

Department of History
Master of Arts in History (MAH) & Historical Administration Option (HA)
Eastern Illinois University
Original Report January 14, 2008

Renewal Designation as a First Choice Graduate Program
October 16, 2012

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni. The evidence demonstrated sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body.

Table 1 – Application, Enrollment, and Diversity Summary

Enrollment Data-MAH	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	26		20		17		21	
# of Admission Offers	21	81%	16	80%	15	88%	17	83%
Admission Yield	12	57%	10	73%	11	73%	11	65%
Continuing Candidates	14		21		23		19	
Total Enrollment	26		31		34		30	
Diversity Rates Based on Total Enrollment								
Undergraduate Diversity	6	23%	13	42%	13	38%	11	37%
Domestic Diversity	1		0		2	6%	1	3%
International Diversity	1	4%	0		0		0	
Gender Diversity	7	27%	10	32%	12	35%	10	33%

Enrollment-HA Option	F 2009		F 2010		F 2011		3 Year Mean	
	#	%	#	%	#	%	#	%
# of Applications	22		27		23		24	
# of Admission Offers	13	59	13	48	13	57	13	54.7
Admission Yield	10	77	10	77	10	77	10	77
Continuing Candidates	13		10		10			
Total Enrollment	23		20		20		21	
Diversity Rates Based on Total Enrollment								
Undergraduate Diversity	2	20	1	10	1	10	.75	13.4
Domestic Diversity	8	80	9	90	9	90	8.7	86.7
International Diversity								
Gender Diversity	9	90	5	50	8	80	7.4	73.4

1ai-Enrollment Management/Recruitment Plan: A clear plan for meeting application, enrollment, and diversity goals. The program documented use of electronic processes, print materials, and recruitment programs that are effectively attracting high quality and diverse students to the applicant pool. The report identified a clear, well defined Recruitment Plan this is achieving the program's recruitment and selectivity goals. The broad recruitment venues such as the High School Teachers Conference, American Historian Association Conference, and recruitment notices in Museum Publications were effective approaches to securing candidates the program seeks. The program documented a sustained record of achieving its enrollment goals.

Describe Changes to the Recruitment Plan and if the Enrollment Data meet the Outcomes Summarized in Table 1

Since 2008, the **MAH** program has broadened its web presence and expanded relationships with key regional “feeder schools.” For instance, over the past four years, Elmhurst College (largely through the good offices of Elmhurst Professor Robert Butler) has yielded four strong applications—all accepted and later enrolled. We are developing similar relations with Monmouth College and Illinois Wesleyan University. Additionally, our outreach efforts resulted in admission of 3 African-American students over the past four years—two of whom have completed the program (one remains enrolled).

Given the size of our faculty and our current resources, our recruitment outcomes appear on target.

Describe Changes to the Recruitment Plan and if the Enrollment Data meet the Outcomes HA Option

The **HA** program continues to recruit at the EIU High School Teachers Conference, the annual Graduate School Information Day, through the undergraduate course in Public History, by direct mailings to undergraduate programs that prepare students for graduate work in museum studies and related fields, and at annual professional conferences such as American Association of Museums, Vernacular Architecture Forum, Midwest Open-Air Museums Coordinating Council, Association of Living History Farms and Agricultural Museums, Illinois Association of Museums, American Association for State and Local History. We have revised our website to give a more complete view of what our students and alumni accomplish each year. Our alumni are excellent recruiters, and almost all of our applicants have spoken with or worked with an HA alum.

1a-ii-EnrollmentManagement/Selection Criteria: A rationale for selection decisions; fulfilling its expectations for quality. Admission decisions are made on the basis of these elements: a) undergraduate grade point average, b) submission of a statement of professional goals, c) two letters of recommendation, and d) completion of a minor in history as an undergraduate. The rationale for these admission criteria included insuring that candidates were prepared for the rigor of the program and had the required foundation in history to pursue an advanced degree.

Describe Changes to the Selection Criteria.

MAH selection criteria remain essentially the same from 2008, although we now require a writing sample (from a history paper) from candidates also applying for financial aid.

Describe Changes to the Selection Criteria.

The specific selection criteria for the **HA** program are a) undergraduate grade point average, b) museum experience, c) statement of professional goals, d) two letters of recommendation, e) quality of interview. We find that these criteria allow us to determine who is prepared for academic work at the graduate level, and for the rigor of the HA program. These criteria have not changed.

1a-Enrollment Management/Acceptance Rate: Desired applicants accept admission offers. The program documented that it offers admission to only to top applicants in the program and admission offers are accepted.

Verify Enrollment Yields from Table 1. MAH: Desired candidates often accept our offers. In SP12, for instance, all top applicants offered graduate assistantships accepted admission and aid offers.

Verify Enrollment Yields from Table 1. HA: Our enrollment yields are on target. We consistently offer admission to 12-14 candidates with the expectation that our final class size will be 9-11 students, with 10 being our ideal class size.

1b-Assistantship/Scholarship Management: The program documented a sustained record of assistantship management.

**Table 2 - Graduate Assistantship Summary
(Obtain Data from the Graduate School)**

MAH Table

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation	4.5	4.5	6.5	5.2	\$975
Competitive Awards	1	1	1	1	\$975
Grants or External Awards	1.5	1	2	1.5	Variable
Philanthropic Awards	1	0.5	0.5	.7	
Other Campus Assistantships	0	0	1	.3	Variable
Total Academic Year	8	7	11	8.7	
Summer Assistantships	2				\$975
Annual Allocation					\$975
Competitive Awards	2	2	3	2.3	Variable
Grants or External Awards	1		0	.3	
Philanthropic Awards			0		
Other Campus Assistantships			1		Variable
Total Summer	3	2	4		\$975

HA-Option

Academic Year Assistantships	2009	2010	2011	Mean	Current Rate
Annual Allocation	5	5	3	4.3	\$975/month
Competitive Awards	1	1	1	1	\$975/month
Grants or External Awards	2	3	3	2.7	\$970-975/month
Philanthropic Awards					
Other Campus Assistantships	1	1	1	1	Variable (\$1000/mo TAC)
Total Academic Year					
Summer Assistantships					
Annual Allocation	0	0	0	0	
Competitive Awards	2	2	2	2	\$975/month
Grants or External Awards	0	0	0	0	
Philanthropic Awards	0	0	0	0	
Other Campus Assistantships	0	0	0	0	Variable
Total Summer	2	2	2	2	

1bi-Assistnatship/Scholarship Management/Annual Awards: Attracting desired applicants; teaching, research, or service experiences add value to the degree. Included in the documentation were a summary of the undergraduate institutions that supplied candidates to the program and an impressive review of the teaching, research, and service contributions of the candidates.

Update Management of Annual Awards.

The **MAH** program continues to use grant and philanthropic awards to attract strong candidates to EIU. These awards included the department-funded Coleman Scholarship, as well as Presidential Assistantships and most recently (2011 and 2012) Provost Assistantships. These awards have allowed us to attract top students from Elmhurst College, the University of Illinois-CU, Illinois Wesleyan, Illinois State, SIU-Edwardsville, University of Indiana, Columbia University, and other institutions.

Our graduate assistants have worked on a number of impressive research projects including textbooks on World History and U.S. constitutional history, archeology related to Medieval Belgium, a database documenting 18th century black mariners in the North Atlantic, and a project mapping political radicalism in early modern Britain. Also through Dr. David Smith, a GA is annually assigned as an assistant editor for H-France, an online book review journal.

Update Management of Annual Awards. (HA Option)

We have awarded graduate assistantships to students from (a partial listing) Beloit College, University of Missouri at Kansas City, New York University, Grand Valley State University, Knox College, Hanover College, Monmouth College, Westchester College, Truman State University, University of Illinois, Earlham College, Ripon College, Oklahoma State University, EIU, Washington University-St. Louis, Albion College.

As graduate assistants they have helped to plan conferences and on-campus interviews, coordinated educational programs at Lincoln Log Cabin, assisted with all elements of the children's art show at the TAC, organized and digitized family archives, responded to public queries at IRAD, assisted with archival management at IRAD, managed and developed the Past Tracker website as a source of primary documents on Illinois history for middle school and high school teachers, maintained the HA website and, in their role as technology g.a. for the department, assisted faculty with computer program and website issues.

1bii-Assistantship/Scholarship Management/Competitive Awards: Competitively acquires additional assistantships; attracts additional desired applicants; teaching, research, or service add value. The program documented an impressive list of external awards funded through agencies such as the Illinois Regional Depository Internship, Lincoln-Sargent Farm Foundation, and Tarble Arts Center and confirmed successful competition for Presidential and Summer Research Awards.

Update Management of Competitive Awards.

MAH: Presidential Assistantships and more recently the Provost Assistantships have been a tremendous recruiting tool. The added prestige of these awards and the additional funding has allowed us to continue attracting strong candidates despite the economic downturn.

Update Management of Competitive Awards.**HA-Option**

- Continuing HA external assistantships: IRAD, Tarble Arts Center, Lincoln-Sargent Farm Foundation
- New HA external assistantship: Robert Hennings Graduate Assistantship—funded by Robert Hennings, initially, and now by his family, on a year-to-year basis
- The HA Program continues to be awarded a Presidential Graduate Assistantship each year for management and development of the Past Tracker website.

The HA Program has used its First Choice summer graduate assistantships to support educational programming at Lincoln Log Cabin State Historic Site, exhibit design and construction at Lincoln Log Cabin, MOMCC administrative duties, grant writing for the Past Tracker project, creation of a traveling exhibit for Tarble Arts Center, and collections management work at TAC. All of these projects have not only given our students invaluable experience in the field, they have also further solidified our program's relationship with these external partners and provided us with additional material for the classroom.

1c-Matriculation Management: A targeted graduation rate; candidates consistently meet the program's degree completion expectations. The program documented consistent graduation rates over a three-year period to verify that candidates complete degrees and meet the program's matriculation goals.

**Table 3 - Matriculation Management
(Obtain Data from the Graduate School)**

MAH Entering Term	#	Degree Completion Term							
		S 2009		S 2010		S 2011		F 2011	
		#	%	#	%	#	%	#	%
F 2008	11	0	NA	3	27%	8	73%	9	82%
F 2009	12	0	NA	0	NA	2	17%	4	33%
F 2010	10	0		0	NA	0	NA	1	10%
F 2011	11	0		0	NA	0	NA	0	NA

HA-Option Entering Term	#	Degree Completion Term							
		S 2009		S 2010		S 2011		F 2011	
		#	%	#	%	#	%	#	%
F 2008	13	0	NA	10	77	12	92	12	92
F 2009	10	0				7	70	10	100
F 2010	9	0	NA	0	NA	0	NA	0	
F 2011	10	0	NA	0	NA	0	NA	0	NA

Verify Matriculation Data and Explain if the Matriculation Data meet the Outcomes Summarized in Table 3

The above matriculation rates appear consistent with **MAH** program goals. Note that typically thesis work generally requires an additional commitment of 1-2 years.

Verify Matriculation Data and Explain if the Matriculation Data meet the Outcomes Summarized in Table 3

HA matriculation rate meets our goals. Carrying the table forward to F 2012, 100% of the incoming class of F08 has matriculated, and 78% of the incoming class of F10 has likewise done so.

1d-Graduate Placement: The program can document sustained placements; earning of required credentials; making important contributions to society; pursuing an advanced degree. The program maintains strong contact with its alumni and can track the placement of its graduates. The program verified that its graduates secure placements in secondary schools, community colleges, Ph.D. programs, museums and related societies that employ graduates in these fields. The placements were impressive and ranged from the Krannert Art Museum in Illinois to the Argonne National Laboratory and documented a sustained record of placements.

Table 4 – Three-Year Graduate Placement Rates

MAH

Year Completed		Employed		Adv Study		Unemployed		Unknown		Goal	Status
	#	#	%	#	%	#	%	#	%		
S 2008	12	7	59%	4	33%			1	8%	80% placement	92%
S 2009	5	4	80%	1	20%					80% placement	100%
S 2010	12	8	67%	3	25%			1	8%	80% placement	88%
Total	29	19	65%	8	28%			2	7%	80%	93%

HA-Option

NAEP Option											
Year Completed		Employed		Adv Study		Unemployed		Unknown		Goal	Status
	#	#	%	#	%	#	%	#	%		
S 2008		6	60	2	20			2	20	80% placement	80%
S 2009		7	58					5	42	80% placement	58%
S 2010		8	73	1	9			2	18	80% placement	82%
Total		21	64	3	9			9	27	80% overall	73%

Provide Graduate Placement Rates and Explain if the Placement Rates meet the Outcomes Summarized in Table 4.

Despite the recession that began as **MAH** 2008 graduates commenced their job searches, many of our program graduates have found employment in a number of fields including business (such as jobs at Wolfram Comp Knowledge Engine and AEON East Japan), and education (where recent alumni teach at Purdue University North Central, Urbana High School, Wayne City High School, and the Dodge Renaissance Academy Charter School in Chicago). Additionally, five students from the period under consideration are currently enrolled in the following History PhD programs: the University of Illinois-Chicago (two enrolled), Arizona State, Western Michigan University, the University of Maine, Orono, and Iowa State University. These students readily credit the MAH program for their success. As Michael Swinford, a Ph.D. candidate at UI-Chicago, explained: “Eastern's History M.A. program is academically rigorous and intellectually challenging, and it has prepared me well for continued study at the Ph.D. level. I credit the History M.A. program and the continued support of the graduate faculty for giving me a competitive edge over many of my classmates in the doctoral program. I hear of few other masters programs, in Illinois or across the country, that offered anything close to the level of intensive study, exacting standards, and faculty dedication that I experienced at Eastern.”

Given current economic conditions, we are very pleased with these placement rates.

Provide Graduate Placement Rates and Explain if the Placement Rates meet the Outcomes Summarized in Table 4. HA-Option: Although perfect tracking of our alumni is not possible, HA is disappointed in the large percentage of alumni we have lost track of from 2008 and 2009. Our goal is an overall placement rate of at least 80%, and from Spring of 2008 to Spring of 2011(not included above, but 8 employed, one in advanced study, and one unknown) our overall rate is 77% either employed or obtaining another degree. The rest we do not know. Our alumni from those years are employed in various positions at The Henry Ford, the Church History Museum of the Church of Jesus Christ of Latter Day Saints, Lake Forest-Lake Bluff Historical Society, St. Charles Park District, Historic Fort Snelling, Naper Settlement, the Food Literacy Project, State Farm Archives, University of Denver Museum of Anthropology, Museum of Northern Arizona, Toy and Miniature Museum of Kansas City, Monroe (IN) County History Center, Historical Museums at Fort Missoula, Wagner Farm, Zanesville Museum of Art, Schingoethe Center for Native American Culture, Elkhart (IN) County Historical Museum, and Rebuilding Together, among other places.

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics. The evidence demonstrated sustained achievements in fostering advanced scholarship were achieved.

2a-Center for Academic Support and Achievement documents that assessment data are used to improve student learning, to guide improvements to the curriculum and to achieve academic excellence. The Board noted the program has developed a well focused assessment plan that addresses CASA guidelines and the learning outcomes identified by the Council on Graduate Studies. An impressive part of the program's documentation was evidence that it uses its data to advance the quality of the program. Examples included development of a list of competencies for all students, systematization of the graduate mentor program, and identification of the technology expertise required for the program. The Board verified this program has a sustained record of using its assessment to advance its student learning.

Describe Changes Regarding CASA Reviews. MAH CASA rankings have consistently improved over the past three years. In particular, the CASA noted an improved “feedback” loop in which “coordinator, committee and faculty are discussing knowledge gleaned through assessment practices.” Among our major recent assessment undertakings was a complete review and reworking of HIS 5000: Historiography, the only required course in our program.

Describe Changes Regarding CASA Reviews. CASA reviews of the **HA** program remain positive. Recognizing that levels of achievement change for a number of reasons (including changes in program objectives), the HA Program has achieved level 3s in 3 categories since 2009. In 2011 one category that had been rated 2 was changed to 2-3, giving the program in 2011 and 2012 three 3s and two 2-3s.

2b-Graduate School documents that assessment data are used to improve student learning based on CGS Criteria. The program has sustained evaluations of excellence from the Dean of the Graduate School.

Describe Changes Regarding Graduate School Reviews.

MAH: Graduate School reviews echo our sense of steady improvement in the area of assessment. A recent review of our assessment plan noted a “critical strength was the effective way the coordinator and faculty used assessment data to improve an already strong program.”

Describe Changes Regarding Graduate School Reviews.

Graduate School reviews of the **HA** program remain positive also. The program continues to assess each of the Graduate School Learning Objectives, and continues to explore ways to improve performance in each of those areas.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry. The evidence demonstrated sustained achievements in expanding the curriculum.

3a-Sustained Mission and Planning Leadership: Articulates a clear mission; aligned with current and future trends in the discipline; states the program’s strengths. The program has a well defined process for reviewing and advancing its mission and provided documentation of mission achievements related to discipline and societal changes. The program noted the new Modern World concentration and the Digital Applications in Museums reflected attention to discipline/societal issues that impacted the mission. The Board agreed that the program met the mission criteria.

Mission Update:

The **MAH** mission statement, especially with its emphasis on global perspectives, remains appropriate to our program goals and student needs.

Mission Update: The **Historical Administration** Program mission statement has not changed. The HA Program introduces students to the problems, philosophies, ethics, and techniques of preserving, interpreting, and administering historic sites and collections, and prepares students for work in history museums, archives, historical societies, and related cultural organizations.

3bi-Administrative Leadership: Documents how its administrative structure and leadership advance the quality of its curriculum. The report provided an effective summary of how administrative duties are organized to ensure effective collaborations among program leaders to sustain program quality.

Administrative Leadership Update:

The **MAH** leadership chain set out in the 2007 First Choice application remains largely in place. Recent program initiatives began with informal discussions among faculty, and then moved to the MAH graduate committee and sometimes full faculty for action. An annual review of the program remains in place.

Administrative Leadership Update:

- **HA** coordinator organizes and all HA faculty participate in HA Practicum Week, held the week before classes begin in the fall. Practicum week activities vary from year to year but have included orienting the incoming class to major projects they will undertake, discussion of summer assigned readings in the field that will serve as a foundation for various courses, introduction to library services, and the annual fall field study trip to museums for behind-the-scenes introductions to various museum and historical organization departments.
- HA faculty continue to lead the annual spring field study trip.
- The Coordinator maintains the HA Handbook, which continues to evolve as the need arises. Learning objectives and expectations have been clarified. One section is devoted to awards that students can apply for, both at and beyond the university.
- The HA faculty began researching and discussing major curricular changes in Fall 2009. Those discussions have culminated in a complete curriculum revision that we will be marshaling through the appropriate committees for approval during Fall 2012.

3bii-Graduate Faculty Leadership: Documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes. The report described an effective sub-committee structure used to annually evaluate the program, identified curricular changes that have been implemented based on data collected by the program, and identified new procedures, such as the Graduate Handbook that have emerged from graduate faculty review and discussion. The examples documented sustained administrative and faculty leadership contributing to advancing the quality of the program.

Faculty Leadership Update:

Faculty remain deeply involved at all levels of the **MAH** program and graduate education at Eastern. Key faculty members—Newton Key and Nora Pat Small (current CGS chair)—serve on the CGS. Others remain active in a variety of ways, for instance Dr. Bailey Young continues to provide leadership through his study abroad program in Belgium. The department continues to support study abroad through an annual scholarship.

Faculty Leadership Update:

- **HA** faculty continue to meet at least twice a year to review curriculum and discuss and coordinate upcoming class projects that involve multiple courses.
- HA faculty continue to participate in professional organizations as board members, committee members, and otherwise actively engaged members. Such engagement allows us to keep abreast of developments in the museum field and to ensure that our program is preparing students for the current market.

3c-Sustained Curricular Leadership by External Review: Sustained excellence based on external reviews as appropriate to the mission/discipline. The program documented an external review completed in 1999. A series of recommendations emerged from the reviewers. The report documented the program had addressed the recommendations from that review.

Curricular Leadership Update:

An external review of the History Department's programs—both undergraduate and graduate—remains on the A&H College docket. Budget restrictions and the emergency needs of other programs have heretofore required us to postpone such an evaluation. While awaiting a more formal review, the **MAH** program leadership keeps up with curricular and other developments in graduate education through the American Historical Association's Graduate Director list-serv and contact with other institutions.

Curricular Leadership Update:

- The **HA** faculty continue to invite feedback from HA alumni through informal channels, including at the annual HAPA Symposium, in their roles as HA intern supervisors, and through the coordinator's regular communication with HAPA board members.
- In preparation for the current curriculum revision, the HA faculty invited two external reviewers to participate in a curriculum retreat in Oct. 2009. Linda Norbut Suits, then IHPA museum program manager (and HA alum) and Beth Sandore, U of I Associate University Librarian for Information Technology Planning and Policy, provided the external perspective for that discussion.

3d-Sustained Capstone Leadership: Requires a rigorous capstone appropriate to the mission and documents the impact of each of its capstones on the quality of learning in the degree program. The report provided a comprehensive review of how each of its capstones; the internship, the examination, and the thesis all contribute to program excellence. Each capstone requires the candidate achieve an appropriate level of scholarship in order to be eligible to complete the capstone. Completion of the capstone provides evidence that expected program competencies have been met. Each capstone is evaluated to insure that each retains its rigor and value as end of program experience. The report confirmed sustained achievement in this area.

Capstone Update: **MAH** retains its tripartite capstone system. Students continue to meet or surpass our standards. Evidence of excellence includes Chad Cussen's 2011 Distinguished Thesis Award for his study entitled: "War and the Sentimental Past: Memory and Emotion in the Aftermath of the Franco-Prussian War," and Annie Tock's MA Thesis Award of Excellence in the College of A&H for her 2009 thesis entitled "Literary Law Enforcement: Gender in Crime Ballads in Early Modern England."

Capstone Update:

The three major capstones for the **HA** program remain in place: internship, written comprehensive exams, and oral comprehensive exams. HA students continue to hold internships at a wide variety of institutions and to gain experience in many aspects of museum work. Recent internship locations include: The Historic Indian Agency House (WI), Delaware State Parks System, Vesterheim Norwegian-American Museum (IA), Tulsa Historical Society, Illinois State Museum, State Historical Society of North Dakota, Stratford Hall Plantation (VA), Mackinac State Historic Park, McLean County Historical Society (IL), Missouri State Museum, David Davis Mansion State Historic Site (IL), Danish Immigrant Museum (IA), Naper Settlement (IL), Gaston County Art and History Museum (NC), Smithsonian Institution Education Services, Oriental Institute (IL), Wagner Farm (IL).

3e-Sustained Student Leadership: Fosters participation of its graduate candidates on student advisory boards. The program documented a history of student leadership through Phi Alpha Theta, the national history honor society and participation on the Graduate Student Advisory Council. The report noted the History GSAC representatives provided leadership in 2007 to secure a faculty mentor award for History Professor Jinhee Lee and sustained achievement in this area.

Student Leadership Update: MAH students remain active on GSAC and participate fully in Graduate School functions such as GRAD EXPO. In 2011, GSAC named History Professor Lynne Curry as the Rodney Raines Outstanding Faculty Mentor.

Student Leadership Update:

- Two HA students volunteer each year to serve on GSAC.
- HA student Susan Voskuil was appointed Student Dean of the Graduate School by Dean Augustine for 2012-13.
- Although HA students have limited opportunity to participate on campus boards, they are required each year to meet weekly as a group outside of class. The topics of discussion are entirely up to them, but include reviewing assignments, discussing and coordinating upcoming projects, hashing out disagreements, and planning for social time so they don't burn out. The role of meeting facilitator (which includes creating an agenda) rotates, as does the role of secretary (usually). They supply their meeting minutes to faculty, and invite faculty to their meeting when they feel it is necessary.

3f-Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board. This was an area of exemplary leadership. The program's alumni are fully engaged with the program. The program's web site has an exemplary alumni network feature and the program hosts the annual History Teachers Conference to reconnect with alumni. The Historical Administration program provides an annual symposium and an alumni board to foster alumni relations. The program has consistently had its alumni selected for Graduate School Alumni Awards. The Annual Newsletter, Historical Administration Program Association, the Symposium, and an alumni network featured on the web site were considered impressive strengths of the programs and served as models for other programs.

Alumni Leadership Update: The MAH program has expanded dramatically its outreach to alumni. Most prominently we now produce a yearly newsletter entitled GRAD UPDATE for all alumni, and we now maintain a Facebook page for alumni. Filmmaker and educator Bruce David Janu (class of 1992) was a 2010 Distinguished Alumnus. Most recently Dr. Eva Pfanzelter (class of 1995) of the University of Innsbruck was named 2012 Global Ambassador.

Alumni Leadership Update:

- The **HA** Program remains connected to its alumni through the Historical Administration Program Association and its various activities, including the annual HAPA Symposium (held on Eastern's campus), the HAPA newsletter (HAPpenings), HAPA board attendance at internship reports given on the eve of the HAPA Symposium, and the HAPA website and email blasts. In addition, HA faculty (and emeritus faculty) remain in touch with alumni informally, meeting them at professional conferences, corresponding over email, and through the "Historical Administration at EIU!" Facebook page. Alumni continue to serve as internship supervisors to current students, and to encourage younger volunteers and interns at their institutions to apply to the HA Program.
- In 2008, 2010, 2011, 2012 the HA Program successfully nominated alumni for the Graduate School's Outstanding Graduate Alumni Award.

3g-Sustained External Partnerships: Sustained external partnerships appropriate to its mission; assets of partners advance the program's quality. The program maintains an impressive list of partners who provide scholarships, internships, and related resources to advance the quality of the programs. In addition, the program documented impressive international partners who provide well-focused study abroad opportunities for all students. The evidence indicated achievement in this area.

External Partnership Update: **MAH** has maintained our relationship with the American Historical Association, Phi Alpha Theta, and the Illinois Regional Archives Depository, which funds an annual graduate assistantship. Additionally, we launched in 2008 an annual graduate student symposium with the Indiana State University graduate history program. Yearly we gather for a conference-style program hosted by each school in alternating years. In 2010 the history graduate program at University of Illinois-Springfield began participating, hosting the symposium in Springfield last March.

- **External Partnership Update:** **External Partnership Update:** The **HA** Program continues to have several external partners funding graduate assistantships. The long-standing partners are Tarble Arts Center, IRAD, Lincoln-Sargent Farm Foundation. This is the third year of the Hennings Graduate Assistantship.
- Our students continue to secure internships throughout the country (sample listing in 3d).
- In addition, faculty annually arrange for external partnerships for course projects. These vary from year to year, but include the various sites of annual student exhibit (i.e., Tarble, Lincoln Log Cabin State Historic Site, Booth Library), sites for collections management and archival management projects (including Tarble, Booth Library Archives, Illinois Historic Preservation Agency), and historic preservation projects (Charleston Historic Preservation Commission, Lincoln Log Cabin State Historic Site).

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty. The evidence demonstrated sustained achievements in research/creative activity with graduate students and faculty.

4a-Student Research Leadership: The report documented the program has successfully engaged its candidates in research.

4ai-Research Productivity: Has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products. The reported noted more than 17 recent presentations from candidates in the history option and sustained contributions to the graduate exposition, annual museum exhibits, and the annual symposium. These programs have effective tools for sustaining a research culture and for meeting expectations for student research.

Research Productivity Update: Research remains an integral part of the **MHA** curriculum. The MAH program launched a major initiative in 2008 aimed at encouraging all students to deliver a formal paper at an academic conference during their tenure at Eastern. Graduate faculty endeavor to incorporate this expectation into assigned research projects. Our commitment to the Indiana State-UI-Springfield-EIU Graduate Symposium emerges from our commitment to research productivity.

Research Productivity Update:

- **HA** students continue to engage in research as a component of nearly every class. Their research is presented annually in the form of the HA Exhibit and the public programming associated with the exhibit, and as formal seminar research papers in, at minimum, Architectural History, Material Life, and Historical Research and Interpretation for Public Audiences.
- Each HA student must submit a revised seminar paper for the permanent file, and be prepared to defend that paper at the oral comprehensive exam.

4ai. Student Research Productivity Update:

4aii-Research Engagement: Graduate candidates achieve a sustained record of scholarships through presentations, performances, or exhibits. The program has developed and sustained a culture of research. Students know they are expected to engage in research. The program requires that projects must be submitted and meet expectations to complete the degree program. The students are presenting their work at regional, state, and national conferences. The program uses the Graduate Exposition to showcase its projects.

Research Engagement Update: Since 2008, **MAH** students have given papers at the following conferences: the Mid-America Conference on History, the Conference on Illinois History, the Loyola University Graduate Student Conference, the Midwestern Junto for the History of Science, the Society for French Historical Studies, the Midwest Conference on Asian Affairs, and the Windy City History Conference sponsored by the University of Illinois-Chicago. Additionally, graduate students published approximately 12 articles in *Historia*, the History Department's annual journal, and two graduate students published articles in the *Journal of Illinois History*.

Our graduate assistantships, which are oriented around aiding faculty research projects, also provide students opportunities for honing professional skills (see 1bi for listing of GA research projects).

- **Research Engagement Update:** HA students continue to present their work in annual public forums, including in the form of the annual exhibit, as public programming associated with the exhibit or other joint projects, and at the annual Graduate Showcase.
- HA students have presented papers at the Illinois History Conference and at the Illinois Association of Museums.

4b-Research and Travel Grants: The program has a sustained history of earning research and travel grants to support student research presentations through programs in the discipline, in the department, and the Graduate School.

Research & Travel Grants Update:

Since 2008, MAH students have been awarded 21 Williams Grants, allowing them to attend and deliver papers at the conferences listed above. Additionally, two of our students annually deliver papers at the Indiana State-EIU-UI-Springfield Symposium, an event at which all graduate students are expected to participate. The History Department also encourages travel to conferences, for instance in 2011 sponsoring four students to attend and assist in administrative duties at the 57th Annual Midwest Conference on British Studies and Midwestern American Society for Eighteenth Century Studies Annual Conference held in Terre Haute, Indiana.

Research & Travel Grants Update: HA-Option:

- In August 2009, the entering class volunteered at the American Association for State and Local History Annual Conference in Indianapolis as part of the Fall Study Trip. They were each awarded free registration and were able to participate in the conference. We continue to try to arrange for the group to participate in professional conferences, but timing has not worked out since 2009.
- Members of the class of 2010-11 organized themselves to participate in Museum Advocacy Day in Springfield.
- Because the HA Program is only one year, it is difficult for the students to complete a research project and submit it to a professional conference for consideration, and then to apply for a travel grant. Our only Williams Travel Grant has been awarded to a part-time student who completed the program over three years.

4c-Showcasing Scholarship/Creative Activity: The program has a sustained record of programs to showcase student scholarship including the exemplary journal of student work titled *Historia*. *Historia* is a published journal of the best undergraduate and graduate student research and offers a unique and impressive process to showcase research. As noted earlier projects are also showcased during the Annual Graduate Exposition. This was an area of amazing strength that could be modeled by other graduate programs.

Showcasing Update:

MAH students continue to participate in the Graduate School's Annual Showcase series. We also showcase our research in a number of forums including *Historia*, the History Department's annual journal, and *The Journal of Illinois History*. Conference presentations (see list above) also offer opportunities to showcase research.

Showcasing Update:

- **H.A.** students have participated in Graduate Showcase annually.
- H.A. students combine scholarship and creative activity in the research, design, fabrication, and installation of the annual HA Exhibit.
- HA students have presented their research in public programs at Lincoln Log Cabin (Reconstructing Lincoln Log Cabin: The CCC in Coles County; Farming the Prairie [presentations on food preservation, leisure activities, and others at the LLCSSHS Fall Fest), and at Booth Library (symposium in conjunction with HA exhibit “Building Memories: Creating Campus Communities”)

4d-Awards Participation: The program has a sustained record of earning discipline, department, and Graduate School awards that confirm the criteria were met.

Awards Update:

Since our initial First Choice review, students in the **MAH** program have received 21 Williams Awards, 3 Research and Creativity Awards, 2 King-Mertz Awards, an Arts and Humanities Distinguished Thesis Award, and a University-wide Distinguished Thesis Award. In 2011, GSAC named History Professor Lynne Curry as the Rodney Raines Outstanding Faculty Mentor.

Awards Update:

- The **HA** Program faculty annually nominate one student to receive the Distinguished Graduate Student Award.
- In four of the past five years the HA Program successfully nominated alumni for the Graduate School’s Outstanding Graduate Alumni Award. (We did not have a nominee in 2009.)
- The HA Coordinator annually applies for, and receives, a Graduate School Initiative Award for various initiatives within the program

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University’s teaching and mentoring priority and who have a record of research/creative activity and professional service.

The evidence demonstrated sustained achievements in a sustained record of developing opportunities for the discovery and application of knowledge

5a-Coordinator Leadership: The report documented the leadership at the department, university, and discipline levels. Examples include leadership the Coordinators provided to the discipline, department, college, Graduate School, and university. The report also acknowledges the impressive scholarly contributions of the Coordinators.

Coordinator Update: Edmund Wehrle remains the **MAH** program coordinator. Since 2008 he has served the Graduate School and University in the following capacities:

- member, University Scholarship Committee
- member, Booth Library Faculty Advisory Committee
- chair, History Department Speaker Committee
- member, Departmental Promotional Committee
- chair, Graduate School Research and Creative Activities Awards Committee
- member, King-Mertz selection committee
- member, Annie Weller Scholarship
- member, Council of Faculty Research

Coordinator Update:

Nora Pat Small continues as coordinator of the **HA** Program.

Since 2008 she has served on various department, college, Graduate School, and university committees including:

- Chair of DPC
- Chair, Truman Scholarship Committee
- College of Arts and Humanities Dean Search
- CGS Annie L. Weller Scholarship Committee
- CGS Vice-chair
- CGS Chair
- CAH and CGS rep. on CASL
- UPI Election Committee

Professional service to the field includes:

- AAM COMPT board member
- AAM National Program Committee
- Lincoln Sargent Farm Foundation Board
- Charleston Historic Preservation Commission, ex officio member

Activities as coordinator (beyond the usual and general duties of coordinators) have included:

- Organize and participating in fall and/or spring study trips
- Organize March interviews of prospective students
- Ensure an HA presence at the annual History Teachers Conference
- Organized Center for Humanities Panel, “Natural Disaster and Senseless Sprawl: On the Front Lines of Preserving Culture and Community” with leading preservationists from the National Trust for Historic Preservation from Philadelphia, Cedar Rapids, IA, and Charleston, SC
- Brought Sal Cilella, former President of the Atlanta (GA) History Center to campus for public program and special meeting with HA students
- Speaker at Annual Graduate Leaders Conference (2009)
- Secured the Robert Hennings Graduate Assistantship
- Coordinated HA curriculum revision process
- Serve as liaison with HAPA
- Apply annually for Graduate School Initiative Awards

5b-Faculty Scholarship: Faculty scholarship was well documented in Attachment 12. This attachment provided a summary of the books, chapters, articles, and presentations the faculty has completed during the past three years. The evidence was impressive with contributions at state, regional, national, and international levels. The programs' faculty have earned an impressive number of achievement and contribution awards and have served in critical leadership roles on the campus including CAA Chair, Faculty Senate Chair, CGS Chair, and numerous additional leadership roles. The productivity and leadership contributions were impressive.

Faculty Update:

Our faculty remains remarkably prolific. Since our last first choice review, the History Department has produced 10 books published by scholarly presses (which include the University of Texas Press, Johns Hopkins University Press, Blackwell, the University of Michigan Press, the University of Florida Press, and Bedford/St. Martin), over 30 articles in refereed journals, over 100 published book reviews, and over 100 conference presentations. Highlights include:

- Newton Key, and Robert Bucholz. *Early Modern England, 1485-1714: A Narrative History*, 2nd ed. Oxford: Blackwell, 2009 (the top selling textbook on Early Modern Britain).
- Roger Beck et al., *A History of World Societies*, 9th edition, Boston: Bedford/St. Martins (one of the top selling history textbooks in the country).
- Debra Reid, *Reaping a Greater Harvest: African Americans, the Extension Service, and Rural Reform in Jim Crow Texas*. Texas A&M Press, 2008 (winner of T.R. Fehrenbach Book Award, presented by the Texas Historical Commission to a book based on original research that preserves, records and recounts the history of Texas).

Exemplary Achievements Update, MAH:

- Five recent MAH graduates are currently thriving in highly-competitive History Ph.D. programs; each give substantial credit for their success to their experience at EIU.
- MAH recent graduates are also teaching at an impressive number of secondary schools and community colleges (especially remarkable given the economic times).
- Our Indiana State-EIU-UI-Springfield annual symposium—soon to have its sixth gathering—not only has proven a comfortable yet challenging setting for historical discussion, but also has offered a model for other campus programs seeking to build external partnerships and offer students new opportunities.

HA Option Exemplary Achievements Update:

Public Engagement:

- As an applied program, the HA Program is proud of the ways in which it reaches out to various partners and publics. The specific projects vary from year to year, but always involve a public exhibition, public programs, grant-writing for museum partners, and working with and within archives, historic collections, and/or historic built environments.

Example:

Under the auspices of Dr. Terry Barnhart's course on Research and Interpretation for Public Audiences, the class of 2010-2011 presented **"Reconstructing Lincoln Log Cabin: the Civilian Conservation Corps in Coles County"** at Lincoln Log Cabin State Historic Site as a three-part symposium under the headings Plan, Work, and Play. That program not only filled the auditorium at LLC, it also grew legs and resulted in numerous spin-off activities, including an exhibit created by two HA students at LLC for the 75th Anniversary of the dedication of the Park, a current class project (for Dr. Barnhart's course again) devising permanent interpretive programming on the CCC for LLC, and a National Register nomination for the LLC SHS (currently in process), based on its significance as a CCC project, researched and written by students in Dr. Nora Pat Small's Historic Preservation course.