

DEPARTMENT OF HISTORY UNIVERSITY OF THE FRASER VALLEY

Program Review Progress Report

October 2021

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We acknowledge the Stó:lō (People of the River), upon whose lands UFV resides, and appreciate the privilege of sharing the beauty and bounty of the Fraser Valley. We honour the historic and continuing role and contributions of Indigenous peoples to this region and, as historians, we are committed to using the tools and insights of our discipline to build a more respectful and equitable relationship between the Indigenous and non-Indigenous people of this land.

1. Introduction

The Department of History would like to begin by thanking the External Review Committee (ERC) for its thorough review and thoughtful, productive recommendations as to how the department might revise curriculum, enhance engagement of both program and non-program students, and continue to develop our commitment to both Indigenization and internationalization. We were gratified to read that the overall assessment of the ERC was very positive indeed. We appreciate the ERC's comment: "For a department of its size and given the structure of the workload, the outcomes are truly impressive and either the Department is not fully self-aware of its quiet excellence and/or it should do a better job of advertising its strengths." While we will probably never be "loud and proud," we take the ERC's comment to heart and will work to foreground the things that we already do well, in addition to addressing recommendations regarding areas we might build upon or improve.

Through this document, we will respond to the recommendations in the order in which they are presented in the ERC report.

Update 2021: To say that the last eighteen months have been a challenge would be both an understatement and a cliché at this point. Many of the initiatives we intended to pursue were sidelined in the on-going attempt to grapple with the ever-changing realities of COVID-19. We were, nevertheless, able to address some of the more significant recommendations brought forward by the External Review Committee. Following up on recommendations to enhance job-readiness of our graduates, for example, the Department of History is pleased to have been one of the first academic units at UFV to deliver microcourses. We hope to build on the success of that pilot project. Other plans that were put on hold or which perhaps we temporarily lost sight of, are being prioritized once more. But the pause also created the opportunity to revisit some decisions and re-imagine the outcomes. In the interim as well, UFV's new Integrated Strategic Plan was adopted and the delay in addressing some ERC recommendations allows the Department to more closely align pedagogical initiatives and programmatic changes with the institution's interlocking missions of Engaging Learners, Transforming Lives and Building Community.

2. Program Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values

As noted in the ERC report, the Department of History has been committed to the five goals of UFV's Education Plan for some time. These goals are to:

1. Prioritize Learning Everywhere
2. Commit to Flexibility and Responsiveness
3. Collaborate Across Boundaries
4. Develop Local and Global Citizenship
5. Integrate Experiential Learning

We are leaders in the development of online courses (goals 1 and 2) With limited resources, we have organized and led a number of international experiences for our students, as well as integrating high-impact active and experiential learning opportunities into our classrooms (goals 2, 3 and 5). We have begun to indigenize our curriculum; although we recognize that the path is long, we remain committed to this journey and are looking for more and varied ways to work with the Stó:lō and other Indigenous communities. Our efforts at internationalization are on-going. It should be noted that the department history has seen a 400 % increase in the number of international students enrolled in our courses, and while this has certainly presented challenges, we are adapting and developing strategies to support international student success (goal 4).

Specifically, we respond to the recommendations of the ERC with regard to our program's contribution to UFV's Education Plan, in the following ways:

Update 2021: In common with other departments, we have been forced by circumstances to rapidly adapt to a fully online environment because of COVID. This necessary adaptation will serve us well in the future, as we assess what worked well and what did not. Faculty members have generously shared their time and expertise in helping others quickly move to an online format, and we have had many informal discussions about how to optimize our methods and approaches. Where in previous years, only some faculty taught online, we have now built up a strong reservoir of online offerings that will afford us greater flexibility. This move to a strong online presence has also manifested itself in an updated webpage to better showcase the department.

One of the most promising developments in our ongoing goal of Indigenization is the appointment of Dr. Keith Carlson as a tier I Canada Research Chair. This appointment has enhanced our ability to connect with UFV's host Stó:lō community. Adjunct faculty member Dr. Sonny (Naxaxalhts'i) McHalsie's placenames tour is of enormous value and its online iteration was a highlight of the successful BC Studies 2021 conference hosted by the department. We hope to capitalize on a strong spirit of interest among our students to continue to enhance Indigenization in our program.

The disruption of COVID also had an impact in the recruitment of international students, for History as for other departments. As conditions return to normal, we hope that the interval has provided an opportunity for administrators to reflect on how recruitment practices might be improved. We are especially concerned about the need to protect vulnerable students and their families from exploitation and want to ensure that those students recruited are adequately prepared to be successful.

As detailed below, within the limitations imposed by COVID, we have been active in pursuing experiential learning, and have continued to involve students with research opportunities. We have continued to be mindful of ways in which our students can engage with primary sources in their work. The department's experiments with microcourses have produced encouraging results and generated enthusiasm among faculty and students. We also see this as an opportunity to showcase the value of history skills in the job market.

COVID has of course hindered our ongoing project of building a sense of community among our students and faculty. The momentum we were enjoying was interrupted. We are hopeful that we will soon be able to pick up the thread of these efforts through a full program of events and opportunities to connect. For example, largely due to the efforts of our departmental assistant, Nicole Kungle, we have had great success with our annual MAGS event (Majors, Awards and Graduates) and look forward to moving back to an in-person format. This lively event offers an opportunity to mingle and connect, and features recognition of our growing list of student awards, with book awards selected to reflect the interests of each recipient. We also look forward to continuing to work with a strong Association of History Students with a full slate of student activities.

ERC Recommendation	Departmental Response and Action Plan	Update – October 2021
<p>2.1 The Department’s Online Committee bring proposals about the composition of the online learning component to the Department for a discussion leading to policies to maximize the benefits and minimize the weakness of online learning.</p>	<p>We agree that, to date, the development of online offerings, while significant, has been rather ad hoc.</p> <p><u>Action:</u> The Online Committee will develop and present the department with a set of guiding principles to consider when developing online and hybrid courses. (Winter 2020)</p>	<p>Ironically, the pivot to online was, as we all recognize, an absolute necessity. History faculty (both permanent and sessional) worked tirelessly to shift their teaching and went above and beyond in terms of creating engaging, instructive, and collaborative online environments. Indeed, our online delivery was so successful that many instructors are continuing to teach online and, even more exciting, exploring hybrid formats. In fall of 2019 (the last pre-COVID semester), we offered 8 of 33 sections online (24%). In fall of 2021, we are offering 12 courses face-to-face, 13 online and 5 hybrid classes. In Winter 2022, we plan to offer: 19 F2F classes (61 %), 8 fully online classes (26 % - 3 synchronous and 4 asynchronous) and 4 hybrid classes (13%). We are trending back toward our pre-Covid composition of classes but will likely retain a higher number of courses with varied online formats.</p>

<p>2.2 The Department has a lot to showcase with respect to experiential learning and we recommend that they should be more promotional in departmental publicity/websites, etc.</p>	<p>The department agrees that we need to make more effective use of the website and enhance our social media presence.</p> <p><u>Action:</u> Create a Webpage/Social Media Working Group to redevelop our webpage, to highlight student successes and opportunities for experiential learning. (This group has already met once and is beginning the revamp of the webpage. The revision of the webpage will be largely completed by summer 2020.)</p>	<p>The webpage update was completed by summer 2020 as planned. We simplified the entry page and created two buttons: (1) course planning and (2) “Enhance your program.” This second button takes students to a list that includes: practicums and internships, international and study abroad opportunities, volunteer options and conferences. We are now consistently posting student success stories on our Facebook and especially our Instagram pages. This has been quite successful since there is significant overlap between the departmental social media presence and that of both the Association of History Students and individual faculty members, who then share these stories even more broadly.</p> <p>Work on the public-facing Fraservalleyhistory.ca website is nearing completion. This will feature all the student-created webcontent from HIST 440 (Local History for the Web) from 2011 onwards and will be maintained and supplemented with material from each new 440 class.</p>
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<p>2.3 We recommend that the University recognize in its policies that experiential and community engaged teaching and learning is more labour intensive than standard classroom lecturing and ensure that if the former are a priority that they are supported with the resources and time necessary.</p>	<p><u>Action:</u> The Department will explore how, at the department level, we might support and incentivize the significant time commitment required to develop these opportunities but also recognizes that the sorts of changes recommended are beyond our ability to implement. (To be discussed at the annual retreat, August 2020).</p>	<p>As with many planned departmental initiatives, COVID presented challenges in pursuing community-engaged research, especially in the first year of the pandemic. More recently, however, several history students participated in the new PARC Collaboratorium (summer 2021) where they worked closely with various community partners. It is hoped that the Collaboratorium will continue in the summers to come.</p>
<p>2.4 We recommend both that the department make more effort to ensure that students are aware of the rich experiential learning opportunities available while it looks for new opportunities to offer more research experience.</p>	<p><u>Actions:</u></p> <ul style="list-style-type: none"> • With regard to highlighting the available experiential learning opportunities, see the <u>Action</u> for 2.2. • Where appropriate, faculty will be encouraged to build in opportunities for students to participate in their research projects. (Ongoing) 	<p>Department members continue to employ research assistants and work study students with great enthusiasm and impressive results. Here are some examples: Olivia Daniel worked to support the pilot microcourse which the history department offered in May of 2021; Gureena Saran worked with Robin Anderson to re-organize all the webpages created in HIST 440 (Local History for the Web) since its inception in 2011; Michaela Sapielak and Jacalyn Drummond provided research assistance for Keith Carlson on the history of smallpox epidemics amongst the Indigenous populations of the Pacific Northwest (summer 2021).</p>

<p>2.5 We recommend that the Department review its curriculum to ensure that experiential learning is embedded in all courses, that primary document research be an experiential opportunity in most courses, that the Department revives its practicum course and that it move to “brand” its teaching as distinctive in this regard.</p>	<p>Primary sources are already an integral part of all history courses at UFV, and in many courses, working with primary source material is mandatory for major assignments. However, we can do more to highlight the experiential quality of this work.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Instructors will make more explicit the experiential aspects of learning on course syllabi, course outlines, etc. • In consultation with our EPAC, the Department Curriculum Committee will explore the possibility of how History 401 (Practicum) might be highlighted within our program. • Working with our EPAC and other potential community partners, the Department will compile and maintain a database of current practicum opportunities for history students. (Initial database to be compiled by summer 2020, and regularly updated thereafter.) 	<p>As noted in our response to the ERC report, history courses at UFV all contain significant primary source material. In an effort to more explicitly highlight the historical skills necessary to critically engage with primary (and secondary) sources, in fall of 2018 the Department of History began offering History 100, an entry-level course that forefronts historical skills and working with primary sources. To date, we have offered 4 iterations: 100C – A Century of Conflict; 100D – Ten Days that Changed History; 100E – Introduction to Environmental History; 100F – Race, Racism and Anti-Racism.</p> <p>We have not yet compiled a list of practicum opportunities specifically aimed at/designed for our program students. However, a few students have consulted with Elise Goertz, Internship and Practicum Coordinator for the College of Arts and found placements. We will revisit whether a separate departmental list of practicums and internships is necessary and</p>
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		<p>advantageous for our students. Various types of work-integrated-learning will be on the agenda for our next meeting with our External Program Advisory Committee (January 2022).</p>
<p>2.6 We recommend that the History faculty, and the University more broadly, find opportunities to gain the historical and cultural knowledge to improve their ability to engage with Indigenous students and issues.</p>	<p>We are committed to on-going learning in partnership with Indigenous communities. We will build on existing initiatives and encourage opportunities for faculty, staff and students to take advantage of the varied opportunities available to enhance cultural knowledge.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Encourage faculty to take the Stó:lō Placenames Tour and to participate in learning opportunities around meaningful territorial acknowledgement • Encourage the Association of History Students to reach out to Indigenous students; appoint a student representative position. • We would like to take this opportunity to welcome into the History Department, Dr. Keith Carlson, the newly appointed Chair in Indigenous and Community Engaged History. 	<p>Several faculty have taken part in the Stó:lō Placenames Tour since 2018. Most recently, in the context of the BC Studies Conference, which was hosted by our department, Sonny McHalsie conducted a virtual Placenames tour, enjoyed by our own faculty, as well as colleagues from across BC and beyond.</p> <p>We have begun learning about Indigenous pedagogy, dedicating departmental meeting time to working with the First Peoples Principles of Learning (December 2020). We will continue to explore ways that our classrooms, assignments, and evaluation practices can be informed and guided by FPPL. Lorna Andrews will be leading a Circle Works workshop at our January 2022 department meeting.</p>

		<p>We have encouraged the Association of History Students to reach out to both our Indigenous and our International students, but such efforts were stymied by COVID, as the AHS executive took a hiatus during 2020/2021. They are in the process of ramping back up and we will continue to support outreach to Indigenous students.</p> <p>Dr. Keith Carlson's appointment has been invaluable in fostering and building upon already established connections between our department and the Stó:lō community. The list of his accomplishments in this regard is too extensive to inventory completely but among them is the development of the Collaboratorium, which supported historical research on Stó:lō involvement in agriculture and industry in the Fraser Valley (summer 2021); continued support for and enrichment of the biannual Ethnohistory Field School (co-sponsored by UVIC); the creation of assignments for students enrolled in HIST 103 (Stó:lō History) which they</p>
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		were then able to present at the Matsqui Band Office (2019).
<p>2.7 We applaud the steps that the History Department is taking towards Indigenization and decolonization as outlined in UFV Strategic Goal 1C and recommend that the Department take advantage of its progress and position in the University to become a focus of decolonization efforts at UFV.</p>	<p>The History Department will continue to take an active role in ongoing institutional efforts to Indigenize and decolonize.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • We have begun the process of re-imagining the important “Maps, Lands and Films” Certificate. This will be undertaken in partnership with the Stó:lō, and consultation with other stakeholders, in order to ensure that the certificate serves the Stó:lō community and meets the educational needs of our students. (This work is ongoing, but the timeline for completion will be dependent on a number of factors over which the department does not have control.) • We have proposed the joint appointment (with Geography) of an Indigenous Scholar whose research/teaching interests would effectively bridge the disciplinary silos of time and place. This position would potentially have a significant role to place in the 	<p>The Department of History was actively involved in the re-imagining of the Maps, Lands and Films Certificate from 2019 until 2021. Development of the Certificate has been slowed by COVID and the fact that, in the interim, the Department of Geography became the School of Land Use and Environmental Change, housed in the Faculty of Science. While History has been less involved in more recent discussions, we are pleased to continue to be one of three “pillars” of the new proposed certificate: “Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying,” which is currently making its way through the approval process in the expectation that it will be offered in summer 2022.</p> <p>The Department has more than doubled the number of sections of HIST 103, in order to meet the increasing demand of students for more Indigenous history. We have identified a Stó:lō educator as a potential instructor for HIST 103 and are excited about the prospect of a</p>

	<p>renewed Maps, Lands and Films Certificate. (2020-2021, dependent upon whether the position is made available).</p>	<p>community member leading this class. In 2021, our curriculum committee began to explore the possibility of adding a program requirement in Indigenous history.</p> <p>With the move of SLUEC into the Faculty of Science, it no longer seems feasible to consider the joint appointment of an Indigenous scholar. However, the Department is currently involved in an on-going search (carried over from 2020-2021) to identify and recruit an Indigenous scholar under the aegis of the College of Arts.</p>
<p>2.8 In support of UFV Strategic Goal 2, we recommend that the Department continue to offer courses that engage students in the challenges facing people outside Canada; continue to offer study abroad tours, and that these concrete steps towards offering students international experience and/or insights be supported by the University and promoted as one of the Departments distinguishing features.</p>	<p><u>Actions:</u></p> <ul style="list-style-type: none"> • Continue to develop study tours and plan these offerings in a coordinated and strategic way. (Winter 2020) • To support, acknowledge and encourage international experiences, the Department has developed History 395 (Field Studies in History) which is currently moving through the approval process. (Winter 2020) • Continue to explore and develop both faculty and student 	<p>The COVID pandemic severely impacted our ability to pursue opportunities for Study Abroad. However, we have made some modest strides since 2018.</p> <p>History 395 was approved in early 2020 and is now available for students when international travel restrictions ease. We will continue to encourage the development of new Study Tours and may perhaps revisit some particularly successful previous iterations. We would also like to note that our students have been</p>

	<p>partnerships/exchanges with international institutions.</p>	<p>very successful securing spots in Canadian Battlefields Foundation Battlefield Study Tour, with one student travelling in 2018 and two more participating in this very selective activity in 2019. With travel restrictions lifting, we hope that UFV history students will be able to participate again in May of 2022.</p> <p>In summer 2019, Adrianna Bakos travelled to a few universities in Hungary to explore opportunities for exchange. The response was very positive from all three universities approached and again, with things opening up, we will be able to pursue partnerships with these interested institutions.</p>
<p>2.9 We recommend greater differentiation of prerequisites, along with stronger indications of which courses are suitable for non-majors and which are less suitable.</p>	<p>In response to the previous program review of 2011-2012 (and in part to grapple with declining enrollments at that time), the Department attempted to ease pathways into our upper-level courses by removing specific course prerequisites. While enrollments are now robust, the Department is hesitant to re-introduce specific course prerequisites which place hurdles in the way of both program and non-program students. Moreover, we are not</p>	
<p>2.10 We recommend that some courses be designated as “not for credit” towards a History Major, and be targeted at non-majors, including foreign students, with lower writing requirements</p>		<p>We have not yet conducted the research required to ascertain the number of program vs. non-program students in our upper-level classes, although our class lists reveal that many non-program students enroll in our 300-level courses, and this is</p>

	<p>convinced that the creation of new courses (or the revision of existing courses), with lower expectations for writing is the right tack to take. We will not dismiss these recommendations out of hand, however, and plan to gather concrete data to inform further discussion on the recommendations of the ERC in this regard.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The Department Curriculum Committee will gather information from the last five years to determine the percentages of program versus non-program students in all our upper-level courses. (Winter 2020) • The Curriculum Committee will undertake a review of other institutions across B.C. to determine the availability and success of “not-for-program-credit” courses. • In the re-vamp of the departmental website (see the Action Item in response to recommendation 2.2), the Department will indicate which courses might be of special 	<p>facilitated by the lack of specific lower-level history prerequisites. We have found that this “open” approach to our 300 level offerings (especially special topics courses) has allowed non-program students to pursue areas of particular interest, while still providing our program students with robust research and writing assignments they expect at the upper level.</p> <p>We have not pursued the creation of specifically not-for-history-credit courses. We do not have resources to develop additional courses that would not be counted towards a history credential. The new 100-level courses, however, offer varied themes that appeal to a broad student constituency. (See our update to ERC recommendation 2.5 for a list of HIST 100 offerings thus far.) In general, our lower-level courses have reduced reading loads, compared to the last time our program was reviewed, and most instructors have shifted to lower-stakes, scaffolded writing assignments and/or embraced alternative assignment options that</p>
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	<p>interest to program students. (Summer 2020)</p>	<p>appeal to a wider student audience. The Department will continue to build on the success of the 100 series, creating new iterations with topical and appealing themes, thereby serving students from across the College of Arts and UFV as a whole.</p> <p>A significant number of our students declare an interest in teaching, and we have guided those seeking advice towards courses that would serve them well, both in applying to Teacher Education Programs and in their future roles as educators. While this ad hoc approach has worked well thus far, we can do more to provide easily accessible and specific suggestions about courses on our website.</p> <p>In association with the Association of History Students, the Department offers a “What to do with your History Degree” forum, with invited alumni who speak to the value of their credential to their chosen careers. We can add to this by highlighting courses that would contribute to certain career paths.</p>
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<p>2.11 In line with UFV Strategic Goals 1B, 1C and 2, we recommend that students with weak English skills be offered some special courses to bring up their skills before they enroll in regular classes.</p>	<p>Members of the Department have been involved in on-going discussions around how to support students who are culturally and linguistically diverse. At the departmental level, we have implemented supports, including participation in the College of Arts International Student Peer Advisor Initiative. The Department believes that courses to support underprepared students should be created and coordinated at the College of Arts level.</p>	<p>The Department of History continues to offer several courses of specific interest to students of diverse cultural and linguistic backgrounds. We have, however, become increasingly concerned that the institution’s lack of attention to recruitment practices that potentially exploit international students and place them at a disadvantage once they arrive at UFV, consistently undermines efforts we make to support these students. We urge the administration to reflect on current recruitment practices and revise these in ways that will support international student success at UFV.</p>
<p>2.12 We recommend the Department explore revising its first-year offerings so they are attractive gateway courses, introducing historical thinking and inviting students to explore more specialized History courses in second and upper years.</p>	<p>The Department has created a lettered course: History 100 (Introduction to World History), which is expressly designed to “introduce students to historical thinking and methods.”</p> <p><u>Action:</u> The Department will continue to offer History 100 in varied iterations over the next several years. Faculty will be invited to submit ideas for History 100 with an eye to topicality and themes of</p>	<p>As noted in our update to recommendation 2.5, we have offered differed iterations of History 100 almost every fall and winter semester since 2018. These courses enroll very well, and we have, in fact begun to offer two different 100s per semester. We will continue to encourage faculty to develop new variations of this popular entry-level course.</p>

	interest to incoming and lower-level students. (Ongoing)	
<p>2.13 The Department and the University should find a way to reward this kind of extra-to-load work [community building] if they wish to support and foster it.</p>	<p>The Department appreciates the attention and approbation the ERC directed to the community-building efforts of our members. We concur that this “side-of-the-desk” labour needs to be acknowledged and rewarded by the institution, although we recognize that there are factors which complicate the university’s ability to reward such efforts in tangible ways.</p>	<p>Department members have continued their work to forge strong relationships with and amongst our students. We pivoted our annual MAGS (Majors, Awards and Graduates) celebration to the online environment in 2021 but look forward to returning to an in-person celebration in May 2022, if size limits on gatherings relax. Our Association of History Students Executive continues to attend our department meetings periodically. The Chair kept up the annual “Chair Chats,” which were conducted via zoom in 2020 and 2021. This continues to be a wonderful way to check-in with our students, both in terms of challenges they face and to receive feedback (both positive and negative) about their experiences as History program students.</p> <p>We reiterate that it is largely beyond our academic unit’s ability to recognize and reward our faculty’s extra efforts in building community with and amongst students. We are pleased to see that such efforts are</p>

		<p>now part of the newly revised Arts Standards for Tenure and Promotion and that faculty who do engage in community building will receive the recognition they deserve when being evaluated for promotion and/or tenure.</p>
<p>2.14 On page 26 in section “f” of the Self-Assessment Report, the Department lists a series of recommendations. Our review committee endorses all of them in concert with the UFV Strategic Goal 2 and urges the Department to set specific benchmarks for the open-ended goals.</p>	<p>In general, these self-determined recommendations are aspirational and difficult to pin-down in terms of a timeline. Several of these recommendations have been addressed in action items assigned elsewhere in this document. Of particular note, however, is our commitment to regularize the special topics course: History 396O – The History of Residential Schools.</p> <p><u>Action:</u> The Department will propose the regularization of History 396O in the 2020-2021 academic year. The slight delay is required as the faculty member primarily responsible for this course will begin sabbatical in January of 2020. The longer timeline will also allow for full consultation with the Stó:lō and interested Indigenous members of the UFV community.</p>	<p>Unfortunately, we have not yet been able to move HIST 396O through the process of regularization. This was the result of a sabbatical in 2019/20 taken by Geoffrey Carr, the (associate) member primarily responsible for this course. It was determined that, because of the intensely personal and potentially traumatic nature of the course content, the course should NOT be offered in an online format and so we could not offer it in 2020/21. During that time, we recognized that the regularization and redevelopment of this course needed much more direct and on-going involvement of both Indigenous leaders within UFV and Stó:lō Elders and Knowledge Keepers. In the interim as well, a new course on residential schools has been created (IPK 207) and further consultation is needed to make sure that the two</p>

		<p>courses complement each other. Dr. Carr is working with Shirley Swelchalot Hardman to update the course and we will move the course through the approval process in 2022.</p>
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3. Alignment with Institutional Learning Outcomes

Generally, the report of the External Review Committee recognized the work that the Department has already done to align our course learning outcomes to those of our program, and to align the program outcomes with those of UFV as a whole. The ERC was especially impressed that we took care to “identify where the program learning outcomes were introduced, developed and mastered across the different history options,” but suggested that more could be done to make explicit the scaffolding of skills within the program.

While the department is committed to the principles of curricular alignment, we remain alert to the pitfalls of sacrificing intellectual curiosity and nimbleness in the pursuit of what might be perceived as a rather formulaic mapping of outcomes. Nevertheless, as a department, we will continue to explore ways to more closely and clearly link learning activities and assessment strategies to the expected learning outcomes at each level within our program. Keeping the general recommendations of the ERC in mind, we will work to more clearly articulate what “mastery” of specific historical skills would look like in each of the program options.

With regard to the ePortfolio, departmental support for this is mixed. While some members create assignments which can migrate into the ePortfolio with ease, others are unconvinced of its usefulness to student learning. In part, this reticence to embed ePortfolio more thoroughly into individual courses and the program more generally springs from significant dissatisfaction with the portfolio tool within Blackboard. As the ERC noted, there are now more authentic, user-friendly options such as WordPress available, and the University should investigate whether a program other than Blackboard would offer more functionality to students. That being said, one of the underlying principles of the ePortfolio, the importance of

reflective practice, is endorsed by our faculty and we will continue to offer varied opportunities for reflection within our courses.

Specifically, we respond to the recommendations of the ERC with regard to our alignment with Institutional Learning Outcomes, in the following ways:

Update 2021: The History Department encourages individual faculty efforts to use reflective assessments and other assignment formats such as digital products (webpages, blogs, etc.) that are amenable to inclusion in students' ePortfolios. In addition, the Department has taken steps to develop and enhance digital and other job ready skills, especially through the development of a digital microcredential model and through existing courses that focus on applied skills development. We have not yet developed broad scale surveys of graduates to assess their sense of preparation for the job market due to COVID but will be seeking ways to enhance connections with our alumni in the coming years. The Curriculum Committee, in consultation with the Department, has developed a new set of Program Learning Outcomes, and as new courses are brought up for renewal/revision, they are aligned with the new PLOs. Some assessment has been done on both the Early Modern and the Mennonite studies certificates, though neither has been discontinued as of yet.

<p>3.1 Given these advantages and the university's commitment to the program, we recommend that the History Department embed the ePortfolio across its curriculum.</p>	<p><u>Actions:</u></p> <ul style="list-style-type: none"> • When appropriate, encourage students, either formally in the course syllabus or informally in class discussion, to use a particular course assignment or project which could easily migrate into the ePortfolio. (Ongoing) • Continue to encourage reflective practice amongst our students through the inclusion of various 	<p>Faculty continue to create assignments that students may well include in their ePortfolios including: Historical Fiction, webpages, podcasts, secondary school lesson plans, etc.</p> <p>Several faculty have moved to self-assessment of participation and engagement. In addition, reflective writing has been added to courses where collaborative classroom activities warrant post-activity</p>
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	<p>assignments involving peer- and self-assessment</p>	<p>analysis. Reflective practices continue to grow as an element of the evaluation plan in many of our courses.</p>
<p>3.2 ...We recommend that the Department review the program learning outcomes at all levels (major, minor, extended minor, honours) to ensure that the requirements make sense for their student populations and to assess the effectiveness of the curriculum in preparing students for their future careers</p>	<p>In consultation with our External Program Advisory Committee, the department is exploring ways to (a) introduce students to web-based platforms and programs within our current offerings and (b) create opportunities to learn specific “hard” skills within our disciplinary context but ancillary to our programs.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Explore the viability of creating a series of skills-based workshops with microcredentials attached (May 2020) • Develop a Digital History Methods class (2020-2021) 	<p>The Department of History created and offered the first in what we hope will be a series of microcourses designed to appeal to both current program students and community members. “Introduction to Digital Stories and Oral History” was a weekend workshop which took place from April 30-May 2, 2021. It was fully subscribed and featured a mix of sessions offered by UFV personnel and external experts. This is envisioned as a stackable microcredential which, if taken together with two others, will offer students a digital “super” badge called “Digital Storytelling.” (The Department of History is looking to partner with the Graphic Design Program for the second workshop, which will focus explicitly on the digital skills needed for the development of Digital Stories.)</p> <p>However, as UFV has not yet put into place a platform that can support digital badges, the Department is</p>

		<p>holding off on offering the follow-up microcourses until this is available, as we see the “portability” of digitally-based microcredentials as essential to the viability of this sort of programming.</p> <p>Our new hire, Ian Rocksborough-Smith, has not yet developed a course explicitly focused on Digital History Methods. However, HIST 440 (Local History for the Web) continues to offer students opportunities to learn and apply digital skills. In addition, HIST 301 (Studies in Applied History) challenges students to address the problems and potential of digital history. Throughout many of our courses, critical assessment of digital sources has become part and parcel of how students grapple with primary evidence and secondary interpretation.</p>
<p>3.3 We recommend that the Department move beyond student surveys to interviews and focus groups with current and previous students and student ePortfolios to collect program data.</p>	<p>Student surveys conducted during the self-study, as well as substantial anecdotal evidence, suggest that both former and current students believe they acquired or will acquire knowledge and skills that are applicable and useful in employment. Nevertheless, we concur that more data is needed to fully</p>	<p>The Department of History declined to conduct surveys during 2020/2021; the highly unusual nature of the academic year would have vitiated the data collected. The online environment also presents challenges for the collection of anonymous formative feedback as response rates</p>

	<p>ascertain student success with regard to employable skills.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • The Department will work with Institutional Research to develop a robust tool to gather more detailed information on current and former students' views regarding our program. (Fall 2020) • Among current students, faculty members will more frequently seek out anonymous, formative feedback around learning activities and self-perception of learning outcomes attained, including the use of focus groups. (This will be addressed at our annual retreat, August 2020) • Strengthen our connections with alumni through the hosting of reunions and other social events to bring past and current students together 	<p>to voluntary surveys/evaluations are generally quite low. The Department will explore ways to incentivize participation in online surveys and restart efforts to conduct focus groups as students return to campus in greater numbers.</p> <p>Beyond the annual “What to do with your History Degree,” which does bring alumni back to campus, creating connections between current and former students, the Department will explore other opportunities to invite alumni to events, as COVID restrictions on gatherings are lifted.</p>
<p>3.4 We recommend that the Curriculum Committee in consultation with the Department, establish a list of desirable learning outcomes for new courses and courses that are desirable</p>	<p>Over the past number of years, the Department followed the trend of using somewhat standardized language for learning outcomes. This has increasingly become an exercise in “shoe-horning” – the shaping of specific</p>	<p>The Curriculum Committee developed new Program Learning Outcomes, and these were approved by the full Department in 2021. The new PLOs are:</p>

<p>but not currently able to be offered given faculty resources.</p>	<p>learning into somewhat prescribed language. While consistent learning outcomes are important, we believe if LOs are to be an authentic reflection of learning, that they need not be the same for every course.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Revisit and potentially revise our current Program Learning Outcomes to establish a clear, consistent and yet flexible framework at each level within the program, in order to provide guidance when developing new course learning outcomes. (2020-2021) • Encourage faculty to familiarize themselves with this framework when creating specific course LOs, to create course outcomes that align with the PLOs, while reflecting the diversity of methodologies and approaches within the historical discipline. 	<ul style="list-style-type: none"> • Distinguish between the lived past and the historical construction of it • Utilize historical knowledge and thinking about the past to critically evaluate the present, both locally and globally • Articulate the importance of context, causality, change and continuity in history • Define an historical problem and deploy appropriate research methods to address it • Contextualize and critique information from both primary and secondary sources • Engage in dialogue and debate in a respectful, inclusive, and open-minded way • Communicate clearly to diverse audiences using a variety of means • Apply disciplinary practices and standards as appropriate to a variety of contexts from the academic to the public. <p>As courses come up for review, Course Learning Outcomes will be adjusted to align with the new PLOs. The Curriculum Committee is developing language that is</p>
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		appropriate to courses at each level of the program (2021/2022).
<p>3.5 We recommend revisiting both the Early Modern Studies Certificate and the Mennonite Studies Certificates to assess whether they make sense to continue given the limited resources available.</p>	<p>Both the Early Modern Studies Certificate and the Mennonite Studies Certificate are interdisciplinary programs and any change to their status will involve consultation from other contributing departments.</p> <p>The EMSC has been underutilized since its creation; the handful of students who have graduated with this credential stumble upon it as they apply for graduation, rather than planning for it at the beginning of or during their program.</p> <p>The Mennonite Studies Certificate is also underutilized. However, the MSC was developed in partnership with the larger local Mennonite community and support from these stakeholders remains strong. The Mennonite Studies Certificate has already undergone revision and will be retained. The Department will revisit the MSC should the numbers of students obtaining the credential remain low over the next few years.</p>	<p>The Early Modern Studies Certificate has not yet been discontinued. Interested faculty members in History and English had been considering ways in which we might revise, update, and indigenize the certificate. At this point, while we believe that a cluster of connected courses on the early modern world is of real value to interested students, we have concluded that a certificate may not be the right mechanism. Therefore, we will proceed with (1) the discontinuation of the EMSC to be completed in 2022 and (2) the exploration of alternative structures, such as a concentration, that will facilitate and encourage the study the early modern world in greater depth.</p> <p>The Mennonite Studies Certificate continues to have just one student per year (on average) apply for the credential. The MSC is supported by members of the Mennonite community. The Dean of Arts is consulting with Advancement on the impact of discontinuance of this certificate on the institution's</p>

	<p><u>Action:</u> Discontinue the EMSC. Note that the English Department (co-creators of the certificate) will need to be consulted before a final decision is made. (Winter 2020)</p>	<p>relationship both with donors and the Mennonite community at large.</p>
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4. Ministry, Professional and Academic Standards

The Department of History has been proactive in addressing concerns that our students have raised around their employability upon graduation. We were pleased to see that, in surveys conducted with former students, most agree that the knowledge and skills they gain from our program served them well in life and work beyond UFV. Nevertheless, there is more work to be done in (1) making more explicit the ways in which the history program prepares graduates for the workplace (2) providing more opportunities for students to engage in experiential learning and to acquire so-called “hard skills” that prospective employers can easily recognize as relevant and useful.

We have established an External Program Advisory Committee, consisting of professionals drawn from business, the public school system, museums and other post-secondary institutions. Conversations thus far have been lively and creative; as a result of these initial consultations, we are exploring the idea of microcredentialing as an enhancement of our current program. For example, we are exploring ways to address the need for archival skills (noted on p. 42 of our self-study) in a workshop format, with an attainable microcredential attached, rather than developing another traditional full-semester course. This exploration of microcredentials is only in its early stages but looks promising in terms of the ways in which we can provide even more concrete evidence of our graduates’ job-readiness.

The EPAC has also facilitated the creation of new partnerships, upon which we hope to build in a number of ways. We are working on creating a “bank” of practicum placements to encourage students to take History 401 (Practicum). We would

like more students to take advantage of this option. We are also working with our EPAC to create a working group directed to the task of facilitating connections between local/regional high schools and the UFV History Department. The goals of this working group include facilitating easier transitions from high school to university-level history, and creating experiential learning for UFV history majors through aligning course assignments with the needs of high school teachers, i.e. creating content such as videos, podcasts and other resources that high school teachers may use in their classrooms.

Specifically, we respond to the recommendations of the ERC with regard to our program’s adherence to Ministry, Professional and Academic Standards, in the following ways:

Update 2021: The Department is confident in the existing structure of the Honours credential and will be assessing students’ experiences in the coming year to better grasp their perception of the credential’s value to them. We are investigating the possibility of discontinuing the Extended minor, but there is no urgency to address this in the short term. Finally, the Department has actively pursued hirings in public and environmental history, the former through a permanent hire and the latter through first a sessional hire and a planned permanent faculty member in 2022.

<p>4.1 In all the instances we are aware of, credit equivalent to two full semesters is awarded to Honours theses and we recommend that UFV History move to this standard.</p>	<p>The Honours is a very new program option; students first graduated with this credential in 2018. The Department is aware of the challenges facing students who hope to attain an Honours in History and we acknowledge it is sometimes difficult to complete a project with substantial primary research in one semester. Three important points to bear in mind, however: (1) The Honours in History does NOT include a thesis per se. Students do develop and complete an</p>	<p>The Honours Program is developing into a very successful part of our program. Since its inception in 2018, 9 students have graduated with the Honours credential (2018 – 3; 2019 – 2; 2020 – 1; 2021 – 3). Thus far in 2021/2022, 8 students have applied and been granted admission to Honours, a substantial increase.</p> <p>We are currently creating a survey instrument to solicit feedback from graduated Honours students, to</p>
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	<p>original research project, but this is quite deliberately distinguished from a thesis. (2) While the Honours credential was created to challenge our most advanced students, the added rigour was balanced against what might be accomplished within the 120 credit B.A. degree. Expanding the research project to two semesters (and adding another 4 credits) would add cost and decrease the flexibility for our students. (3) The Honours was designed to work within existing departmental resources. Supervising faculty take on Honours students as an unremunerated extra to their workload.</p> <p>No action on this recommendation will be taken at this time, although we will revisit this question if, over the next few years, consistent evidence emerges of student dissatisfaction with the current configuration of the program.</p>	<p>understand the challenges they faced during the program and to receive feedback about the credential in general. We will be implementing a policy of exit interviews/surveys from 2022 onward in order to continue to “take the temperature” of the credential. Overall, however, the numbers suggest (as does anecdotal evidence) that this is considered a valuable option by History students.</p> <p>In meetings conducted between the Chair and students it did become clear that many majors were not sufficiently aware of the Honours option until quite late in their program of study. The Department will work to highlight the Honours credential more effectively, alerting students in lower-level classes about the possibility.</p>
<p>4.2 We note that the Department offers more program options than other comparable universities and we recommend that the Department consider if it needs both a minor and an extended minor.</p>	<p>The Department concurs that there may be some redundancies in our program options. In the past, one reason for the Extended Minor option was its appeal to students considering a teaching career, as there were minimum credit requirements for recognition of a</p>	<p>We are pleased to see that our most recent Data Book indicates a dramatic increase in the number of Majors and Minors since 2018 (up 37% and 38% respectively). However, the number of Extended Minors continues to trend downward,</p>

	<p>“teachable subject,” when applying to teacher education programs. Over the past five years our number of extended minors has declined by 37 %, while the number of minors has held steady. Further investigation is needed as to how the elimination of the Extended Minor would affect program students on various career paths.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Consult with the UFV Teacher Education Program to ascertain current entrance requirements for the Secondary Teacher stream (Fall 2019) • Collaborate with Institutional Research to investigate (a) why the number of Extended Minors has dropped and (b) what career paths former Extended Minors and Minors have followed in order to ascertain whether there is significant overlap between these two program options. (Winter 2020) 	<p>decreasing by 48% since 2018. The Department of History will follow up on the action items first identified in 2019. Working with Institutional Research, we will create an instrument to help determine the reasons behind this precipitous fall off. (There were 27 declared Extended Minors in 2018/19 and 16 in 2020/21.) As proposed in our Program Review, we will consult with the Teacher Education Program to determine whether the Extended Minor option is still recognized as adding value for students applying to TEP. It is important to determine where these “lost” Extended minors are going. Are these students, for example, opting for a minor or “upgrading” to a major? We will work with IR to create a survey instrument that provides data to support a rationale for retention or possible discontinuation of the Extended Minor (2022).</p>
<p>4.3 ...We endorse all the recommendations of the Department in section k on page 42 [of the self-study] and particularly all the recommendations on aspects of public</p>	<p>Please see the introductory comments to this section on pages 11. In addition:</p> <p><u>Actions:</u></p>	<p>Ian Rocksborough-Smith, hired in 2019, has continued to highlight public history in all his courses and provide many examples of how to</p>

<p>history and community engagement as well the proposed courses on archival methods and digital history. To meet the University goal to lead in environmentally responsible development, we suggest adding environmental history to the list.</p>	<ul style="list-style-type: none"> • The most recent departmental hire (2019) has some experience in the area of public history and will present to the Department a proposal on how best to enhance the public history aspects of our curriculum. (Fall 2020) • As part of sabbatical replacements in the next several years, hire an individual with interest in environmental history, to teach a special topics course in the area. (Hire for Fall 2020) 	<p>create assignments that incorporate digital resources.</p> <p>The Department hired a sessional to teach an introduction to environmental history. HIST 100E was offered in Winter 2021 and has been scheduled for Winter 2022 as well. We seek to build on the success of this course and are proposing that one of the next new permanent hires (planned for 2021/2022) be in the area of environmental history.</p>
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5. Standards of Educational Practice/Utilization of Resources¹

As noted in the ERC report, throughout its program, the Department has emphasized the value of history for those confronting myriad contemporary issues and problems. Our courses are “current, relevant and Janus-like – both backward and forward looking.” Many of us have been early adopters of new pedagogical technologies and we are actively engaged in fostering intercultural competency. But the cultural landscape continues to shift and we can do more to ensure that our curriculum, course design and classroom activities are created and revised with the goal of inclusivity in mind.

¹Please note that although these are two separate areas of the Program Review, in its report the ERC mistakenly numbered its recommendations sequentially as 5.1, 5.2, etc, rather than separating them out. For ease of reference to the ERC report, we are following the numbering used by the ERC.

In terms of our utilization of resources, the issue that looms over everything else at this juncture is the question of succession planning. We want to be open to the possibility of new directions and curricular change that this transitional period affords us, but it is paramount for us to arrive at these decisions in a way that preserves the collegiality we all treasure. Department members are also prepared to participate in university wide conversations about how best to approach a period in our institutional history which will involve significant and rapid personnel change. Finally, we feel it is a priority to implement the space redesign we have been proposing for several years – we want our corner of the university to reflect our commitment to collegiality, collaboration and community-building.

Specifically, we respond to the recommendations of the ERC with regard to our program’s adherence to Standards of Educational Practice and utilization of resources, in the following ways:

Update 2021: As our department is comparatively small, we have invited all B Faculty to meet together to discuss the future needs of the department as we contemplate looming retirements, and this has afforded an excellent opportunity to reflect on ways in which we might build on our existing strengths and incorporate other exciting fields of scholarship into our program. We have been fortunate in our recruitment of some excellent sessional instructors who have offered highly engaging courses and enhanced the departmental spirit of innovation. We recognize at the same time that it is important to have the lion’s share of our course offerings in the hands of regular faculty members and have ensured that this question is brought before administrators when necessary.

As detailed below, the department has engaged very directly with issues of inclusivity. We have devoted specific time to grapple with these issues, seeking guidance from subject matter specialists, and have in addition had many frank informal discussions to share ideas.

A number of department members have continued to be active researchers, producing articles, monographs, and other scholarly output. We have shared some thoughts about how the university can best cultivate an environment to enhance this research productivity. We have further shared ideas about how the Teaching and Learning Centre can best support our teaching. We have been impressed by the ability of the library to support our research and teaching needs during the pandemic through an innovative pre-ordering system, which also included access to interlibrary loans. The unusual pattern

of library use during COVID will of course have an impact on our ability in the immediate period to track information about typical library resource use.

The History department is also very pleased to anticipate the pending completion of renovations in D building that will, we hope, enhance our use of the physical space, and increase opportunities for lively interactions.

<p>5.1 We recommend that at their annual retreat and/or at other periodic workshops the Department encourage members to engage these issues of inclusivity, reflect on their own practices and share ideas.</p>	<p>As noted in the ERC report, the Department has already taken significant steps to encourage inclusivity and self-reflection amongst our faculty. Nevertheless, we recognize that more can be done in this regard.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Schedule an “Unconscious Bias” workshop at a department meeting in Winter 2020 semester • On a regular basis, build into the agenda of department meetings opportunities for conversations around issues of Equity, Diversity and Inclusion. (Ongoing) • Explore strategies for how to implement Universal Design principles (wherever possible and appropriate) into courses. (Agenda item for our annual retreat, August 2020) 	<p>The Department of History has taken these recommendations to heart.</p> <p>Our most recent retreat (September 2021) was largely dedicated to grappling with racism in the historical discipline. Dr. Barrington Walker (Professor of History and Associate Vice-President, Equity, Diversity, and Inclusion at Wilfrid Laurier University) graciously facilitated the challenging conversation around acknowledging our own biases and those embedded in the discipline itself that we must continue to confront and challenge. Sundeep Hans joined us at that same retreat to discuss how principles of EDI should inform our hiring and infuse departmental culture.</p> <p>Members from the Center of Accessibility have attended departmental meetings to discuss principles of Universal Design and</p>
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		<p>how to operationalize them. Some faculty have begun to implement the ALLY app in Blackboard in order to expand the accessibility of our courses. While “flipping the switch” on the ALLY app is easily accomplished, following up with the enhancement of all course materials is sometimes seen as another hurdle for faculty who have felt overburdened by the repeated adaptations they have had to make over the last 18 months. We are, nevertheless, committed to accessibility and we will work to improve levels of adoption of ALLY by providing resources, such as a work-study student, to support the implementation of the app across all our courses.</p>
<p>5.2 We endorse the recommendations of the Department in section b on page 45, tasking the Curriculum Committee to explore alternative forms of course offering and to ensure that discussions on inclusivity as scheduled.</p>		
<p>5.3 In accord with the UFV Strategic Plan goals 1A which is a commitment to research, we recommend that the University explore ways to reduce the teaching load of faculty who can</p>	<p>The Department of History vigorously endorses recommendations 5.3, 5.4 and 5.5 and 5.6. These are not, however, within our purview to implement.</p>	<p>The challenges around ROSA applications are ongoing. While some changes have been made to the actual application process, a fundamental difficulty remains. The</p>

<p>demonstrate they are actively engaged in scholarly research and dissemination.</p>	<p>Moreover, it seems to us that the institutional support needed to conduct meaningful research is, in fact, shrinking. In addition to the increasingly bureaucratic application process for research releases (and sabbaticals, for that matter), it should be noted that PD funds have been clawed back. If the University wants to maintain an active research faculty (and this is in fact key to the institution's commitment to authentic student research and experiential learning), it would do well to take the recommendations of our ERC to heart.</p>	<p>process is generally workable for very new scholars first identifying an area of research interest. But for established scholars, many unanticipated outside opportunities for collaboration, invitations to publish, review, present, etc, can make it difficult to identify a discrete area of focus many months in advance and priorities often have to shift with new time-sensitive opportunities. The ROSA application process continues to be focused on plans for a single project with measurable progress within a single semester and does not generally recognize that research-active faculty are typically engaged in multiple projects simultaneously.</p>
<p>5.4 We recommend that the ROSA program be made more inviting.</p>		<p>We would like to note that despite these challenges, a number of faculty continue to develop and carry through on robust research agendas. Amongst them, we would like to particularly acknowledge Dr. Scott Sheffield, who received the 2021 Research Excellence Award.</p>
<p>5.5 In the absence of more systemic efforts to balance the workload of research-oriented faculty, that applications for SSHRCC funding be further incentivized with seed grants and a course release be granted for those who apply and score well even if not funded; that two course releases be granted for faculty running SSHRC-funded research projects</p>		<p>During COVID all department members rose to the challenge adapting their face-to-face classes to</p>
<p>5.6 We recommend that work-study be revised so that a larger number of positions are reserved for faculty hiring students to work on research projects.</p>		<p>The Department welcomes support from the Teaching and Learning Centre in terms of effective delivery of online</p>
<p>5.7 We recommend that the University provide educational design support to all faculty who are creating online</p>		

<p>courses to ensure consistency in quality, approach to learning design, and alignment with the on-campus curriculum.</p>	<p>courses. As noted elsewhere, the departmental Online Learning Committee will be working on principles that will guide individual faculty members in designing and delivering online courses, and we will continue to seek advice and information from TLC. We are, however, hesitant to place too much emphasis on the recommended “consistency in...approach to learning design.” We would like to avoid an unduly prescriptive approach to course design; quality rather than consistency should be the driving factor.</p> <p>We also note with some concern that there seems to be less hands-on technical help available for faculty wanting to develop and deliver online courses. Whereas it was the case that faculty developed content and were provided the technical support to deliver it effectively, it now appears that faculty are expected to know the ins and outs of Blackboard from a technical standpoint and muddle through on their own.</p> <p><u>Action:</u> The department will continue to engage in discussion and sharing</p>	<p>the online environment. Since March of 2020 we have instituted a roundtable at department meetings to check in with each other and share ideas. While going online was met with trepidation, one silver lining was the facility with online instruction gained by our members. We continue to discuss new tools for engagement, new assignments, and assessment options. As we return to a preponderance of face-to-face offerings, the key will be to retain the “all-in-this-together” exchange of ideas and tools that was born in collective anxiety, but which nevertheless created positive outcomes. We will continue our roundtable discussions and create opportunities for more consistent exchange about pedagogy amongst our members. We will continue to reach out to the Teaching and Learning Centre and bring experts to department meetings to introduce new tools and strategies when needed. As indicated earlier, hands-on technical help, as opposed to broad advice about effective teaching, is the thing we seek most from TLC.</p>
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	around “best practices” across ALL ways of teaching, not only online but in class as well. (Ongoing)	
5.8 We recommend the Department explore regularizing the most popular sessional course offerings which are in line with its overall curricular and pedagogical goals.	The Department continues to work under the guiding principle that special topics courses which have been developed by sessional faculty should NOT be regularized, even when popular, as there is always a level of uncertainty as to whether sessional faculty will continue to be needed and/or available. If a course is deemed to be successful and in line with our curriculum, it will be regularized if a Type B faculty member is willing to take it on as part of their regular rotation.	We have not departed from our view that sessional faculty should NOT be the primary developers/instructors of courses that are offered on a regular rotation in our program (although sessional faculty do teach these courses). That being said, we have encouraged our sessional colleagues to develop versions of the popular HIST 100 class and in fact two of the four iterations offered thus far has been developed by sessionals. We do not feel it is necessary or appropriate to change our policies on course development and regularization at this time.
5.9 In order to meet the University’s goal of being innovative, entrepreneurial, and accountable (Strategic Goal 3), we recommend that the University simplify procedures for hiring sessional instructors to allow department chairs more flexibility and nimbleness.	While there are mechanisms in place to streamline the hiring process in emergency situations, the Department is satisfied with the current mechanisms and processes for hiring sessional faculty.	We continue to use our Standing Selection Advisory Committee effectively to hire sessional faculty as needed. Indeed, our success in hiring is evidenced by the high quality of our sessional colleagues. We would like to take this opportunity to recognize all the work (both remunerated and non-remunerated) they do. Their commitment to their students and to the Department, their willingness to engage in difficult

		discussions with permanent faculty about where we are going, and their imaginative and innovative pedagogical practices are inspiring to us all.
5.10 To facilitate discussion, we endorse the idea of the Department electing a Transitions Working Group to develop strategies to ensure an orderly transition, to preserve the collegial spirit of the department, including the spirit which has created a positive, generous community of scholars.	The next five years will see significant personnel changes in the Department of History. Even before the program review, department members were engaged in conversation around program impacts these departures will have. <u>Actions:</u>	The personnel changes that we noted in our initial response to the ERC report have already begun with the retirement of Daniel Kwan in 2019 and are gathering steam with the imminent departure of Robin Anderson and Christopher Leach in summer 2022. We have met numerous times in “extraordinary” Type B Faculty meetings over the past year to consider how the department should evolve, programmatically and from the point of view of personnel, in the coming years. The Department is hesitant about developing a 5 year “plan” as this seems unduly prescriptive and, as we seen over the last 18 months, change is the only constant. We have, however, identified our priorities with regard to hiring, both in terms of research interests and our commitment to creating a more diverse faculty complement.
5.11 To allow for an orderly transition, we recommend that the Dean or the Executive as appropriate, formalize a structure allowing faculty to incrementally reduce their teaching loads as they transition to retirement; as budget room becomes available through these reductions, new Type B faculty should be hired to fill the gaps	<ul style="list-style-type: none"> • We do not believe that a Transitions Working Group is necessary in a department of our size. We will, however, hold “extraordinary” department meetings devoted to the discussion of program directions. • Develop a 5 year plan that articulates the program priorities agreed upon by the department within a flexible framework for the hiring of new permanent faculty. (Draft plan to be created in Winter 2020, finalized with revisions in 2020-2021) 	
5.12 We recommend that the succession strategy prioritize the Department’s main themes over the geographic gap left by particular retirements, allowing for the broadest geographic score consistent with the long-term needs of the department.		

<p>5.13 The Department has indicated it wants to teach new courses in digital history and archival methods, and to further indigenize. Consistent with our suggestion that succession planning be tied to curriculum, we recommend these priorities get built into the succession planning</p>	<ul style="list-style-type: none"> • Continue to encourage the College of Arts to explore options for phased retirement. We recognize that there are Collective Agreement limitations here, but still believe there should be room for developing different sorts of “exit strategies.” (We would like to point out that this would benefit a number of departments who are facing a demographic shift over the next few years.) 	<p>We will continue to work proactively with the Dean of Arts and Human Resources to explore strategies for transition to retirement. We would welcome participating in further, deeper and open-minded discussions at the institutional level around creative options for those transitioning into retirement. While we recognize the constraints that exist, we believe programmatic health, the student experience, institutional culture, AND succession planning – all would benefit enormously from more options that “smooth out” the bumps in the road as academic units transform over time.</p>
<p>5.14 We suggest the Department create a new Transitions Committee and urge the Online Learning and Curriculum Committees to review the online offerings as discussed above.</p>		<p>Since our program review, the College of Arts proposal to renovate the third floor of D building was approved and is moving forward expeditiously. The Department of History is especially pleased that our repeated requests for a dedicated, collaborative space for faculty and program students were acknowledged and incorporated into the design. We look forward to moving back onto the new and much improved D3 and utilizing the new</p>
<p>5.15 We recommend that the University allocate resources for the renovation of the physical space of the History Department to create a multi-use area for study, events, and interaction (Strategic Goal 1C).</p>	<p>We are gratified to see that the ERC recognized the need for the physical space to mirror our departmental and program aspirations. The Department has repeatedly submitted space re-allocation requests which outline how re-design will facilitate greater student/faculty interaction, foster collaboration and create a more welcoming space for program and non-program students alike. This year again we have submitted an updated proposal</p>	

	and await the determination of the Campus Planning Committee.	collaborative space in many different ways.
<p>5.16 We endorse all the recommendations on page 55, section g of the Department’s self-study.</p>	<p>Please see the introductory comments to this section on page 15. Most of the recommendations suggested on page 55 of the self-study have been addressed and action items assigned elsewhere in this response. The only recommendation that has not yet been addressed relates to effective use of library resources:</p> <p><u>Action:</u> Implement a departmental tracking system to provide more detailed information about how the (print) monograph collection in UFV library is being developed. (Winter 2020)</p>	<p>As with so many other initiatives, COVID prevented data collection around usage of the print monograph collection of the UFV library. The requirement to pre-order books from the stacks and obtain these in sharply curtailed hours reduced the ready availability of print books, and students and faculty alike pivoted to the use of ebooks. That said, the library showed great flexibility and innovation in devising ways to supply print books when needed. It will be interesting to ascertain the extent to which students return to print books as they resume face-to-face learning. The Department will work with History Liaison Librarian Mary-Anne MacDougall to develop and implement a tracking system for print usage by history students in Winter 2022.</p>

6. Concluding Remarks

The year-long process of program review has been tiring, challenging, but ultimately inspiring. We are gratified to read that in the conclusion of its report, the External Review Committee characterized its recommendations as “building on strengths.” We appreciate the recognition that we are already doing some things quite well and that the Department of History is “making a major contribution to the University’s strategic objectives and is in an excellent position to continue to do so.”

To summarize the many specific action items delineated in our response above, going forward, these are our commitments:

- We will continue to strive for excellence in our teaching, keeping in mind the institution’s call to internationalize, indigenize and decolonize.
- We will work to embed experiential learning even more firmly into our program as a whole and share ideas for ways to heighten experiential learning in our individual classrooms.
- Where appropriate, we will work to integrate the ePortfolio in a meaningful way into assignments and classroom activities.
- We will work to make better use of our website and other social media in order to highlight the successes of faculty and students within the Department and to provide clear information about varied learning and career opportunities available to our students.
- We will engage in a review and revision of both course and program learning outcomes to ensure that learning takes place in a laddered and progressive way.
- We will reconsider our curriculum as a whole, with a view to improving pathways for both program and non-program students.
- In collaboration with our External Program Advisory Committee and other interested community partners, we will work to enhance our graduates’ job-readiness.
- We will work together, in an atmosphere of honesty and collegiality, to plan for the personnel changes, and potential curricular re-orientation, that lie ahead.

Update 2021: In looking back at the commitments we made in our response to the ERC report, we believe that we have made strides in all the areas we highlighted, albeit more in some places than others. We have sought out opportunities to educate ourselves about indigenizing our pedagogy. Before, and especially during, the pandemic we brainstormed on how to create engaged online environments, which included trying new types of assignments that could easily be imported into ePortfolio. Wherever possible, given the constraints of COVID, we provided more opportunities for experiential and practical learning; for example, we involved students in every aspect of the planning and hosting of the highly successful 2021 BC Studies Conference. We updated our website and enhanced our social media presence, especially in order to highlight the numerous successes of our students both within and beyond UFV. We revised our Program Learning Outcomes and continue to work on aligning individual courses with these new PLOs. We introduced an exciting new option for learning: our new microcourse, “Introduction to Digital Story-Telling and Oral History” not only enhances the job-readiness of our current students, but also provides opportunities for community members to become active members of our learning community, therein forging new and stronger partnerships. We have had numerous spirited and productive conversations that have helped us refine what we want our academic unit to look like, emphasizing our desire to move in new and exciting directions, while retaining the collegial atmosphere we have all come to value deeply. Looking to the future, we recommit ourselves to all of these goals and anticipate both building on successes to date and taking up again those initiatives which fell to the wayside as we navigated our way through the unfamiliar terrain of pandemic and post-pandemic life.