The Memorandum of Agreement between the University Academic Review Program and the History Department was signed in June 2001. In it, the Department committed to several courses of action for the following academic year (i.e., 2001-2002) and to further consider other areas of concern. This report reviews the actions taken, or to be taken, in light of the memorandum.

1. Actions in the current academic year:

a) assessment. An assessment plan was developed and is now in the process of implementation. It surveys students' skills, knowledge and attitudes and is administered in two courses, HST 199 (the required introductory course in Methods) and in HST 397 (the Senior Seminar/Capstone course). Results of these surveys will be reviewed by the department's Curriculum Committee for further refinement and for use in reviewing the department's course structure and major requirements.

b) graduate program. The department has thoroughly overhauled its graduate program. It has made the course requirements stricter and narrower in scope; e.g., 300-level courses are no longer part of the M.A. Also, students will only be accepted for Fall Quarter, and all are required to take the introductory graduate courses (HST 400 & 401) before any other graduate courses. This will create a stronger and more cohesive cohort of graduate students who will largely enter, proceed through, and complete their History M.A.’s together.

The department has also shifted the focus of its 400-level Graduate courses from research to historiography (broadly defined). This makes it more relevant to the vast majority of students who are not pursuing a doctorate in history but are looking for career advancement and the development of analytical skills, and for current for future teachers who wish to acquire the broadest familiarity with their field rather than undertake narrow research agendas.

c) students. The department has made efforts to increase contact with and advising for history majors, but is still limited in this by the nature of the enrollment system and the means (or lack thereof) of accessing student records. This still needs to be addressed by the university.

Recently, a reception was held for all history majors, minors and prospective history students, and faculty. As a result of the meeting, the students decided to form a History
Club to organize and promote history-related activities and a sense of community among history majors/minors. Student officers have been chosen and an advisory committee of faculty appointed to assist the Club.

A continuing problem with undergraduate advising and activities is the lack of a Director of Undergraduate Studies, similar to the Director of Graduate Studies already in place. A request for such a position was rejected by the College. However, the Dean of the College has recently offered to appoint a member of the Department as liaison to the School of Education with responsibilities for advising undergraduates, especially those who are history/secondary education students. Currently, the department is considering its response to this offer. Meanwhile, the department continues to try to develop history-focused activities for its majors, and to co-ordinate undergraduate education with other schools and programs within the university.

d) resources. In response to the department's need for additional staff support, the College has appointed a full-time staff member whose work-time is divided between the History and Religious Studies department. In the History department, this person has been especially assigned to work with department members on questions relating to classroom technology and general computer usage for both instruction and research. This has been helpful, but the department is still understaffed and is still concerned about the burden placed on the one full-time secretary. Added assistance in this area is seen as vital, as is the promotion of the secretary to a position of administrative assistant, with salary and resources to match.

2. Continuing Actions:

a) the School of Education. The department is continuing to work with the School of Education to enhance the training of students planning to become Secondary School History/Social Studies teachers. However, as noted and stressed in the Memorandum of Agreement, there is a broader university-wide issue involving having such future teachers major in History and have their home college in LA&S rather than in Education. This has not and cannot be addressed by the department alone. A Director of Undergraduate Studies, if appointed, could be the liaison between the department and the School of Education to deal with problems until such time as the department, as it desires, becomes the locus of students wishing to prepare for teaching careers. The Dean's proposal regarding this may help deal with this concern.

b) faculty. The Memorandum of Agreement noted the department's concerns about the need for more full-time, tenure-track faculty, and the Dean's responses to this. In the past year, this situation has become more acute, as one full-time member died, one took a position at another university, and several have taken research or service leave. As a result, the understaffing of the department and the inability to offer necessary courses to
majors has grown to very serious proportions; for example, we now have no one who teaches in any area of Asian history.

In addition, the Dean of the College decided that the department is to have a new Chair, recruited this year, and from outside the university. This decision has put the whole department "on hold," since we have not been allowed to conduct searches for new and much-needed tenure-track faculty. The department cannot even consider what areas of specialization we might wish to hire, since a new Chair will undoubtedly have his/her own views on the question. As a consequence, dependence on one-year appointments and part-time Instructors has grown rather than decreased, as have committee and other administrative burdens on the full-time faculty. This has especially affected non-tenured faculty who are pursuing major research agendas.

c) other concerns. The department suggested, in the Memorandum of Agreement, that the university take a serious look at the question of child-care for faculty. In addition, the department mooted the suggestion of a post-doctoral position or positions, especially for minority scholars. As yet, no action has been taken by the university on these issues. The department remains concerned about these matters and desires that they be addressed at the College and university level.