

## **Standard One - Departmental Mission and Goals, Planning and Effectiveness**

### **Standard 1.A - Mission and Goals**

**The institution's mission and goals are supported through the department's scholarship, teaching, and outreach activities, and its role within the university community.**

*1.A.1 Demonstrate that the role of the Department relates to the mission and goals of the college and the university. Present specific goals the Department has set for itself and the process of meeting them. Indicate how success in meeting the goals is assessed.*

The Department of History's primary mission<sup>1</sup> is to train undergraduates to research, analyze, synthesize, and communicate accurate conclusions about change over time using the historical method. At the same time, we aim to inculcate cultural literacy and provide the knowledge necessary for informed decision making by citizens of Utah, the United States, and the world. This is in keeping with USU's mission to help students achieve "intellectual, personal and cultural development," preparing students to "serve the people of Utah, the nation, and the world."

This mission is reflected in the responsibilities of the History Department. Serving the undergraduate population through general education, general interest courses, the History major, the History Teaching major, minors in History and Classics and interdisciplinary programs in

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<sup>1</sup> See the Mission Statement in Appendix 1.

Folklore, American Studies, British and Commonwealth Studies, Asian Studies, German Studies, Religious Studies, Women's Studies, Environmental Studies, and the Liberal Arts and Sciences Program, we give our students crucial work skills as well as enriching their lives. These courses serve the general education population, as well as supporting a number of other majors and emphases in the University. History supplies the majority of the teaching in the Humanities Breadth area of University Studies [General Education] as well as a significant number of courses in the Humanities Depth area of University Studies. Courses in Western Civilization and World Civilization, as well as courses developed to address the integrated humanities goals of University Studies are taught by History faculty. On the American side of the History Department faculty teach the lion's share of the students doing the state-mandated American Institutions requirement. All of this is in keeping with the 1987 "Mission and Values Statement" issued by the College of HASS, which calls on us to "contribute to the liberal education of students by offering comprehensive programs of study in the humanities, the arts, and the social sciences," and to "to provide support for other degree programs in the university."

In all of these activities, History is fulfilling the mission of the University, with its expectation that we will "help society meet its scientific, technological, environmental, economic and social challenges."

In keeping with the Land Grant mission of Utah State University and the College of Humanities Arts and Social Sciences, "to provide cultural and educational enrichment to the local community, the state, the nation and world by producing educational programs, presentations and other services which disseminate knowledge, foster appreciation for higher

learning and enhance the quality of life of the publics served by the University," History engages the off-campus community. There, it provides services similar to those aimed at the on-campus students, bringing the insights of the humanities into the lives of people of the region. Faculty deliver courses through a variety of distance delivery systems, develop relationships with local schools through lecturing to secondary students on Greek history and theater, and work with cultural institutions across the nation to develop and communicate historical knowledge. Frequently invited to assist in government projects such as writing the centennial histories of Utah's counties and environmental histories, they also occasionally turn up on the History Channel, advise on books for Time-Life, write "travellers' histories" aimed at the European tourist market, and consult on historical exhibitions.

A knowledge of the past has always been considered essential for leaders, and in a democracy a knowledge of the past is important for every citizen. Consequently, History is at the heart of USU's commitment to "developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity."

A third specific mission of HASS is the fostering of research and creative activity. In particular, the college wishes to "advance professional theory, research/scholarship, practice and knowledge, and to train graduate students for productive careers in academic and non-academic settings." Research and creative activity, as indicated by History's promotion and tenure guidelines, is an expected and valued part of the faculty's role in the university. Likewise, the graduate master's degree program trains students for work in academic and non-academic settings. The History Department prepares MA and MS students to research, teach, edit, and

administrate by further enhancing their ability to ask hard questions, research them, and communicate their conclusions clearly. In addition we emphasize the acquisition of the skills of open inquiry and debate as well as team work and collaboration that go along with quality research.

Most importantly, the History faculty are widely recognized for their research, giving the department an international reputation for advancing historical scholarship. Editing the leading journal in Western American history and the journal of the International Plutarch Society, leading international projects in fields such as Tudor history and African environmental history, publishing monographs and articles on a regular basis, consulting on films, documentaries and exhibitions, and vetting grants for national agencies are all a regular part of their activities. Their success in garnering grants and fellowships is another indicator of the role research plays in the Department. Fulbrights to Turkey and East Africa, USU Faculty Research grants, and American Philosophical Society grants match with fellowships at the Redd Center for the Study of the American West, the Huntington Library, the Davis Center at Princeton, the Dibner Institute at MIT, Oxford University, the Shanghai Institute for Social Sciences, and the Finnish Academy.

As part of the land grant mission of USU, the History Department is involved in a variety of outreach programs. Most notably, two members of the History faculty are stationed at the Uintah Basin Branch Campus, teaching concurrent enrollment and distance education history courses across the state. More than half the faculty have taught distance education and extension courses, and several have created workshops aimed at community groups such as school teachers and senior citizens. Currently, we have a grant pending with the US Department of Education

for the creation of a History Teachers' Academy to provide content instruction for in-service teachers.

The overall goal of the History Department is to fulfill its missions as well and as efficiently as possible. This goal subdivides into four sub-goals, in keeping with Utah State University's goals enunciated in the 1995 Strategic Plan:

*1. To provide the highest quality undergraduate, professional, and graduate education in history and classics.*

*2. To provide an effective environment for research, scholarship, and creative activity.*

*3. To provide quality outreach activities to meet the educational and developmental needs of Utah's citizens and other University constituents*

*4. To secure adequate financial, human, and physical resources to fulfill History's mission and to manage those resources in an optimum manner.*

1. To ensure that we are offering the highest quality undergraduate and graduate education we measure curricular effectiveness and teaching in a number of ways. Every class is evaluated every semester, as much for feedback on teaching as for the unreliable numbers generated by the evaluations. The Department developed its own survey instruments, too, asking select groups to respond. These instruments are designed to give us demographic information that can be matched to observations about curriculum and pedagogy. These, along with exit interviews conducted by both the department head and the Dean's office, are the basis on which we estimate the fulfillment of our goal of curricular effectiveness and teaching.

2. To ensure that we are providing a healthy environment for research, faculty performance and needs are evaluated annually. Faculty roles are established in “role statements,” negotiated contracts between each faculty member, the Department head, and the Dean. Their roles are evaluated annually, at which time research productivity and service are explored. The department head then, on the basis of the interview and the extensive “work load document” each faculty member prepares, writes a report on each person’s performance.

All of this information comes to the table during the annual assessment review meeting. In that conversation the achievement of our goals is considered and modifications discussed.

This process helps the Department Head respond to particular needs for faculty support while measuring productivity in relation to assignments.

3. To ensure that History reaches out to its constituencies beyond the University, we actively work with Extension and Continuing Education to provide courses and plan curricula. We oversee Concurrent Enrollment programs in history, and we staff the History Teachers’ Academy. These activities are assessed using the same mechanisms used to ensure the achievement of goals 1 and 2.

4. To ensure adequate resources is very difficult, since the Department’s official operating budget is 40% less than the amount needed to ensure that goals 1-3 are met, and has recently been cut. Consequently, we have aggressively sought funding from outside the Department, contracting faculty out, encouraging them to get fellowships, and raising funds from private sources. This goal must be assessed by asking whether we are able to fulfill our mission effectively.

***1.A.2. Describe each program within the Department. Explain any unique or outstanding contributions these programs make to the mission and goals of the department and how they meet state and national needs.***

History's main programs are the majors and minors in History and History Teaching, and the minors in Classical Civilization, Latin, and Greek. It participates in, but does not manage, a range of interdisciplinary programs, including American Studies, British and Commonwealth Studies, Liberal Arts and Sciences, Asian Studies, Environmental Studies, Religious Studies, German Studies, and Folklore. In addition, History supplies a majority of all the humanities courses taught for University Studies [general education].

In all of these programs History is playing its traditional role as one of the core disciplines of the liberal arts. The Utah Territorial statute founding Utah State University listed history as a necessary discipline, providing the foundations for citizenship. We continue to fulfill that mandate, in keeping with the University's land grant mission to educate the "mechanical masses" to be members of the community as well as better farmers and homemakers.

Within the College of HASS, History provides majors and minors with sound training in history and classics, preparing teachers to meet the needs of the state and region, as well as educating people for roles in professions such as museum management and personnel management.

## **PROGRAMS**

History offers majors and minors in History and History Teaching. It offers minors in Classical Civilization, Classical Civilization with a Latin language emphasis, and Classical Civilization with a Greek language emphasis.

### **History Major and Minor**

Students in both are expected to establish a foundation by taking courses in American, European and World civilization. Course choices in the upper division are not dictated, but all are designed to establish a broad understanding of historical method. The major concludes with a capstone course, Hist 4990, which asks students to demonstrate their ability to research and write history. The major and minor serve the demand for a broad historical education in preparation for careers in management, law, government service, and other things.

### **History Teaching Major and Minor**

Substantially the same as the regular history offerings, students in these tracks are expected to spread their course work over American, European and World histories in preparation for teaching the required high school courses on American history and world civilizations. Students working toward certification take their methods courses in the Department of Secondary Education, but, since 1998, History requires them to take at least one departmental course for teachers. These are Hist 4860, Teaching History; Hist 4850, Interpreting the Past for Teachers; and Hist 4870, Teaching World History. Students in these tracks take an additional 35 hours in education before certifying as teachers. These emphases prepare students to meet the growing demand for teachers throughout the nation.

### **Classical Civilization**

This minor allows a student to concentrate on the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Interdisciplinary, the minor does not require the study of an ancient language.

### **Classical Civilization with Latin Emphasis**

This minor expects a student to complete at least one year of Latin as well as taking Roman history and related courses from a range of disciplines.

### **Classical Civilization with Greek Emphasis**

This minor expects a student to complete at least one year of Greek as well as taking Greek history and related courses from a range of disciplines.

***1.A.3 Present and discuss any general strengths and weaknesses of the department.***

***Show how the strengths are being nurtured and how the weaknesses are being remediated.***

History's two greatest strengths are its teaching and research. In both areas, we have a national reputation for quality.

Six of the faculty have been honored as Teacher of the Year in the College, and two have won national recognition as Carnegie Endowment CASE Professor of the Year for Utah. Beyond that, the Department's teaching evaluation scores are consistently higher than those of the College and the University as a whole. Those evaluations suggest that we are one of the strongest teaching departments on the campus. Some faculty members have been aggressive in embracing new teaching technologies, using Power Point, the world wide web, email, CD-ROM technologies, and other tools to improve instruction. But these technologies have not been embraced blindly. Nor do we have a one-size-fits-all model of good teaching.

Good teaching is nourished by mentoring, conversation, modeling, and money. We talk about teaching, we discuss our expectations and standards, and we support one another in maintaining standards. This cross-fertilization nourishes a culture of good teaching which is reenforced by the visits of the department head and faculty to one another's classes as part of an established peer review system guided by a set of departmental teaching assessment guidelines.

The commitment to good teaching is underlined by choices made about operating expenditures. When a faculty member expresses a need for a teaching tool, it is provided. Everyone has a good computer, allowing full use of digital technologies, but we also purchase videos, books, microfilm collections and other things that allow people to do the best possible job in the classroom. It is also demonstrated in the fact that we have chosen to limit enrollments on all levels in order to make quality possible. With a writing intensive program like ours, we cannot expand classes beyond the size at which the pedagogy breaks down. Consequently, we limit most surveys to 100 students, upper division courses to 40, and seminars to 16. We also limit graduate admission to 12 students a year, since we cannot staff more than three seminars per semester.

Research has not been slighted by our fine teachers. Everyone is publishing and winning grants and fellowships. The presence of the Western Historical Quarterly and Ploutarchos make the Department highly visible in Western American and ancient history, and give their editors a high profile. Individual members of the Department have strong reputations in their research fields. Our program in Western American history is nationally recognized for its strengths and our faculty play leadership roles in the Western Historical Association and the Organization of American Historians, as well as being recognized for their individual scholarship. Both of our

British historians have been elected Fellows of the Royal Historical Society for their research contributions. Our historian of French labor and technology is now enjoying his second fellowship year at the Dibner Institute at MIT, while our Balkanist recently spent a year in Turkey as a Fulbright Scholar.

Our research activities are nourished by our expectations, which are clearly articulated in policy documents, and by money. We work hard to ensure that opportunities to present papers, participate in conferences, and take whatever fellowship or grant opportunity that presents itself. Flexible teaching schedules contribute to the productivity as well. If faculty members do not produce under these conditions, the policies are enforced. In 2001 we terminated a tenure track person in the fifth year for lack of publication.

Our weaknesses are the product of our strengths. Because we value both teaching and research, and because we do not use adjuncts or graduate students to do our teaching, we are constantly involved in a balancing act between supplying enough teaching to meet the demand while maintaining the research productivity appropriate to a Doctoral I institution. At the bottom of our problem is a shortage of faculty. With a student/teacher ratio of about 153:1 we fight a constant battle to preserve good teaching in the face of high enrollment demand. We are understaffed, too, in terms of the coverage we provide. We need more people to teach world history, American history, and European history if we are to provide the coverage demanded by the students. This is especially an issue for the Teaching History program, since we must prepare people to teach World Civilizations and American global context but we often can supply no more than one course in non-American, non-European history a term to meet that demand. This

is compounded by the recent decision of Secondary Education to require a History minor of all Social Studies Teaching majors.

Our role in general education is putting tremendous stress on our courses. In the Fall of 2001, 66% more students tried to take a Breadth Humanities course from History than managed to enroll. The American Institutions courses face a similar pressure, with 44% more demand than seats.

Another weakness arising from our strengths is that we do not have enough operating money to provide support in research and teaching unless we “sell” faculty. In order to keep our budget in the black, we must have at least two people on sabbatical every year. This is good for research, but makes it very hard to replace the classes lost when people go on leave. Moreover, it forces up the enrollments in all classes.

In sum, our success is the product of a sort of cannibalism.

It is difficult to remedy these problems, since they arise from too much demand and too little money. However, we have attempted to help ourselves in some ways. Most importantly, our pedagogies keep evolving in an attempt to find ways of remaining effective in the face of the demand. The use of on-line course enhancements and the operation of peer critiquing groups have allowed us to keep students more involved in learning than might be the case in traditional lecture focused class rooms.

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## **Standard Two – Educational Program and its Effectiveness**

### **Standard 2.A**

**The department offers quality programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study.**

*2.A. 1 Describe degree and certificate programs and demonstrate that they show a coherent design: that they are characterized by appropriate breadth, depth, and sequencing.*

### **History**

The department offers two majors, History and History Teaching, both of which are reading- and writing-intensive. The History major requires a total of 36 credit hours (12 courses). The History Teaching major requires a total of 39 credit hours (13 courses). Students must earn a grade of “C” or higher in any course they wish to count toward the major.

Students begin both the History and History Teaching majors by the completion of one survey course in one of each of the following three categories: Pre-modern History, Modern History, and United States History. The Pre-modern courses include:

1020: Cultural and Economic Exchange in the Pre-19th Century World. This class surveys pre-19th century cultural and economic interactions in important zones of exchange, with the regional focus determined by the instructor. Themes may include religious conversion, migration, slavery, warfare, and other types of cross-cultural exchange.

1040: Foundations of Western Civilization: Ancient and Medieval. This class provides a survey of institutions and developments of early and medieval Western

Civilization from its Mediterranean origins to the beginning of the early modern period.

1060: Introduction to Islamic Civilization. This course examines Islamic Civilization from the time of the Prophet Muhammed to the present day. The course focuses on aspects of unity and diversity within Islamic Civilization, exchanges of material and intellectual culture, and the development of Islam.

The Modern courses include:

1030: The Modern World: The course surveys world history from the beginning of the 19<sup>th</sup> century to the present. Emphasizes such themes as imperialism, industrialization, democracy, totalitarianism, global war, and decolonization.

1050: Foundations of Western Civilization: Modern. Survey of the institutions and developments in Western Civilization from 1500 to the present. Looks at the Protestant Reformation and the ensuing controversies and wars within Christendom, as well as industrialization, democracy and totalitarianism, global war and its aftermath.

All five of the above are included in the menu of offerings that fulfill the University's general education breadth requirements in the humanities. As such, they "introduce students to the nature, history and methods" of the historical discipline, and help students gain the background knowledge to understand "the historical context shaping the human experience." No matter which premodern and modern course the student completes, he/she will receive the necessary basic grounding for further exploration of history, both inside and outside the classroom.

In addition to completing one course each in the pre-modern and modern areas, students should take one course in United States history. Students may choose between the following options:

2700: The United States to 1877. This course offers insights into the fundamentals of United States history in terms of society, economy, culture, and politics through the Civil War and Reconstruction.

2710: The United States since 1877. This course offers insights into the fundamentals of United States history in terms of society, economy, culture, and politics since 1877. Particular emphasis is given to the change in the United States from a rural, agrarian society to an urban, industrial one and from a regional power to an international superpower. The evolution of constitutional amendments and racial policies also come under scrutiny.

Both 2700 and 2710 also fulfill the University's general education breadth requirements in American institutions. Both courses develop the prerequisite skills in historical research, based on primary and secondary sources which are vital to an understanding of the historical discipline. Opportunity is provided to the student to undertake extensive reading of primary and secondary sources and to synthesize this research in the form of numerous writing assignments.

In addition to completing one lower-division survey in each of the above-named areas (pre-modern, modern, and American history), both History majors and History Teaching majors must complete a capstone course. For non-teaching majors, this capstone course is History 4990: Special Topics in History. A communication-intensive course, History 4990 emphasizes

historiographical literacy, research and writing skills in relation to a specific topic within broader topic areas chosen to reflect the expertise of the faculty, who teach the course on a rotating basis.

Enrollment in History 4990 is limited to 15, providing students individual attention as they develop intellectually through sustained work on a specific project and hone their research and writing skills.

History teaching majors are also required to complete a capstone course. They may choose one of the following three courses, all of which aim to meet the needs of students who are preparing for careers in secondary school (grades 7-12) teaching of history:

4850: Interpreting the Past for Teachers. This course focuses on non-formal educational experiences open to secondary school students outside the classroom.

Interpretive modes examined include historical films, documentaries, living history programs, history fairs and festivals, and historical novels and magazines.

The primary goal of the course is to introduce future teachers to these media and their potential as catalysts for “turning on” students to history and stimulating meaningful learning in the classroom.

4860: Teaching History

4870: Teaching World History: Themes, Approaches and Materials. This course, along with History 4860, introduces students to ethical and methodological issues arising in history classrooms. Students survey theoretical and pedagogical literature and become acquainted with resources they can use to supplement classroom instruction. They are also given opportunities to present materials in a

classroom setting, applying the principles of teaching discusses in each of the two courses.

Like 4990, the capstone courses for History Teaching majors allow students to develop intellectually and improve fundamental skills through in-depth study.

Between starting the major with three surveys and ending the major with a capstone, the student will take a number of upper-division electives (8 [24 credits] for regular majors, 9 [27 credits] for teaching majors). Regular majors are free to choose whatever combination of courses appeals to them, with the restriction that they may apply no more than 3 hours of directed studies toward the major. Teaching majors also have a wide range of choice, but must distribute their course work through various fields to include a minimum of 6 hours of European history, 6 hours of American history, and 6 hours of world history. They, too, can apply no more than 3 hours of directed studies credit toward the major.

The Department of History lists 50 upper-division offerings in the University catalog. Some courses focus on ancient times; others consider the recent past. Some look at areas as huge as Asia, Africa, and Latin America. Others concentrate on a single nation (Germany, France), a region (the American West) or even a state (Utah). Virtually all of our upper-division courses qualify as communication-intensive; roughly one-third have been officially so designated by the Universities Studies committee. One course, Themes and Methods in Economic History, fulfills the requirement that students take an upper-division quantification-intensive course. Several of our advanced-level courses do double duty as depth courses in the Humanities/Creative Arts for students whose majors lie in the social sciences or sciences.

Regardless of how a specific course might be categorized, every instructor aims to translate his or her academic interests and pedagogical strengths into an outstanding course. We aim not only to deepen students' understanding of the forces that define human existence but also to improve their ability to discover, think about, write about, and discuss information for and among themselves.

### **History Minor and History Teaching Minor**

As for the History minor and the History Teaching minor, both start out with the same survey requirements as the major. Students must take one lower-division course in each of three fields: pre-modern, modern, and American history. History Teaching minors are also required to take one of the teaching capstone courses: 4850, 4860, or 4870. Beyond these requirements students should take upper-division electives. The regular history minor requires a total of 21 credits (9 credits of survey and 12 credits of electives) The teaching minor requires a total of 24 credits (9 credits of survey, the 3-credit capstone, and 12 credits of electives). No more than 3 credits of directed studies credit (History 4930) may be applied to the minor.

### **Classics Minors**

*2.A.2. Demonstrate that in each field of study or program , degree objectives are clearly defined including the content to be covered, the intellectual skills, the creative capabilities, and the methods of inquiry to be acquired; and, if applicable, the specific career-preparation competencies to be mastered.*

### **History**

Understanding that a training in history is about critical thinking, analysis, argumentation, and clear writing, our curriculum is not content driven. Although we expect

students to acquire historical literacy through their studies, we are much more concerned that they learn how to ask questions about change over time and human behavior in context, know how to discover information leading to answers to those questions, and communicate their findings in clear, reasoned and documented ways. Philosophically we privilege analysis over *res gestae*, *historia* over Trivial Pursuit.

This philosophical predisposition fits the nominalist tendencies of historians and the history of our profession, as well as the career needs of our students. We teach students to think historically, not to recite the battles from Marathon to Waterloo or memorize the details of Quadraticus' uniform (though if they could write laundry lists in Babylonian cuneiform we would be impressed!).

Students in our program appreciate this, since this training in historical thinking leaves them free to follow their enthusiasms. Just as importantly, our approach recognizes the reality that none of us can "master" history. Hence the apparent "looseness" of our curriculum, which allows students broad elective choice.

It follows, as night the day, that we spend a great deal of time discussing the intellectual skills, creative capabilities, and methods of inquiry we teach. In the transition from quarters to semesters these questions made the placement and reinforcement of skills our paramount concern. Lower division courses introduce the nature, history and method of historical work, while instilling some basic historical literacy. ("Yes, the American Revolution was against the British!").

Upper division courses are divided between 3000 and 4000 designations. Those with a 3000 are regional surveys, and we expect them to provide not only a basic knowledge of the

subject, but a working knowledge of the historiography of the subject. That is, students need to learn what the major problems are in the subject and how scholars have attempted to solve them in relation to the sources available. 4000 level courses are thematic, having a similar charge, but with the added expectation that they emphasize original sources and writing in the discipline.

These skills and abilities are expected to be reinforced in every course, and we are proud of our high standards in those regards. As our advising sheet warns, our courses are reading and, most importantly, writing intensive experiences in which students repeatedly grapple with historical analysis.

Establishing whether students can think historically is as difficult as divining La Gioconda's smile, but, as discussed elsewhere, we do try. At the center of this effort for History majors is the capstone, Hist 4990. It emphasizes historiography, research and writing skills. Students are expected to write a piece of research, using original sources, proper citations, and reasonable arguments, demonstrating their abilities in researching, synthesizing, and communicating historical information at an acceptable professional level.

The History Teaching Major is slightly more structured, since we recognize that what students learn becomes the basis for courses in American history and world civilizations they will teach in the schools. Preparing students to teach 5 major world civilizations and all of American history is an impossible task in terms of content. We can only hope to prepare them by teaching them the basics and depending on the skills we give them to acquire information as they need it. We expect Maslow's Hierarchy to teach them much more efficiently than we ever can. Worse, we do not have the faculty to provide full coverage of the civilizations mandated by the

state's standards. But we can ensure that they know how to think about structuring world history, and how to find the knowledge they need.

### **Classics**

***2.A.3 Demonstrate that methods are in place to assess student proficiency in meeting the degree objectives. Describe the procedures and explain how the results are used.***

To assess student proficiency in historical thinking we depend first on site-specific assessments – daily and weekly writing and testing gives us a continuing assessment. These methods require of the students practice and knowledge, and they allow us to enter into a dialogue with them across a semester. We are confident that exam results and papers do provide a ready guide to student performance, and we recognize that students who earn a C or better in all their degree courses do demonstrate their proficiency in the things we value.

At the same time, we use our capstone course, Hist 4990, as a site where students produce a product that demonstrates their control of the skills we expect them to learn.

We do not have an equivalent experience to Hist 4990 for History Teaching Majors, whose capstone experiences do not require performance of a summative exercise. This is a weakness in our degree, one dictated by staffing problems.

Ethnographic assessments are also used, as students respond to course evaluations, exit surveys, and exit interviews. None of these are scientific; all are impressionistic and require students to self-assess. Nonetheless, they are rough-and-ready summative cross checks on program performance.

Results are considered at the annual assessment meeting of the department. Each year we change the curriculum in small ways, attempting to address important issues. Some of these

changes are pragmatic, like our decision two years ago to drop the Hist 4990 requirement for those students in the History Teaching Major. Others are methodological, and less visible. The evolution of teaching in the department demonstrates how seriously we take these conversations about how to teach the abilities of an historian. For example, we are separating surveys aimed at majors from those taught for University Studies, recognizing that differences in audiences and objectives make it inappropriate to mix the two.

***2.A.4 Procedures for additions and deletions of courses and /or programs are systematically and periodically applied to the department offerings.***

Each spring we reconsider the curriculum. In preparation for conversion to semesters in 1998, we spent much of 1995-1997 wrestling with the new curriculum. Since then we have been trying to correct and improve upon decisions made in the *sauve qui peu* rush to semesterize. There is no systematic look at each part of the curriculum, only an annual review based upon the information gathered in assessment. With such an open curriculum there seems little need to for systematic revisiting. What it does need is careful monitoring and response on a regular basis, which we give it. Currently, we are more concerned about the need to rethink the graduate curriculum than worried about the undergraduate courses.

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## **Standard 2.B – Educational Program Planning and Assessment**

*2.B.1 Identify and publish the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment demonstrate that students who complete programs, no matter where or how they are offered, have achieved these outcomes.*

The outcomes sought for students taking history courses are the abilities to research, analyze, synthesize and communicate accurate conclusions about change over time using the historical method.

When the History Department rewrote its mission statement in 1998 it decided to build in assessment mechanisms that would regularly test the accomplishment of that mission.

Accordingly, a set of assessment instruments were written [see appendix]. In order to gather demographic data on who our majors are and where they come from, we prepared a “New Majors” survey. Secondly, we designed a “History Department Course Assessment” survey that addressed issues particular to our mission statement. This survey is randomly administered in a few upper division courses each semester. Third, we created a “History Department Exit Survey.” This survey is administered to students in Hist 4990, the capstone course taken by seniors in the History major. These instruments give us snap shots of student opinion, demographic data, and self-assessments by majors.

All of the information provided by History’s in-house surveys is combined with that coming from USU’s course evaluation instruments and exit interviews conducted by both the Dean’s office and the department head. Furthermore, the department head interviews faculty

about their teaching experiences when he meets with them for their annual evaluations, providing important information about faculty perceptions of the courses they are teaching. These interviews have been instrumental in shaping our response to demands from the University for University Studies [general education] courses. Thanks to them, we are beginning to revamp our sections of USU 1320, which had been cross-listed with world and western civilizations courses.

Last, but not least, individual faculty members have experimented with other forms of evaluation. Jay Anderson uses a “postcard” system. He issues postcards to completing students, inviting them to answer questions about how his course goals have been met. He has achieved astonishing levels of response, exceeding 99% in every case. [See appendix] Mick Nicholls, seeking to understand better the nature and behavior of our majors designed a survey that taught us important things. The average major, he discovered, is taking 14 hours of courses and working 24 hours each week. Most of them are married, and many have small children, too.

Taken together, all these tools provide us with a broad set of information for use in our annual assessment meetings. Each spring we discuss what we have learned from the various assessments and either make changes immediately or put them on the agenda for the fall retreat.

***2.B.2 Provide evidence that assessment activities lead to the improvement of teaching and learning. Describe how the assessment activities strengthen the program.***

History created its new assessment system as a part of its transition from quarters to semesters. Given that we had to create the new curriculum in about six months, we knew that what we were doing was a chewing gum and bailing twine fix. Consequently, we have taken assessment very seriously, as a way to teach us what we had done and to identify the problems

with the new curriculum. As you can see from our annual assessment reports [see Appendix] we are still wrestling with problems created by the transition. The balance between service courses, majors' courses, and graduate courses remains problematic. We have addressed this by relieving some of the pressure on the History capstone, Hist 4990, a small seminar that is hard to staff in sufficient sections, by allowing History Teaching students to take a further pedagogy course instead. We also reduced the required number of lower division credits in history for majors and minors from 12 to 9, recognizing both that we had staffing problems with the extra course and that the demographic data indicates that a significant number of our students transfer in from institutions that only offer 9 hours on the lower division.

We have identified, but are unable to respond to, a need for more courses in the non-American, non-European side of the curriculum, especially in Asian and Latin American histories. This shortage of offerings is especially problematic for those students in the History Teaching major and minor. We only have 5 FTE in Asian history. We recently lost our/in Latin American history. We terminated a tenure track person in that field and were not given permission to replace him.

One undertone running through these surveys is concern about class size. It is clear that for some students upper division courses are too large for the effective deployment of many of our pedagogies. The tension between writing-intensive, active learning courses and large enrollments is problematic. Students complain that there is not enough feedback on writing. However, since research on "writing to learn" suggests that the act of writing is more important than the critiques, we are not too worried about this tension.

Some students do not like the fact that History requires a language for the BA. Since the University sets the standard for the BA, we do not take that complaint seriously, especially since we believe students need foreign languages. The only difference between History's expectation and the University's is that we expect all 16 credits to be in a single language.

Some disliked History's requiring the Certificate in Liberal Arts and Sciences, an enriched general education experience. The University's decision to kill the Liberal Arts and Sciences Program has muted this complaint, causing an actual decline in History's expectations of majors.

Although we have identified some problems, and fixed some, the overall responses in these various surveys are very positive. As one student wrote in an Exit Survey,

I honestly feel that the History department has been extremely successful in obtaining its goals and mission. Since I transferred to USU and into the history program I have found my analytical and writing skills have greatly improved. I now find myself constantly thinking history. . . . More important than the things I have learned in school, however, is the person I have become. I have developed my own identity and the History department has taught me to develop my own thoughts and ideas. Thank you.

Overall, undergraduates seem highly satisfied with the teaching, and slightly less satisfied with the high expectations we impose on them.

**Revised 2/12/02**

**STANDARD 2.C -- UNDERGRADUATE PROGRAM**

**The undergraduate program uses (1) general education which requires students to master competencies for independent learning and to develop an awareness of the fundamental areas of knowledge; (2) the major which requires students to achieve a knowledge base in a specific area of concentration; and (3) electives which provide the opportunity for students to pursue other intellectual interests to provide students with substantial, coherent, and articulated exposure to the broad domains of knowledge.**

***(1) General Education***

History majors are expected to fulfill the University Studies requirements of USU, which are minimalist at best and poorly designed to provide the breadth of knowledge students in History need. Therefore, we reinforce those requirements by demanding much greater breadth and depth than general education requires. Believing that historians must be liberally educated, we have demanded that those who enter the Department with less than 31 semester hours enrich their educations through a certificate in Liberal Arts and Sciences. The LAS Certificate increases the number of general education hours by 6 to 9, but, more importantly, its cluster format forces students to apply knowledge obtained in one course in the next course as they take two of five clusters. Unfortunately, the University is terminating the Liberal Arts and Sciences Program, so, as of 2002, we have ceased requiring it.

As a writing intensive program, we are very concerned that students learn to write well. Many of our courses have as a prerequisite English 2010, the research writing course mandated by general education, making the point that general education preparation is necessary for survival in the major.

***(2) Major***

See the full discussion of the History majors in part 2.B.

***(3) Electives***

Perversely (though not as perversely as in Engineering) we see electives as essential parts of our degree expectations. Thus, without dictating the specifics, we require that students have a minor in a subject of their choice. We also expect students to take a minimum 16 hours in a single foreign language, if they are doing a BA, or, uniquely, 16 hours of science, if they are doing a BS. We are unusual in this, since most USU departments allow the BS as a default degree, without asking that the student do any science at all. The expectation of math and science for the BS motivates most history students to do the BA, acquiring a reading knowledge of a foreign language in order to avoid statistics and chemistry.

**Revised 2/12/02**

## **Standard 2.D Graduate Program**

**The graduate program is a set of advanced academic experiences beyond the baccalaureate level which must be satisfactorily completed to warrant the award of a graduate degree. Graduate degree programs may generally be classified into two categories: those that prepare students mainly as scholars and researchers and those that prepare students for a profession. The objective of a research-oriented graduate degree program is to develop scholars – that is, students with skills necessary to discover or acquire, organize, and disseminate new knowledge. The objective of the professional graduate degree is to develop in students their competence in interpreting, organizing, and communicating knowledge and to develop the analytical and performance skills needed for the conduct and achievement of professional practice.**

History Graduate Programs:

Prospective graduate students in history must choose one of the following options:

1. Master of Arts, Plan A
2. Master of Science, Plan A
3. Master of Arts, Plan B
4. Master of Science, Plan B
5. Master of Social Science, Plan B

All five options require a minimum of 30 semester graduate credit hours beyond the bachelor's degree.

***Plan A - Thesis***

The two Plan A programs require the research and writing of a full-scale thesis. Anyone intending to do research or enter another program for a doctoral degree should follow Plan A. Of the 30 semester credit hours required beyond the bachelor's degree, six hours must be in thesis research. Students must take two 4-credit seminars: Hist 6000 Historical Methods and Research and either Hist 6010 History and Theory, Hist 6020 Approaches to History, or another theory-intensive course approved by the director of graduate studies. Students may apply a maximum of four internship credits for working in an archive, museum, scholarly journal, or as a teaching intern in an upper-division undergraduate course. The remainder of the 30 hours may be taken as electives in history or related courses relevant to the student's program.

Upon arrival at USU, students are urged to meet with the departmental graduate advisor who will direct them to one or more faculty members with similar interests. Through consultations with the graduate advisor, the first-year student will form a thesis committee and draw up a course of study. By the end of the first year, most students will have submitted to their committee a proposal for the thesis, which they will write under the close supervision of the head of their thesis committee. The oral defense usually takes place in the spring semester of the second year. Following the defense the student must submit his or her thesis to the school of graduate studies for approval by the thesis coordinator.

***Plan B - Non-Thesis***

A non-thesis master's program can help a student attain employment in many areas, but is not recommended for students planning to secure a doctorate.

The Plan B program consists of 30 credit hours beyond the bachelor's degree. The course requirements are identical to those of the Plan A except that only three thesis credit hours are permitted.

Students completing the Plan B program do not write a full-scale thesis. Instead, Plan B students write a research paper of around 30 pages and submit a portfolio of their graduate writing that includes two additional and distinct pieces of work. Students defend their Plan B research paper and writing portfolio before their major professor and the members of the supervisory committee. Final approval of the Plan B rests with the department rather than the graduate school.

***Master of Arts / Master of Science***

To receive a Master of Arts (MA), students must successfully complete two years of foreign language study at the undergraduate level. If two years of undergraduate language already appear on the student's transcript, he or she must demonstrate current competence through successful completion of a language exam or by taking and passing a language course at an appropriate level. It is recommended that students arrange for testing or initiate language study upon arriving at USU. In all cases, an individual assessment must be made of a student's language status.

To receive a Master of Science (MS) in history, students must demonstrate, to the satisfaction of their supervisory committee, the ability to incorporate computer science, statistics,

or environmental or other applied science in their research. The Master of Social Science (MSS) in history requires students to demonstrate an understanding of statistical applications in the social sciences.

The completion of undergraduate courses as prerequisites for a graduate degree (whether in languages for the MA, in sciences for the MS, or in social statistics for the MSS) will not count toward the 30 credits required for the master's.

### ***Master of Social Science***

Like the MA and MS in history, the MSS degree requires a minimum of 30 credit hours including 15 credits in the major discipline of history, plus a minimum of 15 credits from one of the following two tracks. Track A: a minimum of 15 credits from two approved minor areas, with at least two courses in each minor area. Track B: a minimum of 15 credits from an approved minor and a liberal arts and sciences cluster, with at least two courses in the minor and two courses in the cluster. Accepted minor disciplines include instructional technology, economics, geography, political science, psychology, and sociology/anthropology. This degree is designed for secondary school teachers who need more training to certify in additional teaching fields or who simply wish to deepen their understanding of a related field.

Students in the MSS program are required to take Hist 6000 and three credits of Hist 6970 for their Plan B. A supervisory committee consists of a major professor in history and two committee members, each representing one of the student's minor fields. MSS students, like other Plan B students in history, must write a research paper of approximately 30 pages and submit a portfolio of their graduate writing that consists of two distinct pieces of work, one from

each of their two minor fields. An oral defense of the student's Plan B paper and portfolio is held before the student's supervisory committee.

***2.D.1 Demonstrate that the graduate programs are guided by well-defined and appropriate educational objectives and differ from undergraduate programs in requiring greater depth of study and increased demands on student intellectual or creative capacities.***

The History graduate program prepares students to enter history-related professions, such as college teaching, archival work, museum management, heritage tourism, or history oriented media development. Our goal is to provide students with appropriate analytical and communications tools, as well as substantive knowledge in history.

Distinctly different from undergraduate courses, most graduate seminars are 4 semester hour courses, recognizing the depth of reading and research expected of professionals in history. Students must take Hist 6000 Historical Methods and Research, a course that functions as a professional orientation, placing a heavy emphasis on professional quality research and writing, and theory-intensive courses in addition to their topical seminars. None of these seminars use lecture as a teaching method. Their size is limited to 16 students.

A variety of specialized professional preparation courses are taught in subjects such as archive management and museum management. These courses generally mate with internships, so students leaving the program have live experience in the field. For those going into teaching, teaching internships are offered beyond the experience of working as graders and discussion leaders.

Throughout the graduate program the emphasis is on methodology rather than coverage, and upon hands-on experience with research.

**2.D.2**

This section is not applicable. We do not have a doctoral program.

**2.D.3 *Demonstrate that faculty working graduate programs are related by training and research to the disciplines in which they teach and supervise.***

See the table of degrees and courses taught.

**2.D.4**

This section is not applicable. We do not deliver our graduate program off campus.

**2.D.5 *Demonstrate that faculty are adequate in number, sufficiently diversified within disciplines and actively engaged in research so as to provide effective teaching, advising, direction of scholarly and /or creative activity, as well as to participate appropriately in curriculum development, policy development, evaluation, institutional planning, and development.***

To ensure that we have sufficient faculty to handle the graduate program we limit its intake to 12 students each year. We would like to enroll more than that, but cannot instruct any more effectively.

As is evident from the table on faculty research, every member of the department who teaches graduate courses is an active scholar. They only teach seminars in their areas of expertise. For example Anne Butler, who teaches the introductory Historical Methods and Research course, is the editor of the Western Historical Quarterly. As an experienced editor, she brings her knowledge of professional standards to the course. Len Rosenband, who teaches the seminar on social and economic history and theory, is a recognized voice in French labor history. Dan McInerney, who teaches the introductory American Studies seminar, is, after publishing a

book on abolition and a history of the United States, working on a book on the science of memory in 19<sup>th</sup> century America..

Advising on the graduate level falls primarily to the persons directing theses. In this regard, we are well equipped. Our faculty members are active in their fields and consequently well informed about job opportunities, placement and other issues.

Since the entire faculty, including those who do not teach graduate seminars on a regular basis, are active researchers and are known in their fields, the department's discussions of graduate curriculum and policy are well informed.

The greatest weakness in our graduate program is simply our inability to provide wider coverage of the world in order to broaden the experiences of our graduate students.

**2.D.6**

This section is not applicable. We do not have a doctoral program.

**Revised 2/12/02**

**STANDARD 2.E. CONTINUING EDUCATION AND SPECIAL LEARNING  
ACTIVITIES**

**The changing nature of the demands placed upon individuals in today's society requires man of them to engage in life-long education. These opportunities take the form of continuing education, professional development, extension education, outreach, etc. Such programs may be either undergraduate or graduate credit, or non-credit and may be offered on and off campus, and may be offered through a variety of instructional formats.**

*2.E.1. Demonstrate that where such programs are offered, full-time faculty representing the appropriate disciplines and fields of works are involved in the planning and evaluation of the department's continuing education and special learning activities.*

History offers a variety of courses through Extension and Continuing Education. Before any course is taught, it must be approved by the department head. Before the instructor is approved, it must be established that she or he has the appropriate credentials. No lower division course may be taught by someone without a masters in history (or a related field like American Studies), and at least six hours of graduate work in the past decade. No upper division courses may be taught by anyone who is not at least ABD in an appropriate field. Occasional exception are made to this latter rule in the case of people who have otherwise demonstrated expertise in the subject matter through their publications. Thus John Barton, MA, one of our extension faculty in the Uintah Basin, teaches the upper division Utah history course because he has published books

and articles on Utah history, even though he does not have a Ph.D. For a number of years in the late 1990s John Heaton, who joined us as an ABD and completed his doctorate while teaching for us, was offering a wide range of distance delivered courses in American history.

One of the issues facing Utah higher education is the current emphasis on “concurrent enrollment” – a system whereby high school students enroll in college classes in their high school. Many of these courses are taught by high school faculty. This system is widely abused by colleges looking for SCHs and by high schools who want the same course, such as Hist 1700 American Civilization, to provide both high school and college credit. This department has been fighting a battle to control the quality of these courses. Anyone teaching concurrent enrollment for History is held to the MA rule stated above, and we have negotiated agreements with all the high schools involved that their junior year American history course is a prerequisite for enrolling in our course.

History offers BA and BS degrees through the Extension center in the Uintah Basin, and faculty stationed there provide a steady supply of continuing education courses to the region. On-line home study courses are offered by two emeriti, Dr. William Lye and Dr. Ross Peterson. Several other faculty members teach extension courses on an overload basis, and many of us offer courses in the Summer Citizen Program. Some, like Peter Mentzel, teach in it most summers. Additionally, there are occasional adjuncts who teach at various Extension sites around the state, some of which are distance delivered. Sharon Carver is most active in this area, originating courses in Tooele. She has a Ph.D. in history.

### **Uintah Basin Branch Campus [UBBC] Program**

All the courses taught by John Barton and Bob Mueller at the UBBC count as Continuing Education courses. They offer them to high school students through concurrent enrollment, to traditional students, and to non-traditional students, a group comprising over 50% of their enrollments. The classes are offered in the evenings by live instruction, in the afternoons as satellite delivered distance education courses, and in the mornings as concurrent education courses. The courses delivered by satellite are taken by students all over Utah.

Lower division courses are their bread and butter at the UBBC, and they are under constant pressure to offer the full range of lower division history courses. The rest of the history curriculum must be squeezed in amongst them. Because there are only two full-time faculty at the UBBC, they spread their upper division offerings over a three year rotation, making it possible for students enrolled in the Uintah Basin to earn a bachelor's degree, and for distance education students to earn a minor in history.

Importantly, the offerings at the UBBC reflect those areas of competence possessed by the faculty there. Bob Mueller, trained in Early Modern European history and Classics, teaches a range of European subjects beginning with Greek history and ending with the French Revolution. He also teaches Hist 4990, the capstone seminar. John Barton, who has published on the 19<sup>th</sup> century West and the history of northeastern Utah, teaches courses on Utah, the West, and the fur trade.

Though they teach History courses, neither Mueller nor Barton works directly for the History Department. Their employment, and tenure home, is the Extension division of the University. Nonetheless, the Department Head oversees their curriculum. This works well day-

to-day, though this bifurcated authority sometimes creates problems, since they are under pressure from Extension to produce SCH's that is not felt on the Logan campus. Moreover, the UBBC's size and the non-traditional nature of their student body make it difficult to impose on history students there some of the requirements imposed on traditional students in Logan. The most problematic issues is History's requirements for the BA and BS. Students are expected to do one of the two, which assumes that they can take a sixteen hour series in either language or science, taught over an extended period. This is impossible for non-traditional students and those dependent on distance delivered courses. Consequently, students in the UBBC who do not have competency in a foreign language are allowed to take a mix of courses in science, humanities and social sciences amounting to sixteen hours in order to complete a BS in history.

History faculty also participate in an Extension hybrid called the Success Program. This brings students to the Logan campus, but teaches them as extension students. Moving through the system in cohorts, they must live in the dorms and are not allowed to take courses in the general curriculum. Special sections are created to teach these students, and four of our faculty have taught for Success as an Extension-funded overload.

***2.E.2 Demonstrate that where such programs are offered, programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or others) for students to interact with faculty.***

All distance delivered courses use an "extended syllabus," a booklet sized document that allows students a maximum of self-direction and help. These syllabi provide (1) all general course information, including assignments, test dates, and reading schedules, (2) a section on how

to write a good essay, (3) copies of all lecture outlines, (4) a section on documents and/or maps. These extended syllabi not only explain how the course works, but also introduce students to the wide range of student services available to them. The extended syllabi also contain library book request forms and information on how to order books from DELS [Distance Education Library Services]. These books are shipped to students anywhere in Utah, Wyoming and Colorado at no charge. Each package includes a return postage sticker. This allows students full library access at no cost.

Given USU's land grant mission, its libraries have done a good job of acquiring electronic data bases. These give distance education students access to collections that were only available a few places in the world a decade ago. For instance, Bob Mueller's students in History 4990 in the Uintah Basin have access to Early English Books On-line, all the books published in English before 1700.

See <http://www.usu.edu/~library/> for further information on remote access to USU's library collections.

These distance education courses all have two-way voice capabilities, and all faculty have e-mail. Students may interact with faculty electronically, in regularly scheduled class time, or by phone.

**Revised 2/12/02**

## **STANDARD THREE – STUDENTS**

**Standard 3.A Students are admitted based on appropriate criteria and monitored throughout the program. There is evidence of a need for the programs as demonstrated by the student demand as well as placement of graduates.**

### *3.A.1 Provide evidence of student demand and demand for graduates.*

Student demand must be broken down into constituencies, but the primary indicator of demand is enrollment in History courses. In most semesters, every section of every undergraduate History course fills. Those students demand our services for several reasons. A majority of lower division students are there because History teaches so many courses in the Humanities sector of general education. Upper division enrollments reflect both heavy demand from majors and minors and the fact that the University Studies [general education] program requires six hours of upper division “depth.” Thus significant numbers of engineering and natural resources majors can be found in advanced history courses.

The demand for people with majors and minors in history is difficult to define, given that history is a core branch of the liberal arts, accepted as a proper education for life as well as good training for a broad range of career options. What we do know is that the demand for majors in History at Utah State University has grown by 244% in the decade 1991-2001.

The History Teaching field is easier to gauge. In Utah in 1999, the last year for which the numbers are available, the ratio of demand to supply for social studies teachers indicated a slight surplus in supply. However, anyone who wants a teaching job in Nevada or California is getting one (even some who are not certified!). We see this demand continuing to increase. Moreover, the

Composite Social Studies degree offered by Secondary Education has changed its requirements to include a full minor in history. This means that we will see a further increase in the use of our services.

Student demand for graduate degrees in history from USU is greater than the supply of places. Restricting the enter graduate class to 12 per annum forces us to reject about 1 in 4 applicants each year.

Demand for people with MA's or MS's in History is, like that for BA's and BS's, hard to estimate, since there is no necessary link between the degree and employment. Some of our graduate students are there for the pure joy of it, like the retired environmental lawyer whose thesis examined the Nixon administration's environmental policies. Others do the degree because they are have employment, like the one whose study of the cultural context of Victorian jewelry was undertaken as part of her career as an antiques dealer. Others are teachers earning salary steps within their school districts. There is a steady and growing demand for cultural resource management people, like the MA whose study of an illuminated incunabula led him to a career as an archivist for the state of Utah. Because of his national reputation in living history museum management and the reputation of our program, more than 20 of Jay Anderson's graduate students are working in museums and historic sites in the US and Canada. Thanks to internship opportunities, many of our graduates go on to careers in museums, living history farms, and similar institutions.

The most generally accepted proof of the value of a masters degree in history is placement in Ph.D. programs and professional employment. There we have a strong track record.

Our graduates relocate all over the world in a variety of undertakings. Some use their

master's degree to acquire jobs in historical societies, museums, and publishing. One manages the architectural archives of the LDS church; another works as the associate director of the Cayman Islands National Museum; a third works for Research and Educational Programs in the U.S. Bureau of Land Management. Some pursue careers in high school teaching. One of these has become the Director of Religious Education for the Diocese of Utah. Others teach at the junior-college level. One recent student went straight from his master's at USU to New Zealand as a Fulbright Scholar. A number of master's graduates choose to go on for their Ph.D.'s. Currently fifteen of our master's graduates are pursuing Ph.D.'s at a variety of institutions, including the University of Arizona, Northwestern University, Georgetown University, Arizona State University, Washington State University, Michigan State University, UCLA, UC-Davis, and the Universities of Wisconsin, Minnesota, Colorado and Oklahoma.

Among our master's graduates who have completed their doctorates are faculty members at the University of Arizona, Kent State University, Brigham Young University, Southern Oregon University, Middlebury College, Ricks, Case-Western Reserve, and Cal Poly-Pomona. A few of our master's graduates go on to law school. A recent graduate ranks among the top ten members of his law class at the University of Washington; another holds a full scholarship at BYU Law School. Finally, we would like to brag about a 1992 master's recipient from USU, Ann Vileisis, whose new book, Discovering the Unknown Landscape: A History of America's Wetlands, won two major prizes: one from the American Historical Association and the other from the American Society for Environmental History.

***3.A.2 Show that procedures for recruiting of quality students in adequate number are responsible and ethical.***

Currently, the History Department does not recruit undergraduates. Most of our majors declare the major after a positive experience with a history course. Anyone who wishes may declare a History or History Teaching major, so long as he or she meets the minimum GPA for good standing in the University.

There is no formal process in place for recruiting graduate students. Some come to us because they were directed to us by colleagues elsewhere, like a recent one who came to us from the University of Minnesota after her undergraduate adviser told her that a USU faculty member was the leading historian in the field in the United States. Others come because the Western History Association supports two well-known editorial fellowships, making USU a natural place for students interested in Western America. Yet others come because of proximity.

We have recently begun to experiment with recruiting, thanks to creation of the Carr Fellowships for graduate students in History. These fellowships allow us to increase the amount of money we can give a graduate student we wish to recruit. In the first instance, we are seeking to increase diversity using some of this money.

***3.A.3 Demonstrate that admission requirements are publicly disseminated and fairly applied that students admitted to programs meet the admission standards.***

Admission requirements are published on paper and on the web for both undergraduate and graduate programs.

Admission to the undergraduate program is fair, in the sense that it is almost automatic. Only students who do not meet USU's standards for undergraduates are rejected.

Graduate admission is competitive. The Graduate Admissions Committee reviews the applications and makes recommendations to the department as a whole. In our deliberations the

GPA and GRE scores are treated with respect, but we also look carefully at the applicants' essays and letters of recommendation.

***3.A.4 Show that students are monitored to ensure that remediation, transfer, or termination occurs in a timely and humane manner.***

Undergraduate performance is monitored by Student Services, which notifies advisers when students' GPA's fall below acceptable standards. Other than that, interventions are voluntary. Students asking for help get it, either from their advisers or the Peer Adviser in the Department. We do nothing to encourage transfer. Involuntary terminations are mostly self-inflicted as students flunk out. Occasionally, we are forced to terminate students as punitive action in cases of plagiarism.

Graduate students are monitored much more closely. The Directors of Graduate Studies over the past few years, Carol O'Connor and Mick Nicholls, have done an excellent job of this, working with students' supervisory committees. It is not unusual for a student to be counseled to change directions. Most frequently, this amounts to changing from a Plan A [thesis] program to a Plan B [non-thesis] option. In keeping with the expectations of the School of Graduate Studies, we monitor students to ensure that they are making reasonable and timely progress toward their degrees. Very occasionally we terminate a graduate student for lack of progress. The Graduate School has clear guidelines for doing this, which we follow to the letter.

We work hard to ensure that all graduate students have some form of support, which means that the DGS is heavily involved in finding them employment, helping them achieve Utah residency, and other things.

***3.A.5 Demonstrate that completing students have the skills and knowledge necessary for the field of preparation. Follow up studies are conducted on completing students.***

Given the care we put into curriculum design, we are satisfied that undergraduates are well prepared in their major. Since history graduates do not follow predictable employment patterns, we emphasize the acquisition of critical thinking and communication skills. What the students do with those skills is a matter of choice.

In 1995-6 we surveyed our alumni about what they had done with their degrees. Setting aside the 40% who are in education, the rest work in a wide variety of occupations, from intelligence analysis to high-tech entrepreneurship. When asked about changes to the curriculum they had little to suggest. We have not done another survey because of the cost, and because we do not find the information generated especially helpful in curriculum design.

**Revised 9/25/01**

**STANDARD 4 – FACULTY**

**Standard 4.A Faculty selection development and retention is of paramount importance to the department. Faculty performance in teaching, scholarship, research, service, and artistic creations is regularly evaluated. Providing for the faculty development on a continuing basis is apparent.**

*4.A.1 Demonstrate that the department employs professionally qualified faculty with a primary commitment to the institution. Show that faculty are representative of each field or program in which the department offers major work.*

All of the on-campus regular faculty have Ph.D.'s. All upper division and graduate courses are taught by people whose training and scholarship has prepared them to teach them.

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Faculty Member	Degree	Teaching Fields	Research Fields	Courses Taught
Norman Jones	PhD Cambridge, 1978	Medieval, Renaissance- Reformation Europe, History of Christianity, Tudor-Stuart England, British and Commonwealth Studies	Early Modern England, Reformation	1040, 3230, 3235, 4230, 4250, 6020, 6130
Jay A. Anderson	PhD, University of Pennsylvania, 1977	Folklore, Folklife, and Film Studies	Culture and film, food ways, museology	1600, 4850, 6630, 6710, 6760, LAS 2020
Anne M. Butler	PhD, University of Maryland, College Park, 1979	US West, US Women	Women in the West, Editor, Western Historical Quarterly	2710, 4600, 4550, 6000
C. Robert Cole	PhD, Claremont	England,	British	1050, 2040,

	Graduate School, 1970	Modern European History, British and Commonwealth Studies	Propaganda in World War II	3240, 4330, 4390, 4990, 6160, USU 1320
Clyde A. Milner II	PhD, Yale University, 1979	US West, American Indian, American Studies	Executive Editor, Western Historical Quarterly	2700, 3840, 4600, 4640, 4690, 6430
Carol A. O'Connor	PhD, Yale University, 1976	Twentieth Century US	US Urban History, 20 <sup>th</sup> Century West	2710, 3760, 3770, 4740, 4990, 6000, 6400, USU 1300
Leonard N. Rosenband	PhD, Princeton University, 1980	European History, Economic History	Early modern European Economic History, France	1050, 3230, 4290, 6010, 4990, USU 1320
Barre Toelken	PhD, University	Folklore and	Folklore	1710, 3700,

	of Oregon, 1964	Folklife	Program Director	3710, 4750, 5700, 6700, 6710, 6750
Mark L. Damen	PhD, University of Texas at Austin, 1985	Classics, Theatre History	Ancient Greek Theater, Medieval Latin Plays	1040, 3110, Clas 1100, 3210, Lat 1010, 1020, 3100, 3130, 4100, Grk 1010, 1020, 3300, 3330, 4300, Theater 5250, 5290, 6290, USU 1320
R. Edward Glatfelter	PhD, Indiana University, 1975	Russia and East Asia.	Russian and Portugese communities in China; Associate Dean, College of HASS.	3320, 3330, 3410, 3460, 3480
David R. Lewis	PhD, University of Wisconsin,	American Indians,	Indian gaming industry;	2710, 3840, 3850, 4600,

	1988	Environmental, Utah History	Bernard DeVoto Co-Editor, Western Historical Quarterly	6430, 6400, 6460, 6620, USU 1300
Daniel J. McInerney	PhD, Purdue University, 1984	American Intellectual History, American Studies	Mnemonics in 19 <sup>th</sup> century US	2700, 3740, 3750, 4690, 4790, 6400, 6600, USU 1300
Michael L. Nicholls	PhD, College of William and Mary, 1972	Early American History	Free blacks, runaway slaves in Virginia	1700, 2700, 3720, 3730, 6030, USU 1300
Stephen C. Siporin	PhD, Indiana University, 1983	Folklore, Folk Literature, Folk Art	Italian folklore	1710, 3700, 3710, 4750, 5700, 6700, 6710, 6750
Frances B. Titchener	PhD, University of Texas at Austin, 1988	Roman History, Latin, Greek	Plutarch, Roman historiography, Editor,	1040, 3130, 3150, 4210 Lat 1010, 1020,

			Ploutarchos	3100, 3130, 4100, Grk 1010, 1020, 3300, 3330, 4300, USU 1320
Christopher Conte	PhD, Michigan State University, 1995	Africa, Environmental History	Tanzanian environmental history	1030, 3510, 3530, 3950, 4870, 6300, USU 1320
Peter Mentzel	PhD, University of Washington, 1994	Eastern Europe, Islamic Civilization, Ottoman Empire.	Balkans labor history, Ottoman railways	1050, 1060, 3280, 3310, 4310, 4870, 4990, 6200, USU 1320
Jennifer Ritterhouse	PhD, University of North Carolina at Chapel Hill, 1999	US History, Afro-American History, US South, Women's History	Race and southern childhood	2710, 3760, 4730, 6020, USU 1300
Susan Shapiro	PhD, University	Greek, Latin,	Herodotus,	1040, 4910,

	of Texas, 1992	Greek and Roman historians	Cicero	Lat 1010, 1020, 3100, 3130, 4100, Grk 1010, 1020, 3300, 3330, 4300, USU 1320
David J. Weiland (Left in 2002)	PhD, Cambridge University, 1996	Colonial Latin America, Imperial Spain, Economic History	Colonial Mexican economy	1020, 3620, 3630, 4610, 4990, 6330, USU 1320
Denise Conover	PhD, Washington State University, 1978	American Diplomatic History, US Military History	Cold War	1700, 2700, 2710, 4810, 4910, 4990, USU 1300

***4.A.2 Demonstrate that faculty participate in academic planning, curriculum development and review, academic advising and institutional governance.***

As discussed elsewhere, all members of the department participate in planning and curriculum discussions, since decisions are made by the committee of the whole. Members of the

Undergraduate and Graduate committees (everyone is a member of one or the other) have the job of reviewing curriculum.

Every member of the faculty has advisees (lists are available on request), and each is expected to keep regular office hours for advising. For the most part this works very well, though some faculty fall behind in their knowledge of the ever-evolving curriculum. We attempt to remedy this by the use of a departmental advising check list and reviews of advising issues in the fall retreat.

Members of the department are very active in institutional governance. A majority of the tenured faculty have served in the Faculty Senate, some for multiple terms. Two of our Full Professors, Anne Butler and Carol O'Connor, have served on the Dean's advisory committee on tenure and promotion. Prof. Rosenband has been honored by the library for outstanding service to the university libraries in his role as Library Liaison. Professors Lewis and Titchener have been active in the leadership of the Women and Gender Research Institute, while Milner played a leading role in the redevelopment of American Studies in his position as Director of the Mountain West Center for Regional Studies. Cole headed the British and Commonwealth Studies Program when it was first created. Prof. McInerney served a stint as Director of the Honors Program, and Jones was Associate Director of Liberal Arts and Sciences for nine years. Prof. Nicholls served on the University Bookstore Committee, the Secondary Education Committee, the Honors Advisory Council, and the Athletic Council, as well as serving on deans' search committees in two colleges. Of course, Ed Glatfelter, with a 50% appointment as Associate Dean, is active in governance, and it might be fair to say that Kermit Hall, as President of the University, is the

governance. All of our tenured people serve on tenure and promotion committees beyond the department.

***4.A.3 Demonstrate that faculty performance is regularly and systematically reviewed to ensure teacher effectiveness and the fulfillment of instructional and other faculty responsibilities.***

Each faculty member has a role statement, negotiated with the head, that establishes the expectations for the coming year of employment in teaching, research and service. This becomes the basis for assessment. In accordance with University policy every member of the faculty has an annual review conducted by the department head. In preparation for that review, each one prepares a “workload document,” a departmental form that tracks activities in teaching, research, and service. Based on this self-reported data, teaching evaluations, and the interview, the department head evaluates the fulfillment of the assigned role. These evaluations are sent to the dean, and form the basis for merit considerations in the budget process.

Faculty on tenure track appointments are reviewed annually by their tenure and promotion committees, as well as the department head. Tenured faculty are assessed every five years in accordance with the University’s post tenure review policy, unless they are being reviewed by a promotion committee.

***4.A.4 Show that part-time and adjunct faculty are qualified by academic background, degree(s), and /or professional experience to carry out their teaching assignment and/or other prescribed duties and responsibilities.***

We have very few part-time faculty. The one employed on a regular basis is Margaret Obray. Master Teacher from Mountain Crest High School, she teaches Hist 4860 “Teaching History” in her classroom at the high school.

We have several adjuncts, appointed out of courtesy in recognition of their service to our programs. They are:

Christopher Pelling, PhD in classics, Cambridge University. A fellow of University College, Oxford University, Dr. Pelling visits annually, lecturing and participating in other Classics activities. He is not paid.

Doran Baker, Professor of Physics, Utah State University. Dr. Baker is an avid historian of technology and of Cache Valley. In both roles he finds support for History students, and he willingly serves on graduate committees. He is not paid.

Steve Sturgeon, Assistant Librarian in USU Special Collections, has a PhD in History from the University of Colorado. Sturgeon teaches a course on archiving, oversees students interning in Special Collections, and serves on graduate committees. He is not paid.

Byron Price, Director of the Buffalo Bill Historical Center, Cody, WY. He is not paid. Dan Davis, Photo Curator, USU Special Collections. He helps teach a course on archiving and conservation, and oversees interns. He is not paid.

Robert Parsons, University Archivist, USU Special Collections. An MA in History, he occasionally teaches for History as well as supervising interns.

***4.A.5 Show that teaching within the department is of high quality as evidenced by evaluations, reviews and observations by peers, students, and administration.***

Teaching in the Department is of very high quality. Student evaluations, providing only a rough approximation of quality, indicate this in a general way. According to them, History averages two tenths of a point above the University average for teaching, on a six point scale. As a department, we consistently have a score higher than the college average, too. Over the years our scores demonstrate that we are us among the top teaching departments in the University.

In the tenure and promotion process we stress the use of peer reviews, and we have a departmental guide to questions we should ask when observing our colleagues teach. Naturally, we enquire after teaching effectiveness in exit interviews, too. The culture of the department expects good teaching.

The proof of our concern for good teaching is in the awards for teaching won by faculty members. The following members of the Department have been **Teacher of the Year for the College of Humanities, Arts and Social Sciences**: Mark Damen, Mick Nicholls, Norm Jones, Fran Titchener, Ross Peterson.

Mick Nicholls was named **University Outstanding Faculty Member** for 2001.

Jay Anderson was honored as **Humanist of the Year** by the College in 1998.

Two members of the Department, Fran Titchener and Mark Damen, have won national recognition as teachers. They each were honored as **Carnegie Foundation CASE Professors** for the State of Utah.

The following have been chosen as **Honors Professors** for USU in a competitive process: David Lewis, Mark Damen, Fran Titchener.

The following have been chosen by the Associated Students of USU and students in the Honors Program to deliver the annual “**Last Lecture.**” This is a mark of respect accorded professors the students wish to honor for their teaching: Carol O’Connor, Norm Jones.

The following has been honored as **Advisor of the Year for the College of Humanities, Arts and Social Sciences:** Carol O’Connor.

Mick Nicholls received the **Friends of Students Award** in 1996 from USU Student Services.

The following have been honored as **Professor of the Year** by the **University Disability Resource Center:** Ross Peterson, Jay Anderson.

The following have been honored as “**Top Prof**” by Mortarboard: Fran Titchener, Norm Jones, Mark Damen, Mick Nicholls

Fran Titchener won the **Teacher Excellence Award** of the **American Philological Association** in 1999 .

*4.A.6 Show that faculty are engaged in scholarship, research, and artistic creation based on specific role descriptions. Show that students are involved in faculty activities when circumstances are appropriate.*

All the faculty, except Denise Conover who is a Lecturer, have scholarly expectations specified in their role statements. In accord with the Department’s tenure and promotion standards, everyone is expected to demonstrate an on-going scholarly trajectory, with evidence publication rates appropriate to their projects. People on a regular load are expected to spend 30% of their time in research and publication. Role statements are available on request.

**1995-2002**

**BOOKS**

**ARTICLES CONFERENCE PAPERS**

<b>JAY ANDERSON</b>	1, 1 rpt., 2 edited	3	15
<b>ANNE BUTLER</b>	1, 2 ed, 2 co-auth.	11	6
<b>C. ROBERT COLE</b>	1, 1 edited, 5 reprints, 3 translated	3	7
<b>DENISE CONOVER</b>		2	
<b>CHRISTOPHER CONTE</b>	1 in press	4	6
<b>MARK DAMEN</b>	1 edited and trans.	4	6
<b>KERMIT HALL</b>	2, 5 edited	11	14
<b>NORMAN JONES</b>	1, 3 reprints	15	21
<b>DAVID LEWIS</b>	1 edited, 1 reprint	12	5
<b>DANIEL MCINERNEY</b>	1	1	1
<b>PETER MENTZEL</b>	1 edited	6	14
<b>CLYDE MILNER</b>	2 edited		10
<b>MICHAEL NICHOLLS</b>	1 forthcoming	5	3
<b>CAROL O'CONNOR</b>			3
<b>ROSS PETERSON</b>	1, 1 coauthored	8	
<b>JEN RITTERHOUSE</b>	1 edited	2	
<b>LEONARD ROSENBAND</b>	1, 1 co-edited	6	7
<b>SUSAN SHAPIRO</b>		3, 2 trans.	15
<b>FRAN TITCHENER</b>	1 co-edited	6, 1 reprint	12

Many faculty involve students in their research. Mark Damen, for instance, worked with an undergraduate on research pertaining to Classical Studies that led to her presenting a paper at the Classical Association of the Middle West and South. Jennifer Ritterhouse worked with an undergraduate researching the civil rights movement, helping him produce a paper read at the Black History Association. Another of her undergraduates, Leslie Hadfield, won the prize for the best student paper read at the Black History Association in 2002. Peter Mentzel has sent several students to give papers at regional and national Phi Alpha Theta meetings. Dan McInerney directed a student on an URCO grant. Many in the Department direct Honors theses in their fields, as well as doing tutorials with students in areas of special interest.

***4.A.7 Demonstrate that opportunities for continued professional development are provided to the faculty as related to their role.***

It is the policy of the History Department to exert maximum flexibility to allow faculty to take advantage of professional development opportunities. Anyone who receives a fellowship or other opportunity may take it – we will adapt in order to make it possible. Summer quarter/semester has traditionally been counted as equivalent of any other quarter/semester in calculating load. This allows people to take research opportunities without financial punishment. It also allows people to do research when it is best, permitting, for instance, Chris Conte to avoid the summer rainy season in East Africa so he can do field work.

In so far as we can afford it, faculty may be sent to conferences in order to sharpen their teaching as well as their research. For instance, Mark Damen, preparing to teach the Ancient Near East, was given the chance to go to a conference in Los Angeles to hear the latest research.

Pursuit of opportunities to improve teaching, and chances to use teaching to improve research, are encouraged. For instance, it was arranged for Dan McInerney to participate in a workshop training faculty to teach using the World Wide Web, and Fran Titchener has been supported in her attendance at the national conference on teaching classical texts. Many members of the Department have taught experimental courses, with departmental encouragement, as, for instance, when Bob Cole developed his Imperial Paris course for the University Studies Program, Jay Anderson created his “Sex, Drugs and Rock ‘n Roll” course for the Liberal Arts and Sciences Program, and Norm Jones developed an experimental interdisciplinary course on Anglo-Indian history, literature and film.

***4.A.8 Show that faculty are recognized for contributions through awards and honors at the regional, national, and international levels.***

#### HISTORY DEPARTMENT HONORS AND AWARDS 1995-2002

##### ***Jay Anderson***

Disabilities Center Faculty Member of the Year, 2001

Humanist of the Year, College of HASS, USU, 1998

USU Merrill Library Faculty Award, 1998

Liberal Arts and Sciences Program Special Faculty Teaching Award, for LAS 125, 1997

Certificate of Appreciation for Outstanding Service, Women’s and Reentry Students’  
Center, 1997

##### ***Anne Butler***

Trustee Professor, USU, 2000

Albert J. Coulton Fellow, Utah Humanities Council, 1999

Senior Scholar Commendation Award, AAUW, 1999

Researcher of the Year, College of HASS, 1998

***Mark Damen***

Carnegie Foundation CASE Professor for the State of Utah, 1997-8.

Teacher of the Year, College of HASS, 1997-8

***Ed Glatfelter***

Visiting Fellow, Shanghai Institute for Social Sciences, 1997

***Kermit Hall***

The George Knepper Lecture, The University of Akron, 2000

James Madison Award, American Library Association, 1999

***Norman Jones***

USU Merrill Library Faculty Award for 2001.

Elected an Affiliate of the Centre for the Study of Property Rights, University of

Newcastle, New South Wales, Australia, 1999.

Elected to Deliver the Twenty-first Annual "Last Lecture" by the Honors students of Utah

State University, 1996.

Elected Fellow of the Royal Historical Society of Great Britain, 1996.

Listed in Contemporary Authors, 1995-

***David Lewis***

Researcher of the Year, College of HASS, 1997

Honors Professor, USU, 1996

***Clyde Milner***

Charles Redd Prize, Utah Academy of Sciences, Arts and Letters, for significant contributions to the humanities and social sciences, 1996-7.

***Carol O'Connor***

Chosen by the Associated Students of USU and the Honors Program to present the 24<sup>th</sup> Annual Last Lecture, 1999.

Advisor of the Year, College of HASS, 1998-9

Charles Redd Prize, Utah Academy of Sciences, Arts and Letters, for significant contributions to the humanities and social sciences, 1996-7

***Ross Peterson***

Distinguished Faculty member, USU President's Diversity Award, 1998

Lifetime Service Award, Multi-Cultural Center, USU, 1998

Professor of the Year, USU Greek Student System, 1998

Professor of the Year, USU Disability Resource Center, 1998

***Susan Shapiro***

Nominated for the College Teacher Award by the Classical Association of the Middle West and South, 2002 (decision pending).

***Frances Titchener***

Teacher Excellence Award, American Philological Association, 1999

Mortar Board "Top Prof," USU, 1998, 1999

Carnegie Foundation CASE Professor for the State of Utah, 1995

***4.A.9 Show that faculty participate in and receive recognition from their respective professional and governmental organizations through election to office, receipt of awards,***

***appointment to editorial responsibilities, and participation in proposal review and program evaluation activities.***

Jay Anderson has, since 1999, served on the Board of the American West Heritage Center. He has reviewed innumerable programs and consulted with many federal programs, including the NEA, NEH, the National Trust for Historic Preservation, and the Federal Highway Administration.

Anne Butler is Co-Editor of the *Western Historical Quarterly*. She received the Senior Scholar Special Commendation of Honor from the American Association of University Women in 1999. She reviews book manuscripts at the rate of four or five a year for presses such as the University of Illinois Press, Oxford University Press, and the University of Nebraska Press.

Bob Cole reviews articles for *Albion* and *Military History* as well as reviewing book manuscripts for St. Martin's Press, Harper and Row, Ohio University Press, and others. He is a Fellow of the Royal Historical Society of Great Britain.

Mark Damen reviews articles for *The Classical World*, *The Transactions of the American Philological Association* and others.

Ed Glatfelter was elected President of the Western Social Science Association in 1996; he is an abstractor for *Historical Abstracts*.

Norm Jones is currently Co-Editor of *The Blackwell Companion to Tudor Britain*. He reviews articles for *Sixteenth Century Journal*, *The Catholic Historical Review*, *The Journal of British Studies*, *Renaissance Quarterly* and several others. He reviews book manuscripts for Blackwell Publishers, the University of Cambridge Press, and others. Elected Fellow of the Royal

Historical Society of Great Britain in 1996, in 1999 he was elected an Affiliate of the Centre for the Study of Property Rights, University of Newcastle, New South Wales, Australia.

David Lewis is Co-Editor of the *Western Historical Quarterly*. He referees articles for *American Historical Review*, *Ethnohistory* and several others. He referees book manuscripts and proposals for many presses including the University of Oklahoma Press, Oxford University Press and D.C. Heath. He was Co-Chair of the Program Committee for the Western History Association meeting in 2001.

Dan McInerney is Associate Editor of *The Social Science Journal* and the American Studies Section Coordinator for the Western Social Science Association. He referees articles for the *Journal of American History*, *Journal of the Early Republic*, and several others.

Peter Mentzel is on the Board of Editors of *Nationalities Papers*, and has been a guest editor of that journal. He reviews submissions for them, and for Palgrave Press. Mentzel has been elected to the National Council of Phi Alpha Theta, in recognition of our chapter's superb record under his leadership.

Clyde Milner is Executive Editor of the *Western Historical Quarterly*, has been a member of the Executive Council of the Western Historical Association and of the Western Literature Association, sits on the editorial board of H-West and serves on several prize committees on the national level.

Carol O'Connor was co-Chair of the Program Committee for the 2001 meeting of the Organization of American Historians.

Len Rosenband referees articles for a number of journals, including *French Historical Studies* and the *Journal of Economic History*. He has served on the American Historical

Association's Gershoy Prize Committee. He is currently the Visiting Senior Scholar at MIT's Dibner Institute for the History of Science and Technology.

Fran Titchener is Editor of *Ploutarchos*, the journal of the International Plutarch Society.

***4.A.10 Show that faculty are successful in securing external funding.***

Opportunities for external funding for historians and classicists are limited. Nonetheless, a number of us do receive it. In the period under review Len Rosenband has been the most successful in winning competitive grants to support his research. He has won two year-long fellowships to the Dibner Institute for the History of Science and Technology at MIT. Peter Mentzel was granted a year in Turkey by the US Fulbright Commission, followed by a summer of supported research from the American Research Institute in Turkey. Chris Conte's field work in East Africa has been supported by the Finish Academy and the American Philosophical Society. Norm Jones has had two grants from the Huntington Library, one for a summer at the Library and the other representing the Library in Oxford. He also was elected a Fowler Hamilton Fellow of Christ Church, Oxford, an honor that paid for his travel and living for a term in residence. Anne Butler's research has been supported by a number of grants, while Clyde Milner and Carol O'Connor have both been supported with research grants from the Charles Redd Center. Ed Glatfelter was supported as a fellow of the Shanghai Institute for Social Sciences. Mark Damen has secured funding through a grant from the Caine Foundation.

Support for research has come in other forms, too. Fran Titchener has parleyed her invitations to lecture at Oxford into a series of research stints. Ed Glatfelter's frequent trips to the orient on University business, and for the University of Pittsburgh Semester at Sea Program, have supported his visits to Chinese libraries and work with his Chinese collaborators.

The following faculty have received these grants of external support in 1995-2001:

***Anne Butler***

Hibernian Grant, CUSHWA Center, U. of Notre Dame, 1995

Summer Stipend, NEH, 1995

Irish American Cultural Institute Grant, 1995

***Christopher Conte***

American Philosophical Society, General Research Program Grant, 1998

USU New Faculty Grant, 1998

***Mark Damen***

The Marie Eccles Caine Foundation, 1999

***Norman Jones***

Henry E. Huntington Library Exchange Fellow at Lincoln College, Oxford University,  
2000.

Fowler Hamilton Visiting Fellow, Christ Church, Oxford University, Hilary term, 2000.

Mayer Fellow, the Huntington Library, San Marino, CA. Summer 1999.

PI, Utah Humanities Council grant for the "What is an Educated Person?" Conference,  
1998.

***Peter Mentzel***

Fulbright Senior Researcher, Istanbul, Turkey, 1998-9

American Research Institute in Turkey, 1999

USU Faculty Research Grant, 1996

***Clyde Milner***

Visiting Research Scholar, Center for the Study of the Pacific Northwest, Univ. of  
Washington, 1997-8.

Frederick W. Beinecke Fellowship in Western Americana, Beinecke Library, Yale Univ.,  
1997

Research Fellow, Charles Redd Center for Western Studies, Brigham Young University,  
1996-7

***Michael L. Nicholls***

Teacher of the Year, College of HASS, 2001

Faculty Employee of the Year, USU, 2001

***Carol O'Connor***

John Topham and Susan Redd Butler Research Fellow, Charles Redd Center for Western  
Studies, Brigham Young University, 2001-2

Bradley Senior Research Fellow, Montana Historical Society, 1996

***Ross Peterson***

Utah Humanities Council Fellowship, 1998

Morris Udall Center Fellowship, University of Arizona, 1997

Idaho Humanities Council Fellowship, 1997

Charles Redd Center Fellow, Brigham Young University, 1995

***Jennifer Ritterhouse***

USU New Faculty Research Grant, 2001

***Leonard Rosenband***

Senior Fellow, Dibner Institute for the History of Science and Technology, MIT, 2001-2

Fellow, Dibner Institute for the History of Science and Technology, MIT, 2001-2

Fellow, Shelby Cullom Davis Center for Historical Studies, Princeton University, 1995

***Susan Shapiro***

Wheeler Grant, Xavier University, for production of *Mors catilinae* Latin news video

***Frances Titchener***

Research Grant, Women and Gender Research Institute, USU, for Research at Oxford University, 1998.

***4.A.11 Show that faculty are responsive to local and regional needs and are sought out for their expertise.***

Many of the History faculty are asked to consult and perform other services to world beyond Utah State. Jay Anderson is one of the most active in this realm with a dozen consultancies since 1997. Most of his work concerns museums from Utah to Florida, to South Carolina, to California, to New York and Nebraska.

Anne Butler has appeared in three video productions since 1997, two focusing on her research and a third made to promote understanding of persons with disabilities. She is frequently invited to lecture on women (especially nuns) in the West to public audience. She is also very much involved with the hearing impaired community, often acting as a bridge between them and the University.

Butler, like Dan McInerney and David Lewis, has given invited lectures in various parts of Utah as members of the Utah Humanities Council's Speakers Bureau.

Mark Damen has made lecture tour of regional high schools for many years, promoting Classics and helping students to understand Greek drama. Damen also scripts and records weekly radio spot on etymology, In A Word, on KUSU, the local NPR station.

Len Rosenband visits regional high schools to lecture on the Holocaust.

David Lewis, following in the footsteps of his hero Bernard DeVoto, is a public intellectual, contributing articles on regional historical and political subjects to Salt Lake Magazine of the Mountainwest.

Peter Mentzel's expertise in Bosnian history has been put to use in NPR interviews and workshops for Summer Citizens on Bosnia and the Kosovo conflict.

Clyde Milner is active in discussions of Western history and is frequently asked to speak and consult on regional history. He currently serves as the main adviser for a film series, "My History is America's History," seeking funding from PBS and the NEH.

Mick Nicholls is History's liaison with the public schools of Cache Valley. He meets with local AP and concurrent enrollment teachers, and he is involved in the creation of the History Teachers' Academy. He makes guest appearances in high school AP classes, and has lectured for the Utah Humanities Council on George Washington and slavery. He has been interviewed on TV concerning the Declaration of Independence.

Carol O'Connor served on the Board of Directors of the Utah Humanities Council from 1993 to 2000, and is currently a member of the Board of the Charles Redd Center for Western Studies at BYU.

Ross Peterson uses his expertise as a regional historian in many roles, including service on planning task forces for local government.

Norm Jones is a leader in the state-wide efforts to improve general education and create evaluation instruments. He organizes an annual conference for general education faculty in the region. More importantly, he delivers an annual public lecture on *Monty Python and the Holy Grail*.

**Revised 2/15/02**

## **STANDARD 5 – ADMINISTRATION**

**Standard 5.A The department administration provides opportunities for group planning with input from appropriate groups. Resources are used appropriately to meet the goals of the department.**

### ***5.A.1 Demonstrate the department is engaged in long and short term planning.***

The transition to semesters turned us into a department that is heavily engaged in short term planning. For almost three years we met at least once a month as a committee of the whole to discuss curriculum, pedagogy, and other things connected with the rapid changes we were going through. The results were not always to our liking, and sometimes were the product of shaky agreements, but the timetable we were forced to keep demanded it. Now that we have been through the accelerated transition, we are beginning to slow down and consider longer terms plans.

The University's "Compact Planning" is aiding this, but, once again, we are forced to meet weekly in a desperate attempt to meet the deadlines imposed from without. As is apparent from the History Department's Compact Plan [Appendix 3], the Department has a series of goals concerning increasing quality, graduate recruitment, and other things. This process has turned up serious concerns about our ability to staff current and future demand for courses, but we have identified the problems and asked for relief.

As demonstrated in the discussion of assessment above, we continue to monitor our performance with the annual assessment meeting. The Undergraduate Committee and the Graduate Committee (everyone is a member of one or the other) are charged with proposing

changes to the curriculum and dealing with appropriate issues. The Graduate Admissions Committee participates in this as well, as they bring fellowships, admissions, and other things to the Department for discussion. The Scholarship Committee does the same. The department's Advisory Committee, made up of three elected representatives, the Associate Department Head and the Director of Graduate Studies, meet with the Department Head when necessary to deal with short term questions.

The fact that everyone serves on at least one of these committees, plus attends meetings of the Department, makes it possible for those who wish to be involved in planning to have their say. In a system of bastard feudalism like ours, which only works well when one obtains the consensus of the local magnates, things work well as long as the time is available for the process. It has sometimes broken down because of the pressures of time and opportunity. When that happens, faculty remind the department head of the ius the governs us.

The use of broad participation has been under attack of late, since the University has placed strictures on things like the ability of department members to see candidate files during searches. This is unfortunate, because it makes new hires more the choice of the committee than the department.

***5.A.2 Demonstrate that faculty and students are involved in appropriate departmental decision making.***

The students are involved in the Department in a number of ways. The annual Major and Minor Meeting of the Department is used to gather information and feedback that can inform decision making, and student committees interview job candidates and provide input to the search committees. Most importantly, the Department's 18 or more Undergraduate Teaching Fellows

provide very useful feedback on both courses and programs. These students are upper division scholars who work in courses they have already taken. Experience has taught us that the students go to them before they go to the faculty, and, consequently, they are an excellent communication tool. We have learned things about classrooms, electronic delivery systems, scheduling, and other things that would have been invisible otherwise.

When it comes time to nominate people for things like Advisor and Teacher of the Year, the Phi Alpha Theta chapter is invited to make the nominations.

Students participate in all faculty searches.

***5.A.3 Demonstrate that the departmental procedures for recruitment and retention of faculty are linked to departmental goals and planning.***

The department's recruitment is directed by the curriculum and by opportunity. Over the past few years, we have only made two hires that were not direct replacements of retiring faculty. One added the Balkans, Islam and the Ottoman Empire to our teaching repertoire. This was important because we had identified the need for broadening our offerings in those areas. The second hire, in Classics, was responding to the very high demand for classical languages. This position was created by increasing the buyout of another faculty member and obtaining support from the dean.

We maintain a "wish list" of 7 positions, beginning with Latin America, South Asia, and Islam. As opportunities emerge, attempts are made to adapt them to our needs.

***5.A.4 Demonstrate that available resources are used wisely for the program operation.***

Major budget decisions are taken in consultation with the members of the History Advisory Council. Whether we use the budget wisely is another question. The Department receives \$52,000 in operating each year. It costs, on average, \$70,000 to operate it. The fact that we close each year in the black suggests that we are using our money well, if not wisely. However, recent budget roll backs have reduced the operating budget to \$46,000, a situation we expect to continue for at least another fiscal year.

The only reason we balance our budget is the success of the faculty in grantsmanship, sabbatical residues (a sabbatical leaves 20% of the salary), Machiavellian maneuvering by the department head, and fiscal brinkmanship.

The largest categories of expenditure after salaries are telephones, computers, and travel. Telephone use, as an essential tool, is unregulated, but the cost is not in the use, but in the equipment rental. Each phone costs the department between \$35 and \$50 a month, paid to the University's telephone monopoly. Computers, for which we have never been funded, are amortized on a schedule developed by the department head. Every year we purchase 3-5 new computers, so that no computer in the department is too old or too slow. Unfortunately, depreciated computers are worthless, so selling them brings us practically nothing. Travel is allocated in two ways. Untenured faculty may have up to \$1500 a year for travel related to their research and scholarly development. Tenured faculty have \$1000 to use for the same purpose. Costs of attending conferences to present papers are supported with air fare, hotel cost, and a fixed per diem of \$30. The expense of traveling to conferences is shared between the department, the dean, and the Vice President for Research. All travel requests must be made in writing to the department head, along with a proposed budget.

For normal expenses, we have procedures in place and we follow them. In particular, we use a shadow budget that allows projections of operating costs based on a 3 year historical average.

***5.A.5 Demonstrate that space allocations allow for programs and offerings to achieve the department's responsibilities and goals.***

Thanks to the fact that the building caught fire in 1983, the Department is well housed, and we have some purpose-built space for the Western Historical Quarterly. Within the department, we are out of space. We cannot easily expand either our faculty or our graduate enrollments without more offices, but we currently have enough.

Classroom space is a problem, and will become more of one in the future. Classroom shortages put natural caps on our activities, but, worse, the classroom stock is poorly designed for the sorts of interactive, technologically intensive teaching many of us now do. On the bright side, the lack of large lecture halls protects us from committing the sin of having many really large survey courses. Once a semester we have a section that enrolls over 250 students; the rest of the surveys enroll about 100.

## **APPENDIX 1: EVALUATION COMMENTS, SPRING 2001**

**The following excerpts were chosen to demonstrate that the History Department takes its mission very seriously, and fulfills it.**

### **HIST 1030 MODERN WORLD CIVILIZATIONS – CONTE**

He [Dr. Conte] was very knowledgeable about the subject matter. You can tell he enjoys his work and what he does. I really enjoyed the two books Things Fall Apart and All Quiet on the Western Front. They helped to expand on what we talked about in class. I also enjoyed the recitations. It was nice to hear others opinions and to have a smaller class discuss. I enjoyed the movies. They were informative and interesting. I do wish we could have viewed more. Robson [TA] was great. He helped me a lot and was always encouraging me! Thank you for a great time in this class. It only makes me more excited about becoming a History teacher.

### **HIST 1040 ANCIENT WESTERN CIVILIZATIONS – KRAMER (visiting 2000-2001)**

I have taken ancient cultures before. It can be VERY boring. Dr. Kramer, with sense of humor and examples, made it interesting. He is interesting and enjoys his work, which comes across in his lectures. His tests are the hardest I've had in my two years here, but he gives test reviews, which help to pass the test.

### **HIST 1050 MODERN WESTERN CIVILIZATIONS – COLE**

1. I liked the fact that we wrote papers for our grades and not tests. There is so much information and dates that I felt it would be impossible to regurgitate it for a test. I also like the use of overheads.

2. The lectures were informative and powerful. My favorite aspect of the lectures were the historical connections that Dr. Cole made, which are often over looked by most other professors. The books we read such as *A Tale of Two Cities* and *Animal Farm* were great. They were interesting and helped break up the doldrum [sic] of textbooks.

3. Dr. Cole is an excellent lecturer. He presents the material in a way that is easy to understand yet powerful and often humorous. He is very prepared and knows the material. I very much appreciated the quotes and other interesting facts that he uses to support or clarify the material. I also enjoyed the books we read and the reviews associated with them.

#### **HIST 1050 MODERN WESTERN CIVILIZATIONS – ROSENBAND**

1. I have to say that while my brother was visiting he attended 4 or 5 of your classes with me. He was so impressed with you that after 4 years he has decided to enroll back in college.

THANK YOU!

2. I really appreciated Dr. Rosenband s willingness to help the students succeed he was always available at just about any time, and even allowed us to call him at home. His lectures were excellent and very interesting. I really like how he stopped several times during the lecture to clarify.

#### **HIST 2700 UNITED STATES TO 1877 – NICHOLLS**

1. Prof. Nicholls' lectures were really good. I enjoyed this class, before now I had hardly ANY knowledge of history, and I have learned so much more than I thought, because this is only a USU [University Studies] credit for me.

The reading material was all very relevant. I especially enjoyed the Frederick Douglass narrative. Prof. Nicholls always seemed willing and able to help outside of class time, easy to work things

out with [sic].

2. Dr. Nicholls is very interesting. He ties everything together in a very understandable way. I like the *N[ew] Y[ork] Times* assignment. It made the class more relevant to everyday life. His enthusiasm is inspiring. I take as many courses as I can from him.

### **HIST 2710 US AFTER 1877 – CONOVER**

I've never really had a huge interest in history, but this class really gave me insight on the importance of history and the lessons we can learn from it. I love this class. Prof. Conover gave me the desire to learn and I actually like going to class. It was informational but fun. Definitely the best class I've taken at USU so far.

I really enjoyed Dr. Conover's movie then discuss style. I get a lot out of it. It has helped me enjoy history. Also, her thought responses [papers] are effective in helping students think critically about subject matter.

### **HIST 2710 US AFTER 1877 – RITTERHOUSE**

I was very satisfied with the way this class was handled. The instruction was excellent. I have taken so many history classes where all that is taught was dates and events and this class was different. We were given the information and then we were asked why it was important. We had to think. The testing in this class was done in an excellent way. I feel that I truly learned a lot and have been given a desire to think and reflect upon how history affects [sic] us. Thank you.

The lectures with Power Point were very helpful in understanding the material. The textbooks used for this course were excellent in following along with the course material. The Group Discussions were a great way to get me thinking about the time period and different events that

were happening at this time.

**HIST 3150 ROMAN HISTORY – TITCHENER**

1. I LOVED ALL OF IT!

The bibliography [exercise] was a challenge, which was good. 30 sources was a great number. I was glad for the reading quizzes. They helped me stay up on reading. Debates were fun. Angela Morrison [the Undergraduate Teaching Fellow] was a big help and I was glad for all the study sessions. The books were interesting and informative.

2. I thought that the assignments in the course were excellent. The Syllabase [on-line course site] was a good way to learn and unique. Having debates was fun and helped motivate me to study. I like the point system that she used for grading. I felt I did most of the work because I wanted to, and not necessarily to achieve a grade. Slides were also great.

**HIST 3150 ROMAN HISTORY (distance ed, satellite) – MUELLER**

Dr. Mueller is an excellent lecturer and brings Roman history alive, bringing intrigue/interest in subject to clearly visualize/understand discussion. While most of the assignments, including tests, were essay form, providing opportunities to write knowledge of lecture content, to relay amount of information translated was challenging; it was also cumbersome. Overall, the lectures were outstanding and learning Roman History was a good experience!

**HIST 3280 EAST CENTRAL EUROPE SINCE 1520 – MENTZEL**

Dr. Mentzel s lectures are always enjoyable. He is very knowledgeable and enthusiastic about the material. I enjoyed reading the *Radetzky March*. It was well worth the time we spent on it.

**HIST 3620 HISTORY OF COLONIAL LATIN AMERICA – WEILAND**

Dr. Weiland is one of the most knowledgeable professors that I am acquainted with at USU. Not

only is he knowledgeable, but his ability to teach the course material in an organized and purposeful way is his best attribute. He requires learning but not at the expense of subject interest. His requisite use of outside materials allows for broader search of required papers, and the allowance of student interest to dominate the topics of said papers creates better research. Dr. Weiland is an excellent professor.

### **HIST 3850 HISTORY OF UTAH – LEWIS**

1. Lewis had so much enthusiasm that it made it fun and made me want to learn. He knows the material so well and is able to teach us like he is telling a story, rather than other history professors who tell me what key events I should look up in the glossary to know for all the quizzes. He makes it all fit together. Also, he scares the shit out of me, which is good, because it makes me study.
2. Dr. Lewis is an excellent lecturer. He knows the material. He does a great job of balancing the religious aspects in class not easy for a History of Utah class in Utah. He is friendly and relaxed. The books and assignments and readings were helpful and relevant. The primary research paper is an excellent assignment other classes should do more of this.

### **HIST 4230 CHRISTIANITY – JONES**

1. Dr. Jones is an excellent teacher. I honestly feel this has been the best college course I've ever taken for several reasons. First, it requires critical analysis of documents and reading assignments. Secondly, it has helped me to develop critical thinking skills that will help me in the future. Finally, I think (because of the teaching approach and course materials) this course is far more effective in battling ethnocentrism, glottocentrism, prejudice and discrimination than any other social science course I've had. I've amassed a huge amount of information and historical

context that has helped me understand the importance of looking at such things. I've become a closet historian. In short, I am different and better for having attended this class. I have a greater understanding of people (on an individual, group and political level) and I will never, thankfully, be the same. Thank you for the experience.

2. Best class I've ever had. Fascinating, wonderful. I'm graduating and this is the first class I've ever had that was about the history of thought and ideas. I've learned so much more than I anticipated and it's applicable everywhere. Thank you and thank you some more.

**HIST 4550 WOMEN AND FAMILY IN AMERICA – BUTLER**

I especially enjoyed this class. Dr. Butler truly has a passion for women and history that speaks to her students. She lectures with clarity and this course was one of the most interesting and provoking classes I have taken at USU. I felt the assignments related well to the class material and were all creative helping us to branch out beyond the common 3-5 page paper. My favorite assignment was the oral interview and class presentations. What a great way to see how history affects you and bring it to life.

**HIST 4600 HISTORY OF THE AMERICAN WEST – MILNER**

1. I like the weekly writing assignments combined with the reading. Although at times I felt overwhelmed, the load was not too great to handle. I also like the chance given to discuss in small groups as well as in class. The assignments triggered interests in many areas and I enjoyed the course.

2. The focus on using primary source material rather than a text really helped me experience the West's history rather than merely read about it.

**HIST 4810 US MILITARY HISTORY – CONOVER**

Dr. Conover allows us to respond, adding personal opinions and insight and thoughts to the subject material. There are plenty of resources, suggested readings and documentary programs to aid us in understanding the material. And the opportunity to participate and ask questions is wonderful.

**HIST 4910 ST: IMPERIAL PARIS – COLE**

1. I did like that there were no tests and that essays replaced the exams. For me, the learning process seems to really sink in [sic] when I have to write. The whole tension of taking a test was completely eliminated. This allowed me to concentrate on the lectures. The research project was good, too! [Dr. Cole]

2. I really liked the many aspects we discussed, from the origins of Paris to French colonialism. I enjoyed all the visual information such as the maps, photos, etc. The lectures were informative and interesting, especially coming from someone who has been there and who appreciates Paris. The final paper was great because in choosing my own topic, I enjoyed it and really learned a lot. A very good class. Nice tie collection, too! [Dr. Cole]

**HIST 4990 SENIOR SEMINAR – RITTERHOUSE**

I thought Prof. Ritterhouse did a really good job at answering and explaining questions. She did a really good job at helping and directing my research, without imposing ideas or limits. I also enjoyed the opportunity to have her look over my rough draft and help me to clearly lay out my arguments it was really useful.

**HIST 6010 HISTORY AND THEORY – ROSENBERG**

Prof. Rosenberg's explanations of various author's arguments were excellent. He helped

students identify key themes relationships between elites and lower classes, human agency, and the interaction between cultural and economic forces in shaping people's choices. The best thing about Rosenband: He makes students smarter. He makes students feel smarter. In other words, he brings students up to his level. I can't say how amazing I find it.

### **HIST 6760 CULTURAL AND HISTORICAL MUSEUMS – ANDERSON**

1. The way the class was set and organized made it a great success. The knowledge that the professor had of museums was excellent. Having the class out at the Farm [Jensen Living History Farm] made the things we discussed more visual. The field trips were excellent and very knowledgeable. This class helped me to decided to go on to Eastern Illinois. Jay really helped me in knowing what to do with my career. [Dr. Anderson]

2. The instructor's personal knowledge, slides, etc. were invaluable. This course was probably the best university course I've ever had and I have two graduate degrees!

His enthusiasm was outstanding. The content of the course was outstanding. For this class excellent is not a good enough appraisal it was better than superb! I got far more out of this class than I had anticipated and I expected it to be a good class. We need far more classes taught like this one was taught.

### **LATIN CLASSES**

#### **LATIN 1020 BEGINNING LATIN II – TITCHENER**

I have never had a professor with so much compassion and zeal not only for the subject matter but for their students. Dr. Titchener would field and answer question after question with a continuous patience and understanding. If the class didn't understand she taught the lesson again. If only a few individual(s) didn't understand she (or other TA s/professors) would delegate

extra time.

This course was terribly difficult but the best course I have ever experience in my educational career.

**LATIN 3130 – KRAMER** (visiting 2000-01)

Dr Kramer is excellent in all aspects of teaching, but what especially distinguishes him is his knowledge of Roman literature and secondary literature about Roman writing. His knowledge of philology is very valuable in teaching the class, as he is always able to place the text in its historical and literary context. Also, he s very helpful, encouraging and fair. FIAT IUSTITIA.

**LATIN 4100 ADVANCED LATIN READINGS: JUVENAL – DAMEN**

Magister materiam bene scit.

## APPENDIX 2: STATISTICAL PROFILES

### HISTORY UNDERGRADUATE DATA

Change in Majors since 1991	1991 = 86	2000 = 210	244% Increase
Freshmen	1991 = 18	2000 = 30	160% Increase
Sophomore	1991 = 18	2000 = 42	233% Increase
Junior	1991 = 24	2000 = 52	216% Increase
Senior	1991 = 26	2000 = 86	331% Increase

Total Majors 1995-2000	1995 = 189	2000 = 210	11% Increase
Freshmen	1995 = 38	2000 = 30	21% Decrease
Sophomore	1995 = 40	2000 = 42	5% Increase
Junior	1995 = 44	2000 = 52	15% Increase
Senior	1995 = 67	2000 = 86	22% Increase

### HISTORY BA/BS DEGREES GRANTED 1995 - 2001

1995	1996	1997	1998	1999	2000	2001

36	42	52	53	57	50	52
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**SUMMARY TABLE - HISTORY UNDERGRADUATE DATA**

Total Majors 1995-2000	1995 = 189	2000 = 210	11% Increase
FTE Students	1995-6 = 360.98	1999-00 = 344.53	4% Decrease
Student/Faculty Ratio	1995-6 = 28.45	1999-00 = 25	12% Decrease
FTE Faculty	1995-6 = 12.69	1999-00 = 13.78	8% Increase

**HISTORY DEPARTMENT GRADUATE STUDENT DATA**

**FTE GRADUATE FACULTY AND GRADUATE STUDENTS**

	1995-6	1999-00	% Change
FTE Faculty	3.18	2.90	9% Decrease
FTE Students	19.63	24.25	20% Increase
Student/Faculty Ratio	6.17	8.36	26% Increase
<b>USU S/F Ratios</b>	<b>21.04</b>	<b>20.74</b>	<b>14% Decrease</b>

**FTES, SCH & COST RATIOS, 1999-00 (ACTUAL ACADEMIC YEAR)**

**GRADUATE STUDENT**



41	44	52	53	61	71	84	77	71	70	185
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**HISTORY HEADCOUNT ENROLLMENT BY RESIDENCY FALL 2000**

Utah	Other States	Other Countries	Unknown	Total
204	29	4	1	238

**HISTORY ENROLLMENT BY RACE/ETHNICITY FALL 2000**

Native American	African American	Asian American	Hispanic American	Caucasian American	Non US	Other
2	1	2	0	222	4	7

**CONTRACTS AND GRANTS AWARDED TO HISTORY 1991-2 TO 1999-2000**

1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
77,897	25000	15500	45000	22500	0	4970	0	0	0

**HISTORY SCH'S PRODUCED IN EACH COLLEGE BY MAJOR, FALL 2000**

	Ag	Bus	Educ	Eng	Fam Life	HASS	Nat Res	Sci	Jnt
HISTORY	3	85	286	6	51	1931	53	223	48

HISTORY TEACHING		7	36		9	170	15	41	9
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### HISTORY DEPARTMENT PRODUCTIVITY DATA

#### FTE FACULTY AND STUDENTS

FTE Faculty	1995-6 = 12.69	1999-00 = 13.78	8% Increase
FTE Students	1995-6 = 360.98	1999-00 = 344.53	4% Decrease*
Majors/Faculty Ratio	1995-6 = 28.45	1999-00 = 25	12% Decrease**
USU Ratios	1995-6 = 24.85	1999-00 = 24.88	.013% Increase

\* This number reached an all-time high of 383.38 in 1997-8, a probable result of semester conversion pressure. In 1998-9 it dropped precipitously to 244.96, recovering in 1999-00.

\*\*In 1997-98 History, having reached a 30.55 : 1 student to faculty ratio, capped most lower division courses at 110 and upper division courses at 40 in order to protect and maintain our high expectations for writing and co-operative learning. This was especially important in the light of the new University Studies expectations on general education courses.

Budgeted FTE Faculty	1991-2	1995-6	2000-01	% Change 1991-2001
History	11.04	15.50	15.91	69 %*
HASS	151.27	179.46	192.49	21%

USU	595.88	671.02	710.95	16 %
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\*This number includes graduate assistants and waged rated faculty, such as adjuncts and people teaching extension. FTE Faculty only increased 8% in that same period.

**HISTORY ACADEMIC YEAR STUDENT CREDIT HOURS 1991-2 TO 2000-01**

1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
14133	15420	16186	17421	16833	16807	17922	7788*	10821*	
							11682 qtr equiv	16232 qtr equiv	

\*Semester hours.

**FTES, SCH & COST RATIOS, 1999-00 (ACTUAL ACADEMIC YEAR)**

	Hist Ld	Hist Ud	Hist Grad	Hist Total	HASS Total	Difference Hist/HASS
FTES/FTEF	36.16	14.75	8.36	22.11	18.54	3.57 more than average
						100 more than

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SCH/FTEF	1,085	442	167	649	549	average
Costs/SCH	\$68.24	\$190.22	\$467.24	\$121.93	\$132.11	\$10.18 less than average
Costs/FTES	\$ 2,047	\$5707	\$9,345	\$3,578	\$3,911	\$333 less than average

## **APPENDIX 3: COMPACT PLAN**

### **SECOND ROUND COMPACT PLAN**

#### **DEPARTMENT OF HISTORY**

**NOVEMBER 5, 2001**

#### **Contact Person**

Norman Jones

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#### **I. INTRODUCTION**

The Department of History has the responsibility of offering undergraduate and graduate degrees in History and History Teaching, and minors in History, History Teaching, Classics, Latin, and Greek. Additionally, its upper division courses are taken by students from all over the University, with most coming from HASS, and it teaches the bulk of the American Institutions (USU 1300) and Breadth Humanities (USU 1320) courses. With about 240 undergraduate majors and 30 graduate students, it has 15 FTEF, so it struggles to serve its programs and service the University Studies Program. Since 1991 student demand has driven History's upper division enrollment up by 279% without an increase in faculty. Beginning in 2002-3, the Department will have a decrease in staffing by 1 if we lose the line in the history of the Latin American continent.

Currently, the upper division student to teacher ratio is 25:1, while the overall departmental student to teacher ratio is roughly 156:1. The History Department uses no TA's for instructional purposes, and it does not depend on adjuncts to offer lower division courses.

Occupying a position in the core of the liberal arts, History plays a part in programs all over the University. It provides courses to students in American Studies, British and Commonwealth Studies, Asian Studies, Women's Studies, German Studies, Environmental Policy, Theater Arts, Liberal Arts, Honors, the Social Studies Composite major, Elementary Education, and other interdisciplinary programs. In addition, History teaches a majority of all students doing University Studies Breadth Humanities, Breadth American Institutions, and Depth Humanities courses.

History is extensively engaged with the community through Extension and through its outreach programs. Extension history faculty assigned to the Uintah Basin Branch Campus offer a full history degree, while departmental and extension history faculty regularly participate in electronically delivered courses, home study, Summer Citizens, and summer workshops. History, cooperating with the Cache and Logan School Districts and the American West Heritage Center with funding by the US Department of Education, will, over the next three years, provide content training to hundreds of teachers from the two school districts.

The History faculty is noted for its excellent teaching and scholarship. Members of the department have won numerous awards for teaching, including two CASE Professorships. A third of the department has been recognized as Teacher of the Year in the College of HASS, while others have been Humanist of the Year and Adviser of the Year.

A member of the History Department was one of the first three Trustee Professors at USU, and three members have received the Charles Redd Prize from the Utah Academy of Sciences, Arts and Letters, for significant contributions to the humanities and social sciences. The History Department has the only two members of the Royal Historical Society of Great Britain in Utah, and Jay Anderson is recognized all over North America as the foremost expert on living history museums.

Money is one of History's greatest problems. Only \$47,000 of the operating cost of roughly \$70,000 is funded by the state budget. Consequently, History cannot afford to have all of its faculty teaching. It is necessary us to "sell" faculty to cover the deficit, renting them to other units and encouraging leaves. For instance, this year the deficit will be financed by the absence on fellowship to MIT of one member of the Department. It is rare for people on leaves of any sort to be replaced by temporary faculty because the money is needed for operating. Consequently, full funding of the budget could make a significant difference in the Department's ability to respond to increasing enrollments.

Although History's teaching is some of the best in the University, and despite the fact that its faculty has a demonstrable international reputation, its salaries are 18.5% lower on average than those of comparable institutions, with the inequities increasing with rank. Its full professors are 24% lower than the average. This is why its comparative cost per SCH in 2000 was 24% lower than average.

As History responds to the University's initiatives, we do it knowing that we can help solve USU's problems, but we are well aware of the reality that our Department is staffed and

funded for the Utah State University of 1985, not that of 2001. Therefore each initiative reflects the reality of our circumstances.

## **II. INITIATIVES**

### **A-1: Enhancing USU's National Reputation Discovery, Learning, and Engagement**

#### *Initiative 1*

**Description:** Many faculty in History are interested in the history of religion in America and other regions of the world. Building on this interest and responding to strong student demand, we propose to create an undergraduate minor and a graduate track in the history of religion. In order to do this, we need to add four faculty positions, making it possible to provide a comparative approach that privileges no one religion, but ensures that students interested in religion will be properly prepared. The positions are in the fields of (1) comparative religion, (2) Mormon history and culture, (3) Islamic religious history and culture, and (4) Southeast Asian religious history and culture. The creation of this program would enhance our already strong programs, provide new opportunities to our students, and enrich the campus culture with specialists in areas, such as Islam and Buddhism, that reflect the diversity of the student body and prepare students to live in a global culture.

**Strategies:** This program cannot be created without faculty lines to support it. We are already in conversation with a number of interested donors, and we are forming an advisory board. We are seeking external funding to create two professorships and two lectureships, and support for graduate students and visiting faculty.

**Schedule:** The speed with which this may be accomplished depends on the availability of the new faculty lines. Once the lines have been secured, it will take a minimum of one academic year to hire faculty and create the program.

**Assessment:** The success of the Religious Studies emphasis would be measured in enrollment, in the contributions made by the new faculty, and in the presence of the academic subject of religious history in the curriculum.

*Initiative 2*

**Description:** We have learned that one of the best ways to enhance our reputation is to bring leaders of the discipline to USU as guest lecturers, to teach short courses, and to do other things that acquaint them with the high quality of our students and faculty. We propose to enrich our curriculum while enhancing our reputation by creating a Visiting Scholars Program in History.

**Strategies:** Use \$20,000 per annum for the Visiting Scholars Program. This money might be raised from foundations and government agencies, and may well have an interdisciplinary and community tie in with American and British Studies, the American West Heritage Center, etc.

Four invited lectures would occur each school year, plus one short course aimed at graduate students. The graduate seminar would enhance our graduate program's image and encourage the visiting scholars to see us as a place where their students could do graduate degrees.

**Schedule:** Year 1: seek funding, begin scheduling lectures and courses

Year 2: First lectures and, funding permitting, a short course in the spring semester.

Year 3: Full program in place and operating.

**Assessment:** The actual existence of the program, attendance figures, evaluation instruments completed by participants, documented ties developed with the institutions and scholars brought to campus for the program.

#### **A-2 : Enhancing recruitment, retention, graduation of undergraduates**

**Description:** Adapt pedagogies and class sizes to address retention and time to graduation. History, with its retention rate of 75% of its freshman cohort, is most concerned that it improve retention and time to graduation among upper division students, since most of its majors do not declare until the sophomore or junior year. In order to do this, we must reduce the size and change the teaching methods in upper division courses, making them more research oriented, interactive, and intellectually challenging. Higher standards attract a higher caliber of student, and that student is more likely to graduate on time.

As can be seen from the data on demand for history courses, we have a “time to graduation crisis” in the department. Students report difficulty in getting courses on all levels. We are successful in recruiting and retaining students, but it is difficult for them to leave us in a timely fashion. We are forced to maintain a very flexible curriculum because requirements create bottle necks that cannot be easily relieved.

### **A.3 Building a diverse and inclusive campus community, fostering demographic and intellectual diversity**

#### *Initiative 1:*

**Description:** History currently teaches a broad range of courses which address diverse populations and cultures, and which teach the critical thinking skills necessary for living in a diverse world. However, those courses are not necessarily adapted to the needs of the student body as whole. Moreover, if we lose Latin America from the curriculum, we have no one in Hispanic-American history, and the entirety of Eurasian history is taught by .5 FTE. We propose to adapt our curriculum to provide the general student body with courses preparing them to deal with the diversity of global civilization, and we propose that faculty lines be added to enable us to expand our coverage of parts of the world, such as India, Pakistan and Afghanistan, which do not exist in the curriculum at Utah State. These lines would be in Latin American, Chicano/a, Islamic and South Asian history. This increase in staffing is critical if we are to add more sections to serve a broader population. Most importantly, we must ensure the persistence of Latin America in our curriculum with a new hire in that field. We cannot teach students to appreciate diverse cultures if the history of Utah's largest minority group is allowed to disappear from the University.

**Strategy:** Courses that currently address diversity, such as Black America, will be listed as Depth Humanities courses to increase their availability to the general student population. People who teach minority and foreign histories and cultures will develop humanities breadth courses (USU 1320) that have diversity foci. All of History's lower

division history courses will teach critical thinking about diversity issues. Consultants may be hired to provide faculty workshops to ensure that teaching about diversity is properly done.

**Schedule:** Course revisions can begin in time for the 2002-3 school year.

Year 1: search for 3 new faculty

Year 2: New faculty begin teaching, number of courses addressing diversity increased by 6 sections.

Year 3: Expansion fully in place, recruitment can begin for minority students.

**Assessment:** Using the Gillespie Assessment Model, we will measure alterations in students' critical thinking about diversity issues in the University Studies courses. The increased visibility of other cultures in the curriculum will speak volumes about the commitment of the institution to teaching American minority cultures.

### *Initiative 2*

**Description:** History will reach out to schools with minority populations with the promise of a guaranteed scholarship for minority students who are prepared to enter college. The Department would seek institutional and private funding for these scholarships, which could be advertised statewide, and which would target students in the 8<sup>th</sup> and 9<sup>th</sup> grades so they could enter a college preparatory curriculum. Using our connections with local schools developed in the History Teachers' Academy, we would seek to create a long term mentoring relationship with minority students, using interns from our History Teaching major who are being trained to work in multicultural classrooms. This mentoring would

work as a recruiting mechanism, and recruitment would be ensured with the scholarship program. This is a long term commitment that requires permanent funding and could best be undertaken in the context of the College. It would be necessary to hire a person to oversee this program.

**Strategy:** This can only be made to work if sufficient funding can be secured for the scholarships and oversight of the program. Assuming 5 scholarships at \$2500 per annum, lasting 4 years each, it would take \$48,000 a year by year 4 to make this work. This seems an appropriate use of some of the funds from the President's Millenium Scholarship fund. The oversight, and coordination of the interns, would require a person at \$30,000 a year, plus benefits and overhead. It is clear that much of this money must be raised privately, but History would be glad to add a pittance from its endowments to the effort.

**Schedule:** This entirely depends on the speed of the fund raising. Since this program depends on identifying and working with students in the public schools, it would be several years before the full impact of the program was visible.

**Assessment:** Benchmarks would include fund raising targets and enrollment targets.

#### **A 4: Infusing new energy into graduate education.**

**Description:** History would like to increase its graduate admission by 50%, to 18 students a year. Several years ago, History froze its graduate student intake at 12 per annum.

Lacking staff to serve a larger graduate program, quality concerns forced to implement the freeze. Thus, History cannot increase the size of its graduate program unless it reduces its participation in University Studies or increases the size of its faculty.

Given the needs in public schools for teachers who are better trained in history, we propose to expand our graduate activity by inviting teachers into a year-long, intensive Plan B MS degree. Ideally, these teachers would be supported with scholarships and tuition waivers, and would be designated “School Teacher Fellows.” Beginning and ending their work in the summer, they would follow a carefully articulated curriculum that would culminate in a teaching experience on campus. At the end, they would have the MS in History, and they would be “licensed” to teach concurrent enrollment History courses for USU. Their experience would be designed to ensure that they were given content training in world civilizations, responding to the doubling of World Civilization requirements in the new Utah Core Curriculum.

**Strategy:** If new positions and money for fellowships can be secured through both university and private resources, we would begin reorganizing our graduate program immediately. A recruiting campaign would begin as soon as possible, for students to enter in the year after the new positions were hired.

**Schedule:** Year 1, search for new positions, fund raise for fellowships, plan new curriculum.

Year 2 - Begin recruiting

Year 3 - Enroll first class of 18 students

**Assessment:** The success of this initiative will be evident in the expansion of the graduate program with the help of new faculty lines and fellowships.

**A6: Fostering new partnerships internally and externally**

*Initiative 1: Schools*

**Description:** History is currently developing stronger ties to Cache and Logan school districts and the Western Heritage Center. We recently collaborated with them to win a million dollar federal grant to improve history teaching in the schools. This three year project is just the beginning of what we hope will become an on-going relationship including more school districts. We also hope to expand the History Teachers' Academy to include world history subjects as well as American, preparing teachers to teach the new Utah core curriculum. Over the next three years we will seek funding for this expansion. As this curriculum becomes more diverse and inclusive, we will expand our faculty, adding positions in Asian, Islamic and other histories to strengthen the world history curriculum available to our future teachers.

**Strategies:** Use new hires in Latin American, Asian, and Islamic history to broaden the curriculum that will allow us to globalize the Teachers' Academy. We are already pursuing money to support the high school outreach, most importantly from the Eisenhower Funds controlled by the Commissioner of Higher Education's office.

**Schedule:** We could implement the outreach to the schools in the summer following the funding, perhaps as soon as 2003. How much outreach we can do is dependent on the faculty lines.

**Assessment:** Impacts on the curriculum, performance on standardized tests, and other things will be measure by Tom Shuster's educational assessment firm, located in the USU Research Park.

*Initiative 2: Cultural Institutions*

**Description:** History has always worked cooperatively with cultural institutions across the state. Our alumni run many of the museums and archives of the region, and we place interns in these institutions. In order to expand our programs, we would seek funding for a new position in public history. This person would be expected to teach courses in the field, and arrange internships and other clinical experiences.

*Initiative 3: USU School of the Arts*

**Description:** As the School of the Arts develops, History will participate in the creation of a museum management program, as well as working closely with our colleagues in the arts to develop a program on the history of the arts that might be an underpinning of an arts management degree.

**B. Initiatives Arising from Unit Issues and Priorities**

**B-1:** Reduction of the student to faculty ratio in order to ensure a high quality curriculum, especially in the upper division and graduate courses.

**B.2:** To certify teachers of Latin to supply the chronic shortage in the region. Now that there are three classicists, we are able to respond to the demand from regional high schools for Latin teaching. Far from being dead, Latin has returned to the curriculum, but schools have a difficult time finding teachers. By adding a clinical experience, our Latin

minors will be eligible for endorsement. Therefore, we wish to create a Latin Teaching Minor.

**B.3:** To recruit faculty in order to provide better coverage of world history so that we can prepare History Teaching majors to do their jobs well.

### **C. Initiatives Related to Enrollment Planning**

At the current time, History cannot grow more than a few percent beyond its current enrollment. We are out of seats, and the demand for our major is such that we must *reduce* our participation in general education in order to serve our majors. The only way we can participate in further expansion of the University is if more faculty and classrooms are available.

C-1: Growing the faculty to meet growing demand

*Initiative 1: Expand faculty to meet current and projected need.*

**Description:** History starts this process from the rear. With each member of the department teaching an average of 153 students each semester, we must catch up before we can go forward. Therefore, we request that each time we add an increment of 1500 SCH/FTEF we add a line.

**Strategies:** In order to lower the student to teacher ratio in History we must either increase the size of the faculty or decrease the number of students. We have considered all options. The easiest would be to decrease our participation in University Studies and emphasize upper division and graduate courses. Alternatively, we could cap the major, decreasing course size and becoming selective about admission. Or we can hire faculty to add the courses that will allow us to meet demand. We would prefer to hire faculty.

**Schedule:** Hire one or more faculty each year until we reached our target ratio.

**Assessment strategies:** When the History student to faculty ratio reaches 19:1 we will consider our goal achieved.

*Initiative 2: Depth Humanities Access for Science and Technology Students*

**Description:** The overwhelming demand from students from outside HASS for Depth Humanities courses is only going to worsen. We are already turning away hundreds of students from these classes [See the table of course attempts]. Complicating this picture is the fact that many these students do not have the cultural capital to survive the rigors of our courses. We realized that it is necessary to teach them depth courses using a framework of understandable examples. Therefore, we propose to hire an historian of science and technology who would function as a bridge between the students' disciplinary ideologies and the humanities.

**Strategies:** Working cooperatively with colleagues in science and engineering we would craft a position that would enrich the curriculum while mediating between the disciplines.

The occupant of this position would be expected to focus on depth humanities courses and, perhaps, a University Studies 1320 course on the history of science and technology. Once the position was funded and defined, a search would be undertaken. Once a hire was made, a series of courses would be created to fit the person chosen.

**Schedule:** From the time the funding is secured to the time the courses will begin will be roughly one academic year.

**Assessment:** This position would provide approximately 200 new seats in University Studies humanities courses available to USU students each year. Enrollments would be one measure of the effect of the initiative; a more important one, measurable with the Gillespie assessment technique, will be demonstrable changes in the understanding of non-humanities students' grasp of humanistic method.

#### **D. Initiatives Addressing Performance Aspirations**

D-1:

**Description:** History would like to raise the quality of its majors. Currently, the average ACT of a History major is 26; we would like to raise it to 28 and make History a flagship program, attracting the best undergraduates from the region.

**Strategies:** Reduce upper division class size and emphasize interactive learning; increase departmental participation in the Honors Program, providing more free-standing courses designated as "Honors." Create scholarships for top quality transfer students allowing us to recruit competitively. Provide funded study abroad opportunities for students doing foreign area studies.

**Schedule:** This plan could be implemented in part by schedule changes, but the key is funding for the scholarships and recruiting mechanisms. Ten full tuition scholarships and a marketing budget would be needed. A possible schedule is:

Year 1: plan curricular changes, raise funds, and secure internal support

Year 2: Begin marketing and recruiting campaign regionally and nationally.

Year 3: This is the first year in which the effects of the recruiting scholarships could be seen and curricular changes be fully in place.

**Assessment strategies:** Success can be measured in changes in data of entering majors, as well as in rising GPA, improve diversity of the majors, and improve time-to-graduation.

In the long run, placement after graduation can also be used as a measure.

### **III. PROPOSED CODICILS.**

1. To develop an interdisciplinary religious studies program, housed in History, supported by four new positions, and working in conjunction with English, Languages and Philosophy, Anthropology, Music, Art, Political Science, Family Life, and other units.
2. To coordinate record gathering projects and internships with Special Collections, building the research collections necessary to our graduate program.
3. To advance the American Studies and British and Commonwealth Studies Programs in conjunction with the English Department.
4. To explore an agreement with the Provost's Office to regularize provision of University Studies courses by the History Department, clearly establishing the Department's role in University Studies and securing the financial support necessary to carry it out.
5. To explore an agreement with Asian Studies to increase History participation in that program.
6. To explore with the Department of Languages and Philosophy a Latin American Studies Program, if positions in Latin American history are funded.

#### **IV. SUMMARY**

History's aspirations and goals are to increase the quality, retention, and graduation rates of our undergraduates, while providing teaching and recruiting to meet the diversity goals of the university. We would like to increase the enrollment in the graduate program, and decrease the ratio of undergraduates to faculty, allowing us to improve and restructure our graduate program. Simply put, we desire to have the best undergraduate History program in the region, to make our Classics Program the source of Latin teachers in our region, and to grow and improve our excellent graduate program.

As we meet these goals it is essential that the History and Classics roles of the Department move in careful concert, each side supporting the other.

There are three impediments to meeting these goals. First, the shortage of faculty, offices, and classrooms makes it very difficult to expand our programs or increase our enrollments without worsening the student to faculty ratio. Second, the paucity of the operating budget. The current budget is insufficient to support growth in the faculty. The third stumbling block is the current size of History's endowment.

The third is easier to solve than the first two, since fund raising can be expanded. We are currently seeking private funding for professorships, but if and until we have success at this, we are limited in our ability to achieve our aspirations.

We in History are confident that we can help the University improve recruitment, retention, time to graduation and generally make this a better place for undergraduates.

Serious teachers with proven track records, we know how to do it. We also know how to

increase our graduate enrollments, if we have the requisite support. We would like to do all of these things.

### **ENROLLMENT PROJECTIONS FOR HISTORY**

The current enrollment picture in History is grim and getting grimmer. According to the course request data from the Registrar's office, most of our upper division courses need to double or triple in size to meet the demand. Our lower division and University Studies courses are in even worse shape. The demand may be as high as ten times the number of seats currently provided. The attached document spells this out.

Given this, there seems very little point in making projections. We need roughly five more FTEF to meet current demand. Assuming a steady state Freshman class, assuming that the next decade will see growth on a level similar to that of the period 1991-2001 (244%), and assuming that we wish to reduce the student/faculty ratio to 17:1, we will need another ten faculty members by 1012 in addition to the five necessary to catch up with the backlog in demand.