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REPORT OF THE ACADEMIC PLANNING COMMITTEE
TO THE REGULAR January 2021 SENATE

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FOR DISCUSSION

Eighteen-month follow-up from ACAPLAN's recommendations from the Program Review for the following program: **History/Histoire**

Below is an excerpt from the Institutional Quality Assessment Process at Laurentian University approved at the Quality Council in June 2011 and revised in 2018 and 2019.

PROCESS FOR FOLLOW-UP
No later than 18 months after Senate submission, those responsible for implementing the changes writes a report to the Dean and to ACAPLAN, on the actions it has taken in response to the review.

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LAURENTIAN QUALITY ASSURANCE IMPLEMENTATION PLAN FOR THE UNDERGRADUATE HISTORY

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The ten recommendations put forward by ACAPLAN in May 2019 for the Undergraduate Program in History/Histoire in order of priority are found below along with the progress that has been made.

1. The Department needs more human resources to meet its learning objectives and outcomes.
i. Hire a bilingual Indigenous historian
> We have seen no progress on our request, due to university-wide financial exigencies. We continue to incorporate Indigenous history into our curriculum from the first year onwards and look forward to the day when an expert in the field joins our faculty.

ii. Replace retiring faculty or at least areas of specialization (women's/European History)
> There being no retirements since May 2019, we have required no faculty replacements yet. We hope that when current faculty members do retire, the university recognizes the program's needs to provide instruction and supervision in these core areas of our discipline with new hirings.

2. Replace administrative assistant with a full-time hire upon incumbent's retirement
> Our long-serving full-time administrative assistant retired on 30 October, 2020. We no longer have any dedicated staff to assist in the department's administration, although the dean's office will advise and assist when they are available.

3. Update website
> The department has updated the website substantially in 2019 and aims at continuous review to ensure its currency. This will be difficult without dedicated administrative support.

4. Broaden public definition of history

>Our website affirms that history draws on a range of source materials, not only written documents. We describe our course offerings more widely, including a mention of Indigenous history. We commit to reviewing how our program is presented to the public.

5. Increase opportunities work-integrated learning

>We have developed two 4000-level courses building skills in public-facing scholarship which also incorporate placements. The pandemic has slowed our chance to work with some local agencies and venues, but our faculty pursues creative solutions, including collaborative historical game creation and working with the local media to provide students with the chance to share their historical work and understanding.

6. Broaden course offerings

>We continue to update our curriculum to reflect faculty expertise and student interest, with occasional use of Selected Topics courses to be truly current. We also work with other departments, cross-listing our courses and recognizing others within our program as we have recently done with Archaeology. In 2021-22, we hope to offer 8 new courses (4 in English; 4 in French).

7. Recommend that library substantially increase budget devoted to history

>We have no control or progress on this recommendation. Instead of expanding history's support, the library budget has been devastated. We have lost access to many major journals and databases. In 2020-21, we have only 5% of our 2017-8 book-buying budget. The library is doing its best to support our program, but we are falling behind with both print and electronic resources. Individual faculty members increasingly donate vital books to the library, but students suffer.
>2020/2021 - $200
>2019/2020 - $2,300
>2018/2019 - $2,900
>2017/2018 - $4,000

8. Consider changing first year survey courses so they become focused studies of particular historical events, peoples, or problems

>The curriculum committee met through 2019 into 2020 to review our first year course offerings. We surveyed history departments across the country to compare our model with their offerings. We concluded that while event-based courses may be attractive, this change would overly complicate our first-year offerings which already allow students to work engagingly and selectively on compelling topics within the broader scope of each course.

9. Clarify fourth year course learning requirement

>The department has conferred on this matter and our recommended learning outcomes for 4000-level courses now include the following expectations: that students will be able to identify and establish meaningful historical questions; demonstrate clear knowledge of appropriate historical context; find, interpret, and

employ primary and secondary sources in their work; as well as employ appropriate historiography and methodologies in their own historical work.

10. There is no universal style and citation guides for both the French and English courses

Practices in the two languages do not precisely align in terms of documentation. Anglophone courses rely on *The Chicago Manual of Style* using Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (key guidelines conveniently summarized at the Purdue OWL website). In French, we use Jocelyn Létourneau, *Le coffre à outils du chercheur débutant*, and also provide a faculty-written summary handout of these guidelines.

Table I: Enrolment

The student enrolment for the last seven (7) years is shown in this Table. These represent the total number of students enrolled per year (source: Tableau, capture 2020-11-11).

Program/ year	2013F	2014F	2015F	2016F	2017F	2018F	2019F
Histoire (3 ans)			2		2	3	
History (3-yr)	13	17	12	8	18	22	23
Histoire (4 ans)	17	16	14	10	10	13	14
History (4-yr)	101	77	67	73	75	57	74
Total all years	131	110	95	91	105	95	111

Table II: Graduates

The graduates of the program are given here for the last seven (7) years (source: Tableau 2020-11-11)

Program/ year	2013	2014	2015	2016	2017	2018	2019
Histoire (3 ans)	4	2		1	1	1	1
History (3-yr)	9	6	5	2	4	5	4
Histoire (4 ans)	14	4	3	5	2		2
History (4-yr)	41	31	27	24	18	24	13
Total all years	68	43	35	32	25	30	20