

Project Name:	Expansion of L&S Faculty Lines in History
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Florencia Mallon (Year 1), Sarah Thal (subsequent years)
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson
Report Date(s):	Year 1, August 2010; Year 2, July 2011; Year 3, July 2012; Year 4, July 2013

Project Goal and Measures

Project Impact Measure(s)	Utilize the additional faculty and TA funding to: <ul style="list-style-type: none"> • Increase the History Department’s capacity to offer intermediate-level research courses that fulfill the Communications B requirement in order to prepare students for independent research projects and capstone seminars. • Increase the History Department’s capacity to offer courses fulfilling the breadth requirement in the major – particularly pre-1500 European History and history of other areas prior to European influence. • Increase seats in high demand courses and/or courses that fulfill general requirements or requirements for other majors. • Improve students’ learning outcomes in the areas of research and writing skills.
Project Impact Data Source(s)	History will provide information about activities within courses. Academic Planning and Institutional Research has standard queries showing course offerings, enrollments and instructor rank. Data source is the Schedule of Classes and HR appointment data views.
Baseline Measure(s)	Academic Year 2009-10 will be used as the baseline for all project impact measures.

MIU Impact Measures

A	Increased access in bottleneck areas	Covered by project goals (increased seats in courses for non majors and seats in breadth courses for majors).
C	Increased capacity for high-impact practices	Covered by project goals (writing-intensive activities, research).

Expansion of L&S Faculty Lines in History, Page 2

D	Increased student learning and teaching excellence	Evaluation of student research skills will be conducted before and after the Historians Craft course and History 600 (required capstone course for majors). Also, a sample of papers in the capstone seminar will be graded according to a shared rubric in order to evaluate research and writing skills.
E	More tenured, tenure-track faculty teaching undergraduate courses	Covered by project goals.
F	Decreased achievement gaps	History will gather baseline data in 2010-11 and will archive data for students on academic probation. They will target advising support to student struggling in courses.
G	Attention to diversity in new hires	Search chairs attend WISELI training. History identified and recruited a diverse set of candidates by asking leading members of each field for suggestions and by placing targeted advertisements. Search committee paid attention to issues of unconscious bias in references and evaluations.
I	Unintended benefits	The entire MIU process generated significant discussion in the department about goals and structure of the major, prompting a re-examination of the major as a whole in AY 2010-11.

Progress Reports

Year 1, 2009-10	Focus in Year 1 was on faculty recruitment and searches. Two faculty members were hired but will not begin teaching until Fall 2011.
Year 2, 2010-11	<ul style="list-style-type: none">• Faculty met to define the goals of the proposed intermediate-level “Historian’s Craft” course (department approval in January 2011). Utilized the MIU-funded TA to coordinate development of course requirements, develop an assessment strategy, tools to measure student learning, a TA training plan, and build an online resource for instructors to use. Course will be offered in Fall 2011 and Spring 2012 under the existing History 200 course number.• Utilized TA support to increase enrollments in the following courses: History 160, History 396, History 102, History 243, and History 337. Combined enrollments increased by 362 students over the baseline.• Increased capacity in high-demand non-required courses (seminars below 600 level) by 190 students.• Continued participation in FIGs.• Increased capacity in writing-intensive courses (463 students and 5 courses over baseline), seminars (90 students and three courses over baseline), undergraduate research (1579 students and 46 sections over baseline), global learning/ESR sections (206 students and 3 courses over baseline), service learning (66 students and 1 course over baseline).

Expansion of L&S Faculty Lines in History, Page 3

Year 3, 2011-12

- Conducted a successful faculty search. Faculty member will start in Fall 2012. Developed plans for additional faculty recruitments in 2012-13 and 2013-14.
- Offered four sections of the new intermediate-level research course (The Historian's Craft, History 201) for an increase in 161 enrollments over baseline.
- Implemented TA support in selected high-impact courses including, Historian's Craft and a high demand ethnic studies course, Asian American History.
- Continued to increase seats in high demand general education courses including ethnic studies (1 course, 193 enrollments over baseline) and Communications B (4 courses, 180 enrollments over baseline), directed study, and service learning.
- Assessment: Conducted a student learning outcomes assessment focusing on research skills using a pre and post-course comparison. Results show significant improvement in learning gains.

Year 4, 2012-13

- Conducted a successful faculty search for a historian of East and Central Europe and a historian of Medieval Europe. One faculty member will start in Fall 2013 and the other will start in Spring 2014.
 - Offered seven sections of the new intermediate-level research course (The Historian's Craft, History 201) to 193 students. Secured governance approval to offer History 201 to fulfill the Communication B requirement. This course will now be required of all History majors.
 - Reviewed achievement gap data for undergraduate History courses and identified potential outreach and activities to support first generation students. Utilized TAs for additional roles as "writing and research specialists" targeted at-risk students who were on academic probation or were otherwise struggling with the intensive writing requirements of these courses.
 - Utilized MIU funding to increase course offerings in high impact practices and general education requirements over the 2009-10 baseline including ethnic studies (+439 enrollments), first-year interest groups (+1 course), writing-intensive courses (+1 course), small seminars (+ 13 courses), undergraduate research (+29 courses); service learning (+1 course) for a total increase of 1,960 enrollment.
 - Assessment: Undertook a departmental redefinition of desired learning outcomes in research, writing, and analysis and set targets to be achieved by 2016. Began routinely assessing student learning outcomes and using the data on an annual basis to further improve the major. Utilized a rubric-based assessment on History capstone papers designed to assess four categories related to students' demonstrated ability to conduct History research by identifying and using primary and secondary source evidence appropriately and effectively.
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