

TSU Academic Program Prioritization Criteria

Program Name: History

1. History, Development, and Expectations of the Program (5 %)

Program Purpose

The History major is housed in the Department of History, Geography, and Political Science, and its purpose is to expand students' awareness of their world, its history, and its political institutions. History offers five general education courses, two of which are required, for all students of the University, a history major with middle school and high school teacher licensure, and a history minor. Additionally, we are building a Public History component of our undergraduate major to meet growing market demands. History faculty contribute significantly to minors in Women's Studies, Intelligence Studies, International Affairs, and offer courses cross-listed in the College of Public Service and Urban Affairs. Additionally, graduate level courses support the Department of Curriculum and Instruction.

The History program is rooted in a fundamental belief that a liberal arts education actively supports and contributes to the practical employment potential of TSU students. It does so by assisting students to think historically, i.e., to appreciate the interdependent nature of the world in which they live and to analyze thoroughly all information that they receive. Faculty train students in the skills of history as an intellectual discipline, introducing tools that help them to think critically about cause and effect, change over time, and the relationship of the past to the present. Encouraging a proficiency in higher-level analytical reading, thinking, and writing helps transform students who enter TSU into lifelong independent learners who are well equipped to meet the market demands of an expanding global economy.

Advancement of the University Mission

While history is a many-sided academic discipline that serves several purposes, the study of the past at TSU espouses a mission that is distinctive to Historically Black Colleges and Universities. That mission has been to encourage every student who enters the university to understand that obstacles on the path to success are to be overcome. In this light, the study of history at TSU is the recitation of stories featuring people who struggled constantly to survive and succeed against incredible odds. Such people were not perfect. They were human beings susceptible to frailties that are timeless. Their examples live every day in the classrooms of Crouch Hall, instructing and inspiring each new generation to respect yet transcend those that came before. They provide lessons that have universal appeal. Grounded in this tradition, the History Department at TSU prides itself in providing classes and programs that encourage students to explore groups whose struggles and celebrations center upon the issues of race, class, gender, and sexual orientation on local, national, and global levels. Given the nature of the institution, the constituents it has served, and the purpose of the program as described above, history is essential to the mission of Tennessee State University.

The History program advances this mission through educating the next generation of historians, educating teachers knowledgeable about history and traditions (many of whom serve in local school districts), and educating the general public about history. Faculty have specifically participated in events commemorating the lunch counter sit-ins and Freedom Riders, co-

sponsored and participated in the annual African-American History conference (which just celebrated its 29th Anniversary), brought nationally-renowned speakers to campus through the Samuel Shannon Distinguished Lecture Series, and through the Department's partnership with Sister Cities of Nashville in a study abroad program. Faculty are participating the Osher Lifelong Learning Program, and many of the department's members have contributed to Tennessee History Day, sponsored on the state level by the Tennessee Historical Society. In addition, several faculty members participated in a Teaching American History Grant called TEACH, with Volunteer State Community College. Teachers enrolled in the program indicated that our history faculty provided a much-needed and appreciated positive perspective of TSU. All of these activities combine scholarly inquiry, research, life-long learning, and a commitment to service with TSU's identity as an HBCU.

Program Maturity Level

The History program is both a solid cornerstone and fully mature program. It was established in 1927 when the University became Tennessee A. & I. State Teachers College, and history was one of ten majors available to students. From that point history has been the core subject area of social studies for teacher licensure. We are also in the first steps of developing a Public History component to meet increasing public need for trained archivists, curators, and museum technicians.

2. External Demand for the Program (6.25 %)

National and Local Demand

As with most Liberal Arts majors, specific jobs tied to a major are not common. Instead, the emphasis is on developing marketable and transferable skills such as critical and creative thinking, research and information retrieval, and written and oral expression—all skills that allow students to widely market themselves in a rapidly changing global economy. The following data is derived from the Bureau of Labor Statistics and projects job demand growth over the next 8 years. Some common careers for history majors include a few of the following.

Occupation	Projected Growth	Source
Social and Human Services	23%	http://www.bls.gov/oco/ocos059.htm#outlook
Public Policy Analysis	21%	http://www.bls.gov/oco/ocos314.htm
Archivists, Curators, & Museum Technicians	20%	http://www.bls.gov/oco/ocos065.htm#outlook
History Teachers	18%*	http://www.bls.gov/oco/ocos318.htm
Lawyer	13%.	http://www.bls.gov/oco/ocos053.htm#outlook

*Predicted higher growth rates in the South, in underserved urban and rural populations—all three of which certainly apply to the communities that TSU serves.

Popular awareness of History as a desirable major is also increasing. Historian was ranked #7 in the "Ten Best Jobs of 2009." http://www.careercast.com/jobs/content/JobsRated_10BestJobs Finally, in a progressive democratic society the need for a citizenry educated in the history of our nation is not only invaluable but essential to the health and prosperity of our country.

How is demand being met by competing institutions within the state and the region?

Demand is not being met. We are the only public institution in Nashville that offers a major in history and teacher licensure. Within the region, we are at a distinct advantage compared to other public institutions by our proximity to such locations as the Tennessee State Archives, Tennessee State Museum, and one of the largest school districts in the state. Finally, we serve a large portion of first generation students that frequently come from economically disadvantaged backgrounds that other institutions are inexperienced in assisting and mentoring.

Other Institutions

The both the history major and teacher licensure portion of the major have seen an increase in enrollment starting in the Spring of 2009 when the department completed a dual admissions agreement with Nashville State Community College. We are in the same process with several other area community colleges. While institutions such as UT Martin are losing numbers, it dropped its teacher licensure program in history, TSU is seeing significant growth.

Is the program offered at a degree level that corresponds to the current market demand?

Universities do not compete for History majors at the bachelor's degree level. Offering a history major is consistently a degree option at institutions claiming the moniker of College or University. A survey of similar institutions based on SACS accreditation revealed only one non-divinity school without a history major, Florida Institute of Technology—a private institution. Those schools that do not offer a history major are more likely some form of technical school. The bachelor's degree in history is appropriate for entry level positions, but for many such jobs promotion is based on completing a master's degree. There are currently no affordable options for a master's degree in history in Nashville, something the department had offered previously and has been reconsidering offering as an online degree.

What are the characteristics of patrons, clients, or customers of the program?

We attract a wide range of "clients" that include first generation students, adult learners in search of a career change, and generally students interested in contributing to society. While some students do come to us in the hopes of a large paycheck as a corporate lawyer, most have a greater desire to contribute something back and improve the lives of others. Our students by and large like to read, research, write, and expand their base of knowledge as preparation to compete in a rapidly changing global economy.

Do trend data and interests foretell a continuing need for the program?

Yes, with the recent economic downturn we have seen an increase in the number of majors as well as students pursuing teacher licensure. Projections from the Bureau of Labor statistics listed above in 2.a. also points to a growing need for trained historians in a variety of occupations. The American Historical Association has also noted a gradual increase in history degrees per year starting in 2003-2004 <http://www.historians.org/perspectives/issues/2006/0610/0610new1.cfm>

3. Internal Demand for the Program (6.25 %)

Proportion of course enrollments for major, minor, general studies or service purposes?

As evident from the numbers, History primarily serves the institution in delivering a large number of General Education Core courses. Unfortunately the numbers provided by EQA failed to include Freshmen Orientation courses that we offer every fall and average an enrollment of 70 students as well as regular RODP course offerings. Numbers provided by EQA are highly

suspect in numerous areas. For instance, three large sections of Orientation are not included as well as RODP courses.

EQA Data:

	Total Courses/Sections	Major Courses		General Education		Graduate	
2007-08	61	7	11%	51	84%	3	5%
2008-09	62	9	14%	50	81%	3	5%
2009-10	57	7	12%	46	81%	4	7%

Department records for 2009-10:

119	24	20%	95	80%
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Programs that will suffer, or possibly fail, without the service courses offered by your program

Fail:

The General Education Core
WRITE Program
Teacher certification in History
Elementary education certification
M.Ed. in Curriculum and Instruction, History
Women's Studies Minor

Suffer:

Intelligence Studies minor
Urban Studies major
IDS concentration humanities/social science
RODP revenues that come to TSU
International Affairs minor
Africana Studies

Other claims on the program's resources and services needed by other parts of the campus

- Dr. Corse 6 hours interim Coordinator for Interdisciplinary Studies
- Dr. Browne offers courses central to the Women's Studies minor
- Dr. Schmeller interim Assistant Dean of the Graduate School 2008-09
- Dr. Dark SACS QEP Development Committee Chair
- Multiple members of the Department have served on theses and dissertations committees as members of the Graduate Faculty (documentation is available)
- Dr. Williams is lead historian in the Jefferson Street Service Learning Grant
- Dr. Dachowski and Dr. Schmeller content area lectures for Sophomore level literature classes in the Department of Languages, Literature, and Philosophy
- Ms. McClain Co-Chair of the TSU Freedom Riders Reconciliation Project.
- Ms. Bobo and Dr. Schmeller creation and direction of outreach programs for the Center for Excellence in Intelligence Studies
- Dr. Dachowski has regularly taught two sections of upper-division courses for RODP, and provided student advisement for Political Science majors
- Dr. Browne and Dr. Schmeller TSU graduate coordinators on two Teaching American History Grants
- Ms. DeGregory, Ms. McKissack and Ms. Bobo (three part-time faculty members) served on the Planning Committee for the 29th Annual Nashville Conference on African-American History and Culture this February 2010

4. Quality of Program Inputs and Processes (12 %)

Faculty and Staff

Credentials that speak to quality of the faculty

Ten of eleven tenured and tenure-track faculty have a Ph.D. Based on department size and allocated resources, History faculty remain remarkably active in research and publication and lead in this area within both the college and the university. This year Dr. Dachowski was recognized by the Southeastern Medieval Association with the prize for best first book, *First Among Abbots: The Career of Abbo of Fleury*. Dr. Bobby Lovett, Dr. Michael Bertrand, and Dr. Adebayo Oyebade continue to distinguish themselves as vital scholars in their fields of African American, Southern, and African history respectively. Dr. Bertrand, for instance, served as the music editor of the *African American National Biography Project* (Executive editors Henry Louis Gates Jr., and Evelyn Brooks Higginbotham), recently published by Oxford University Press. He also wrote the lead essay on Black Music for the *Encyclopedia of African American History, 1896 to the Present: From the Age of Segregation to the Twenty-first Century*, also published by Oxford.

A detailed breakdown of extensive faculty production in these areas is provided in section 5.

Availability of qualified faculty and staff in History

There is a large pool of highly qualified history PhDs. During our last search in 2008-2009 we had 99 qualified applicants apply for one position. According to the AHA, “the number of new history PhDs increased 5.3% in 2005-2006 which is almost double the growth in other humanities disciplines.” <http://www.historians.org/perspectives/issues/2008/0801/0801new1.cfm>

Appropriate mix of tenured, non-tenured, full-time and part-time faculty

The program has a healthy mix of ten tenured faculty, one non-tenured, and 11 full and part-time adjunct faculty members. With the exception of one adjunct faculty member, a retired veteran metro teacher who teaches the Methods of Teaching Social Studies course, adjunct faculty teach multiple sections of the general education required two history courses. Tenured and tenure-track faculty teach the general education courses in addition to our upper-division offerings. This allows us to meet teaching needs for both majors and non-majors with highly qualified faculty in a cost-effective manner.

Students

Profile of majors in History

Averages of Data for Fall 2007-2009

Gender: Women 39%* men 61%

Age: 11% age 18 and under; 26% age 19-20; 39% age 21-24; 17% age 25-29; 7% age 30-39

ACT: Comprehensive 18.27; English 18.64; Math 17.29; Reading 20.46; Science 18.43

* the proportion of women that pursue a history degree is similar to the proportion of women history faculty nation-wide that has remained slightly above 30% since the 1970s

Completion / retention rate for history

- Fall 2006 to Fall 2007, 98% retained*
- Fall 2007 to Fall 2008, 93% retained
- Fall 2008 to Fall 2009, 83% retained

*Many of our students average 5 to 6 years prior to graduation and based on enrollment in our

junior methods class, we will see a bump in completion for the large class that entered in 2006 in 2011 and 2012.

Curriculum

Curriculum & Instruction Updates in History

Through analysis of course grades, standardized test results, course evaluations, student surveys, and analysis of national trends in the field History is continuously evaluating its curriculum and making appropriate changes. Eight new courses have been created, five have been significantly revised, and major changes to the structure and delivery of our General Education core courses have all taken place over the last several years. Our “clientele” is changing and we recognize that and have adjusted course-offerings with greater online and evening opportunities for both lower and upper-division courses. To come into line with the mandated Teacher Quality Initiative, all of our major courses will be available for completion during the junior year.

Outcomes Evaluation

Outcomes are continuously evaluated in an effort to improve student competencies. Most recently to improve our ability to assess the General Education required courses, we moved to common examinations and a common text book in American History. This major undertaking is continuously monitored by assessing the data from the standardized exam. The department purchased new hardware and software for such analysis. The standing committee for the American History Survey creates study guides, exam questions, every semester in response to data and instructor input.

Upper-division syllabi are reviewed on a regular basis, Exit exam scores, and scores on the major field test are also monitored. Recently the department completed a studied peer institutions’ history curriculum, and based on that we will add a seminar course between the history methods and senior project course to improve student outcomes in senior project and timely graduation.

Accreditations in History—Not applicable

National or international accreditation—Not applicable

Equipment, Facilities, and Other Resources

University Resources—Adequate

Degree of modernization of laboratories and specialized facilities—Not Applicable

Facilities conducive to quality learning experiences

They are conducive to quality learning even though we are housed in one of the older buildings on campus.

Library Holdings

Historians can always use more resources, but in general the Library has been very responsive to immediate needs of the program.

5. Quality of Program Outcomes (12 %)

Student Outcomes

Satisfaction

Beyond individual student reports, which are consistently positive, the department as a whole has not effectively tracked this item. It has become a departmental priority within the last two years, but no conclusive data are available at this time.

Performance Outcomes

Opportunities for students to experience history as a profession have been abundant over the last several years including our department hosting of the Tennessee Conference of Historians in 2006. Several of our students participated in the operation of the conference. In the spring of 2007, the department's Phi Alpha Theta chapter hosted a regional PAT meeting. Tennessee, as well as surrounding states participated. Our students not only were on the program, they also helped to run the conference. Several of our senior project students last spring participated in the Ohio Valley Historical Conference (student sessions) at Austin Peay.

Alumni Records

We are in the process of building better alumni records. Preliminary results indicate that many students go on to post-graduate study in History and related areas (including Law); other students are employed in positions of responsibility in schools, government, and the private sector. Information requested from Alumni Relations was not received by the submission deadline.

State professional licensure and certification examinations and other assessments

For the last several years there has been a 100% pass rate of History licensure students on the history subject area exam. In the Senior Exit Exam from last year History majors averaged 444. The average for the College is 436 and for the university as a whole it is 434.

Success of graduates in seeking graduate and professional admission [EQA]

This data was not provided.

Faculty Outcomes

Teaching Effectiveness

Of our 10 tenured and tenure track all but one has a Ph.D. Overall, history faculty consistently rate highly on end of course evaluations administered campus wide. Unfortunately, in years past these evaluations have been inconsistently distributed and results have not always been returned to the department. No summary data of these evaluations was provided.

History Faculty Research Productivity

Since 2000, **ten** History faculty have produced the following scholarship:

15 books as single author	7 books as editor or co-editor
19 chapter contributions to books	2 co-authored books
43 book reviews	14 articles
2 text book study guides	39 conference presentations
19 encyclopedia articles	

Faculty Public Service

History faculty are very active in public service. What follows is a brief listing some organizations and committees faculty serve on or chair from 2007-2009.

Sister Cities of Nashville	Southern Historical Association
TBR General Education Committee	TSU General Education Committee
TSU NCAA Certification Self Study	Board of Directors, Nashville Cemetery
Nashville Civil Rights Legacy Foundation	Women's Studies Coordinating Committee
NAACP's 100 th Anniversary Celebration Com.	COAS Tenure and Promotion Committee
Southern Music Lecture Series--Landmark Books	NCATE Steering Committee
AT&T Annual Afro American Calendar Com.	Walmart First Generation Student Grant
TN History Day	TSU Sponsored High School Quiz Bowl

Program Outcomes

Program Quality

In 2006-2007 the program underwent a self-study and external academic audit process. The audit report was highly positive and we continue to address auditor recommendations as we seek continual improvement.

Program Recognition

The department has enjoyed a long-standing relationship with the state and local community for almost a century and is poised to increase its presence and service in these areas in the future. In 1928, students from Fisk University under the direction of Charles S. Johnson sought to increase our understanding of slavery by collecting oral histories of ex-slaves living in the neighborhoods adjacent to the campus. Our department and students are continuing this tradition of community involvement by reengaging these neighborhoods—and in some instances the direct descendants of the groups interviewed by Fisk students—in a similar manner in order to increase our understanding of life during Jim Crow Segregation. This work presents several avenues of historical inquiry (history, religion, culture, preservation), is interdisciplinary (Geography, Political Science, Urban and Regional Planning, Architecture), and will increase the university's visibility in Nashville and the state. Five of our faculty members have presented their research at international conferences over the last several years which has raised the global profile of TSU as a university dedicated to the Liberal Arts and Social Sciences.

6. Size, Scope, and Productivity of the Program (18.75%)

Student majors being served [EQA]—From 2006 to 2008 we are averaging 50.6 majors.

Faculty and staff involved in program production? [EQA]

We have 10 tenured and 1 tenure-track faculty that we supplement with as many as 11 full and part-time adjunct instructors. One staff person is shared with the Political Science program and the Geography minor.

Credit hours generated? [EQA] Degrees or certificates awarded [EQA]

	Lower Division Credit Hours	Upper Division	Graduate
2007	5,784	942	0
2008	4,995	726	3
2009	4,869	687	18

Average of 5,216 lower division credit hours over the three years, 785 upper division, and 7 graduate credit hours. Lower numbers in recent years coincide with a dip in overall university

enrollments.

Between 2006 and 2009 we have graduated 14 students with a Bachelor's of Arts degree.

Critical Mass

As the data clearly shows, our lower-division survey courses are always fully enrolled and provide a major service to the university as six hours of required course-work. Upper-division courses also meet enrollment standards. On average faculty teach 107 lower division students and 12 upper division students each semester. The kind of scholar-teachers the department has managed to hire over the past years is due to the fact that a major in history is offered. Research feeds quality instruction, and elimination of the history major would irreparably damage instruction and student learning.

Consolidating or Restructuring

Our Department has already been restructured to include the Political Science major and the Geography minor. All departmental resources are being fully utilized at this time, and in a highly cost-effective manner. The addition of another major to our department would likely require an additional staff person to accommodate the increased amount of paperwork.

7. Revenue and Other Resources Generated by the Program (6%)

Revenue Generation

Faculty have generated several grants including in 2002 a Research Initiative, Supplement, and Enhancement (RISE) Grant for \$3,375.00, and a 1998-2003 Title III grant to improve infrastructure of the College of Arts and Sciences for \$1,435,000, from the U.S. Dept. Of Education. Information on RODP revenues that Dr. Dachowski and Dr. Corse have generated has not been shared with the College or Department.

Anticipated gifts, etc. that requires maintaining the program? No

What is the degree to which the program has cultivated relationships that benefit the institution? To a very high degree. Please see *Faculty Outcomes* in section 5.

8. Costs and Other Expenses (Associated with the Program) (18.75%)

Program Costs

- From 2008-2009 total program expenditure for history was \$749,203.76
- SCHs were 9468 for a revenue of \$2,507,400
- Profit for University \$1,758,169.20 History is a money making program.

Demonstrable Efficiencies

As noted above we are a money making program for the university. Not to be repetitive, but we also bring in revenue from RODP that is not shared with the College or Department.

Investment in New Resources

A regular rotation of new faculty computers would be helpful along with marketing assistance.

9. Impact, Justification, and Overall Essentiality of the Program (5%)

Institutional Benefits of a History Major

- Mission essential program
- Universities offer history majors
- Attracting and nurturing highly qualified students
- Faculty expertise, research, and community outreach
- Faculty retention and thus strengthening General Education and WRITE programs
- Generates revenue for TSU
- Study of History ensures an educated democratic citizenry
- Only program on campus that provides a wide array of international offerings

10. Opportunity Analysis of the Program (10%)

Recommendations

Clearly this program has multiple strengths that could be capitalized on to a greater extent. Building on faculty teaching and research in the Civil Rights Movement, TSU's institutional history, and its faculty's diverse research interests it is uniquely positioned in the community, state, and nation to continue educating future generations as we move into a more global society. The program is positioned to work more closely with both Political Science and Geography in broadening its scope of appeal to today's student. Most significantly it can provide avenues for students to explore broader concerns of Human Rights in the changing global environment. Given the statistics regarding the rising demand for curators and archivists, history should position itself to feed into MTSU's Public History Ph.D. program as well as serving local needs.