

## Executive Summary

The History Department has been flourishing over the last five years. We have revised our curriculum, enhanced our student advising, created new programs, including an International Visiting Professorship, expanded opportunities for student research and internships, increased the number of scholarships we award, enhanced our lecture series, revised our website and initiated a social media campaign, and strengthened our relationships with local, regional, and national communities. Our students have been successful in getting jobs and gaining admission to selective graduate programs. While the number of history majors has fallen a bit, the program is still robust and attracts high achieving students.

Meanwhile, despite a heavy teaching load, members of our faculty have been productive scholars, with many books and articles to show for their efforts.

We have also improved the way we assess these changes, our programs, and our classes. The result has been what we believe to be a more effective curriculum and a more collegial environment for students and faculty alike.

Here are more details about the changes described above.

We revised our curriculum. We added a new course, History 2000, Introduction to the Craft of History, which will be taught for the first time in Spring 2016. This one-credit course is required of all new history majors to orient them to the field, to introduce them to research techniques and resources, to provide them with a sense of the varieties of history, and to connect them with faculty, all of whom will participate in the course. We also revised our senior seminar course sequence. We now have students take 4985, Investigating History, the semester preceding History 4990. Faculty in 4985 will not advance a student on to 4990 unless they have a viable research topic and sources. This more cohesive course sequence has helped students complete their theses more easily, and enabled them to produce a higher caliber of work.

We also added a new language requirement for all majors, which was just going into effect at the time of the last program review. Before 2011, some students were able to avoid taking a foreign language by pursuing a B.S. in history. We eliminated that degree path, and all students now earn a B.A., which requires them to have at least 2 semesters of foreign language. We made this change out of a commitment to preparing our students for life in an increasingly interconnected world.

Our advising system, with one faculty member doing the major portion of the advising, has proved very effective. Stephen Francis has filled that role for the last few years, and he and the Chair work together to meet with students, advise them about courses, and clear them for graduation. This has made it much simpler for students to find the right advice about course selection, requirements, and graduation. The advisor has also taken on the responsibility of monitoring our history teaching majors as they engage in

student teaching. His advice and feedback has offered important and timely strategies for improving their pedagogy.

We have also added new events and opportunities through which students can learn about career paths with a history degree and graduate school possibilities. This will be the

We have worked to strengthen our relationships with local, regional, national, and international communities. Those many connections—with the general public, local educational institutions, museums, and scholarly organizations—are detailed in Section G.

Currently, we have 217 majors and teaching majors. That number, while down from a high of 285 in 2011-12, is still healthy, and represents an increase over last year. These students go on to do great things. Many gain admission to prestigious graduate schools. In the last 5 years, our students have been accepted at Harvard, University of Pennsylvania, Cornell, Duke, George Mason, University of Washington, University of Utah, Boise State, University of Illinois, Chicago, Utah State, among others. Many others pursue careers in teaching, public history, government, business, and non-profit work.

History Department faculty are committed scholars, as well. Over the last 5 years, they have produced books with major university presses, published articles in well-respected journals, and received awards and fellowships from the Institute for Advanced Study, the Organization of American Historians, the American Council of Learned Societies, the National Endowment for the Humanities, the Utah Academy of Arts and Sciences, the Clement Library at the University of Michigan, and the Rocky Mountain Archivists Society, among others. In an effort to support these research efforts, the Department has found ways to increase travel and research funding. This year, each faculty member is receiving \$2100 a year. In addition, for the last two years, we have been able to provide our four Ph.D. adjuncts with substantial travel support, as well.

We have changed the way we assess our program overall and our success at teaching and guiding our students. Beginning in 2011, we expanded our assessment efforts. We were guided by the Tuning Process, initiated by the AHA and the Lumina foundation. We eventually adopted the AHA's learning outcomes and used those as the foundation for our assessment. At first, individual faculty used their own rubrics for measuring success against these outcomes. However, in academic year 2014-15, we created a new method for measuring our success in meeting those outcomes, using a unified rubric to assess all

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the period pre-1400. While we have a very capable ad