

Department of History  
(undergraduate programs)  
2015 Annual Implementation Report

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## Recommendations from 2013-2014 Final Assessment Report

<b>Recommendation:</b> Review caps for first year courses in Brantford (Reviewer's Recommendation #5).	
<b>Responsibility:</b> Dean of Liberal Arts	<b>Implementation Date:</b> December 2014
<b>Additional Notes:</b> Classroom sizes, internal equity and budgets will need to be considered in any discussion of caps.	
Progress to Date (check one): <input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain):	
Unit Response: First Year courses in Brantford have been capped at 130 in comparison to the Waterloo Department's caps of 200. Enrollment in first year courses in Brantford is high, with each of the two first year courses offered in 2015-16 at close to full enrollment. The primary issue that the reviewers had with Brantford's first year classes was in Recommendation #6, where it was maintained that first year tutorials needed to be offered in these courses to bring them in line with the Waterloo Department. In its unit response to the reviewers' recommendation the Brantford program maintained that tutorials in its first year courses are needed for consistency, equity and pedagogical efficiency. Although the Faculty of Liberal Arts has not yet granted the program's request for first year tutorials, the program continues to maintain that they are necessary as they are not only the standard for first year history courses in Waterloo, but across Canada.	
Liberal Arts Decanal Response: Given the present inability to offer tutorials for these first year courses, it is appropriate to have a lower cap. Further, it is unlikely that we would have the students numbers to fill multiple sections of 200.	
PRS Comments: In discussing this recommendation and responses, the committee felt that the issue of first year course caps and utilization of tutorials should be decided between the program and the dean, and considers this recommendation completed for reporting purposes. There will be no requirements to report on it further.	

<b>Recommendation:</b> Review caps for fourth year courses in Brantford (Reviewers' Recommendation #5).	
<b>Responsibility:</b> Dean of Liberal Arts	<b>Implementation Date:</b> December 2014
<b>Additional Notes:</b> Classroom sizes, internal equity and budgets will need to be considered in any discussion of caps.	
Progress to Date (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain):	
Unit Response: Fourth year history courses are now capped at 20 instead of the previous 25. This size currently meets the needs of the Brantford history program as 4 <sup>th</sup> year seminar enrollment has hovered around a dozen students each of the past two years. The program does, however, share the Waterloo department's view that "small, student-driven, intensive-learning classes" in the 4 <sup>th</sup> year are central to the pedagogical goals of the history	

program. It would be highly detrimental to the program's learning outcomes if class caps were to be raised in the future.
Liberal Arts Decanal Response: Let's continue to monitor student learning outcomes and student success in these courses.
PRS Comments: The committee considers this recommendation to be completed and there is no need to report on it further.

<b>Recommendation:</b> Raise course caps in fourth year courses in Waterloo to 20, and possibly higher after consultation with the Department (Dean of Arts Recommendation).	
<b>Responsibility:</b> Dean of Arts	<b>Implementation Date:</b> December 2014
Progress to Date (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain):	
Unit Response: The Department continues to maintain that the Dean of Arts' recommendation to raise course caps in Waterloo to 20 is inconsistent with the external appraisers' recommendations on this issue. Small, student-driven, intensive-learning classes are at the centre of the Department's pedagogical vision, and remain so. Fourth-year seminars are not standardized across the Faculty and the History Department has organized its seminars extremely efficiently, so that all students are given a similar high-impact learning experience. After consulting with the Dean of Arts on this issue it was agreed that for the academic year 2015-16, seminars would have the potential to have 20 students enrolled in them, but only after all of the seminars had reached the existing cap of 15. Only one of these seminars exceeds 15; and that has 16 students enrolled. In consultation with the Dean, the Department will continue to monitor and manage enrollments in the fourth-year seminars in an efficient and resource-sensitive manner. Fourth-year courses are the capstone of the honours History program, and the Department remains fully committed to them as the best means of delivering high-impact pedagogy through student-centered discussion, independently-guided research and writing intensiveness.	
Faculty of Arts Decanal Response: A limit of 15 students on an upper-year seminar course is reasonable, and since the Department's evidence demonstrates that this is a workable cap for such classes I recommend that this be maintained as the upper enrollment target for such courses.	
PRS Comments: The committee agrees with both the Department and the Dean of the Faculty of Arts and considers this recommendation completed. There is no need to report on it further.	

<b>Recommendation:</b> Develop a strategic vision for harmonizing course offerings at the first and second year as much as possible (Reviewers' Recommendations #9 and #17).	
<b>Responsibility:</b> Chair, Department of History; Program Coordinator, Brantford	<b>Implementation Date:</b> Winter 2015
Progress to Date (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Other (please explain):	
Unit Response: The History Department and Brantford Program have created a four-member History Multi-Campus Program Coordinating Committee (HMCPCC) to facilitate this process. The Committee receives and votes on all curriculum changes approved by the Waterloo DIC/Brantford PCC which affect the first two years of the History curriculum. Recommendations for revisions to DIC/PCC resolutions are returned to the Department/Program for discussion as are any resolutions that fail to win the support of a majority on the HMCPCC. History faculty on both campuses are committed to continuing to develop a mutually supportive and creative relationship, including encouraging the holding of combined annual retreats to aid with strategic planning.	
Liberal Arts Decanal Response: This is good progress towards this goal. I encourage both groups to articulate the content of this 'strategic vision' through discussions in the HMCPCC and combined annual retreats described above.	
Faculty of Arts Decanal Response: I concur with the Decanal response from the FLA, and also encourage both academic units to continue collaborating in order to harmonize their offerings to best serve students on each campus.	
PRS Comments: The committee looks forward to an update in next year's report on any progress made on this recommendation.	

**Additional Comments (PRS):** Three out of the four recommendations included in the Final Assessment Report have now been completed. History will only be asked to provide an update on the final recommendation in its 2016 Implementation Report, as well as to consider the additional recommendation listed below.

**Additional Recommendation from the Program Review Sub-Committee:** At its November 11<sup>th</sup>, 2013 meeting, Senate Academic Planning approved the following motion: "that the Senate Academic Planning Committee, on the recommendation of the Program Review Sub-Committee, approve the inclusion of a university-wide recommendation on each Annual Implementation Report that, prior to the next cyclical review, the program develop a means for assessing program learning outcomes." A full explanation of the rationale behind the motion can be found here:

[http://legacy.wlu.ca/documents/56385/PRS\\_Recommendation\\_for\\_Annual\\_Implementation\\_Reports\\_SAPC\\_Nov\\_11\\_2013.pdf](http://legacy.wlu.ca/documents/56385/PRS_Recommendation_for_Annual_Implementation_Reports_SAPC_Nov_11_2013.pdf)