



ASU
AUGUSTA STATE UNIVERSITY

COMPREHENSIVE PROGRAM REVIEW
of
THE BACHELOR OF ARTS IN HISTORY

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COMPREHENSIVE PROGRAM REVIEW

of

THE BACHELOR OF ARTS IN HISTORY

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COMPREHENSIVE PROGRAM REVIEW

Bachelor of Arts in History

A. MISSION

A.1. Department Mission and Its Relation to the University and System Missions

A.1.a. The Department Mission

The mission of the department reads:

Through a faculty that is committed to the pursuit of excellence in teaching, service, and professional development, the Department of History, Anthropology, and Philosophy seeks to offer students a broad array of opportunities to acquire knowledge in order to prepare the students for graduate or professional school and for the world of work. The Department is committed to retention of all qualified students and to service to those students by maintaining a strong, academically sound program.

A.1.b. The University Mission and the relationship

The mission of the University reads:

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a life-long love of learning.

This mission is based on the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers a broad array of undergraduate programs in arts and sciences and professional fields of study, and it offers selected graduate programs below the doctoral level. It fosters the intellectual growth of its students through learning assistance in University College, honors courses, and student research. It cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service

The history program supports the mission in a number of ways, including;

- Advancement of knowledge by requiring research in virtually every upper level class,

- Enrichment of the community through the availability of department members for community activities, and
- Liberal arts education by offering a broad array of courses including four introductory courses.

The history program further supports the mission of the university by enabling it to meet the requirements of O.C.G.A. § 20-3-68, which reads

Instruction in essentials of United States and Georgia history and Constitutions. All colleges and universities sustained or in any manner supported by public funds shall give instruction in the history of the United States and the history of Georgia and in the essentials of the United States Constitution and the Constitution of Georgia; and no undergraduate student in any college or university shall receive a certificate of graduation or a degree without successfully completing course work or previously passing a satisfactory examination on the same.

A.1.c. *The System Mission and the relationship*

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

The history program supports the System mission in a number of ways, including;

- Cultural advancement and excellent undergraduate general education by offering a large number of core/introductory history classes,
- Scholarly inquiry by encouraging research, reading, and critical thinking in all upper level courses, and
- Continuing education for its citizens through the availability of department faculty for community activities.

The history program also supports the System mission by enabling it to meet the requirements of O.C.G.A. § 20-3-68 (*supra*).

A.1.d. *The Pamplin College Statement of Purpose and the relationship*

Statement of purpose

The Katherine Reese Pamplin College of Arts and Sciences, by offering a broad array of undergraduate courses and degree programs and selected graduate degrees, provides students with strong foundations in liberal arts and sciences as well as preparation for careers, citizenship, and a life-long love of learning. Dedicated to excellence in teaching and advising, the Pamplin College of Arts and Sciences is also committed to creating opportunities for intellectual growth, community

involvement, and development of an academic community which models humane values and respects human diversity.

The history program supports the College in a number of ways, including

- Broad array of courses by offering 46 regular courses as well as numerous “special topics” courses,
- Broad array of degree programs through the offering of the major,
- Strong foundations by offering large numbers of core history sections and maintaining high standards, and
- Excellence in advising by requiring students and faculty alike to participate in an advising program that includes permanent assignment of each major to an advisor.

A.1.e. Support for core and other programs.

1. The department supports the core by offering sections in the following fields for the core:
 - a. History 4
 - b. Anthropology 2
 - c. Philosophy 1
2. The department supports other programs in the following specific ways;
 - a. Women’s Studies, by offering topical classes virtually every semester, and
 - b. Education, through
 - i. Maintaining a secondary education track, and
 - ii. Advisement of candidates for the M.A.T. degree intending on teaching history.
 - c. Political Science, through offering upper level classes included in its International Studies track.

A.2. Needs of Students

The history program serves two populations; the majors, through the B.A. in history, and virtually the entire general education population except those who transfer in an acceptable history course.

History majors are an academically diverse group with a wide variety of career goals. A small number will continue their history study in graduate school and they need a rigorous background in methodology and historiography, primarily accomplished through a required Historical Methods course. A second, slightly larger group, plans to teach at the secondary level and they need a broad background, which is achieved through a required World History cycle and by the breadth of offerings at the upper levels.

These two groups have very clear needs. But what of the majority of majors, who will be neither professional historians nor high school teachers? The most important need that the major meets is providing the tools to analyze the vast flow of information that is thrown at each and every person in the modern world. Some disciplines, such as economics, excel at teaching the analysis of quantitative data; others, such as the “hard” sciences, teach students how to use the empirical/experimental method to analyze the world. History teaches students to cope with “fuzzy” data and information, to understand and analyze the facts about the surrounding world that do not readily fit into neat models and tables. It does this in two ways. First, it confronts students with a vast array of facts and data points concerning human behavior in the past. Second, it teaches students how trends and events of the past have shaped the present – and without knowing these any attempt to understand the present is doomed to irrelevance.

A secondary benefit of learning how to cope with “fuzzy” data through history study is that the majors going to law school and non-history graduate fields can use this broad background for these varied endeavors.

Our core population is more diverse because of its breadth, reflecting ASU’s storied diversity. The annual departmental self-study has consistently revealed that the faculty teaching core courses have very similar experiences. First, most incoming students have a very limited view of history; in general knowledge of the past and its significance has declined. (This has been confirmed by national surveys.) In addition, general education students are considered by the history faculty to suffer from certain disadvantages, such as being overcommitted (school/work/family), underprepared, and deficient in terms of note-taking and study skills, attention span, writing, and confidence. These issues are not unique to the history program but doubtless affect our retention rate. The department has seen no data that suggests that these problems have a greater or lesser impact in the history program than others.

As documented in B.1.c (*diversity*), the student major population is less diverse than ASU’s, being more white and male. This suggests that the proportion of history majors coming from challenging environments is lower than the general student population. This is one possible interpretation of the SAT data for 2004-2006 (the three years for which we have both institutional and departmental numbers);

YEAR	Entering Freshmen	History Majors
2004	974	1017
2005	978	1027
2006	970	1037

However, this does not prove that history majors are smarter. The overwhelming majority of majors are beyond their first year. We would expect retained/succeeding students to have higher average entry examination scores. The only safe conclusion is that our majors do not have “special needs” different or greater from the general student population.

A.3.Demand for Graduates

The National Center for the Study of History (NCSH) publishes a chart as a guide to jobs for which historians are qualified (*please see appendices*). As was discussed earlier, history majors fall into three groups; the graduate school bound, school teachers, and those leaving school for other careers. Of the latter group a small percentage will obtain historical work (such as archival work) but most will enter the general job market. This follows the general intent of the history major but makes collecting and analyzing trends in employment data difficult. Occupational data is useful for programs teaching a particular technical skill for a particular technical line of work but, the more liberal arts oriented the degree, the less useful the data becomes.

The NCSH chart contains information on the various types of organizations and firms in which history majors have been employed. The chart is designed for students to follow by asking them, first, whether they wish to continue their education, and guides those who do to the realistic options, whether in history, allied programs, or professional schools. The remainder are then asked if they desire a career in education. The largest part of the chart is devoted to options in the other major categories: private nonprofits, small firms, public agencies, and private sector corporations. While some of the jobs do require specific historical knowledge in most cases the emphasis is on utilizing the skills gained via the study of history for an economically useful purpose.

The ASU Career Center also maintains information (*see appendices*) about the utility of the history degree but also lists strategies for graduates seeking employment within each area. The Department assists its students in several ways. First, any opportunities aimed specifically at history majors are communicated to all majors via email. Second, the department maintains and posts current information on graduate program. Third, the department cooperates with the Department of Teacher Education at both graduate and undergraduate levels to assist those interested in teaching history. Through its assessment efforts, the Department also ensures that basic skills are being well developed – and anecdotal evidence indicates that employers are often dissatisfied with the quality of college graduates/ basic skills.

This anecdotal evidence is supported by polling conducted by Peter Hart Associates. In 2006 the firm polled business executives and college graduates (*See appendices*). “What employers want from college graduates, the poll found, is the ability to work in teams, write and communicate, think on the spot and solve real-world puzzles.” The solution is for “every student to get a liberal education — one that fosters a broad worldview and teaches critical thinking skills that cut across disciplines. . . . Employers feel strongly that this is not a multiple-choice world.” These business community views closely reflect the educational perspective of the history program.

These points are echoed by the ASU Career Center. According to the CC, “[t]he top 5 personal qualities/skills employers seek, according to NACE’s *Job Outlook 2009* survey, are: Communication skills (verbal and written)

1. Strong work ethic
2. Teamwork skills (works well with others)
3. Initiative
4. Analytical skills

Each year, the results of the top five remain highly consistent. What is particularly is the ability for liberal arts students to build a solid foundation in these areas through their various majors. The hurdle is often getting students to realize the value and how to market it upon graduation.” Responding to the latter problem, the Career Center “has increased its career development planning to assist liberal arts majors with understanding the value of their major, how to build relevant skills in their career interests and how to market the value of their education and skills upon graduation.” The Career Center has assembled a number of information sources and also holds meetings and workshops to assist history majors, including information concerning careers in research (see *appendices*). The Department maintains a collection of materials pertaining to graduate schools in its own library.

B. TEACHING, LEARNING, RESEARCH AND SCHOLARSHIP, AND SERVICE

B.1. Students

The Department enrolls approximately 1,600 students and 160 history majors per term.

B.1.a. *Number and Percentage of Majors and Graduates*

i. Majors

ACADEMIC YEAR	FALL	SPRING
2004-2005	138	131
2005-2006	131	137
2006-2007	142	150
2007-2008	165	159
2008-2009	161	152

As numbers are more comparable if from the same semester, we compared data from the beginning and end of this period during the fall semester. The percentages yielded were as follows:

Growth, Fall 2004 to Fall 2008

Number of declared history majors:	17%
Number of ASU students:	5%
Credit hour increase, ASU:	6%

While the increase in history majors is not completely linear – two Falls were lower than the preceding year – the program appears to be doing well relative to the institution.

According to BANNER data, history is the 5th largest major in the Pamplin College of Arts and Sciences with approximately 5% of the total. This percentage has not changed appreciably in recent years.

ii. Graduates

ACADEMIC YEAR	FALL	SPRING	SUMMER	TOTAL -AY
2004-2005	7	13	2	22
2005-2006	8	16	1	25
2006-2007	7	11	3	21
2007-2008	9	16	8	33
2008-2009	7	-	-	-

Because these numbers are somewhat erratic it is difficult to generalize. However, the increase in graduates is encouraging.

History graduates' share of Arts and Sciences graduates has also risen;

BACCALAURATE GRADUATES BY MAJOR

MAJOR	2004-2005	2005-2006	2006-2007	2007-2008
ART	10	6	14	9
BIOL	32	27	36	33
CHEM	9	5	5	11
COMM	38	35	42	45
COMP	13	14	7	11
CRIM	32	24	21	29
ENGL	25	17	24	18
FREN	3	2	0	2
HIST	22	25	21	33
MATH	7	7	7	7
MUED	5	1	4	0
MUSI	6	5	4	3
NURS	-	-	-	-
PHYS	0	3	6	1
POLS	20	20	20	21
PSYC	53	38	53	42
SOC	45	41	32	32
SOCW	1	16	24	26
SPAN	14	16	15	10

History Graduates
Rank and Percentage within College

	2004-5	2005-6	2006-7	2007-8
Rank	7 th	5 th	5 th	3 rd
Percent	6.6	8.3	6.3	9.9

There is no way of knowing whether AY2007-2008 was an aberration. If it was not, then we can say that HIST graduates are increasing even as the College number of graduates is relatively unchanging, from 335 baccalaureate degrees in 2004-2005 to 333 in 2007-2008.

B.1.b. Number and Percentage of Graduates Passing Professional and Qualifying Exams

All history graduates must take an exit exam. The chosen instrument is the ETS Major Field Test in history, administered by the Testing and Disability Services office. The test has been used throughout the entire period reviewed in this CPR, and beyond. The test 147 colleges, by and large similar in student bodies. The list of institutions is dominated by non-selective private colleges and regional state universities. Only 6 of the institutions would be considered significantly more selective. Four of our sister regional universities in Georgia use the test.

The test has both advantages and disadvantages.

Advantages:

The test is nationally normed.

As a national instrument, it does not present validation issues.

Subscores are given in three categories:

United States

Europe

Africa, Asia, and Latin America

which allows us to study scores more closely even if students have not taken classes in every area.

Disadvantages:

A national test may not reflect the local curriculum accurately.

As we can not see the questions we do not have individual item analysis.

Students do not always take the test in the same semester. In the past, students were encouraged to take the test in their next to last semester, although many took it in the last semester; now we are encouraging students to take the test in the last semester. In some cases this could affect scores significantly.

The third category in the test combines three areas – basically, the entire third world – and our offerings in these three areas are very uneven. We are reasonably strong in Latin America, offer some Africa, and are now completely bereft in Asian history.

SEMESTER	SP08	SP07	FA06	SP06	FA05	SP05	FA04
# of takers	16	12	11	11	7	12	5
Mean	149	146	142	147	143	142	136
ETS mean	145/143						
Cat I	45	44	42	48	43	44	38
ETS Cat I	45/43						
Cat II	50	47	42	45	40	38	38
ETS Cat II	45/44						
Cat III	52	49	45	50	45	45	39
ETS Cat III	46/45						

ETS DATA: see <http://www.ets.org/Media/Tests/MFT/pdf/MFT%20PDFs%202007/History3ZMF.pdf>

The ETS figures are cumulative for all years. The first figure is the mean of *students* while the second is the mean of *institutions*.

The semester by semester results can be greatly influenced by the presence of a single top (or bottom) graduate. However, the figures are somewhat encouraging. We have experienced a rise in our mean score over the last five years from below to above the national means, although the Fall 2008 group (not shown in the table) fell back to the national mean). On the US portion of the test, we now equal the ETS results while in European and Third World history we are ahead. Two things may be helping our score in Category III despite our lack of offerings in Asian history. First, we have a strong world civilization introductory cycle, which all majors must take, and the second half is usually taught by Third World-oriented faculty. Second, many history majors take courses in anthropology, a program strong in the study of more backwards societies.

Institutional Research tracks the number of majors and graduates by race and sex. The following table shows the trends, including two columns of institutional data for comparison::

	% Majors Minority	ASU % Minority	% Majors Female	ASU % Female	% Graduates Minority	% Graduates Female
FY2004	18	36	39	66	15	35
FY2005	14	36	45	65	35	45
FY2006	12	36	46	65	19	38
FY2007	21	38	42	65	11	53
FY2008	26	38	42	66	30	48

In general, the department's students are more white and male than the institutional averages. In recent years the department faculty has become more diverse in terms of gender, as 50% of the FT teaching faculty is now female. However, only 20% of the faculty can be counted as minority.

B.1.d. *Enrollment Statistics*

As is to be expected at an institution over 70% underclass, the majority of faculty teaching time is committed to the support of the core program. This assists the university in meeting its mission and goals related to access, as well as meeting the legislative requirements regarding historical knowledge. The following table contains the relevant data:

HISTORY SERVICE COURSE ENROLLMENTS

TERM	SECTIONS (#)	# OF STUDENTS	% OF HISTORY ENROLLMENT
FA04	25	1032	83
SP05	23	944	78
SU05	9	191	66
FA05	25	985	80
SP06	25	966	82
SU06	9	189	69

FA06	27	1061	82
SP07	26	947	78
SU07	11	241	70
FA07	28	984	80
SP08	25	835	76
SU08	10	198	65

The department's figures are somewhat more 'biased' toward the underclass enrollments than the institutional averages because

- (a) all students must take one history course,
- (b) they may take another for core credit, and
- (c) the department's "lid" for core classes is comparatively high (45 in all classrooms that have that many seats).

The percentage figures are different in the summer, when upper-level students are a slightly percentage of enrollees as compared to the University's overall level. This is the result of demand, not a lower supply of service courses. In fact, actual or threatened course cancellations invariably involve survey classes. Either lower division students are taking core courses elsewhere, or not taking classes at all.

Institutional Research Data on Credit Hours

YEAR	HIST2111/2112	ALL UG HRS
FY2004	5598	8132
FY2005	5352	8110
FY2006	5673	8165
FY2007	5763	7376
FY2008	5499	7203

These numbers appear to show a definite downward trend in the last two years. The enrollment numbers for FY2009 at this point are not encouraging. As these numbers do not seem to coincide

with other departmental data they should be treated with caution; however, the department may need to reconsider its scheduling methods and options to increase enrollments in some courses. It seems there was a noteworthy decline in upper-level hours between 06 and 07, although the following year's decline was also seen in service courses. As the number of majors is increasing, the enrollments in upper level history courses ought to recover; on the other hand, the stable to declining numbers in service courses suggests that the number being offered should be maintained unless there is a surge of incoming freshmen in the fall of 2009.

B.1.e. Student Achievement and Experience

Student learning and satisfaction is measured in the department through the following means. All senior majors must take the ETS Major Field Test, which is discussed in B.1.a, *supra*. All majors are also required to participate in an exit interview with the department chair and a professor of his or her choosing. Additionally, the senior major must supply four previously written research papers for review by the two faculty members participating in the interview. The interview results are first formally assessed by the department chair and then its results (as well as those from other assessment means) are reviewed at the annual self study day conducted each April by the department.

One defect in the exit interview process had been the relative informality of reporting and utilization. In 2007-2008 a more methodical approach was adopted which will be utilized again in 2008-2009 (however, this review will be completed before its inclusion is possible). The interviews are important because they provide students an opportunity to speak about the pluses and minuses of their departmental experiences.

The exit interviews are currently used to assess both departmental and vice-presidential goals.

Vice-presidential goals examined this way:

1. "Improve recruitment, retention, and satisfaction of students through effective marketing, adequate course offerings, convenient course scheduling, quality advisement, and programs that meet the needs of all students."

The department implemented a new advising system. Comments from exit interviews revealed that students supported mandatory advising, and that the advising got better over time. Also, students generally approved of keeping each student's advisor the same person throughout their career. The department also created an email database making it possible to contact all majors, which all students praised – although we are still trying to interpret the comment that the system is good for "normal" history majors. Perhaps most important is that we incorporate student comments regarding scheduling into our planning. However, both our interviews and other surveys reveal that students' schedule preference cannot all be met – although we take them into account at all times.

2. “Assisting and encouraging students to become intellectually and ethically informed individuals with defined skills and knowledge, who are capable of leadership and creative endeavors and have an appreciation of the importance of lifelong learning.”

The department encourages student involvement in a wide variety of beyond-classroom activities in response to this goal. In 0708 36% of interviewees reported out of classroom experiences with their research.

3. “Providing and maintaining superior technology and facilities to support the university's educational purposes.”

The Department decided to encourage student use of its conference rooms for activities and studying, turning one of them into a department reference library. Exit interviews (and observation) revealed that the response was extremely small.

3. “Improving the community's economic development by producing graduates who meet employers' needs and expectations, by faculty and staff participation in economic development programs, and by marketing the university as an economic asset.”

We decided to use the papers collected from the exit interviews to help assess students' writing, critical thinking, and research skills. An inventory of the papers was created (see Appendices). However, a review of the papers revealed some problems with their use as an assessment tool. Generally, the students are diligent about submitting 4 papers, as the requirement states. However, the types of papers submitted are so diverse that in many cases they cannot be compared. Some were, as expected, research papers, but some students turned in extended book reviews or even short papers written for survey classes. One student turned in a Sociology paper!! (A couple of Anthropology papers entered the mix as well.) Also, of the 55 papers examined, 28 were ungraded and a majority of these 28 did not have instructor comments on them.

The 38 research papers revealed a wide variety of achievement. Grades and comments demonstrated greater instructor satisfaction in some areas than others. The quality of writing was considered satisfactory (although numerous corrections were a common sight). If the writing quality is acceptable, this can perhaps be attributed to two facts. First, all department faculty stress writing. Second, history majors are more likely to be readers. Students who dislike reading as a matter of principle are perhaps less likely to become majors.

Research was the most frequently criticized feature of the papers, probably because it is naturally stressed in history. Very few of the bibliographies can be considered substandard. On the other hand, many students used few or no primary sources. The number of primary sources cited ranged from 0 to 13, with a mean of about 1.5. [The Sociology paper used 4!] The number of primary sources is not the sole arbiter of the quality of research. It may sometimes tell us something about the level of effort, however, as such materials often cannot be located with a quick search of the Internet. The total number of sources used in our papers appears surprisingly uniform (with a few outliers) perhaps indicating (a) similarities in our requirements, and (b) that a fair number of students work to meet those minimum requirements, but do not necessarily go much further. Critical thinking is the most difficult to assess via a brief survey of the exit papers. Instructors do emphasize this, particularly by compelling students to develop a thesis. Exposure to factual information, particularly contradictory information, is a key path in developing critical thinking

among history majors. The bibliographies examined do suggest that history majors in their research do examine sources with widely varying perspectives (perhaps anticipating the punishment if they do not do so). This is clearly an area that needs further attention.

Departmental goals examined this way:

1. “ Obtain and respond to information from students regarding strengths and weaknesses in History major program, especially regarding course availability, course selection, and advising.”

The main request from seniors – in terms of what they wish they had had – can be summed up in one word; variety. The #1 concern was the lack of Asian history, although other requests concerned Ancient, Medieval, or even more Anthropology and Philosophy classes. Film was also mentioned, as was the long-desired MA program.

2. “Develop research skills among History majors.”

The department examined this by reference to the research papers – specifically, the bibliographies. Majors are expected to examine a wide variety of sources and to be able to locate and identify diverse sources. Of the 38 research papers, 31 did use periodical literature in addition to books. The number of papers based simply on the quick-and-easy “keyword” approach to search was very small, 3-4 at the most. (Such papers can be identified by the same name or term appearing in every title in the bibliography).

An inventory of exit interview responses may be found in the Appendices.

B.1.f. Student Achievement

The department mission statement commits us to “the retention of all qualified students and service to those students by maintaining a strong, academically sound program.” In the Unit Plans the department refines this mission by committing itself to “improv[ing] retention and graduation rates among its rising junior and senior majors.” This formulation is necessary because retention data regarding incoming (freshman) majors is meaningless. Typically, 1-3 members of the freshman class declares a History major, and also typically, approximately 0 of these freshmen will have contact with the department before leaving, transferring, or choosing another major. Therefore, our retention responsibility involves those students who declare a major after coming into contact with this department – which is just about all of them.

The data on majors and graduates reported *supra* yield some interesting, albeit incomplete, results. First of all, comparing the full academic years beginning and ending this period, we can observe the following;

Majors vs. Graduates: 2004-2005 vs. 2007-2008

Increase in majors:	20%
Increase in graduates:	50%

Obviously, one should not make too much of only two data points. However, if the number of graduates is growing faster than the number of majors, that indicates that the department's retention rate is rising.

The departmental databases do not allow for the statistical tracking of each student – not because it is impossible, but because the resources for this kind of analysis are not available. However, we can develop some estimates. Comparing the four completed academic years covered here, we discover that;

Average number of majors 0405 through 0708:	144
Total number of graduates 0405 through 0708:	101

If we treat the graduation and majors numbers as relatively level during and before this period, we would arrive at the following calculated retention rate:

Imputed retention rate	.70
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A different way of looking at these numbers, however, would be to formulate it in the following way; if your total number of majors is X, how many should be graduating every year to reach the magical non-existent 100% retention rate? While retention rates are calculated over 6 year periods, we prefer to use a 4 year period because, as stated earlier, few of our majors join us as freshmen. Therefore, we have the following results:

Average number of majors 0405 through 0708:	144
Four-year hypothetical graduation number:	36
Actual average number:	25
Imputed retention rate:	.69

As previously mentioned, there is clearly a “spike” in the data in 0708. We do not yet know whether this is an aberration or a trend. To be on the safe side, a recalculation of the data using only the earlier three years would yield the following:

Average number of majors 0405 through 0607:	138
Total number of graduates 0405 through 0607:	69

Graduate number adjusted to account for missing year:	92
Imputed retention rate, Method I	.66
Four-year hypothetical graduation number:	35
Actual average number:	23
Imputed retention rate, Method II	.65

A further refinement of the numbers could be made by weighting the results according to class size. A department with very few freshmen and a very large number of seniors should have a higher hypothetical graduation number than a more “evenly balanced” department. An average freshman might require 4 years to graduate while an average senior might only need 1 year. Looking at the departmental majors in the Fall of 2008, we see that at least at that moment this department had more seniors than any other class. Percentagewise, the breakdown was:

Fall 2008 Majors by class

Freshmen	25 %
Sophomores	24 %
Juniors	16 %
Seniors	35 %

More information might results from an analysis of hours earned within each of these groups. However, it should be noted that the upperclass/underclass balance is almost exactly equal - 51% vs. 49%. In other words, there is no linear increase in the number of majors from class to class and therefore it is not clear precisely how this would affect calculations of the retention rate. Fewer juniors and more seniors would raise the hypothetical graduation number for seniors – but lower it for juniors. Much more data would have to be collected to judge if a statistically significant effect would occur.

B.2. Faculty

B.2.a. Description of the Faculty

i. Full-Time Faculty

The Department full-time faculty includes 8 historians (faculty in other disciplines are not listed):

Name	Highest Degree	Rank	Tenure Status
H. J. Abdelhur	Ph.D.	Assistant	No
M. B. Bishku	Ph.D.	Full	Yes
M. C. Fissel	Ph.D.	Full	Yes
R. E. B. McClelland-Nugent	Ph.D	Assistant	No
K. W. Mixon	Ph.D.	Full	Yes
M. N. Searles	MA (ABD)	Assistant	Yes
W. J. Turner	Ph.D.	Associate	Yes
H. P. van Tuyll	Ph.D.	Full	Yes

N.B. Prof. Searles has completed all work for his doctorate but has not received the degree due to a legal dispute with his institution.

ii. Part-Time Faculty

The department is fortunate to have a pool of qualified part time faculty available for teaching. The department could not meet its service course needs without them and the quality of the major would be impoverished. The following data covers SP09:

Name	Highest Degree	Service Sections	Upper Level Sections
C. Bell	MA	2	-
J. Birdseye	Ph.D.	2	.5 [with M. Searles]
J. Mims	Ph.D.	2	-
S. Rauch	MA	1	-
F. Williams	Ph.D.	-	1
M. Wilson	Ph.D.	1	-
TOTALS:		8	1.5

The data on part-time faculty usage shows a steady increase in the FTE equivalent being served by part-time faculty:

YEAR	FY2004	FY2005	FY2006	FY2007	FY2008
FTE equivalent	2.58	2.83	3.67	4.3	4.42

This suggests that the department has a strong argument for an additional full time faculty member (although obviously not right now).

iii. Release Time

The department does not have the resources for release time *per se*. A release time rotation has not existed since the quarter system although it has been under study *via* the Dean's office. However, in any given semester there are two types of release time based on assignment to other duties. First, as in all departments, the Chair teaches fewer courses to have time to write reports such as this. Second, faculty who teach Research Methods, a 4-credit course, accumulate a one-hour overload for three semesters and then teach a course less as compensation.

B.2.b. Personnel Costs

Personnel costs can be obtained from IR or via budgets supplied to the department. The latter are more useful because it is possible to account for major changes in staffing to explain costs. The departmental salaries tend to lag behind the CUPA averages;

**Comparison of Salaries with CUPA averages
2006-2007 (most recent year for which data is available)
History Faculty still at ASU**

Rank	Below CUPA	Even with CUPA	above CUPA
Full	2	1	0
Associate	1	0	0
Assistant	2	0	1

N.B. The assistant professor above CUPA average had been at ASU at that rank since 1992.

Year to year comparisons of personnel costs based on IR figures are difficult because of departures, hires, retirements, etc. However, comparing departmental budgets yields the following information:

Fiscal Year	Salary Total	Salary Total adjusted for inflation
-------------	--------------	-------------------------------------

2005	425,836	425,836
2007	455,939	429,939
2008	477,420	433,065
2009	492,983	455,992

Information for FY2006 not available.

In other words, personnel salary costs for full time history faculty have increased as follows:

TYPE OF INCREASE	4-YEAR TOTAL	PER YEAR AVERAGE
Nominal	15.8%	3.95%
Real	7.1%	1.78%

B.2.c. The Faculty and the Student Body

The number of declared majors per full time teaching faculty member has edged up slightly over the last five years:

YEAR	MAJORS PER FTI
2004-2005	17.9
2005-2006	17.9
2006-2007	19.5
2007-2008	21.6
2008-2009	20.9

The availability of faculty to assist and advise students – not just majors – is important. Therefore, we should consider the relationship between total departmental enrollments and the availability of full time teaching instructors;

Academic Year	Number of Enrollees per FTI, average semester:
2004-2005	168
2005-2006	169
2006-2007	171

2007-2008	152
2008-2009	151

These numbers may appear high, but this does not mean that every FTI is teaching 150-170 students; part time instructors handle a significant share of our enrollment, as demonstrated earlier. However, many of their students visit the department only to discover that part time instructors are part time, and are therefore not here except when actually teaching; others have to handle their needs during these visits. Additionally, there is a significant drop (also reflected in CHP statistics) between 04-07 and 07-09. As discussed earlier, the drop affected both categories of courses (advanced and service). Average class size has dropped as well. The following table compares the Fall terms at the beginning and end of the five year period under study:

	FALL 2004	FALL 2008	% DROP
History service courses	41.3	27.9	32.4
History upper level	21.6	18.4	14.2

This shift in class size is not solely related to declining enrollments. In the Fall of 2008 the number of upper level students was actually higher (239 vs. 216) – but the number of sections had also grown. However, the number of service courses had been increased significantly in response to panicky predictions of a “tsunami” in freshman enrollment. This did not happen. Whether the result is good or bad depends on whether one prizes access or financial stability. Normally, it makes sense to add sections in case of large numbers of freshmen. In the current climate, however, it may make more sense to reduce the number of sections in order to maintain a higher average enrollment and a budgetary result that would make Dan Whitfield happy.

Finally, the adequacy of the faculty cohort to ensure success of the students in our program shows both pluses and minuses. We have always sought to provide a global education and, given the Chancellor’s emphasis on globalization, this places us in line with System policy. However, the department has no one to teach East Asian history and, due to a retirement, Indian history as well. As a result, we have lost Asia. The department has been seeking a position in which to hire an East Asianist for 12 years at this writing. The current crisis makes this problem currently unresolvable.

In addition, our student exit interviews have shown very diverse requests for scheduling. We cannot meet every time request. As an urban commuter university, however, we will face continued pressure to make courses available at virtually all times, as our students’ schedules are highly diverse.

Our students benefit from having a diverse faculty. Of the 10 full-time instructors (not counting the chair), 2 are minority and 5 are female. The department would like to hire more qualified minority instructors, but recent applicant pools have been small and highly qualified minority candidates are not common. (In one recent year, 5 of the 1,000 PhDs awarded in history in the USA were Black).

B.2.d. *Faculty Achievement*

(i) Credentials. Of the 8 full time history faculty, 7 hold the terminal degree and the 8th has completed all the work for a doctorate. Of the 6 current part time history faculty, 4 hold the doctorate, 1 recently earned his MA, and the 6th has an MA and holds a full-time public history position.

(ii) Teaching. The faculty in this department “perform” well on teaching evaluations. Having said that, there are two obvious *caveats* regarding the use of this data. First, student ratings may depend on a professor’s popularity rather than talent. Faculty with high standards and low tolerance for misbehavior may get lower ratings than they deserve. Second the departmental figures are for all faculty, not only historians. Three full time faculty members teach in other disciplines (2 in anthropology, 1 in philosophy).

The following table compares responses from department and university students on 23 questions from the semestrial student survey. The figures represent the percentage of students answering 5 on each question in academic year 2007. The question numbering is taken from the actual survey. On questions 9-24, a 5 means “strongly agree;” on questions 25-30, a 5 means “always;” on question 31, a 5 means “excellent.” Summer terms, occasionally surveyed, are disregarded because of the small sample sizes. The questions have been summarized.

**Comparison of Department and University Students, 2007
Percentage of Students Answering ‘5’ on Selected Questions**

QUESTION	UNIVERSITY	UNIVERSITY
9. Course objectives clear	74	80
10. Course objectives achievable	69	72
11. Assignments relevant	66	65
12. Textbook helpful	53	57
13. Tests representative	68	73
14. Able to finish tests	77	83
15. Course has challenged me to think, not just memorize	60	58
16. Gained knowledge of the field	57	56
18. Grading standards clear in syllabus	74	78
19. Professor enthusiastic	75	81
20. Professor made participation and questions possible	80	80
21. Professor available	74	76
22. Classes were well organized	66	63

23. Professor explained ideas and concepts clearly	65	69
24. Instructions for assignments clear	69	73
25. Grading was fair	72	74
26. Got feedback on tests, papers, assignments	66	64
27. Assignments returned within a week	71	67
28. Professor on time for class	78	78
29. Professor well prepared for class	76	78
30. Professor kept focus on relevant materials	74	69
31. Professor's overall rating	67	70
32. Student's overall self-rating	38	32

Out of 22 questions, students ranked this department's faculty higher on 13 and lower on 7, with 2 ties; this is impressive given that question 32 suggests that students did not view these courses as easier than the university's as a whole.

(iii) Professional Involvement. History faculty are active in assisting and promoting the profession both on and off campus. Three have recently obtained off campus grants. Almost all write book reviews for professional journals; the number of reviews totally over a hundred. One faculty member has helped establish new ties to the history department at Mid-Sweden University. Three are officers in professional organizations; in one case being the founder. Further information can be found in the *curriculum vitae*s of faculty in the *appendices*.

B.3. Facilities

B.3.a. Space (Adequacy and Condition)

The department's space situation is adequate. At present the department uses or shares three classrooms in Allgood and 2 in University, with overflow needs being met in Science or in other rooms in Allgood. In addition, smaller classes can be accommodated in our conference room. For History classes, this usually affects Methods (HIST3001). Philosophy seminars also make use of the room.

As our classrooms must accommodate three disciplines, one minor problem with Anthropology must be mentioned. The Anthropology faculty have delicate exhibits which cannot be carried back and forth to University, which slightly complicates scheduling. We would prefer to have the use of E260 in the future but somehow this space on our hallway fell into the hands of the mathematicians.

B.3.b. Costs in relation to Facilities and Equipment

At present the department "produces" 7,203 credit hours per annum (FY2008). The average "production" for the years 2004-2008 is 7,797 per annum. The department's "cost per credit hour produced" has risen in five years from \$97 to \$151 in nominal terms, or to \$132 in real terms. In real terms, this represents a 36% increase. Had the "credit hours produced" not dropped precipitously in the last two years, the increase would have been 21%. In other words, 42% of the increase in "cost per credit hour produced" is due to falling numbers, the other 58% due to rising costs (almost entirely personnel costs). Of course, there is no such thing as "credit hour production."

The department is one of 4 to teach relatively large (45-50) introductory classes (Sociology, Political Science, and Psychology are the other three). Except for classrooms able to handle such crowds, the department's operational facilities needs are not extensive. All ASU classrooms are equipped with computer/projection equipment; more specialized equipment is not required for the teaching of history. Most of our classrooms are of sufficient size to accommodate large sections, including 2 or the 3 rooms in Allgood. The only significant equipment needs are two fold. First, faculty do need late-model computers, and the institution has done its best to ensure that these are available. Second, the copying needs are significant. The department is happy to own two copiers, but one is reaching the end of parts availability and the other is becoming trouble-prone. Therefore, the department will probably surplus both and acquire a single leased model, provided all necessary approvals are given.

B.3.c. Library

Historians and history students are dependent on two things; libraries, and archives. The Reese Library does an excellent job supporting the work of the history program, to the extent limited by its resources. However, the library has been highly willing to examine and acquire resources suggested by the department. The budgets for FY2005 through FY2009 are:

FISCAL YEAR	TOTAL	BOOKS	SERIALS
2005	16,332	5497	10,835
2006	15,157	4388	10,769
2007	16,471	5897	10,574
2008	15,777	7760	8,017
2009	6,561	600	5,961

The last year listed obviously shows the effects of recent budget cuts. However, the serials figure understates what is “really” spent on serials useful to historians, because there are 12 multi-disciplinary packages of serials that can be accessed through GALILEO. Some of these are paid for out of the library’s general collection funds, while others are provided by the BOR. There is no practical way to count these particular expenditures; even if all these numbers could be obtained, it is impossible to calculate exactly how much each database potentially helps one discipline or another without prohibitive expenditures of staff time.

The department also maintains a small library of its own containing reference sources useful to its students.

The “other side” of the equation is the continuing decline, in real terms, of the travel budget. Travel is necessary for historians to conduct research. Research is necessary to remain connected with the discipline and sufficiently active to remain a useful resource for the students. The ability to travel to libraries and archives is as necessary for historians as, for example, a microscope is for a biologist. The data documenting this problem can be found in B.6.

B.3.d. Infrastructure

The department enjoys excellent support from a variety of academic support units. Below are listed the units with which we have the most fruitful relationships. This is not an exhaustive listing.

UNIT	RELATIONSHIP
Admissions	Assists in recruitment
Bookstore	Helps locate classroom materials
Career Center	Assists with job hunting
Development	Manages award funds
Financial Aid	Many of our majors are FA dependent
First Year Experience	We have regularly had an FYE section
Honors Program	Majors and faculty participate

ITS	Maintains our personal computers
LS/UC	A number of our majors are LS or UC
Media Services	Maintains the classroom projection systems
PR	Produced a brochure and publicizes our activities
Study Abroad	Helps us produce a number of SABR courses
Testing	Administers field exam and Ga. History test
Writing Center	Vital help as we are very writing dependent

B.4. Curriculum

The department is currently reviewing its curriculum, which makes the this program review particularly timely.

The history offerings can be down into several categories according to population:

- Two courses, HIST2111 and HIST2112, are choices for the US+GA history requirement. These courses therefore represent the most common point of contact between the program and the ASU student body.
- Two other courses, HIST1111 and 1112, are core options in Area E. Students therefore may take these, but their population is much smaller. History majors have to take both (as well as the 2 classes mentioned in the previous paragraph).
- One class, HIST3001, is required of all majors.
- One class, HIST3491, is required of all ROTC cadets. This class is typically divided between cadets, majors, and interested students from other programs.
- The next group includes all the catalog-listed classes, all of which may be used by majors and minors to fulfill their requirements.
- Then, there are all the “special topics” classes; the program has a significant number of these. While this occasionally interferes with an orderly rotation, we see nothing wrong with catering to academically legitimate student interest. In this category fall courses labeled HIST4950. Also, our Women’s History classes while carrying their own labels (4011 and 4021) have variable content.

The upper level classes are normally taught on a 2-year rotation but several are taught more often. These include:

- HIST3001 – every semester to meet demand.
- HIST3491 – almost every semester to meet ROTC need.
- HIST4011/4021 – as these Women’s History classes also meet needs in Women’s Studies the demand justifies more frequent offering.
- HIST3711 – this class meets Education needs so is taught annually.
- HIST4391 – taught annually to meet demand.

Data on enrollment levels can be found in part B.1 of this report.

B.4.a. *Coherence*

The major in history is founded on two foundations. First, there is the strong liberal arts curriculum required via the core. We do not impose specific requirements in Areas A-E beyond those of the institution; however, majors can obtain Area E credit for 2 of the basic history classes, and many do. (We also provide the opportunity for them to “place” some of these classes in Area F.) All majors must complete a year of foreign language.

Second, all majors must complete all 4 introductory history courses. This is important because it means that every graduating major has spent a year studying world history and a year studying American history, so that each major has a basic chronological grounding in both areas.

We have two options within the major, although the differences are limited. The state of Georgia imposes specific requirements on prospective history secondary education certificate holders. These requirements are as follows:

- Georgia History must be taken,
- Major courses must be divided into US/European/Non-Western categories, and
- The Education curriculum must be completed.

Two things should be noted. First, the 3-way categorization of major courses in the Education option is a difference more apparent than real, as most majors will take a diversity of courses. Second, an important correction recently undertaken concerned Area F. The major had different Area F requirements for the two options and this contradicted Regents policy. This has now been corrected, and the major requirements are now as follows:

Core Area F (18)

(C required in all courses)

Foreign Language Sequence (6)

Any two of the following(6): HIST1111/1112/2111/2112

Any two of the following (6): ANTH1102, 2011; CSCI1200; ECON1810; GEOG1111; HIST1111, 1112, 2111, 2112; HONR1900 [*req. dept. approval*]; MATH2210; PHIL1000; POLS2301; POLS2401

Degree Requirements if not taken in Areas E-F (0-6)

HIST1111/1112/
2111/2112

Major Requirements (28)

(C required in all courses)

(All except Secondary Education Certificate students)

HIST 3001 (Historical Methods) (4)

Eight 3- or 4000 level courses (24)

Major Requirements (28)

(C required in all courses)

(Secondary Education Certificate students)

General requirements	(7)	HIST3001 and HIST3711
US History	(9)	Take any 3 of the following: HIST3411, 3431, 3441, 3481, 3491, 4401, 4411, 4421, 4431, 4441, 4451, 4471, 4481, 4491
European History	(6)	Take any 2 of the following: HIST 3311, 3371, 3381, 3851, 3891, 4351, 4361, 4341, 4371, 4381, 4391
Non-Western History	(6)	Take any 2 of the following: HIST 3111, 3211, 3271, 3391, 3511, 3521, 3531, 3591, 3811, 4111, 4211, 4221

Note: *HIST4011, 4021, 4321, 4900, 4950, 4960, and 4970 are variable content and will be assigned appropriately depending on content.*

The importance of the secondary education 'option is declining. Many history majors with a teaching interest are avoiding the undergraduate certification program and instead entering the M.A.T. program. We encourage them to do so. The undergraduate certification is immensely complicated and deprives students of the opportunity to take a substantive minor, as they must complete 34 hours in Education. There has been some discussion of adopting the education option approach in order to compel students to enroll in a greater variety of classes, but this has encountered some difficulty. First, there is the question of whether doing so would be consonant with departmental goals. Second, and perhaps more relevant, is that is not yet clear how this would affect our retention rate.

B.4.b. *Currency and Relevance*

The department has benefitted immensely from the recent acquisition of young, dynamic faculty members, with recent experience at major universities. This has introduced a tendency in the department to constructively challenge the established curriculum – a tendency which we applaud. Many new and innovative courses have been tried as Special Topics offerings. The time has come for the department to enter upon major curriculum reform. However, at the same time, the strengths of the current curriculum should not be overlooked. Student satisfaction with departmental offerings is high; the only criticisms concern the lack of offerings in areas for which the department cannot hire faculty. Perhaps more important is the curriculum's substantive strength. It is a very broad curriculum for a smallish department, and that is no accident. The faculty have striven to offer the students a global education. The recent retirement of an anthropologist who was qualified to teach the history of India does cause us a problem here.

The most important recent modernization was the addition of two courses in women's history; HIST 4011 and HIST 4021. These classes are focus on topics of women and gender, respectively, but allow the instructor to choose the precise period and topic. These classes are also crosslisted and hence promote interdisciplinary solidarity. Two other items are under review; compelling students to take a greater diversity of courses (as mentioned above) and ensuring that all classes in the catalog are taught regularly. Some have not been, apparently due to misunderstandings about responsibilities.

B.4.c. *Course Sequencing, Frequency, and Enrollment Patterns*

Proper sequencing of courses in any history major can best be defined as follows:

1. Basic skills (core) courses.
2. Some or all of the basic history classes before advancing further.
3. A research methods course.
4. Upper-level courses, which may or may not be sequenced.
5. A capstone course.

The history major is arranged according to 4 of the 5 above items. We do not yet have a capstone course, although this has been discussed. We do not sequence our upper level classes. Sequencing is appropriate when there are multiple courses in the same area; i.e. a basic course on the world wars, followed by mid- and upper-level classes on the same subject. That is done mostly at very large history departments and not always then. However, there is another reason why flexibility “works” with our students. As each student gets and keeps a single advisor for their entire academic career, that advisor is best placed to steer students toward (or away from!) particular courses.

Excluding service course enrollments (HIST 2111/2112), which have been addressed previously, there are two ways to look at this data. First is the “macro” view, in which we examine the overall trends in upper level history and introductory world civilization. The latter cycle is mandatory for majors but can be taken by any student as an Area E option..), Frequency and enrollments can be analyzed in the following ways. therefore First, we can look at the total head count in upper level classes in recent years:

ACADEMIC YEAR	UPPER LEVEL HISTORY (excluding summer terms)	WORLD CIVILIZATION (Excluding summer terms)
2004-2005	446	386
2005-2006	419	259
2006-2007	421	250
2007-2008	457	236
2008-2009	458	186

Two obvious observations: first, upper level enrollments appear to be growing slowly. Over the 5 years we see a 3% increase according to this data. The safest conclusion is to say that there is no obvious problem here. The other is that the World Civilizations courses are shrinking non-stop. The total enrollment has dropped 52% – and even if we sugarcoat that figure by suggesting that 2004-2005 was an anomaly, the trend is unmistakable. This is serious for two reasons. First, these courses are a very important recruiting ground for the major. So far this has not been problem, but it would be irresponsible to pretend that it might not become one. Second, ASU students already

receive no instruction in world history except for these courses – which means that this trend leaves our young people even more ignorant than before.

Unfortunately it is not easy to diagnose the origins of the problem. Each of the most obvious explanations – times that the class is scheduled, or unpopularity of a particular instructor – is found wanting. Nevertheless, we are planning to offer the classes with different instructors and at different times in order to see if the trend can be reversed. This will be implemented in 2010; changing the FA09 calendar is not realistic at this time.

The second way of looking at the data is to look at the “micro” level by considering the enrollment of each course:

	SUM04	FALLO4	SPR05	SUM05	FALL05	SPR06	SUM06	FALL06	SPR07	SUM07	FALLO7	SPR08	SUM08	FALLO8	SPR09
HIST 1111		86	89		73	60		87	69	18	68	62		49	55
HIST 1112		100	111		66	60	121	49	45		75	31		36	46
HIST 3001		25	12	12	16	16	9	11	14	12	12	21	11	22	11
HIST 3111					19						6				20
HIST 3211					21				17						
HIST 3271		7							9						
HIST 3311						12					27				
HIST 3371									26						
HIST 3381												30			
HIST 3391						14									
HIST 3411					10						13			10	
HIST 3431		31			31			29						18	
HIST 3441			35						22			27			
HIST 3481									25						
HIST 3491		31	32		39			12	30		8	30		10	29
HIST 3511								23						12	
HIST 3521						15									
HIST 3531		29													
HIST 3591					11										
HIST 3711	36					35				25			29		32
HIST 3811	18						14						10		
HIST 3851					7									28	
HIST 3891															
HIST 4011								17				9			14
HIST 4021				18						14		18	17		
HIST 4111			23					24							
HIST 4211		13						11							
HIST 4221			16									9			
HIST 4321									20						
HIST 4341			30												
HIST 4351					17										
HIST 4361											20				
HIST 4371						12									
HIST 4381					13			25						26	
HIST 4391			31						20						13
HIST 4401					20									17	

HIST 4411																
HIST 4421	26			26			23	15							25	
HIST 4431		30									22					
HIST 4441				26				32						20		
HIST 4451		29					14				10					
HIST 4471				12						28				12		
HIST 4481				26	18								26			
HIST 4491																
HIST 4900			9													
HIST 4950	23		30		8	19	20		11	12	14	21		30	14	
HIST 4950	28		3			7	16			12	25	24		15	23	
HIST 4950			13			13				11	12	23		12	31	
HIST 4950			13			32					17				36	
HIST 4950			4								23					
HIST 4950											10					
TOTAL	131	381	451	120	369	309	203	335	336	104	362	331	99	310	324	

Comments on individual courses:

- HIST3001 (Methods) has a strictly limited enrollment. Registration for this class is somewhat complicated because we must keep enough seats available for seniors. Sometimes this has resulted in vacant seats when the course actually runs, so we are changing the registration system. Larger enrollments in the table indicates multiple sections.
- HIST4900 (Cullum) has not been offered recently because the Cullum Series has come to an end and this course will be removed from the curriculum.
- Three classes have not been taught in 3 or more years but will be taught in 2009-2010; HIST3391, 3521, 4341, and 4351.
- Three classes were last taught in 2006-2007 but are not scheduled for next year, placing them in an excessively long cycle; HIST3371, 3481, and 4111.
- Two classes are in an even longer cycle now and should be scheduled as soon as possible: HIST 3531 and 3591.
- Two classes were not taught at all during the previous 5 years; HIST 3591 and 4491. These must either be scheduled as soon as possible or removed from the curriculum.

B.5. Other Learning Activities

Many activities in our department fall outside regular teaching duties. One of the most promising developments in the department is the presence of student clubs in all three of our disciplines. The Philosophy Club and the Student Anthropology Society have developed as the result of new,

student-oriented faculty coming on board. The history program actually contains two student groups, although the overlap is significant. We have a chapter of the Phi Alpha Theta Honor Society and our own History Club. In practice, the latter is more important. By the time students acquire the hours required for Phi Alpha Theta they are usually close to graduation. The History Club has had energetic leadership during the last three years and has sponsored several field trips. For example, last year the club went to several sites in upstate South Carolina and ended with a visit to the famous battlefield at The Cowpens, whose participants are so greatly misportrayed in Mel Gibson's *The Patriot* (a film almost as bad as Mel Gibson's *Braveheart*).

B.5.a. *Advising*

HA&P was one of the earlier departments to opt for mandatory advising. While this had many benefits, there were also some drawbacks in the way it was handled. First, students saw the process as one of "getting the PIN," not one of getting advice. Second, students spoke to whomever happened to be available. As a result important pieces of information known to one advisor might not be known to the next. Finally, for a few years the department chair did almost all the advising. This meant that students were getting very little advising time, and contact between majors and other faculty was limited.

To solve that problem, as well as some less important issues, the department instituted a new advising system, that works as follows;

1. Each major is assigned to ONE faculty member, who becomes the permanent advisor unless the student desires to transfer.
2. Everybody except the Chair has a group of advisees; the Chair works during every registration to handle complex problems, transfer issues, etc.
3. The Department has created an e-mail list of all majors, updated every semester, to send out information about registration, advising, job opportunities, internships, etc. A letter is sent to all majors as well.

Advising has long been assessed in this department via the exit interview. The exit interview itself was modified to more directly investigate issues such as advising. In 2007-2008, we were able to collate the responses concerning advising. The 0708 exit interviews revealed very positive experiences, which should be expected as these are our "survivors." In addition to general comments, students noted that it was good that advisement was required, that it was exceptionally helpful for transfer students, and that it was a positive experience to get to know the advisor by keeping the same one over time. One student felt that the initial advisement was not good but that it got better over time as more of the advising was done inside the department. Two students did not have strong views about the advising process because they studied the catalog and learned the requirements on their own. Department faculty were frequently praised as willing to help and striking the right balance ("not too hands on").

During the exit interviews students were generally appreciative of the attempts to keep them informed. All seniors acknowledged receiving the communications and most found them

useful, especially in matters regarding scheduling, appointments, reminders of deadlines, and the education program. Two students called the emails helpful but that a lot of the information did not apply to them. One student noted a theme also heard last year – that she felt that the department cared about her. One said that the messages were “good for normal history majors.”

B.5.b. *Tutoring*

The department attempted to establish an in-house tutoring service for the service course enrollees, with the latter paying competent history majors directly for help. The attempt failed.

B.5.c. *Other*

The department has been able to sponsor several internships. One fairly regular internship is with the Signal Corps Museum and Archive, although this is in abeyance because the entire archive was ordered to move. (This internship is particularly useful from an administrative perspective because, as the director is an adjunct instructor, the usual internship paperwork is not required.) We have just placed a student intern with the Augusta Museum of History. We receive several queries every year concerning internship opportunities and forward them to the students. In some cases internships are established as a result of student-organization contact without the department as an intermediary, so that our records of internships are incomplete.

Study Abroad is of great interest to our faculty and students and this is easily seen from the growing number of participants. In the last two summers, two faculty members have had SABR courses; including applications being developed, 4 of the 8 history faculty are involved with Study Abroad. (Both anthropologists are as well.)

Career Planning and Placement is addressed in part A3 of this report.

B.6. Research and Scholarship

The history profession is based on research and writing. The first step in training a student is to teach the distinction between opinions based on fact and opinions based on nothing. The second step is to teach the tools of research and study, and the third is turning the research and study into a quality product. Research is taught to students in every upper-level course, with the required HIST3001 class mostly devoted to teaching research methods.

Teaching research can only be done by researchers. Faculty who do not know how to do research can not teach it, and students would hardly respect the teaching of such faculty. Therefore, the department demands scholarly productivity from its faculty. Mentoring is utilized as a tool to enable new faculty to juggle the workload of large freshman sections and research requirements (not to mention service). The department gives credit for on-going projects because good history projects can take years to complete. As the department's ability to support has deteriorated the future of scholarship in the department has been called into question.

B.6.a. *Faculty-Student Involvement*

This process can be promoted via (a) faculty-student research collaboration, (b) individual faculty sponsorship of student research and presentation (beyond the near-universal in-class research) and (c) collective/departmental encouragement and assessment of student research activity beyond the classroom.

Collaborative projects are not the norm in history. Two collaborative projects are currently active, however:

- Heather Abdelnur is guiding a group of students doing local archival research in Applying for, "Origins of Martinez: Connecting Columbia County, Georgia with Cuba in the 19th century".
- Hubert van Tuyll is guiding a group of students studying the history of the Republican Party in Columbia County. The students are conducting interviews as well as paper research.

A number of students are being sponsored in research activities, with two faculty members' efforts standing out.

- Michael Bishku sponsors the Arab League, which requires students to conduct research to represent a particular country at a regional conference. Many of these students also present papers, again under his sponsorship, at student Middle East research conferences.
- Wendy Turner has had students enter papers in national competitions and present at and participate in local and research events. One of her students won a second place prize in a national competition.

The department encourages students to enter competitions and make research presentations. There are student conferences in Georgia that make the latter possible. Also, there are two venues on this

campus (Phi Kappa Phi and the student research meetings) where students can easily present research. For the last two years the department assessed student participation via the exit interview. In 2007-2008, 36% of our graduating seniors reported participating in out of class research presentation activities. The data for this academic year is not yet available.

B.6.b. Faculty Scholarship

Full research information can be found in the faculty cvs (see *Appendices*). The following table gives a quick summary of scholarly activity in the last 5 years:

Person	Books	Articles or book entries	Conference Presentations	Community or Local Presentations
Abdelnur		1	5	3
Bishku		6	8	
Fissel	2	1	6	
McClelland-Nugent		2	8	1
Mixon		6		
Searles	1	3	5	3
Turner	1	7	27	
van Tuyll	1	8	6	3

Many faculty have major works in progress. Examples;

- Bishku: book-length manuscript on the history of Armenia, Azerbaijan and Georgia.
- Turner: book-length manuscript on insanity in the Middle Ages, currently under preliminary contract to Brill Publishers. She also has a manuscript on the care and custody of the insane almost ready for submission, as well as several articles in preparation.
- van Tuyll: research for a manuscript on the low countries at Versailles.

B.6.c. Financial Support

The department faculty are to a degree dependent on departmental support for research activity. Historians must travel to archives and libraries to do research. (The anthropologists also have to

travel for their work.) Grant money is not often available for historians. There are two aspects to this situation that are unfortunate.

First, the departmental budget for research support has deteriorated as it has not kept pace with either inflation or the (slight) growth of the department.

1. In 1995-96 the per person travel budget in the department was: \$ 643.63
2. In 2007-08 the per person travel budget in the department is: \$ 531.82
3. But in reality (i.e. real dollars, inflation adjusted) the figure is: \$ 381.54
4. Ergo, the drop in the average member's research travel allocation is: 40.7%

Second, although this problem has been repeatedly mentioned in Unit Plan Reports, no response has ever been received as to whether the problem is considered serious, or even understood, at higher levels, or whether there exists any long term plan to remedy the situation. If the situation can not be addressed, the department will have to change its mission and its hiring practices.

B.6.d. *Mentoring*

Faculty are mentored in two ways. First, there is the formal process which applies to every new faculty member on campus. Second, the department chair devotes time to guide the junior faculty in their work to ensure that they achieve the appropriate balance required for tenure and promotion. In addition, senior faculty sometimes take it upon themselves to give advice to the juniors, particularly on research-related matters; this is often helpful.

Mentoring of students takes place via three routes; class, advisement, and individual assistance. This is one more reason why the individual advisement assignment process has been a positive step. Some faculty spend a great of time giving individual advice and instruction but it is not practical to quantify or assess this process.

B.7. Service

Service is an important part of the university's mission to be a community institution. Every faculty member in the department is involved in service activities. Most noteworthy of course is Prof. Searles, who received the Wallace Award in 2006 and the Town and Gown Award just a few weeks ago. All department faculty serve on one of our three topical planning committees. Individual service commitments and work can be found on faculty cvs (see *appendices*). Major service commitments by department faculty are noted below:

ASU committees	International affairs, Faculty Recondition, Library, Cullum Study, Post-Tenure Review (2), Faculty Policies (4), University Council(2) , Recycling, Black History, Women's Studies (3), A&S Council, RAACH (2), Night Students Advocacy (2), Employee Recognition, Honors Program, Fort Gordon/NSA, A&S Council(2)
USG committees	Ga. Consortium, Middle East, GenEd
Other ASU service	A-Day co-chair, Md-Sweden Exchange, Minority Advising Program, AAUP, FKF(2), Huddle Partner, Bean cooking, History Day (4), Buffalo Soldier Day, Faculty Club, Education search committee, ASU Writers group, BSU, graduation announcer, SACS EP+IE committee
Community service	UMC education committee, volunteer work for AHA, ACS, ALA, LLS, MoD, consulting with local newspapers, dozens of community presentations, Waynesboro optimist Club program chair, Boggs Rural Life board member, Boggs Development vice chair, Presbyterian deacon
Profession	Latin American Conference prize committee, Heritage Trails Committee, Western Writers membership committee, Wester History awards committee, President and other offices of American Council for the Study of Islamic Societies, President and other offices of the Association of Third World Studies, editorial board of Jrnl of 3 rd World Studies, Book review editor for H-Low Countries, President of Southern Association for History of Medicine of Society, founder of Disabilities in the Middle Ages Group, Board of governors of the Historical Society

C. SUMMARY

C.1. Findings

- The program is consonant with the missions of the University, the System, and the College.
- While history majors appear to have fewer difficulties than the student body as a whole, this can probably be attributed to class status and self selection.
- Skills taught through the major are those demanded by employers.
- The number of majors is healthy and is increasing at a steady rate.
- The number of graduates has risen from 7th to 3rd in the PCAS but it is unclear whether this is a long term trend.
- The scores on the nationally normed exam did not reveal any obvious problems but its meaningfulness is open to doubt.
- As a group our majors are significantly less diverse than the institution as a whole.
- The total enrollments in the department have declined. Over the last 5 years, enrollment was steady for the first 3, and then suffered a precipitous drop in 2006, from which the numbers have not yet recovered. No significant changes in scheduling or offerings took place at that time. Seniors have not expressed complaints about scheduling at their exit interviews.
- The drop in enrollments is significant in service courses and in the “hybrid” (major/service) World Civilization courses. The most precipitous drop has been in World Civ classes.
- Upper level enrollments have increased slightly.
- The absence of an Asian historian is of great concern to students and faculty alike. This has become a greater problem as a result of a recent retirement.
- While student achievement is acceptable the quality of research needs to be improved, as many exit papers lacked sufficient or any primary sources.
- The department is meeting its goal of retaining qualified junior and senior majors.
- The department has 8 fulltime history faculty, 7 with Ph.D. and 1 ABD. This number cannot be considered a burden; this is an increase of 1 faculty member since 1991.

- FTE usage of part time faculty has increased significantly, possibly justifying another position (in better days).
- Faculty costs have increased steadily, although salaries remain below CUPA averages.
- Faculty receive high marks on student evaluations despite being regarded by students as being somewhat more difficult than the “average” instructor.
- Facilities are adequate but the department would not protest being allocated E260.
- The department receives excellent support from campus services.
- A number of classes are rarely (or in two cases, never) taught. These classes must either be placed in a rotation or removed from the catalog.
- The mandatory advising system appears to be working well although there is some debate about the continued requirement for everyone to advise.
- Faculty-student scholarship is expanding but more could be done.
- Faculty scholarship continues at a very high level.
- Scholarship in the department is threatened by the failure of the institution to remedy (or even acknowledge) the impact of the continuing decline in research travel funds. This will affect the quality of teaching.
- Faculty are intensively involved in service activities.

C.2. Recommendations

The department should study the availability of other nationally normed tests.

The department should continue to recruit female and minority students.

The department should experiment with scheduling and offerings to reverse the trend in World Civilization enrollments. Otherwise, less instructor time should be allocated to the courses.

The administration should consider another position for the department, with a specialization in Asian history.

Student primary research should be emphasized.

Course offerings must be synchronized to prevent orphans.

Faculty-student research should continue to expand.

The institution must reverse the decline in departmental research travel funding.