

## Heritage Resources Management Review Summary Report, September 2023

### Programs Reviewed:

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#### University Certificate:

- Heritage Resources Management specialization

#### Graduate Diploma:

- Heritage Resources Management specialization

### External Review Team Appointed by the Provost & Vice President Academic:

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- Dr. Phaedra Livingstone, Professor and Program Coordinator, Museum and Cultural Management, Centennial College, Toronto
- Dr. Betsy H. Bradley, Adjunct Faculty, Historic Preservation Program, Goucher College, Baltimore
- Veronica Madonna, Assistant Professor, RAIC Centre for Architecture, Athabasca University (Internal Observer)

### Key Milestones:

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- Program Review Kick-off: March 24, 2022
- Self-Study Approval by Program advisors and team: August 17, 2022
- Self-Study Approved by Faculty of Humanities and Social Sciences Faculty Council: October 2022
- Virtual Site Visit: April 11-14, 2023
- Receipt of External Reviewer Report: June 23, 2023 (Report from Dr. Bradley only)
- Program Response Report to Faculty of Humanities and Social Sciences Faculty Council: October 6, 2023
- Program Response Report to Faculty of Graduate Studies Faculty Council: October 12th, 2023
- Program Response Report to Academic Planning, Priorities and Standards Committee (APPSC) of General Faculties Council: November 6, 2023
- Public Posting of HRM Program Review Summary Report: following APPSC meeting
- Annual Program Update to APPSC: June 2024

### Summary of Key Findings from the Self-study and External Reviewer Reports:

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The program stands out because of the depth and breadth of its high-quality courses and its experienced and knowledgeable tutors and instructors. As identified in the self-study, the HRM Program's content is comprehensive, relevant, and engaging for students. It offers a strong foundation in both museums and place-based heritage conservation and management,

grounded in the principle and process of *kwayskahsatsowin* (conciliation with Indigenous Peoples). Among the program's key strengths are its flexibility and accessibility, which offer learners the ability to pursue their studies from wherever they live, around other life commitments, and without barriers. The program also offers in-depth and meaningful Work-Integrated Learning opportunities, and a chance for students to network within local, provincial, national, and international heritage circles. The small size of the HRM Program enables faculty and instructors to work closely with students to offer both individualized support and customized learning, research, and knowledge dissemination opportunities.

The self-study and External Program Review Report were generally in agreement around three key opportunities to further enhance the program. The first was to **expand “people forward” pedagogies and interactivity** between students and instructors. As the self-study report noted, the program could expand offerings of synchronous, online, live-virtual, and/or in-person learning if additional resources become available. Alongside the micro-courses that the HRM Program has already piloted, these synchronous and immersive learning opportunities would help to position emerging professionals for successful careers, while also filling professional development gaps in the field.

Both the self-study and external review highlighted a second opportunity to **develop a marketing and communications strategy** designed to grow the number and diversity of future students, as well as the reputation of the program. The External Program Review Report suggested that such a strategy be based on a strong vision for the program, a showcase of faculty / student / alumni projects, and a strategic positioning of the program as a leader in uniquely Canadian aspects of heritage work.

Finally, the self-study and external review both identified the opportunity to **develop the GD-HRM, followed later by the UC-HRM, into degree credentials**, to enhance the graduates' ability to compete in the employment market. While the External Program Review Report suggests a pathway for HRM learners through the Master of Arts-Interdisciplinary Studies (MA-IS) program—a pathway that is already open to GD-HRM graduates—the self-study report prioritizes the development of degree credentials in HRM specifically.

**Program Action Plan Including Dean's Response:**

	<b>Recommendations (in order of priority for the program)</b>	<b>Proposed Action(s)</b>	<b>Timeline (include specifics)</b>	<b>Individual(s) Responsible for Leading the Action(s) (by role)</b>	<b>Responsibility for Resourcing Action(s) (if applicable; by role)</b>	<b>Dean's Response</b>
1	Add a second full-time faculty member	<ul style="list-style-type: none"> <li>Begin approval process for addition of second full-time faculty position for the 2024-25 academic year</li> </ul>	November 2023—ongoing	HRM Program Director	Resource implications to be determined	The proposed action has to be supported by data, also relative to other FHSS programs
2	Begin to incorporate synchronous video-conferencing course meetings in paced graduate courses	<ul style="list-style-type: none"> <li>Encourage all instructors of paced courses to incorporate one to two live virtual sessions per course offering</li> <li>Encourage tutors of self-paced undergraduate courses to implement voluntary live-virtual drop-in session for enrolled students during regular tutor</li> </ul>	January 2024—ongoing	HRM Program Director	HRM Program Director and Teaching Team	All proposed actions are supported

		<p>hours, once every six months</p> <ul style="list-style-type: none"> <li>Organize and implement annual Fall Open House hosted on a videoconferencing platform</li> </ul>				
3	<p>Provide opportunities for Graduate Diploma students to present their work at the AU Graduate Student research conference or through a HRM annual event</p>	<ul style="list-style-type: none"> <li>Include information about the AU Graduate Student Research Conference in the practicum application process</li> <li>Reach out to individual practicum students and encouraging them to submit proposals focusing on their final projects</li> <li>Encourage instructors and tutors to share information about the conference with their students</li> </ul>	<p>January 2024</p> <p>May-July 2024 (and annually thereafter)</p> <p>July-September 2024 (and annually thereafter)</p>	<p>HRM Program Director</p>	<p>HRM Program Director, Staff, and Teaching Team</p>	<p>All proposed actions are supported</p>

4	Begin to identify strong pathways for HRM students to use the MA-IS program	<ul style="list-style-type: none"> <li>▪ Explore the feasibility and desirability of developing the UC-HRM and GD-HRM into undergraduate and graduate degree programs</li> <li>▪ Strengthen existing degree pathways by highlighting the laddering options, both on the program website and in the graduate admission letters that students receive</li> <li>▪ Explore the potential to generate more interest in the MA-IS degree by revisiting the scope of the “Heritage and Social History” focus area in consultation with MA-IS Program.</li> </ul>	January-June 2024	HRM Program Director	FHSS / HRM / MAIS  Resource implications to be determined	All proposed actions are supported
5	Finalize plans for and secure funding for a	<ul style="list-style-type: none"> <li>▪ Continue to advance proposals for new</li> </ul>	January 2024—ongoing	HRM Program Director	HRM / FHSS	Establishing new degrees should be

	master's degree in Heritage Resource Management	undergraduate and graduate degree programs through the Ministry of Advanced Education's review and approval process			Pending appropriate approvals	data-driven and with justified academic resources in place
6	Study ways to present how the HRM programs are desirable choices for reasons other than the flexible distance-learning delivery methods	<ul style="list-style-type: none"> <li>Develop a marketing strategy including the program website, brochures, and digital products, to increase the program's visibility and profile among prospective students and employers in the industry</li> </ul>	April 2024—ongoing	HRM Program Director	FHSS / UR	Data should support the eligibility for marketing relative to other FHSS programs
7	Use more of the LMS capabilities to share recorded videos by both faculty and students	<ul style="list-style-type: none"> <li>Work with instructors and tutors to identify assignments that may be appropriate for other forms of submission</li> <li>Work with Course Production to develop detailed instructions and examples for</li> </ul>	As courses go through revision process	HRM Program Director	HRM Graduate Instructors and SMEs  Pending availability of resources	Pending availability of resources in course production

		creating and uploading narrated files				
8	Provide more options for the Graduate Diploma and providing continuing education to the existing workforce through micro-credentials, seminars, and independent study	<ul style="list-style-type: none"> <li>▪ Continue to look for options to develop new micro-courses with industry partners</li> <li>▪ Explore bundling the courses into a more substantial learning credit</li> </ul>	2025—ongoing	HRM Program Director	HRM / FHSS  Pending availability of resources	Both proposed actions are supported