

Clif Stratton
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Teaching Portfolio Statement

I was hired at WSU as a Visiting Instructor in August 2010 to teach undergraduate courses in World and American history, at 100% teaching. In January 2014, I was hired as Assistant Clinical Professor and as the Assistant Director of the Roots of Contemporary Issues program (inaugurated in August 2012), at 40% teaching (with 40% service and 20% research). My normal teaching load from Spring 2014 to Spring 2017 was 2-3. In Fall 2017, my normal teaching load became 2-2. I have taught my usual course load every academic year without course release except as specified in my offer letters. I have demonstrated success in teaching beyond the expectations for promotion to the rank of associate clinical professor, which, as stated in the History Department's 2015 Guidelines for Tenure and Promotion, "may include contribution to departmental teaching needs, success with undergraduate and/or graduate students in a classroom/course setting, and service on student committees." My peer reviews and annual reviews remain consistently high, and student evaluations consistently meet or exceed departmental and Roots programmatic averages. In addition to serving as an initial curriculum designer for the Roots of Contemporary Issues course (History 105) in 2011-12, I have designed or substantially redesigned and taught courses in US Empire (History 395); African American History (235); US History, 1877-1920 (History 417), US History 1914-1945 (History 418); Migration, Immigration, and Ethnic Identity in US History (History 314); and Race and Resistance in African American History (Honors 280). Since 2015, I have mentored 15 undergraduate students for research and conference presentation. My upper division courses, as well as the Roots of Contemporary Issues, reveal constant and fruitful interplay between my research interests and classroom teaching. I have received two university awards for my teaching (Eric Bell Learning Communities Excellence Award, 2012; Richard G. Law Excellence Award for Undergraduate Teaching, 2014) and one national award from the American Historical Association (Eugene Asher Distinguished Teaching Award, 2014). In 2011 and 2014, I received Smith teaching and learning grants from the Office of Undergraduate Education for innovative curriculum design. In 2017-18, I received a Distinguished Teaching Fellowship from the Provost's Office at WSU for innovative curriculum design and assessment.

1. GOALS

Content: I teach students about identity, belonging, and power in world and US history. In the thematically organized Roots of Contemporary Issues, students discover how identity formation has shaped geo-political organization and conflict in the modern world. For example, we examine the creation of the pseudo-science of race as a linchpin of European imperialism and of modern nationalism. I also introduce first-year students to the concept of Orientalism, its history, its imperial context, its present forms, and the ways in which it exemplifies the constructed connections between race and culture. This allows us to then hone in on a particular conflict - the Palestinian-Israeli conflict, for example - so that students are able to understand how all of the global and modern historical themes that we've examined earlier in the course are found at the heart of seemingly isolated and intractable problems. My approach to US history is to globalize it. For example, by situating the post-emancipation US South within emerging global regimes of white supremacy elucidated by immigration restriction and anti-colonial movements, students explore frameworks for understanding, for example, the connections between black chain gang labor in the New South and the recruitment of Asian "coolie" labor attended by subsequent exclusionary movements in California, Hawai'i, Victoria, Cuba, and Australia at the height of US overseas imperialism and global white solidarity in Britain's settler societies.

Skills: I employ a range of pedagogical practices that emphasize key skills applicable beyond the discipline of history, including small group discussion; individual and collaborative digital history exhibit projects using a variety of platforms, including Omeka, StoryMap, and Wordpress; analysis of written texts, the built environment, music, film, performance, and other visual media; and focused analytical and creative assignments. All of these approaches share three common learning goals: (1) to enable students to recognize the power of contingency and eschew notions of inevitability; (2) to sharpen critical and creative thinking, written and oral communication, and information literacy skills; and (3) to cultivate an understanding of how and why an understanding of the past is so important to our lives in a present- and future-oriented society. These goals emerge from a conviction that students learn best through a personal discovery process that includes independent and collaborative thinking, challenging preconceived notions, the layering of historical context, experiments in presentation methods and styles, and relational frameworks that connect the past to their own experiences - all of which ultimately culminate in a lifelong desire to know more.

2. RESPONSIBILITIES

- a. The percentage of my appointment devoted to teaching is 40%. It was 100% from 2010-2013.
- b. Courses Taught at Washington State University

Semester	Course	# sections/ enrollment
Fall 2010	Gen. Ed. 110: World Civilizations (origins to 1500)	4
Fall 2010	Gen. Ed 111: World Civilizations (1500-present) (off load)	1
Spring 2011	Gen. Ed. 111: World Civilizations (1500-present)	4
Spring 2011	Gen. Ed. 111: World Civilizations (1500-present) (online; off load)	1
Summer 2011	History 314: American Roots: Migration, Immigration, & Ethnic Identity	1
Fall 2011	Gen. Ed. 110: World Civilizations (origins to 1500)	4
Fall 2011	History 417: Rise of Modern America (off load)	1
Spring 2012	Gen. Ed. 111: World Civilizations (1500-present; RCI pilot)	4
Summer 2012	History 419: US History, 1945-present (online)	1
Summer 2012	Gen. Ed. 111: World Civilizations (1500-present; RCI pilot)	1
Fall 2012	History 105: Roots of Contemporary Issues	4 / 294
Fall 2012	History 395: United States Empire (off load)	1 / 6
Spring 2013	History 105: Roots of Contemporary Issues (1 course release to design History 305)	3 / 205
Summer 2013	History 235/CES 205: African American History	1 / 5
Summer 2013	History 105: Roots of Contemporary Issues (online, three-week intersession)	1 / 14
Fall 2013	History 105: Roots of Contemporary Issues	4 / 297
Fall 2013	History 417: Rise of Modern America (off load)	1 / 10
Spring 2014	History 105: Roots of Contemporary Issues	2 / 130
Summer 2014	History 305: Roots of Contemporary Issues (online)	1 / 29
Fall 2014	History 105: Roots of Contemporary Issues	2 / 147
Spring 2015	History 105: Roots of Contemporary Issues	3 / 212
Spring 2015	History 499: Special Problems: Independent Study (off load)	1 / 1
Summer 2015	History 305: Roots of Contemporary Issues (online)	1 / 34
Fall 2015	History 105: Roots of Contemporary Issues	2 / 147
Spring 2016	History 105: Roots of Contemporary Issues	3 / 210
Fall 2016	History 105: Roots of Contemporary Issues	1 / 67
Fall 2016	History 418: United States History, 1914-1945	1 / 31
Spring 2017	History 105: Roots of Contemporary Issues	2 / 142
Spring 2017	History 305: Roots of Contemporary Issues (online)	1 / 63
Summer 2017	History 305: Roots of Contemporary Issues (online)	1 / 33
Fall 2017	History 105: Roots of Contemporary Issues	2 / 149
Fall 2017	Honors 280: Contextual Understanding in Arts & Humanities (off load)	1 / 25
Spring 2018	History 105: Roots of Contemporary Issues	2 / 145

c. Work with Individual Students

Showcase for Undergraduate Student Research and Creative Activities, Faculty Mentor

2018: Sean Nooney, Devin Porter, Tommy Conway, Nora Kelley, Emma Ostberg, Jordan Cresanti, Nikole Takahashi, Ellie Wilson, Mario Vega

2015: Cooper Turberville

Undergraduate Publication Projects

2017: Josiah Skogen, Delaney Lindell

College of Arts and Sciences Summer Mini-Grant, Faculty Mentor

2017: Mario Vega

Roots of Contemporary Issues Undergraduate Research Conference, Faculty Mentor

2016: Logan Fogel, Samantha Nesbitt, Chris Nunez, Torri Pownall, Kiara Seguire

d. Instructional Innovations

Undergraduate Instruction

History 105 is part of my regular teaching load each semester, and the course serves as the foundational first-year experience course for the University Common Requirements (UCORE). I was part of the five-member faculty design team for this course in 2011-12. I developed two of the ten original lesson plans (Islam vs. the West: A Clash of Civilizations? & Economic Ideologies: Capitalism vs. Communism). I have developed three additional three-week lesson plans regularly taught by faculty in the program: The Historical Politics of Carbon Energy; Commodities of Conflict in the Congo; and Colonialism, Capitalism, and the Origins of Globalization. I helped design the original scaffolded "library research assignment series" in 2012. In 2014, I used a Smith Teaching & Learning Grant to develop a Digital History Research Project assignment series to complement and augment History 105's focus on Information Literacy, Written Communication, and Critical Thinking. In 2016, I developed (and regularly revise with student feedback) a History 105 Course Guide & Reader that emphasizes critical analysis of primary sources, understanding of scholarly debate about historical problems, and attention to formulation of arguments, use of evidence, written communication, and note-taking/annotation skills. In 2014, I designed and have since revised the Global Campus offerings of History 105 and 305, including the development of a five-week "transfer bridge" course for incoming transfer students to the Pullman campus (2017). In 2017-18, as part of a Provost's Teaching Fellowship, my colleague Katy Fry and I developed a set of collaborative primary source annotation assignments to increase student engagement with primary source material, enhance their note-taking skills, and heighten their ability to connect the close reading of sources with the provision of evidence in their written work.

Graduate Instruction

My appointment does not stipulate that I engage directly in graduate course instruction or thesis/dissertation advising. I formally taught three graduate students in History 517, which I conjointly taught with History 417 in Fall 2011. However, I mentor graduate students in History 105 each semester (and in Gen. Ed. 110 and 111 prior to the advent of History 105). Within this context, I model for graduate students how to construct a narrative historical arch over the course of a semester; how to package and execute daily lesson plans to include a combination of lecture, small-group student collaboration, source analysis, and takeaway points; and how to offer meaningful and supportive feedback on undergraduate written work, particularly at the first-year level. Each semester, teaching assistants lead at least three class periods, which I observe and after which offer written and oral feedback. Teaching assistants and I meet weekly to norm our assessment of student work, plan lessons, and troubleshoot individual student cases. Thus, my work as a teaching mentor develops a critical aspect of our graduate students' training to become teacher-scholars for post-secondary teaching, secondary teaching, or public history.

e. Use of Research in Teaching

I am committed to advancing undergraduate research. In History 105, I have developed a scaffolded research assignment series that introduces students to, and helps them develop information literacy, critical thinking, and communication skills, including the formulation of focused research questions, identification and analysis of relevant primary and secondary sources, organization of evidence, and construction evidence-based arguments. In History 417, History 418, History 235, History 395, and Honors 280, I regularly ask students to engage in either individual or collaborative research projects, including the surveying of scholarly literature on their chosen topics, that have resulted in multiple presentation styles, including traditional research papers and online digital exhibits. In History 105, I currently use my own in-progress book-length research into the global historical politics of carbon energy (a research project that arose out of the

development of lesson plans for History 105) to model for students how to engage in critical questions, scholarly debate, primary source analysis, and the creation of accessible historical narratives. As indicated above, I have mentored 15 individual student research projects initially developed in History 105 and History 418 but enhanced for public presentation at conference or research showcase.

f. Out-of-class evaluation activities

Since 2012, I have participated in the annual assessment of student learning goals in History 105 and 305, which recently received comment of merit from WSU's accreditation body. Since 2014, I have assisted in the preparation and implementation of that assessment project, and in 2017 I assumed the primary role of developing, managing and the expanding the History 105/305 summer assessment project. In 2017, the assessment project received recognition from the Provost's office for exemplary work in assessment of student learning outcomes. When I teach upper-division history courses (besides History 105/305), I also participate in regular departmental assessment, was also recognized as an exemplary assessment model at the university.

g. Service on Committees Associated with Instruction

I have served on the **Roots Contemporary Issues Steering Committee**, housed within the Department of History, since 2014 (before that the General Education Steering Committee, 2011-2012). Among other responsibilities, the committee oversees the development of new lessons for the program, the mentoring of incoming postdoctoral teaching fellows, peer evaluation of teaching, and the annual assessment of student progress toward UCORE learning goals. At the college level, I have served on the **Student Evaluation Common Questions Committee** since 2015. At the University level, I have served on the **UCORE committee** since 2015, and the **UCORE sub-committee for assessment** since 2016.

3. EVALUATION

a. Student Evaluations

Student evaluations of my teaching remain consistently high and have met or exceeded department and Roots program averages. Students have repeatedly remarked that the strengths of my teaching include but are not limited to: (a) useful, practical, understandable feedback on written work; (b) enthusiastic content delivery and discussion leadership that engages students' interest; (c) the interactive nature of my courses; (d) ability to explicitly connect course learning goals to in-class activities and assignments.

Semester	Course	Instructor Rating
Fall 2010 – Fall 2012	Gen. Ed. 110 & 111 & History 105	4.27/5 ¹
Summer 2011-12	Gen. Ed. 111 & History 314, 419	No Data
Fall 2011	History 417: Rise of Modern America	No Data
Fall 2012	History 395: United States Empire	4.61/5
Spring 2013	History 105: Roots of Contemporary Issues	4.21/5 ²
Summer 2013	History 235: African American History	5.0/5
Summer 2013	History 105: Roots of Contemporary Issues	No Data
Fall 2013	History 105: Roots of Contemporary Issues	4.21/5
Fall 2013	History 417: Rise of Modern America	4.7/5
Spring 2014	History 105: Roots of Contemporary Issues	75% “excellent” or “good” (chair's review)
Summer 2014	History 305: Roots of Contemporary Issues	No Data

¹ Represents composite averages across 13 instructor rating criteria between Fall 2010 and Fall 2012 (Gen. Ed. 110/111 and History 105). Skyline data on specific course sections no longer available.

² Represents composite averages across 13 instructor rating criteria for Spring/Fall 2013 (History 105). Skyline data on specific course sections no longer available.

Fall 2014	History 105: Roots of Contemporary Issues	72% "excellent" or "good" (chair's review)
Spring 2015	History 105: Roots of Contemporary Issues	4.33/5
Summer 2015	History 305: Roots of Contemporary Issues	4.6/5
Fall 2015	History 105: Roots of Contemporary Issues	4.25/5
Spring 2016	History 105: Roots of Contemporary Issues	4.2/5
Fall 2016	History 105: Roots of Contemporary Issues	4.4/5
Fall 2016	History 418: US History, 1914-1945	4.5/5
Spring 2017	History 105: Roots of Contemporary Issues	4.35/5
Spring 2017	History 305: Roots of Contemporary Issues	4.6/5
Summer 2017	History 305: Roots of Contemporary Issues	4.3/5
Fall 2017	History 105: Roots of Contemporary Issues	4.15/5
Fall 2017	Honors 280: Contextual Understandings	4.6/5
Spring 2018	History 105: Roots of Contemporary Issues	4.25/5

Some representative student comments include:

- "[Dr. Stratton] made the expectations for the course clear, and frequently reminded students of upcoming assignments and due dates. Very respectful of students, and considerate of differing viewpoints. I got the impression that he genuinely cares about his students and their academic achievements and success in the course."
- "Stratton is by far one of the best professors at WSU, he is very supportive of students, and encourages students to think more. He respects your option as long as if you have evidence to back it up, awesome teacher!"
- "Dr. Stratton consistently made time to meet with students and answer questions about essays. This was very helpful to me, and I liked how he took the initiative [sic] to come to residence halls [as part of First-Year Focus] instead of always requiring students to come to his office."
- "[Dr. Stratton's] facilitation of student to student discussion was great. Having us even facilitate discussion ourselves was awesome. Great idea."

b. Peer Evaluations

My colleagues have offered consistently strong evaluations of my teaching. In particular, they have noted (a) my ability to impart up-to-date scholarly consensus in the field to undergraduates; (b) my establishment of a positive learning environment that urges students to actively participate; (c) my preference to vary in-class activities and the ease with which I move between activities; (d) my willingness to challenge students to tackle complex subject matter in supportive ways.

4. RESULTS

a. Student Successes

Some examples of student recognition and success include:

Conference Presentation Awards & Publications: Josiah Skogen (undergraduate) published a book review in the graduate student journal *Southern Historian* (2017). Torri Pownall won best overall presentation at the 2016 RCI Undergraduate Research Conference. Kiara Seguine and Samantha Nesbitt each won best panel presentation.

Award of Grants and Scholarships: Josiah Skogen received the CAS Outstanding Senior Award (2018). Mario Vega received a \$1500 CAS Summer Mini-Grant to conduct oral history and archival research related to the life of Japanese-American WWII soldier Tom Haji (2017). Vega also won the Leta Olmstead Smith Scholarship (2017). Robert Franklin received the Frederick Dumin Memorial Scholarship Award (2013).

- Graduate School Admissions: Josiah Skogen was admitted to Ph.D. programs in Philosophy at the University of Maryland, Brandeis University, and Virginia Tech (2018). Sean Gilleran (TA) was admitted to the Ph.D. program in History at the University of California, Santa Barbara (2017). Travis Tran was admitted to the Columbia University School of International and Public Affairs (2014). Kevin Belting was admitted to the M.A. program in History at the University of Nevada, Reno (2012).

