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External Reviewers:

Marcel Dirk, Instructor, History, College of the Rockies

Tracey Kinney, Teaching Professor, History, Kwantlen Polytechnic University

Douglas College History Department, Humanities and Social Sciences:

History Department faculty as a committee of the whole; Dr. Cedric Bolz and Dr. Denis McKim principal report writers.

Date: March 15, 2024

1. Territorial Acknowledgements

I have researched and written my portion of this review while residing in the East Kootenays and working at the College of the Rockies.

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I would like to thank the Ktunaxa People as I value the opportunity to learn, share, and grow with them. Ktunaxa?amak?is?

M.D.

My portions of the review have been written on the territories of the Snuneymuxw peoples and while working at Kwantlen Polytechnic University. KPU is located on the territories of the Kwakwaka'wakw (Kwantlen), Nuxalk (Nuxalk), Kwantlen (Kwantlen), SEMYOME (Semiahmoo), and the Coast Salish (Qayqayt), v IN ] IN / ~ < Á ] I Á š o u • W } % o • U Á Z } Z À Œ ( } Œ š Z • o v • • ] v part of this acknowledgement, I hold myself accountable to participating in the work of decolonization, reconciliation, and Indigenization at KPU and in our communities.

T.K.

2. The External Environment

The post-secondary landscape in the Lower Mainland is crowded, to say the least, with no fewer than two research universities, four special-purpose teaching universities, two public colleges, and six accredited private post-secondary institutions all offering History education in the region. Within this milieu, Douglas College has developed upper-level courses as part of various agreements. The department has also been able to maintain strong enrolment numbers. Finally, its students evidently are well-prepared to complete their degrees at the four-year institutions.

## 5. Audit of the SelfStudy Recommendations

agreements should alleviate faculty fears of the impact on the articulation of the Associate of Arts.

	<p>regarding academic writing</p>		<p>Scaffolded research projects, writing intensive classes, and presentation of findings are also hallmarks of how to follow through on this recommendation.</p> <p>Redoubling of their efforts does raise concern about workload impacts, especially since faculty commented that the generalist Learning Support Services are not always prepared to provide history-specific instruction/guidance to students. This workload concern may, however, be offset by the effective and positive relationship with Library Services. The presence of a subject-specific librarian able to work with students on essential skills was noted during our interview. Further, the willingness to create discipline-specific assignments.</p>
<p>3</p>	<p>Prioritize experiential learning</p>	<p>9</p>	<p>The Program based visits, guest speakers, cultural sector work opportunities, field schools, and STEP UP teams as examples already incorporated into courses by faculty.<sup>22</sup> The Chair and several faculty members spoke favourably of a potential public history option, which developed with a focus on the communities that Douglas serves including local Indigenous communities, could be substantially experiential.</p> <p>When reminiscing about the orally based/evaluated Greek Civilization course, the student spoke glowingly of experiential learning being more than simply assignment based.<sup>23</sup> Future hopes, especially the reference to public/ community engaged history allude to the faculty accepting this type of learning is done outside of the classroom.</p> <p>The Dean is also very supportive of hands-on and work integrated learning. She mentioned that planning for a Humanities and Social Science practicum is underway.<sup>24</sup></p> <p>Therefore, to aid in prioritizing this recommendation, faculty should ensure 1) their definition of/vision for experiential learning history education are considered so students can take advantage of the HSS practicum.</p>

<sup>22</sup> Bolz and McKim et al., *ix*

<sup>23</sup> Student, interview.

<sup>24</sup> Dean, interview.

6. Additional Context, Recommendations or other Conclusions

No.	Content	Comments/Rationale
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		training in both the expectations of the Chair and the specific technologies currently in use at the College (training, the Dean assured us, is available).
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In our meeting with the Dean, we were assured that the merger of the History and Political Science Departments was effectively only an operational change. She reiterated the degree to which the merger of the two departments was a "no loss" situation. There is clearly residual anxiety and stress resulting from this merger. Each of our interviews (with the exception of the one with the





The History Department supports an Associate of Arts Degree (AA) History, and provides 'elective' courses for students across a variety of disciplines. However, apart from the AA, the History Department does not offer another credential that 'requires' history courses nor does it offer service courses required by other credentials. Consequently, enrolments are very much determined by the interest of students in the specific discipline of History.

The reviewers observed that the Douglas College History AA compares favourably with the History AA offered at a nearby institution. Douglas History having broad perspectives 'regional, national, comparative, transnational, thematic' histories. It was also noted that the Douglas College History AA contains more upper division credits and there is effective transfer of 'assigned' credits to SFU, UBC, UBCO, UNBC and UVic.

The reviewers spoke highly of the involvement of the Dean of Faculty "who clearly expressed her support for the Department, its Chair and the



writing intensive– if such changes were to result in a reduction in class size.

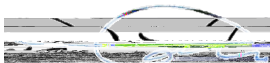
The Dean and the VPA&P are supportive of Recommendation #3 (Prioritize Experiential Learning).

Comments Regarding Additional Panel Recommendations:

The VPA&P disagree that online instruction is a “vexing issue” for the College. Douglas College’s strength is in the quality of its persons’ ins.6 (o)-9.6 (nul1g 11.04-6 (1.217 Td [(8)10.1 ( c)5.9 (h)-021)5.9 (h)91)-1.a



	<p>misleading. All HSS Departments have access to a 'Dedicated' Marketing and Communications officer and are welcome to express concerns about Marketing and Communications support directly to the Dean. Therefore the VPA&amp;P strongly recommends that the History Department: 1) detail concerns about the website to the Dean's office and 2) provide timely responses to inquiries from the Marketing and Communications officer.</p> <p>As per the College's routine follow up to comprehensive program reviews, the Department is to submit <a href="#">Implementation and Action Plan</a> (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
Next scheduled PR (57 years):	2027



VicePresident, Academic and Provost

October 30, 2024

Date