APPROVED BY SENATE
04/06/2026

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Approved by EP 03/23/2026

Program Change Request

New Proposal

Date Submitted: 07/01/25 11:21 am

Viewing: : History + Data Science, BSLAS

Last edit: 03/27/26 9:56 am

Changes proposed by: Stefan Djordjevic

In Workflow

1. U Program Review
2. Gen Ed Review
3. 1451-HIST Head
4. 1583-STAT Head
5. 1434-SSCDS Head
6. 1992-IS Head
7. 1257-MATH Head
8. KP Committee Chair
9. LP Committee Chair
10. KP Dean
11. LP Dean
12. KV Dean
13. University Librarian
14. COTE Programs
15. Provost
16. Senate EPC
17. Senate
18. U Senate Conf
19. Board of Trustees
20. IBHE
21. HLC
22. Catalog Editor
23. DMI

Approval Path

1. 07/09/25 3:57 pm Donna Butler (dbutler): Approved for U Program Review
2. 07/17/25 1:42 pm Melissa Steinkoenig (menewell): Approved for Gen

Ed Review
3. 07/24/25 4:43 pm Adrian Burgos (burgosjr): Approved for 1451-HIST Head
4. 07/24/25 5:34 pm Feng Liang (liangf): Approved for 1583-STAT Head
5. 01/16/26 11:30 am Mahesh Viswanathan (vmahesh): Approved for 1434-SSCDS Head
6. 01/23/26 9:51 am Brandon Batzloff (batzloff): Approved for 1992-IS Head
7. 01/25/26 4:22 pm Lee DeVille (rdeville): Approved for 1257-MATH Head
8. 01/26/26 2:26 pm Katherine Freeman (katefree): Approved for KP Committee Chair
9. 01/28/26 9:52 am Amber Holmes (aflowers): Approved for LP Committee Chair
10. 01/28/26 2:50 pm Rashid Bashir (rbashir): Approved for KP Dean
11. 01/28/26 2:58 pm

Emily Knox (knox): Approved for LP Dean
12. 02/25/26 4:38 pm Stephen Downie (sdownie): Approved for KV Dean
13. 02/26/26 11:15 am Tom Teper (tteper): Approved for University Librarian
14. 02/26/26 12:55 pm Suzanne Lee (suzannel): Approved for COTE Programs
15. 03/04/26 2:56 pm Brooke Newell (bsnewell): Approved for Provost

Proposal Type

Proposal Type:	Major (ex. Special Education)

Administration Details

Official Program Name	History + Data Science, BSLAS
Diploma Title	Bachelor of Science in Liberal Arts and Sciences
Sponsor College	Liberal Arts & Sciences
Sponsor Department	History
Sponsor Name	Stefan Djordjevic, Associate Director of Undergraduate Studies
Sponsor Email	djordje1@illinois.edu

College Contact	Stephen R. Downie, Associate Dean for Curricula and Academic Policy	College Contact Email
sdownie@illinois.edu		
College Budget Officer	Michael Wellens	
College Budget Officer Email	wellens@illinois.edu	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Adrian Burgos, Department Chair
Melissa Reedy, murray@illinois.edu (LAS Assistant Director Course & Cir Dvt)

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

In Spring 2017, the College of Liberal Arts & Sciences submitted an Investment for Growth Proposal to “Jump Start Data Science”, focusing on undergraduate data science education. Interim Provost John Wilkin supported the proposal but called on LAS to work with three colleges (Engineering, the iSchool, and the Gies College of Business) to develop a collaborative approach to undergraduate data science at Illinois.

Those deans formed a task force (herein the “Data Science Education Task Force” or DSETF) to explore opportunities and make proposals for undergraduate data science education at Illinois. The DSETF conducted its work during academic years 2017—2018 and 2018—2019. At the core of their work was the vision that every Illinois undergraduate should have the opportunity to have a meaningful exposure to data science.

In February 2019, the four deans agreed to support a shared framework for X+Data Science majors, based on suggestions from the DSETF. The framework consisted of the following pieces.

1) A set of core competencies and common features which will be expected of X+Data science majors, together with a reference standard set of courses and activities that fulfills the data science portion of those expectations.

2) Each college can propose its own X+Data Science majors, which will be majors of that college. They may differ from the reference standard approach. When they do so, they should explain how the proposed major provides the expected competencies and features of an X+Data Science major in a manner that is appropriate for their students.

Currently, this program will be subject to the oversight of the campus Data Science Educational Council (DSEC), which oversees all academic programs in data science that span across academic units at the University of Illinois. The DSEC will:

- Keep track of offerings related to data science to facilitate collaboration and reduce redundancy;
- Facilitate the development of data science programs by connecting undergraduate data science education resources across the university;
- Advise colleges on matters related to undergraduate data science education; and
- Review X+Data Science major proposals, commenting on how they meet the expectations for X+Data Science majors and engage collaboratively and strategically with the university’s resources in data science education.

College	Liberal Arts & Sciences
Department	Statistics

Is there an additional department involved in governance?

Yes

College Grainger College of Engineering

Department Siebel School Comp & Data Sci

Is there an additional department involved in governance?

Yes

College Information Science, School of

Department Information Sciences

Is there an additional department involved in governance?

Yes

College Liberal Arts & Sciences

Department Mathematics

Are there additional department(s) involved in governance?

No

Effective Catalog Term

Effective Catalog Term	Fall 2026
Effective Catalog	2026-2027

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Establish the Bachelor of Science in Liberal Arts and Sciences in History plus Data Science in the College of Liberal Arts and Sciences

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

No

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

Ubiquitous digital technology and the generation of massive amounts of data are rapidly transforming society and multiple fields of inquiry. This transformation has created exciting opportunities and worrisome scenarios across multiple domains of human endeavor. Like the industrial technologies of the early-20th century, the new digital technologies of the early-21st century have great potential to transform society, for good or ill. The University of Illinois Urbana-Champaign has a high calling to prepare students to lead society's digital transformation.

Substantial demand exists, both from students and from employers, for educational programs in data science. The U.S. Bureau of Labor Statistics, in their "Job Outlook, 2021-31" says that the average growth rate for all occupations is 5%. They currently project that the employment of data scientists will grow 36% from 2021 to 2031 (https://www.bls.gov/ooh/math/data-scientists.htm). The Enrollment in the undergraduate majors of "Statistics" and "Statistics and Computer Science," which provide students access to some of the competencies of data science, have grown by a factor of six in the last ten years.

Data science is emerging as a subject of great importance in many domains of human and scholastic endeavor. National policy documents for data science majors emphasize that engagement with an application domain is an important part of data science education. The University of Illinois' white paper on data science education (https://blogs.illinois.edu/files/7831/599574/133040.pdf) recommended the development of "X + Data Science Majors" as an approach to offering broad collaborative opportunities for Illinois students to engage with data science.

Data science and history, once largely separate fields, are increasingly converging in ways that are reshaping how scholars understand the past. Innovations in technology have created new opportunities for historians to work with vast and varied sources of evidence—from ancient texts, coins, and pilgrimage itineraries to census records, government registrars, digitized correspondence, the slave ship database, and even catalogues of proposed constitutional amendments. While historians have long gathered and interpreted data to identify patterns, test interpretations, and generate new explanations of historical change, data science now offers powerful analytical tools that make this work possible at an unprecedented scale. At the same time, this collaboration requires careful negotiation, as the qualitative nature of historical evidence does not always align neatly with quantitative methods. The History + DS curriculum is therefore designed to equip history students with foundational data analytics skills while encouraging data scientists to appreciate the contextual and interpretive dimensions of historical inquiry. Ultimately, this emerging synergy promises a richer, more nuanced

understanding of our collective past and highlights the future potential of interdisciplinary scholarship.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a resul of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

CS 277 - Algo & Data Stru for Data Sci
CS 307 - Model & Learning in Data Sci
IS 467 - Ethics & Policy for Data Scien
IS 477 - Data Mgmt, Curation, & Reprodu
MATH 220 - Calculus
MATH 221 - Calculus I
MATH 227 - Linear Algebra for Data Sci
MATH 234 - Calculus for Business I
MATH 257 - Linear Algebra w Computat Appl
STAT 107 - Data Science Discovery
STAT 207 - Data Science Exploration
AFRO 101 - Black America, 1619-Present
AFRO 378 - Race and Revolutions
AFRO 383 - Hist of Blk Women's Activism
AFRO 460 - Slavery in the United States
AFRO 474 - Black Lib Move, 1955-Present
ANTH 288 - American Indians of Illinois
EALC 222 - Chinese Thought and Culture

EALC 327 - Tokyo: Then and Now
EALC 367 - History of Korea
EALC 476 - Classical Chinese Thought
GWS 385 - Transnational Sexualities
GWS 387 - History of Sexuality in U.S.
GWS 459 - Gender, Sex, & Postcoloniality
GWS 467 - Locating Queer Culture
LLS 238 - Latina/o Social Movements
LLS 279 - Mexican-American History
LLS 379 - Latina/os and the City
REL 120 - A History of Judaism
REL 235 - History of Religion in America
REL 236 - Religion, Violence & America
REL 442 - History of Early Judaism

Please attach any letters of support/ acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.	LetterofSupport_REL.docx Letter of Support_ANTH.pdf LetterofSupport_LLS.pdf Letter of Support_SSCDS .pdf LetterofSupport_IS.pdf LetterofSupport_STAT.pdf LetterofSupport_AFRO.pdf LetterofSupport_GWS.pdf LetterofSupport_EALC.pdf LetterofSupport_DS.pdf LetterofSupport_Math.pdf X+DS-SupportLetter-DSEC-History.pdf

Program Features

Academic Level	Undergraduate
Does this major have transcripted concentrations?	No

What is the longest/maximum time to completion of this program?
4 years

What are the minimum Total Credit Hours required for this program?
120

CIP Code	307001 - Data Science, General.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To earn 40 credit hours of upper-division coursework, students will earn:

A minimum of 15 credit hours of core 300/400 level History coursework:
-300+ AAGLAME course (3 hours)
-300+ European HIST course (3 hours)
-300+ US HIST course (3 hours)
-HIST 498 (3 hours)
-300+ HIST Advanced Elective Course (3 hours)

A minimum of 3 advanced hours from the Research or Discovery Experience (3 hours)

6 credit hours of Information Science 400-level coursework, from the DS core (IS 467 and 477)
CS 277, which has the prerequisites of STAT 207 and MATH 220/221 (4 credit hours)
CS 307 (4 credit hours)
MATH 257 (3 credit hours), which has 2 prerequisites (MATH 220, CS 101 or equivalent)

Level 3 and 4 LOTE (8-10 hours)

43-45 hours of upper division with taking LOTE above.

Attach Program of Study related information here. Key1334_HIstory_DS_SampleSequence_Feb26.docx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Are you fascinated by the intricacies of history and the power of data-driven insights? Our innovative History + Data Science major offers a unique interdisciplinary journey that combines the analytical prowess of data science with the nuanced understanding of historical contexts. In this program, students embark on a transformative learning experience that equips them with a comprehensive skill set, enabling them to uncover hidden narratives, analyze complex historical causations, and communicate their findings effectively.

Graduates of the History + Data Science program emerge as versatile professionals equipped to contribute meaningfully to academia, research, data analysis, public policy, cultural heritage management, and beyond. Whether you're aspiring to be an innovative historian, a data-driven storyteller, or a problem-solving researcher, this program empowers you to navigate the intricate relationship between the past and the future using the power of historical analysis and quantitative research methods.

Email: history@illinois.edu

Departmental distinction: To be eligible for distinction, a student must be admitted to the Honors Program in History and complete its required coursework. Those admitted (ideally before the beginning of the junior year) must have earned at least a 3.5 GPA in History and a 3.25 GPA overall. They will then pursue a sequence consisting of HIST 498, HIST 492 and successful completion of HIST 493 and HIST 499 in two consecutive semesters. The level of distinction awarded to student will be decided by the examining committee.

Statement for
Programs of Study
Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours. Minimum required major and supporting course work normally equates to 65-66 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§3-801) and in the Academic Catalog.

General Education Requirements

Students must complete the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program. History Gen Ed courses may be viewed at: Gened

Approval History - HIST | Course Explorer

Composition I	4-6
Advanced Composition	3
fulfilled by HIST 498	
Humanities & the Arts (6 hours)	6
Natural Sciences & Technology (6 hours)	6
Social & Behavioral Sciences (6 hours)	6
Cultural Studies: Non-Western Cultures (1 course)	3
Cultural Studies: US Minority Cultures (1 course)	3
Cultural Studies: Western/Comparative Cultures (1 course)	3
Quantitative Reasoning (2 courses, at least one must be Quantitative Reasoning I)	6-10
fulfilled by MATH 220 or MATH 221 or MATH 234, STAT 107, STAT 207	
Language Other Than English (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)	0-20

Orientation and Professional Development

LAS 101	Design Your First Year Experience	1
OR		
LAS 100 & LAS 101	Success in LAS for International Students and Design Your First Year Experience	3
OR		
LAS 102	Transfer Advantage	1

Major Requirements

History Core

History Advanced Hours: At least 15 hours of major core coursework must be at the 300- or 400-level.

Chronological Breadth

At least one course must focus on history pre-1600 and a second course on history pre-1800. Students should complete this requirement while navigating the major. This requirement can be completed by HIST courses at any level.

Two 100-level HIST courses		**6**
HIST 100	Global History	
HIST 103	A History of Everything: The Big Bang to Big Data	
HIST 104	Black Music	
HIST 105	Latin America to Independence	
HIST 106	Modern Latin America	
HIST 111	History of Africa to 1800	
HIST 112	History of Africa from 1800	
HIST 130	History of South Asia	
HIST 135	History of Islamic Middle East	
HIST 141	Western Worlds: Ancient and Medieval Societies from the Mediterranean to Northern Europe	
HIST 142	Modern Europe and the World	
HIST 164	The Automobile	
HIST 168	A History of Judaism	
HIST 171	US History to 1877	
HIST 172	US History Since 1877	
HIST 174	Black America, 1619-Present	
HIST 199	Undergraduate Open Seminar	
History Courses, 200+ Level		
HIST 200	Intro Hist Interpretation	3
HIST 498	Research and Writing Seminar	3
At least two courses in African, Asian, Global, Latin American, or Middle Eastern History (AAGLAME). One must be 300-level or above.		**6**
HIST 205	Lived Experience in Latin America	
HIST 211	History of Southern Africa	
HIST 212	History of Eastern Africa	
HIST 213	African Muslim Societies	
HIST 220	Traditional China	

HIST 221	Modern China
HIST 222	Chinese Thought and Culture
HIST 227	Modern Japanese History
HIST 251	Warfare Milit Insts & Soc
HIST 257	Terrorism, Past and Present
HIST 258	20thC World to Midcentury
HIST 259	20thC World from Midcentury
HIST 262	Zionism: A Global History
HIST 280	Caribbean Latina/o Migration
HIST 307	History of Mexico from 1519
HIST 308	The Caribbean Since 1492: From Columbus to Castro
HIST 310	Global Capitalism in History
HIST 316	Global Histories of Gender
HIST 325	History of Korea
HIST 327	Tokyo: Then and Now
HIST 334	Modern Palestinian History
HIST 335	Middle East 1566-1914
HIST 337	Middle East Since World War I
HIST 338	Egypt Since World War I
HIST 385	Transnational Sexualities
HIST 405	History of Brazil from 1808
HIST 407	Slavery & Race in Latin Am
HIST 410	Decolonization in Africa
HIST 411	20thC Africa Intellectual Hist
HIST 420	China Under the Qing Dynasty
HIST 422	Soc-Econ Hist Modern China
HIST 425	Classical Chinese Thought
HIST 427	Twentieth-Century Japan

HIST 430	India from Colony to Nation	
HIST 432	History of Early Judaism	
HIST 433	History of Jews in Diaspora	
HIST 439	The Ottoman Empire	
HIST 443	Byzantine Empire AD 284-717	
At least two courses in European History. One must be 300-level or above.		**6**
HIST 240	Ancient Greek Civilization	
HIST 241	History of Ancient Rome	
HIST 245	Wives, Workers and Witches in Pre-Modern Europe	
HIST 247	Medieval Europe	
HIST 252	The Holocaust	
HIST 253	Enlightenment to Existentialism	
HIST 255	British Isles to 1688	
HIST 256	Britain and World Since 1688	
HIST 260	History of Russia	
HIST 344	Early Modern British Isles	
HIST 345	Medieval Civilization	
HIST 346	The Age of the Renaissance	
HIST 347	Protestant & Catholic Refs	
HIST 348	Early Euro Absolut & Expansion	
HIST 350	19thC Romanticism & Politics	
HIST 352	Europe in the World	
HIST 353	European History 1918 to 1939	
HIST 354	Twentieth Century Europe	
HIST 355	Soviet Jewish History	
HIST 356	The Modern Balkans through Literature and Film	
HIST 357	Modern France	
HIST 361	Euro Thght & Soc Since 1789	

HIST 397	Sexuality in Modern Europe	
HIST 440	Roman Republic to 44 B C	
HIST 441	The Roman Empire	
HIST 442	Roman Law and Legal Trad	
HIST 445	Medieval England	
HIST 448	Modern Britain	
HIST 456	Twentieth-Century Germany	
HIST 461	Russia- Peter the Great to Rev	
HIST 462	Soviet Union Since 1917	
HIST 467	Eastern Europe	
At least two courses in U.S. History, of which one must have a significant US minority focus. One must be 300-level or above.		**6**
HIST 202	American Environmental History	
HIST 263	History of Medicine in the United States	
HIST 270	United States History to 1815	
HIST 271	Nineteenth Century America	
HIST 272	Twentieth Century America	
HIST 273	Illinois History	
HIST 274	US Foreign Relations Since 1917	
HIST 275	Afro-American History to 1877	
HIST 276	African American History Since 1877	
HIST 277	Encounters in Native America	
HIST 278	Native American History	
HIST 279	Mexican-American History	
HIST 281	Constructing Race in America	
HIST 283	Asian American History	
HIST 285	US Gender History to 1877	
HIST 287	African-American Women	

HIST 288	American Indians of Illinois
HIST 289	History of Religion in America
HIST 290	Religion, Violence & America
HIST 292	Latina/o Social Movements
HIST 293	The President and the People
HIST 312	Immigrant America
HIST 313	Cultural Histories of the University of Illinois
HIST 317	Birth of US Empire
HIST 358	History Harvest: Collaborative Digital Public History
HIST 370	Colonial America
HIST 371	The American Revolution
HIST 372	America's Republic, 1780-1880
HIST 373	Origins of the Civil War
HIST 374	Civil War and Reconstruction
HIST 377	United States since 1932
HIST 379	Latina/os and the City
HIST 380	US in an Age of Empire
HIST 383	Hist of Blk Women's Activism
HIST 387	History of Sexuality in U.S.
HIST 389	Race and Revolutions
HIST 392	The 1960s in the U.S.
HIST 394	Hidden Political Figures
HIST 476	History of the American West
HIST 478	The Black Liberation Movement, 1955-Present
HIST 480	US Work Class Hist Since 1780
HIST 481	20th Century US Culture Wars
HIST 482	Slavery in the United States
HIST 488	The American Political Divide

Elective History coursework (choose one).		**3**
HIST 203	Reacting to the Past	
HIST 207	Digital Documentary Publishing	
HIST 236	Madness and Modern Society	
HIST 268	Biology and Society from Darwin to the Human Genome	
HIST 269	Jewish History Since 1700	
HIST 300	Topics in Film and History	
HIST 349	Age of Revolution, 1775-1815	
HIST 364	The Science of Human Nature	
HIST 365	Fict & Historical Imagination	
HIST 367	History of Western Medicine	
HIST 386	Public History	
HIST 390	Sport and Society	
HIST 391	Oral History Methods	
HIST 395	Topics in Law and Society	
HIST 398	Internship in Public History	
HIST 400	War, Soc, Politics, & Culture	
HIST 459	Postcolonial/Queer	
HIST 468	Locating Queer Culture	
HIST 492	Historiography and Methodology	
Total Hours		**33**
Data Science Core		
Mathematical Foundations		**7-8**
Choose One Calculus:		
MATH 220	Calculus	
or MATH 221	Calculus I	
or MATH 234	Calculus for Business I	
Choose one Linear Algebra:		

MATH 227	Linear Algebra for Data Science	
or MATH 257	Linear Algebra with Computational Applications	
Data Science Fundamentals		**12**
STAT 107	Data Science Discovery	
STAT 207	Data Science Exploration	
CS 307	Modeling and Learning in Data Science	
Computational Fundamentals:		**4**
CS 277	Algorithms and Data Structures for Data Science	
Social Impact in Data Science		**6**
IS 467	Ethics and Policy for Data Science	
IS 477	Data Management, Curation & Reproducibility	
Total Hours		**29-30**

Research or Discovery Experience

One of the most important skills a student will gain in the History + Data Science major will be the ability to work with data in the context of historical discipline. A minimum of 3 credit hours of research or discovery experience is required. This can be achieved through one or more of the options listed below.

Option 1:		
HIST 399	Independent Study	
Option 2:		
HIST 490	Honors Independent Study	
Option 3:		
HIST 491	Directed Research in Digital History	
Option 4:		
HIST 493	Honors Senior Thesis	
Total Hours		**3**

Corresponding Degree	BSLAS Bachelor of Science in Liberal Arts and Sciences

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Student Learning Outcomes

1. Analytical Skills and Critical Thinking: Students will cultivate their critical thinking abilities as they evaluate historical sources and apply rigorous reasoning to analyze its significance, integrating both historical context with data-driven insights. By engaging with diverse perspectives students will learn to assess the reliability and limitations of historical sources and data, identify patterns, trends, and correlations in historical data, Students will be able to make informed judgments about the validity of historical narratives and previous conclusions drawn by historians and draw meaningful conclusions. Through hands-on experience, students will become adept at formulating complex research questions that bridge the disciplines of history and data science, enhancing their capacity to approach multifaceted problems with innovative solutions.

2. Data Literacy: Students will develop the skills to engage data, to understand the context of its collection and its provenance. By questioning who the data was collected by and for, who or what was being quantified, and how the data impacted the society that collated it.

3. Specialized Knowledge and Practical Application: Students will acquire specialized knowledge in both history and data science, enabling them to navigate historical narratives and technical data analysis with equal expertise. They will develop practical skills in data collection, cleaning, and visualization, alongside a deep understanding of historical contexts, events, and societal dynamics. This combined knowledge will empower students to approach historical questions with a multidimensional perspective, enriching their ability to contribute meaningfully to academia and various professional fields.

4. Applied Quantitative Reasoning: Students will gain proficiency in quantitative reasoning by employing statistical techniques and computational tools to analyze historical data sets. They will learn to manipulate and interpret data effectively, transforming raw information into valuable insights. Through the application of data science methods, students will quantify historical phenomena and trends, fostering a nuanced understanding of past events and their impact.

5. Historical Communication and Research: Students will refine their communication skills, producing clear, concise, and evidence-based historical narratives that incorporate data-driven analyses. They will learn to tailor their communication to diverse audiences, making historical concepts accessible to experts and the general public alike. Additionally, students will master the research process, from formulating historical questions to locating and evaluating sources, ensuring their work is rigorously grounded and academically sound. Courses such as HIST 200 and HIST 498 will provide opportunities for students to combine the methodologies they have learned to create original research projects.

6. Data Information Management: Students will develop expertise in managing and manipulating historical data. They will learn data acquisition, storage, and organization techniques, ensuring the integrity and accessibility of historical datasets. By mastering data management strategies, students will contribute to the preservation and dissemination of historical information, facilitating future research endeavors and knowledge sharing.

7. Argumentation: Students will master the art of constructing well-founded arguments that blend historical evidence and data analysis seamlessly. They will learn to develop persuasive narratives by integrating quantitative insights with qualitative historical interpretation, enabling them to communicate complex ideas effectively. Through this approach, students will contribute to scholarly discussions, fostering an innovative dialogue between history and data science.

8. Interdisciplinary Knowledge: Students will be encouraged to bridge the gap between history and data science, fostering a comprehensive interdisciplinary understanding. Students will explore how historical events have shaped data trends and vice versa, developing a holistic perspective that transcends traditional disciplinary boundaries. This interdisciplinary knowledge equips students to tackle complex real-world challenges that demand integrated insights from both disciplines.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The learning outcomes described above will be assessed through a variety of methods and activities that are integrated into the curriculum and learning experiences of the students. Student success will be measured via the completion of core coursework, completion of advanced interdisciplinary courses that combine history and data science, and the completion of a capstone project. Regular audits of students' major progress and overall grades will be conducted each semester, enabling proactive intervention if needed. Advising meetings in combination with surveys will help to gather information about the student experience, and this feedback will be helpful in evaluating the effectiveness of the curriculum and identifying areas for improvement. The department will engage with stakeholders such as alumni, recruiters, professionals, and graduate programs to gather feedback on students' preparedness, strengths, and areas of improvement. The Undergraduate Studies Committee—which includes the Director and Associate Director of Undergraduate Studies—will monitor these results, and in tandem with the department chair will determine any adjustments to the curriculum or assessments that need to be made. The Teaching Awards Committee will observe instructors, provide constructive feedback, and nominate outstanding teachers for recognition. Students will have the opportunity to present their projects at the History Undergraduates Annual Conference held each fall semester.

Here's how, when, and where each learning outcome will likely be assessed in student coursework:

1. Analytical Skills/Problem-Solving:
a. Methods: Students will be given historical datasets and scenarios that require them to identify patterns, trends, and correlations. They might need to design research questions that combine historical context and data-driven insights. Students will evaluate historical sources and data, considering their reliability and limitations. They will be presented with conflicting interpretations of historical events and data, encouraging them to critically analyze different viewpoints.
b. Assessment: Regular assignments, case studies, and group projects will assess their ability to extract meaningful information from data, recognize hidden narratives, and formulate complex research questions. Essays, discussions, and debates on historical topics will assess their ability to critically assess sources, question assumptions, and provide well-reasoned arguments.
c. When/Where: Critical thinking assessment will be ongoing in class discussions, written assignments, and exams. Other assessments will take place throughout their coursework, particularly in data analysis assignments and research projects.

2. Data Literacy:
a, Methods: Students will be both build and analyze data sets that they must understand, analyze, organize, and communicate to others. They will analyze the provenance of those data

sets to determine how and why they were developed, and what is both illuminated and obscured by their contents.
b. Assessments: Students will be regularly assessed on their data literacy skills via projects, papers, and examinations throughout coursework.
c. When/Where: Assessment of data literacy skills will take place throughout their coursework.

3. Specialized Knowledge and Practical Application:
a. Methods: Students will engage in hands-on activities related to data collection, cleaning, and visualization while integrating historical context. They will create comprehensive research projects that require deep understanding of both history and data science.
b. Assessment: Research projects, case studies, and presentations where students demonstrate their ability to apply specialized knowledge to real-world scenarios.
c. When/Where: Assessment will take place during capstone projects, advanced seminars, and other courses specifically designed to merge history and data science.

4. Applied Quantitative Reasoning:
a. Methods: Students will work with historical datasets, applying statistical techniques and computational tools to analyze data. They might need to create visualizations, interpret trends, and draw conclusions from the data.
b. Assessment: Data analysis projects, quantitative problem sets, and presentations where students showcase their ability to extract insights from data and effectively communicate their findings.
c. When/Where: Assessment will be embedded in data analysis assignments and projects throughout their coursework.

5. Historical Communication and Research:
a. Methods: Students will communicate historical narratives supported by data-driven analyses. They will write research papers, create visualizations, and adapt their communication for different audiences.
b. Assessment: Research papers, communication assignments, and presentations that evaluate their ability to communicate historical concepts, evidence-based narratives, and data-driven insights effectively.
c. When/Where: Communication and research skills will be assessed throughout their coursework, particularly in research projects, communication-focused assignments, and in-class discussions.

6. Data Information Management:
a. Methods: Students will learn about data acquisition, storage, and organization techniques. They might work on projects that involve cleaning and managing historical datasets.
b. Assessment: Data management projects, assessments of data integrity, and presentations where students showcase their proficiency in managing historical data effectively.

where students showcase their proficiency in managing historical data effectively.
c. When/Where: Assessment of data management skills will be embedded in assignments, projects, and assessments related to data handling and organization.

7. Argumentation:
a. Methods: Students will construct arguments that blend historical evidence and data analysis. They will present their findings and interpretations in a compelling manner, integrating quantitative insights and qualitative historical interpretation.
b. Assessment: Argumentative essays, oral presentations, and debates where students showcase their ability to build persuasive narratives that connect historical and data-driven insights.
c. When/Where: Assessment will occur in various assignments, presentations, and discussions throughout their coursework.

8. Interdisciplinary Knowledge:
a. Methods: Students will explore how history and data science intersect, drawing connections between historical events and data trends. They might engage in case studies that highlight the interplay between the two disciplines.
b. Assessment: Interdisciplinary projects, reflection papers, and presentations that demonstrate their ability to apply insights from both history and data science to complex issues.
c. When/Where: Interdisciplinary assessment will be evident in projects, seminars, and discussions focusing on the intersection of history and data science.
These assessment methods will provide a comprehensive evaluation of the students' progress in developing the skills and knowledge outlined in the learning outcomes. The assessments will be integrated throughout the curriculum, aligning with the objectives of various courses, and learning experiences to ensure a well-rounded evaluation of each student's capabilities.

Identify faculty expectations for students’ achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

History faculty expect a 70% success rate in direct measures of student success as outlined above. Satisfactory performance is expected when a percentage-based outcome is not available.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

We will utilize data collected through assessment (midterm feedback forms, final semester evaluation, student average performance, larger scale student surveys) to refine course content if we determine that the learning objectives within the History + Data Science major are not being achieved or not meeting the desired standard (i.e., achieving a success rate of 70% or higher). The outcomes of our assessment efforts will be communicated with faculty members involved in teaching, aiming to identify areas where improvements can be made and objectives that may require further attention. The results obtained from assessment activities will be shared with the Undergraduate Studies Committee, composed of History faculty members, undergraduate and graduate students, and the Director and Associate Director of Undergraduate Studies. Additionally, the findings will be made available to the Chair of the History Department and accessible to all faculty members in the department.

The data collected through assessment activities will contribute to enhancing student success in the following ways: Performance feedback garnered from coursework and course completion rates will guide adjustments in course content and academic support strategies if learning outcomes fall short of the anticipated 70% success rate. Student feedback obtained through advising sessions and surveys will inform appropriate academic support measures and timely interventions as needed. Assessment of student research projects or discovery experience artifacts will be communicated to department committees, influencing the expansion of research opportunities and the ongoing refinement of learning outcomes for future student cohorts.

Program Description and Requirements
Attach Documents

Delivery Method

This program is available:
On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term Fall 2026

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

The proposed BSLAS in History + Data Science will be a rigorous degree program, but we want to remove as many barriers to matriculation as possible.

Specifically, the requirements will be those for all incoming first-year applicants to Illinois. This means requirements for admission are handled at the campus level. The admissions requirements can be found at this URL: https:// admissions.illinois.edu/Apply/Freshman/ requirements, but can also be summarized as follows:

English: 4 years required
Math: 3 or 3.5 years required, 4 years recommended. Calculus is recommended for students applying to History + Data Science, but is not required.
Social Sciences: 2 years required, 4 years recommended
Lab Sciences: 2 years required, 4 years recommended
Language other than English: 2 years required, 4 years recommended
Flexible academic units: 2 years required, 4+ years recommended

For Transfer students/Intercollegiate Transfer (ICT) students
Transfer students/ICT students will be evaluated according to the following criteria:
• History major GPA of 2.50 or higher
• For ICT students: At least 1 History course completed at Illinois

Recommended courses for transfer students are:
• Language Other Than English
• 6 hours of 100-level History coursework
• Math 220 Calculus I (or equivalent: MATH 221 or 234)
• Rhet 105 Writing and Research (or equivalent, since this is a 2-semester sequence at many institutions)

Enrollment

Number of Students in Program (estimate)

Year One Estimate	20	5th Year Estimate (or when fully implemented)	120

Estimated Annual Number of Degrees Awarded

Year One Estimate	0	5th Year Estimate (or when fully implemented)
30		

What is the matriculation term for this program?

Fall

Budget

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

This degree program will not impact departmental resources.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Undergraduate Base Tuition; differential tuition for all LAS X + DS majors, which is being requested by LAS

IBHE

Institutional Context

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).

Data science is an area of scholarship involving principles for data collection, storage, integration, analysis, inference, communication, and ethics as they relate to the ubiquitous collection of massive data sets that have emerged in recent years. The field draws from several existing fields, including information technology, computer science, statistics, mathematics, and business analytics. However, core data science concepts are not being conveyed by mainstream training in any single other field because data science is not reducible to any of the preexisting fields (https:// doi.org/10.17226/25104).

The university's 2018 Strategic Plan "The Next 150" (https://archive.strategicplan.web.illinois.edu) called for "[p]rovid[ing] all Illinois students the opportunity to have a meaningful exposure to data science." One of the hallmarks of data science is that it is outward-looking, engaging richly with multiple domains of application. In response to the university's strategic plan and in recognition of the interdisciplinary and outward-looking nature of data science, the Departments of Mathematics and Statistics, the Siebel School of Computing and Data Science, the Gies College of Business, and the iSchool collaborated to develop a framework for X + Data Science majors, enabling students to learn the principles of data science while engaging deeply with a variety of subject matters (X). In this program, the Department of History offers coursework and advising in history, while the Departments of Mathematics and Statistics, the Siebel School of Computing and Data Science, and the iSchool offer a core framework of courses and advising in data science. In addition, the overall program provides coursework and independent work/research experiences that integrate history and data science and enhance the students' experience.

The proposed History + Data Science major offers a distinctive blend of historical inquiry and data-driven analysis, enhancing the interdisciplinary landscape of our institution. While there is an inherent synergy with existing humanities and data science programs, the unique fusion of historical investigation and quantitative methodologies sets this major apart. Collaborations with established entities such as the Humanities Research Institute, which has hosted several workshops in the last year on the topic of data driven projects in humanities scholarship and SourceLab, which promotes undergraduate students to collect data, contextualize it, and publish digital editions for public educational use, further enrich the program's offerings by providing students with access to cutting-edge research tools, resources, and opportunities. With funds from The Mellon Foundation, the U of I library has sponsored a history and data science project at Columbia University, "The Email Archives: Building Capacity and Community," which is creating a digital archive of government documents requestable via FOIA. By being at the forefront of this cutting-edge approach U of I will build its reputation as a leader in the field.

The relationship with the Humanities Research Institute (HRI) strengthens the interdisciplinary framework of the History + Data Science major. Through this collaboration, students gain exposure to diverse research methodologies and engage in cross-disciplinary dialogues that bridge historical narratives and data analysis. The HRI's expertise in fostering collaborative research environments aligns seamlessly with the major's objectives of nurturing critical thinking and problem-solving skills. Furthermore, SourceLab, renowned for its innovative approach to digitizing historical sources, provides a platform for students to develop practical skills in data collection, cleaning, and visualization. By drawing on SourceLab's expertise, students can engage with primary historical documents in digital formats, fostering a deeper understanding of the past and honing their data science skills.

University of Illinois

Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.

The University of Illinois Urbana-Champaign is resolute in its dedication to respond to student demand, societal need, and economic opportunity. Data Science has rapidly emerged as a field with broad-based demand across many areas of economic activity and across many fields of scholarship. The university recognized this in its 2018 Strategic Plan "The Next 150", which called on the institution to “provide all Illinois students the opportunity to have a meaningful exposure to data science.” The History + Data Science program proposal has been developed in response of that directive. A humanistic education encompassing history and data science empowers students with a well-rounded skill set that aligns with the multifaceted mission of the university, fostering critical thinking, interdisciplinary collaboration, and informed decision-making in an increasingly complex and interconnected world.

Discuss projected future employment and/or additional educational opportunities for graduates of this program. Compare estimated demand with the estimated supply of graduates from this program and existing similar programs in the state. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections. (Whenever possible, use state and national labor data, such as that from the Illinois Department of Employment Security at http://lmi.ides.state.il.us/ and/or the U.S. Bureau for Labor Statistics at http://www.bls.gov/).

Graduates of the History + Data Science program are prepared for a diverse array of career paths and further educational pursuits. With a deep understanding of historical contexts, well-honed writing and oral presentation skills, and the technical expertise to analyze data, graduates are well-equipped for roles in research, analysis, and interpretation. They can excel in professions that require adeptness in synthesizing complex information, such as data analysis, policy research, and content curation for cultural institutions. Graduates may pursue careers as historical data analysts, museum curators, policy analysts, or even data-driven journalists, where their interdisciplinary training sets them apart and makes them into more competitive applicants on the job market. Furthermore, the program lays a strong foundation for further educational opportunities, including advanced studies in history, data science, or related fields, transitioning into graduate programs in fields such as digital humanities, data analytics, public history, or interdisciplinary studies, leveraging their multidimensional expertise to make meaningful contributions to academia and a wide spectrum of professional domains. Given the explosive growth in data science jobs predicted by the Bureau of Labor Statistics, combining the strong job market opportunities of the history degree with data science skills will produce graduates to fill a variety of positions across the state and the nation. In 2021 Illinois had the fifth-highest employment of data scientists of any state, and projected employment of data scientists in the state of Illinois is expected to grow by 29% by 2030 according to the US Department of Labor. This program will prepare future graduates to serve the employment needs of our state.

The U.S. Bureau for Labor Statistics indicates that the job outlook for data scientists with expertise in companion disciplines is quite strong. Employment of data scientists is projected to grow 36 percent from 2021 to 2031, much faster than the average for all occupations. About 13,500 openings for data scientists are projected each year, on average, over the next decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The median annual wage for data scientists was $100,910 in May 2021. We expect graduates from this proposed degree program to enter a strong job market with a very sought-after skillset.

What resources will be provided to assist students with job placement?

Students will have access to the Department of History's advising services, which provide specialized resources to assist students with internships and job placement, as the department has established relationships with several organizations in the region. In addition to these resources students will have access to LAS Career Services, which is available to all students in the College of LAS, and the campus-wide Career Center, which is available to all U of I students.

If letters of support are available attach them here:

Comparable Programs in Illinois

Identify similar programs and sponsoring institutions in the state, at both public and private colleges and universities. Compare the proposed program with these programs, and discuss its potential impact upon them. Provide complete responses, do not reference website links.

The proposed History + DS degree program CIP classification is 30.7001 - Data Science

Dominican University offers a B.S. in Data Science. This program is a joint effort of their Math and Computer Science departments, without a History component. This is a private university with an enrollment of under 4,000 students that is located in a different region than U of I. Impact on this institution is very unlikely.

Knox College offers a B.A. in Data Science. This program combines math, statistics, and computer science courses but does not include any focus on History. This is a small, private institution with enrollment of 1,200 students located in another region of the state than U of I. Impact from this proposed major on them is very unlikely.

Northwestern University offers a B.S. in Data Science. This program is a combination of math and computer science courses without a History component. It does offer an Ethics elective within the major that includes courses in Comparative Literary Studies, Ethnic Studies, Humanities, Philosophy, etc. Northwestern is a medium, private institution with an enrollment of 8,500 students that is located in a different region of the state than U of I. Impact on this institution is unlikely.

Olivet Nazarene University offers a B.S. in Data Science. This program is a combination of math and computer science courses without a History component. Olivet is a small, private institution with an enrollment of 3,500 students that is located in a different region of the state than U of I. Impact on this institution is unlikely.

The University of Chicago offers a B.A. and B.S. in Data Science. This program is a combination of math and computer science courses without a History component. It also offers a Digital Studies of Language, Culture, and History major that combines courses from computer science, data science, and history. The University of Chicago is a medium, private institution with an enrollment of 7,500 students that is located in a different region of the state than U of I. Impact on this institution is unlikely.

The University of Illinois-Chicago offers a B.S. in Data Science with concentrations in Computer Science, Data Processing, Science and Engineering, Health Data Science, Industrial Engineering, Social Technology Studies, Statistics, and Urban Planning and Public Affairs. None of these concentrations focus on History. UIC is a part of the University of Illinois System with enrollment of 22,000 undergraduate students located in another region of the state. Impact from this proposed major on them is very unlikely.

TThe University of Illinois Urbana-Champaign has nine X + DS programs, those programs are:

Accountancy + Data Science, BS
Astronomy + Data Science, BSLAS
Business + Data Science, BS
Chemical Engineering + Data Science, BS
Finance + Data Science, BS
Information Sciences + Data Science, BS
Material Science & Engineering + Data Science, BS
Molecular & Cellular Biology + Data Science, BSLAS
Nuclear, Plasma, and Radiological Engineering + Data Science, BS

It is to these Illinois X + DS programs that the proposed program (History + Data Science) is most closely related. These degree programs were created by the X + Data Science Initiative on the University of Illinois Urbana-Champaign campus. The strategy was to bring a significant component of Data Science to existing degree programs/disciplinary areas across a very broad set of disciplines so as to prepare students for the future employment in which data science will surely have a role.

Based on the information available, it appears that the proposed History + Data Science degree program will be the first of its kind in Illinois to pair a humanities discipline with data science at the Bachelor level. It will complement preexisting programs offered by the University of Illinois by building upon extant interdisciplinary scholarship and build upon current infrastructure, further positioning U of I as a leader in the field. There will be no impact on existing programs given that they do not currently exist in the state of Illinois. There is every reason to believe that this degree program will provide a unique and highly impactful experience for students and leave them with many career opportunities from which to choose.

Comparable
Programs in Illinois
Attach Documents

A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6). Illinois Administrative Code:

1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois Respond to the following questions about how the proposed program will support the three goals of A Thriving Illinois: Higher Education Paths to

Equity, Sustainability, and Growth Strategic Plan.

Equity

Describe institutional-level plans to close equity gaps in access, progression, completion, and attainment and the implications for the proposed program. More specifically, provide institutional-level plans for attracting, recruiting, retaining, and completing a diverse group of students including working adults, students of color, transfer and low-income students and implications for the proposed program. Explain how progress will be monitored.

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Goal 2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

In addition to Access 2030, the University of Illinois System is engaged in various programs and supports aimed at student recruitment and retention. One such program is Salute to Academic Achievement (SAA). SAA has run for 40 years, and targets underrepresented minority groups and students from low-sending counties. The students are invited either for their academic performance (identified by GPA and standardized test score) or by nomination by a high school counselor (must meet minimum GAP requirement and belong to target population) to attend a college-fair type event. Participants are recognized for academic achievements, and have the opportunity to meet with college, admissions, financial aid, and housing representatives from all three UI System universities. Participants also receive fee waivers for future admissions applications for each university along with an individualized Certificate of Academic Achievement. We are currently expanding the number of students who receive invitations.

The President's Award Program (PAP) and PAP Honors provide financial support for students admitted to one of the UI Systems three institutions from historically underrepresented groups. The PAP award is $5,000 per year available for a maximum of four years while the PAP Honors Program awards $10,000 per year for four years. Over $359.1 million has been distributed between 2006 and 2024.

A third example of System level support is the UI System Transfer Guarantee Program, which aligns with Growth Strategy #8. Cognizant that many underrepresented minority students begin their higher education journeys at community colleges, this program guarantees admission to students who apply to any of the three campuses if they graduated from an Illinois high school, attended an Illinois community college, and attained 36 graded credit hours and a minimum 3.0 GPA. We are currently developing program enhancements to expand the guarantee to all students who graduated from Illinois high schools and who have maintained the academic criteria noted above for Fall 2025.

Finally, to curb out-of-state migration, all of the four-year publics unite for a college fair once per year. This event will be slightly enhanced to now attract high school students earlier in their academic journey in an effort to reach them sooner in the college decision-making process.

In alignment with the UI System's Access 2030 Strategic Plan.at the institution level is the University of Illinois Urbana-Champaign's 2024-2025 Equity Plan. Submitted to IBHE in May, 2024 outlines pursuit of two aspirational goals:

1) Close the graduation rate gap between Underrepresented Minorities (URM) and Non-URM students by 2030.
2) Increase by 50% the number of undergraduate degrees earned by URM students over the next 12 years.

These goals reflect the university's commitment to close equity gaps by investing in expanding current and new initiatives and deliberately understanding the campus climate. To address the equity gaps between URM and Non-URM undergraduate students, the campus will work on four focus areas:
1) PreK-12 Engagement
2) Undergraduate Recruitment and Enrollment
3) Undergraduate Retention and Completion
4) Campus Climate and Culture.

The PreK-12 engagement is the newest area of work at the institution level and represents an intentional framing that includes the centralization of programs, the development of partnerships, and the enhancement of opportunities across the state to increase college awareness and readiness. In addition to continued investment in current financial aid programs such as Illinois Promise and Illinois Commitment, as part of the Equity Plan, the university will also be investing in new initiatives such as the Digital Innovation for Equity and Excellence in College Admissions (DIEECA) work.

As retention and completion requires intentional, coordinated work, Student Success @ Illinois has become a permanent, funded area to lead in the review and interrogation of policies and

has become a permanent, funded area to lead in the review and interrogation of policies and practices that are often considered barriers for success for specific groups of students. Additionally, the university is investing in expanded support for first generation students such as the NASPA First Scholars Network and growth of bridge/early move-in programs.

Diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of A Thriving Illinois' equity strategies. In fall 2023, the institution administered a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the University of Illinois Urbana-Champaign campus as well as those that are common to peer universities. As of May 2024, the campus received preliminary reports from the survey. These reports and data are under review in the summer of 2024 with the expectation to deliver and socialize the data to campus stakeholders in fall, 2024. The campus has charged four working groups: assessment, faculty & staff, students, and communication to guide university administration with this initiative. The working groups are tasked with developing frameworks for effectively socializing the climate survey, results, and implementation plans to the campus; disseminating reports to the university community and academic and administrative units; and assessing opportunities for campus- and unit-level responses to the reports.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with a number of efforts to strategically support and bolster equity on campus. For example, in July, 2020, the university pledged $2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions.

Over the first four years of the program:

- the Office of the Vice Chancellor for Diversity, Equity & Inclusion has received and reviewed 171 proposals and funded 59 projects.
- more than $4.3 million in research funding has been awarded.
- approximately 433 individuals have worked on funded research projects.

• as of April 2024, 30% of the PIs have used their Call to Action project to seek external funding, applying for more than $18 million to support further research.

The 59 projects were awarded to principal investigators from 14 campus units, 10 of which were academic. To date, the program has provided research experience for approximately 48 undergraduate and graduate students and engaged in the local community as co-project leaders or team members for their expertise.

In October 2022, OVCDEI hosted the inaugural Research Symposium, which included a keynote conversation with Dr. Ibram X. Kendi, Director of the Center for Antiracist Research at Boston University. The second Research Symposium featuring projects funded during 2023-24 was held on April 5, 2024.
Critical efforts on the campus surround activities related to closing the graduation gap and increasing student success. The university is an active participant in the American Talent Initiative, with Chancellor Robert Jones serving on ATI's steering committee. ATI is focused on expanding student access to high graduation-rate institutions, with the goal of enrolling and graduating 50,000 additional high-achieving, low-and moderate-income students from these institutions by the year 2025. The University of Illinois Urbana-Champaign has targeted the following goals: 1. increase the six-year graduation rate for Pell students to 81% for the 2017 entering cohort; 2. increase targeted opportunities for incoming students to participate in summer scholar/bridge programming in an attempt to increase the number of Pell students enrolling, improve retention rates, and reduce graduate rate gaps for this population.

Additionally, the university is a leader in the Association of Public and Land Grant Universities Powered by Publics (APLU PxP) initiative. The goals of APLU PxP are to produce several hundred thousand more degrees by 2025; to eliminate the achievement gap for low-income, minority, and first-generation students; and to expand access to higher education for students from all backgrounds. Since 2018, one hundred thirty (130) universities and state systems participate in 16 transformation "clusters." The university served as lead in the Big Ten Academic Alliance (BTAA) Cluster, which is studying retention and persistence starting with a focus on foundational course "DFW" rates to determine barriers faced by students pursuing degree advancement and align best practices to address those challenges.

The university has begun to use these data to examine foundational course curriculum and determine additional supports needed for students in these courses. This has culminated in a project called the Inclusive Course Redesign Initiative (ICRI). ICRI began in Spring, 2023 focused on inviting faculty to consider course redesign with equity and inclusion at the core. Inclusive course redesign is a process of intentionally designing course materials and activities to be more welcoming and accessible to all students, regardless of their backgrounds or abilities. By working in partnership with the Center for Innovation in Teaching and Learning (CITL), instructors can create more equitable learning environments that support the success of all

learners. Inclusive course redesign can involve changes to course syllabi, assessments, classroom policies, and more. Each semester depending on availability of CITL partners, faculty are invited to participate by the Vice Provost for Undergraduate Education in consultation with the faculty member's home academic unit. In the Spring, 2023, Fall, 2023, and Spring, 2024 semesters, faculty who teach in larger, foundational courses which were identified as having gaps in final grade performance were prioritized for participation. Gaps refer to significantly higher percentages of students receiving a final grade of D or F or who withdrew from the course comparing URM students to White students and first-generation students to non-first-generation students. Additional courses will be selected for the 2025-26 academic year.

Aligned with the goals of the ATI and APLU work is the campus' Student Success @ Illinois (SS@I) work. Known as the Student Success Initiative when it kicked off in 2019, goals are: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). Recognizing that Student Success is ongoing work, what was known as the "Student Success Initiative" became SS@I in 2023. A variety projects emerged from SS@I that have enabled the university to provide greater focus on recruitment and retention efforts. Some examples of key current efforts include:

• Student Success Symposia: The 4th Annual Student Success Symposium in February 2025 drew more than 250 participants. As part of the Symposia, campus recognizes individuals and teams based on their contributions to Student Success @ Illinois with Student Success Champion Awards.
• Early Alert and Outreach: An advisory group has been meeting since 2022 to research and recommend appropriate early alert markers to connect students with relevant resources early in the semester. Starting with the Spring, 2023 semester, a select group of instructors engaged in a pilot effort to utilize Canvas Learning Management System data to detect early warning signs of academic issues. Information from the pilot paired with interviews with campus academic advisors will be used to help build an equitable, sustainable early alert system and to inform a communication campaign around the importance of class attendance and engagement.

• Policies:
o Grounded in research showing institutional labeling of students in racially and culturally charged ways leads to disproportionality negative experiences for historically underrepresented minority students, a SS@I Policy and Issues Group worked toward changing "probation language." In 2024, the university approved revisions to this language. Effective starting in the Fall, 2024 semester, all academic standing codes at the university that used the word "probation" will be replaced with either "low GPA warning" or "college academic warning"

depending on the code. Throughout 2024, this Policy and Issues Group has been examining college, departmental, and program websites to ensure consistency with the university's revised language. Academic unit representatives are also tasked with evaluating practices in determining students' academic status, messaging to these students, and programs available to support them.

o Led by the Director for General Education, a SSS@I Policy and Issues Group is currently studying access and outcomes for historically marginalized students in general education courses and requirement categories. Using student outcomes data to look at grade disparities by group and impact on time-to-degree, the Director and the Policy and Issues Group will make recommendations to the campus General Education Board and, where appropriate, to the Academic Senate, on appropriate revisions with the goal of more equitable outcomes.

o The Transfer Student Experience Task Force met throughout the 2022-2023 and 2023-2024 academic years, investigating the impact of certain university policies such as the residency requirement on transfer students. The Task Force authored a proposal to reduce this requirement from 60 to 45 credit hours with the intention of reducing time to degree completion for transfer students and better alignment with peer institutions. The proposal was approved by the Academic Senate in December, 2023 and will go into effect starting with the Fall, 2024 semester.

• Academic Advising: Cognizant that academic advisors are key to students' retention and experience, SS@I is focusing on supporting the university's advising community to advance efforts to create a sustainable and equitable advising experience for students and a professional advising community for academic advisors and those in advising adjacent roles. SS@I hosts the Advisor Series, a monthly professional development opportunity for advisors. In addition, a group with representation from academic advising and student support units across campus came together regularly to develop a landscape analysis survey followed by focus groups to collect feedback from the advising community. Among other findings, advisors indicated a need for coordinated resources. As a first step in this direction, the SS@I website is being redesigned to include a central location for many student, advising, and staff resources.

Finally, the university's recruitment plan and programming aligns with A Thriving Illinois and with the Office of Undergraduate Admissions' (OUA) statement on their Diversity Site. The university offers a number of outreach and recruitment programs geared toward historically underrepresented minority students geared toward underrepresented populations. The University of Illinois Urbana-Champaign moved to test-optional, with ACT/SAT scores optional for all first-year applicants. Test scores are not required to be considered for merit-based or honors programs. OUA has dedicated teams to enhance the recruitment and enrollment of underrepresented groups; in 2024, these teams included a group on African American Recruitment and Yield, one on Native American Recruitment and Yield, and a third focused on Latinx Recruitment and Yield. The objective is to assemble stakeholders from campus sectors already engaged in impactful work with underrepresented populations, fostering ongoing

already engaged in impactful work with underrepresented populations, fostering ongoing dialogues and collaborations to devise innovative recruitment and enrollment strategies. In alignment with A Thriving Illinois Growth Strategy 8 to strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials, the University of Illinois Urbana-Champaign has multiple transfer pathway programs. The Parkland Pathway program allows students to dual enroll at Parkland College and the University of Illinois Urbana-Champaign while living in university residence halls. There are also intensive advising partnerships with City Colleges of Chicago, Danville Area Community College, Illinois Central College, and Rock Valley College. In 2022, the campus implemented Public Act 102-0187, the Public University Uniform Admission Pilot, which guarantees transfer students admission to the university if they meet minimum requirements.

Describe program and institution-based high-impact practices and wrap-around student support services ensuring equitable access and success for students enrolled in the proposed program.

Access 2030 demonstrates the University of Illinois' commitment to supporting "the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices." This equity-focused plan includes emphasis on the three universities' summer bridge programs, proactive advising, and high-impact practices to support retention and to ensure equitable access and success.

In addition to Access 2030, the System supports students through the President's Research in Diversity Travel Assistance award. This competitive program, primarily for graduate students, has been established for the purpose of promoting diversity and the understanding of diversity within the University. Recipients are provided a certificate and funding up to $600 to travel to a professional conference related to diversity or identity (such as those conferences involving race, gender, ethnicity, sexual orientation, disability, and national origin) to present papers, posters, or creative work at conferences related to diversity or identity.

At the institution level, the University of Illinois Urbana-Champaign prides itself on the array of high-impact practices and services offered to students. These student support practices support the ongoing learning renewal of students and systemic implementation of evidence-informed student practices, which align with Equity Strategy 1 of A Thriving Illinois. The Counseling Center, Office of the Dean of Students, McKinley Health Center, and the Connie Frank CARE Center are accessible to all students via in-person or remote options to facilitate student wellness and retention. All students are encouraged to participate in workshops hosted by the university's Writer's Workshop and are eligible to receive assistance on writing projects through their writing assistants. For students with disabilities, Disability Resources & Educational Services (DRES) has helped thousands of students earn college degrees and Urbana-Champaign has been recognized as a national leader in the area of post-secondary education for persons with disabilities. Indeed, as the oldest post-secondary disability support

program in the world, DRES has been associated with many programmatic innovations including:

• The seminal research which led to the development of the first architectural accessibility standards that would become the American National Standards Institute Standards;
• The first wheelchair-accessible fixed route bus system;
• The first accessible university residence halls;
• The first university service fraternity and advocacy group comprised of students with disabilities, Delta Sigma Omicron; and
The first university to receive the Barrier-Free America Award from the Paralyzed Veterans of America (2012).

Additionally, poised at the crossroads of academic and student affairs, the Michael L. Jeffries, Sr. Center for Access and Academic Support (formerly known as the Office of Minority Student Affairs) is one of the oldest and most comprehensive student support programs in the nation. The Jeffries Center has embodied the University of Illinois Urbana-Champaign's land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students' success since its inception. Programs such as A&M (Advising and Mentoring), First Generation Student Initiatives and Tutoring and Academic Services the Center also align with A Thriving Illinois Equity Strategy 8 with the use of staff as advisors/coaches as well as peer and near-peer tutoring. The Jeffries Center currently houses nine departments. In 2022, the University of Illinois Urbana-Champaign was recognized as one of 53 institutions in the National Association of Student Affairs Professionals' (NASPA) First-Gen Forward 2022-2023 cohort. First-Gen Forward was the first program to acknowledge higher education institutions for their commitment to the success of first-generation students. As a NASPA First-Gen Forward institution, the university applied and was accepted into NASPA's First Scholars Network. This membership signifies the university's competency and commitment to the success of first-generation students. Through the network, the university receives tools, resources, and expert guidance, including data, peer networks, evidence-based approaches, and data-driven continuous improvement. The university established a First-Generation Steering Committee in January, 2023 to work with the Center for First-Generation Student Success to establish goals, identify barriers, and create improvement projects to enhance the experience of first-generation students on campus. In the 2023-2024 academic year, this Steering Committee launched their Insights Tool, which is a comprehensive diagnostic self-assessment in which members of the community share information about institutional efforts to support first-generation students. They also joined the Postsecondary Data Partnership, which provides insights into students' academic progress and outcomes across participating institutions. In the fall of 2023, the Jeffries Center hired the inaugural Director of First-Generation Student Initiatives to lead programming and service delivery to the undergraduate first-generation student community.

The Office of Student Affairs, particularly Student Success, Inclusion and Belonging (SSIB),

The Office of Student Affairs, particularly Student Success, Inclusion and Belonging (SSIB), supports numerous programs aimed at supporting diverse groups of students including working adults, students of color, and transfer and low-income students (just a sampling of which are provided in this document. SSIB houses the university's cultural and resource centers and a variety of high-impact programs; to name just three examples: 100 STRONG Program, I-Connect Diversity & Inclusion Workshops, and Housing Division Social Justice and Leadership Education. Veteran support is provided through the Chez Veterans Center out of our College of Applied Health Sciences, which includes individualized academic and career coaching to support progress and address barriers, peer and professional mentoring to foster community and networking, and health and wellness services to promote psychosocial adjustments and well-being.

The Career Center offers coaching and support students and connects them to opportunities, as they make career decisions and learns lifelong career management skills. They serve as leaders of the university's career services community. The Career Center in partnership with the Jeffries Center sponsors the FOCUS program, an intensive year-long program created to eliminate the gap in post-graduation outcomes and starting salaries between underrepresented, first-generation students and their peers. Its aim is to positively impact their career trajectory, earnings potential, and economic security for years to come. Through a series of workshops, this program provides transformative learning experiences for students in and out of the classroom. Those selected to participate receive a $1,000 scholarship over two semesters.

Finally, the university continues to develop and grow the Illinois Scholars Program (ISP). Designed to serve residents of the state of Illinois from historically underserved populations and low-sending counties, ISP guides undergraduate students' transition to the University of Illinois Urbana-Champaign by providing a wide range of educational, personal, social, and cultural opportunities. ISP aims to combine opportunity and access, experiential learning, and support to position students for academic success and personal growth throughout their time at Illinois. ISP begins with a four-week intensive summer bridge experience for incoming first-year students, and ISP continues to provide support and community for Illinois Scholars during their undergraduate years. Since the program's inception in 2018, 266 students have completed their summer bridge experience, with a 97.1% retention rate from their first to second term, compared to a 89% campus retention rate for underrepresented minority students during the same period. As of August 2024, 46 ISP students have graduated with their bachelor's degrees. During 2023, ISP hired a full-time Illinois Scholars Program Coordinator position and expanded the summer bridge participants from 25 students from two colleges to 69 students from nine colleges, with that number expected to grow to 150 students by 2026. Curricular modifications are underway to provide stronger academic support. Current academic support includes math, writing, and undergraduate research.

The Data Science core of the X+ Data Science programs is designed from the ground up to be

The Data Science core of the X+ Data Science programs is designed from the ground up to be inclusive and equitable. They have many fewer technical prerequisites and requirements than most programs in computer science, mathematics, or statistics. The first course in the data science core introduces students to data science and the computer language Python and has no prerequisites. The sequence has no external prerequisites beyond first-semester calculus. The History + Data Science degree will provide marketable skills for a wider variety of students than we currently serve. This program will expand the number of graduates who will have access to these in-demand jobs, the median annual income of which was over $100,000 in 2021.

The Department of History is committed to ensuring equitable access for all students in the program. Our initiatives and strategies prioritize diversity and inclusion, with individualized support while we build community to ensure belonging. These efforts are evident in various aspects of the department's structure and activities:

* Small Class Sizes: The Department of History maintains small class sizes to create an inclusive learning environment where students can engage deeply with course material and have ample opportunities to participate in discussions. This approach fosters a sense of belonging and ensures that every student's voice is heard.
* HIST 199: The department offers HIST 199, a course designed to introduce students to the major. This course provides a foundational understanding of historical inquiry. It connects students to faculty and alumni, career opportunities, campus resources, and research opportunities, and this supplements the resources and advising provided by the department. It creates a community of first-year majors and helps students from diverse backgrounds feel confident as they embark on their history studies.
* Student Group Collaboration: The Department of History collaborates with student groups including Phi Alpha Theta, the Society of Minority Students in History, and the Illinois Undergraduate History Journal. These groups create spaces for students to engage with peers who share similar interests and experiences, fostering a sense of community and support.
* Collaboration with Committees: Department of History policies are influenced by the Undergraduate Studies Committee and the Diversity Committee, and both include undergraduate representation. These collaborations ensure that policies, curriculum development, and program initiatives are designed with equity and inclusion in mind. The department continuously reviews and updates its practices to create a more accessible and diverse learning environment.
* Equity-Focused Scholarship: Faculty members within the Department of History are engaged in scholarship that addresses issues of equity, diversity, and inclusion. By integrating these themes into their research and teaching, they contribute to a curriculum that resonates with students from a wide range of backgrounds. This scholarship actively informs the teaching in the department.
* Graduate Student Training: The Department of History actively involves graduate students in

Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed program. Explain how progress will be monitored.

Aligned with Equity Strategy 3 (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the U of I Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The

Distinguished Faculty Recruitment Program has the goal of increasing underrepresented minority faculty. Since 2017, the System has committed $31.4 million to this program, the recruitment of tenured, tenure-track faculty from a range of disciplines who can transform our universities by their excellent scholarship and teaching. One criterion is that the faculty member "will enhance diversity in the unit and in the college." The Public Voices Fellowship is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university's faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty.

to ensure equitable access. Graduate students who serve as teaching assistants and instructors are trained in workshops and by faculty mentors to be sensitive to the diverse backgrounds and learning styles of undergraduate students. They are encouraged to promote inclusivity in their syllabi and their teaching practice. They are approachable resources for students seeking guidance.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion also announced a temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~$1 million available to units to support hiring in this area. For the DCAC program, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCAC program. Several years ago, the Provost modified the DCAC program to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented

scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies, etc.) and through the DRIVE program. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the Underrepresented Faculty Recruitment Program in making available non-recurring funds for research to enhance offers of employment. Awards up to $20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The Office of the Provost also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from marginalized and underrepresented groups to explore campus leadership and administrative roles. The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the National Center for Faculty Development and Diversity to ensure faculty members' continued access to NCFDD's resources.

Sustainability

To monitor progress of our efforts to recruit and retain faculty members of color on our campus, we collect, manage, and report annual data through the Division of Management Information and Office for Access and Equity. Additionally, we release a yearly report on hiring and retention of women faculty of color through the Women at Illinois report (e.g., 2020-2021 report and 2021-2022 report).

The Department of History has been long committed to hosting a diverse faculty, staff, and student population. In the last several years there have been several hires, including Rosalyn LaPier, and Yuridia Ramirez, who are scholars of color whose scholarship centers marginalized communities. Additionally, the department collaborated with Illinois Global Institute (IGI) recently on cluster hires in Caribbean studies (Chelsea Smith and Tayzhaun Glover). The department's search committees include a faculty diversity recruitment liaison, and the topics of diversity and inclusion are often discussed by the department Diversity Committee and

Describe strategies and initiatives the institution plans to implement that makes the proposed program and college more generally affordable for students and their families, including those who have been historically underserved.

Executive Committee meetings. The department regularly collaborates with the Humanities Research Institute on initiatives related to magnifying the histories of marginalized communities and scholars of color and has hosted workshops for faculty and grads about how to discuss painful and difficult histories in the classroom and how to avoid and respond to microaggressions, these are key aspects of graduate student trainings. The course offerings of the history department are fundamentally shaped by a desire to share the stories of marginalized groups, visible in the US Minority Cultural general education requirement and the History courses that fulfill it (courses such as HIST 171, 172, 275, 276, 278, 281).

The University of Illinois Urbana-Champaign and the University of Illinois System have been committed to implementing strategies to make college "more affordable, particularly those who have been historically underserved." The following initiatives have been implemented and promising outcomes have already been realized. The President's Award Program (PAP) and PAP Honors provide financial support for students admitted to one of the UI Systems three institutions from historically underrepresented groups. The PAP awards range from $5,000 per year available to $10,000 per year for four years.

The University participates in the State of Illinois AIM HIGH Grant program, which provides merit-based financial assistance to students who qualify based on state eligibility requirements.

Aligned with A Thriving Illinois' Equity Strategy 5 and Growth Strategy 4 to encourage high school graduates to enroll in our higher education system and keep talent in Illinois, the University of Illinois adopted the Common App.

Recognizing the barrier that affordability creates to higher education, the University of Illinois Urbana-Champaign has taken action to increase the portfolio of financial support for students. The university annually provides over $519 million in financial aid funding to undergraduate students, with 72% of students receiving some type of aid. Nearly $203 million of that funding comes from institutional sources, with the vast majority provided to Illinois residents as need-based grants and scholarships. The university has two signature financial aid programs. Began in 2005, the Illinois Promise program covers tuition, campus fees, room/board, and books/ supplies through a combination of federal, state, and institutional grants and a $2,500 Federal Work-Study award to Illinois residents whose family income is at or below the federal poverty level. In 2019, the Illinois Commitment program began and provides a combination of federal, state, and institutional grants to cover tuition and campus fees for Illinois residents whose family income is $67,100 or less. Approximately 25% of Illinois residents attending the university receive funding through either the Illinois Promise or Illinois Commitment programs. Of the 2022-2023 cohort of Illinois Commitment recipients, 36% identify as Hispanic, 29% as White, 18% as Black/African American, 14% as Asian, and 3% identify as two or more races. The Chancellor's Access Grant doubled from $2,500 to $5,000 for the 2022-2023 academic year. This grant further assists Illinois residents from historically underrepresented groups and allows students to stack this award with other institutional awards.

The Department of History is committed to making college education affordable and accessible to all students, particularly those who have been historically underserved. Through a range of

strategies and initiatives, the department aims to alleviate financial barriers and provide comprehensive support:

*Departmental Scholarships: The department actively seeks and allocates funds for scholarships targeting historically underserved students. These scholarships not only ease financial burdens but also acknowledge the value of diverse perspectives and experiences within the field of history. These include but are not limited to the Alfonsi, Breymann, Burkhardt, and Watermann scholarships which are generously supported by alumni.
* Paid Undergraduate Assistantships: The department offers paid assistantship opportunities to undergraduate students. These positions allow students to gain valuable experience working alongside faculty members on research projects, curriculum development, and administrative tasks. The financial compensation helps offset educational expenses.
* Success in Securing FLAS Scholarships: The Department of History has a track record of helping undergraduate students secure Foreign Language and Area Studies (FLAS) scholarships. These awards support language study and cultural immersion, enhancing students' global competence and career prospects.
* LAS Get Experience Scholarship: The department's collaboration with the College of Liberal Arts and Sciences (LAS) has resulted in successful outcomes for students seeking the LAS Get Experience Scholarship. This scholarship provides funding for internships, research projects, and study abroad experiences that enrich students' education and prepare them for future endeavors.
* Advising and Scholarship Application Support: The department provides robust advising services that guide students through academic and career planning, in coordination with LAS Career Services. Moreover, dedicated advisors assist students in identifying external scholarship opportunities, crafting competitive applications, and accessing financial aid resources.
* Investment in Asynchronous Courses: To accommodate students with various schedules and commitments, the department offers asynchronous courses. These classes allow students to access lectures, assignments, and materials at their own pace, promoting flexibility and enabling those with part-time jobs or family responsibilities to continue their education. The department is investing resources to expand our asynchronous offerings.
* Online summer courses: By offering courses during summer breaks, the Department of History provides opportunities for students to accelerate their degree completion. This can help reduce the overall cost of education and make it possible for students to graduate earlier. The department is actively working on reconfiguring several courses for Winter Term instruction.

By investing in flexible course offerings, providing financial assistance through scholarships and assistantships, offering personalized advising, and facilitating successful scholarship applications, the Department of History ensures that college education remains affordable and attainable for all students, especially those who have been historically underserved. These initiatives collectively contribute to a more inclusive and equitable educational experience within the department.

within the department .

Provide tuition cost analysis for comparable programs and institutions in Illinois.

The Department of History seeks to retain Undergraduate Base Tuition for the History + Data Science Program. For students entering in Fall 2025 the Base Tuition Resident Rate for the academic year is $12,712, for Nonresidents the rate is $31,832, and the International Rate is $34,280 We could find no other program in Illinois combining data science with the study of economics, making tuition analyses not comparable.

LAS plans to seek a new differential tuition for all LAS X+DS majors; if this differential tuition is proposed and approved, the Department of History will seek this differential tuition for the History + Data Science Program.

Growth

Provide a supply and demand analysis for the proposed program that, at minimum, does the following: a) Provides evidence of student interest in the proposed program including any strategies to incentivize students to stay in Illinois. b) Identifies and provides evidence of a high-quality credential with viability for future careers.

The X+Data Science degree programs are an innovative approach to providing additional support for the tremendous and rapidly growing demand for employees with capabilities in data and computation. The Bureau of Labor Statistics projects that employment for data scientists will grow by 36% from 2021-2031, compared to an average growth rate of 5% for all jobs. (https://www.bls.gov/ooh/math/data-scientists.htm). Enrollment in the undergraduate majors of “Statistics” and “Statistics and Computer Science,” which provide students access to some of the competencies of data science, have grown by a factor of six in the last ten years. The median annual wage for data scientists was $100,910 in May 2021. In comparison, the most recent Illinois Success Report shows that the median annual wage for history majors was $50,999. We expect graduates from this proposed degree program to enter a strong job market with a very highly sought-after skillset.

In addition, graduates of the History + Data Science program will be well prepared for other in-demand jobs across a variety of sectors including finance/banking, healthcare, education, and government. Current job descriptions for positions relevant to this degree demonstrate the demand for the skill set for which this degree is designed. Examples include preferences for "capacity to manipulate, organize, and analyze large amounts of data," "demonstrated skills with analytical thinking and quantitative methods," "statistical coding experience in R," "experience with data mining tools". All of these skills would be demonstrated by graduates of the History + Data Science program, making them strong candidates for a wide variety of job opportunities.

Explain how the program engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers.

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

Partnerships with the Research Park, the work of the Campus Community Compact, and the I-Engage program align with A Thriving Illinois' Growth Strategies.

As a dynamic tech hub that provides meaningful and industry-focused research and internship opportunities, the Research Park employs 800 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students. There are more students working at the Research Park than at any other peer American university research/tech park. Students are paid highly competitive wages for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, and market research. Research Park internships increase students' employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. The top students working in the Research Park are typically hired into full-time roles within the companies that employ them, many of whom then remain in tech roles in Illinois (i.e., John Deere, State Farm, Caterpillar, ADM, Motorola Solutions, Brunswick, Abbott, etc.). Many of the corporate sites focus on DEI outreach and participate as sponsors to various student groups and campus units. Examples include Synchrony supporting a class of 125 Chicago students who are gaining technology skills as they attend the Pritzker Tech Talent Labs' Digital Scholars program with the Discovery Partners Institute, part of the University of Illinois System. The Digital Scholars program is a free summer program for underrepresented high school students to build computing skills, increase college and career readiness, and make connections to Champaign and Chicago's dynamic tech communities. This program helps link Chicago high school students to the University of Illinois and, through Synchrony, the Research Park, further developing a strong talent pipeline. Motorola Solutions' partnership with the Society of Hispanic Professional Engineers, and Brunswick's volunteer work with Booker T. Washington

STEM Academy. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units such as Cultural Centers, The Career Center, and Registered Student Organizations (RSOs) to educate Illinois' diverse population of students on the opportunities available within the Park. Research Park has been integrally involved in building the region's capacity and expertise in precision fermentation and bioprocessing, which resulted in the $51 million grant to iFAB from the U.S. Economic Development Administration announced in July. Research Park encompasses multiple facets of that ecosystem – it is home to one of the region's fastest growing contract development manufacturing organizations, as well as one of the major industry partners (ADM).

Another local program, We CU, supports long-term partnerships between local organizations, instructors, and students at the University of Illinois Urbana-Champaign. These mutually beneficial partnerships create impactful learning experiences for students and promote positive change in the Champaign-Urbana community. In the first four years of the program (2020-2024), 3,152 students from 12 colleges dedicated 56,115 hours to 798 service projects. In 2024, We CU recognized 84 students as We CU Community Engaged Scholars. We CU Scholars completed an additional 8,615 service hours.
The Campus-Community Compact (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of Illinois' Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between Illinois and the broader Champaign County community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next five to ten years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: restoring opportunity; providing a community-based information delivery service; and professional development. Restoring Opportunity addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a community-based information delivery service requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of the teacher workforce to address the needs of an increasingly diverse student population. Illinois, through its College of Education, will work with the local schools' districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers

of that increase the total population of teachers of color by 100% of their current numbers. Professional development involves continuous professional development for teachers and administrators.

An example of a professional development activity is the TEACH Academy, a three-day interactive experience designed to strengthen instructional practices using a lens that focuses on educational justice, equity, and inclusion. Now in its second year, the TEACH Academy has already cultivated a community of over 200 TEACH Scholars who are transforming education across Champaign County. The 2023 TEACH Academy introduced groundbreaking new math teaching methods that were subsequently implemented in local schools during the 2023-2024 academic year. These innovative approaches have already yielded impressive results, with an increase in math scores among some high school students. The 2024 TEACH Academy again featured three keynote presentations open to all Champaign County educators and TEACH Scholars. With 180 TEACH Scholars, the 2024 cohort doubled the size of the inaugural class, represents four area school districts, and spans 34 campuses across the county. Forty-nine returning TEACH Scholars who continue to deepen their impact were also welcomed back in 2024.

Finally, the Office of the Provost's I-Engage promotes new faculty engagement with the community. Deans nominate new faculty members to be part of the cohort of approximately 35 from different academic units. The cohort spends a day traveling around Champaign-Urbana to different local business and industry sites, meeting with leaders from these areas and debriefing with campus leaders between sites. The program's goal is to facilitate opportunities for new faculty to develop a deeper understanding of the infrastructures and drivers of the local economy, including agriculture, government, healthcare, and social services. I-Engage furthers understanding of the critical synergy between the campus and local community.

This next section discusses how the program itself engages with business and industry, and works to spur the state's economy:

Curriculum Alignment with Business Needs: The History + Data Science program will collaborate with businesses and industries to ensure that its curriculum is aligned with the practical skills and knowledge demanded by the job market. This alignment will not only prepare students for relevant career opportunities but also addresses specific challenges faced by industries in the state.

Internship and Job Placement Opportunities: The program will work with local businesses and organizations to create internship and job placement opportunities for its students. By connecting students with real-world work experiences, these partnerships will enhance students' employability and provide industries with a pool of skilled and well-prepared candidates.

Economic Growth: The development of a skilled workforce in the intersection of history and data science has the potential to attract new businesses to the state or region. Businesses seeking individuals with expertise in data analysis and qualitative and culturally informed historical contexts will find value in locating or expanding their operations in areas with strong interdisciplinary programs. History + Data Science graduates will be equipped with a unique skill set that combines quantitative problem solving with the humanistic skills of writing and critical analysis. This can lead to innovative problem-solving approaches in various industries, driving efficiency and growth.

By collaborating with local, regional, and state industry leaders and employers, the History + Data Science program will not only prepare students for successful careers but will also contribute to the state's economic development. The program's curriculum, internship opportunities, research collaborations, and networking initiatives collectively create a pathway for students to enter the workforce with relevant skills and contribute to the growth and innovation of industries within the state.

Describe how the proposed program will expand access and opportunities for students through high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences.

The proposed History + Data Science program is designed to expand access and opportunities for students through a variety of high-impact practices that combine academic learning with real-world experiences. These practices enhance students' education, skill development, and career readiness:

Research opportunities: The program will offer students the chance to engage in research projects that integrate historical analysis with data science methodologies. Through individual research, and with the support of their instructors, students will gain valuable insights into historical trends, social dynamics, and cultural phenomena while honing their data analysis skills.
Internships: Collaborations with local businesses, museums, archives, and other institutions will provide students with internships that will grant them invaluable “real-life” problem solving and pre-professional/professional experiences. These experiences expose students to practical applications of history and data science in real-world settings, enhancing their understanding of how these disciplines intersect and their potential impact on various industries.

Career Pathways: The program will work to establish clear career pathways for graduates. By aligning curriculum with industry demands, students will be equipped with the skills and knowledge needed for careers in fields such as data analysis, market research, public policy, cultural preservation, and more.

Field Experiences: Students will have opportunities to participate in field experiences such as site visits, data collection projects, and collaborative workshops. These experiences bridge the gap between theoretical concepts and practical application, providing a well-rounded education that prepares students for diverse challenges.

Collaboration with Industry Experts: Through partnerships with industry leaders and professionals, students will benefit from guest lectures, workshops, and mentorship opportunities. These interactions expose students to current industry practices, broaden their perspectives, and establish connections for future career opportunities.

Capstone Projects: The program can culminate in capstone projects that require students to apply their historical and data science skills to real-world problems. These projects allow students to showcase their abilities, build a portfolio, and demonstrate their readiness for the workforce.

Interdisciplinary Collaborations: The program will encourage interdisciplinary collaborations, enabling students to work with peers from different disciplines. This exposure fosters a holistic understanding of complex issues and prepares students for collaborative work environments.

Explain how the proposed program will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future.

The History + DS program will continue the department's commitment to flexible course offerings to best support student success as they progress through the program. Additionally, dynamic classroom experiences, including collaborative group assignments and independent research opportunities will prepare student for the future workplace. Internship opportunities are already in place, such as the Public History Internship Program and the department's ongoing relationship with the Champaign History Museum and would be expanded under the History + Data Science program. As we continue to build out the program we will continue to embed data driven practices in our curriculum, including workshops for undergraduate and graduate students.

Community Engagement: Students may engage with local communities through projects that address historical and data-driven challenges faced by the community. This engagement fosters a sense of civic responsibility and highlights the relevance of history and data science in everyday life.

By integrating research opportunities, internships, career pathways, field experiences, collaboration with industry experts, capstone projects, interdisciplinary collaborations, and community engagement, the proposed History + Data Science program ensures that students receive a well-rounded education that equips them with practical skills, critical thinking abilities, and a deep understanding of the intersection between history and data science. These high-impact practices expand students' access to opportunities and enhance their preparation for successful careers in a rapidly evolving world.

Beyond workforce need, describe how the program broadly addresses societal needs (e.g., cultural or liberal arts contribution, lifelong learning of Illinois residents, or civic participation).

Beyond fulfilling workforce demands, the History + Data Science program serves as a dynamic bridge between cultural enrichment and lifelong learning for Illinois residents, overcoming the disciplinary boundaries that have kept them apart until now. By merging the analytical power of data science with the nuanced insights of historical inquiry, the program enables individuals to uncover untold stories, gain a deeper appreciation for diverse cultures, and engage critically with complex narratives. This blend of disciplines encourages civic participation through informed decision-making, fostering a sense of social responsibility and active engagement with historical and contemporary issues. In doing so, the program not only contributes to a more culturally enriched society but also empowers residents to navigate the complexities of the modern world with historical context and analytical acumen.

The History + Data Science program will greatly expand career opportunities for graduates, who with their strong background in the humanities, will widen the perspectives of their employers and colleagues. This will allow them to tackle complex social problems form both a humanistic and quantitative perspective.

A Thriving Illinois:
Higher Education
Paths to Equity,
Sustainability, and
Growth - Attach
Documents

Program Description and Requirements

Illinois Administrative Code:

1050.30(b)(1) A) The caliber and content to the curriculum assure that the objectives of the unit of instruction will be achieved; B) The breadth and depth of the curriculum are consistent with what the title of the unit of instruction implies; C) The admission and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction.

1050.30(b)(3): Appropriate steps shall be taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the unit of instruction is maintained or will be granted in a reasonable period of time.

1050.50 (a)(2)(C) Requirement for Programs in which State Licensure is Required for Employment in the Field: In the case of a program in which State licensure is required for employment in the field, a program can be found to be in good standing if the institution is able to provide evidence that program graduates are eligible to take the appropriate licensure examination and pass rates are maintained as specified in the objectives of the unit of instruction. If there is no such evidence, the institution shall report the program as flagged for review.

Program Description

Provide a description of the proposed program and its curriculum, including a list of the required core courses and short ("catalog") descriptions of each one. (This list should identify all courses newly developed for the program).

Provide Program Description here:

The History + Data Science degree plan incorporates simultaneously a strong foundation in data science and history, including a capstone research experience as part of the degree.

This in-person degree program has three different components:
1. The data science core coursework (29-30 hours) comprised of:
a. Two (2) courses from Statistics (STAT 107, STAT 207)
b. Two (2) courses from Computer Science (CS 277, CS 307)
c. Two (2) courses from Information Sciences (IS 467, 477)
d. Two (2) courses from Mathematics (MATH 220 or 221 or 234 and MATH 227 or 257)
2. Core history coursework, which requires students to demonstrate a breadth of historical knowledge (33 hours)
3. A research, internship, or capstone experience wherein the student integrates data science and history into a long-form project or presentation (3 hours) (HIST 399, HIST 490, HIST 491, or HIST 493)

This is a face-to-face, residential program.

Attach Program Description Files if needed: Hist + DS Course List.docx

Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements, and, where relevant, requirements for internship, practicum, or clinical. For a graduate program, summarize information about the requirements for completion of the thesis or dissertation, including the thesis committees, and the final defense of the thesis or dissertation. If a thesis or dissertation is not required in a graduate program, explain how the functional equivalent is achieved.

Graduation Requirements

Minimum hours required for graduation: 120 hours. Minimum required major and supporting course work normally equates to 65-66 hours.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- and 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.
The university and residency requirements can be found in the Student Code (§3-801) and in the Academic Catalog.

General Education Requirements

Students must complete the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program. History Gen Ed courses may be viewed at: Gened Approval History - HIST | Course Explorer

ORIENTATION AND PROFESSIONAL DEVELOPMENT: 1-3 hours
LAS 101 or LAS 100 & LAS 101 or LAS 102

HISTORY CORE: 33 HOURS
History Advanced Hours: At least 15 hours of major core coursework must be at the 300- or 400- level.
Chronological Breadth
At least one course must focus on history pre-1600 and a second course on history pre-1800. Students should complete this requirement while navigating the major. This requirement can be completed by HIST courses at any level.

TWO 100-LEVEL HISTORY COURSES: 6 HOURS
HIST 100, HIST 103, HIST 104, HIST 105, HIST 106, HIST 111, HIST 112, HIST 130, HIST 135, HIST 141, HIST 142, HIST 164, HIST 168, HIST 171, HIST 172, HIST 174, HIST 199

HIST 200 – INTRODUCTION TO HISTORICAL INTERPRETATION: 3 HOURS

HIST 498 – RESEARCH AND WRITING SEMINAR: 3 hours

HISTORY 200 LEVEL OR ABOVE – AFRICAN, ASIAN, GLOBAL, LATIN AMERICAN, OR MIDDLE EASTERN (AAGLAME) HISTORY: 6 HOURS
HIST 205, HIST 211, HIST 212, HIST 213, HIST 220, HIST 221, HIST 222, HIST 227, HIST 251, HIST 257, HIST 258, HIST 259, HIST 262, HIST 280, HIST 307, HIST 308, HIST 310, HIST 316, HIST 325, HIST 327, HIST 334, HIST 335, HIST 337, HIST 338, HIST 385, HIST 405, HIST 407, HIST 410, HIST 411, HIST 420, HIST 422, HIST 425, HIST 427, HIST 430, HIST 432, HIST 433, HIST 439, HIST 443

HISTORY 200 LEVEL OR ABOVE – EUROPEAN HISTORY: 6 HOURS
HIST 240, HIST 241, HIST 245, HIST 247, HIST 252, HIST 253, HIST 255, HIST 256, HIST 260, HIST 344, HIST 345, HIST 346, HIST 347, HIST 348, HIST 350, HIST 352, HIST 353, HIST 354, HIST 355, HIST 356, HIST 357, HIST 361, HIST 397, HIST 440, HIST 441, HIST 442, HIST 445, HIST 448, HIST 456, HIST 461, HIST 462, HIST 467

HISTORY 200 LEVEL OR ABOVE – U.S. HISTORY: 6 HOURS
HIST 202, HIST 263, HIST 270, HIST 271, HIST 272, HIST 273, HIST 274, HIST 275, HIST 276, HIST 277, HIST 278, HIST 279, HIST 281, HIST 283, HIST 285, HIST 287, HIST 288, HIST 289, HIST 290, HIST 292, HIST 293, HIST 312, HIST 313, HIST 317, HIST 358, HIST 370, HIST 371, HIST 372, HIST 373, HIST 374, HIST 377, HIST 379, HIST 380, HIST 383, HIST 387, HIST 389, HIST 392, HIST 394, HIST 476, HIST 478, HIST 480, HIST 481, HIST 482, HIST 488

HISTORY 200-LEVEL OR ABOVE – ELECTIVES: 3 HOURS
HIST 203, HIST 207, HIST 236, HIST 268, HIST 269, HIST 300, HIST 349, HIST 364, HIST 365, HIST 367, HIST 386, HIST 390, HIST 391, HIST 395, HIST 398, HIST 400, HIST 459, HIST 468, HIST 492

DATA SCIENCE CORE: 29 – 30 hours
MATHEMATICAL FOUNDATIONS: 7 – 8 hours
Calculus: One of MATH 220 or MATH 221 or MATH 234 (4-5 hours)
Linear Algebra: One of MATH 227 or MATH 257 (3 hours)
DATA SCIENCE FUNDAMENTALS: 12 hours
Data Science Discovery: STAT 107 (4 hours)
Data Science Exploration: STAT 207 (4 hours)
Modeling and Learning in Data Science: CS 307 (4 hours)
COMPUTATIONAL FUNDAMENTALS: 4 hours
Algorithms and Data Structures for Data Science: CS 277 (4 hours)
SOCIAL IMPACT IN DATA SCIENCE: 6 hours
Ethics and Policy for Data Science: IS 467 (3 hours)
Data Management, Curation, and Reproducibility: IS 477 (3 hours)

RESEARCH OR DISCOVERY EXPERIENCE: 3 HOURS

RESEARCH OR DISCOVERY EXPERIENCE: 3 HOURS

HIST 399 – Independent Study
OR HIST 490 - Honors Independent Study
OR HIST 491 - Directed Research in Digital History
OR HIST 493 – Honors Senior Thesis

TOTAL HOURS: 65-66

Plan to Evaluate and Improve the Program

Describe the program's evaluation plan.

The History + Data Science program's evaluation plan is designed to comprehensively assess various aspects of student success and program effectiveness. Student progress will be monitored through regular academic advising and the tracking of milestones, ensuring timely completion of degree requirements. Departmental support will be evaluated through feedback mechanisms that gauge the quality of advising and assistance provided to students. Student engagement will be measured by assessing participation in activities that include, but are not limited to, the Undergraduate Research Symposium, SourceLab, and external undergraduate research conferences. The success of the program will also be reflected in the quality of research found in student projects, specifically via how they integrate historical knowledge and methodology with data science methods. Additionally, the program's impact on career outcomes will be assessed by tracking graduates' placements in advanced studies, data-driven positions, and related fields. The Department of History will administer "exit" surveys to graduating seniors about their satisfaction with the program. The Undergraduate Studies Committee will host roundtable conversations with History faculty and undergraduates to hear from their experiences teaching and learning in the program and will seek their feedback in developing strategies to enhance student outcomes and quality of experience for student and instructor alike. This multi-faceted evaluation approach will ensure continuous improvement and alignment with the program's goals, promoting an enriched educational experience for students and positive contributions to their academic and professional trajectories.

Plan to Evaluate
and Improve the
Program
Attachments

Budget Narrative

Fiscal and Personnel Resources

Illinois Administrative Code: 1050.30(a)(5): A) The financial commitments to support the unit of instruction, research or public service are sufficient to ensure that the faculty and staff and support services necessary to offer the unit of instruction, research or public service can be acquired and maintained; B) Projections of revenues necessary to support the unit of instruction, research or public service are based on supportable estimates of state appropriations, local tax support, student tuition and fees, private gifts, and/or governmental grants and contracts.

Budget Rationale

Provide financial data that document the university's capacity to implement and sustain the proposed program and describe the program's sources of funding.

Is the unit's (Department, College, School) current budget adequate to support the program when fully implemented? If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? Is the program requesting new state funds? (During recent years, no new funds have been available from the state (IBHE) to support new degree programs).

The Department of History's current budget is adequate to support the program when fully implemented. No new funding will be requested to support this program.

Faculty Resources

Will current faculty be adequate to provide instruction for the new program or will additional faculty need to be hired? If additional hires will be made, please elaborate.

Current faculty resources will be sufficient to support this program. Course capacity exists to accommodate the increased demand, and no additional faculty hires will be requested to support the program. Infrastructure already exists via existing DS+ degrees to support students in this major.

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

It is expected that some students declaring this major would have otherwise declared a History major, and therefore overall growth of the department is expected to be modest to intermediate based on this degree option. Given current faculty and course capacities, the modest increase in class size is not expected to significantly change student-faculty ratios in the department.

Describe how the unit will support student advising, including job placement and/or admission to advanced studies. Will current staff be adequate to implement and maintain the new program or will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate.

The Department of History is well-prepared to provide comprehensive student advising and support for the new History + Data Science major, ensuring students' successful job placement and admission to advanced studies. The department's current advising staff is equipped to handle the anticipated increase in student numbers, given the effective support infrastructure already in place. This infrastructure includes faculty advisors for research projects as well as academic advisors who will guide students through the program's requirements and opportunities. Additionally, students will benefit from a dedicated departmental 1st year experience course (HIST 199) which will provide them with support in their career exploration and help them navigate the opportunities offered within History, and within LAS more generally. Moreover, the department will collaborate with the broader university resources, such as LAS Career Services and the Career Center, to enhance job placement support. While the current advising staff is expected to be sufficient, the department remains open to assessing needs and making adjustments if additional hires are deemed necessary to ensure students receive the best possible support and guidance as they pursue their studies at Illinois and work toward creating the best possible foundation for advanced study or their early careers.

Are the unit’s current facilities adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program?

Current facilities are adequate to support the program when fully implemented.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

This proposal will represent little to no new impact on the University Library's resources because every course in the degree program is currently active on this campus. This degree program will involve bringing some new students to campus, but also will attract students already on campus in other degree programs. Current library collections, resources and services are sufficient to support the students in the proposed degree program. The U of I Library houses an extensive collection encompassing a wide array of subjects, making it a valuable repository for both general knowledge and specialized research materials. History faculty and students already make extensive use of library resources, and library skills are embedded in the major's core coursework. Quite simply, history students will continue to use the University Library's immense physical and digital collections with great relish for many years yet! History + Data Science students will leverage this comprehensive collection to access primary sources, rare manuscripts, and scholarly works, enriching their studies with authentic historical context and enabling in-depth exploration of various periods and topics.

The Department of History has a longstanding relationship with the University Library and its staff. History majors frequently find employment and assistance across the library, including in the University Archives, the History, Philosophy, and Newspaper Library, the Lincoln Collection, and at the Rare Books and Manuscripts Library. These spaces offer integral archival experience to historians in training. The Library's digital and hard-copy collections (for example, the impressive collection of historical newspaper) are a veritable treasure-trove of resources for historians and are invaluable for historical research. The Library has an ongoing commitment to the digital humanities will benefit History + Data Science majors through their programming and resources, including the expertise of the dedicated digital humanities scholar, Mary Ton. Building on the existing collaboration between these units, History + Data Science students will have access to numerous databases, digital archival collections and more as they navigate their degree.

The Department of History regularly collaborates with Celestina Savonius-Wroth, Head of the History, Philosophy, and Newspaper Library, to organize presentations and workshops on research methods and library holdings for history undergraduates. The Department is in regular contact with her about its teaching needs and she has proven a fantastic partner in ensuring that the collections and texts that history students and faculty require are available through the Library.

The proposal team consulted with Celestina Savonius-Wroth and Mary Ton in the Library. In discussions with Celestina Savonius-Wroth and Mary Ton, we understand that there may be several areas that challenge the University Library's resources as the program evolves. These include: acquiring new text and data mining collections (financial and licensing restrictions),

code-intensive instructional sessions (beyond those included in the core DS+ curriculum), a sharp increase in one-on-one consultations connected to humanities-centered DS topics, computer labs capable of supporting instructional sessions with heavy computational demand, and availability of sufficient loanable technology. As the curriculum develops and evolves over time, we are committed to consulting and collaborating with the Library to ensure that available resources keep pace with the proposed program's needs.

Summarize information about library resources for the program, including a list of key textbooks, a list of key text and electronic journals that will support this program, and a short summary of general library resources of the University that will be used by the program's faculty, students, and staff.

The Department of History is ably supported by the History, Philosophy, and Newspaper Library (HPNL), a unit of the University Library. The HPNL, along with various library special collections units like the Illinois and Lincoln Collections and the University Archives, provides extensive print and electronic resources related to the study of history for students and faculty alike. Any resources not held by the Library can be requested through inter-library loan or from partner institutions.

Some of the periodicals that may be used to support the History + Data Science program include:

The American Historical Review
Annales. Histoire, Sciences sociales
Comparative Studies in Society and History
Eighteenth-Century Studies
The English Historical Review
History Today
The Journal of American History
Journal of Contemporary History
Journal of Interdisciplinary History
Modern Asian Studies
Past & Present
The Public Historian
Slavic Review
Speculum: A Journal of Medieval Studies

Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

No, all sources of funding for the program are secured for the long term, ensuring sustainable support without reliance on temporary or grant funding.

Budget Narrative
Fiscal and
Personnel
Resources
Attachments

Personnel Budget

Category Year One Year Five Notes

Faculty (FTE)

Faculty FTE Year1	Faculty FTE Year 5	Faculty FTE Notes
0	0	0

Faculty ($)

Faculty Year 1	Faculty Year 5	Faculty Notes
0	0	0

Advising Staff ($)

Advising Staff Year 1	Advising Staff Year 5	Advising Staff Notes
0	0	0

Graduate Students
($)

Graduate Students Year 1	Graduate Students Year 5	Graduate Students Notes
0	0	0

Other Personnel
Costs

Other Personnel Costs Year 1	Other Personnel Costs Year 5	Other Personnel Costs Notes
0	0	0

Budget Narrative
Attachments

Facilities and Equipment

Illinois Administrative Code: 1050.30(a)(4): A) Facilities, equipment and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computational equipment) necessary to support high quality academic work in the unit of instruction, research or public service are available and maintained;

B) Clinical sites necessary to meet the objectives of the unit of instruction, research or public service;

C) Library holdings and acquisitions, owned or contracted for by the institution, that are necessary to support high quality instruction and scholarship in the unit of instruction, research and public service, are conveniently available and accessible, and can be maintained.

Describe the facilities and equipment that are available, or that will be available, to develop and maintain high quality in this program. Summarize information about buildings, classrooms, office space, laboratories and equipment, and other instructional technologies for the program.

Gregory Hall (810 S. Wright St., Urbana IL 61801), built in 1939, is home to the Department of History. Gregory Hall houses 22 classrooms, ranging in capacity from 17 (GH 325) to 314 (GH 122) students. That said, although the majority of History courses are taught in Gregory Hall, it is not uncommon for History courses to be held in another buildings (oftentimes close to the Main Quad), such as Lincoln Hall, David Kinley Hall, Mumford Hall, and the English Building. Gregory Hall houses the offices of History staff (Including the main departmental office, GH 309) and faculty, as well as the History Undergraduate Office (GH 305B). The History Teaching Assistant office suite (GH 439) is also housed within Gregory Hall and is easily accessible to students. Students can therefore access academic advising, career services, and academic assistance resources within Gregory Hall. Gregory Hall also houses the offices of LAS Career Services, which is a key college-level career guidance and support resource for students pursuing the History + Data Science curriculum. Additionally, Gregory Hall is conveniently located a mere 1-2 minutes (walking) northwest from the Main Library, which houses the History, Philosophy, and Newspaper Library. The Department of History has a long-standing, collaborative relationship with the Library: History students are required to utilize Library resources at all levels of the curriculum, beginning with the introduction to the discipline course (HIST 200) and culminating in their research capstone seminar (HIST 498). Through the Library's voluminous collections, History students can gain access to millions of printed and digital documents which are essential for the production of historical scholarship.

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

Will the program need additional technology beyond what is currently available for the unit?

No

Are there other costs associated with implementing the program?

No

Facilities and

Equipment

Attachments

Faculty and Staff

Illinois Administrative Code: 1050.30(a)(3): A) The academic preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met; B) The academic preparation and experience of faculty and staff, as evidenced by level of degrees held, professional experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities; C) The involvement of faculty in the unit of instruction, research or public service is sufficient to cover the various fields of knowledge encompassed by the unit, to sustain scholarship appropriate to the unit, and to assure curricular continuity and consistency in student evaluation; D) Support personnel, including but not limited to counselors, administrators, clinical supervisors, and technical staff, which are directly assigned to the unit of instruction, research or public service, have the educational background and experience necessary to carry out their assigned responsibilities.

Describe the personnel resources available to develop and maintain a high quality program, including faculty (full- and part-time, current and new), staff (full- and part-time, current and new), and the administrative structure that will be in place to oversee the program. Also include a description of faculty qualifications, the faculty evaluation and reward structure, and student support services that will be provided by faculty and staff.

Current staffing in the Department of History is sufficient to support existing high-quality programs as well as meet the needs of the proposed History + Data Science major.

Administrative Staff: The Department of History employs five full-time civil service staff members, one academic professional, and three faculty members with administrative appointments (Department Chair and Directors of Undergraduate and Graduate Studies).

The Undergraduate Team is comprised of a faculty Director of Undergraduate Studies, an Associate Director of Undergraduate Studies, and an Undergraduate Programs Coordinator.

The Graduate Studies Team employs one full-time Program Coordinator and one faculty Director of Undergraduate Studies.

Faculty: The Department of History currently employs thirty-eight tenured or tenured track professors (although some have appointments ranging from 25% to 75%), as well we one non-tenure track teaching faculty member. In addition, the Department hosts seventeen affiliated faculty with joint appointments.

Summarize the major accomplishments of each key faculty member, including research/scholarship, publications, grant awards, honors and awards, etc. Include an abbreviated curriculum vitae or a short description.

Faculty in the Department of History are actively engaged in research, publishing in a variety of media and serving as experts on wide-ranging topics. Please see the attached list of key stakeholder faculty in the History + Data Science curriculum, along with their profiles and CVs for additional information on their scholarships, grants, and accomplishments.

Faculty and Staff

Attachments

DS proposal- Faculty Members (1).docx

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses): 97.5	Number of Credit Hours:	117 Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours: 2.5	3 Percent of Total:
New curricula (Courses developed for the new program that have never been offered): 0	Number of Credit Hours:	0 Percent of Total:
Total Credit Hours of the Program: 100	Number of Credit Hours:	120 Percent of Total:

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage:

The existing faculty coverage for the new History + Data Science major is robust and comprehensive, drawing upon a diverse range of expertise to provide a well-rounded

educational experience. Our dedicated faculty members, who come from various historical disciplines and possess a deep understanding of data analysis techniques, collectively offer a comprehensive curriculum that bridges the gap between history and data science. Their specialized knowledge in areas such as archival research, quantitative analysis, and digital humanities ensures that students receive thorough instruction in both disciplines, fostering a holistic understanding of historical data interpretation and application.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The Department of History will not ask the College of Liberal Arts and Sciences for additional funding due to the deployment of this degree program. We will use existing revenue streams, such as differential tuition in existing degree programs, to support this proposal until it is generating revenue on its own.

EP Documentation

EP Control Number	EP.26.140
Attach Rollback/ Approval Notices	ep26140_attachment_approval letter template for X+DS proposals_20260322.pdf

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook

Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Melissa Steinkoenig (menewell) (07/17/25 1:37 pm): Gen Ed Table good

Key: 1334