

## Action Plan: History, Latin and Political Science

Please note that this is a combined action plan for HLPS as a whole, created as a response to separate self-studies and external reviews conducted by the HIST/LATN and POLI programs.

References to reports are indicated by HIST/LATN or POLI, plus the page reference. Within goals, specific relationships of planned actions to recommendation in reports are indicated, where appropriate, with (a), (b), etc.

**Date Self-Study was submitted to AQA:** 1st May 2023 (HIST/LATN), 18th August 2023 (POLI)

**Date of External Review:** 26th May 2023 (HIST/LATN), 15th March 2024 (POLI)

### Institutional Response

The Department of History, Latin and Political Science has completed its second Program Review resulting in the enclosed Action Plan. Program Review at Langara is a mechanism for departments to identify strengths, pinpoint areas for improvement, and develop realistic Action Plans. A key purpose of Program Review is for the department to look towards the future, making plans to develop and grow. HLPS has indicated it sees the need to create new courses, to indigenize existing courses, and to update current offerings.

Goal #2 is to expand History offerings to meet student demand. The department has two planned actions flowing from this goal: the first (to create two new courses in world history) has already been met; the second (to create another new course) is “on hold” due to uncertainties regarding international student enrolment. Regardless of fluctuations in student demand, all departments should work towards developing new courses alongside updating current course offerings. HLPS may decide that rotating offerings or retiring some courses is worthwhile to stimulate student interest in the department. As the department rightly notes, none of these actions depends on additional budget for success.

## Institutional Response

Similarly, Goal #4, which is related to student recruitment, has one planned action that has been completed (to liaise with Langara Global) and another which has “hit a snag” (to continue to support public lectures) but no other actions that are planned in the coming five years. If, during the lifetime of this Action Plan, the department recognizes additional actions in the service of either of these goals, the Dean and Associate Dean will be pleased to work with the Division Chair and Department Chair to support these actions.

The department would do well to consider replacing under-enrolled courses with those that have a demonstrated resonance with students (measured by enrolment and waitlists). It is acknowledged, for example, that the department has a strong desire to teach Latin, and that this desire does not match student demand (evidenced by low enrolments over the past ten years). The department runs these courses in competition with UBC offerings at a time when student demand across the sector may not warrant duplication of offerings.

The department has indicated that it will shift course offerings from the Fall and Spring terms towards the Summer term to better meet student demand, which does not require additional base budget. Additional sections are typically granted where student waitlists demonstrate the need.

The department has acknowledged that certain recommendations from within the department and from the external reviewers, specifically those that relate to faculty workload and course caps, lie outside the mandate of a Program Action Plan.

**Signed**

Elizabeth Barbeau

October 1, 2024

**Dean**

**Date**

**Signed**



Oct 31, 2024

**Provost and Vice-President**

**Date**

**Recommendations from the Self-Study and External Review this Action Plan does NOT Address.**

*Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.*

<b>Recommendation</b>	<b>Self-Study or External Review (include p.#)</b>	<b>Rationale</b>
Seek assurance from administration that second-year courses be allowed to run, even with low enrolments.	HIST/LATN SS 40, ER 6; POLI SS 39, ER 3-4, 6	Administration has indicated that it will not be possible to support this recommendation.

**Goal 1: Ensure that supply of courses, at both the first and second-year level, meets student demand and needs regarding credential completion and transfer to optimise student pathways and retention.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Transformational Learning Experiences
Curiosity, Creativity and Innovation
Social Responsibility/Community Relationships

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
(a) Seek to provide sufficient courses to meet student demand and optimise enrolments, especially in the summer semester, by shifting the balance of first to second-year courses, and faculty workload, as necessary; as well as by continuing to request NBBS sections and seeking to have them converted to BBS as soon as possible through the usual college processes.	HLPS Chair and Coordinator	29th May 2024	ASAP	The historians met in Sep 2024, and are already looking at adjusting the balance of first and second-year courses, as well as moving some sections to the Summer semester. Further discussion will follow when the whole department meets in Oct 2024. Consultation with the dean about the conversion of NBBS to BBS began in May 2024.
(b) Survey students to establish which second-year courses they would be most interested in.	HLPS Chair and Coordinator	Fiscal year 2024-25 and annually thereafter.	Ongoing	Course offerings will be adjusted, where appropriate, to meet student demand as expressed through these surveys.
(c) Restore LATN 1117, with the intention of running it once every two years.	HLPS Chair and Coordinator	Fiscal year 2025-26	Ongoing	Efforts will be made to advertise this course aggressively to students in an attempt to ensure that enrolments are high enough to allow this course to run.
(d) Develop schedule advisory documents and course transfer documents to share with students and guide them in their programs.	HLPS Chair and Coordinator	ASAP, starting in Fiscal Year 2024-25.	ASAP	Documents will be developed that will provide students with guidance regarding how Langara courses transfer to other institutions, in addition to information that will provide them with suggested class schedules to allow prompt and smooth credential completion and transfer.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
(e) Given uncertain data, discuss WIL and similar opportunities at Fall department meeting, and explore them further if the department believes that this would be worth doing.	Christie	Oct 2024	TBA	Further exploration of opportunities and potential funding sources will follow if the department decides to pursue this.

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
(a) Given that student demand outstrips the number of courses that the department can currently offer, especially for first-year courses, we recommend expanding the number of first-year sections available to students.	HIST/LATN 40	
(a) We find that History has a relatively low number of base sections (48). And, based on the enrolment trends in first-year courses, it does seem that the department could fill more sections in targeted areas such as world history.		HIST/LATN 3
(a) Since the demand for first-year courses exceeds the number courses we are able to offer, the number of base budget sections should be increased accordingly.	POLI 39	
(a) Based on available data and information, we support the recommendations to increase the number of base budget sections... When interviewed, students expressed concerns about ensuring the transferability of Langara courses to universities and would also like to see more courses offered during the summer semester...		POLI 3-4, 6
(a) Strategy also generated from discussion with Dean, Associate Dean, and Div Chair.		
(b) Strategy generated from discussion with Dean, Associate Dean, and Div Chair.		
(c) ...In addition, LATN 1117 should be restored...In view of suggestions from some student surveys, and despite no offering having filled to 50% in the past 5 years, LATN 1117 should be restored in order to support a wide range of offerings in the department.	HIST/LATN 40	
(c) It is important for students to have certainty about LATN1117. This course is equivalent to the second half of first-year Latin at UBC and one full year of Latin is an important prerequisite for students moving on to senior courses in Medieval history. Students who are unable to complete LATN1117 at Langara are placed at a disadvantage in relation to their UBC counterparts...LATN1117		HIST/LATN 4-5

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>should be offered at least once every two years to facilitate students being able to complete one year of university Latin; our understanding from discussions with the department members is that roughly half of the Latin students from the first term tend to continue to 1117. This warrants holding the course on a predictable schedule once every two years...As previously mentioned, LATN1117 is a core course in the program and students should know when the course will be offered so as to plan their path accordingly. Moreover, LATN1117 supports other departments and programs such as the Classical Studies program in the Department of Interdisciplinary Studies. See the comments above regarding the need for LATN1117 for UBC transfer students.</p>		
<p>(d) Strategy recommended by TCDC.</p>		
<p>(e) Students expressed minimal interest in work integrated learning (WIL) because they already work a lot of paid hours outside of school and have minimally flexible schedules. They are interested in speakers and/or visits to workplaces to learn more about job opportunities. They might be interested in very time-limited WIL opportunities.</p>		<p>HIST/LATN 7</p>
<p>(e) Students also emphasize the value of incorporating work experience, such as co-op and internships...and that faculty in the Department explore the merits of incorporating Work Integrated Learning options into the Associate of Arts degree in Political Science.</p>		<p>POLI 6</p>

***NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
<p>None required at this point.</p>

**++++++ Copy/paste this page per number of Goals ++++++**

**Goal 2: Expand the department’s History offerings to meet student demand and needs, and thus ensure greater student retention and smoother pathways to transfer.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation
Holistic Student Engagement and Support
Social Responsibility/Community Relationships

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
(a) Develop and offer two world history survey courses, and make them regular offerings in the course calendar.	Christie	In progress	TBA	EdCo forms have been approved at all levels and the courses await implementation. Meanwhile, courses will be taught as Special Topics courses, with World History to 1500 already running in Fall 2024 and World History since 1500 scheduled for Spring 2025.
(b) Departmental discussion at Fall meeting of a possible “Canadian History for Newcomers” course. If the department approves, the usual course creation process will be followed.	Christie	Oct 2024	TBA	The historians met in Sep 2024 and discussed this idea. Given the current uncertainty regarding international enrolments, it was decided that we should wait a year to see if there is sufficient student demand for such a course at that point. This will thus be considered again in Sep 2025.

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
(a) We are keen to develop and offer a sequence of two introductory courses in the most popular subject area choice: World History...We recommend that the department develop and offer courses in world history while not compromising the current course offerings.	HIST/LATN 40	
(a) Developing new first-year courses in World History makes sense to us. This is consistent with the recommendation to increase the first-year offerings from the department and it aligns with the growing international student body at		HIST/LATN 5, 7

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Langara. Thematic world history courses also provide a way to further the indigenization of the History program, since global Indigenous history could be built organically into these courses, guided by the resource persons available through Langara's Teaching and Curriculum Development Centre (TCDC)...As previously mentioned, new courses in World history seem like a logical extension of the department's offerings, as long as this doesn't take resources away from other essential offerings.		
(b) Given faculty comments regarding the challenges faced by international students in Canadian history courses (lack of context, lack of high school Canadian history, etc), we are supportive of a faculty suggestion to create a first-year Canadian history course for "newcomers to Canada". This would allow content as well as assignments to be more effectively designed for an audience with little to no previous knowledge of the topic. Given the increase in the number of international students the department has seen in recent years, creating such a course might be a good strategy for student success as well as a useful way to continue the indigenization of Langara's Canadian History courses.		HIST/LATN 5

***NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
No additional resources required. One section ADT from Dean already used for development of World History courses.

**Goal 3: Ensure that courses are offered in delivery modes that suit student and departmental needs and the College's mandate.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation
Transformational Learning Experiences
Social Responsibility/Community Relationships

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review enrolments and regularly survey students to ensure that course delivery modes best suit student and departmental needs, as well as the college's mandate.	HLPS Chair and Coordinator	Survey students in Fiscal Year 2024-25 and annually thereafter. Review enrolments on a semesterly basis.	Ongoing	

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
The department should be given the freedom to offer courses in the delivery modes that it sees as appropriate to meet student need and preferences.	HIST/LATN 40	
We support the department having the freedom to choose the delivery mode for its courses and we were not presented with any reason why the department shouldn't be able to do so. We heard from multiple students and alumni that they wanted more online courses in history. Students appreciate face-to-face courses and these will of course remain a key method of course delivery into the future. Students also persuasively described the challenges of aligning their work commitments with face-to-face courses. It is clear that online courses are a necessary component of many students' course loads. This is true to a great enough extent that offering adequate online courses rises to the level of an accessibility concern. The faculty survey also indicated a fairly large proportion		HIST/LATN 6

Recommendation	Self-Study (specify page #)	External Review (specify page #)
of department members who were dissatisfied with the current distribution of delivery modes.		
Political Science faculty should have wide discretion to choose the most suitable mode for delivering courses. Since online sections often fill faster than in-person sections of the same course, instructors should be free to deliver courses online or by mixed mode where they deem such formats to be appropriate. While we will continue to offer most of our courses in person for the foreseeable future, the department recognizes that by offering courses through a variety of modes we can better accommodate the schedules and learning preferences of students.	POLI 39-40	
As the Department considers expanding its pool of non-traditional students, it may want to consider greater options for the delivery of courses. Making such moves must be taken with care to ensure that there is not a large decline in quality as sometimes occurs with online learning. When interviewed, instructors also pointed to the challenges of academic integrity that are encountered with a pure online model...that the Department have the decisional autonomy to determine the modes of instruction (e.g., in-person, online, and mixed) for its courses to accommodate the diverse needs of students.		POLI 5-6

***NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
No additional resources required.

**Goal 4: Recruit more students into the department’s programs, including through raising the profile of the department through public outreach activities.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation
Social Responsibility/Community Relationships

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Consult with SC&M, The Langara Foundation, Global, and Journalism to optimise recruitment and outreach activities.	HLPS Chair and Coordinator	Fiscal Year 2024-25	Ongoing	The department has already reached out to Jennifer Paige in Langara Global to enquire as to how we may best support recruitment efforts.
Use departmental budget, where appropriate, to support faculty recruitment and outreach activities, such as the community lecture series, faculty presence at recruitment fairs, and other internal and external activities.	HLPS Chair and Coordinator	Already ongoing.	Ongoing	The community lecture series has hit a snag this year, as the organizer no longer has the capacity to take this on in addition to her workload. We will need to consult as a department at our meeting in Oct 2024 as to how best to address this, as the series has proven to be a valuable way of raising the profile of the department. It is, however, difficult to find faculty who are willing to take this on in addition to their already-heavy workloads.

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
We also recommend an increase in recruitment activities and other projects that will help to increase student interest and boost enrolments further. This proved to be an effective strategy in Spring 2020 when a faculty member was granted a section of release to take part in recruitment activities, which was followed by a stabilising of enrolments in the next two years.	HIST/LATN 40	
We endorse the call for more support for recruitment efforts at the department/course level. Departments require support in the form of a clear		HIST/LATN 4

Recommendation	Self-Study (specify page #)	External Review (specify page #)
college recruitment strategy – this could come from areas such as marketing, communication etc. It is our understanding that the College has cycled through a number of different recruitment strategies in the last few years and we believe this has made department-level efforts difficult to plan and carry out. Faculty commented that they receive little institutional support for the promotion of individual courses. Ideally, greater institutional support at this level would be forthcoming. Or, if recruitment/advertising efforts are to fall entirely upon individual faculty members, then some release time should be provided.		
That Political Science faculty consult with Strategic Communications and Marketing and with Global Recruiting on ways to generate student interest and boost enrollments in Political Science courses and/or the Associate of Arts: Political Science programme, especially among domestic students, including students in the Journalism Certificate programme.	POLI 39	
The Department deserves a chance to gauge the level of interest in second-year courses. The reviewers further endorse the Department’s recommendation to consult with the College on steps to enhance student recruitment....The reviewers also recommend considering how students who do not transfer to a university are guided by the Department, and what happens to other non-traditional students (such as those outside the majority age range). The relatively easier access to college admissions, in comparison with SFU or UBC admissions, make focusing on increasing admissions of nontraditional students a potential future source of additional students...In the end, though, it is the administration of Langara College that must find effective strategies to recruit students to its doors. Indeed, it is their responsibility to do so. Individual departments and their faculty are at the mercy of broad enrollment trends over which they have no control.		POLI 3-4, 8
We also need to support the non-teaching activities of the department including the expansion of the lecture series.	HIST/LATN 40	
We fully endorse the expansion of the community lecture series. We heard from students and alumni who liked the structure in Classics where a for-credit lecture series is required to get the Associate of Arts degree.		HIST/LATN 5
That Political Science faculty, working with our colleagues in History and IDS, explore with relevant agencies of the College, including the College Foundation, ways in which such agencies could assume responsibility for providing administrative support for the community lecture series.	POLI 39	
...that the Political Science faculty, working with selected colleagues in other departments and the College, find increased administrative supports for its community lecture series...Students recognize the difficulty of creating a campus culture when they are only there for two years and come from diverse		POLI 5-6

Recommendation	Self-Study (specify page #)	External Review (specify page #)
backgrounds but would like to see more on-campus activities outside of the classroom. With no subject-related student union, the Department should consider organizing a few events, perhaps around speakers (researchers or practitioners), with a social event afterwards to help improve students' networking with each other and faculty.		
While the report provided no recommendations in Chapter 5, the Department's members note the absence of a formal College process for maintaining relations with alumni, and that the Department itself does not have the resources to establish such a process. The external reviewers applaud the efforts of individual faculty to informally keep in touch with former students, but in the end the College needs to develop and invest in institutional processes for alumni outreach. The College could improve connections with potential employers by tracking where students get placed and engaging with companies seeking employees. The Department would also benefit from greater connections with local colleagues, such as through a speaker series or engaging in conferences and/or joint research.		POLI 8

***NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
No additional resources required.

**Goal 5: Explore the possibility of hiring in Indigenous History.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation
Holistic Student Engagement and Support
Social Responsibility/Community Relationships

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Discuss hiring in Indigenous History at Fall department meeting.	Christie	Oct 2024	Oct 2024	
If required, consultations with other Langara departments and offices.	HLPS Chair and Coordinator	TBA	TBA	Including Dean, Indigenous Education and Services, ABST, Earl Einarson in TCDC.

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
To support the department's efforts at indigenization, we also recommend opening a conversation between all interested parties about the possibility of a hiring in indigenous history.	HIST/LATN 40	
If the department is to pursue a hire in Indigenous history (and we heartily support their interest in doing so), including one that may be shared with another department, this must be done ethically, in a manner that is mindful to prevent a disproportionate workload burden falling upon this faculty member. To achieve this, we recommend that Langara ensure that the faculty member is guaranteed a permanent position (3 years contract) from the outset. Making a strong commitment to this position would reinforce Langara's indigenization mandate. Moreover, while we understand that Langara first adds temporary sections before (eventually) converting them into permanent ones, such a system will make hiring a qualified Indigenous faculty member extremely difficult. Given the importance of indigenization in the College's strategic plan, this faculty position should be a permanent one...We support starting a conversation about an Indigenous History hire, perhaps jointly with another		HIST/LATN 3, 5-6

Recommendation	Self-Study (specify page #)	External Review (specify page #)
<p>unit. We also recommend that this conversation be clearly distinguished from the necessary parallel efforts to decolonize and indigenize the curriculum more broadly. These are two, separate, though related, goals. Current department members can and should advance this process on their own with the support the College is providing (TCDC, etc.). SFU History department's recent report on decolonization may be a useful resource...The greater numbers of students leaving Langara for the workplace, rather than transferring to other universities, amplifies the need for a decolonized curriculum because Langara may be the terminal educational institution for these students. The burden of decolonizing and indigenizing the curriculum cannot fall upon a single faculty member with expertise in Indigenous history. These broader efforts to decolonize/indigenize the curriculum will help create conditions necessary to ensure the success of the individual who is hired to teach Indigenous history. The reviewers urge the administration to work collaboratively with the department to locate the necessary resources to achieve this overall goal.</p>		

***NOTE: Add "Planned Actions" and "Recommendations" tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
<p>Initial discussions will not require additional resources. A full hire will require funding, though whether this will take the form of a full-time hire in HLPS or a hire shared with other college units will also need to be widely discussed.</p>

**Goal 6: Review Political Science program’s goals and learning outcomes, in order to update them in alignment with the college’s Strategic Plan and have them approved by EdCo.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Consult with TCDC on program goals and learning outcomes.	Phillips	Completed	Completed	Phillips has already consulted with TCDC on programme goals and learning outcomes. We are acting on their recommendation to consolidate the programme learning outcomes in such a way as to reduce the total number from 25 to 15.
Process necessary paperwork through EdCo.	Phillips	ASAP	ASAP	
Review all course titles, calendar descriptions, and learning outcomes. Update 7 per year in each of the first 3 years of the action plan.”	Phillips	ASAP	TBA	

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
That the Programme Goals and Programme Learning Outcomes developed at the time of the last Programme Review be submitted to Education Council for formal approval.	POLI 39	
The external reviewers endorse the recommendations that the Department’s most recent Program Goals and Program Learning Outcomes be submitted to Education Council for formal approval...		POLI 5

***NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

**Resources**

No additional resources will be required.

**Goal 7: Ensure that faculty have the resources that they need to support teaching and learning.**

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support? Add or remove rows as needed,

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity and Innovation
Transformational Learning Experiences

*Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.*

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
(a) Consult with the Langara Library to explore processes for both preserving existing print resources essential to teaching and learning, and increasing their resources further.	HLPS Chair and Coordinator	ASAP	Ongoing	
(b) Consult with IT and Facilities to identify faculty needs and how they might be met by new technologies, as well as how the department may best support IT and Facilities in their work.	HLPS Chair and Coordinator	ASAP	Ongoing	

*What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.*

Recommendation	Self-Study (specify page #)	External Review (specify page #)
(a) We recommend an expansion of the resources in the Langara library, in order to ensure that there are sufficient to enable faculty and students to prepare classes and complete their studies, without having to rely on resources from other libraries.	HIST/LATN 41	
(a) Positive comments were made that the library resources have improved in the last few years, not just because of the pandemic shift to online learning and research. It's important for the library to have adequate online resources for history students to do their work. So, while we do agree with the recommendations, it appears that significant progress has already been made on this front.		HIST/LATN 7

Recommendation	Self-Study (specify page #)	External Review (specify page #)
(b) The college should also work towards improvements in the Facilities and IT departments to ensure that they are able to respond promptly and effectively to problems with classroom technology, so that courses can be delivered effectively.	HIST/LATN 41	
(b) That the College work with the Facilities and IT departments to enable them to respond effectively and expeditiously to breakdowns in classroom technology.	POLI 40	
(b) Regarding classroom resources, the external reviewers endorse the recommendation that the College consult with its Facilities and IT departments to improve the reliability of classroom technologies.		POLI 7

***NOTE: Add “Planned Actions” and “Recommendations” tables if there are distinct themes within each Goal.***

*What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.*

Resources
No additional resources will be required by HLPS.