



Department of History Self-Study, 2017-2018

Executive Summary

We, the faculty members of the Department of History, are, like many liberal arts programs, facing challenges, but we are well positioned to serve the needs of the profession and university. We offer a Bachelor of Arts degree (39 credits) and a minor (18 credits).¹ We also make significant contributions to the new general education program.

We are a lean, efficient, and productive operation. We are the smallest history department of all the New Jersey public universities. As of 1 January 2018 the department consists of 4.5 members: Dr. Rosemary Fox Thurston, who serves as Department Chair, Dr. Bruce Chadwick, Dr. Jason D. Martinek, Dr. Jacob Zumoff, and Dr. John Bragg, who has a joint appointment with the Department of Elementary and Secondary Education. In 2018, Dr. Timothy White became Interim Associate Dean of the College of Arts and Sciences, a great loss to the Department. According to the latest headcount, we have 120 majors and minors, many of whom are co-majoring in elementary and secondary education. While there has been a decline in majors and minors between 2014 and 2017 (from 170 to 120), it is important to remember that in 2014 we still had programs on two campuses (the main campus and Wall Township), and today we operate on only one.² At this time, we have a student to full-time faculty ratio of 26.67 to 1.³

This report focuses on how the members of the Department of History can better leverage our resources to maximize student success. Our plan is in line with the larger strategic goals of the university: 1) internationalize the curriculum and continue to contribute to the study abroad program; 2) grow the minor; and 3) develop new courses that align with the needs of the general education program, social studies program, and major program. We would also like to see greater institutional support for faculty-initiated retention efforts. Specifically, we would like to see an increase of \$5,000 to our non-salaried budget to be used to host events for majors and intended majors, fund fieldtrips, procure supplies for in-class, high-impact experiential learning activities, bring outside speakers to campus, and otherwise raise our department's profile to greater heights.

Mission and Goals

Nothing better captures the spirit of our department than the description we wrote to tantalize prospective students to become history majors:

Do you want to read firsthand accounts of what it was like to be on the front lines of history-changing events? Do you want to recreate what life was like in past times? Do you want to analyze documents, use historical evidence, and construct strong and compelling arguments? If so, then the history major may be for you.

We will take you out of the classroom to enrich your understanding of the past, whether it is a tour of a local history site, an internship experience, or even studying abroad in places like Greece, Morocco, or China.

What do you do with a history major? A significant number of our majors intend to teach in an elementary or secondary school. A number of others plan to go to graduate school to study law, social work, or history. But the history major, the cornerstone of an excellent liberal arts education, can be a springboard for a number of other pursuits: journalism, public relations, advertising, business, Foreign Service, criminal justice, library science, or consulting. The history major, in short, will serve you well for any career where research and writing skills play a major role.⁴

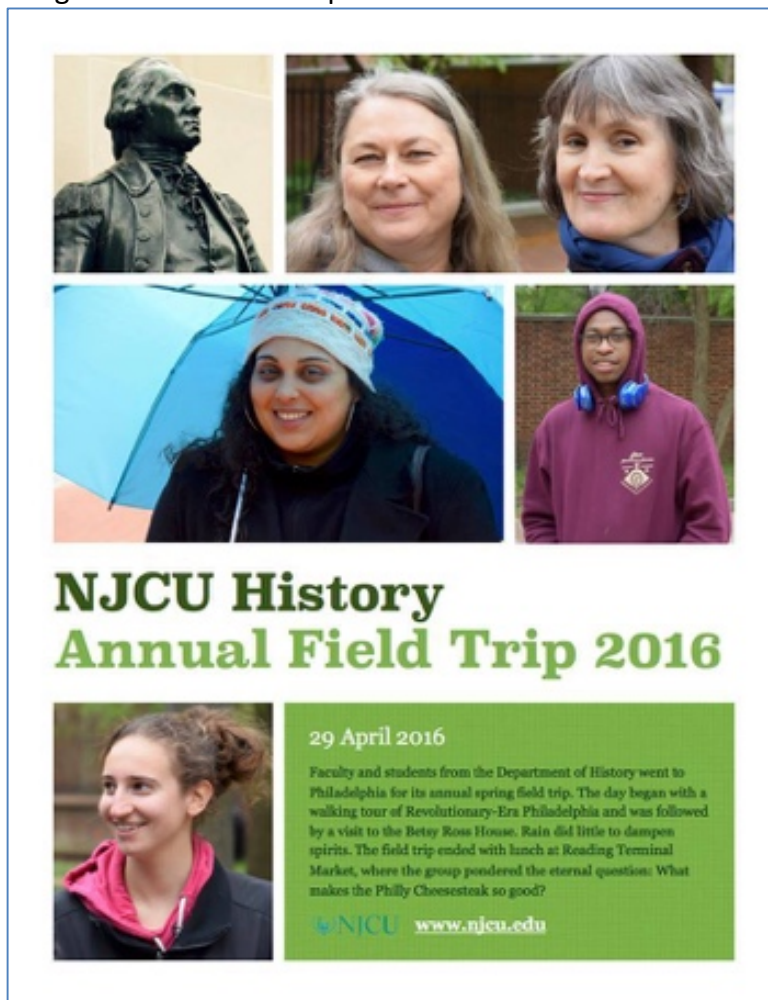
We have worked hard to defy the dry-as-dust characterization of history classes. We get students out of the classroom. In just the past few years, Drs. White, Bragg, and Thurston have taken students on study abroad trips. Dr. White has hosted a number of walking tours in Jersey City and New York City to show students where history actually happened. Dr. Chadwick has taken students to see plays. Drs. Martinek and Thurston have taken students on museum trips. In addition to faculty members' individual initiatives, we make it a point to take students on an annual day-long field trip. In 2016, we went to Philadelphia and in 2015, West Point. This year, we are taking our students to Hyde Park (see Image 1).

Without question, we are one of the most nurturing departments on campus. We care deeply about mentoring, advising, and working with our students to achieve their goals. At the same time, we push students to engage with the past critically, creating, in the process, an intellectual community dedicated to academic excellence. The student-centered tone of the department owes a great deal to Dr. Thurston. She has served as a role model of compassion and kindness, dedication and service. It also owes a great deal

to Ms. Patricia Catrillo, our administrative assistant. She is mission critical, someone who establishes a close rapport with students and knows how to navigate NJCU's surprisingly complex bureaucracy.

We are the department on campus that cares, and students know it. We care about our students' lives. We care about their intellectual development. We are a small department, but we have a big impact. We see our impact especially well with students who have gone on to become social studies teachers, who email or return to campus to thank us for the great educational experience we provided. We see it in the success our students have in getting into graduate school, whether Rutgers, Columbia, Pratt, or Oklahoma State. We see it in our everyday interactions with students. What we do matters.

Image 1: Annual Field Trip 2016



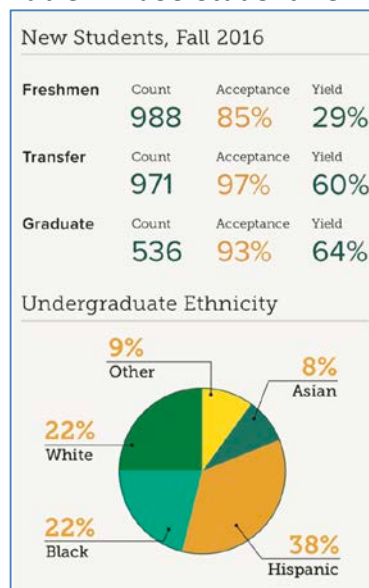
We have individually and collectively been influenced by the American Historical Association's Tuning Project. The AHA describes the goal as "coordinating a nationwide, faculty-led project to articulate the disciplinary core of historical study and to define

what a student should understand and be able to do at the completion of a history degree program.”⁵ This project has helped to clarify our academic mission and sharpen our student learning outcomes in significant ways. We need to continue to integrate the Tuning Project into our pedagogy, and, in particular, do more outreach with adjunct faculty members. Already, every new course going through the approval process draws on the Tuning Project for its course learning outcomes. That said, we realize we can do more to realign extant courses with the Tuning Project.

The Tuning Project connects well with NJCU’s university-wide student learning outcomes. Although the Tuning Project revised its learning outcomes in 2016, we much prefer the 2013 outcomes. We will continue to use these as the basis for strengthening and enriching our program. The 2013 Tuning Project discipline core highlights six major competencies: 1) Engage in historical inquiry, research and analysis; 2) practice historical empathy; 3) Understand the complex nature of the historical record; 4) Generate significant, open-ended questions about the past and devise research strategies to answer them; 5) Craft historical narrative and argument; and 6) Practical historical thinking as central to engaged citizenship.⁶ These outcomes require, to invoke NJCU’s university-wide learning outcomes: 1) effective written and oral communication; 2) critical thinking; 3) information and technology literacy; 4) responsible citizenship; and 5) disciplinary knowledge.⁷

Who are our students? We have one of the most diverse student populations in the country (see Table 1). A large number of them are first-generation college students. Our students run the gamut from twenty-somethings to sixty-plus retirees. Many students manage full-time jobs and family obligations in addition to full course loads. Their persistence inspires us all.

Table 1: NJCU Student Demographics, Fall 2016



A few years ago we had a woman from Guyana who discussed the value of her education this way, “[In her family], much emphasis is placed on a woman’s role as mother and wife. As a child growing up in Guyana, I was constantly reminded of my future ‘obligations.’ For example, I was always told that I need to perfect the art of cooking and house cleaning so that I could make my future husband happy. I had other ideas. I wanted a career. I wanted to control my destiny. I wanted to be my own person.”⁸ Another student was so inspired by his grandfather’s work ethic that he threw himself into his studies to get all of the advantages that a college education could provide. “Growing up I would see my Turkish grandfather lace up his boots to work at a factory that paid him only \$6.80 an hour. And just because of that experience I am here today getting my education. I have witnessed how hard it is to try to raise a family of six kids and barely have enough money to pay the rent at the end of the month. I would see my grandfather do it year in and year out for the twenty-five years he has lived in America.”⁹

The Great Recession proved to be an especially trying time for our students. Very few were unaffected by the recession. And everyone knew someone who had lost a job or lost a home or even lost their way during those difficult years. As we all know, eight plus years of job growth has not brought prosperity equally. Even in these tough times our students remained upbeat about the promise of a better future that their college educations could provide.

One student recalled her experience, “In 2009 the Recession trickled down to my safe place. My school began to lay off TA’s and I panicked. All the TA’s were not fired. We had to take a pay cut and a day off every other week, unpaid of course. I was lucky to have my college work-study money as a backup, but the cost of food went up, my commuting expenses went up, and I found myself working two jobs. I was working two jobs to make the same money I was making at one job in 2008. That’s how the Recession hit me. I wasn’t fighting to hold on to 401k’s or watching my home float upside down. I was fighting to keep the basics, to keep my middle-class standard of living.”¹⁰ Another student’s family lost their home due to foreclosure. “The fears I felt at the age of twenty should not be young people’s concerns, having to leave college or lose the sanctity of a home. The feelings of dignity and self-worth are stripped away with the constant anxiety about money. I feel it is deplorable in a country as wealthy as the United States that it has so many poor-struggling citizens.”¹¹

Our students pushed on, determined to succeed in these tough times. “Many people view the Great Recession as a tragedy,” one student remembered, “but I view it as an opportunity to advance myself. I completed an associate’s degree and am now working on my bachelor’s. The future is one of endless possibilities. When one door closes, another door opens.” Another said, “I once read, ‘The butterfly has to struggle in the cocoon to break out. If you were to help it by cutting the cocoon open, it would not develop the necessary muscles to fly. Its beauty comes from its struggles, and so does yours. Heartbreak like any other struggle is essential for your growth.’”¹²

Our mission is, of course, educational, but it is also one of mentorship. When students feel overwhelmed by all of their responsibilities they need to know that our door is open. They need to know we're here for them and not to just talk about reading assignments and papers. And they do. Indeed, student satisfaction with the Department of History is extremely high. In December 2017, we asked current students and recent alumni (those from the last three years) to complete an online satisfaction survey. One-third of those who received the survey filled it out. Of those, the respondents were about evenly split between current students and alumni.¹³

Just over 70% of respondents "strongly agreed" that they felt they were personally mentored by one or more members of the Department of History. The rest responded with the second highest rating, "agree." Seventy-six percent of respondents strongly agreed that there was a good line of communication between faculty members and students to discuss course materials, degree progress, and post-graduate plans. The rest agreed. No one disagreed or disagreed strongly.¹⁴

An astounding 100% of respondents indicated that faculty members were helpful when it came to advising and scheduling classes. When asked to rate their overall experience as history majors, 79% rated us 5 out of 5. The rest gave us 4's. The comments we received underscore the overwhelming positive experience students have had with the members of the Department of History. One wrote that faculty members were "fantastic and made me and so many people feel at home. They were spectacular in guiding my career and setting up my classes." Another wrote, "Whenever I needed advice and guidance, the staff was always there to help me. I felt like the staff really took their time when talking with me and gave me excellent feedback and guidance." And a third, "After transferring to NJCU after being at a bigger college, I found the classes and faculty so much more welcoming and passionate about the topic. I wish I could have begun my journey here."¹⁵

The most negative comment came from a student who had an overall positive experience but wished the department members provided more post-graduate career advice and support. It is a fair point and one that we already have begun to address. In the last year, we have created a departmental Facebook page (#njcuhistory) to not only keep alumni informed about what is happening in the Department, but also to provide opportunities to connect with each other. We are also working with Jane McClellan of Alumni Relations to host alumni events. We hosted our first alumni event at NJCU Day in September 2017. Our affinity group event was the best attended and we plan on hosting another alumni meetup in 2018 (see Images 2-3).

Images 2-3: NJCU Day, September 2017



Faculty

The accomplishments of the faculty members are impressive, especially given NJCU's heavy teaching load and the lack of resources to support faculty scholarship and travel to professional conferences.¹⁶ Dr. Bruce Chadwick recently published his thirtieth book, *Law and Disorder: The Chaotic Birth of the NYPD* with St. Martin's Press. He is also the theater reviewer for History News Network. Our newest faculty member, Dr. Jacob Zumoff, who came to the university having already published a major reassessment of the Communist Party in the United States in the 1920s, is at work on his second book about the Passaic Strike of 1926. Dr. Jason D. Martinek, author of *Socialism and Print Culture in America*, just finished a two-year term as president of the William Morris Society in the United States, an MLA-affiliated organization dedicated to promoting teaching and scholarship about Morris and his circle. He is currently co-editing a collection of essays about teaching William Morris for Fairleigh Dickinson University Press. Dr. John Bragg published his first book, *Ottoman Notables and Participatory Politics: Tanzimat Reform in Tokat, 1839-1876* with Routledge and is working on a second. And Dr. White, author of *Blue-Collar Broadway*, published by University of Pennsylvania Press, has been promoted to Interim Associate Dean. We actively participate in national conferences and give invited talks as well.¹⁷

Table 2: Department of History Full-Time Faculty, 2014-2018

Name	Degree	Rank	Year Appointed	Sex	Race	Current Status
Rosemary Fox Thurston	Ph.D.	Associate	1992	F	White	Chair
Bruce Chadwick	Ph.D.	Full	1993; 2017 ¹⁸	M	White	Tenured
Jason Martinek	Ph.D.	Associate	2008	M	White	Tenured
Timothy White	Ph.D.	Associate	2009	M	White	Interim Associate Dean
John Bragg	Ph.D.	Associate	2012	M	White	Joint Appointment
Jacob Zumoff	Ph.D.	Assistant	2015	M	White	Tenure-Track
Rosamond Hooper-	Ph.D.	Associate	2009	F	White	Retired

Hamersley						
Jose Morales	Ph.D.	Associate	1995; 2007 ¹⁹	M	Hispanic	Retired

Faculty members' satisfaction with the Department and its leadership is high. Satisfaction with the institution is mixed. Some of us feel as though decisions are made that are not in the best interest of our students. For example, the university began to use new scheduling software to maximize classroom use. When the software did not yield any 7:00 PM upper-level electives for our department, a popular time for working parents, the departmental senator raised the issue with the administration. The response was that working students need to seek more accommodations from their employers, something that is not a viable option for many of them.²¹ Luckily, the chair was allowed to make scheduling changes, but there is no guarantee that administrators will allow such changes in the future.

We go above and beyond to ensure our students have a top-notch educational experience. Dr. White has engaged in extensive fundraising efforts to enable students who may not have the chance otherwise to go on study abroad trips. Other faculty members regularly pay out of pocket for supplies or local trips for students.²³ We do not do it for our own glory, but because we are deeply committed to the university and its mission.

Several students commented in the "Student Satisfaction Survey" on the lengths individual faculty members have gone to help them succeed academically. Dr. White received especially effusive praise. He "was spectacular. He always went above and beyond in a professional manor [sic]. Students would line up 20 minutes before his class and study while waiting for him in anticipation. This is something I never saw in my life." Dr. Martinek also received high praise for how he taught the "Capstone Seminar." "The advisement I received from Dr. Martinek during that process I will always carry with me. I look at my capstone paper and I am proud of what I accomplished; I would have been able to accomplish that feat without Dr. Martinek's help and support." Dr. Thurston (along with Dr. White) were identified by one student as "[v]ery influential professors during my history studies journey." Retired faculty member Dr. Jose Morales received more than one comment about his impact on students. It is clear that faculty members have a great deal to be proud of when it comes to the classroom.

All faculty members—full-time and adjunct alike—participate in the IDEA online course evaluation system. Student participation rates are not as high as they should be, which makes the quantitative data of limited use. In the Fall of 2016 we had the eighth highest response rate, tied with Political Science (see Table 3). The student participation rate was 39%, which put us over the mean and median average for the college as a whole. The chair has worked to raise the response rate through email and verbal reminders. We expect the participation rate to increase as a result.

Table 3: Top 8 IDEA Response Rates for the College of Arts and Sciences, Fall 2016

Discipline	Fall 2015	Spring 2016	Fall 2016
ESL	30%	55%	72%
Biology	24%	38%	57%
Chemistry	30%	41%	55%
Modern Languages	28%	48%	50%
Psychology	13%	26%	48%
Geoscience	27%	40%	44%
Geography	42%	40%	44%
History	15%	26%	39%

Increasingly, the Department of History relies on adjunct faculty members to cover sections of general education courses and, occasionally, upper-level electives.²⁴ Dr. Thurston has established strong adjunct faculty pipelines with St. John's University and, more recently, Rutgers University-Newark. Christopher Cody, Daniel Kelly, Derek Ramlal, and Xiaochun Wang, Nicole Jacobberger, and Richard Taylor have come to us from St. John's and Laura Cohen and Stefan Stankovic from Rutgers University-Newark. For the Spring of 2018, Columbia University and New York University will be represented in the adjunct pool, too.

Moreover, we have several adjunct faculty members who have taught for the past several years and have a proven track record. They include George Benton, Vincent D'Onofrio, Chris Garvin, Arika Easley, Nina McCune, and Peter Sacco. Classroom observations by full-time faculty members help to ensure that the Department's high expectations for teaching excellence are met. It is remarkable to see to what extent we have come to rely on adjunct faculty members in the last decade. In the spring of 2007 9% of the Department of History's teaching credits were taught by adjunct faculty members. A decade later that percentage has increased to nearly half. Even as the university's enrollment has remained relatively flat over the last few years, history enrollment in general education courses has not. In the Fall of 2017 there was such a high demand for history general education courses that the Office of Academic Advisement asked us to create multiple new sections. We were more than happy to oblige.

The department is only in its third incarnation, a testament to faculty members' institutional loyalty and longevity. The first generation dates back to the late 1960s when the College of Arts and Sciences was first formed. Those faculty members had all retired by 2008, laying the basis for the department's second incarnation (three new faculty members were hired between 2008 and 2010). With the retirement of two additional faculty members in 2016 and the addition of a new faculty member, the department entered its third iteration. We expect two retirements over the next few years, which will usher in the department's fourth incarnation. History has seemed to

have speeded up. It is easy to see why. As campus morale has declined, early retirements have increased. Although the Department of History would benefit from a specialist in Asian history, NJCU's budget woes make a new hire extremely unlikely in the near term. We were denied an emergency hire after Dr. White's promotion to the dean's office and the prospects for a new full-time faculty line are not high. Every department completing a program review is asking for new lines, and limited resources mean stiff competition for those few that will be made available. If we were granted a line, it would be a great opportunity to diversify the department.

Faculty members are at the forefront of innovative teaching practices. Dr. Chadwick regularly uses mock trials in his courses. In "Civil War and Reconstruction," for example, the class puts Jefferson Davis on trial for treason. Two students serve as lawyers for the defendant; two for the prosecution. The other students are witnesses. Dr. Chadwick assigns each of these students a real-life person from the time whom they then research and testify as in the trial. The trial is held in the Gothic Lounge or similarly courtly environment, and Dr. Chadwick invites another class to come in and serve as jury. With Dr. Chadwick presiding, the trial proceeds using the traditional rules of court. According to Dr. Chadwick, Davis rarely gets found guilty for treason. Given the evidence presented, it is usually for lesser crimes.²⁵

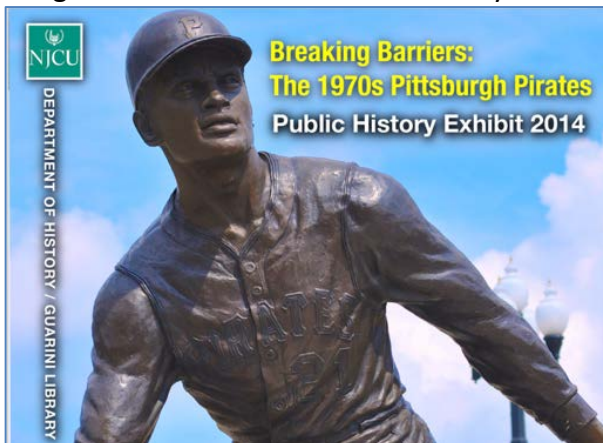
One of the features of the new course "Historian's Craft" has been a *Reacting to the Past* (RTTP) role-playing game. RTTP, as the creators define it, "consists of elaborate games, set in the past, which students are assigned role informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills."²⁶ In 2016 and 2017, Dr. Martinek taught the RTTP game *Greenwich Village, 1913*. In this game, students are given roles that places them in one of three groups: the suffrage group, the labor group, or the Greenwich Village bohemians. It is the job of the first two groups to win over the members of the third to their support their respective cause. Most students got into the immersive experience, which led to some amazing classroom sessions. Students have created original artwork and songs; they held a turn-of-the-twentieth century protest in the middle of their twenty-first century campus; and gave impassioned speeches on behalf of women, workers, and African Americans (see Image 4).

Image 4: Suffrage Group Photo, “Historian’s Craft,” Spring 2016.



“Public History,” which since has been renamed “Making History” and incorporated into the new general education program as a Tier 3 Capstone Experience, provides students with an opportunity to work together to create a professional-quality museum exhibit, complete with exhibit book and exhibit talk. The course was first offered in the Spring of 2014. The exhibit that term focused on Roberto Clemente and the 1970s Pittsburgh Pirates. The students had a few dozen artifacts to choose from and they curated the exhibit based on the ones that they found to be the most historically relevant. These items included a Roberto Clemente autograph, Dave Parker’s rookie year stirrups, a Stargell Star, just to name a few. The final product was impressive. Dr. Martinek and his students worked closely with the Guarini Library, which hosted the exhibit. Even with limited resources, the class was able to create an impressive, memorable exhibit and exhibit book (see Image 5).

Image 5: Cover from the Public History Exhibit Booklet 2014.



Faculty members also have been instrumental in institutional efforts to internationalize NJCU’s curriculum. When the university revamped its general education program, the

Department of History added two new courses to expand its global reach. Dr. Bragg developed the course “Beyond Boundaries,” a history of the world since 1000. Drs. Martinek and White developed “The US in the World,” which takes a decidedly global approach to American history. In 2017, faculty members held a retreat in which they reviewed and assessed the department’s course catalog. As a result of the retreat, the department created a curricular plan of action, covering the areas of course numbering, course development, and interdisciplinary linkages (see Appendix 4 for the curricular plan as well as sample syllabi).

The internationalization of the curriculum has provided especially rich opportunities for students to study abroad. Dr. White just returned from a trip to Japan. Dr. Bragg took students to Greece and Dr. Thurston to Morocco and Southern Spain. Students had transformative experiences. To quote one student who went on Dr. Thurston’s trip, “With my experience on the trip that I can honestly say that I can confront cultural differences with ease, and that it will help me in the future with getting a job that would require me to experience different cultures.” Another said, “In my teaching career, I believe that the impact of the different cultural and social climates of Morocco and Spain ... will help me relate to diverse students.”²⁷ “The Department remains highly engaged in many international initiatives in the 2017-2018 year,” Dr. White writes, “and is described by the Vice President for International Initiatives Tamara Cunningham as ‘an outstanding contributor’” (see Images 6-8).

Faculty members are actively involved in campus affairs. Dr. Thurston sits on the advisory boards of the Confucius Institute and *The Academic Forum*, an in-house publication where faculty discuss their latest research projects. Between 2001 and 2016, she also served as the Coordinator of the Civilizations Program. Dr. White, until his move to administration, served as Study Abroad Coordinator. Dr. Zumoff serves on the Immigration Studies steering committee. Dr. Martinek recently accepted the position of co-editor of the university’s peer-reviewed journal *Transformations*, published by Penn State University Press. Before her retirement, Dr. Rosamond Hooper-Hamersley led the Honor’s Program. Faculty members are good citizens, who do their utmost to make sure NJCU remains true to its core mission.

Images 6-8: History Department Study Abroad Snapshots





Curriculum and Assessment

The Department of History offers a 39-credit major and an 18-credit minor. Both programs give students a great deal of flexibility, yet ensures exposure to non-US, non-Western courses. The programs are in line with professional standards and programs at comparable peer institutions. We made our last revision to the programs in 2015 (see Table 4).

Table 4: Current Program Requirements (as of Fall 2015)²⁸

Major	Credits	Minor	Credits
HIST 418 Capstone Seminar (Required)	3 credits		
HIST 346 Historian's Craft (Required)	3 credits	HIST 346 Historian's Craft (Required)	3 credits
Restricted Electives (Select a minimum of 3 credits from 2 of the following groups of regional history courses: Europe, Latin America, Africa, Middle East, or Asia)	6 credits	Restricted Electives (Select a minimum of 3 credits from 2 of the following groups of regional history courses: Europe, Latin America, Africa, Middle East, or Asia)	6 credits
History Electives (Select a minimum of 15 credits of upper level history courses numbered 300 or higher)	15 credits	History Electives (Select a minimum of 9 additional credits of history courses, two of which need to be 300 or above)	9 credits
Electives (Select a minimum of 9 credits from additional History courses at the 100-400 level)	12 credits		
Total	39 credits	Total	18 credits

The Department created a detailed curriculum map for students. It includes goal-setting targets to help them maximize their educational experiences (see table 5). These include joining the History Club, going on a study abroad trip, attending the department's annual day-long field trip, and producing high-quality senior thesis projects.

Every history major must complete a senior thesis project to graduate. In their thesis, students must demonstrate their ability to 1) construct sound historical arguments, 2) relate their arguments back to what other scholars have written on their subjects, and 3) use a wide range of primary source materials to substantiate their claims.²⁹ The instructors of record use a standard rubric to evaluate senior thesis projects, giving us an assessment tool to understand what students do well and where they need work (see Appendix 6).

Table 5: Department of History Curriculum Map

CURRICULUM MAP			
Year 1	Year 2	Year 3	Year 4
Fall English Composition I Math Gen Ed Tier I History Regional Core Elective/Co-Major/Minor	Fall Gen Ed Tier 1 Gen Ed Tier 2 Gen Ed Tier 2 Gen Ed Tier 2 History Elective	Fall Gen Ed Tier 3 History 300+ History Elective Elective/Co-Major/Minor Elective/Co-Major/Minor	Fall Capstone Seminar History 300+ Elective/Co-Major/Minor Elective/Co-Major/Minor Elective/Co-Major/Minor
Spring English Composition II Gen Ed Tier 1 Gen Ed Tier 1 History Regional Core Elective/Co-Major/Minor	Spring Gen Ed Tier 2 Gen Ed Tier 2 Gen Ed Tier 2 Historian's Craft Elective/Co-Major/Minor	Spring History 300+ History 300+ History Elective Elective/Co-Major/Minor Elective/Co-Major/Minor	Spring History 300+ History Elective Elective/Co-Major/Minor Elective/Co-Major/Minor Elective/Co-Major/Minor
Goals for Years 1 and 2: <ul style="list-style-type: none"> • Declare history as your major (requires at least 35 credits and a 2.0 gpa). • Make an advisement appointment. • Join the history club. • Meet the faculty. • Go on department-sponsored field trips. 			Goals for Years 3 and 4: <ul style="list-style-type: none"> • Take a study abroad trip. • Intern at a place of historic interest. • Complete a senior thesis in the capstone seminar. • Apply for graduation clearance and graduate.

We began to use our current rubric in 2008. The first three-year assessment report (produced in 2011) showed that students were particularly weak when it came to dealing with historiography. This led us to create a second required course for the major called “Historian’s Craft.” Because of the slow pace of the approval process, the course was not approved until 2015. Preliminary data measuring the course’s effectiveness is encouraging, but hardly conclusive. Eight former “Historian’s Craft” students took the capstone in the Fall of 2017; the other nine students who were enrolled in the course had not. The average (mean) “historiographical significance” score for “Historian’s Craft” students was 17.13 out of 20. The average score for the others was 16.61. A score of 17 or above means that students are meeting or exceeding departmental expectations. More data needs to be collected before we can fully determine the effectiveness of this “closing the loop” initiative. However, it appears that the course is helping students to better deal with historiographical questions.

At the same time, the Fall 2017 Capstone Seminar results reveal some areas of concern. Students overall do a great job of framing their senior thesis papers around strong arguments. We have worked hard to design activities to foster this skill. Students read and discuss a scholarly essay (usually by the instructor of record) with a focus on argument, evidence, and historiographical significance. They evaluate sample arguments and workshop their own thesis statements in class. But students can do better when it comes to syntax and grammar and citations. With citations, the issue is not a lack of them. Instead, there is a lot of sloppiness when it comes to adhering to the style manual. We emphasize the importance of citations throughout the program, and there is a “Capstone Seminar” session dedicated specifically to it. However, students are not as strong in this area as they should be by the end of the program.

The writing quality of senior theses represents, in most cases, the best work they have produced in their undergraduate careers. We definitely see progress between the time students first take our courses and their performance in the capstone. We also see how students really begin to develop their own voices as historians. However, the prose in many cases needs additional polish. We try to leave as much time as possible between the submission of the rough draft and the final version to encourage revision. In the fall term, students usually submit their rough drafts the week of Thanksgiving break and get comments right after the holiday, usually taking the form of a one to two-page letter (see Appendix 7 for samples). That leaves at least three weeks for revision, but this does not seem to be enough. We have floated alternative models for organizing the capstone experience, including making it a year-long course (2 credits in the Fall; 2 credits in the Spring), but such discussions have been only provisional.

At a fall goal-setting retreat, one faculty member had the idea of each faculty member choosing a different skill that students are demonstrating some weakness in and giving it a little extra attention in their upper-level elective courses (e.g. one faculty member focuses on citations, another grammar, another organization). The idea has merit and should be implemented in a trial phase in the Fall of 2018. In addition to citations and syntax and grammar faculty members could devote more dedicated time to mastering research skills.

A small department like ours needs utility players who can teach a broad range of courses. We have been fortunate in this regard with the hiring of Dr. Zumoff. Although his focus is American history, he has extensive experience in Latin American and European histories. He recently developed a new course on the history of Mexico that will be taught for the first time in Spring of 2018. He has taught “Modern Germany,” “Modern Russia,” in addition to a range of American history upper-electives. Alongside his active research agenda, he has proven to be an incredibly astute hire. In his latest IDEA course evaluations, students wrote such things as the “[p]rofessor’s lectures are great” and “Fantastic professor! Phenomenal sense of humor and very willing to work with his students,” showing that he is proving popular with students.³⁰ Before coming to

NJCU Dr. Zumoff worked for ETS. He and Dr. Bragg are drawing on that experience to create a 1-credit course for social studies students to help improve their PRAXIS II content exam scores (#5081). It is being taught as an online course for the first time in the Spring of 2018 (see Appendix 8).

As we look to the future, our goal is to create an additional tier-3 general education course, something along the lines of “History Detective,” where students revisit a mysterious historical event like what happened at Roanoke and reexamine the evidence to solve the mystery to their satisfaction. In fall 2018, Dr. Thurston will offer a new course, “Medieval Spains,” a welcome addition to the curriculum given that the Student Satisfaction Survey showed more than one request for a course on the history of Spain. Dr. Bragg is working on an environmental history course. We would like to leverage Dr. Chadwick’s years of journalistic experience to offer a course on the history of the media. Finally, we are looking to add a course on India and put “Introduction to Asian Civilizations” back into regular rotation. We still need to do much more to cover Asian history and this will be something that we will continue to explore.³¹

Enrollment Trends

Demand for history courses keeps increasing. Our general education courses have proven to be huge enrollment draws for the department. We are especially fortunate that Elementary and Secondary Education has strongly recommended that students take “Beyond Boundaries,” which has enabled us to offer six sections or more each term.³² “US in the World” also is proving popular with students. As a result, we reach more NJCU students a year now than we did in 2014 when our majors and minors totaled 170. For example, in the Fall of 2014 we served 480 students in our general education courses; in 2017, we served 735. That is a 35% increase. Adjunct faculty members are relied on more and more to teach our courses. In 2008, ninety percent of history courses were taught by full-time faculty. Today, only about half are.

Our average course enrollment has increased from 22.55 in 2015-2016 to 23.5 in the Spring of 2017. With most of our courses capping at 25, we are not only teaching more students but we are doing more to maximize the enrollment of each section offered. Nothing underscores our level of our efficiency than the fact that, using average enrollment numbers, our courses run at 92% capacity. In 2015-2016 our Department brought in just over \$1.5 million in tuition and fees, but our operating costs were only half that, just about \$640,000 (see Appendix 9). Although the dean’s office has rated us an “average” performing department, the Office of Institutional Effectiveness gives us higher marks, lauding us for being near the top for efficiency and productivity, as evidenced by the university’s Delaware Cost Study report from 2016 (based on data from 2013-2014) (see Tables 6-7).

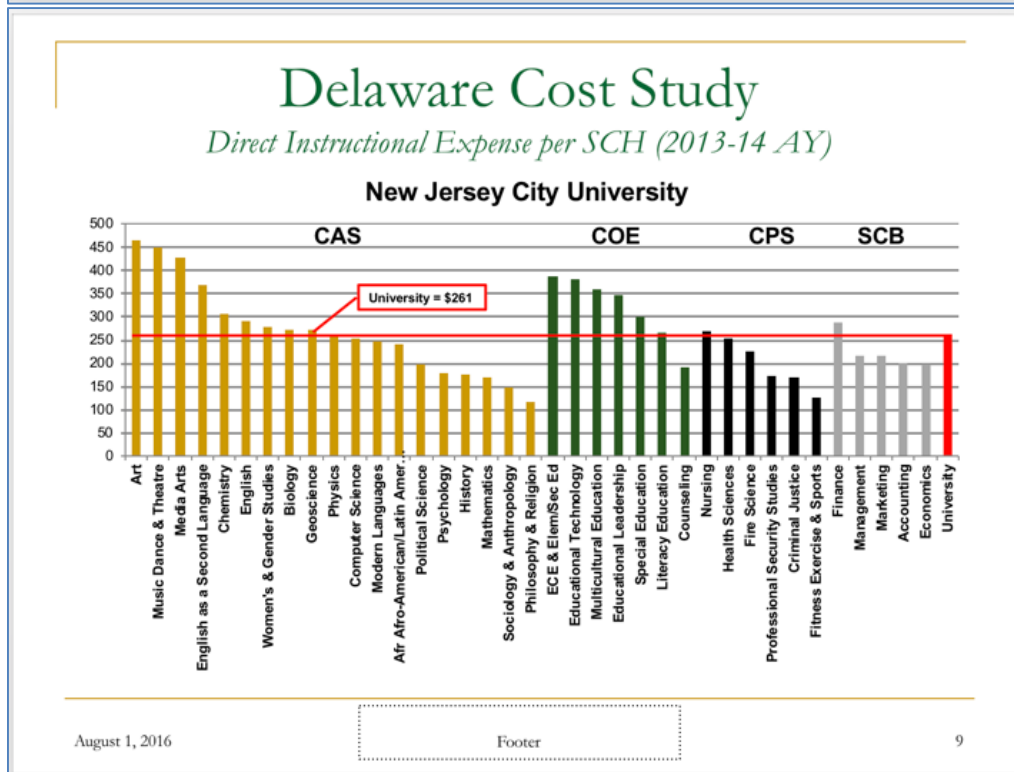
Tables 6-7. Delaware Cost Study Report, 2016

Delaware Cost Study			
Matrix of NJCU Values			
NJCU	Direct Instructional Expenses per Student Credit Hour (2013-14 AY)		
	High	Moderate	Low
Total Student Credit Hours per FTE Faculty (Fall 2013)	High	Biology Computer Science Management	Accounting Criminal Justice Economics Fitness Exercise and Sports History Mathematics Philosophy & Religion Political Science Psychology Sociology & Anthropology
	Moderate	Chemistry English English as a Second Language Multicultural Education Women's & Gender Studies	Fire Science Geoscience Marketing Modern Languages Nursing Physics
	Low	Art Early Childhood/Elem & Sec Education Educational Leadership Educational Technology Finance Media Arts Music Dance & Theatre Special Education	Professional Security Studies Counseling

August 1, 2016

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Student Success

Measuring student success in terms of retention and graduation rates is proving tricky based on the data we have been given to evaluate this. The Office of Institutional Effectiveness provided two charts, one for “First Time Full Time Freshmen” and one for “Full Time Transfer” students. These charts attempt to track retention and graduation rates for history students between 2010 and 2016. The problem is that the history student designation is one that was assigned based on a student’s intended major at the time they started at NJCU. Most of these students did not end up becoming history majors.

First Time Full Time Freshman		Fall Cohort Headcount	Year 2	Year 3	Year 4		Year 5		Year 6	
			%Ret	%Ret	%Ret	%Grad	%Ret	%Grad	%Ret	%Grad
2010	History Department	7	57.1%	57.1%	42.9%	0.0%	42.9%	42.9%	0.0%	42.9%
2011	History Department	5	80.0%	60.0%	40.0%	20.0%	20.0%	20.0%	20.0%	40.0%
2012	History Department	7	71.4%	57.1%	14.3%	0.0%	14.3%	14.3%	0.0%	14.3%
2013	History Department	4	75.0%	25.0%	25.0%	0.0%				
2014	History Department	8	62.5%	12.5%	12.5%	0.0%				
2015	History Department	10	60.0%	50.0%						
2016	History Department	11	81.8%							

The problem becomes fully apparent when we look at the fall cohort that started in 2012. There were 7 intended history majors in that cohort. Of these, only one successfully completed a degree at the time the report was generated in 2016. That degree was not in history, but psychology. In point of fact, only 1 of these intended majors actually became a bona fide history major. They successfully completed their degree in 2017 (after the report’s creation). What happened to the other members of the cohort? Two are on track to graduate in 2017-2018, one in marketing and the other in political science. One student stopped attending the university after having completed 67 credits. Based on their transcript, they had changed their focus to criminal justice. The final two attended for just two terms. One did fine his or her first term, but then something happened that led them to not do well the second term, whereupon they left the university.³³ The other student did not do well in any of their courses that entire first year and never returned. There is an important story in this data; it is just not a story about the retention and graduation rates of history students.

That said, there is a lesson in this data that we faculty members need to heed. This lesson is that we need to do more outreach to intended majors. The department’s strained resources make this a challenge, but one that we need to find a way to address. At the same time, our university leaders need to provide greater institutional support

for faculty-led student retention efforts.

		Fall Cohort Headcount	Year 1	Year 2		Year 3		Year 4		Year 5		Year 6
Full Time Transfer			%Grad	%Ret	%Grad	%Ret	%Grad	%Ret	%Grad	%Ret	%Grad	
2010	History Department	12	0.0%	75.0%	8.3%	58.3%	33.3%	16.7%	50.0%	0.0%	50.0%	50.0%
2011	History Department	12	0.0%	75.0%	25.0%	25.0%	41.7%	0.0%	58.3%	0.0%	58.3%	58.3%
2012	History Department	14	7.1%	78.6%	7.1%	57.1%	28.6%	35.7%	57.1%	7.1%	64.3%	64.3%
2013	History Department	11	0.0%	81.8%	27.3%	45.5%	63.6%	9.1%	72.7%	0.0%	72.7%	
2014	History Department	7	0.0%	57.1%	14.3%	42.9%	42.9%	0.0%	42.9%			
2015	History Department	8	12.5%	75.0%	12.5%	75.0%	12.5%					
2016	History Department	9	0.0%	66.7%	0.0%							

The “Full Time Transfer” report does not suffer from the same problem. Students with an associate’s degree tend to have a clearer sense of mission when they arrive at NJCU and go into the discipline they indicate in their application materials. Thus, this report gives a fairer portrait of actual history student retention and graduation rates. The lengthy time for graduation tends to be indicative of the fact that these are students who are completing double majors in history and elementary or secondary education. Although we can take pride in the nearly 73% graduation rate for the 2013 fall cohort, five to six years to graduation for a transfer student is too long. At the same time, mandating 15 credits a term for a student who is working full time and raising children may not be the best answer. The ideal solution—one that meets student needs and federal financial aid guidelines—is beyond our power to do anything about at the departmental level, but it is one that our university leaders can explore by looking at alternative models to the traditional fifteen-week semester. They could examine the pros and cons of the quarter system or Hiram College’s 12 week, 3-week system, in which students take 4 courses during the regular 12-week term, and 1 intensive experience over 3 weeks. Such alternatives also may be useful for better differentiating NJCU from its regional competition.

Our time-to-graduation needs work, but we tend to successfully get formally declared majors across the finish line. In 2014-2015 we graduated 59, in 2015-2016, 44, and in 2016-2017, 45. Our students represent about 2% of students in a graduating class. That is in line with the national average of 2%.

Resources

The Department of History is housed on the fifth floor of Karnoutsos Hall. Each full-time faculty member has his or her own office with a computer and printer. In addition, there is an office with two computer terminals for adjunct faculty members. Ms. Patricia Catrillo serves as administrative assistant for the Departments of History and Women’s and Gender Studies. While we wish we had a student hangout space like the English Department has on the third floor, we understand our space limitations and work to make the office suite as welcoming as possible. Faculty and students often congregate in

the suite lobby to shoot the breeze. This was especially the case before Dr. Morales' retirement. He exudes charisma and bonhomie, and students regularly came by to hear his stories. Dr. Morales always had time for them.³⁴

The non-salary budget line has decreased. It has made it more and more difficult to cover the expenses of the Phi Alpha Theta honorary society induction and annual field trip. Other items like food for the "Capstone Seminar's" friends and family night or public history exhibit in 2017 were paid for by the instructor. It is difficult with our budget to bring in outside speakers, even though this is an important part of the academic experience. While an additional faculty line would be helpful, we cannot underestimate the significance of increasing the non-salaried budget allocation so as to enhance the student experience and foster community. The last three non-salaried budgets show how difficult the situation has become. In 2016-2017, the allocated non-salaried budget was around \$7,000. Two years before it had been \$11,000.³⁵ That represents a 36% decrease in funding. And over half of the \$7,000 allocated for this academic year goes to for copier chargebacks (\$3,000) and telephone services (\$1,800). The impact has been detrimental, to be sure, but cushioned by faculty members' own willingness to step in and help out.

Guarini Library has an impressive array of resources for history students. Over the last few years, the Library Director—Fred Smith—has ramped up the university's online databases. We now have JSTOR as well as Project Muse.³⁶ For a library our size, we also have a rich collection of physical volumes and journals for history students. The library collection is especially strong in African and African-American histories, nineteenth-century American history, and Mexican and Central American history. The collections in twentieth century American history, European history, and Latin-American history are solid, but need to be expanded. To be sure, Mr. Smith has done a phenomenal job of meeting our needs despite the library's budgetary constraints. And we cannot say enough good things about the Inter-Library Loan Department. It has never failed us. Our faculty members work well with the reference librarians, who have been instrumental in helping students in all our courses (and especially in the capstone) locate primary and secondary source materials for their research papers. One of our goals for the next five years is to develop even stronger ties with the library and create new history-specific information literacy modules that improve students' research skills even more.

Table 5: Major Library Databases for History

Academic Search Premier	America: History and Life
Contemporary Authors	Facts on File: History Database Center
JSTOR	Project Muse Premium Collection
ProQuest Dissertations and Theses	ProQuest Historical Newspapers: <i>NY Times</i>
Statistical Abstract of the United States	WorldCat

Credit Hours

The Department of History is in compliance with the university's credit hour policy.

Lead Writer

Jason D. Martinek, Associate Professor of History

Endnotes

¹ Our courses make contributions to Immigration Studies, Urban Studies, Middle Eastern Studies, and Cinema Studies. We have working relationships with African and African-American Studies, Women's and Gender Studies, and Latin American and Caribbean Studies.

² These numbers include BA-HISESS, BA-History, CM-History, IM-HISESS, IM-History, MN-Ethnic, and MN-History. See Appendix 1. The Wall Township program ended in 2015.

³ 120 majors and minors divided by 4.5 full-time faculty members.

⁴ NJCU Department of History, "Curriculum Map."

⁵ See AHA, "Tuning the History Discipline in the United States," <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline>. Accessed 10 January 2018.

⁶ See AHA, "AHA History Tuning Project: 2013 History Discipline Core," <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2013-history-discipline-core>. Accessed 10 January 2018. By contrast the 2016 goals are: 1) Build historical knowledge; 2) Develop historical methods; 3) Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires; 4) Apply the range of skills it take to decode the historical record because of its incomplete, complex, and contradictory nature; 5) Create historical arguments and narratives; 6) Use historical perspective as central to active citizenship. See AHA, "AHA History Tuning Project: 2016 History Discipline Core," <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>. Accessed 10 January 2018.

⁷ NJCU Mission Statement, <https://www.njcu.edu/about/mission-statement>. Accessed 10 January 2018.

⁸ Oral history, "Social Aspects of American History," Spring 2014.

⁹ Ibid.

¹⁰ Oral history, “The Great Recession,” “Boom and Bust,” Fall 2013.

¹¹ Ibid.

¹² Ibid.

¹³ We distributed a 9-question survey to 71 current majors and 88 alumni. Of these 159 recipients, 52 responded (27 current students and 25 alumni). That is a response rate of 33%. All of the responses are provided in Appendix 2.

¹⁴ See Appendix 2 for survey data.

¹⁵ Ibid.

¹⁶ Fortunately, there is greater dedicated funding for non-tenured faculty, at least for their first 3 years. Our non-tenured faculty member has received at least 3 credits of release-time for research during his first two years at NJCU. Funding for conferences tends to be limited to 1 conference per academic year.

¹⁷ See Table 2. Also see Appendix 3 for cv’s.

¹⁸ Dr. Chadwick joined the university in 1993 and taught in the English Department prior to 2017 when he moved over to the Department of History full-time.

¹⁹ Dr. Morales began teaching at the university in 1995 in the Department of Latin American and Caribbean Studies. He joined the Department of History full-time in 2007.

²⁰ See appendix 2.

²¹ Faculty Senate Meeting, 13 November 2017.

²³ The budget is discussed in the “Resources” section of this report.

²⁴ A Master’s Degree is required; an ABD is preferable.

²⁵ Interview with Dr. Bruce Chadwick by Dr. Jason D. Martinek, 17 January 2018.

²⁶ See Barnard College’s Reacting to the Past website for more information: <https://reacting.barnard.edu>. Accessed 18 January 2018.

²⁷ Dr. Timothy White sent these comments in an email to Dr. Jason D. Martinek on 17 January 2018.

²⁸ The key differences between the 2015 and 2008 program sheets for history majors are: 1) The addition of “Historian’s Craft” as a required course; 2) The reduction of the regional core from 9 to 6 credits and the removal of US courses as counting as a region; 3) the increase of general electives from 9 to 12 credits.

²⁹ Before the term starts students are sent letters inviting them to discuss topics with the instructor of record and begin their background reading. A sample letter is included as Appendix 5.

³⁰ Dr. Zumoff voluntarily shared his Fall 2017 IDEA results for inclusion in the report. Other faculty members were invited to do the same.

³¹ The faculty members of the African and African-American Studies Department offer African history courses and Dr. Bragg has greatly expanded our offerings in Middle Eastern history.

³² It also helps that “Beyond Boundaries” fulfills a Creative Process requirement in the new general education program.

³³ This particular student represents a lost opportunity for the university. It is obvious they were capable of academic success, but an illness or financial situation or family emergency arose that distracted them from succeeding that second term.

³⁴ This is an example of the intangibles that data analytics do not capture.

³⁵ In our last program review the department’s non-salaried budget stood at \$16,000. Over the last decade, it has declined by more than 50%.

³⁶ In our last program review we lamented the loss of ProQuest’s Historical *NY Times* database. It has since been restored. It is, without question, an essential teaching and research tool for our department.