

ANNUAL PROGRAM REPORT

College	CLASS
Department	History
Program	B.A. program
Reporting for Academic Year	2022-2023
Last 5-Year Review	2019-2020
Next 5-Year Review	2024-2025
Department Chair	Bridget Ford
Author of Review	Bridget Ford
Date Submitted	October 1, 2022

I. SELF-STUDY (suggested length of 1-2 pages)

A. Five-Year Review Planning Goals

Present your planning goals from your last 5-year plan.

We received our MOU from the HIST 2019-2020 5-Year Review on May 15, 2021. Herewith we summarize key recommendations from Associate Provost Rafael Hernandez, the CAPR Executive Summary, Dean Wendy Ng, our External Reviewer, and our own Five-Year Plan:

1. Hire regular faculty
2. Formally propose a Center for Applied History
3. Address staffing needs
4. Consolidate new Semester-Conversion BA program with relevant assessment
5. Make meaningful and measurable improvements in student success

Each of these areas has a significant correlation to the Faculty Diversity & Equity Committee (FDEC) Diversity Rubric:

1. Hire regular faculty: History Department programs and History majors will greatly benefit from regular faculty who reflect the student body and community at CSUEB (Rubric 12 and 13)
2. Formally propose a Center for Applied History: As an informal entity, mainly funded through A2E2 and HIST donor funds, the Center for Applied History (CAH) focuses on socially engaged history that creates history collaboratively with the Bay Area community. The Center hands authority to students to interpret and represent the past in fresh, creative ways, often outside the classroom itself (Rubric 1-4 and 6-8).

3. Address staffing needs: An office presence is critical to the functioning of departments, and gives a home to programs; this presence allows us to foster a welcoming and conducive Department climate (Rubric 5, 9, 10, 11, 14-17).
4. Consolidate new Semester-Conversion BA program with relevant assessment: Our new Program Learning Outcomes and relevant assessment addresses representation and interpretation, with careful consideration for diversity and equity (Rubric 3, 4, 6-8).
5. Make meaningful and measurable improvements in student success: In undertaking a major advising and assessment overhaul, major exit surveys, and collaborating with multiple advising offices, Institutional Effectiveness and Research, EEC, and APS, we seek to retain, graduate, and support students after completing their degrees (Rubric 1-4, 4.5).

Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

1. Hire regular faculty

In 2020, our External Reviewer warned that the History Department's "reliance on lecturer faculty . . . [is] not sustainable if the Department's curricular and other initiatives are to have greatest success."

Unfortunately, the proportion of the HIST faculty that is part-time and temporary has increased in the last five years, from 50% in Fall 2017 to 65% in Fall 2021 of our FTEF, as of Fall 2021.

Part-time, temporary HIST faculty are deeply dedicated to their teaching as historians, scholars, and professionals. A few of our contingent faculty are excellent candidates for the tenure track. However, part-time, temporary faculty are not expected to provide service and advising (though some certainly do). This has presented significant challenges that we have had to overcome, so that HIST majors are appropriately advised in their progress through the major. We have made important decisions about course staffing, so that HIST majors are always enrolled in at least one required course taught by regular faculty.

With endorsements from Academic Affairs and CAPR, we seek to reverse this contingent hiring trend. We are thrilled to report this year that the Department successfully completed an approved tenure-track search in 2021-2022, for an assistant professor with expertise in the history of diversity and diasporas, particularly with teaching and research interests in communities of color in modern US History. Dr. Michael Schulze-Oechtering (Ph.D., Ethnic Studies) joined the Department of History in Fall 2022.

We will seek another tenure-track hire for next year, related to our new BA degree in History-Social Science Teacher Preparation, for prospective middle and high school teachers in California (see below).

Academic Program Review data available on Pioneer Insights for Faculty Diversity is only available through 2020, and so is two years behind current trends.

2. Formally propose a Center for Applied History

We are currently funding the Center for Applied History through A2E2 and donor funds. We are examining the creation of a Department Center, following the Cal State East Bay Academic Senate policy memo charter process. We hope to initiate this process in Spring 2023, for a formal start date before our next 5-Year Review.

3. Address staffing needs

On October 1, 2021, the HIST Department welcomed a new Administrative Support Coordinator II, shared 50-50 with the Department of Philosophy and Religious Studies. We reiterate here that this 50-50 split of an ASC II does not appear consistent with other department staffing, where there is a one-to-one ASC and department staffing relationship, or nearly so.

As of October 1, 2022, Mr. Donilon Alcantara has completed his first year as the ASC II for the Departments of History and Philosophy and Religious Studies. Mr. Alcantara is doing superbly in his position, although with two departments to support, Mr. Alcantara in some ways endures two-times the workload as other ASCs managing department offices. It is not clear to us that the ASC II position makes up for that added workload, of submitting two academic schedules each semester, completing contracts for faculty in two departments, hiring student assistants for two departments, and managing the budgets for two departments, among other duplications. This arrangement also demands additional coordination by the two department chairs, placing additional burdens on those two chairs, relative to other chairs who do not share ASC staff time.

In short, it seems to us that there are disparities in university or college support for the Departments of History and Philosophy and Religious Studies, that redound visibly to added workload and other intangibles related to sustaining departments.

We therefore reiterate our observation from last year: We are of course pleased that we have completed a successful ASC II search. However, this position is complicated by the two-department/one ASC structure, wherein one department chair, Dr. Bridget Ford, supervises the one staff person for two department chairs and two department faculty. The managerial/supervisory relationship is somewhat challenged here in that Dr. Ford does not also supervise the chair and faculty in the Department of Philosophy and Religious Studies, thereby making it difficult to manage the workflow of the ASC II.

This places an additional supervisory burden on Chair Ford, and the ASC II must, in effect, do two-times the work of other ASCs. Again, it is not clear to us that the additional salary for the ASC II position makes up for this added, disparate workload.

This arrangement appears unequal and disparate to us, and raises equity questions for the chair and staff person in the Department of History.

4. Consolidate new Semester-Conversion BA program with relevant assessment

We inaugurated a new course assessment cycle for our BA program in AY 2021-2022. We clarified and streamlined our PLOs, and in the last year, pursued course revisions in core HIST courses, to enable careful PLO alignment to specific courses. The proposed PLOs comport with our applied history emphasis, diversity and equity goals, and our concentration curriculum. We believe students will understand their program progress more developmentally, and will enjoy greater agency over their degree progress.

This year, we will formally propose our new PLOs (which grow out of our revised and approved curricular and assessment changes, from 2021-2022) in Curriculog.

5. Make meaningful and measurable improvements in student success

We initiated a major overhaul of our advising in Fall 2020. Our advising is now integrated with Bay Advisor, and we have much closer connections with professional advisors working throughout offices at the University.

We also have a new tracking and cohorting system, to ensure smooth progress towards degree completion, which is also correlated to our assessment plan. We also have more 4-unit classes that allow students to complete their degree more efficiently.

We are eager to see data from 2021-2022, which is not yet available, as of this time, to measure improvements undertaken at the start of 2020. At a minimum, we are graduating more students each Spring, despite a small number of majors: 37 undergraduates graduated in Spring 2021, and 44 in Spring 2022.

Other significant student success initiatives include:

1. Although not precisely linked to the HIST major degree, HIST faculty involved in our **Faculty Teaching Collaborative** worked extensively in Spring 2022 to increase student success in HIST 111, a course mainly taken by non-majors seeking to complete their American Institutions requirements.

- a. Results: In Fall 2021 HIST 111 had a 14% total DFW rate. In Spring, after faculty training and course interventions, HIST 111 showed an 8% DFW rate.
2. Participation in a **system-wide CSU IRB study** of student success in American Institutions courses, offered in HIST Departments. This is a rigorous IRB-approved study, correlating high school preparation, disciplinary mind-sets, study practices, student life-work pressures, and classroom activities to student outcomes. This again is mainly for HIST 111 and 110, courses taken by non-majors, primarily.
3. **HIST Major Exit Survey** required in one of our final classes in the major, to capture climate, advising, and career preparation concerns. We review the results of these findings carefully, for improvements.
4. **Required syllabus template:** We have created a new HIST syllabus template, that addresses the new syllabus policy. One of the concerns expressed in our History Major Exit Survey was that our syllabi were confusing and disparate, and course assessments were difficult for students to manage and track. Combined with our shift to Canvas, we hope to reduce or eliminate this concern among students, and to improve understanding of course assessments and requirements.
5. **Mandatory faculty assessment meetings**, at the conclusion of each semester, where we review student progress in our HIST core courses and where faculty can tune the progression between our core courses.
6. In Fall 2020, the HIST Department began the practice of **enrolling students in their required HIST core courses (with students' permission)**, to sequence student progress according to our assessment and PLO plans. Previously, some students were taking classes out of order, because the course times better fit their schedules, etc. But this meant that the careful assessment measures we had established did not make sense, for students taking courses out of sequence.
7. **Cohorted advising:** We conduct what might be termed “cohorting advising” in our core required classes, according to the students’ current class standing. So, for example, in our HIST 400 (Historical Interpretation), we discuss applying for graduation, which is not a well-understood process for our majors. We use class time for students to complete this process, so that we are not missing this critical deadline, and so that students fully understand their remaining requirements for graduation.
8. **Peer mentoring program** in HIST 110 and 111: Our HIST undergraduate majors serve as peer mentors in our large American Institutions classes, which improves student outcomes, persistence, retention, and equity, for both our majors and students enrolled in HIST 110 and 111.
9. **Creation of a new BA degree in History-Social Science, Teacher Preparation Concentration**, to replace our Single Subject Matter Preparation Program. Students seeking to complete our Single Subject Matter Preparation Program in Social Science were routinely adding several semesters to their degree completion, because of the demands of this interdisciplinary program. Our data about time-to-degree does not account for this added time. The new BA degree program will improve time-to-degree, since students will be completing one integrated degree program for teacher preparation,

rather than, in effect, completing two degree programs (HIST BA and the Single Subject Matter Preparation Program).

B. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview:

Most notably, in Fall 2023, we will debut a new fully online BA degree program in HIST available for undergraduates.

We also have a new approved BA degree program, History-Social Science, Teacher Preparation Concentration, that will replace our Single Subject Matter Preparation Program. This will likely debut in Fall 2024. It is approved by the CSU Chancellor's Office and Board of Trustees, and we will work on the curriculum in Spring 2023.

Recent new California law requires new methods to demonstrate subject matter competency, for prospective History and Social Science teachers. We are working with the College of Education and Allied Sciences to support these changes. We now use a "domain" system evaluation to establish subject matter competency, which is quite taxing and difficult for our Single Subject Matter Preparation program advisor. For the moment, we are doing this in the spirit of goodwill, until the state has resolved its subject matter competency requirements for future History and Social Science teachers.

Curriculum:

We anticipate several curricular changes in 2022-2023, based upon ground-work laid last year:

1. Prepare for our fully online BA HIST degree to debut in Fall 2023. We will ensure that our HIST core courses will be approved for online modalities.
2. We have added online modalities to many of our concentration classes, in anticipation of our online BA degree program.
3. We will submit our revised PLOs, so that they match our new HIST core course learning outcomes.
4. We will work on preparing our new BA degree in History-Social Science, Teacher Preparation, that is now approved by the Chancellor's Office and Board of Trustees.
5. We have decided not to recertify approximately 25 General Education courses, and have banked many classes that are not being taught, due to faculty retirements.

Students:

We continue to emphasize career preparation and applied experiences among our HIST majors. Internships are popular, and we have had students working with Congresswoman Barbara Lee, at the San Francisco Public Library, at their History Center, and at Fremont High School, among other venues.

In Spring 2022, we officially installed a Phi Alpha Theta chapter at Cal State East Bay, for History majors (meeting eligibility requirements) to enjoy networking and professionalizing opportunities. This application was endorsed by the Interim Provost and University President.

Our undergraduate BA majors continue to publish their significant journal, East Bay Historia. We have also used A2E2 monies very strategically to enhance community, bring in diverse speakers, and sponsor field trips.

In May 2022, the students and faculty gathered for our annual conference. Co-organized by Jason Daniels and Anna Alexander, this year marked the Department of History's 5th Annual Wanda Washington Student Conference. We welcomed over 75 participants, including nearly thirty undergraduates (most of whom graduated this year) to the day's proceedings. The conference panels were all-encompassing, reaching across hundreds of years and thousands of miles. Student presentations revealed the Department of History's greatest asset - our student's dynamic and diverse interests.

Faculty:

The Faculty Diversity Dashboard in Pioneer Insights currently lags by two full years, with the last data reported from Fall 2020. In consequence, in light of multiple retirements and hiring, and considerable shifts in our lecturer and TT faculty, we do not have up-to-date census data relative to faculty diversity to present here.

Nonetheless, we believe we have been able to bring more diverse faculty into significant teaching roles within the HIST major and General Education programs. We have added career-emphasis labs, taught by senior career professionals, into our curriculum. These faculty changes and diverse professional experiences can be seen here, on our Department of History [website](#).

Our regular faculty continue to provide exceptional service to the University, and in AY 2022-2023, currently serve as the chairs of GEOC and the Academic Senate Sustainability Committee. We have routinely supported our colleagues outside the Department on multiple RTP committees.

Our faculty also have contributed enormously to news media outreach, appearing on evening news routinely, to discuss, among other things: 9/11 remembrances, the Supreme Court and abortion, the murder of Shinzo Abe in Japan, Elon Musk, social media, education, and Japanese American incarceration during World World II.

Lecturer Mary Ann Irwin continues to edit the significant journal California History, and she recently won an award for service with the American Historical Association. Lecturer Greg Brueck serves as the Book Review Editor for the journal.

Staff:

As of October 1, 2022, Mr. Donilon Alcantara has successfully completed his first year as the ASC II for the Departments of History and Philosophy and Religious Studies.

Mr. Alcantara is doing superbly in his position, although with two departments to support, Mr. Alcantara in some ways endures 2X the workload as other ASCs managing department offices. It is not clear to us that the ASC II position makes up for that added workload, of submitting two academic schedules each semester, completing contracts for faculty in two departments, hiring student assistants for two departments, and managing the budgets for two departments, among other duplications. This arrangement also demands additional coordination by the two department chairs, placing additional burdens on those two chairs, relative to other chairs who do not share ASC staff time.

Resources: (facilities, space, equipment, etc.)

We have been adding to our HIST donor fund, which now approaches some \$100,000 in direct and endowed funding. We have recently received new funds, from two major donors, amounting to some \$60,000 in alumni and estate gifts, to go towards student scholarships. We have a good working relationship with Jen Ripley, the CLASS Development Director, whose expertise and support we very much value.

We have also expeditiously used A2E2 funding, to enrich our curricular offerings and extend the reach of our direct programs. Among other things, our faculty have piloted peer mentor programs, bringing advanced undergraduate history majors into lower-division classes, to support student success.

Assessment: Please see our summary of assessment, below. We have an entirely new assessment plan for our BA program, that launched in AY 2021-2022.

Other: (e.g., major program modifications)

We have invested a great deal of time and energy in a new [Department of History website](#), which debuted in March 2022, integrated with our active social media feeds. We continue to increase our recruitment and outreach efforts through these means. We have tried to make information about our department, its programs, activities, and advising available on this website.

This digital work (website, social media) involves an inestimable amount of time. There is virtually no support for this from the University. We believe this is something of a travesty, with departments routinely told that they should rely on students to do this (uncompensated) work. Quite frankly, a department website should not be skimmed on, as this is a crucial means for us to communicate important information to prospective and current students. Cascade is a complex system, and having students work episodically in this is not an option, given navigation and other significant matters of organization. We are mystified by the University's failures to support and invest in this critical digital work.

II. SUMMARY OF ASSESSMENT (suggested length of 1-2 pages)**A. Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)." Program Learning Outcome(S) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

(See below)

New BA Program Learning Outcomes (program revision AY 2022-23)	Corresponding Institutional Learning Outcomes	Where assessed	Assessed Course Student Learning Outcome
Interpret historical sources ethically.	Graduates of Cal State East Bay will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study; Graduates of Cal State East Bay will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.	HIST 201	Distinguish primary sources from secondary works.
Employ valid research methods to answer historical questions.	Graduates of Cal State East Bay will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.	HIST 301	Compare historical arguments found in secondary sources.
Demonstrate knowledge of diverse human experiences across time and place.	Graduates of Cal State East Bay will demonstrate expertise and integration of ideas , methods, theory and practice in a specialized discipline of study.	HIST 400	Analyze how identity, perspective, bias, and exclusion shape historical interpretation.
Make the past accessible and relevant to the public.	Graduates of Cal State East Bay will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.	HIST 499	Present historical findings through oral projects.
Collaborate in achieving representative historical understandings.	Graduates of Cal State East Bay will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities .	Select two applied HIST courses (HIST 402, Introduction to Public History, HIST 403, Introduction to Digital Historical Methods or HIST 404, Introduction to Teaching History).	Collaborate in constructive peer editing and review
Analyze the historical roots of contemporary issues.	Graduates of Cal State East Bay will be able to act responsibly and sustainably at local, national, and global levels .	HIST 409	Develop personal and career goals, and describe how the History degree, especially your selected concentration emphasis, contributes to these goals.

B. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

Please see our attached EEC form, for our Assessment Plan for the HIST BA degree program.

C. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

Main findings:

HIST 301: Compare historical arguments found in secondary sources. Assessment Instrument: Review Essay.

Proficient=11

Emerging=7

Basic=5

HIST 201: Distinguish primary sources from secondary works. Assessment Instrument: Quiz.

Proficient: 4

Emerging: 6

Basic: 3

From Qualtrics Survey results:

Our HIST 201 exit survey yielded only 6 responses, which represented less than half of the enrolled students (n=13). Most students either “strongly agreed” or “agreed” that they met the 10 student learning outcomes for the course. There was a less robust response to the query, “I am able to apply Chicago Manual of Style consistently,” and to the query, “I am able to demonstrate familiarity with archives, both physical and digital.” Students are also slightly less comfortable with this SLO, “I am able to demonstrate systematic cataloging of source material.”

Our HIST 301 exit survey yielded 17 responses, of 25 students enrolled. Questions that yielded less confidence again included statements about applying the Chicago Manual of Style and systematic cataloging of source materials. Seven students also disagreed that they could “construct an historical argument, derived from primary and secondary sources,” six students disagreed that they could “collaborate in constructive peer editing and review” and “present historical findings through oral projects.” Another seven students disagreed that they could “identify steps to publication in history, especially in East Bay Historia.

Recommendations for Program Improvement:

These are two distinctive cohorts, and we began to do individual assessment in Spring 2022. It will be critical for us to see cohorts move from basic to emerging, or from emerging to proficient. In our mandatory assessment meetings at the conclusion of each semester, we will discuss how we support students in moving from one assessment grouping to another. This might include adding more time to particular topics in our core courses, and continually tuning our teaching across the core classes.

Next Steps for Closing the Loop:

Continue our mandatory assessment meetings, at the conclusion of each semester, to track any progress in each of these cohorts. We need the data from Fall 2022 to determine if we are moving students from one assessment area to another, i.e., from basic to emerging.

We will need to continually review whether our Student Learning Outcomes (distinctive, although related) to our PLOs, are clear to students and measurable. Students appear to be doing better in the PLOs, relative to the more highly specific SLOs that are the building blocks of the PLOs.

Further, we need to continue to work hard to ensure that full-time, regular faculty are teaching these assessed, core courses. These are not easy classes to teach irregularly, or episodically. All faculty who teach these courses must continue to join in mandatory assessment meetings at the conclusion of each semester. We should also make sure that all students complete the Qualtrics Exit Surveys by offering assignment credit for completion.

D. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

Please see our attached EEC form, for our Assessment Plan for the HIST BA degree program.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS (suggested length of 2 pages)

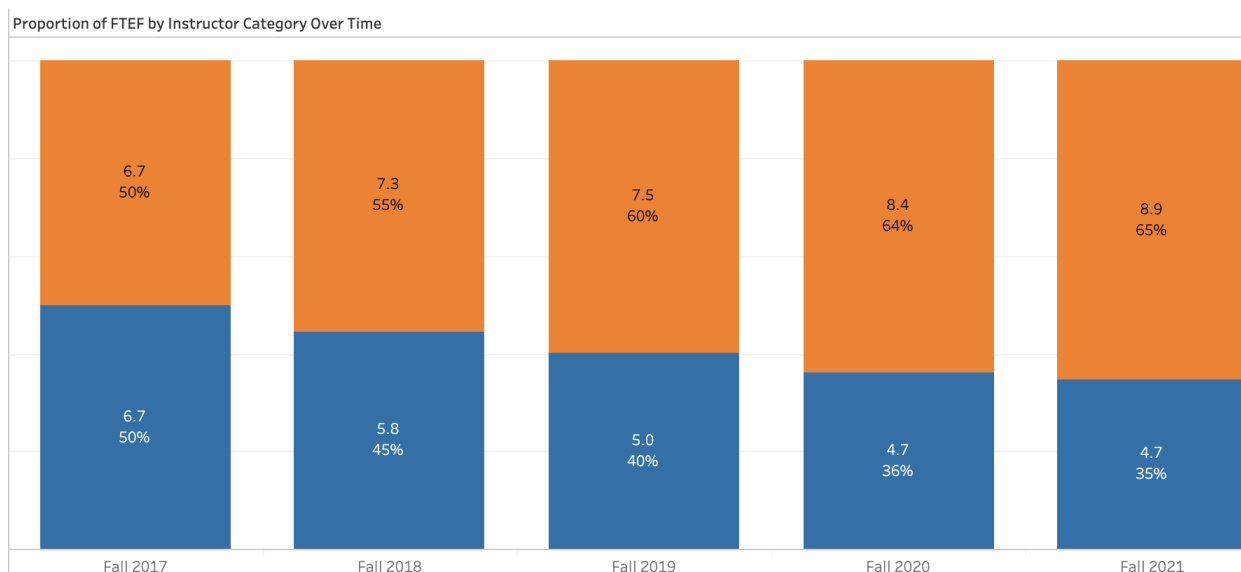
Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

By Fall 2021, temporary, part-time faculty made up 65% of our FTEF, and the absolute number of TT faculty had dropped from 6.7 to 4.7:



The HIST Department is nearly the reverse of the stated goal of the University, to have 75% of its faculty on the tenure track.

As of Fall 2021, regular HIST faculty also remain considerably less diverse than the students we teach, and therefore less representative of students' backgrounds and lived experiences.

The trends among History majors continues to see the proportion of white students decline, while students representing greater overall diversity increases. Students self-identifying as Asian, Latinx, or Black represent a majority of History majors today.

	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%
Asian	11	10%	15	16%	20	20%	14	15%
Black	7	6%	5	5%	4	4%	7	8%
Hawaiian/PI							1	1%
International	2	2%	2	2%	5	5%	4	4%
Latinx	37	33%	26	27%	27	27%	28	31%
Multirace	9	8%	7	7%	8	8%	7	8%
Native American	1	1%						
Unknown	6	5%	3	3%	3	3%	3	3%
White	39	35%	37	39%	34	34%	27	30%
Total	112	100%	95	100%	101	100%	91	100%

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

We have begun to redress the imbalance between student diversity and faculty diversity through a successful AY 2021-2022 tenure-track search. We seek to continue our faculty hiring work so that student backgrounds are justly represented in the faculty ranks.

B. Request for Resources (suggested length of 1 page)

1. Request for Tenure-Track Hires: provide evidence from trends provided

The HIST Department seeks approval for a tenure-track assistant professor in the history of education, in the United States and/or comparatively, with emphases on the experiences of marginalized communities and movements for equity in educational settings. The candidate must hold expertise in the pedagogy of teaching history, California History-Social Science Framework (2016), and Ethnic Studies Model Curriculum (2021), and California subject matter requirements for middle and high school teachers.

We seek this position to support our new BA degree program in History-Social Science, with a Teacher Preparation Concentration, which will debut in Fall 2024. Moreover, we have several courses, Introduction to Teaching History and Education and American Democracy, which are regularly taught by lecturers, who are not necessarily in conversation with our Single Subject Matter Preparation Program advisor. This has led to some patchwork advising and recruitment for prospective teachers.

In addition to supporting the preparation of future middle and high school history-social science teachers, the candidate would assist in coordination with other University programs preparing teachers, and would assist with recruitment of majors among advisors and community college advisors.

2. Request for Other Resources

We request \$3,000 for one-time website design and maintenance, with an independent contractor.

Rationale:

We have invested a great deal of time and energy in a new [Department of History website](#), which debuted in March 2022, integrated with our active social media feeds. We continue to increase our recruitment and outreach efforts through these means. We have tried to make information about our department, its programs, activities, and advising available on this website.

This digital work (website, social media) involves an inestimable amount of time. There is virtually no support for this from the University. We believe this is something of a travesty, with departments routinely told that they should rely on students to do this (uncompensated) work. Quite frankly, a department website should not be skimmed on, as this is a crucial means for us to communicate important information to prospective and current students. Cascade is a

complex system, and having students work episodically in this is not an option, given navigation and other significant matters of organization. We are mystified by the University's failures to support and invest in this critical digital work.

We believe that individuals designing and maintaining these critical information systems should be compensated for their labor.