about your program, especially given the large amount of work you've put into revising your undergraduate curriculum? What would help to inform your understanding of the successes and areas for further refining of curriculum renewal efforts? You might consider visiting our dedicated [educational goals website](#) to help you with the "define" stage, and choose a small number of the existing EGs for your attention between now and your next external review.