SAMPLE RETREAT AGENDA
History Department – Curriculum Retreat 2011

Morning: First Year Courses

9:15-9:30: Welcome and introduction

9:30-10:30- Small group discussion with groups rotating three questions (20 minutes each)

*Set up:*
- make list of main points on a collective piece of paper
- type out each question for the table
- 1 UGC person to chair each table – ie moderate and keep groups apprised of views of others
- 1 first year instructor at each table

1. What are the strengths of our first year courses? How does this affect upper year study?
2. What are areas of improvement in our first year courses? How does this affect upper year study?
3. What role do tutorials play in our first year curriculum? What opportunities are there for improvement?
4. Marking: Are we consistent across courses? Is grade inflation a problem? Do we use the top end of the spectrum adequately? How does this affect recruitment into the module?

10:30-11:00: Coffee break and dotmocracy

11:00-12:00: Plenary discussion

- brief discussion of results of priorities
- what can we do about these: strategies and solutions

12:00-13:00: Department Lunch

1:30-2:00: Overview of 2100 level courses: Some points to consider

- What courses currently are offered at the 2100 level?
- What role do these courses play in our overall program? Are they service courses?
- Who takes these courses?
- Are 2100 level courses necessary for restoring/maintaining overall enrolments in History?
- What are the specific challenges of 2100 level courses?
2:00-3:00: Small group discussion (3 rounds each, 20 minutes)

**Set up:**
- make list of main points on a collective piece of paper
- type out each question for the table
- 1 chair for each table
- 1 faculty who teaches in 2100 level courses in each group

1. In addition to their current role, can/should 2100 level courses be used to recruit into History modules?

2. How closely should 2100 level courses reflect existing strengths and expertise of the department?

3. Should the department offer more/fewer/same number of 2100 level courses?

4. Taking into account the diverse student population currently enrolled in 2100 level courses, are there additional course topics that should be offered at that level?

3:00-3:15: coffee break and dotmocracy

3:15-4:30: Plenary discussion

- brief discussion of priorities identified by each group
- recommendations to undergraduate committee

Minutes: Rebecca