

DEPARTMENT OF HISTORY SELF-STUDY 2007

I. Summary

A. Description

The History Department offers BA/BS, with a General History emphasis and a History Teaching emphasis. It offers minors in the same programs, along with minors in Classical Civilization, Latin and Greek. On the graduate level, it provides an MA/MS in History, and it cooperates in the MSS degree.

Its 20 tenure track faculty, one senior lecturer, and one visiting instructor all have PhD's. They offer a wide range of courses. With a standard load of 2/2, which is a mix of one large survey, one small seminar, and two upper division courses, they teach a set of courses that are defined geographically, chronologically or thematically. The Department has its greatest depth and strength in the modern American West, the classical world, and early modern Europe. Three of them also provide courses in Latin and Classical Greek.

The History Department expects all its tenure track faculty to define their primary area of excellence as research, as befits a research university. The Department has long had clear expectations for tenure and promotion, and its faculty members regularly exceed the basic expectation.

A fine research Department, History is a very fine teaching Department, too. With group teaching evaluations consistently above the average for the University and the College, and with a number of nationally recognized teachers on its faculty, it attracts undergraduates. In recent years it has experienced rapid growth in the number of majors and minors, officially numbering 300 in Fall 2007, creating a staffing problem. It does not depend on adjuncts or graduate students to teach its surveys. History is ethically committed to front loading the curriculum, and to treating non tenure track faculty as full members of the community.

History is heavily engaged in fulfilling USU's land grant mission. Three members of the History faculty are at the Uintah Basin Branch Campus, originating distance delivery programs for students as far away as China. Faculty on the Logan Campus work with the school districts in Teaching American History grants from the US Department of Education. Run through the schools, they have brought \$2.5 million in to support the Department's workshops for teachers.

History's graduate program is small, very successful within its limits, and poorly funded. Our students place very well, but we have trouble recruiting our top candidates because we cannot offer competitive stipends or a PhD.

B. Analysis and assessment

Student surveys, institutional data, results from the capstone course, and graduate placement suggest that the History Department is doing an effective job of meeting its goals as a teaching unit.

Faculty productivity, measured in terms of books, articles, translations, grants, fellowships, editions of journals, conference participation, and consulting is consistent across all faculty members, and at a healthy level. Budget constraints depress the levels of professional activity in the Department.

C. Challenges and recommendations

There are three challenges facing the History Department

1. Insufficient operating money, which reduces faculty development support and the number of students that can be taught. The annual "one-time" budget reductions based on total budgets have created a major crisis.

Recommendation: restoration of budget cuts and augmentation of the budgeted operating money.

2. Staffing levels. The major has grown rapidly, so that it is becoming very difficult to provide enough seats for majors, general education students, and other “users” of History’s services, such as International Business and International Relations.

Recommendation: Add more faculty members, in proportion to the growth of the major and the insatiable demand for General Education courses.

3. Breadth and Depth of the faculty. The Department is heavily weighted toward 20th century American and European history. Only seven people cover the entirety of history before about 1880, and our Colonial America person is retiring. The geographical field distribution is equally problematic. Outside of Europe and the United States, we have 1 faculty member per continent. This is especially troubling in the area of Asian history, since our Asian historian is .5 FTE.

Recommendation: New faculty who are added must work in chronological and geographical areas not currently represented in the department.

II. Self Study

A. Overview of Department

The History Department offers BA/BS, with a general history emphasis and a History Teaching emphasis. It offers minors in the same programs, along with minors in Classical Civilization, Latin and Greek. On the graduate level, it provides an MA/MS in History, and it cooperates in the MSS degree.

History participates in American Studies major and minor, and in the Folklore minor, as well as the British and Commonwealth Studies minor and the Latin American Studies Program. The Religious Studies Program, which offers the BA/BS in Religious Studies, with a minor, began enrolling students in the fall of 2006. It is administratively connected to the Department, even though it ultimately reports to the Dean. Both of the endowed chairs connected with the Religious Studies Program will hold tenure in History.

Its 20 tenure track faculty and one senior lecturer, all of whom have PhD’s, offer a wide range of courses. With a standard load of 2/2, which is a mix of one large survey, one small seminar, and two upper division courses, they teach a mix of courses that are defined geographically, chronologically or thematically. The Department has its greatest depth and strength in the modern American West, the classical world, and early modern Europe.

In addition to the regular faculty, it employs a small number of adjuncts, including two Master Teachers who teach the required teaching capstones, and specialists such as members of the University archives staff.

Beyond the Logan campus, the regional campuses employ three full-time historians and a variety of part-time and emeriti faculty who teach home study, distance delivered, and concurrent enrollment courses. None of these faculty offer courses on the Logan campus, but their courses are administratively overseen by the chair of the History Department.

The Department offers a broad range of classes that serve not only its majors and minors, but also the University Studies [General Education] Program. Department faculty offer many sections of USU 1300 [American Institutions] and USU 1320 [Breadth Humanities], each enrolling a hundred or more students, as well as upper division DHA [Depth Humanities/Arts] courses which are designed to reach out to non-majors who need upper division courses to complete their University Studies graduation requirements. It even offers a DSC [Depth Science] course in the history of science and technology.

As of fall 2006, there were 300 declared History majors. In 2000, there were 210 majors. In AY 2000-2001 45 bachelors degrees were granted in History; in AY 2005-2006 75 bachelors degrees were granted. This 37% increase in the number of majors and the 34% increase in the number of degrees granted suggests the attractiveness of a strong program, but it also underscores the problem facing History.

As of fall 2006, there were 21 graduate students, more than there were in 2002, but fewer than in the intervening years. Most graduate students have employment in the Department as Graduate Assistants, paid the assist in large survey courses. A few graduate students are employed elsewhere, in places such as Special Collections and the Utah History Fair. Very few are without some form of meaningful academic employment.

The History Department expects all its tenure track faculty to define their primary area of excellence as research, as befits a research university. The Department has long had clear expectations for tenure and promotion, and its faculty have met and exceed the basic expectation. It did remove one untenured person from the tenure track for non-productivity in 2001, so it is demonstrably willing to enforce its standards. Generally, a book is expected for tenure, though it includes editing and translations in its definition of scholarship. A table showing faculty productivity is appended.

Many members of the Department have earned national and international reputations. Several have been Fulbright Scholars, two have been elected to the fellowship of the Royal Historical Society of Great Britain, and another has not only had his worked translated into French, he has been invited to give a seminar at the Sorbonne on French labor history. Several have held fellowships at the Huntington Library, another received a prestigious Kluge Fellowship from the Library of Congress, and yet another held a visiting chair at the Smithsonian Air and Space Museum. Since the 1970's the editors of the *Western Historical Quarterly* have been recognized as leaders in the study of the American West.

History is home to two journals, the *Western Historical Quarterly*, the leading journal in its field and the organ of the Wester History Association, and *Ploutarchos*, the journal of the International Plutarch Society.

Beyond the usual books, articles and editing done for a scholarly audience, three members of the Department have written serious histories for the *Travellers' History* series as a part if their outreach to the general public. One has written histories of France, Germany, and Paris; another wrote the Travellers' History of the United States; a third wrote a history of Venice for the series. These have been translated into a number of languages, including Finish.

The Department is heavily involved in outreach to history teachers in the schools. It is the Co-PI on three Teaching American History grants from the US Department of Education, worth \$2.5 million. Through these grants it offers content training in American history to teachers from Cache Valley and all of the charter schools in Utah. Two members of the Department function as the "Executive" historians on these grants, and two thirds of the Department participate in the teaching.

History works closely with the Mountain West Center to support the Utah History Fair, reaching out to middle and high school students all over Utah.

The students of the History Department have been very successful. As a group, they have higher GPA's and ACT scores than the University average. They have a nationally honored chapter of Phi Alpha Theta, the History Honorary, and members of the Latin Club have created outreach program to a local school, teaching Latin to children in the primary grades.

One of the most gratifying aspects of the History program is the presence of 27-30 Undergraduate Teaching Fellows each year. These students are selected in a competitive process to work directly with faculty members in courses the students have already taken. It gives students, and especially those interested in teaching, a good taste of what it is like to be on the other side of the desk. It also pays the students \$750 a semester.

Besides the Undergraduate Teaching Fellows, several History students hold prestigious Undergraduate Research Fellowships. These students, working closely with faculty members, are involved in research from their freshman year on.

Benefitting from the Department's stated policy of being "reading and writing intensive," as well as the reputations of the faculty, History students who go on to graduate school place very well. Moreover, we have never had a student fail the writing exam for entry into the certification program in Secondary Education.

B. Undergraduate and graduate academic programs

1. Degrees offered

BA/BS in History with or without Teaching Emphasis; minor in History; Classics; Latin, Greek.

MA/MS History
MSS

2. Data

DEPARTMENT OF HISTORY

MAJORS (FALL SEMESTER)

Undergraduate Headcount	2002	2003	2004	2005	2006
History	191	2-2	2-0	285	300
History Teaching	36	40	56		
Total Undergraduate	227	242	265	285	300
Graduate Headcount	2002	2003	2004	2005	2006
History	17	24	27	26	21
Social Science	1				
Total Graduate	18	24	27	26	21
TOTAL MAJORS	245	266	292	311	321
Demographics	2002	2003	2004	2005	2006
Undergraduate					
% Full-Time	86.8%	85.5%	80.4%	78.9%	76.0%
% Female	50.7%	50.0%	50.6%	53.3%	50.0%
% Minority	4.0%	4.5%	4.2%	2.8%	3.0%
% International	0.4%	0.4%	0.0%	0.0%	0.3%
Graduate					
% Full Time	33.3%	20.8%	40.7%	38.5%	47.6%
% Female	16.7%	33.3%	33.3%	23.1%	19.0%
% Minority	0.0%	4.2%	0.0%	0.0%	9.5%
% International	0.0%	0.0%	0.0%	15.4%	0.0%

STUDENT CREDIT HOURS (FALL SEMESTER)	2002	2003	2004	2005	2006
Remedial					
1000	3513	5105	4252	4234	5318
2000	1125	861	726	1035	753
3000	1431	1548	1752	1695	1416
4000	796	957	755	1117	1290
5000					24
6000	144	166	196	164	148
7000					
Total Student Credit Hours	7009	8637	7681	8245	8949

History	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Fall	4,793	6,298	6,462	5,756	5,474	6,215	5,700	61,78
Spring	2,995	4,523	5,157	4,533	4,229	5,295	5,045	4,885
Total Dept.	7,788	10,821	11,619	10,289	9,703	11,510	10,745	11,063

Original '05 Fall SCH =5,995; total includes 120 SCH [Gen. Univ] and 63 [Honors]

DEGREES (ACADEMIC YEAR)	2001-02	2002-03	2003-04	2004-05	2005-06
Certificate					
Bachelor	48	44	54	50	75
Post Bachelor					
Masters	7	12	6	5	7
Post Masters (Specialist)					
Doctoral					
TOTAL DEGREES	55	56	60	55	82

FIRST-YEAR RETENTION RATE (FALL COHORT)

DEGREES (ACADEMIC YEAR)	2000	2001	2002	2003	2004
	77.3%	62.5%	78.1%	78.9%	66.7%

SIX-YEAR GRADUATION RATE (FALL COHORT)

DEGREES (ACADEMIC YEAR)	1995	1996	1997	1998	1999
	70.6%	90.0%	71.4%	76.5%	33.3%

3. Analysis and assessment

Student evaluations tell us that History is doing a better than average job of teaching, in the eyes of the students taking our classes. During the period under consideration, we have exceeded both the College and University averages on teaching evaluations by about .2 on the 6 point scale most of the time. Strikingly, the period of early oughts, when the Department was depending heavily on adjuncts as we searched to replace a number of senior faculty, the evaluations were poorer than they have been since 2004, when the current faculty was all in place. [<http://aaa.usu.edu/p&a/CourseEval/FACEVALMain.htm>]

The Department conducts surveys of its students each semester in a subset of courses to understand how well it is fulfilling its mission. The students report a high level of satisfaction.

A survey of History Teaching alumni reports general satisfaction, but urged that we more systematically required American history. Our goals are spread very broadly across the curriculum, so, although students have many paths toward their bachelors degree, they have to touch all the bases.

Based on surveys of its students and the Department's understanding of the changing needs of our students, there are been a number of curricular and advising changes made in History. Notably, the position of Undergraduate Adviser was created in 2002. After a great deal of discussion, the Teaching Emphasis was tightened in 2004, reflecting the need to ensure history teachers could pass the PRAXIS exam in History. This change was prompted by a survey of our teaching alumni.

The common point of measurement for history majors is the capstone course, Hist 4990. Because this course requires students to research and write a research paper using the appropriate skills of historians, it gives us a look at their ability to perform. In general, our students do demonstrate competency in information literacy, historical investigation, and historical argument. However, there has been a consistent frustration expressed by the majority of the faculty, most of whom teach the capstone, that student preparation in research skills is weak, even when they are seniors in Hist 4990. There have been many discussions about whether we should create an historical methods course like the old Hist 300, abolished in 1997. Our inability to staff such a course, combining with our understanding that it might replicate Engl 2010, Research Writing, led us to try a different experiment. Beginning in fall 2005 History has offered a major's only section of Hist 1030. This course fulfills a requirement, but it also gives us a place to introduce majors to research methods and skills, as well as professional ethics.

National Comparisons¹

In comparison with national studies of liberal arts programs, the USU History Department's bachelors' stacks up very well in most categories.

Nationally, only 6% of college seniors are "proficient" at critical thinking; 77% are not proficient. Self reported data from our surveys of students suggests that 100% of our students believe themselves to have acquired critical thinking skills.

Nationally, 11% of college seniors are "proficient" at level 3 writing. The History Department's emphasis in writing across its curriculum, officially declaring itself a "reading and writing intensive" program, has produced much higher levels of writing efficiency. A history major has never failed the Writing Proficiency Exam given to anyone who wishes to certify to teach.

Nationally, only 13% of students have even a basic proficiency in a foreign language. Because the USU History Department strongly emphasizes the BA, with its required 4 semesters of a single foreign language, 65% of our graduates have achieved basic proficiency in a foreign language. That percentage is rising, impeded by the Universities poorly informed policy of allowing the BS to be given to anyone, without regard to a person's training in science, and by the shortage of courses in foreign languages. Because History insists that students who take the BS take the College of Science core, our students tend to choose the study of language.

Nationally, only 34% of students take courses that introduce them to international issues. In the USU History Department, 100% of students take at least two courses that address the histories of other nations and regions beyond the US. Most students take many more courses than that.

4. Challenges and recommendations

The challenges facing History in the Spring of 2007 are the product of the rapid growth of the major and increasing demand University Studies courses, creating a need for more teaching than we have staff available to teach.

1. Rising Demand

As of fall 2006, there were 300 declared History majors. In 2000, there were 210 majors. In AY 2000-2001 45 bachelors degrees were granted in History; in AY 2005-2006 75 bachelors degrees were granted. This 37% increase in the number of majors and the 34% increase in the number of degrees granted suggests the attractiveness of a strong program, but it also underscores the problem facing History.

An increase of 90 majors requires an additional 1080 seats in departmental courses. As a consequence, the Department is under huge enrollment pressure, with production jumping almost 2000 hours from fall 2002 to 2006, a 33% increase.

In the corresponding period, the number of FTEF faculty has risen to 17.9 in 2006, from 13.78 in 2000, a 22% rise. It should be noted, however, that 1 FTEF is funded by University Studies, so that the actual number of FTEF available to teaching History courses is 16.9; moreover, if we separate the teaching in Latin and Greek from the History offering, the FTEF teaching History courses goes down 1.5, to 15.4.

As of fall 2006, there were 21 graduates students, more than there were in 2002, but fewer than in the intervening years. We continue with our standing policy of admitting no more than 12 graduate students each year, in order to keep the demand

¹ Academic Profile, Educational Testing Service (2003-04); Clifford Adelman, "'Global Preparedness' of Pre-9/11 College Graduates: What the Longitudinal Studies Say," *Tertiary Education and Management* 10 (2004), 243.

for seminars under control, but enrollment pressure elsewhere is complicating our ability to offer proper breadth in seminars.

The Department continues to play a major role in supplying courses for University Studies, on both the breadth and depth levels, and to other majors, such as International Business, International Relations, Political Science, English, American Studies, Religious Studies, and Environment and Society.

In order to protect quality pedagogy, the Department has caps of 110 in lower division courses and 40 in upper division courses (excluding Latin and Greek). Semester after semester, all courses at all levels close during registration. We have resorted to lowering the caps in order to be sure that majors can get signed into classes.

The same is true of the Latin classes. Although Latin 1010 is allowed to enroll 45 students in a section, twice the enrollment in introductory language courses taught in the Department of Languages and Philosophy, the demand for Latin outstrips the our ability to provide seats. Of course, admitting enough students into Latin 1010 is the key to keeping the more advanced Latin and Greek classes of sufficient size to be economical. Greek is controlled through the simple expedient of requiring one year of Latin before entering Greek. The Greek is taught as an overload by the Classics team, but they insist it is essential to their scholarly productivity and to students who wish to go on to the graduate study of Classics.

Recommendation

It is clear to us that we are at a breaking point. If we are to maintain our high expectations of students, which require classes of manageable size, we must either reduce the number of majors or reduce the amount of service teaching we provide.

A reduction in majors could be effected by raising the admissions standards for the Department.

A reduction in service teaching could be enforced by limiting enrollment in History courses to students who have taken a predetermined number of hours of lower division History. This would have the effect of blocking interested students from outside the major from enrolling, and it would kill provision of DHA courses by History, seriously affecting the time to graduation of students in Science and Social Science areas.

A reduction in service to University Studies could be effected by reducing the number of USU courses taught, but because University Studies has been supporting a lecturer, Graduate Assistants, and Undergraduate Teaching Fellows, the cost of reduction would be great.

We request that the University systematically address the issue of resources available to respond to the demands we face. History, and Latin, have reached a crisis point because of the number of students wishing to take their courses.

B. Faculty

In the period under consideration History has added 6 new faculty members, 5 of whom were replacements for departing faculty members. These new hires have invigorated a Department that was already productive as teachers, researchers and community members.

The success of the Religious Studies initiative has connected two endowed chairs to History. The Charles Redd Endowed Chair in Religious Studies is held by Charles Prebish, a senior scholar in the history and culture of Buddhism in both North America and India. Prebish joined the faculty in January, 2007. The Leonard J. Arrington Chair in Mormon History and Culture is Philip Barlow. Barlow will join the faculty in the Fall of 2007.

1. Data

				2002	2003	2004	2005	2006
	Rank							
		Professor		8	7	8	9	9
		Associate		4	4	4	4	5
		Assistant		5	4	6	5	4
		Instructor			2	1	1	1
		Lecturer						1
		Other						
				18	17	19	19	20
	PERCENT OF FACULTY WITH TERMINAL DEGREES*			2002	2003	2004	2005	2006
				100.0%	94.1%	100.0%	100.0%	100.0%

2. Research/creative activity productivity

As the attached graph suggests, scholarly productivity has been steady across the faculty. It represents all of the current members of the Logan Department as of Fall 2006. It does not include faculty in the Regional Centers.

SCHOLARLY PRODUCTION 1997-2006

Name	Rank	% Time	Monograph	Ed Book	Article	Translation	Conf Paper	Grants	Prizes	Journal Eds	Date Hired
Anderson	Prof	1	2		3		20		2		1985
Chapman	Instructor	0.75	2		3						2006
Cole	Prof	1	4	2	17		33				1970
Conover	Snr. Lect.	1			4						2000
Conte	Assoc	0.75	1		6		12				1995
Culver	Assist	1			6		12	7	1		2004
Damen	Prof	0.6			1	3	5		1		1989
Glatfelter	Assoc	0.5	1				6				1970
Grieve	Assist	0.75			1		3	6			2004
Jones	Prof	0.5	1	1	12		24	8	2		1978
Lewis	Prof	0.5	1	2	8		9		3	36	1988
McInerney	Prof	1	1		3		4	1	2		1986
Mentzel	Assoc	1	2		10		17	4		1	1995
Nicholls	Prof	1			4				2		1972
O'Neill	Assoc	0.5	1	1	3		16	5	2	10	2004
Ritterhouse	Assoc	1	1	2	6		16	2			2000
Rosenband	Prof	1	2		13		15	1	1		1983
Sanders	Assist	1	1		5			3	1		2003
Shapiro	Assoc	1	1		3		15	4	1		2001
Fitchener	Prof	1		3	11		11	4	3	27	1987
Wolters	Assist	1			4		5	4			2003
Total Department		17.85	21	11	123	3	223	49	21	74	

3. Extension/service productivity

History has three tenured Extension faculty, two at the Uintah Basin Branch Campus and one at Logan. There is one full-time instructor at the UBBC. In addition, it has several adjuncts who teach courses, but who do not hold full-time appointments.

One of the full-time employees has a PhD in History, Robert Mueller. The others, John Barton and Vince Lafferty, have MA's in History. John Barton publishes regularly in the field of Utah history.

A full degree in History is offered through the UBBC, though the degree has very few choices available within the curriculum. See: <http://uintahbasin.usu.edu/files/uploads/degrees/history%20major%20ub.pdf>

Much of the teaching provided through the branch campuses is concurrent or dual enrollment. These courses are offered to high school students before graduation. The courses include Hist 1700 (American Institutions), and a few sections of History 1100 and 1110. Unlike many institutions in Utah, History only has three high school faculty members who are licensed to teach as concurrent enrollment instructors. They all have a MA in History and are required to take further graduate hours on a regular basis.

Because we see the high school history curriculum as prerequisite to our courses, we do not allow students to enroll in History courses until they have complete all required high school courses in history. This rule means the high school students *cannot* take our courses in lieu of high school courses, as is permitted in some subjects. Prof. Mick Nicholls visits the classes of concurrent enrollment taught by high school faculty on a regular basis, and we exercise oversight through inspecting syllabi, evaluations, and other tools.

History is in negotiation with the Branch Campus Directors to create a comprehensive degree to be offered through all of the branch campuses. This effort would include the addition of two new PhD lines in History at branch campuses, and the careful coordination of the offerings through the UBBC. To this end, Robert Mueller has been appointed Assistant Department Head for External Instruction.

History faculty have participated in many Extension/Continuing Education initiatives over the years. In particular, Denise Conover has taught on-line courses delivered to the USU sites in China and Singapore. History is currently in negotiations with the Dept. Of Economics over providing courses to the new degree in International Business to be offered in China.

The Department's outreach to history teachers is extensive, using workshops and various technologies to provide increased knowledge of American history. Funded by the US Department of Education, these efforts are not officially part of USU's Continuing Education efforts, but they have reached between 50 and 100 teachers each year since 2001.

4. Analysis and assessment

The Department is heavily weighted toward 20th century American and European history. Only seven people cover the entirety of history before about 1880, and our Colonial America person is retiring. The geographical field distribution is equally problematic. Outside of Europe and the United States, we have 1 faculty member per continent. This is especially troubling in the area of Asian history, since our Asian historian is .5 FTE. The addition of the Charles Redd Chair in Religious Studies provides cross listed courses on Buddhism and Hinduism, but it does not solve the problem of Asian survey courses.

The Department has identified the history of South Asia as a priority if new positions should become available, but if our current historian of Asia, a China specialist, retires, it will be imperative to hire an historian of East Asia as well.

The Department has also identified the need for a person in the History of Islamic Civilizations.

The presence of a Visiting Instructor in Medieval history has also demonstrated the utility of having a permanent position that could bridge between the Classicists and the Reformation historian.

The morale of the Department is high, but it is threatened by continuing salary compression. The average Full Professor in the Department has a salary in the mid-\$60,000 range. The Assistant Professors have salaries in the lower \$40,000 range, with the Associates around \$50,000. Hiring at market levels salaries has created an invidious situation in which an Assistant being promoted to Associate may pass Associates with several years seniority.

A three-year salary freeze, ending in 2006, contributed to this crisis, but so does the University's failure to address equity in a meaningful way. It has been done *ad hoc*, which simply compounds the problem.

5. Challenges and recommendations

Recommendation:

1. New faculty who are added must work in chronological and geographical areas not currently represented in the department.
2. A comprehensive equity adjust is needed so that the longest in service are properly rewarded for their work.

D. Support services

1. Data

i. Staff:

The History Department has two full-time staff members, one a Staff IV administrative assistant and the other a Staff II.

ii. Operating budgets

\$1,153,013.00 Budgeted Salaries
34,388 Operating
 1,187,401.00

The operating budget has is officially \$34,388 in 2006-07, down from \$54,739 in 2001-02. Encumbered against are the "one-time" annual budget cuts, which are based on a percentage of the entire budget. Thus the real operating budgets are very small.

2005-2006	\$34,388
	<u>- 27,645</u>
Available Operating	6,743

2006-2007	\$ 34,388
	<u>- 24,470</u>
Available Operating	9,918

Operating dollars per faculty member, 2006-07:	\$472
Fixed telephone costs per faculty member, 2006-07:	<u>444</u>
Available operating, after telephone costs:	28

The actual basic cost of operating the Department is roughly \$50,000 a year. The cost of telephones (a fixed charge set by the University so that we can do nothing to reduce it) is more than the available operating budget. Since 2003-04 History has trimmed over \$20,000 from its operating costs, so the \$50,000 figure is real, and bare bones.

To compound the problem, the Provost's office owes History money that the Department has never been able to collect.

All of these issues together would close the Department's doors if USU did not allow units to be entrepreneurial. One of the best things about the University is our independence in areas of faculty assignment and budget augmentation. For instance, the 2006-07 budget is being augmented by buyouts of faculty time by on campus units [Honors, University Studies], a faculty member who asked to go part-time, and a faculty member who received a fellowship.

However, the fiscal crisis is real. The Department is generating operating money by not teaching as many students as it could. Moreover, the budget uncertainties are affecting faculty development, discouraging faculty from applying to conference and doing other things that might, in better times, be supported by the Department.

The impact on faculty development is especially pernicious because many of History's scholars work in fields that require international travel. Cuts in travel support have very real impacts on faculty success.

Recommendation

The operating budget for the Department needs to be brought back to its 2001 level so that the basic operating expenses can be met without sacrificing teaching and faculty development.

iii. Facilities

The History Department is housed in excellent facilities. The space was purpose built for the Department.

III. APPENDIX I: Faculty Vita (Summer, 2007)

<http://www.usu.edu/history/faculty/index.htm>

IV. APPENDIX II: Course Syllabi (Summer, 2007)

<http://www.usu.edu/history/courses/index.htm>
