

4-YEAR POST IQAP FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
History	February 27, 2028	Dean of Arts Science

PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION
Program Review, Methods Course	100	History	Completed
Hist 1405 as “transition to university course”	NA	History	Course no longer offered – 1 st -year program revised

SUMMARY OF PROGRESS TO DATE

We will respond here to the two major recommendations of PPC. Other recommendations have also become newly important given changed circumstances since the site visit in 2014 and will be considered as well.

Progress on PPC Recommendations from Final Assessment Report:

The reviewers stated that History was a “high perform[ing]” department offering a student education of “impressive” quality (as well as maintaining “very high quality” faculty scholarship). “The basis of [this] ... success” has been “the essential pedagogy” of “seminar and small class formats.” We agree and strengthening this format has been the focus of our work over the last 4 years.

Course review and methods course: The department rejected the idea of reconstituting a formal “methods” course. Such would be incongruent with the university’s open degree structure and out of line with current trends in pedagogy. Instead the department has focused on connecting the research, writing and analytical skills developed in history courses to community concerns and professional opportunities through experiential learning courses and experiential opportunities throughout our program. We now regularly offer an experiential summer travel course. In the summer of 2017 and upcoming in 2018 students will take part in seminars at Holocaust and D-Day battle sites. We integrate the Undergraduate Research Conference into our courses and field a strong suite of students every year. In 2019 we will offer an oral history course on Nipissing First Nation. Our environmental history courses offer land-based learning opportunities. We have also largely re-organized our courses along topical, rather than national themes, which are more meaningful to and popular with students.

Hist 1405 and “transition to university”: Hist 1405 is no longer regularly offered as Education does not require a Canadian history course. However, the department’s 1st-year seminars are offered in all our introductory courses and are an existing and successful high impact practice that offer crucial support for 1st-generation, rural and indigenous

students transitioning to university. They are an essential part of the department's move towards an active learning posture and key to the marketing of the program. Since 2014 we have lost both of our seminar instructor positions. In partial response, we are creating 1st-year courses that combine seminar instruction by tenured faculty with experiential learning components and considering transition to university seminars that will be supported by all faculty members and will be required of all students taking 1st-year History courses. However, there is still the need to support 1st-year seminars with dedicated faculty for courses, especially for courses popular enough that they require multiple seminars. We look forward to working with the Dean, the university and possibly other programs on ways to accomplish this goal.

Progress on other Recommendations:

The department continues to work with and support other programs, such as Nursing, Physical Education, Geography Criminal Justice and Classics through the development of service courses, cross-listed courses and, in the case of Classics, joint supervision of graduate students. We continue to develop relationships with the community, in particular, the Office of Indigenous Initiatives, Nipissing and Dokis First Nations, the Indigenous Friendship Centre, CFB North Bay, Discovery North Bay Museum, and the national Heritage Fair program. Though funding to the discretionary budget has been cut, we have been able to continue to support some work by elders through the generous support of the Dean and through re-allocating funds. This and other efforts to support reconciliation and respond to the recommendations of the TRC require stable funding. The department has innovated in, and greatly expanded, our online course offerings. Online courses allow the program to reach a wider range of students, including students with diverse learning styles, those looking to accelerate their progress through the program by taking summer courses, and students who are not on-campus students and are in under-served regions such as the James Bay coast.

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION
Secure support for 1 st -year seminars	Chair, History	Winter 2018
Review of program offerings	Department	Ongoing
History journal experiential learning project	Dr. Connor/Dr. Earl	Fall 2018
Public history/museum studies course	Chair, History	Fall 2019

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

- Secure 1st-year seminars. The seminar is pedagogically important to the delivery of the History program. Seminars are integral to our first-year program and they form the basis of our fourth year offerings. Seminars are also a high-impact practice, which differentiates the Nipissing University History Department from other universities and is a direct pathway to the MA program. Diverse formats at first year is also a high impact differentiated practice, as it reaches/recruits students with different interests and skills. The department has taken steps to teach most 1st-year seminars with existing faculty, but there is still the need to support 1st-year seminars with dedicated faculty for large courses that they require multiple seminars. We look forward to working with the Dean, the university and possibly other programs on ways to accomplish this goal.
- MA Program. The department will continue to refine its successful MA program. We note that MA students do not just materialize. The History Department actively recruits potential graduate students. Members of the department put countless hours into recruiting, grooming, meeting with, and supporting students who want to be in our program. The MA in History is a successful program largely because faculty are doing this work, with very limited extra support or recognition. The Graduate Advisor position is essential, but so too is the relationship building and recruitment work that is often invisible outside the department.

- Given the recent review of use of space at the university, we would like to point out the ongoing need for dedicated department space for students and faculty.
- Further experiential learning initiatives: we are developing a history journal experience for 4th-year students and a public history/museum studies course.
- We require support in teaching pre-modern history.
- Efforts to support reconciliation and respond to the recommendations of the TRC require stable funding.
- We note that all this work has taken place in the context of the loss since 2014 of 3.5 tenured faculty and 2 seminar instructors, as well the loss of a cross-appointment with Bracebridge. This has meant a cost-savings to the university of 29% of the departmental budget. The department is pleased that, following the reviewers' recommendation, our LTA position in European and International History is being converted to tenure-track.