

**Concluding Action Memorandum  
7<sup>th</sup> Cycle Program Review  
San Francisco State University**

**Department of History  
College of Liberal and Creative Arts**

**Fall 2019**

This memorandum is based upon the Academic Program Review Committee (APRC) process, grounded in the following source materials:

1. Department of History Self-Study, June 2018
2. Report of the External Reviewers, March 2019
3. Department response to the External Review Report, April 2019
4. College Dean response to documents, May 2019
5. Responses to APRC questions, October 2019

These responses were used to construct an integrated review of the program's strengths, accomplishments, challenges and plans for future action.

**Provost's Statement**

The program review process should serve as a basis for strategic planning, including curricular changes, development of new courses, hiring plans, resource requests, and space allocation. Future proposals that affect any of these aspects of the program/department should refer to program review documents, including this concluding action memo.

**Commendations**

The APRC commends the Department of History for their individual and collective ability to provide thoughtful self-reflection to grow and evolve their program. We specifically commend the faculty for their work toward curricular development, fostering community, and impressive scholarship, as outlined below:

1. Curricular development
  - Thoughtful development of a modernized history curriculum and pedagogy that meets the needs of current students in innovative ways in the context of current trends in the field, including:
    - effective use of the Teagle Grant to inform these developments in light of program goals and resources
    - engaging alumni and current students to inform curricular re-design to develop graduates with pertinent skill sets
  - Proactively addressing ways to grow enrollment at both undergraduate and graduate levels by concrete plans and actions, which include:
    - increasing course demand by certifying more HIST courses as GE courses
    - developing a certificate program for teachers
    - creative marketing

- establishing cross-disciplinary connections and collaborations with College of Ethnic Studies and Graduate College of Education.
  - Systematic revision of program learning outcomes, including specifically identifying social justice as a program learning outcome which supports and reinforces SF State's social justice mission.
2. Fostering community
    - Developing a strong sense of community, both collegial and intellectual, among graduate and undergraduate students and faculty.
    - Creating opportunities for students to connect to the program through the student spaces (student lounge and study lab) as well as through social events and faculty interactions.
    - Being mindful of the need to engage with local community organizations to enhance diversity of the students and strengthen student experiential learning.
  3. Scholarship
    - The high rate of scholarly productivity among faculty leading to publications in top ranked journals and various notable university presses.
    - Earning notable book awards and competitive fellowships.

### Recommendations

Based on the outcome of the program review, the Department of History is advised to take the following actions:

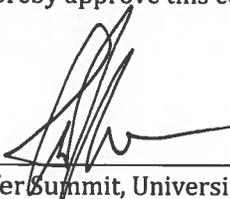
1. Create a strategic plan to guide, track implementation, and help gauge success of potential pedagogical changes intended to address already identified gaps in areas of emphasis (i.e., Latin American or Asia-Pacific history).
  - Determine areas and/or courses to develop, taking into consideration the impact of each on disciplinary trends and potential enrollment implications.
  - Create a plan to integrate these new areas and/or courses into current departmental offerings while considering faculty implications and prioritization of curricular needs.
2. Continue to pursue and implement the high impact teaching practices identified by the History department.
3. Build and implement an assessment plan for the updated program learning outcomes, including encourage faculty members to participate in professional development opportunities for assessment.
4. Use the data available from DUEAP to consider where the program has been able to improve student progress, achievement, and graduation over the past five years. Then develop a plan about how to further improve them.
5. Continue to explore and evaluate the appropriate role of online and hybrid courses in your curriculum given curricular needs and student demand for face-to-face interaction and community building.

### CAM Follow-up Report

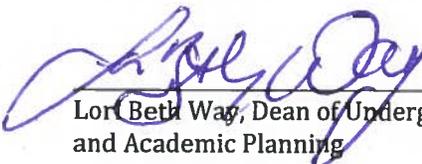
Two years after the CAM signing, the program submits a follow-up report to APRC outlining the steps taken to implement the CAM provisions. Subsequent follow-up reports can be requested by APRC.

Authorization

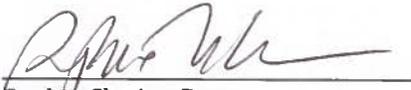
We hereby approve this concluding action memorandum:

  
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Jennifer Summit, University Provost  
and Vice President for Academic Affairs

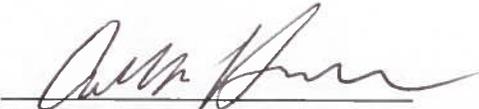
12/18/19  
Date

  
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Lori Beth Way, Dean of Undergraduate Education  
and Academic Planning

12/18/19  
Date

  
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Sophie Clavier, Dean  
Graduate Studies

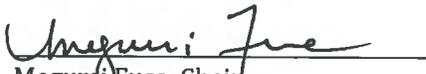
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\_\_\_\_\_  
Andrew Harris, Dean  
College of Liberal and Creative Arts

12-18-19  
Date

  
\_\_\_\_\_  
Laura Lisy-Wagner, Chair  
Department of History

12/18/19  
Date

  
\_\_\_\_\_  
Megumi Fuse, Chair  
Academic Program Review Committee

12/18/19  
Date