1. Instructional Program Criteria and Template

Name of Person Completing this Report: Linda Ivey
Title of Person Completing this Report: Associate Professor and Chair, History
College or Unit: CLASS
Report No.: 39
Programs Included: MA in History

Total number of service courses
0

2. Please use Tables 1-6 to prepare your write-ups for the questions in this background information section (up to 250 words in total).

The History Department offers the BA and MA degree, and participates substantially in GE, American Institutions, and Liberal Studies, as well as offering courses in Nursing, International Studies, and Environmental Studies. We are working towards a program focused on two practical and popular tracks: history teacher training and public history.

The MA program in History offers four options, which are largely designated by the capstone project, although certain coursework is required for each option. The options include: Thesis, Examination, Teaching, Public History. In 2012-13, we revised aspects of the graduate program to include a more formal process for declaring options and securing advisers, as well as an additional capstone course for all MA candidates, HIST 6050, which features the preparation of a professional portfolio, and guides students towards publication of their advanced research. The graduate program also now features public history internships and Graduate Readerships as an options for all MA candidates in order to provide professional experience.

Delivery method: Conference courses and research seminars are 100% in person. Electives vary depended on student choice – may be online or on ground. In 2011-12, there were a total number of 21 courses, 35 sections, with a total enrollment of 126. Six courses per year are seminars; the rest, supervision.

The Graduate Program offers no service courses or GE.

Currently, department has 9 full-time faculty, and hire 9-15 lecturers per quarter – five year average FTEF 11.46, and 1.46 for the graduate program.

4. Criterion 1

Link to Scoring Rubric

1. Institutional Learning Outcomes: (70%)

<table>
<thead>
<tr>
<th>Provide evidence to support current and/or planned alignment for each ILO (no more than 60 words for each ILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
</tr>
<tr>
<td>Critical thinking and evidence-based argumentation is the basis for historical scholarship, and the focus of our teaching in graduate level coursework and assessment. Contemporary topics such as environmental change, immigration policy, war and revolution, race, gender politics, and religious conflict infuse our history curriculum allowing students to embrace their world through understanding how we have arrived at this place.</td>
</tr>
<tr>
<td>2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly</td>
</tr>
<tr>
<td>History MA students learn that our shared past is a contested story, not an inviolable collection of facts. They witness how perspectives and values have shaped societies’ understandings of themselves across time and place. In turn, MA candidates learn to develop their own</td>
</tr>
</tbody>
</table>
and persuasively while listening openly to others perspective through argumentation based on historical evidence in research seminar, conference courses and capstone projects.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities

Our faculty has expertise in cultures across time and place, as well as specific expertise in gender, race, ethnicity and religion. The history of subaltern groups not traditionally covered in history courses before the 1980s is broadly infused into our curriculum. Exposure to these narratives – still not uniformly learned in post-secondary education – promotes an understanding of diverse cultural perspectives.

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities

Our faculty has taken the lead integrating team-based learning approaches to promote student ownership of learning experiences and promote collaboration among a diverse student population. Dr. Bridget Ford was Faculty in Residence on Team-based Learning through Faculty Development Office in 2013. This pedagogical approach is introduced in HIST 4033 Introduction to Teaching History, especially designed for the MA Teaching Option.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels

The history department is developing its commitment to sustainability through curriculum, integrating sustainability into new and current courses (PEIL grant, 2012-13; CLASS course redesign grant CLASS, Summer 2013). Faculty member is currently planning Culture and Sustainability Initiative, exploring intersections between sustainability and Humanities, for potential new School of Humanities; writing Center for Sustainable Agriculture proposal with the Concord campus leadership.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

History MA students are trained in skills of researching and writing as historians, beyond acquisition of historical content knowledge. They are required to take advanced Historiography, which introduces them to historical theory and the evolution of method, and advanced writing and research courses which train students to place their own research and argument within the historical literature.

Link to Scoring Rubric

II. Shared Strategic Commitments: (30%)

History is a department that is committed to delivering academic quality and inclusiveness, with a strong scholar-faculty sharing expertise in religion, race, ethnicity and gender. We are dedicated to an enhanced educational experience as promoters of graduate research and through professional opportunities via educating history teachers courses, internships, and public history experience within coursework. We are committed to regional stewardship, with numerous Bay area internships. We are integrating sustainability into new and current courses (PEIL, 2012-13; CLASS course redesign grant, 2013). Further evidence of innovation in higher education is found in our commitment to Digital History: established AA-funded digital history lab 2013, and searching for a TT position in Digital History 2013-14.

5. Criterion 2

Link to Scoring Rubric

I. FTES, Number of Majors, and Number of Degrees Awarded

HIST

Transfer the 5-year average and the quartile for total FTES from the total program table only to the table below.

<table>
<thead>
<tr>
<th></th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>236.93</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>238.92</td>
<td></td>
</tr>
</tbody>
</table>
### B. Number of Majors, Options and Minors (for information only)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST MA</td>
<td></td>
<td>33.8</td>
<td>3</td>
</tr>
<tr>
<td>HIST MA</td>
<td></td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Exam</td>
<td>2.8</td>
<td>1</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Thesis</td>
<td>6.2</td>
<td>1</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Teaching</td>
<td>11.6</td>
<td>2</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Public History</td>
<td>9.6</td>
<td>2</td>
</tr>
<tr>
<td>HIST MA</td>
<td>No option</td>
<td>2.6</td>
<td>2</td>
</tr>
</tbody>
</table>

### C. Number of Degrees Awarded (30%)

<table>
<thead>
<tr>
<th>Major</th>
<th>Option</th>
<th>5-Year Average</th>
<th>Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST MA</td>
<td></td>
<td>9.2</td>
<td>2</td>
</tr>
<tr>
<td>HIST MA</td>
<td></td>
<td>9.2</td>
<td>2</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Exam</td>
<td>.6</td>
<td>1</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Teaching</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Thesis</td>
<td>1.4</td>
<td>1</td>
</tr>
<tr>
<td>HIST MA</td>
<td>Public History</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>HIST MA</td>
<td>No option</td>
<td>2.6</td>
<td>2</td>
</tr>
</tbody>
</table>
D.

The History Department is strong, but could be stronger with adequate hiring in high demand fields that meet ILOs and prepare students for the application of their skills in professional fields. We provide comprehensive service to MA candidates, offering complete paths to degree completion, high caliber skills courses and electives that challenge in terms of topic and approach. We are thinking forward, strengthening our offerings in public history, digital history and history teaching, significantly popular and appropriate for practical and skill-oriented degrees.

Within our current offerings, the teaching and public history options are consistently strong draws. Dedicated faculty and increased internship and training opportunities speak to increased popularity. Both options need faculty expertise to grow, in the form of public history practitioners and history education/pedagogy experts. Consistency in offerings and faculty mentorship is essential to graduating MA candidates interested in these topics, that are vital to department strength, reputation and a strong, career-oriented program.

We have significant offerings in American Institutions and GE, providing well-enrolled service courses, for which MA students are eligible to serve as Readers.

In general, the main challenges to the program are: loss of tenured/tenured track faculty through retirements and assigned time; lack of assigned time for service (such as Public History Coordinator); lack of assigned time for scholarship; rapidly increasing SFR; suitable classrooms for innovations in team-teaching; small numbers of historians trained in new fields like public history and digital history; increasing importance of the MA program and need for support for MA students.

II. California State Jobs Projections for Each Program (35%)

<table>
<thead>
<tr>
<th>Programs</th>
<th>TOTAL Jobs for each program from worksheet in Appendix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MA</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
B. Please discuss the selections you made for the total jobs in your worksheet in Appendix 3

Our M.A. program is dedicated to advanced education in history teaching and public history, and working on adding digital skills expertise. As with the B.A. degree, the strength of the History M.A. program lies in writing, critical thinking, evidence-based argumentation and research. Most M.A. students aim for advancement in secondary school teaching, faculty appointments in Community College teaching, or work in public history institutions, including private museums and libraries and public agencies. But M.A. History graduates are also qualified for employment in the general fields of Law, Journalism, Politics and the myriad other professions that require the skills of a history education without the title “historian” in them.

6. Criterion 3

1a. List average teaching evaluation scores (average for questions 1-8 of the teaching evaluation questionnaire) for all program faculty in Fall, Winter and Spring Quarters of the 2012-13 academic year.

<table>
<thead>
<tr>
<th></th>
<th>On-Ground Course Evaluations Dept Mean (Q1-8). Transfer Data from Table 11</th>
<th>On-line Course Evaluations Dept Mean (Q1-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>1.4</td>
<td>1.48</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>1.36</td>
<td>1.53</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>1.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

1b. System for continuous improvement of teaching

The department uses student evaluations and faculty peer review for part-time lecturers on an annual basis, and full-time faculty every 2-3 years, including graduate courses. In online evaluations, History adds questions that emphasize student learning. Further, History has consistent record of participating in Faculty Learning Communities, representative of our department’s attention to best practices and the scholarship of teaching and learning. Faculty have presented at Back to the Bay and Faculty Development workshops, participated in a PEIL grant, and were awarded two Promising Course Redesign Grants (@$70K) by the Chancellor’s Office, all indicative of rigorous attention to improving pedagogical practices.

2. Teaching awards, teaching grants, and recognitions

- $2M (2) Partnership with Alameda County Office of Education, Teaching American History Grants, from Federal Department of Education
- $70K (2) Promising Course Redesign Grants, Chancellor’s Office
- 12+ Faculty Learning Community participants, CSUEB Faculty Development Office
3. Faculty-supervised student projects

Regarding student research, the research seminar (HIST 6010), independent studies, and capstone experiences offer opportunity for independent research under direct faculty mentorship; independent research is the cornerstone of this MA program. Several MA candidates have presented at professional conferences. Two students earned Center for Research fellowships 2012-13; both attended the CSU-wide research competition. A new portfolio course, HIST 6050, requires students to organize, analyze, and publicly present their work. History faculty served on nearly 50 graduate committees between 2008-2012 (#represents degrees conferred; two faculty per committee), involving significant mentoring. History faculty do not receive assigned time for graduate committee work.

4. Other evidence of quality indicators related to instruction that may not be listed elsewhere, including, for example, rigor of course syllabi and assignments, faculty diversity within the program

History is a department of active scholars, integrating cutting-edge research into courses by teaching expertise beyond geographical designation, including: Women’s History, Native American History, Religious History, Environmental History, Immigration History. We also strive to integrate diverse approaches, including Public History and History Teaching, where faculty work to produce quality experiences for students. One method is integrating real-world experience into curriculum: for example, MA public history students regularly produce advanced research for external historical associations/museums, gaining practical, resume-building experience while learning. Other notable pedagogical approaches: team-based learning; creating digital film/documentaries; interacting with published/assigned historians via blogs; conducting oral histories; constructing websites.

1a. TT faculty contributions

<table>
<thead>
<tr>
<th></th>
<th>2008 - Total Number</th>
<th>2008 - Average per TT</th>
<th>2009 - Total Number</th>
<th>2009 - Average per TT</th>
<th>2010 - Total Number</th>
<th>2010 - Average per TT</th>
<th>2011 - Total Number</th>
<th>2011 - Average per TT</th>
<th>2012 - Total Number</th>
<th>2012 - Average per TT</th>
<th>2011 Aver per</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer reviewed journal publication, juried exhibitions, juried/reviewed and commissioned/presented creative activities and performances, book chapters, books</td>
<td>10  0.77  8  0.62  4  0.36  4  0.40  14  1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Peer reviewed proceedings, conference presentations, abstracts, and non-refereed publications, non-juried and self-produced creative and performance activities</td>
<td>34  2.62  13  1.00  20  1.82  12  1.20  17  1.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of TT faculty in Table1 in supplemental data package *</td>
<td>13  13  11  10  9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

1b. Comment on contributions in professional achievement by TT and FERPs (up to 50 words)

Historians consider the peer-reviewed journal article and/or single-authored book to be cornerstones of scholarly achievement. Based on significant archival research, both endeavors reconstruct narratives, integrating scholarly analysis and good story-telling
Producing one-two articles every five years is an accomplishment, especially with significant teaching load.

1c. Comment on contributions in professional achievement by lecturers and FERPs (up to 50 words)

Our part-time faculty are active scholars. Since 2008, annual lecturers have produced two books, two edited volumes, three peer-reviewed articles, several conference paper presentations, a digital exhibit currently in CSUEB's library. Two are part of the Chancellor’s Promising Course Redesign Grants, and five participated in Faculty Learning Communities last year.

2. List significant examples for the following (up to 100 words):

GRANTS:
2012 Samuel P. Hays Grant, American Society of Environmental History, ($1000)
2011-2012 Stanford University, Research Institute of Comparative Studies in Race and Ethnicity, External Faculty Fellowship ($45,000)
2008 Two Faculty Support Grants (RSCA), CSU East Bay

AWARDS:
2012 Winner, Society for History in the Federal Government’s James Madison Prize
2011 Winner, Western History Association’s Arrell M. Gibson Award
2008 History Book Club
2008 Mercantile Library Fellowship/North American Bibliography, Bibliographical Society of America

CONSULTANCIES:
Alameda County Office of Education, Hayward City Library, Ontario Museum of History/Art, Oakland Museum of California-CSU Partnership, Dublin Agricultural Heritage Guild, San Pasqual Battlefield Park

3. List significant professional activities (up to 100 words)

President, Western Association of Women Historians (Weiss);
First Vice President; Chair, Committee Academic Freedom and Tenure, AAUP (Reichman)
Editorial Boards: Journal of American History (Andrews), William and Mary Quarterly (Andrews), Agricultural History (Ivey);
Governance Board, H-California (Ivey);
Academic Review Panel, NEH (Andrews, Ivey)
VP, Board of Directors, Hayward Area Historical Society (Ivey);
Program/Prize Committees: ASEH, AgHist, California Indians, IEAHC, NCPH, SHEAR, WAWH
Talks: historical societies (HAHS, Walnut Creek Historical Society, Tri-Valley Historians, OMCA); national institutes (GHI);
universities (UCSC, Radcliffe, UPenn)
Upwards of 30 invited presentations, Alameda County Office of Education (Andrews, Henig, Ivey, Phelps, Schneider, Weiss, Brueck, Irwin, and Speed)

1. Describe the relevancy of your program as it aligns with internal and external needs (up to 100 words). Specifically, emphasize evidence of the following:

Curriculum updates/Alignment: redefining program not only in terms of content, but skill acquisition and career training, strengthening history teacher pedagogy and public history. Building internship program, providing experience for students and building community relationships by providing researchers and support for local historical organizations across the Bay area.
Hosted external review (2011-12): Many recommendations beyond power of the department (new TT hires, increased assigned time) but we take suggestions regarding geographic representation seriously. New five-year plan addresses both dynamic approaches to historical study (history education, digital history) but also addresses lack of TT faculty in Asian and Latin American history.

2. List/describe innovations of the program curriculum (up to 100 words). Specifically emphasize the following:

Developed coursework in Digital History and secured a TT hire for the 21-014-15 AY in Digital History.
Developed Digital History Lab for digital research and presentation of research for faculty and students.
Offer independent studies in Digital History, Oral History and history website building
Introducing HIST 4033 Introduction to Teaching History in 2014 to introduce students to discipline-specific pedagogical approaches, incorporate experience in LD history classrooms.

HIST 4032 Introduction to Public History integrates real-world experience; students conduct research, produce deliverables for outside agencies.

HIST 4010/6909 Internships available for all students.

Introduced HIST 6050, Graduate Portfolio course.

1. Accreditation, licensure, and external recognitions; list/describe the following (up to 100 words):

   National professional standard = History Programs are not accredited or licensed.
   Listed in the American Historical Association directory of programs
   Listed in National Council of Public History directory of programs

2. Effectiveness and sufficiency of current resources; list/describe the following (up to 100 words):

   Have just established a Digital History Lab, complete with workstations for editing audio or video, recording, web-design. Cameras, digital voice recorders and other equipment available for check out for faculty sponsored projects. Impact not yet measurable, but speaks to the program’s forward-thinking approach to developing marketable and applicable skills in the digital humanities.
   Purposefully arranged conference room to include a small lounge for Graduate Readers to meet with their students for help and mentoring, a key spot in building the experiential aspect of the history pedagogy program.

3. Student advising, experiential learning, internships, co-op, service learning; list/describe the following (up to 100 words):

   History Graduate Coordinator serves as primary advisor, providing advice to applicants and graduate candidates, coordinating numerous graduate committees, and administering provisions in History Graduate Handbook, posted online.
   Introducing HIST 4033 Introduction to Teaching History that will introduce students to discipline specific pedagogical approaches, but also incorporate experience in LD history classrooms. Employing graduate students as Readers in large sections, for advising undergraduates in reading, writing, study habits, and note-taking.
   Public History option offers internships in/connections to local historical organizations as well as real-world experience into the curriculum.

4. Assessment of learning outcomes; list/describe evidence for the following (up to 150 words):

   ILOs revised in 2013 to align with University ILOs. Revision included emphasis on cross-cultural, interdisciplinary approaches to historical study; demonstrated familiarity with research libraries and digital sources; possession of advanced writing/interpretive skills for analyzing secondary and primary sources; knowledge of the standards of academic integrity and values of the profession, including ethics/standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.
   In 2012-13, the Department assessed SLO #1(possess in-depth knowledge of two fields, one of which outside US) based on three seminars. Reviewed students’ major projects/oral presentations to determine competence in use of historical content and ability to incorporate evidence and historiography into work. On average, upwards of 2/3 of students mastered content, and nearly all of the remaining 1/3 were deemed proficient, with only three students ranked as inadequate in any of the categories. Faculty in process of addressing incidences of incompetence.

5. Student success; list/describe the following (up to 100 words):

   Since 2008:
   PRESENTATIONS: CSU Research Competition, Society Environmental History, British Association Slavonic Studies, AHA/PCB, College Art Association, Western History, California Council Promotion of History
   ARTICLES/BOOKS: San Diego History; J. Lincoln Association; S. California Quarterly; J. Philippine History; 2 Acadia histories (Livermore; Pleasanton)
   AWARDS: Harrington Prize (CSUEB); Coordinating Council Women in History; accepted Stanford Teacher Ed.
   PLACEMENTS:
   Public History: Hayward, Walnut Creek, Livermore Historical Societies; Oakland Museum; National Park Service; US Navy; Osprey Publishing
   Teaching: Univ.Philippines, St. Mary’s, Chabot, Las Positas, Alameda, Los Medanos, Imperial Valley, Suffolk County(NY); CSU Fresno, Holy Names, Patton, St. Xavier’s (Chicago) + Bay Area high schools
7. Criterion 4

A. You are given "% Difference" value over a 5 year period, comparing your program SFR data with systemwide averages for your program. If your program SFR is higher than the systemwide for a given year, notice that the value is presented as a positive ("+") percentage. If it is presented as a negative percentage ("-"), your program SFR for that year is lower than the systemwide average. The resulting four values are then averaged for you. Transfer the appropriate values to the template as specified. Transfer the average change SFR for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Average Change SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>20%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>14%</td>
</tr>
<tr>
<td>Graduate</td>
<td>53%</td>
</tr>
</tbody>
</table>

B. In this section you will be provided with data in Table 16 that indicate any trend of your program SFR relative to the systemwide average for your program. This is presented as the number of times in 5 years that your program SFR has exceeded the systemwide SFR for your program. Transfer the trend for lower division, upper division, and graduate SFR to the table below.

Transfer Data from Table 16.

<table>
<thead>
<tr>
<th></th>
<th>Trend - Number of Years Program SFR exceeded Systemwide SFR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>4</td>
</tr>
<tr>
<td>Upper Division</td>
<td>5</td>
</tr>
<tr>
<td>Graduate</td>
<td>4</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

II. Instructional Costs per FTES (Department Total Annual Instructional Costs/FTES – College Year) (25%)

<table>
<thead>
<tr>
<th>Department Name</th>
<th>Average Instructional cost per FTES</th>
<th>Average Increase in instructional cost per FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>2393.27</td>
<td>-4.16%</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

III. Narrative (up to 250 Words) (50%)

History is a highly efficient program with respect to costs measured by SFR and other factors. But such efficiency comes at a price to our students, ill-served by overly large classes and a notable level of reliance on lecturers. Our SFR reflects, among other things, "mega sections" in U.S. history, vital to keeping these courses from being impacted. CLASS funds Readers, but we lack the customary double-credit in WTUS for enrollment of 120 students/section. We regularly enroll significantly more students per full-time FTEF than CSU average. The average is actually higher because of the high proportion of lecturers in our FTEF. This is due to two sources: 1) high demand from American Institutions, GE, Major; 2) current total of 88 units assigned time for History faculty in
appointments outside department: Faculty Development Director, University Honors Program Director, Liberal Studies Director, Concord Campus Director. In 2011, 68.5% of our sections were taught by lecturers, in 2012, 59%. (This number has likely increased in 2013, due to reinstatement of graduate coordinator assigned time and new history faculty appointments, equaling 68 additional units of assigned time for TT faculty.) Although we expect CLASS will continue to be able to replace loss of WTUs taught by History TT faculty with allocation for History lecturers, the bulk of departmental advising and committee work (at all 3 levels) rests on fewer and fewer tenure-track faculty’s shoulders. This is especially problematic for the M.A. program where service on graduate student committees is in addition to faculty’s regular workload.

8. Criterion 5

I. Use of Existing Resources (Up to 125 words)

History’s program is strong, but struggles to maintain this strength on existing resources. We have an S&S budget and College Office that allows some student help, faculty travel and basic departmental needs, but our ability to promote faculty scholarship, strengthen curricular offerings with full-time faculty, and build our major with dynamic new approaches is somewhat stifled. We have taken advantage of university and college funding program to build our digital lab, but are looking for creative ways to staff it and develop training programs to promote its use by students and faculty. Our faculty have sought grants (PEIL, Chancellor’s Promising Courses) to secure additional assigned time for pedagogical improvements and personal research, but the opportunities are limited. We are “making-do” – but not thriving.

II. Impact of Declining Resources (Up to 125 words)

Primary concerns regarding reduced resources:

1) Significant decline in students services, and potential impact on graduation rates, not only of majors, but students across the university relying on LD/UD Humanities GE and American Institutions. Our ADMINISTRATIVE SUPPORT COORDINATOR is an excellent ambassador for the history department and a cornerstone of student help, but needs more resources in terms of part-time workers to maintain this strength, already working an excess of unpaid overtime.

2) Significant decline in diverse course offerings meaningful to our student population and the reputation of an ethnically-diverse university. We piece together balanced curricula, heavily reliant on part-time lecturers. Reduced resources could result in a nearly exclusively US-centric program, hurting the reputation of the department and by extension the university as a globally competitive institution.

III. Impact of Augmentation (Up to 125 words)

We would FIRST request an Administrative Assistant for our ASC, to assist with communications as needed from among the approximately well over 4,000 students taking History Courses each year, to free up the ASC’s time to work on PAF’s for our numerous lecturers, paperwork for graduate Readers, and to support other pedagogical improvements as needed. SECOND, we would seek assigned time for a Public History Coordinator, to improve outreach to Bay Area historical societies and agencies. THIRD, we would use new resources to support initiatives in our Teaching History, Public History, and Digital History programs, technologically and for faculty conference attendance. FOURTH, we would seek funding for special on-campus programs for our Majors, including speaker series, employment forums, and other enhancements of their undergraduate experience.

IV. Additional Information (Up to 250 words)

The History Department is an important presence on campus. Faculty participate extensively in service: CLASS Curriculum and RTP; Library RTP; University RTP, CIC, CAPR, FAC, CR, and several subcommittees; Provost Search Committee; Senate Reorganization Task Force; Academic Senate. Further testifying to campus leadership and collegiality, four History faculty currently serve in directorships (Faculty Development, Liberal Studies, Honors Program, Concord Campus). History has helped spearhead the formation of a Humanities School. We have participated with Ethnic Studies, English, Geography/Env, and Political Science, and with CSCI and CEAS, in hosting distinguished researchers/writers for events in Black History, Women’s History, and the History Spring Speaker, all significant for raising the profile of CSUEB.

We have also put considerable effort into re-envisioning curriculum. Professional training and cutting-edge methodology are strengthening our program in significant ways, but we remain committed to the integrity of our discipline. In 2012, our outside reviewer noted: “...given the ethnic composition of the population of California, it is a serious embarrassment for any CSU
university not to have permanent faculty members in East Asian and Latin American history…(this) suggests that the department or
the University is marginalizing two of the largest ethnic populations in the state.” We envision potential TT positions that address
the future while filling curricular gaps detrimental to a history department’s integrity, and to our university’s ILOs on
multiculturalism and inclusiveness. A university aiming for distinction must consider the content of the curriculum they offer, in
addition to innovation, to help their academic departments achieve distinction.