



OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

8888 University Drive, Burnaby, BC
DISC 1 | 1625
Canada V5A 1S6

TEL: 778.782.5731
FAX: 778.782.5876

vpacad@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Senate
FROM Catherine Dauvergne, Vice-President,
Academic and Provost, and Chair, SCUP
RE: External Review Mid-Cycle Report Department of History (SCUP 21-09)

DATE March 01, 2021**PAGES** 1 of 1

A handwritten signature in blue ink, which appears to read "Catherine Dauvergne", is written over the "PAGES" field.

The External Review of the Department of History was conducted in February 2017. As per Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan. At its February 17th meeting SCUP reviewed the Department of History's mid-cycle report.

The mid-cycle report, the Unit's assessment of its Educational Goals, and SCUTL's Feedback on the Educational Goals are attached for the information of Senate.

C: H. Pabel



8888 University Drive, Burnaby, BC
Strand Hall 3000
Canada V5A 1S6

TEL: 778.782.5731
FAX: 778.782.5876

avpacad@sfu.ca
www.sfu.ca/vpacademic

MEMORANDUM

ATTENTION Catherine Dauvergne, Chair, SCUP
FROM Wade Parkhouse, Vice-Provost and
Associate Vice-President, Academic
RE: External Review Mid-Cycle Report for the Department of History

DATE February 5, 2021
PAGES 1 of 1

The External Review of the Department of History was undertaken in February 2017. As per the Senate guidelines, the Unit is required to submit a mid-cycle report describing its progress in implementing the External Review Action Plan and the assessment of its Educational Goals. The update on the Action Plan has been reviewed by the Faculty Dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the Unit on the assessment of its Educational Goals. The recommendations from SCUTL will be incorporated into the Unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Hilmar M. Pabel, Acting Chair, Department of History
Jane Pulkingham, Dean, Faculty of Arts and Social Sciences



DEPARTMENT OF HISTORY
8888 University Drive
Burnaby, BC
V5A 1S6, Canada

Prof. Dr. Hilmar M. Pabel
Acting Chair (2020-2021)
pabel@sfu.ca

Tuesday, 1 December 2020

Dr. Glynn Nicholls
Director
Academic Planning and Quality Assurance

Dear Dr. Nicholls,

Please find attached a Mid-Cycle Report and an Assessment Report of our Department's Educational Goals.

Many thanks for your attention,

A handwritten signature in black ink, which appears to read "Hilmar M. Pabel".

External Review Mid-Cycle Report for the Department of History

Action	Progress Made
1. Programming	
1.1.1 Undergraduate	
Adopt an accelerated BA/MA.	In September 2020, the Undergraduate Studies Committee undertook to review the Honours Program in conjunction with an assessment of developing an accelerated BA/MA program. How could both programs exist in our Department? Current Undergraduate Chair Sarah Walshaw and Undergraduate Program Committee member Ilya Vinkovetsky held discussions in Fall 2020 regarding the potential for a BA/MA model in the Department of History. Anecdotal evidence from the low uptake of BA / MA programs in recently investigated models, coupled with our desire to address challenges in our current History Honours model, led to our decision to investigate these two models hand-in-hand, and to consider alternative pathways between our undergraduate and graduate programs. Given the changing educational landscape in which the department, and the University, currently find themselves during the COVID pandemic, we are still considering what is possible, what is recommended, and what aligns with our broader Undergraduate and Graduate program goals at this time. A second meeting on this topic is planned for this term, Spring 2021.
Participate in FASS and University discussions about indigenizing and decolonizing the curriculum in response to the Truth and Reconciliation Commission's calls to action.	Dr. Jennifer Spear, Chair of History (2015-2020) was on the FASS-CC Indigenization Working group from 2016-2018, serving as its co-chair in 2017-2018 and was also on the Aboriginal Steering Committee, as one of two FASS representatives from 2018 to 2020. Faculty in History participated in - the search organized by FASS for CRC (Tier 2) in Digital Humanities - UBC's "Reconciliation through Indigenous Education" MOOC and University of Alberta's "Indigenous Canada" MOOC. Decolonization of courses: - Dr. Jennifer Spear, Hist 427 (Summer 2018), "Decolonizing Indigenous Histories of North America";

	• Dr. Sarah Walshaw, Hist 473W (Summer 2019), “History, Memory, Trauma and Truth in South African and Canadian [Truth and Reconciliation] Commissions”; • Dr. Aaron Windel, Hist 438 (Spring 2020), “African Perspectives on Empire”; • Dr. Ele Chenier, Hist 436 (Spring 2020), “British Columbia” (for which Dr. Chenier received a FASS grant on Indigenizing courses allowing for the invitation of many guest speakers in the class). The hiring of Cody Groat, Director of the Indigenous Heritage Circle, as limited term Assistant Professor in Canadian and Indigenous history.
• Create joint major with FNST.	In April 2018, the Department of History approved a Notice of Intent (NOI) and a Full Program Proposal (FPP) for a joint major with First Nations Studies (FNST), now Indigenous Studies. The NOI and the FPP were the product of hard work by Indigenous Studies and History. The Senate Committee on Undergraduate Studies (SCUS) did not allow the request to fast-track the FPP because it indicated that the approval of the NOI and the FPP was a two-stage process. The Senate Committee on University Priorities passed a motion to approve the NOI on 4 December 2019. Owing to administrative turnover at the Undergraduate Studies Chair level and the university’s response to Covid, the FPP was delayed. History is now consulting with Indigenous Studies and the Associate Dean, Undergraduate about either a Spring or Fall 2021 FPP submission to FASS UCC, SCUS, and SCUP.
• Assess results of past recruitment efforts and changes to the undergraduate curriculum and continue to implement incremental reforms to improve enrollments.	The Department’s Working Environment and Outreach Advisory Committee has often discussed how we can best assess the results of our recruitment efforts. It has proved quite difficult. That we have done much by way of recruitment efforts is true; assessing the success of these efforts, except in an anecdotal way, very difficult. Nevertheless, in 2019, the Working Environment and Outreach Advisory Committee held four 'Town Hall' meetings with undergraduates who had taken History courses and gathered both discussion and survey data from those students.

1.1.2 Graduate	
Update the graduate handbook.	Completed. The graduate handbook has been updated to reflect recent changes (e.g. the transformation of History 815 or the adaptation of the existing MA program for secondary school teachers) and to make it more accessible and user friendly for our graduate students. In its updated form the handbook is available on the History Department's website.
Transform History 815 (Prospectus Workshop) into a series of four workshops bridging the end of the fall semester and the beginning of the spring semester.	The transformation has been completed and Hist. 815 has been offered in the new format since 2017-2018.
Adapt the existing MA program for secondary school teachers by changing course sequencing.	Completed. The first teachers' cohort entered the MA program in the Summer Semester 2019. Changed course sequencing in their case means that they take History 814 and 815 over a six-week period in July and August.
Adopt an accelerated BA/MA.	In progress. Discussions about the adoption of an accelerated BA/MA are ongoing within History's GPC and the Department more generally, as efforts regarding the implementation of the action have focused on the adaptation of the existing program for secondary school teachers and the creation of more funding opportunities for our graduate students.
Adopt a course-based MA with a major paper requirement.	The Department has found it difficult to make progress in this matter primarily because a course-based MA would require more faculty in order to avoid a contraction of our undergraduate course offerings and hence of undergraduate enrolment.
Support the Dean of Graduate Studies in restoring the part-time MA option.	To be acted upon.
Explore fund raising opportunities for additional private awards and other resources for graduate students, especially for language training and to create funding packages commensurate with Vancouver cost of living.	In this matter major progress has been made. Since Fall 2018, the Department has been using money from the History Development Fund (HDF) to support conference and research travel of our graduate students. Since Fall 2020, HDF money has been also dedicated to support language training related to the research projects of the Department's MA and PhD students.

2. Research	
Work with Associate Dean-Research, FASS, to encourage the University to develop a system that more accurately captures research productivity and funding successes of History faculty (and humanities researchers in general).	Faculty in the Department of History contributed to the Visualizing FASS Research tool. Our Department Communications & Events Coordinator actively supports the FASS Communications team (by attending 'all-FASS' Communicator meetings, participating frequently in the FASS Communicators Slack channel, and giving feedback on ideas & initiatives), to ensure that the History Department successes are reported. For example, see John Craig's inclusion in this article: https://www.sfu.ca/fass/news/2020/07/FASS-researchers-awarded-2020-Social-Sciences-Humanities-Council-Insight-Grants.html . The Department's Working Environment and Outreach Advisory Committee has tasked the Communications & Events Coordinator to develop a content communications strategy for the department so that department accomplishments, such as research & funding successes, are more efficiently reported on and funneled to the FASS communications team.
Build on Department's historic strengths in Middle-East history and the presence of the CCSMSC.	Graduate students studying Middle-East history will benefit greatly from the Department's funding to support language training. Indeed, acquiring proficiency in Middle Eastern languages such as Arabic, Armenian, Persian, modern and Ottoman Turkish is crucial for producing world class research and for finding gainful employment in a variety of professional fields both inside and outside academia. On several occasions, the History Department has also identified the creation of a tenure-track professorship in the History of the Persianate World as one of its hiring priorities. Especially under the stewardship of its new Director (since 2017), Dr. Amal Ghazal, promoted to Full Professor in the Department of History in 2020, the CCMS (now: the Centre for Comparative Muslim Studies, formerly CCSMSC) has significantly expanded its community engagement. It has, for instance, introduced initiatives such as the Community Conversations and the Fellowship Program. As extensive stakeholder

	interviews for the CCMS's current Five Year Plan suggest, these initiatives have been well received in the community. Indeed, these interviews highlight that "[t]he community face of the CCMS is very strong, and is considered as very progressive and relevant, tackling areas such as Indigenous-Muslim relations, or topics such as what it is like to be Queer and Muslim, or Black and Muslim. Moreover, interviewees emphasized that "[s]taff of the CCMS have done amazing work raising the level of programming and its offering particularly to the community." As they continue under the CCMS's acting Director, Dr. Azadeh Yamini Hamedani, these initiatives put the CCMS and, by extension, the History Department at the cutting edge of SFU's ongoing commitment as an engaged university.
3. Administration	
Revise the Department's operation of workload policy to ensure that it continues to reflect a consensus view about what sorts of overload teaching should be compensated and to reflect changes in the working environment.	In April 2018, the Department passed a motion to establish an Ad Hoc committee (September 2018-August 2019) "to develop a new, more equitable and flexible workload policy, including a consideration of the box top system." The Committee continued to meet until January 2020. Committee members gathered workload data from other academic units in FASS and from other universities. They first drafted a series of proposals and recommendations. A committee member then drafted a comprehensive plan to revise teaching workload in the Department. The committee met in January 2020 to discuss the plan and suggest revisions. Work ceased with the onset of the pandemic.
Minimize the substantial departmental service being carried out by Associate Professors.	Our situation has not allowed for this. Administrative secondments outside the Department require all faculty, including Associate Professors, to participate in departmental service.
Revise the Department Constitution.	The Department last approved an amendment to its constitution on 20 April 2017. Efforts to produce a thorough revision of the constitution have not succeeded owing to the inadequate methodology of assigning one faculty member with the task of drafting a revised constitution. Revising the constitution requires input from all whom it governs and thus a lengthy process.

4. Working Environment	
Continue to build on strong interdisciplinary relations with First Nations Studies; Gender, Sexuality, and Women's Studies; Hellenic Studies; and International Studies through cross-listed courses and associate faculty memberships.	We continue to cross-list courses with these disciplines.
Address faculty discontent with burden of directed readings through revision of current course equivalencies, "box-top" system.	The Department established an Ad Hoc committee to develop a new work equity policy and review the "box-top" system. See above under "Administration." A revised "box-top" system emerged from this work, but it still awaits discussion and approval of the Department of History. The revision was circulated to the Department in November 2020.

The Department of History formulated and adheres to the following five Educational Goals:

1. **Historical mindedness:** Attain a deep, discerning appreciation of the complexities of human experience around the world, from past to present.
2. **Experience in information management:** Find, filter, contextualize, and independently engage with a large number of print, digital, visual and specialized data pertinent to the examination of change over time.
3. **Effective analytical abilities and practices:** Engage with and critique complex historical evidence as well as diverse theoretical and ideological perspectives.
4. **Skills and habits of mind valued beyond the classroom:** Acquire disciplined reading, writing, research, and oral communication skills essential to the independent and collaborative tasks required in varied professional settings.
5. **Active and empathetic citizenship:** Practice historical thinking and awareness of different times, cultures, and politics as instruments of responsible engagement with the world today.

In the fall of 2018, at the request Dr. Jennifer Spear (Chair of History, 2015-2020), Andrea Samoil, a PhD student in the Department of History, researched course requirements as articulated in the most recent syllabi for all History courses. Ms. Samoil collected data in a Canvas shell and analyzed course requirements through the following fifteen categories: book reviews, course material-based assignments, creative projects (non-essay), debates, film analysis, historiography papers, in the news, paper proposals and annotated bibliographies, participation, peer review, presentations, primary source analyses, reading responses and discussion questions, reflective assignments, research papers. The resulting assessment documents the correspondences between the five educational goals and course requirements. Proceeding goal by goal, the assessment divides its findings between upper- and lower-division courses. Ms. Samoil submitted the assessment in April 2019. I have reviewed and revised the assessment for clarity.

The assessment did not lead to changes in the educational goals or curriculum of History. We do not anticipate making any changes as a result of the assessment.

Friday, 27 November 2020

Hilmar M. Pabel

Hilmar M. Pabel
(Acting) Chair of History

LOWER-DIVISION COURSES

1. **Historical Mindedness:** Attain a deep, discerning appreciation of the complexities of human experience around the world from past to present.

Tutorial discussions, especially of primary sources, encourage students to consider not just the context of a source, but how a similar issue exists today in our society to highlight both the similarities and differences across time and place.

Unsurprisingly, almost all written assignments in lower division courses encourage historical mindedness. Primary source analyses constitute by far the most common assignment that encourages historical mindedness in lower division courses by asking students to situate and contextualize a primary source.

Other paper formats in lower division courses also encourage historical mindedness by asking students to engage with the complexity of the past, through microhistories, explorations of conflicts, or how gender roles have changed over time.

Short answer identification terms on exams also encourage students to develop historical mindedness by contextualizing the events, people, ideas, or processes listed.

Map components of exams and quizzes encourage historical mindedness by encouraging students to consider how the political and cultural geography of areas has changed over time.

2. **Experience in Information Management:** Find, filter, contextualize, and independently engage with a large number of print, digital, visual and specialized data pertinent to the examination of change over time.

Tutorial participation encourages students to make connections between the readings of different weeks, thereby tracing change over time by engaging with multiple sources of information.

There is very little independent research in lower division courses, so most of the experience in information management comes from students filtering, contextualizing, and engaging with the entirety of the course material, particularly in essays and exams. Essays which combine primary and secondary sources, or which require students to use course material including readings, lectures, and class discussion, encourage information management as students must engage with the bulk the course material in order to do well.

Primary source analyses require information management because students must use the course material from other readings, primary sources, and lectures in order to analyse the source.

Exams, midterms or finals, require students to demonstrate familiarity with a large amount of information, and to organize it for themselves in a way that allows them to make connections between periods and sometimes geographical areas or themes.

3. Effective Analytical Abilities and Practices: Engage with and critique complex historical evidence and diverse theoretical and ideological perspectives.

Participation components encourage students to practice analytical skills, typically by asking students to analyse readings (be they primary or secondary sources) in advance of the class and in the tutorial itself during discussion.

Several courses emphasize that in tutorial discussions students must do more than simply summarize material. If they are responsible for devising discussion questions, these should invite analysis and interpretation instead of aiming at simple yes/no answers about facts.

Almost all lower division assignments encourage analytical abilities. Such assignments direct students to move beyond a summary of facts in order to weigh evidence. Accordingly, students devise their own thesis statements in written assignments and they critically consider historical context in order to make arguments about significance for primary sources and terms.

Primary source analyses ask students to examine historical material closely, and to hone their analytical abilities by coming up with their own interpretive thesis, typically about the significance of a source.

Some essay assignments ask students to engage with multiple questions in order to come up with an analytical thesis statement. Other essay assignments ask students to take a position in a debate, which encourages students to consider not just the complexity of a historical issue, but also the diversity of opinions about it.

Exams ask students to evaluate critically the information from the course to develop theses for essays and to decide what will be the best supporting evidence given the time constraints. Identification of essential terms (e.g. persons, places, events, documents) in short-answer questions require students to engage in an historical analysis that goes beyond the rehearsal of facts to demonstrate the significance of terms.

4. Skills and Habits of Mind Valued Beyond the Classroom: Acquire disciplined reading, writing, research, and oral communication skills relevant to history as well as associated disciplines and professional settings.

Lower-division history courses develop reading, writing, and oral communication skills consistently.

Participation components encourage the ability to communicate complex ideas, to disagree respectfully with others, and to articulate arguments. They give students opportunities to practise public speaking in medium-sized group settings and to develop active listening skills and the ability to respond to and reformulate ideas based on feedback from the instructor or fellow students.

These are useful skills in work settings for staying on task, facilitating a discussion, or chairing a meeting. Students can put these skills to good use in leadership roles in student clubs or

government; day care, strata, or coop meetings; volunteer organizations such as social activist groups, political constituency meetings, charities, sports or community organizations.

Tutorial participation typically requires punctuality, preparation in advance (specifically completing readings, but may also include submitting discussion questions or bringing copies of material to class), and regular attendance. The independent work, time management, and time-discipline (especially in those classes with a zero-tolerance for lateness or absences) instills behaviours in students that employers desire from their employees.

Preparing group presentations with other students to lead a tutorial discussion allows students an opportunity to improve collaboration skills.

Short essays allow students to practise the development of historical arguments, the organization of ideas, the effective use of evidence, and concision as students contend with a large quantity of information from the course material. The very process of writing an essay requires students to engage in critical analysis, to discriminate in the choice of considerable amounts of information, and to develop and apply their own ideas to an historical problem. Considering multiple sources and types of information, including oral sources in an essay required for History 115, provides formative experience for making a range of important decisions from choosing an appropriate health care treatment to finding a suitable place to live.

Exams offer practice at working under high pressure and time-management, which is useful for other courses with exams.

On-line discussion gives students an opportunity to improve their on-line communication abilities, including practices to engage in respectful discussions with others.

5: Active and Empathetic Citizenship: Practice historical thinking and awareness of different times, cultures and politics as instruments of responsible engagement with the world today.

History courses achieve active and empathetic citizenship through tutorial discussion and primary source analyses. In a few courses, tutorial instructions highlight empathetic citizenship. In History 254, students must interrogate assigned readings for tutorial discussions by considering this question: "How does the source help us understand the living world of Chinese people, then and now?"

Primary source analyses typically encourage students to consider what motivated historical actors and how they understood their own world. Other written assignments challenge students to consider how social categories such as gender and race are constructed, and how the past connects to the present through such processes as commemoration.

UPPER-DIVISION COURSES

1. **Historical Mindedness:** Attain a deep, discerning appreciation of the complexities of human experience around the world from past to present.

Participation and discussion components encourage historical mindedness when students consider a specific historical period or place. They also consider primary sources and questions about the author, their intent, their audience, and the context in which a text was written in order to determine how people in different times and places thought about the world.

“In the News” assignments encourage historical mindedness by asking students to connect course material to items they find in the news: to make connections, sensitive to similarities and differences, between past and present.

Film analysis encourages historical mindedness by asking students to consider the historical milieu in which a film was created.

Historiographical assignments, whether stand-alone, or as part of a research paper, require students not only to contemplate the complexities of the past within the subject of their study, but also to realize how historians’ perspectives and methodologies have changed over time.

2. **Experience in Information Management:** Find, filter, contextualize, and independently engage with a large number of print, digital, visual and specialized data pertinent to the examination of change over time.

Information management is a constant component of tutorial discussions as students are expected to filter, contextualize, and connect readings to each other. Students in all upper division courses are required to do several readings per week, frequently incorporating ideas and themes from these into discussion questions or reading responses.

Research essays are the major course component through which students are expected to practice information management. Students are almost universally required to undertake independent research in upper division courses, which will involve finding and then using various types of primary and secondary sources.

Exams and quizzes require reading comprehension, the ability to memorize significant historical facts and interpretations covered in the course, identify and isolate key information, and contextualize a large amount of information in order to answer essay questions.

3. **Effective Analytical Abilities and Practices:** Engage with and critique complex historical evidence as well as diverse theoretical and ideological perspectives.

Almost all written assignments encourage analytical abilities. Such assignments direct students to move beyond a summary of facts in order to weigh evidence. Accordingly, students devise their own thesis statements in written assignments and they critically consider historical context in order to make arguments about significance for primary sources.

Participation components encourage students to practise analytical skills, typically by asking students to analyse readings, primary or secondary sources, in advance of the class and during the tutorial itself during discussion. This may take the shape of responses to assigned readings, posted discussion questions, or student-led discussions.

Book reviews require students to analyse, not simply summarize, an author's thesis and arguments.

Film analysis introduces students to different approaches of analysis and require students to contextualize the film.

A few courses organize debates, in which students are expected to state a position on a question and then use evidence and logic to make their own argument and critique a fellow student's position.

The primary source analyses in upper-division courses tend to be longer than in lower-division courses. Students do not usually write these in class. As in lower-division courses, since they must closely read their historical source, students in upper-division courses contextualize it and then articulate an analytical rather than descriptive thesis of the source's significance.

Essay proposals (and the research essays that follow) and annotated bibliographies typically ask students to consider the significance of their proposed research question and the relevance of their sources to their question, analyse the historiography, and offer an analytical, or interpretative, thesis statement.

4. Skills and Habits of Mind Valued Beyond the Classroom: Acquire disciplined reading, writing, research, and oral communication skills relevant to history as well as associated disciplines and professional settings.

Participation encourages students to engage in debate and to take collective responsibility for the class discussion and their own learning. Instructors act as moderators rather than discussion leaders. When students lead class discussions, they develop the public speaking skills and the ability required to chair a meeting in various settings such as at work, strata, day care, student club, student government. Working with other students for group presentations also allows students an opportunity to improve collaborative skills.

Tutorial participation typically requires punctuality, preparation in advance (specifically completing readings, writing reading responses, submitting discussion questions, and bringing readings to class), and regular attendance. The independent work, time management, and time-discipline (especially in those classes with a zero-tolerance for lateness or absences) instills behaviours in students that employers desire from employees.

Debates help students to consider diverse perspectives in anticipation of potential counterarguments, which is a valuable skill for those who aspire to a career in law or politics or for those who wish to exercise some role in local community leadership.

By developing skills in attentive listening, students outside the classroom will be able to assess and critically analyse an oral presentation in such diverse settings as community planning, sales pitches, and or workplace project proposals.

Essays constitute the dominant form of assignment in history courses. Students in upper-division courses usually write independent research essays that rely on many sources and that require an argumentative thesis, a logical structure, compelling evidence, correct citations, and lucid prose. These are transferable writing skills for other courses and prepare students, beyond the academy, to write policy documents for advocacy groups, businesses, unions, or government.

Furthermore, since essays require students to contextualize their argument and sources, intensive historical research will give students the skills needed to do research on topics of concern in their lives generally, such as assessing reviews for major commercial purchases or evaluating current events in order to formulate their own decisions on political issues.

Creative, non-traditional research projects are components of several courses. These projects still require students to hone their written and oral communication skills. The goal of an alternative format to an essay (poster, video, blog post) is to encourage students to consider how to communicate with a general audience by distilling their key points and creating engaging presentations. These are all key communication skills for students in all disciplines. They are also skills that allow students to create projects that effectively communicate their ideas for projects that inspire them outside of school, such as a blogs, a YouTube channel, or communications work for a volunteer organization.

Peer review allows students to improve their capacity to provide helpful written feedback, which is not only useful in a work setting, but could also help students peer edit papers for other courses, a friend edit a blog or their 100,000-word fanfiction opus, or in coaching.

“In the News” components foster students’ abilities to understand the links between the past and the present, to compare their own and other contemporary societies, and to make informed political decisions.

Film analysis assignments give students tools to understand films in other courses and in their everyday lives. By considering when the films were made, it is possible to historicize them and consider the ideological underpinnings of films.

Historiographical reviews, such as in History 300, require students to identify a scholar’s background and theoretical and methodological approaches. By identifying the theories, ideologies, and methods of historians, who do not always articulate these for their readers, students gain confidence in identifying theory and method in other contexts, academic and otherwise. They will grasp the fundamental assumptions and unstated ideological perspectives of non-fiction books, news reports from traditional or social media, and products of popular culture, such as movies, podcasts, and vlogs.

One unique, but particularly useful course component is the website review in History 338. The review gives students the tools they need to judge the reliability of any information that they find online.

5. Active and Empathetic Citizenship: Practice historical thinking and awareness of different times, cultures and polities as instruments of responsible engagement with the world today.

Class participation is one of the major ways that empathetic citizenship is fostered. It encourages students' historical mindedness and their ability to reflect critically on their own society. Upper-division history courses promote empathetic citizenship by creating a supportive and enriching learning environment in tutorials and seminars. In-class debates allow students to consider and appreciate alternative perspectives.

Written work encompasses a diversity of ideas in the past and present and makes the connections between past and present in cultural and political life.

In assignments that require students to assess the perspectives of authors of primary sources, students learn active and empathetic citizenship. In History 315, for example, a close reading and analysis of an early modern English printed source asks students to consider how someone from a different time and place thought about the world.

History 427 requires students to include sources from Indigenous perspectives while they study issues in Indigenous health. The same course's "In the News" component asks students to consider the relevance of a contemporary Indigenous health story to the content of the course. The evaluation of class participation includes how students treat others in the class, reinforcing the need to consider empathetic citizenship in their own lives.

In History 390, a personal reflection paper asks students to draw on their own experience and / or their family history. Their objective is to reflect critically on how their experiences relate to or differ from one or more communities in East Asia or Canada and to explain their experiences help them understand current issues in East Asia or Canada.

In History 463, students are likewise encouraged to draw on their own experiences of work and university to interpret the readings. They learn empathetic global citizenship while they compare and contrast their own experiences with those of people in the past and other parts of the world.

The research project in History 300, focused on the local issue of the removal of the statue of John A. Macdonald Victoria, stimulates empathetic citizenship by asking students to confront global issues of colonization/decolonization and commemoration. They work in groups to develop proposals for the future placement of the statue. Their proposals not only respond to various historical views of Macdonald but also deepen the value of the work of Truth and Reconciliation for Indigenous peoples in Canada.

Mid-Cycle Educational Goals Assessment Report Review

Provided by SCUTL, the Senate Committee on University Teaching and Learning

Unit name: **History**

Date: 12 January 2021

This form provides feedback from members of the SCUTL subcommittee that reviews plans and reports resulting from SFU external reviews. Our aim is to provide formative feedback on the work being undertaken to set and assess educational goals for programs at SFU. As the inclusion of SCUTL in the external review process is new, we would appreciate hearing from the unit regarding whether this feedback is helpful so we can continue to revise and improve our process. Please feel free to contact the Chair of SCUTL, Elizabeth Elle at any time (avplt@sfu.ca).

We found that in order to provide feedback on mid-cycle reports, we needed to also consider the assessment plan produced at the start of the external review process. This worksheet notes where particular elements are present in the plan or the assessment, if they are aligned with the aims of the unit, and the strengths and weaknesses of both the plan and the mid-cycle assessment. SCUTL is working from these guiding principles: assessment plans should be **feasible**, **context-sensitive**, and **assess the program, not individual instructors or courses**.

Stage	Element	Plan	Report	Other Comments/Suggestions
Plan and Prioritize	Who will work on the assessment and why		Yes, hired a dept PhD student to carry out the analysis	
	Department context provided			Not articulated.
	Plan for engaging faculty			
	Reasonable timeframe			Not yet articulated
Define and Refine	EGs are broken down to measurable sub-goals			
	Revise EGs (if unit deems necessary)		Analysis looked at all history courses.	
Curriculum Mapping	Identification of key courses that address specific EGs	Identified kinds of assignments where students demonstrate EGs, tying them to particular courses or levels of courses	Identified 15 kinds of assessments and showed how they align to undergraduate program EGs.	This was done within broad categories (1xx, 4xx). This appears to make sense within the departmental context but it might be more tractable to focus on specific courses.

	Curriculum mapping plan (e.g. Introduce/Develop/Proficient; instructional strategies; assessments)			Encourage HIST to build on what they have already learned to consider how student skills are scaffolded through the program.
Assess and Discuss	Specific direct, course-based evidence of student learning as linked to particular EGs			Assessment to date focuses on opportunities for students to attain the EGs; the unit hasn't yet looked at student success in attaining the EGs.
	Feasible plan for collecting additional data (indirect evidence), if needed			
	Rationale for data collection, including alignment with EGs. Analysis plan is clear and feasible.			The work completed to date on how students are assessed should provide a great foundation for HIST to consider which courses could have student achievement assessed more directly for each EG.
	Plan to share findings within unit			Not articulated in the current document.
Implement Improvements	(Provisional) Plan for using findings		Report notes there is not currently a plan to make curriculum changes or changes to EGs	

Strengths: This mid-cycle report is comprehensive in terms of what students do in their courses. The department has ably and comprehensively focused on course requirements as they are aligned to EGs throughout the program. Attention to both lower and upper levels demonstrates concern with scaffolding of student learning and attainment of EGs which is great. Students clearly have many opportunities to achieve the EGs over the course of their program.

Weaknesses: The department hasn't yet looked at student performance on course-based assessments as evidence of having attained EGs.

Recommendation: Now that the department has identified where in the program students have opportunities to meet EGs, they can select key courses, and a sample of student work in these courses, in order to assess student attainment of EGs. Although this can seem daunting at first, the Specialist, Program Assessment can help to design a way to do so that is not burdensome to faculty.

If you would like support for re-imagining direct or indirect assessments, please consider contacting Alice Campbell in CEE, who is in a new role of Specialist, Program Assessment (alice_campbell@sfu.ca)