

SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE
Cyclical Review of the undergraduate and graduate programs
in History
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in History are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in History reside in the Department of History, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Chair of the Department of History and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on December 14, 2023.

History
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

On behalf of the Department of History, the Cyclical Program Review Committee warmly thanks the reviewers for their report. We appreciate the time, engagement, and thought that has gone into its production. We welcome their recognition of the many ways in which our faculty, staff, instructors, and students make an outstanding contribution to the teaching and research missions of the department, the faculty, and the university. We appreciate their recognition and praise of our engaged and innovative teaching, learning, and research, our commitment to collaboration across disciplines and across campus, and our steadily growing efforts to engage with wider communities in Ottawa and beyond. The reviewers also recognized that, across these various areas of priority, the Department of History is very much in step with the major goals of Carleton's Strategic Integrated Plan.

This document contains a response to the External Reviewers' Report and an Implementation Plan (Section B). A separate response from the Latin American and Caribbean Studies program is attached. Departmental colleagues were consulted in its preparation, as was the Office of the Dean of FASS.

There are several points that we would like to emphasize here, in addition to our comments in the plan grid below.

1. Public History Hire. The CPR Committee fully shares the reviewers' sense of urgency regarding the need for a new colleague specializing in Public History. This is the absolute minimum needed to maintain the viability and integrity of our Public History graduate and undergraduate programs. The reviewers made this their chief recommendation in light of the retirement this year of senior Public History colleague, David Dean. It is important to recognize, however, the previous retirement of Professor Bruce Elliot, in 2019, also a key contributor to our Public History program. And since the reviewers' submitted their report, Professor Paul Litt (appointed 50/50 with Canadian Studies) has decided to retire at the end of 2023, for a total loss of 2.5 faculty since 2019. Without renewal in this area, the department will not be able to maintain our graduate and undergraduate Public History programs without significant use of Contract Instructors. Maintaining the current level of graduate supervisions would not be feasible, at a time when Public History students are key to the continued success of our MA program and our recently introduced doctoral program. At the undergraduate level, we would be unable to adequately staff the Public History Concentration in the BA, our major recent initiative to expand experiential learning opportunities to our students. As of January 1, we will have a new Public History colleague, appointed 50% in History and 50% in the Institute for Comparative Studies in Literature, Art, and Culture (ICSLAC). At the time of the position's approval, it was made clear that this was "a net new position, not a replacement for any impending retirements." This appointment is very welcome, but additional support in the form of a full-time position remains essential.

2. We very much appreciated the reviewers' positive assessment of our commitment to developing and sustaining learning outcomes designed to reflect and shape our academic priorities when it comes to teaching and learning. This is an area we have put a lot of work into in the last few years, especially when it comes to assessing whether and how outcomes are being achieved by our students. This work is ongoing, and we take particular note of the reviewers' suggestions with regard to the learning aims and outcomes of our graduate programs.

3. With regard to the recommendation that an administrative position be approved, split 50/50 between History and Latin American and Caribbean Studies (LACS), History strongly agrees that an additional 0.5 administrative position in History is much needed, given the expanding workload expectations in areas such as website maintenance, social media, and recruitment activities; and to assist, as the reviewers emphasize, in the time-consuming work of finding and coordinating internship and practicum placements for our graduate and undergraduate students. History also strongly supports the need for LACS to have significant and consistent administrative support, although not necessarily connected to History. LACS has submitted a separate response to this recommendation (attached).

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Undergraduate and Graduate programs in History

Prepared by (name/position/unit/date): James Miller, Chair, History, July 14, 2023.

| External Reviewer Recommendation & Categorization | Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4 | Action Item | Owner | Timeline | Will the action described require calendar changes? (Y or N) |
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| 1. Tenure-Track/Tenured faculty hire in Public History (concern) | 2. Resources: senior administration approval for a tenure-track hire in Public History. This is an urgent need. Two Public History colleagues are retiring this academic year, one on June 30, 2024, and the other (a 50/50 joint appointment with the School of Canadian Studies on December 31, 2023. (See additional comments in introductory marks above). | Submit proposal for this hire to the Dean of FASS for consideration and discussion. | Department Chair; Dean of FASS. | Request to be made in fall of 2023. | N |
| 2. Full-time administrative hire to support internship placements in Public History, department administration, and LACS program. (concern) | 2. Resources. Senior administration approval for position. History strongly agrees that its administrative staff is overworked and that both History and LACS require additional administrative support. LACS does not agree that these two roles should be combined in one position, for reasons set out in its separate response to the reviewers' report. Given this, History does not support the creation of this combined position, while being in full agreement with the reviewers | Submit request for additional administrative position to Dean of FASS. | Department Chair; Department Administrator; Dean of FASS. | Request to be made as part of budget submission in 2023. | N |

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| | that there is an urgent need for additional administrative support in both units. | | | | |
| 3. Improve communications in the graduate program between the graduate chair, graduate administrator, the department, and graduate students. (weakness/opportunity) | 1. Improvements in communications have been made in recent years. As the report acknowledges, complete standardization of such things as timelines for milestones and supervisor-student relationships is not possible, and in some respects probably not desirable. Concerns clearly remain, however, and will be addressed. | Priority for Graduate Committee to discuss and consult with colleagues and students on how communication might be improved, including the reviewers' suggestions such as upgrading the Graduate Handbook and developing a handbook for faculty. | Graduate Supervisor; Department Chair. | Recommendations to be made by end of 2023-24, for implementation in 2024-25. | N |
| 4. Plans to renovate Paterson Hall should include consulting with faculty and students so that space and accessibility needs are addressed and resolved. (weakness/opportunity) | 1. A major renovation of Paterson has been 'imminent' for quite some time now. The most recent information we have is that it will begin in 2025, after a period of assessment conducted by a consultant. We agree that it would be important for History to contribute to the consultation process. | The Department Administrator and Chair have already met with colleagues from Facilities Management and Planning (FMP), who advised on how best to engage with the consultation process that will precede the renovation work. Based on their advice, we will consult within the department and prepare a document for submission to FMP, outlining the changes to our space that the Department would like to see incorporated into the renovation plans. The reviewers' suggestions with regard to space (p.11) will be taken into account (and plans are already underway to make existing spaces more accessible to students as meeting and study places). | Department Chair; Department Administrator; Planning Committee. | 2023-25. | N |

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| <p>5. Fund PhD students more equitably and/or be more transparent with prospective students about funding shortfalls. (weakness/opportunity)</p> | <p>2. We agree with the general sentiments expressed in this recommendation (and expanded upon at p.13 of the report), As the reviewers acknowledge, however, such matters are “not in the control of the Department.”</p> | <p>We will continue to advocate for improved funding, as the reviewers recommend.</p> | <p>Graduate Supervisor; FGPA.</p> | | <p>N</p> |
| <p>6. Improve faculty compensation. Find a way to give credit to those who are doing more graduate supervision and administrative work in the department; or find a way to distribute this workload more evenly. (weakness/opportunity)</p> | <p>3. This recommendation would need to be discussed by the department as a whole. ODFASS would also need to be consulted, as any proposed changes to teaching workloads would require its approval. Some years ago, an ODFASS Working Group attempted to address this issue across the Faculty, but nothing came of it, at least nothing in terms of guidelines or recommendations that reached departments.</p> | <p>Following the suggestion of the reviewers, we will appoint a committee and/or hold a retreat to address the issues of a) distributing supervisions more evenly; and b) teaching credit for significant numbers of supervisions.</p> | <p>Department Chair; Planning Committee; Graduate Supervisor; Dean of FASS.</p> | <p>2023-25</p> | <p>N</p> |
| <p>7. Ensure all university resources (History awards) are utilized for graduate students. (opportunity)</p> | <p>4. All available graduate student donor funds are routinely disbursed. This recommendation appears to relate to donor-funded travel bursary funds. These funds accumulated during the pandemic; no disbursements were made in 2020–21. Disbursements have resumed. The Graduate Committee has determined a process of disbursement in the future that ensures that all students, particularly our doctoral students, have equitable access to travel funding throughout their program. This recommendation also included holding SSHRC/OGS workshops if not already offered. They are already offered.</p> | | | | <p>N</p> |

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| <p>8. Get university level resources involved in recruiting undergraduate majors. (opportunity)</p> | <p>4. This is not an issue for the department. The university already puts significant resources into undergraduate recruitment. The department does not incur any costs for participating in university-level recruiting events.</p> | | | | <p>N</p> |
| <p>9. Survey the graduate students about their experiences and expectations (opportunity)</p> | <p>4. The rationale for this recommendation, as presented in the report, is to assess whether the concerns expressed by the students the reviewers met are representative of wider opinion. The graduate student representatives on the CPR committee conducted an extensive survey of the graduate students, which was included in the self-study (and which the reviewers refer to elsewhere in their report). As this survey does indeed reinforce the views of the students the reviewers met in person, there is no need to survey the students again so soon. We will, however, survey the students in future after any changes have been implemented. And students will be consulted on how to improve communications (see Recommendation 3).</p> | | | | <p>N</p> |
| <p>10. Review Department committees to ensure they are active and effective. (opportunity)</p> | <p>1.</p> | <p>Planning committee to conduct review of committees to assess and report on their effectiveness, with recommendations for potential organizational reforms.</p> | <p>Department Chair; Planning Committee.</p> | <p>2023-25</p> | <p>N</p> |

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| <p>11. Review collaborative programs to ensure they are working for History and not drawing on limited resources. (opportunity)</p> | <p>3. Changes to our BGINS specialization and stream have already been approved by the department, to be included in the 2024-25 calendar. These changes will resolve the resource-related problems this program has posed for the department. In terms of resources for other collaborative programs, History’s participation consists of making available courses that we would be offering anyway, or occasionally providing a faculty member to teach in the program. These commitments are made on the understanding that some contribution on our part to these collaborative programs is reasonable. These contributions do not impinge on the department’s ability to meet its other obligations.</p> <p>One area that would benefit from a Faculty- or University-wide policy, is the recruitment of faculty from larger units to administer or co-ordinate smaller programs. The informal process which seems to prevail— approaching the colleague first and even reaching an agreement—leaves the Chair of the affected department the last to know, and not best placed to say No.</p> | <p>Inform ODFASS of issues of faculty being approached to take up administrative positions with any prior consultation with the Chair of the affected unit. Suggest creation of a more effective process of consultation.</p> | <p>Department Chair.</p> | <p>2023-24</p> | <p>N</p> |
| <p>12. Consider formal mentoring for new faculty, sessional instructors, contract faculty, post-docs, etc. (opportunity)</p> | <p>1. Departmental administrative staff are currently working on improving support for Contract Instructors, including a Contract Instructor handbook. Postdocs who take on teaching duties while here will receive this support too, as will doctoral students hired to teach courses under Article 17 of the Collective Agreement. As noted in the self-</p> | <p>As suggested by the reviewers, we will consult recently hired faculty and with other units as part of establishing best practices and develop resources to support the mentoring of new faculty (with particular attention to “History-specific considerations” when it comes</p> | <p>Department Chair; Department Administrator; Planning Committee.</p> | <p>2023-25</p> | <p>N</p> |

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| | <p>study, the academic mentoring of postdocs is considered the responsibility of the sponsoring colleagues. The department will consider the introduction of a formal process for mentoring new faculty, that is both in step with the requirements of the Collective Agreement and that complements the new-faculty support provided by Faculty Affairs and the Office of the Dean.</p> | <p>to such matters as grant-writing, tenure applications, and teaching strategies.</p> | | | |
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July 9, 2023

Response from Latin American and Caribbean Studies
to External Assessors' Report
Cyclical Program Review
(Department of History)

The external assessors' report highlighted the need for administrative support for the Latin American and Caribbean Studies (LACS) program.

Additional administrative support is necessary for this fledgling program to grow.

The external assessors also suggested that LACS share an administrative position that would be shared with the Department of History. The proposal suggests a split of 50% to LACS with the remaining 50% to History.

Although this seems feasible on paper, the practicalities of this would make it *highly ineffective* for LACS.

LACS is an interdisciplinary program. As a result, it is a very different program from History. Both these programs require *different kinds of administrative competencies and knowledge*.

It would be burdensome to the administrator if expected to be effective in both departments.

Proposed alternative: LACS proposes a 0.5 position its program, that can be added to the existing administrative complement of a more interdisciplinarity-inclined unit.

Some of the key differences between LACS and History are listed below:

- The administrator of LACS needs to be in touch with the undergraduate and graduate administrators of all affiliated departments for the most minor and major of matters.
- Interdisciplinary administrators also deal with *both undergraduate and graduate matters*. There is no separation as is the case in History.
- LACS is also trying to **grow** this relatively new *interdisciplinary* program. We have completely different conversations and needs from that of the Department of History.
- Interdisciplinary programs such as LACS, do not have access to the same level of information to single discipline departments such as History. This creates another set of challenges in keeping the program running.

Bien cordialement,

Audra A. Diptée
Coordinator

Latin American and Caribbean Studies