

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Arts (Honours)
In History
The Faculty of Arts

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate **History** program. The report identifies the significant strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The Implementation Plan identifies who will be responsible for leading the implementation of the recommendations; who will be responsible for providing any resources entailed by those recommendations; and timelines for acting on and monitoring the implementation of the recommendations.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE HISTORY PROGRAM

The History (HIS) program submitted a self-study report to the Vice-Provost Academic on May 13, 2021. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys, along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of HIS and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, El Chenier, Professor, Department of History, Simon Fraser University, and Katrina Srigley, Professor, Department of History, Nipissing University, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on June 3 and June 4, 2021.

The visit included meetings with the Vice-Provost Academic; Dean and Associate Dean (Undergraduate Studies), Faculty of Arts; the department Chair, the Undergraduate Program Director, representatives from the Curriculum Committee, the Chief Librarian, the Subject Librarian (Liaison). The Peer Review Team (PRT) also met with several faculty members and staff of the History program, the Chang School Academic Coordinator for the program, students and alumni.

In their report, dated June 22, 2021, the PRT provided feedback that describes how the History program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT commended the program for developing a clear and detailed self-study report and appendices. The main areas of strength identified by the PRT include:

- The History BA program objectives and learning outcomes align with Ryerson University's mission and academic plans;
- The suite of H-Craft courses, opportunities for internships, and the recent development of a co-op program provide rich opportunities for engagement, contribute to an innovative ecosystem, and set students up for educational and career success;
- The curriculum is well aligned with program learning outcomes and UDLEs;

- The History Program is well positioned to not only participate, but to lead in areas of truth and reconciliation and anti-Black racism. Recent faculty hires demonstrate a commitment to equipping students to become “knowledgeable, confident and articulate citizens;
- High rate of student satisfaction with the program;
- Based on the syllabi reviewed, there is significant opportunity for curriculum revision to meet current and future disciplinary and societal needs;
- Since its inception, the program has emphasized the “doing” of history, which is reflected in the H-Craft and Heritage Management suite of courses, internships and RAships available to upper-level students, and the co-op program set to start in January 2022. This is a unique aspect of the program that should not only be preserved, but further developed and supported;
- Students who graduate from Ryerson are well-prepared to engage in the practice of history, and acquire critical thinking skills that will serve them well in life and their chosen careers. However, as stated above, the curriculum could better prepare them to engage in contemporary historiographic, political, and social debates;
- The history program is well positioned to provide essential training for these rapidly growing grassroots and market demands. The program already offers courses on colonialism in diverse geographic regions, for example, and has prioritized hiring faculty who currently offer courses in these areas and similar other areas. One more faculty hire is on the immediate horizon;
- Faculty commitment to student learning and success is highly valued by students and formally recognized by the institution in the form of teaching awards which have been received by several members of the department;
- The history program has excellent experiential learning opportunities available for students, embedded within classes;
- The department has excellent and committed administrative support;
- History Department faculty note a strong and positive relationship with the Ryerson University Library.

The self-study also identified areas of improvement, such as:

- There is concern that the program leans too heavily on new faculty members to address the requirements (and demands) of anti-Black racism and truth and reconciliation;
- At Ryerson, as elsewhere, enrollment caps for seminar courses have steadily risen over the past three decades. Consequently, new pedagogical strategies are needed to achieve the small-group, active learning experience seminars are intended to offer. Students do not appear to be having the desired experience; they describe an environment in which a small minority are permitted to dominate classroom discussions. As a result, some students do not feel particularly enriched by senior seminar classes;
- The Self Study recognizes the program is “heavily Eurocentric,” and students agree. 75% of those surveyed described the curriculum as “too Western-focused overall.” Although the department will be hiring an Africanist in the very near future, the reality is that there will not be any significant change in the geographic and temporal expertise in the department. Consequently, the western focus will remain;
- There is unevenness in critical approaches to understanding the past, regardless of the region or era;
- Thus far, the department has aimed to meet the challenges of TRC/EDI/anti-Black racism through faculty renewal, creating a situation where some faculty are challenging ways of viewing the past that are still being taught in the same department. The result is inconsistencies in the program;

- The structure of the program and the department culture produces inequalities, alienates some faculty members, and undermines departmental cohesion;
- The review of course curricula shows that students have several opportunities to engage in discussions and debate regarding the most urgent issues of our time (social and political inequality, including sexism and heterosexism, ableism, racism, colonialism, and white supremacy), all grounded in history and perpetuated by university curricula that, for example, teaches western civilization without critically engaging how the very notion of civilization serves to dehumanize non-Western people and justify genocidal violence such as the kind perpetuated by the residential school system. Overall, however, there is a disproportionate emphasis on white, male, western viewpoints and perspectives;
- Faculty should be encouraged to experiment with a greater range of teaching methods and assessment tools, and again, this can be facilitated and supported by an active curriculum committee;
- The department does not rely on more sessional than full-time faculty to deliver its program;
- While there is general agreement that the existing library resources are sufficient for an undergraduate history program, including regular investment in the monograph collection and access to a range of the most popular journals, electronic resources, and databases for history students, underfunding of the library is a challenge;
- Given the excellent research and publication profile of faculty in this department, we encourage more of them to apply for external funding;
- The program's retention rates range from slightly to significantly lower than those in Arts and Ryerson, in general.

The Chair of History submitted a response to the PRT Report on August 13, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Arts on December 2, 2021.

The Academic Standards Committee completed its assessment of the History Program Review on February 10, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan;
 - b. A review of course outlines to ensure policy alignment

Presented to Senate for Approval: **March 1, 2022**

Start date of next Periodic Program Review: **2025-26**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

RECOMMENDATION 1. *That, in acting on the below recommendations, an equity review be undertaken by the chair and a departmental EDI subcommittee that includes student representation.* Recognizing that this is skilled work, this review should be undertaken with support from staff in the Office of Vice President, Equity and Community Engagement, to ensure that existing and/or new inequities are not being produced or reproduced in who does the work, how the work is done, and what and how different types of labour are rewarded, recognized, and acknowledged.

Department's Response: Agreed: The program welcomes this important recommendation and is committed to acting on it in a timely fashion, ideally commencing in Fall 2021. We anticipate that this will be ongoing work and therefore our timeline indicates a time of commencement but not a termination date.

Dean's Response: The Department is in agreement with this recommendation, which aligns with departmental recommendation #2, and proposes to begin acting on it in a timely fashion, ideally commencing in Fall 2021. It is anticipated that this will be an ongoing project. They intend to begin by striking an EDI subcommittee and then reaching out to OVPECI for support in this initiative. It will be equally important to ensure that an equity perspective is maintained over time, as part of the culture of the Department.

RECOMMENDATION 2. *Establish and empower with resources, including at least one course release for the chair per term for the first two years, an active curriculum committee responsible for leading a robust, inclusive, department-wide discussion on curriculum renewal, paying particular attention to:*

- a) supporting faculty to bring their course curricula up to date with the most recent historiographic debates, including histories of colonization, racialization, and other processes that have produced the inequities with which we currently grapple;
- b) ensure that each member of the department has a clear understanding of what they can teach, and at what level, and is aware of and encouraged to access resources available to them to develop new and revise existing courses;
- c) ensure that all members have equal opportunity to develop and teach courses that give the program its identity, including especially the H-Craft courses;
- d) take intentional and evidence-based steps to structure upper level seminars in such a way that greater student participation and engagement is made possible;
- e) facilitate the exploration of and encourage the adoption of more diverse methods of teaching and assessment;
- f) assist faculty in maximizing their use of D2L to support student learning.

The curriculum committee should proactively engage all department members in the process of curriculum renewal, and help faculty take advantage of the support available from the Centre for Excellence in Learning and Teaching, including grants for curriculum renewal; that it seek out support and resources from Ryerson's OVPECI such as its Community of Practice; that it draw on the dedicated expertise of Hayden King and Melanie Knight who advise on Indigenous and Black Studies/issues; that it seek out support and resources from the new Associate Dean of Learning. Many of these measures can be taken individually, but our experience shows that the program and faculty benefit most when it is undertaken intentionally and as a department with a common interest and goal. Individually, faculty working in these and other areas are strongly urged to rethink the focus of their courses (title, reading material, teaching modalities, assessment) to reflect the state of the discipline and, even more importantly, the diverse student body in their classrooms. In the last ten years, the discipline of

history has moved away from the nation state turning to more thematic engagement with the past and the present, covering diverse spaces and places (e.g. The Atlantic World) and shifting periodization (e.g. moving away from the pre and post Confederation framing for Canadian history). Faculty should in the next year revise their individual course offerings to bring them into alignment with the current state of the discipline.

Department's Response: Agreed: The program finds these detailed recommendations to be very helpful and has already begun such a process, particularly with respect to b) through f). The global pandemic has certainly compelled us all to maximise our use of D2L and our different modes of delivery. Many faculty have already benefited from the support of the Centre for Excellence in Learning and Teaching (CELT) and, as we informed the PRT, there are grants available for curriculum renewal and course development. At least one faculty member is already a part of Ryerson's OVPECI Community of Practice and the department has already drawn on the expertise of community members such as Dr. Hayden King (Advisor to the Dean of Arts, Indigenous Education) and Dr. Mélanie Knight (Advisor to the Dean of Arts, Blackness and Black Diasporic Education) and as well as staff in the OVPECI (e.g., to support EDI in tenure-track hiring processes). We look forward to increased support and resources from the office of the new Associate Dean of Arts, Innovation in Teaching and Learning.

Dean's Response: The Department agrees and finds the recommendations to be very helpful. They note that some of this work has already begun, particularly with respect to b) through f). The Department members utilize the resources of the Centre for Excellence in Learning and Teaching. During the global pandemic, faculty members have had to maximize the use of D2L and other modes of online delivery. The Department will continue to benefit from the expertise of Dr. Hayden King, Advisor to the Dean of Arts, Indigenous Education, and Dr. Mélanie Knight, Advisor to the Dean of Arts, Blackness and Black Diasporic Education in casting a new light on their curriculum. They have also drawn on resources in the OVPECI, for example, in order to support EDI in tenure-track hiring processes. The creation of the office of the Associate Dean of Arts, Innovation in Teaching and Learning, which will launch in January 2022, is recognized as a useful new resource. Experiential learning is a priority for the Faculty of Arts. The History Department has a strong track record of experiential learning opportunities from mock excavations to work placements in archives and museums. At the same time, the PRT found that the Department overall relied considerably on traditional essays, mid-term and final exams as modes of assessment as well as on traditional teaching methods with lectures and seminars. The PRT recommended that the Department increase the range of teaching and assessment methods while also providing greater opportunities for all students to participate in seminar courses. The PRT also noted that there are significant variations in course outlines regarding grading procedures and late penalties; these should also be reviewed by the Department in order to ensure fairness to students. The Dean of Arts Office recognizes the importance of curricular renewal and has created a number of grants in curricular redevelopment that we hope the Department will find useful. Curricular renewal is always an ongoing team project. At the same time, the Department would have to make a strong case for course release for any department member to support this work, as course releases are rarely provided in the Faculty of Arts. Distribution of course releases must not only be fair but also perceived to be fair to all departments and all faculty members.

RECOMMENDATION 3. Continue to build on the program's existing strength and expand innovative experiential learning opportunities.

Department's Response: Agreed: Our work in this area is ongoing, most immediately through the introduction of the co-operative education option in Fall 2021.

Dean's Response: The Department is in agreement and notes that their work in experiential learning is ongoing and will continue to be an important priority for the Curriculum Committee. The Faculty of Arts provides support for experiential learning in the form of experiential learning curriculum (re)development

grants as well as the assistance of Dr. Reena Tandon, a specialist in community-engaged learning and teaching. Dr. Tandon has worked collaboratively with History instructors in the past. In Fall 2021, the introduction of the co-op program with the support of the Career and Co-op Centre, has also considerably strengthened experiential learning opportunities in the Department.

RECOMMENDATION 4. *Continue to build community by: establishing and maintaining a strong relationship with the Program Advisory Council; include students, faculty (tenure-stream and contract), and staff; working with the administration to gain access to suitable physical spaces to facilitate community building; think about space in ways that reflect the land on which the university sits and diverse cultural usages, values, and practices (e.g. ventilation for smudging; circular spaces; windows to engage outside).*

Department's Response: Agreed: Commencing in the fall of 2021, we commit to establishing a Program Advisory Council. This should be completed by the end of the semester. It may be that the PRT has confused the Program Advisory Council (which we do not yet have) with the Department Council (which we do, per the department Bylaws). As to accessing suitable physical space, this was a challenge before the pandemic and will likely continue to be so after it. We hope that the university will continue to attend to community members' needs in this regard by providing spaces for student groups and religious and cultural communities (e.g. the existing Muslim prayer space and a planned [Indigenous healing garden](#) in the TRSM courtyard).

Dean's Response: As the Department notes, the PRT appears to have confused the PAC with the Department Council, which already exists in the Department and, following Policy 45, has its own by-laws posted on the Senate website. Judging by their description of such a council, including students, faculty and staff, there is clearly a misconception of the role of the PAC. PAC members are selected from the greater community from fields and professions related to the degree in question. While students are not part of the PAC, it is often useful to include alumni as well as employers and potential employers of History graduates. As mentioned, the Department has agreed to establish a PAC, ideally beginning and completing this work by the end of Fall 2021. Embedded in this recommendation is access to "suitable physical space". As the Department acknowledges, space issues are a significant concern at Ryerson University and in the Faculty of Arts in particular. The Department emphasizes the need for space provided by the university that will meet community members' needs through meeting space for student groups and for religious and cultural communities such as facilities for Muslim prayer and an Indigenous Healing garden. The Dean of Arts recognizes the importance of better space options for the university community, including contiguous space for departmental offices, as well as culturally appropriate spaces to enhance student life on campus. The Faculty of Arts has grown considerably and ensuring sufficient space for faculty offices, student groups, and various centres is an ongoing challenge, although in the short term, some rented space is a viable option.

RECOMMENDATION 5. *Enhance communication to increase the profile of the department by finding ways to market the unique attributes of the program inside and outside the university; communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and practical assessment of the opportunities available to them; provide information about and assistance in pursuing diverse career options (e.g. Career Night talks/ live webinars with Q&A); use these to promote existing programs like Heritage Management and the co-op.*

Department's Response: Agreed: We already have a strong track record in this regard and look forward to continuing in our work with career talks, the International Studies Talks, student debates, Ryerson History Student Society functions and the like, particularly as on-campus activities increase in Fall 2021.

Dean's Response: The Department agrees and points to its strong track record with its established Career

talks, International Studies Talks, student debates, Ryerson History Student course union functions, among others. They note that it will be easier to increase such activities once on-campus activities resume in Fall 2021. The Dean of Arts commends the Department for the lively community it has created through these activities. Student recruitment remains an issue for the Department, as it does for other relatively small Humanities departments. The Department is active in collaborating with Student Recruitment on Open House and with the Career and Co-op Centre on Career Talks to promote the program. The introduction of co-op in History will, hopefully, be a strong selling point to promote the undergraduate program to new students. The History Department may also find it beneficial to connect with students, alumni and employers through the creation of a LinkedIn group specific to the Department and its students. The Dean of Arts Office notes that the Department chose not to undertake an employer survey for their PPR. It would be very helpful for the Department to proceed with such a survey in order to facilitate enhanced communication with such employers and to determine the range of employers and their expectations and needs. The Career Education Specialist can be very helpful in locating alumni and employers and LinkedIn is a particularly useful tool for such searches.

RECOMMENDATION 6. *Ensure that the work of the EDI subcommittee (see Recommendation 1) consider the working conditions of all contract faculty contributing to the program, including ways to include them in the departmental community that will make them feel valued and appreciated, and will benefit their career aspirations. Given the robust finances that flow annually from the Chang School of Education, increase available funds to contract faculty to match the professional development funds (e.g. books, travel, and so forth) available to tenure-stream faculty.*

Department's Response: Agreed: We understand that our department is the only one to make funds available for contract lecturers (both CUPE Unit 1 and Unit 2) for teaching, research and conference support. We see no reason to discontinue this practice, subject to departmental finances.

Dean's Response: The Department is firmly in agreement with the recommendation to support contract lecturers as much as possible within their budget. At present, the Department provides funds for contract lecturers (CUPE Unit 1 and Unit 2) for teaching, research and conference support. They have every intention of continuing this funding but note that it is contingent on departmental finances. The Dean of Arts Office notes that professional development funds are available for CUPE Unit 1 and CUPE Unit 2 in their respective Collective Agreements. We also note that CUPE Unit 1 instructors, many of whom also teach as CUPE Unit 2, are eligible for most teaching awards in the Faculty of Arts; both units are eligible for awards at the university-wide level. We firmly support the recognition of the role that CUPE instructors play in the Faculty of Arts, while recognizing that we can always strengthen our ties with the Faculty of Arts Chang School instructors. Currently, the Academic Coordinators for the Chang School and the Faculty of Arts, with at least one representative for each department, meet at least twice a year to determine ways to enhance such collaboration.

IMPLEMENTATION PLAN

Recommendation #: 1
Recommendation: That, in acting on the below recommendations, an equity review be undertaken by the chair and a departmental EDI subcommittee that includes student representation. Recognizing that this is skilled work, this review should be undertaken with support from staff in the Office of Vice President, Equity and Community Engagement, to ensure that existing and/or new inequities are not being produced or reproduced in who does the work, how the work is done, and what and how different types of labour are rewarded, recognized, and acknowledged.
Rationale: Advancing equity, diversity, inclusion and reconciliation within the department.
Objective: To ensure that the recommendations that follow are acted on fairly, and with appropriate consideration of concerns related to equity, diversity and inclusion as well as reconciliation with Indigenous Peoples.
Actions: <ul style="list-style-type: none">● Strike a departmental EDI committee which includes student representation to achieve the overall objectives of this program review.● Secure specialized internal and/or external support, e.g., EDI consultant
Timeline: 2022-ongoing; recommendations/report by 2023-2024 academic year
Responsibility for Leading Initiative: Department Chair
Responsibility for Approving Recommendation: Faculty Dean (determined by recommendations/report).

Recommendation #: 2
Recommendation: Establish and empower with resources, including at least one course release for the chair per term for the first two years, an active curriculum committee responsible for leading a robust, inclusive, department-wide discussion on curriculum renewal.
Rationale: Curriculum review is necessary given growth and recommendations.
Objective: <ul style="list-style-type: none">a) supporting faculty to bring their course curricula up to date with the most recent historiographic debates, including histories of colonization, racialization, and other processes that have produced the inequities with which we currently grapple;b) ensure that each member of the department has a clear understanding of what they can teach, and at what level, and is aware of and encouraged to access resources available to them to develop new and revise existing courses;c) ensure that all members have equal opportunity to develop and teach courses that give the program its identity, including especially the H-Craft courses;

<p>d) take intentional and evidence-based steps to structure upper level seminars in such a way that greater student participation and engagement is made possible;</p> <p>e) facilitate the exploration of and encourage the adoption of more diverse methods of teaching and assessment;</p> <p>f) assist faculty in maximizing their use of D2L to support student learning.”</p>
<p>Actions:</p> <ul style="list-style-type: none"> ● Conduct an audit and review of curriculum objectives, learning outcomes, descriptions and requirements/prerequisites ● Secure specialized internal and/or external consultant supports
<p>Timeline: 2022-ongoing</p>
<p>Responsibility for Leading Initiative: Contrary to PPR reviewer’s recommendations, the Dean’s office will not provide resources for a teaching release for the chair of the curriculum review committee. Therefore it is suggested that a professional curriculum reviewer/consultant be hired. Depending on when the consultant is engaged, possible timeline: 2022-ongoing; recommendations/report by 2023-2024 academic year.</p>
<p>Responsibility for Approving Recommendation: Curriculum Review Committee/departmental membership; Faculty Dean</p>

<p>Recommendation #: 3</p>
<p>Recommendation: Continue to build on the program’s existing strength and expand innovative experiential learning opportunities.</p>
<p>Rationale: Strengthen the most distinctive elements of our History BA program to support student recruitment and engagement, graduate employment, and faculty recruitment and retention.</p>
<p>Objective: Continue to build on the program’s existing strengths and expand innovative experiential learning opportunities.</p>
<p>Actions:</p> <ul style="list-style-type: none"> ● Clearly communicate the benefits of existing experiential learning opportunities to students. ● Expand the number and variety of experiential learning opportunities through both internships and our new co-op program.
<p>Timeline: Fall 2021 to 2024-25</p>
<p>Responsibility for Leading Initiative: Undergraduate Program Director and Faculty Co-op Advisor, supported by Undergraduate Program Administrator, Program Advisory Council (when established) and department membership.</p>
<p>Responsibility for Approving Recommendation: Department</p>

Recommendation #: 4

Recommendation: Continue to build community by: establishing and maintaining a strong relationship with the Program Advisory Council; include students, faculty (tenure-stream and contract), and staff; working with the administration to gain access to suitable physical spaces to facilitate community building; think about space in ways that reflect the land on which the university sits and diverse cultural usages, values, and practices

Rationale: see above

Objective: see above

Actions:

- Form and maintain strong ties with our Program Advisory Council
- Ensure that the department's physical space needs are considered in space planning for the Faculty of Arts

Timeline: 2022 Winter Semester (for PAC) and ongoing

Responsibility for Leading Initiative: Department Chair, Program Advisory Council, department membership

Responsibility for Approving Recommendation: Department (PAC)

Recommendation #: 5

Recommendation: Enhance communication to increase the profile of the department by finding ways to market the unique attributes of the program inside and outside the university; communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and practical assessment of the opportunities available to them; provide information about and assistance in pursuing diverse career options (Night talks/ live webinars with Q&A); use these to promote existing programs like Heritage Management and the co-op.

Rationale: see above

Objective: see above

Actions:

- Communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and practical assessment of the opportunities available to them, e.g., through networking and careers events/webinars with History alumni, PAC members and others, promotion of the co-op program, internships, and Heritage Management courses
- Working with Career & Co-op Centre staff, provide information about and assistance in pursuing diverse career options
- Hire work/study student for dissemination of information via social media

Timeline: initiated and ongoing

Responsibility for Leading Initiative: Department Chair, UPD, UPA, Faculty Co-Op Advisor, members of department

Responsibility for Approving Recommendation: Dept Chair and UPD

Recommendation #: 6

Recommendation: Ensure that the work of the EDI subcommittee (see Recommendation 1) consider the working conditions of all contract faculty contributing to the program, including ways to include them in the departmental community that will make them feel valued and appreciated, and will benefit their career aspirations. Given the robust finances that flow annually from the Chang School of Education, increase available funds to contract faculty to match the professional development funds (e.g. books, travel, and so forth) available to tenure- stream faculty.

Rationale: Recognize the contributions of contract lecturers to the department; address the consequences of precarious work within universities; and respond to relevant recommendations of the Precarious Historical Instructors' Manifesto (2020) and the [Canadian Historical Association's response](#) to the manifesto.

Objective: As above.

Actions:

- Annual review of professional development funds available to contract lecturers in the department
- Continued inclusion of CLs in regular department meetings and correspondence as well as Department Council
- Ensure that physical space for CLs (e.g., offices) within the department is included in communication of space needs to the Dean of Arts

Timeline: 2021-ongoing

Responsibility for Leading Initiative: Department Chair

Responsibility for Approving Recommendation: Faculty Dean