

## **PART I: INTRODUCTION AND CONTEXT**

### **The Review Process**

The Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation (APAA) at Oregon State University oversee the regular review of undergraduate programs. These reviews occur at ten-year intervals and provide an opportunity for the program faculty and staff to evaluate the effectiveness of their undergraduate teaching and programming and the availability of resources necessary to support the program as well as to reflect upon potential areas for growth and improvement. In particular, the program review evaluates the focus of the academic program and its fit within the institutional mission and strategic direction; the extent to which the program is evolving along national trends; the adequacy of resources; the learning environment and the extent to which students are achieving learning outcomes; the areas where OSU can further develop its strengths; and potential areas for collaboration and interdisciplinary projects/programs.<sup>1</sup>

As part of this review process and in accordance with OSU's Undergraduate Academic Program Review Guidelines, this Self-Study report describes the strengths and limitations of our undergraduate program. In order to effectively assess our program and its effectiveness, we analyzed a broad range of both quantitative and qualitative data collected internally, provided by OSU's Office of Institutional Research, and gathered in surveys of current and former students. This report reviews what the APAA guidelines refer to as "inputs," the resources that go into building and maintaining the program – our personnel, curriculum, budgetary and physical resources, and students. It then evaluates the program's performance, including both faculty productivity and student learning and success. Finally, History Faculty identified key challenges and opportunities for the program and offered recommendations for strengthening the program over the next ten years.<sup>2</sup>

The History Program has not been reviewed since 1997; we therefore lack a recent baseline against which to evaluate our progress. In addition, within the ten years covered by this Self-Study the History Program was recently re-organized from a stand-alone department (the History Department) to a program within a new multidisciplinary School of History, Philosophy, and Religion (SHPR). This new structure, along several additional changes – a decline in the number of declared history majors, the evolution of our faculty, proposed changes in the University budget model – have prompted broad discussions among faculty which are currently underway and in no way resolved. Thus our program is a work in progress, and this Self-Study attempts to capture trends over the past decade and to offer some preliminary directions for the coming decade.

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<sup>1</sup> Undergraduate Academic Program Review Guidelines, v. 07-29-2016, 2.

<sup>2</sup> This self-study was undertaken during Fall Term 2016. Marisa Chappell coordinated the data-collection and evaluation process, with assistance from Ben Mutschler (Director of the School of History, Philosophy, and Religion), Stacey Smith (Associate Director for History), David Bishop (Academic Coordinator), and Dwanee Howard (Assistant to the Director). Initial findings and drafts of Section I, II, and III were presented to History Faculty in December 2016 for discussion and revision. Faculty discussions formed the basis for Section IV.

## History: Mission and Goals

History coursework at OSU began as part of general education, serving the needs of students pursuing the scientific and applied majors that predominated in OSU's first hundred years. In 1966 History became a full-fledged department and began offering a Bachelor of Arts in History. Since then, the faculty, curriculum, and reach of the program have grown significantly. OSU's goal of becoming a top-ten land grant university has enabled liberal arts programs to put increasing emphasis on faculty research and scholarly productivity. Faculty growth – from X in 2007 to Y in 2017 – has diversified our undergraduate curricular offerings, enabled us to expand our on-line course offerings (including the launch of an on-line undergraduate major in 2016), and enriched the intellectual climate. The most significant change in the past decade was the reorganization of the College of Liberal Arts. In 2010, the Department of History was dissolved, and the History Program moved to a larger School of History, Philosophy, and Religion. Control of the History Program remains in the hands of History faculty, while merging (and co-locating) with Philosophy has offered our students a richer intellectual community and has enabled greater opportunities for collaboration in teaching, programming, and administration.

The discipline of history has long been a foundation of liberal arts education, and its importance and relevance in the twenty-first century are, if anything, greater than they have ever been. Through immersion in cultures and eras different from their own, students develop an understanding of multiple perspectives, empathy for others, and appreciation for historical contingency, all of which are crucial competencies for pursuing constructive lives in an increasingly globalizing and complex world. The methods of historical inquiry – close analysis of textual sources and material culture, appreciation of context and perspective, creative and critical thinking, effective research skills (“information literacy”), and strong written and oral communication – likewise equip students for a wide range of professional pursuits and a life of effective local and global citizenship.<sup>3</sup>

The undergraduate program in history brings these perspectives and skills to OSU students, not only history majors but also the hundreds of non-majors who take our courses each year as part of the Baccalaureate Core. In both capacities, and in the robust campus and public programming that History faculty organize, the History program contributes significantly to the College of Liberal Arts mission to “prepare students for challenging careers and empower them to live lives of achievement, courage, contribution, and meaning.” History is also foundational to OSU's status as a major research university and crucial to its goals of providing “a transformative educational experience for all learners” and increasing its international reputation and footprint. Making constructive progress in each of OSU's Signature Areas of Distinction – Advancing the Science of Earth Ecosystems, Improving Human Health and

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<sup>3</sup> The Association of American Colleges & Universities' 2005 LEAP Initiative (Liberal Education and America's Promise) identified knowledge of human cultures, as well as many of the practical and intellectual skills that historical inquiry teaches, as foundations of a twenty-first century liberal education.

<https://www.aacu.org/leap/essential-learning-outcomes>

Wellness, and Promoting Innovation and Economic Prosperity – requires a nuanced understanding of history and competence in the skills that history teaches: understanding multiple cultures and perspectives, creative and critical thinking, and effective written and oral communication skills.

Faculty scholarship and public engagement likewise contribute to OSU’s mission as both a top-tier research institution and a land grant college. Each year, SHPR faculty members organize more than one hundred campus and community events, enriching public understanding of our world. Bringing top-tier scholars to speak, organizing panel discussions to offer historical perspective to contemporary events, and hosting film viewings, readings, and other programs provides out-of-the-classroom learning experiences for students and community members, enhances community conversations, and fosters public discourse and connections among various disciplines and constituencies at OSU and beyond.

The History faculty has not articulated a formal mission statement. In 2014-2015, we revised the Learning Outcomes for the History major to clarify concrete goals for our majors. These Learning Outcomes, which are discussed in more detail in Part II, include specific skills within three broad goals: Content Knowledge (Civic Literacy, Western Cultural Tradition, and Global Literacy), Critical and Historical Thinking, and Information Literacy. While these specific learning outcomes are a useful means of assessing our coursework and program – and particularly of fulfilling accreditation mandates that require some quantified assessment of our effectiveness – they also fail to capture some of the most important but perhaps less tangible goals of historical study, which include appreciation of historical contingency and complexity, understanding of diverse social contexts and perspectives, and development of empathy and historical imagination. While these skills are very difficult to measure, they are nonetheless central to our educational mission.

### **Current Challenges**

History faculty members have identified four significant challenges facing the History Program in the decade ahead: countering the current decline in the number of students majoring in history; ensuring that the content, methods, and framing of our curriculum remains relevant to contemporary societal challenges and student needs; better preparing our students for the post-graduation professional world; and intentionally diversifying our Program.

*Decline in History Majors:* Common to history and other liberal arts programs nationwide, we face relatively static (and perhaps declining) interest in History as a major (see Input: Program). Based on a broad-based study of history programs throughout the United States, the American Historical Association (AHA) concludes: “at the national level, it seems likely that the size of the history major at many large universities in particular will [after a downward trend over the next two or three years] stabilize at levels significantly lower than in

the pre-2010 period.”<sup>4</sup> History faculty members have recently taken a number of steps to make our program’s structure more accessible to students, including offering a Bachelor of Science in History and launching an on-line major, but in addition we must find ways to sustain and grow our major.

*Curricular Design:* This second challenge follows from the first. Are we offering an up-to-date and rigorous undergraduate curriculum that is both attractive to students and provides the skills and knowledge that prepares them for professional success? Our curriculum covers a broad range of geographical, temporal, and thematic areas but has developed in rather haphazard form, dependent upon the particular interests of faculty members rather than a thoughtful assessment of student needs or intellectual and pedagogical coherence. In order to best serve our students and address declining enrollments and majors, we must ensure that our curriculum is logical, pedagogically coherent, and appealing to students.

*Preparing Students for Post-Graduation:* Declining history majors at OSU and nationwide are, in part, a response to rising college costs alongside societal messages that minimize the importance and usefulness of liberal arts programs in favor of “practical” majors in STEM fields, business, and pre-professional programs. We know – and a number of studies have demonstrated – that liberal arts degrees like history prepare students very well for success in the professional world.<sup>5</sup> We must better communicate that message, and we must also implement more pointed and conscious mechanisms to prepare our students to understand and articulate their skill set and to gain the kinds of experiences that will translate effectively into the professional world.

*Diversifying our Program:* Both OSU and the state of Oregon are less racially and ethnically diverse than much of the country; the History Program is less diverse still (see Part II). As a value in and of itself, as a mechanism for ensuring that our classrooms offer the kinds of discussion and debate that train students for constructive real-world engagement, and to contribute to building a more just society, we must intentionally and affirmatively diversify both our faculty and student populations.

We see this Self-Study and the broader Ten-Year Review process as an opportunity to think collectively and with outside input about how to capitalize on our significant strengths in order to effectively meet these challenges.

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<sup>4</sup> Julia Brookins, “New Data Show Large Drop in History Bachelor’s Degrees,” *Perspectives on History* (March 2016), <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2016/new-data-show-large-drop-in-history-bachelors-degrees>, accessed November 20, 2016.

<sup>5</sup> Cite some studies.

## PART II: PROGRAM DESCRIPTION AND INPUTS

### Program Description

#### Program Overview

History began at OSU in a service capacity. The Oregon State Board of Education initially prohibited duplication of programs, allocating liberal arts programs to the University of Oregon and restricting OSU to scientific and applied programs. In 1966, the State Board approved the granting of undergraduate degrees in History at OSU. Since then, the program has expanded significantly in number and range of faculty and course offerings; in the scholarly output and reputation of faculty; and in the methodological and thematic approaches taught.

The most significant change in the past decade was the relocation of the History Program from a Department of History into a School of History, Philosophy, and Religion (SHPR). In 2010, OSU administrators mandated significant reorganization; the College of Liberal Arts replaced its existing system of discipline-based departments with six multi-disciplinary Schools. History and Philosophy faculty joined to create a School of History, Philosophy, and Religion, headed by a School Director with Associate Directors for each discipline. More recently, History and Philosophy faculty with specialties in religion developed SHPR's third leg, the Religion Program. The History Program remains intact and guided by History faculty, which handles curriculum, hiring, and promotion and tenure. The creation of SHPR has had important, generally positive, effects on the History Program.

- *Additional faculty:* SHPR won a new line to hire in Religious Studies; that hire (Amy Koehlinger) has become a valued member of the History Program faculty as well as a central player in the Religion Program. Upon the retirement of Lisa Sarasohn (medieval European history), SHPR hired Rena Lauer, a medieval historian with specialties in religious and legal history. SHPR used internal resources to fund an additional line to hire an historian of the Ancient World (Kevin Osterloh) whose specialty in Jewish studies has further expanded our curricular reach in ways that benefit both the History and Religion Programs. We have also added a number of talented scholars and teachers as instructors in recent years (see Input Assessment: Faculty for details).
- *Religion Program:* SHPR launched a Religion major in 2015. The program draws on teaching faculty in both History and Philosophy, and most undergraduate courses are cross-listed in either History or Philosophy. By encouraging History faculty to increase curricular offerings in religious history (in which several of them have specialties and subspecialties), the Religion Program has expanded the curriculum available to History students. Thus far, we have no evidence that the Religion Program is drawing students away from the History Program; in contrast, we suspect that it has potential to increase History enrollments as well as interest in the History Program.

- *Joint Initiatives.* SHPR's committees include faculty members from all three programs, enabling collaborative work on shared issues/problems. Committees have developed School-wide initiatives including a Career Connect event and a Student Awards Ceremony. Other joint efforts are in the works, including consultations with OSU Admissions, CLA Advising, and regional secondary schools and community colleges to increase and improve the marketing of our programs.

Another change in the past ten years has been the expansion of our online (Ecampus) Program. The number and variety of courses offered online has grown, as has the number of student credit hours. This expansion has been a result of financial exigencies. OSU administration's commitment to growing the student population despite capacity limits at the Corvallis campus led to institutional incentives for online course development and programming. These incentives coincided with reduced public funding for higher education in Oregon and other budgetary constraints. History Program leadership turned to online courses as the only available tool to earn funds for basic operating expenses and to support faculty research and travel. Online courses are developed and taught by both tenure/tenure-track faculty and instructors. History has seen a steady expansion of online course offerings and launched an Ecampus major in 2016.<sup>6</sup>

A final change over the past decade is the recent addition of a Bachelor of Science option for History majors. The History Program offered a Bachelor of Science option when it began enrolling majors in 1965, a result of the Program's origination as a service program for OSU's technical and scientific programs and the program's strength in History of Science. As the number of faculty grew and acquired a more robust research profile, faculty elected to discontinue the Bachelor of Science option in order to align the major more closely with national and international standards and articulate the importance of language acquisition and mastery in both the historical profession and the liberal arts more broadly. In 2015, a majority of faculty voted to reinstitute the Bachelor of Science option. That decision was made with significant reservation, given faculty's pedagogical commitment to language training. Academic coordinator David Bishop's analysis demonstrated that the language requirement had become a significant barrier to successful completion of the major.

- One problem is the structure of language coursework at OSU; classes fill quickly, and if students are unable to take a needed course in a given term, they must wait an entire year before that course is offered again.
- Further, more than half of OSU's history majors begin their OSU careers majoring in other subjects, mostly Bachelor of Science fields; they have therefore already completed the fifteen-credit Bachelor of Science requirements by the time they declare a major in history. The two-year language requirement prevents those students from timely degree completion.

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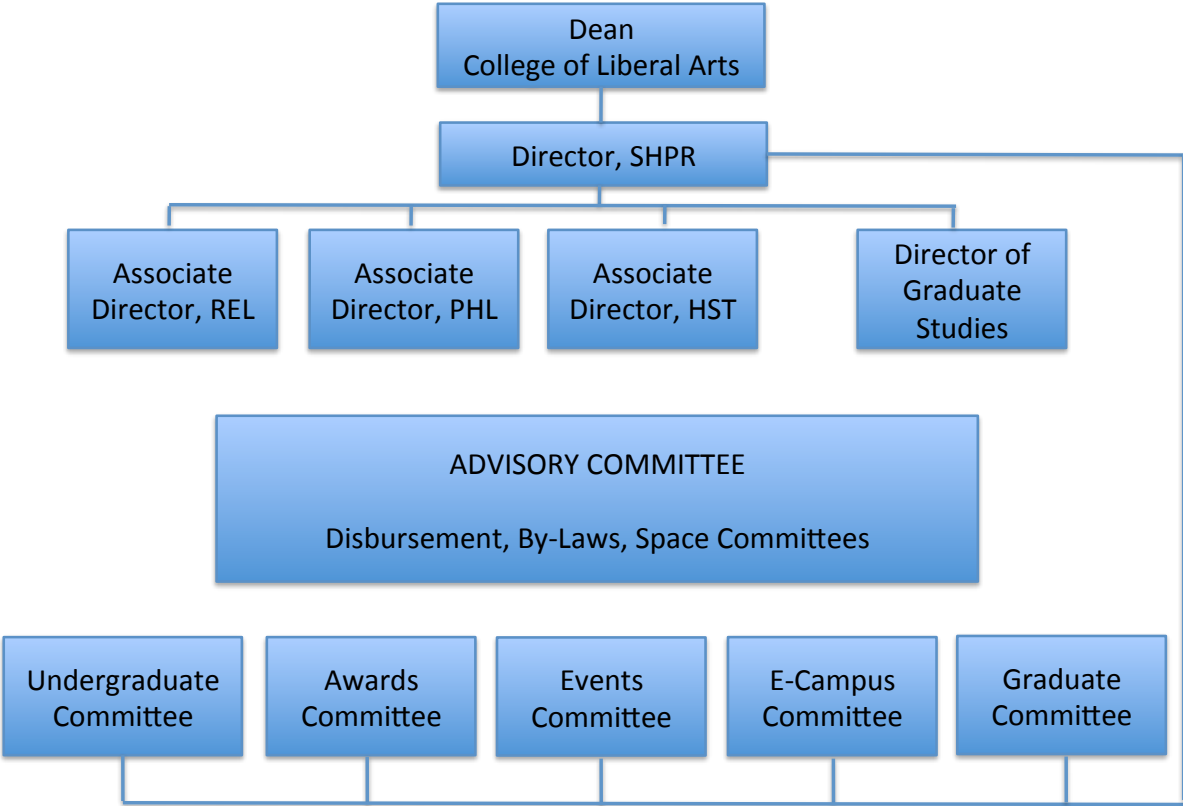
<sup>6</sup> Because the degree launched so recently, we are not including data on the program in this Self-Study.

After robust discussion, enough faculty members were convinced that reinstating the Bachelor of Science degree was an important means of serving our students, given the constraints. In addition, some faculty members argued that the quantitative coursework required for a Bachelor of Science degree are not irrelevant for many of the career fields that History majors pursue, whether public history or social scientific fields or careers outside of History.

Program Structure

The History Program is led by an Associate Director under the leadership of the Director of the School of History, Philosophy, and Religion, who provides overarching guidance and budgetary oversight for the three programs in the School, oversees the promotion and tenure process for all programs, and conducts annual reviews of program faculty and staff performance. Figure 1 shows the current structure of SHPR.

Figure 1: SHPR Organizational Chart



The History Program is a distinct entity in SHPR, retains its own leadership in the form of an Associate Director, and continues to meet as program faculty to make decisions involving curriculum, program development and policy, hiring of tenure-track faculty, and promotion and tenure. Faculty members in SHPR are generally committed to democratic decision-making and

robust shared governance; we are still in the process of developing by-laws and determining policies and procedure. Decision-making processes around many issues are not yet solidified.

As we currently operate, the School Director has authority over School business and the School's budget. Associate Directors in the school act as liaisons between program faculty and the School Director and serve on the School's key leadership body, the Advisory Committee, with which the Director regularly consults. Responsibilities of the Associate Director (in practice thus far, though not yet in formal policy) include:

- Participating in School governance and decision-making. The Associate Director (AD) represents the History Program on the Advisory Committee and in both formal and informal consultation with the School's Academic Coordinator and Director.
- Overseeing and coordinating History Program. The AD convenes regular meetings of History faculty and oversees shared governance in the History program; supervises class scheduling; oversees peer review of teaching; works with the School Director to hire instructors; evaluates curricular requests related to History classes or majors (in consultation with Academic Coordinator and Undergraduate Committee); and mediates faculty/student conflicts and complaints.
- Coordinating Promotion and Tenure process for History faculty. The AD works with the School Director to convene Dossier Preparation committees and works with them to coordinate external evaluations, peer review of teaching, and student committees.

Faculty governance in SHPR includes the work of several standing committees, which are composed of faculty members from each of the School's three programs. The five standing committee chairs serve on the Advisory Committee along with the three Associate Directors and the Director of Graduate Studies. Of the School's five standing committees, two have little direct relationship to the undergraduate programs (the Graduate Committee and the Events and Outreach Committee), while three others are significantly involved in the undergraduate programs:

- The *Undergraduate Committee* coordinates both annual Program assessment and Baccalaureate Core assessment and develops a range of initiatives designed to improve undergraduate programs, including student recruitment, student professional development, and curricular development.
- The *Ecampus Committee* assists the School's Ecampus Coordinator with instructor support, professional development, course development, course evaluation and assessment, and student recruitment and marketing for our on-line courses and major.
- The *Awards Committee* identifies and publicizes campus-wide and regional award opportunities, coordinates SHPR student award processes, solicits award nominations, and organizes an annual School award ceremony.

History faculty members serve on each committee and act as a “History Subcommittee” that addresses program-specific issues when necessary.<sup>7</sup> Other administrative positions crucial to the program are:

- The *History Ecampus Coordinator* is an experimental position begun in AY 2015-2016 as a .25 FTE position. Duties include developing new online history courses as well as redeveloping older online courses; collaborating with Ecampus Marketing to create promotional materials and review the online History Program’s website; and promoting the quality of the online history courses through course reviews and meetings with course developers.
- The *History Internship Coordinator* is a position begun in AY 2015-2016 as a .25 FTE position. Duties include coordinating public history activities and internships through forming and maintaining institutional contacts, working with students to find and successfully execute internships, and other involvement in public history activities and projects as assigned.

### Undergraduate Degree Description and Requirements

The History Program offers four degree options: Bachelor of Arts in History, Bachelor of Science in History, Honors Bachelor of Arts in History, and Minor in History. OSU requires Bachelor of Arts majors to achieve proficiency in a second language and Bachelor of Science majors to complete a mixture of credits in computer science, science, and math/statistics. In 2016, we began to offer an on-line Bachelor of Arts or Bachelor of Science in History.<sup>8</sup>

Program requirements are designed to ensure that students gain both a *broad perspective both geographically and temporally* as well as a *depth of knowledge and skills*. Students must complete at least 49 History credits to earn a major.

- To ensure that students gain a strong foundation of knowledge, the Program requires history majors to earn a minimum of 15 credits in the History surveys, which include United States History, World History, and Western Civilization; at least one of these surveys must cover a time period prior to 1800 CE.

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<sup>7</sup> SHPR aspires to allocate service duties equitably. Inevitably, some faculty members take on a larger share of the service burden than others. Leadership has recently instituted a mandatory monthly reporting system in order to keep track of committee activities in order to ensure greater sharing of information and some accountability. A step we might consider is researching best practices to see if other institutions have found mechanisms to create more equitable service loads.

<sup>8</sup> Students must fulfill four distinct sets of requirements in order to earn a Bachelor of Arts or Sciences in History: 1) *Bachelor of Arts or Science*: BA students must achieve second-year proficiency in a second language at the college level, while BS students must take a minimum 15-credit block of science, computer science, and quantitative studies; 2) *Baccalaureate Core*: Students must successfully complete at least 51 credits distributed across five categories: Skills; Perspectives; Synthesis; Difference, Power, and Discrimination; and Writing Intensive Curriculum; 3) *College of Liberal Arts Core*: Students must successfully complete at least 15 credits in each of Humanities, Fine Arts, Social Science, and Nonwestern Culture; 4) *History Requirements*. Only the History Requirements will be discussed in detail.

- To address geographical breadth, the Program requires students to earn a minimum of 33 upper-division content credits in each major area that we offer: European history, United States history, and Asian/Latin American/African history.
- All History majors are required to take HST 310: The Historian's Craft, a disciplinary methods course, and HST 407: History Seminar, a Writing Intensive Curriculum (WIC) course in which students complete a significant and original historical research project.

Students may minor in United States History, European History, or Non-United States/Non-European History. Courses taken for the minor must be taken for a letter grade and may also be used to fulfill Baccalaureate Core and/or College of Liberal Arts Core requirements. Students must complete the following requirements in order to earn a minor in History:

- United States History Minor: Students must complete HST 201, 202, 203; a minimum of 12 upper-division credits in United States History; and a minimum of four credits of additional HST or HSTS coursework.
- European History Minor: Students must complete HST 101, 102, 103; a minimum of 12 upper-division credits in European History; and a minimum of four credits of additional HST or HSTS coursework.
- Non-European/Non-United States History Minor: Students must complete HST 104, 105, 106; a minimum of 12 upper-division credits in African, Asian, Islamic World, and/or Latin American History; and a minimum of four credits of additional HST or HSTS coursework.

A substantive description and discussion of the our curriculum can be found in the section, "Input Assessment: Curriculum."

### History Ecampus Program

While online courses have the merit of expanding the reach and accessibility of our programs, History faculty members have long expressed reservations about the pedagogical and practical implications of expanding our on-line curriculum. Despite these concerns, the financial exigencies led to the steady expansion of on-line course offerings and convinced the faculty to launch an online (Ecampus) major in 2016. Because the degree launched so recently, we are not including data on the program in this Self-Study.

Faculty concerns about the pedagogical quality of online instruction have been somewhat mitigated by SHPR's appointment of an Ecampus Coordinator, Katie Hubler, a History instructor with significant experience and training in on-line course design and instruction. Katie's role includes professional development, and she has led the SHPR Ecampus Committee in offering crucial opportunities for faculty and instructors to expand their mastery through workshops on on-line course design, designing and conducting effective and civil on-line discussions, innovative on-line assignments, and other related topics. Katie has also taken a lead role in SHPR's recent teaching evaluation initiative by evaluating our on-line course offerings. In addition, OSU's Ecampus staff offers substantial support for faculty development and innovation.

A recent concern about the new Ecampus major is a result of new College of Liberal Arts policy. OSU has long maintained that on-line curriculum is theoretically identical to on-campus curriculum; this is how the on-line programs are marketed and how courses appear on student transcripts (there is no indication that a course was taught on-line as opposed to in person). In the past ten years, both tenure/tenure-track faculty and instructors have developed and taught Ecampus classes, but in 2015 the College of Liberal Arts began to limit tenure/tenure-track faculty overloads. In order to continue to expand our on-line offerings while maintaining high-quality and personalized on-campus instruction, we have become increasingly reliant on instructors to teach on-line courses. Our instructors have doctorates in history and are specialists in their field; they are also high-quality teachers dedicated to their students. While our on-line students are getting high-quality instruction, the use of instructors (whose pay is substantially lower than tenure/tenure-track faculty) to subsidize tenure/tenure-track faculty research and travel seems to violate the claim that the degree is identical to an on-campus degree and seems ethically problematic.

### **Input Assessment: Faculty and Staff**

#### Faculty

The History Program currently has 20 tenure/tenure-track faculty members: ten at the Professor rank, seven at the Associate Professor rank, and three at the Assistant Professor rank. Ten are men and ten are women, and we are a predominantly (non-Hispanic) white faculty, with only one faculty member identifying as non-white (she is Asian). We have 17 instructors; 5 of them teach full-time and 12 teach part-time, anywhere from one to five classes per term, depending on position description and program needs. The History Program shares an Academic Coordinator and a part-time Ecampus coordinator with the two other programs in the School. Details on faculty and instructors, including their areas of research and undergraduate teaching, are provided in Table I.

Table 1: Summary of Tenured/Tenure-Track Faculty

<b>Name and Title</b>	<b>Degree Institution and Year</b>	<b>Research Foci</b>	<b>Undergraduate Courses</b>
Mina Carson, Professor	Harvard University 1984	United States women's history; social movements; popular culture	Women in United States History (362); Lesbian and Gay Movements in Modern America (368); Social Change and American Popular Music (370); History of Psychotherapy (440)
Marisa Chappell, Associate Professor	Northwestern University 2002	Twentieth and twenty-first century United States; politics and social policy; political economy of race and gender	United States History (203); History Games (HST 299); Women in United States History (363); The Civil Rights Movement in Modern America (365); History Seminar (407)

Gary Ferngren, Professor	University of British Columbia 1973	Ancient world; medicine and religion; science and religion	Ancient Near East (320); Greece (321); Roman Republic (322) Roman Empire (323); Science and Religion (423); Early Christianity (325); History Seminar (407)
Anita Guerrini, Horning Professor in the Humanities and Professor of History	Indiana University 1983	History of early modern anatomy, human and animal; application of history to modern ecological restoration	History of Medicine (417); Scientific Revolution (HSTS 412); Animals in Science (HSTS 437); Food in World History (416)
Jacob Hamblin, Professor	University of California Santa Barbara 2001	History of science; environmental history	History of Science (413, 414); Technology and Change (421); Science and Politics (422); U.S. Environmental History (481)
Trina Hogg, Assistant Professor William Husband, Professor	New York University 2013 Princeton University 1984	African history; legal history; imperialism Soviet Union; Russian history; gender and sexuality; environmental history	World History (106); History of Africa (382) Western Civilization (101, 102, 103); 20 <sup>th</sup> Century Europe (336); History of Russia (340, 341); Special Topics in Russian History (341); Society in Modern Russia (345); History Seminar (407); Science and Society in Russia (HSTS 418)
Hung-Yok Ip, Associate Professor	University of California Davis 1993	Asian history; intellectual and cultural history; modernity; gender history; Buddhism and nonviolence	World History (106); Traditional China and Japan (391, 392); Gender, Family, and Politics in Modern China (397); Modern Japan: A Cultural History (492); China in the Twentieth Century (495)
Jonathan Katz, Professor	Princeton University 1990	Middle East and North African Studies; Islamic history; Jewish-Muslim communal relations; colonialism in North Africa	World History (106); The Arab- Israeli Conflict (385); Modern Iran (386); Islamic Civilization (387, 388); Middle East Women's History (390); Religion and Politics in the Modern Middle East (485); History Seminar (407)
Amy Koehlinger, Associate Professor	Yale University 2002	Religion and American culture; 20 <sup>th</sup> century U.S. history; religion and gender	Religion in the American West (470); Religion through American Literature (415); Roman Catholic Traditions (415); Religion through Film (399); Religion in the U.S. (210)
Paul Kopperman, Professor	University of Illinois 1972	British history; military history; history of medicine	Western Civilization (101, 102); Why War? (317); European Military History (315); American Military History (316); History of Medicine (416); English History (433, 434); The

Rena Lauer, Assistant Professor	Harvard University 2014	Medieval Mediterranean history; religious, legal, and social history; Jewish history	Holocaust in its History (425); Teaching the Holocaust (327); Historian's Craft (310); History Seminar (407) World History (105); Middle Ages (327, 328); History Seminar (407); Introduction to Jewish Traditions (215)
David Luft, Horning Professor in the Humanities and Professor of History	Harvard University 1973	Modern European intellectual history; Austrian and German history	History of Western Thought (428, 429, 430); The Will and the Self (438); Historian's Craft (310); History Seminar (407)
Ben Mutschler, Associate Professor and Director of the School of History, Philosophy, and Religion	Columbia University 2000	Colonial and Revolutionary America; history of the family; Constitutional history; history of disease and disability	United States History (201); Colonial America (471); The Era of the American Revolution (472); Historian's Craft (310); History Seminar (407)
Christopher Nichols, Associate Professor	University of Virginia 2008	United States and the World	United States History (203); American Diplomatic History (464, 465); Religion and U.S. Foreign Relations (466); History Seminar (407)
Michael Osborne, Professor	University of Wisconsin 1987	History of life sciences and medicine; imperialism and globalism	Ancient and Medieval Science (411); Modern Biology (415); History of Medicine (417); Science and Religion (423)
Kevin Osterloh, Assistant Professor	Princeton University 2007	Ancient history; religion, culture, and identity in the Middle East and Mediterranean Basin	Western Civilization (101); Roman Republic (322); Ancient Jewish History (324); Hellenistic World (421); History Seminar (407)
Kara Ritzheimer, Associate Professor	State University of New York Binghamton 2008	Twentieth century German history; childhood and girlhood; consumer culture; gender history	Western Civilization (103); European History (335, 336); Historian's Craft (310); Modern German History (436); Hitler's Europe (338); History Seminar (407)
Stacey Smith, Associate Professor	University of Wisconsin 2008	American West; nineteenth century United States; race and politics	Civil War and Reconstruction (475); American West (467, 468); Historian's Craft (310); History Seminar (407); History of the United States (201, 202)
Nicole von Germeten, Professor	University of California Berkeley 2003	Sexuality, religion, legal history, and gender in Spain and Iberian Empires; Afro-descended populations in Spanish America; history of emotions,	World History (105); Medieval and Early Modern Spanish History (333); Modern Latin America (350); Africans in Latin American History (352); History of Sexuality (432); Modern Mexico (452); Problems in Latin

violence, and penitential practices

American History (456); Historian's Craft (310)

## Table 2: Summary of Instructors

Thomas Bahde, Instructor and Public History Coordinator	University of Chicago 2009	Nineteenth century American social and cultural history; antislavery, slavery, and emancipation; race and racism	United States History (202); Slavery in the Americas (353); Civil War and Reconstruction (475); History Internship (410); Honors Seminar (HC 407)
Elizabeth Barstow, Instructor	Harvard University 2010	Twentieth century U.S. religious history; evangelical culture; gender and sexuality	United States History (203); Religion in the United States (210); United States Religion and Social Reform (364)
Nicholas Blanchard, Instructor	Oregon State University 2014	Nineteenth and twentieth century biology and behavioral sciences	History of Medicine (417)
David del Mar, Instructor	University of Oregon 1993	United States social and cultural history; Pacific Northwest; African education	Immigration to the United States Since 1880 (369); History of Africa (381); History of the Pacific Northwest (469)
Jennifer Fang, Instructor	University of Delaware 2015	United States history; race, suburbanization, and immigration; Asian American history	History of the United States (201, 202)
Nicholas Foreman, Instructor	University of Florida, PhD candidate	Early American history; Borderlands; Food history; Native American history; Southern history	Food in World History (416)
Julia Goodwin, Instructor	University of Rochester 2007	Twentieth century German cultural history, memorial music	World History (104)
Katherine Hubler, Instructor and Ecampus Coordinator	Boston College, 2012	Modern German history, human rights, men and feminism, and transnational women's movements	World History (105, 106); Western Civilization (102, 103); The Holocaust in its History (425)
Rodney Madison, Instructor Cari Maes, Instructor	PhD candidate, Texas Christian University Emory University 2011	United States military history Twentieth century Brazil; history of medicine; maternal and infant health, national identity, statecraft, and development	Why War (317); American Military History (318) Modern Latin America (351); Slavery in the Americas (353); Food in World History (416)
Linda Richards, Instructor	Oregon State University 2014	History of science; nuclear history and	Why War (317); History of Medicine (HSTS 417); History of

		human rights	Scientific Controversies (HSTS 419); History of Twentieth Century Science (HSTS 414); Politics and Science (HSTS 422); Environmental History in the United States (481)
Steve Shay, Instructor	Washington State University 2008	Twentieth and twenty-first century United States history; U.S. West	United States History (201, 202, 203); American West (468, 469); Environmental History of the United States (481)
Kendall Staggs, Instructor		United States History: History of Beer	World History (104); United States History (201, 202)
Mason Tattersall, Instructor	Oregon State University 2016	History of thought; history and philosophy of science; history of philosophy; European history	Western Civilization (101, 102, 103); World History (105); Studies in Scientific Controversy (419); Historian's Craft (310)
Paul Wanke, Instructor	University of Kansas 2002	Military history; history of psychiatry	Western Civilization (101, 102 103); World War I: A Global History (426); World War II: A Global History (487); The United States and Vietnam (488)

History Program faculty members specialize in a broad range of geographical, temporal, and methodological approaches. A standard full-time teaching load for tenured/tenure-track faculty is five four-credit classes per year.<sup>9</sup> History of Science faculty with substantial graduate teaching and mentoring duties teach fewer undergraduate classes, as do faculty with various administrative responsibilities (the School Director, Associate Directors, and Director of Graduate Studies, as well as faculty with administrative duties outside the School).<sup>10</sup> Instructors teach from one to five four-credit classes per term; seven of the Program's fifteen instructors for 2016-2017 have full-time contracts. Faculty areas of expertise are described briefly below; for a complete description of faculty work, please consult faculty curriculum vitae of faculty in the appendix.

**Dr. Thomas Bahde** (PhD, University of Chicago, 2009) began teaching at OSU in the Honors College during the 2012-2013 academic year and began teaching in SHPR in 2013. His major teaching and research foci in SHPR are the nineteenth-century United States and comparative slavery, antislavery, and emancipation in the Americas; in the Honors College, race and science, activism and activist communities, and biography and autobiography. His most recent book is *The Life and Death of Gus Reed: A Story of Race and Justice in Illinois during the Civil War and Reconstruction* (Ohio University Press, 2014) and his most recent article is "'I Would Not Have a White Upon the Premises': The Ohio Valley Salt Industry and Slave Hiring in

<sup>9</sup> HST 407 is a five-credit class, and HST 104, 105, and 106 are three-credit classes.

<sup>10</sup> Jake Hamblin serves as Director of OSU's Environmental Humanities Program; Christopher McKnight Nichols serves as the Director of the Center for the Humanities.

Illinois, 1780-1825," *Ohio Valley History* 15 (2) Summer 2015: 49-69. He is currently working on three book-length projects and manages public history internships for SHPR.

**Eliza Barstow** (PhD, Harvard University, 2010) joined SHPR as an instructor in the fall of 2016. Prior to teaching at OSU she taught at Ohio State University, Denison University (Granville, OH), Wofford College (Spartanburg, SC), and the University of Richmond. Her courses explore American religious diversity, social justice movements within American religion, world religions, and theory of religions. She has also taught survey courses on modern United States history, the history of American evangelicalism, and theological conservatism and gender in the United States. She has a strong interest in writing pedagogy, in which she has trained. She has published in the book *Devotions and Desires: Histories of Religion and Sexuality in the Twentieth Century United States* (forthcoming from the University of Pennsylvania Press) and has a book manuscript, titled "*These Teen-Agers Are Not Delinquent*": *The Rhetoric of Maturity for Evangelical Young Adults, 1945-1965*, under review with the University of North Carolina Press.

**Nick Blanchard** (PhD, Oregon State University, 2014) began teaching at OSU in Spring 2011, while completing his doctoral work here in the History of Science. He teaches the on-line version of History of Medicine, which enrolls predominantly upper division students preparing for a medical career. His major goal with the course is to encourage students to view medicine in a wide frame and to consider its implications beyond the walls of the clinic. He is currently reworking several dissertation chapters into journal articles; the articles explore how the subject of domestication was considered, technically and metaphorically, at the dawn of the experimental era in biology and psychology in the United States.

**Mina Carson** has been at OSU since 1989. She was tenured and promoted to associate professor in 1992 and to professor in 2015. Her teaching focus has evolved, leading to the creation and development of several courses in United States popular culture and social history. Her research has focused on the history of women in U.S. history: their participation in major social movements (*Settlement Folk: Social Thought and the American Settlement Movement, 1885-1930*, University of Chicago Press, 1990), in popular culture (*Girls Rock: Fifty Years of Women Making Music*, with Tisa Lewis and Susan M. Shaw, University Press of Kentucky, 2004), and at the interface of private and public life (*Ava Helen Pauling: Partner, Activist, Visionary*, Oregon State University Press, 2013). Her current research and writing extends those interests. In the area of teaching, she is redeveloping a number of courses for updated on-line e-campus delivery. In the classroom, she focuses on helping students develop their writing and presentation skills and link their own life themes and interests to the historical issues under study.

**Marisa Chappell** (PhD, Northwestern University, 2002) has been at OSU since 2005. She teaches courses in modern United States history, with regular offerings of the twentieth century survey, women's history, and The Civil Rights Movement, a new course she created for OSU. She also regularly teaches the History seminar on topics ranging from poverty in American history, the 1960s, and social movements; and Honors College colloquia, including a co-taught

History Games course using Reacting to the Past role-playing pedagogy. She has published *The War on Welfare: Family, Poverty, and Politics in Modern America* (University of Pennsylvania Press, 2010) and co-authored *Welfare in the United States: A History with Documents* (Routledge, 2009) and is currently working on a manuscript about the Association of Community Organizations for Reform Now (ACORN), which organized low- and moderate-income Americans in the last third of the twentieth century.

**David del Mar** (PhD, University of Oregon, 1993) began teaching at OSU in 2000, where he has taught a number of on-line courses through e-campus. His research interests have been eclectic, and he has published in journals ranging from the *Mennonite Quarterly Review* to the *Journal of Interdisciplinary History* to *Ethnohistory* to *Africa Today* to the *Journal of Family Violence* to *Environmental History*. His current research focuses on measuring the effectiveness of Yo Ghana!'s programs, and his seventh book is scheduled to be published by Zed Books in June 2017, entitled *African, American: From Tarzan to Dreams of My Father—Africa In the U.S. Imagination*. He serves as the (unpaid) President of Yo Ghana!, a 501(c)3 nonprofit charity devoted to linking (mostly middle) schools in Ghana and the Pacific Northwest through letter writing.

**Jennifer Fang** began teaching at OSU in Fall 2015. Her research explores the intersections of Cold War era suburbanization, race and ethnic identity, immigration policy, and consumer culture, with a focus on Asian Americans. Her work has been supported by fellowships from the Smithsonian Institution and the Chiang Ching-Kuo Foundation for International Scholarly Exchange. She recently published an article in the December 2015 issue of the *Journal of American Ethnic History* entitled, "‘To Cultivate Our Children to Be of East and West’: Contesting Ethnic Heritage Language in Suburban Chinese Schools." In 2015-2016, Fang worked as the associate curator for the Oregon Historical Society's exhibition, "Beyond the Gate: A Tale of Portland's Historic Chinatowns." She serves as the Assistant Director of the Portland Chinatown History Foundation, a nonprofit organization that is building a museum in Portland's Chinatown. She is also working on a book project that examines the transnational history of middle-class Chinese immigration and community building during the Cold War decades.

**Gary Ferngren** (PhD, University of British Columbia, 1973) began teaching at OSU in 1970. He teaches courses on ancient history and science and religion. His research focuses on the history of medicine and the historical relationship of science and religion. He has published extensively in both areas, including five books and articles in *The New England Journal of Medicine*, *Bulletin of the History of Medicine*, *Journal of the History of Medicine*, and *Isis*, among others. He has written two books in the past two years, both of which are forthcoming from Johns Hopkins University Press. He has also been actively involved in several professional societies, holding office in the International Society of the History of Medicine, the American Association of the History of medicine, the American Osler Society, and the Conference on Religion and Medicine. He has received fellowships and major grants from the NEH and the National Library of Medicine.

**Julia Goodwin** (PhD, University of Rochester, 2007) came to OSU in the fall of 2007. Her teaching in history has focused on the Baccalaureate Core courses including the Western Civilization sequence (HST 101, 102, 103) and Ancient World Civilizations (HST 104), for which she developed an online version. Her research focuses on modern German cultural history, especially the musical commemoration of the two World Wars and the Holocaust. She has presented papers on musical commemoration at the American Historical Association and German Studies Association conferences. Her most recent publication is a co-authored essay "The Will to Heal: *Gesamtkunstwerk* and Memorial Music Since 1945," in *The Total Work of Art: Foundations, Articulations, Inspirations*, Berghann Books, July 2016. Her current research concerns British composer Benjamin Britten's relationship with and activities in the Federal Republic of Germany and German Democratic Republic.

**Anita Guerrini** (PhD, Indiana University, 1983) has been at OSU since 2008. She teaches courses in the history of science and medicine and in the history of food. Her research includes the history of early modern anatomy, the history of animals, and historical ecology. Representative publications include *The Courtiers' Anatomists: Animals and Humans in Louis XIV's Paris* (University of Chicago Press, 2015); "The Ghastly Kitchen" (*History of Science*, 2016, on the early modern kitchen as a site for science); "The Hermaphrodite of Charing Cross," (in *The uses of humans in experiments*, 2016); and co-author of "The Changing Role of History in Restoration Ecology" *Frontiers in Ecology and Environment* (2014), which has been cited over 100 times. Her current research, funded by an NSF Standard grant, is on skeletons and bones in early modern Europe. As a Horning Chair in the Humanities, she coordinates public programming on the intersections of science and humanities, including around this year's theme, "The Material Body," which will include workshops with a visiting artist as well as the usual lectures.

**Jacob Darwin Hamblin** (PhD, University of California Santa Barbara, 2001) joined OSU's faculty in 2009 after working eight years at other institutions. His research focuses on the international dimensions of science, technology, and the environment during the era after World War II. He has authored four books (three research monographs and one reference book) and more than two dozen peer-reviewed essays in journals such as *Isis*, *Environmental History*, *Diplomatic History*, *Technology and Culture*, *International History Review*, and many others. His book *Arming Mother Nature* (Oxford, 2013) won book prizes from the American Historical Association and the History of Science Society. He is currently writing about the use of environmental crisis rhetoric to justify promoting nuclear technologies around the world. At OSU he directs the Environmental Arts and Humanities Initiative, including oversight of its graduate program, and he teaches an interdisciplinary undergraduate seminar on environmental issues for the Honors College.

**Trina Hogg** (PhD, New York University, 2013) arrived at Oregon State University in Fall 2016 after three years as an Assistant Professor at Columbia College Chicago. Trained as both a legal and African historian, her work primarily explores the contribution Africans had in shaping legal culture in colonial West Africa. Her current manuscript, *Roads, Rivers*,

*and Railways: The Legal Geography of Sierra Leone 1861-1915* reveals how legal disputes between Africans and British subjects that occurred along major transportation routes fashioned both the physical and conceptual boundaries of British colonial rule. Her second project explores the transportation of laborers from British West African to the Congo Free State between 1890 and 1908.

**Katherine Hubler** (PhD, Boston College, 2012) started teaching at OSU in Fall 2013. She teaches a mix of on-campus and on-line classes, primarily World History and Western Civilization. Recently, she has been given the opportunity to utilize her expertise in German History by offering HST 425 [The Holocaust in its History] on a regular basis. Her dissertation examined male advocacy for women's rights in imperial Germany and the forging of a pro-woman German masculinity before the Weimar era. Her current research project examines a group of 1848 European male revolutionaries who, after a period of post-revolutionary exile in the United States and England, returned to Central Europe to establish the first newspapers and institutions to advocate for women's educational and vocational opportunities in the 1860s. In the coming year, she hopes to develop and offer a new lower-division course on the history of human rights since the Enlightenment.

**William Husband** (PhD, Princeton University, 1984) began at OSU in 1984. He teaches a wide range of courses in Russian history as well as Western Civilization, Twentieth Century Europe, and the Historian's Craft. He has published extensively in scholarly journals and edited collections. His latest books are *Godless Communists: Atheism and Society in Soviet Russia, 1917-1932* and the edited collection, *The Human Tradition in Modern Russia*. He is currently writing articles on the historiography of nature in Modern Russia and Soviet children's literature and is completing a book manuscript, *Conquering Nature in Revolutionary Russia: The Soviet Social Revolution*.

**Hung-yok Ip** (PhD, University of California Davis, 1993) began at OSU in fall 1994. She has taught a variety of courses, including Asian history and world history and Asian-American relationships. She has served as the coordinator of World History and was instrumental in creating the World History undergraduate curriculum. She has published in *Modern China, Republican China* (now Twentieth-Century China) and *Global Buddhism*. She is currently completing one book manuscript on Mozi and another on modern Chinese Buddhism (I still need to rewrite completed chapters and add an introduction and conclusion). Many years ago, I was the coordinator of World History, instrumental in setting up the World History series the department's undergraduate curriculum.

**Jonathan Katz** (PhD, Princeton University, 1990) was hired at Oregon State in 1993 to teach Middle Eastern and Islamic history. As a "sole practitioner" he routinely teaches the Islamic history survey as well as courses on the contemporary Middle East. His first book (*Dreams, Sufism and Sainthood*, Brill, 1996) dealt with North African sufism in the fifteenth century. His second book (*Murder in Marrakesh*, Indiana, 2006) examined the onset of French colonialism in Morocco and touched tangentially on the history of medicine. His recent

scholarship deals with aspects of Jewish-Muslim communal relations in Morocco. His articles have appeared in the *Journal of North African Studies*, *Studia Islamica*, and *Religion* among other journals and edited volumes. He has a long-term project on Jewish conversion to Islam, comparing the experience of “Muslim-Jewish” communities in Morocco, Iran and Turkey. He is an avid promoter of OSU’s study abroad efforts and has taught in programs in Fez, Morocco, and Angers, France.

**Amy Koehlinger** (PhD, Yale University, 2002) joined OSU’s faculty in 2012. She teaches courses in North American religious history, American Catholicism, religious history of the American West, and methodological issues surrounding the application of ethnographic methods to historical research and writing. Her research focuses on the culture of American Catholicism, historical intersections of religion and social reform in the United States, and the construction of gender within American religious traditions. Her first book, *The New Nuns: Racial Justice and Religious Reform in the 1960s* (Cambridge: Harvard University Press, 2007), documents the involvement of Catholic women religious in racial justice programs during the civil rights era and won the 2009 Eric Hoffer Prize in the category of Culture. Her next project (for Princeton University Press), *Rosaries and Rope Burns: Boxing and Manhood in American Catholicism, 1880-1970*, documents the historical significance of the sport of boxing among American Catholics, exploring boxing's relationship with religious ideas about the redemptive value of physical suffering and blood, and the sport's effect on performances of manhood among particular racial and ethnic groups of Catholics.

**Paul Kopperman** (PhD, University of Illinois, 1972) joined OSU’s faculty in 1978. He teaches Western Civilization, Historian’s Craft, and English History. He created a host of popular new courses, including “Why War?” and the Holocaust and its History. His research focuses on 18<sup>th</sup>-century medical history, often linked to military themes. He has published three books and about twenty scholarly articles, papers, and book chapters, as well as three booklets on the Holocaust. In addition to teaching and writing about the Holocaust, he heads our program of remembrance at OSU, and since its founding in 1987 he has helped to organize and has often participated in our annual Holocaust Memorial Week observance, which is geared to undergraduates and encompasses not only the Holocaust but other genocidal campaigns.

**Rena Lauer** (PhD, Harvard University, 2014) joined SHPR in Fall 2014 as assistant professor of medieval and early modern history, with an affiliation in Religious Studies. At OSU, Dr. Lauer teaches courses on medieval history, world history, and Judaism. A scholar of the medieval Mediterranean, particularly its legal and social history, she currently writes about the Jewish community in late medieval Venetian Crete, focusing on how the community negotiated its concentric social networks and how it utilized Venetian secular justice. She has published in or will soon be published in *Mediterranean Historical Review*, *Critical Analysis of Law, Gender & History*, and in edited volumes. She is currently finishing a monograph manuscript. From 2014-2016, she co-advised the Religious Studies Club, organizing over fifteen events per year, primarily for undergraduate students.

**David Luft** came to OSU in Fall 2008 after thirty-six years at the University of California San Diego. Most of his teaching here has been in undergraduate seminars in European intellectual history, and most of his scholarly work is with German texts, though he concentrates primarily on Austrian writers. When he came to OSU he was working on a translation edition of Hofmannsthal's essays, which appeared with Purdue in 2012. Over the past decade he has been working on a book: *The Austrian Tradition in German Intellectual History, 1740-1938/1939*, which he hopes to finish in the coming year. He was President of the Austrian Studies Association and Executive Secretary of the Austrian History Association. He has been active in Austrian and Central European history, including the main journals.

**Rodney Madison** began teaching as an instructor at OSU in Fall 2004. The majority of his teaching assignments on campus were the U.S. history surveys, but he has taught a few upper division classes including The American Civil War & Reconstruction, Jeffersonian & Jacksonian Democracy, and The European Military Tradition. He also developed HST 318, American Military History since 1865 as a new course both on campus and on line. Since Fall 2012 his teaching assignments have been limited to one on-line military history course each term. His research interest revolves around the early history of U.S. naval aviation.

**Cari Maes** began at OSU in 2012. She serves as undergraduate advisor in OSU's Anthropology program and began teaching for the History Program in Spring 2015, when she launched an on-campus version of HST 416: Food in World History and teaches HST 351: Modern Latin America. Her teaching has broadly encompassed her research interests in maternal and infant health care and in twentieth century Brazil. She recently published in *Notches* on the historical roots of the abortion debate surrounding Zika virus and in *Portuguese Studies Review* on the First Afro-Brazilian Congress of 1934. She has also contributed to an edited volume on Child Politics In Latin America during the Cold War. She is completing a book manuscript, *Cradle to Nation: Health, National Identity, and Development during the Vargas Era*. She also runs OSU's Anthropology Mentorship Program that pairs undergrads and grads with similar career or research interests.

**Ben Mutschler** started at OSU in 2002 after a postdoctoral fellowship at the Omohundro Institute of Early American History and Culture and visiting assistant professorship at the College of William and Mary. His book manuscript, *The Province of Affliction: Illness in Eighteenth Century New England*, forthcoming from the Omohundro Institute Press in collaboration with the University of North Carolina Press, explores illness in everyday life in New England: the way it shaped families, households, and neighborhoods, and the manner in which the burdens of living in a world of high morbidity became central to matters of local, state, and national governance. His new project explores the ways in which discussions of citizenship in the era of the American Revolution engaged questions of ability and disability; he is designing new courses, one on the history of disability in the United States and one on the Federal Constitution. Dr. Mutschler served as the Interim Director and then the first Director of the School of History, Philosophy, and Religion.

**Chris Nichols** arrived at OSU in the fall of 2012. He teaches courses that explore the history of the United States's role in and with the world, in courses that used to be framed as diplomatic history (464/564, 465/565), as well as the U.S. history survey since the 1910s (203) and the history capstone course (407/507). He revised the 464-465 sequence to add more global dimensions and developed, proposed, and has begun reaching a new cross-listed REL/HST course 466/565 on religion and U.S. foreign relations. He intend to revise and teach courses on US intellectual history and the Gilded Age and Progressive Era in the future. His main research lies with the intellectual history of the U.S.'s role in and with the world, as well as in political and religious history. He has published articles, essays, and opinion pieces online and in public venues and in academic journals such as the *Journal of the Gilded Age and Progressive Era*, *Orbis: A Journal of World Affairs*, *Diplomatic History*, *Journal of American Studies*, *Passport* and others.

**Michael Osborne** (PhD, University of Wisconsin, Madison, 1987) began at OSU in 2009. He teaches history of science and medicine courses with a time span from antiquity to the contemporary era. The vast majority of his students are not history majors but life science or pre-health science majors. His research is on the history of infectious diseases, and his current project is a global history of yellow fever with reference to Zika and the bioengineering of mosquitoes and the potential use of gene-drive technologies. Recent publications include articles in *Bulletin of the History of Medicine*, *Oxford Handbook of the History of Eugenics*, and *Isis* as well as his second book, *The Emergence of Topical Medicine in France* (University of Chicago Press, 2014).

**Kevin Osterloh** (PhD, Princeton University, 2007) began at OSU in Fall 2014. His major teaching focus is in ancient history and religion. His research is devoted to the Hellenistic period in general, and more specifically to the study of the historical development of ancient Judaism and Jewish society amid the greater Greco-Roman world. Since arriving at OSU, he has been solicited to compose an article for *The Wiley-Blackwell Companion to Old Testament Apocrypha & Pseudepigrapha* (Randall D. Chestnut, ed.) entitled "2 Maccabees," forthcoming 2017. His current research project is a monograph entitled *Virtuous Sons of Abraham: Judean Identity in a Hellenistic World under Rome*, which focuses on the reinvention of Jewish identity in the second-century BCE amidst a complex conversation between Jews, Greeks and Romans. For the last two years (2014-15, 2015-16), he has been involved in undergraduate educational programming through his position as co-advisor to the Religious Studies Club.

**Linda Richards** (PhD, Oregon State University, 2014) came to OSU as a graduate student in 2007 and worked to attract undergraduates to history with public history and our extensive archives on nuclear history. She has been a full time instructor since fall 2014, teaching students "how history works" by exploring subjectivity of historical interpretation and the challenges of academic rigor, which require being able to broaden understanding and experience alternative perspectives. Her major teaching focus involves questions that ponder the links between war, human rights, peace and science. She publishes in a range of peace, environmental, public and history of science journals. Her current projects are mapping the

international trajectory of the spread of nuclear technology and a cross campus effort to focus undergraduates on our shared humanity by using the concept of Peace Literacy.

**Kara Ritzheimer** began teaching at OSU as an interim visiting professor in fall 2007. In 2010, she was hired as a tenure-track professor. Her major teaching foci include Modern European History, Modern Germany, World War II, and the Cold War. Her research foci include Modern Germany, mass culture, censorship, gender, and girlhood. Her most recent publication is her 2016 book *'Trash,' Censorship, and National Identity in Early Twentieth Century Germany* with Cambridge University Press. She has also published an article titled "Protecting Gender Norms at the Local Movie Theater: The Heidelberg Committee for Monitoring Local Movie Theaters, 1919-1933," in *Consuming Modernity: Gendered Behavior and Consumerism Before the Baby Boom* (2013) and has a forthcoming article titled "Forging a Patriotic Youth: Penny Dreadfuls and Military Censorship in WWI German," in *War and Childhood in the Age of the World Wars* (Cambridge University Press, 2017). Her current project is titled *Nazi Girl*.

**Steve Shay** (PhD, Washington State University, 2008) came to OSU in Spring 2005 as an instructor. He has taught over 130 sections, most in the United States History survey, and has taught United States Environmental History and History of the American West. His primary research field is the 20<sup>th</sup> and 21<sup>st</sup> century United States West with an emphasis on Radical Right-Wing Politics in the region. Over the past year, he has given three presentations on the county supremacy movement in the Northwest, with a specific emphasis on the Malheur occupation in January of 2016. His service has focused on the undergraduate experience. He is currently serving as a committee member to the Vice Provost and Dean of Undergraduate Studies Faculty Advisory Council at OSU and for the past two years as a co-chair for our Teaching Group in SHPR.

**Stacey Smith** (PhD, University of Wisconsin, Madison, 2008) joined the faculty of Oregon State University in 2008. She teaches courses in the history of the American West and the Civil War and Reconstruction eras, as well as the U.S. survey, the Historian's Craft, and the history capstone seminar. Her scholarship focuses on recentring the history of the Civil War and Reconstruction in the North American West. She is the author of *Freedom's Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction* (University of North Carolina Press, 2013), which won the inaugural David Montgomery Prize in U.S. labor history from the Organization of American Historians. She has also published articles in the *Pacific Historical Review*, the *Oregon Historical Quarterly*, and the *Journal of the Civil War Era* (forthcoming). She is currently working on a book on African American abolitionists and civil rights activists in the Pacific West entitled *An Empire for Freedom*.

**Mason Tattersall** began at OSU in 2008 as a Ph.D. student and began working as a lecturer in History while he was pursuing that degree. He completed his doctorate under David Luft's supervision in the Spring of 2015, and was then re-hired as a lecturer in Fall 2016. His major teaching foci are European history, the history of science, and world history. His research is thematically, rather than geographically or chronologically focused. His primary focus is the structural dynamics of systems of understanding (particularly those that display a strong degree

of order such as sciences, philosophical systems, and religious systems). His dissertation looked at the place of the concept of meaning in the work of the philosopher Martin Heidegger and the physicist Niels Bohr. He is currently developing his dissertation into a book. His publications include two articles in philosophy journals (on hermeneutics and religious understanding and Kierkegaard) and several book reviews on the history of philosophy, the history of science, and world history (in *The Journal of the British Society for the History of Science*, *Physics in Perspective*, *The Journal of World History*), as well as a book chapter on thermodynamics and conceptions of the end of things in *Decadence, Degeneration, & the End* (from Palgrave). He is also completing an article on Bohr, quantum physics, and epistemology and working on a new article sized project on quantum physics and systems theory.

**Nicole von Germeten** (PhD, University of California Berkeley, 2003) began teaching at OSU in Fall 2003. She was hired to teach Latin American History and has added a class in the History of Spain and resuscitated our History of Sexuality class (which had been dormant since Robert Nye's retirement several years ago). Since 2003, she received post-doctoral and visiting scholar positions from Princeton and Stanford Universities. Her ongoing work examines sexuality, religion, legal history, and gender in Spain and the Iberian empires. A book length study, entitled *From Whores to Prostitutes: Criminal Sex in Mexico*, is currently under consideration by an academic press. Her publications include books and essays on Afro-descended populations in Spanish America (*Black Blood Brothers*, 2006), focusing on Catholic brotherhoods and Jesuit proselytization (*Treatise on Slavery*, 2008). Her scholarship has also explored transactional sex, honor, the history of emotions, fantasy, fashion, violence, witchcraft, sodomy, suicide, and penitential practices (*Violent Delights, Violent Ends*, 2013).

**Paul Wanke** (PhD, University of Kansas, 2002) began at OSU in 2002. His major teaching focus has been the Western Civilization sequence and modern military history. He has published in *The Journal of Military History* and *Journal of Slavic Military Studies*. He is currently writing a biography of Dr. Thomas Salmon, chief neuropsychiatrist in the American Expeditionary Force in France, 1917-18.

### Advisor

The History Program had previously experimented with a variety of advising models. Faculty advising could not keep up with the growing complexities involved in the advising process – students' need for sound and knowledgeable advice not only about history curriculum but also about an increasingly complex set of university and college requirements, financial aid eligibility, etc. The History Program hired **David Bishop** to serve as undergraduate history advisor as well as coordinator for the history of science graduate program. In the newly formed School of History, Philosophy, and Religion, David took on the role of Academic Coordinator.

The creation of the Academic Coordinator position – and having David Bishop fill that role – has been a tremendous boon to our students and to our programs more widely. David's background in the field (he holds an MA in US history from the University of Wisconsin-

Madison), his ability to quickly and thoroughly master OSU regulations and systems, and his keen strategic thinking has greatly improved our Program in multiple ways. David advises students on coursework, and pathways to graduation internships and other co-curricular opportunities. He is also the resident expert on all things curricular; he has a solid sense of what our students need and want and therefore plays a leading role in designing our course schedule each year. He serves as our liaison to CLA Advising, consults with faculty on course design and marketing, and plays a central role in the Undergraduate Committee's work.

### Graduate Teaching Assistants

Undergraduate history courses with more than 49 are assigned a Graduate Teaching Assistant drawn from the History of Science graduate program. Our access to GTAs depends upon the size of that graduate program as well as the availability of funding. Our GTA pool has grown from 3 or 4 in 2010 to 6 or 7 more recently, with 15-20 courses per year assigned a GTA.

GTAs receive basic training each fall through an orientation for SHPR graduate students; GTAs also have to complete FERPA (Family Educational Rights and Privacy Act) training in order to have access to student assignments and grading on Canvas. GTA duties vary by course and faculty; most GTAs assist faculty with grading and some lead discussions or have the opportunity to lecture. GTA workload is regulated by the collective bargaining agreement negotiated between OSU and the Coalition of Graduate Employees (American Federation of Teachers Local 6069).

SHPR's Director of Graduate Studies does solicit evaluative feedback from faculty who were assigned GTAs at the end of each term. Beyond that, SHPR does not have formal processes for evaluating GTA performance.

### Administrative Staff

**David Bishop**, SHPR Academic Coordinator. Before serving as the academic coordinator for SHPR, David served as the history undergraduate advisor and history of science graduate program coordinator. As academic coordinator, he has continued those tasks while also scheduling all courses for SHPR, coordinating the Applied Ethics MA program, and advising Religious Studies majors. He received an MA in US history from the University of Wisconsin-Madison in 2004. He was the recipient of the Carolyn Maresh Professional Staff Award in 2012 and the OSU Academic Advising Award in 2015.

**Natalia Bueno**, Public Information Representative II, supports the department by designing posters and marketing materials, managing social media and web content, helping with the set-up and promotion of events, and videoing and editing lectures. She received an MA in Arts Management from Boston University and a Certificate in Graphic Design from the Rhode Island School of Design.

**Dwane Howard**, Assistant to the Director, first came to higher education from a Fortune 500 company where she worked as an ISO-2000 trainer, auditor and Quality control manager. In May 2005, she entered the realm of higher education at Eastern Oregon University in the Distance Education program and then later relocated into students' accounts. She relocated with her husband to OSU in December 2007, first working in the Art dept., then Central administration and then finally landing in the School of History, Philosophy, & Religion as the Assistant to the Director in August 2011. Dwane is responsible for managing of the school office and business operations which include processing of all HR paperwork and budgetary items including travel, reimbursements, and ordering of equipment. Dwane has been very involved with many organizations on campus including PCOSW and PFLA where she has worked to initiate a mentoring program for all new incoming professional faculty. Dwane has an "Open Door" policy for anyone that needs assistance.

**C.J. Nordyke**, Front Reception/Office Specialist, attended OSU's School of Business. She worked for the federal government and Hewlett-Packard before returning to OSU. She is a sixth-generation Oregonian who loves history and enjoys meeting the students who come into the SHPR Office. C.J. assists the Assistant to the director, maintains the School's syllabus bank and other essential records, assists with paperwork and recordkeeping, maintains School supplies, assists faculty with various tasks, and acts as the face of the School, helping to connect students and visitors with faculty and staff members.

## **Input Assessment: Curriculum**

### Coursework

According to the OSU Course Catalog, the History Program offers 92 content-specific undergraduate classes in History; one methods course; one thesis seminar, and occasional "blanket" (research, independent study, thesis, internship, etc.) and "special topics" courses. Courses at the 100 and 200 level are introductory courses that introduce students to the basic methods of the historical discipline and offer a broad survey of United States History, Western Civilization, or World History. Courses at the 300 and 400 level are upper-division courses that focus more specifically on a particular geographic region/time period or theme. A breakdown of upper-division (300 and 400 level) courses illustrates the faculty's commitment to offering broad coverage:

- United States History: 26 courses
- European History (includes Russian): 24 courses
- Ancient History: 6 courses
- Latin American History: 5 courses
- African History: 3 courses
- Middle Eastern History: 6 courses
- Asian History: 6 courses
- Trans-geographic Thematic History: 6 courses
- History of Science: 16 courses

Frequency of delivery depends on faculty and instructor availability and student demand. Table 3 summarizes all undergraduate course offerings in History from Fall 2006 to Spring 2016. Data on class size obscures some of the differences in delivery; summer courses tend to enroll at lower numbers, as do some on-line courses. Until 2010, most History courses, including the surveys, were capped at 49 students. In 2010, we began to offer some survey courses with cap of 75. Many upper-division courses are capped at 30. Some courses that have been offered only one or two times are new offerings; others are courses designed by faculty members who retired or left.

Table 3: History Undergraduate Course Offerings, Fall 2006 – Spring 2016

<b>Course name</b>	<b>Corvallis</b>	<b>On-Line</b>	<b>Total Students</b>	<b>Students per section</b>
101: History of Western Civilization	55	11	2,986	45
102: History of Western Civilization	61	6	2,619	40
103: History of Western Civilization	53	3	2,416	43
104: World History I	18	26	1,465	33
105: World History II	25	3	1,217	49
106: World History III	21	4	1,035	41
201: United States History I	78	41	4,378	40
202: United States History II	61	35	3,678	38
203: United States History III	57	35	3,276	36
210: Religion in the United States	10	3	222	17
215: Introduction to Jewish Traditions	0	0	0	0
310: The Historian's Craft	26	1	708	26
315: The European Military	3	0	116	39
316: The American Military I	6	0	250	42
317: Why War: A Historical Perspective	15	11	1,058	41
318: The American Military II	1	6	130	19
320: Ancient Near East	9	38	1,320	29
321: Greece	8	0	381	48
322: Roman Republic	9	2	431	39
323: Roman Empire	4	0	242	61
324: Ancient Jewish History	1	0	27	27
327: History of Medieval Europe I	3	0	116	39
328: History of Medieval Europe II	5	0	195	39
329: History of Early Modern Europe I	2	0	62	31
330: History of Early Modern Europe II	2	0	91	46
331: History of Early Modern Europe III	2	0	93	47
333: Medieval and Early Modern Spain	4	0	99	25
335: Nineteenth Century Europe	7	0	206	29
336: Twentieth Century Europe	6	0	197	33

338: Hitler's Europe	1	0	29	29
340: History of Russia I	4	0	60	15
341: History of Russia I	6	0	134	22
344: Sex in Modern Russia	1	0	17	17
345: Society in Modern Russia	5	0	79	16
350: Modern Latin America I	9	18	529	20
351: Modern Latin America II	5	1	167	28
352: Africans in Latin American History	2	0	40	20
362: Women in United States History I	4	17	415	20
363: Women in United States History II	9	2	275	25
365: The Civil Rights Movement in the Modern United States	2	0	50	25
366: History of the American Indian	0	0	0	0
368: Lesbian and Gay Movements in Modern America	7	11	446	25
370 Social Change and American Popular Music <sup>11</sup>	6	3	340	38
381: History of Africa I	15	15	756	25
382: History of Africa II	9	4	436	34
385: The Arab-Israeli Conflict	8	8	418	26
386: Modern Iran: Revolution and Its Aftermath	3	10	233	18
387: Islamic Civilization I	8	0	267	33
388: Islamic Civilization II	8	0	251	31
390: Mideast Women: In Their Own Words	5	13	331	18
391: Traditional China and Japan	9	3	354	30
392: Modern China and Japan	8	4	338	28
396: Gender, Family, and Politics in Traditional China	0	0	0	0
397: Gender, Family, and Politics in Modern China	2	0	51	26
399: Special Topics	18	0	346	19
407: Seminar	53	0	698	13
415: Selected Topics <sup>12</sup>	11	2	207	19
416: Food in World History	4	0	91	23
421: Hellenistic Greece	5	0	154	31
425: The Holocaust in Its History	12	33	1,042	23
426: World War I: A Global History	0	0	0	0
427: Teaching the Holocaust	0	2	24	12

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<sup>11</sup> Social Music and American Popular Music was taught as HST 415 until 2009 and then as HST 370. This tally includes both designations.

<sup>12</sup> Excluding those already accounted for in HST 370.

428: History of Western Thought I	1	0	16	16
429: History of Western Thought II	4	0	42	11
430: History of Western Thought III	3	0	37	12
432: History of Sexuality	6	0	92	15
433: English History I	2	0	26	13
434: English History II	2	0	28	14
435: History of European Women 1400-1789	2	0	32	16
436: History of Modern Germany	4	0	74	19
438: The Will and the Self	1	0	11	11
452: Modern Mexico	1	0	14	14
456: Problems in Latin American History	5	0	47	9
460: American Thought and Culture I	3	0	32	11
461: American Thought and Culture II	3	0	19	6
462: American Thought and Culture III	3	0	53	18
464: American Diplomatic History I	6	0	100	17
465: American Diplomatic History II	16	0	401	25
466: Religion and U.S. Foreign Relations	1	0	10	10
467: History of the American West I	4	0	86	22
468: History of the American West II	5	4	162	18
469: History of the Pacific Northwest	3	25	302	11
470: Religion in the American West	1	0	9	9
471: Colonial America I	1	0	28	28
472: Colonial America II	1	0	8	8
473: The Era of the American Revolution	2	0	40	20
474: Jeffersonian and Jacksonian Democracy	3	0	40	13
475: Civil War and Reconstruction	6	11	237	14
477: Progressive and New Deal Eras	0	5	59	12
478: The U.S. Since 1939	0	0	0	0
481: Environmental History of the United States	10	33	893	21
485: Politics and Religion in the Modern Middle East	9	0	211	23
486: A History of Christianity in Africa	2	0	20	10
487: World War II: A Global History	6	3	171	19
488: The United States and Vietnam	2	0	84	42
494: Modern Japan: A Cultural History	1	7	51	6
495: China in the 20 <sup>th</sup> Century	4	0	59	15
499: Special Topics	9	0	101	11

Courses in the History of Science have an HSTS designator (rather than HST), but History majors may take these classes as if they were HST classes. Table 4 summarizes all undergraduate course offerings in History of Science from Fall 2006 to Spring 2016.

Table 4: History of Science Undergraduate Course Offerings, Fall 2006 – Spring 2016

Course name	Corvallis	On-Line	Total Students	Students per section
411: History of Science I	3	9	134	11
412: History of Science II	9	9	242	13
413: History of Science III	6	0	97	16
414: History of Twentieth Century Science	9	0	244	27
415: Theory of Evolution and Foundation of Modern Biology	18	0	637	35
416: History of Medicine I	6	0	197	33
417: History of Medicine II	14	69	2,160	26
418: Science and Society	8	15	311	14
419: Studies in Scientific Controversy	5	16	431	21
421: Technology and Change	6	19	426	17
422: Historical Studies of Science and Politics	6	6	212	18
423: Science and Religion	10	0	444	44
425: History of the Life Sciences	3	0	118	39
437: History of Animals in Science	2	0	37	28
440: History of Psychotherapy	7	12	338	18
451: History of Outer Space	0	0	0	0
499: Special Topics	3	0	20	7

The History Program contributes significantly to OSU's Baccalaureate Core. All of our 100 and 200 (lower-division) courses (History of Western Civilization, World History, History of the United States, Religion in the United States, and Introduction to Jewish Traditions) fulfill Baccalaureate Core requirements as do twenty-two of our upper-division History courses and all ten of our upper-division History of Science courses. Table 5 summarizes HST and HSTS courses that fulfill various Baccalaureate Core requirements.

Table 5: HST and HSTS Courses Fulfilling Baccalaureate Core Requirements

Baccalaureate Core Category	History Courses	History of Science Courses
Perspectives: Western Culture	101, 102, 103, 104, 105, 106, 201, 202, 203, 338	
Perspectives: Cultural Diversity	104, 105, 106, 215, 320, 324, 350, 351, 352, 381, 382, 387, 388, 391, 392, 396, 397, 485	
Perspectives: Social Processes and Institutions	101, 102, 103	
Synthesis: Contemporary Global Issues	317, 485, 488	

Synthesis: Science, Technology, and Society		411, 412, 413, 414, 415, 416, 417, 418, 419, 421, 422, 423, 437, 440, 451
Difference, Power, and Discrimination	201, 202, 203, 201, 365, 368, 370	
Writing Intensive Curriculum	385, 386, 390, 407, 425	415, 417, 419, 422, 437

In addition, a majority of HST courses fulfill at least one requirement in the College of Liberal Arts Core, though the logic of which courses count and which do not is not fully clear.

Table 6: HST Courses Fulfilling Liberal Arts Core

Core Requirement	History Courses	History of Science Courses
Humanities	101, 102, 103, 104, 105, 106, 201, 202, 203, 201, 317, 318, 320, 322, 351, 362, 381, 385, 392, 425, 469, 481	417, 419, 440
Fine Arts		
Social Science	101, 102, 103, 201, 202, 203	417, 419
Northwestern Culture	320, 351, 381, 392	

Curricular design in the History Program has been fairly haphazard. The Program has long placed high value on faculty independence; as a result, the process of curricular development has taken a strongly individual character. While SHPR (formerly the History Department) has an Undergraduate Committee to oversee a range of issues and policies affecting undergraduate curricular and co-curricular experiences, that body has never served as a “gatekeeper” for new coursework. Faculty members who wish to develop new courses consult with SHPR’s Academic Coordinator, who has an impressive understanding of the broader curricular landscape and students’ interests and need. The Academic Coordinator and the faculty member also consult with the Associate Director for History and the School Director to determine whether the proposed course is likely to be attractive to students and to make a decision about moving forward with course design. Faculty members and instructors retain broad authority over course design and structure.

This process has differed somewhat for the two required courses. In 2014, faculty who regularly teach HST 407, our capstone senior seminar, noted that students entering HST 407 seemed unevenly prepared. General confusion about the specific aims of HST 310 led to vastly different course content; some faculty members focused primarily on career options for History majors, some emphasized the intellectual study of historiography, and still others prioritized methodological, nuts-and-bolts skills necessary for successfully completing a major research project. Several faculty members took the initiative to draft Learning Outcomes for HST 310, which were then presented to the History faculty as a whole and approved. Similarly, when the School began offering an on-line major in History in 2015, the School Director coordinated with the Associate Director for History and the Academic Coordinator to solicit development of on-line versions of the two required courses, HST 310 and 407. Given the novelty of the situation and the importance that faculty place on these two courses, the Undergraduate Committee requested input and adopted a consultative role on course content and design.

The experience has led to some discussion about instituting a more formal curricular approval process at the School level, but no decisions have been made in this regard. In addition, the SHPR Undergraduate Committee has conducted an inventory to find courses that do not currently fulfill Baccalaureate Core requirements but which could easily do so and has recommended that the Advisory Council offer faculty members incentives (in the form of professional development funds) to submit Category II proposals to add those courses to the Baccalaureate Core with the expectation that this will increase enrollment.

### Advising

Students receive initial advising through the College of Liberal Arts during their freshman year; when they complete their freshman year they are transferred to the Program for advising. SHPR's Academic Coordinator, David Bishop, meets with each major at least once a year. He estimates that on average, a student meets with him twice a year. David communicates with students frequently – by e-mail and phone as well as in person. He regularly e-mails our majors about advising matters, deadlines, and co-curricular opportunities. We have found that moving from a faculty advisor to a professional staff advisor has offered our students more consistent and knowledgeable guidance, since David has developed significant expertise in issues such as credit requirements and registrar policies and has built relationships with various entities across campus. David has also served as a crucial resource for faculty who consult him frequently regarding course development and student needs/preferences.

### Co-Curricular and Experiential Learning Opportunities

History faculty members recognize that a great deal of learning takes place outside the classroom. We offer a variety of opportunities for students to gain knowledge, practice skills, learn professionalism, and develop networks through public programming, internships, and various experiential learning opportunities.

SHPR offers a rich intellectual environment, hosting dozens of public events each term, including film screenings, lectures on academic subjects, and panel discussions on issues of contemporary import (“flash panels”). The HST Program organizes a series of events each year through the Horning Endowment in the Humanities, the Holocaust Memorial Program, the Citizenship and Crisis Initiative, and numerous one-off events. Many faculty members and instructors offer extra credit to students who attend relevant public events. Faculty members are encouraged to offer students incentives to attend these events as part of their broader educational mission, and some projects have begun to offer students opportunities to participate in organizing events and hosting visiting scholars. Our largest initiatives are:

- *The Mary Jones and Thomas Hart Horning Endowment*. Because of OSU's unique history, the History of Science plays a larger role than in most other History Programs. In 1991, the History Department became the home of the Horning Endowment, which is designed to “strengthen existing ties between the sciences and the humanities at OSU” and to foster “a

deeper understanding of the humanities by students in the sciences and other technical areas.” Horning-sponsored visiting speakers and other public events expose the university and local community to the historical, social, cultural, and political contexts and impact of scientific and technological pursuits. Students are encouraged to attend Horning events.

- *The OSU Holocaust Memorial Program*: OSU’s annual Holocaust Memorial Program has observed Holocaust Memorial Week annually since 1987. The program’s breadth, which includes public lectures by visiting scholars and survivors, film screenings, and other public educational events, is unique in the Pacific Northwest and regularly draws thousands of participants to engage in deep thinking and discussion about the historical roots and impact of the Holocaust as well as incidents of genocide globally and into the present. Students are encouraged to attend Holocaust Memorial events.
- The *Citizenship and Crisis Initiative* hosts lectures by visiting scholars, scholarly conferences, film screenings, and public forums that engage students, faculty, and community members in discussions and debates about the rights, obligations, and changing definitions of citizens and citizenships, particularly during times of historical and contemporary crisis. Students are encouraged to attend Citizenship and Crisis events. The Citizenship and Crisis Initiative has also offered students internship credit for helping to organize, run, and evaluate its programs. Citizenship and Crisis programming during Fall 2016, for example, included a panel discussion, “What is Free Speech? The First Amendment and the University” and a follow-up “Freedom of Expression” panel, which attracted 58 and 75 attendees respectively; a lecture/town hall discussion on “Grand Strategies I the U.S.: Foreign Policy and the Election,” which attracted 121 attendees; and a visiting scholar lecture about “The Military Welfare State,” with 30 attendees. Overall, Citizenship and Crisis programming reached nearly 300 individuals directly through event programming in the Corvallis area, plus additional individuals through Portland programming, YouTube videos of events, and social media.

The History Program also organizes events and opportunities specifically geared to our undergraduate students:

- *History Students Association*: Guided by a faculty advisor, this student group organizes field trips, movie nights, and discussions and also coordinates an annual History Career Fair and Undergraduate Research Conference. Core membership of the group is generally quite small, and activity level varies depending upon student interest and leadership. Thus far, the History Students Association has had little engagement with other student organizations in SHPR; some coordination may prove beneficial in sustaining activity and energy levels in the History Students Association.
- *Undergraduate Research Conference*: On the initiative of Jon Katz, History faculty initiated an Undergraduate Research Conference several years ago as a means of encouraging students’ intellectual engagement, fostering professionalization, encouraging development of public speaking skills, and highlighting and celebrating the

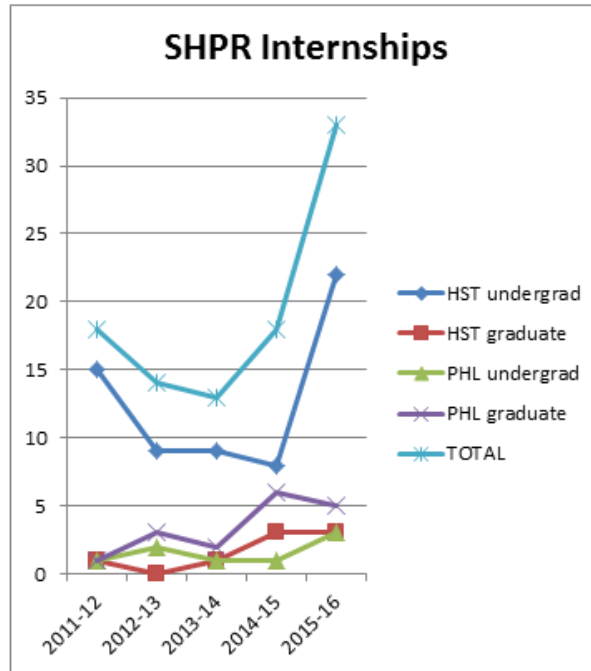
exciting research our students are doing each year. The History Students Association, with support from a faculty advisor, solicits student research presentations and hosts a conference on a Saturday. In 2015 the conference became a broader School-wide event, featuring presentations from undergraduate and graduate students in History, History of Science, Philosophy, Applied Ethics, and Religion. These presentations have the added benefit of qualifying students for OSU's new transcript notation in Undergraduate Research.

- *Career Connect*: History faculty initiated a History Career Fair several years ago in response to the evolution of HST 310 (which no longer includes a substantial "careers" component) and OSU Career Services' lack of attention to Liberal Arts students. Attendance at the event has varied substantially over the years. In February 2016, Kara Ritzheimer has organized a more expansive, all-SHPR event at which students can network with professionals in numerous fields (public service; museums, libraries, and archives; education; law; journalism) and consult with advisors about cover letters, resumes, interviews, and networking strategies.
- *Student Internships*: An increasing number of students are participating in internships. Prior to 2011, the History Program did not have an effective system for tracking student internships, but we do know that only a handful of students did internships, these were usually student-initiated, and the Program did not keep close tabs on intern activities or progress. This resulted in some problematic situations, including students who simply quit midway through an internship and students who received substantial internship credit for work that was clearly unrelated to the history major. In 2011, Academic Coordinator David Bishop and Stacey Smith, who was serving as internship coordinator, revamped the internship system in order to keep better track of the kinds of work students were doing (to ensure that it is relevant to the degree) and to evaluate student progress. The Program also initiated a cap on internship credits; students may now take up to 12 internship credits toward their general upper-division credit requirement, while only 4 internship credits can be applied to the History Program requirement.

In 2013-2014, Thomas Bahde joined the program as an instructor and internship coordinator. Thom has reached out to community partners throughout Oregon and beyond in an effort to develop internship opportunities for our students. As a result, the number and proportion of our students who completed internships has increased, as has the quality of the internship experience. Our most popular internship placements are with OSU's Special Collections and Archives Research Center; the Benton County Historical Society; the Washington County Museum in Hillsboro; and individual faculty members (as research assistants for particular projects). We have also placed students with the Oregon Museum of Science and Industry in Portland, the Deschutes Museum in Bend, the "Pest House" immigration center near Astoria, the Museum of Tolerance in Los Angeles, the National Parks Service at Fort Clatsop, the American Civil Liberties Union, the Oregon Museum of Science and Industry, and in political campaigns. These internships have provided students with rich experiences; several students have moved

into part-time and/or temporary paid positions at their internship institutions, and others have decided to pursue graduate studies in public history or museum studies as a result of their internships. Figure 2 shows trends in student internships.

Figure 2: Student Internships, 2011-2016



- The History Program has offered opportunities for students to participate in community-based/public history projects.

Several students have participated in public history projects around important OSU anniversaries, including the 100<sup>th</sup> anniversary of OSU’s Greek system and OSU’s 150<sup>th</sup> anniversary; among the several students who participated in Ben Mutschler’s “Hidden History of OSU” senior seminar, a number went on to do internships around the 150<sup>th</sup> anniversary, including Jenna Proctor, whose historical research connected her with OSU alumni and helped to lead to a position with the OSU Foundation.

Three students worked on projects related to Adair Living History, an organization charged with preserving the history of the WWII training camp that used to exist on the townsite. History majors worked at Benton County Historical Society to compile photographs and documents relevant to the site, wrote a history of a historic church that has been moved to the Adair site from a nearby farmstead and where many servicemen married in the 1940s, and worked as on interpretive materials for the museum. One of those students, Mike Diciano, went on to work at OSU’s Special Collections, Archives, and Research Center and is now pursuing an MA in public history at Portland State University.

Students have worked with OSU's Special Collections and Archives Research Center on a number of public history projects. One student catalogued the papers of Harold Williams, an African American community activist in 1950s-1960s Portland. Another student interned with the OSU Multicultural Archives in the collection of the St. Philip the Deacon Church in Portland, the oldest continuous black congregation in the city, founded by black West Indians around the turn of the century. She catalogued church records and made them accessible to parishioners and helped host a history day for the church in 2012. Hannah's public history work was featured heavily by OSU Media and Communications: <http://liberalarts.oregonstate.edu/feature-story/past-present>.

Figure 3: History Major Hannah Mahoney at St. Philip the Deacon History Day



- Linda Richards trained and mentored undergraduate history students to conduct oral history interviews in conjunction with the 50<sup>th</sup> anniversary of OSU's Nuclear Engineering program in "How OSU Grew Nuclear Science." Students collected twelve short oral history interviews with participants in that program, now featured as part of SCARC's oral history collections: <http://scarc.library.oregonstate.edu/findingaids/?p=collections/findingaid&id=2350>.
- Several faculty members have incorporated public history projects into coursework. In Stacey Smith's HST 415/515: Public History in the American West, students in course wrote *proposals for an Oregon Public Broadcasting episode* based on their research in SCARC's archival collections, including identifying archival evidence to feature and writing a script overview. Stacey Smith and SCARC brought OPB producers to Corvallis to discuss the construction and scripting of an existing OPB episode, and some students "pitched" their projects (one on Knute Rockey at OSU, one on Oregon timber production for the WWII airplane industry, and one on OSU's Home Economics Department from

the 1910s to the 1960s). In some of Marisa Chappell’s classes, students create content for the Oregon Social Justice History website: <http://blogs.oregonstate.edu/oregonsocialjustice/2015/01/23/welcome/>. Students in HST 363: Women in U.S. History have designed, conducted, recorded, transcribed, and summarized/analyzed oral history interviews, while students in HST 365: The Civil Rights Movement in Modern America have researched and written a web-based public history project exploring the history of law enforcement and African American communities, with attention to the particulars of this history in Oregon.

### History Ecampus Program

History’s Ecampus offerings have developed significantly over the past ten years, leading to the launch of an on-line History major in Fall 2016.

Table 7: HST Ecampus Offerings 2007-2016

AY <sup>13</sup>	Distinct Courses	Sections Offered	Total Students	Average Students/Section
2007-8	27	66	907	14
2008-9	24	63	875	14
2009-10	26	65	875	13
2010-11	25	54	802	15
2011-12	20	48	935	19
2012-13	27	60	1273	21
2013-14	25	71	1428	20
2014-15	26	73	1378	19
2015-16	32	83	1624	20

As Table 7 demonstrates, the period of 2010-2012 represents a period of reassessment and rationalization that occurred when the History Program brought David Bishop on as Academic Coordinator. David assessed the needs of students, coordinated development of new courses, and created a more sustainable Ecampus model. By expanding access to courses with potential for significant demand, reducing competition between on-campus and Ecampus offerings, and other strategic moves, David grew the Ecampus program such that today we are offering a greater variety of online courses with higher enrollments. The History Program launched an Ecampus major in Fall 2016; because this major is so new, we are not including data or an assessment of the program in this Self Study report.

### **Input Assessment: Students**

An analysis of students in the History Program in comparison to CLA as well as to OSU illuminates four major findings:

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<sup>13</sup> Academic Year includes Summer through Spring terms.

1. History has seen a decline in majors in contrast to growing enrollment at OSU and, to a lesser extent, in CLA as a whole;
2. Matriculating history student credentials are generally lower than the credentials of students entering CLA as a whole;
3. Matriculating history student credentials are somewhat lower than the credentials of admitted history students; and
4. History students are disproportionately male and white when compared to OSU and CLA.

### Number of Majors

Like history programs across the country, we have seen declines in our number of majors over the past decade, a trend that is at odds with OSU’s overall enrollment (see Figure 5). The number of students who apply to OSU with an interest in the History program, however, has not declined substantially. Based on the most recent admissions data available (Fall 2014), 139 students applied to the History program, 101 were admitted, and 35 matriculated. Institutional Research records these numbers separately for first-time freshmen and transfer students; the numbers represent a 72% admissions rate for first-time freshmen (73% for transfer students) and a 17% yield rate (53% for transfer students). In comparison, OSU’s admission rate in 2014 was 79% (69% for transfer students) and yield rate was 27% (44% for transfer students). Thus, History is slightly less selective in admissions than the university as a whole, admitted History freshmen are less likely to attend, and admitted History transfer students are more likely to attend. In particular, the very low yield rate is of great concern. From 2005-2008, our first-year freshman yield rate was above 30%, which is not particularly high; it has since dropped precipitously.

Figure 4: OSU Undergraduate Enrollment, 2005-2014

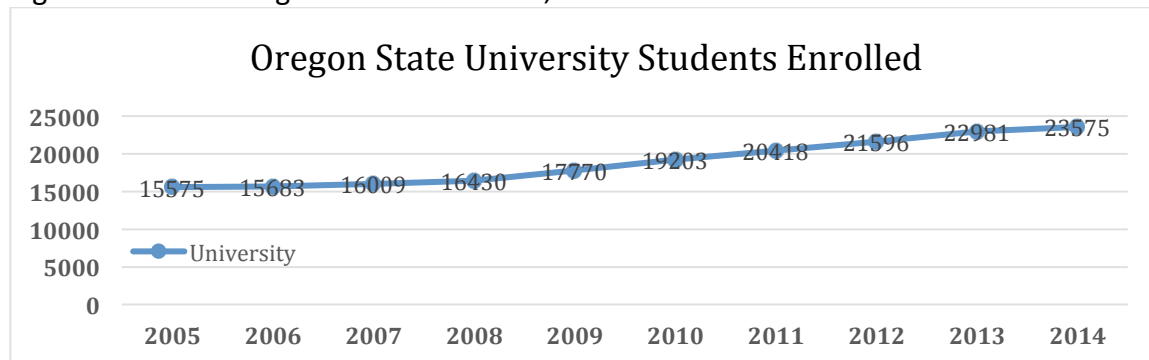
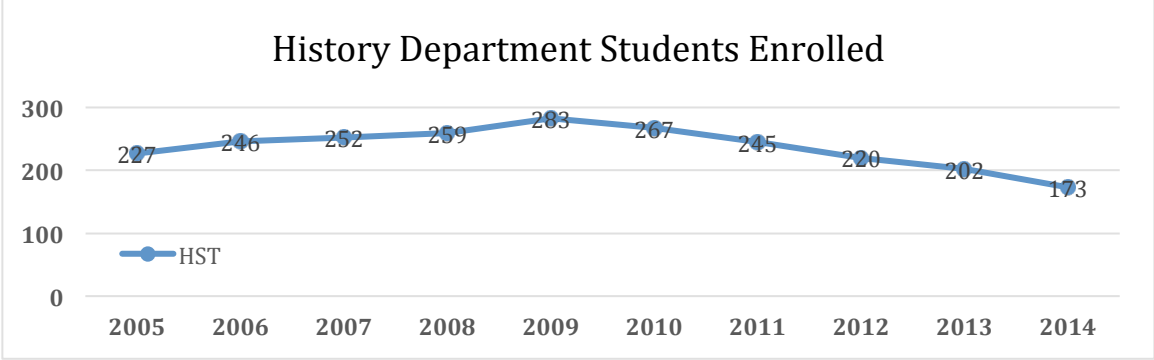


Figure 5: OSU History Program Enrollment, 2005-2014



At the same time, our overall student credit hours do not seem to be experiencing an overall decline, likely due to our active participation in OSU’s Bacallaureate Core combined with overall increases in OSU’s undergraduate enrollment. Figure 6 shows the trend in our on-campus enrollments from 2011-12 to 2015-16, while Figure 7 shows the trend in Ecampus enrollments for the same period.

Figure 6: On-Campus Enrollments in SHPR, 2011-2016

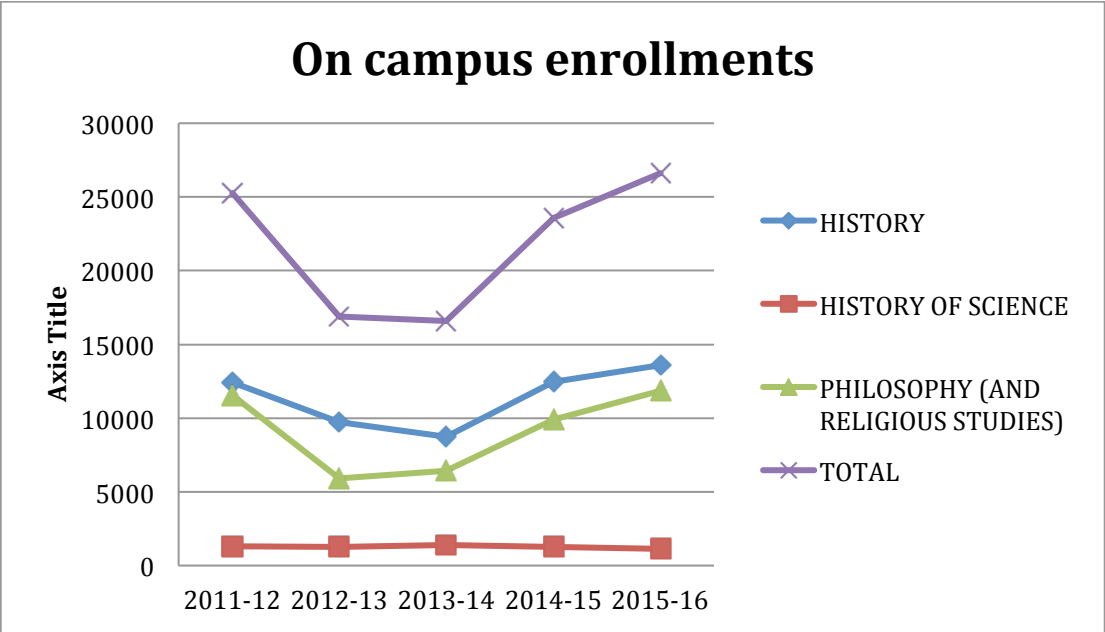
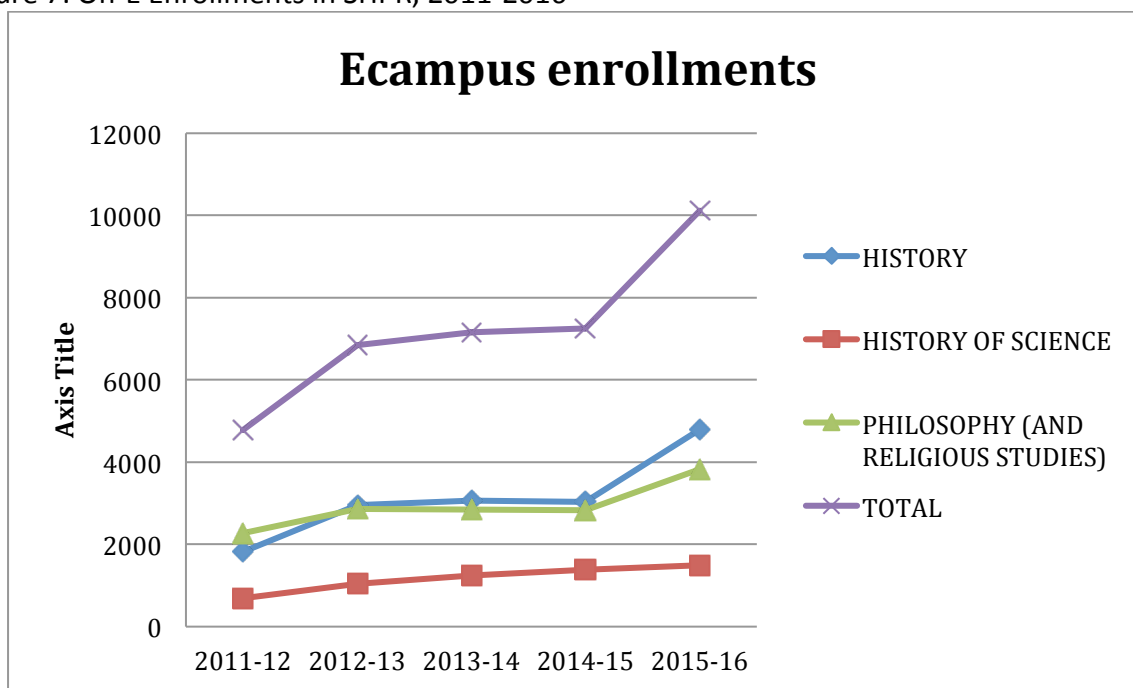


Figure 7: On-E Enrollments in SHPR, 2011-2016



### Student Credentials

As Table 8 illustrates, mean GPA and SAT scores for first-time freshman History admits are lower than for OSU admits as a whole, though they are closer in line with CLA admits. In 2013 and 2014, matriculated history students have notably lower mean SAT and GPA scores than admitted history students, suggesting that we may be losing more highly credentialed students to other universities. It is important to note that these numbers don't capture a majority of History majors, who began OSU in other programs. Institutional Research did not provide data on credentials of students who entered OSU with declared majors other than History but later declared a History major.

Table 8: Selectivity of History Program: Credentials of Incoming Freshmen<sup>14</sup>

	2009	2010	2011	2012	2013	2014
<b>History Admitted</b>						
Number Admitted	108	120	97	86	86	79
Mean High School GPA	3.34	3.43	3.44	3.55	3.47	3.48
Mean SAT: Verbal	517	576	558	571	556	568
Mean SAT: Math	516	539	525	553	521	545
Mean SAT: Writing	491	544	538	551	536	545
Mean SAT: Composite	1523	1660	1621	1674	1613	1658
<b>History Matriculated</b>						
Number Matriculated	41	42	27	24	26	19
Mean High School GPA	3.34	3.42	3.49	3.56	3.38	3.31

<sup>14</sup> OSU Freshmen data from <http://newdesigns.oregonstate.edu/admin/aa/ir/sites/default/files/enroll-fall-2014.pdf>

Mean SAT: Verbal	524	560	551	531	544	531
Mean SAT: Math	522	518	517	526	504	495
Mean SAT: Writing	495	533	526	511	515	517
Mean SAT: Composite	1542	1611	1593	1567	1563	1543

**OSU Freshmen Admitted**

Mean High School GPA	3.51	3.55	3.57	3.59	3.59	3.60
Mean SAT: Verbal	533	545	548	554	551	555
Mean SAT: Math	554	566	569	573	568	569
Mean SAT: Writing	513	532	538	541	540	542
Mean SAT: Composite	1598	1642	1655	1668	1659	1665

**CLA Freshmen Admitted**

Mean High School GPA	3.42	3.45	3.48	3.52	3.50	3.52
Mean SAT: Verbal	532	549	551	562	550	552
Mean SAT: Math	519	533	537	544	534	532
Mean SAT: Writing	515	535	546	550	539	539
Mean SAT: Composite	1565	1617	1633	1654	1623	1623

Student Demographics

An analysis of student demographics since 2007 is not very illuminating; student demographics vary somewhat each year but do not reveal any particular trends [NOTE: I have a table with data 2007-2014 that I could include]. The most recent enrollment data come from the Fall 2014 census. Table 9 describes demographic characteristics of enrolled students majoring in History compared to OSU undergraduates and College of Liberal Arts undergraduates.

Table 9: Demographic characteristics of undergraduate students in History, College of Liberal Arts, and OSU, Fall 2014.

2014	HST	CLA	OSU
<b>Gender</b>			
Female	35%	58%	46%
Male	65%	42%	54%
<b>Age</b>			
25 and over	20%	29%	21%
Under 25	80%	71%	79%
<b>Race/Ethnicity</b>			
U.S. Minorities*	12%	22%	23%
White	83%	71%	67%
<b>Residency</b>			
Oregon Resident	79%	69%	68%
Non-Resident	21%	31%	32%

\*The Office of Institutional Research uses U.S. Census Bureau designations for race and ethnicity. The category of “U.S. minorities” includes American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, and multiple races. Figures do not add up to 100% because some students did not report race/ethnicity and because overall “Minority” numbers include international students.

The numbers demonstrate that students in the History Program are disproportionately male when compared to students in CLA and OSU and that the History Program includes a somewhat smaller proportion of U.S. racial minorities (using Census Bureau designations) than CLA or OSU as a whole. The History Program enrolls a slightly smaller proportion of students aged 25 and older and a somewhat higher proportion of Oregon resident students than CLA and OSU.

Figure 8: Undergraduate enrollment by race/ethnicity in History, the College of Liberal Arts, and OSU in 2014

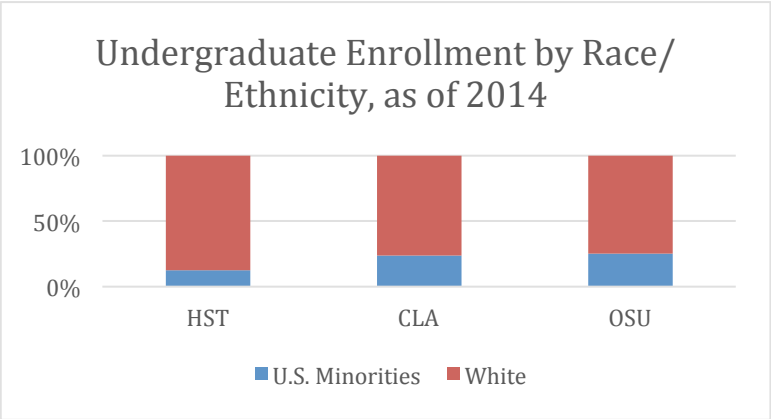


Figure 9: Undergraduate enrollment by gender in History, the College of Liberal Arts, and OSU in 2014

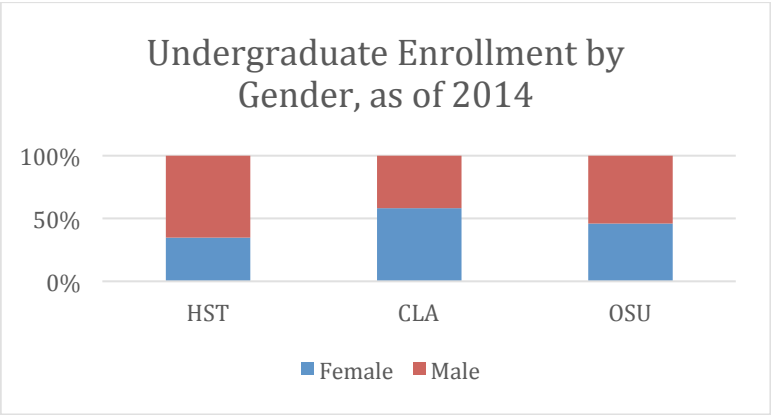
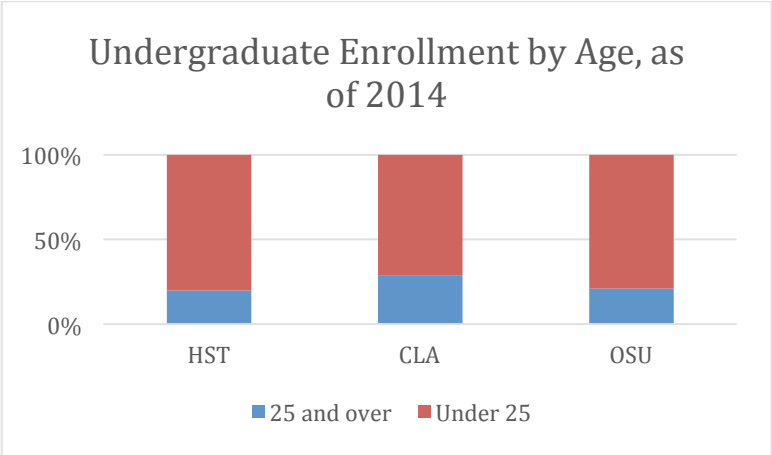


Figure 10: Undergraduate enrollment by age in History, the College of Liberal Arts, and OSU in 2014



Student Interests, Motivations, and Career Goals

The student and alumni surveys offer some important insight into our students’ interests, motivations, and goals. One key finding – long an anecdotal truism among faculty – is that we recruit substantial numbers of students from other OSU programs. Among current students who responded to the survey, 51% decided to major in history when they were in high school, 15% when they were community college students, and 24% when they were already enrolled at OSU, many in their second and third years. This is consistent with other data demonstrating that a substantial proportion of History majors begin their college careers in other programs. This speaks to the nature of OSU and our current moment in that many students feel pressure to major in a technical field that seems to promise lucrative career prospects (e.g., engineering or business). It also speaks to the quality of our faculty and instructors, who act as our primary recruiters simply by teaching survey-level and other Baccalaureate Core classes. It is a reminder that our recruitment efforts should attend not only to entering freshmen but also to current OSU students, many of whom take our classes to fulfill Baccalaureate Core requirements.

We asked both alumni and current students why they decided to major in History. Their first choices are recorded in Table 9.

Table 10: First choice selection for reasons for selecting a History major

	Alumni	Current Students
Pursue employment goals	14%	37%
Pursue an interest in history	55%	45%
Personal development	9%	4%
Gain prestige of a college degree	9%	6%
Get research skills	5%	0%

Bring about social change	7%	8%
Flexibility in job options	2%	0%

A majority of alumni and plurality current students selected “pursue my interest in history” as their first choice. The next most selected reason was “pursue employment goals,” which saw a substantial increase from the alumni respondents (only 14%) to current students (37%). It is incumbent upon us to ensure that students are able to pursue their intellectual interest in history while also learning how to parlay the skills and knowledge they gain into a satisfying and constructive career trajectory.

To get a better sense of our students’ academic interests, we asked both alumni and current students to indicate their primary historical interests by region. Respondents were asked to check all areas that applied. As the graphs demonstrate, the three highest areas of interest are United States history (selected by 81% of current students and 60% of alumni), European history (selected by 63% of current students and 47% of alumni), and Ancient history (selected by 48% of current students and 35% of alumni).

Figure 11: Primary Geographic Areas of Interest, Current History Majors

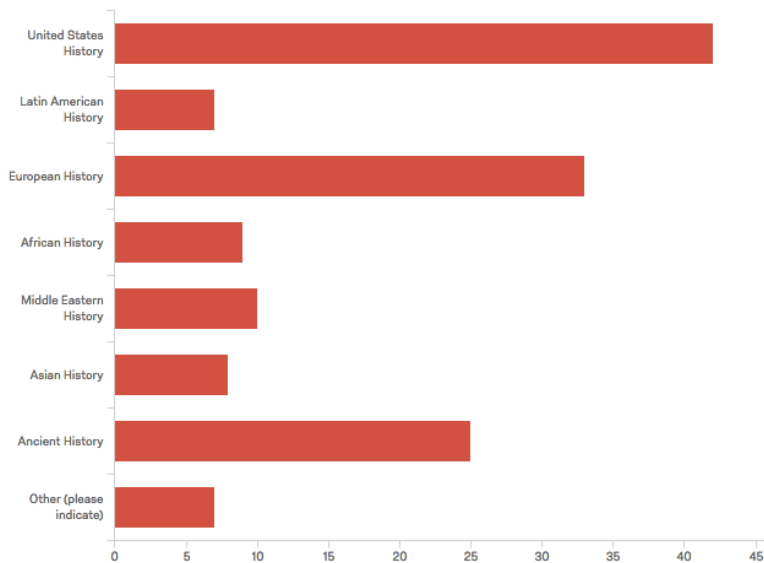
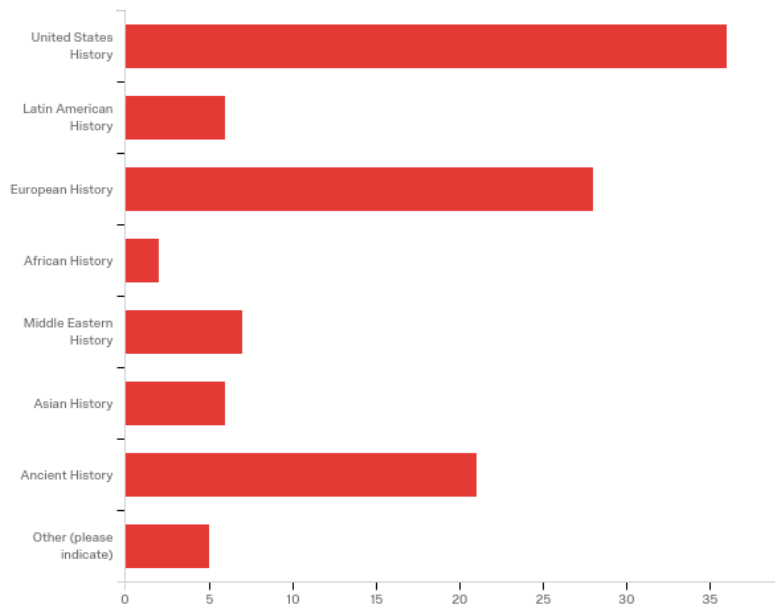


Figure 12: Primary Geographic Areas of Interest, Alumni Respondents



We asked current students about their post-graduation plans. A large majority of respondents, 68%, plan to continue their formal education in a graduate or professional program. Of those who indicated a specific field, fourteen plan to pursue a Masters in Education, six plan to pursue a Masters in History (with three specifying Public History), three plan to attend law school, one medical school, one library sciences, and one a doctorate (did not indicate the field). Their career plans follow a similar pattern.

Table 11: Student Respondent Career Plans

Education/Teaching	26
Public History (parks, museums)	4
Doctoral Program in HST or related	4
Law	4
Politics/Policy	2
Government	2
Business/Sales	2
Military	2
Library Science	1
Police	1
Medicine	1
Event planning	1

One student’s comment offers important food for thought: “My whole intention of completing a college degree was to make as much money as I had as a Union Meat Cutter. As I get closer to graduation and search the job market, my education is opening up avenues of employment I never thought I could attain.”

## Input Assessment: Program Facilities and Budget

### Capacity

The History Program is housed with the other SHPR programs in the central and eastern wings on the third floor of Milam Hall. Because of a lack of office space there, some GTAs are assigned offices in a residual space that SHPR holds in Hovland Hall.

Calculating the exact square footage utilized by the History Program is difficult since OSU calculates the space on a School basis. Not only is History one program among three within the School of History, Philosophy, and Religion; also several faculty teach for two or even three of these programs. Classrooms and other common space (our small library, the main office and administrative staff offices) are shared among the three programs. Table 12 shows space allocation for SHPR as a whole.

Table 12: Space Allocations for the School of History, Philosophy, and Religion

SHPR OSU Space Allocation	Count	Assignable Square Footage
Faculty Office	39	5565
Staff Office	2	543
Graduate Student Office	4	763
Office Service	11	1943
Conference	1	357
Administrative Office	3	306
Study Space	1	315

Even when we renovated our space in Milam Hall, we were constrained by certain features of this old building. We did what we could to maximize office space and ensure that our students had spaces to work, meet, and generally feel a part of the School. Students have utilized these spaces and communicated their appreciation. Our critical space need is more offices for instructional faculty. Square footage is misleading, since a couple of our offices are quite large (but situated such that we could not divide them) while others are tiny and windowless. We do not currently have enough offices for all full-time instructional faculty, let alone flexible office space for GTAs and for part-time and Emeritus faculty use.

### Computing and Technology

SHPR provides each faculty member a computer and printer; they are updated or replaced as needed. Faculty computers are supported through Cosine IT, which serves OSU's Division of Arts and Sciences. SHPR also maintains two iMac computers for student use and computer/projector/document camera systems in the two SHPR-controlled classrooms.

### Budget

Budget allocations at OSU are in transition; the University is in the process of shifting to a new budget model. This study will not offer detailed information about OSU's budgeting

process, but will instead focus on our internal budget. When the History Program became part of the School of History, Philosophy, and Religion, College administration combined the budgets History and Philosophy (most recent revenue and expenses are in Table 12). The information we have is therefore not very useful, as it is difficult to disaggregate specific program revenue and expenses.

Table 13: Most Recent SHPR Budget

**General Budget Information**

	REVENUE	EXPENSES	TRANSFERS
Faculty/Staff Salaries	1,376,920	1,460,324	-
Fringe Benefits OPE	774,885	733,659	-
GTA Salaries	76,112	77,882	-
Graduate Tuition & Insurance	106,409	99,689	-
Ecampus & Summer Session	164,189	206,726	-
Supplies & Services	617,051	86,908	-
Students Wages	-	816	-

Two particular points are of note. First, SHPR’s budgetary decisions have rested almost wholly in the hands of the School Director. SHPR has no budget committee and no strategic plan to guide spending. Second, faculty members have made some decisions – particularly expansion of Ecampus offerings and the launch of an Ecampus major – based primarily on budgetary needs rather than other kinds of strategic priorities. These issues are bigger than the History Program but have important effects on our undergraduate programs.

**PART IV: PROGRAM PERFORMANCE**

**Faculty Performance**

Teaching, Advising, Mentoring

Teaching and mentoring students is central to the mission of OSU, CLA, and SHPR, and all faculty members in the History Program are engaged in undergraduate education. Most faculty members with a 1.0 FTE teach 5 courses per academic year.<sup>15</sup> Faculty members mentor students in a variety of ways, both inside and outside of course-specific assignments. Many faculty members mentor student research projects, most extensively in HST 407, in which students complete substantial and original theses. Faculty members also mentor occasional honors theses; nine of sixty-one alumni respondents reported completing an honors thesis in history, and all nine reported that the experience was very valuable. Faculty members occasionally conduct independent studies and reading and conference courses for individual students who are interested in delving more deeply into specific subjects; sixteen of 61 alumni

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<sup>15</sup> Faculty with significant graduate teaching and mentoring responsibilities (core faculty in the HSTS program), and those with substantial administrative responsibilities generally teach fewer classes.

respondents reported taking at least one independent study or reading and conference, and all sixteen students reported that the experience was very valuable.

Oregon State University uses a fairly standard system of evaluating teaching effectiveness, a questionnaire in which students rate various aspects of courses and instructors. In 2011, OSU switched to an electronic Student Evaluation of Teaching (eSET), which led to a decline in the number and proportion of students who complete the questionnaire. Abundant research challenges the legitimacy and efficacy of these kinds of evaluations; nonetheless, they provide a quantitative measure that OSU uses in Promotion and Tenure dossiers. The overall median score for History classes since 2011 has ranged between 4.9 and 5.2; since 2012, History median scores have exceeded OSU median scores.

Faculty members and instructors are given wide discretion in both the content and methods of classroom instruction. In order to collect some data on course design and classroom instruction, we asked instructional faculty to complete a questionnaire, from which the following description is drawn.

Most History courses include substantial reading in both historical scholarship and primary source documents; a combination of lecture, discussion, and both in-class and out-of-class exercises; and writing-heavy exams or essay assignments that assess both content knowledge and analytical and interpretive skills. Many faculty members are following current trends toward engaged learning; at the same time, some are accomplished, effective, and charismatic lecturers whose courses attract large enrollments and earn high student evaluation scores.<sup>16</sup>

Of faculty members and instructors who teach on campus (in person), more than two-thirds reported that they use engaged learning and “high-impact practices” in their classes; several employ highly engaging techniques in their on-line classes as well.<sup>17</sup> A majority of teaching faculty utilize in-class collective analysis of texts, visual material, and other primary sources; several assign various kinds of student presentations, employ in-class debates and/or role-playing, and/or assign oral history projects; and assign various kinds of research projects. Several courses include assignments in which students develop posters or multimedia exhibits, design historical monuments, and develop historical outreach projects. Faculty reporting is borne out by alumni and student experiences. The 109 respondents to alumni and student surveys report significant involvement in highly engaged learning experiences in History classes:

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<sup>16</sup> An exemplary comment from the alumni survey, when asked to describe memorable or particularly effective class activities/assignments: Lectures from Gary Ferngren! Tough classes and dense material but so much FUN.”

<sup>17</sup> The American Association of Colleges and Universities defines high-impact practices as curricular and co-curricular processes and assignments that are highly engaging for students and involve active forms of learning. These include macro, or program level, practices such as first-year experiences, learning communities, and capstone courses, and internships, as well as micro practices that can be included in individual courses, such as writing-intensive techniques, undergraduate research, and collaborative projects.

<https://www.aacu.org/resources/high-impact-practices>

- Collecting oral histories: 40%
- Doing archival research: 78%
- Participating in in-class debates: 76%
- Historical role-playing: 32%
- Small group discussions: 94%
- Student presentations: 85%
- Public history projects: 36%

Of the students and alumni who participated in these activities, large majorities rated them somewhat or very valuable:

- Collecting oral histories: 95%
- Doing archival research: 99%
- Participating in in-class debates: 96%
- Historical role-playing: 71%
- Small group discussions: 96%
- Student presentations: 88%
- Public history projects: 92%

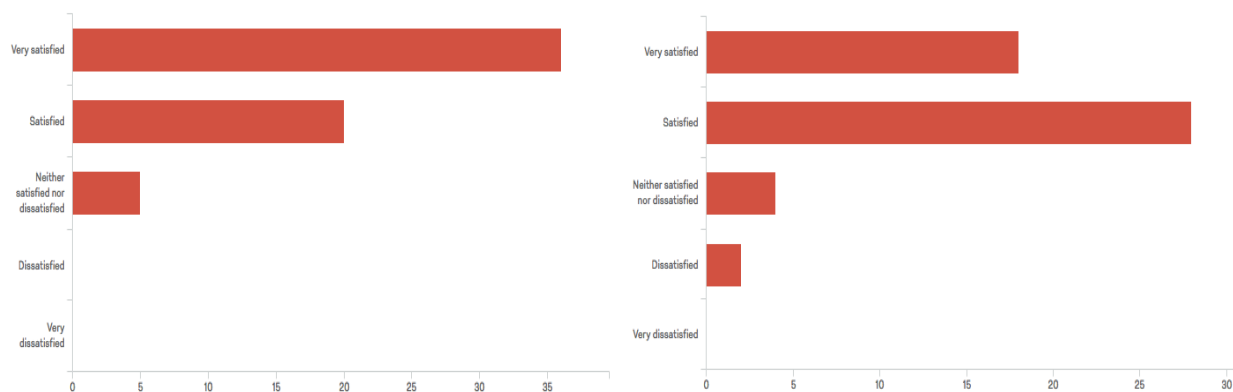
The following are just a few examples of innovative pedagogy in recent classes:

- In HST/REL 470 (Religion in the American West) students visited and analyzed a site of religious significance in Oregon.
- In HST 415 (Topics in Public History) students drafted a storyboard and script for an episode of *The Oregon Experience* based on their archival research in OSU's Special Collections and Archives Research Center.
- In HST 475 (Civil War and Reconstruction), a history intern worked with the Benton County Museum and OSU Special Collections and Archives Research Center to make available primary documents and artifacts for student projects.
- In HST 399 (Special Topics: Women, Gender, and Politics in United States History), students designed historical lessons for use in high schools, and one group taught their lesson to two high school classes.
- In HST 365 (The Civil Rights Movement in Modern America), students developed a web-based public history exhibit on the history of law enforcement and African American communities, which an intern edited and curated for the Oregon Social Justice History website.
- In HST 201, 202, and 203 (History of the United States), students engage in historical role-playing games using the Reacting to the Past curriculum, which requires research, speech writing and delivery, and on-the-spot debate and negotiation.
- In one HST 202 (History of the United States), a HST instructor and archivist teamed up to organize the entire course around materials in the Special Collections Archives and Research Center.

Faculty members' strong commitment to student learning and success is evident in their engagement in their participation in teaching-related professional development opportunities. Approximately half of tenured/tenure-track faculty members (and a handful of instructors) have participated in OSU's Writing Intensive Curriculum Faculty Seminar, an intensive five-session seminar exploring best practices for teaching writing across the disciplines.<sup>18</sup> A similar number have participated in at least one WIC Lunch, which are one-hour sessions on various issues involved in teaching writing and using writing to teach. Three of eight faculty members/instructors who regularly teach courses that fulfill the Difference, Power, and Discrimination requirement have taken the DPD Academy, a 45-hour summer institute exploring multidisciplinary scholarship on difference, power, and discrimination; critical pedagogies; and curriculum transformation.<sup>19</sup> A handful of faculty and instructors have participated in one or more DPD workshops. Several faculty members and instructors have also participated in workshops at OSU's Center for Teaching and Learning (at least 5), Technology Across the Curriculum (at least 4), Ecampus faculty development activities (at least 4), and Professional Learning Communities (one each in Service Learning, Global Learning, and First Generation Students).

Faculty performance can also be assessed by reported satisfaction with the program. As Figure 13 illustrates, a vast majority (at least 90%) of respondents to both the Alumni and Current Student surveys reported high levels of satisfaction with their experiences in the History Program.

Figure 13: Overall Student Satisfaction with History Program: Alumni and Current Students



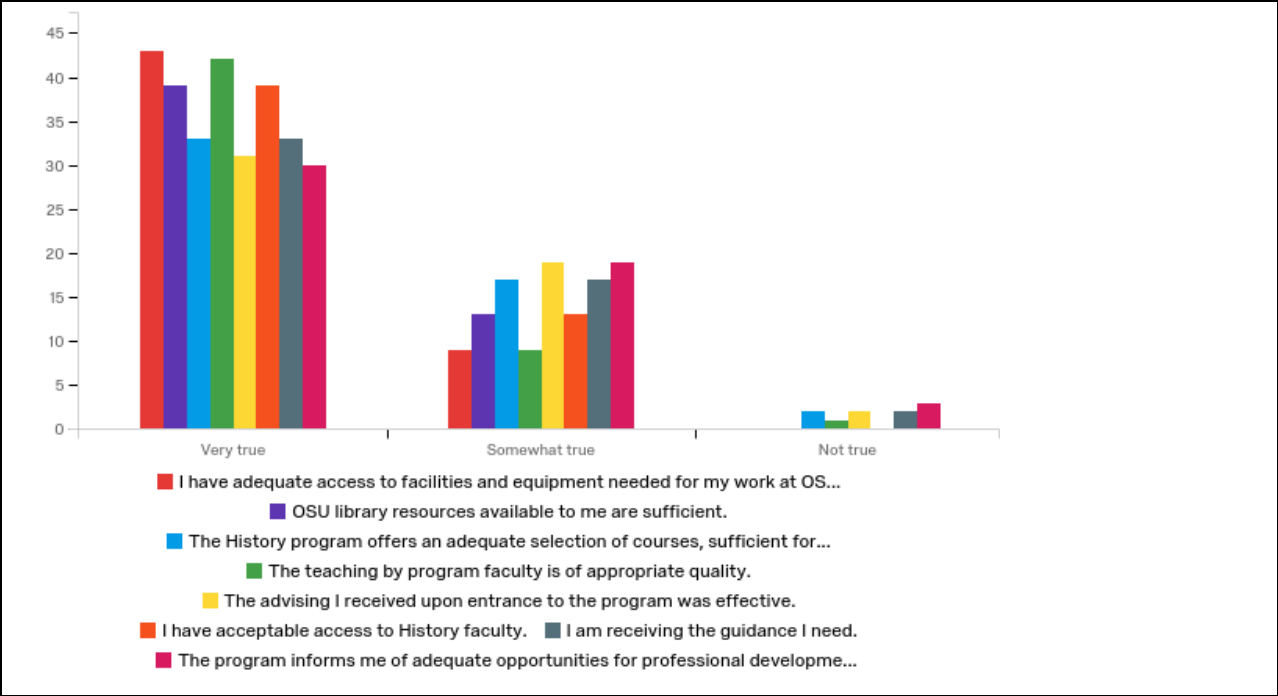
Current student respondents were asked questions that allow a more fine-grained assessment of various program aspects; results are illustrated in Figure 14. Students report overall satisfaction with program facilities, course offerings, teaching and advising quality, and professional development opportunities. One notable finding is that not a single respondent

<sup>18</sup> <http://wic.oregonstate.edu/wic-faculty-seminar>

<sup>19</sup> <http://dpd.oregonstate.edu/dpd-academy>

reported dissatisfaction with access to History faculty, evidence of our faculty’s commitment to undergraduate teaching and mentoring.

Figure 14: Current Student Respondents Assessment of Program Elements



Survey respondents provided additional information about their experiences in and satisfaction with various aspects of the History program, as Figures 15 and 16 illustrate.

Figure 15: Alumni Respondent Assessment of Additional Program Elements

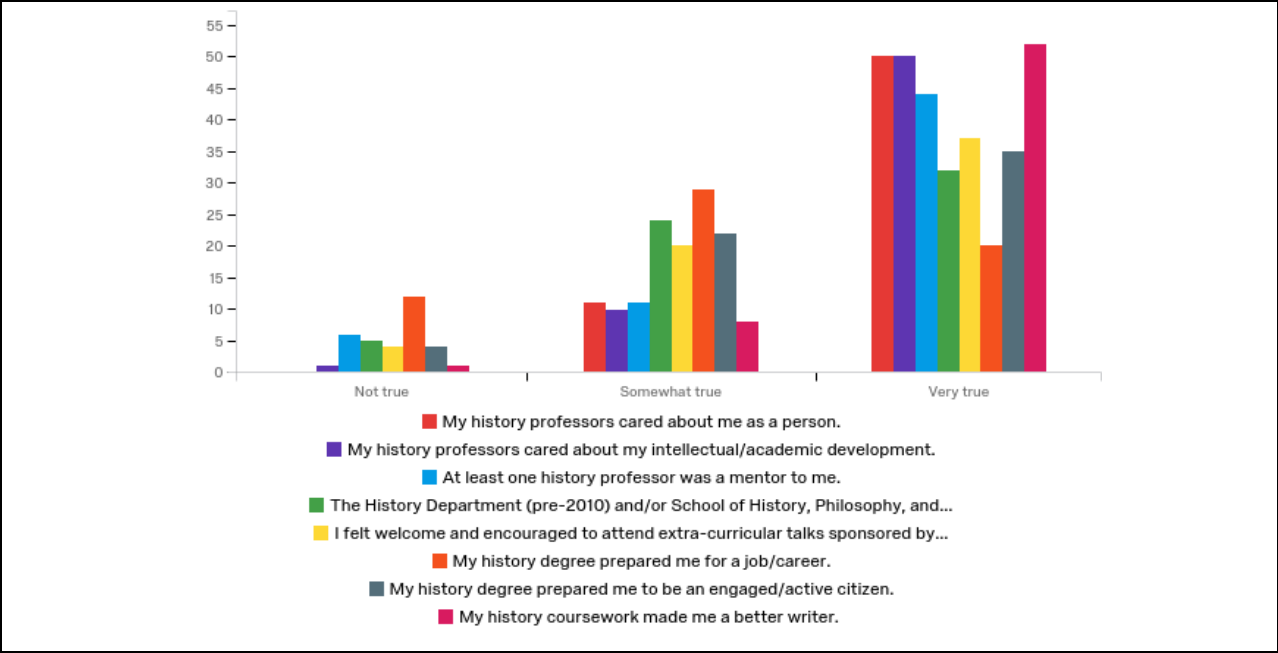
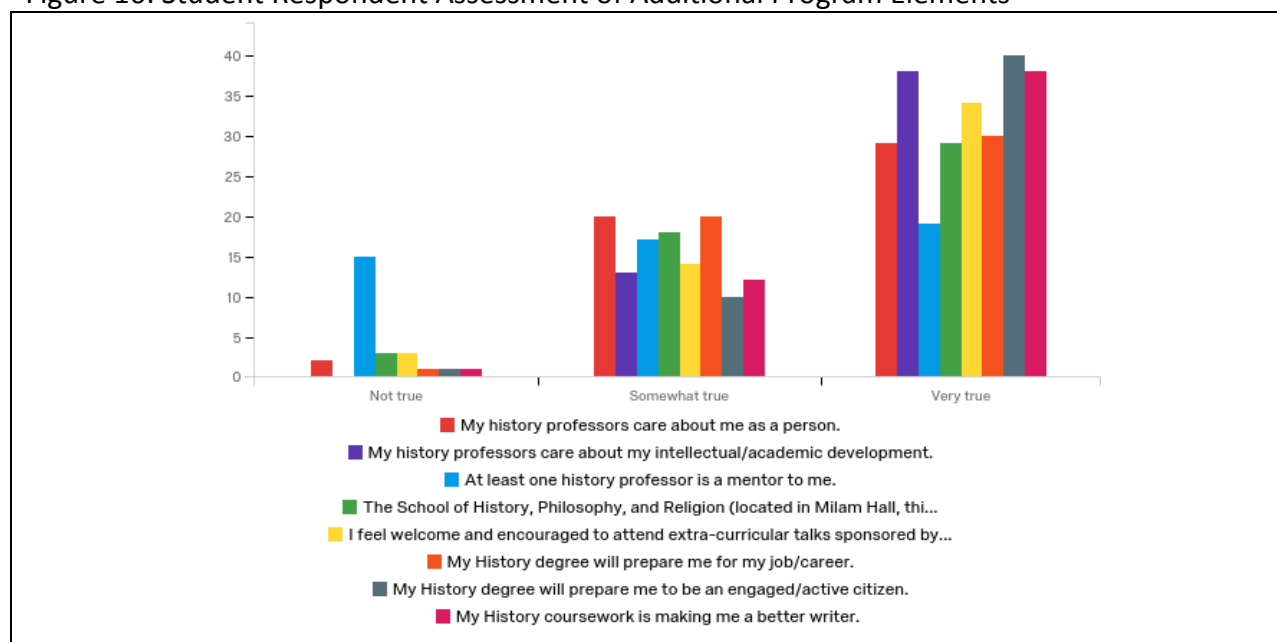


Figure 16: Student Respondent Assessment of Additional Program Elements



As the figures illustrate, respondents to both the current student and alumni survey indicated a high level of comfort and belonging. The vast majority felt welcome in the School of History, Philosophy, and Religion; felt welcome and comfortable attending School-sponsored public talks and events, and feel strongly that faculty members care about them as people and care about their intellectual development. The slightly elevated number of current students who responded negatively to the statement “at least one history professor was a mentor to me” is unsurprising given that a majority of student respondents do not plan to graduate within the next two years; students often find mentors in the later stages of their undergraduate careers, though this suggests that we might work harder to establish these connections earlier in our students’ academic careers. Perhaps most surprisingly, a majority of each group responded that the program prepares students for a job/career, though more current students affirmed this statement than alumni, suggesting that some graduates experience difficulty either finding a career pathway or knowing how to pursue one.

Finally, faculty performance in teaching, mentoring, and advising cannot be extricated from student performance, which is discussed in a later section.

### Scholarship

Our tenured and tenure-track faculty members are active, respected, and productive scholars. While some of our instructors are also exceptional scholars with active research profiles, this section will attempt to quantify the scholarly output and accomplishments of tenure-stream faculty whose appointments include a research expectation. Our tenured/tenure-track faculty members have collectively authored or co-authored 18 books and 124 journal articles/book chapter along with significant numbers of other publications (book

reviews, essays, op-eds, etc.). Table 14 provides a brief overview of scholarly activity since 2006 (or since the faculty member came to OSU, if that has been since 2006).

Table 14: Faculty Scholarly Output, 2006-2016

Faculty	Books Authored or Co-Authored	Journal Articles and Book Chapters	Books or Journal Issues Edited	Other Publications
Mina Carson	1	1		
Marisa Chappell,	2	2		10
Gary Ferngren,	2	8	5	9
Anita Guerrini	1	30	4	
Jacob Hamblin	2	14		
Trina Hogg		1		1
William Husband		4		
Hung-Yok Ip		8	2	
Jonathan Katz	1	3		12
Amy Koehlinger		3		
Paul Kopperman				
Rena Lauer		2		3
David Luft	1	8		7
Ben Mutschler		2		4
Christopher Nichols	2	8	2	65
Michael Osborne	1	7		5
Kevin Osterloh		3	1	1
Kara Ritzheimer	1	2		
Stacey Smith	1	4		6
Nicole von Germeten	3	14		10

History faculty members have also been active and successful in applying for research funding. Our faculty members have almost all won various kinds of OSU research funding from a variety of sources, including the OSU Center for the Humanities, the OSU Research Office, Valley Library, and the Horning and Hundere Endowments. These grants are numerous and are not listed or tallied here. Table 15 summarizes faculty *external funding* since 2006.

Table 15: Faculty External Funding, 2006-2017

PI	Dates	Funding Agency	Amount
Gary Ferngren	2017	Thrivent Financial Grants	\$1,500
	2017	Grace Foundation	\$3,000
	2015	Johns Hopkins University Press (Publication Subvention)	\$400
		National Library of Medicine	\$49,947
Anita Guerrini	2013	Max Planck Institute for the History of Science Senior Fellowship	12,000 euros
	2010-11	National Science Foundation "Pushing the Limits" Grant	\$10,000
	2016-18	National Science Foundation Standard Grant	\$195,000

Hung yok Ip	2012-16	Chun and Jane Chiu Foundation	\$250,000
Rena Lauer	2016-17	American Academy for Jewish Research Special Initiatives Grant	\$5,000
David Luft	2014-15	Fullbright-Botstiber Fellowship, University of Vienna	
Christopher McKnight Nichols		Carnegie Corporation Stone Funding Grant (C&C) Jubbitz Foundation Grant (C&C) Eisenhower Presidential Library Herbert Hoover Presidential Library University of Iowa Obermann Center Research Fellowship	\$200,000 \$100,000 \$10,000 \$1,500 \$1,500 \$2,500
Ben Mutschler	2015 2015 2014	Jubitz Family Foundation Jubitz Family Foundation Stone Fund	\$5,000 \$7,500 \$100,000
Michael Osborne	2008-12 2011-14 2012  2012 2012  2012 2013-14 2013-15 2015-16 2015-16	California Institute for Regenerative Medicine Aix-Marseille Institute for Advanced Study Directeur d' recherche, École des Hautes en Sciences Sociales SPHERE/CNRS/University of Paris VII Centre de Recherche en Histoire des Sciences et des Techniques CNRS/École Normal Supérieur Université de La Réunion Woods Hole Oceanography Institute Rockefeller Archive Center National Science Foundation	\$1,302,000 \$75,000 \$4,500  \$750 \$750  \$2,250 \$3,750 \$1,200 \$3,500 \$18,334
Kara Ritzheimer	2010 2012	Fullbright Faculty Seminar Program Curt C. and Elise Silberman Seminar for Faculty German Historical Institute	\$5,000 \$4,000  \$2,000
Stacey Smith	2013 2013	NEH Summer Stipend Mellon Huntington Fellowship	\$6,000 \$3,000
Nicole von Germeten		American Philosophical Society	\$2,000

History faculty members are leaders both at OSU and in the historical profession. Faculty conference presentations and public talks are too numerous to list; see curriculum vitae in Appendix I for individual listings for each faculty member. To summarize, History faculty members are vital contributors to their professional organizations, scholarly conversations, and public discussions and debates. This is reflected not only in the large number of professional and public presentations and publications but also in leadership positions (both at OSU and in professional organizations and institutions) held and honors and awards garnered. Table 16 summarizes faculty awards and honors since 2006 as well as professional leadership positions.

Table 16: Faculty Professional Activity, 2006-2016

Faculty	Professional Awards/Honors	Professional Leadership Positions
Mina Carson	Linus Pauling Resident Scholar 2009	President, Interinstitutional Faculty Senate (Oregon public universities), 2007; Board, Oregon Encyclopedia Project, 2008-2015

Marisa Chappell	Fellow, Center for the Humanities, Oregon State University 2015-2016; College of Liberal Arts Research 2013; Thomas R. Meehan Excellence in Teaching Award, College of Liberal Arts, Oregon State University 2011; Valley Library Research Travel Grant, Oregon State University 2010; L.L. Stewart Faculty Development Award, Oregon State University 2009; ECLAT Faculty Development Award, College of Liberal Arts, Oregon State University 2007; Fellow, Center for Humanities, Oregon State University 2006-2007; OSU Women's Giving Circle Grant 2011	Advisory Board, <i>Oregon Historical Quarterly</i> 2012-2015; Selection Committee, Oregon Women's History Consortium Research Fellowship 2016, 2017; Editor, H-Women 2002-Present; Chair, SHPR Undergraduate Committee 2012-2017; Chair, History Promotion and Tenure Committee 2012-14; Chair, U.S. in the World Search Committee, 2011-12; Lead, CLA Strategic Plan Development Committee 2015; Phi Beta Kappa Faculty Organizing Committee 2013-2016; Elected Vice President Phi Beta Kappa Chapter 2016-present; Director, OSU Woman Citizen Program 2011-2012; Creator/Editor, Oregon Social Justice History Project 2015-present
Gary Ferngren,	Sandy and Elva Sanders Eminent Professorship in University Honors 2011; Professor of the History of Medicine, Dept. of History of Medicine, National History and Culturology, I.M. Sechenov First Moscow State Medical University; National Library of Medicine Publication Grant 2005-6; Extended Campus Course Development 2006; Fellow, Center for the Humanities, Oregon State University, 2006, 2011; Horning Travel Grant for the International Society of the History of Medicine Congress 2012; Hundere Teaching Fellowship Award 2014; Publication subvention from the Humanities Center 2016; Publication subvention from Johns Hopkins University Press 2016; Publication subvention from the Graduate Innovation Office 2016; Grant from the Fund of the School of History, Philosophy and Religion, Oregon State University 2016; Grant from the Hundere Endowment 2016	Councilor, American Association for the History of Medicine 2014-17; Member, Advisory Board, Conference on Medicine and Religion, 2013-Present; Councilor, International Society of the History of Medicine and Religion 2008-16; Councilor, International Society of the History of Medicine and Religion (ISHM) 2002-8; Associate General Secretary, ISHM 2002-8; Member, International Scientific Committee, 45 <sup>th</sup> International Congress of the History of Medicine 2007-2010; Member, Special Emphasis Panels for G-13 Publication Grants, National Library of Medicine (NIH) 2007, 2009, 2012, 2014; Senior Scholar and Member of International Advisory Board <i>Care: A History of the Idea and Practice</i> , Warren T. Reich, PI, Georgetown University 2001-2010; Member, Editorial Board, <i>History of Medicine</i> 2014-Present; Member, Editorial Management Board, <i>Vesalius</i> 2000-Present; Member, International Advisory Board, <i>International Journal of History of Medicine (Baku)</i> 2009- ; Member, International Advisory Board, <i>Journal of Medical Biography (London)</i> 2004-Present; Member, International Advisory Board, <i>Journal of the International Society for the History of Islamic Medicine (Istanbul)</i> 2003- ; Member, International Advisory Board, <i>Analecta Historico-Medica (Mexico City)</i> 2002- ; Advisory Board, Hundere Chair in Religion and Culture 2009-11; OSU Center for the Humanities Advisory Board 2006-8; Member, National Board of Advisors, Grad Resources

		2014-15; Member, Board of Advisors, Varsity House 2014-; Delivered invited lectures at I.M. Sechenov First Moscow State Medical University, Lomonosov Moscow State University, and the Medical State University of Kazan (Russia).
Anita Guerrini	(Elected) Corresponding Member, International Academy for the History of Science 2015; École des hautes études en sciences sociales, Paris, visiting professor 2013 Lefler Lecture, Carleton College 2013 ; Wittreich Lecture, University of Louisville 2010 ; Fellow, American Association for the Advancement of Science 2009 ; Westfall Lecture, Indiana University 2009	History of Science Society Nominating Committee (elected) 2013-14; History of Science Society Price/Webster Prize Committee (chair, 2016) 2014-16; History of Science Society Council (elected) 2016-18' History of Science Society Council Delegate to Executive Committee (elected) 2016-17; History of Science Society Nominating Committee 2016-17; American Society for Eighteenth-Century Studies Search committee, book review editor, <i>Eighteenth-Century Studies</i> 2010-11; Gottschalk Prize Committee (chair) 2016-17; American Association for the Advancement of Science Steering Committee, Section L (History and Philosophy of Science) (Chair-elect, Chair, past chair) 2013-166; American Society for Environmental History George Perkins Marsh Prize committee 2010-11; Marco Aurelio Severino Project, University of Calabria, Italy. International Board 2015-; Marco Aurelio Severino Project, University of Calabria, Italy, Scientific Committee 2015-; Editorial Board, <i>Early Science and Medicine</i> 2008-; Advisory Editor, <i>Restoration: Studies in English Literary Culture, 1660-1700</i> 2001-; Editorial Board, <i>Clio Medica: Perspectives in Medical Humanities</i> (book series, Brill) 2011-; Editorial Board, <i>Endeavour</i> 2016-
Jacob Hamblin	Helen Miles Davis and Watson Davis Prize, History of Science Society 2016; Paul Birdsall Prize, American Historical Association 2014; Visiting Fellow, Center for Advanced Studies, Ludwig-Maximilians-Universität München; CLA Bill and Caroline Wilkins Faculty Development Award 2010; CLA Research Grant Award 2010-11	Director, Environmental Arts and Humanities Initiative 2014-present; SHPR Director of Graduate Studies 2011-2014; Editorial board, <i>Environmental History</i> 2013-present; Editorial board, <i>Historical Studies in the Natural Sciences</i> 2011-present; Editorial board, <i>Modern American History</i> 2016-present; Editor, <i>H-Environment Roundtable Reviews</i> 2010-2016; Editorial board, <i>Isis</i> 2009-2011; Chair of selection committee, George Perkins Marsh Prize for best book in environmental history 2015; Selection committee, Leopold-Hidy Prize for best article published in <i>Environmental History</i> 2013-present; Book Review Editor, <i>Historical Studies in the Natural Sciences</i> 2011-2015; Program

		Committee member, annual meeting of American Society for Environmental History 2014; Web Committee, Society for Historians of American Foreign Relations 2012-2014; Vice-President, International Commission for History of Oceanography 2012-present; Treasurer, Pacific Circle Commission 2002-2013
Trina Hogg		
William Husband	Trow Teaching Excellence Award, SHPR, 2015-16.	
Hung-Yok Ip	OSU Center for the Humanities Fellow 2008-9	Chair, Chiu Program for Taiwan Studies
Jonathan Katz	OSU Humanities Center Fellow; Robert Frank CLA Research Award; Dean's Fund Post Tenure Exemplary Performance Award	Chair, History Department 2008-10; Chair, CLA Personnel Committee; Chair, Search Committee, African History; Academic Review Board, Intermountain West Journal of Religious Studies; Grant Reviewer, American Philosophical Society and ACLS; Principal Organizer, Oregon North African Studies Regional Workshop 2016
Amy Koehlinger		American Academy of Religion Roman Catholic Studies Group Program Chair Co-editor, <i>Religion and American Culture</i> ; Interim Chair, SHPR, 2017
Paul Kopperman	OSU Vice Provost Award for Excellence-Strategic Impact 2011; OSU Outreach and Engagement Award 2011	Associate Director of History 2014-16
Rena Lauer	OSU Center for the Humanities Fellow 2016-2017; SHPR Cliff and Jo Anne Trow Excellence in Teaching Award 2015	
David Luft	Austrian Science Foundation Teaching Invitation 2008; Fulbright-Botstiber Award 2014-15;	Conference Organizer, Wirth Institute for Austrian and Central European Studies, University of Alberta, September 2011; Executive Secretary, Society for Austrian and Habsburg History, 2008-9; Editorial Board, Journal of Austrian Studies, 2009-14; Vice President, Austrian Studies Association, 2009; President, Austrian Studies Association, 2010-12; Editorial Board, <i>German Quarterly</i> ; Interim Chair, History Department 2010-11; Editorial Boards of <i>Austrian History Yearbook</i> 2006-9, <i>The German Quarterly</i> 2006-12, and <i>Modern Austrian Literature and Culture/Journal of Austrian Studies</i> 2007-present; Interim Chair, OSU History Department 2010-11; Fulbright Peer Reviewer for European History; Executive

		Secretary, Society for Austrian and Habsburg History 2006-9; President, Modern Austrian Literature and Culture Association 2010-12; Vice President, Modern Austrian Literature and Culture Association 2009; Past President, Austria Studies Association 2012-14; Austria Study Book Prize Committee 2008 and 2016; Member, Hans Rosenberg Article Prize Committee in Central European History 2007-8; Member, Executive Committee, Society for Austrian and Habsburg History 2005-8; German Studies Association Nominating Committee 2012-present
Ben Mutschler	OSU Honors College Faculty Member of the Year Honorable Mention 2006	SHPR Director 2013-17; SHPR Transitional Director 2011-13; Committee Member, Oregon Humanities Citizenship and the Public Square Grant 2016; Reviewer for Journal of Critical Military Studies 2014; Reviewer for University of Massachusetts Press 2013; Reviewer for <i>William and Mary Quarterly</i> 2009, 2010
Christopher Nichols	Andrew Carnegie Scholar 2016; OSU OnPoint Community Credit Union Honored Faculty Member of the Game 2016; Elected Member, Oregon Historical Society Board of Trustees 2016; Bill and Caroline Wilkins Faculty Development Award, OSU College of Liberal Arts 2015; Elected Member of Council on Foreign Relations 2015; OSU Phi Kappa Phi Emerging Scholar Award 2015; Roger D. Bridges Distinguished Service Award, Society for Historians of Gilded Age and Progressive Era 2015	Society for Historians of American Foreign Relations (SHAFR): Member 2014 SHAFR Program Committee (2013-2014); Member (2013-2015), Chair (2015-2016), SHAFR William Appleman Williams Junior Faculty Fellowships Committee; Webmaster, Web Content Editor SHGAPE (2008-present); Invited Participant, Job Candidate Workshop Mentor (work on materials with two job candidates, 2 hrs, 2014, 2015); Official Blogger (1 of 5 Official SHAFR Blogger, 2011-12) Society for Historians of the Gilded Age and Progressive Era (SHGAPE): Member of the Executive Council. Society for Historians of the Gilded Age and Progressive Era (SHGAPE): Graduate student representative (2005-08); Council Member. (2005-08, 2008-12, 2013-present); Chair, Committee on the Website and Online Outreach (2013-present, Member 2008-13); Member, Development Committee (2013-present); Member, Biennial Best Article Award Committee (2010-12); Online Editor, Journal of the Gilded Age and Progressive Era (2014-present); H-NET List editor for H-SHGAPE, and H-SHGAPE webmaster (2008-present); Society for U.S. Intellectual History (S-USIH): Co-chair, Program Committee: 2013 USIH Annual

		Conference Program (2012-2013); Job Candidate Workshop Mentor (2015, 2016, 2017); Organization of American Historians (OAH): Mentor, Mentorship Program for graduate students and jr. faculty (2-hr sessions, post-meeting follow-up, 2016, 2017); OAH Distinguished Lecturer (to be announced April 2017); Director OSU Citizenship & Crisis Initiative (2014-present); Phi Beta Kappa Faculty Organizing Committee (2013-2016) and elected Vice President Phi Beta Kappa Chapter (2016-present); Chair, Faculty Senate Library Committee (2013-2016); Chair, SHPR Awards Committee (2012-2015)
Michael Osborne	Co-Recipient, Berendel Foundation Cantemir Prize of the UK for Intercultural Humanism 2010-11; Fellow, American Association for the Advancement of Science 2016; Honorable Mention, John Lyman Book Award, North American Society for Oceanographic History 2015; Corresponding Member, International Academy of History of Science 2012-13	Associate Editor, <i>Journal for the History of Biology</i> 2009-13; Second Vice-President, Division of History of Science and Technology, UNESCO 2009-13; Chair, U.S. Consortium Delegation to International Union of History and Philosophy of Science 2009-13; Member, Schmitt Research Grant Committee, American Historical Association 2009-10; Member, Alice Hamilton Prize Committee, American Society for Environmental History 2009-10; Editorial Board, Book Series on Science and Culture in the Nineteenth Century for Pickering and Chatto Publishers 2009-11; Chair, Asia, Africa, Europe Research Grant committee, American Historical Association 2011-12; DHST Young Scholars Prize Committee 2012-13; President-Elect, International Union of History and Philosophy of Science 2013-17; Councilor, Sciences and Empires Commission, DHST/UNESCO 2014-16; Nominating Committee, American Association for Advancement of Science, Section L, History and Philosophy of Science; International Program Committee, Conference on Science along the Silk Road, Chinese Academy of Sciences and Technology/UNESCO 2015-16; Editorial Board, Book Series on Science and Culture in the Nineteenth Century for University of Pittsburgh Press 2016-17; International Program Committee of the World Conference of the Humanities, UNESCO, 2016-17
Kevin Osterloh	Humanities Resident Research Fellowship, Center for the Humanities, Oregon State University 2016-17; Special Initiatives Grant,	

	American Academy for Jewish Research 2016-17; Loeb Classical Library Foundation Grant 2009-10; Miami University, College of Arts and Science Summer Research Grant 2008; Commendation: Positive Impact on the Learning & Development of Students, 2012; 2016 (Center for Teaching Excellence, formerly the Center for Enhancement of Learning & Teaching, Miami University); Ranked among "Top 100 Faculty of 2012" (based on highest number of graduating student commendations, Center for Enhancement of Learning & Teaching, Miami University); Commendation: Positive Impact on Students, 2010 (Office of Second-Year Programs, Miami University); Commendation: Influence on Students, 2010 (Center for Enhancement of Learning & Teaching, Miami University); Finalist, Outstanding Professor Award, 2009 (Associated Student Government, Miami University)	
Kara Ritzheimer	Valley Library Travel Research Grant; OSU Faculty Research Office Travel Grant; Fellow, OSU Center for the Humanities 2013-14	
Stacey Smith	David Montgomery Prize in U.S. Labor and Working-Class History, Organization of American Historians 2014; Louis Knott Koontz Memorial Award, American Historical Association PCP 2012; Ray Allen Billington Prize, Western History Association 2011	Associate Director, OSU History Program 2016-Present; Co-Chair AHA-PCB Conference Program Committee 2016-Present; Chair, SHPR Undergraduate Committee 2013; Chair SHPR Public History Committee 2011-13; Chair American Culture and Politics Speaker Series 2009-10; Chair, OSU Faculty Senate Library Committee 2011-12
Nicole von Germeten	OSU Center for the Humanities Fellow; OSU Women Center Mentoring Award	Associate Director, SHPR 2012-14

## Student Performance

In order to assess how well our program serves our students, we examined several measures of student performance, including retention and graduation rates, faculty assessment of student achievement of HST Program Learning Outcomes, and the results of surveys we conducted in Fall 2016 of current students and alumni. Sixty-one alumni and fifty-two current students completed surveys, which inquired about a range of issues of student perspective, goals, and satisfaction.

### Retention and Graduation Rates

While the number of History majors has declined, our Program has been successful in retaining students. Table 15 shows second-year retention rates for first-time freshmen and transfer students for both HST and CLA. With the exception of 2007, the History Program has a

consistently higher retention rates than CLA as a whole. Figure 17 and 18 illustrate our first-year and two-year retention rates compared to the College of Liberal Arts and OSU as a whole.

Table 17: Second-year retention rates for first-time freshmen and transfer students in HST and CLA

Entering	First-Time Freshmen		Transfer Students	
	HST	CLA	HST	CLA
2007	60%	69%	47%	59%
2008	71%	72%	74%	70%
2009	79%	73%	82%	64%
2010	75%	71%	94%	66%
2011	71%	70%	73%	72%
2012	76%	67%	85%	65%

Figure 17: First-Year Retention Rate for History, CLA, and OSU

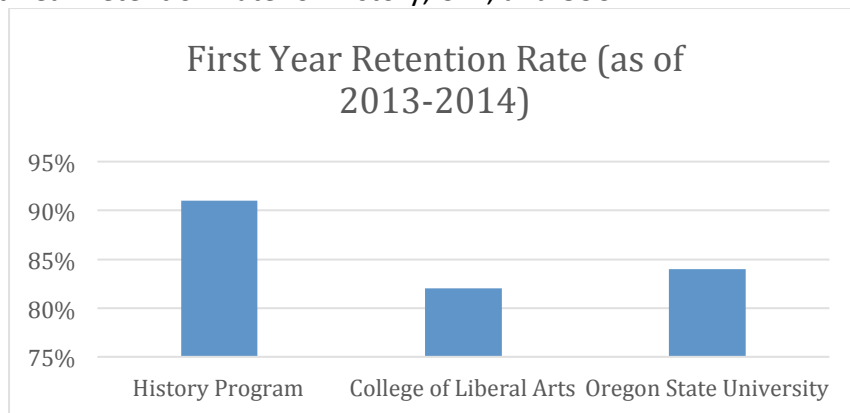
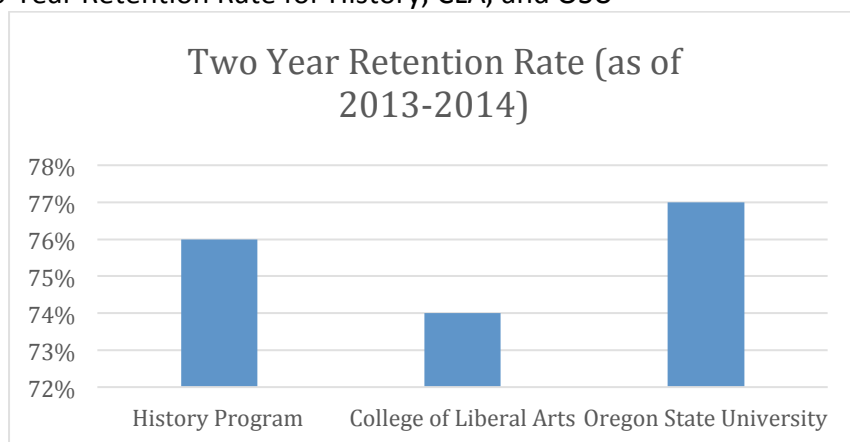


Figure 18: Two-Year Retention Rate for History, CLA, and OSU



We have a less clear success rate in graduating our students in a timely manner. National accreditation and rating scales generally focus on six-year graduation rates, but the College of Liberal Arts Strategic Plan sets a goal of a guaranteed four-year completion for a CLA

degree.<sup>20</sup> Data in this area is somewhat complicated. Table 16 shows six-year graduation rates for each entering class of students, both first-time freshmen and transfer students, from 2001-2008. Sometimes the History Program has a higher percentage than CLA and other times a lower percentage.

Table 18: Six-Year Graduate rates for first-time freshmen and transfer students in HST and CLA

Entering	First-Time Freshmen		Transfer Students	
	HST	CLA	HST	CLA
2001	43%	46%	50%	56%
2002	50%	54%	56%	58%
2003	38%	55%	74%	65%
2004	55%	54%	65%	61%
2005	48%	55%	45%	55%
2006	66%	59%	75%	61%
2007	49%	59%	47%	57%
2008	59%	60%	58%	60%

At the same time, History appears to be doing fairly well in graduating students in a timely manner, despite a mixed record in comparison to CLA as a whole depending on the year. Table 19 shows the median time to degree for both first-time and transfer students in HST and CLA.

Table 19: Median time to degree for first-time freshmen and transfer students in HST and CLA

	First-Time Freshmen		Transfer Students	
	HST	CLA	HST	CLA
2007-2008	4	4.5	3.25	3
2008-2009	4.5	4.5	3.25	3
2009-2010	4.75	4.75	3	3
2010-2011	4.75	4.5	2.75	3
2011-2012	4.25	4.5	3	3
2012-2013	4.25	4.5	2.75	3
2013-2014	4.25	4.5	4.38	3
2014-2015	3.63	4.5	3.25	3

In looking at 2013-14, the most recent year for which data can be compiled, the History Program's median time to degree completion was 4 years for first-time freshmen (CLA was also 4 years, while OSU as a whole was 4.5 years); the History Program's median time to degree completion for transfer students was 4.38 (compared to 4.5 in CLA and 3 at OSU as a whole).

<sup>20</sup> College of Liberal Arts Strategic Plan 2015: <http://sites.oregonstate.edu/liberal-arts/>

## Achievement of Learning Objectives

In AY 2014-2015, in response to APAA’s annual program assessment requirement, the History Program revised its Program Learning Outcomes. Previous Learning Outcomes effectively captured the multiple competencies we want our students to achieve but were articulated in ways that made them difficult to clearly assess and report. The new Learning Outcomes are clearer, more discrete, and more specific. History major achievement of these outcomes is assessed predominantly in HST 310 and HST 407, the two courses that all History majors are required to take and, as capstone classes, the appropriate sites to assess overall achievement. In order to determine how well our students are meeting these outcomes, we drew on the last two years of Program Assessment reports as well as the Alumni survey, in which respondents were asked to rank their achievement of each outcome.

Table 20: History Program Student Learning Outcomes, Approved 2015

<b>Learning Outcome</b>	<b>Assessment Tool(s)</b>
CONTENT KNOWLEDGE: CIVIC LITERACY, WESTERN CULTURAL TRADITION, AND GLOBAL LITERACY	
<b>Demonstrate knowledge of historical chronology, central developments and conflicts, and multiple cultural perspectives in the history of the United States, Europe, and at least one of the following: Latin America, Asia, Africa, and the Middle East.</b>	Successfully complete at least four upper division (300 or 400) credit hours in United States history; four upper division (300-400) credit hours in European history; and four upper division (300-400) credit hours in Latin American, Asian, African, or Middle Eastern history.
CRITICAL AND HISTORICAL THINKING	
<b>Analyze, evaluate, and contextualize various kinds of primary historical sources.</b> This includes assessing each source’s reliability, claims, perspectives, interests, and limitations and analyzing/evaluating primary sources in relation to each other.	Demonstrate in HST 310 assignment(s).
<b>Evaluate historical arguments in scholarly literature and synthesize the central interpretive issues in a historical field.</b> This includes identifying key scholarly works, identifying historians’ interpretive arguments and assessing the validity of evidence and interpretive methods utilized, comparing and contrasting scholars’ questions/methods/interpretations, and producing an effective synthetic discussion of key points of scholarly debate.	Demonstrate in HST 310 assignment(s).
<b>Formulate a significant and substantive historical question and construct and develop an effective historical argument.</b> This includes articulating a substantive and defensible thesis; presenting informed and insightful analysis of relevant and appropriate historical evidence; and recognizing deficiencies, contradictions, and omissions in one’s	Demonstrate in HST 407.

interpretation.	
<b>Effectively communicate historical knowledge, interpretation, and ideas to non-experts.</b> This includes articulating scholarly arguments clearly, explicating scholarly debates, explaining historical forces, and presenting one’s own interpretations in a clear, organized, and convincing manner.	Demonstrate in HST 407.
INFORMATION LITERACY	
<b>Demonstrate “information literacy.”</b> This includes effectively utilizing scholarly databases to identify appropriate and relevant primary and secondary sources, assessing the quality and relevance of secondary sources available, and successfully accessing relevant and appropriate sources.	Demonstrate in HST 310 assignment(s).
<b>Demonstrate knowledge and effective practice of disciplinary conventions of attribution.</b> This includes citing sources when appropriate and constructing properly formatted footnotes and bibliography.	Demonstrate in HST 310 assignment(s)

Because these Learning Outcomes are so new, this Self-Study will include only recent data (for AY 2013-14 and 2014-15). We have “rolled out” this assessment plan gradually, adding a new outcome for assessment each year, so this data is incomplete. It does, however, offer a general picture of how we are doing in a number of areas. At the end of each term, Academic Coordinator David Bishop asks instructors of HST 310 and HST 407 to rate student achievement of specific measures on a scale of 1-5 (5=excellent, 4=above average, 3=average, 2=below average, 1=failing) in the following areas. Table 21 includes results from AY 2014-15 and AY 2015-16.

Table 21: HST Program Assessment Data 2013-15

Learning Outcome	Results
CRITICAL AND HISTORICAL THINKING	
<b>Analyze, evaluate, and contextualize various kinds of primary historical sources.</b> This includes assessing each source’s reliability, claims, perspectives, interests, and limitations and analyzing/evaluating primary sources in relation to each other.	How well was the student able to evaluate the reliability of primary sources by taking into account the authors' perspectives or biases? Average score: 2013-14: 3.96 2014-15: 4.1
<b>Formulate a significant and substantive historical question and construct and develop an effective historical argument.</b> This includes articulating a substantive and defensible thesis; presenting informed and insightful analysis of relevant and appropriate historical evidence; and recognizing deficiencies, contradictions, and omissions in one’s	How well did the student develop significant and substantive historical questions? Average score: 2013-14: 4.01 2014-15: 3.84 How well did the student develop an effective and convincing interpretive argument? This includes articulating a substantive and defensible

interpretation.	thesis; presenting informed and insightful analysis of relevant and appropriate historical evidence; and recognizing deficiencies, contradictions, and omissions in one's interpretation. Average Score: 2013-14: 3.71 2014-15: 3.78
INFORMATION LITERACY	
<b>Demonstrate "information literacy."</b> This includes effectively utilizing scholarly databases to identify appropriate and relevant primary and secondary sources, assessing the quality and relevance of secondary sources available, and successfully accessing relevant and appropriate sources.	How well did the student use information resources to identify appropriate and relevant primary and secondary sources and obtain access to them? Average score: 2013-14: 3.89 2014-15: 3.97 How well was the student able to assess the usefulness and relevance of the primary or secondary sources he/she found during the research process? Average score: 2014-15: 3.92
<b>Demonstrate knowledge and effective practice of disciplinary conventions of attribution.</b> This includes citing sources when appropriate and constructing properly formatted footnotes and bibliography.	How well did the student consistently cite sources in work completed for this course? Average score: 2014-15: 4.19 How well had the student mastered correct citation forms? Average Score: 2014-15: 4.19

We also asked alumni to rate how well they met the program's learning objectives. The results, illustrated in Table 22, suggest that students feel that our Program is achieving its learning objectives. The area that stands out (though still largely successful) is content knowledge outside of the U.S. and Europe. This is likely a result of our relatively small faculty and our program's design. We have only one specialist each in Latin America, the Middle East, Asia, and Africa, and our requirements do not mandate that students take a series of courses in any one of these areas.

Table 22: Alumni Survey Respondents' Assessment of Learning Outcome Achievement

	Very True	Somewhat True	Not True
CONTENT KNOWLEDGE			
General chronology and central developments: U.S. History	70%	28%	2%
General chronology and central developments: European History	59%	39%	2%
General chronology and central developments: Latin American, African, Asian, or Middle Eastern History	49%	39%	11%
CRITICAL AND HISTORICAL THINKING			
Analyze, evaluate, and contextualize primary historical sources	89%	11%	0%

Evaluate historical/scholarly arguments	80%	18%	2%
Synthesize major issues/debates in a scholarly field	72%	27%	2%
Formulate a significant and substantial historical question	75%	21%	3%
Communicate historical knowledge and ideas to non-experts	70%	25%	5%
INFORMATION LITERACY			
Locate, assess, and use scholarly sources	89%	8%	3%
Know how and when to cite sources according to standards in the field	84%	15%	2%

When asked to describe particularly memorable or effective history-related experiences, several alumni singled out HST 310 and 407 as uniquely valuable:

*I would like to emphasize how much I appreciated my 301 and 407 experiences. These courses were integral to my ability to complete an undergraduate thesis, teaching me how to properly synthesize and analyze historical arguments and interpretations.*

*HST 407 was great. I enjoyed the small class size and the round table for discussion about readings. I loved researching the crusades and talking about it with my peers.*

*Grant proposals and paleography in Professor von Germeten’s HST 301 class, archival database research in Professor von Germeten’s HST 407.*

*The capstone project was by far the best assignment. I loved doing the research and getting to now more about history in the Corvallis/Benton County community. I still talk about it!*

As Table 23 illustrates, a majority of alumni report high levels of satisfaction with the general academic training they receive – a vast majority report being very satisfied or satisfied with training in reading challenging material and writing effectively. In addition, alumni are satisfied with the “soft” skills they learned in the program: communicating well, exhibiting leadership skills, solving problems, and working effectively in a group. In contrast, alumni report much lower satisfaction with the professional skills (or lack thereof) they received in the program. A majority of students were either dissatisfied/very dissatisfied or neither satisfied nor dissatisfied with the training they received in computer and software use and in preparation for employment. One respondent to the alumni survey pointed to this issue directly, noting, “I would like to see a bigger push to explore employment opportunities in the field starting at year one . . . Too many of my classmates were lost in this regard after graduation.”

Table 23: Alumni satisfaction with training received in the History Program

	Very satisfied	Satisfied	Dissatisfied/very dissatisfied
<b>ACADEMIC SKILLS</b>			
Read challenging material	69%	30%	0%
Write effectively	66%	31%	2%
<b>PROFESSIONAL SKILLS</b>			
Preparation for employment	15%	28%	23%
Use computers and software adequately	18%	30%	13%
<b>"SOFT" SKILLS</b>			
Communicate well	49%	46%	5%
Exhibit leadership skills	26%	36%	38%
Solve problems effectively	30%	49%	21%
Work effectively in a group	34%	34%	8%
<b>CITIZENSHIP</b>			
General awareness of social, political issues	49%	39%	2%
Make moral and ethical decisions	43%	34%	0%
Participate in politics/life of community	39%	30%	3%
Responsibility as a citizen	48%	26%	0%
Understand other cultures	56%	36%	2%

Training in specific technical skills like computer software and responsibility for student professional development are not entirely the responsibility of individual academic programs; the mission of OSU Career Services, in fact, is to “empower, support, and nurture OSU students and alumni in their exploration and pursuit of lifelong career success and meaningful employment in a diverse world.”<sup>21</sup> However, given the broad reach of OSU’s Career Services – which frankly tend to target majors in scientific, technical, and pre-professional fields – we must accept greater responsibility for helping our students explore career opportunities and develop and articulate career-focused skills.

The History Program has been discussing the best mechanisms for ensuring that our students have the tools and skills needed to launch successful careers. The Program used to introduce students to career options in HST 310. When faculty adopted new learning outcomes for HST 310 that emphasized preparing students to tackle independent research projects in HST 407, we lost the occasional introduction to career options that some HST 310 classes had previously included. In response, several years ago faculty encouraged the History Students Association to sponsor a “History Career Fair” each spring. Working closely with a faculty advisor, students for the past several years have invited various history alumni and other

<sup>21</sup> <http://career.oregonstate.edu/about-us>

professionals in multiple career fields to talk to students about potential professional options. Students seem to appreciate the event, though it has been variously attended and we have no specific data to evaluate its effectiveness.

This fall, in response to similar concerns about lack of career development in SHPR programs, the Undergraduate Committee is working with the various student clubs in the school (History Students Association, Religious Studies Club, Philosophy Club) to organize a more extensive career event, Career Connect, which will include the “career fair” element, with professionals from various fields available to talk with students, as well as more targeted workshops to assist students with resume writing, interview skills, and other professional development – with a particular emphasis on helping students learn how to articulate the value of the skills they have developed as majors in History, Philosophy, and Religion.

We asked alumni about their participation in SHPR’s public programming and co- and extra-curricular opportunities.

- **Public Programs:** Of 61 alumni survey respondents, fifty-two reported having attended School-sponsored talks; thirty-six ranked these experiences as “very valuable,” and fifteen ranked them as “somewhat valuable.” Only recently, with the addition of undergraduate interns for the Citizenship and Crisis Initiative, have students been offered the opportunity to help organize and run events. Only eight of 61 alumni respondents reported involvement in organizing and running history-related events; all eight found the experience either somewhat or very valuable. As telling, forty-eight out of 61 alumni respondents indicated that they would have been somewhat or very interested in doing so if given the opportunity.
- **The History Students Association:** Only fifteen of 61 alumni survey respondents reported having participated in History Student Association activities (thirteen of the fifteen reported that this participation was somewhat or very valuable).
- **Undergraduate Research Conference:** Ten of sixty alumni respondents reported having participated; all ten ranked the experience as either somewhat or very valuable. One respondent to the student survey noted, when asked about particularly memorable or effective assignments, wrote: “The undergraduate research presentation during spring term 2016, held by the HSA. Such an amazing opportunity and experience.”
- **History Career Fair:** Of 61 alumni respondents, fourteen report having participated; of those, ten found the experience either somewhat or very valuable.
- **Internship:** Less than one-quarter of alumni respondents reported having participated in a history-related internship; all of those who did found the experience somewhat or very valuable. Two alumni respondents specifically mentioned internships in an open-ended question about opportunities they wish had been available.

- **Community-Based/Public History Projects:** A majority of alumni respondents indicated that they would have been interested in participating in oral history projects, public history projects, and community-based learning opportunities: 77% for community-based learning opportunities, 77% for oral history, and 97% for public history projects. Alumni respondents also offered support for these kinds of activities in an open-ended question about activities they wish had been available. Several respondents mentioned public history projects and one specifically indicated opportunities to “engage with younger students in community” such as work with the Boys and Girls Club and public library.

History students have garnered campus-wide recognition for their academic achievement. The Valley Library began offering annual Undergraduate Research Awards in 2007, one in sciences and one in social sciences/humanities; the award is designed to recognize excellent undergraduate research and writing. The social science/humanities award has gone to a History student every year since 2008. Our students have also done well in the College of Liberal Arts Outstanding Senior competition, which is an annual award given to ten CLA Students who blend academic excellence with high levels of campus/community service and leadership. At least one history student has been selected as a CLA Outstanding Senior in all but one of the past ten years.

#### **PART IV: FACULTY SELF ASSESSMENT**

This Self-Study provided a valuable opportunity to get a clearer sense of what our undergraduate program looks like and how well we are achieving our goals. It is an especially timely exercise. Firstly, the History Program has been housed within the School of History, Philosophy, and Religion for several years; SHPR is still in the midst of developing structures, policies, and procedures that can marshal the benefits of collaboration and develop consistency across Programs when that makes sense. Secondly, vast changes in the landscape of higher education broadly and at OSU have led to many challenges that require careful thought about all aspects of our Program. Third, the History Program is currently developing a proposal to offer a Master of Arts in History; the data and analysis provided by this Self-Study will be helpful in designing a program that both meets the needs of students and serves as a boon to, rather than distraction from, our undergraduate programs. This section will first summarize some of the key strengths of our program. It will then discuss the key challenges we face and offer some thoughts about how we might move forward.

##### Strengths

*Our Faculty.* Our tenured/tenure-track faculty members are productive researchers and publishers who contribute vitally to their fields and professions, and they bring that vital scholarly engagement to the undergraduate program. Our teaching faculty is broadly and deeply dedicated to undergraduate education and to continuing to explore new pedagogical techniques. Our faculty members specialize in a wide range of temporal, geographical, and thematic areas, which enables us to provide students with a breadth of historical study. We

have a core, dedicated group of full-time instructors who are likewise talented as scholars and teachers as well as some part-time instructional faculty who add to our curricular offerings in important ways.

*Program Flexibility.* We offer students a broad range of ways to fulfill major requirements. This promotes efficient progress through the program and allows students to pursue their particular interests.

*Student Learning.* The data suggest that students are successfully meeting our learning objectives. Effective curricular design (particularly in HST 310 and HST 407), repetition and scaffolding of skills throughout the Program, and relatively small class sizes facilitate student learning.

*Experiential Learning.* OSU and the Corvallis community offer substantial opportunities for students to use and hone the skills they learn in class in a real-world setting. Perhaps most importantly, the materials available at Special Collections and Archives Research Center (SCARC) offer good opportunities for students to do historical research and learn about history-related professions. SCARC's archivists are dedicated to pedagogy and student learning and have provided valuable mentorship to many of our students. Recent expansion of internship opportunities as well as effort to incorporate public history projects and archival research into courses seems to be benefiting student learning.

### Challenges and Recommendations

*Decline in Majors:* As this Self-Study demonstrates, History has seen a decline in majors in contrast to growing enrollments at OSU and, to a lesser extent, in CLA as a whole. This problem is not unique to OSU. As the American Historical Association (AHA) concludes: "at the national level, it seems likely that the size of the history major at many large universities in particular will [after a downward trend over the next two or three years] stabilize at levels significantly lower than in the pre-2010 period."<sup>22</sup> The causes are likely multiple and complex and include the rising cost of tuition, parental anxiety about post-graduation career opportunities, and a broader cultural trend (neoliberalism) that minimizes non-market values and creates incentive structures that undermine humanities and liberal arts. Empirical data demonstrates that liberal arts majors like history position students very well for satisfying careers and long-term earning. However, we are operating in a broader context that obscures this reality, not only nationally but also locally. OSU's emphasis on "applied" fields and STEM. Historically, the University of Oregon served as the state's liberal arts institution while OSU, the land grant institution, concentrated on applied fields such as agriculture, forestry, and pre-professional programs. While the College of Liberal Arts has grown to be OSU's second largest college, with a faculty of researchers and scholars, the public perception persists that OSU is not the destination for

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<sup>22</sup> Julia Brookins, "New Data Show Large Drop in History Bachelor's Degrees," Perspectives on History (March 2016), <https://www.historians.org/publications-and-directories/perspectives-on-history/march-2016/new-data-show-large-drop-in-history-bachelors-degrees>, accessed November 20, 2016.

liberal arts. Adding to this limitation, OSU's Strategic Plan largely obscures the importance of liberal arts and university-wide marketing, investment, and incentive systems prioritize STEM fields and business.

**We must ensure that our program is accessible to students and more effectively communicate the value of a History degree.** Recommendations to consider:

- Investigate steps beyond those already taken (offering a Bachelor of Science option and an Ecampus major) to make our program more accessible.
- Communicate the value of a History degree for intellectual development, civic and political citizenship, and professional success to potential students and parents. This might include building collaborative relationships with Linn Benton Community College and other two-year colleges in Oregon, working more closely with CLA Advising, developing targeted marketing materials (e.g. Why History is a great major for pre-law students), building relationships with advisors in other colleges and identifying the “crux points” when students in particular programs (e.g. engineering) decide to change majors, developing relationships with high school social studies faculty in Corvallis and other Oregon communities, and more actively promoting the value of a History degree in our Baccalaureate Core classes.
- Expand our pool of History minors. This might be done through the same kinds of mechanisms as those listed above.
- Develop and market signature experiences in the History curriculum. This might include seeking more publicity for Reacting to the Past (role-playing history games), public history projects, and other innovative and highly engaged learning opportunities that might draw students to History classes.

*Curricular Design:* It is not clear that we are offering an up-to-date and rigorous undergraduate curriculum that is both attractive to students and provides the skills and knowledge that prepares them for professional success. We offer a broad range of geographical, temporal, and thematic areas, but our curriculum has developed in rather haphazard form, dependent upon the particular interests of faculty members rather than a thoughtful assessment of student needs or intellectual and pedagogical coherence. The OSU catalog includes courses that have not been taught for several years. New courses with thematic approaches coexist with long-established courses whose titles indicate only geographic and temporal coverage. Course numbering is largely random; faculty members receive little guidance about the workload expectations or skill development expected in a 100/200, 300, and 400 level classes. In addition, we have not responded effectively to the development of new graduate programs in CLA. A number of history courses would likely attract graduate students from Women, Gender, and Sexuality Studies, Public Policy, and Literature, for example – which could likely benefit the undergraduate history majors in those classes. However, we offer some of these courses at a 300-level, precluding graduate enrollment. In sum:

**We must ensure that we are offering an up-to-date, rigorous, and pedagogically coherent undergraduate curriculum that is both attractive to students and provides the skills and**

**knowledge that will prepare them for civic and professional success.** Recommendations to consider:

Potential Recommendations:

- Develop a clear curricular development/design process that balances faculty initiative and autonomy and program flexibility with the need to offer students clear intellectual pathways.
- Assess current curriculum to eliminate outdated classes and update course descriptions and course titles.
- Develop guideline for scaffolding skills across course levels in a way that preserves faculty autonomy but ensures that our students are practicing particular skills and building competency over time.
- Consider the appropriate balance among geographic/temporal, thematic, methodological, and transnational courses.
- Investigate how our upper-division courses might fit within the expanding graduate education across CLA and consider administrative changes, like moving some courses from the 300- to the 400-level, in order to make them accessible to graduate students.

*Preparing Students for Post-Graduation:* Declining history majors at OSU and nationwide are, in part, a response to rising college costs alongside societal messages that minimize the importance and usefulness of liberal arts programs in favor of “practical” majors in STEM fields, business, and pre-professional programs. While some of our alumni report that their History degree prepared them well for a broad variety of careers (from high school teacher to energy consultant to military officer), many express at least some dissatisfaction in this area.

**We must ensure that our students understand and can articulate the value of their skill set and have experiences that translate effectively into the professional world.**

Recommendations to consider:

- Implement more pointed and conscious mechanisms to prepare our students to understand and articulate their skill set, either through required “professional development” colloquia, specific attention to this issue in upper-division courses, or other mechanisms.
- Continue to expand internship opportunities and provide incentives for students to participate in internships.
- Consider incorporating some kinds of technical skill development into the program in ways that preserve the academic integrity of the program (e.g., requiring HST 407 students to create a research poster, including assignments that require collecting and transcribing oral histories, creating new courses that address digital humanities and “big data” methods).
- Find ways to encourage student publications.
- Incorporate opportunities for students to connect with a broad range of history-related professionals.

*Diversifying our Program:* The History Program is whiter and more male than other programs in CLA. As a value in itself, a mechanism for ensuring that our classrooms offer the kinds of

discussion and debate that train students for constructive real-world engagement, and to contribute to a more just society, we should work to diversify our program.

**We must intentionally and affirmatively diversify both our faculty and student populations.**

Recommendations to consider:

- Use upcoming hiring opportunities (which given budget realities are not soon forthcoming) to hire both faculty of color and faculty who specialize in the histories of American racial minorities.
- Build relationships and develop partnerships with OSU's Cultural Centers.
- Assess curriculum for framing that might be more or less attractive to particular populations and consider curricular development (from changing titles of classes to developing new courses) that are likely to attract women and students of color.
- More intentionally mentor women and students of color.
- Target some scholarship funds toward women and students of color.
- Partner with Ethnic Studies and Women, Gender, and Sexuality Studies to develop and market attractive curriculum that would attract more women and students of color to history courses and hopefully benefit those programs as well.