

Template 1 Program Review

Bachelor History

I. Executive Summary

Summary of Self Study Findings

(1-2 pages)

The History Program Review for 2024-2025 at Fitchburg State University reveals a program that continues to provide quality education for undergraduate and graduate students, despite facing challenges common to humanities programs nationwide.

Program Overview

- The History program offers BA, BS, and MA degrees in History.
- It serves students seeking teaching licensure and those pursuing various career paths.
- The program aligns with the university's mission by fostering critical thinking, research, and communication skills.

Faculty and Structure

- The History faculty operates within the Economics, History, and Political Science (EHPS) department.
- Faculty size has decreased by one-fifth since the last review period.
- The program follows the American Historical Association's professional standards.

Enrollment Trends

- Enrollments have declined, following national trends in history programs.
- However, FSU's history program has fared slightly better than national averages.
- Recent data suggests a potential rebound in the number of majors to pre-COVID-19 levels.

Program Contributions

- History courses play a significant role in the university's general education curriculum.
- The percentage of history course enrollments relative to total university enrollments is slightly higher than national averages.
- There was a 5% increase in history course enrollments between AY 2023 and AY 2024

Despite challenges, the History program at Fitchburg State University continues to provide a comprehensive education that prepares students for diverse career paths and fosters critical skills valued in today's rapidly evolving world.

The History Program Review for 2024-2025 indicates that the faculty provide a quality program for its undergraduate and graduate students. Analysis indicates that the program faces the same challenges that humanities programs, the liberal arts and science disciplines, and undergraduate education faces nation-wide. Moreover, faculty and students work in an environment shaped by the Commonwealth of Massachusetts, the Department of Higher Education, and the appropriations of the Massachusetts General Court. Since the last period of review, the faculty have been reduced by one-fifth. The faculty continue to provide undergraduate and graduate students with an education in history marked by breadth and depth. They foster opportunities for students to extend their education into the field of secondary education, graduate education, law school. Faculty engage across disciplines and contribute to university programs that expand students' experiences on campus, within the community, and abroad.

II. Program

A. Overview

Provide an overview of the program offerings (degrees, majors, concentrations, minors, certificates). Articulate the program's mission and vision and their alignment with the institutional mission and vision. What are the distinguishing features of the program? Are there discipline-specific best practices and is the program following them? Include an evaluation of program relevancy to the field and any advancements in the specific content area(s). Include how the program has changed since its inception to meet changes in the discipline or profession. Explain the balance between breadth and depth designed in the program. Include all programs, degrees and certificates as well as all locations and modalities.

History has been a central part of the curriculum at Fitchburg State since it was founded in 1894 as a teacher's college. Originally focused on history and geography for educators, the History department expanded in the 1960s to include political science and economics as part of a larger Social Sciences department. The addition of these fields, and geography's move to a different department, in addition to a name change in the AY07/08 (AUC proposal No. 235) solidified the Economics, History, and Political

Science (EHPS) department as it exists today. The department's expansion was part of an institution-wide transition to a more comprehensive university offering several professional programs and a liberal arts curriculum. During this transition, EHPS grew from its roots in teacher education to offering bachelor degrees in History (1964), Economics (1983), and Political Science (1997).

The history program offers a BA in History, a BS in History, and a MA in History. The bachelor's in history continues to serve students seeking licensure to teach history at the secondary level. The major also attracts students with a wider range of career goals in history and related fields, as well as those preparing for advanced degrees in Law, Information Sciences, and other professions in which research, communication, and analytical skills are essential. These bedrock skills of the historical discipline also ensure history's importance to the university's liberal arts curriculum, in which history courses serve to fulfill requirements for historical inquiry, civic learning, and exploring diverse perspectives. The history program at Fitchburg State follows the American Historical Association's ["Statement on Standards of Professional Conduct."](#)

The history faculty direct their own program within the departmental structure of EHPS. They meet together monthly with colleagues in Economics and Political Science for department meetings. The department has one Chair, nominated by secret ballot by full-time members of the department and appointed by the President for a three-year term with a term limit of three consecutive terms. The department also has two standing committees: a Curriculum Committee, composed of all full-time members of EHPS and two student representatives, and an *ad hoc* Peer Evaluation Committee. The latter is elected annually (and when needed) by the entire membership of the department. Because History offers an M.A. Graduate Program, the history faculty elect a Graduate Program Chair every three years to administer the program. The Graduate Program Chair is compensated through a financial stipend from the School of Online, Graduate and Continuing Education and does not receive an Alternative Professional Responsibility assignment (APR) or "course release." Until recently, the History program had a Secondary Education Coordinator supported by an Alternative Professional Responsibility (APR) who worked with the Program Area in Secondary and Middle School (PASM) to oversee the History 5-12 licensure concentration and PASM's 5-12 minor. This APR was eliminated in 2022, leaving the chair of PASM as the only uncompensated position. History faculty involvement in PASM has since continued on a volunteer basis without compensation. The History Assessment Coordinator is responsible for collecting assessment data and producing annual reports. This is a volunteer position and is not compensated. The history faculty meet separately at least once a semester to discuss curriculum, assessment, and program-specific issues. Since the last program review, the administration's denial of new faculty searches has resulted in a decline of two historians in the department due to a retirement and resignation.

Evidence:

- Statement-on-Standards-of-Prof-Conduct-Jan-2023

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

The undergraduate and graduate programs do not have separate mission statements at this time.

The university mission statement is: "Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth."

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Fitchburg State's Vision, Values and the History Program

The history programs, both undergraduate and graduate, contribute directly to achieving Fitchburg State University's mission, vision, and strategic goals by emphasizing critical thinking, research, communication, and historical analysis—skills highly valued in today's world. The programs highlight research, analysis, evidence-based argument construction, and communication skills, which are valuable assets in our rapidly evolving world. These skills prepare graduates for a variety of careers and lifelong independent learning. Mastering historical interpretation imparts graduates with understanding of the diversity of human experience and enables them to analyze current events in historical context.

The university articulates its vision as part of its mission statement:

Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service. In order to achieve this, we

will:

- Prepare students for a global society through curricular innovation and program development
- Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship
- Employ innovative uses of technology in the library and across our campus to maximize student learning
- Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
- Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues.

The university articulates the following values:

Accessibility

Offering equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts

Affordability

Providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education

Community

Forging partnerships with businesses and community organizations within the region to enhance quality of life

Enrichment

Sustaining a supportive campus environment for students, faculty, staff, and alumni in which all members can grow and excel in their personal and professional lives

Excellence

Striving for excellence in academic programs and services through innovative teaching and professional practices

The History minor directly supports the university's mission of "fostering...civic and global responsibility" and providing for the "social and cultural needs of...the Commonwealth." Likewise, the History Concentration in Initial Licensure supports the "social and cultural needs of...the Commonwealth" by providing a pathway for aspiring teachers to achieve their educational and professional goals and ultimately to serve the Commonwealth in educating its citizens.

The history program provides students with a global perspective across time through its curriculum that incorporates global history and the diverse experience of humans. The contractual faculty workload is four courses (12 credits) per semester. Faculty value accessibility, utilizing advanced technologies across in person, hybrid and online modalities. These include the google suite, Blackboard course management systems, interactive reading applications, story mapping, podcasting and digital archiving. Faculty make use of Open Education Resources and the library's large collection of electronic books, scholarly databases and video streaming services, which supports the university's commitment to affordability and sustainability. Through diverse perspectives, areas of study, and pedagogy, faculty foster a culture of academic curiosity and diversity that enhances Fitchburg State University. The history program promotes academics beyond the classroom, including podcast production, study abroad and internships, enhancing on and off-campus programming, enrichment and excellence in learning.

B. Enrollment

Summarize and evaluate the seven-year admission, enrollment, retention, and graduation data for the program.

Since our last program review, enrollments have dropped in line with national trends and within the context of half a century of declining history graduates. According to NCES, nation-wide history baccalaureate degrees declined by 26.9 percent from 2010-11 to 2015-16 and by 10.4 percent from 2015-16 to 2020-21. The enrollment decline has been fodder for satire, [journalism](#), and ongoing efforts to measure the decline and [determine causation](#). The American Historical Association surveys programs annually, but suffers a response rate of approximately 6 percent. Its sample indicates a decline of history enrollments between [2019-2020 and 2022-23 by 4.4 percent](#). Studies from [private elite universities](#) to large public institutions indicate similar declines in history majors and enrollments. For comparison, a public regional institution in the state reported a decline in majors across AY 16 and AY 22 of 27 percent.

For the FSU history program, graduates in the major measured as a percentage of total graduates surpasses the national trend. The National Center for Education Statistics data set 318.30 when combined with institutional data show that FSU's history program has fared slightly better than the national averages and appears to be on an upward trajectory.

The number of graduates with a B.A. in History is significantly smaller than those graduating with a B.S. degree. As our institution currently defines the two degree types, the main difference is that the B.A. degree requires intermediate-level proficiency in a foreign language, while the B.S. degree has no such requirement and no alternative requirement beyond elective coursework.

Given the additional course requirements and the limited number of language options offered, the language requirement creates an artificial barrier to completion. Accordingly, the B.S. degree is the choice of the overwhelming number of our students.

Following the last NECHE accreditation, the University was tasked with examining this policy distinction. Discussions about changing the B.A./B.S. distinction have begun in the department, but no changes have yet been proposed.

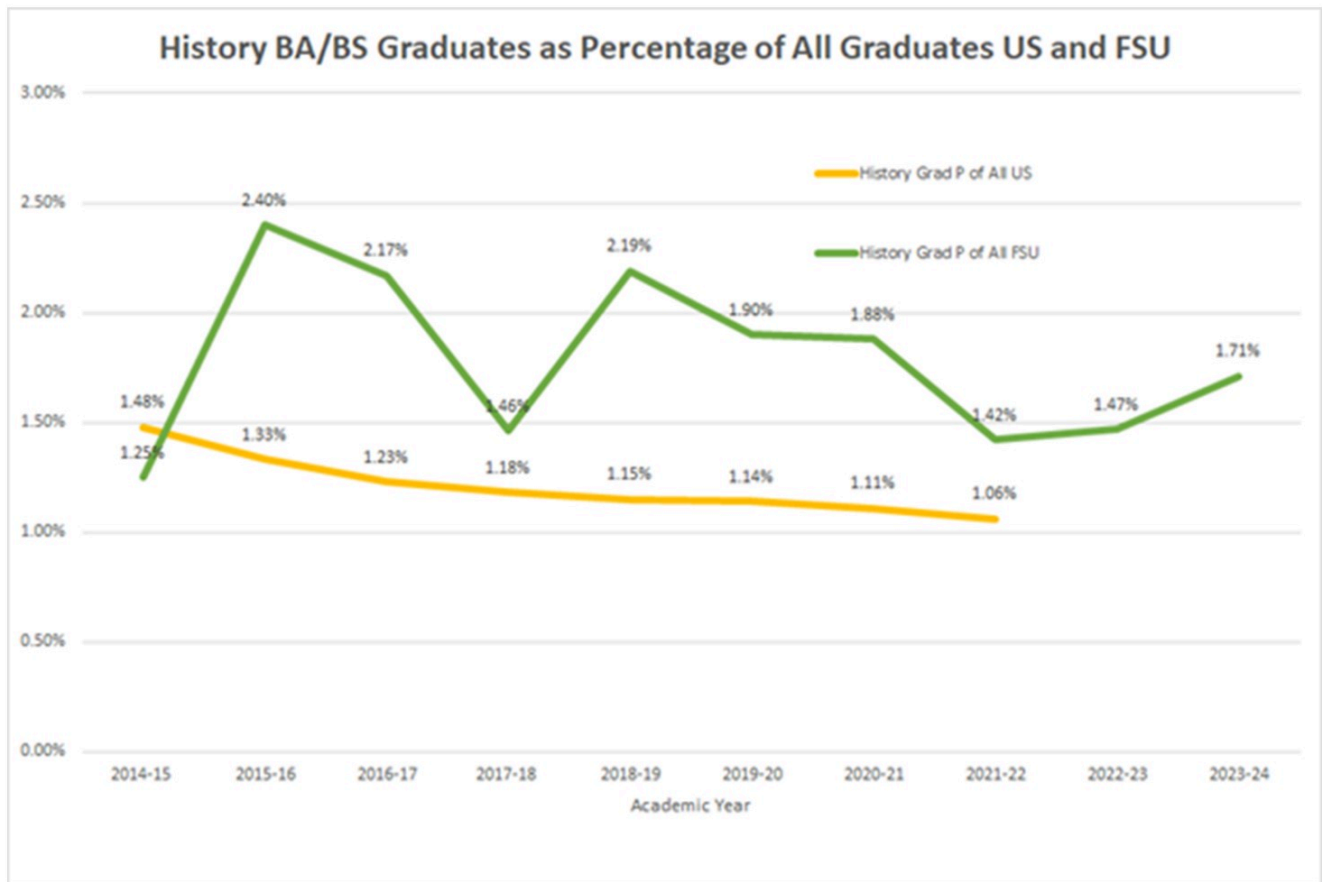
Table 1:

Table 2: History Enrollment and Graduation Numbers by Program

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Decline Initial Lic											45.71%
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AY 2023-2024 has seen a slight increase in history and licensure majors that suggests a rebound in numbers to pre–COVID-19 levels.

Numbers of history majors, however, do not reflect accurately the importance and contributions of history courses to the Fitchburg State education. While overall numbers of enrollment in history courses have declined during the period of review, most recently, enrollment numbers appear to have stabilized. As Table 3 indicates, the percentage of total enrollment has increased modestly from AY 2021 through AY 2023 within the context of a decline in university enrollment.

Table 3: Enrollment in History Classes Compared to Enrollment in All University Classes AY 13 through AY 23

	AY 13	AY 14	AY 15	AY 16	AY 17	AY 18	AY 19	AY 20	AY 21	AY 22	AY23
Total Enrollment in HIST classes	1769	1759	1501	1539	1547	1541	1193	1199	933	916	912
Enrollment in all classes	32,683	33,952	34,081	34,062	34,169	34,257	33,695	31,774	27,309	24,215	23,044
HIST % / Total Enrollment	5.40%	5.20%	4.40%	4.50%	4.50%	4.50%	3.50%	3.80%	3.40%	3.80%	4.00%

The percentage of history course enrollments relative to university enrollments is slightly higher than national averages. As demonstrated in Table 4, across survey, methods, elective, honors, and secondary education courses, History courses saw an increase of 5% in enrollments between AY 2023 and AY 2024. Fall 2024, however, offers an example of how external institutional practices can alter enrollments. While electives have increased enrollments from Fall 2023 to Fall 2024, survey courses have declined from N=368 to N=260. The program was conservative in offering survey sections, owing to a change in registration for first year students, allowing students to select courses rather than receive a fixed schedule. The program offered four fewer sections, and the average size of survey course also declined from 24.53 students to 23.64 students per class. This indicates the need to be mindful of the registration change when planning courses for fall semesters.

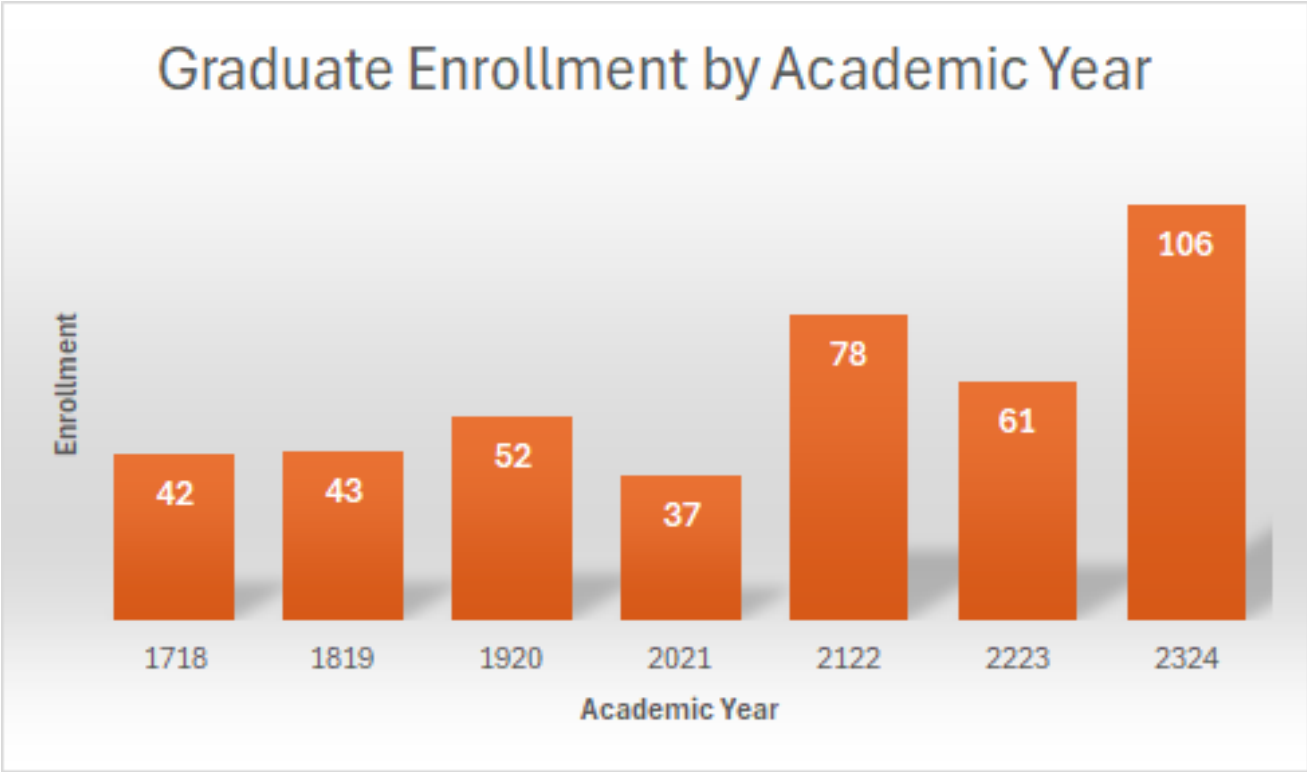
Table 4: Enrollments by Number and Average Fall 2022 through Fall 2024

	22 Fall N	22 Fall	22 Fall	2023 Sp N	23 Sp	23 Sp	2023 Fall	2023 Fall	F23 Avg	2024 Sp N	2024	Sp 24 Avg	2024 Fall	2024 Fall	F24 Avg
	Sec	Seats	Avg	Sec	Seats	Avg	Nsec	Fall		Sec	Spring		N Sec	Fall	
1000s - Survey	15	360	24	13	270	20.76923	15	368	24.53333	12	242	20.16667	11	260	23.63636
2000s - Methods		20			28			20			20			15	
3000s - Elective	6	94	15.66667	8	94	11.75	7	93	13.28571	7	134	19.14286	6	108	18
4000s - Capstone		10						12						15	
Honors		0			12			16			14			15	
Secondary Ed*		2			0			4			8			3	
Total		486			404			513			418			416	

Graduate Enrollment:

Since its transition to exclusively online modality, the MA program has seen steady growth, excepting the Covid year. Approximately two-thirds of the students are drawn from Massachusetts; one-third of the students are from out-of-state, including Utah, Florida.and California.

Table 5: Graduate Enrollment



C. Recent Findings

Summarize the recommendations and actions from the previous self-study. Comment on any findings or recommendations specific to the department/program from the university’s NECHE self-study, if applicable.

Recommendations and actions from previous five year review

The reviewer of the previous [program review recommended that history faculty consider a number of ways to improve the program](#). These included: exploring ways to attract more students to the major and minor, cultivating a more robust sense of community to support recruitment and retention, exploring alternative pedagogies, strengthening the focus on reading and writing, assessing the effectiveness of the HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History sequence, and integrating a BA/MA program. In addition the reviewer made administrative recommendations, all of which have been addressed: using consistent assessment between methods courses and senior capstone courses, monitoring geographic distribution requirements, improving communication with library staff regarding collection management, and revising the course numbering system to convey a cohesive program that builds upon itself logically. The reviewer also suggested increased course releases to support faculty scholarship.

The previous reviewer also suggested exploring ways to improve advising for the History Licensure curriculum. Yet despite ongoing discussion, constant updating of advising materials such as four-year plans of study, spreadsheets, and advising checklists and memos, and workshops for Licensure students, this goal has proved elusive due to several factors outside of the History program’s control. First of all, a new Program Area was established in 2017—the Program Area in Secondary & Middle School Education (PASM)—to attempt to centralize curriculum management for all Licensure programs. PASM has altered the Licensure curriculum multiple times since its creation, including establishing a new minor—the Middle & Secondary Education minor or MISE—that places a substantial portion of the History Licensure curriculum under the control of the Education Department and PASM members. PASM has added new course requirements to the Licensure programs, placing strain on History Licensure, unlike other programs.

4850 & Practicum Enrollments in Academic 5-12 Licensure Programs
AY2021-22 through AY2024-25

Program	Faculty	Enrollments
Bio/Chem	Grimm/Rehrig	6
English	Covino/Keyser	21
History	Baker	27
Math	Barbato/Bayazit	6

Additionally, because the number of Licensure students in any given program is small, the proliferating number of Licensure courses has increased the likelihood, and sometimes the eventuality, that courses are cancelled due to “inadequate” enrollment. PASM has changed course sequencing and the location of gateway tasks in specific courses multiple times, and has altered,

removed, and restored course prerequisites, including minimum grade requirements and the passage of specific MTEL exams, repeatedly. At present, candidates in all of FSU's Licensure programs can graduate without having passed the corresponding subject area MTEL exam, and those who do not are ineligible for employment in the Commonwealth's public educational system.

For much of its existence, PASM operated without meeting agendas or minute-taking and constantly revised decisions made at earlier meetings based on the changing goals and agendas of whichever PASM members were in attendance. Because meeting minutes were rarely distributed to the relevant department chairs, or often were not even recorded, it was very difficult for the History faculty to keep abreast of the changes. Worse still, scheduling conflicts became more difficult to predict, or plan, given the proliferating number of courses and the lack of clear communication between PASM and the History program. The centralization of Licensure programs has reduced historians' control over their teacher preparation program for history students amidst ongoing revisions of the Licensure curricula.

Departmental/program initiatives and significant changes during the five years since the last review

Two of the most significant changes in the period since the last review are consequent to events external to the university: the pandemic's intensification of already existing problems around student preparedness, attendance, wellness, and ability to pay for college; and [state demographic trends leading to declining enrollments](#). History faculty have responded to these challenges in a number of ways.

- Revamping Open House materials to convey value of history to prospective students and specific outreach by the program to accepted students via email
- Participating in a [Davis Educational Foundation grant](#) to enhance career advising to history majors which resulted in the publications of career pathways. These can be found on the university website for [career action plans](#).
- Participating in faculty development initiatives supporting adoption, adaption, and creation of [Open Educational Resources \(OER\)](#) into courses.
- Offering surveys and electives in multiple modalities (in person, online, and hybrid).
- Exploring alternative pedagogies to increase enrollments and enhance student engagement through professional development, including that offered by the university [Faculty Academy](#) focused on the pedagogy of Real Talk, and university communities of practice focused on Open Educational Resources (OER) and Open Pedagogy.
- Surveying students in HIST 2021 and HIST 2200, faculty have created courses and revised existing courses to target topics of interest to the contemporary student body (Digital History, Hip Hop, Civil Rights Movement), and creating a course on podcasting and incorporating project-based learning into the introductory methods courses.
- Building the department's capacity to offer hybrid and online courses to meet students' growing demand for these modalities as indicated by enrollments. Online history courses enroll to capacity, and do so early in the registration process. In addition, undergraduate day students routinely enroll in the two to three online evening undergraduate courses the department offers fall and spring semesters—an average of 14 students each semester since fall 2013.
- Supporting non-history majors seeking flexible scheduling options to manage demanding degree requirements, extracurricular activities, and work and family responsibilities and students with disabilities. The faculty have done this by offering different modalities. The online environment can incorporate accessibility features, provide flexible testing environments, and easy adaptability for customized accommodations.
- Leveraging the department's capacity to offer hybrid and online courses to attract more students to the History minor and Social Science minor. The latter is a multidisciplinary minor supported by History, Economics, and Political Science faculty. In 2023 the department proposed modifying the catalog descriptions of the [History](#) and [Social Science](#) minors to include the option of fully online pathways through both minors. These pathways would also focus on social equity, social justice, and identity rights, a need highlighted in the university's most recent strategic plan. EHPS approved this proposal with a vote of 12-2. The two votes against were by historians. [It was also approved by university governance but not by the former President](#) based on concerns regarding fully online programs being offered through the day program.
- Cultivate a sense of community by the department subsidizing Phi Alpha Theta dues for students.
- Eliminate distribution requirements and monitor elective area distribution (See below)

Elective Offerings by Area 2019-2025 Reflecting HIST enrollments *only* (excludes cross-listing)

World		US		European	
2019-2020					
Judaism/Christ.	18	By Design	11	Holocaust	24
Vietnam	23	Since 1968	24	Mid Ages	26
Byzantine	25	Media &Pol	25		
Women Latin Am	13	Ital Amer	19		
China	24	Civil Rights	26		
		Civil War	15		
2020-2021					
Ancient Greece	23	HipHop	17	Armen Gen	25
Climate	19	Presidency	14	Mod Italy	14
Comp Slave	19	Native Amer	25		
Cold War	21	Immigration	25		
Silk Road	16	Hip Hop	12		
Mexico	8				
2021-2022					
Greek Society	22	By Design	10	Holocaust	22
Vietnam	18	Colonial	23	Renaissance	24
		1920-1945	21		
		US Military	22		
		Ital Amer	10		
		Civil Rights	19		
		Revolution	25		
2022-2023					
Roman Society	18	Sports	25	Enlight	14
Climate	17	HipHop	16	Armen Gen	9
Silk Road	8	1945-1968	20		
Latin Amer Rev	11	US Econ	6		
Cold War	22	Native Am	19		
		Civil Right	12		
2023-2024					
Ancient Rome	21	Presidency	20	Holocaust	25
Slav Atl World	13	Amer Relig	11	Mod Italy	8
Vietnam	14	Podcast	5	Fr Revn	10
		Immig	25	Nazi Germ	24
		Gaming	7		
		1968-Pres	16		
		Civil War	17		
2024-2025					
Climate	16	AfricAmer	23	Armen Gen	15
Silk Road	15	Ital Amer	19	Pol Theory	10
Latin America	10	1920-1945	25	Civil Rights	8
Ancient Greece	13	US Econ	11	US World Affairs	13
Women Latin Am	7	Colonial			

Historians have not acted on the following items from the previous review:

- Reinforce expectations about reading and writing-- support increased focus on reading and writing across the curriculum and creation of a Writing Center
- Discuss the use of a common writing guidelines in electives
- Discuss the possibility of an integrated BA/MA program

Since the previous review, the FYE Program has become a requirement for all first-year students with a focus on college-level reading, writing and meta-cognition. Writing expectations between HIST 2200 Constructing History and HIST 4500 Senior Seminar are consistent and use the same rubric for evaluation. The integration of the BA/MA program has not been pursued.

III. Curriculum

A. Curriculum Map

Explain the rationale for the structure and sequence of the curriculum for each degree and credential, noting any distinctive experiences or expectations, and recent revisions.

HISTORY, BA & BS REQUIREMENTS

The History program at Fitchburg State provides a powerful foundation in historical knowledge, reasoning and research as well as communication skills. By means of critical inquiry into the history and diversity of human action and thought, we seek to produce informed citizens of the Commonwealth, the nation, and the wider world. History majors and minors gain expertise in close-reading and analysis of non-fictional texts, statistical and geographical data, and artifacts from arts and literature. Critical thinking skills are emphasized through coursework that hones qualitative analysis and interpretive skills. This allows students of history to organize evidence and support for ideas and arguments that are as diverse as the pasts and cultures studied. Historical knowledge is conveyed creatively, through writing, computer modeling, game design, fiction, and multimedia presentations. Graduates who have studied history at Fitchburg State strengthen their ability to research, analyze and communicate and take these skills with them in careers in education, teaching as well as policy analysis, information storage and technology, research and library sciences, and the world of communication and business.

CURRICULUM ALIGNMENT WITH BEST PRACTICES/BALANCE OF BREADTH & DEPTH

The flagship organization of the history profession in the United States, the American Historical Association (AHA) does not have a single, official document outlining best practices for history higher education. It does, however, advocate for practices well-represented in the EHPS history curriculum:

- Focus on Inquiry-Based Learning: The AHA emphasizes the importance of moving away from passive lectures and rote memorization to instead encourage students to think critically, analyze evidence, and develop their own interpretations of the past.
- Incorporation of Diverse Perspectives: The AHA encourages presenting a more inclusive view of the past, incorporating the experiences of marginalized groups and challenging traditional narratives in order to broaden students' understanding of history and foster empathy for different perspectives.
- Utilization of Primary Sources: The AHA highlights teaching with primary sources, like letters, diaries, or historical documents, to allow students to directly interact with the past and develop their own historical analysis skills.
- Technology Integration: The AHA promotes the use of technology to enhance historical learning, such as using online archives, digital mapping tools, and creating multimedia projects.

Core Requirements:

[HIST 1000 - World Civilizations I](#) 3 cr. (Diverse Perspectives)

[HIST 1100 - World Civilizations II](#) 3 cr. (Diverse Perspectives)

[HIST 1400 - United States History I](#) 3 cr.

[HIST 1500 - United States History II](#) 3 cr. OR [AMST 1800 - Intro to American Studies I](#)

[HIST 2021 - Reading Historical Landscapes](#) 3 cr. (Historical Inquiry and Analysis)

[HIST 2022 - Constructing History](#) 3 cr. (Historical Inquiry and Analysis)

[HIST 4500 - Senior Seminar](#) 3 cr. (AIA and IHIP)

Additional Requirements: Fifteen credits of History electives and six credits of Political Science (Civic Learning). The Bachelor of Arts also requires foreign language proficiency at the intermediate level. All History majors must take either [MATH 1200](#) or [MATH 1700](#) as a mathematics requirement.

HISTORY CONCENTRATION IN INITIAL LICENSURE (5-12) REQUIREMENTS

Students within the History major can pursue initial licensure as middle and high school History teachers. This program distinguishes History as one of the few liberal arts programs at the university to support both a traditional liberal arts major and a professional major. The licensure track provides students with a broad introduction to middle and high school teaching and specific instruction in the theory, research and practice of secondary History and Social Studies teaching. Students engage in faculty-supervised field-based experiences through on-site pre-practicum experiences coupled with each teaching course and a formal teaching practicum as the capstone experience. Students pursuing this option must fulfill the degree requirements for the History Major, the History Concentration in Initial Licensure (5-12) and the minor in Middle and Secondary Education (5-12).

History Concentration in Education 5-12 Licensure Requirements

[EDUC 3122 - Sheltered English Immersion](#) 3 cr.

[HIST 4860 - Practicum in a Secondary School I](#) 4.5 cr.

[HIST 4870 - Practicum in a Secondary School II](#) 4.5 cr.

[HIST 4861 - Practicum Seminar \(5-12\)](#) 3 cr.

Middle and Secondary Education (5-12) Minor Requirements

[HIST 1860 - Introduction to Education 5-12](#) 3 cr.

[EDUC 2011 - Diversity in Education \(5-12\)](#) 3 cr.

[EDUC 2012 - Teaching the Adolescent Learner \(5-12\)](#) 3 cr.

[SPED 3800 - Inclusive Instruction \(5-12\)](#) 3 cr.

[HIST 3010 - Methods of Teaching History \(5-12\) I](#) 3 cr.

[HIST 3850 - Methods in Teaching History \(5-12\) II](#) 3 cr.

HISTORY MINOR REQUIREMENTS

The minor requires six courses, 18 credits, in History with at least three courses at the 2000-level or above.

SOCIAL SCIENCE MINOR REQUIREMENTS

The minor requires six courses, 18 credit hours, from among the Social Science disciplines. One Economics course, one Political Science course, and three History courses, one from each of three History subfields (United States History, European History, and Non-Western History or World Civilizations). The final course may be drawn from any Social Science discipline. At least two courses must be 2000-level or above.

HISTORY MA REQUIREMENTS

The MA in History Program is an online program, serving educators nation-wide as well as a growing number of professionals in varied fields. It requires 30 credit hours of graduate-level history coursework. There are two tracks, a thesis track and a non-thesis track. Following the completion of their coursework, thesis track students must complete six credit hours of HIST 9100 - Thesis in History and a Master's thesis under the direction of their thesis adviser and a thesis committee and complete a thesis defense. Non-thesis track students must complete a non-credit preparation course, HIST 9200 and a comprehensive exit examination.

Thesis Track

[HIST 7450 - Historiography](#) (3 credits)

One course each in World, European, and U.S. History (3 courses/9 credits)

Area of Specialization (4 courses/12 credits)

[HIST 9100 - Thesis in History](#) (6 credits)

Non-Thesis Track

[HIST 7450 - Historiography](#) (1 course/3 credits)

One course each in World, European, and U.S. History (3 courses/9 credits)

Area of Specialization (6 courses/18 credits)

[HIST 9200 - Comprehensive Oral Examination](#) (0 credits)

B. Delivery Methods/Modalities

Describe program and course delivery methods/modalities and any strategic discussions or plans to make modifications. Include any supporting data.

The context for our course delivery methods is our commitment to our students. Fitchburg State faces a complicated context for teaching and learning, which has only become more complex since Covid, a feature shared with other colleges and universities across the nation.

While many faculty members have engaged with online and hybrid pedagogy for many years, the COVID-19 pandemic raised the visibility of online and hybrid modalities. These complimented traditional face-to-face teaching, increasing flexibility and accessibility. This shift was particularly beneficial for students in time-intensive majors with rigid schedules. Enrollment data suggests a strong demand for online asynchronous classes, which consistently fill up more quickly than in-person courses. Institutional policies, such as the cancellation of courses with enrollments under ten students, have further encouraged experimentation with modalities and pedagogy in an attempt to improve retention and accommodate the structural obstacles many students face. History faculty also experiment with active and applied learning techniques, such as flipping the classroom, creating group manuscripts of various kinds, as well as presentations and visual and digital representations of historical processes and events. The recently formalized History internship also reflects this trend.

Faculty hold different opinions about preferred modalities. Opinions can vary depending on course content. The department allows individual faculty members to choose the modality they feel best suits the subject matter and student needs. The program offerings by modality over the past two academic years demonstrate the variation of course modalities within the program.

Course Modalities by Number of Sections Per Semester by Academic Years 2023-2024 and 2024-2025

2024 F					2023F			
	Total	Hyb	Onl	F2F	Total	Hyb	Onl	F2F
WCI	3	0	0	3	4	0	0	4
WCII	2	0	0	2	1	0	0	1
US I	2	0	1	1	6	1	2	3
USII	4	2	1	1	5	4	1	0
Electives	6	0	1	5	7	0	1	6
2025 Sp					2024 S			
WCI	3	0	0	3	2	0	0	2
WCII	5	0	0	5	5	2	2	2
US I	2	1	1	0	3	1	2	0
USII	4	2	1	1	2	0	0	2
Electives	8	0	1	7	7	1	1	5
	39	5	6	28	42	9	9	25
		12.82%	15.38%	71.79%		21.43%	21.43%	59.52%

Students enrolled in the day program choose to take online courses through the School of Graduate, Online, and Continuing Education. These courses are not included in their day tuition and are taken at an additional cost to the students.

Undergraduate Degree-seeking Day students enrolled in HIST Evening courses - fall and spring

	F13	SP4	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	F22	S23	F23	S24
1000							1															
1001	12																					
1100	7		11		7	6		1		12												
1150		15																				
1400				8	5		9	6	4		8	15	9	16	13	12		14		7	6	5
1500	7	1	6			14												4		3		
2015													13									11
2501	7			8																		
3120						14																
3160								5														
3655			4																			
3710					4																	
3760							2															
	33	16	21	16	16	34	11	12	4	12	8	15	22	16	13	12		18		10	6	16

History M.A. Online Program

Fitchburg State University's graduate program in History currently offers one degree, the Master of Arts in History. The program is led by the graduate program chair, who is elected by the members of the graduate faculty in History and who serves as administrator of the program and academic advisor for the students.

Although graduate courses in History have been offered at Fitchburg State since the early 1990s, the current program and course delivery methods/modalities are much the result of a program relaunch that took place during the fall term 2017. At that time, the graduate program was relaunched with courses being offered during the fall, spring, and summer terms online in order to draw students from a larger geographical region than was possible with in-person courses offered on the Fitchburg State campus. At the time, it was agreed that low-residency, hybrid courses ("History Institute" courses), which had been a feature of the program in the preceding era, would continue to be offered, depending upon enrollments. Since 2017, the numbers of students enrolled in the program has grown and the program has rebounded through its online offerings. Changes in the student population and student interests have led to the current online delivery model, with the particular format of the course (synchronous vs. asynchronous course delivery) determined by the instructor of the course, as is the case with the undergraduate courses. Currently, approximately thirty-three percent of the graduate students reside outside of Massachusetts. Fewer than twenty percent reside in Worcester County, Massachusetts. At present, there are no plans to make changes to the program or to the delivery methods/modalities of the courses.

Evidence:

- Undergraduate Degree Students GCE Courses

C. Workforce Alignment

Describe the alignment of curriculum to workforce demands including the skills that the workforce is seeking.

The history curriculum is aligned with workforce demands through the work supported by the [2020 Davis Foundation Grant](#). One product of this grant was the [production of career pathways](#).

As part of the capstone HIST 4500 Senior Seminar, student and faculty engage with career-building skills, including surveying areas and job openings suitable for students of history. The faculty work with the Career Center to foster synergies between liberal arts skills and career exploration and preparation. This includes the Davis Grant work. In addition, faculty participate in Major/Minor fairs and programming offered by Career Services and programming within the General Education curriculum.

Evidence:

- Action Plan-History(1)

D. Service and General Ed Courses

Describe what, if any, role the unit has in delivering service courses as well as courses that meet undergraduate general education requirements. Evaluate the relevant course enrollment data.

The most significant internal change in the period since the last review was the 2019 revision of the Liberal Arts and Sciences general education curriculum, which made substantial changes to the existing curriculum adopted in 2007. These changes address 2015-2020 Strategic Plan priorities, which emphasized critical thinking, communication, and civic engagement skills, and require increased use of high-impact practices, such as first-year seminars and capstone experiences. Whereas the 2007 curriculum focused on exposing students to different disciplinary fields of knowledge, including history, the new curriculum focuses on student learning outcomes. Students are no longer required to take a history course but rather must take a course approved to meet the “historical inquiry and analysis” learning outcome.

To date, only history courses have been approved for the HI designation, which has meant that in practice, students continue to take history courses to satisfy the new general education outcome. History faculty have adapted to their new role in the general education curriculum by seeking approval of courses to fulfill the Historical Inquiry and other learning outcomes, teaching the First Year Seminar, seeking to expand enrollments in the History and Social Science minors by proposing online pathways, and agreeing to include language in common in syllabi addressing reading learning outcomes.

The history faculty serve the undergraduate BA and BS degrees in history, the history 5-12 licensure concentration, the history, social science, and 5-12 minors, and the online MA program in history. Faculty staff introductory level courses (four 1000-level courses in World Civilizations and United States History), two introductory methodology courses required for majors but open to all students (Reading Historical Landscapes and Constructing History), elective courses, the capstone research and writing course for the major (Senior Seminar), the capstone content pedagogy course for the 5-12 licensure concentration, and supervise history practica (student teaching). History faculty also staff the History Honors course designated for Honors majors and minors at the university, the First Year Experience (FYE) seminar, and the Interdisciplinary Studies research methods course (IDIS 3004), as well as support a variety of multidisciplinary minors and the Study Abroad program.

Service Course Enrollments Fall 2017-2024													
	WC1	WC2	US1	US2	RHL	CH	Elec	FYE	Hnrs	Total	T Survey	T Service	P Serv of T
F2017	118	178	169	116	31		185			797	581	612	76.79%
S2018	150	90	115	113		27	207			702	468	517	73.65%
F2018	175	87	114	141	29		129			675	517	490	72.59%
S2019	50	147	75	72		28	77			449	344	264	58.80%
F2019	75	171	100	76	27		126			575	422	390	67.83%
S2020	128	123	75	75		30	147		10	588	401	403	68.54%
F2020	99	49	123	94	12		146			523	365	338	64.63%
S2021	0	91	75	123		13	99		7	408	289	223	54.66%
F2021	69	98	73	121	15		115	20		511	361	326	63.80%
S2022	52	74	50	80		16	84		10	366	256	181	49.45%
F2022	25	72	212	49	20		110	20		508	358	323	63.58%
S2023	50	39	97	85		28	110		10	419	271	234	55.85%
F2023	99	22	151	109	20		89	59	31	580	381	395	68.10%
S2024	49	76	75	41		20	116		14	391	241	206	52.69%
F2024	74	39	49	85	15		111	19	15	407	247	222	54.55%
T	1213	1356	1553	1380	154	162	1851	99	97				

Despite its small and shrinking number of faculty, the history curriculum offers a program with a solid foundation in historical knowledge, while still providing opportunities for students to pursue their specific interests and engage with in-depth studies. The curriculum includes core courses in World History, U.S. history, and historical methods that provide students with a broad foundation in historical knowledge and skills. It offers a variety of electives focusing on specific eras and regions represented by faculty expertise, allowing students to delve deeper into areas of particular interest, as well as themed courses that allow faculty to share their expertise in a larger context, offering students a broader perspective on the topic. It leverages the multidisciplinary of the department by including two political science course requirements in the history major, and supports independent studies and experiential learning through partnerships with the university and Fitchburg archives.

The four survey courses are integral to driving and reflecting the success of Fitchburg State students. Any change to the LAS requirements will not only have a significant effect on survey enrollments, but changes would remove a rigorous course that introduces key skills that are important for college-level success. Moreover, it would remove a highly predictive course for student success and graduation rates.

The surveys are among the most predictive courses on campus for future graduation. For Undeclared students, these courses rank 4th (HIST1500), 6th (HIST1400), 17th (HIST1000) and 22nd (HIST1100) in predicting graduation among the most commonly enrolled courses.

The following table was generated by EAB software the university no longer utilizes. It appeared in the 2017-2018 review, yet it remains relevant. Success in History surveys are reliable indicators of student graduation rates at the end of four years, demonstrating that students' acquisition of historical knowledge, historical reasoning and research and communication skills increases student success at Fitchburg State. This is supported by the inclusion of Historical Inquiry as a required component of the new general education curriculum.



Course	A	B	C	D	F
HIST1000	73.5%	67.1%	53.3%	46.2%	17.6%
HIST1100	74.5%	69.2%	60.4%	58.3%	36.5%
HIST1400	72.0%	66.0%	57.5%	45.0%	18.3%
HIST1500	72.5%	66.5%	55.1%	47.6%	15.2%

Evidence:

- Service Course Enrollments

IV. Assessment

A. Program Learning Outcomes

Describe how your program reviews and updates PLOs.

UNDERGRADUATE PROGRAM LEARNING OUTCOMES:

Historical Knowledge

Graduates of the history major should understand the diversity of human experience in the past, as well as the nature of the historical enterprise. Specifically, graduates should demonstrate that they can:

1. explain the historical development and significance of important events, institutions, and ideas in United States and world history;
2. apply different approaches to and methods of historical study.

Historical Reasoning and Research

Graduates of the history major should understand the nature of historical interpretation, the variety of historical sources, and the structure of historical arguments. Specifically, graduates should demonstrate that they can:

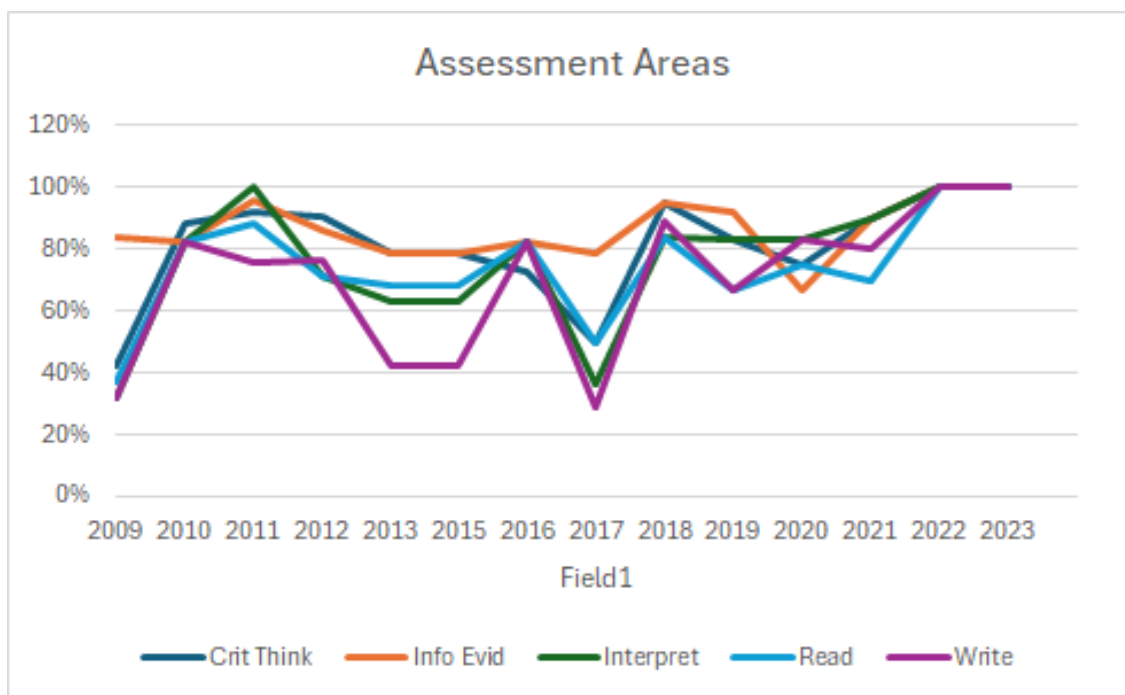
1. pose a significant research question about history;
2. locate, explain, evaluate, and utilize information from and about the past to answer a research question;
3. interpret a variety of primary sources, evaluate secondary sources, and utilize both types of sources to support a historical argument.

Communication

Graduates of the history major should be able to demonstrate that they are knowledgeable readers and writers of history. Specifically, graduates should demonstrate that they are proficient in:

1. the written and oral forms of communication appropriate to history, such as the critical review, analytical summaries of historical events and arguments, and the research paper
2. the formal style appropriate for academic writing, including the use of the Chicago style of citation.

The history program has made progress since the 2017 program review in strengthening students' reading and writing skills, meeting a goal of the 2017-2018 program review. The previous review noted the revision of the methods courses to focus on reading (HIST 2021 Reading Historical Landscapes) and academic writing (HIST 2200 Constructing History). While the data suffers from small sample sizes, the pattern indicates overall improvement in critical reading and academic writing skills.



HISTORY M.A. PROGRAM LEARNING OUTCOMES

The History M.A. Program developed program learning outcomes in the Spring of 2022.

Disciplinary Knowledge:

Students have an advanced understanding of historiographical traditions. Students synthesize historical scholarship in a subfield and can place their own work within it.

Inquiry and Research:

Students apply appropriate historical methods to archival research and employ historical reasoning

Analytical Skills:

Students integrate scholarship and research in analytical work.

Communication:

Students convey knowledge in written and oral forms and defend positions following ethical and professional conventions within the historical profession.

Evidence:

- Bachelor History_2023-24 Annual Assessment Report_2023-2024
- Bachelor History_2024-25 Annual Assessment Report_2024-2025

B. Measures and Results

Describe the process for collecting, analyzing and using data for program improvement.

Undergraduate:

The program is assessed through the capstone course, HIST 4500 Senior Seminar. The data is discussed annually at the meeting by the historians. The same rubric for HIST 4500 is used to assess HIST 2200 Constructing History to strengthen student expectations and preparation. Longitudinal data is not collected from these two points owing to the short span of time and the limited sample size.

Graduate:

The program is assessed through either HIST 9100 Thesis or HIST 9200 Oral Exam. Each track has a rubric for assessment:

Thesis Rubric

Oral Examination Rubric

Evidence:

- Bachelor History_2023-24 Annual Assessment Report_2023-2024
- Bachelor History_2024-25 Annual Assessment Report_2024-2025
- MA Rubric-Oral Exam (7)
- MA Rubric-Thesis (7)

C. Action Items and Use of Results

Describe what changes your unit has made in response to assessment data.

Evidence:

- Bachelor History_2023-24 Annual Assessment Report_2023-2024
- Bachelor History_2024-25 Annual Assessment Report_2024-2025

D. Service Courses/Gen Ed Outcomes

Describe the assessment of student learning for service courses as they relate to the general education student learning outcomes.

The history faculty serve the university's general education curriculum at each of its three levels: foundational coursework, exploration of critical and creative thinking across disciplines, and an integrative conclusion. History faculty teach the First Year Experience Seminar, a Foundation coursework requirement. History courses are approved to fulfill three of the nine Exploration learning outcomes: Historical Inquiry and Analysis (54), Diverse Perspective (21), and Civic Learning (15). History courses are also approved to fulfill four of the nine skill learning outcomes subsumed under Exploration: Critical Thinking (48), Reading (21), Writing (7), and Digital Literacy (3), as well as both required Integration courses, Integrative Learning (38) and Integrative High Impact Practice (5). Finally, the history minor, as well as other multidisciplinary minors supported by history faculty, may be used to fulfill the Integration requirement in its entirety. ([LAS Approved Courses](#))

The nine learning outcomes for Exploration and subsumed skill learning outcomes, including those supported by history courses, are assessed according to rubrics developed by the General Education program. The rubric for Reading was created in the AY23/24, and an assessment report appeared in late spring, 2024 ([here](#)). The rubric for Historical Inquiry and Analysis was created AY2023-24 and applied to spring 2024 student artifacts ([here](#)). The rubrics for Civic Learning and Diverse Perspectives are in development and no data is yet available on these SLOs. ([LAS DOCS](#)) ([GEN ED](#))

V. Faculty

A. Size and Composition

Describe the faculty size and composition, and address staffing for the unit in terms of the mission and goals of the unit, along with the unit's operational metrics.

The history program is comprised of eight full-time, tenured professors. Four faculty members identify as male; four identify as female. All are Caucasian. One faculty member has been at Fitchburg State for under fifteen years; four faculty members have been at the university for between 16 and 24 years; three faculty members have over 25 years of service. Since the last review, one full-time, tenured faculty member retired and another full-time, tenured faculty member left the university.

Teaching Areas				Research Areas
Baker, Laura	Ph.D., University of Iowa	Professor, tenured	U.S. History; Immigration, Civil Rights, Interdisciplinary Studies; 5-12 Licensure practica	Gilded Age and Progressive Era, Urban History
Dee, Christine	Ph.D., Harvard University	Professor, tenured	U.S. History; Colonial-19th Century, Women, African American history, methodology, political science	19th-century America, Civil War, women's history, historical editing
Goodlett, Sean	Ph.D., University of Oregon	Professor, tenured	European History, with subfields in British history and the history of philosophy	French Cultural and Intellectual History, pedagogy
Jewell, Katherine	Ph.D., Boston University	Professor, tenured	U.S. History; 20th Century, Media history, Policy, Economics, podcasting, political science	20th-century America, economic policy, media history, podcasting
Lieberman, Benjamin	Ph.D., University of Chicago	Professor, tenured	European History, Genocide, Holocaust, History of Climate Change, German history, nationalism and imperialism	Genocide, Nazi Germany; climate change; ethnic cleansing, imperial war
Reeves, René	Ph.D., University of Wisconsin	Professor, tenured	Latin American History, U.S. History, Atlantic World slavery, gender history	Guatemala and Migration, legacies of Atlantic slavery, Indigenous history
Sarefield, Daniel	Ph.D., The Ohio State University	Professor, tenured	Ancient History; Latin (language)	Ancient Greece, Ancient Rome, book-burning
Thomas, Teresa Fava	Ph.D., Clark University	Professor, tenured	Diplomatic History, history of Vietnam, Italian history	Italian History

The following full-time, tenured faculty members in the day division teach in the History M.A. Program under the separate contract of the School of Graduate, Online, and Continuing Education:

Dr. Laura Baker
 Dr. Christine Dee, Chair
 Dr. Katherine Jewell
 Dr. Benjamin Lieberman
 Dr. Rene Reeves
 Dr. Daniel Sarefield, former Chair

In addition, owing to program growth in the M.A. program, the graduate program employs the following faculty members:

Dr. Christine Axen, History Department, Fordham University
 Dr. Cary Babitz, Boston University, Lecturer in History
 Dr. Kathryn Lamontagne, Boston University, College of General Studies
 Dr. Joseph Wachtel, former Associate Professor of History, Fitchburg State University

Three on-going trends in History curricula are: 1) a more integrative approach to historical themes and content across traditional regional boundaries; 2) greater emphasis on history methodology (history “skill-building”) in addition to historical content; and 3) greater emphasis on applied and active learning. These trends are reflected in the evolution of FSU’s History program over the past two decades. Currently we offer two courses that integrate Europe and Asia (HIST 2103, The Byzantine Empire & HIST 2104, The Silk Roads in History & Culture) and two that integrate Europe, Africa, and the Americas (HIST 2141, Slavery in the Atlantic World and HIST 2300 African American History). Besides the two surveys in World History (HIST 1000 & 1100), three electives take a globally-integrative approach to historical themes: HIST 2135 (Genocide in World History), HIST 2164 (Cold War: A Global History), and HIST 2204 (Climate Change & Human History).

The loss of two faculty members (to retirement and resignation) has reduced the workforce by 20% and resulted in the elimination of courses from the curriculum on Asia, India, the Middle East, the History of Religions, Native American History and the cross-listed courses with Communications Media. This was part of the [course catalog deletions made in the spring of 2024](#) in AUC 42 2023/24

In addition, at this time the program is unable to offer courses in the following areas (not an exhaustive list):

- History courses of the African continent
- History of the law and the Constitution
- History of medicine or history of science
- British History or Irish History
- Russian history during any time period
- Middle Eastern history

Evidence:

- Baker
- Dee
- Goodlett
- Grad Axen
- Grad Babitzke
- Grad Lamontagne
- Grad Wachtel

- Jewell
- Reeves
- Sarefield
- Thomas

B. Retention

Describe retention initiatives for faculty.

Faculty have progressed through the promotion and tenure process according to the MSCA Collective Bargaining Agreement. Faculty members have applied for Post-Tenure Review as stipulated by the Collective Bargaining Agreement.

C. Research and Scholarship

Describe research and scholarship within the program.

Fitchburg State University is a teaching university. Faculty carry a 12-credit full-time assignment per semester. Teaching is a priority for the history faculty. University support for scholarship is aligned with the mission of the university as a teaching institution and its commitment to the region and the community. Support and time for academic research is limited. Yet the faculty contribute to historical scholarship and the scholarship of teaching and learning, thereby enriching the discipline of history and the Fitchburg State academic community. This is evident in the wide array of scholarly accomplishments by faculty.

Katherine Jewell published the award-winning [*Live from the Underground: A History of College Radio. Chapel Hill: University of North Carolina Press, 2023.*](#) Laura Baker published the digital textbook [*Immigration and the Nation: A Brief History.*](#) Benjamin Lieberman with colleague Elizabeth Gordon published [*Climate Change in Human History: prehistory to the present.*](#) Teresa Fava Thomas published [*The Allied Bombing of Central Italy: The Restoration of the Nile Mosaic.*](#) Christine Dee continues as series editor at Ohio University Press for [*The Civil War in the Great Interior*](#), with a volume in production and another forthcoming in 2025. René Reeves published [*Ladinos con Ladinos, Indios con Indios: tierra, trabajo y conflicto étnico regional en la construcción de Guatemala.*](#)

Faculty are active scholars and publish in a wide array of journals. Daniel Sarefield is a regular contributor to *Acta Antiqua Academiae Scientiarum Hungaricae*. Teresa Fava Thomas published “*Italian Diaspora in a Massachusetts Mill Town: Migration between Palestrina, (Lazio) Italy and Southbridge, Massachusetts,*” in *Diasporic Italy*. Benjamin Lieberman published “*From Nationalism to National Indifference: Binary Logic and Sense of Time*” in *Nationalities Papers*. Katherine Jewell published on Georgia State’s WRAS and the politics of college radio in *Resonance: The Journal of Sound and Culture* and a chapter on gay college radio programming in *Feminist and Queer Activism in Britain and the United States in the Long 1980s*.

Despite the [decline of scholars willing to review books in academia](#), faculty continue with this important work. For example, [Laura Baker published review articles in the Journal of Urban History and the Journal of American History](#), as did Katherine Jewell and Christine Dee. Professors Jewell and Dee have reviewed books for the *Journal of Southern History*. Teresa Fava Thomas published a book review in the *Historical Journal of Massachusetts*. Katherine Jewell continues to support H-Net reviews including *H-Net Sci-Med-Tech*, *S-USIH Blog*. Faculty serve as confidential reviewers as well. Christine Dee has reviewed manuscripts for Oxford University Press, Ohio University Press and Kent State University Press.

Faculty have presented research on teaching pedagogy. Laura Baker presented “Expanding Student Access to Historical Knowledge Using Digital Technologies.” At the Organization of American Historians Annual Meeting in 2022. Daniel Sarefield presents his research regularly at the *Symposium Peregrinum*, most recently held in Santa Maria Capua Vetere, Italy in 2024. Sean Goodlett was the lead author on a [\\$75,000 Higher Education Innovation Fund grant from the Department of Higher Education](#). Daniel Sarefield extended his pedagogy of teaching Latin language and culture in [organizing “Latin Day”](#) at the university. Laura Baker has presented talks on pedagogical innovation at the *Organization of American Historians Annual Meeting*, the *Massachusetts Colleges Online Annual Conference on eLearning*, hosted at Fitchburg State, and the *New England American Studies Association Annual Meeting*.

The History faculty engage the broader scholarly community in many ways, from regional and national conference presentations to the publication of books, articles, and reviews. History faculty integrate their scholarship into teaching by producing OER resources like textbooks for their classes, which has been facilitated by the [a grant received from the U.S. Department of Education in 2021.](#)

D. Faculty Service

Describe faculty service within the University.

Program Requirements and Faculty Service

Beyond service teaching, discussed under Curriculum, faculty perform other department service and campus service. Through this work, the history faculty strengthen the EHPS department, programs across campus, and university governance. Faculty service provide opportunities for students and community members to engage with historical subjects and methodologies. Such roles and responsibilities include:

- Uncompensated:
- AUC committees: AUC, curriculum, policies
 - MSCA union service and state-wide bargaining committees
 - Promotion Committee and Tenure Committee
 - Departmental Peer Evaluation Committee
 - PASM Coordinator
 - Social media management
 - Phi Alpha Theta

- Compensated:
- [Perseverantia Podcasting](#) on campus (APR)
 - Leading the Center for Italian Culture (APR)
 - Graduate program chair (stipend)
 - Study Abroad offerings (stipend)
 - Faculty Academy (stipend)
 - Senior Presidential Fellowship (stipend/APR)

University Service, 2024-2025	
Baker, Laura	5-12 Licensure; OER Resources, Universal Design, AUC Curriculum Committee, MSCA Bargaining
Dee, Christine	Senior Presidential Fellow, Graduate Program Chair, Chair Political Scientist Search, Program Assessment, AUC Curriculum, AUC Graduate Council, Library Committee, Fiscal Sustainability Task Force Administrative Efficiencies 2024
Goodlett, Sean	FYE program, Faculty Academy, Fiscal Sustainability Task Force Infrastructure and Property 2024, University Assessment and Research Committee, EHPS Peer Evaluation Committee
Jewell, Katherine	Podcasting Executive Producer, MSCA Executive Committee, Fiscal Sustainability Task Force Student Services 2024
Lieberman, Benjamin	FYE program, EHPS Peer Evaluation Committee
Reeves, René	Latinx Studies collaboration
Sarefield, Daniel	Academic Coordinator, Center for Italian Culture, AUC Graduate Council
Thomas, Teresa Fava	Board Member, Center for Italian Culture

E. Collaboration

Describe collaboration across campus and with external partners.

History faculty have carried out collaboration in several areas. They have engaged in team teaching across departments. Collaborative courses with colleagues from other departments have included a course on Podcasting, courses on History and Game Design offered by a former colleague who has since left Fitchburg State, and a course on Climate Change and Human History. In addition, faculty have taught other interdisciplinary classes, including Hip Hop, African American History, the Civil Rights Movement, the American Presidency, and US Economic History.

Faculty have also collaborated with colleagues across campus to discuss teaching methods and to explore alternative teaching methods including project-based learning. These efforts to enhance student learning and engagement and boost retention include the university [Faculty Academy](#) focused on the pedagogy of Real Talk, and university communities of practice focused on Open Educational Resources (OER) ([Rotel](#)) or and Open Pedagogy, and the [FYE](#) or First Year Experience.

Faculty have collaborated with colleagues and with the community in centers such as the [CIC](#) (Center for Italian Culture) helping to plan and organize events and activities. Faculty have collaborated with the [ALFA](#) or Adult Learning in the Fitchburg Area to

offer courses for adult learners. They also have collaborated with faculty in a number of different departments to establish a plan and proposal for a new Latino/a/x & Latin American Studies Minor.

F. Advising

Describe faculty advising.

The faculty collective bargaining agreement lays out extensive advising requirements for all faculty at the university (Article XII.A.3.a, pp. 198-9). For instance, faculty are to provide “advice and assistance to students enrolled in” their own courses, even if those students are not in the faculty member’s major; general advising, moreover, is to take place during their three regularly-scheduled office hours per week over two days. More narrowly, history faculty are to assist assigned advisees in the major in developing schedules, from the pre-registration through the registration process. Contractually, these advisees are to be assigned by the chair, but in practice they have been distributed evenly amongst the historians by the departmental administrative assistant. Because the history major has fewer enrolled students than a decade ago, the history faculty have roughly half a dozen assigned student advisees who require course registration, Massachusetts teacher licensure, career, or other formal and informal advising. Over thirty current graduate students in the History MA program are advised by the graduate program chair in addition to the program chair's undergraduate advisees.

The contract stipulates, furthermore, that the chair is charged with “operating and monitoring the advising program of the department to provide for the quality of such program and, where appropriate, its proper interaction with the advising program of the University” (Article VI.A.7, p. 66). The EHPS department has not created an “advising program,” per se, and any discussions of advising tend to be folded into departmental meetings, which are also when all three disciplines handle curricular and other broad departmental matters. In short, there is little time allotted for any “advising program” discussions. For more general advising, all students can avail themselves of the [Career Services and Advising Center](#), which provides resources to all students. Similarly, the departmental curriculum committee, which is now the whole department, is charged with “mak[ing] recommendations concerning the quality of student academic advising in the department and the manner of its most effective delivery to students” (Article VI.H.1.a, p. 74). The contract further requires that these recommendations from the departmental curriculum committee involve the “solicit[ation of] recommendations and comments from those students who are advisees assigned to members of the department” via a contractually-stipulated form (ibid., p. 74). Historically, the curriculum committee has neither discussed nor made such recommendations.

The job of advising the licensure students in the Middle and Secondary Education program is made challenging by a number of factors. For instance, this program is informed by an independent “program area outside a department,” referred to as PASM, whose contours are defined by our collective bargaining agreement (Article VI.J, pp. 77ff.). Given the external nature of the program area, a host of constituencies – including the Program Area for Secondary and Middle education itself, the University’s Department and School of Education, the Dean of Education, the Massachusetts Department of Elementary and Secondary Education (DESE), the state Commissioner of Elementary and Secondary Education, and even the Secretary of Education for the state of Massachusetts – have the ability to impose advising, curricular, and licensure requirements over which we have no control. In practice, this has meant an ever-shifting set of priorities are imposed on students and advisors, sometimes with changes occurring annually and frequently, therefore, making it difficult for everyone to stay abreast. To keep tabs on these changes, the historians have developed an internal advising memo that all advisors share with the students and which provides guidance on the latest requirements. A second, and concomitant, problem arises when advising transfer students who choose the licensure track. All but a handful of credit hours are prescribed on a strict timeline in this track, which means that when students transfer in they frequently find themselves “out of sequence” and needing to take more than four years to complete a degree. A University-wide solution to this and other problems has been to update our curriculum audit system, known as DegreeWorks, so that it reflects licensure gateways and requirements. This, of course, does not solve the problem; it only enables advisors to note the out-of-sequence issues.

History faculty find themselves directly advising a program that is not full under their control. To improve the advising of licensure track students, the Dr. Laura Baker, coordinator of History Education and supervisor of the History PASM students pre-practica and practica, revised the History Secondary Education 5-12 Advising Sheet in March 2024. The historians distribute study guides and information about testing content and sample tests to their advisees and provide additional guidance to thier students.

Evidence:

- History BA BS Four Year Plan of Study
- History Initial Licensure Four Year Plan of Study
- History Secondary Education 5-12 Advising Sheet Baker March 2024

VI. Student

A. Recruitment and Retention

Describe activities and strategies related to the recruitment and retention of students.

With a small overall number of students, data on major retention and graduation can be of limited use. Further, the data does not distinguish between History BA/BS and History/PASM students in these rates. This may be significant, as it is unknown if the decline between the percentage graduating and how many graduate in the major is influenced by the ability to pass licensure exams. Moreover, the Fall 2016 and Fall 2017 cohort graduated in the Covid period, rendering the data less useful for indicating outcomes. The data indicates that within the program, retention percentages have increased following Covid,

History Retention & Graduation Rates									
First-Time Full-Time									
Entering Semester	Headcount	# Retained	% Retained	# Retained in Major	% Retained in the Major	# Graduated	% Graduated	# Graduated in Major	% Graduated in Major
Fall 2013	9	7	77.78%	6	66.67%	6	66.67%	4	44.44%
Fall 2014	5	4	80.00%	3	60.00%	3	60.00%	2	40.00%
Fall 2015	9	8	88.89%	6	66.67%	7	77.78%	4	44.44%
Fall 2016	12	7	58.33%	6	50.00%	4	33.33%	4	33.33%
Fall 2017	12	7	58.33%	5	41.67%	5	41.67%	3	25.00%
Fall 2018	8	7	87.50%	6	75.00%				
Fall 2019	6	4	66.67%	4	66.67%				
Fall 2020	6	2	33.33%	2	33.33%				
Fall 2021	7	6	85.71%	5	71.43%				
Fall 2022	2	2	100.00%	2	100.00%				

STUDENT PERSPECTIVE EXAMPLE: The History Concentration in Initial Licensure (5-12) is a demanding program that requires intensive academic preparation and administrative oversight. Licensure candidates must fulfill the requirements for the History Major, the Middle and Secondary Education (5-12) Minor, and the Concentration requirements. Despite comparable enrollment numbers to the English 5-12 licensure program, which has two dedicated English faculty, the History Concentration is supported by a single historian who teaches courses for the minor and concentration. Historically, this individual also carried the administrative burden of the entire licensure program. While two additional historians have since served on the Program Area responsible for all 5-12 licensure programs, students in the History Concentration have expressed concerns about the limited presence of history faculty in their education coursework. In response to a recent letter from three licensure candidates expressing concerns about content area MTEL exam preparation, the department has taken steps to address these issues. The historian teaching minor and concentration courses has developed guidance materials and initiated an annual in-person workshop to support candidates' preparation for the subject area MTEL. As part of this effort, she created an updated curriculum map that shows the alignment between history courses and the new content MTEL test objectives. While only one of the original letter writers attended the workshop (the other two having successfully passed the History MTEL), all three expressed satisfaction with the department's efforts.

B. Academic Expectations and Supports

Describe academic expectations and supports.

Fitchburg State offers supports student learning and well-being.

Academic Support: Academic support is found on the 3rd floor of Hammond Hall.

[Disability Services](#) supports the full participation of individuals with disabilities in all aspects of campus living and learning and assists with reasonable and appropriate accommodations and services, including students who need academic accommodations but do not have an Accommodation Agreement.

[Writing Assistance](#) is available through the Writing Center.

[Academic Assistance](#) with organization, motivation, time management and concentration is available through Academic coaches.

Student Wellness: is supported through [Counseling Services](#) at no charge to students. Some resources can be [accessed online](#).

C. Significant Trends

Discuss significant trends in student enrollment, demographics, retention and graduation rates, course completion, satisfaction, post-graduation outcomes; identify pressing issues found in the data.

After the 2017-2018 review, the program managed to increase the number of history minors through active outreach and clear communication of the value of completing six history courses. Following the pandemic, the program has struggled to maintain those numbers. The implementation of a new Liberal Arts and Sciences (LAS) curriculum, coinciding with Covid, seems to have had an impact on declining history minors. This is likely due to the elimination of the previous "Option B" track in the previous curriculum, which encouraged students to take four courses in a liberal arts or science discipline. Without this option, students may be less inclined to pursue a minor. The decline isn't limited to history; several other disciplines, including Literature, Humanities, and Math, have also seen fewer minors. This suggests that the curricular changes may have unintentionally disincentivized minors in liberal arts and science fields overall. This issue represents a potential weakness for a university that prides itself on blending

liberal arts education with professional programs. The shift in curriculum may be offering students alternative pathways that bypass the need or appeal for minors in arts and science disciplines. Addressing these issues may require a multifaceted approach, including revisiting the structure of the new curriculum, advocating for greater flexibility in offering online minors, and finding new ways to communicate the value of history and liberal arts minors to students.

One area of weakness identified by the program is the continued need to engage with students over how the liberal arts, and specifically history, build knowledge, cultural competencies and essential skills for flexible and durable careers. This is glimpsed in students' emphasis on static metrics like GPAs versus more abstract measures of intellectual growth derived from immersion in languages, travel, and deeper engagement with the applications for historical inquiry. This provides an opportunity for faculty, within our courses, to embed this more fully in our curriculum.

The history program's structural weakness stems from the reduction in faculty by 20 percent. The failure to replace faculty members who have departed results in deficits in key areas like Asia, the Indian Subcontinent, Africa, Native American history, Constitutional history, American religious history, and the history of technology. This lack of faculty renewal limits the program's ability to adapt and innovate in response to current curricular demands and trends in historical methodologies, pedagogies, and instructional technology. Without new hires, the program loses its ability to restructure and incorporate fresh approaches, hindering its ability to remain current with evolving academic standards and student interests. Addressing this structural weakness would require the university to recruit new faculty, particularly in areas that are currently under-served. This would not only rejuvenate the program but also make it more responsive to students' academic and social needs.

D. Experiential Learning

Discuss experiential learning opportunities in the program.

Experiential learning is learning by doing. Experiential learning contributes to the academic development and performance of students, and provides them with opportunities to refine critical skills and gain real-world experience. The history program faculty value the benefits of experiential learning for all of our history students and our program offers a number of different types of co-curricular activities and opportunities for history students to engage in activities that take place outside of the classroom and complement the academic curriculum in history.

Co-curricular activities

Experiential learning opportunities for history students are derived from courses that enable the students to move beyond the traditional classroom, such as Senior Seminar (HIST 4500), independent study courses (HIST 4900), and Honors Thesis project courses (HON 4990 Honors Thesis/Project I and HON 4991 Honors Thesis/Project II), which enable students engage in historical research and historical writing, which are fundamental skills for the discipline. Students have the opportunity to present their work to their peers and to the faculty at Fitchburg State's annual Undergraduate Research Conference (URC) or the Massachusetts Undergraduate Research Conference (MassURC) in papers and poster presentations. Students receive valuable feedback and gain insights from the experience. The history faculty regularly encourage students in these courses to seek out these opportunities and work with the students to prepare for these events. For example, during this review period, Professor René Reeves worked with two students, Joseph Cautela and Corrado Cruz to complete Honors Thesis projects. Mr. Cautela worked on his thesis during the fall 2021 and spring 2022 terms. More recently, Mr. Cruz began his thesis with Professor Reeves in the spring 2024 term and will finish this term (fall 2024). Both students presented at the URC as well as the MassURC with posters, and also gave oral presentations for the members of the Honors Program. Also, during this review period, Professor Katherine Jewell directed an Honors Thesis project for history student Allison Turner (AY2023-2024). During the spring 2024 term, Ms. Turner also presented her research at the URC. At the same spring 2024 URC, three students from Professor Teresa Fava Thomas' Senior Seminar course gave presentations: Brian Hickey ("The Question of The Bomb"), Kathleen Kaldis ("We Delivered the Goods! The Service, Sacrifice, and Patriotism of the United States Merchant Marine in World War II"), and Molly Jacob ("We Not Merely Cope, We Care": A Comparative Analysis of Rationing in the United States and United Kingdom during World War II").

The history faculty also regularly encourage interested students to seek opportunities to undertake internships in fields where their historical research skills would be an asset, and might expose them to potential career paths, such as, for history students, internships in archives and historical societies. During this review period, several history students have done internships in the Fitchburg State University Archives. For example, History major John Pino, who graduated in the spring of 2019, undertook two internships in the Fitchburg State University Archives, completing HIST 4900 Independent Study in History with Professor Laura Baker serving as faculty supervisor, during which he worked on a special project examining the Carson Oral History Collection of oral histories of World War I veterans. From his experiences in the FSU Archives, Mr. Pino also presented his work at the URC. John Pino continued his education by pursuing a Master's in Library and Information Science.

It is important to note that the Covid-19 pandemic disrupted internships significantly. Whereas history students undertook internships at the Fitchburg State University Archives and at the Fitchburg Historical Society with some frequency prior to the pandemic, the practice has been slow to return. Recognizing the importance of this kind of experiential learning opportunities, during the spring 2023 term, the history faculty added a new course to the history curriculum, [HIST 4940 Internship in History](#). This course intends to facilitate history majors' internships, give history students a clearer pathway and increased opportunities to apply their competencies in work settings. For the history majors completing the History concentration in Initial Licensure (5-12) and the minor in Middle and Secondary Education (5-12), students engage in field-based experiences in school settings supervised

by our faculty through on-site pre-practicum experiences coupled with each teaching course in the program and a formal teaching practicum as a concluding capstone experience (HIST 4861 History Practicum Seminar, HIST 4860 Practicum in a Secondary School I, and HIST 4870 Practicum in a Secondary School II). As teacher candidates, these students complete the practicum in a school setting under the direction of a supervising practitioner. The practicum ensures that as teachers they are ready to teach and to make a positive impact on the students in the classroom from day one. In the course of the practicum, the teacher candidates receive targeted and specific feedback on observations, the impact of the candidate on student learning is measured, and student feedback and additional evidence is used to improve candidate performance and to demonstrate success.

The Perseverantia podcast

Another co-curricular experiential learning opportunity that merits special mention is the Professor Katherine Jewell's *Perseverantia* podcast project. In spring 2021, Professor Jewell piloted a podcasting project in her Honors Seminar in History (HONS 2225). The students in the course conducted oral histories about the pandemic on campus, and from these interviews they produced [five episodes](#) of a narrative podcast documenting these experiences. In fall 2022, Professor Jewell, in cooperation with Professor of Communications Media Kevin McCarthy, secured a three-year Academic Innovation Grant to found and produce *Perseverantia: The Fitchburg State Podcast Network*. This grant gave Professor Jewell and Professor McCarthy one course release a year to hire staff, secure technology, and produce a weekly podcast from events, classes, and voices on campus. In fall 2023, they co-taught a course called "Podcasting the Past," in which History and Communications Media students collaborated to produce a multi-episode, narrative podcast about a true crime event in 1908. Since then, Professor Jewell has continued to work on that series, as well as incorporate podcasting opportunities into her classes. Her model, used in HIST 9050 Media and U.S. Politics ([1](#), [2](#), [3](#), [4](#), [5](#), [6](#) at the graduate level), and in HIST 3050 United States since 1968, an undergraduate elective, was to have students discuss questions to pose to authors whose books they read, and in a podcast episode, Professor Jewell asked the authors these questions. In the [interview with Andrew C. McKeivitt](#), an undergraduate history student participated in the interview. Several faculty in history have participated in these podcasts, either as background interviews (including Professors Laura Baker, Christine Dee, and Teresa Fava Thomas), or in other podcasts, such as Dan Sarefield in [this episode](#) about the name of the network, Perseverantia. Professor Jewell is currently serving as site director for two students on the podcast, Adam Fournier and Nick Castillo, and this new enterprise will continue in the future.

Phi Alpha Theta

Fitchburg State's chapter (Xi-Upsilon) of the [Phi Alpha Theta History Honor Society](#) has been active – recognizing and inducting a group of high-achieving history students each spring term, since the previous review period, but the honor society has enjoyed intensified activity during this period of review as the program faculty have sought to use the honor society not just to honor our finest students and promote collegiality among the students and faculty of the program, but also to provide the students with experiential learning opportunities that arise from their membership in this society dedicated to our discipline. In particular, Phi Alpha Theta members are eligible to present their work at historical conferences with their peers and faculty from other institutions, to engage with other historians in some of the ways that professional historians do. The opportunity to present their historical research in the form of a formal history paper, panel discussion, or poster represents an experiential learning opportunity that is distinctive to the discipline.

All of the members of the history faculty have sought to encourage Phi Alpha Theta members to submit their work and to support them in presenting at Phi Alpha Theta's conferences in order to gain experience as developing historians presenting their work in professional, academic settings. During this review period, some Phi Alpha Theta members have presented historical research developed in their history courses at the organization's regional conferences. Student-members attended and presented at the New England Regional Conference held at Salem State University on Saturday, November 23, 2019. At that conference, History major and Phi Alpha Theta Treasurer Hannah Sheldon presented her paper, "The United States and Iran: Long Term Consequences of the 1953 Coup," which grew out of a class with Professor Teresa Fava Thomas. At the same conference, History major Steve Olson and Game Design major Jon Medlin presented their Digital History project, "Minute Man Mobile: An Augmented Reality Experience," which they had developed in a team-taught course taught by then faculty member in history, Professor Joseph Wachtel, and Professor of Game Design Jonathan Amakawa. In January 2020, Steve Olson and another project collaborator, Game Design major Nate Timbro, presented the "Minute Man Mobile" project at the 2020 Phi Alpha Theta Biennial Convention in San Antonio, Texas. The participation of these students at the national conference was subvented by the program and department and marks a level of participation that is difficult to sustain, but serves as a worthy goal.

The faculty continue to encourage Phi Alpha Theta members to take advantage of the opportunities that the organization presents and the faculty stay connected to Phi Alpha Theta and cultivate the organization when called upon to do so. One of the faculty who has served as advisor for the chapter during this review period, Professor Daniel Sarefield, has served as respondent for panels of papers when student submissions for the regional conferences have overlapped with his fields of research, such as at the 2021 New England Regional Conference at Saint Anselm College, Manchester, New Hampshire, on Saturday, March 27, 2021, where Professor Sarefield served as chair for a panel of papers on the Roman world.

Most notably during this review period, Fitchburg State's Xi-Upsilon chapter celebrated its 50th anniversary (on Thursday, October 24, 2019). To commemorate this milestone, the program welcomed the president of the national organization, Professor Clayton Drees of Virginia Wesleyan University, to the Fitchburg State campus for a celebration and reception, during which President Drees gave an address to the students and faculty on the history of the organization and its mission. The faculty intend to continue leveraging our Phi Alpha Theta chapter not only to honor our most high-achieving history students and to help to foster a sense of

collegiality among the faculty and students, but also to provide important experiential learning opportunities for students who wish to present their historical work, as well as to connect with to their peers at other institutions.

Study abroad

The history faculty recognize the invaluable experiential learning opportunity offered by study abroad, and over the years many of the faculty of the program have developed and/or taught courses abroad for students. Recently, with the approval of the University's new [General Educational Curriculum](#), study abroad has been identified as one of several types of courses that constitute a high-impact practice that all students must engage in to fulfill the integrative learning requirement of their Bachelor's degrees. Each academic year, according to the Office of International Education, approximately 60-100 students participate in study abroad courses in order to satisfy this curricular requirement, this figure includes all the students participating in Fitchburg State's faculty-led programs as well as semester-long and year-long study abroad programs arranged in collaboration with study abroad providers and foreign university partners.

During the period under review, the history program has offered HIST 3001: Life in the Roman City, taught by Professor Daniel Sarefield, as a study abroad course in Italy on a bi-annual basis, including during the summer terms of 2019, and again, following the pandemic, the summer terms of 2022 and 2024. This course, which examines what it was like to live in an ancient Roman city, goes beyond the texts and slides of the traditional classroom to explore the many Roman sites and monuments of Verona in specially-arranged site visits that enable the students to stand in the presence of the past, connecting the readings and lectures to the topic in a unique way.

Although complete study abroad data for all of the years of this review period is not available from the Office of Institutional Research & Planning, the value of this course for students seeking to fulfill the integrative learning requirement with study abroad is unquestionable. According to the Office of International Education, during AY2023-2024 the total number of students studying abroad was 59 students. Of those students, 13 students were enrolled in HIST 3001. That's more than 22 percent of all students studying abroad from the entire university. One other fact worth noting is that only two of the students enrolled in HIST 3001 in the summer of 2024 were history majors, while the 11 other students represented a wide range of other majors. Thus, this history study abroad course provided an important curricular, experiential learning opportunity that was utilized by students from across the campus, across the curriculum, to fulfill this degree requirement.

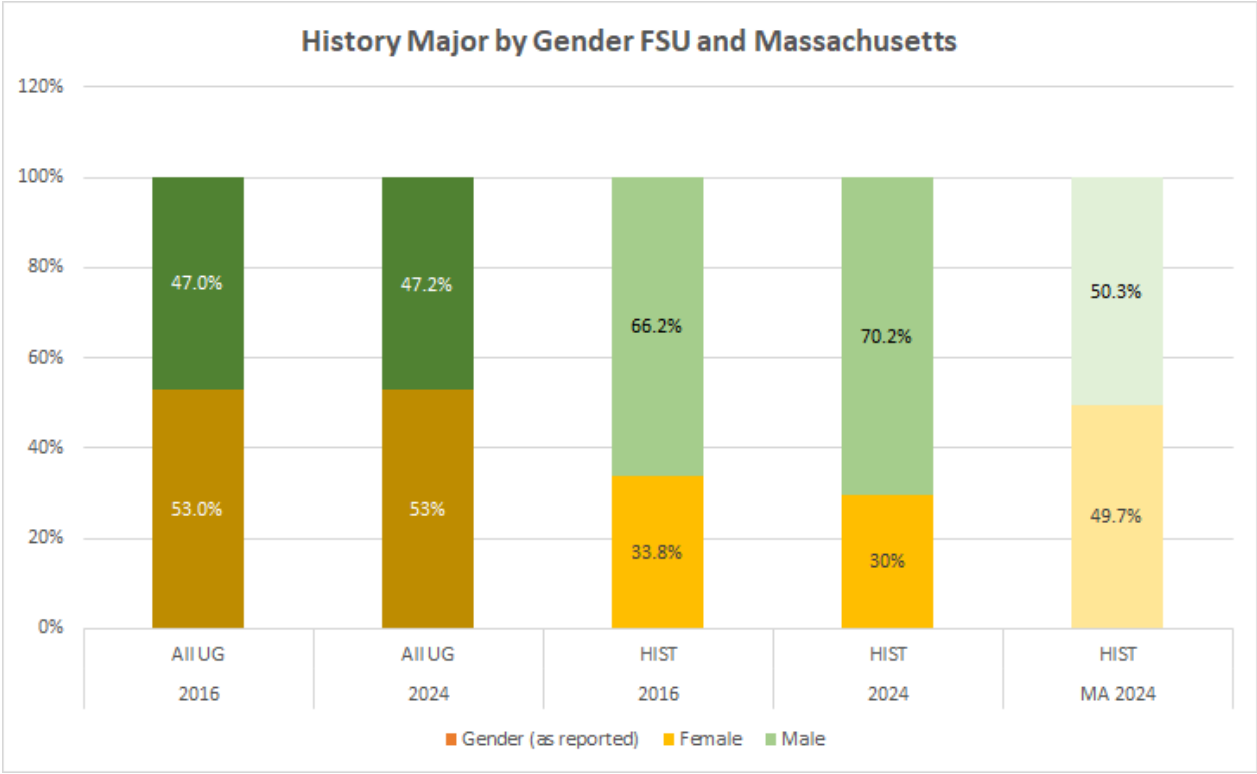
VII. Equity

A. Equity Gaps

Identify any equity gaps in student outcomes or satisfaction and what the unit is doing, or plans to do so, to address these gaps.

Of total history majors, males constitute a greater percentage than females when compared to the university undergraduate population. Since the last period of review, the percentage of males compared to females has increased from 66.2 to 70.2 percent.

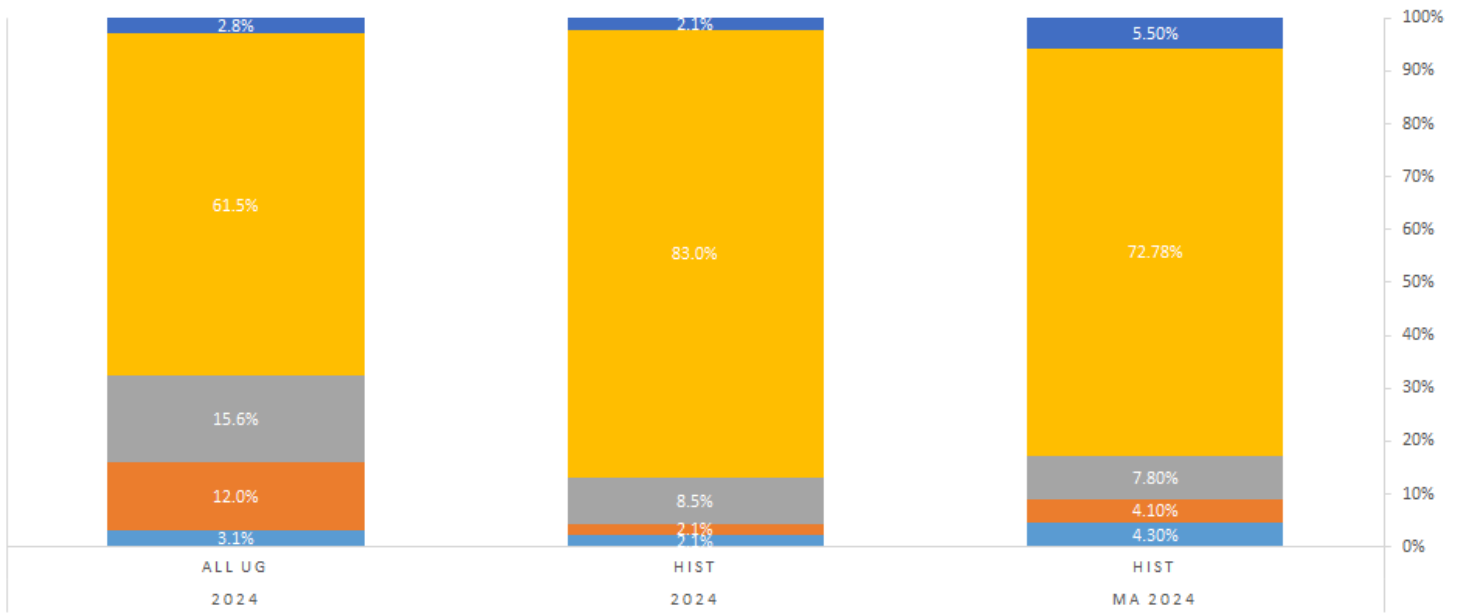
The gender distribution of history majors within the program differs from the gender distribution of Fitchburg State undergraduates and [history majors in the state of Massachusetts](#). History majors at Fitchburg State are less diverse than the student body at the university. Of the history majors at Fitchburg State in 2024, 8.4 percent identified as Hispanic, compared to 7.8% at Massachusetts institutions.



	2016	2016	2024	2024
	All UG	HIST	All UG	HIST
Gender (as reported)				
Female	53.0%	33.8%	53%	30%
Male	47.0%	66.2%	47.2%	70.2%
Race/Ethnicity				
Asian	2.4%	6.2%	3.1%	2.1%
Black/African American	9.1%	6.2%	12.0%	2.1%
Hispanic	11.2%	4.6%	15.6%	8.5%
White	71.6%	78.5%	61.5%	83.0%
Two or more races	3.3%	3.1%	2.8%	2.1%
Unknown	2.4%	1.5%	3.8%	2.1%

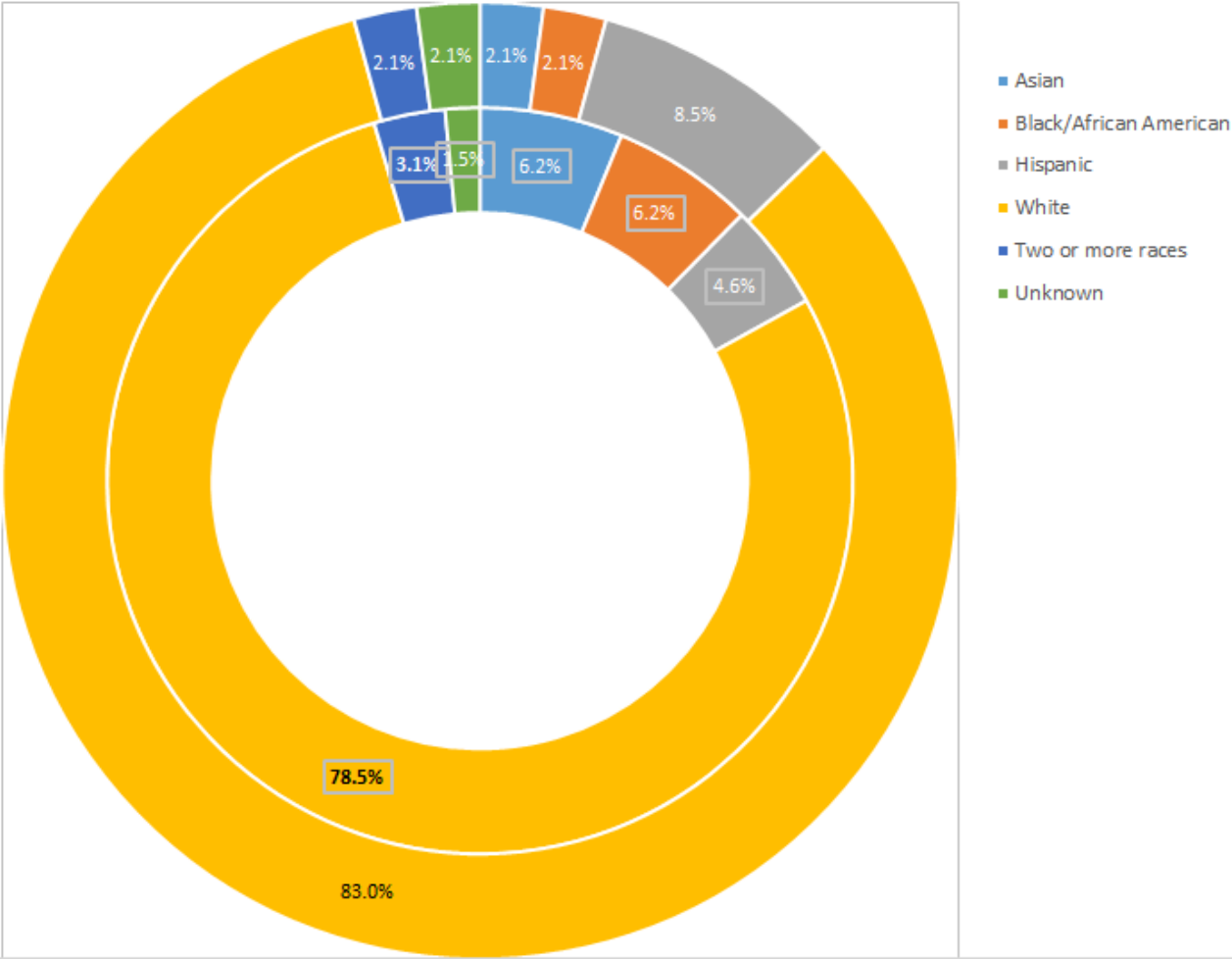
RACE/ETHNICITY BY UNIVERSITY, MAJOR, MAJOR IN MASS.

Asian Black/African American Hispanic White Two or more races



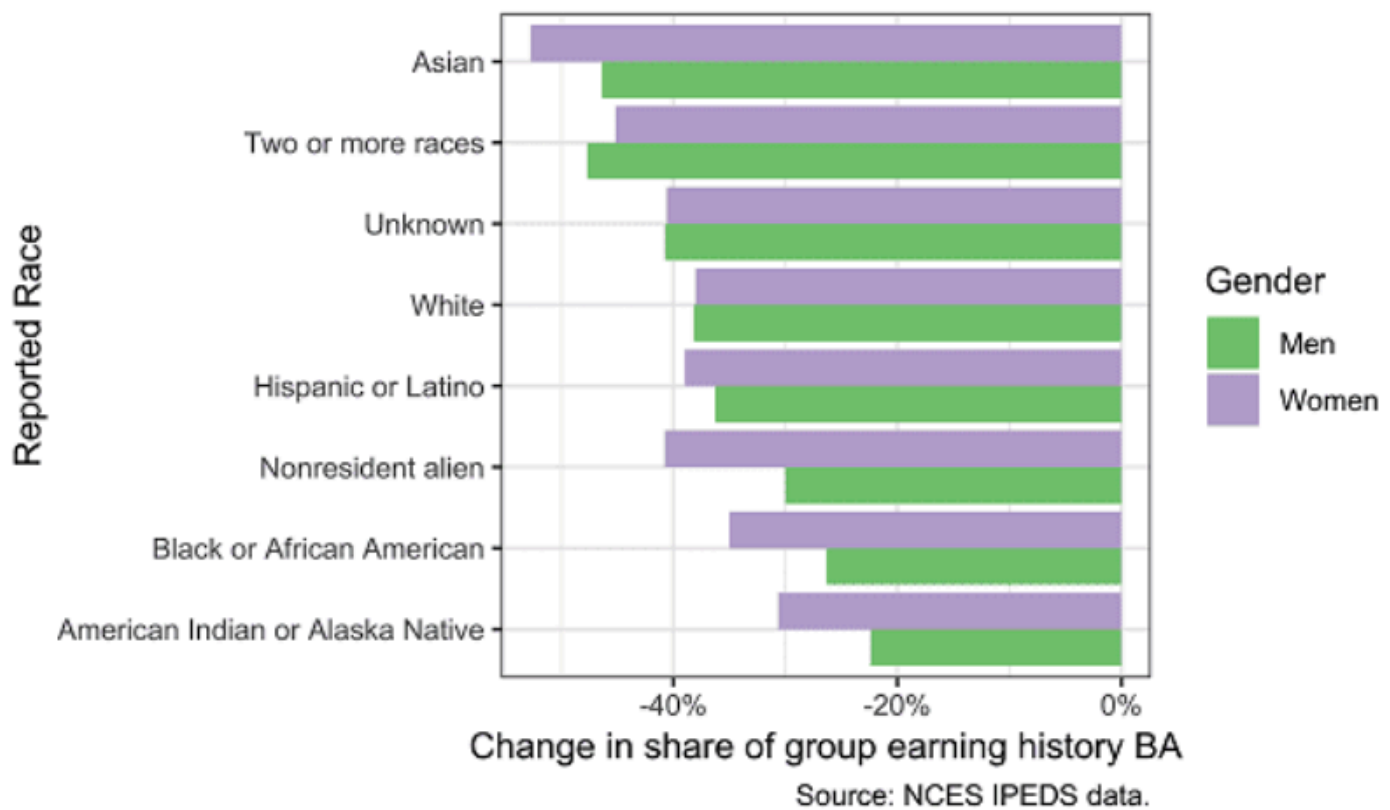
Over the period under review, students identifying as white and Hispanic has increased (2016 Inner Ring, 2024 Outer Ring) and other categories have decreased. It should be noted, however, that these percentages are based on statistically low numbers. For example, 4 Hispanic students constitute the 8.5% percentage in 2024. Adding a student would change the percentage to 10.6% and losing one student would reduce the percentage to 6.3%. Moreover, while we know that Asian, Black/African American, Hispanic, Multi-racial students are underrepresented in history majors when compared with the student population at Fitchburg State university as a whole, history majors represent [1.3% of all incoming students according to the 2024 University Factbook](#). Declines in enrollment across any demographic at the university have a dramatic impact on history percentages. For comparison, nationwide data indicates that approximately [15% of history majors identified as non-white](#) according to a National Academy of Arts and Sciences report in 2017. For comparison with data pre-Covid, the [American Historical Association reported changes in history majors by race and gender for the period 2011-2017](#).

Race/Ethnicity History Majors 2016 and 2024



Nation-wide data indicates the decline in History majors in all racial/ethnic categories has been ongoing for more than a decade, although there are some indications that, like we see in the small sample from the history program at FSU, we are beginning to see a growth in Hispanic students seeking history bachelor's degrees.

American Historical Association Report: Changes in History Majors by Race and Gender, 2011-2017 Drawn from NCIS/IPED Data



As the trends we see in the history program are part of national trends, we will continue as faculty members to support Fitchburg University's [Diversity, Equity and Inclusion Initiatives](#).

B. Culturally Responsive Practices

Describe any culturally responsive practices that you have employed to promote equity in the program.

Faculty have been culturally responsive in their teaching, demonstrating their commitment to DEI. They have made learning more accessible by developing their own course workbooks and texts, enabling them to incorporate culturally relevant content in an inclusive historical narrative. Laura Baker created digital texts for HIST 2015 Immigration and American Identity: "Immigration and the Nation" and "Immigration and Fitchburg." Christine Dee developed a workbook to accompany Constructing History: New England. She also addressed the decline in people identifying as female in history courses by teaching an introductory survey course focusing on women and gender, reinvigorating the History program's offerings in women's history. Katherine Jewell produced podcasts on first-generation students at Fitchburg State. René Reeves served as a mentor for Latino (male) students in AY18-19. He also has written eight (of fourteen) chapters of an OER textbook for Latin American Revolutions (HIST 2119), allowing him to forgo an expensive commercial textbook when he offered the course in spring 2023. Reeves also engaged in extensive outreach to dozens of students to ensure that Latin America: The Conquest (HIST 2118) would be among the History program's course offerings in the fall 2024 semester. Although FSU seeks designation as a Hispanic Serving Institution, it makes no institutional commitment to ensuring that courses with a Hispanic orientation will be allowed to run, persistently cancelling them if they do not reach self-imposed enrollment benchmarks and putting the onus on individual faculty members to generate sufficient student demand to avoid cancellation. Despite this lack of institutional commitment, Reeves continues to offer courses with a Hispanic focus, including Women in Latin American History (HIST 2151), the History of Mexico (HIST 2140), Slavery in the Atlantic World (HIST 2141), and, as described above, Latin American Revolutions and Latin America: The Conquest. He also has reorganized the focus of his survey of the second half of US History (HIST 1500) around the theme of minoritized groups seeking equality and justice in a nation founded on white supremacy.

C. Environment

Describe any steps that have been taken to create an environment that values diversity and supports all faculty, students and staff within the department.

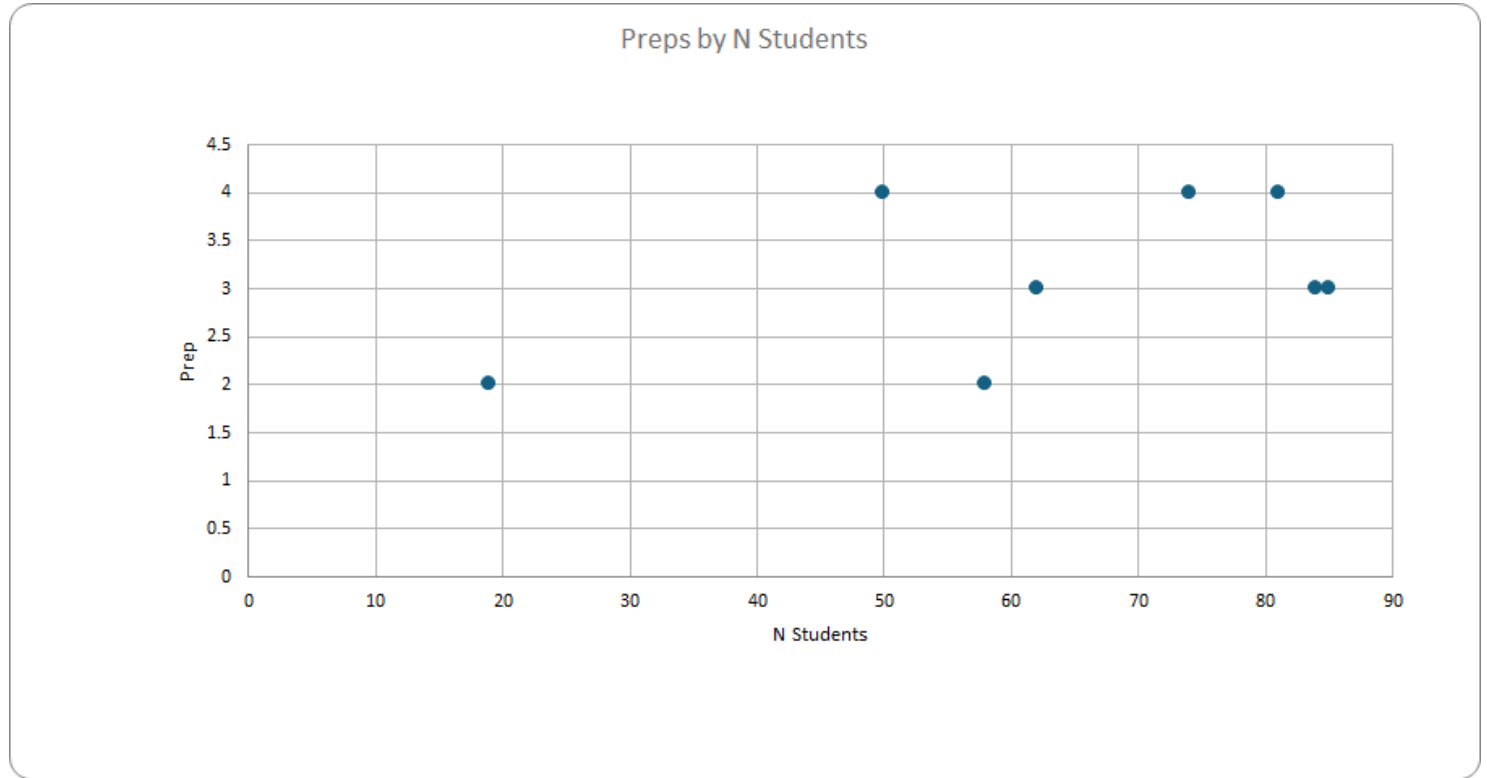
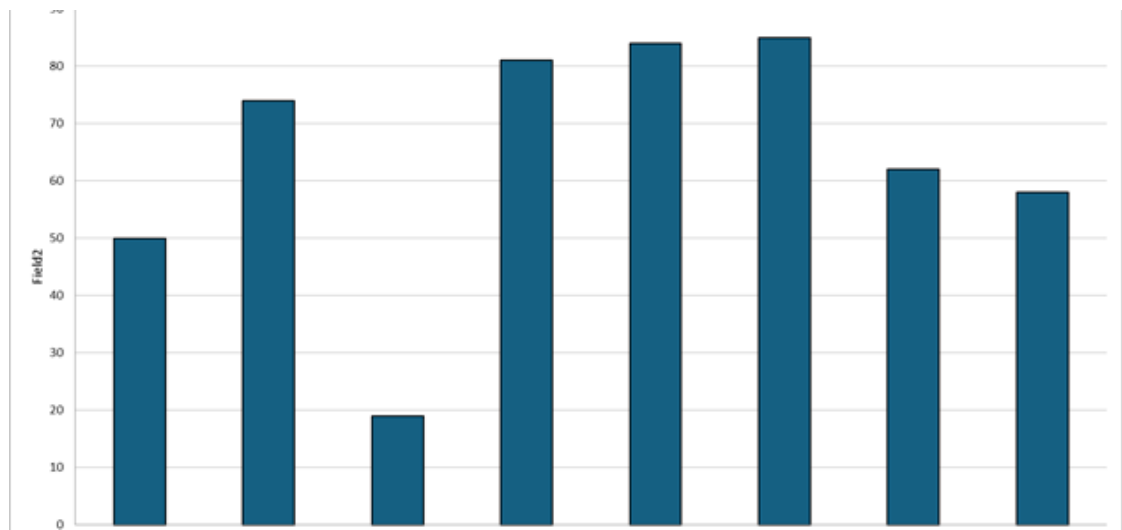
Contractually, faculty each a 4-4 course load. This can include both undergraduate teaching and graduate teaching "on load." Faculty can garner credit toward a course release by additional teaching in the Adult Learners program (Alpha, 1 credit per course), teaching a graduate course on load (1 credit per course) and within the FYE program (1 credit per course). Faculty can secure Alternative Professional Assignments through Academic Affairs for directing centers on campus and other administrative roles.

The loss of 20% of the program's faculty has increased teaching and service for the remaining faculty. Traditional metrics like enrollment per course fail to capture this strain. The strain is reflected in limits on academic offerings and programmatic pressures.

Faculty members often teach eight distinct course preparations across fields and periods, going beyond the scope of their original employment to meet curricular needs. Faculty do not receive support to design new courses to meet these needs. The secondary education program is not supported by a stipend or a course release. Program review and assessment work are uncompensated, unlike some other state universities. Faculty support the graduate program during the summer. The loss of two faculty members, a world historian and an American historian, has reduced the program’s ability to offer courses in Asia, India, and Native American history and has halted collaboration between the history program and the gaming program in communications media.

The history program engages in a procedure of scheduling to ensure coverage for students and service to university programs.

Fall 2024 Number of Students by Faculty Member



VIII. Resources and Facilities

A. Technology

Describe technology and equipment needed to support the program and its delivery.

B. Library

Describe how the Library supports the program mission and attainment of objectives.

The New England Commission on Higher Education's Standard 7.22 calls for "access to Library and information resources, services, facilities, and qualified staff sufficient to support its teaching and learning environments and its research and public service mission as appropriate." The purpose of this report is to outline the current Amelia V. Gallucci-Cirio Library's resources, services and facilities that support the undergraduate in-person and remote programs in History at Fitchburg State University. The material presented in this report will be discussed in a December 3, 2024 meeting with the History faculty. Specific items we hope to discuss include:

- Partnering to develop your History students' information literacy skills and leveraging library support for student research
- Increase participation in the Library's course materials reserve service, especially the digital controlled lending service which provides digital access to course texts
- Exploring opportunities to support the creation and use of Open Educational Resources within History courses
- Increasing usage of History focused scholarly resources
- Possibility of student internships in the Archives & Special Collections

The last full library analysis for the History program came in AY18. Starting in Fall 2020, the Library offers a robust [Technology Lending Library](#) to ensure that all students, regardless of their financial means, are able to access the technology needed to do their course work, including digital cameras and podcasting equipment. The equipment is available for checkout in addition to technologies available in the Library building. With the Library's recent renovation, students have access to welcoming spaces designed to support individual and group work, and is more than adequate to meet the needs of students, faculty and administration. Building information is in Library Table 7: Facilities.

Researchers in History generally focus on primary sources and other evidence to interpret and form analysis of events in the past. They use secondary sources, analysis completed by other scholars, to place those events in context and to strengthen their own analysis of the evidentiary materials.

Journals and Databases

The Library collection development policy has been, and continues to be, to provide the core journals and databases appropriate for each discipline. Reviews of databases and journals are consulted, peer comparisons are conducted, and faculty input on the effectiveness of the resource is critical when considering new databases. The Library budget is relatively flat. Funds for new databases and/or journals come from reallocation of funds from canceled journals and databases with low usage.

The Amelia V. Gallucci-Cirio Library offers access to over 145,000 online journals in over 200 databases. Specifically, for the History major and classes, we have the following core databases:

1. America: History & Life*
2. American Antiquarian Society (AAS) Historical Periodicals: Series 1 - Series 5*
3. Ancestry Library Edition*
4. Early American Newspapers, Series XVIII: Racial Awakening in the Northeast*
5. HeinOnline Academic*
6. Historical Abstracts
7. Indigenous Peoples of the Americas: History, Culture, and Law*
8. JSTOR Arts & Sciences
9. Labor and Employment: The American Worker
10. Manuscript Women's Letters and Diaries*
11. NewspaperArchive*
12. North American Immigrant Letters, Diaries, and Oral Histories*
13. North American Women's Letters and Diaries*
14. Social and Cultural History: Letters and Diaries*
15. Exploring Race in Society
16. PAIS Index
17. LGBTQ+ Source

**Denotes databases containing primary sources.*

History related journal titles in the following sub-categories may be viewed online by subject using the Library's "[Journal Locator](#)" tool (items in parenthesis are # of journals):

- History Scholarship & Learning (37)
- Museum Publications (38)
- Newspapers (121)
- Archaeology (100)
- Biography – General (8)
- History – General (463)
- Regions & Countries (2,468)

- Related Historical Sciences (58)
- Law, Politics, & Government (4,618)

See Library Table 1: Full-text Journal Databases by Disciplines related to History. Usage statistics show the overall usage numbers are good.

The librarians conduct an annual review of journal subscriptions examining data on both print and online journals to which the Library directly subscribes (outside of the journals available through the databases). The annual cost per usage is determined by dividing the annual cost for the journal title by the number of times the journal was used in a year. Criteria have been established and applied that allowed the Library to cancel journals that are not being effectively used.

This journal review process allows the Library to increase journal offerings in needed areas as determined by interlibrary loan data, as well as to purchase large, multi-disciplinary eBook collections and new databases. More information about the new eBook collection is below.

The following databases related to History have been cancelled since 2020: ● Columbia International Affairs Online (cancelled in AY24)

The following journals related to History have been cancelled since 2020:

- American Politics Research (cancelled in AY20)
- UTNE Reader (cancelled in AY20)
- Biblical Archaeology Review (cancelled in AY21)
- Media Reports on Women (cancelled in AY21)
- Natural History (cancelled in AY21)
- American Economic Review Combination (cancelled in AY22)
- Journal of Society of Architectural Historians (cancelled in AY22)
- Review: Literature & Arts of the Americas (cancelled in AY22)
- Boston Herald (cancelled in AY22)
- Worcester Telegram & Gazette (cancelled in AY22)
- American Literacy Scholarship (cancelled in AY23)
- Boston Globe (cancelled in AY23)
- Comparative Politics (cancelled in AY23)
- Economist (cancelled in AY23)
- Journal of Asian Studies (cancelled in AY23)
- Journal of Economic History (cancelled in AY23)
- Late Imperial China (cancelled in AY23)
- Pacific Historical Review (cancelled in AY23)
- Postmodern Culture (cancelled in AY23)
- Review of Radical Political Economics (cancelled in AY23)
- Theory & Event (cancelled in AY23)
- Western American Literature (cancelled in AY23)
- Philosophy & Public Affairs (cancelled in AY23)
- Journal of American Studies (cancelled in AY24)

The following databases related to History have been added since 2020:

- PAIS (AY25)
- LGBTQ+ Source (AY25)
- HeinOnline (AY23)
- Early American Newspaper Series XVIII (AY22)
- NewspaperArchive (AY21)
- JSTOR Collections XI, XII and XIV (AY21)

The Library added institutional subscriptions for the following newspapers beginning in AY23

- The New York Times, 1851-present.
- The Wall Street Journal

Books

A review of our print collection in the Library of Congress call number ranges specifically associated with History shows 28,192 **print** books in our collection. See Library Table 2: Monograph Collection Description and Analysis.

In order to better meet the needs of both undergraduate, graduate, and faculty researchers, the

Library sought to expand the available eBooks in our collection with eBook packages that include History books. Effective in AY19, the Library subscribed to both the EBSCO Academic Complete eBook package and JSTOR EBA and DDA eBook collections. In AY21 we subscribed to the ProQuest eBook Central DDA Collection utilizing a demand driven acquisition model.

Additionally, in AY23 we subscribed to the Project MUSE EBA eBook collection.

Through these 5 eBook packages we have added approximately 55,853 titles in History and related areas (11,209 of these titles were published in the last 5 years and 26,055 were published in the last 10 years). This increases the number of books associated with History in total to **84,045** books while providing on and off-campus access. We feel this is adequate to support undergraduate and graduate levels of research and coursework.

Archives and Special Collections

In AY24, the digital archive was migrated from OCLC's CONTENTdm platform to the [JSTOR Community Collections platform](#) in order to decrease costs and increase discoverability and usage by providing a better experience for our users. The JSTOR Community Collections platform makes our content available with over 8,000 digital items in 27 collections. During AY24 there were 4,379 items viewed on JSTOR and 24,588 items were viewed on CONTENTdm prior to completion of the JSTOR migration in May 2024.

We continue to add physical items, significant to the university and our local community, to the Special Collections. New additions include the Ronald Ansin Collection and the Michael V. Addorisio Family Collection. We welcome a discussion on the possibility for internships in the Archives & Special Collections for history students.

Films and other Media

In 2018, the Library purchased a subscription to the academic streaming film database Kanopy. Over 26,241 videos are available in AY24 with subjects aligned with History (this does include some duplicates). See Library Table 3: Films and Other Media Collection for a breakdown by category.

Library Table 1: Full-text Journal Databases by Disciplines related to History

The full complement of databases supporting History can be found on the Library website (<https://Library.fitchburgstate.edu/research/databases>). Whereas there are 17 directly applicable full-text databases, another 15 full-text databases supplement this core collection. In addition, individual titles stretching across disciplines number in the thousands. Journals are either embedded within databases or are available through individual subscriptions, accessible through Serials Solutions.

Core Full-text Journal Databases

1. America: History & Life
2. American Antiquarian Society (AAS) Historical Periodicals: Series 1 - Series 5
3. Ancestry Library Edition
4. Early American Newspapers, Series XVIII: Racial Awakening in the Northeast
5. HeinOnline Academic
6. Historical Abstracts
7. Indigenous Peoples of the Americas: History, Culture, and Law
8. JSTOR Arts & Sciences
9. Labor and Employment: The American Worker
10. Manuscript Women's Letters and Diaries
11. NewspaperArchive
12. North American Immigrant Letters, Diaries, and Oral Histories
13. North American Women's Letters and Diaries
14. Social and Cultural History: Letters and Diaries
15. Exploring Race in Society
16. PAIS Index
17. LGBTQ+ Source

Supplemental Full-text Journal Databases

1. A-Z Maps Online
2. Academic OneFile (Gale)
3. Academic OneFile Select (Gale)
4. Academic Search Ultimate)
5. American Civil War: Letters and Diaries
6. British and Irish Women's Letters and Diaries
7. Credo Reference
8. EBSCO Open Dissertations
9. European Views of the Americas: 1493 to 1750

1. Immigration Law and Policy in the U.S.
2. New York Times Digital Edition
3. Oral History Online
4. ProQuest Research Library
5. U.S. History in Context
6. World History in Context

Database	AY24 Usage	AY23 Usage	AY22 Usage
America: History & Life	4200	3566	5055
American Antiquarian Society (AAS)	20419	15042	24602
Historical Periodicals: Series 1 - Series 5			
Ancestry Library Edition	6075	2626	7148
Early American Newspapers, Series XVIII: Racial Awakening in the Northeast	96	111	NA
HeinOnline Academic	218	1104	125
Historical Abstracts	4259	3457	5067
JSTOR Arts & Sciences	12,669	13,224	16,791
Manuscript Women's Letters and Diaries	8	275	25
NewspaperArchive	1121	24	1342
North American Immigrant Letters, Diaries and Oral Histories	13	281	25
North American Women's Letters and Diaries	278	22	24
Social and Cultural History: Letters and Diaries	83	2206	275
Exploring Race in Society	3713		

Notes:

Database usage data disaggregated by discipline does not exist, therefore it is not possible to determine how many articles were accessed only by History faculty and students. In total for the Fitchburg State community, over 124,000 articles were accessed through the Library's 203 databases in AY24.

HeinOnline Academic Data - Includes the data for Indigenous Peoples of the Americas:

History, Culture and Law & Labor and Employment: The American Worker

For recent acquisitions, no data is available at this time: Exploring Race in Society, PAIS Index, & LGBTQ+ Source

Library Table 2: History Book Collection

LC	Subject Area	Electronic			Physical			Total
		Published 2019-2024	Published 2014-2018	Published Prior to 2014	Published 2019-2024	Published 2014-2018	Published Prior to 2014	
C	Auxiliary Sciences of History	1052	974	1435	4	39	1007	4511
D	World History and History of Europe, Asia, Africa, Australia, New Zealand, Etc.	6199	8397	15145	70	230	12383	42424
E - F	History of the Americas	3958	5475	13218	115	325	14019	37110
Totals		11209	14846	29798	189	594	27409	84045
		55853			28192			

Library Table 3: Film and Other Media Collection

of Streaming Films by Subject in Kanopy Database

African Studies 481

Anthropology	1025
Asian Studies	962
Australian Studies	655
Ethnicity & Identity	1275
European/Baltic Studies	1617
Gender Studies	940
German Studies	190
Global Studies & Languages	1140
Historical Perspectives	2535
History - Ancient	1998
History - Military	778
History - Modern	3655
Human Rights	684
Indigenous Studies	697
Jewish Studies	268
LGBTQ+	374
Latin American Studies	545
Media & Popular Culture	712
Middle Eastern Studies	379
North American Studies	2477
Race & Class Studies	1268
War & Action	599
Women & Society	987
Total (includes duplicates)	26241

Library Table 4:

Research Instruction

		AY22	AY23	AY24
Total Instruction Sessions Conducted:		218	254	227
History Sessions Conducted:		3	4	6
Percentage:	1.4%		1.6%	2.6%
Total Embedded:	78	83	51	
No. of History Embedded:	0	0	1	
Total In-person/Onsync classes:	140	171	176	
No. of History In-person/Onsync classes:		3	4	5

Note: The Library offers both discipline-specific and general information literacy instruction sessions.

Library Table 5: Research Help

Library Research Guides

For History, we have created one general subject guide and 11 course specific research guides. The usage statistics of the History research guides indicate that the subject guide was accessed a total of 553 times in AY24. Additionally, 11 course-specific research guides have been created for

History courses including but not limited to GEOG/HIST 2056, HIST1100, HIST1500, HIST2000, HIST2080, HIST3710, HIST4500, HIST7450, HIST/HON2225.

Reference Statistics

	AY20	AY21	AY22	AY23	AY24
Total Interactions	2409	2534	3469	3338	3092
	Mode of Access				
In Person	1547	838	1989	2226	2061
Chat	416	1002	634	393	393
Phone/Email	420	455	395	285	254
Video Call	42	252	144	154	111
Library FAQ Tickets		26	25	15	20

Questions by Patron

Student	2091	2286	2829	2729	2434
Faculty	165	147	140	118	119
Extended Campus/DL	169	129	152	91	139
Public/Alumni/Other	134	69	108	96	165
Staff	29	21	57	40	28

Duration

0-2 minutes	844	666	1205	1326	1381
3-5 minutes	644	710	941	905	625
6-15 minutes	433	551	529	383	433
16-30 minutes	265	319	287	225	250
More than 30 minutes	223	288	197	201	130

Library Table 7: Facilities

Space	Specifications
Total Number of Seats in Library	<ul style="list-style-type: none"> 596
Information Commons	<ul style="list-style-type: none"> Research Help Desk Circulation Desk 49 public computer stations (now distributed on 4 floors) 2 multi-function printers KIC Scanner
Study Rooms	<ul style="list-style-type: none"> 10 large (up to 8 people) containing conference table, white board, media viewing equipment, and Apple TV. 8 small (2 people) containing a conference table, computer, and whiteboard.
Media Production Room	<ul style="list-style-type: none"> Seating up to 7 people containing a computer, Apple TV, ceiling mounted projector, DVD player, and document projector.
Quiet Space	<ul style="list-style-type: none"> 2 floors (3rd and 4th)
Archives	<ul style="list-style-type: none"> 28,937 items used from the institutional repository in AY24 38 Special Collections totaling 322 boxes. 13 record groups totaling 480 boxes 20 digital collections containing 14,600 items 2,500 rare books Art collection Available 20 hours per week for walk ins (available by appointment as well)

Study Room Statistics	AY22	AY23	AY24
Unique Users	1,594	1,225	1,520
Total Bookings	6,079	8,241	8,789
Hours Booked	10,956	14,868	15,631

Library Instruction

For all academic departments in AY24, faculty librarians taught 176 synchronous research sessions and were embedded into 51 courses. Through these efforts, we reached over 4,100 students during the last academic year. With only 7 faculty librarians on staff, 4 of whom conduct the majority of instruction, the number of classes with research sessions and/or an embedded librarian is impressive and requests continue to increase.

Since AY22, librarians have collaborated with History faculty members a total of 14 times to provide information literacy and research instruction as part of a History course. Librarians have also taught History research sessions and were embedded in sections of the History's First Year Experience course and in a section of the History Senior Seminar.

Library Instruction	AY22	AY23	AY24
Total Embedded Courses	78	83	51
Embedded History Courses	0	0	1

Total In-person/Onsync Sessions	140	171	176
In-person History Sessions	3	4	6

See Library Table 4: Research Instruction for more information.

We welcome the opportunity to discuss how the Library can support your department's information literacy and research goals.

Library Research Guides

The Library offers 43 subject research guides plus 289 course specific guides, covering all disciplines at Fitchburg State. For History, librarians have created 1 general history subject guide and 11 course specific research guides.

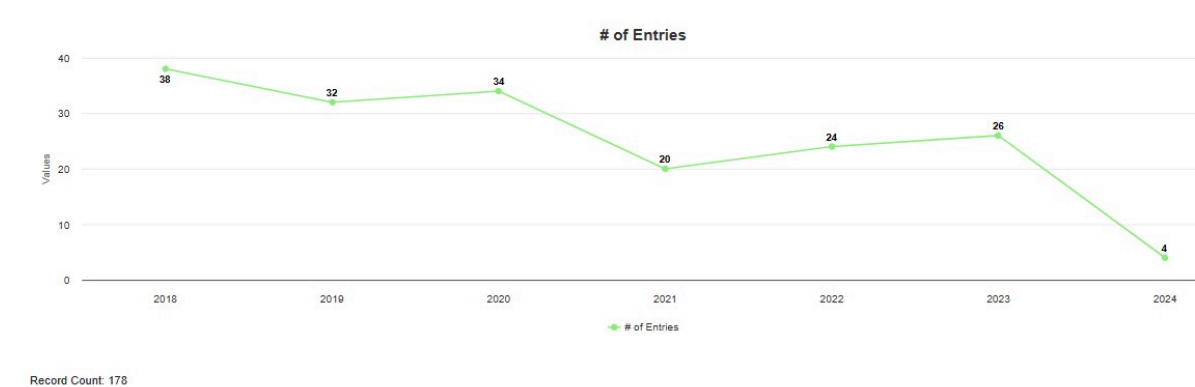
The usage statistics in the History research subject guide shows that the guide was accessed a total of 553 times in AY24. This is about 45% less than the usage the average subject guide receives (998 views/guide avg.). The Library’s History Research Guide is available within the Blackboard course management system in all History courses.

The Library is interested in working with History faculty to increase course-specific use of specialized databases via our embedded research guides.

Research Help

The Library offers one-on-one research help services in a variety of modes, including drop-in help at the Research Help Desk, making a research appointment with a librarian, email, and the online, chat messaging service. During the academic year, Fitchburg State librarians provide over 50 hours of research help per week. In AY24, librarians answered 1,449 research questions.

Additionally, the Library offers a 24/7 online chat service, which allows students to receive research help beyond standard operating hours. The aggregate trends in research help appear in Library Table 5: Research Help. Please note that data on the use of the research help services specifically by History are not available. Whenever possible, the Library collects data about each interaction with research help services to better understand the research needs of our community. From Jan 1, 2018- Nov 26, 2024, 178 interactions with research help services identified history as the general research subject. As demonstrated in the chart below, interactions have dipped slightly since 2018. The Library is interested in working with faculty to connect students with resources and services to support history research papers and projects.



Course Reserves

The Library’s Course Reserve system is well-used by the Fitchburg State community. The Library now offers traditional print, as well as online, digital course reserves through our controlled digital lending program. In AY24, Fitchburg State professors placed a total of 522 items (physical and digital) on reserve. Students checked out a total of 2,566 of reserve materials during the same period.

In Fall 2024, 7 History professors put a total of 2 digital items and 26 physical items on reserve. We hope to discuss with the History faculty further opportunities to utilize the controlled digital lending program for digital reserves. In addition, the Library is currently exploring ways to increase access to materials by students, including the insertion of digital library resources into courses, and the adoption of Open Educational Resources, which would increase student access to no or low-cost textbooks and other course materials.

Interlibrary Loan Services Request

Interlibrary Loan data is not disaggregated by department or user type. In AY24, the University as a whole borrowed a total of 1,629 items (both physical and digital) through interlibrary loan. As mentioned above, this data is used to help determine acquisition decisions, such as subscribing to a new journal. In reviewing the most frequently requested journal and book titles, currently no titles related to History were recommended to be purchased based on interlibrary loan requests.

C. Budgetary and Personnel Support

Describe budgetary and personnel support needed to deliver the program.

The EHPS department has a small budget consisting of an annual appropriation from the university. The budget is primarily for minor things such as office supplies, events, and food. The department is also provided with a small pot of travel funding from the provost's office. This year that came to \$4,410 or \$294 per faculty member. The Department policies and procedures document spells out the process for allocating travel funding.

The department is also blessed with a full-time, dedicated administrative assistant, Sandra Ciccone. She is involved in nearly every departmental matter, including administering the budget and requisitions, inputting schedules into the online system, updating the department website, taking and distributing minutes from department and program meetings, and addressing faculty and student concerns. Sandra is a tremendous asset to the department and performs her job at a very high level. We are very lucky to have her support.

IX. Action Plan

A. Findings

Discuss the comparative strengths and distinctiveness of the program, and challenges/areas of improvement, identified in the self-study.

The History Program accomplished many of the action items from 2018. It has renumbered courses that reflect consistent learning objectives for each course level. This proposal has gone through AUC. The program is waiting on the registrar to make the changes. The history section of the EHPS website has been updated, although initiatives to refresh images are ongoing. The new curriculum has incorporated the action item of writing expectations into the larger curriculum through FYE courses.

The History program's strengths since its last review are noteworthy, especially as the program has lost two full-time faculty members in World and American History. The faculty maintain a quality program that serves general education, undergraduate history, history secondary education majors as well as masters' degree students. This is evident in the data that demonstrates successful retention and student satisfaction. Moreover, the program has enhanced students' sense of belonging through the implementation of a senior seminar presentation event that is advertised and celebrated by the department and the university community. Participation in the honors program has increased since the last review, roughly doubling the number of sections offered. The graduate program continues to grow. After transitioning to a fully online graduate program, enrollments have risen from 11 to over 30 students during the period of review. This reflects the faculty's expertise in online pedagogy and creativity in both course content and marketing. The program has been commended as one of the best values in history MA degrees and continues to expand its reach to markets beyond the northeast. The launch of the university podcasting channel and the partnership between history and communications faculty is another area of strength that demonstrates the importance of historical content, creative endeavors, and media technology.

Cognizant of the challenges that face higher education nation-wide and within the discipline of history and working within the environment of public higher education in Massachusetts, the historians will continue to assess their collective and individual responses. The historians will continue to consider the following areas: teaching needs and hiring requests, course modalities and delivery methods, equitable balance in workload, service and institutional commitments, the effectiveness of the program structure and assessment across electives, methods and senior seminar courses.

B. Opportunities for Improvement

Discuss opportunities to leverage or extend existing strengths. Discuss how any challenges/areas of improvement may be addressed.

Limited resources limit opportunities within the program as they do across the nation. Areas that are dependent on university resources beyond the history program include the following:

Effective marketing campaigns for the graduate program rely on the partnership between the program chair, marketing team and the SGOCE administration

Improvements, programming and reinvigorating the PASM History Middle and Secondary Education program is unpaid labor. Unlike other university programs, History does not receive support for these efforts.

The graduate chair compensation has not increased with the increase in student enrollment.

Curriculum development including area coverage depends on hiring. Eliminating two positions has decreased faculty by 20% while workload, service and institutional commitments are unchanged.

C. Future Positioning

Discuss positioning of the program to address the future direction of the discipline in the next seven years.

Despite the decline of faculty by 20 percent, the program will renew its efforts to increase undergraduate history minors in light of the new liberal arts and sciences curriculum.

The undergraduate program will attempt to expand its offerings and marketing within the parameters of compensation and support offered by the university.

The graduate program will attempt to expand its offerings and marketing dependent on support from SGOCE within the parameters of compensation and support offered by the university.

The historians will familiarize themselves with the new content area Massachusetts Test for Educator Licensure (MTEL) 73 History/Social Science in order to ensure coverage of MTEL content across our curriculum.

The historians will continue to make sure that the curriculum offers diversity in modalities among survey and elective-level courses.

The historians will continue to publicize the minors in History and Social Science within the new General Education environment.

The historians will engage in discussions about the existing methods and research courses and explore alternatives in course design, curriculum and assessment.

The historians will continue to advocate for more comprehensive coverage by content area specialists within the discipline, to advocate for compensation for History Secondary Education/PASM supervision, and for equitable compensation between day and SGOCE units.

D. Action Plan for Next Seven Years

1. Key objectives, and strategies actions to achieve each objective
2. Timeline, with milestones and measurable outcomes to determine progress and measure success
3. Method of achieving objectives
 - a. Internal improvements
 - b. Improvements that can be achieved only with additional resources and plans to obtain these resources
4. Resources necessary to achieve the plan
 - a. Faculty/staff
 - b. Budgetary