

DEPARTMENT OF HISTORY UNIVERSITY OF THE FRASER VALLEY

Program Review " ' % " † • • † ' ' " –

October 2021

Working Group Members:

Adrianna Bakos

Barbara Messamore

Scott Sheffield

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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 are impressed and either the Department is not fully self-aware of its quiet excellence and/or it should do a better job of advertising it. We 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

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. Adjunct faculty member Dr. Sonny (Naxaxalhts) 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 actively 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. Courses 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.

ERC Recommendation	Departmental Response and Action Plan	Update October 2021
<p>2.1 The Online Learning 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 more than 100 online courses.</p>

2.2 The Department has a lot to showcase with respect to experiential learning and we recommend that they should be more promotional in departmental publicity/websites, etc.

The department agrees that we need to

<p>2.3We recommend that the University recognize in its policies that experiential and community engaged teaching and learning is more labour intensive than standard classroom lecturing and ensure that if the former are a priority that they are supported with the resources and time necessary.</p>	<p><u>Action:</u> The Department will explore how, at the department level, we might support and incentivize the significant time commitment required to develop these opportunities but also recognizes that the sorts of changes recommended are beyond our ability to implement. (To be discussed at the annual retreat, August 2020).</p>	<p>As with many planned departmental initiatives, COVID presented challenges in pursuing community-engaged research, especially in the first year of the pandemic. More recently, however, several history students participated in the new PARC Collaboratorium (summer 2021) where they worked closely with various community partners. It is hoped that the Collaboratorium will continue in the summers to come.</p>
<p>2.4We 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"> x With regard to highlighting the available experiential learning opportunities, see the <u>Action</u> for 2.2. x Where appropriate, faculty will be encouraged to build in opportunities for students to participate in their research projects. (Ongoing) 	<p>Department members continue to employ research assistants and work study students with great enthusiasm and impressive results. Here are some examples: Olivia Daniel worked to support the pilot microcourse which the history department offered in May of 2021; Gureena Saran worked with Robin Anderson to re-organize all the webpages created in HIST 440 (Local History for the Web) since its inception in 2011; Michaela Sapielak and Jacalyn Drummond provided research assistance for Keith Carlson on the history of smallpox epidemics amongst the Indigenous populations of the Pacific Northwest (summer 2021).</p>

2.5 We recommend that the Department review its curriculum to ensure that experiential learning is embedded in all courses, that primary document research be an experiential opportunity in most courses, that the Department revives its practicum course and that teaching as distinctive in this regard.

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.

Actions:

- x Instructors will make more explicit the experiential aspects of learning on course syllabi, course outlines, etc.
- x In consultation with our EPAC, the Department Curriculum Committee will explore the possibility of how History 401 (Practicum) might be highlighted within our program.
- x 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.)

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(W* (ge)-2 (9425.4s 5vt

		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 (January2022).
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2.6 We recommend that the History faculty, ram AmmvisorHisii (ry)yer-6 (i4 (i

We have encouraged the Association of History Students to open up and we 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>were then able to present at the Matsqui Band Office (2019)</p>
<p>2.7 We applaud the steps that the History Department is taking towards Indigenization and decolonization as outlined in UFV Strategic Goal 1C and recommend that the Department take advantage of its progress and position in the University to become a focus of decolonization efforts at UFV.</p>	<p>The History Department will continue to take an active role in ongoing institutional efforts to Indigenize and decolonize.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> x We have begun the process of re-consultation with other stakeholders, in order to ensure that the certificate serves the community and meets the educational needs of our students. (This work is ongoing, but the timeline for completion will be dependent on a number of factors over which the department does not have control.) x We have proposed the joint appointment (with Geography) of an Indigenous Scholar whose research/teaching interests would effectively bridge the disciplinary silos of time and place. This position would potentially have a significant role to place in the 	<p>The Department of History was actively involved in the re-imagining of the Maps, Lands and Films Certificate from 2019 until 2021. Development of the Certificate has been slowed by COVID and the fact that, in the interim, the Department of Geography became the School of Land Use and Environmental Change, housed in the Faculty of Science. While History has been less involved in more recent discussions, we are pleased to continue to be one of the departments offering the certificate: 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 potential instructor for HIST 103 and are excited about the prospect of a</p>

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

	<p>partnerships/exchanges with international institutions.</p>	<p>very successful securing spots in Canadian Battlefields Foundation Battlefield Study Tour, with one student travelling in 2018 and two more participating in this very selective activity in 2019. With travel restrictions lifting, we hope that UFV history students will be able to participate again in May of 2022.</p> <p>In summer 2019, Adrianna Bakos travelled to a few universities in Hungary to explore opportunities for exchange. The response was very positive from all three universities approached and again, with things opening up, we will be able to pursue partnerships with these interested institutions.</p>
<p>2.9 We recommend greater differentiation of prerequisites, along with stronger indications of which courses are suitable for non-majors and which are less suitable.</p> <p>2.10 We recommend that some</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>	

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.

Actions:

- x The Department Curriculum Committee will gather information from the last fiveformat

interest to program students.
(Summer 2020)

appeal to a wider student audience.
The Department will continue to
build on the success of the 100 series,
creating new iterations with topical

<p>2.11 In line with UFV Strategic Goals 1B, 1C and 2, we recommend that students with weak English skills be offered some special courses to bring up their skills before they enroll in regular classes.</p>	<p>Members of the Department have been involved in on-going discussions around how to support students who are culturally and linguistically diverse. At the departmental level, we have implemented supports, including participation in the College of Arts International Student Peer Advisor Initiative. The Department believes that courses to support underprepared students should be created and coordinated at the College of Arts level.</p>	<p>The Department of History continues to offer several courses of specific interest to students of diverse cultural and linguistic backgrounds. We have, however, become increasingly concerned that 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>
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2.12 We recommend the Department explore revising its first-year offerings so they are attractive gateway courses, introducing historical thinking and inviting students to explore more specialized History courses in second and upper years

The Department has created a lettered course: History 100 (Introduction to World History), which is expressly

Action: The Department will continue to offer History 100 in varied iterations

	interest to incoming and lower-level students. (Ongoing)	
<p>2.13 The Department and the University should find a way to reward this kind of extra-to-load work [community building] if they wish to support and foster it.</p>	<p>The Department appreciates the attention and approbation the ERC directed to the community -building efforts of our members. We concur that of the be acknowledged and rewarded by the institution, although we recognize that there are factors which complicate the university 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 meetings periodically. The Chair 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 extra efforts in building community with and amongst students. We are pleased to see that such efforts are</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>courses complement each other. Dr. Carr is working with Shirley Swelchalot Hardman to update the course and we will move the course through the approval process in 2022.</p>
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3. Alignment with Institutional Learning Outcomes

Generally, the report of the External Review Committee recognized the work that the Department has already done to align our course learning outcomes to those of our program, and to align the program outcomes with those of UFV as a whole.

The report noted that the Department has already done a great deal of work 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 report also noted that the Department has already done a great deal of work 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 report also noted that the Department has already done a great deal of work to align our course learning outcomes to those of our program, and to align the program outcomes with those of UFV as a whole.

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 In addition, the Department has taken steps to develop and enhance digital and other job ready skills, especially through the development of a digital microcredential model and through existing courses that focus on applied skills development. We have not yet developed broad scale surveys of graduates to assess their sense of preparation for the job market due to COVID but will be seeking ways to enhance connections with our alumni in the coming years. The Curriculum Committee, in consultation with the Department, has developed a new set of Program Learning Outcomes, and as new courses are brought up for renewal/revision, they are aligned with the new PLOs. Some assessment has been done on both the Early Modern and the Mennonite studies certificates, though neither has been discontinued as of yet.

<p>3.1 Given these advantages and the 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"> x 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) x Continue to encourage reflective practice amongst our students through the inclusion of various 	<p>Faculty continue to create assignments that students may well include in their ePortfolios including: Historical Fiction, webpages, podcasts, secondary school lesson plans, etc.</p> <p>Several faculty have moved to self assessment of participation and engagement In addition, reflective writing has been added to courses where collaborative classroom activities warrant post-activity</p>
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	<p>assignments involving peer- and self-assessment</p>	<p>analysis Reflective practices continue to grow as an element of the evaluation plan in many of our courses.</p>
<p>3.2 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 skills within our disciplinary context but ancillary to our programs.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> x Explore the viability of creating a series of skills-based workshops with microcredentials attached (May 2020) x Develop a Digital History Methods class (2020/2021) 	<p>The Department of History created and offered the first in what we hope will be a series of microcourses designed to appeal to both current program students and community members. 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 badge. The Department of History is looking to partner with the Graphic Design Program for the second workshop, starting</p>

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

ascertain student success with regard to employable skills.

to voluntary surveys/evaluations are generally quite low. The Department will explore v Eea/.588 RG [(wi)5(IIT2(

Actions:

- x The Department will work with Institutional Research to develop a robust tool to gather more detailed information on current $f \cdot \dagger \hat{''} \cdot \ddagger$ regarding our program. (Fall 2020)
- x 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)
- x Strengthen our connections with alumni through the hosting of reunions and other social events to bring past and current students together

but not currently able to be offered given faculty resources.

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.

Actions:

- x Revisit and potentially revise our current O4iEsions:

<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>appropriate to courses at each level of the program (2021/2022).</p>
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	<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>
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relationship both with donors and the Mennonite community at large.

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 UFV History Department 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

the value to them. We are currently assessing the value to them.

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.

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.

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

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.

- x 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)
- x As part of sabbatical replacements in the next several years, hire an individual who would

In terms of our utilization of resources, the issue that looms over everything else at this juncture is the question of

<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 ^ f ... - • ‡ › - ‘ - Š ‡ ‹ ••• commitment to authentic student research and experiential learning), it would do well to take the recommendations of our ERC to heart.</p>	<p>process is generally workable for very new scholars first identifying an area of research interest. But for established scholars, many unanticipated outside opportunities for collaboration, invitations to publish, review, present, etc, can make it difficult to identify a discrete area of focus many months in advance and priorities often have to shift with new time-sensitive opportunities. The ROSA application process continues to be focused on plans for a single project with measurable progress within a single semester and does not generally recognize that research active faculty are typically engaged in multiple projects simultaneously.</p>
<p>5.4 We recommend that the ROSA program be made more inviting.</p>		
<p>5.5 In the absence of more systemic efforts to balance the workload of research-oriented</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>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 "..."</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 ideas and tools that was born in collective anxiety, but which nevertheless created positive outcomes. We will continue our roundtable discussions and create opportunities for more consistent exchange about pedagogy amongst our members. We will continue to reach out to the Teaching and Learning Centre and bring experts to department meetings to introduce new tools and strategies when needed. As indicated earlier, hands-on technical help, as opposed to broad advice about effective teaching, is the thing we seek most from TLC.</p>
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<p>5.8 We recommend the Department explore regularizing the most popular sessional course offerings which are in line with its overall curricular and pedagogical goals.</p>	<p>The Department continues to work under the guiding principle that special topics courses which have been developed by sessional faculty should NOT be regularized, even when popular, as there is always a level of uncertainty as to whether sessional faculty will continue to be needed and/or available. If a course is deemed to be successful and in line with our curriculum, it will be regularized if a Type B faculty member is willing to take it on as part of their regular rotation.</p>	<p>We have not departed from our view that sessional faculty should NOT be the <u>primary</u> 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.</p>

		discussions with permanent faculty about where we are going, and their imaginative and innovative pedagogical practices are inspiring to us all.
<p>5.10 To facilitate discussion, we endorse the idea of the Department electing a Transitions Working Group to develop strategies to ensure an orderly transition, to preserve the collegial spirit of the department, including the spirit which has created a positive, generous community of scholars.</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"> x We do not believe that a Transitions Working Group is necessary in a department of our size. We will, however, hold meetings devoted to the discussion of program directions. x Develop a 5 year plan that articulates the program priorities agreed upon by the department 	

	and await the determination of the Campus Planning Committee.	collaborative space in many different ways.
5.16 We endorse all the recommendations on page 55, section g		

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6. Concluding Remarks

The yearlong 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 our strengths. We appreciate the recognition that we are already doing some things quite well and that the Department of

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

- x We will continue to work to indigenize and decolonize.
- x 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.
- x Where appropriate, we will work to integrate the ePortfolio in a meaningful way into assignments and classroom activities.
- x 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.
- x We will engage in a review and revision of both course and program learning outcomes to ensure that learning takes place in a ladderred and progressive way.
- x We will reconsider our curriculum as a whole, with a view to improving pathways for both program and non-program students.
- x In collaboration with our External Program Advisory Committee and other interested community partners, we will

Update 2021: In looking back at the commitments we made in our response to the ERC report, we believe that we have had numerous successes. 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 micro-credential. This 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 directions.