UCC Program Review Committee
Summary of Review

Program: History

Date of last review: AY 2014-2015
Date of this review: AY 2022-2023

The program offers the following degrees, minors, and certificates:

Undergraduate:
• History Major (B.A.)
• Pre-Law Major (B.A.)
• History Minor
• Certificate in Middle East and North Africa Studies
• Certificate in Technology and Society
• A.B. in History (offered through Honors Tutorial College)

Graduate:
• M.A. (thesis and non-thesis option)
• Ph.D.

Recommendation: This program is found to be viable.

See report for commendations, concerns, and recommendations.

The report was forwarded to the program director and college dean. Their responses are attached.

The Graduate Council's comments are included as well.

Ohio University History Department
Seven-Year Review – Fall 2022

Program Review

Review Team

External Reviewer: Aaron Sheehan-Dean, PhD, Fred C. Frey Professor, Chair, Department of History, College of Humanities and Social Sciences, Louisiana State University.

Internal Reviewers: C. Scott Smith, M.M, Associate Professor of Horn and Theory, Ohio University School of Music; and Jonathan Agensky, PhD, Associate Professor, Ohio University Political Science Department.

Executive Summary

The review team visited the History Department on the Athens campus October 20 and 21, 2022. The department has twenty-one faculty members, all tenured at the rank of associate or full professor. Due to a retirement in December 2022, the number will decrease to 20. The regional campuses have four tenured and one partially retired faculty. The committee met with faculty and students (both graduate and undergraduate) in person and over Microsoft Teams.

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Prior to the visit, the committee received the History Department Self-study Report from the School that included: faculty profiles, educational quality of undergraduate and graduate programs, research, scholarship, creative activity, service, and areas for improvement. The committee offers the following recommendations to guide the Department along a sustainable and successful course.

Overall Judgment

After reviewing every degree program, the minor, and certificates, the committee enthusiastically commends the History faculty for their excellence in teaching and research. The achievements

of History faculty as leading scholars of international reputation are well established (and detailed in the self study report). The accomplishments of the faculty as teachers were most evident in the interviews the committee conducted with undergraduate and graduate students, all of whom testified to the challenging and committed work done inside and outside the classroom by the faculty.

Accordingly, the review committee deems all programs, minors, and certificates viable.

Commendations

- Our interviews and observations revealed a community of serious teachers and researchers, just the sort of people who should staff one of the state's leading higher education institutions. The committee meeting with undergraduate students demonstrated the effectiveness of the faculty in classrooms. Several students noted that faculty were "encouraging," recommending students pursue internships and submit papers to conferences and journals. According to one individual, the History faculty "care" and "go out of their way to make time for you." Another student concluded (in a line sure to warm the hearts of alumni relations): "I've loved my time here." The faculty are driven but clear about what students need to do to succeed. This was also apparent at an institutional level. The Undergraduate Director, for instance, identifies first-generation college students (she herself had been one) and meets with them to ensure their needs are being met. Data bear this out. Fully 83% of graduates were employed or in graduate school for the most recent year (2019-2020) for which data is available.

- The department has kept abreast with changes in the broader discipline, reshaping their curriculum to offer global history courses alongside the more traditional US and European history offerings that comprise the bulk of many school's offerings. They have responded creatively to the expansion of College Credit plus within Ohio. The result of this change in secondary education is that many more students enter college with general education credits already completed. The OU History department has designed many new 2000-level courses that will introduce students to the major and offer non-majors engaging general education offerings (under the BRICKS rubric), such as a History of Capitalism course. Along these lines, the department has designed but not yet formally initiated an MA in Applied History, which builds on the department's historic strengths in modern history and policy work.

- The graduate education component of the department merits particular attention. The faculty offer robust and well-respected MA and PhD programs. This is demonstrated partly through the selectivity of the graduate students, nearly all whom (in our interviews) explained that they selected the OU program over competing ones because of the strength and reputation of the faculty in their research fields. The Contemporary History Institute enjoys a national reputation and offers superb academic training, professionalization, financial support for students, and socialization. The Brown Bag lunch series provides advanced students the opportunity to present their own research and the evening lecture series and Baker

Peace Conferences offer students (and the whole OU community) access to nationally known researchers. By building a high-caliber graduate program (in particular, the doctoral program) the History department contributed meaningfully to the university's recent attainment of Carnegie R1 status. Given the importance under the Carnegie Rubric of breadth of PhDs offered, History's program (one of only two humanities PhD tracks at the university) demonstrates the faculty's dedication to the university's overall mission.

- As the faculty CVs included in the self-study reveal, the OU History department has hired well and supported its faculty in their pursuit of research excellence. Over the review period (2014-2021), faculty produced twenty-one books (still the standard of achievement in the field of history), a ratio of one book per faculty member. In addition, they generated 106 peer-reviewed articles and 108 book chapters, a remarkable output for a department of just over twenty historians. Faculty serve on a wide range of editorial boards and many write or speak regularly for national newspapers or television programs. Despite the relatively limited access to the grant programs enjoyed by our peers in the hard sciences, OU History faculty earned nearly $3 million in external and internal grant funding. Another index of the international reach and significance of the research being conducted can be seen in residential fellowships. During the period under review, OU History faculty have earned fellowships through: Ecole des Hautes Études en Sciences Sociales; The National Bureau of Asian Research; Durham University (UK); the International Society for the History of East Asian Science Technology and Medicine; and the Earhardt Foundation, among others.

- In addition to teaching and research, the department also contributes meaningfully to the university's mission of public service within the state. The long-standing Master of Social Science program creates a pipeline by which high school teachers across the region (indeed, given the program's early shift to online instruction in 2012, the whole state) can improve their knowledge and teaching strategies. The newly created Central Region Humanities Center (CHRC) offers an excellent opportunity for the university to demonstrate the value of humanities research to the wider public. In Fall 2022, the CHRC hosted a conference on Black Life in the Ohio River Valley, which offered a wide audience (nearly 300 people attended, free of charge) the opportunity to learn about the history of Black Ohioans. Future programs sponsored by the CRHC promise research on Indigenous Ohio. These conferences – and the books that the result from them – enable OU to meet its goal of representing the full diversity of Ohio's public life. Faculty perform admirable and valuable collaborative work within the university. At current, History faculty direct two interdisciplinary certificate programs (the Technology and Society Program and the Middle East and North African Program); one center (Director of the Center for Law and Justice); and the Contemporary History Institute – long-standing and prestigious. These various institutions enable both faculty and students to engage in interdisciplinary research and learning.

- According to a faculty member, The Department has "good departmental leadership, which we have had for years." This was manifest to the reviewers in their interactions with the department chair and other faculty who had administrative responsibilities (over the undergraduate and graduate programs or through the various centers, institutes, and certificates that historians oversee). All interviewees were engaging, articulate, and deeply knowledgeable about the rules and processes governing their own areas of concern and within the wider university.

- In sum, the History Department does well what the University wants to promote: mentor and develop students who are effective team members, possess deep and meaningful intercultural knowledge, and demonstrate strong analytical and creative thinking. One of OU's stated goals is ensuring that their graduates are "prepared to lead." History graduates definitely meet this standard.

Areas of Concern

- The primary concern among faculty and students revolved around the future of the department. More specifically, the recent departure of the Middle Eastern and Early American historians has reduced the ability of the department to offer courses in those important fields. As more faculty retire, it will only exacerbate this problem if those lines are not replaced. One undergraduate, for instance, commented on how much she had learned from the Russian historian, but being aware of his impending retirement (scheduled for December 2022), worried about whether there would be a new historian to take his place with expertise on Eastern Europe and the former Soviet sphere. Graduate students expressed similar concerns. Another factor urging the importance of enabling History to hire new faculty is the fact that the department includes, at present, seven full professors, fourteen associate professors, and zero assistant professors. It is a good sign that the department has hired and promoted well, but a healthy department should be more evenly balanced across all ranks.

- The diminishing pool of research funds available to faculty are another area of serious concern. The university provides only $1000 for conference travel per year, which is not enough to cover the full cost of even a single trip at this point given escalating travel, housing, and dining cost. University support for international travel is available only through an internally competitive system and faculty may apply only every three years. As a result, the system intended to support faculty research actually discourages it. Combined with the recall of $250,000 in research funds from the History department, this has left the faculty feeling that their research efforts are not valued by the university administration.

- In line with One OHIO and at the request of university administration, the department has recently revised both its workload plan and its promotion and tenure guidelines. These changes, still to receive final approval, will bring Athens and RHE faculty one set of rules. Given the 4-4 teaching load of RHE faculty, an alternative path to promotion and tenure is surely warranted (although in the past some RHE faculty have cleared the hurdles for P&T under the previous system). Still, making the

alternative pathway available for Athens faculty may over time generate a two-tier faculty: those remain active researchers and those who devote more time to teaching.

- Although the committee understands that the centralization of administrative staffing is unlikely (for budget reasons) to be reversed, it is important to note the continuing negative impacts this has had on faculty morale and effectiveness. Many faculty expressed difficulty with finding the right administrative staff person to assist with the range of issues for which faculty require help. Centralization may have saved money, but it has also taken time from faculty that could be better spent on their primary tasks of teaching, research, and service.

- Between 2014 and 2021, the History Department witnessed a decline in enrollment, from 150 to 125 majors (a 17% reduction). Though troubling, this is less of a decline than most History departments in the US have faced over the same period. Some of the reduction corresponds with the smaller classes that OU admitted in recent years, particularly during the pandemic. In a better sign, the Fall 2022 OU freshman class is larger (4400+ students) and History has seen its own majors increase back to 136. At the same time, Fall 2022 SCH production has increased 19.6% from the previous year and 33.8% from Fall 2020. These numbers indicate that the new courses added by History faculty as a part of the BRICKS curriculum are proving popular with students and valuable for the university. Further, the number of majors earning a degree at graduation has remained quite consistent across the review period – from forty-six in 2014-2015 to forty-eight in 2020-2021.

- In several cases, faculty raised concerns about university or college policies that seem to hamper departmental functions. These may have arisen as a result of centralization efforts or budget-cutting necessitated by legislative allocations, but they also generate unintended effects. For instance, a new rule prohibits purchasing food or drinks for events unless a non-campus visitor is present. This reduces the ability of the undergraduate program to increase attendance at events for students by offering food and beverages at evening activities. Although this is a small issue, it is indicative of broader loss of departmental autonomy. A more serious issue is that current rules prevent the department from allocating operating expenses to support faculty research. Once a budget has been determined, we recommend allowing the department administrators to determine the best way to spend their resources.

- Another concern raised by faculty revolved around the language adopted in recent years by University marketing teams, the cumulative effect of which is to diminish the value of the liberal arts within the university. Several faculty noted the increasing emphasis on "experience" as the most valuable part of an undergraduate education. Although the department is a strong supporter of experiential learning and study abroad (the undergraduate students interviewed by the committee noted that faculty encouraged this practice and the flexibility of the BA program made participating much easier than in many majors), this rhetoric runs the risk of devaluing the more traditional component of college education – in-class instruction. Similarly, the injunction (present in campus marketing materials aimed at undergraduates) to

"choose your industry" seems to reduce college education to a search for a first job. This language misrepresents the real value of the liberal arts and the actual distribution of wages within the economy. OU, especially its College of Arts and Sciences, offers an education that ensures its graduates can succeed financially, derive meaning from their lives, and contribute to the greater social good. An emphasis on choosing an industry (notwithstanding its narrow emphasis on industry as synonymous with work) leads students to short-term thinking when national data consistently reveal that humanities degree recipients enjoyer higher mid-career earnings than graduate with their BA in Business or Engineering. History, like other CAS departments, prepares students for lifelong learning, which entails not just personal enrichment but the flexibility of mind and habit that mark successful managers and leaders.

- The committee observed that the Middle Eastern and North African Certificate program was, at present, small. This seems to be a result of the departure of the Middle East historian and the Covid pandemic. It remains an important program on campus, offering students an inter-disciplinary path into the study of the one the key region's of the world. The current MENA director is committed to revitalizing the program by expanding its student population. The committee encourages the department and university to extend the time and resources needed to reestablish the vitality of this program.

- The graduate students, though aware of all the demands on university resources, did raise the issue of a static stipend. Given the rising cost of living, they hope that the university might implement some sort of cost-of-living adjustment into the stipends.

Recommendations

- The committee recommends that the Dean and Provost authorize the hiring of additional tenure-track faculty to replace those recently lost (Early American and Modern Middle East history). The former is especially important given the recent vote of the faculty to direct graduate students in pre-1900 US history. This change will create a more viable environment for PhD students in eighteenth- and nineteenth-century US history, both natural fields that play to the strengths of OU's historic reputation as the oldest institution of higher education west of the Appalachian Mountains. Graduate students observed that expanding the PhD tracks to include early America will unify their experience. Because of the traditional structure of only offering post-1900 PhDs, the graduate students have few encounters with historians of the pre-modern or early modern eras. In other words, adding a single line would enable the department to leverage their existing strengths in a comprehensive way. With a hire in this field, it is also more likely, given the prevailing topics and research interests of eighteenth- and nineteenth-century US historians, for OU to expand its ranks of faculty who study race and gender.

- The committee recommends adding administrative support staff, even if through the centralized system. Although History faculty have embraced the new BRICKS model

for General Education, they noted that it brought "new bureaucratic layers." Combining these demands with the new Honors program and a new advising system has raised serious challenges for the undergraduate program. Similarly, the very successful introduction of the "History of Engineering" course within the Technology and Society Certificate program requires a great deal of scheduling and coordination among departments (principally because of regular guest speakers in the classes). Having more staff available for these sorts of duties enable faculty to focus on their primary teaching obligations.

- We also recommend that, when possible, the History department be encouraged to host seminars at the 6000- or 7000-level for graduate students only. Nearly all the MA and PhD students take most of their coursework at the 5000-level. The graduate students with whom we spoke applauded the work of faculty to host independent study colloquiums that run alongside the existing 3000/5000-level courses, but they also saw the benefits from having access to a more tailored system. Stand-alone graduate seminars would give students more interaction with each other and at the higher pitch expected of MA and PhD students. Even the undergraduate students recognized this; when asked about the participation of graduate students in the discussion part of 3000/5000 level courses, they noted that most graduate students seemed to hold back so that undergrads had a chance to talk. This is generous behavior but one that reduces the effectiveness of the students' own graduate education.

- Graduate students also raised a departmental-level concern, which is for faculty to consider offering a historiography seminar. Although the students noted that they learned historiography through the offerings of the Contemporary History Institute (and often within the small seminars that accompany 3000/5000-level courses) they felt they would benefit from a comprehensive historiography course that integrates students from different fields and gives them a deeper background in theory.

- The undergraduates encouraged the department to adopt greater use of social media (in particular Tik Tok, Twitter, and Instagram) to communicate with students, especially regarding lectures and other outside-of-course events. They described feeling overwhelmed by the emails they already receive. Another idea (perhaps more realistic for a community that came of age well before social media became commonplace) was for the department to use LinkedIn to enable students to pursue career options.

- The Applied History MA program might benefit from a formal relationship with a unit that offers the Masters in Library and Information Science (MLIS) degree (though because OU does not offer this degree it might need to be with another state institution). These programs are a natural fit and position a graduate well for jobs at archives, museums, etc. Two of the undergraduates with whom we spoke expressed a desire to pursue additional graduate training in order to work in libraries so it seems that the OU department is already primed for that next step.

- Evidence indicates a strong interest in coursework in crime and law among students at the RHEs. History has an existing pre-law program, which could help meet this demand and increase the number of History majors at the RHEs simultaneously.

Faculty

Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the unit (Teaching; Research, Scholarship and Creative Activity; Service)?

The History faculty fulfill their university obligations of teaching, research, and service with commitment and intelligence. Undergraduate students noted they were almost always able to take the courses they needed to make regular progress toward graduation. But, as noted above, the addition of two or more faculty would go a long way toward ensuring the continued health of the department.

The History faculty spoke clearly about the strong relationship between RHE and Athens faculty. Faculty teaching at regional institutions felt respected and well integrated into the department as a whole. There is a tradition of strong regional involvement in the MSS program, which enables RHE faculty to conduct graduate instruction and all RHE faculty serve on one of the Athens committees. These seem like excellent practices for maintaining collegiality and an effective program across all OU campuses.

The committee does recognize two areas of concern. In 2022, the OU administration proposed the elimination of the History major on RHE campuses. As one of the core components of a liberal arts education and given the long-standing participation of historians on RHE campuses, this decision struck the department as counterproductive. A one-year suspension of this policy will allow History faculty to increase enrollment and gather data to support the preservation of their program. It is important to note that the Chillicothe and Southern campuses have seen mostly stable enrollment numbers in the History major over the period of review. Eastern, Lancaster, and Zanesville have seen declines, though this process is also driven by the non-renewal or replacement of faculty on these campuses.

Second, the department has proposed changes to its tenure and promotion policies in accord with the One OHIO mandate that RHE and Athens faculty operate under the same systems (notwithstanding the historical differences between the programs). It remains to be seen how these policies will operate in practice once they are approved, though some of the RHE faculty expressed to the committee their expectation that they be rewarded for the scholarship they conduct.

Is the level of the unit's RSCA appropriate for the program given the size of the faculty and the resources available to the unit? Is the unit's level of external funding at an appropriate level?

The committee members were impressed by the range and depth of RSCA produced by History faculty. Given the difficulty of obtaining substantial research support from outside funding agencies (demonstrated, for instance, by the gap in grant money available between the National Science Foundation and the National Endowment for the Humanities), the level of university support is inadequate. Researchers who want to attend more than one conference in a given year or go abroad more than once every three years (a necessity for staying up to date in

the field) have to pay for this travel from their own pockets. In order to maintain the high level of research productivity within the department, the university needs to commit more resources to that area.

Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the unit able to fulfill its service mission?

History faculty perform an impressive amount of service for the university, both the traditional committee service expected of full-time faculty and an impressive amount of interdisciplinary work. In addition to the service as directors of Certificate programs, Centers, and the Contemporary History Institute, the committee notes that the CHRC functions as a great asset for the university and the region. For a very low cost and with little administration (principally, historian Katherine Jellison), it facilitates student and faculty research, is building a regional, even state-wide, network of history sites and museums, and disseminates valuable information to a wide public audience. The active participation of the Ohio Secretary of Transportation at the recent conference on Black Life in the Ohio River Valley is one indication of the value of the CHRC to the state.

Does the unit have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?

Bentley Hall Annex provides an up-to-date environment for faculty offices and meeting spaces. Library resources seem adequate. Several faculty noted technology problems with the computer equipment in teaching spaces, principally the use of computer and projection equipment in the classrooms. There was a general sense that some of this equipment was aging and that IT support proves cumbersome and slow to respond to technology problems.

Undergraduate Program

As noted on page 10 of the self-study, the OU History Department offers three types of undergraduate degrees: the history major (BA 4211); the history prelaw major (BA 4214); and the HTC major (BA 1909). Students take a wide range of courses covering pre-modern, early modern, and modern history within three major geographic groupings – US, European, and World.

Is the unit fulfilling its service role, adequately preparing non-majors for future coursework and/or satisfying the needs for general education?

A word cloud created from our conversation with undergraduates would feature four words they used to describe History faculty: supportive, sensitive, intelligent, and passionate. These characteristics draw in both majors and non-majors alike. Of special value to non-majors, nearly all History courses require intensive writing. Research has shown the value of this skill, especially for non-majors, for people who hope to advance in their careers. Students have additional opportunities to pursue interdisciplinary thinking (a key attribute for success in professional careers after college) through the certificate programs.

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The History faculty are attracting majors who succeed within the program. The average time to graduation has fluctuated between 4.1 and 3.7 years during the time under review, an impressive statistic in any case but especially so considering the inhibiting factors of the Covid pandemic in 2020-2021. Over the same period, the average class completion rate has hovered between 85-90%, surely a sign of both effective teaching and the proper alignment of students and major. The RHE campuses have a lower rate (ranging between 76-83%), though given the increased demands on the lives of RHE students this difference is understandable. The assessment data adds further evidence to the conclusion that History nurtures successful students. The most recent semester data available (Spring 2021) reveals that more than 90% of students in the research seminars conclude with a strong understanding of historical theories, of the use of methods of empirical inquiry, and of the understanding of historical context.

In a somewhat surprising statistic, the History department attracts more male and than female students (61% to 39% in Fall 2021), a result at odds with general trends in the Humanities, which have seen an increase in female enrollment. History faculty are aware of this and seeking to create a more balanced gender presentation. One possible source of this dynamic is the historical strength of the Contemporary History Institute's focus on modern political and military history, which attracts more male students.

Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

The key attribute that future history majors who pursue graduate school or other history-intensive careers is the ability to explain complex change in clear, accessible prose. As one undergraduate student told us, JComp (the colloquial term for the 3111J Seminar on "Historical Research and Writing") is a "tough but awesome" system that teaches people how to write. It is also important to note that History is preparing majors well for non-discipline-related careers as well. Data in the self-study report testifies to the range of occupations that History graduates successfully pursue. During our conversation with undergraduates, they spoke enthusiastically (and unprompted) about the thoughtfulness and dedication of History faculty to preparing them for careers after graduation. The data from self-assessment studies completed by History majors reveals a strong enhancement of their skills relative to further study in the field. On a 5.0 scale, respondents averaged 4.8 on "increase in historical knowledge," 4.5 on "improvements in research skills," and 4.7 on "improvements in writing skills."

One of the long-standing accomplishments of the department is its undergraduate history conference hosted (now in its sixteenth year). It also provides an excellent example of One OHIO working as planned – by giving RHE and Athens History majors the chance to interact, present, and discuss research. The conference provides a professional environment, exposure to the peer review process, a line on the cv, and a confidence builder. One undergraduate, now planning to pursue archival studies at Kent State described it as a "life altering experience."

Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Yes. The undergraduate students with whom we met repeatedly emphasized the constituency and value of the counseling they received from history faculty. As mentioned above, the faculty were rethinking the department's general education offerings even before the call to reformat under the BRICKS rubric. They have streamlined the course sequence to enable students to move through the major efficiently. And the new thematic 2000-level courses seem (based on 2022 enrollment data) to be proving their worth. For instance, a new course, "Bread, Wine, Salt, Fat: History of Food Before Refrigeration" has drawn sixty students. Likewise, another new 2000-level "Soccer and World History" promises to appeal to both majors and non-majors like. At the same time, the success of these courses pulls faculty away from offering the 3000/5000-level courses that sustain the graduate program, which is another incentive for the department to hire more faculty.

Are pedagogical practices appropriate? Are program learning outcomes adequately assessed?

Yes. Faculty are attentive and responsive to the results of the assessment data. For instance, after determining that graduates felt that they didn't have good experience with oral presentations, the department restructured the capstone program and created more opportunities for students to gain this experience.

Graduate Program

As indicated on page 23 of the self-study, the History department offers both MA and PhD tracks. They also offer the Master of Social Science track, which primarily addresses the needs of southeast Ohio's secondary education community.

Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

The department seems successful in terms of recruiting and enrolling students in who finish successfully. Like the undergraduate program, the graduate program enrolls slightly more male than female students. This is an area that the department should address as it recruits future classes. In terms of racial and ethnic demographics, the students are largely, though not exclusively white. The composition here seems representative of southeastern Ohio. The assessment data indicates that a strong majority of students perform well on all areas of concern (historiography, research, and writing/presentation). The MA program has shown good growth over the review period, expanding from eleven MA students in Fall 2014 to seventeen in Fall 2022. The MSS program also shows robust growth and the current director indicated an eagerness to work with Laurie Bauer to promote the program and recruit more students. The department has increased the number of MSS graduates, rising from thirteen in 2015-2016 to eighteen in 2020-2021. The MSS program also generates a more evenly balanced demographic

portrait, with more female than male participants and a greater representation of non-white participants. The PhD program has maintained a consistent average of twenty-seven students across the review period.

Do the students achieve discipline-related careers following graduation?

Many do. As the self-study report indicates, many students complete the MA program and then enroll in PhD programs at various universities across the US (Notre Dame, Syracuse, OSU, OU). Others move into teaching jobs. The data on PhD graduate demonstrates a similar level of success. In addition to taking on historian jobs (at the World War II Museum in New Orleans or in the Marine Corps History Division, for instance), there are an impressive number of students who obtain jobs in research analysis (at the Rand Corporation or the Navy League of the United States). The strength of the Contemporary History Institute no doubt plays a central role in this success by training students in the history of military strategy and political economy in the modern world. It is important to note that in this measure, the OU history department is well ahead of competing programs, even those at top-tier universities. The American Historical Association has been working for years to help programs adjust to the declining number of tenure-track historian jobs by encouraging programs to train their students for roles where they use historical research and writing skills. OU's strength in placing graduates into these positions puts them ahead of the curve.

Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

The graduate students with whom the committee met were unanimous in feeling well supported by faculty. They explained that faculty are eager to engage with students they don't advise but who work in areas thematically- or chronologically-related to their own fields of interest. Students felt insulated (as they should) from university politics. They also expressed appreciation for the flexibility of the program. For instance, while PhD students in European history clearly require additional languages, where that is not necessary for research the department does not impose it (this is not the case at many peer institutions, which maintain language requirements that serve only to slow down students' progress). The faculty have helped create a collegial and supportive graduate student community, something evident to the committee from the respect and accord the students we interviewed manifested for one another.

Alongside advising and mentoring, the structure of the graduate program enables pedagogical training and practice that ensures the success of OU graduates. As in many History departments around the country, the OU department assigns its fellowship students (a high majority of those enrolled in the traditional MA and PhD programs) to work as Graduate Teaching Assistants in the lower-division courses. This offers them the opportunity to hear more lectures, grade assignments and exams, and participate in the daily management of undergraduate courses. Many graduate students also receive the chance to teach their own stand-alone sections of the survey course once they have completed their comprehensive exams. Recognizing the importance of classroom training, the department recently developed a pedagogical colloquium to expose graduate students to different approaches to teaching.

Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

The faculty are fully engaged and committed to both the MA and PhD program and resources seem well balanced. The decision by faculty to expand graduate education to pre-1900 topics has the potential to reshape and expand the program still more. It is for this reason that the committee recommended (above) the addition of another American historian. In order to adequately support graduate students, at least two faculty whose research fields overlap are needed.

Does the program offer appropriate financial support to graduate students?

Yes. Although the graduate students expressed concern about the static nature of graduate stipends, they appreciated the level of financial support for research trips and conference presentations. They also applauded faculty who helped them obtain outside funding, especially around advanced language instruction.

Are program learning outcomes adequately assessed?

Yes. The self-study report details the assessment mechanisms that the department uses, which address various levels of work: comprehensive exams as well as MA thesis and PhD dissertation defenses. This data is complemented by course grades and outcome data.

OHIO UNIVERSITY
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To: Bärbel Such
Chair, UCC Program Review Committee

From: Brian Schoen
Chair, Department of History

CC: Sarah Poggione, Interim Dean, College of Arts and Sciences

Subject: Response to Review Committee's Report on Department of History Program Review

Date: 4 November 2022

The Department of History appreciates the review committee's work and their thorough and promptly completed report. We feel it accurately captures our faculty's considerable contributions to the university's mission: including teaching our own majors, robust general education courses to non-majors, and successful MA and PhD students. It also highlights the ways we contribute to numerous interdisciplinary programs and initiatives across campus, while maintaining scholarship that garners national and international recognition. We do wish to respond to some of the committee's points of concerns and helpful suggestions.

1. The Committee, echoing student comments, noted the negative impact that the recent and future loss of faculty has had, particularly the departure of our Middle East and Early American Historians and concerns about the pending departure of our Russianist. We completely agree, not least because of the crucial place that those positions have for our undergraduate and graduate programs (such as the MA in Applied history we are building), including offering popular general education courses to non-majors, and supporting interdisciplinary programs like the MSS, the CLJC, CRHC, and the MENA certificate. We also take the point that new hires are crucial for bringing in new ideas, methodologies, recruitment strategies, and especially to help increase faculty diversity and gender imbalances, a stated goal of university administrators. College budget constraints have prevented a normal staffing process in recent years and college leadership has signaled that other departments have more urgent needs. We as a department, however, will be exploring how to prioritize our staffing needs and anticipate these two positions being near the top of that conversation.

2. So too, do we agree with the committee's assessment of the need to better support the research mission that is crucial for any Ph.D. granting program and a Carnegie Research I university. While we don't anticipate the university returning previously appropriated

funds seized to plug university budget deficits, we will work with college and university leadership and the foundation in hopes of supporting faculty research and conference travel more robustly. One partial solution might come from greater discretion in the use of department operating budgets, which was a separate concern that the review committee highlighted.

3. The committee flagged the potential problem of a "two-tier department" developing with the creation of an alternate pathway to promotion to full professor, one that devalues research. We appreciate this concern, and for many decades have always required a second book for promotion to full. As was noted, this change in our promotion and tenure guidelines was a response to new university policies (One Ohio) and college workload changes that required differential teaching. To mitigate against the creation of non-research active faculty, we did, however, include the requirement of 4 journal articles or book chapters for promotion to full professor in that tract. It might be noted that this remains higher than some comparable departments at Ohio University.

4. The committee noted the small decline in major numbers over the period of review, attributing it, accurately we believe, to the decline in overall university enrollments between 2018-2021 and noting it is less than the nation-wide decline in the major. Thankfully, preliminary data suggests that the history major is rebounding in interest both nationally, and locally, as indicated by our increase in Athens majors this fall. We have already put a few policies in place since the submission of the report which we hope will continue to pay dividends. These include:
    a. a new recruitment committee, new flyers, and information to undecided students in our courses.
    b. working directly with college and university staff charged with the recruitment and advising of new students.
    c. We will be exploring the possibility of hiring a communication or marketing student or work-study to help with our social media presence, something which the committee and students rightly point out we lag in. (Our Middle East historian had been leading the charge in that area before he left the university.)
    d. We also recognize the related need to study and address the perplexing gender imbalance within our major. We hope that our new Women's History Capstone, offered for the first time in spring 2023, might help, but will explore other curricular reforms and marketing that can call attention to the excellent courses and faculty we have in areas traditionally more appealing to female students.
    e. The situation on the RHE campus remains challenging, but we have begun additional recruitment on those campuses and, with the support of university officials, hope to capture some of the stated interest in Social Sciences and Pre-Law, one of the specific committee recommendations. It is our strong belief that students who do not have access to the Athens campus or other large schools are no less deserving of access to a liberal arts degree. We have too many success stories from our 100s of alums of those campuses to believe otherwise.

5. Regarding our graduate programs, the committee had a few suggestions.

a. First, they noted the benefit of us offering more graduate-only courses—including referencing one student suggestion for a shared historiography class for all fields in addition to the CHI course. This could help offset the need to rely so heavily on joint 3xxx/5xxx graduate/undergraduate courses. To some extent the diversity of our graduate students' interests makes it difficult to anticipate where we have critical mass to ensure sufficient enrollments, but we agree that more grad only offerings would be beneficial and help curtail the significant about of uncompensated, uncredited teaching that we will do. We will investigate if and how we can balance this goal with the various workload demands and support for online programs like MSS, CLJ, etc. We also have received different guidance about what the minimum or preferred enrollments must be for graduate classes to make, with numbers ranging from the state definition of around 4 to 15. We also are eager to see how the integration of the Center for International Studies into the college plays out, as those students have often enrolled in our graduate courses.

b. The committee, prompted partly by the stated interest of several undergraduate students, recommended that we partner with a Library and Information Science program as we launch our MA in Applied History program. We currently do not have the skills in our department or a program at the university to support a library science program but will check into the viability of such a partnership.

c. Though not mentioned as a specific suggestion, the committee identified some concern about stagnant graduate stipends amidst rapidly increasing inflation. This is a problem that the department, along with the college and university broadly speaking, will need to confront.

College of Arts and Sciences
Office of the Dean
Wilson Hall, College Green
Athens OH 45701-2979

November 28, 2022

Dear Members of the UCC Program Review Committee,

This is my response to the 2022 report submitted by the Program Review Committee for the programs associated with the History Department. The review notes the high quality of the department's academic programs and productivity of the faculty and offers numerous commendations to the department, its leaders, and faculty for their teaching and commitment to their graduate and undergraduate students. I also applaud the History chair and faculty for their success and commitment to students.

The review committee's report also notes a few areas of concern and several recommendations including hiring additional tenure track faculty and expanding faculty resources for research, providing more administrative support, and raising graduate student stipends. The report also notes department curricular and communication changes like offering more graduate study-only seminars including a designated historiography seminar and using social media and other platforms to connect with students.

Faculty Hiring and Research Resources, Administrative Support, and Graduate Student Stipends

The current staffing process across the university and college focuses specifically on meeting current and projected student needs. The data used for this cycle does not suggest that the department is currently unable to meet the curricular needs of History graduate or undergraduate students. However, as the composition of the History Department faculty changes or student needs change, the college will work with the History Department and all departments across the college to understand new and emerging needs and engage in hiring requests as appropriate.

We recognize the concerns raised in the report about the costs of attending conferences, the need for more administrative staff support, and reviewing graduate student stipends We are committed to working with department chairs and our elected CAS Faculty Advisory Committee to develop and implement changes to support important college priorities including faculty research, increased staff support, and a review of graduate stipends.

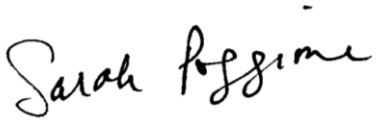
Departmental Curricular and Communication Changes

The review also recommended possible department level changes like offering additional graduate student seminars and provide additional communication streams with students. The college supports any sustainable curricular changes that benefit students. In this consideration we would encourage the department to continue to explore working with programs both within and outside the college to

maximize opportunities for graduate students. In some cases, this may free up capacity in the department to provide enhanced instruction to their own and other students that is unique to their faculty's expertise.

We also support the department exploring new ways of reaching students. The college shift to a professional academic advising model provides greater opportunities for faculty mentorship and an opportunity to build strong connections with the college success advisors and the career and experiential learning experts in the Center for Academic, Career and Experiential Learning that would help students understand the array of options available to them with a History degree.

Thank you to the review committee for the thoughtful report and to the department for its thorough and conscientiousness self-study and commitment to the program review process.



Sarah Poggione
Interim Dean
College of Arts & Sciences
Ohio University

From: Mather, Peter
To: Such, Barbel
Subject: Graduate Council Program Review Report
Date: Wednesday, January 25, 2023 1:34:41 PM
Attachments: Program Review Final - Jan202023.docx

Hi Barbel,
I'm attaching the Program Review committee report from the Graduate Council. The report was accepted as is. Please let me know if you need any additional information.
Best,
Pete

Peter C. Mather, PhD
Professor, Department of Counseling and Higher Education
Patton College of Education
Ohio University
432B Patton Hall
Athens, OH 45701

Office Phone:
740.593.4454

If you'd like to make an appointment, please book here:

https://outlook.office365.com/owa/calendar/PeteMather@catmail.ohio.edu/bookings/

Program Review Committee Report - January 20, 2023

History Program Review Comments:

The report and accompanying commendations underscore viability and high quality of the History department's MA and PhD programs. The report provides constructive feedback regarding staffing and curriculum, particularly considering loss of faculty with specific subject area expertise.