

# AGENDA

## Academic Planning and Priorities Committee

Wednesday, January 19, 2022 - 2:30 PM  
Virtual

Page

**1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.

2 - 5

**2.2. Minutes**

MOTION: That APPC approve the minutes of September 22, 2021 as presented.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

- Strategic Enrolment Management update
- Administrative Structure update

**4. INFORMATION ITEMS**

6 - 9

**4.1. Program Suspension – Automation and Robotics**

10 - 74

**4.2. Program Review Progress Reports**

- 4.2.1 Graphic and Digital Design
- 4.2.2 Global Development Studies
- 4.2.3 History
- 4.2.4 Geography

**5. ADJOURN**

**Next Meeting:** February 16, 2022; 2:30-4:30pm; A225/Zoom



**Draft Minutes**  
**Academic Planning and Priorities Committee**

Wednesday, September 22, 2021 - 3:00 PM  
Abbotsford campus, Room A225

Present: James Mandigo (Chair), Amir Shabani, Betty Poettcker, Camille Callison, Claire Carolan, Dale McCartney, David Johnston, David McGuire, Deanna Devitt, Derek Ward-Hall, Emilio Landolfi, Gerry Palmer, Ishika Sethi, Lin Long, Maureen Wideman, Nicola Mooney, Peter Geller, Sandeep Rai, Shelley Canning, Shelley Stefan, Shirley Hardman, Sundeep Hans, Sylvie Murray, Tracy Ryder Glass, Vlada Dvoracek, Melinda Saretzky (recorder), Curtis Magnuson (guest)

Regrets: Garry Fehr, Jon Thomas, Al Wiseman,

**1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**

Round table introductions and territorial acknowledgement given.

APPC is adopting a hyflex model for meetings to provide opportunities for people on different campuses and areas to connect virtually. Provide preferences to committee assistant ahead of each meeting.

Sept 30, 2021 - Truth and Reconciliation Day - encourage everyone to take part in any one of the recognition events.

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.  
Gerry/2<sup>nd</sup> Emilio. Carried

**2.2. Minutes**

MOTION: That APPC approve the minutes of May 12, 2021 as presented.  
Peter/2<sup>nd</sup> Sylvie. Carried.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

Noted the items for information.

Page

**3.2. Vice-Chair Election**

Expression of interest from Emilio Landolfi.

MOTION: That APPC approve Emilio Landolfi as Vice Chair of APPC with a term of September 23, 2021 – August 31, 2022.  
David/2<sup>nd</sup> Shelley Canning. Carried.

**3.3. Expedited Program Review Standing Subcommittee Selection**

Expressions of interest: Dale McCartney, Lin Long, Shelley Canning

MOTION: That APPC approve Dale McCartney, Lin Long, Shelley Canning as members of the Expedited Program Review Standing Subcommittee with a term of October 1, 2021 – September 30, 2022.  
Gerry/2<sup>nd</sup> Shelley Stefan. Carried.

Final Committee Composition:

- James Mandigo (chair)
- Emilio Landolfi (Vice-chair)
- Dale McCartney
- Lin Long
- Shelley Canning

**3.4. Program Discontinuance - Certificate in Extended Studies in Social Services – First Nations Option**

Overview of discontinuance was given. As of 2016, UFV no longer offers extended studies certificates. The courses in this program are still available in the Indigenous Studies certificate located in the College of Arts.

MOTION: That APPC recommend to Senate the discontinuance of the Certificate in Extended Studies in Social Services – First Nations Option in the Faculty of Professional Studies.  
David /2<sup>nd</sup> Gerry. Carried.

**3.5. Rescinding of Policy #47, Role of the Library**

Overview was given, noting that the Library will now seeking various consultations from APPC that resulted from the recent APPC terms of reference review.

In May 2021, the Library Advisory Committee voted unanimously to rescind Policy 47 as it is old (1982) and noted that after doing extensive research, found that it is no longer relevant.

Page

MOTION: That the APPC support the request by the Library Advisory Committee and Secretariat Office to rescind Policy 47 – Role of the Library.

Shelley Stefan/2<sup>nd</sup> Gerry. Carried.

**4. INFORMATION ITEMS****4.1. Ministry Approval – Communications major, BA**

Great work and congratulations to the Communications Department and the College of Arts for their perseverance.

This is the first proposal to go through the new process whereas the turnaround time was very quick through DQAB. Some internal approvals still pending.

**4.2. Faculty Renaming - Access and Continuing Education**

Proposal to rename the Faculty of Access and Continuing Education to Faculty Education, Community, and Human Development going to Senate on Friday, Sept 24 and to the Board on Oct 1.

**4.3. Program Review Progress Reports**

- Applied Business Technology
- Biology
- Child, Youth, and Family Studies
- Kinesiology

**4.4. APPC Meeting Schedule 2021-2022****4.5. APPC Membership 2021-2022****4.6. Senate Approvals – May 14, 2021**

- APPC Annual Report
- Environmental Studies minor
- Human Services Program Review
- Lálém ye mestíyexw: Indigenizing the Academy
- New Program Proposal - Civic Governance & Innovation certificate
- Program Suspension - Graduate certificate in Program Evaluation

**4.7. APPC – In-Camera Approval – May 12, 2021**

- English Language Studies Program Review

**4.8. Senate Approvals – June 11, 2021**

- APPC Terms of Reference
- English Language Studies Program Review
- New School of Culture, media and Society
- New School of Social Justice and Global Stewardship
- Program Report and Plan including the TELLConcept paper

**4.9. Board Approvals – June 10, 2021**

**Academic Planning and Priorities Committee**  
**September 22, 2021**

---

Page

- Program Report and Plan including the TELLConcept paper
- New School of Culture, media and Society
- New School of Social Justice and Global Stewardship

**5. ADJOURNMENT**

Gerry Palmer.

**Next Meeting:** October 20, 2021; 2:30-4:30pm; A225

---

## MEMORANDUM

---

**TO:** APPC, UEC, SBC, Senate, Board of Governors,  
**FROM:** James Mandigo, Provost & VP, Academic  
**DATE:** December 7, 2021  
**RE:** Program Suspension - Automation & Robotics diploma program

---

For the reasons outlined in the attached memo from Peter Geller, Interim Dean, Faculty of Applied and Technical Studies dated December 7, 2021 and as per the Suspension and Discontinuance Policy (222), I have approved the one-year suspension for the Automation & Robotics diploma program. The program will be automatically reinstated for September 2022.

Attachment:

- Memo from Faculty of Applied and Technical Studies



# MEMO

**To:** James Mandigo, Chair, Academic Planning and Priorities Committee (APPC)  
**From:** Peter Geller, Dean, Faculty of Applied & Technical Studies  
**Date:** 2021-12-07  
**Re:** Program Suspension – Automation & Robotics Diploma Program

---

Pursuant to Policy 222 and the procedures for program suspension, this is to confirm the suspension of the Automation and Robotics Technician Program for one year as of the September 2021 intake.

The rationale for the one-year suspension is a lack of applicants. The Electronics Certificate Program is a prerequisite for the Automation and Robotics Technician program (AR) and it has not generated a sufficient pool of graduates ready to enter AR.

Recently the Electronics Program underwent a full program review and was redeveloped to follow a semester-based schedule. Student recruitment initiatives that include stronger linkages into the K-12 system and community engagement initiatives are planned.

This proposal has been brought forward following consultation with program faculty, the Office of the Registrar and Marketing and was received for information at the September 9<sup>th</sup> Faculty Council meeting. This proposal was also provided to the Senate Budget Committee for their November 2021 meeting.



**MEMO**

---

**To:** James Mandigo, Provost and VP, Academic

**From:** Peter Geller, Dean, Faculty of Applied and Technical Studies

**Subject:** Automation and Robotics (Technology Programs), Faculty of Applied and Technical Studies  
 Program Suspension  
 Suspension Renewal

**Date:** JUNE 9, 2021

---

**SECTION 1** *Any further program information (credential, etc.)*  
Not applicable.

---

**SECTION 2** *What term would the program suspension would take effect?*  
Fall 2021

---

**SECTION 3** Request suspension for:  
 1 year  
 2 years

---

**SECTION 4** *Rationale:*  
The rationale for the one year suspension is a lack of applicants, with no students admitted to the program as of June 9, 2021.

Graduates from the Electronics Technician Program can enter the Automation and Robotics Technician diploma program (AR) or the new Digital Manufacturing (DM) diploma program. The 2021-22 Electronics Technician program has not generated graduates wanting to enter AR. Some of this is an impact of the Electronics program switching to online delivery due to COVID-19 restrictions, which resulted in a high attrition rate for Electronics this academic year, hence no applications to Automation and Robotics.

With the suspension of the program for this academic year efforts will be undertaken to recruit for 2022-23.

---

**SECTION 5** *Summary of consultation:*  
The decision to suspend the program for one year was made with consultation of the Program Chair for the Technologies Programs.

As well, with no applicants in the program as of early spring, consultation took place with the Office of the Registrar and Marketing regarding student recruitment. Given the short time frame the focus is on building enrolments for future years.

---



---

**SECTION 6**

*Plan to accommodate students currently in the program:*

There are no students currently in the program (all current students having completed the program and graduated in the current academic year).

Students expressing interest in the program will be informed that it will be offered in 2022-23 and also provided the choice of taking the Digital Manufacturing diploma.

---

**SECTION 7**

Additional info or Attachments:

No additional documentation is provided.

---



## **MEMO**

**To:** James Mandigo, Chair, Academic Planning and Priorities Committee

**From:** Claire Carolan, Associate Director, Program Development and Quality Assurance

**Date:** November 4, 2021

**RE:** Progress Reports on Program Review Action Plans

---

### **Progress Reports on Program Review Action Plans**

At the completion of UFV's program review cycle, a progress report on the action plan is submitted to the provost 12-18 months after the review's acceptance by Senate. The progress report is then provided to APPC and Senate as information. Once the reports have been seen by Senate, they are posted on the Program Review website.

In accordance with the process summarized above, the following progress reports are being submitted to the Academic Planning and Priorities Committee for information on behalf of the Dean of the College of Arts Sylvie Murray:

<b>Faculty</b>	<b>Program Review</b>	<b>Year</b>	<b>Senate Acceptance Date</b>
College of Arts	Graphic & Digital Design	2017-2018	November-15-2019
College of Arts	Global Development Studies	2018-2019	May-08-2020



## **MEMO**

**To:** James Mandigo, Chair, APPC  
**From:** Claire Carolan, Associate Director, Program Development and Quality Assurance  
**Date:** December 3, 2021  
**RE:** Progress Reports on Program Review Action Plans

---

### **Progress Reports on Program Review Action Plans**

At the completion of UFV's program review cycle, a progress report on the action plan is submitted to the Provost 12-18 months after the review's acceptance by Senate. The progress report is then provided to APPC and Senate as information. Once the reports have been seen by Senate, they are posted on the Program Review website.

In accordance with the process summarized above, the following progress reports are being submitted to the APPC for review on behalf of their respective Deans:

<b>Faculty</b>	<b>Program Review</b>	<b>Year</b>	<b>Senate Acceptance Date</b>
College of Arts	History	2018-2019	January-17-2020
Faculty of Science (formerly within College of Arts)	Geography and the Environment	2017-2018	June-07-2019



**MEMORANDUM**

**From:** Jennifer Deon, Graphic + Digital Design

**Date:** July 2021

**Re:** GDD Progress Report on the Program Review Action Plan

---

This report outlines the progress that the Graphic and Digital Design program (GDD) has made in addressing the recommendations offered through the 2019 Program Review and responds directly to the summary provided in the Dean's Summary of the GDD Program Review memo. It is organized into two sections: 1) an introductory overview; 2) the status of each recommendation.

**1. Overview**

Much has taken place since the program review in 2019 and the GDD department continues to function in a state of growth as we actively work to address the recommendations given to us. Our department head Karin Jager has continually featured the recommendations in department meetings as motivators for planning and as noted in the update below, much progress has been made to address them.

70% of GDD's programming is now offered on the Abbotsford campus. With the soft launch of the GDD Major in Winter 2020, and through the addition of more permanent faculty (2019), the addition of a second intake of the GDD diploma on the Abbotsford campus (Winter 2021), and the strong enrolment in the Bachelor of Media Arts, Interactive Media concentration, GDD has been active in addressing the overarching need for more permanent faculty and a larger presence in Abbotsford despite the lack of space and resources that we need to be there full-time. The Mission campus continues to facilitate the delivery of one diploma cohort.

As a result of the GDD Major launch, we have implemented six new upper-level degree courses, and more classes will be offered on the Abbotsford campus. Although this does not directly accommodate students graduating from the diploma it will offer more options for GDD extended minor students, and other students carving their own paths in other degrees.

We will continue to seek out community engagement for our students and pursue more introductions to Indigenous community members with the intention of Indigenizing curriculum through meaningful and

relevant community projects. Our intention is to respectfully seek mentors who can share Indigenous ways of knowing with students as part of the design learning process.

**2. Update on Recommendations**

**Programs’ Contribution to the University’s Strategic Goals, Vision, Mission, Plans and Values**

<p><b>Recommendation:</b> Regarding Indigenization, work with the Indigenous experts at UFV to help include more in the curriculum and to help modify the delivery of the program</p> <p><b>Action:</b> In Fall 2019, the department will work with the Teaching and Learning to the curriculum while also building relationships with Indigenous partners. Faculty will be encouraged to broaden their understanding of context through coursework such as the UBC MOOCs or UFV IPK courses.</p>	<ul style="list-style-type: none"> <li>• In August 2020 Lorna Andrews provided a workshop to the GDD department through which she presented insights on decolonization, Indigenization and reconciliation and provided strategies for connecting with programs, activities and Indigenous culture on campus. She gave an introduction to how we might respectfully work with community members to create learning opportunities for students. This information helped with understanding territory/land acknowledgements and how to respectfully integrate them into course delivery.</li> <li>• In GDD 102 the instructor has dedicated a week of study toward the Indigenous Experience in visual communication.</li> <li>• UFVs IPK course options have been shared with faculty and we have encouraged them to seek ways to include Indigenous as part of their professional development.</li> <li>• We are actively reviewing curriculum and are learning about how to decolonize and Indigenize design curriculum and projects.</li> </ul>
<p><b>Recommendation:</b> Develop an identity that is distinct from other graphic design programs in the Lower Mainland, and market the program with clearly worded and deliverable expectations</p> <p><b>Action:</b> In Fall 2019, the department will review current marketing and recruitment strategies to address distinctive qualities such as communication design and UI/UX combination at a comprehensive</p>	<ul style="list-style-type: none"> <li>• From 2019 – 2020 we worked with Partners &amp; Hawes to develop a distinct visual language and identity for GDD.</li> <li>• We have implemented the strategy in marketing materials and across social media platforms to create a unified voice and used the new identity to promote the year end</li> </ul>

<p>university. It will work with UFV Marketing further refine its visual identity and will promote the diverse employment opportunities for graduates.</p>	<p>Design Showcase for students. The Department created the Student Design Studio (SDS) to support GDD marketing initiatives, the annual Design Showcase, and the launch of GDD's new visual language. SDS was faculty led, composed of GDD work study students and volunteers from various GDD programs (from both campuses) and years of study.</p>
<p><b>Recommendation:</b> Require that new GDD students attend the UFV Abbotsford campus New Student Orientation</p> <p><b>Action:</b> The department finalizes admission decisions based on portfolio submissions early-summer, well after the NSO event. In Fall 2019 the department will: investigate alternate ways for GDD program students to participate in a NSO; work closely with School of Creative Arts (SOCA), Student Life, and the Student Union to find ways to expand the GDD student experience on both campuses; invite Student Life representatives to conduct information sessions on the Mission campus each semester; find more intentional ways of sharing information about the opportunities, services, and facilities on the Abbotsford campus; include "field trips" to the Abbotsford Campus in some GDD Mission courses; continue hosting GDD creative community events on the Abbotsford campus; plan to host the annual GDD grad show on the Abbotsford campus</p>	<ul style="list-style-type: none"> <li>• Fall 2019 our welcome letter to new GDD students invited them to the New Student Orientation (NSO) on Abbotsford campus.</li> <li>• In Fall 2020 we encouraged all students to attend the online NSO presentations provided by UFV and held a virtual welcome session for the new GDD cohort through Zoom.</li> <li>• The pandemic in 2020 and the ensuing closure of campuses impacted all student connections to the broader UFV community.</li> <li>• The Graphic Design Student Association (GDSA) moved events online. This platform offered opportunities for all students taking GDD courses to connect however, few students participated. It was difficult for the GDSA to maintain.</li> </ul>
<p><b>Recommendation:</b> Integrate all GDD program students into some classes on the Abbotsford campus</p> <p><b>Action:</b> This summer we created a networked classroom (C1420) on the Abbotsford campus with access to GDD servers, high-speed internet, printers, and power. In Winter 2020 we will have a first intake in Abbotsford of the first year of the diploma. There are limited networked classrooms on Abbotsford campus that will enable an easy delivery of GDD classes on Abbotsford campus; GDD students require connection to GDD servers, high-speed</p>	<ul style="list-style-type: none"> <li>• Winter 2020 – GDD implemented a second intake of the diploma on the Abbotsford campus.</li> <li>• Winter 2020 – soft launch of the GDD Major. To date, 26 students have declared the Major and started taking courses on the Abbotsford campus.</li> <li>• Winter 2021 – developed a significant space planning proposal to move the entire GDD Department to the Abbotsford campus that</li> </ul>

<p>internet, printers, and power with their MacBook Pro laptops. In fall, the department will investigate the feasibility of delivering non-GDD courses in Abbotsford (those that do not require a MacBook Pro) e.g., VA113, CMNS125. In winter 2020 we will consider delivering some GDD courses for GDD Mission diploma students in Abbotsford when adequate space becomes available and inquire into "classroom swapping" between Mission and Abbotsford with complementary program areas.</p> <p>Public transport between the two campuses is also very poor, with bus connections being two hours each way. What is required is a strategic decision by campus planning to relocate GDD to Abbotsford campus, which entails a 3-5-year campus plan.</p>	<p>was submitted to Campus Planning in March. Mission students have no timely access to campuses (2.5 hour min. bus ride). Students arrive late for class and/or must leave before classes end due to the Heritage Park location bus schedule.</p> <ul style="list-style-type: none"> <li>• Fully utilizing ABB C1420 Studio – this space is booked from 8:30 am until 9:20 pm in Fall 2021.             <ul style="list-style-type: none"> <li>○ GDD offers 70% of its curriculum in Abbotsford, yet the facilities do not meet curricular requirements. GDD students pay \$80 per credit surcharge to fund the capital refresh in GDD studios and \$40 per course lab fee for incidentals (copying etc.). Program students purchase \$4,000 Mac Book Pros and have no access to monitors or production facilities.</li> <li>○ Currently GDD ABB students do not have full access to all of the equipment that they need. This limits their capacity to fully realize all of the aspects of our curriculum.</li> <li>○ There is no space or equipment access on the Abbotsford campus to facilitate classes for all GDD program students (i.e., Mission cohort), coupled with the transportation issue it is impossible to offer this cohort some classes on the Abbotsford campus.</li> </ul> </li> </ul>
<p><b>Recommendation:</b> Require faculty to participate on various UFV committees.</p> <p><b>Action:</b> As of Fall 2019, participation on select UFV committees will be part of permanent faculty workloads. The department will invite sessional faculty to take part in UFV initiatives and committees where workload allows. The department head will cultivate interest through information sharing of the opportunities, scholarly</p>	<ul style="list-style-type: none"> <li>○ Each of our B-faculty is serving on at least one committee. Eric is on the BMA Committee, Miranda is on the SOCA Curriculum Committee, Karin was on the Senate &amp; APPC and Chairs the GDPC, and Jen has been participating in the Communications Planning Committee and BCCAT and the SOCA Curriculum Planning Committee.</li> </ul>

<p>activities, services, support, events and facilities on the Abbotsford campus.</p> <p>The department will also work with the Dean’s office to foster inclusivity by building GDD’s identity, visibility and space on the Abbotsford campus; this will include PR strategies and creating a visual GDD space and awareness in C-Building.</p>	
<p><b>Recommendation:</b> Provide opportunities for all faculty to teach some of the courses offered on the Abbotsford campus</p> <p><b>Action:</b> Faculty already have one course per year on the Abbotsford campus in each faculty workload.</p>	<ul style="list-style-type: none"> <li>○ Full-time faculty are already required to teach on both campuses and as courses are increasingly offered in Abbotsford, we see this increasing with more sessionals as well.</li> </ul>

**Alignment with Institutional Learning Outcomes**

<p><b>Recommendation:</b> Increase the program’s focus on soft skills. Rely less on static specialized skills, such as coding, and include more critical thinking and interpersonal skills in the curriculum design</p> <p><b>Action:</b> By Fall 2020, the department will make critical thinking, collaboration, team theory, and interpersonal skill development explicit in lectures, during active learning, and within course syllabi and project briefs.</p> <p>Beginning now and culminating in 2020, the department will engage external experts to assess and provide recommendations on curriculum, delivery, and competencies. Already this past May, the department has developed an interactive design think tank to review GDD’s interactive design stream and to make recommendations. This fall, GDD faculty will revise the interactive design course outlines, consult further and approval an interactive design stream.</p>	<ul style="list-style-type: none"> <li>○ 2019/20 GDD initiated an interactive design industry thinktank and revamped its entire interactive design stream. This included renaming courses, revising learning outcomes and adding UX. Offered for the first time in 2020/21, the UX course had students working collaboratively on developing apps supporting the development of critical thinking and interpersonal skills. It was extremely well received. Students from several disciplines participated. Coding is in fact an important aspect of the curriculum and continues to grow in the industry with the emphasis on motion and generative typography. GDD is further developing curriculum to ensure our students are well prepared for adaptability and change. Skills in collaboration require further development.</li> <li>○ The GDPC continues to meet bi-monthly to review program learning outcomes and curriculum maps. Faculty are encouraged to participate in design educators’ discussion groups and events to gain insights and in the past year have learned much about current design teaching practices and curriculum from attending education summits through the AIGA</li> </ul>
--	--



<p>Between 2019 and 2021, the department will: review program learning outcomes and current curriculum maps; participate in design educators' discussion groups and events to gain new insight, research, and classroom resources; identify GDD courses and develop projects that instill criticality and human centred design (HCD); create a term map identifying criticality and HCD major projects. The department will ensure designers' responsibility in activating behaviours and designed experiences</p>	<p>Design Educators Community, the Hoffmitz Milken Centre for Typography, the RGD Design Educators Conference, and the UCDA Design Education summit. Projects and materials have been developed based on some of the findings shared by faculty from these experiences.</p> <ul style="list-style-type: none"> <li>○ Faculty have created a chart that documents the learning outcomes for each course and the current methods of delivery, projects and readings and identified those that would benefit from more criticality. We are in the process of developing projects and assigning readings that address these needs strategically through all levels in the program.</li> </ul>
<p><b>Recommendation:</b> Include more on writing for the industry, and develop more collaborative student projects</p> <p><b>Action:</b> With assistance from the Communications Department, GDD will create a new course on "research and writing for the design field."</p>	<ul style="list-style-type: none"> <li>• Faculty are including more readings in project-based courses with requirements for written and verbal reflection and conceptual integration.</li> <li>• GDD diploma students are required to take CMNS125, a writing course offered through the communications program, and more GDD instructors have integrated industry practices such as having students develop creative briefs and as well engage in critical inquiry of a design challenge as a group. An example would be in GD260 a Group creative briefs (Vancouver Zoo project) and articulate their solutions, presentations of the brief and the project outcomes.</li> <li>• A specific course on research and writing for the design field continues to be discussed through the GDPC but has not yet been implemented.</li> </ul>
<p><b>Recommendations:</b> Include industry practitioners to assess student work to help students handle criticism and critique; develop more collaborative student projects; include industry practitioners to assess student work to help students handle criticism and critique in a respectful workplace setting.</p> <p><b>Action:</b> In April, the department introduced capstone review panels comprised solely of industry professionals and implemented an</p>	<ul style="list-style-type: none"> <li>• The program continues to draw on its network of industry professionals. Graduating students presented their final portfolios to industry panels via Zoom. Each panel provided verbal feedback to the student, and a written assessment (online form). These were shared with students. The assessments were particularly useful to the department. They provided context and insight specific to the learning outcomes for each kind of</li> </ul>

<p>industry assessment rubric as part of the process (GD361). In fall 2020 the department will plan to invite guest critiques of projects in select courses from industry, end users, and clients. The department will support students with active sharing of their work, giving and receiving feedback, and listening skills in preparation for the realities of the workplace. Students will be encouraged to participate in professional association mentorship programs (GDC and RGD).</p>	<p>GDD program – diploma, extended minor, major and BMA Interactive Media concentration.</p> <ul style="list-style-type: none"> <li>• The BFA GDD major students did really well, and the assessments aligned with the number of credits for each program (the more credits that students had completed in the program, the better they performed in the review). These also helped identify areas where there are gaps and that need further development. We had a wide variety of industry experts including art directors, agency people, independent designers, etc. participate.</li> <li>• Many classes that ran in 2020/21 incorporated guest speakers/lecturers, online conferences, workshops, and industry events as part of the course delivery to increase contact between students and practitioners.</li> </ul>
<p><b>Recommendation:</b> Add an assignment that requires more in-depth analysis of academic and/or credible sources related to the GDD industry</p> <p><b>Action:</b> in 2019, the department will assign mandatory readings with measurable outcomes in all professional practice-based courses (E.g., GD101, GD102, GD202, GD204, GD260, GD316, GD317, GD361, GD369, GD374). Teaching and Learning will be approached to help engage students in reflection and analysis of readings using creative feedback and participatory learning strategies. The department will work with the library liaison in the development of library guides and assignments to include more in-depth analysis of academic sources. Faculty will be supported through workshops, peer groups, and shared resources.</p>	<ul style="list-style-type: none"> <li>• Visioning sessions with GDD faculty have focused on reviewing course projects and methodologies and developing scaffolding for increased criticality and writing in classes from foundations to the upper levels in the diploma and degree.</li> <li>• Many instructors have integrated readings into lower-level courses that require criticality and written reflection, and we are continuing to work toward including these readings and measurable outcomes in all professional practice-based courses. We share project and research examples to facilitate the discussion on modes of inquiry that can be used and continue to plan for more integration of academic rigor into courses we teach.</li> <li>• The department has not yet had Teaching and Learning engage with students on reflection and analysis of readings using creative feedback, however the library has been consulted about</li> </ul>

	library guides and in 2019 a workshop from our library representative was provided to faculty on how to access and effectively use resources.
--	---

**Ministry, Professional/Industry and Academic Standards**

<p><b>Recommendation:</b> Add more diversity and various disciplines from the creative industry represented in the advisory committee such as large ad agencies, digital agencies, film, and emerging technology companies such as VR/AR technology.</p> <p><b>Action:</b> The department will continue to draw on a large cross section of GDD and media experts.</p>	<p>With the implementation of the degree, we recognize that our advisory committee needs to be revised and will be implementing that this year. Partners and Hawes, the agency that we hired to develop our visual identity, has given much insight into who GDD is, through positioning exercises and by developing a brand narrative. This has helped us develop the language we now use to talk about the program which will be helpful in seeking industry partners moving forward.</p>
--	---

**Standards of Educational Practices**

<p><b>Recommendation:</b> Include sessionals in department meetings to discuss curriculum.</p> <p><b>Action:</b> See above – these are planned.</p>	<p>Sessionals are always invited and encouraged to attend department meetings and be involved in planning.</p>
<p><b>Recommendation:</b> Engage in marking exercises to standardize rubrics and departmental expectations for grading of assignments</p> <p><b>Action:</b> In Fall 2020 the department will request support from UFV's T&amp;L Centre for a workshop on assessment for GDD faculty. The department will standardize assessment measures and departmental expectations for grading assignments.</p>	<ul style="list-style-type: none"> <li>• In Fall 2019 We had two separate workshops facilitated by Teaching and Learning; one was held on the Abbotsford campus to provide training for sessionals and full-time faculty to develop Blackboard as an organizational and grading tool, and a second one to develop stronger grading methods through the use of rubrics.</li> <li>• Marking standards are not consistent amongst faculty due to the range of skill and subject-based pedagogies, varying teaching philosophies, project-based delivery, requirements for professional standards of practice, and academic</li> </ul>

	<p>freedom. Further collaboration amongst permanent faculty to establish standards in this area is desired to mitigate the potential for grade inflation. This includes a review of lower-level course delivery and increased sessional mentoring.</p>
<p><b>Recommendation:</b> Work with Teaching and Learning faculty to determine which courses could be adapted as hybrid or fully online.</p> <p><b>Action:</b> GDD faculty will be encouraged to take the Facilitating Learning Online (FPO) course at UFV to gain skills for online instruction. In Fall 2020 the department will identify possible GDD courses that could be offered online or hybrid.</p>	<ul style="list-style-type: none"> <li>• Since Covid restrictions were implemented in 2020, GDD was able to transition all courses to online delivery through asynchronous and synchronous models using a combination of Blackboard, Zoom, Miro and other online communication tools. Faculty were encouraged to attend the Teaching and Learning training seminars provided throughout the year, and many faculty members with experience in online delivery tools and methods mentored others in setting up and delivering classes online.</li> <li>• Several classes have been identified as benefiting from an online delivery and the department intends to pursue some online offerings to accommodate high-demand courses and accessibility issues when needed.             <ul style="list-style-type: none"> <li>○ Many instructors saw the benefits of maintaining some online instruction as part of their regular course delivery however the Blackboard learning management system is a legacy system with a poor user experience. If we had a progressive LMS we may be more inclined to deliver more online. Blackboard does not model effective UX and UI.</li> <li>○ In 2021/22, GDD is delivering 70% Face to Face and 30% online.</li> </ul> </li> </ul>

**Utilization of Resources**

<p><b>Recommendation:</b> Provide a more comprehensive sessional orientation, connect sessionals with Teaching and Learning faculty, and require sessionals to complete UFV’s Instructional Skills Workshop</p> <p><b>Action:</b> In Fall 2019, all new faculty will be asked to participate in an Instructional Skills Workshop. Starting in Fall 2019, to be completed by January 2021, a GDD faculty handbook will be developed. Permanent faculty will be asked to mentor sessionals.</p>	<p>January 2019 – Teaching and Learning faculty held a special ISW on Saturdays for GDD faculty. Only three GDD faculty participated even though seven faculty expressed keen interest in the workshop.</p> <ul style="list-style-type: none"> <li>• The faculty handbook has been developed and has become an extensive GDD onboarding manual for new faculty but remains accessible and valuable to all. It is an organized linking document accessible through Teams. New faculty are encouraged to attend an ISW upon being hired, and a permanent faculty member is assigned to mentor a new sessional on course planning, grading, and using Blackboard to facilitate online and hybrid courses.</li> </ul>
<p><b>Recommendation:</b> Clarify the job descriptions and workloads of the department assistant and lab coordinator</p> <p><b>Action:</b> In February 2019, work was started on re-assessment of the department assistant and lab coordinator position job descriptions and workload. This was done alongside a review of budget and other staff positions. In May, various flexible forms of support were introduced (auxiliary staff support, work-study students). A full review and assessment of supporting program delivery on two campuses will commence in Fall 2019.</p>	<ul style="list-style-type: none"> <li>• The Department Assistant is on leave until November 2021. The scope of this position has increased with the growth of the Department.</li> <li>• Lab Coordinator, Cody Watson has provided an updated outline of his job description and itemized his workload into a document that was presented to the DH and College of Arts Manager in early 2021. Due to the pandemic, there was a decrease in student support and an increased investment in online tools. The revised job description and workload seemed to align with the current position and similar positions at other universities. To support a desire for increased responsibility and reassessment, Cody is pursuing degree completion in a related field.</li> <li>• The Department has established a new system for monitoring lab coordination activities and other Department initiatives through project management software.</li> </ul>

<p><b>Recommendation:</b> During this time of limited faculty resources, offer regular sessionals contracts for specific program projects and events.</p> <p><b>Action:</b> The department will reassess department service requirements in relation to priorities and request sessional contracts to support larger projects and events.</p>	<p>2020/21 GDD had its full complement of faculty including four permanent positions and two LTA positions. GDD is hiring an additional 7/7 to begin in Winter 2022. Even with the new permanent position, GDD is still at 43% permanent versus 47% sessional. This ratio greatly impacts the responsibilities of the Department Head by increasing the amount of service on their workload.</p> <p>2020/21 Sessional faculty received stipends for service (E.g., Info Night presentations, specialized support (video tutorials), and to cover transportation costs for essential meetings).</p>
<p><b>Recommendation:</b> Reassess and re-evaluate workloads, plan ways to use resources more effectively, and defer plans for growth until the program has a full and stabilized complement of faculty and staff</p> <p><b>Action:</b> The recent addition of two 7/7 tenure track faculty (August 1, 2019), the return of 4/7 faculty, a solid roster of sessional faculty, exceptional staff, and the introduction of a second (1/2 cohort) diploma stream on the Abbotsford campus (Winter 2020) should contribute to a more balanced delivery of GDD programs, stabilize enrolments in Abbotsford and position the department to deliver the proposed GDD Major once approved.</p>	<ul style="list-style-type: none"> <li>• GDD currently has one tenured 7/7 faculty member, two 7/7 tenure-track faculty, with one 4/7 tenured faculty on leave, a solid pool of sessional instructors and is in the process of another 7/7 tenure track faculty hire to fulfill the needs of the number of sections we must offer. We continue to maintain two intakes of Diploma students each year, one in Mission and one in Abbotsford but have seen a shift in demand for courses in Abbotsford over the Mission campus.</li> </ul>

Progress Report on March 2020 Dean’s Summary of the Global Development Studies (GDS) Program Review

Dr. Jacqueline Nolte, April 7, 2020

The GDS Program Review took place in 2019, the first time a review has taken place since the inception of the GDS degree in 2013 and since the introduction of a GDS minor and extended minor in 2018. GDS currently has 46 students registered in its programs and GDS graduates have been amongst the finest academic citizens that UFV graduates.

The reviewers commented positively on the overall quality of the GDS program, noting its attractiveness to students, and suggested that with “modest investment” the program could grow substantially. The Program Reviewers commended faculty who teach into the program, particularly those who offer the practicum component.

The focus of the review could have dealt more with the substance of curriculum content. Instead, the challenges of administering an interdisciplinary program overshadowed the former, notwithstanding the interrelationship of the issues. The Dean’s Office has since made the recommended investments in the program, including a substantial investment in a full-time hire.

Recommendations, Actions and Progress – 2021-10-08	
<b>Recommendation 1:</b> Conduct curriculum mapping to identify learning outcomes specific to the GDS program review.	
<b>Action:</b> This is overdue and will be completed by the GDS curriculum committee, led by the GDS Chair, by the end of 2021, inclusive of the development of new GDS courses and streamlining the overall program.	<b>Progress:</b> This is underway and will be completed by the end of 2021.
<b>Recommendation 2:</b> Clarify the scope of “global development studies” at UFV, create a structure of required core courses at each level of the program and support the program in the scheduling of core courses offered by other departments.	
<b>Action:</b> GDS will develop a scope and purpose statement by the end of 2020. The curriculum committee will be asked by the Dean to compare its core courses to other GDS programs to identify gaps. The Chair will be asked to work with heads in other areas to ensure the scheduling of required courses and to alert the Dean to instances where responses from cognate disciplines have not been satisfactory.	<b>Progress:</b> A draft scope and purpose statement appears in Appendix 1, below. GDS already has a structure of required core courses at each level as approved by the original external review committee when the program was first approved. We will review and revise the existing structure in the context of curriculum mapping and review. Comparison of the UFV GDS curriculum with other programs across the country (and around the world) is underway. Our work in coordinating course scheduling with other departments was interrupted by the COVID pandemic, but will resume as we return to campus and after a new program assistant is hired.
<b>Recommendation 3:</b> Streamline required non-GDS course requirements to ensure they make a substantial contribution to the program’s learning outcomes while at the same time ensuring students have sufficient choice of electives to complete their programs in a timely way.	
<b>Action 1:</b> The Associate Dean of Students (ADS) will be asked to guide the Chair with regard to the above recommendation.	<b>Progress:</b> Discussions among GDS faculty have begun. However, before we make any changes to curriculum, we will need to consult with students and alumni to ascertain their views on course utility and availability. A complete survey of UFV course offerings is underway to determine which of them might be valuable electives for GDS students. This should be complete by the end of December 2021. A survey of the curriculums of other GDS

	<p>programs has been completed. These will contribute to the curriculum review discussed under Recommendation 1. The Dean has asked that the program committee continue to seek guidance from the ADS.</p>
<p><b>Action 2:</b> The Chair will collaborate with fellow heads to offer required courses, and will report the results of this collaboration to the Dean’s office in a timely manner, including instances where collaboration has been unsuccessful. The GDS Chair has requested that the Dean ask departments to report periodically on their contributions to multidisciplinary programs, which will be done.</p>	<p><b>Progress:</b> As above, our work in coordinating course scheduling with other departments was interrupted by the COVID pandemic, but will resume as we return to campus and after a new program assistant is hired. We look forward to the commencement of college-level discussions on contributions to multidisciplinary programs.</p> <p>The Dean has indicated that the Associate Dean of Students will work with select programs to publish a list of courses they will offer in the next two years by Winter 2022. This will allow the Dean to assess contribution by other departments to the GDS (and other multidisciplinary) programs.</p>
<p><b>Recommendation 4:</b> Develop standard guidelines for internship and practicum requirements.</p>	
<p><b>Action:</b> A Practicum Coordinator has been hired in the College of Arts. The Chair will be advised to invite the Practicum Coordinator to a curriculum committee so that these guidelines are developed.</p>	<p><b>Progress:</b> See the draft practicum guidelines in Appendix 2, below. Discussion of these has begun via email with GDS faculty and the Practicum Coordinator. A practicum committee, including the coordinator will begin to meet in Fall 2021.</p>
<p><b>Recommendation 5:</b> Require that students see an academic advisor early in the program.</p>	
<p><b>Action:</b> The Chair will discuss with UFV Advising the best way of ensuring that this happen and will work toward completing this by the end of 2021.</p>	<p><b>Progress:</b> We have started discussions with the Director of Advising, but she reports that they do not have sufficient resources for frequent individual advising. Instead, we will undertake to communicate more frequently with our students through web pages, email, orientations and class announcements. A UFV advisor will continue to attend GDS Program Committee meetings and other committee meetings as appropriate.</p>
<p><b>Recommendation 6:</b> Strengthen the GDS program committee and ensure it has ongoing responsibility for academic oversight of GDS courses and the GDS program.</p>	
<p><b>Action:</b> The Dean's office will work with GDS to strengthen the role of the GDS program committee in having academic oversight of GDS courses and the GDS program.</p>	<p><b>Progress:</b> The GDS Program Committee meets monthly with attendance of 15 faculty and staff representing 10 departments. So far in 2020-21, the GDSPC has discussed the proposal for the new school of Social Justice and Global Stewardship, grading standards, and new course proposals, among other issues. The GDS co-chairs have decided to reduce the frequency of GDSPC meetings in Fall 2021 to make more time available for meetings of the curriculum committee, practicum committees and School of Social Justice committees.</p>



<p><b>Recommendation 7:</b> Include the Program Chair of GDS in meetings in the College of Arts.</p>	
<p><b>Action:</b> This is an error on the part of the reviewers. The chair has equal voice at all heads and chair meetings with the Dean.</p>	<p><b>Progress:</b> Agreed.</p>
<p><b>Recommendation 8:</b> Establish GDS as a stand-alone department with core GDS members, core funding for required courses, associate GDS faculty appointed from other departments and requisite administrative support. If this is not possible, reviewers noted that the proposed School of Global Development and Social Justice be formed but with a Director drawn from GDS given that GDS would be the largest of the interdisciplinary programs in the school.</p>	
<p><b>Action 1:</b> The Dean is not in support of a small stand-alone department with one core GDS member and two cross appointed members. Arts is moving in the opposite direction of a profusion of small departments. Arguments that GDS requires a specific or fixed “allocation” of courses are based on a model of allocation that fell out of use many years ago, when the university adopted a shared revenue model. Courses are now allocated where demand exists i.e. there is not a set allocation of courses per subject area. GDS does enjoy dedicated administrative assistance and the hiring of a new core GDS faculty member has been completed.</p>	<p><b>Progress:</b> This issue has been resolved for now by GDS joining the new School of Social Justice. Over the next year, the participating programs will negotiate with each other to establish mutually respectful structures and procedures for achieving all of our goals in a collaborative fashion. Hopefully, the new school will also provide a framework within which GDS (and the other programs) can achieve stronger guarantees of the availability of core courses. One of the GDS co-chairs is participating on the SAC to hire a new School Administrative Assistant. A new GDS faculty member began work in 2020. Two existing UFV faculty members have been cross-appointed to GDS. In the coming year, we will begin discussions toward the appointment of Associate Faculty members.</p>
<p><b>Action 2:</b> The current two cross appointed GDS faculty who teach core GDS courses have concerns about moving into a new school as they believe that if many of the disciplines GDS draws on are placed in a different school, this could exacerbate problems of course availability. The GDS Program Chair’s preference is that GDS hire its own faculty or faculty be cross appointed to GDS so that the program can offer its own courses. This would require the transfer of courses (some cross-listed) and associated budget from the current home departments to GDS. The Chair and Dean will work together to explore where transfer of ownership of cross-listed courses to GDS can take place, contingent on the owning department’s need to retain ownership due to the courses being core requirements in their programs. The Dean believes that the former can occur, regardless of whether a school is formed or not and, if transfer of course ownership occurs in some instances, then these courses can be scheduled by the Program Chair as required. The issue regarding faculty is in process already, with the two current faculty members being cross-appointed and a new faculty member having been hired.</p>	<p><b>Progress:</b> During 2021-22, we will explore with the dean and with collaborating departments the best resolutions to issues of course offering, scheduling and staffing. In some cases, this may entail moving ownership of courses to GDS; in others, it may require closer collaboration among departments and a framework for doing so. We also look forward to close collaboration with the other programs participating in the new School of Social Justice with whom we are already discussing the design and offering of cross-listed courses.</p>

<b>Recommendation 9:</b> Appoint an additional core GDS faculty member	
<b>Action:</b> Done	<b>Progress:</b> We are very happy with the appointment of a new full-time, permanent GDS faculty member and with the cross-appointment of two more UFV faculty members to GDS. In 2020 an LAS hiring was not successfully completed and a half-position in LAS remained unfilled. It was to have been cross-appointed with Sociology or MACS. We would like to request that this position be re-opened as a GDS/LAS cross-appointment. For GDS, this would help to globalize our program, which, in recent years due to faculty retirements has come to focus more on Africa and South Asia.
<b>Recommendation 10:</b> Develop faculty led protocols for efficient scheduling of courses across departments and programs.	
<b>Action:</b> The Department Chair's role is to exercise initiative with respect to working with other heads and, where this is unsuccessful, to bring forward specific requests to the Dean's office. The Dean's office does not coordinate timetabling for specific programs; however, the Deans office can help when specific issues are brought to the Dean's attention.	<b>Progress:</b> See the discussion above under Recommendations 2 and 3. Our work on collaborating with other departments to avoid course scheduling conflicts was interrupted by the COVID pandemic. It will resume as we return to campus and a new program assistant is hired. We will also attempt to alleviate the problem by broadening or streamlining the range of courses identified as electives for GDS students. When we run into persistent problems, we may suggest procedural solutions to the dean.
<b>Recommendation 11:</b> Improve access to administrative support	
<b>Action:</b> GDS now shares a full-time program assistant with PACS.	<b>Progress:</b> GDS shared a program assistant with PACS and MOLA. With GDS' move to the new School of Social Justice, it will share a program assistant with IS, PACS and the other programs constituting the new school. As these programs share similar administrative and academic concerns, this seems like a good fit. The position has been advertised and the hiring process is underway.
<b>Recommendation 12:</b> Ensure that GDS benefits from the same institutional supports as disciplinary programs, including the annual production of a data book for GDS.	
<b>Action:</b> The Chair will request this from IR.	<b>Progress:</b> This has been requested and received. We will work with IR to review and refine the data.

**Appendix 1 - Scope and Purpose Statement Draft**

The Bachelor of Arts in Global Development Studies (GDS) is a four-year degree program providing students with the knowledge, critical capacities, practical skills, and experience needed for successful careers or further study in international and community development. GDS is interdisciplinary, incorporating existing courses from more than 15 different disciplines into its core curriculum. BA-GDS Students are also encouraged to take a minor or a concentration. GDS also offers a minor and extended minor in Global Development Studies. These make a specialization in international studies or, more particularly, global development studies available to students pursuing other degrees at UFV.

**Appendix 2 - GDS Practicum Guidelines Draft**

1. Practicums should be started after the completion of the third year of the GDS program. This helps to ensure that students will receive the greatest possible amount of learning from the practicum experience and also that the workplace hosts will be most satisfied with the students they supervise.
2. Students should have completed the GDS language requirement before beginning the practicum. This is obviously critical if the practicum is conducted in the language studied for the language requirement. However, even if the language requirement is independent from the practicum, it is not reasonable for students to expect to be able to complete the language requirement in the 1 year (30 credits) left after the completion of the practicum. Such expectations are likely to delay students' graduations.
3. Practicum placements should be carefully selected to reflect individual students' capabilities and interests and to improve their chances of success in the practicum and to improve their career prospects.
4. Both practicum students and practicum placements must be approved by a committee comprising at least 3 GDS faculty members.
5. The work required for a practicum shall not include proselytization.
6. Students should receive active supervision (academic and workplace) throughout the practicum.
7. Practicum students should have the opportunity to complete challenging work that will develop their skills. Some of this work should be in the realm of planning or analysis. Students may be asked to perform menial tasks for some of their work hours if everyone in the workplace pitches in in this way.

# DEPARTMENT OF HISTORY UNIVERSITY OF THE FRASER VALLEY

## Program Review Progress Report

October 2021

### Working Group Members:

Adrianna Bakos

Barbara Messamore

Scott Sheffield

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><b>2.1</b> 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><b>2.2</b> 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 <a href="#">Facebook</a> and especially our <a href="#">Instagram</a> 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 <a href="#">Fraservalleyhistory.ca</a> 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>
---	--	---

<p><b>2.3</b> 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><b>2.4</b> 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"> <li>• With regard to highlighting the available experiential learning opportunities, see the <u>Action</u> for 2.2.</li> <li>• Where appropriate, faculty will be encouraged to build in opportunities for students to participate in their research projects. (Ongoing)</li> </ul>	<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><b>2.5</b> 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"> <li>• Instructors will make more explicit the experiential aspects of learning on course syllabi, course outlines, etc.</li> <li>• In consultation with our EPAC, the Department Curriculum Committee will explore the possibility of how History 401 (Practicum) might be highlighted within our program.</li> <li>• 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.)</li> </ul>	<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>
---	--	---

		<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><b>2.6</b> 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"> <li>• Encourage faculty to take the Stó:lō Placenames Tour and to participate in learning opportunities around meaningful territorial acknowledgement</li> <li>• Encourage the Association of History Students to reach out to Indigenous students; appoint a student representative position.</li> <li>• 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.</li> </ul>	<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 <a href="#">First Peoples Principles of Learning</a> (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>
--	--	--

		<p>were then able to present at the Matsqui Band Office (2019).</p>
<p><b>2.7</b> 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"> <li>• 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 on-going, but the timeline for completion will be dependent on a number of factors over which the department does not have control.)</li> <li>• 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</li> </ul>	<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><b>2.8</b> 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"> <li>• Continue to develop study tours and plan these offerings in a coordinated and strategic way. (Winter 2020)</li> <li>• 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)</li> <li>• Continue to explore and develop both faculty and student</li> </ul>	<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><b>2.9</b> 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><b>2.10</b> 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"> <li>• 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)</li> <li>• 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.</li> <li>• 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</li> </ul>	<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>
--	--	---

	<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>
--	--	---

<p><b>2.11</b> 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><b>2.12</b> 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>

	<p>interest to incoming and lower-level students. (Ongoing)</p>	
<p><b>2.13</b> 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><b>2.14</b> 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>
--	--	--

**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><b>3.1</b> 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"> <li>• 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)</li> <li>• Continue to encourage reflective practice amongst our students through the inclusion of various</li> </ul>	<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>
---	--	---

	<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><b>3.2</b> ...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"> <li>• Explore the viability of creating a series of skills-based workshops with microcredentials attached (May 2020)</li> <li>• Develop a Digital History Methods class (2020-2021)</li> </ul>	<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><b>3.3</b> 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"> <li>• 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)</li> <li>• 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)</li> <li>• Strengthen our connections with alumni through the hosting of reunions and other social events to bring past and current students together</li> </ul>	<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><b>3.4</b> 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"> <li>• 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)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the lived past and the historical construction of it</li> <li>• Utilize historical knowledge and thinking about the past to critically evaluate the present, both locally and globally</li> <li>• Articulate the importance of context, causality, change and continuity in history</li> <li>• Define an historical problem and deploy appropriate research methods to address it</li> <li>• Contextualize and critique information from both primary and secondary sources</li> <li>• Engage in dialogue and debate in a respectful, inclusive, and open-minded way</li> <li>• Communicate clearly to diverse audiences using a variety of means</li> <li>• Apply disciplinary practices and standards as appropriate to a variety of contexts from the academic to the public.</li> </ul> <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>
--	--	--

		<p>appropriate to courses at each level of the program (2021/2022).</p>
<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>
--	--	--

#### 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><b>4.1</b> 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>
---	--	--

	<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><b>4.2</b> 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"> <li>• Consult with the UFV Teacher Education Program to ascertain current entrance requirements for the Secondary Teacher stream (Fall 2019)</li> <li>• 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)</li> </ul>	<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><b>4.3</b> ...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"> <li>• 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)</li> <li>• 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)</li> </ul>	<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>
--	--	--

**5. Standards of Educational Practice/Utilization of Resources<sup>1</sup>**

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.

---

<sup>1</sup>Please 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><b>5.1</b> 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"> <li>• Schedule an “Unconscious Bias” workshop at a department meeting in Winter 2020 semester</li> <li>• On a regular basis, build into the agenda of department meetings opportunities for conversations around issues of Equity, Diversity and Inclusion. (Ongoing)</li> <li>• Explore strategies for how to implement Universal Design principles (wherever possible and appropriate) into courses. (Agenda item for our annual retreat, August 2020)</li> </ul>	<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>
--	--	---

		<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><b>5.2</b> 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><b>5.3</b> 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><b>5.4</b> 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><b>5.5</b> 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><b>5.6</b> 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><b>5.7</b> 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>
--	---	--

	around “best practices” across ALL ways of teaching, not only online but in class as well. (Ongoing)	
<b>5.8</b> 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 <b>NOT</b> 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 <b>NOT</b> be the <b>primary</b> 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.
<b>5.9</b> 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.
<p><b>5.10</b> 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.</p>	<p>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.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> </ul>	<p>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.</p>
<p><b>5.11</b> 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</p>		
<p><b>5.12</b> 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>		



<p><b>5.13</b> 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"> <li>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.)</li> </ul>	<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><b>5.14</b> 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><b>5.15</b> 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>	<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>and await the determination of the Campus Planning Committee.</p>	<p>collaborative space in many different ways.</p>
<p><b>5.16</b> 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.

Dec 2, 2021

**Progress Report on the Program Review Actions for the former Geography and the Environment (GATE)**

The former Department of Geography and the Environment (GATE) underwent a program review in May of 2018. The External Review Committee sent recommendations by June 2018, and GATE responded by January of 2019. At the time of the review, GATE was in the College of Arts and the Dean in charge, Dr. Jacqueline Nolte submitted a report pertaining to the review by June of 2019. As a result of the review and in response to recommendations, GATE reviewed its priorities, strengths and challenges and reconfigured as a School and moved to the Faculty of Science effective April 1, 2019. Initially the School took an interim name of SAGE (School of Agriculture, Geography and the Environment) as it was hoped that the Department of Agriculture that was within the Faculty of Applied Technical Studies would join the School, but this did not materialize, and the unit rebranded as the **School of Land Use and Environmental Change (SLUEC)**.

The following is an update to the Program Review report since, and is providing updates to the two primary recommendations from the External Reviewer panel:

**Recommendation #1: That the members of the Department of Geography and the Environment, led by the Dean of the College of Arts and an External Facilitator, engage in a strategic planning exercise that uses the current Self Study as a solid starting point to address current trends and changing patterns across the Faculty and the University. GATE faculty should use the exercise to examine strengths and challenges within the Department, with the primary objective of invigorating the undergraduate program**

As noted in the preamble above, GATE officially moved to the Faculty of Science on April 1, 2019, as SAGE, following various consultation meetings, and became the School of Land Use and Environmental Change (SLUEC) in October of 2019. Continuous changes are/have been made ever since, and these are expanded further below in the attached report from SLUEC.

**Recommendation #2: That the Dean of the College of Arts immediately initiate a search for an external candidate to assume leadership of the Department of Geography and Environment.**

With a complete change of structure and rather than bringing in an external candidate, an acting Director (Dr. Gregg Schlitt, former head of the Math and Stats Dept) was appointed from April to December of 2019 to assume leadership and work with the interim unit (SAGE) on its path to becoming SLUEC (name officially changed in October of 2019). The inaugural/current School Director, Dr. Jonathan Hughes, was selected by a Divisional Review Committee following a call for applications and was appointed in January of 2020. Managing the unit has been difficult with the outbreak of the pandemic, and working remotely for the first several months has delayed the implementation of changes that begun since the review was made, but the School is moving along with a new Vision "Creating leaders for a resilient future" and Mission that "creates collaborative opportunities for students and community organizations to explore geography of natural and human environments towards a resilient future".

Since it's move and restructuring of the unit, SLUEC has began to grow in terms of student enrolments in courses from a rough average of 1700 each year between the periods of 2015-2019 as GATE, to over 2000 enrolments per year in 2019-20 and 2020-21 as SLUEC (See attached Data Book for 2020-21 produced by Institutional Research, section 1). As well, the number of FTE increased from an average of 200 to about 250 by 2020-21 (Databook section 10). This significant growth has been achieved without an increase in faculty and with a reduction in section offerings that averaged 92 in previous years to 90 and 80 in past two years (See Databook section 5). Concomitant to this growth the number of waitlisted students increased from a rough average of 160 total for each of academic years 2015-16,17,18 to a peak of over 400 wait listed students in 2019-20, and just over 300 in 2020-21 (Databook section 15, sum totals for summer, fall and winter terms). We are managing this situation with more strategic course offerings and hope to decrease the wait listed students once we replace the faculty we lost by attrition.

Despite the growth in course enrolments, we have noted a decrease in our students with declared Majors and Minors from a high of 151 in 2015-16 to 102 in 2020-21 (Databook section 17). Similarly the number of graduates reduced from a high of 56 in 2015-16 to a low of 30 in 2019-20 but we are noticing a slow recovery and 2020-21 had 33 graduates with Majors and Minors from SLUEC (Databook section 20). Finally, the number of domestic and international student growth has been steady with 913 registered as domestic students in 2015-16 to 1067 in 2020-21, and a more significant growth from 68 international students in 2015-16 to 325 in 2020-21 (Databook section 43).

With continuing changes, we plan to increase our percentage of self-declared Indigenous students which has been hovering at an average of 5% cumulatively (Databook section 44) to hopefully the demographic average, especially as we Indigenize the academy and plan on adding programs that would attract more Indigenous students.

All in all, good progress has been made and we hope that new opportunities arise to make this unit grow and thrive.

Respectfully yours,

Lucy Lee, PhD  
Professor and Dean  
Faculty of Science



## **MEMORANDUM**

To: Dr. Lucy Lee, Dean of Science

From: Dr. J Hughes, Director, School of Land Use and Environmental Change

CC:

Date: 2 December 2021

Re: Update on Actions from GATE's Program Review

---

The Department of Geography and the Environment (GATE), now the School of Land Use and Environmental Change (SLUEC), underwent an external program review in May 2018. In their report, the external reviewers report strengths and weaknesses related to

- Contribution of Programs to the University's Strategic Goals, Vision, Mission, Plan and Values,
- Alignment in Institutional Learning Outcomes,
- Ministry, Professional/Industry and Academic Standards,
- Overall curriculum
- Standards of Educational Practices, and
- Utilization of Resources.

Programs reviewed include:

- BA, major in Geography
- BSc, major in Physical Geography
- BA, major in Honours Geography
- BSc, major in Honours Physical Geography
- BA, minor in Geography
- BSc, minor in Physical Geography
- Certificate in Geographic Information Systems (GIS)
- Certificate in Indigenous Maps, Films, Rights, and Land Claims

In their conclusion, the review committee makes two recommendations related to strategic planning and leadership. GATE responded to the external report and the Dean of Arts at the time, Jacqueline Nolte, replied with a summary report (attached). The overarching responses to the external reviewer recommendations were to form a school (now SLUEC) within the Faculty of Science and to interview internally for SLUEC's first Director. This update is to explain how the new school has evolved with regards to personnel and program development since receiving the Dean's summary report. The update finishes with a brief discussion of SLUEC needs and opportunities to thrive towards future growth.

**Personnel**

Since the external review, SLUEC has gained two tenure-track faculty and one tenured faculty. SLUEC has lost an equal number. One retired, one moved full time to Teaching and Learning, and the other has taken a two-year leave of absence to direct a different area followed by sabbatical leave. As a result of these personnel shortfalls along with the inaugural Director's reduced teaching load, SLUEC consistently depends on two or three Limited Term Appointments along with Sessional Faculty to deliver its curriculum. SLUEC plans to hire two new faculty this winter to support land use planning and the environmental science of water and climate change. We have tried to attract funding for an Indigenous hire, but so far have not been successful.

Early in 2020, SLUEC reorganized its governance structure to increase efficiency, increase service participation by faculty, and facilitate growth while easing disciplinary tensions within the school. SLUEC governance includes a working group for each program area. Working groups for existing programs include Environmental Studies, Geographic Information Systems (GIS), Human Geography, and Physical Geography. Each working group has a Program Coordinator to organize group meetings and represent the group on SLUEC's curriculum committee, which the SLUEC Director chairs. Other strategic committees within the school—including Adjunct and Associate Membership, Honours and Awards, Research Ethics, and Standing Selection Advisory committees—also include a member from each working group, which helps to ensure equal representation in school governance. Program planning and visioning happen at all levels within the school but filter through school meetings for approval before moving on to the Faculty of Science and College of Arts Curriculum Committees.

In September, faculty crafted the following vision and mission statements for SLUEC:

***Vision***

*School of Land Use and Environmental Change: Creating leaders for a resilient future.*

***Mission***

*The School of Land Use and Environmental Change creates collaborative opportunities for students and community organizations to explore geography of natural and human environments towards a resilient future.*

These simple statements help to unite SLUEC faculty and create a vision for program development. They also help to frame how SLUEC supports in accordance with faculty expertise UFV's Vision, Mission, Values, and Integrated Strategic Plan.

**Program development and changes**

In addition to the programs listed above, SLUEC now includes the following:

- Bachelor of Environmental Studies
- Bachelor of Environmental Studies (Natural Sciences)
- Minor in Environmental Studies

The BES programs attract students from within and outside the institution and declared majors have increased substantially since coming online. The BES programs utilize courses from across the university to foster interdisciplinary studies of the environment. New course development includes Living Within Our Watershed





(ENV 200), Leadership in Environmental Professions (ENV 310), Sustainable Fashion (ENV 330), and Environmental Seminar (ENV 410).

The Associate Certificate in Indigenous Maps, Films, Rights, and Land Claims has been revised over two years with thorough consultation. The revised certificate is now titled “Power and Place: Stó:lō Téméxw Responsibility, Reflection and (Re)Storying,” and it will now be housed in Indigenous Studies, but SLUEC remains a primary partner in its delivery.

SLUEC is currently working on a new Bachelors in Regional and Community Planning (BCRP). Senate approved the proposal and the concept paper to support the first phase of the approval process, which will be ready early in 2022. BRCPP is an applied program that, once accredited, will present undergraduates with the opportunity to register as a professional planner. The program can be completed within four semesters of full-time study, typically two years on acceptance. The program is designed for PLAR and block transferability, delivering content collaboratively with First Nations, Municipal, and industry partners.

The GIS working group has proposed three Associate Certificates in GIS that allow students to customize their program of study towards community health, environment and resources, and municipal planning. The Associate Certificates are meant to prepare graduates for entry-level GIS positions, but they can also ladder into the full GIS Certificate or support an industry practicum. Students can complete the credential in one or two semesters, partly by design and partly because recent hires help to teach the GIS curriculum, which allows courses to be offered more frequently.

Adding more to the GIS program, UFV recently signed a contract with Matsqui First Nation to offer a series of GIS micro-courses to Matsqui staff. The delivery model is new for UFV and is portable.

Next steps in SLUEC program development include continuing to update course outlines and tending to articulation agreements while refining programs to ensure consistent and predictable delivery to students. SLUEC is currently collaborating with Advisors to align our curriculum development with professional registration standards that will help our students become job aware and prepared.

**What SLUEC needs to thrive and grow**

1) Course releases: Faculty need more time for service, research, and scholarship. Program coordination and development are critical and yet incredibly demanding on the faculty with expertise and passion to deliver them. If publications and grants matter, faculty need more time to do the careful and important work. The external reviewers report clearly states the need for more time to support research and advanced teaching.

2) Lab and equipment updates: Faculty need more space with appropriate facilities for teaching, research, and community engagement. Examples include a dedicated GIS computer laboratory and a science teaching laboratory equipped for work with soil, sediment, and water. SLUEC also needs a teaching laboratory suitable for advanced group work.



3) Succession planning and new faculty hires: SLUEC needs *at least* two new faculty hires to operate. Continued support and commitment is needed for the urgent hiring of two new faculty in the next year (2022), and additional hires in the 2023-2025 years as we prepare for upcoming retirements in the next 3-6 years.

4) Revised weighting arrangements for 4-credit courses: Currently, SLUEC has upper-level, 4-credit courses in that include 60 contact hours per term. These courses receive a section weighting of 1, which is the same as a 3-credit course with 45 contact hours per term. Tensions about workload within SLUEC will be eased if these 4-credit, 60-hour courses are weighted higher.

5) Lab support: SLUEC will benefit greatly from a fulltime laboratory technician to help maintain equipment, order supplies, and help with field-trip safety. Such support will improve what faculty can do with students.