

QIP Implementation Summary Report

Department/Service:		Department of History		
Head of Department/Service:		Dr Liam Chambers		
Date of ET approval of QIP		January 2023		
Date of Submission of QIP Interim Report to Quality Committee		February 2024		
Date of Submission of QIP Final Report to Quality Committee		May 2024		
Summary of status of recommendation implementation:				
Rec. No.	Recommendation	Closed	Open	Commentary
1.1	General: Connect the Department vision better to the College’s vision, especially around being grounded in the civic/local but linked to the global. Articulate the Department research strengths collectively too rather than just as the strengths of individual staff. Specific: Set aside dedicated time at least once a semester to discuss vision and strategy especially around research and how it informs the curriculum and teaching. (The ‘Research Plan’ does not fulfil this recommendation because it’s a report not a plan).	Y		
1.2	General: Appoint Oral Historian to lead management and growth of the Oral History Collection. Specific: Work with senior management to find the resource for this post.	Y		
1.3	General: Recognise specific time in annual workload planning and beyond for research (to include planned sabbaticals). Specific: Proactively work with senior management to devise and test appropriate Workload Model and Sabbatical scheme e.g., volunteer for		Y	Workloads Allocation Model. Development of the WAM is ongoing.

	pilot study, model how a 30 or 40% research allowance might affect the department's delivery of teaching.			
1.4	General: More explicit acknowledgement and discussion of Equality, Diversity, and Inclusion across everything the Department does. Specific: Review curriculum and student support annually in terms of EDI. Work with Faculty specific development sessions on EDI in Higher Education e.g., unconscious bias training, efforts to decolonize curriculum.		Y	This action item is linked to action item 3.1.1 in relation to the curriculum. In respect of Faculty specific development sessions on EDI in Higher Education e.g., unconscious bias training, efforts to decolonize curriculum, the QIP action will be linked to Item 5.3.6 of the FoA Athena Swan (AS) Action Plan which seeks to Increase uptake of EDII and UCB training in the Faculty as a whole to 75% minimum by 2023; 100% by 2025. The Faculty of Arts has appointed Dr Susan Liddy as EDII Lead.
2.1	General: More formal structures for assessing vision, policies, delivery. Specific: Standing items in department meetings beyond housekeeping, teaching delivery, to include research, EDI, with staff assigned to report on specific items.	Y		
2.2	General: Collaborate with Faculty on common issues such as promotional pathways, a sabbatical rota, and shared roles such as directors of Postgraduate Research and/or Research, as well as Teaching and Learning. Specific: Expanded use and remit of Faculty wide meetings to achieve these results both at department and Faculty levels.		Y	This is a whole of faculty issue and cannot be dealt with at department level.
2.3	General: More formal collaboration between academic and professional staff. Specific #1: Act as conduit for professional staff to contribute to improve delivery of teaching and learning.	Y		

	Specific #2: Advocate for Faculty based professional development opportunities for professional staff.			
2.4	General: Career development mentors. Specific: Establish a system of mentorship for all academic staff to develop careers in preparation for a new College-wide promotions pathway.		Y	This is a whole of institution issue and cannot be dealt with at department level.
3.1	General: Review of EDI in curriculum. Specific: Embedding EDI across modules, both in terms of content and reading lists, in place of stand-alone topics.		Y	This is linked to action item 1.4.1. FoA AS Action item 5.6.3 Conduct an EDII in curriculum review. The History Department will contribute to this. 1. Analyse the UG and PG curriculum, to assess how gender balanced it is and whether any changes could be made in light of the Faculty's AS goals and commitments. 2. Analyse the curriculum in terms of EDII. 3. Once the analysis is completed, consult with the Faculty to discuss how any gender imbalances that are uncovered in the curriculum could be redressed. 4. Submit a report to AFB, FMC and Teaching & Learning Directorate on findings and recommendations. Action: The Faculty of Arts has appointed Dr Susan Liddy as EDII Lead.
3.2	General: Explore possibility of an online MA. Specific: Work with marketing and the energetic international office to establish feasibility and sustainability of online provision.	Y		
3.3	General: Maintain strength in Oral History. Specific: Present case for appointment of a staff member in Oral History.	Y		

3.4	General: Integrate medieval history strand to a greater extent into the BA. Specific: Better marketing of medieval courses to students.	Y		
3.5	General: Highlight employability beyond teaching. Specific: Work with students and Faculty to identify skills and help students translate them into what employers seek e.g., specific sessions for students at each level, a faculty-wide employability module.	Y		
4.1	General: Module review process. Specific #1: Establish an internal structure which examines and reflects upon good awards, mark moderation, student feedback, and external examiner comments with regard to module improvement. Specific #2: In collaboration with the faculty, develop a consistent method of student feedback.	Y	Y	A newly developed Module Feedback Survey was rolled out in AY2021/22 Sem 2. The response rate for the newly developed MFS has been very low. A shortened version of the module satisfaction survey was run in Week 9-11 Spring Semester AY2023-24. The response rate was again low. A decision is required at institutional level with regard to the efficacy of the module feedback survey.
4.2	General: Student feedback to staff. Specific: In order to close the feedback loop, communicate more effectively with students on how their feedback is actioned e.g., student representative forums, 'You said, we did' reports from previous student feedback.	Y		
4.3	General: Grow international links. Specific: Establish strategic links with international universities focussed on the specific needs of history students and staff in order to strengthen student recruitment, enhance the MIC student	Y		

	experience, and explore research opportunities.			
4.4	General: Department Assistant (DA)/Tutor training. Specific: 1. Develop key teaching and learning skills, including marking and moderation, for DAs/Tutors. 2. Produce a specific DA/Tutor handbook.	Y	Y	1. Teaching and Learning skills relating to specific history modules is provided by individual lecturers. DAs/tutors do not grade written work at present; they grade tutorial participation and individual staff provide guidelines on this. The development of generic teaching and learning skills are addressed by the RGS. 2. At present there is no specific DA/Tutor Handbook.
5.1	General: New Library. Specific: Pending the re-development of the library, identify creative and cost-effective ways to expand history collection for students e.g., e-books, primary sources, especially State Papers considering early modern strength, use of UL library and City/County libraries, and possibly inter-library loans.	Y		
5.2	General: Build Student Community. Specific: Develop department and faculty led student community efforts e.g., History society, quizzes, Historians at the Movies etc.	Y		
5.3	General: Academic/Guidance mentorship scheme. Specific: Participate in Faculty review of current 1st year scheme with view to expanding beyond 1st year and driving engagement.	Y		
6.1	General: More officially defined time for research. If the highly commendable levels of research activity are to be maintained, then staff require enhanced (that is defined and resourced) research time. The Department cannot alone address this issue, though some ameliorative measures may rest within their control. Specific #1: Working with College and Faculty to achieve enhanced structured		Y	1. Workloads Allocation Model. Development of the WAM is ongoing.

	provision for sabbatical research leave; a defined allocation of research time within regular workloads; enhanced staffing. Specific #2: At departmental level, the purposeful investigation of measures to mitigate onerous teaching loads; such measures to include the reduction of teaching hours associated with a 6-credit module from 36 to 30 hours (reflecting sectoral norms), and the teaching of modules across programmes (BEd and BA).		Y	2. The Department has examined this issue, as part of ongoing discussion of potential programme / module changes. 6 credit modules require 36 hours, but this equates to 24 hours of lectures + 12 hours of tutorials. At present, we teach tutorials/seminars in 4BA only to mitigate in some part against the teaching load. Ultimately the solution may lie with the WAM.
6.2	General: Develop a plan for communicating their collective research accomplishments in a more structured manner to ensure that those beyond the discipline (at Mary Immaculate and among external stakeholders, including potential funders) understand the scale of their achievement. Specific #1: Collectively, this involves minor but important adjustments such as an enhancement of the Department's research webpage so that it becomes a forum where their strengths and achievements are elucidated more clearly and fully. Specific #2: If possible, linking the active Departmental twitter account to the webpage would create a rolling noticeboard of achievements. Specific #3: At an individual level this involves more consistent engagement with external and internal mechanisms for promoting research.	Y		
6.3	General: Enhanced structured attention at Departmental level for PGR students. Specific #1: Achieving this will certainly involve collective planning and will	Y		

	likely involve the identification of a dedicated postgraduate research leader or point of contact in the Department; Specific #2: A shared research-focused activity that is purposeful and for these students specifically, centred on the Department, as this would enhance their sense of being a history research community; Specific #3: The provision of a PhD Handbook which welcomes the students, provides essential information, articulates (from the beginning) the expected path of a History PhD student at MIC, directs them toward resources available to them at Departmental and Research and Graduate School Office, informs them of points of contact beyond their supervisor, and communicates to them what is expected from them; Specific #4: Enhancing the listing of current PhD students on the webpage by listing their areas of study; Specific #5: Listing recent graduates and providing testimonials from them on the webpage; Specific #6: Consideration of whether the Departmental Assistantships can become structured launchpads to the achievement of external funding (e.g., IRC) as well as being an admirable end in themselves.	Y	Y	At present all information is provided to PGRs at orientation but collation of same into a handbook is planned.
6.4	General: Preservation of the Oral History collection. Specific: Preservation and transformation into a high-quality useable research resource housed by, and identified with, MIC and second, as already identified, the teaching/research staff to ensure that the Department becomes the primary site where the value of the collection is liberated and so the Department is identified as a centre of excellence. This will involve co-operation, inventiveness, and the commitment of resources across at all levels, College,	Y		

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	Faculty, Research and Graduate School Office and the Department of History.			
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Signed:

Dr Deirdre Ryan

Director of Quality