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MEMORANDUM

ATTENTION Senate **DATE** January 14, 2026
FROM Dilson Rassier, Provost and Vice-President Academic, and Chair, SCUP **PAGES** 1/21
RE: External Review Mid-Cycle Report for the Department of Global Humanities (SCUP 26-05)

At its meeting on January 14, 2026, SCUP reviewed and approved the External Review Mid-Cycle Report for the Department of Global Humanities that resulted from its 2022 External Review.

The following documents are attached for the information of Senate:

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

C: Paul Garfinkel, Chair, Department of Global Humanities, FASS



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MEMORANDUM

ATTENTION Dilson Rassier, Chair, SCUP DATE December 10, 2025
FROM Peter Hall, Vice-Provost and Associate Vice-President Academic PAGES
RE: External Review Mid-Cycle Report for the Department of Global Humanities

The External Review of the Department of Global Humanities was undertaken in March 2022. 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 action plan update has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided constructive 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:

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

c: Paul Garfinkel, Chair, Department of Global Humanities
Laurel Weldon, Dean, Faculty of Arts and Social Sciences

MEMORANDUM**To:** Peter Hall, Vice-Provost and Associate Vice-President, Academic**From:** Paul Garfinkel, Department Chair, Global Humanities**Re:** Global Humanities External Review Mid-Cycle Report**Date:** October 16, 2025

Attached you will find the External Review Mid-Cycle Report for the Department of Global Humanities that details the progress the Department has made on the action plan items since our External Review in March 2022, as well as an updated Educational Goals Assessment Plan. The report was a collaborative effort, and all Global Humanities faculty members contributed progress updates on relevant action items.

Please bring this report to SCUP and Senate for their information.



Paul Garfinkel



External Review Mid-Cycle Report

Section A

To be completed by the Responsible Unit Person, e.g., Chair or Director

Unit Under Review: Department of Global Humanities

Date of Review Site Visit: March 2 – 4, 2022

Responsible Unit Person: Paul Garfinkel

Faculty Dean: Laurel Weldon

1.1	Action(s) to be taken
<p>1.1.1 Undergraduate:</p> <ul style="list-style-type: none"> • Request hire Lecturer in Religious Studies (to cover HUM130 and HUM330) <ul style="list-style-type: none"> ○ Request included in FRP May 2022. ○ In Summer 2021, Fall 2021, and Spring 2022 combined, HUM130 and its upper-division sequel, HUM330, enrolled 387 students in online and in-person courses in Burnaby and Surrey. ○ Retirement of CFL in August 2024 implies HUM331 (Special Topics in Asian Religious Traditions) will also no longer have a CFL attached to it, leaving HUM232 (The Religions of Ancient Greece and Rome) as the lone religious-content course taught by a CFL. 	<p>1.1.1. Undergraduate:</p> <ul style="list-style-type: none"> • Jason Brown was hired May 1, 2023. • Current active search for Assistant Professor in Religious Studies with a prospective start date of July 2026. • Enrollment in HUM courses with Religious Studies content continues to grow beyond expectations.

<ul style="list-style-type: none"> • Complete the roll-out of the merged curricular revision <ul style="list-style-type: none"> ○ Continue to promote concentrations and new department name, with students, the SFU community, and beyond. ○ Over the past year, the hire of the Communications Coordinator and the new Undergraduate Advisor have enabled new ways to promote our programs, e.g., through social media, an overhaul of the dept web site, a department newsletter, and large mailouts to prospective and undeclared students. 	<ul style="list-style-type: none"> • The merged curriculum has been rolled out successfully <ul style="list-style-type: none"> ○ Concentrations have been promoted and fine-tuned and discussions are happening after initial evaluation to add new and/or tweak existing concentrations. ○ We have been able to increase communications with various stakeholders through the work of the communications coordinator and undergraduate advisor, though the lengthy vacancy of the latter role (Fall term 2024) did interrupt mailouts to students.
<ul style="list-style-type: none"> • Continue to grow number of students enrolled in Global Humanities programs: <ul style="list-style-type: none"> ○ One of the department’s challenges is to balance the services we provide to SFU students taking our courses to fulfill B- HUM and W requirements with our commitment to nurturing the comparatively smaller number of majors, minors, and certificate students. We aim to grow especially the number of majors and joint majors. ○ Since the hire of our new Undergraduate Advisor, we have used mailouts to prospective and undeclared students, as well as letters to students who otherwise show an interest in taking more of our courses. These initiatives have already resulted in a 20% increase in students declared in HUM programs since December 2021; we expect to see significant further growth resulting from late-Spring 2022 campaigns, as well as the continuation of these efforts, and others, to reach out to students. ○ Create team-taught HUM101W: Introduction to 	<ul style="list-style-type: none"> • Thanks to combined faculty and staff efforts, numbers are growing rapidly: <ul style="list-style-type: none"> ○ Overall course enrollments have gone from 1,739 headcount and 191.13 AFTes in 2021-22 to 2,092 headcount and 225 AFTes in 2024-25, with modest projections for 2025-26 around 2,500 headcount and 270 AFTes. That’s a 40%+ increase on both accounts. Between Spring 2022 and Fall 2025, we also achieved significant growth in HUM Joint Majors, from 4 to 12 (200% increase); HUM Majors, from 18 to 37 (105% increase); and HUM Minors, from 4 to 24 (500% increase). While enrollment in the certificates remains almost the same compared to 2022, enrollment in the new concentrations grew by 275%. ○ We have continued mailouts (now by email) to prospective students, as well as a recruitment pilot that automatically notifies students who have completed any single HUM course that they now qualify to declare a HUM Minor. These and other initiatives contribute to the numbers above. ○ In-person team-taught HUM101W was tried out in Spring 2024. Following the departmental retreat

<p>Global Humanities (estimated completion: soft start in Fall 2022 with one or more HUM faculty members visiting as guest speakers). Introducing students to a variety of instructors, themes, and approaches in our gateway course (already used in HUM 110 Hellenic World) provides them with a better understanding of what to expect if they want to continue their studies in the humanities.</p> <ul style="list-style-type: none"> ○ Similarly: explore team-taught HUM106: Art and the Humanities (estimated completion: tentative Fall 2024). 	<p>discussions in Spring 2025, the plan is now to explore an online team-taught version of the course.</p> <ul style="list-style-type: none"> ○ The idea of a team-taught HUM106 is currently on hold while developing the team-taught HUM101W (probably OL01) takes precedence.
<ul style="list-style-type: none"> • Ensure that the claim to “Global” Humanities is supported <ul style="list-style-type: none"> ○ Organize communications campaign and/or event in Fall 2022 to mark the official name change to increase visibility and use this opportunity to communicate clearly who we are to our stakeholders at SFU and beyond. ○ JS Woodsworth Chair hire may contribute to this (depending on their area of expertise). ○ Request another hire as the external review report suggests, e.g., Asian studies scholar to strengthen existing connection with Global Asia Program and David Lam Centre, or an Africanist (estimated completion: tentative Fall 2025, depending on results of FRP). 	<ul style="list-style-type: none"> ○ A successful communications campaign was followed by further rich communication through a series of concrete stories from the Global Humanities classrooms to showcase our activities and give students and other stakeholders direct insight into what we do as a way to communicate who we are. The communications coordinator has also just completed a series of posters targeting, among other things, career opportunities, concentrations, and our graduate program. ○ The JS Woodsworth Chair hire in May 2024 has deepened our commitment to Environmental Humanities across geographical boundaries. ○ Hire for a Religious Studies Assistant Professor is currently under way with a targeted start date of July 2026. The expectation is to hire someone with their main expertise outside of Europe, where the department already has significant strength.
<ul style="list-style-type: none"> • Add to Art History and Material Culture concentration <ul style="list-style-type: none"> ○ Hire of Art Historian as Hellenic Congress Chair of BC (completed; starting March 2023) ○ One CFL moved from HIST to HUM in May 2022. His courses will cover Humanities in Film topics, providing students with new opportunities to immerse themselves in the arts. 	<ul style="list-style-type: none"> ○ Evan Freeman was hired March 15, 2023, and has offered a wide variety of art history courses. ○ Paul Garfinkel’s film-focused courses have expanded student opportunities to engage with diverse art forms, and have enriched our Art and Material Culture concentration.

<ul style="list-style-type: none"> ○ Further explore options for SCA postdoctoral fellows as well as our own Hellenisms Past and Present, Local and Global Postdoctoral Fellows to teach art-focused electives. We had success with this in the past when we offered two very popular courses taught by postdoctoral fellows, an Art History course on Venice and one on Chinese aesthetics. 	<ul style="list-style-type: none"> ○ No further collaboration with SCA postdocs mostly driven by budgetary constraints, but Hellenisms postdocs will now all teach a course as part of their appointment.
<ul style="list-style-type: none"> • Appoint a Faculty Liaison to the Undergraduate Student Union <ul style="list-style-type: none"> ○ A member of the Undergraduate Curriculum Chair will take this on (starting Fall 2022). 	<ul style="list-style-type: none"> • While no single Faculty Liaison was appointed to the Undergraduate Student Union, the UCC committee has made a joint effort to ensure there is a faculty member present at almost all relevant undergraduate events.
<ul style="list-style-type: none"> • Support new initiatives for blended courses and explore online version of HUM101W <ul style="list-style-type: none"> ○ (with support of the digital learning specialist to be hired) 	<ul style="list-style-type: none"> • Great adoption of blended in the department, and initial exploration of HUM101W-OL01 <ul style="list-style-type: none"> ○ Dionysios Arkadianos was hired September 1, 2024.
<ul style="list-style-type: none"> • Revamp ancient language instruction: create one-term stand-alone courses for Latin and Ancient Greek, respectively, with support of Digital Learning Specialist (estimated completion: Summer 2025) 	<ul style="list-style-type: none"> • With the retirement of our department's Classicist confirmed for May 2026, we hope to complete this before then, but the transfer from the old online platform where the previous courses live to the new one is complex and time-consuming.
<ul style="list-style-type: none"> • WQB revision <ul style="list-style-type: none"> ○ Advocate for recertification of all of our current B-HUM courses. ○ B-HUM is at the core of all courses we offer. 	<ul style="list-style-type: none"> • After a massive effort from UCC Chair and staff, all eligible HUM courses were recertified as B-HUM, and all HUM W courses were recertified as well.
<ul style="list-style-type: none"> • Organize Career Night & find other ways to communicate career options with a HUM degree <ul style="list-style-type: none"> ○ We held a well-attended career night featuring HUM alumni in July 2021 and are planning another one for Fall 2022. ○ Make this into a yearly event and use recordings in broader communications about career trajectories of HUM alumni. ○ Build a webpage devoted to careers with a HUM degree (in progress) ○ Strengthen HUM alumni network ○ Update mailing list ○ Update website profiles of UG alumni (with new 	<ul style="list-style-type: none"> ○ Another successful career event was held on November 3, 2022, with a new one scheduled for October 23, 2025. ○ Special career opportunity posters were created to increase communication regarding career options for HUM graduates ○ Link to subscribe to mailing lists added to websites have allowed better management and growth of

<p>website launched in July 2022 and update regularly)</p>	<p>lists</p> <ul style="list-style-type: none"> ○ A new webform was created to source alumni profiles and invite to join the mailing list upon graduation in a “farewell” email from the advisor
<ul style="list-style-type: none"> • Create additional opportunities for our research and outreach centers to benefit our academic programs <ul style="list-style-type: none"> ○ Consider offering a 1-unit course for students to participate actively in Humanities Institute and SNF events ○ Continue to embed attendance at Institute events in HUM101W (students report on event attendance in class or through brief response paper) 	<ul style="list-style-type: none"> • For the past 2 years, Sabrina Higgins has taken students (3/year) to work on the excavations at Golemo Gradiste in North Macedonia. The endowment of her professorship was used to support part of the students’ expenses. • E. Kotsovili developed a new course on Dialogue that we are planning to run soon.
<p>1.1.2. Graduate:</p> <ul style="list-style-type: none"> • Create a common Graduate Course and/or more courses with other students <ul style="list-style-type: none"> ○ One HUM faculty member teaches a course in GLS annually (at no cost to GLS) to increase collaboration between the HUM MA and the GLS MA. ○ Share course outlines of GLS electives with HUM MA students ahead of enrollment and work with GLS to find opportunities for HUM MA students to enroll in some GLS electives 	<ul style="list-style-type: none"> • HUM 800 was established as the common graduate course for HUM MA students (Eirini Kotsovili designed the course with help from CEE, and James Horncastle has already taught it) <ul style="list-style-type: none"> ○ This commitment is ongoing; so far, most HUM MA students have opted to take other courses to fulfil their requirements. ○ Interested HUM MA students have taken advantage of access to GLS elective courses, including participating in the field school courses.
<ul style="list-style-type: none"> • Update dedicated office space for graduate students 	<ul style="list-style-type: none"> • New office space (AQ6214C) was obtained and is dedicated to graduate students. We have also opened up the Institute for the Humanities Harbour Centre offices for graduate student use.
<ul style="list-style-type: none"> • Career Advice <ul style="list-style-type: none"> ○ Organize a session with HUM MA alumni similar to the Undergraduate HUM Career Night ○ Continue to connect students with Research Commons programming ○ Further integrate professionalization workshops in 	<ul style="list-style-type: none"> ○ Much of this was on hold while the Graduate Program Assistant position was vacant. ○ A career event remains a challenge given our small numbers and diverse academic backgrounds and imagined futures.

<p>the HUM MA curriculum</p>	
<ul style="list-style-type: none"> Explore Participation in the Accelerated Masters Program 	<ul style="list-style-type: none"> One student successfully transitioned from the accelerated program into the MA program in Summer 2025; a second one is set to transition in Spring 2026. Recruitment among current undergraduate students is ongoing within the limitations of faculty MA thesis advising capacity.
<ul style="list-style-type: none"> Explore the possibility of an Ancient/Byzantine Greek reading group if there is sufficient graduate student demand (estimated completion: Fall 2023?) 	<ul style="list-style-type: none"> There was insufficient demand for this and it did not move forward.
<ul style="list-style-type: none"> GLS to adopt a hybrid model for cohort 2022/2023 with online courses and one in-person weekend each term in the first year. Students then complete the MA through their choice of in-person and/or online electives. 	<ul style="list-style-type: none"> This hybrid model for the GLS MA program is continuing with great success. The program now boasts a more diverse student body from various previously untapped locales. A recent sizeable donation will see a new joint research centre with Oxford University take flight in 2027. The new centre will come with a new MA track with a focus on Life Writing that includes significant time on the ground at Oxford.
2.1	Action(s) to be taken
<ul style="list-style-type: none"> Develop a West Coast Axis for Hellenic Studies with UCLA through new multi-year grant 	<ul style="list-style-type: none"> SFU's SNF Centre is completing a joint 3-year grant project with UCLA that strengthened the partnership and built connections for the future. The centre sponsored a student conference, supported graduate students across campuses and is sharing speakers when possible. Various HUM faculty members have participated in events organized through the grant at SFU, UCLA, and in Greece. The current political conditions in the US will, however, affect this.


<ul style="list-style-type: none"> • Continue the work of the Memory and Trauma Through History and Culture research cluster by hosting events (online and in person), co-/sponsored by the Department, the Institute for the Humanities, and the SNF Centre for Hellenic Studies 	<ul style="list-style-type: none"> • Members of the research cluster co-organized and participated in the Xenos Workshop in Athens, May 2023. Proceedings were published by the National and Kapodistrian University of Athens. • In November 2025, the cluster is organizing an intimate workshop with graduate student participation, titled “The Testimonial and the Biographical: The Road Back, 80 Years Later.” This will involve the viewing of an interview with two Nazi-prison survivors and discussion of pre-circulated questions on themes of trauma and memory.
<ul style="list-style-type: none"> • Plans to host Adorno Studies Journal at Institute 	<ul style="list-style-type: none"> • The Journal of Adorno Studies (JAS) has published its first issue of the relaunched version of the journal. The second issue is in production, and planning has commenced for the subsequent two issues, one of which will be a special issue on Adorno and Anti-Semitism after Gaza. We have submitted a \$140K SSCHRC Aid to Scholarly Journals Grant. Panels and Conferences are being planned for this vitally important theme in Vancouver, Rome, and North Carolina. HUM Alumna Morgan Young continues to do outstanding work for JAS as Managing editor.
<ul style="list-style-type: none"> • Build on existing digital Humanities initiatives: <ul style="list-style-type: none"> ○ Nomoi (bibliography on ancient Greek law) ○ Radermacher (sources for early Greek rhetoric and rhetoricians) ○ Cult of the Virgin ○ Peopling the Past ○ Digital mapping of graffiti at the Temple of Isis 	<ul style="list-style-type: none"> • Digital Humanities <ul style="list-style-type: none"> ○ Ongoing ○ Ongoing ○ Digital Mary Project is undergoing internal website redesign, all of which was outlined in a 2025 publication by Higgins, Camaño, and Laurence. Camaño is working with Higgins in fall 2025 to help speed up the progress towards the launch. ○ Peopling the Past continues to garner national and international acclaim and several publications have yielded from this project, including a co-edited volume by S. Higgins and C.A.M. Gardner. ○ Nick Hedley (SFU Geography) is currently working on the final mapping components for this project. We expect to have all of the digital materials and the monograph resulting from this project complete by early 2027.

<ul style="list-style-type: none"> Continue to explore the possibilities for research collaborations on the basis of global humanities 	<ul style="list-style-type: none"> D. Mirhady was President of International Society for the History of Rhetoric 2022-24, and represented Canada at the 17th Congress of the Fédération internationale des associations d'études classique, Wrocław, Poland 2025. The Institute for the Humanities co-sponsored an international conference with the Nietzsche Kolleg in Weimar on fascist philosophy. Samir Gandesha was made an Associate of the newly founded Centro de Estudo sobre Autoritarismos e Crises, Faculdade de Filosofia, Letras e Ciências Humanas-FFLCH-USP, Universidade de São Paulo. Samir Gandesha was made a member of the International Advisory Board of the Jackman Humanities Institute, University of Toronto.
<ul style="list-style-type: none"> Disseminate faculty research news and updates <ul style="list-style-type: none"> New initiatives related to Communications Coordinator hire (July 2021): new website, enhanced social media presence, regular newsletters for HUM, GLS, and Institute (regular newsletters, including the Agora print magazine, for SNF Centre already exist.) 	<ul style="list-style-type: none"> The communications coordinator has moved forward as planned with a consistent output of HUM, GLS, and Institute newsletters, as well as additional stories on teaching and research to complement the existing SNF-related communications.
3.1	Action(s) to be taken
<ul style="list-style-type: none"> Complete the shift to a new platform for the Department website and the Institute website 	<ul style="list-style-type: none"> This was completed in 2022 (Global Humanities) and 2023 (Institute for the Humanities)
<ul style="list-style-type: none"> Digitize departmental filing system to facilitate staff office space consolidation, as well as further facilitate our commitment to hybrid work, and make our files more easily searchable 	<ul style="list-style-type: none"> Committed FASS funds toward this project were pulled due to budget cuts. Due to, first temporary, and then permanent staffing reduction, there has been no capacity for current staff to take on scanning and transferring old files. There has, however, been a commitment to the new Sharepoint files for new

		items, and this is, indeed, making hybrid work seamless
	<ul style="list-style-type: none"> Hire of Digital Learning Specialist to support, among many other things, blended courses and team-teaching initiatives 	<ul style="list-style-type: none"> Dionysios Arkadianos was hired September 1, 2024, and has worked with CFLs on such issues as the use of AI in course assignments.
4.1	Action(s) to be taken	
	<ul style="list-style-type: none"> Install sink in Department mail/photocopy room 	<ul style="list-style-type: none"> This work was completed in early 2023.
	<ul style="list-style-type: none"> Explicit communication of new continuing job postings with sessional instructors (new website) 	<ul style="list-style-type: none"> New website, including Employment page, is already in use.
	<ul style="list-style-type: none"> Consolidate staff office space to free up two offices for faculty use Create an undergraduate student designated space <ul style="list-style-type: none"> I. While the HUMSU already has access to the lounge and can book the meeting room, there is a desire for a space just for them. II. Explore options with study spaces around elevators on AQ6000-level. If no additional space is available, can we make these spaces more inviting for (HUM) students? 	<ul style="list-style-type: none"> Will probably be completed in 2025-26 to prepare a new office for use in Summer 2026. 2024-25 saw an increased use of the lounge, and this seems to be sufficient space for our students right now. <ul style="list-style-type: none"> ○ Space constraints have not allowed progress on a HUMSU designated space beyond the shared lounge. ○ More recent renovations in these areas have made them more inviting to students, and we are seeing increased usage.
5.1	Action(s) to be taken	

<ul style="list-style-type: none"> • More connections among students 	<ul style="list-style-type: none"> • 2024-25 saw the largest executive committee in HUMSU history, and almost daily use of the HUM lounge for study sessions and other activities. Many of the executive committee members graduated in Spring and Summer 2025, and recruitment is under way, but there is hope that the 2024-25 team set a precedent and offered inspiration for future HUMSU teams.
<ul style="list-style-type: none"> • Lounge/Seminar Room availability to undergraduate majors, as well as faculty and graduate students 	<ul style="list-style-type: none"> • There has been increased use of the lounge space, as well as the seminar room by undergraduate and graduate students. Use of the Institute's offices on the Vancouver campus has also been opened up to HUM MA students, some of whom have found it useful to have available office space closer to their homes.

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

Unit Leader (signed)	Date
Name  Paul Garfinkel	10/14/2025
Title Department Chair	

Section B

DEAN'S COMMENTS ON THE MID-CYCLE REPORT

The Department of Global Humanities is developing steadily as recommended in the external review, with important progress and concrete results in terms of new research areas, enriched educational opportunities for students and improved curricula for both graduate and undergraduate students, sustained and highly visible community engagement and exciting new areas of research accomplishment. We are pleased to see that hiring and curriculum developments (such as the field courses in North Macedonia and the new 800 level course for graduate students) are proceeding as outlined in the action plan. It is also good to see the Department's hard work result in a dramatic increase in enrolments, reflecting increased student interest and more effective use of the Department's teaching capacity. On behalf of our students, we particularly appreciate the Department's enthusiastic embrace of a variety of delivery methods for courses. It is great to see that renovations and other changes have allowed intensified use of Department facilities to better serve students and faculty. The expansion of the student executive is also a welcome development. The Faculty was glad to be able to support a hire in the area of religious studies, an area of tremendous student demand that was also identified as a priority area by the faculty in the Department.

The plans to host a new academic journal on Adorno studies is another exciting development. The excellent use of the Department's endowments, and the important contributions of the Department's endowed Chairs to community-engaged research and outreach activities greatly contribute to our connections to our diasporic communities and bring scholarly insight to public debate on a wide variety of topics. The international connections of faculty are important contribution to the Faculty and University mission of global engagement. The new Center being developed with Oxford University in the UK is another promising development, cementing GLS's place in the vanguard of FASS efforts to develop international collaborations. The Hellenistic studies connections both to Greece and to the Greek community in Vancouver is particularly notable. That these efforts combine with the development of the Department's expertise in digital humanities point to the coherence of the Department's plans for progress.

With the Department's many endowments, the financial management of the Department is a challenging undertaking, and the current budgetary situation has complicated an already complex task. Though staffing ratios in FASS have always been comparatively lean, like the rest of the University, we have had to absorb challenging reductions in the Faculty budget over the last 18 months. FASS acknowledges the hard work of Department's staff in support of the academic mission. The Dean's office notes the Department's observation that "Committed FASS funds toward this project were pulled due to budget cuts." If this refers to digitizing the departmental filing system, it is our understanding that other roles have been more of a priority and that an alternate short-term solution has been devised. In terms of other staffing needs, the remark is more puzzling in terms of the Dean's Office commitments of funds. The 2022 action plan (section 3.2), details that the expanded staff FTE was to be paid for with external funds. The hiring of the Digital Learning Specialist (noted in both 3.1 and 3.2) has happened, and this work effort is supported by the FASS Dean's Office with the understanding that the Faculty would be entitled to some staff support from this continuing position. The Dean's office looks forward to discussing possible projects with the Department Manager that would further our collaborative work on this commitment. Further, in terms of hybrid work, it is worth noting that staffing is governed by University and Faculty policies, including the formal systematization of hybrid work in the past few years. It is unclear what the Department's "commitment to hybrid work" constitutes, in this context.

Overall, then, the Dean's office is impressed with the important work in developing new areas that elicit student interest and educate our students, with forging new international collaborations of the highest calibre and offering tremendous enrichment for our students. The research activity (such as hosting a new journal) and highly visible public engagement with diasporic and other local communities is also a sustained and growing strength of the department. We offer kudos on the progress being made amidst challenging circumstances, and look forward to further advances in the coming years.

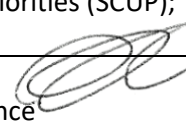
Faculty Dean (signature)

Date



November 6, 2025

MEMORANDUM

ATTENTION:	Department of Global Humanities; Senate Committee on University Priorities (SCUP); Senate
FROM:	Paul Kingsbury, Associate Vice-President Learning & Teaching Alice Campbell, Educational Developer, Centre for Educational Excellence 
RE:	Department of Global Humanities Educational Goals Mid-cycle Report
DATE:	December 10 th 2025

The Department of Global Humanities has recently submitted its Educational Goals (EG) mid-cycle report to SCUTL. The report was reviewed and approved by SCUTL along with the below guidance, which was also informed by your External Review mid-cycle report.

We appreciate the significant efforts the Department has made over the past several years to enhance its curricular offerings. You have designed and implemented a new curriculum with new concentrations, successfully re-certified your W and B courses, re-designed and launched Hum 101W as a team-taught course, and successfully increased course and program enrolments. These are all laudable achievements.

We fully understand that given the scope of this work, the Department hasn't yet had capacity to activate its Educational Goals assessment plan. We hope that the Educational Goals assessment process can be leveraged to support the department in assessing the success of the many various changes that you have made.

The strategies you plan to employ are at once developmental (supporting instructors' teaching practices) and evaluative. This is excellent. We strongly appreciate your whole-of-department efforts to first understand how some of your Educational Goals are being taught and assessed across your curriculum. These conversations can themselves be productive in fine-tuning instruction across courses. We also appreciate your strategy of developing a rubric or a checklist, based on existing AAC&U VALUE rubrics, and providing it to instructors to analyse the written feedback they already offer on student work. It will be valuable to learn whether this process yields valuable insights and useful dialogue, and whether it may shape the kind of feedback that instructors provide.

We have two minor suggestions. We appreciate that, at this time, it may be premature to identify particular courses for assessment. While we typically advise the focus on upper division courses, we do wonder if there may be some merit in engaging in some Educational Goals assessment to evaluate the careful work you have done to develop HUM101W. We also note that you plan to survey students, and to use a rubric to analyze their responses. The nature of

open-ended responses is such that a thematic analysis of their responses may be more appropriate.

As you begin to carry out your Educational Goals assessment, staff in the AVPLT portfolio are well equipped to support you and want to help ensure it is meaningful and manageable for the Department. Please do not hesitate to be in touch with Alice Campbell (alice_campbell@sfu.ca) or Paul Kingsbury (avplt@sfu.ca) for guidance or support.

Mid-Cycle Assessment Plan Reporting Template

Unit: Global Humanities

Contact Person: Alessandra Capperdoni

Date: 9 October 2025

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.

Currently: Alessandra Capperdoni, current Undergraduate Curriculum Chair; Paul Garfinkel, new Department Chair; Cristina Serverius, Department Manager
Past: Emily O'Brien, previous Undergraduate Curriculum Chair; David Mirhady, former Department Chair

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

No, we did not make any changes as the Educational Goals and Curriculum Map we submitted as part of our 2022 External Review were the result of substantial revision given what were then recent changes to the curriculum after the Hellenic Studies Program and its faculty joined the Department of Humanities (before we jointly changed our name to the Department of Global Humanities). The Goals and Map still accurately reflect our focus on the five broader areas of knowledge, writing, research, oral communication, and understanding of global humanities, and the 3-6 subgoals listed for each of those areas (see attached).

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

The main change has been the time frame. While we had planned to complete the assessment of 1-2 subgoals in 1-2 courses in the first 2 years in order to test the process and enable a couple of faculty members to familiarize themselves with the methods before expanding assessment to other courses and other subgoals, we are only now focusing on creating rubrics for assessment. Since 2022, we have invested an enormous amount of time in recertification of our B-HUM and W courses (almost all courses we offer carry a B-HUM certification), which was essential to maintaining strong enrolment. With four new faculty members having joined the department since 2022, as well, our curriculum efforts have focused on helping these new department members create new courses that contribute to our existing concentrations, which we thus had an opportunity to fine-tune. We just submitted a massive overhaul and name change for our Certificate in Religious Studies, and created a stream within the Global Humanities major to join the FASS-Exeter Dual Degree Program. The time commitment for these curriculum projects was unknown at the time of the External

Review, and pulled our limited resources away from assessing educational goals according to the timeline laid out in the initial action plan. We are confident, however, that we can catch up to our original targets by the next External Review in 2029, given that we have already achieved and exceeded most goals of the general action plan, and that our plan to assess our Educational Goals remains modest in its scope.

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

Educational Goal 2 and 3 below: In consultation with Alice Campbell in CEE, we have gathered sample rubrics for writing and oral communication skills that we plan to tailor to our specific subgoals in order to help instructors analyze their written feedback on student essays and presentations using the same criteria. We have also created a database of faculty members' writing guides that includes student guidelines for HUM writing from term papers to discussion posts. We plan to use these guidelines to inform our analysis of EDG1, EDG2, and EDG5 listed below.

Educational Goal 1: We have started sourcing "themes and questions of central importance to the humanities" from faculty members, upon which we will build a checklist or rubric for instructors to use to analyze their own written feedback on student final essays.

The above analyses will be trialed by 2-3 instructors to allow us to fine-tune the rubrics and checklists before we ask more faculty to participate to gain more representative data through a larger sample size.

Educational Goal 4: The Undergraduate Curriculum Committee will draft the planned survey with broader faculty input on desired questions to measure this goal.

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.

The plan follows the initial plan with a new time frame.

Educational Goal 1: KNOWLEDGE, subgoal: Understand themes and questions of central importance to the humanities			
Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor's written feedback on term papers	What would indicate that students had met the EG? Instructor's feedback indicates that the majority of students demonstrate understanding of themes and questions of central importance to the humanities in their essays (using rubric to be developed for this analysis).	Is this direct or indirect? Direct	When do you plan to collect the data? Fall 2026/Spring 2027
Educational Goal 2: WRITING, subgoal: Develop sustained, persuasive, logical and well-structured arguments in academic essays and other formats			

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor’s written feedback on term papers</p>	<p>What would indicate that students had met the EG? Instructor’s feedback indicates that the majority of students developed sustained, persuasive, logical and well-structured arguments (using rubric to be developed for this analysis).</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Fall 2026/Spring 2027</p>
<p>Educational Goal 3: ORAL COMMUNICATION: Communicate information and ideas clearly and confidently in group/individual presentations and other oral activities</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment of instructor’s written feedback on presentations and/or class discussion</p>	<p>What would indicate that students had met the EG? Instructor’s feedback indicates that the majority of students exhibit the ability to communicate ideas and information clearly and confidently (using rubric to be developed for this analysis).</p>	<p>Is this direct or indirect? Direct</p>	<p>When do you plan to collect the data? Fall 2027</p>
<p>Educational Goal 4: UNDERSTANDING OF GLOBAL HUMANITIES: Appreciate how the humanities are deeply embedded in all human societies, how they speak and respond to those societies and how they transform them</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Targeted survey for 3rd and 4th year students enrolled in Humanities programs. Because these are questions concerning the broader relevance and impact of the humanities, and the learning most likely will result from taking more than the odd humanities course, we intend to measure this goal through a survey for students who have taken several humanities courses. This will be the same survey through which we will gauge students’ experiences in the humanities programs with particular attention for the new concentrations (see paragraph above).</p>	<p>What would indicate that students had met the EG? Qualitative analysis of survey responses using a rubric to be developed for this purpose.</p>	<p>Is this direct or indirect? Indirect</p>	<p>When do you plan to collect the data? Spring/Summer 2026</p>
<p>Educational Goal 5: RESEARCH: (1) Identify and employ the principal ancillary tools for differing humanities disciplines; and (2) construct bibliographies according to humanities disciplinary standards</p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students) Assessment will involve mapping the integration of instruction leading to these two subgoals into our courses through collecting syllabi and assignment instructions as well as some student samples.</p>	<p>What would indicate that students had met the EG? Given the varying disciplines of our faculty (History, Archeology, Literature, Political Science, etc.), and the differing tools and standards in those disciplines, a comparative analysis of what is being taught must precede an analysis of student samples. For example, the goal for (2) would be for students to be able to understand, apply, and adapt instructions for bibliographic entries in their own bibliographies; we do not expect them to master all systems taught and used in our multi-disciplinary department.</p>	<p>Is this direct or indirect? Indirect</p>	<p>When do you plan to collect the data? Spring 2028</p>

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

Circulation of analytical reports and discussion at departmental meetings.

Since everyone will be participating in the assessments, sharing findings will be part of the collaborative efforts, and not so much informing department members about a process in which they played no part.

7) Assessment Timeline

Next External Review: 2029

HUM Undergraduate Educational Goals

Between August and November 2021, the Department completed a major revision of its Educational Goals (EGs). Faculty members then mapped these revised EGs onto the undergraduate curriculum (see Appendix for “Humanities Undergraduate Curriculum Map – Background” and “Humanities Undergraduate Curriculum Map – the Major”). There are five HUM Undergraduate Educational Goals:

In the **knowledge** they have gained in the principal areas of humanities, students will be able to:

- Demonstrate familiarity with a global range of authors and texts in their cultural and historical contexts.
- Demonstrate a command of several central texts, including visual and material sources.
- Engage texts from a variety of critical perspectives (e.g., historical, literary, philosophical, religious, aesthetic).
- Understand themes and questions of central importance to humanities.
- Develop their own scholarly voice(s).

In their **writing**, students will be able to:

- Develop sustained, persuasive, logical, and well-structured arguments in academic essays and other formats.
- Demonstrate critical, analytical, and creative thinking.
- Present information and ideas clearly, and with an awareness of audience.
- Perform close readings of textual, visual, and material sources.
- Draw on and synthesize multiple sources, both primary and secondary.
- Employ linguistic conventions appropriate to various humanities disciplines.

In conducting their **research**, students will be able to:

- Identify, select, evaluate, contextualize, and engage with a range of primary sources and scholarly literature.
- Identify and employ the principal ancillary tools for differing humanities disciplines.
- Construct bibliographies according to humanities disciplinary standards.
- Comfortably navigate print, digital, and material sources.

In their **oral communication**, students will be able to:

- Engage in sustained and constructive dialogue and debate with their peers.
- Communicate information and ideas clearly and confidently in group or individual presentations and in other oral activities.
- Employ appropriate presentation resources.

In their **understanding of global humanities**, students will be able to:

- Identify and acknowledge the differing cultural contexts and perspectives of the peoples and texts that they are studying.
- Recognize the limits of their own subjective perspectives.
- Participate as engaged and responsible citizens in a global community.
- Appreciate how the humanities are deeply embedded in all human societies; how they speak and respond to those societies; and how they can transform them.
- Explore the ways in which the humanities are deeply embedded in and entangled with the ecological community, and how they embrace that community.