

**Action Plan For a Six-Year Program Review Cycle  
Years: 2019-2023**

**Department** History

Please address the applicable areas of your program improvement and arrange them according to their priority.

	A brief description of each <b>proposed change</b>	A brief rationale and evidence that support the <b>proposed change</b>	Six-year timeline for the <b>proposed changes</b> and actions	Who is in charge if known
<b>1</b>	<p>Curriculum / program</p> <p>A. Study whether to offer HIS 099 every semester</p> <p>B. Consider the potential for some type of American Studies concentration in the major</p> <p>C. Consider whether to offer additional lower division courses as gateways to the major</p> <p>D. Consider developing courses on American immigration history and American race relations</p>	<p>A. Would teaching our Foundations of History course more often enhance our chances of recruiting more majors?</p> <p>B. We have ways within the major for students to concentrate their studies on other parts of the world – why not something similar for those wanting to focus on the American past?</p> <p>C. Potential strategy for increasing our number of majors</p> <p>D. Potentially attractive courses for our increasingly diverse student body</p>	<p>A. 2019-2021</p> <p>B. 2019-2021</p> <p>C. 2020-2022</p> <p>D. 2021-2023</p>	<p>A. Entire department</p> <p>B. Rick Pointer</p> <p>C. Entire department</p> <p>D. Entire department and potential new faculty in American history</p>
<b>2</b>	<p>Initiatives to improve teaching and learning</p> <p>A. Identify where and how we are teaching about race and racism in our courses, and consider additions or improvements</p>	<p>A. Campus-wide conversations about race and racism this past year and this upcoming year provide good opportunity to review department contributions to student understanding on these</p>	<p>A. 2019-2022</p> <p>B. 2019-2022</p> <p>C. 2020-2021</p> <p>D. 2019-2023</p> <p>E. 2019-2023</p>	<p>A. Entire department</p> <p>B. Entire department</p> <p>C. Alister Chapman, Marianne Robins, Chandra Mallampalli, Heather Keaney</p>

	<p>B. Identify where and how we are teaching about environmental change in our courses, and consider additions or improvements</p> <p>C. Continue comparing teaching approaches and emphases within HIS 010</p> <p>D. Consider how we might integrate more positive stories of hope and redemption into our courses which tend to be filled with overwhelming evidence of the world's brokenness</p> <p>E. Consider how to help students understand better the contingency and surprising character of history</p>	<p>issues</p> <p>B. Growing global concern over climate change and the addition of the Environmental Studies minor suggest the need for greater attention to environmental history within our courses</p> <p>C. Central role of HIS 010 within college's GE program warrants regular collaboration to maximize teaching effectiveness</p> <p>D. At a time when student anxiety is on a dramatic rise, history courses must offer something more than a litany of depressing stories</p> <p>E. Anecdotal evidence that students seem to be more fatalistic suggests the need to emphasize the contingent and surprising nature of history</p>		<p>D. Entire department</p> <p>E. Entire department</p>
<b>3</b>	<p>Possible adjustments in faculty priorities or responsibilities</p> <p>A. Take steps to replace Rick Pointer with a new Americanist</p> <p>B. Transition Heather Keaney into the chair role beginning fall 2020</p> <p>C. Determine who should teach HIS 009 if long-term adjunct Jason Eldred chooses to stop teaching for the foreseeable future</p>	<p>A. External Reviewer encouraged department to start early in its recruitment of a replacement for Pointer; would be best to hire tenure-track person to begin the fall after Pointer's retirement</p> <p>B. Appropriate rotation of chair duties</p> <p>C. Course required of all history majors needs predictable staffing</p>	<p>A. 2019-2021</p> <p>B. 2019-2020</p> <p>C. 2020-2023</p>	<p>A. Entire department apart from Pointer</p> <p>B. Rick Pointer and Heather Keaney</p> <p>C. Entire department</p>
<b>4</b>	<p>Learning outcomes that the department will assess in the</p>	<p>These PLOS reflect both continuity and change from our previous six-</p>	<p>A. 2019-2020</p> <p>B. 2020-2021</p>	<p>Entire department for all PLOS</p>

	subsequent years A. Primary Sources B. Construction of Arguments C. Christian Relation to the World D. Vocation	year cycle. The most significant addition is an intentional focus on how well our students can connect their historical learning to their lives as Christians in the world.	C. 2021-2022 D. 2022-2023	
<b>5</b>	Reallocation or acquisition of resources that would be necessary or helpful in the pursuit of these goals A. Timely replacement of Pointer upon his retirement	A. No interruption in the presence of a tenure-track or tenured professor in American history is the likeliest scenario for providing well for our students and facilitating a smooth transition within the department's faculty	A. National search would likely occur in 2020-2021	A. Entire department apart from Pointer
<b>6</b>	Other important changes			