



UNIVERSITY of WISCONSIN
GREEN BAY

To: Scott R. Furlong, Dean
College of Liberal Arts and Sciences

From: Dean D. VonDras, Chair
Academic Affairs Council

Date: 4/8/2014

Subject: Recommendations following from the History Program Review

The Academic Affairs Council (AAC) has read and discussed the History Program Review, and has conferred with Dr. Clif Ganyard, Chair of History. The Academic Affairs Council notes many strengths and accomplishments, as well as limitations and challenges for the History program, and offers recommendations that we hope will be useful in assisting this program to maintain both its high level of student interest and teaching excellence.

Strengths and Accomplishments:

The History program is recognized for its excellence in scholarship and strong model of intellectual discourse offered to students through its curriculum. Further, in review of its self-report the following strengths and accomplishments are also noted:

- The History program's Mission Statement is clearly stated and aligned well with UWGB's Mission.
- The recent changes in the program's Learning Outcomes are recognized to better reflect an emphasis on history skills versus content, and are noted to enhance students' intellectual development.
- The program's Center for History and Social Justice is highly effective and provides the greater community with opportunities such as sponsoring lectures, seminars and other events conducted by visiting historical scholars.
- The scholarship of the History faculty is remarkably productive. The list of accomplishments, publications and awards is very impressive, and the History faculty is acknowledged for their strong scholarship and intellectual voice within the University community.
- The program's American and European oriented history courses offer a strong foundation within the program. Further, the program's involvement in the *Voyageur Magazine*, the *Linothorax Project*, and the *Flax Project* provide

excellent learning opportunities for students. Additionally, many opportunities are given to provide students with quality and meaningful internships.

- Moreover, the *Voyageur Magazine*, *Linothorax Project*, and other involvements of the History program provide many connections to and collaborative opportunities for the broader community within the University and broader community.

Limitations and Challenges:

There are recognized challenges suggested in the self-report.

- The History Department recognizes declining enrollments; especially a decline in females majoring/minoring in history.
- Although not mentioned directly, there may be an imbalance in faculty gender ratio that restricts the curriculum; a healthy gender balance would help to provide a broader perspective and offering of courses beyond the current curriculum.
- Recognizing the trend toward globalization and gaining of international perspectives, there is a desperate need for a faculty member with a field of specialization in world history and/or Africa, Asia, or Middle Eastern history.
- Student Assessment has primarily been limited to the capstone course. Some embedded assessment does occur, but skepticism about the value of within the program assessment exists. The program does not yet seem to have a viable assessment model in place.
- History courses for students who plan to teach at the secondary need to go beyond the western cultural perspective, and should reflect more the global character of the world.
- Many lower level courses are taught by ad-hoc instructors, and this may indirectly suggest a lack of involvement of tenured faculty with students early on that limit student interest and, by extension, perhaps limit recruitment of new majors and minors.

Recommendations:

The AAC recognizes the excellent work of the History faculty, and with an emphasis on the program continuing to offer outstanding learning experiences that contribute to the select UWGB mission goals of interdisciplinarity, engaged citizenship, and serving as an intellectual and cultural resource, the following recommendations are offered:

- The AAC recommends the creation of a plan to develop and implement a model of assessment that is inclusive of all students of history, and that especially focuses on student development during their participation in lower-level courses, and that will follow students throughout the curriculum. Moreover, the AAC recommends the use of embedded assessment throughout each year of the curricular program. Further, the AAC also recommends that alumni data continue to be collected and tracked as part of the program's assessment plan.
- When feasible, the AAC recommends the hiring of a non-western history faculty person so as to provide this unique perspective within the program.

- The AAC also recommends the program continue to pursue gender and ethnic diversity in its recruitment of students, development of curriculum, and hiring of faculty.
- The AAC recommends the program consider a stronger world history perspective within its curriculum, perhaps through new course offerings.
- The AAC recommends continued interdisciplinary involvement and connections (e.g., as noted by the offering of new course in history of environmental sciences), and that the program consider possible ways of broadening learning opportunities for students through a visiting professor program.
- The AAC recommends considering a balance of “process” and “content” in the program’s proposed learning outcomes; currently the learning goals are described primarily in ways of “process” (e.g., critical analysis, reflection, etc), and omits concerns for “content” (e.g., specified knowledge foundations). The suggestion here is to reconsider the programs learning outcomes as assessment data is analyzed and interpreted, so as to re-evaluate the sufficiency of the current learning goals, refine teaching processes, and enhance student learning.
- The AAC recommends considering various ways (e.g., special recruitment presentations, departmental correspondences, etc.) in which faculty may interact with students that would enhance the recruitment of majors and minors, as well as providing students information about possible jobs and careers (other than graduate school) in which they can use their degree.

Cc: Dr. Clif Ganyard, Chair of History
Dr. Andrew Kersten, Associate Provost for Academic Affairs
Secretary of the Faculty