

Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to gugap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
History BA (General and Minor), Joint Honours, BAH, MA, PhD

Program Contacts			
Name:	Amitava Chowdhury	Name:	Jenn Lucas
Title:	Department Chair	Title:	Program Manager
Department:	History	Department:	History
Email:	History.chair@queensu.ca	Email:	Jenn.lucas@queensu.ca

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1. Academic Unit Report

- 1.1 Recommendation 1:** The reviewers recommend ongoing focused discussion on the purpose and learning outcomes of both the honours/joint honours and the general/minor programs. That the academic unit be encouraged to re-write the undergraduate program learning outcomes to reflect more fully what is being taught in the programs.

Proposed follow-up:	<p>Clear curriculum mapping that will clarify what knowledge and skills are to be achieved at each level of the program. Illustrate how courses connect to deliver logical development of skills, competencies, and knowledge.</p> <p>Consider whether breadth requirements would help ensure that students achieve program learning outcomes.</p> <p>Re-writing of undergraduate learning outcomes to ensure they are as ambitious and extensive as the programs themselves.</p> <p>Consider whether seminar-style education is required for all the knowledge and skills being taught at the upper year level.</p> <p>Connection of seminar learning to learning outcomes.</p> <p>Connection of program learning outcomes to Queen's Degree Level Expectations.</p>
Responsibility for leading follow-up:	<p>Department Chair, Undergraduate Chair, Program Manager, Undergraduate Committee.</p> <p>Liaise with Centre for Teaching and Learning, and Associate Dean, Teaching and Learning, Faculty of Arts and Science.</p>
Timeline for addressing recommendation:	<p>These issues to be addressed in the first 3-year curriculum review cycle. Implementation of changes by end of 2025-2026 academic year.</p>
What is the current status of the follow-up? Include a completion percentage:	<p>In process</p> <p>75%</p>
Please provide a brief description of the current, completed or planned work:	<p>These recommendations were provided to address the structure of the old curriculum, which has now been replaced by the modular degree structure for undergraduate students recently introduced by the Faculty of Arts and Science. Implementing the new modular degree plan required extensive consultation with faculty leadership and student services, and it was a central topic in many departmental meetings. The review process and the reimagining of the curriculum provided an opportunity to reflect on and further develop our undergraduate learning outcomes to better capture the depth and breadth of our programs. Throughout this process, we engaged in thorough discussions on each of the recommended points and are confident that the finalized outcomes will reflect the</p>

	diverse expertise of both our students and faculty. The revised program-level learning outcomes will be finalized before the end of the stipulated period—that is, by the end of the 2025–26 academic year.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	This implementation plan is in progress, as the new modular degree system has only been in place for a few months. We require at least one full academic cycle to properly evaluate its implementation and finalize the associated work on learning outcomes.

1.2 Recommendation 2: That the academic unit develop more undergraduate research projects and develop small projects that would allow for co-publication with faculty.

Proposed follow-up:	<p>Implement communication schedule for undergraduate research opportunities, including promotion of independent research courses.</p> <p>Remind faculty that departmental funding is available to support University Summer Student Research Fellowship opportunities.</p> <p>Consider contexts where co-publication between faculty and undergraduate students may be appropriate.</p>
Responsibility for leading follow-up:	<p>Communication staff member</p> <p>Department Chair</p>
Timeline for addressing recommendation:	<p>Beginning Winter term 2023, then ongoing</p> <p>Winter term 2023</p> <p>2024-2025 academic year</p>
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	<p>The communication efforts to enhance undergraduate research experience has been very successful. In 2023-2024, the department saw a significant increase in students enrolled in Independent Research Project (HIST 514, 515, 517) compared to the previous three years. This increase is a direct result of the communication plan laid out below:</p> <p>Independent Research Communication Schedule</p> <p><u>May</u>: The Welcome Bulletin of the Department of History circulated to first-year students entering History degree plans during plan selection, includes a feature</p>

	<p>with information on departmental independent research opportunities (HIST 514, HIST 515, HIST 517).</p> <p><u>August:</u> Email reminder to all fourth-year History students about approaching HIST 514 (fall), HIST 515, HIST 517 (fall) deadlines on August 15th.</p> <p><u>September:</u> Email all HIST 514 (fall), HIST 515, and HIST 517 (fall) students with academic resources to support their projects.</p> <p><u>October:</u> Email reminder to all fourth-year History students and notice in October Undergraduate Bulletin about approaching HIST 514 (winter), HIST 517 (winter) deadlines on November 15th.</p> <p><u>January:</u> Organize HIST 514, HIST 515, HIST 517 student social to connect with other students completing independent research projects during the current academic year.</p> <p>Email all HIST 514 (winter), HIST 515, and HIST 517 (winter) students with academic resources to support their projects.</p> <p>Circulate the call for Undergraduate Student Summer Research Fellowship (USSRF) projects to all faculty, noting that a departmental financial contribution toward the faculty member's funding commitment is available. Circulate the faculty projects to all undergraduate History students and encourage them to apply.</p> <p><u>February:</u> Email reminder and notice in February Undergraduate Bulletin to all History students about the Inquiry @ Queen's Undergraduate Research Conference (I@Q) to submit their work to present at the conference and to support fellow History students who intend to present. Targeted emails to all HIST 514, HIST 515, and HIST 517 students and supervisors from current academic year encouraging participation in the conference.</p> <p><u>April:</u> Notice in April Undergraduate Bulletin and news story on the Department of History website published highlighting History presenters at the I@Q Conference in March. Includes information on the department's independent research courses and requirements for proposals.</p>
<p>If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:</p>	

- 1.3 Recommendation 3:** a) That the academic unit discuss the development of more inter-departmental collaborative programs, including Joint Honours programs with Political Studies, English and Classics. b) That the academic unit consider the development of career-oriented combined undergraduate and graduate pathways, such as a combined History-JD and History-Public Policy degree combination.

Proposed follow-up:	<p>Initiate and continue discussions with relevant units and Associate Deans.</p> <p>Research potential demand for combined undergraduate and graduate pathways before developing plans.</p> <p>Work with SGSPA on any combined UG/grad program proposals.</p>
Responsibility for leading follow-up:	Department Chair
Timeline for addressing recommendation:	Discussions were initiated by the end of 2023. Subsequent timelines have been interrupted by the new degree structure, but consultations are ongoing.
What is the current status of the follow-up? Include a completion percentage:	<p>In process</p> <p><25%</p>
Please provide a brief description of the current, completed or planned work:	<p>Significant consultations with the Department of Political Studies and the Department of English ensued in 2023. However, the subsequent implementation of the modular degree structure made the Joint Honours plan defunct. The department is currently exploring joint programs with other faculties, however, in these days of budgetary constraints, stakeholders are reluctant to make sweeping innovations.</p> <p>Work on part (b) of the recommendation is in nascent stage. Only preliminary discussions with Policy Studies have taken place. However, during the 2025-26 academic year, the department plans to continue consultations with Policy, Law, Education, and QHS to bring forth new interdisciplinary revenue-generating programs.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	See above. We expect to prepare proposals for new interdisciplinary programs by June 2027. However, progress will depend on resources available to all stakeholders.

- 1.4 **Recommendation 4:** That the MA learning outcomes be restructured, as they make mention of specific courses that are optional for MA students. Additionally, the MA and PhD learning outcomes should address the question of how these degrees prepare the student for the workplace.

Proposed follow-up:	Review MA program learning outcomes focusing on these two areas.
Responsibility for leading follow-up:	Graduate Committee, in consultation with CTL, Faculty Associate Dean (Graduate) and SGSPA.
Timeline for addressing recommendation:	Fall 2025
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%
Please provide a brief description of the current, completed or planned work:	The MA and PhD learning outcomes have been restructured to reflect these recommendations. References to specific optional courses have been removed. Consideration has been given to how these learning outcomes help prepare students for a range of different work environments and career options. These changes have been approved by the Graduate Committee.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

- 1.5 **Recommendation 5:** That the academic unit consider how to support and train students who are not heading for academic careers. This may include re-thinking the dissertation - its length or including room for more diverse projects within the dissertation that would help to position people for careers outside of academia. They may also want to re-think their field training process, which currently seems geared towards training people to be faculty members, when this is not what the vast majority of their PhD students go on to do.

Proposed follow-up:	Collect and review comparative information from other universities – e.g., success rates, types of student support for nonacademic careers. Work with Faculty Associate Dean and SGSPA to explore possibilities in redefining the purpose of graduate training in History.
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Responsibility for leading follow-up:	Department Chair, Graduate Chair
Timeline for addressing recommendation:	End of 2025-2026 academic year.
What is the current status of the follow-up? Include a completion percentage:	In process >25%
Please provide a brief description of the current, completed or planned work:	The department has begun a significant rethinking of the graduate program. One major initiative in this regard has been the introduction of HIST 811 (Professional Development for Historians) for MA students. Offered in a reinvigorated format in 2024–25, this course helps students develop skills for historical research and includes a series of workshops that support professional development beyond academic careers. Professionals from diverse career paths are invited to lead these workshops. Efforts are also underway to gather information from other universities regarding their support for non-academic career pathways. We have additionally considered the recommendations of the Canadian Historical Association’s report Future of the History PhD in Canada, which offers valuable data and guidance in this area.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The recommended changes—that is, the format of the dissertation and the field process—represent significant and fundamental shifts to the PhD program. We remain committed to rethinking the purpose of graduate training in History and to identifying the best ways to support student success in tandem with other departments across the country. Throughout the winter and spring of 2025, the Graduate Committee held discussions about the PhD requirements, and these ideas were brought forward at the annual retreat in May 2025. As such, we anticipate that discussions surrounding these changes will continue in the 2025–26 academic year and beyond.

1.6 Recommendation 6: That the department reconsider using syllabi as the assessment method for the field courses for the PhD and think about offering assessments that would help prepare students for a broader range of careers.

Proposed follow-up:	Undertake environmental scan of doctoral-level assessments at other comparable universities. Consider results and implications for program in conjunction with SGSPA
Responsibility for leading follow-up:	Graduate Committee, liaising with SGSPA

Timeline for addressing recommendation:	Discussion to continue through 2023. Environmental scan to be completed by summer 2024.
What is the current status of the follow-up? Include a completion percentage:	In process 50%
Please provide a brief description of the current, completed or planned work:	The department has been encouraged to reconsider the use of syllabi as the primary assessment method for PhD field courses and to explore alternative assessments that better prepare students for a broader range of career paths. During the May 2025 department retreat, we dedicated significant time to discussing this recommendation. As a result, a committee has been formed to carry this work forward, and it will continue throughout Fall 2025.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	It is worth emphasizing that the field syllabi are not intended to be fully developed course syllabi (i.e., including assessments and course policies) designed for teaching a specific class. Although they are referred to as “syllabi,” they function primarily as heuristic devices. In the oral defence, students are expected to demonstrate mastery of the literature relevant to their research, rather than pedagogical expertise. In this respect, the field requirements are consistent with those of other Canadian PhD programs. However, we recognize the need to reconsider these requirements in ways that better support students’ diverse career paths. This rethinking is closely tied to Recommendation 4. Accordingly, throughout fall 2025, the Graduate Committee will discuss field requirements as part of broader conversations about the PhD program, and these discussions will be brought to the department in winter 2026.

1.7 Recommendation 7: That the academic unit work with other units in the Faculty of Arts and Science to support research in East Asia and build upon the success of the Shanghai student exchange.

Proposed follow-up:	Consider growth in East Asian studies while completing 5- year strategic hiring plan. Open discussions with other units with interests in East Asia, e.g., School of Religion.
Responsibility for leading follow-up:	Department Chair
Timeline for addressing recommendation:	Hiring plan to be submitted Fall 2023. Discussions to develop over 2023- 2024 and 2024-2025 academic years.

What is the current status of the follow-up?	In process
Include a completion percentage:	>50%
Please provide a brief description of the current, completed or planned work:	<p>The ongoing hiring freeze has affected our plans to recruit a specialist in East Asian history. Until this field is prioritized by the Faculty of Arts and Science (FAS), it will remain underrepresented across the Faculty. When calls for hiring priorities are issued, we will continue to present a strong case for the appointment of an East Asianist, as we have done in the past.</p> <p>Nonetheless, the department has made significant progress in reinvigorating our partnership with Fudan University. Renewed discussions on collaborations—both with the Department of History more broadly and with the Global History Initiative specifically—have begun.</p>
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	While the recommendation to hire an East Asianist remains beyond our control, the department is making every effort to rekindle the student exchange with Fudan University. The recent bilateral summit with Fudan University, in which the Chair of the Department of History participated, marked a significant step forward. We expect discussions and planning to continue over the next 24 months.

- 1.8 **Recommendation 8:** That the Faculty find ways of providing graduate students with necessary language training to undertake their research, especially Russian, Hindi/Urdu and other languages.

Proposed follow-up:	The Faculty of Arts and Science to establish a working group of units actively engaged in research and teaching that requires training in languages other than English and French. The group should be tasked to develop an action plan to facilitate language training.
Responsibility for leading follow-up:	Faculty of Arts and Science Associate Dean (Graduate and/or Teaching and Learning).
Timeline for addressing recommendation:	Working group to be established and terms of reference agreed by end 2023.
What is the current status of the follow-up?	Completed
Include a completion percentage:	100%

Please provide a brief description of the current, completed or planned work:	As noted in our Department Response to the Reviewers' Report, the solution to this recommendation lies outside the department's purview. The ongoing hiring freeze has limited our ability to recruit in fields that align with the language skills in question. However, we have begun collecting language exam information from students early in the program, allowing us to identify and engage language experts from outside the department as needed. When a student requires a language exam, we issue a call to faculty across campus to locate the necessary expertise.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.9 Recommendation 9: That the department consider further the ways in which their programs align with the university's mission and strategic plan. Over the long-term this will strengthen its claims for resources, including new hires.

Proposed follow-up:	Consideration during development of 5- year strategic plan.
Responsibility for leading follow-up:	Department Chair and Program Manager
Timeline for addressing recommendation:	Strategic plan to be completed by Fall 2023.
What is the current status of the follow-up?	In process
Include a completion percentage:	50%
Please provide a brief description of the current, completed or planned work:	A draft strategic plan was initiated at the May 2024 retreat and will act as the foundation for a department specific strategic plan. The strategic plan is likely to be completed within the next two academic years.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	

1.10 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

The cyclical program review process has fostered ongoing reflection and adaptation, leading to meaningful improvements. Through comprehensive evaluations of curriculum relevance, student feedback, and industry trends, programs have introduced innovative course offerings, enhanced student support services, and integrated experiential learning opportunities. These changes have strengthened academic quality, improved student outcomes, and ensured that programs remain responsive to evolving educational and professional landscapes.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

The department has been fully engaged with reviewing and redeveloping their undergraduate program and learning outcomes (recommendation #1) as part of a new modular degree framework for the Faculty, which makes it easier for students to take double majors and major-minor combinations. They have made excellent progress on increasing undergraduate research opportunities (recommendation #2) and started aligning their programs with the university mission and strategic plan (recommendation #9).

The department had completed a revision to the MA and PhD learning outcomes to better reflect how these degrees prepare students for the workplace (recommendation #4) and is making progress on development of syllabi for PhD field courses that help prepare students for a broader range of careers (recommendation #6).

There has been good progress on supporting development of research and teaching capacity in East Asian studies (recommendation #7) including bilateral summit with Fudan University. The current hiring freeze makes recruitment of East Asia scholars difficult, but partnership agreements offer one way forward in the short term. Encourage the unit to do this partnership work with other academic units where opportunities present themselves.

The department has made some progress on revisioning the graduate degree program to better train students for non-academic careers (recommendation #5). Part of that work has been the introduction of a professional development course (HIST 811) and the initiation of an environmental scan. The planned discussion should allow for good progress to be made on this recommendation over the next year.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The department has not made progress on development of inter-departmental collaborative programs in part because of the new modular degree framework (recommendation #3) that greatly enhances students' ability to do interdisciplinary major-minor (or double major) combinations. The modular degree framework is new (2025/26), but once student enrolment patterns emerge there remains value to considering the development of shared programs at both the undergraduate and graduate level.

2.3 Comment on any recommendations that require the Dean's action, such as recommendations that involve budgetary considerations.

The Faculty of Arts and Science offers instruction in several languages other than English and French through the department of Languages, Literatures and Cultures. However, the languages offered are not the ones identified by the reviewers (Russian, Hindi/Urdu) (recommendation #8). Queen's has begun discussions with peer institutions to develop a language network where language instruction is shared among Ontario universities. While these discussions are at early stages, this initiative provides the only viable way to increase access to languages in the face of financial challenges faces by the Faculty.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response

3.1 Include any general comments on the Progress Report:

This report demonstrates that the History department has made considerable progress in addressing the external reviewer's recommendations. Several of these recommendations overlap, particularly those concerning the development of frameworks to support students pursuing diverse career paths. Such initiatives are increasingly vital, as academic positions become more limited and a growing number of graduate students seek opportunities beyond academia. Universities are now expected to prepare students comprehensively for the evolving world of work.

It is encouraging to note that Recommendation 4 has been completed. However, a more detailed account of the work undertaken would have been valuable. The department's shift toward incorporating career outcomes and career preparedness into learning outcomes offers an exemplary model that other programs might well emulate.

Similarly, Recommendation 5 remains a work in progress. The efforts underway to reconsider degree requirements and expectations hold great promise, potentially opening new pathways and broadening students' perspectives on the value of their degrees. The Centre for Teaching and Learning (CTL) would be an excellent resource to support the department as it explores these options. Recommendation 6 aligns closely with this theme. While the department has taken significant steps toward addressing this recommendation, more explicit details regarding the specific outcomes achieved and implemented would be appreciated.

Career readiness is also a key component of Recommendation 3. The School of Graduate Studies and Postdoctoral Affairs (SGSPA) would welcome dialogue with the department concerning the development of combined degree programs.

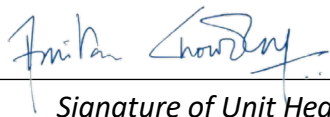
In brief, the recommendations related to career readiness and the expansion of learning outcomes, degree expectations, and requirements have the potential to serve as a model for other programs seeking similar enhancement opportunities. It is important to mention that these initiatives do not diminish academic rigor but rather enrich student thinking and broaden their career opportunities.

As mentioned above, we strongly believe that the recommendations related to career readiness and the broadening of learning outcomes, degree expectations, and requirements have the potential to serve as a model for other programs seeking similar enhancement opportunities. Far from compromising academic rigor, these proposed changes indeed enrich student perspectives and open up new opportunities.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The challenges the department has encountered in implementing certain recommendations are understandable, particularly fiscal constraints that limit hiring in strategic areas. Efforts to navigate these limitations creatively, such as revitalizing the department's partnership with Fudan University, are truly commendable. The department is encouraged to pursue additional collaborations of this nature, with potential support from the Office of Global Engagement to facilitate these initiatives.

Authorizations



Signature of Unit Head

2 July 2025

Date



B. Lemieux, PhD

July 23, 2025

Signature of Faculty Dean

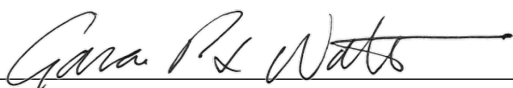
Date



August 29, 2025

Signature of Vice Provost and Dean, SGSPA

Date



Signature of Vice-Provost, Teaching and Learning

October 9, 2025

Date

November 20, 2025

Date of Review and Approval by the Senate Cyclical Program Review Committee