

Consider for Development and/or Modification

Ranking Category:	Priority for Development and Growth:	3
	Consider for Development and/or Modification:	8
	Priority for Substantial Modification:	0
Total Count:		11

Average: **7.350**

Range: **0.450**

Reviewer	Alignment		Demand		Productivity		Quality		Efficiency		Opportunity		Total
	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	
Reviewer: 3	7	1.4	9	1.35	9	1.8	7	1.4	7	0.7	6	0.9	7.55
Reviewer: 2	8	1.6	6	0.9	8	1.6	7	1.4	7	0.7	6	0.9	7.1
Reviewer: 1	7	1.4	8	1.2	8	1.6	8	1.6	7	0.7	6	0.9	7.4

1. ALIGNMENT

Reviewer: 1 **Score:** **Weighted Score:**

Strengths: - full-time faculty mentors students through the Advanced Writing requirement
 - faculty is engaged with students' writing throughout their college career
 - faculty demonstrates the values of leadership and engagements to their studnets
 - their programs prepare students for social and cultural needs of the 21st century

Weaknesses: - lacks and explanation as to how the program addresses the values of sustainability and diversity

Reviewer: 2 **Score:** **Weighted Score:**

Strengths: They make a strong case that history is one of the foundational elements of any liberal arts institution and therefore critical to UM. Additionally, the unit's contribution in terms of General Education courses is clear. It is also notable that most of their 100- and 200- level courses are taught by tenure and tenure track faculty. Teacher certification for Montana seems like a strong argument, as well.

Weaknesses: Argument for alignment with UM 20/20 seems tenuous at times.
 Leadership, diversity and sustainability all seem shallowly addressed.
 Since many majors are required to write and research, the uniqueness of the History faculty to this discussion seems unclear.

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Reviewer: 3	Score: <input style="width: 30px; text-align: center;" type="text" value="7"/>	Weighted Score: <input style="width: 30px; text-align: center;" type="text" value="1.4"/>
<p>Strengths:</p> <ul style="list-style-type: none"> • Students create article-length piece of original scholarship • Engagement through attending national and local conferences, students pursue internship opportunities, and are advised to study abroad • Students are required to take history classes to learn about non-Western cultures and are encouraged to pursue minors, certificates, double majors, etc. • Contribute to more than two dozen gen eds • Three courses are needed for teaching licensure are offered through History • Students learn about the history of a number of global cultures • Oral and written communication are strengthened through required courses • Students are prepared for schooling or careers in law, journalism, teaching, business and government service <p>Weaknesses:</p> <ul style="list-style-type: none"> • Leadership not concretely addressed. • Sustainability not concretely addressed. • Minimal concrete justification provided for how a reduction in resources would impact UM and the mission. 		
2. Demand		
Reviewer: 1	Score: <input style="width: 30px; text-align: center;" type="text" value="8"/>	Weighted Score: <input style="width: 30px; text-align: center;" type="text" value="1.2"/>
<p>Strengths:</p> <ul style="list-style-type: none"> - every faculty member is involved in interdisciplinary activities; such as teaching courses in other programs like Russian Studies - the department puts on multiple lecture series that benefit students and the public - a host of other departments fall underneath the program, such as African American History, Russian Studies and Central-Southwest Asian Studies - lots of potentially impacted programs if this program were reduced in size <p>Weaknesses:</p> <ul style="list-style-type: none"> - lots of potentially impacted programs if this program were reduced in size, curious as to how much of an impact it would make 		
Reviewer: 2	Score: <input style="width: 30px; text-align: center;" type="text" value="6"/>	Weighted Score: <input style="width: 30px; text-align: center;" type="text" value="0.9"/>
<p>Strengths:</p> <p>The list of interdisciplinary programs run within History is impressive. It would be helpful to know more about how the programs pursue and ensure their interdisciplinary nature.</p> <p>Weaknesses:</p> <p>The list of potentially affected programs, while long, offers no real insight into how these programs will be affected. It would be more useful to understand how a reduction would affect one of the programs that rely on History to run -- say, African American Studies -- that the unknown way any reduction would affect the law school.</p>		
Reviewer: 3	Score: <input style="width: 30px; text-align: center;" type="text" value="9"/>	Weighted Score: <input style="width: 30px; text-align: center;" type="text" value="1.35"/>
<p>Strengths:</p> <ul style="list-style-type: none"> • Very interdisciplinary in courses offered, especially within H&S • For GE and GE/FTE the quintile score is higher when compared to like programs • More than 50% of SCH serves non-majors • Faculty serve on executive committees for WGSS and Latin American Studies • Assist in coordination for numerous lecture series, workshop on campus • Courses are offered for DHC curriculum and GLI curriculum • Serve across disciplines are graduate committee members and guest lecture across campus • Teach courses for Arabic Studies minor, Historic Preservation Certificate and Journalism Major • If the program were reduced in size or curtailed it could have an impact on 43 distinct programs at UM. <p>Weaknesses:</p> <p>N/A</p>		

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3. Productivity**Reviewer: 1**

Score: 8

Weighted Score: 1.6

Strengths:

- published books and/or articles for promotion
- external reviewer quote: "remarkable scholar productivity"
- numerous public lectures and talks
- high number of faculty awards (CASE, UM Distinguished Teaching, Most Inspirational Teacher of the Year)
- 100 and 200 level classes taught by tenure-track faculty
- encourages scholarly production with symposiums about refining articles and books for publication

Weaknesses: - example of faculty research to better support their claim for bullet 1

Reviewer: 2

Score: 8

Weighted Score: 1.6

Strengths: Scholarly output, as noted by external reviewers, is impressive.
Service to the university and profession is clear.
Teaching awards also bolster their argument.

Weaknesses: Service to the community seems to be MOLLI courses and Gen Ed. Not that this is bad, but it seems less robust than their standards outline.

Reviewer: 3

Score: 9

Weighted Score: 1.8

Strengths:

- When compared to like programs, there are a large number of students in this program
- The History-Political Science concentration has increased over the time period
- For like programs the minor quintile scores higher, though the absolute number seems small it is large compared to like programs on campus.
- Unit standards require publications to move up in rank and research/peer-reviewed publication is expected. A large number of publications occurred over the review period with translations into many languages.
- External review noted the unusual amount of scholarly activity.
- 75 year-long appointments to internal service committees occurred during the review period
- The department holds the most distinguished and consistent UM teaching awards and nomination for awards on campus
- More than 32 MOLLI courses to 3000 Montanas were offered by this department since 2013
- Tenured faculty teach 100 and 200-level courses

Weaknesses: • The trend over 5 years is -1.0 indicating a large decline in student numbers over this time period

4. QUALITY**Reviewer: 1**

Score: 8

Weighted Score: 1.6

Strengths:

- student writing profile that tracks students' writing improvement during their undergrad study
- Gen-Ed writing courses instituted an iterative cycle of research paper writing
- strong evidence of faculty outcomes

Weaknesses: - more evidence for student outcomes, such as test scores and creative work

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Reviewer: 2	Score: 7	Weighted Score: 1.4
Strengths:	Teacher training remains a clear benefit (as noted elsewhere in report). Implementation of a writing portfolio that can be assessed over time appears to be a thoughtful way of gauging student progress. Commitment of the unit standards to book publishing, coupled with output by faculty over the 5-year period is impressive.	
Weaknesses:	Alumni survey offers little sense of the quantitative impact of the degree. Number of intermediate and advanced writing courses does not, on its own, demonstrate the quality of the writing outcomes.	
Reviewer: 3	Score: 7	Weighted Score: 1.4
Strengths:	<ul style="list-style-type: none"> • 103 licensed History and History/Political Science teachers graduate on average each year • Majors are required to produce 20-page research papers • 75% of majors make satisfactory progress toward Student Learning Goals • Full professors are expected to have "achieved a national reputation in the field" to be awarded this rank • 17 specific faculty awards and achievements were mentioned 	
Weaknesses:	<ul style="list-style-type: none"> • Time to degree is quintile 1, indicating more time is taken to complete this degree than other UG units on campus • Sophomore persistence is quintile 3 • It was not obvious how the number of faculty awards compared to expectations within this type of department 	

5. EFFICIENCY

Reviewer: 1	Score: 7	Weighted Score: 0.7
Strengths:	<ul style="list-style-type: none"> - T/TT faculty teach 100 and 200 level classes at a much higher rate than the national average - compared their program's enrollment decline with national averages to better gauge how low it is - their administrative staff position does a lot of necessary work for the program that would otherwise slow down productivity 	
Weaknesses:	- failed to address the unit's efforts to improve efficiency in bullet 2	
Reviewer: 2	Score: 7	Weighted Score: 0.7
Strengths:	<p>It is clear the unit has been affected by budget reductions, including the still open position in Western History.</p> <p>The unit clearly is committed to tenure and tenure-track teaching intro courses.</p> <p>Declines are effectively contextualized against national and university trends.</p> <p>Administrative functions appear to be efficiently dealt with with the single assistant.</p>	
Weaknesses:	<p>It is unclear exactly how the offerings have been narrowed by the reduction of faculty FTE. This makes it hard to judge how much is lost by requiring that faculty member to teach intro courses.</p> <p>It is unclear how the "reclaiming" of 1.5 FTE by CHS affects the department or how long those spots were vacant.</p>	

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Reviewer: 3	Score: <input type="text" value="7"/>	Weighted Score: <input type="text" value="0.7"/>
Strengths:		
<ul style="list-style-type: none"> • SCH per instruction FTE is quintile 5 and this is not simply due to small size, as their number of majors is in the 3rd quintile • Compared to Delaware data the TT faculty teach ~50% more classes than expected/compared nationally and SCH per TT is ~4 times higher • Reduced FTE has resulted in reductions in classes and sections offered • Increased enrollment due to less sections has increased burden of UD writing courses • Admin (1.2 total FTE) is responsible for expected roles, along with advising, recruitment, budget and communication 		
Weaknesses:		
<ul style="list-style-type: none"> • Grant expenditures has a slope of -1 and grant expenditures have decreased to \$0 for 2017 • No concrete evidence was provided to show existing efforts to increase efficiency 		

6. OPPORTUNITY

Reviewer: 1	Score: <input type="text" value="6"/>	Weighted Score: <input type="text" value="0.9"/>
Strengths:		
<ul style="list-style-type: none"> - most of their faculty teach in other departments such as Women's Gender and Sexuality Studies, African American Studies and Russian Studies to name a few - the filling of the Hammond Chair Professor chair would enhance programs and would help recruiting efforts - clearly identifies one opportunity for restructuring and how it would enhance performance 		
Weaknesses:		
- lacks evidence for the claims made in bullet one		

Reviewer: 2	Score: <input type="text" value="6"/>	Weighted Score: <input type="text" value="0.9"/>
Strengths:		
<p>Lacking an expert in the history of the west is a clear gap in the scholarship of UM. This was noted effectively in an article in the Missoulian.</p> <p>The unit appears to be a leader in interdisciplinary offerings.</p>		
Weaknesses:		
<p>The option of offering online courses to rural teachers is interesting, but undeveloped.</p> <p>Unclear how more research money will engage the faculty internationally.</p> <p>Travel funds argument does not explain how more money will improve UM history offerings.</p>		

Reviewer: 3	Score: <input type="text" value="6"/>	Weighted Score: <input type="text" value="0.9"/>
Strengths:		
<ul style="list-style-type: none"> • Investment in professional development for new faculty, travel and research funding • Trains hundreds of teachers for MT schools each year • Partnerships with museums and public lectures • Interdisciplinary courses with diverse cultures which would be easier to implement with cross-listing • More collaboration with We Are MT in the classroom with more funding • More courses in non-Western culture could be added in rotation to broaden coverage and be more global and address diversity. Along with additional courses in environmental history, frontier, material and imperial history. These seminars have improved retention at peer institutions. • With additional resources the AB Hammond Chair could be restored, which would allow for the return of courses and more collaboration with units across campus • Renewed and increased travel funds would improve faculty productivity 		
Weaknesses:		
<ul style="list-style-type: none"> • No elaboration on additional areas that could be served with more resources, only additional explanation of what exists. • No concrete ideas for restructure 		