

History Program Review

College of Arts

Dean's Summary

Submitted by:

Dr. Jacqueline Nolte, Dean of the College of Arts

Accepted by:

Senate in January 2020

Academic Planning and Priorities Committee in November 2019

Dean's Summary Report, Department of History Program Review

Dr. Jacqueline Nolte, November 2019

1. Scope and Ongoing Improvement

In May 2019, a Program Review site visit occurred accordance with Policy 189. The External Review Report (ERR) was received in July 2019. The final submission of the department's response to the external review was November 2nd. The Program Review was informed by the department of History's self-study, which was in turn informed by the Dean's scope letter. The department drew on data provided by Institutional Research and from surveys conducted with students. The External Review Committee (ERC) met with several stakeholders, including students, faculty, sessional instructors, staff and members of UFV's senior administration. They also toured the campus to assess facilities and supports for faculty and students.

The department of History is situated within the Faculty of Humanities in the College of Arts. Included in this review are the following programs that are offered within the department:

- B.A. Major in History
- B.A. Minor in History
- B.A. Extended Minor in History
- B.A. Honours in History
- Mennonite Studies Certificate
- Early Modern Studies Certificate

History courses are also well represented in the Latin American Studies minor and extended minor. The History department is closely affiliated with the Peace and Conflict Studies major (PACS) with full-time History department member Steven Schroeder serving as the PACS Program Chair. History courses also serve the Diaspora Certificate and the India-Canada Studies Certificate.

The department consists of nine full-time faculty members, two adjunct faculty and a roster of sessional instructors (generally between 3 and 5 sessional personnel). Additionally, there are two full-time faculty from other departments who consistently offer one History course per year, and who are recognized as department members. In 2017/2018 the history department offered 86 sections of history (60 face-to-face classes, 10 online offerings and 16 directed studies).

Department members work closely with colleagues in English, MOLA, Geography, Political Science, GDS and Indigenous Studies as well as cognate studies. The History department worked with the Geography department and the Indigenous Studies Program in developing and overseeing the successful "Indigenous Maps, Films, Rights and Land Claims" certificate. The department is also involved in the larger Fraser Valley community, including with Heritage Abbotsford, the Reach Gallery and Museum, local museums and archives and with secondary schools.

The site visit and subsequent review was positive. In the executive summary of their report, ERC members note, "Our overall assessment is that this is a well-functioning department. It responded effectively to the last review and is taking a leadership role in many of the priority areas of the

University's Strategic Plan. The Department has many strengths including a strong commitment to, and success in, its teaching role, a commitment to experiential learning, strengths in both regional history and instilling global citizenship, and a progressive approach to decolonization and Indigenization. For a department of its size and given the structure of 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." (External Review Report, July 2019, p1) In the conclusion to their report they wrote, "The Department is unusual in its warm collegiality and that is a huge strength that allows it to tackle large issues and continually review and reform." (p 16)

It is worth quoting the ERC's explanation of their report in full:

"We have made 40 distinct recommendations in this report, some of them with several elements or endorsing the Department's own lists of recommendations so the total likely reaches into the 60s. Our ability to make such a detailed list of recommendations is the result of the candid, well-prepared self-study document and the open interactions we had with so many faculty and students during our site visit.

Most of the recommendations endorse the direction the Department is already moving or has expressed an interest in moving towards. Most of our recommendations are directed at the Department and these focus primarily on the University's Strategic Goal 1, to provide the best undergraduate education in Canada. These include 1) solidifying and improving the experiential, community-engaged and public history direction; 2) endorsing and encouraging development in the Department's Indigenization, decolonization and global citizenship initiatives; 3) taking advantage of the potential of the ePortfolios as way of allowing students to showcase their work and contribute to the community; they also serve as a way for the Department to assess learning outcomes and showcase excellence; 4) assist the Department in thinking through its succession planning; 5) suggestions for additions and deletions to the curriculum to improve enrollment and learning outcomes; 6) suggestions that the Department better promote its successes on its website and via local media.

Another large set of our recommendations are directed at the University more broadly and these are aimed at Strategic Goal 2: to be a leader with contributions to the Fraser Valley, Goal 1.C to create an inclusive learning environment that engages students in governance and in a vibrant campus community and Goal 3 to be innovative and accountable. We make recommendations that focus on 1) assisting the faculty to achieve success in research; 2) supporting faculty in the creation of on-line courses; 3) recognizing and supporting experiential and community-based learning as requiring additional teaching inputs; 4) supporting the Department with succession planning; and 5) altering physical space to allow the solidification of a shared community of learning between students and faculty.

The University and the Department have made some excellent choices in the past that have led to a high functioning unit that is providing leadership, both by the example of its functioning and by its contribution to the Strategic Goals. We took many lessons from UFV History for our own departments. We offer this report in the hope that it helps the University and Department to achieve the thoughtful goals you have laid out for yourselves." (p17)

What follows is a list of recommendations organized under distinct categories numbered in accordance with the External Review Report (ERR) and with actions drawn from the department's response and in dialogue with the Dean.

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

Recommendation 2.1

We recommend that 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 weaknesses of online learning.

Response and action:

The Department agrees and 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)

Recommendation 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.

Response and Action:

The Department agrees and has formed a Webpage/Social Media Working Group to redevelop its webpage, to highlight student successes and opportunities for experiential learning. This will be largely completed by summer 2020.

Recommendation 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 they are supported with the resources and time necessary.

Response and Action:

The Department will explore how, at the department level, it can support and incentivize the significant time commitment required to develop these opportunities but recognizes that an institutional response is beyond its ability to implement. (To be discussed at the annual retreat, August 2020).

Recommendation 2.4:

We recommend both that the Department make more effort to ensure students are aware of the rich experiential learning opportunities available while it looks for new opportunities to offer more research experience.

Response and Action:

See response and action for 2.2. Faculty will be encouraged to build in opportunities for students to participate in their research projects wherever possible.

Recommendation 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.(UFV Strategic Goal 2)

Response and Action:

Primary sources are an integral part of all history courses at UFV, and in many cases, mandatory for major assignments. In addition, instructors will make more explicit the experiential aspects of learning on course syllabi, course outlines, etc., and, in consultation with the department’s External Program Advisory Committee (EPAC), the Department Curriculum Committee will explore the possibility of how History 401 (Practicum) might be highlighted within the program. Working with the 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.) These opportunities will also be advertised by the College of Arts practicum coordinator.

Recommendation 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.

Response and Action:

The Department is committed to on-going learning in partnership with Indigenous communities and 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. It will encourage faculty to take the Stó:lō Placenames Tour and to participate in learning opportunities around meaningful territorial acknowledgement and encourage the Association of History Students to reach out to Indigenous students to appoint a student representative position.

Since the review, the department has welcomed into the History Department, Dr. Keith Carlsen, the newly appointed Chair in Indigenous and Community Engaged History.

Recommendation 2.7:

We applaud the steps that the History Department is taking towards Indigenization and decolonization as outlined in the UFV Strategic Goals 1C and recommend that the Department take advantage of its progress and position in the University to become a focus of decolonization efforts at the UFV.

Response and Action:

The History Department will continue to take an active role in this regard. It has begun the process of re-imagining the important “Maps, Lands and Films” Certificate in 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 on-going, but the timeline for completion will be dependent on several factors). The Department has 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 play in the renewed Maps, Lands and Films Certificate. (2020-2021, dependent upon whether the position is made available).

Recommendation 2.8:

In support of UFV Strategic Goal 2, we recommend 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 Department’s distinguishing features.

Response and Action:

The Department will continue to develop study tours and plan these offerings in a coordinated and strategic way. (Winter 2020) The Department will 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) The Department will continue to explore and develop both faculty and student partnerships/exchanges with international institutions.

Recommendation 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.

AND

Recommendation 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.

Response and Action:

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 upper-level courses by removing specific course prerequisites. While enrollments are now good, the Department is hesitant to re-introduce specific course prerequisites which place hurdles in the way of both program and non-program students. The Department is not keen to create new courses (or revise existing courses), with lower expectations for writing. Before pursuing this recommendation, it will gather concrete data to inform further discussion on the recommendations. The Department Curriculum Committee will gather

information from the last five years to determine the percentages of program versus non-program students in all its upper-level courses. (Winter 2020) The Curriculum Committee will undertake a review of other B.C. institutions 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 interest to program students. (Summer 2020)

Recommendation 2.11:

In line with UFV Strategic Goals 1B, 1C and 2 that students with weak English skills be offered some special courses to bring up their skills before they enroll in regular classes. We endorse the Department’s goal to support international students with peer helpers but we were told there has been little uptake.

Response and Action:

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, supports have been implemented, including participation in the College of Arts International Student Peer Supporter Initiative. The Department believes that courses to support underprepared students should be created and coordinated at the College of Arts level.

Recommendation 2.12:

[W]e 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.

Response and Action:

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.” The Department will continue to offer History 100 in varied iterations. Faculty will be invited to submit ideas for History 100 with an eye to topicality and themes of interest to incoming and lower-level students. (Ongoing)

Recommendation 2.13: (Student Satisfaction)

The Department and the University should find a way to reward this kind of extra-to-load work if they wish to support and foster it.

“We really applaud the chair and those faculty who have taken on the tasks of building community and recognize this as real scholarly and pedagogical work, often over and above otherwise full workloads.” (ERR p8)

Response and action:

The Department recognizes that there are factors which complicate the university's ability to reward such efforts in tangible ways. The Dean's office will discuss rewards and incentives with the Provost and VP Academic.

Recommendation 2.14:

On page 26 in section "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.

Response and Action:

Several of these have been addressed in action items assigned elsewhere in this document. The Department will propose the regularization of History 3960 in the 2020-2021 academic year. The longer timeline will allow for full consultation with the Stó:lō and interested Indigenous members.

3. Alignment with Institutional Learning Outcomes

The ERC praised the Department for articulating the program learning outcomes and mapping them to ensure alignment with the Institutional Learning Outcomes (ILO's). They noted that "The surveys of students suggest that the students feel that the learning outcomes are generally well-aligned with the ILO's. We were especially impressed with the Department's efforts to identify where the program learning outcomes were introduced, developed, and mastered across the different history options as this is an important first step in creating alignment within a program. (p9)

Recommendation 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.

Response and action:

The Department will, when appropriate, encourage students, through the course syllabus or class discussion, to use a particular course assignments or projects which could easily migrate into the ePortfolio. (Ongoing) The Department will continue to encourage reflective practice amongst students through the inclusion of various assignments involving peer- and self-assessment.

Recommendation 3.2:

Along with the ongoing monitoring of the curriculum to assess the effectiveness of the various learning activities to meet the desired learning outcomes, 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.

Response and action:

In consultation with its External Program Advisory Committee, the Department is exploring ways to introduce students to web-based platforms and programs within current offerings and to create opportunities to learn specific “hard” skills within the disciplinary context but ancillary to its programs. The Department will explore the viability of creating skills-based workshops with microcredentials attached (May 2020) The Department will develop a Digital History Methods class (2020-2021)

Recommendation 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. These measures will enable the Department to collect rich and meaningful evidence of student learning that can be used to develop case studies that can be used for student recruitment and retention activities.

Response and action:

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. The Department will, nonetheless, collect more data to fully ascertain student success regarding employable skills. The Department will work with Institutional Research to develop a robust tool to gather more detailed information on current and former students’ views regarding its 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 the 2020 annual retreat.) The Department will strengthen connections with alumni through the hosting of reunions and other social events to bring past and current students together and to broaden its collection of meaningful evidence of student learning.

Recommendation 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 but not currently able to be offered given faculty resources.

Response and action:

The Department will revisit and potentially revise 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)

Faculty will be encouraged 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.

Recommendation 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 departmental resources available.

Response and action:

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.

The Department agrees that the EMSC has been underutilized since its creation. In consultation with English, the History Department will move to discontinue the EMSC in Winter 2020.

The Mennonite Studies Certificate is also underutilized. The MSC was developed in partnership with the larger local Mennonite community and support from these stakeholders remains strong. The Department will retain the MSC but revisit the certificate should the numbers of students obtaining the credential remain low over the next few years.

4. Ministry, Professional and Academic Standards

Recommendation 4.1:

In all the instances we are aware of, credit equivalent to two full semesters is awarded to Honours theses and we recommend UFV History move to this standard.

Response and action:

The Honours in History does NOT include a thesis per se. Students do develop and complete an original research project, but this is deliberately distinguished from a thesis. While the Honours credential was created to challenge 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. The Honours was designed to work within existing departmental resources. Supervising faculty take on Honours students as an unremunerated extra to their workload. No action on this recommendation will be taken at this time but student satisfaction will be tracked over the next few years.

Recommendation 4.2:

We note that the Department offers more program options than any other comparable university and we recommend that the Department consider if it needs both a minor and an extended minor.

Response and action:

The Department will consult with the UFV Teacher Education Program to ascertain current entrance requirements for the Secondary Teacher stream (Fall 2019) and to assess if the decline in the extended minor registrations is related. The Department will 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)

Recommendation 4.3:

To meet the Strategic Goal 1. A: “to use the best pedagogical practice” we endorse all the recommendations of the Department in section k on page 42 and particularly all the recommendations on aspects of public history and community engagement as well as 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.

Response and action:

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, the Department proposes to hire an individual with interest in environmental history, to teach a special topics course in the area. (Hire for Fall 2020)

5. Standards of Educational Practice/Utilization of Resources

Recommendation 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. (UFV Strategic Goals 1 and 2)

AND

Recommendation 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 the discussions on inclusivity are scheduled.

Response and action:

The department notes that “Many of us have been early adopters of new pedagogical technologies and we are actively engaged in fostering intercultural competency” (p15) and notes that reviewers observe that the courses “offer opportunities for civic engagement” and that “[t]he Department is also making efforts to make its curriculum inclusive.” (p 11). As noted in the ERC report, the Department has already taken significant steps to encourage inclusivity and self-reflection amongst our faculty. Nevertheless, the Department will schedule an “Unconscious Bias” workshop at a department meeting in Winter 2020 semester and on a regular basis, will build into the agenda of department meetings opportunities for conversations around issues of Equity, Diversity and Inclusion. (Ongoing) The Department will explore strategies for how to implement Universal Design principles (wherever possible and appropriate) into courses. (Agenda item for August 2020 retreat)

Utilization of Resources (note numbering did not shift to # 6 in the ERC)

Recommendation 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 demonstrate they are actively engaged in scholarly research and dissemination.

AND

Recommendation 5.4:

We recommend that the ROSA program be made more inviting.

AND

Recommendation 5.5:

In the absence of more systemic efforts to balance the workload of research-oriented faculty, that applications for SSHRC 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.

AND

Recommendation 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.

Response and action:

The Department of History vigorously endorses recommendations 5.3, 5.4 and 5.5 and 5.6. These are not within its purview to implement. Department members note that, “[i]n 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." These suggestions will be communicated through APPC, to the AVP Research, Engagement and Graduate Studies and the Provost and VP Academic.

Recommendation 5.7:

We recommend that the University provide educational design support to all faculty who are creating on-line courses to ensure consistency in quality, approach to learning design, and alignment with the on-campus curriculum.

Response and action:

The department will continue to engage in discussion and sharing around "best practices" across ALL ways of teaching, not only online but in class as well. (Ongoing)

The Department welcomes support from the Teaching and Learning Centre in terms of effective delivery of online courses. As noted above, the departmental Online Learning Committee will be working on principles that will guide individual faculty members in designing and delivering online courses and will continue to seek advice and information from TLC. The Department at the same time would like to avoid an unduly prescriptive approach to course design. The Department also notes with concern a perceived reduction of hands-on technical for faculty wanting to develop and deliver online courses, with faculty being expected to know the ins and outs of Blackboard from a technical standpoint.

The response of Teaching and Learning is that in the new fiscal of 2019, Teaching and Learning partnered with Information Technology Services (ITS) to realign services to better meet the needs of faculty and their departments. Small technology issues became the responsibility of ITS freeing up time and resources in Teaching and Learning to improve support for faculty members. In Teaching and Learning, Learning Designers positions were developed to work directly with faculty and their Blackboard, technological, and other course components, including training and support for faculty who wish to teach online. The department has requested that communication be more explicit to faculty regarding who should be contacted for specific types of technical support. In addition, Teaching and Learning has developed a checklist for online course development; those teaching online are encouraged to go through the checklist when assessing their online courses. Currently, the Teaching and Learning department does not have the capacity to directly develop teaching resources for all UFV faculty and courses. Its purpose is to partner with individual faculty to assist them in the development of their courses and materials. Depending on what and how the faculty member teaches, the level of support varies across the university.

Recommendation 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.

Response and action:

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 be available to deliver these. If a course is successful and in line with curriculum needs, it will be regularized if a Type B faculty member is able to take it on as part of their regular rotation.

Recommendation 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.

Response and action:

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.

Recommendation 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.

AND

Recommendation 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. Some universities have adopted an incentive program that allows faculty to reduce their teaching in exchange for a commitment to a retirement date, with reduction in salary proportionate to teaching reduction but with full contributions to pensions.

AND

Recommendation 5.12:

We recommend that the succession strategy prioritize the Department's main themes over the geographic gap left by particular retirements allowing the broadest geographic scope consistent with the long-term needs of the Department.

Response and action:

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. The Department does not believe that a Transitions Working Group is necessary in a department of its size but will instead hold an “extraordinary” department meeting devoted to the discussion of program directions and will develop a 5-year plan that articulates the program priorities 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).

The Department is in full support of reduced workload and phased in retirement. The Associate Dean of Faculty is in conversation with the Department and HR about planned reduced workloads with definitive dates for retirement.

Recommendation 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.

AND

Recommendation 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.

Response and action:

See responses above.

Recommendation 5.15:

We recommend that the University allocate resources for renovation of the physical space of the History Department to create a multi-use area for study, events, and interaction. (Strategic Goal 1 C.)

Response and action:

The Department and Dean are gratified to see that the ERC recognized the need for the physical space to mirror the departmental and program aspirations. We have 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.

Recommendation 5.16:

We endorse all the recommendations on page 55 section g of the Department’s self assessment.

Response and action:

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. The request is to implement a departmental tracking system to provide more detailed information about how the (print) monograph collection in UFV library is being developed. (Winter 2020)