

## Ongoing Improvement Progress Report

### Instructions and Report Template

As part of the protocols outlined in Western's Institutional Quality Assurance Process (IQAP), to facilitate the continuous improvement of academic programs between review cycles, in connection with the Final Assessment Report (FAR) and Implementation Plan, a monitoring process will include an Ongoing Improvement Progress Report. The outcomes of this report will be considered as part of the program's next cyclical review.

The purpose of this report is to provide an update on the operationalization of the implementation plan following a Cyclical Program Review (or the review of a New Program). This should include a brief summary of actions taken by the Program and the Dean's Office since the completion of the review (usually about three years), as well as an update on the stage of implementation for all applicable items. These include:

- whether the action item(s) are in progress, complete or no longer applicable (with a brief explanation);
- the timelines of each item and how they are progressing or expected to progress, particularly if they are diverting from original timelines in the FAR and Implementation Plan, and;
- a short description of any other program developments and improvements that have taken place following the review.
- For new programs only, an evaluation of the initial administration and resourcing of the program.

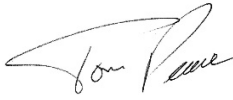

The following report template has been created for the program to report on progress made regarding recommendations presented in the Implementation Plan, and any other relevant program developments and enhancements.

- The program will complete the template and submit it to the faculty Dean's Office for sign-off.
- The program will then submit the completed Ongoing Improvement and Progress Report to the Office of Academic Quality and Enhancement (OAQE). Reports are due by June 30.
  - The OAQE will present all Ongoing Improvement and Progress Reports to SUPR-U/G for approval. Approvals, or any follow-up questions/concerns, will be communicated to the program and Dean's Office by the OAQE.
  - It should be noted that as per the requirements of the province's Quality Council, progress reports will be posted on the [reports page](#) of the OAQE website.

## Ongoing Improvement Progress Report

### History, BA / Huron University College

<b>Program</b>	History, BA	<b>Faculty / Affiliated University College</b>	Huron University College
<b>Approval Dates of the Review</b>	SUPR-U: February 24, 2021 SCAPA: March 3, 2021 Senate: March 12, 2021	<b>Year of the Next Review</b>	2027-2028
<b>Link to the Programs Final Assessment Report (FAR)</b>	<a href="https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/huronundergrad1/2020%20Huron%20History%20Program%20Review.pdf">https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/iqap_reports/huronundergrad1/2020%20Huron%20History%20Program%20Review.pdf</a>		
<b>If applicable, submission of follow-up report(s)</b>	<i>Not applicable</i>		

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Program Chair/Director</b>	Thomas Peace		June 19 2023
<b>Dean (or delegate)</b>	Geoffrey Read		June 22, 2023

## Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Identify skills and their added value explicitly throughout the curriculum.	Faculty workshops	Academic Dean	September 2022
<p><b>Recommendation Implemented</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>The History Department is currently working on developing a series of digital badges to demonstrate student experience and skill development. Over the course of the next year, we plan to introduce badges for students who participate in our experiential learning opportunities, such as the Lake Erie Borderlands Field School and Phantoms of the Past, as well as for students who are employed or volunteer in our Letterpress Studio or Community History Centre. Over the next two years we plan to expand this to history-specific skill development in areas such as Historical GIS, Social Network Analysis, Paleography, and Tools for Distant Reading. The intention of these badges is to award them after a student has completed a set of tasks or workshops on the subject.</p>			
<p><b>Next Steps (if applicable)</b></p>			

*What actions remain? Is there further follow-up?*

**Additional Comments**

*If applicable*

Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Consider all recommendations to increase student enrolment.	Discussion within the department	Chair of the Program Academic Dean	Ongoing

**Recommendation Implemented**

Yes  No  Partially

If no, or partially, is implementation on schedule with the timeline?  Yes  No

**Progress**

*What specific actions have been taken?*

Huron University College and the Department of History have built a strong relationship with the Thames Valley District School Board. This has involved the School Board holding the meetings of their heads of History Departments on campus, with meetings with our entire Department, as well as running workshops with teachers during their Professional Development day. The chair of our History Department also has an ongoing relationship with the Learning Coordinator for History and Geography at TVDSB.

Our Huron History Day is also ongoing. This year we again welcomed High School Students from TVDSB as well as the Upper Grand District School Board. This year's program focused on the Black Press in Canada and built upon Nina Reid-Maroney's scholarship; the year before the focus was on history and film. This event usually draws about 60 high school students.

In terms of student retention, we have begun to more regularly communicate with students directly and are currently working with the History Student's Society to increase the sense of community within the student body. We hope that the digital badging program will also build interest in our program with non-history students.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

We need to continue to work with Advancement, Marketing and Communications, and Recruitment to better integrate the History Program into Huron's external branding and messaging. There continue to be significant distance between our unit and these parts of the university. For example, at our annual meeting with recruitment last year, only two of our recruiters attended. We have identified this as a problem with our senior administrators and are working towards building a better relationship with these units, in order to demonstrate to them how our work aligns, and builds upon, with the branding that they are putting out into the public. This year we were able to meet with the entire team.

In terms of attracting international students, we created HIST 1203F/G, a first-year experiential learning course designed for student from outside Canada. The course focuses on introducing students to the history of Southwestern Ontario and its international histories, while also developing the reading, writing, and research skills we expect of students for their future studies. Unfortunately, we continue to look for stable funding in order to offer the course with no additional cost for the students, and without compromising our long-standing experiential learning opportunities at more advanced levels.

**Additional Comments**

*If applicable*

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
Maintain a good balance of thematic and survey courses.	Strengthen multi-year planning within the department around course offerings	Chair of the Program Academic Dean	Ongoing
<p><b>Recommendation Implemented</b></p> <p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline?   <input type="checkbox"/> Yes   <input type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>Two core actions have been taken to support this recommendation.</p> <ol style="list-style-type: none"> <li>1. We have begun a five-year departmental planning process whereby each fall we revisit and revise the plan based on new developments, allowing us to make short-, medium-, and long-term decisions.</li> <li>2. We have introduced several new courses to strengthen our program or changed the name of courses to better appeal to students: <ol style="list-style-type: none"> <li>a. <b>HIST 2415F/G: The Age of Napoleon</b> is a new course that builds on our European history and Imperialism course offerings.</li> <li>b. <b>HIST 2712F/G: Tyrants: Historical Profiles in Oppression and Resistance</b> is a new course that builds on our strengths in the history of imperialism and global history. This course also aligns with our Governance, Leadership, and Ethics (GLE) program.</li> </ol> </li> </ol>			

- c. **HIST 2714F/G: Merchants of Empire: The First Global Corporations** is a new course that develops our offerings in global history. This course also aligns with our Management and Organizational Studies (MOS) Program.
- d. **HIST 2811F/G: Communities, Governments, and Businesses: The Uses of History** is the new title for the course formerly known as “Communities and the Past.” The purpose of this course is to introduce the students to the applications of history. We hope that this new title will make the course more appealing to students in Political Science, GLE, and MOS.
- e. **HIST 3707F/G: Animals and Empire** is a new course designed to support an emerging program in MOS focused on Animal Ethics and Sustainability. The course will also help develop our program’s emphasis in the histories of colonialism, imperialism, and resistance movements.
- f. **HIST 3830F/G: Digital Disruptions: Using Digital Tools to Learn Mi’kmaw and Acadian History** is a new course that teaches digital historical methods while teaching the seventeenth and eighteenth century histories of Mi’kma’ki/Acadia/Nova Scotia. The course enhances our offerings on historical methods as well as studies of imperialism and colonialism.
- g. **HIST 3812F/G: Historical Fantasies: Pseudohistory and Popular Distortions of the Past** is a new course that develops our Public History minor and our course offerings on historical methods.
- h. **HIST 4804F/G: Murder: A Social and Legal History** is a new course that builds on an emerging area of interest in our program focused on legal and crime history.

**Next Steps (if applicable)**

*What actions remain? Is there further follow-up?*

**Additional Comments**

*If applicable*

Recommendation #4	Proposed Action and Follow-up	Responsibility	Timeline
Develop courses that respond to and correspond with other programs.	Faculty workshops across programs and campuses	Academic Dean	Ongoing
<p><b>Recommendation Implemented</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>			
<p><b>Progress</b></p> <p><i>What specific actions have been taken?</i></p> <p>We are continuing to work with our colleagues in Governance, Leadership, and Ethics as well as Management and Organizational Studies to find areas of alignment. In addition to the courses noted above, we have worked to build our courses into:</p> <ul style="list-style-type: none"> <li>• Minor in Environmental Stewardship (GLE)</li> <li>• Major in GLE</li> <li>• New modules are in development in MOS that also include additional history course offerings.</li> </ul>			
<p><b>Next Steps (if applicable)</b></p> <p><i>What actions remain? Is there further follow-up?</i></p> <p>This work is ongoing. Thomas Peace is developing a third-year course on Canadian Treaty History to continue to build strength in our offerings in Canadian History and the histories of Imperialism and Colonialism. We are also considering developing third-year courses</p>			



on the History of Education and History in the Courts in order to strengthen our third-year program offerings and appeal to students seeking a career in education or law.

**Additional Comments**

*If applicable*

**Note:** The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

**Continuous Program Enhancement**

*What additional initiatives or changes has the program been working on in relation to continuous program improvement?*

Other than the initiatives outlined above (History Day, Badging, etc...), our program continues to focus on ensuring that students have opportunities to apply their learning beyond the classroom. Over the past three years, we have expanded our experiential learning opportunities. In 2022, for example, Tim Compeau took a group of eight students across Lakes Erie and Ontario on a tall ship as part of his course on the Sixty Years' War (which includes the War of 1812). Likewise, our letterpress studio has continued to expand, moving from one small proof press to a studio with two additional letterpresses and a full set of equipment. Our Community History Centre continues to hire several students each year to work with local communities to better understand their histories.

Working alongside the Departments of English and Cultural Studies and the GLE Program we have also proposed to our administration the hiring of a new faculty member in Black Canadian Studies. Though the position has not been funded, this initiative helps to demonstrate how we have taken to heart our program reviewers' suggestion that we explore how we can work with other departments at Huron.