



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	HISTORY
Program Unit	BA
Reporting for Academic Year	2015-2016
Department Chair	Linda Ivey
Date Submitted	6/9/2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review was submitted 2012, and approved by CAPR/Senate in Winter/Spring of 2013. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division US surveys; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability. In terms of students, we expect the number of majors to remain steady or to increase, largely because we expect a continuing demand for K-12 teachers, many of whom major in History. Our increasing focus on real world experience (in the Public History program, or in curriculum on the teaching of History, for instance) should also encourage growth in the numbers of majors. In terms of program-level learning outcomes, the department will continue to develop its already effective methods of assessment for its core courses. Our next step will be a method for assessing some of our upper-division GE courses. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our new five-year plan for the major (see attached), while strengthening the geographic representation of our scholars' work. In the last three years, we have successfully hired: a Digital Historian, whose research focuses on the Ancient World; a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism; and a Historian of Sustainability, with expertise in Latin America and Global Environmental History. We have been given a tenure-track hire for 2016-2017 in the History of Diversity & Diasporas/Community Engagement through History, which will address both the need for expertise in diversity as well as Public History. Further, this position serves the purpose of understanding global influences in the local community. In the future, we hope to hire an expert on History Education, to further augment our Teaching of History offerings, and solidifying our expertise in our three areas of applied history. We have begun to address needs in geographic representation (e.g. in Asia, Latin American and Latin/African/Asian Diasporas) thus filling the gaps noted in the Self Study and described in the Outside Reviewer's report as a "serious weakness." In terms of staffing, the Department's priorities, as noted in both the Self Study and the Outside Review's Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department's first priority. We foresee an even greater reliance on technology as we continue to build the Digital History lab we began in 2013. We hope that support for travel will continue at the same level as in the current academic year.

B. Five-year Review Planning Goals Progress

In terms of staffing, we are moving forward successfully. In 2015-2016, we successfully hired a Historian of Sustainability, with expertise in Latin American and Global Environmental History. Previously, in 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. In 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. Next year, we have received approval to conduct a tenure-track search in the history of Diversity and Diaporas/Community Engagement through History. In terms of curriculum, as a faculty we developed a new vision for the future of our major and developed a five-year plan for significantly revising our major to align with contemporary needs of our students (see attached). The recent work in transitioning to a semester system has provided us with the perfect opportunity to implement the changes we had planned. The proposed curricular changes within this plan have been developed in consideration of global trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and focus the coursework along one of three themes: Migrations, Transnational Communities, and Cross-cultural Histories; Rights, Economic Equity, and Social Justice; and Sustainability and the Human Environment. We also included the specific integration of “applied history” courses in either the teaching of history, digital history or public history. In terms of pedagogical revision and development, the History Department received two distinct grants from the CSU Chancellor’s Office for Promising Course Redesign in 2013-2014, both of which served to energize our lower division offerings in World Civilizations and US History, integrating digital history and team-based learning, respectively. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. We have continued to work on explicitly integrating the concept of sustainability and into history coursework to address the sustainability ILO, and received two grants from CLASS in the Summer of 2014 to address specific courses with this in mind. We have also begun to develop specific and guided approaches for more concrete and practical experience within our curricular offering, developing student teaching experiences and both teaching history and digital history coursework. We are developing a plan to refine and bolster our internship program for Public History. In terms of our newly developed Departmental SLOs for the BA program (2013), we have begun building upon our assessment tools to address these changes. This can be found in the assessment section of this Annual Report (Section II) and in our vision for the BA (see attached Five-Year Plan) which implements curricular changes that speak more directly to the SLOs. Finally, we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and have hired a Digital Historian to help direct us further in this goal.

C. Program Changes and Needs

In terms of staffing, we are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing. In terms of faculty, we have gained three full-time faculty members since the Fall of 2014, with the last joining in Fall of 2016. We have officially said goodbye to our FERP-ing faculty member whose last term was Winter 2015. One more faculty member is retiring as of December 2016, and one faculty member will leave for a position at another institution at the conclusion of the 2015-16 academic year. Three of our remaining 10 full-time faculty members have administrative positions outside of the department that come with significant assigned time: Director of Faculty Development (36 wtus assigned time), Director of the Concord Campus (36 wtus), and the Director of the University Honors Program (12 wtus). In terms of building our faculty, in line with our new five-year plan, we have shifted the way in which we envision the future of the department in terms of faculty; while we remain committed to rebuilding the breadth of expertise in our department, the nature of our proposed hires going forward directly address our needs in terms of our proposed curricular changes. While we are determined to consider geographic expertise, we have developed potential overlapping hires in public history& community engagement, diversity and diasporas, and the teaching of History. Currently, we have restructured the BA degree in preparation for the semester schedule, and are carefully examining our current offerings, and develop a new approach to completing the history major through the integration of the above-mentioned thematic and practical approaches. Finally, in terms of space, we have happily relocated to the SF Building as of Fall 2015.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

B.A. degree in History

Students graduating with a B.A. in History from Cal State East Bay will be able to:

1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
2. demonstrate significant knowledge of major events and trends in their area of concentration;
3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

B. Program Student Learning Outcome(s) Assessed

See attached

C. Summary of Assessment Process

see attached

D. Summary of Assessment Results

See attached

2015-2016 CLASS FACT Assessment Year End Report, June, 2016

Program Name(s)	FACT Faculty Fellow	Department Chair
History B.A. & M.A.	Professor Khal Schneider	Professor Linda Ivey

A. Program Student Learning Outcomes

B.A. degree in History

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3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

M.A. degree in History

Students graduating with a M.A. in History from Cal State East Bay will be able to:

1. possess in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.: Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, and/or Latin America;
2. understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values;
3. demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources;
4. possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities;
5. complete a major independent project in history; and
6. observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

B. Program Student Learning Outcome(s) Assessed

B.A. = #4 “conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources”

M.A. = SLO 1-6

C. Summary of Assessment Process

FOR B.A.: In both HIST 4030 and HIST 4031 the department gives students a self-assessment questionnaire at the beginning and end of the term. To assess SLO #4, selected questions were chosen from the questionnaire. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” Additionally, the instructor assesses each student using the same questions and scale.

The selected questions were:

HIST 4030:

1. I am able to relate primary sources to major historiographical issues.
2. I am able to evaluate own practice of history in historiographical context.

HIST 4031:

1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.
2. I am able to identify potential research topics in secondary sources and post appropriate historical questions.
3. I am able to draft a research proposal, including description of the subject and scope of the project, a working thesis, and likely location of primary sources.
4. I am able to distinguish between published and unpublished sources, and to locate both.
5. I am able to present a thesis and develop an argument based on links between my secondary and primary sources.
6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.
7. I have mastery of scholarly citation and bibliographic form.

FOR M.A.: Over the course of the quarter, the instructor of HIST 6050: Graduate Portfolio engages students in discussions and course work pertaining to each of the six SLOs for the MA program. The department intends students to take 6050 at the end of their careers, and so their responses reflect their level of understanding gained over the duration of their enrollment in the program, not only in the specific course.

At the end of the term, the instructor circulates a questionnaire that matches the SLOs. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” The instructor also assesses each enrolled student using the same questions and scale. Only graduating MA students in the class are assessed.

D. Summary of Assessment Results

FOR B.A.:

Comparing student self-assessments from the beginning and end of the term shows that students show improvement in each of the selected outcomes. Every question showed the greatest improvement in the “Strongly Agreed” response. Instructors’ assessments were less markedly positive regarding student mastery, but tended to “Agree” (and often “Strongly Agree”) that students had mastered the outcomes.

4030

1. *I am able to relate primary sources to major historiographical issues.*

Student Pre-Term Self-Assessment:

Strongly Agree: 14%
 Agree: 57%
 Somewhat Agree: 29%
 Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **75% (+61)**
 Agree: 25% (-32)
 Somewhat Agree: 0% (-29)
 Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: **100%**
 Agree: 0 %
 Somewhat Agree: 0%
 Disagree: 0%

2. *I am able to evaluate own practice of history in historiographical context.*

Student Pre-Term Self-Assessment:

Strongly Agree: 0%
 Agree: 50%
 Somewhat Agree: 36%
 Disagree: 14%

Student End of Term Self-Assessment:

Strongly Agree: **50% (+50)**

Agree: 42% (-8)
Somewhat Agree: 8% (-28)
Disagree: 0% (-14)
Instructor End of Term Assessment:
Strongly Agree: 36%
Agree: **64%**
Somewhat Agree: 0%
Disagree: 0%

4031

1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.

Student Pre-Term Self-Assessment:
Strongly Agree: 45 %
Agree: 40%
Somewhat Agree: 15%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 87% (+42)
Agree: 13% (-27)
Somewhat Agree: 0% (-15)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 60%
Agree: 20%
Somewhat Agree: 12%
Disagree: 8%

2. I am able to identify potential research topics in secondary sources and post appropriate historical questions.

Student Pre-Term Self-Assessment:
Strongly Agree: 20%
Agree: 60%
Somewhat Agree: 20%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 73% (+53)
Agree: 27% (-33)
Somewhat Agree: 0% (-20)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 39%
Agree: 26%
Somewhat Agree: 17%
Disagree: 8%

3. I am able to draft a research proposal, including description of the subject and scope of the project, a working thesis, and likely location of primary sources.

Student Pre-Term Self-Assessment:
Strongly Agree: 15%
Agree: 45%
Somewhat Agree: 40%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 53% (+38)
Agree: 47% (+2)
Somewhat Agree: 0% (-40)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 52%
Agree: 13%
Somewhat Agree: 17%
Disagree: 8%

4. I am able to distinguish between published and unpublished sources, and to locate both.

Student Pre-Term Self-Assessment:
Strongly Agree: 0%
Agree: 40%
Somewhat Agree: 40%
Disagree: 20%

Student End of Term Self-Assessment:

Strongly Agree: 33% (+33)

Agree: 53% (+13)

Somewhat Agree: 14% (-26)

Disagree: 0% (-20)

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 22%

Somewhat Agree: 13%

Disagree: 13%

5. I am able to present a thesis and develop an argument based on links between my secondary and primary sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 20%

Agree: 70%

Somewhat Agree: 10%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: 60% (+40)

Agree: 40% (-30)

Somewhat Agree: 0% (-10)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 17%

Somewhat Agree: 15.5%

Disagree: 15.5%

6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 20%

Agree: 45%

Somewhat Agree: 15%

Disagree: 20%

Student End of Term Self-Assessment:

Strongly Agree: 40% (+20)

Agree: 53% (+8)

Somewhat Agree: 7% (-8)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 22%

Somewhat Agree: 8%

Disagree: 8%

7. I have mastery of scholarly citation and bibliographic form.

Student Pre-Term Self-Assessment:

Strongly Agree: 10%

Agree: 70%

Somewhat Agree: 20%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: 40% (+30)

Agree: 53% (-17)

Somewhat Agree: 7% (-13)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 10%

Somewhat Agree: 20%

Disagree: 10%

FOR M.A.:

MA Students have attained mastery of each of the six SLOs by the end of their enrollment.

1. I possess in-depth knowledge of at least two of the following fields, one of which is outside the U.S.:

Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, and/or Latin America.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 60%

Somewhat Agree: 20%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 40 %

Somewhat Agree: %

Disagree: %

2. I understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 80%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 80 %

Agree: 20%

Somewhat Agree: %

Disagree: %

3. I have demonstrated familiarity with Bay Area research libraries, archives, special collections, and digital sources.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 80%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

4. I possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities.

Student End of Term Self-Assessment:

Strongly Agree: 60%

Agree: 40%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 40%

Somewhat Agree: 0%

Disagree: 0%

5. I have completed a major independent project in history.

Student End of Term Self-Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

6. I have observed the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

Student End of Term Self-Assessment:

Strongly Agree: 40%

Agree: 40%

Somewhat Agree: 0%

Disagree: 20%

Instructor End of Term Assessment:

Strongly Agree: 100%

Agree: 0%

Somewhat Agree: 0%

Disagree: 0%

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

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3. STATISTICAL DATA (about 1 page)

The following data has been separated out to our two programs – the BA and the MA in History – wherever possible.

- 1) Number of Graduates: 46 in 2014-15 (42 UG; 4 MA)
- 2) Number of Majors: 144 (126 undergraduates; 18 graduate students) in 2015
- 3) Ethnicity; Faculty Students by Gender (student profiles from Fall, 2015)
 - a) Majors: African American 7; Asian/Pacific Islander 8; Hispanic 40; White 61; American Indian n/a; Multiple ethnicity 9; ethnicity unknown 8; 42 women and 93 men;
 - b) MA candidates: African American 3; Asian/Pacific Islander 1; Hispanic 4; White 11; American Indian n/a; Multiple ethnicity 3; ethnicity unknown n/a; 11 women and 11 men
 - c) Faculty: White 7, Native American 2, Hispanic 1, Asian 1; 6 women and 5 men.
 - d) Support Staff: African American 1
- 4) Faculty Devoted to Program, Fall 2015:
 - a) Number: 25
 - b) FTEF: 14.7
- 5) Full Time Faculty by Rank: 11
Professor 4; Associate 5; Assistant 2
(Losing one Associate and one Full in 2016; hopefully hiring an Asst. Prof. in 2017)
- 6) Part Time Faculty/Lecturers: 16
- 7) Number of Course Sections Offered: Fall 2015 --54; however the actual number of sections offered was 45. I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a “section.”
For undergraduate, lower division: 13 (12). UG, upper division: 33 (31). For graduate: 8 (2).
- 8) Total Enrollment: 415.1 FTES in 2015.
- 9) Average Section Size: 33.7
For undergraduate, lower division: 49.9. For undergraduate, upper division: 28.4. For graduate: 9.5.
Sections taught by tenured faculty: 20. Sections taught by part time lecturers: 34.
- 10) Student Faculty Ratio: 28.2
Lower Division: 44.6; Upper division: 24.3; Graduate: 6.0
- 11) Staff-Faculty Ratio: 1/23

All statistics taken from: <http://www.csueastbay.edu/ir/Fact-book%20Data.html>

Five-Year Plan
Department of History
California State University, East Bay
2013/14-2017/18

The History Department at Cal State East Bay is fully committed to the idea that the study of History provides all students an essential context for understanding and addressing the social, economic, political, and environmental challenges facing our contemporary society. The Department further understands that to ensure this benefit to our students, we need to gear our Major degree programs towards more than the acquisition of historical content.. To this end, over the next five years, the History faculty will be revamping the History B.A. and M.A. programs towards curriculums that emphasize a form of understanding called “historical thinking”: making connections across time and place and applying analytical skills to the study of evidence in diverse and comparative historical contexts. Further, we are committed to strengthening the professional aspects of both degree programs, allowing students to develop abilities appropriate to the 21st-century workplace.

The Five-Year Plan of the History Department is driven by three overarching goals:

1. The development and integration of three synthesizing, globally-relevant themes that will initially continue to support deep study into one geographic region while emphasizing connections with topical fields.

These fields will be:

- 1) Migrations, Transnational Communities, and Cross-cultural Histories;
- 2) Rights, Economic Equity, and Social Justice;
- 3) Sustainability and the Human Environment.

Currently, the History undergraduate major requires 16 units in one geographically defined area of concentration, and 16 units of electives, at least 8 units of which need to be outside that area of concentration. The History graduate major is similarly geographically focused. We envision degree programs that eventually move away from geography as the principle means of defining a course of study. Phase one, embodied in this five-year plan, begins this process by introducing a thematic approach, and building out our faculty and curriculum to support this approach. It is our intent that the current amorphous “electives” requirement in both degree programs will be redefined over the next five years to reflect these themes.

2. The development of a practical skills course requirement, in addition to the skills courses of our core curriculum.

Currently, the core curriculum in for the History B.A. (HIST 2010, 3010, 4030, 4031/4032) trains majors as practitioners of history, not merely consumers. Our required courses in the graduate program – HIST 6010 (Historical Research) and HIST 6030, Graduate Historiography) are equally important for the outcomes of the M.A. degree

Historical interpretation, narrative and critical writing, and argumentation based on primary and secondary sources are currently the key skills taught in this part of our undergraduate program. These skills are invaluable to any number of career paths, not strictly those related to the discipline of History, so these courses will continue to be an important part of the major.

We are, however, also mindful of the changing job market and our student population, and we plan to offer courses that introduce students to a variety of career-oriented, resume-enhancing experiences. This transition is already in process, with the introduction of HIST 4033 and HIST 3020 for undergraduates, and HIST 6050, the Graduate Portfolio, for M.A. students.

Over the next five years, as resources allow, we plan to integrate a requirement of one of the following introductory, career-oriented courses into the undergraduate major, partially based on options already existing in the M.A. degree:

- 1) history teaching and pedagogy (HIST 4033 The Teaching of History);
- 2) public history (HIST 4032 Introduction to Public History);
- 3) digital history (HIST 3025 Digital Historical Methods).

3. The development of a faculty that will strengthen our department's global expertise, while enhancing our program's vision for the above mentioned cross-cultural themes and practical skills development.

The History Department continues to be in serious need of a more globally representative faculty in terms of areas of teaching and research expertise. At present, our department is comprised overwhelmingly of specialists in U.S. history, and especially the history of California. We have no permanent faculty in East Asian or Latin American history and our remaining historian of modern Europe, including the region of the former Soviet Union, will enter the final year of the FERP next Fall. We strongly believe that the lack of diversity among our scholars hurts the reputation of the department, and by extension, the university. More importantly, it deprives our students of the breadth of knowledge and of the engagement with a broad variety of cultural and political experience across the world and across the ages. Our outside reviewer from our 2011-2012 Five Year Review in particular criticized our lack of experts in East Asia and Latin America, noting that "...given the ethnic composition of the population of California, it is a serious embarrassment for any CSU university not to have permanent faculty members in East Asian and Latin American history... (it) suggests that the department or the University is marginalizing two of the largest ethnic populations in the state." This reviewer also reflected our concern on how our lack of expertise in Asia, Latin America, Africa... and soon Europe, limits our ability to provide a 'multicultural learning experience' that prepares students to contribute 'globally.'"

In consideration of the above mentioned goals, the Department has developed a hiring plan for the next five years featuring tenure-track positions that directly address one of the three academic, synthesizing themes in addition to our concern about breadth, and where possible, experience with one of the three practical tracks. We have made every effort to think in a creative and forward-thinking way about the positions we envision for the next five years, how those positions could directly enhance our vision outlined in this five-year plan, and how to simultaneously grow our faculty into a stronger, more diverse and integrated group of scholars. We have also provided job descriptions that invite candidates who address more than one curricular need – this ensures a flexible and open-minded approach in expanding the department, and promotes robust and high-quality applicant pools. These descriptions may be altered if History is able to hire someone who covers one of the fields laid out in the description over the course of the next five years.

In sum, the History Department is committed to this Five-Year Plan that allows us to re-think our approach to the undergraduate and graduate majors in a way that makes this course of study more meaningful for students graduating in the 21st century. In many ways, in rethinking our course of study we have taken cues from the University's Institutional Learning Outcomes and Eight Shared Mandates. In particular, our vision for the future of the History degree programs directly speaks to diversity, multicultural competencies, sustainability, and an inclusive campus; as well as training in a specialized disciplines with an eye on the success of our graduates. The plan also reflects the University's dedication to innovation in higher education – both through re-thinking approaches to our discipline and integrating innovative techniques in teaching and learning (digital history) - and illustrates a our Department's aim to strengthen the academic quality and enhance the academic experience of our students through History faculty's collaboration across fields and practical expertise.

FIVE-YEAR PLAN for TENURE TRACK POSITIONS

1. **HISTORIAN OF GLOBALIZATION:** The History Department at California State University East Bay seeks a specialist in the history of modern globalization, broadly defined. An interest in historical global migration systems will be considered an asset. The department seeks candidates capable of teaching upper-division courses in either East Asian or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning or in the teaching of History as a field. A Ph.D. in history is required. *

2. **HISTORIAN OF SUSTAINABILITY:** The History Department at California State University East Bay seeks a specialist in sustainability through a historical perspective. The ideal candidate will be well-versed in the field of environmental history, but will also teach sustainability as a concept embracing economic and social issues as integral parts of the sustainability equation. The department seeks candidates capable of teaching upper-division courses in East Asian, European or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or who have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or relevant field is required.**

3. **HISTORIAN OF DIVERSITY AND DIASPORAS:** The History Department at California State University East Bay seeks a specialist in the history of diversity and diasporas, broadly defined. The Department is looking to hire someone with teaching and research interests in transnational communities and migrations; candidates with expertise in the African or Latin American Diaspora will be given special consideration. A tenure track hire must show a willingness to develop upper division courses in the appropriate regional history and in transnational history, and would also teach the period of World

Civilization appropriate to his/her training and research interests, support the Department's core offerings in historical writing and historiography, and teach in the graduate program. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required. ***

4. PUBLIC HISTORY: The History Department at California State University East Bay seeks a specialist in Public History who will enhance our public history offerings by bringing practical experience in the field. Experience in teaching public history at the university level is also required, with interests in oral history, digital history and/or community-based public history an asset; a commitment to community engagement is a plus. Candidates who have an interest in the Scholarship of Teaching and Learning History in public history venues will be given preference. A tenure-track hire would teach lower division courses appropriate to their research field, and will be expected to support the Department's core offerings in historical writing, public history as well as graduate courses. Preference will be given to a non-US field of expertise, but welcome experts in transnational communities who may have settled in the US as well as historians of the African diaspora. A Ph.D. in History, Public History or a terminal degree in a related field is required.***

5. HISTORY EDUCATION: The History Department at California State University East Bay seeks a specialist in the Teaching of History and History Teacher Education who will enhance our offerings in the teaching of history. Candidates expected to be well-versed in the Scholarship of Teaching and Learning; expertise on the integration of social justice and/or digital methods into pedagogy is a plus. A tenure-track hire would teach lower division courses appropriate to their research field, and will be expected to support the Department's core offerings in historical writing, teaching of history as well as graduate courses. A Ph.D. in History, an Ed.D. in History Education, or a terminal degree in a related field is required.

(6. HISTORIAN OF TECHNOLOGY, SCIENCE AND/OR MEDICINE: The History Department at California State University East Bay seeks a specialist in the History of Technology, Science and/or Medicine. A successful candidate will be able to teach upper division courses in the history of one or more of these topics, and have experience or interest in teaching history courses that would compliment and strengthen a STEM curriculum. Preference given to non-US specialists. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required.)

* Search conducted and successfully concluded in 2015.

** Search conducted and successfully concluded in 2016.

*** As of 12/2015, the above two positions have been combined into HISTORIAN OF DIVERSITY AND DIASPORAS/COMMUNITY ENGAGEMENT THROUGH HISTORY. Search has been approved, and will be conducted in 2016-2017.