

Portfolio of Learning Excellence

Department Teaching Excellence Award

2011-2012 Academic Year

Submitted by the Department of History

January 27, 2012

Statement of the Departmental Philosophy of Teaching and Learning

The discipline of history concentrates on the complex interplay of continuity and change over time. The subject serves as a key focus of our *research*. Our faculty have also discovered that the intertwined themes serve as the mark of our *teaching*. The department exhibits a steady and enduring culture of engagement in the classroom while undertaking a series of recent innovations that have reformed our approaches to learning, coursework, and the curriculum, creating a community of shared practice. In our class work as in our archival study, history is not simply “old news.”

• **The department’s traditional commitments:** For decades, History faculty have held to their primary objective of training undergraduates to research, analyze, synthesize, and communicate accurate conclusions about continuity and change over time by using the historical method. This task is closely related to two broader missions: inculcating cultural literacy and providing the knowledge necessary for informed decision-making by citizens for all USU students. The History Department has steadily pursued these goals in **seven** key ways:

(1) Service to multiple programs: In addition to our departmental majors and minors, History faculty have continually contributed to the General Education program, University Studies, the Classics, interdisciplinary programs (including Religious Studies, American Studies, British and Commonwealth Studies, and Asian Studies), as well as a wide array of general interest courses for our students.

(2) Service to students in two degree programs: On the baccalaureate level, History reaches History majors and minors as well as History *teaching* majors and minors. On the master’s level, the History Department prepares students to research, teach, edit, and administrate by further enhancing their ability to ask hard questions, to engage in rigorous archival work, and to communicate their conclusions clearly.

(3) Faculty presence in all course levels: For over forty years, the department’s teaching culture has maintained that *all* faculty members – from lecturers through full professors – receive regular assignments in broad introductory surveys as well as upper-division classes tied to their research expertise. We do *not* use graduate students as teachers in these courses. Our surveys are geared not only for future History majors but also for the wider student body. We hire – and promote – faculty through the ranks based, in part, on their ability to instruct and mentor the many students who choose to focus on historical studies as well as the larger numbers who come into contact with the scholarly study of the past in only one or two courses. Our responsibility is to reach all of those students, not just the self-selected few.

(4) High levels of public engagement: The department’s members have fulfilled one of the key missions of a land-grant university by their public engagement in teaching. Over the past decade, in particular, historians in our department have steadily worked in professional development programs with K-12 teachers through *three* separate “Teaching American History” programs funded by the U.S. Department of Education and in a Bennion Teachers’ Workshop on Democracy. Our faculty serve as regular contributors to public lectures through the libraries of Northern Utah and the Utah Humanities Council. And we maintain our 32-year relation with the Utah State History Fair, serving 10,000 K-12 students every year.

(5) Leadership in Utah higher education: Dr. Norman L. Jones, department head, has chaired the Utah Regents’ General Education Task Force since 1998, bringing together faculty and administrators from all state campuses to create streamlined coordination and assessment of academic curricula, efficient transferability for students, and quality standards for institutions of higher learning.

(6) Student recognition of teaching: We know we have succeeded in our task through one of the key measures available at Utah State University. When the broad and diverse student body we teach evaluate our courses, their assessment of the overall quality of History courses and faculty steadily exceeds College and University averages. (*5-year summary in “Attachments.”*)

(7) National and local recognition of teaching: Faculty in our department have been honored with *two* CASE “Professor of the Year for Utah” awards from the Council for Advancement and Support of Education and the Carnegie Foundation, as well as pedagogical awards from the American Historical Association, the American Philological Association, the National Collegiate Honors Council, the Utah System of Higher Education, the Utah State Historical Society, and the USU Mortar Board Senior Honor Society.

• ***The department’s new initiatives in learning, 2009-2012:*** Beginning in the spring of 2009, the Lumina Foundation for Education and the Utah System of Higher Education invited our department to join a national experiment in academic reform known as “Tuning.” Drawn from the example of academic re-invention embraced by European colleagues through the decade-old “Bologna Project,” “Tuning” focuses the work of higher education on the *knowledge, understanding, and abilities* students gain from their academic programs—not simply the credits and GPA they acquire. Tuning points to a reorientation of higher education around complex questions of learning and outcomes (not simply a sum of mathematical tallies and inputs). Our department emerged as a national leader in this movement to change teaching and the curriculum.

On the Utah State University campus, the work of the History Department led to the creation of our faculty’s first systematic “learning outcomes” statement for the discipline, one framed around categories of “historical knowledge,” “historical thinking,” and “historical skills.” Faculty also surveyed a wide range of “stakeholders” (including students, alumni, and employers) to learn of *their* expectations for higher education. “Tuning” led History to create an organized body of teaching leading to clear, measureable, outcomes. The department drafted “rubrics” to systematically evaluate our students’ work, reinvigorated our “capstone” course with a more transparent set of expectations and purposes, framed a new “pre-major” program to guide students through their studies in a more informed sequence, and connected History learning outcomes with specific groups of Gen Ed courses to tie together departmental and university requirements. These changes have and continue to cause pedagogical evolution as faculty fit their courses into the organic whole summarized in the outcomes.

In our state, the History Department’s work on the Tuning project is the model that other departments in our discipline have begun to adopt as the common body of learning outcomes and evaluative rubrics for the study of history in Utah.

In the U.S., our faculty have been invited to make presentations on Tuning outcomes and teaching to the Association of American Colleges & Universities, the American Historical Association, the Organization of American Historians, and the New England Educational Assessment Network. Our faculty is also represented on the national Tuning USA Advisory Board, funded by the Lumina and Hewlett Foundations. In addition, a faculty member, Dr. Daniel J. McInerney, has been named to the coordinating committee of History’s professional organization, the American Historical Association, as it models national outcomes and assessment on the reforms led by the USU department.

Internationally, the History Department is known for its reforms of teaching and learning. Dr. McInerney was chosen to serve on a board of U.S. and European Union scholars coordinating Tuning around the world. In addition, he was invited to join a group of U.S. higher education leaders in a June 2011 “European Higher Education Study Tour” of three EU campuses engaged in the Tuning process.

The History Department of Utah State University was the first in the state to move quickly and decisively on the Tuning initiative. As a result, our department has been acknowledged by the Utah System of Higher Education as the lead player in this project. We have been labeled the “poster children” for Tuning by the Lumina Foundation for Education. And we have been recognized for our engagement in teaching and learning by the American Historical Association, the Association of American Colleges and Universities, *The Chronicle of Higher Education*, and *The Christian Science Monitor*. The model we have established is admired and copied at institutions throughout the nation. (See “**Attachments.**”)

Narrative on Departmental Excellence in Teaching and Learning

Section 1. Commitment to sustained excellence in teaching and learning.

- **Has and follows a philosophy of teaching.**

In early 2009, working within the department—and across the state with historians in all Utah higher education institutions—our faculty engaged in the Tuning project and constructed a set of “learning outcomes” appropriate to our discipline, outlining what students should know, understand, and be able to do when they complete their program of study. The outcomes are divided into three categories, arranged around “historical knowledge,” “historical thinking,” and “historical skills.” **For the document, please see the last page of “Attachments.”**

The project followed a curious trajectory. Rather than developing the guidelines by focusing on the *starting points* of our curriculum, faculty became engaged by considering the *concluding point* of our program, the senior capstone course required of graduates, a class that all faculty teach. Frankly, everyone could share problems they had encountered in the course and discussed the ways in which students were not adequately prepared for the exercise. The conversation led faculty to try to solve a practical problem: *what skills do students need to acquire over four years; and in what courses will they achieve those skills . . . before they arrive in the capstone class?*

The department quickly recognized a related issue: the importance of *sequencing* course work. USU’s science and engineering programs expect that students will master a set of skills and discipline-specific information in introductory courses before they move on to advanced courses. Unfortunately, humanities students often reach advanced courses without the requisite skills or formal knowledge necessary for achievement. To address this problem, History developed a new “pre-major” that ensured appropriate preparation before students enter upper-division classes. The program laid out clear course paths through General Education *and* the department’s own surveys, identifying courses that best prepare students for advanced work in our discipline.

The History Department’s new advising sheet displays the shift in our focus. For decades, the sheet served primarily as *a guide to graduation*, outlining the courses, credits, and minimum grades needed to complete the program. The department has not suspended these requirements but has placed the qualifications in a different framework, one that serves as *a guide to learning*. The sheet opens with History’s “learning outcomes” and the translation of those outcomes into broader competences, guiding students in class work *and* career paths. (Link to advising sheet: <http://history.usu.edu/resources/1/advising/History%20Requirement%20Sheet%202011-2012.pdf>)

- **Provides a documented record of excellence in teaching.**

Over a range of courses, from USU 1300 & 1320 (that account for 1/3 of our total headcount) to masters-level classes, our faculty have achieved a steady record of excellence in student evaluations, meeting and exceeding College and University averages. The new IDEA report also confirms the “highly favorable” ranking of our teaching effectiveness. (*see “Attachments”*). Demonstrations of excellence may also be seen in other parts of this document, through: experimental “metrics” on student learning; innovative course design; publications and talks on pedagogy; steady engagement with K-12 educators; recognition of History’s achievements by organizations and foundations; and the many faculty honors and recognition presented by others.

- **Invests adequate departmental budgetary resources in teaching.**

History invests nearly all its E&G funding in teaching faculty. Every member of the department teaches, and is supported through library acquisitions, computer equipment, IT training, and conferences as needed.

- **Weights teaching quality in recruiting and rewarding individual faculty.**

When hiring, the History Department asks all candidates, even candidates for endowed chairs, to deliver a lecture geared to a survey-level undergraduate course. The department’s culture emphasizes the essential links between good teaching and historical research, and tenure and promotion committees pay careful attention to teaching assessment.

- **Stimulates innovation in teaching.**

-*Service learning*: While abstract academic work develops disciplined, high-order critical thought, hands-on practical application can complement the process. Dr. Philip Barlow began a service-learning project in his course on “Religion, Evil, and Human Suffering,” coordinating students with Cache County agencies. Students provided 20 hours of approved service to a cause addressing some form of human suffering. The experience undercuts simple platitudes as the class grappled with a range of problems and responses to the human condition.

-*Incorporating new technology*: Dr. Colleen O’Neill uses a class “blog” in her graduate seminar on the U.S. West. Student discussion leaders post questions days before a class meeting. Classmates respond to the leader's (and each others') postings. Students contribute significant thoughts, in some cases writing over 600 words per week. Students enter the meeting *already* engaged in conversation and refer to postings in discussions of historical literature. The blog “primes the pump” of the course, creating a collegial learning environment centered on students.

-*New areas of study*: Dr. Christian Haskett’s “Religion and Children's Literature” is the *first* semester-long course on the subject in the U.S. The class allows students to reflect on questions of “how we know what we know” and the importance of context in thinking and knowing. The course also asks students to become apprentice scholars by writing papers for peer review, revising drafts, and presenting them in a conference format.

-*Coverage of neglected subjects*: Dr. S. Heath Mitton (Brigham City campus) introduced a new course sequence on “The American Republic in the World.” Extending beyond conventional studies of U.S. foreign policy, the courses address cultural and transnational perspectives looking at the Industrial Revolution, economic and territorial expansion, world wars, the Cold War, and U.S. interests worldwide. The course also meets USU Depth Humanities (DHA) requirements.

-*Environmental learning*: Dr. Christopher Conte’s students explored Green Canyon to understand how society shapes and affects the landscape. Students examined oral history reports, archeological evidence, and topographical surveys to analyze the human imprint on local ecology, studying how land and water resources have been used in extraction, grazing, and recreation—and presenting their findings to a public audience. (*Report in “Attachments”*)

- **Seeks grants for projects on improving teaching and learning.**

-**THREE “Teaching American History” (TAH) grants, U.S. Department of Education**

Designed to provide professional development workshops for K-12 teachers in the study of traditional U.S. history and pedagogy, the TAH grants put our faculty in continuous contact with K-12 teachers from throughout northern Utah, improving their knowledge, understanding, and appreciation of American history. Our workshops immersed teachers in U.S. history content and research-based teaching strategies to help them convey the nation’s past in exciting and engaging ways. We also offered teachers semester-long history courses, guest lectures, and field trips to the Lewis & Clark Trail, Washington, DC, and Western History Association’s annual conferences. The TAH programs engaged faculty with the teachers of *our future students*, enriching the K-12 curriculum while also clarifying the standards and expectations for university-level learning.

In 2007, the Logan City School District and its academic partner, the USU History Department received a **\$1 million** grant from the U.S. Department of Education's "TAH" program for its “NuPATHS” project (2008-2011; Dr. Daniel McInerney, academic director) .

2010 program: <http://www.usu.edu/nupaths/>

2009 program: <http://www.usu.edu/nupaths/archives/2009/2009.pdf>

2008 program: <http://www.usu.edu/paths/index.htm>

In 2005, the LCSO and the History Department received a **\$1 million** grant from the U.S.D.E.’s “TAH” program for its “Bridgerlands PATHS” project (2006-2008). Drs. Norman Jones and Daniel McInerney served as co-principal investigators on the grant.

2007 program: <http://www.usu.edu/paths/archives/2007/archives2007.htm>

2006 program: <http://www.usu.edu/paths/archives/2006/archives2006.htm>

In 2003, the LCSD and the History Department received **\$1 million** grant from the U.S.D.E.'s "TAH" program for its "PATHS" project (2006-2008). Dr. Michael Nicholls helped co-ordinate the project with the school district and served as academic director.

-National Endowment for the Humanities grant

In September 2011, Dr. Victoria Grieve received a \$16,800 "Teaching Development Fellowship" to complete research at the Library of Congress aimed at improving her USU 1320 Humanities course. The course originally focused on the intersections of politics and visual culture in the 20th century. Hoping to strengthen the *global* perspective of the course, Grieve studied relationships between modernist visual art and music, exploring *international* sources of aesthetic inspiration.

-USU Office of Global Engagement, TWO Study Abroad Seed Grants

Dr. Christopher Conte received a 2010-2011 "Curriculum Development Seed Grant" to Tanzania's Gombe School of Environment and Society. He gathered oral history accounts from the region to use in his course on Africa and the World. Last May, Conte visited the school and its director, Jared Fubusa (on whose doctoral committee Conte serves). Conte addressed Gombe students on the possibilities of conducting environmental history projects in their region.

Dr. Susan O. Shapiro received the grant in 2010. As a result, USU now has *two* study abroad programs: one takes students to Greece with classes in Greek History and Ancient Greek Language (in conjunction with the University of Utah); the second takes students to Italy with classes in Roman History, Art History, Painting, and Italian (in conjunction with the Mediterranean Studies Association and the University of Massachusetts at Dartmouth).

-USU Mountain West Center for Regional Studies, Faculty Fellowship

In July 2008, Victoria Grieve (with Nadra Haffar and Laurie Baefsky) received a faculty fellowship to develop two curriculum modules on Western land use based on the work of a visiting artist in Fall 2009.

-USU Bennion Teachers' Workshop for the Perpetuation of Democratic Principles

In 2011, Dr. Daniel J. McInerney received a \$21,290 grant to create the August 2011 workshop. The sessions, attended by elementary and secondary teachers as well as USU students completing their preparation for teaching, focused on "The Changing Course of Democracy: The Contested Meanings of a Political Idea." Ten History faculty members delivered presentations on the dynamic nature of democracy from ancient times to the present.

Section 2. Ongoing assessment and improvement of teaching and learning quality.

• **Regularly monitors teaching effectiveness/student learning, making appropriate changes**

Tenure-track professors are routinely visited in their classrooms by members of their P & T Committees who note the strengths and weaknesses of course performance. Even for tenured professors, there are regularly-scheduled meetings with the department head to review course evaluations as well as other sources of feedback from students. The department helps monitor teacher effectiveness in K-12 through the Utah History Fair. The Fair evaluates the effectiveness of teachers' students during competitions, providing feedback to public school educators.

• **Involves faculty, staff and students (current and former) in assessment and planning.**

Throughout the "Tuning" process, History engaged faculty, academic advisors, and students in crafting a clear and understandable set of outcomes for the program, statements designed to help not only to the experienced graduate but also the brand new students entering the department.

A key concern of graduating students is their difficulty "translating" historical skills into marketable talents. In response, faculty help students *articulate* how History prepares them to work in a wide variety of fields, developing their ability to **investigate problems, identify reliable sources, analyze information, contextualize complex questions, and communicate conclusions in a clear and thoughtful manner.** (See Dr. Jones's article in *Liberalis* [Summer

201]: 34: <http://chass.usu.edu/files/uploads/liberalis-web.pdf>)

- **Provides evidence of use of assessment outcomes for instructional improvement.**

The department is deeply committed to both posting and sharing assessment outcomes with as wide a range of stakeholders as possible. This work began on a local scale with web page postings designed principally for faculty and students. But as History's work in the international Tuning process has expanded – and as department members have addressed regional, national, and international groups of scholars – we have made more materials available to a broad range of interested groups. Our website includes feedback and opinions from students, alumni, and employers. The advice we have assembled has led us to re-structure the department's curriculum, clarify the goals of the capstone experience, and reformulate existing courses.

One indication of our engagement with assessment may be seen in the leadership that Drs. Norman L. Jones and Daniel J. McNerney have provided to the Utah System of Higher Education, the Lumina Foundation, the Association of American Colleges & Universities, and the key professional organization in our discipline, the American Historical Association.

- **Engages employers of graduates, graduate and professional schools and on-campus users (other departments) of academic offerings in assessment.**

One of the central innovations in Tuning design involved specific sets of discussions with a wide range of “stakeholders” in higher education including students, alumni, and employers. For example, focus groups of employers who hire historians were used to confirm and articulate the skills and competencies that we have outlined in the department's learning outcomes.

- **Addresses the educational program fully with attention to majors, minors, general education, and service offerings for students on- and off-campus as appropriate.**

The History department is made up of 26 faculty members. There are 16 tenured professors on the Logan campus (plus 4 non-tenured faculty members). We also have 6 tenured and tenure-track colleagues on RCDE campuses. Over the past three years we have averaged 373 majors (342 in 2011; 394 in 2010; 383 in 2009). The number of students we teach in our own programs (History, Classics, Religious Studies) *plus* our continuous service to USU courses has risen dramatically (in terms of headcount, SCHs, and FTEs):

		YEAR														
		HC					SCH					FTE				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
HIST	CLAS	80	34	80		69	240	102	237		207	16	7	16		14
	GRK	14	13	14	16	19	46	53	56	58	69	3	4	4	4	5
	HIST	3849	4271	4134	4296	4114	11,518	12,772	12,370	12,714	12,227	785	869	835	859	827
	LATN	87	78	78	103	106	355	306	315	416	411	24	20	21	28	27
	RELS	64	79	142	218	274	192	234	420	649	819	13	16	28	43	55
	USU	1770	2205	2295	1991	2153	5,310	6,615	6,882	5,970	6,459	354	441	459	398	431
	Grand Total	5864	6680	6743	6624	6735	17,661	20,082	20,280	19,807	20,192	1,195	1,356	1,363	1,332	1,358

The chart above offers a sense of the many students and programs we serve on the USU campus. Our faculty are deeply involved in the broader University Studies program (as our headcount, SCH, and FTE numbers indicate). In addition to programs for History majors and minors, Classics, and Religious Studies, our commitment to the land-grant mission is reflected in the RCDE program of outreach and higher education access carried out by nearly ¼ of our faculty members on Brigham City, Roosevelt, Tooele, San Juan, and Price campuses.

History faculty also have strong ties to K-12 educators in our state. As noted in the opening section, faculty members worked with public school teachers in three, \$1 million “Teaching American History” grants from the U.S. Department of Education. In addition, we created the August 2011 Bennion Teacher's Workshop on Democracy for public educators and student-teachers. The Utah History Fair, launched in our department 32 years ago, engages 10,000 public school students in studies of the past every year. Dr. James Sanders also secured a Title VI grant to help K-12 public teachers introduce topics on Latin America into their curriculum. In addition, our faculty commonly present public lectures through the USU Anthropology Museum, public

libraries, the Utah Humanities Council, and the “Teaching American History” programs of other school districts (*especially* through the efforts of Drs. M. Lawrence Culver and S. Heath Mitton).

- **Engages actively through curriculum design and delivery in improving discipline-specific communication skills of students.**

(1) **Foundational course for historical research:** To prepare History majors for the senior capstone, Dr. Norman L. Jones launched a new course on “History Research Methods” along with librarians Wendy Holliday and Jennifer Duncan. Students scan key historical literature; identify and articulate a researchable historical problem; find, synthesize, and analyze relevant historical literature; and develop a research proposal stating the importance of a historical problem and the methods and primary sources to employ in its study.

(2) **Reorienting courses around the new pre-major:** Recognizing that the department’s “pre-major” offers an opportunity to work with students who have a grounding in foundational courses, Dr. Leonard Rosenband revised “Europe in the Age of Revolution.” Working with majors, the class explored difficult primary and secondary texts, engaged in probing discussions, and produced mature papers. The refinement of the writing went beyond the conventional work produced in the past, indicating that students will prosper in writing-intensive jobs in the future.

(3) **Archival resources and research:** Dr. David R. Lewis assigns students in his “History of Utah” a nineteenth-century diary/journal held in the USU Special Collections and Archives. They learn to use the primary document, read handwritten script, interpret a snapshot moment of an individual life based on the general history of Utah they receive in lectures and readings, and then analyze that life in a 10-12 page paper. This is a culminating project, building on earlier writing assignments that focus on analyzing individual lives in primary source diaries/reminiscences.

(4) **Primary source work:** Dr. Frances Titchener applies History’s learning outcomes to her upper-division courses in Greek and Roman history, addressing the use of primary sources in the Classics. Reading Plutarch’s biographies, students observe differences in purpose and method between historians and biographers. They read different accounts of the same events and explore how Plutarch portrays the key episodes in distinctive ways. Students choose passages from the biographies to support their arguments, incorporating those passages into a final essay.

- **Appropriately addresses issues of ethics and civic responsibility in curriculum and/or professional development activities for students.**

The department addresses questions of ethical and civic responsibility both in its learning outcomes and in the daily conduct of its business and teaching. In line with calls from our key professional organization (the American Historical Association) and our ties to the “Civic Learning” project of the Association of American Colleges & Universities, the commitments rest at the center of our work. In ethical terms, we consistently guide students on the researcher’s responsibility to deal fairly and honestly with evidence, to confront counter-evidence, to fully cite sources, and to avoid any trace of plagiarism. In civic terms, we take our role in the university’s “American Institutions” requirement with profound seriousness, providing students with a solid basis of knowledge about the U.S. experience, contextualizing historical debates, encouraging regional research, and grounding discussion in evidence rather than theories. In addition, we address one other major concern about civic experience: the need for civic dialogue in public debate. Our courses model how the discussion of contested issues needs to proceed: on a basis of rational analysis and open-ended inquiry, marked by the patience, clarity, and open mindedness of participants. As Associate Dean Charles Huenemann has observed, such guidance “give[s] students what they need to be good voters, neighbors, and PTA members.”

- **Tracks career and intellectual development of former students.**

One of the most effective History programs promoting the academic development of students springs from the *Western Historical Quarterly*, the nation’s premiere journal of North American Western studies, housed in our department and edited by Drs. David R. Lewis and Colleen

O'Neill. Since 1969, the *WHQ* has provided graduate editorial fellowships allowing masters-level students to take an active role in the cutting-edge research that shapes the journal's day-to-day work. Fellows select, prepare, and copy read manuscripts, attend academic conferences, meet authors, and develop a wide network of contacts in academe. The *WHQ* has documented the achievements of fellows, listing their graduate work and their placement in academic, public, and corporate positions. **Please see the "Attachments" section for this impressive report.**

The department as a whole tracks – and displays – the achievements of its students through the History web site. In a section entitled "Testimonials," we record the broad range of scholarly, public, and business accomplishments that our bachelors and masters students have gone on to realize. As an example, four former graduates of the History Department's Classics program are now Latin teachers; one is currently the president of the Utah Classical Association. Please click on the link view our graduates' achievements: <http://history.usu.edu/studenttestimonials.aspx>

Section 3. Faculty development for teaching

- **Provides orientation, feedback, and support for new faculty and teaching assistants.**

In 2010-2011, Dr. Susan Shapiro served as a new faculty mentor in USU's New Faculty Teaching Academy. Our department's director of graduate studies, Dr. Christopher Conte, goes beyond recruiting and advising new masters students. Conte leads both formal and highly personalized orientation sessions with students assigned as graduate assistants, hosting mixers with professors, reviewing their official and ethical responsibilities, and counseling them when difficulties arise.

- **Provides opportunities for shared discussion of teaching innovations and problems.**

Our department serves USU *and the state* on a range of issues tied to teaching.

- Dr. Jones is Director of General Education and chairs the Utah Regents' Gen Ed Task Force.
- He and Dr. Susan Shapiro serve on a College committee to create a new humanities core curriculum. Shapiro proposed the key innovation in the introductory class: requiring instructors to meet regularly in the semester and discuss the course, share curricula, and ideas for improvement.
- Dr. Christopher Conte is on the College of HSS committee to globalize the core curriculum.

- **Encourages teaching conference attendance and research and publication on learning.**

Selected publications on teaching and learning

- Dr. Norman L. Jones: "Assessing History: Can We Know Our 'Outcomes'?" in *Perspectives on History: The Newsmagazine of the American Historical Association*, 47:3 (March, 2009)
- _____ : "Tuning the Disciplines," *Liberal Education* (Summer, 2012).
- Dr. Daniel J. McInerney: "Rubrics for History Courses," *Perspectives on History: The Newsmagazine of the American Historical Association*, 48:7 (October 2010) 31-33.
- _____ : "Public School Teachers, the TAH Program, and the WHA Annual Conference," *Western Historical Quarterly*, 42:3 (Autumn 2011): 363-69.
- Dr. Susan O. Shapiro: "Cicero and Today's College Level Latin Student," *Classical Outlook* 84 (2007): 147-152).
- Dr. Christian Haskett (and Dr. Nathan Loewen, co-editors): *Teaching Jainism*, American Academy on Religion's "Teaching Religions" series (forthcoming).

Selected conference presentations on teaching and learning

- Dr. Norman L. Jones: "Historians and the Pedagogical Schizophrenia of History Survey Assessment," Organization of American Historians, Seattle, Washington, March 25, 2009.
- _____ : "Degrees of Worth: The Lumina Foundation's 'Tuning USA' Project and the Assessment of Higher Education." Liberty Fund, Indianapolis, IN, June 18, 2011.
- Dr. Daniel J. McInerney: "What Works and What Does Not Work in the Survey and Assessment," American Historical Association, Chicago, IL, January 5, 2012.
- _____ : "What Does Quality Look Like in a Productive Higher Education System?," Lumina National Productivity Conference, Indianapolis, IN, August 2011.

- _____ : Panelist, “Historians and History Educators: The Better Angels of Our Nature?,” Organization of American Historians, Seattle, WA, March 2009.
- Dr. Susan O. Shapiro: “The Well-Tempered Textbook,” Amer. Philological Assoc., 2009.
- _____ : “Reading and Speaking Latin: Combining Two Approaches for Greater Pedagogical Effectiveness,” Southwest Conference of Language Teachers, 2007.
- _____ : “Funding Opportunities for Latin Teachers,” Utah Classical Assoc., 2007
- Drs. Norman L. Jones, Daniel J. McInerney, and Marianne Wokeck: “The Tuning Process in Two States,” Association of American Colleges & Universities, Washington, DC, January 2010.
- Dr. Christian Haskett: “Teaching Jainism,” American Academy of Religion, December 2011.
- Dr. Philip Barlow: “My Approach to a Difficult Field,” Summer Graduate Seminar (Prof. Terry Givens), Brigham Young University, July 2010.
- Dr. M. Lawrence Culver: “Perils of Place: Teaching Western History to Diverse Audiences,” Western History Association Annual Conference, October 2008.
- Dr. James Sanders: With support of a Title VI grant, travelled to a 2006 teacher education symposium in Brazil designed to improve the quality of instruction for U.S. academics; incorporated the symposium work into his course on the “History of Atlantic Slavery.”

• **Provides evidence that faculty development activities have caused substantive improvements in teaching and learning.**

The department’s Tuning process explores new ways of moving beyond conventional grades to provide students with more meaningful evaluations of learning. European faculty who have worked on Tuning for a decade believe that U.S. has moved further along on the project; still, the process is a slow and subtle shift in academic culture. For years, our department has conducted exit interviews with graduating seniors to discuss their evaluation of our programs. More recently, our faculty have engaged in a range of new assessment techniques:

We conducted surveys with faculty, students, and employers on general competencies in higher education. In addition we worked with employment mapping of History graduates. Our faculty created disciplinary learning outcomes guided by department discussion, stakeholder consultation, and state-wide institutional conferences. (<http://history.usu.edu/assessments.aspx>)

Faculty have also explored new techniques for evaluating student knowledge, skills, and abilities. Conventional grading generates a single letter on an exercise to convey a broad sense of the work’s *overall* quality. Tuning suggests that faculty “break down” grading to evaluate the strengths or weaknesses of *multiple* learning outcomes, clarifying for students (and faculty) the skills class members have mastered and those they need to polish. We established a common evaluative rubric for the senior capstone project, generated results in individual sections of the course, experimented with “inter-rater reliability” measurements of the evaluations, and proposed rubrics for lower- and upper-level classes. See: history.usu.edu/capstonerubricandresults.aspx

- Beginning in the Spring 2012 semester, our “measurement” efforts expanded in three ways:
- identifying “learning outcomes” on all course syllabi (linked to departmental statement)
 - using new IDEA evaluations to gather data on student responses to course “learning outcomes”
 - using CANVAS assessment tools in some courses to gather data on learning (giving essay exams in computer labs, evaluating tests through course rubrics, and providing individual “scores” *as well as* class-wide results measuring specific areas of strength and weakness).

Section 4. Provision of resources for students.

• **Monitors scheduling of courses and sequences to improve availability.**

Course scheduling in the department follows **seven** key considerations:

- (1) *All* faculty teach a large, intro-level survey course as part of their annual schedule.
- (2) The Department provides an adequate number of sections of University Studies classes.
- (3) We make sections of U.S., European and World surveys available for our majors.
- (4) We offer a sufficient range of upper-division classes in U.S., European, and World history.

- (5) We make an ample number of capstone courses available to our graduating seniors.
- (6) The Department provides a range of graduate level courses for our masters students.
- (7) Class times range between peak *and* off-peak hours of classroom use.

- **Insures that students have access to their teachers and advisers outside of class.**

The department's web page (and course syllabi) provide information to students about posted office hours as well as phone and email addresses so students may contact us at varying hours. In addition, most faculty members use the Canvas course management system and receive messages from students throughout the day and evening about questions and problems that arise in classes.

- **Provides or refers students to necessary academic support services.**

For decades, *every* faculty member served as academic advisor for 15-30 History majors. Faculty explained the different tracks in the department, spoke with students about planning out a series of interrelated courses, and discussed academic skills (and future graduate and employment plans) with those who visited our offices. However, few faculty clearly grasped the complicated requirements of USU's Gen Ed program. Acknowledging that we were not serving students as well as we could – and recognizing the financial and institutional burdens that arose if students did not graduate in a reasonable period of time – the department dedicated a portion of its resources to securing a professional academic advisor. Beginning in July 2010, we brought in Amanda Adison as our academic advisor. Amanda is one of the most skilled and thorough academic advisors in our College's office and has been the "go-to" person for our students for two years, mastering the intricate work of linking departmental and university requirements. Amanda recently received the Utah State New Professional Advisor Award for 2011.

- **Resolves student complaints appropriately.**

Our two staff members, Monica Ingold and Diane Buist, are the department's "gate keepers." They demonstrate keen interpersonal skills in addressing the anxieties and frustrations of students. Monica and Diane do not simply point students to faculty offices; they perform an advising "triage," determining the nature of student questions, discussing procedures for resolving problems, distributing forms, *and* advising the department on recommended ways to address student issues (particularly grade disputes, incompletes, and course enrollment).

- **Provides for student learning opportunities outside the classroom.**

-**The UTF Program:** The Department employs roughly 35 history majors as "Undergraduate Teaching Fellows" working with faculty in the classroom. History faculty member Dr. Frances Titchener is recognized as the leading expert on the UTF program at Utah State University. The program gives hundreds of students the opportunity to engage in campus employment in research, service learning, and course assistance. Titchener gives an annual orientation for *all* university program members, and is one of two contacts (along with Executive Vice-Provost Larry Smith) on the USU webpage (http://www.usu.edu/provost/students/teaching_fellows/information.cfm). See: <https://podcasts.usu.edu/MediaPlayer/player.html?filename=Podcasts/misc/UTF/UTF>

-Example of UTFs in classrooms: Dr. James Sanders uses UTFs to help run discussion sessions in HIST 1500, which enrolls over 100 students. Such classes may often seem impersonal, but by breaking into smaller groups (led by Sanders, the graduate GA, and two UTFs), more direct instructor-student contact is achieved. Instead of listening only to a lecture, students directly engage the material (usually historical primary sources) under discussion, helping them improve their critical thinking and oral communication skills.

-PRAXIS exam: In order to help History *teaching* majors, the department has purchased (and made available) study guides to the PRAXIS exam required of our graduates. In addition, all faculty members make textbooks available to students as they prepare for the wide-ranging examination (covering U.S., European, and World history).

- **Facilitates opportunities for student study, meetings, and co-curricular activities.**

The department regularly funds the activities of our chapter of the Phi Alpha Theta national history honor society and covers transportation costs for students to PAT's annual conference.

History offers 4 named, departmentally-funded scholarships covering students in need, students with outstanding GPAs, and outstanding juniors in U.S. and non-U.S. history. We also provide 4 annual, named awards for student research *and* service to the discipline and department.

The *Western Historical Quarterly*, housed in the department, funds editorial fellows and other graduates students so they may attend the Western History Association annual conference.

- **Involves students in curriculum development and planning for program delivery.**

At the core of the Tuning project was a call for student representation in conversations about learning outcomes, curriculum, evaluation, and employment concerns. The History Department has regularly consulted students on these questions, as four examples suggest:

- (1) Student feedback on course rubrics: <http://history.usu.edu/assessments.aspx> (student response)
- (2) Student participation in every faculty hire: special lunches between students and candidates; requiring that candidates offer a sample teaching presentation; student evaluations of those talks.
- (3) Exit interviews with graduating seniors.
- (4) Program design: Dr. Susan O. Shapiro developed a Latin *Teaching* Minor in response to student and market demand for high school Latin teachers. Four graduates are now teaching high school Latin, one in NYC and three in Utah.

- **Facilitates transfer student engagement from within and outside the institution.**

One of the most significant achievements of department head, Dr. Norman Jones, has been his leadership of the Utah Board of Regents' Task Force on General Education for the past 14 years. By annually assembling educators from all 8 campuses in the state, Dr. Jones has built a culture of collegiality and trust among attendees. The sessions help faculty streamline, coordinate, and assess academic curricula, creating efficient transferability for students and quality standards for institutions of higher learning. In our department, history students easily transfer in and out of USU since common elements have been established for our discipline throughout the state.

Our department contributes even further through its Native American Studies Certificate Program, the key feeder from USU's Eastern San Juan Campus into the USU Logan system.

Section 5. Linking discovery, creative activity, and engagement with teaching and learning for the benefit of students.

History faculty recognize that a sophisticated understanding of the past comes not simply from passive classroom work but, most importantly, from an active engagement in historical studies. Our discipline is grounded in the pursuit, analysis, and explanation of evidence. Our job is to delve deeply and imaginatively into the textual, visual, oral, folkloric, genealogical, cultural, and material records of past experience. We teach that the best way to learn history is to do history.

The department's learning outcomes provide transparent expectations for the program, describing how historical knowledge and thinking are realized through specific historical skills. Our sequential curriculum moves History majors from foundational courses to upper-division studies of periods and themes to capstone research where students create an original contribution to historical understanding. The capstone brings together the discipline's learning outcomes.

In addition, the department hosts a chapter of Phi Alpha Theta, the national history honor society, that encourages excellence in the discipline as well as offering an annual, state-wide conference in which majors present their research to an academic audience. We also sponsor:

- ◇ **Publication projects:**

-Dr. Robert McPherson has served as co-author -- with *seven* different students -- on historical articles published in refereed journals. In the Spring 2012 semester, he is working with an **eighth student** on yet another journal piece. And his co-authored *book* on Navajo women -- written with an anthropology student -- will come out in the Fall of 2012.

-Dr. Mark Damen is co-author with Rebecca Richards (History/Classics, 2011) of a scholarly paper currently being revised for resubmission to the *American Journal of Philology*, the premiere U.S. classics research journal.

◇ **Editorial projects:**

-The *Western History Quarterly*, edited by Drs. David R. Lewis and Colleen O’Neill, offers internships to undergraduate students as well as fellowships to graduate students. All the students who work with the *WHQ* have a full experience of the editorial process.

-*The Intermountain West Journal of Religious Studies* (out of the Religious Studies program in History) is the first of its kind: a student-run, online scholarly publication. Dr. Philip Barlow serves as advisor, but the editors and production staff are students. The editorial board includes students and faculty at USU, the state, the region, and the nation. The journal is an academic lab for students who learn submission analysis, copy editing, design, and scholarly critique of peers.

-Dr. Susan Shapiro, editor of *Mediterranean Studies*, works with a student assistant who performs a variety of duties (such as copy editing, citation checking, writing abstracts, and author correspondence), all of which provide insight into the world of scholarly publishing.

-Dr. Frances Titchener, editor of *Ploutarchos*, the Journal of the International Plutarch Society, employs undergraduate assistants to aid with the journal. It is an especially valuable experience for those wishing to go to graduate school in Latin, Greek, or Ancient History.

◇ **Conference projects:**

In 2009, Dr. Mark Damen worked with graduate student Charles Oughton on a conference paper presented at Harvard Medical School. Oughton translated a 17th-century medical treatise in a paper entitled “Johannus Sculteto’s 1658 Treatise on Trichiasis Admiranda.” Oughton had the opportunity to discuss his work with a new audience and placed the findings in the broad context of the history of science. Oughton will soon publish his transcription and commentary.

◇ **Research projects**

All History and Religious Studies majors write a senior thesis as their capstone experience. The summative activity of the degree, the thesis is a piece of research based on primary sources, demonstrating the students’ completion of the Department’s outcomes. History faculty *steer* our students to -- and *support* students in -- the depth of holdings in the Merrill Cazier Library.

The library’s Special Collections are especially valuable. Dr. Leonard Rosenband shapes his capstone class around the archives, applying his scholarship in *European* history to the rich *local* records of the documents. The archives reveal the region’s lived experience, leading to student papers awarded the W. Mont Timmins Prize in Cache Valley history on topics such as pharmaceuticals, plural wives, and land distribution.

History works closely with Special Collections to support students through internships and employment. Clint Pumphrey, a former History graduate student, is now Manuscripts Curator.

Our faculty also guide students in a *variety of research* efforts. In 2009, Dr. Victoria Grieve worked with an undergraduate research assistant to examine children’s literature throughout the 1930s. In 2008, Dr. Sue Shapiro worked with a student research fellow in the humanities, to help Shapiro translate interviews with director, Pier Paolo Pasolini for an article on his film, *Medea*.

◇ **Post-graduation placement**

Since 1969, the work of History students in the editorial offices of the *Western Historical Quarterly*, housed in our department, provided bachelor’s and master’s candidates with the knowledge, skills, and competencies that has allowed 26 to complete advanced degrees, 6 to work in public history offices, 5 to serve in editorial positions, and 16 to secure faculty appointments on campuses across the U.S. (**See table of accomplishments at the close of “Attachments.”**)

In a department with limited course offerings on the European experience, the teaching offered by Drs. Norman Jones and Leonard Rosenband have helped place our students in doctoral-level programs of European study at Northwestern University, Princeton, the University of Pennsylvania, the University of Chicago, Warwick University, and Oxford University.

Evidence of recognition by others

(a) Letter from the Utah System of Higher Education



<p>State Board of Regents Board of Regents Building, The Gateway 60 South 400 West Salt Lake City, Utah 84101-1284</p>	<p>Phone 801.321.7101 Fax 801.321.7199 TDD 801.321.7130 www.higheredutah.org</p>
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January 23, 2012

Dr. Larry Smith
 Associate Provost for Academic Affairs
 Utah State University

Dear Dr. Smith:

This letter is written to support the History Department of Utah State University which is in competition for a departmental award. Having worked with Dr. Norm Jones for many years on the Regents' General Education Task Force and with both Dr. Jones and Dr. Daniel McInerney for several years on the History Tuning project, I can speak knowledgeably on the contributions of both professors to improve the teaching/learning processes throughout the Utah System of Higher Education and nationally.

Currently, Drs. Jones and McInerney are heavily involved in expanding the Tuning of History to History secondary education, funded by the Lumina Foundation for Education. The Tuning process requires Utah's history faculty, representing all eight institutions - with the addition of USU-Eastern - to collaborate as they arrive at learning outcomes and competencies that are explicit and transparent at each degree level. Thus, students, parents and decision makers will be aware of what students are expected to know, understand, and be able to do as they apply their learning to the field of history and historical research. In addition, participating faculty identify different ways in which students can demonstrate the depth of their knowledge through high impact assessment projects.

This work was taken to the American Historical Association (AHA) where Dr. McInerney now leads the AHA's national efforts to introduce Tuning concepts and practices to history faculty. The AHA is very interested in the application of these practices to raise the level of teaching/learning and assessment in history. In addition, Dr. McInerney is involved in international efforts to evaluate the process of Tuning and to assess student work.

Dr. Jones has led the Regents' General Education Task Force for 14 years as it works with system faculty to streamline and improve General Education and its coherence with discipline majors. The Regents' General Education Task Force also oversees the agenda for the annual Majors' meetings and the 'What is an Educated Person?' conference. This year's efforts are on assessment of General Education and the Degree Qualification Profiles for each discipline, a national effort by the Association of American Colleges and Universities and the Lumina Foundation.

The vision and work of both Drs. Jones and McInerney have impacted our faculty statewide and the national conversation on teaching/learning and assessment, reflecting very well on Utah State University.

I hope you will consider the History Department worthy of the award. Certainly, your dedicated faculty are recognized for their innovations and contributions to both the state and national discourse on improving the teaching/learning process.

Sincerely,

Phyllis 'Teddi' Safman, Ph.D.
 Assistant Commissioner for Academic Affairs

(b) Letters from former students

Letters acknowledging the skills and understanding students have gained from our faculty:

Dear Dr. Damen,

I wanted to send a brief note (long overdue) to express my gratitude to you and to Utah State University for the great education I received. I'm directing my note to you because you were one of the most influential professors I had during my years at USU; I'm copying Dr. Jones and Dean Allen in the hopes that they might convey my thanks to the larger USU family.

The Latin classes I had were instrumental in teaching me how to resolve problems in a logical and systematic way. Although I have not been asked to decline many verbs or pick out any ablative absolutes since graduating, I have certainly used the thought processes learned in your classes in many business and technical settings as I've made my career in applying technology solutions in a variety of HR-related areas. But far more important than the skills you taught, your enthusiasm in and out of the classroom and your love of learning have truly been inspirational to me over the past 20 years as I've continued to learn and as I've tried to instill a love of learning in my children. You should know that you were instrumental in forming me into a productive member of society and in perpetuating goodness which now extends into future generations. Your influence as a teacher will continue to be felt far into the future.

Thank you again for all that you have done. Keep up the great work!

Clayton Housley, USU Class of 1991

(P.S. What is the best way to make a donation to USU in a way that would be beneficial to promoting the Classics program?)

(In 2011, Mr. Housley made a \$30,000 donation to fund the Clayton and Julie Housley Endowment for Classics at Utah State University)

From: Andrea Riley [andrea.riley@aggiemail.usu.edu]

To: James Sanders

Date: Monday, March 14, 2011 5:26 PM

I just wanted to thank you for being such an effective teacher. Concepts I learned in the classes I took from you last semester have carried over into classes I'm taking this semester. In your classes I also learn how to read both primary and secondary historical sources, analyze them, formulate an argument and convey and support that argument in writing. I now feel confident in my ability to carry out those tasks. I only wish I could have taken more classes from you because I am fascinated by Latin America and enjoy and take well to your teaching style.

Mil gracias, Andrea Riley

Book dedication

In a touching recognition of teaching excellence, Dr. Brad Gregory wrote a special dedication to his new Harvard University Press study of *The Unintended Reformation: How a Religious Revolution Secularized Society*. Gregory dedicated the book to his recently deceased grandmother and to "Len Rosenband, who taught me how to think." Gregory wrote that Rosenband "has been nothing but a blessing and bringer of mitzvot in my life since I walked into his Western civ class as an undergraduate, and I would not be who I am as a scholar or a person without his influence."

Letter on graduate student mentorship

Dr. Heath Mitton has been, and continues to be, an invaluable resource to my graduate studies. As my advisor, he has been consistently supportive and helpful. Heath helped prepare me for my research trips, and taught me methods to determine which sources would best serve my research needs. He has maintained excellent communication with me, and offered his time freely. When I have asked questions, he has responded with thorough and well-thought out responses, which have broadened my understanding of a broader historical topography. Heath's assistance has been

directed beyond my career at Utah State. He has helped ground my thesis topic in a relevant historical narrative, which will allow me to build on my work in my future career as a historian.

Cherie Moy

Letter of appreciation from a *non-major*

Prof. Conte,

December 11, 2000

I recently decided that whether I major in Mech. or Electrical, I'll also minor or major in philosophy. I've decided this because with the practicality of engineering, I'll also have something that will lead me to some of the greater importances in life. Life still seems big for me because there's just so much potential, but it helps to see people like yourself and my father (whom I deeply admire and emulate) who have done things with their lives and are free people. Also, one of my greatest confrontations has been and remains to be the issue of race and culture. When I finally put my thoughts on paper, I'd hope to share them with you because you seem very receptive and are involved with the two cultures that play roles.

As I imagine everyone else did, I truly enjoyed your class. You teach well. Good luck with your grant. Genuinely, G. Carter

Letter from student facing test anxiety

From: Bev Wiser <bevwiser@hotmail.com>

Date: Mon, 28 Mar 2011 16:40:26 -0600

To: Colleen O'Neill colleen.oneill@usu.edu

School can be really tough sometimes and I continually think of how you helped me get going when I came back. I hear your voice sometimes as I prepare for tests and how you said to just answer the question as if I were talking to you. This has helped me many times. I wish it would work in Accounting. :) I still have to look at "blue" sometimes during test and I have to take deep breaths, but that is ok. Thank you for all you did to help me!

I got my Associates degree. YES! and I will have my Bachelors in December. I hope that you are doing well. I miss our class. Thanks, Beverly Wiser

Letter of appreciation from a *reluctant* student

I am not interested in History and never have been. However, [Dr. Ross Peterson's] course (the History of the Civil Rights Movement) seemed less painful than the others. After a short time in the class, I was 100% interested in the course because of the professor. He is a very inspiring person. I looked forward to the writing assignments and I thoroughly enjoy the History of the Civil Rights movement. Professor Peterson really cares about his students and often takes the time to learn about us.

I loved the way that Dr. Peterson taught the course. He used personal experience, films, biographies, and articles. I especially liked that we used primary resources and those involved explained why they did what they did. Finally, he is one of the most student-friendly professors I have ever known. He is definitely concerned about our welfare wants the students to succeed."

Annika Jensen, Engineering major

Letter of appreciation on History's graduate program

My time in the MA program at Utah State provided a solid foundation for my Ph.D. program and for my career. The wide range of course offerings belied the small size and intimacy of the program. Furthermore, the chance to work at the *Western Historical Quarterly* deepened my understanding of how the profession works as well as the scholarship it produces. Finally, the department sports fine historians that insisted on my intellectual and personal development. The amount of time and energy they devoted to fledgling graduate students still continues to amaze me. Keenly aware of the challenges I would face as a professional historian, department members

did everything they could to prepare me for success. And if you like the outdoors (as I do), it's hard to imagine a better place to spend two years than Logan.

-Michael Lansing, Assoc. Prof. of History, Augsburg College, Minneapolis, MN

- Professional experience working with the *Western Historical Quarterly*



11 February 2011

It's not overstating things to say that I owe my career to the Utah State history department. With its faculty and with the Western Historical Quarterly, it was an exceptional place to learn about the history of the American West, about being a historian in general, and (although this short reflection might not prove the point) about becoming a better writer. I don't think I could have had a better preparation for the doctoral studies that followed, and I've continued to benefit from my USU education as a professor.

But, Utah State was invaluable in "less practical" ways as well. Historians have a reputation for being stuffy, elitist, pretentious, out of touch, dour, boring, At Utah State, however, my fellow grad students and I entered the department offices in the early 90s and were greeted by a certain, prominently-hung painting: "Seascape with Historians." Someone had taken photo cut-outs of the faculty and placed them in various interesting spots around the scene: walking the beach, standing on a cliff overlooking the ocean, surfing, That first semester, we also got to witness, and participate in, an intriguing and impressive sartorial event: the Ugly Tie Contest. I didn't win, and I'm still rather bitter about it, but it was a good time nonetheless. At any rate, luckily for us, we soon realized we had joined a program where (as the saying goes) the professors, editors, and office administrators took their work seriously, but didn't take themselves too seriously. And that's probably not such a common trait in academia.

We were additionally fortunate in that the department exuded warmth as well as good humor. The faculty and staff took a genuine interest in--and concern for--us as people. And we tended to be young, impressionable, naïve, and often pretty weird (. . . or perhaps I'm just speaking for myself). Many of us were also quite far away from home and were trying to make do in a rather different place, where fry sauce and green jello with carrots were local delicacies, where nary a real curse word was heard, and where the beer was a bit weaker (and in shorter supply). So, the department filled in more than ably as sort of surrogate parents, and/or as older brothers and sisters. They didn't have to, but they did.

So, I don't just owe my career to Utah State; I also owe much of who I am as a person to Utah State.

Whether Utah State wants to accept blame for me is another matter.

In any case, thank you, Utah State history department. I am truly forever in your debt. Here's to a great future, and, oh my heck, I hope you have one flippin', fetchin' heck of a great reunion.

A handwritten signature in cursive script that reads "Steve Amerman".

Steve Amerman, MA in 1995

(went on for PhD at Arizona State; now a professor in the Southern Connecticut State University department of history, where, although we don't have a "Seascape With Historians," it's fortunately, like Utah State, a nice group of people)

- Letter of acknowledgment for work with ROTC students



January 03, 2012

SUBJECT: Letter of Appreciation to Dr. Conover.

1. I am writing this letter in appreciation for the outstanding support the Army ROTC program has received from the History Department at Utah State and specifically from Dr. Denise Conover as the Military History instructor.

2. The United States Army Cadet Command requires a course that instructs cadets in military history and change over time. Dr. Conover's class not only meets this requirement but has provided relevance for our cadets. It is critical for each of our cadets to learn from the events that have shaped our history and our modern military. Dr. Conover accomplishes that objective. Our cadets leave her class with an understanding of the historical impact of military decisions. Her efforts directly benefits and superbly prepares them as future officers to make the decisions that will also affect history.

3. Dr. Conover makes the extra effort that makes our cadets look forward to attending every class session. She has brought in WWII veterans to share experiences from actual battles. She uses colorful language and entertaining stories that bring history to life. Our Cadets enjoy the interaction that she has with her students. Her classes are not one-way lectures.

4. Finally, Dr. Conover goes out of her way to show a personal interest in each of our cadets. Cadets report that she promptly responds to all their emails. When cadets graduate, she makes the uncommon effort to attend the commissioning ceremonies. We really regard her as part of our ROTC team.

A handwritten signature in black ink, appearing to read "Matthew T. Badell".

Matthew T. Badell
MAJ, AV, UTARNG
Department Head, Military Science
Utah State University Army ROTC

(c) Awards and recognition to History faculty from professional and other organizations

- American Historical Association

In 2009, the key professional organization in our discipline, the American Historical Association, honored the USU History Department for its achievements and made a short film about the Department, entitled "Brilliant Teaching and Leadership." (*Link to video in "Attachments."*)

- CASE "Professor of the Year for Utah" -- **TWO** awards to History faculty

The "Professor of the Year" award (from the Council for Advancement and Support of Education and the Carnegie Foundation) honors the most outstanding undergraduate instructors in the U.S. who display excellence in the classroom and in the lives of their students. It is the only *national* program to recognize excellence in undergraduate teaching and mentoring. In 1995, Dr. Frances Titchener was chosen as the first-ever CASE Professor for the state of Utah; Dr. Mark Damen was the fourth in 1998.

- International recognition

-Dr. Norman Jones has been named a Fulbright Program Specialist and will go to Hong Kong to advise the universities there on ensuring integrated learning as they create a new liberal arts curriculum, shifting from a 3 to 4 year degree.

-Dr. Leonard Rosenband: invited to serve as “visiting scholar” at the Master Erasmus Mundus TPTI program at the Université Paris-1, Panthéon-Sorbonne (Nov. 2010-Jan. 2011). In addition, he served as visiting professor at the Università degli Studi dell'Insubria (Nov. 2010).

-Dr. M. Lawrence Culver: invited to teach class series for the “Global Environments Summer Academy,” University of Munich and the Rachel Carson Center; sessions designed for doctoral students, representatives of governments, and NGOs, offering humanities perspectives on environmental issues and challenges

- American Philological Association

Dr. Frances Titchener: the APA’s 1999 “Teaching Excellence Award.”

- National Collegiate Honors Council

Dr. Susan Shapiro: “Outstanding Honors Syllabus,” national recognition from the NCHC for her work in creating “The Ancient World: Film and Reality,” a course in which students study the original historical and literary documents that have inspired films about Greece and Rome.

- Classical Association of the Middle West and South

Dr. Susan Shapiro: “Award for Excellence in College Teaching” from the CAMWS, 2002.

- Utah System of Higher Education

Dr. Susan Neel: “Award of Merit for Creative Use of Multimedia” from the USHE, 2011.

- Utah State Historical Society

Nicholas Demas, Director of the Utah State History Fair: award from the USHS for outstanding contributions to K-12 students throughout our state, September 2011.

- Utah Humanities Council

Nicholas Demas and the Utah History Fair received the 2010 “Human Ties Award,” recognizing “individuals whose work exemplified UHC’s mission of helping Utahns explore the past, participate actively in the present and shape the future.” www.usu.edu/ust/index.cfm?article=47108

- Utah State University teaching awards

- ♦ USU members of Mortar Board Senior Honor Society have repeatedly selected History faculty for the “Top Prof” award, recognizing professors who have most affected their lives during their university studies. The award was given to: Dr. Norman Jones (1998, 2006); Dr. Frances Titchener (1993, 1998, 1999); Dr. David Lewis (2005); and Dr. Susan Shapiro (2004).

- ♦ Dr. M. Lawrence Culver received USU’s “Excellence in Instruction for First-Year Students” award in 2006-2007, one of only 5 such awards presented that year. Culver was recognized for identifying key class themes, for the appropriateness of his primary source reading assignments, and for the care he took to discuss note-taking, study, and writing skills with students.

- ♦ Dr. Denise Conover received the Fall 2008 “Excellence in Education” award from the Logan LDS Institute of Religion (for a professor who has touched students’ lives in an exemplary way).

- ♦ In 2005, Dr. Conover received the “Faculty Advisor of the Year” from the College of HASS.

- ♦ Dr. Mark Damen was selected by Utah State University to deliver the commencement speech at USU’s graduation ceremony in December 2004.

- ♦ Drs. Norman L. Jones and Mark Damen were selected by students in Utah State University’s Honors Program to deliver the annual “Last Lecture” in 1996 and 2008. Since 1976, the Last Lecture program offers students an opportunity to nominate a full professor who has made a noteworthy contribution to the education and mentorship of undergraduates, both inside and outside of the classroom. Dr. Jones’s presentation addressed “Evil and the History of Virtue.” Dr. Damen’s presentation was entitled “Look there, look there! What’s The Past Imperative?”

- ♦ During USU’s April 2007 Research Week, Dr. Michael Nicholls was named the Undergraduate Research Mentor of the Year for the College of HASS. His student Lenaye Howard was named the Undergraduate Researcher of the Year for the College of HASS.

Attachments

Videos featuring the USU History Department's initiatives on teaching and learning:

American Historical Association:

In 2009, the key professional organization in our discipline, the American Historical Association, honored the USU History Department for its achievements and made a short film about the Department, entitled "Brilliant Teaching and Leadership."

With USU History faculty Drs. Norman L. Jones, David R. Lewis, and Frances B. Titchener.

<http://www.youtube.com/watch?v=hsEn513tQT4>



Lumina Foundation for Education:

"Tuning: A Tale of Adventures in Learning":

<http://www.luminafoundation.org/newsroom/topics/tuning-adventures-in-learning.html>

How the tuning process helps define quality in higher education for a better educated workforce.

With USU History faculty Drs. Norman L. Jones, Daniel J. McInerney, and Susan Neel.



Articles featuring the USU History Department's initiatives on teaching and learning:

The Chronicle of Higher Education, "States Seek Ways to Take Measure of College Degrees," November 28, 2010.

The Chronicle of Higher Education, "How Rubrics Help Students Learn," November 28, 2010.

The Christian Science Monitor, "Fine-Tuning College Degrees to the Job Market," June 2, 2010.

Herald-Journal, "The Value of Green," February 2011.

Student Placement

Course evaluations summary, 2007-2011

Learning Outcomes, Department of History

THE CHRONICLE

of Higher Education

<http://chronicle.com/article/Refining-the-Recipe-for-a/125545/>

November 28, 2010

States Seek Ways to Take Measure of College Degrees

By Sara Hebel

Logan, Utah

Christopher A. Conte can hardly stand to utter the word "rubric." He finds the grading grid, which has recently captivated many of his faculty colleagues in the **history department here at Utah State University**, entirely too rigid. The scoring guide maps out specific learning goals, giving detailed explanations of how a professor will judge a student's mastery of each. The jargony concept is the talk of his history department now, prompted by a new national project designed to more precisely define the knowledge and skills that go into a degree.

The Lumina Foundation for Education is supporting faculty-led, discipline-specific discussions within several states that seek to articulate what a student should know and be able to do by graduation. The meeting-intensive project is at times clouded with the kinds of bureaucratic buzzwords, like "rubric," that can turn off educators and obscure the ways it might lead to tangible change. But proponents of the effort say it brings clarity to the work of academe and makes a stronger case for the value of a college education. At Utah State, history professors say the process of articulating more-detailed expectations for its graduates has prompted faculty members to become more deliberate about what they teach and students to become more cognizant of how they learn.

Mr. Conte, who teaches undergraduate history courses and is the department's director of graduate studies, has come around to seeing the worth of being more explicit. He's still never going to talk about rubrics with his students. But he has begun to take time in his classes to spell out the department's goals for the knowledge, thinking, and skills that history students should be able to demonstrate. "It's a useful tool in class," Mr. Conte says, "so students have a good idea what to aim for and so they understand what a historian does" . . .

With its project, Lumina wants states to zero in on these kinds of nitty-gritty details about classroom learning and agree on the specific ingredients that make up a high-quality college education. The statewide conversations could help colleges respond to demands for accountability by providing a guarantee to students, parents, businesses, and lawmakers about what their graduates will know. . . ." Indeed, statewide and national debates about higher education often focus on who gets into college and who gets out but not as much about what happens in between. Lumina is pursuing the question of what a degree means as part of its focus on increasing the number of Americans with college credentials. . . .

Lumina looked to Europe, which has spent more than a decade working to synchronize its systems of higher education through the Bologna Process, named for the location where a declaration starting the effort was signed in Italy, in 1999. A part of that effort, called Tuning, has gathered academics, discipline by discipline, to try to reach agreement on common learning goals, with the idea of promoting transparency, coordination, and quality assurance across borders.

In the United States, Lumina has sought to recreate those conversations. In the first round of its Tuning USA project, the group last year awarded \$150,000 each to Indiana, Minnesota, and Utah, guiding teams of faculty members and student representatives in each state to spell out expectations for graduates at every degree level of certain disciplines. The groups surveyed alumni, business leaders, and others for input. . . .

Susan O. Shapiro, an associate professor of history and classics at Utah State, says she was wary when she heard about the Lumina project and its call for historians in her state to articulate learning objectives. "We do this anyway, and this is just an added thing to do," she says of her

first reaction. "I'm the expert, I know what I do, and I think I do it pretty well." But she says she has since come to appreciate the Lumina project. It allows flexibility for individual professors to adapt statewide learning goals to their specific courses and prompts introspection that has led to greater clarity of purpose in the classroom. The Lumina project has improved students' understanding of what professors are asking them to do, Ms. Shapiro says. And it has helped faculty to get out in front of accountability conversations. . . .

Different States, Different Outcomes The most change has happened in Utah, a state that was particularly ripe for the Lumina project. Higher-education leaders here have long been engaged in detailed statewide meetings the system coordinates about learning, including through annual gatherings of professors major by major and a yearly conference titled "What Is an Educated Person?" that is designed to hash out expectations of general-education curricula. In addition, the state participates in a program of the Association of American Colleges and Universities, called Liberal Education and America's Promise, which establishes broad goals for a liberal education and develops ways to assess student work. Statewide consensus on learning outcomes also may be easier to achieve in Utah than in other parts of the country because of the state's relatively small size and its centralized system of public higher education.

Curriculum Changes The statewide discussions the Lumina project has fostered about how to ensure high-quality graduates have already spurred concrete changes in programs in the state, particularly here at Utah State, a land-grant university. "The project has forced us to think about the structure of the curriculum and the way students move through it, and the ways of creating a much more intentional curriculum," says Norman L. Jones, chairman of the university's history department and a leader of the state's participation in the Lumina project.

The statewide history team adopted general learning outcomes in areas of historical knowledge, historical thinking, and historical skills that largely mirror those laid out by the American Historical Association. The Utah team borrowed from those guidelines to spell out a set of specific skills and general competencies that students taking history courses should have, such as demonstrating the capacity to deal with differences in interpretation of history and being able to recognize and analyze change over time and space. . . .

The department this year also began to require students who declare an interest in majoring in history to enroll in a pre-major program. That program is designed to set a clearer path of study and to better prepare students for advanced history courses. . . . The pre-major program is also designed to help the history department deal with budget pressures. Over the past two years, the department has lost close to one-third of its faculty, including many who took incentives to retire early. At the same time, the number of history majors continues to grow. The department hopes to winnow majors to people who are serious about the subject and not simply signing up as a default when they don't get into other programs. . . .

Mr. Jones, the Utah State history-department chairman, recounted in an essay published in the American Historical Association's *Perspectives on History* how he once blithely told an accreditation team that "historians do not measure their effectiveness in outcomes." But he has changed his mind. The Lumina project, and others, help define what learning is achieved in the process of earning a degree, he said, moving beyond Americans' heavy reliance on the standardized student credit hour as the measure of an education. "The demand for outcomes assessment should be seized as an opportunity for us to actually talk about the habits of mind our discipline needs to instill in our students," Mr. Jones wrote. "It will do us a world of good, and it will save us from the spreadsheets of bureaucrats."

It may not save students from the spreadsheets of professors like Mr. Jones, an advocate of the rubric. But the faculty-produced grids give students a formula that bases grades on the ingredients of learning. And that shifts the conversation, Mr. Jones and his peers say, from what counts in a course to why it matters.

THE CHRONICLE

of Higher Education

<http://chronicle.com/article/How-Rubrics-Help-Students/125549/>

November 28, 2010

How Rubrics Help Students Learn

Some **history professors at Utah State** have mapped out learning objectives, creating a detailed scoring guide for student papers. Here is how three seniors who are history majors say they have used the rubrics, which spell out how the professor will judge their mastery of specific skills and knowledge.

Aurora Wallis Durfee

In a course about the United States in the Age of Jefferson and Jackson, Ms. Durfee says she frequently referred to the scoring guide's prompts about how to demonstrate "excellent mastery" of historical-thinking skills as she wrote a paper about Alexis de Tocqueville. They say, for instance, that a paper should focus on critical analysis rather than mere description and that the student's response to historical questions should be conceptually strong, logically formulated, and precisely stated.

"I found that the rubric helped me to narrow my focus and realize what I needed to write in order to have a strong paper," she says. A lot of the changes she says she found herself making in her work as a result of the rubric were to improve clarity and more directly respond to the question.

Ian Graham

In a senior "capstone" course focused on political culture, Mr. Graham frequently turned to a rubric for help in analyzing sources and determining whether he had supplied enough evidence to make strong arguments in his research paper. He says he particularly relied on the portions of the guide about evaluating and analyzing primary and secondary sources.

The rubric reminded him to demonstrate his knowledge of the origins and context of the primary texts he used and to confront any issues related to the legitimacy of secondary sources head-on. The tool helped him more easily evaluate what he was reading and how he would apply it in an argument. "It made me a better writer and made me a better thinker," he says.

Casey Thacker

In a course on ancient Greek history, Ms. Thacker says using a rubric helped her be more deliberate in thinking about what she wanted to accomplish with the series of short papers she wrote and where she wanted to take her arguments in each one. The guide helped her improve on reading comprehension, she says, because she was asked to be so specific in her writing.

She says she found the guidance on secondary sources particularly useful. On that point, the rubric fully identified the writing goals she was expected to meet, including the need for careful evaluation of scholarly literature. The specificity of the rubric helped her figure out how to improve. "This is a continuing process," she says. "It's not just that you've learned a rubric and you know how to write better. But you are better able to develop your own writing skills and reading comprehension."

The CHRISTIAN SCIENCE
MONITOR

<http://www.csmonitor.com/USA/Education/2010/0602/Fine-tuning-college-degrees-to-the-job-market>

Fine-tuning college degrees to the job market

US institutions of higher learning are adapting aspects of "Tuning," a European program to give college degrees more job market relevance.

By Lee Lawrence, Correspondent / June 2, 2010

Over the next few months, there will be anger, frustration, and the occasional fist-pumping, "Yes!" as this year's graduates send out résumés and students changing schools attempt to transfer credits. Their diplomas and transcripts, they will discover, often don't tell employers and deans what they need to know. As a result, professors often find students unprepared, while companies subject applicants to tests or hire only graduates of institutions they know well.

Experts are encouraging reform that would improve transparency about what institutions of higher education are delivering. One promising effort is a European import called Tuning, . . . [which] grew out of the Bologna Process, a pan-European strategy to standardize the meaning of degrees across some 4,000 institutions.

Europeans encountered the same frustration many in the US institutions experience: Credits measure hours spent in class and not what's learned. European policymakers soon realized, Mr. Dewayne Matthews [of the Lumina Foundation] adds, that "the only way to make sense out of it was to figure out what a student actually needs to be able to know, understand, and do with any given credential." This gave rise to Tuning, which, unlike standardized tests, begins with faculty members sitting with employers and administrators to determine what students in a given discipline need to learn. . . . "making the implicit explicit"; at the policy level, it translates into a desire for "a common vocabulary and transparency" about what a degree means.

A pilot Tuning project funded by the Lumina Foundation led Prof. Frances Titchener of **Utah State University** (USU) to completely revamp her Greek history course last year to emphasize marketable skills and base only 25 percent of the course grade on historical knowledge. Some students, Professor Titchener was finding, had never learned how to research and write – a competency employers and graduate schools value.

Instead of her usual introductory lecture, she surveyed students about which history department goals they most valued: ability to find and process information from a variety of sources? Knowing a foreign language? Teamwork? Communicating effectively? The survey sparked discussion about student versus faculty priorities, and why such things as critical thinking are of paramount importance. It allowed her to articulate what she expected students to learn.

"Students reacted well to being brought in as collaborators instead of victims," says Titchener, who devised a lab approach to Greek history. After lectures and classroom discussions on a given topic – money, politics, ritual, plastic arts – she had students choose a topic and come up with keywords. Then she took the students – some of whom had never checked out a library book – to the library, where they plundered the stacks, brainstormed in teams, tapped databases. . . .

"They can explain it in terms of their ability to collect and manage information, to acknowledge different points of view, assess the validity of sources, and develop their own contribution to a debate," says Dan McInerney, associate head of USU's history department. "That's where Tuning fits in with larger public goals – it helps universities account for their use of public money," and lets students present accomplishments in terms that resonate with employers and admissions officers.

The value of Green

USU students and professor explore Green Canyon's past

By Kevin Opsahl
staff writer

NORTH LOGAN — Chris Conte has been to the barren fields of Africa to study terrain and landscape, but there's nothing like hiking the great Green Canyon, now a popular recreational spot for residents around the valley.

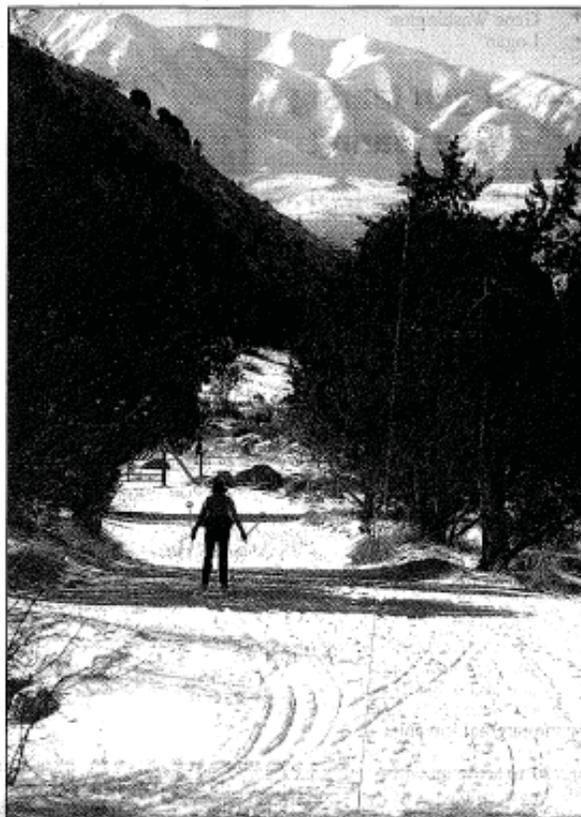
Those experiences led the associate professor of history at Utah State University to lead a search with his students in his environmental history class to better understand how people had used the 5,000-foot elevation site since its settlement.

"As I was skiing and hiking I thought, 'Why not study this place more systematically?'" said Conte. "It was a wonderful opportunity for me to learn more and the students (did too)."

In a discussion with dozens of community members at the North Logan Library on Tuesday night, Conte and his students shed light on the canyon's health and its chances for longevity in a presentation, "A Preliminary Account of Space, Place and Time." The USU professor wanted to help preserve the canyon for the future.

Students examined artifacts from a 1940s archaeological dig, reviewed historical surveys conducted by the U.S. Forest Service, analyzed the area using topographical mapping and collected the oral history of Green Canyon from North Logan residents.

USU student Katie Fisher said the oral history projects "created



Alan Murray/Herald Journal
A cross-country skier moves down Green Canyon in North Logan on Tuesday.

a very personal nature to the canyon: it became more than a research project." Many more residents than they thought were willing to come forward and share stories, even go as far as hike the canyon with students while reminiscing.

In pre-settlement days, according to history major Jason Follzman, there was intensive water and land usage from when Green Canyon was a site for sheep and cattle grazing, logging

and stone excavation — even though religion encouraged environmental conservation.

Follzman looked at the human history, studying activities in the Wellsville mountain range and surrounding areas. Follzman himself grew up in Logan but never knew its history.

"I always kind of wrote it off," he said.

Conte's students said that over

the last 25 years the canyon has been looking "much healthier."

"I think one of the lessons is, the canyon has changed in a positive way, the vegetation is recovering," he said. "There is a recovery going on. There is a resilience in its ecology."

But what worries Conte and his students is the dropping water table that has impacted plant life ability to thrive in the region.

"We're drawing pretty much all we can from this water supply," Conte said, noting the canyon is one of three water sources for the city. "The climate is always changing, of course, and I think taking a long-term view of the canyon ... it will continue to experience climate change. I don't know whether it will be warmer, colder, wetter or dryer — but it will change."

Conte was right in saying that the canyon "means a lot to the people of North Logan." Take longtime resident Barbara Middleton, who attended the presentation and said she hopes the students' research encourages people to get to know the "place names" in the canyon.

"We're very lucky to have that entrance to the mountains right at our doorstep," Middleton said. "The land has such a rich people history."

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Tracking career and intellectual development of former students
Western Historical Quarterly: Graduate Editorial Fellows, 1969-2011

Name	Year	Undergrad. Institution	Graduate Institution	Academic Position
Max J. Evans	1969-1970	University of Utah	University of Wisconsin-Madison, PhD	Former Director, State Historical Society of Utah; Director of Collections and Research Division, Church History Dept, LDS Church,
Scott L. Greenwell	1970-1971	Weber State College	Univ. Nebraska-Lincoln, Univ. of Utah, EdD	Directory of Adult and Community Educa., Davis County School Dist, Utah
Michael E. Christensen	1971-1972	Utah State University	University of Utah, PhD	Director, Office of Legislative Research & General Counsel, State of Utah. Adjunct Prof, Polit. Sci, Univ of Utah
Gail Farr Casterline	1972-1974			Coordinator of Special Projects, Chicago Historical Society
Bonnie L. Maxton	1975-1976	Wittenberg University	Ohio State University, JD	Attorney, and Case Law Editor for Lexis-Nexis, Dayton, Ohio
Ronald O. Barney	1976-1977	Weber State College		Archivist and Historian, Church History Depart., LDS Church, SLC
Cindy Durtschi	1977-1978	Utah State University	U. Nevada Las Vegas, MA; Univ. Arizona, MA & PhD	Associate Professor of Accountancy, DePaul University, Chicago, IL
Katherine Morrissey (WHA)	1978-1980	Yale University	Yale University, PhD	Professor, University of Arizona
Andria Ventura (WHA)	1980-1982	Univ. of Calif. Santa Barbara		Policy Analyst/Program Manager, Clean Water Action, San Francisco, CA
D. Teddy Diggs WHA	1982-1984	South. Methodist Univ		Publisher & Editor, <i>Educause Review</i>
Caryn Davis (Ellsworth)	1984-1985	Ripon College		Science editor, College of Forestry, Oregon State University
Brian Q. Cannon (WHA)	1984-1986	Brigham Young University	University of Wisconsin—Madison, PhD	Professor of History & Director, Charles Redd Center for Western Studies, Brigham Young University
Phil Burger (Ellsworth)	1985-1987	University of Oregon		Freelance writer and editor, Seattle, WA
Kim M. Gruenwald (WHA)	1986-1988	University of Colorado, Boulder	University of Colorado, Boulder, PhD	Assoc. Prof., Kent State University
Christiane A. Mitchell (Ellsworth)	1987-1989	Mount Holyoke College	University of Wisconsin—Madison	Senior Legislative Analyst, Government Relations, Assoc. of American Medical Colleges, DC
Kathryn Morse WHA	1988-1990	Yale University	University of Washington, PhD	Assoc. Prof., Middlebury College
Renée Sentilles (Ellsworth)	1989-1991	Mount Holyoke	College of William & Mary, PhD	Assoc. Prof, Case Western Reserve Univ.

Bradley J. Birzer WHA	1990-1992	University of Notre Dame	Indiana University, PhD	Assoc. Prof., Hillsdale College
Ian Breaden (MWC)	1990-1992	Texas Chris. University	Univ. NC Chapel Hill, MLS.	Media Assets Archivist, Richard B. Russell Library, Un. of Georgia
Dan Moos (Ellsworth)	1991-1992	Brown University	SUNY Buffalo, PhD	Adjunct, Bowdoin College
Andrew M. Honker WHA	1992-1994	Dartmouth College	Arizona State University, PhD	Regis University
Stephen K. Amerman (Ellsworth)	1993-1995	Duke University	Arizona State University, PhD	Assoc. Prof., Southern Connecticut State Un.
J. Feldman WHA	1994-1996	Amherst College	Univ. Wisconsin—Madison, PhD	Asst. Prof, Univ. Wisconsin--Oshkosh
Todd Glen Anderson (Ellsworth)	1995-1997	University of Wisconsin--Madison		Section Chief, State of Wisconsin, Dept. of Employee Trust Funds
Michael J. Lansing (Utley)	1996-1998	College of William & Mary	University of Minnesota, PhD	Assoc. Prof, Augsburg College, MN
Heather L. Block (Ellsworth)	1997-1999	Colorado College	Simmons College, MLS	Special Collections Librarian, Minneapolis Public Library
Kyle Bulthuis (Utley)	1998-2000	Calvin College	University of California, Davis, PhD	Asst. Prof, Utah State Un.
Christian Peterson (Ellsworth)	1999-2001	Yale University	Ohio University, PhD	Adjunct Asst. Prof, Ferris State University
Jesse T. Schreier (Utley)	2000-2002	University of Wisconsin--Madison	University. of California, Los Angeles, PhD	Asst Professor, Community College of Baltimore County-Catonsville
Matthew Pehl (Ellsworth)	2001-2003	University of Minnesota	Brandeis University, PhD	Asst. Professor, Augustana College, SD
John Barnes (Utley)	2002-2004	Hillsdale College		Communications Director, Washington Policy Center, Seattle, WA
Jennifer L. Holland (Ellsworth)	2003-2005	University of Michigan	Univ. Wisconsin--Madison, PhD Student	
Sarah A. Fox (Utley)	2004-2006	Evergreen State Univ.		Writer and Independent Contract Historian, Seattle, WA
Sarah B. Murray Milner/Butler	2004-2006	Utah State University		Technical Editor, Dugway Proving Grounds, Tooele, UT
Adam Luke (Ellsworth)	2005-2007	Brigham Young Univ.	Univ. of Texas-Austin, MLS	Asst. Archivist, Special Collections, BYU-Idaho
Jami Van Huss (Ellsworth)	2007-2009	University of Utah		Production Editor, <i>Intermountain West Journal of Religious Studies</i>

Student evaluations, 2007-2011

SPRING 2011

	NUMBER OF COURSES	MEAN VALUES		NUMBER OF RESPONSES
		OVERALL QUALITY OF COURSE	INSTRUCTOR EFFECTIVENESS IN TEACHING	
DEPARTMENT	39	5.2	5.3	1190
COLLEGE	398	5.1	5.2	8917
USU	2110	5.1	5.1	48423

FALL 2010

DEPARTMENT	35	5.1	5.2	1550
COLLEGE	399	5.1	5.1	9871
USU	2153	5.1	5.1	53326

SPRING 2010

DEPARTMENT	29	5.1	5.2	1109
COLLEGE	568	5.1	5.2	12291
USU	2167	5.0	5.1	49975

FALL 2009

DEPARTMENT	35	5.1	5.3	1607
COLLEGE	565	5.0	5.1	13358
USU	2119	5.0	5.1	51618

SPRING 2009

DEPARTMENT	37	5.3	5.4	1200
COLLEGE	580	5.1	5.2	11711
USU	2146	5.0	5.1	45961

FALL 2008

DEPARTMENT	41	5.2	5.4	1746
COLLEGE	605	5.1	5.2	13849
USU	2186	5.0	5.1	49155

SPRING 2008

DEPARTMENT	34	5.2	5.3	1222
COLLEGE	573	5.1	5.2	11156
USU	2157	5.0	5.1	43934

FALL 2007

DEPARTMENT	44	5.2	5.3	1601
COLLEGE	600	5.1	5.1	13506
USU	2173	5.0	5.1	50282

SPRING 2007

DEPARTMENT	31	5.3	5.4	1031
COLLEGE	546	5.1	5.2	11351
USU	2132	5.0	5.1	44057

History Dept. IDEA Report, January 2012

Part 2: Average Scores

Converted Score								
This Summary Report	56	56	55	54	57	54	56	55
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	4.2	4.5	4.4	4.4	4.2	4.4	4.3
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

LEARNING OUTCOMES
Undergraduate Program in History
Utah State University

□ Historical Knowledge

- Identify the key events which express/define change over time in a broad range of places and regions
 - Identify how change occurs over time
 - Explain historical continuity and change
 - Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events
 - Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives

□ Historical Thinking

- Recognize the past-ness of the past
 - Explain how people have existed, acted, and thought in the past
 - Explain what influence the past has on the present
- Emphasize the complex nature of past experiences
 - Interpret the complexity and diversity of situations, events, and past mentalities
 - Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence
- Emphasize the complex and problematic nature of the historical record
 - Recognize a range of viewpoints
 - Compare competing historical narratives
 - Challenge arguments of historical inevitability
 - Analyze cause-and-effect relationships and multiple causation

□ Historical Skills

- Develop skills in critical thinking and reading
 - Evaluate debates among historians
 - Differentiate between historical facts and historical interpretations
 - Assess the credibility of primary and secondary sources
- Develop research skills
 - Formulate historical questions
 - Obtain historical data from a variety of sources
 - Identify gaps in available records
 - Recognize the discipline's standards for accurate and ethical research.
- Develop the ability to construct reasonable historical arguments)
 - Construct a well-organized historical argument
 - Support an interpretation with historical evidence from a variety of primary and secondary sources