



REVIEW REPORT

on the

HISTORY PROGRAM

MARCH, 2000

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SUMMARY

The History Program Review Committee commends the UCC History faculty on the calibre of their teaching and scholarship and their efforts to sustain a quality major with severely limited resources. The ratings and comments made by former and current students in questionnaire responses indicate a devoted and hard-working faculty who give their "all" to the program.

The Committee, however, suggests that the History faculty could alleviate some of the strain that the current program configuration and instructional practices have placed on them by re-designing the program structure, particularly at first-year survey level, and meshing their assignments more closely with resources accessible in the UCC Library. To achieve this re-structuring, the Committee recommends that a one-semester release be granted to a member of the History faculty for curriculum development.

While the Committee agrees with the History faculty that there is a case for extension of their offerings, it recommends that the History faculty pursue such a strategy not only by seeking a new *joint* appointment with Philosophy, Politics or Aboriginal Studies, but also by exploiting a number of opportunities for collaborative course design, teaching and research with historically-minded colleagues in Education, Canadian Studies, Aboriginal Studies and Geography.

Several recommendations are made in the area of departmental administration, the most important of which is to re-think chairperson election criteria in PHP so that administrative talent and desire are the principal considerations, rather than automatic rotation among the three disciplines. Another problem that History faculty must address is ensuring student access to courses through equitable and rational time-tabling throughout the whole working week. Currently, course offerings in History tend to be bunched disproportionately in the Monday-Wednesday, 9.00am-4.00pm time-span, with only a smattering offered on Thursdays and Fridays or after 4.00pm.

Given the constraints under which the UCC Library is operating, and the uncertain future of the Degree Grant, which underwrites the bulk of journal acquisitions, the Committee urges that the History faculty familiarize themselves with and make the most of current volume and serial holdings when assigning research and essay topics. The Committee would encourage the continuation of the new spirit of collaboration that it detects between the History faculty and the Library.

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CHRONOLOGY OF THE HISTORY PROGRAM REVIEW

The History Program Review was begun on August 24, 1999, with a meeting between the History faculty and Alastair Watt, Director, Institutional Research and Planning, to discuss program review procedures and questionnaire design. As a result of further consultation, questionnaires were tailored and refined for the program and sent or administered to the following stakeholders on the dates indicated:

Faculty	September 30, 1999
Former Students (1996-99)	October 4, 1999
Current Students (Years 1& 2)	November 1-3, 1999
Current Students (Years 3& 4)	November 1-3, 1999
Current Students (Williams Lake)	November 16, 1999

In addition to the UCC-designed Former Student Survey responses, data on History graduates for the four-year period 1995 to 1998 were obtained from annual Provincial Student Outcomes Survey Reports, using the Student Outcomes Reporting System (SORS) tool.

A reminder was mailed to non-responding Former students on October 21, 1999, and telephonic follow-up took place between November 3 and 10. All faculty except the Williams Lake instructor responded by October 26.

The cut-off date for all responses was November 25, 1999. Information Packages containing data and documentation on the History Program were sent to History Program Review Committee members on December 1, and that committee met on December 16 and 17 to analyze the data, interview stakeholders, and formulate its report on the program.

ADMISSION REQUIREMENTS

a) Lower Level Courses

Admission requirements at the lower level are by course.

b) B.A. Major programs:

1. A minimum of 42 and a maximum of 60 credits in one discipline, including a minimum of 30 credits and a maximum of 42 credits at the 300-400 level.
2. At least six credits must be taken in 300-400 level courses in disciplines which do not offer Major programs. Currently these disciplines include: Anthropology, Fine Arts, French, Philosophy, Political Studies, and Theatre.

Major program in History

The History Major should appeal to students whose ambitions include graduate work in the discipline, a career in law, journalism, education, or government.

Requirements

Students usually enter the History Major program in their third year, although fourth year applicants will be considered too. All candidates must meet with the Major Program Advisor in History to ensure that they qualify and so that an appropriate selection of courses can take place.

Before students can declare a Major they must have met the admission requirements for the B.A. as indicated above. As well, they must have completed at least 12 credits in History courses numbered 100-299, either at UCC or at other accredited institutions. Medieval Studies 200, offered at the University of British Columbia, will count towards this total.

Of the courses students take outside of History in preparation for the Major, it is recommended that foundation courses in the Social Sciences be included, as well as the appropriate historical surveys of:

- a) literature in the various departments of language;
- b) thought, as offered in various Philosophy, and Politics courses and
- c) the arts in areas like Visual and Performing Arts.

Third and Fourth Years

- 1) Students must take exactly 30 credits in History courses numbered between 300 and 449.
- 2) It is acceptable to include, in place of upper division History courses, the following courses from other disciplines areas.

One of: Geography 327 and 328, 427
Philosophy 419

- 3) One of 30 credits, no more than 18 can be in any one of the following fields:
 - a) Canadian History
 - b) British History
 - c) European History

- 4) Students are strongly encouraged to take HIST 490: Seminar for History Majors and HIST 495: Theory and Practice of History.

SEAT UTILIZATION – FALL SEMESTER ONLY

The following takes into account the stable enrollment and capacity for the following semesters: fall 1997, fall 1998 and fall 1999.

History

Year	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
1997	377	435	86%	184	220	94%	561	630	89%
1998	425	460	92%	191	245	78%	616	705	87%
1999	435	440	99%	195	225	87%	630	665	95%

Comparison with other Arts disciplines (Academic Programs only) for the same period:

Fall 1997

Discipline	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
SOCI	581	607	96%	145	151	96%	726	758	96%
GEOG	432	495	87%	187	220	85%	619	715	87%
HIST	377	435	87%	184	195	94%	561	630	89%
PSYC	857	939	91%	175	161	108%	1032	1100	94%
ENGL	1428	1467	97%	309	330	93%	1737	1797	97%

Fall 1998

Discipline	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
SOCI	575	606	95%	113	130	87%	688	736	93%
GEOG	525	555	95%	185	205	90%	710	760	93%
HIST	425	460	92%	191	245	78%	616	105	87%
PSYC	886	976	91%	155	190	82%	1041	1176	89%
ENGL	1457	1532	95%	293	311	94%	1750	1843	95%

Fall 1999

Discipline	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
SOCI	587	630	93%	195	180	92%	782	810	97%
GEOG	518	545	95%	191	195	98%	709	740	96%
HIST	435	440	99%	195	225	87%	630	665	95%
PSYC	861	856	101%	159	165	96%	1020	1021	100%
ENGL	1513	1593	95%	282	348	81%	1795	1941	92%

SEAT UTILIZATION RATES – FALL AND WINTER

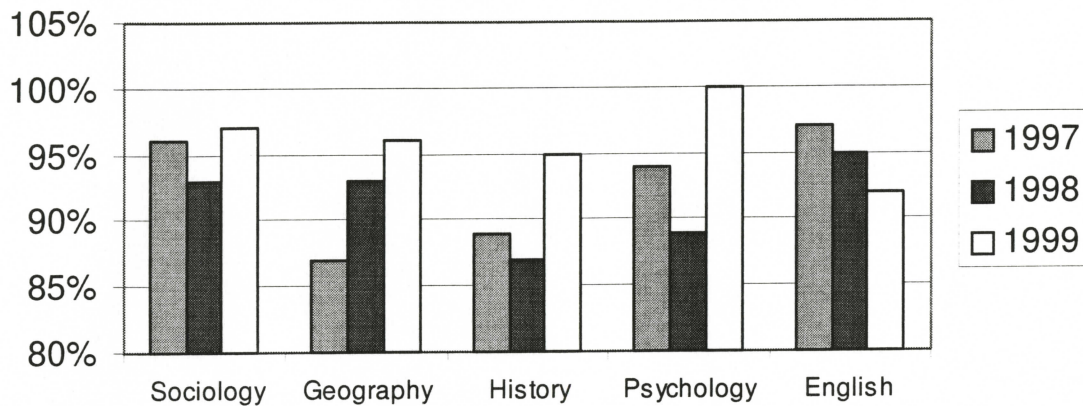
1997/98 (Fall/Winter)

Discipline	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
SOCI	970	1068	90%	344	372	92%	1314	1440	91%
GEOG	968	1051	92%	396	488	81%	1364	1539	89%
HIST	751	895	84%	377	415	90%	1128	1310	86%
PSYC	1615	1898	85%	318	322	99%	1933	2220	87%
ENGL	2793	2993	93%	609	648	94%	3402	3641	93%

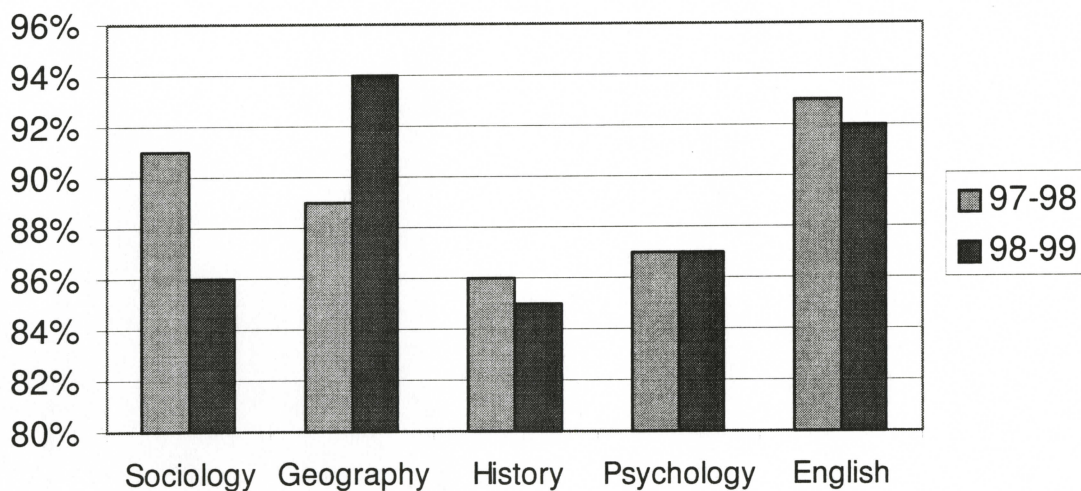
1998/1999 (Fall/Winter)

Discipline	Lower level enrollment	Lower level capacity (#of seats)	Lower level % utilization	Upper level enrollment	Upper level capacity (# of seats)	Upper level % utilization	Total enrollment	Total capacity (#of seats)	Total % utilization
SOCI	1050	1193	88%	273	346	79%	1323	1539	86%
GEOG	991	1033	96%	387	440	88%	1378	1473	94%
HIST	800	865	92%	391	540	72%	1191	1405	85%
PSYC	1737	1959	89%	302	382	79%	2039	2341	87%
ENGL	2902	3165	92%	610	661	92%	3512	3826	92%

Utilization Rates Fall Semester Only



Seat Utilization 97/98, 98/99 (Summer Session excluded)



HISTORY PROGRAM COMPLETION RATES

Completion/ Attrition Rates

Completion rates may be determined by subtracting "fail" (F), "did not complete" (DNC), "withdrew" (W), "audit" (AUD) from enrollment numbers. Hence, over the four-semester period: Fall 1997, Winter 1998, Fall 1998 and Winter 1999, the following completion and attrition rates are found for the History Program:

	<i>Total Registrants</i>	<i>Total Passes</i>	<i>Total Attrition</i>	<i>% Completion</i>	<i>% Attrition</i>
1st year courses	945	685	260	72%	28%
2nd year courses	606	462	144	76%	24%
*3rd year courses	175	150	25	86%	14%
*4th year courses	361	294	67	81%	19%
Total	2087	1591	496	76%	24%

(*Full year courses are counted once, as only one official grade is given)

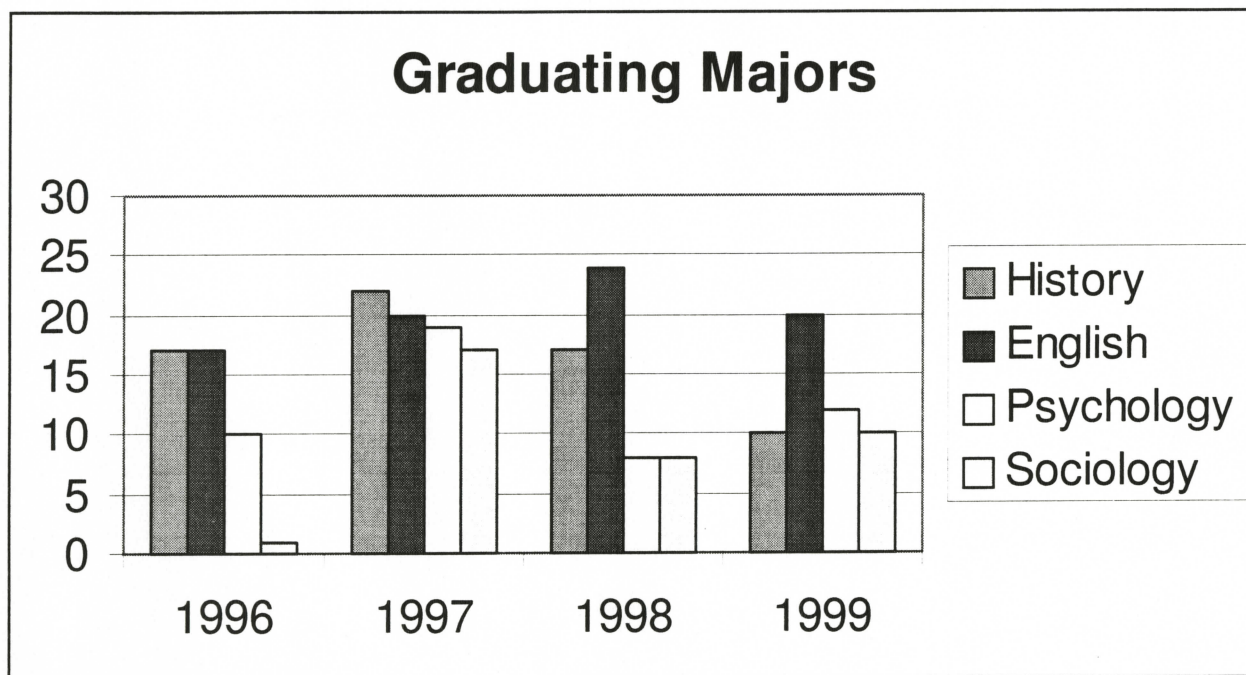
Comparison with other Arts disciplines (academic programs only) for the same period:

<u>Discipline</u>	<i>Total Registrants</i>	<i>Total Passes</i>	<i>Total Attrition</i>	<i>% Completion</i>	<i>% Attrition</i>
SOCI	2464	2045	419	83%	17%
GEOG	2742	2337	405	85%	15%
HIST	2087	1591	496	76%	24%
PSYC	3767	3096	671	82%	18%
ENGL (academic courses only)	6668	5416	1252	81%	19%

GRADUATION RATES

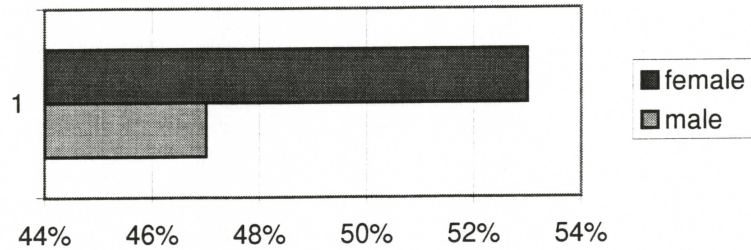
The following table reflects numbers of graduating major students by discipline since 1996:

	1996	1997	1998	1999	Total
History	17	22	17	10	66
English	17	20	24	20	81
Psychology	10	19	8	12	49
Sociology	1	17	8	10	36

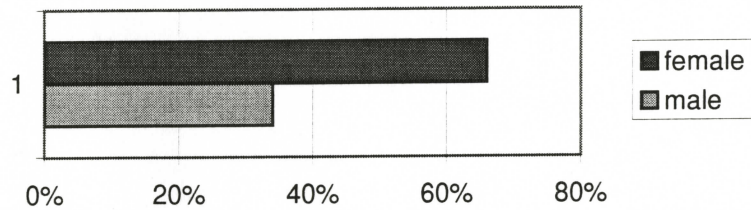


GENDER DISTRIBUTION FOR HISTORY STUDENTS

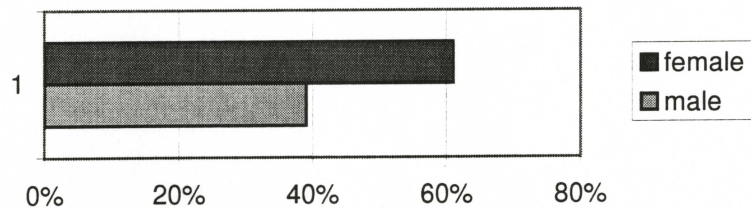
Gender Distribution - Former Students



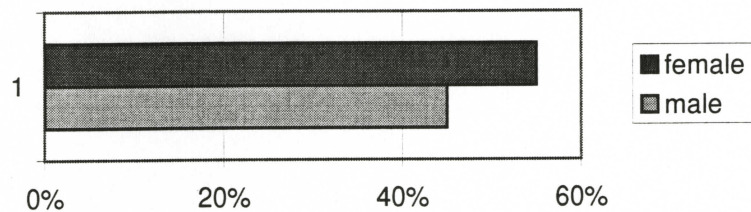
**Gender Distribution - Current Students
(Year 1 & 2)**



**Gender Distribution - Current Students
(Year 3&4)**



**Gender Distribution - Current (Students
Williams Lake Campus)**



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
HISTORY PROGRAM REVIEW

<u>Recipient</u>	<u># Sent</u>	<u># Completed & Returned</u>	<u>% Returned</u>
Faculty	7	6	86%
Students:			
Current Year 1 & 2	95	95	100%
Current Year 3 & 4	62	62	100%
Current Year 1 & 2 (Williams Lake)	20	20	100%
Former	85	40	47%
SORS (1995-1998)	48	39	81%
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TOTAL	317	262	83%

SUMMARY OF QUESTIONNAIRE RESPONSES

1) Former Students

Of 85 former students of History, 40 responded. Fifty-seven and a half percent of those who responded are female while forty-two and a half percent are male. Seventy-seven and a half percent were history majors while at UCC. It was noted that 40 % are engaged in full-time employment, 30% are full-time students, 25% are employed part-time, and 5% are unemployed. It was also noted that 25% are studying to become teachers, 20% are teaching, and 17.5% are in retail/sales. The Committee concluded that History is being used heavily by the students as an entry into an education degree.

With regard to the History Program helping to develop skills, only "oral presentation", "team work/working with others", and "creativity and imaginative self-expression" score below 3.5, where 5 = "developed to a great deal" and 1 = "minimal". The Committee concludes that while these students seem satisfied with the reading and writing skills they acquired in the program, they did not see the discipline as stressing oral presentation skills, teamwork, or creativity. These less-stressed areas may or may not be consistent with the History Program's objectives (see 5.)

Question 6 notes the usefulness of learned skills in the workplace. The Committee does not see this section as relevant, unless the History discipline's goal with the program is to make students more employable. Questions 30 to 33 indicate that former students feel that the program was not as useful in preparing for employment as it was in preparing for further studies.

"Program Organization and Delivery" (questions 7 - 23) identified a few issues. Lower level courses do not score well in terms of preparing students for higher level courses. Former students also indicate that they would have liked a broader selection of courses. Extremely positive responses are given in the following areas: the instructors' explanation of objectives, assignments, and evaluation mechanisms; the clarity of course outlines; the availability of instructors; the usefulness of instructors' research; and the challenging nature of courses.

These former students are generally unhappy with the library resources that were available. The highest level of satisfaction (3.5) was in the area of interlibrary loans.

In the "Improvements" and "Further Comments" sections, the most common suggestion for improvement is a broadening of course offerings. This response dominates all others to a great degree. A few comments are also made concerning improvement of the library and displeasure with an instructor(s). Generally, however, the responses about the instructors are very positive.

2) Current Students: Academic, Years 1 and 2

A sample of 95 current first and second year students of History was surveyed. Sixty-one percent of these respondents are female while thirty-nine percent are male. First-year students comprise 44.2 % of the sample, second year students 47.4 %, with the remainder third and fourth year.

These individuals feel that "language skills", "oral presentation skills", "problem-solving skills" and "creativity" are not being developed as much as other skills at the early levels of the history program (for example "listening" and the "ability to work independently").

Under "Program Organization and Delivery", the discipline does very well. Course outlines and instructors are seen as very clear in their expectations and instructors are again seen as very accessible outside of class time.

While library resources still rank low, the rankings are higher than those given by former students. This may indicate an improvement in the library resources over the last few years. The Writing Centre seems to be a mystery to many students, as does the PHP colloquium series.

In the "Extra Curricular Activities" section, mention was made of field trips to historical sites (15), plays (3), and a history club (2).

In the "Further Comments" section, the most common criticism concerns the library collection and interlibrary loans. As with former students there are a few (2) negative comments about an instructor(s), but there are many more positive comments in reference to specific instructors and the general quality of instruction within the History discipline.

3) Current students: Academic, Years 3 and 4

A sample of 62 current first and second year History students was surveyed. Sixty-six percent of the respondents are female, thirty-four percent are male, and forty-eight percent of the sample declare themselves as History majors.

These students rank History as very helpful in developing "enhanced understanding of culture", "appreciating historical forms of expression", "research skills", and "ability to work independently" (in each, the program scores over 4 out of 5). Low scores occur in "oral presentation", "problem solving skills", and "team work" (from 2.54 to 3.06).

The scheduling of courses is seen to be a problem by 29 % of the students, 14.5% feel that more than a little repetition of material occurs, and 27.4% feel that a sufficiently broad selection of courses is not being offered. The History faculty are seen as available and to be doing a very good job in terms of making their expectations clear, providing useful handouts/assignments, making courses challenging, and evaluating fairly.

This group of students ranks the library resources as less adequate than do first and second year students, but higher than former students do. The Committee interprets this as additional evidence that the library collection has improved. Again the knowledge of the existence of the Writing Centre and the PHP colloquium is surprisingly low!

With regard to "Extra Curricular Activities", this group indicates an interest in field trips to historical sites and museums.

In the "Improvements" and "Further Comments" section, students indicate a desire for a broader range of courses. Other responses state that course scheduling needs to be changed - fewer three hour classes (2) and less conflicts with other classes (2). The instructors are generally ranked very favorably but there are two negative comments. This pattern may imply that there is some lack of flexibility/consistency with at least one of the instructors. There are also two

comments about including more varied instructional methods in the courses (e.g., films, slides, guest speakers, field trips, etc.)

4) Williams Lake Campus

There were 20 respondents from Williams Lake, and 90% of those have taken no more than 2 courses in History. Due to the fact that these students are evaluating only one instructor it is the opinion of the Committee that the responses do not adequately represent the History Program. However, it needs to be stressed that the results from Williams Lake do not appear to be significantly different from those at the Kamloops campus – there exists a strong appreciation for the local instructor and lack of satisfaction with the library. Specific recommendations concerning Williams Lake are included in this review.

5) Faculty Survey

The faculty survey does not include responses from the Williams Lake instructor.

The Kamloops faculty are unclear about the philosophy, goals, and objectives of their program. Both the faculty and the Committee agree that this is an area that needs work. In spite of general confusion about program goals, there seems to be some degree of agreement as to when many particular skills should be taught in the program (question 13).

There is a general belief that entrance requirements need to be raised.

The faculty seem to feel that they are doing a good job, even though they feel their workload is too high. While they are happy with the level of secretarial support, they are not happy with the resources available to fund faculty development and the day-to-day operation of the discipline (eg. office space, photocopying, and office and library supplies). There is also a high level of dissatisfaction with the resources available in the library.

In the area of "Program Structure, Organization and Delivery", the faculty are not in agreement that their knowledge and experience are being effectively utilized or that courses are being allocated to "maximize the expertise of faculty". They also feel that the History offerings are not responding to the changes in the field. Faculty are much more convinced than third and fourth year students that first and second year courses are preparing students for the third and fourth year courses. The Committee attributes much of this difference of opinion to lack of prerequisites in courses.

In the area of "Governance, Communication and Service", many problems are identified. Discipline meetings seem to occur infrequently and with few agreed-upon procedures or courtesies. Duties are seen to be distributed unequally, and communications with the PHP Chair are not seen as good by all members of the department. In general, the History faculty are not happy with the present system of administration.

There is some agreement between the views of faculty and those of third and fourth year students with regard to the skills emphasized in the History Program. Both felt that "understanding culture", "research skills" and the "ability to work independently" were skills emphasized in the discipline. Both felt that "oral presentation skills", "teamwork", and to a lesser extent "creativity" were not. Disagreement between these two groups as to what is being developed occurs in "language skills" and "problem solving skills", where the faculty think these skills are being emphasized in the discipline and the students do not. There is also

disagreement as to the teaching of "an appreciation of historical forms and expression" and a "deeper understanding of human values", where students feel that more emphasis is being placed than do faculty.

The strengths of the program are seen to be:

- the teaching skills of faculty
- the dedication to research

The limitations of the program, as seen by faculty are:

- the small number of historians
- the perceived institutional indifference to academic excellence
- the poorly funded library
- the lack of an independent History department
- the poor morale

The faculty would like:

- to see more planning and organization
- to hire more historians
- to begin a Masters program
- to see more dollars invested in professional development

The major changes seen to be important to the program over the next three to five years are:

- the administrative inertia with regard to the B.A. program
- the gradual decline of the old UBC program
- this program evaluation
- the growing emphasis of globalization

Other negative comments mentioned include the manner in which enrollments are counted and the pressure on small departments from the institution for gender/racial diversity.

STRENGTHS OF THE HISTORY PROGRAM

The Evaluation Committee finds, particularly given the small size of the discipline, an extraordinary commitment to a high quality of teaching instruction as well as to scholarly activity. More specifically, the Evaluation Committee notes the following:

1. Commitment to teaching:

Student comments such as "amazing," "fantastic," "excellent," and "fabulous" indicate that students are very pleased with their instructors. Their use of superlatives reveals that the faculty are clearly committed to teaching, and are positive and encouraging in their relationships with their students, be they History majors or not. It is clear that the History faculty are working at maximum capacity, and are continuing to draw students by virtue of their energy and teaching skill. The History faculty are to be commended for their stamina, as well as their desire to enrich the students' educational experience at UCC by broadening the present range of the History Program.

2. Faculty Relationships with History Majors:

The bond that exists between the faculty and the History majors, as exemplified in the student interviews, is very strong. The History majors have a sense of community that reflects a productive and warm relationship with the instructors, facilitating the learning process and strengthening the History Program as a whole.

3. Commitment to Scholarly Activity:

In spite of their teaching workloads, the History faculty have sought to maintain strong personal research programmes. Commitment to scholarly productivity is also revealed in faculty concerns about institutional support for professional development (e.g. availability of sabbaticals and other forms of institutional support for research).

AREAS OF THE HISTORY PROGRAM
WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee identified the following aspects of the History Program as being in need of improvement.

1. PROGRAM DESIGN

The History Program is, in large part, founded upon the UBC History Program, which contained certain elements (no prerequisites, six-credit courses, etc.) which now need to be reviewed. Given the large range of courses offered and the heavy workloads of discipline members, the current situation is not sustainable, with the strong possibility of faculty burnout. The Committee agrees with many discipline members that the program, from year 1 to year 4, needs to be redesigned to better reflect the values and goals of the UCC History discipline.

Recommendation 1(a):

The History Program should first determine its philosophy and goals for the program, keeping in mind its undergraduate and regional mandate as well as the need for international, national and thematic coverage.

ACTION: History faculty

Recommendation 1(b):

The members of the History discipline should then proceed to a full-scale review and redesign of the History Program at all levels.

ACTION: History faculty

Recommendation 1(c):

The Committee recognizes that this kind of review is a major undertaking, and therefore recommends that one member of the department be given a one-term teaching release in order to co-ordinate the redesign effort.

ACTION: History faculty; V-P Instruction

Suggested changes for the History Program are:

- (i) The large number of courses, (with a cumulative credit count of 186 credits) both being offered and listed in the Calendar needs to be reduced. Courses which are not currently being offered or which have not been offered in the last three years need to be deleted from the Calendar. The total number of courses being offered needs to be reduced so that a three-year rotation is no longer necessary. These changes would ensure that all upper-level courses would be available to all History majors within a normal two-year rotation, and would reduce that part of the workload engendered by multiple course preparations, thereby alleviating some work-related stress.**

- (ii) A reduced number of first-year survey sections should be offered. Instead the Evaluation Committee suggests the development of a World History survey course with directed tutorials on specific topics such as the city, native issues, Canadian concerns, etc. All discipline members would be involved in the planning and lecturing for this course. One goal would be the breaking down of national identifications at the first-year level, as well as introducing first-year History students to all History instructors. Lecture sections normally distributed to individual instructors would be combined, building a cohesive program identity from the very first year.
- (iii) The History discipline needs to consider the links between History courses at all levels. The Committee suggests the use of a structure that becomes more specific as the student moves from the first year to the fourth; for example, at the second year, national boundaries would be reintroduced; at the third year, thematic courses would be offered; and the fourth year would be reserved for Special Studies courses.
- (iv) The Evaluation Committee recommends the introduction of more prerequisites. History majors should also be given priority for upper-level courses.
- (v) Given the limited resources of any small university/university college, a program centred on the traditional research paper relying on archival sources is likely to be frustrating for faculty and students alike. A more fruitful approach, and one consistent with the program's current emphasis on social and cultural history, is to incorporate within the new program assignments which focus on analysis of accessible texts/materials housed in the UCC library and environs, and to require a more conscious application of theory. See also Recommendation 4 (b).
- (vi) The History faculty should consider that the current course distribution in the History major allows students to graduate having had only two instructors, an undesirably narrow range of instruction. The Committee suggests consideration of a requirement that no more than 12 (rather than the current 18) credits be taken in any one of the following fields:
 - a) Canadian History
 - b) British History
 - c) European History
 - d) American History
- (vii) The History faculty needs to more actively debate the role of theory in the History program. More specifically, should HIST 495 (Theory and Practice of History) be required of all History majors? Or should all of the upper-level courses more consciously incorporate and articulate the principles of historical theory as well as theory drawn from other disciplines?

2. Program Expansion/Interdisciplinary Studies

The Evaluation Committee agrees that expansion outside of the traditional course areas is desirable, and students indicate a desire for a greater range of non-Eurocentric courses. While the Committee has noted the geographic narrowness of expertise within the present History discipline, it feels that a more thematic approach to course creation, as well as a new department member

who would link History with the expertise in at least one other area, would greatly assist in broadening the range of the History program as a whole.

Along with this interest, the Committee would like to see a larger working commitment to interdisciplinarity, noting that the affirmation of traditional discipline boundaries is no longer considered a desirable feature of program design. Opportunities for interdisciplinary course development currently exist within the institution for links with Canadian Studies, Education, and Political Studies, and will exist with Aboriginal Studies when that option has been formalized. These links could be strengthened by collaborative teaching and research with historically-minded colleagues, specifically between Canadian History and Education, Canadian History and Canadian Studies, and B.C. History and Geography. Joint appointments with Philosophy and/or Political Science, taking advantage of strengths already present or areas needing coverage, are another way to integrate programs and respond to student need. The History faculty must be credited with having already identified a South Asian specialist as their next hiring, and should be encouraged to pursue this position jointly with either Philosophy or Political Studies.

Recommendation 2(a):

The next hiring done by the History Program should be a joint appointment with either Philosophy or Political Studies, responding to program need in non-Eurocentric areas.

ACTION: History faculty, PHP faculty

3. DEPARTMENTAL ADMINISTRATION

One professional relationship which concerns the Evaluation Committee is that which exists between the members of the History discipline and the Philosophy, History, and Politics (PHP) department, specifically, the Chair. First of all, it should be noted that PHP relies on a chair rotation, which requires that each discipline serves in turn. While this system theoretically ensures that each discipline has an opportunity to lead the department (and advance its own interests), in practice this system places a greater burden on the smaller disciplines, with no clear advocacy benefit. It may also mean that chairs serve unwillingly, leading to less effective leadership. The Committee feels that in conglomerate departments competent Chairs may well come disproportionately from one discipline and that talent and inclination should be the criteria by which Chairs are elected rather than strict rotation.

Recommendation 3(a):

PHP should redesign its chair rotation system so that chairs are elected volunteers, rather than discipline members who are expected to serve.

ACTION: PHP faculty

The Committee notes that while members of the History discipline are meeting as a group, the results of those meetings are not being communicated to the Chair. This means that discipline concerns are not necessarily being communicated to the Dean of Arts and the Divisional Management Group.

Recommendation 3(b):

The Chair of PHP should meet regularly with the History faculty to discuss matters of concern specific to that discipline, and relaying those concerns to the Dean of Arts.

ACTION: PHP Department Chair

The results of both the student surveys and student interviews indicate that most students have a high level of satisfaction with the History Program and their instructors generally. However, some students do report receiving some unnecessarily destructive feedback. The Evaluation Committee acknowledges that excessively negative feedback is a product of instructor stress, but notes that it must stop in order to prevent further damage both to students and to the Program.

Recommendation 3(c):

The PHP Department Chair should take steps to respond constructively to valid student complaints about feedback. If and when specific patterns of destructive feedback are traced to particular instructors, the PHP Department Chair should meet with these instructors and devise a plan for change.

ACTION: PHP Department Chair

Timetabling is also of concern to students because courses seem to be restricted to Monday-Thursday during the day. The discipline could achieve week-long coverage and still allow each faculty member one full day for scholarly activity. In constructing their course schedules, History faculty should follow the two predominant scheduling patterns of Monday-Wednesday-Friday and Tuesday-Thursday, both of which have ample potential for "research days".

Recommendation 3(d):

The History Program should spread out its offerings over a Monday through Friday schedule, with more courses offered in the late afternoon and at night, in order to facilitate student access.

ACTION: History faculty

Recommendation 3(e):

The PHP Department Chair should ensure equitable distribution of courses, and checking for undesirable course overlapping in scheduling.

ACTION: PHP Department Chair

The Committee also feels that the PHP Department Chair, as well as the Dean of Arts, should review History grade distributions regularly.

Recommendation 3(f):

The PHP Department Chair should monitor grade distributions with a view to maintaining equitable standards for students across all History courses.

ACTION: PHP Department Chair

Attrition rates for History exceed those of all other disciplines cited in this report. While there may be reasonable explanations for the high attrition rates, the Department should investigate the reasons and if necessary, devise a plan to address any concerns that are found.

Recommendation 3(g):

The PHP Department Chair should discuss the issue of attrition rates with the History faculty. If the History faculty determine that there is cause for concern, they should draw up a plan to reduce the attrition rate to more closely match the attrition rates of other disciplines in the Division of Arts.

ACTION: PHP Department Chair; History faculty

The Evaluation Committee notes uneven supervision of and inclusion of sessional and part-time discipline members in departmental decision-making. Discipline members should be offering support to sessional and part-time instructors who are often new to the institution and its practices. Collegial support should be offered in terms of assisting sessional and part-time instructors with course outlines.

Recommendation 3(h):

The PHP Department Chair or designated ongoing discipline member should assist sessional and part-time instructors (including those in Williams Lake) in instructional matters. Efforts should be made to include these instructors in all department and discipline meetings.

ACTION: PHP Department Chair; History faculty

It is common in a small discipline for many policies and procedures to be internalized traditions. As the discipline grows, however, it becomes more important for both new and old discipline members to articulate and come to working compromises about common departmental practices and responsibilities.

Recommendation 3(i):

The discipline should develop a policies and procedures handbook, setting down guidelines on instructional and governance issues not covered by general UCC policy or specific to the History discipline.

ACTION: History faculty

4. RESOURCES

The Evaluation Committee notes the complaints of both students and faculty as to the offerings of the library. However, funding restrictions for the institution as a whole make it unlikely that any substantial change in volume and serial holdings will occur in the near future. The History faculty need to remain aware of the provincially directed mandate of a university college as the Department strives for a library appropriate to an undergraduate institution. Therefore, History faculty need to utilize what resources there are to the utmost:

Recommendation 4(a):

All History faculty should be involved in book ordering. Significant amounts of money remain in the Library Campaign Fund and in the Library Degree Grant, monies set aside specifically for the use of History, which have not been spent.

ACTION: History faculty

Recommendation 4(b):

All History faculty should be taking their classes for library tours. All History faculty should be working together with library personnel in cases where assignment design and library offerings are not meshing, resulting in student frustration and poor student performance.

ACTION: History faculty

Recommendation 4(c):

The History Program should continue to develop links with local museums and other community resources in order to add to the resources available to students. Field trips to such resources have been repeatedly requested by students.

ACTION: History faculty

APPENDIX A

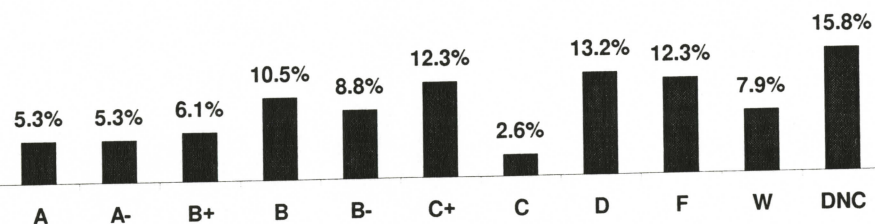
METHODOLOGY

The data were collected in the following ways:

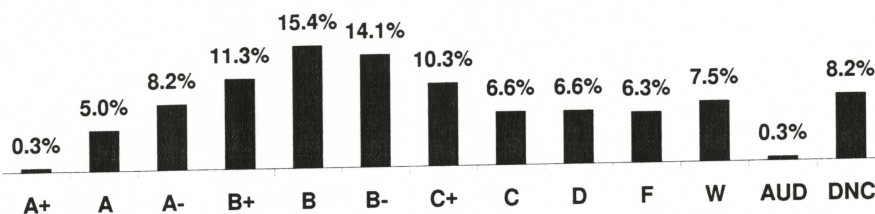
- 1) Consultation took place with the History Program faculty on the focus and process of the review and on the design of the survey questionnaires.
- 2) Questionnaires were administered to History program faculty, current students and former students (1996-99). All data were processed using SPSS to achieve frequency rates and mean responses. Subjective comments for each group were recorded separately and anonymously. Additional former student data from 1995-1998 BC Colleges and Institutes Student Outcomes surveys were extracted from the Student Outcomes Reporting System (SORS).
- 3) "Descriptive Data" on the History Program's objectives, course outlines, etc., were solicited from Dr. Michael Gorman, History Program faculty representative.
- 4) Data on annual seat utilization rates, graduation rates, gender and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) The following people associated with the program participated in the review process or were interviewed:
 - Dr. Roger Barnsley, President, UCC
 - Dr. Bruce Baugh, Chairperson, Philosophy History and Politics Department
 - Dr. John Belshaw, History faculty member
 - Dr. John Fudge, History faculty member
 - Dr. Ann Gagnon, History faculty member
 - Ms. Nancy Levesque, UCC Director of Library & Information Services
 - Dr. Robert McKinnon, Chairperson, Social and Environmental Studies Department
 - Ms. Diane Purvey, School of Education
 - Dr. Annie St. John, History faculty member
 - Dr. Andrew Yarmie, History faculty member
 - Current History Program students

APPENDIX B: GRADE DISTRIBUTIONS: 97/FA – 99/WI¹

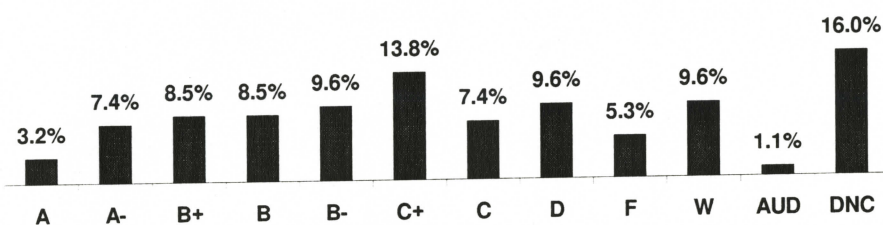
HIST 103- INTRO TO ANCIENT GREECE & ROME



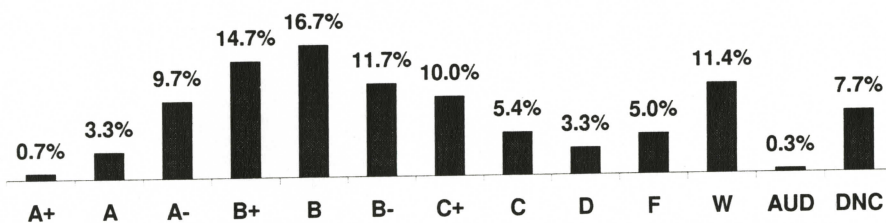
HIST 112 - INTRO TO CANADIAN HISTORY



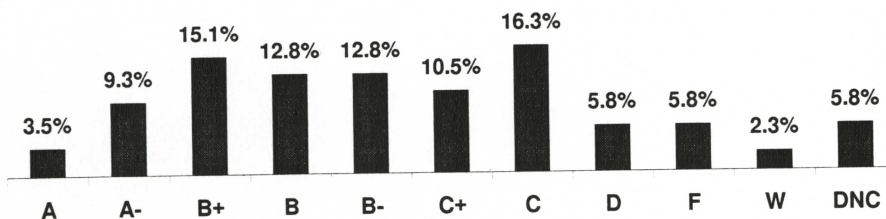
HIST 116 - HISTORY OF EUROPE 1500-1789



HIST 122 - HISTORY OF CANADA, 1867 TO THE PRESENT



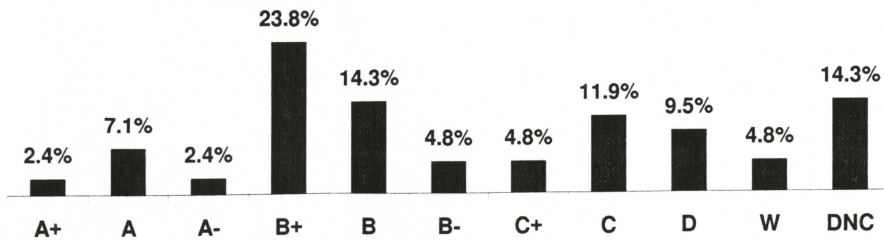
HIST 126 -EUROPE: 1789 - 1939



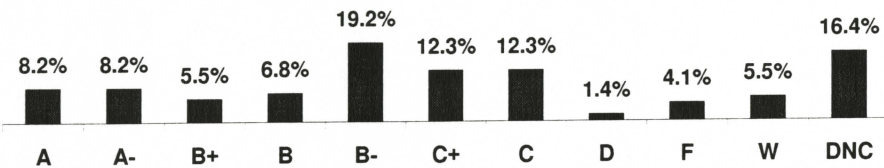
¹ Summer Session not included.

GRADE DISTRIBUTIONS: 97/FA – 99/WI

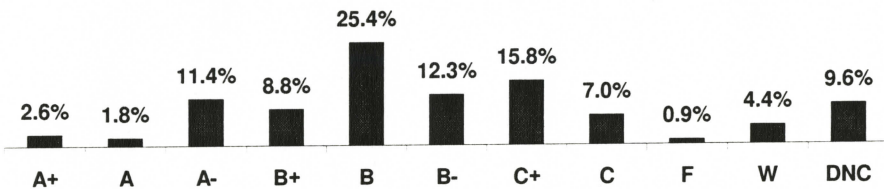
HIST 202 - NATIVE HISTORY OF CANADA



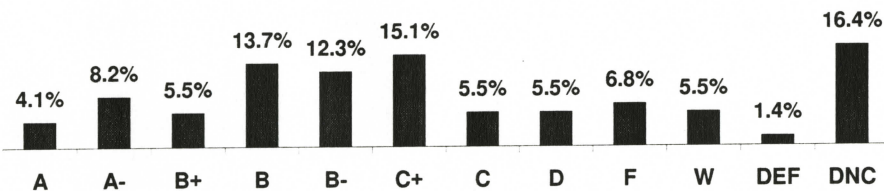
HIST 216 - HISTORY OF ENGLAND: ROMAN BRITAIN TO THE GLORIOUS REVOLUTION, 1688



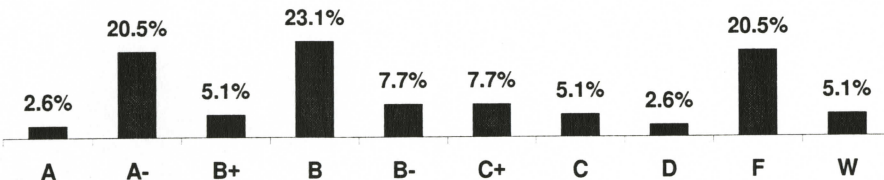
HIST 217- MAJOR ISSUES IN AMERICAN HISTORY FROM THE COLONIAL PERIOD TO THE CIVIL WAR



HIST 218- MEDIEVAL EUROPE 325 - 1198: FROM THE FALL OF ROME TO THE CRUSADES

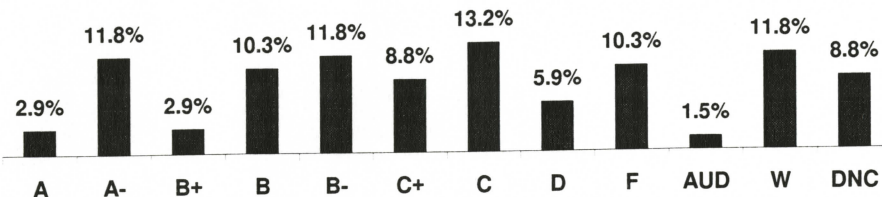


HIST 225 - CULTURAL AND ARTISTIC TRADITIONS OF EUROPE

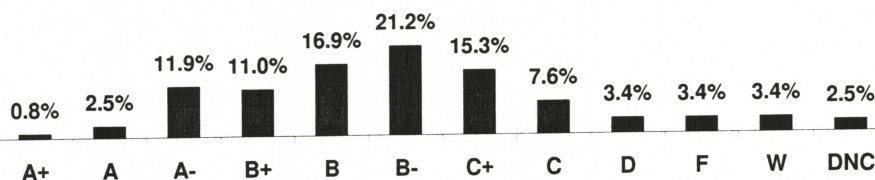


GRADE DISTRIBUTIONS: 97/FA – 99/WI

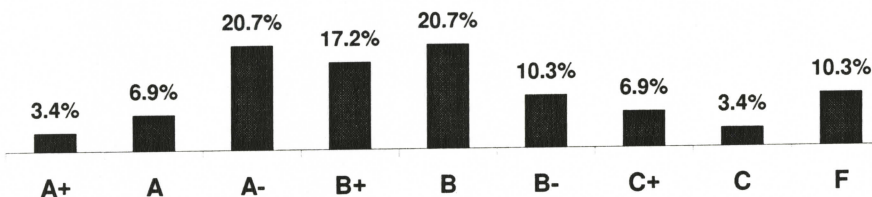
HIST 226 - HISTORY OF ENGLAND: THE GLORIOUS REVOLUTION TO VICTORIAN BRITAIN



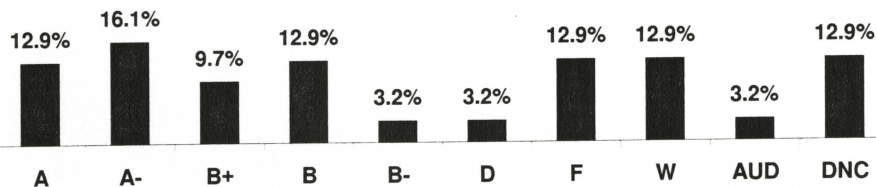
HIST 227 - MAJOR ISSUES IN AMERICAN HISTORY FROM THE CIVIL WAR TO THE PRESENT



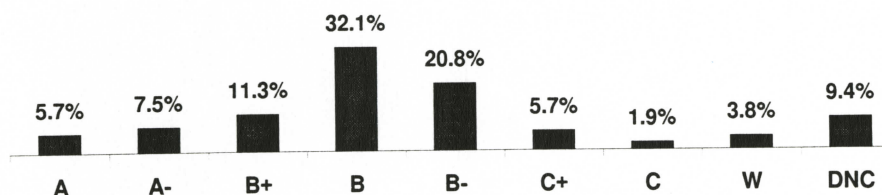
HIST 228 - MEDIEVAL EUROPE 1198 - 1500: FROM THE CRUSADES TO THE AGE OF RECONNAISSANCE



HIST 270 - THE HISTORY OF WOMEN IN CANADIAN SOCIETY

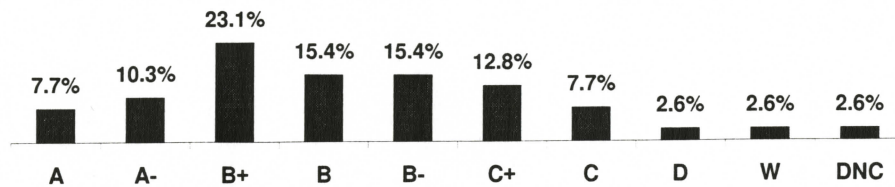


HIST 327 - AMERICAN COLONIAL HISTORY: 1607-1763

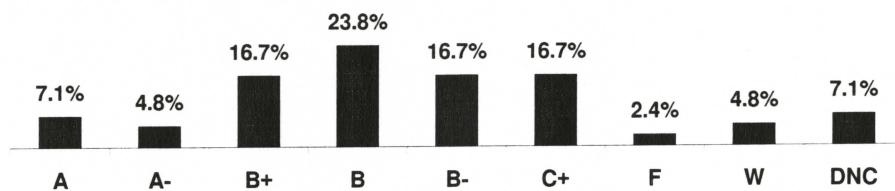


GRADE DISTRIBUTIONS: 97/FA – 99/WI

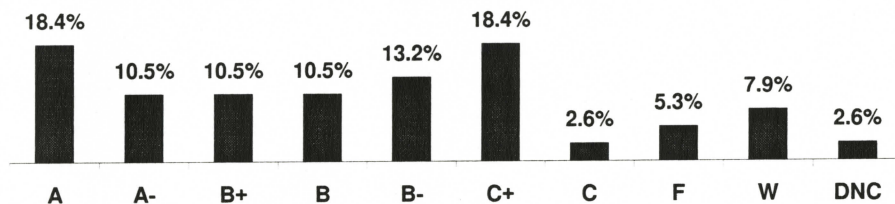
HIST 329 - CANADIAN SOCIAL HISTORY



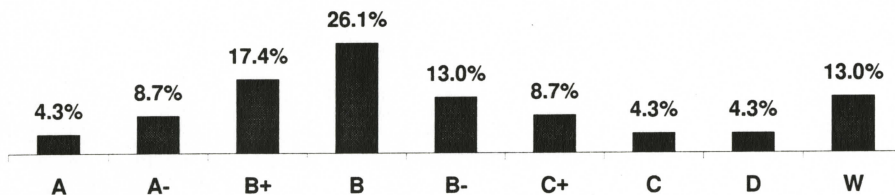
HIST 339- THE AMERICAN REVOLUTION AND THE FORMATION OF THE UNITED STATES: 1763-1812



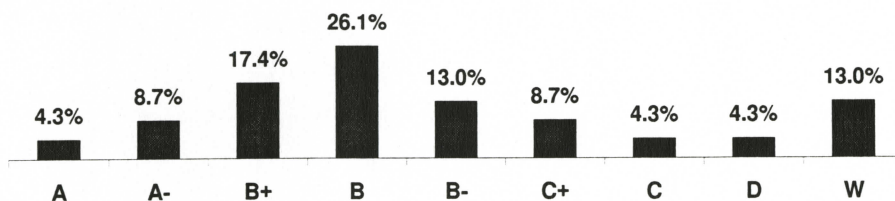
HIST 351- THE HISTORY OF CHILDHOOD AND EDUCATION



HIST 401- FRENCH CANADA FROM THE END OF THE 18TH CENTURY TO THE PRESENT

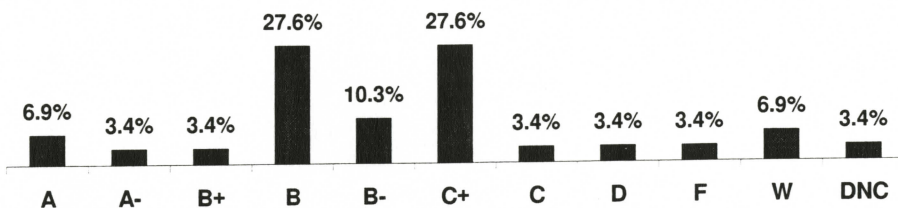


HIST 412 - TOPICS IN MEDIEVAL AND EARLY MODERN EUROPEAN HISTORY

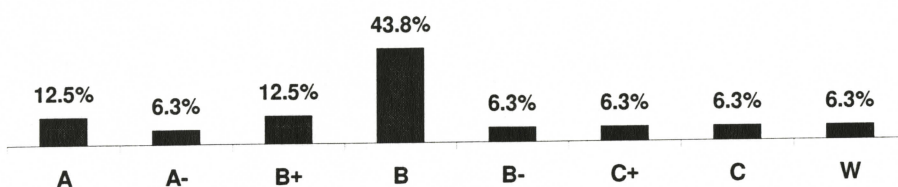


GRADE DISTRIBUTIONS: 97/FA – 99/WI

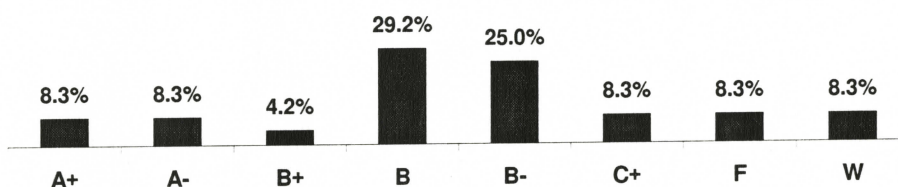
HIST 413 - REFORMATION EUROPE



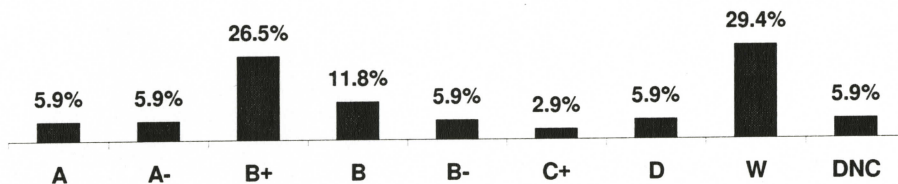
HIST 419 - VICTORIAN BRITAIN



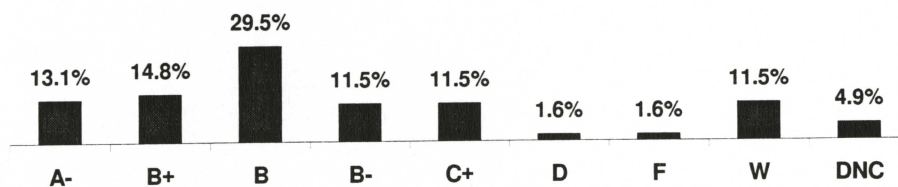
HIST 420 - TOPICS IN EUROPEAN HISTORY



HIST 425 - TOPICS IN CANADIAN HISTORY

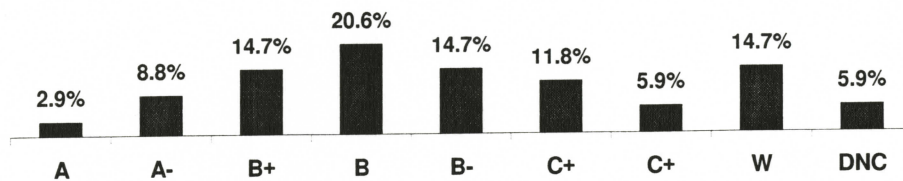


HIST 447 - SEMINAR IN AMERICAN HISTORY

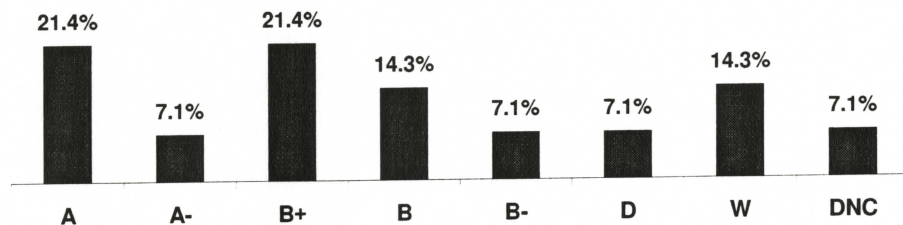


GRADE DISTRIBUTIONS: 97/FA – 99/WI

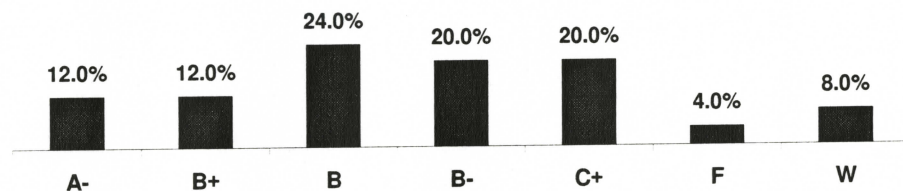
HIST 460 - BRITAIN IN THE TWENTIETH CENTURY



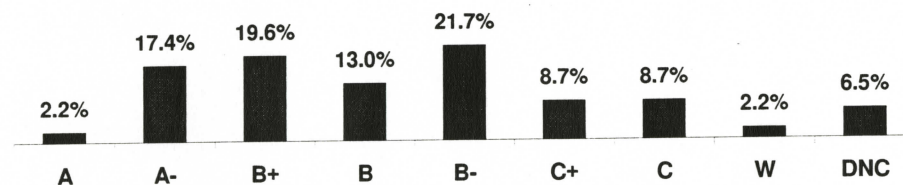
HIST 470 - POPULATION AND THE FAMILY IN THE PAST



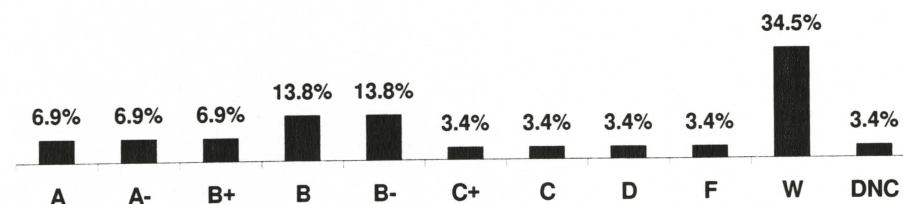
HIST 490- SEMINAR FOR HISTORY MAJORS



HIST 495 - THEORY AND PRACTICE OF HISTORY



HIST 499- THE WORKING CLASS AND THE LEFT IN CANADIAN HISTORY



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