



History Program Quality Assurance Plan

Date submitted to SSCPR: November 30, 2021

Date Self-Study Report approved by SSCPR: February 24, 2021

Date of External Review: June 17 & 18, 2021 (Report received by HIST Sept 28, 2021)

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

Overview

In keeping with local protocols, we wish to express our gratitude to the q̓ʷa:n̓l̓ən̓ (Kwantlen), x̓m̓əθkwəy̓əm (Musqueam), q̓ič̓əy̓ (Katzie), SEMYOME (Semiahmoo), sc̓əwaθən (Tsawwassen), q̓iq̓éyt (Qayqayt), and k̓w̓ik̓w̓əł̓əm (Kwikwetlem) Peoples. We recognize that our work at Kwantlen Polytechnic University takes place on the territories of these First Nations, who have cared for these lands since time immemorial. As part of this acknowledgement, we hold ourselves accountable to participating in the work of decolonization, reconciliation, and Indigenization at KPU and in our communities.

History at KPU aims to provide a broad-based understanding of how the peoples and societies of our world today have changed over time and geographic space. In our history courses, we critically engage, study, discuss, and analyze how peoples, cultures, economic, and political systems have together shaped the world in which we live and the debates which continue to dominate contemporary discourse. For us, the study of the past is an essential part of an undergraduate education, and to this end, we pay particular attention to improving our students' skills in recognizing and evaluating sources, thinking creatively and critically, communicating effectively in both oral and written forms, and applying their knowledge to produce informed and articulate analyses of contemporary global issues. As a department within the Faculty of Arts, and the broader KPU community, we see our department as providing three, interrelated, contributions to the institution and our students:

- highlighting 'moments that matter' and relating these to our contemporary world in such a way as to enable students to understand the critical connections between past and present;
- helping to guide students who choose to make history a significant part of their undergraduate education, and offering them a diversity of pathways that best suit their future goals;
- continuing to emphasize the essential competencies that students gain throughout their history education.



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We currently have seven regular faculty (six 100% Regular positions and one 50% Regular) in the History program, one NR2 (100%), as well as several visiting instructors. We offer a combination of regional and thematic history courses, and the thematic courses (including global, digital, environmental history, and material culture), as well as increased emphasis on experiential, digital, and applied learning course offerings have been an increasingly popular addition to our traditional regional histories. Most recently (2019-20), the Department refined the history streams in the wake of faculty changes and the success of the thematic courses, and offers three specialized streams – Asian, North American, and Global History – as well as the general BA Major, Minor, and Associate of Arts degrees.

Our program review has highlighted a very successful program that is meeting or exceeding the needs and expectations of our stakeholders. However, the program review process highlighted areas that could be strengthened and opportunities that are available.

Key Program Strengths

KPU History is the fifth largest History program in BC (after UBC, SFU, UVic, and UFV) by student seats, and is comparable in student headcount with UFV (although the latter program has several more full-time regular faculty than KPU History).

Strengths of the program, based on the current student, alumni, and faculty surveys, History Self-Study, and External Program Review Committee report include:

- a modest but growing program (based on student enrollment, intended, and FTE headcount, and seat fill rates and utilization, especially in upper division courses);
- committed, engaged, and interested students, excellent and passionate faculty, and a long-held commitment to student-centred learning, with a high overall student and alumni satisfaction with the program;
- a popular, flexible, and timely mix of course offerings, ranging from traditional regional histories to thematic offerings (from environmental history to textiles, global history to digital history, and newly-launched Indigenous history courses), as well as dedicated history streams for our students (Asian, Global & North American History);
- a well-established commitment to Open Education and Open Pedagogy;
- a curriculum that emphasizes digital literacies, adaptability, social awareness, and preparation for life-long learning;
- interdisciplinary and cross-listed courses that build our enrollment (as well as the enrollments of other programs) across the three largest KPU campuses (Surrey, Richmond, and Langley)
- a comprehensive focus on decolonization and Indigenization, not just as an 'add-on', but as a meaningful lens through which our students and faculty approach the past.

Key Program Challenges

Key challenges identified by the current History Self-Study Report, student, alumni, and faculty surveys, and by the External Program Review Committee Report include:

- a need to grow the program, fill rates, and student retention – while enrollment trends are positive for History, we need to continue to improve upon them by addressing course and topical/thematic availability, and offering more thematic, global (or transnational) and digital history courses consistent with trends in the wider discipline of history and with student needs and interests;
- a need to expand our decolonization and Indigenization efforts in our curriculum and program, including our global history courses, and new course offerings, by reviewing and revising existing course outlines, and embedding an Indigenous lens in all of our course and program outcomes; related to this, we need to ensure that the labour of decolonization and Indigenization does not fall entirely on one or two faculty;
- a need for more skills development in our lower-level courses to better prepare students for subsequent program coursework;
- relatively low institutional and community awareness of our program;
- a need to increase collaborative and experiential learning opportunities for our students.

Key Program Opportunities

Having established a successful mid-sized program, which is, at present, meeting and exceeding the needs and expectations of a significant proportion of our stakeholders, the concern is to continue to sustain the program and find ways to do what we do well more effectively. A number of opportunities present themselves at this time, based on the Self-Study Report, External Review Report, and student, alumni, and faculty surveys. These are:

- the development of recent experiential learning initiatives, including the KPU Arts practicum course, has increased opportunities to engage a greater number of students in these types of activities;
- our introductory thematic courses – pandemics, environmental history, animal history, and food history – have considerable appeal in our wider communities; by advertising these courses under the 'general interest category' we have an opportunity to increase our lower level enrollment substantially;
- while the program has initiated a meaningful decolonization and Indigenization of its program, there remains more work to be done – and as post-secondary institutions are called to decolonize and Indigenize their curricula, we recognize that the History program could be doing much more in this area. We have an opportunity to build upon our recent hirings of specialists in global Indigenous history and local Indigenous history, such that the hard work of meaningful decolonization and Indigenization is spread more equitably in the department; a recent opportunity to share our office space with the INDG faculty will greatly facilitate collaborative work in this area;
- by working collaboratively with Marketing, educational advising, and by developing an external advisory board we have an opportunity to boost the institutional and community presence of our program.



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Key Program Threats

Threats can be construed as external developments that could negatively impact the History program, and may include:

- competition from both private post-secondary institutions around the Lower Mainland offering first-year Canadian and Global History courses, and the larger research universities, to whom we regularly lose outstanding students midstream from our program;
- the national focus on STEM at the expense of the Humanities and Social Sciences;
- the perception that an Arts degree has less value in the 21st Century economy;
- decreasing domestic enrollments;
- future retirements and the impacts on our ability to deliver the program effectively;



History Program Quality Assurance Plan

QUALITY ASSURANCE GOALS

List the program’s Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Build upon the work done to reorient our program to more transnational and thematic approaches (one of the main goals of our last QAP) by developing new courses, new pedagogy, and by embedding new methods and digital technologies into our existing curriculum.

RATIONALE FOR THIS GOAL: The History self-study report and external program review report highlight the innovative program that the History Department has developed. However, student, faculty, alumni, and external survey data and the review also note that more work is needed in regard to the range of courses offered, the thematic focus of those courses, and their availability.

Recommendation(s) this Goal Addresses	Report (page number)
Explore new ways to address student and faculty concerns about course availability and geographical/topical diversity by continuing to offer more Special Topics courses on wide range of geographical and thematic topics.	Self Study p. 49
Per recommendation number one, continue moving away from geographic approach that features a centre/periphery structure and more towards trans-national and thematic approaches in program structure.	External Review p. 6
Some students and faculty, however, express concerns around course consistency, assessments, and note that the availability and range of History courses is not ideal.	Self Study p. 48
Dialogue with Science and Horticulture, begun pre-pandemic, is certainly worth pursuing when the situation permits. Indeed, we encourage discussions with other programs and faculties regarding further development of elective and cross-listed courses. In particular, we invite History to continue building connections to other Arts programs whose students may be particularly interested in a History degree (e.g., double Major, or Minor) as a complement to their existing field of HIST Program Review study.	Dean’s Response pp. 60-61



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GOAL 2: Expand and further integrate decolonization and Indigenization into the History Program, its core competencies, and all of its course and program outcomes.

RATIONALE FOR THIS GOAL: We foregrounded decolonization and Indigenization as an essential area of focus for this program review. While we received encouraging feedback, we know that much more work remains to be done if we are to address this vital program and institutional priority meaningfully. New curriculum will need to be developed, existing course and program outcomes need to be revised, and the lens of decolonization needs to expand from our North American history offerings to our entire program. This must include a discussion with the Dean’s Office of a new regular faculty hire (ideally a shared hire with INDG).

Recommendation(s) this Goal Addresses	Report (page number)
We need to foreground the Indigenous content in our existing courses. As institutions are called to meaningfully decolonize and Indigenize their curricula and pedagogy, we see clear opportunities for the Department of History to contribute substantially to this vital effort.	Self Study p. 8
...develop a new program competency that specifically addresses the importance of Indigenization (and/or decolonization).	Self Study p. 34
... Hire another faculty member who is an Indigenous expert... [we acknowledge that this recommendation is outside the purview of the program itself; however, we believe this is a vital recommendation for the Dean’s Office in order that the labour of decolonization and Indigenization does not fall disproportionately on one or two faculty members].	External Review p. 2
...Continue with de-colonization effort of curriculum and program structure, including global content, not just Canadian.	External Review p. 6
Further resources and support relating to Indigenization and decolonization would be of benefit to the entire institution, and especially to programs which show the keen interest in these themes demonstrated by History in its Self-Study.	Dean’s Response p. 63
Stronger links with local Indigenous First Nations and urban Indigenous communities should form an important dimension of the department’s stated intentions around Indigenization.	Dean’s Response p. 64
Student survey data, as well as the review team’s meetings with current and former students, clearly indicate that the students want more (a) Indigenous history and (b) courses studying the history of areas and content not currently covered by the program.	External Review p. 2



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GOAL 3: Create a Program Advisory Committee (PAC)/External Advisory Committee (EAC) for the program.

RATIONALE FOR THIS GOAL: This is necessary to build and strengthen ties to our broader communities, to build upon and enhance experiential opportunities for our students, to increase and foreground links to industry and potential careers, and to build our 'brand' in the Lower Mainland.

Recommendation(s) this Goal Addresses	Report (page number)
...awareness of the program within KPU and in our wider communities remains limited. This points to the continuing and pressing need for more comprehensive outreach to help to grow our program and retain students. More focused advertising, educational advising, internal & external marketing, and engagement with an external board will all be vital in this effort.	Self Study p 8
...create an external advisory board to build stronger ties to our communities.	Self Study p 15
Maintain [build] an External Advisory Committee for this program.	External Review p 10
We strongly support the development of an external advisory committee for HIST.	Dean's Response p 63



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GOAL 4: Update and align course outcomes, expectations, and program requirements to ensure successful student progression through the degree.

RATIONALE FOR THIS GOAL: Program scaffolding and the requirements for our major & minor degrees must be reviewed and updated to improve program quality, student experience, and enrollment and retention. A lower-level methods course, revised course outcomes, and an increased emphasis on digital skills, collaborative, and experiential opportunities should all be part of this process of curricular revision.

Recommendation(s) this Goal Addresses	Report (page number)
Explore options around adding a lower-level methods course in addition to the 4400 Capstone.	External Review p 6
While the enrolment trends are generally positive, there may be ways to improve on these trends and better prepare students for upper division courses by requiring another 1xxx course; such a course may help our outcomes and retention. Seat fill rates could be improved, and student feedback further shows that course availability is a concern.	Self Study p 7
The flexibility of the History BA major and minor programs has been a hallmark of the degree’s success. However, the tremendous flexibility of the degree, requiring only two courses at the 1xxx level, and two at the 2xxx level before students move on to upper division courses, may be contributing to DFW rates in upper division courses, as students are less prepared for the rigours of work at this level.	Self Study p 7
Given the importance of digital skills and global awareness in our graduates, as echoed in the discipline/sector survey, History needs to create additional opportunities for students in these areas as we continue to refine our digital, world, and thematic course offerings.	Self Study p 7
...review and revise existing course outlines to foreground key program competencies, and to incorporate outcomes that have been insufficiently developed to date, such as digital literacy and Indigenization.	Self Study p 34



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GOAL 5: More effectively promote the History program within KPU and across the communities that we serve in order to grow our enrollments and provide meaningful service to our local communities.

RATIONALE FOR THIS GOAL: In order to address the perceived lack of awareness of our program and to build greater experiential opportunities for our students we will need to work collaboratively with Marketing, Educational Advising, and other areas of the University, to promote our program. We must continue our community outreach and engagement as well as working with other Arts departments and disciplines to encourage students to take our courses, build synergy with other programs, and continue to promote our major and minor programs as complementary degrees.

Recommendation(s) this Goal Addresses	Report (page number)
...explore ways to build more public participation and community outreach by working with community stakeholders, providing more experiential opportunities for students, and continuing to build upon the successful relationships created through the Arts 4800 Practicum course;	Self Study p 15
...continue to work with marketing, advising, and FSO (the Future Students Office) to expand our marketing and interaction with prospective and continuing students and enhance relationships and initiate dialogue across faculties to build greater multidisciplinary collaboration;	Self Study p 15



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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
Provide course release for <i>all</i> faculty to give them the time to conduct their non-teaching activities.	External Review 2	<i>Not within the program's control.</i>
[Hire] at least two more full-time faculty with expertise outside the regions currently covered by the faculty. These hires should be <i>in addition to</i> the replacement of retiring faculty. Non-regular faculty should also be regularized.	External Review 2 & 8	<i>Not within the program's control – however, the department will continue to work closely with the dean's office and explore avenues for improvement/development of new areas in the program as they arise and around any replacement or possible new hires. We would like to emphasize that this recommendation was made in order to support the equitable distribution of workload around Indigenization and service.</i>
In addition to the existing streams of historical study, consider adding an education stream. Many students and alumni identified themselves as headed for PDP or other education programs after their History degree. Creating a specified stream for them would be a useful program expansion.	External Review 6	<i>Given the diversity of how individual students approach their education in social studies and history in preparation for PDP and related education studies, we do not feel this is possible at this time. The three existing history streams (reflecting changes in faculty and education studies focus in recent years) offer recognition of specialization more generally.</i>
Retain or even reduce the current caps of 35 on history courses in general, and 25 on seminar courses.	External Review 8	<i>Not within the program's control</i>
Investigate the disconnect between users and the bookstore.	External Review 10	<i>Department and faculty will continue to work collaboratively with the bookstore around book orders, realistic expectations, and in the evolving nature of new ordering software; however, challenges around the bookstore and delivery of services to students are outside of the program's control.</i>
Maintain the functionality of the "History Pod," and consider adding similar spaces at KPU's other campuses.	External Review 10	<i>Not within the program's control</i>



History Program Quality Assurance Plan

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: January 2022 to January 2027

STRATEGY 1: Create a Program Advisory Committee (PAC)/External Advisory Committee (EAC) – build relationships with external partners, alumni, and others

GOAL(S) THIS STRATEGY SUPPORTS: Goal 3 and 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Establish a departmental committee to spearhead efforts to establish an EAC (External Advisory Committee)	HIST Chair	10/21	01/22	A department committee chair has volunteered (effective Oct. 2021); will constitute formal committee at next department meeting (Dec 2021)
Establish terms of reference/parameters for the HIST EAC, identify list of individuals, alumni, and community stakeholders from our local communities, coordinate with Dean’s office to send out invitations and to secure funding to support the EAC	HIST EAC committee	01/22	05/22	
Organize an initial meeting of HIST EAC, develop or initiate relationships with new community partners	HIST EAC committee	05-06/22	09/22	This could include invitations to Kwantlen or Tsawwassen First Nation member(s), KPU alums, local museum & archives representatives, and others.
Implement annual or bi-annual HIST EAC meeting	HIST EAC committee	Fall 2022	12/23	Build our external network and promote the program, discuss with partners opportunities for HIST students, etc.

Resource Implications (if applicable)

What are the resources required to achieve this Strategy? Dedicated departmental or other resources to support EAC meetings (parking, food, honoraria for speakers)

When are these resources required? Starting Spring 2022

What Faculty and/or Institutional support is required? This strategy depends on collegial work with the Dean or Arts office/admin support, HIST faculty departmental service/attendance (largely already set-up)



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STRATEGY 2: Continue our work to decolonize our curriculum and expand efforts to Indigenize our program.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 1, 2, 4, and 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Support faculty in decolonization, Indigenization, and reconciliation efforts	Dean; HIST Chair	In process	On-going	We will continue to engage with the resources available at KPU to build faculty supports
Encourage HIST faculty to complete the online Indigenous Awareness modules and other PD opportunities such as the UBC Reconciliation MOOC	HIST Chair	12/21	05/22 and on-going to 12/27	Ask faculty to complete one or more of the opportunities listed, and ongoing
Develop and implement a new course in Indigenous History of Canada (1110)	HIST Chair & individual dept members; HIST representative on ASCC	01/20	Completed 09/21	Our first Indigenous history course: HIST1110 Kanata was developed and will be taught in Spring 2022 (based on the draft self-study report)
Discuss, develop and implement further 2xxx-4xxx courses to develop further Indigenous and decolonization themes, including possible Canada-themed courses (TBA) and global Indigenous history courses (TBA), and discuss possibility of a field-school opportunity	HIST Chair & individual dept members; HIST representative on ASCC	9/22	At least one course by 9/23; at least one further course by 9/27	These further courses will depend on funding and PD time, department discussion, and in consultation with wider communities; we will continue development of courses, ASCC approval facilitated by the HIST representative
Establish a department lead and committee to help gather materials, facilitate discussion, and facilitate wider engagement with Indigenous stakeholders, department, and institution; add a standing item to department meetings and/or curriculum assessment meetings to discuss instructional methods and integration related to decolonization (History Decolonization Committee)	HIST Chair & Committee chair	In process	01/22	A department committee chair has volunteered (Oct 2021); will constitute formal committee at next department meeting (Dec 2021)
Collect relevant materials for department/faculty discussion on meaning and intent of decolonization, Indigenization, settler-colonial regional & global history	HIST Decolonization committee	01/22	5/22 and on-going to 12/27	
Bring Elder-in-Residence, chair of INDG, and/or other elders or stakeholders to speak to department	HIST Decolonization committee	05/22	05-06/22	Possible additional budget required for an appropriate honorarium

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Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
In process of seeking consultation from community stakeholders (see step above), discuss and draft new curriculum outcomes, revise course outlines to reflect decolonization (preliminary stage) – develop a new program competency that specifically addresses the importance of decolonization & Indigenization and implement as courses come up for revision	HIST faculty & Decolonization committee, HIST Chair	09/22	12/25; and on-going as warranted	Done as part of on-going full course outline revisions (see also Strategy 1 & 4)
Review, revise course outlines to reflect decolonization (later stages)	HIST Decolonization committee, HIST Chair	09/25	12/27	Make additional changes, incorporate revisions as needed and departmental awareness deepens; report revisions as part of on-going PR cycle reports

Resource Implications (if applicable)
<u>What are the resources required to achieve this Strategy?</u> Institutional support for decolonization (PD, discussion materials, suggestions, etc.); budget for at least one (or more) department retreats re decolonization; budget to bring in Elder-in-Residence AND other elders to meet with department; discussion with Dean of Arts/Assoc DoA around possibilities and implications of 50/50 hire, no immediate resources required in consultation phase for possible hire
<u>When are these resources required?</u> Beginning Spring 2022
<u>What Faculty and/or Institutional support is required?</u> This strategy depends on HIST faculty, Elder-in-Residence time for department meeting/retreat, classroom visits; decolonization work by wider institution



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STRATEGY 3: Promote KPU History more broadly and effectively through a variety of activities on campus(es) and in our local communities: for example, in connections through our PAC/EAC, decolonization efforts with local Indigenous communities, building more synergy with other programs, disciplines, & departments through interdisciplinary or cross-listed course development; increased collaboration with KPU Marketing.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 1, 2, 3, and 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Initiate discussions with other departments/disciplines around interdisciplinary course development & cross-listing	HIST Chair & department faculty	01/20	5/23 and 5/26	Discuss interdisciplinary course development possibilities across KPU programs and disciplines (See also Strategy 4) – this would not only offer new course offerings and possibilities, but it would also strengthen intra-institutional connections; report on discussions and cross-listing in 2023 and 2026 PR report cycles
Initiate wider alumni outreach to raise awareness of program and maintain connections with our wider community	HIST Chair	11/21	1/23	For example, initiate a department alumni newsletter (annual or bi-annual), link to Dept website (Spring 2022); report on alumni newsletter in 2023 PR report cycle
Discuss/consider micro-credentialing and strategies for attracting advanced learners, planning for/addition of 1xxx time-slots for dual-credit courses (HS/secondary student learners)	HIST Chair & department	01/22	12/22	Initiate discussion with FSO about expanded dual-credit and theme-based cohort
Utilize the expertise of KPU Marketing through the Faculty of Arts to create new advertising (print, digital) both internal and external to KPU	HIST Chair	01/22	06/22	This should be ongoing check-in throughout the next five years
Utilize the expertise of KPU Arts Degree Advisors and FSO to expand our marketing and interaction with prospective and continuing students	HIST Chair	01/22	06/22	Meet with Advising and FSO to discuss further steps forward – and then this should be ongoing check-in throughout the next five years.
Organize a department media committee to discuss and update HIST digital and marketing footprint	HIST Chair & dept committee	01/22	9/23	Currently, one individual manages most of this, increased department engagement would better spread efforts in this regard while distributing workload more equitably; report in 2023 PR report cycle



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Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Analyze and revise department website, social media, and digital outreach based on self-study, student, alumni feedback	HIST Chair, HIST faculty, later on HIST Alumni	06/22	6/25	In short term: adding/hyperlink department facilitated student research journal, update dept website; link new page, tab or hyperlink faculty and student research achievements and update regularly). This should be ongoing throughout the next five years
Discuss with EAC/PAC stakeholders possibilities external to KPU to highlight KPU History and students to potential stakeholders	HIST Chair & EAC Committee	09/22	6/25	This should be ongoing throughout the next five years
Discuss with Decolonization Committee, Elder-in-Residence, and other stakeholders possibilities external to KPU to highlight KPU History to potential students (see also step 7 in strategy 2)	HIST Chair, Decolonization committee	09/23	6/26	This should be ongoing throughout the next five years

Resource Implications (if applicable)
<u>What are the resources required to achieve this Strategy?</u> None
<u>When are these resources required?</u> n/a
<u>What Faculty and/or Institutional support is required?</u> This strategy depends on HIST faculty, support from Faculty of Arts Marketing liaison



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STRATEGY 4: Continue to streamline, revise and update our curriculum, and develop and implement new courses in accordance with the guidance received through this program review process.

GOAL(S) THIS STRATEGY SUPPORTS: Goals 1, 2, and 4

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Initiate and then implement the addition of one more HIST1xxx-level course requirement to the History BA Major and Minor requirement structure to bring HIST more in line with other Arts programs and their baseline requirements	HIST Chair & T Kinney	01/2021	09/2021	This has been completed and the department website updated to reflect and highlight the change going forward; this came out of the preliminary findings of the draft self-study and duly approved self-study (Jan-Feb 2021) and department discussions in Jan 2021.
Discuss, develop, and begin implementation process (depending on nature of discussion) of a HIST2xxx Methods & Skills course	HIST Chair & department	12/21	09/22	Implementation possibly September 2023 (depends on discussion and current curricular implementation dates). All curriculum development will be undertaken by existing faculty and will utilize base sections allocated to the History program
Initiate discussions with other departments/disciplines around interdisciplinary course development & cross-listing	HIST Chair & department faculty	01/22	12/27	This would not only create new course offerings and possibilities it would strengthen intra-institutional connections; report on discussions in 2024 & 2027 PR report cycles
Discuss, develop, and incorporate more signature assessments, digital media projects, and group work as per self-study student, faculty, and alumni survey feedback – discuss at regular department meetings and annually with the department curriculum/programming meeting	HIST Chair & department	06/2022	12/27	We meet each December for a session specifically devoted to pedagogy
Discuss and explore opportunities among HIST faculty and with the Dean’s office to address student, alumni and faculty concerns about course availability and geographical/topical diversity by continuing to offer more Special Topics (HIST4499) or Explorations (1190) courses on diverse and/or underrepresented topics	HIST Chair, department	9/22	9/23 and on-going	In crafting future Ed-Plans (2023-24, etc.), dialogue with faculty, and the Dean’s office regarding possible extra sections, utilizing existing faculty (and potentially QFL) to diversify and test geographically and thematically diverse special topics courses.



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Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Create a department working group to advise on department and course assessment.	HIST Chair & committee	9/22	01/23 and revisit 01/27	This will need to balance obvious concerns around academic freedom with the broader concerns identified by our students and alumni around assessment and group work. For example, the department could develop a HIST Department general criteria for research paper assessment (like our current HIST Department CMS Citations/Bibliography Guidelines for use across all HIST courses).
Review and revise existing HIST course outlines to foreground key program competencies, and to incorporate outcomes that have been insufficiently developed to date, such as digital literacy, decolonization, experiential learning, etc. (see also strategies 1, 2 and 3, various steps)	HIST Chair & decolonization committee	12/22	12/23	This depends, to a degree, on work and scheduling with ASCC; revisit course outlines on an on-going basis

Resource Implications (if applicable)
<u>What are the resources required to achieve this Strategy?</u> Continued HIST faculty use of faculty and .6PD professional development funds
<u>When are these resources required?</u> Ongoing...
<u>What Faculty and/or Institutional support is required?</u> This strategy depends on HIST faculty, with input from ARTS advisors, collegial work with ASCC, and potential collaboration with other departments and disciplines



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STRATEGY 5: In consultation with the Dean’s Office, IAP, and other stakeholders, pursue a shared regular faculty hire, most likely with INDG

GOAL(S) THIS STRATEGY SUPPORTS: Goals 2, 4, and 5

Step(s) Required to Achieve this Strategy	To be Led by	To Start on (M/YY)	To be Completed By (M/YY)	Notes
Initiate discussion with INDG and the Dean’s Office around a shared position (50/50 or other) with specialization in Indigenous history, to help facilitate decolonization and reconciliation	HIST Chair	01/22	01/27	Since this objective requires collaboration across programs (and possibly faculties), we anticipate this will be a medium to long-term goal for the QAP
Initiate IAP research and discussion with other possible stakeholders around a shared position (50/50 or other) with specialization in Indigenous history, to help facilitate decolonization and reconciliation	HIST Chair	01/22	01/27	Since this objective requires collaboration across programs (and possibly faculties), we anticipate this will be a medium to long-term goal for the QAP

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Dean’s Office support for this initiative
When are these resources required? late 2022
What Faculty and/or Institutional support is required? Funding for this regular position

PLAN SUPPORTED BY:

<p style="margin-bottom: 10px;">Diane Purvey</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Provost’s Name</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Provost’s Signature</p>	<p style="margin-bottom: 10px;">21-Jan-2022</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date</p>
<p style="margin-bottom: 10px;">Greg Millard</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Dean’s Name</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p>Dean’s Signature</p>	<p style="margin-bottom: 10px;">20-Jan-2022</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date</p>