

OHIO ACADEMY OF HISTORY
HANDBOOK
Section 4

STANDING COMMITTEES

Standing Committees

- Conference Committee (Spring Conference)
- Local Arrangements (Fall Retreat)
- Membership Committee
- Nominating Committee
- Professional Development and Outreach (formerly “Standards”) Committee
- Program Committee
- Public History Committee

Introduction:

Common Responsibilities of All Standing Committee Chairs

Appointment and Term of Service:

- With the exception of those Executive Officers who serve ex-officio on various Standing Committees, all Chairs and members of Standing Committees are appointed by the incoming Academy President.
- The number of years of service may vary, but each year of service officially begins and ends at the conclusion of the annual Saturday Business Meeting at the Spring Conference.

Role of the Chair on the Executive Council and Reports on the Committee’s Work:

Role on the Council: All Chairs are expected to attend the two meetings of the Executive Council, one at the Fall Retreat and the other on the Friday afternoon of the Spring Conference. Committee Chairs do not participate in Council votes.

Reports:

- For the Fall Meeting, each Chair prepares an oral report.
- For the Spring Meeting:
 - The Committee Chair should prepare a written report, to be sent to the Secretary-Treasurer and the Archivist by February 15, for precirculation by the

Secretary-Treasurer. The report should indicate the committee's membership, specify the nominations received (if applicable), clarify how the committee conducted its work, identify any problems encountered, and explain the committee's suggestions for improving or facilitating the work of the committee in the future. (Models of earlier reports are obtainable from the Archivist.)

- The Committee Chair is expected to attend the Council meeting in person to address the questions and concerns of the Council members.

Reviewing the Web: The Chair should periodically review the material about the committee on the Academy Website and bring any discrepancies to the attention of the Archivist and the General Editor of the *Newsletter*.

Basic Outline of the Responsibilities of Each of the Standing Committees

- A. Common Responsibilities of All Standing Committee Chairs
- B. Origin and Mandate of the Committee
- C. Composition of the Committee and Term of Service of Committee Members
- D. Committee Procedure and Responsibilities

Conference Committee: Spring Conference

A. Common Responsibilities of All Standing Committee Chairs

- For essential information concerning the responsibilities of all Standing Committee Chairs, see above, in the Introduction to all Standing Committees, the critical list of “Common Responsibilities” they share.
- The following description highlights the *unique* characteristics and responsibilities of the Conference Committee Chair and Committee Members.

B. Origin and Mandate of the Committee

- In 1932, when the association that was to become the Academy was first formed in Cleveland, Harold Davis of Hiram College, the organization’s first Secretary-Treasurer, declared that the goal of the association “should be social in the broadest and best sense, in the sense of an opportunity to meet and discuss questions of common interest’.” With that in mind, Davis advocated that “the ‘first attention of the society,’ should be devoted to planning for the next spring ‘a program that will be wide in interest, and of as high an intellectual level as possible’.”¹ The tradition of an annual meeting in the spring was thus established.
- It was not until 2003, however, that the Executive Council decided that planning for the Spring Conference had become sufficiently complex to require the assistance of a “Conference Committee.” At the Spring Conference in April that year, the membership endorsed the formation of such a committee.
- According to Amendment 14 (Article VI, Section 10) of the Academy Constitution, the stated purpose of the committee is to “be responsible for coordinating all of the arrangements for the Spring [Conference].”

C. Composition and Term of Service of Committee Members

- The makeup of the committee reflects its mandate. Its members, all of whom serve *ex-officio*, include:
 - The Conference Committee Chair, often referred to as the “Coordinator of Local Arrangements” or the “Local Arrangements Chair,” who normally is a member of the Academy from the host institution,
 - The Academy President,
 - The Vice President,
 - The Secretary-Treasurer, and
 - The Chair of the Program Committee.
- Term of Service: With the exception of the Secretary-Treasurer, all members of the committee serve one year.

¹ Wallace Chessman, Presidential Address to the Academy, April 1977, 6-7, unpublished.

D. Committee Procedure and Responsibilities

Advance Arrangements: A year before the Spring Conference, the Conference Committee Chair should:

- Establish the date of the event on the official calendar of the host institution.
- Reserve the rooms that will be needed.
- Contact the caterer at the host institution to ensure his/her availability for both days of the conference.

FRIDAY: Arrangements for the First Day of the Spring Conference: For the Friday afternoon and evening of the Spring Conference, the Conference Committee Chair provides rooms, equipment, and catering for the following events as needed:

- The Executive Council Meeting
 - The Executive Council usually convenes between noon and 1:00 pm on Friday afternoon, and the meeting normally lasts at least two, but more often 2 ½ three, hours.
 - A room is needed for about 20-to-30 Officers, At-Large Representatives, and Committee Chairs (i.e., Chairs who served in the year prior to the Spring Conference and Chairs appointed for the following year.).
 - The Conference Committee Chair should coordinate with the caterer of the host institution light refreshments for the Executive Council Meeting. The Academy will reimburse costs, if required.
- Registration
 - A small reception area is needed for Friday afternoon registration.
 - 1 or 2 tables must be provided for Academy members handling registration.
- Book Exhibit or Book Exchange: Setup
 - If the Program Committee offers either a Book Exhibit or Book Exchange, the book display is set up on Friday afternoon and normally is open throughout the Conference on Saturday. The Conference Committee Chair should confer with the Program Committee Chair on timing, so that the room is available on Friday afternoon and Saturday.
 - The exhibit room must be able to be locked overnight on Friday.
 - Traditionally, for the book display, 12 tables, 3'-or-4' x 10'-or-12', have been used.
 - One extra table is needed for the Ohio History Connection (formerly the Ohio Historical Society) display.²

² The table for the Ohio History Connection reflects the June 2009 Collaboration Agreement, renewed most recently in 2016, between what was then the Ohio Historical Society and the Academy.

- The Friday Afternoon Session³
 - In consultation with the Program Committee Chair, the Conference Committee Chair should reserve 3-5 rooms for the Friday panels, with space enough for 10-30 people in each room. When only one panel is planned, as happens occasionally, one room will suffice, as was true at the 2014 Spring Conference, when the Program Committee chose to do a “Featured Roundtable.”
 - The Conference Committee Chair should inform the Program Committee Chair as to which rooms have data projectors, computers, and/or other equipment, as needed.
 - All rooms used for panels, and especially those used for presentations of papers, should have either standing podiums or podiums that can be placed on tables. Each person delivering a paper needs a convenient place to put the paper he/she is reading.
 - Arrangements for people with disabilities may also be needed.
- The Plenary Session: 7:30-9:00 pm (or 7:30-8:30 pm)
 - The exact time of the session is not written in stone, but rather reflects the needs of the Program Committee in consultation with the Conference Committee.
 - Since the creation of the Distinguished Historian Award in 2004, the Plenary Session has been reserved for an address by the individual selected as Distinguished Historian.
 - A small auditorium that can hold 50-75 people is ideal.
 - A podium and microphone should be provided, as needed.
 - Water should be available for the speaker.
- The Friday Evening Reception: 9:00-10:30 pm (or 8:30-10:00 pm)
 - Again, the timing is flexible, depending on the plans for the Plenary Session.
 - A gallery or room near the auditorium large enough for 50-75 people should be reserved.
 - The Conference Committee Chair should coordinate the refreshments for the reception with the caterer of the institution.
 - Normally the cost of the reception is covered by the host institution. A cash bar is used, if necessary.

³ Note on Terminology: “Sessions” and “Panels”:

A “session” refers to the time period of about 1½ hours, when anywhere from 1 to 7 or 8 different groups of academicians meet in separate rooms for paper presentations and discussions. Normally on Friday afternoon, there is only one session. On Saturday morning, there are two consecutive sessions (one from 9:00 to 10:30 followed by one at 10:45 to 12:15. A final session takes place in the afternoon, following the Business Meeting and Luncheon.

The term “panel” is used from here on to designate the 1 to 7 or 8 different groups participating concurrently in any one session. A “panel,” therefore, includes either:

- a) a traditional panel of 3-4 scholars giving oral presentations, or
- b) the presentation of 2-3 research papers read by individual scholars.

SATURDAY: Arrangements for the Second Day of the Spring Conference: For the Saturday morning and afternoon of the Spring Conference, the Conference Committee Chair provides rooms, equipment, and catering for the following events:

- The Book Exhibit or Book Exchange
 - The Book Exhibit or Exchange is open throughout the Conference on Saturday.
 - Students from the host institution serve as assistants, for which they receive a small honorarium and a lunch ticket, compliments of the Academy.

- Registration and Continental Breakfast: 8:30-11:30 am
 - A large reception area is needed for Registration and the Continental Breakfast.
 - Students from the host institution serve as assistants, for which they receive a small honorarium and a lunch ticket, compliments of the Academy.
 - Two tables are needed for Registration and two more for the Continental Breakfast.
 - The Conference Committee Chair should coordinate the refreshments for the Continental Breakfast with the caterer of the institution.
 - The Academy pays for the refreshments.
 - Refreshments should be available from 8:30-11:30 am.
 - Refreshment suggestions include: coffee, tea, water, doughnuts, bagels, sweet rolls, etc.

- Saturday Morning and Afternoon Sessions: The Program Committee Chair and the Secretary-Treasurer work with the Conference Committee Chair to establish the number and timing of the sessions and the rooms needed for each session. Although the format for the sessions and panels outlined below has been the norm, the Program Committee may consider other options. Traditionally, rooms are needed as follows:
 - Saturday Morning, Two Consecutive Sessions: 9:00-10:30, 10:45-12:15:
 - 7-8 classrooms or meeting halls for the 1 to 7 or 8 panels involved in each session.
 - The majority of rooms should be large enough for 15-30 persons, possibly one room for up to 60 persons.

 - Saturday Afternoon Session: 2:30-4:00
 - The timing is flexible, depending on the length of the Saturday Luncheon and Business Meeting.
 - 3-4 classrooms, depending on the number of panels.
 - Each room large enough for 10-30 persons.
 - Note: The afternoon session was discontinued for the 2005-2009 Spring Conferences, but was restored for the 2010 Conference and has continued since.

- Equipment Considerations for All Saturday Sessions
 - The Conference Committee Chair should inform the Program Committee Chair as to which rooms that are being used for panels on Saturday have data projectors, computers, and/or other equipment, as needed.
 - All rooms used for panels, and especially those used for paper presentations, should have either standing podiums or podiums that can be placed on tables. Each person delivering a paper needs a convenient place to put the paper he/she is reading.
 - Arrangements for people with disabilities may also be needed.

- Buffet Luncheon: Business Meeting and Presidential Address: 12:15-2:20 pm.
 - Again, the timing is flexible.
 - The Dining Room should be large enough to seat 120-140 people.
 - The Conference Committee Chair should coordinate the menu with the caterer of the institution. Cost of the luncheon should be reasonable.
 - Participants pay the Ohio Academy of History, and the Academy reimburses the department or institution for actual costs incurred.

Other Responsibilities of the Conference Committee Chair:

- Prepare an “Information Page” for the Program Committee Chair for inclusion in the Program. The Information Page must be sent to the Program Committee Chair no later than January 10. A copy should also be sent at the same time to the Archivist and to the General Editor, for the *Newsletter* and the Website. The Information Page should include:
 - Directions to the host institution.
 - A map of the host institution, with the location of the buildings being used and places where visitors can park. (If a pass is needed to park in critical lots, information should be provided on where a visitor would obtain the pass.)
 - Information on nearby motels (addresses, phone numbers, and prices).

- Coordinate a welcome by the host institution: The president of the host institution or his/her representative should welcome the Academy to the campus either at the Friday Plenary Session or at the Saturday luncheon. The president or representative is invited to the luncheon at Academy expense.

- Serve ex-officio on the Program Committee.

Academy Responsibilities in Regard to the Spring Program

- The Program Committee prepares the Program.
- The Secretary-Treasurer is responsible for:
 - Registration and the luncheon count.

- Preparing name tags for pre-registrants and lunch tickets as required by the host institution.
- Reimbursing the host institution for costs of morning coffee and the luncheon.

Local Arrangements – Fall Meeting

A. Common Responsibilities of All Standing Committee Chairs:

- For essential information concerning the responsibilities of all Standing Committee Chairs, see above, in the Introduction to all Standing Committees, the critical list of “Common Responsibilities” they share.
- The following description highlights the *unique* characteristics and responsibilities of the Local Arrangements Committee Chair, often referred to as the Host of the Fall Retreat.

B. Origin and Mandate of the Committee:

- In 1932, when the Academy was first formed, Harold Davis of Hiram College, the organization’s first Secretary-Treasurer, urged that the new association “be social in the broadest and best sense, in the sense of an opportunity to meet and discuss questions of common interest.” It was with that broad social goal in mind that Arthur Cole of Western Reserve won the support of his colleagues for a purely “informal and social week-end meeting in the fall.” The first outing took place that same year “at a bathing and golfing spa” on the Lake Erie shore. Although never specified by the Academy Constitution, the fall meeting became a tradition, eventually moving from the spa as a location, to college campuses throughout Ohio.⁴
- The fall “weekend” ultimately evolved into a Friday afternoon meeting of the Executive Council, followed by an evening program that included dinner and a speaker. Other members of the Academy participated in the evening program along with the Executive Council. Thus, the broad social goal of the original mandate continued to be promoted.
- Since 2012, however, what has become known as the “Fall Retreat,” has evolved into a Meeting exclusively for the Executive Council to conduct the business of the Academy. The Meeting now takes place on a Friday or Saturday afternoon, and it usually lasts some three or more hours. As a central location, the Ohio History Center (formerly the Ohio Historical Society⁵) often has hosted the Retreat. The evening program no longer exists, a casualty of low turnout and faculty overload. Although the longer social program has been abandoned, informal social contact among the participants at the Retreat continues to play an important role.

C. Composition of the Committee and Term of Service: Normally this Committee has been a Committee of one, i.e., the individual (most often an Academy member) who, in consultation with the Vice President/President-Elect, agrees several months, if not years, in advance, to host the Fall Retreat. His/her term of service ends at the completion of the Retreat.

⁴ Wallace Chessman, Presidential Address to the Academy, April 1977, 6-7, unpublished.

⁵ In April 2014, the Ohio Historical Society became known as the “Ohio History Connection,” with the “Ohio History Center” in Columbus serving as its headquarters.

D. Committee Responsibilities and Procedures:

- Up to a year before the Fall Retreat, the Host should:
 - Establish the date of the event on the official calendar of the host institution.
 - Reserve the rooms that will be needed.
 - Contact the caterer at the host institution to confirm his/her availability.

- In Planning for the Executive Council Meeting, the Host should:
 - Provide a meeting room from about noon to 5:00 pm, big enough for about 15-25 Officers and Committee Chairs.
 - Coordinate with the caterer of the institution a light lunch and/or light refreshments for the Executive Council Meeting. The Academy will reimburse costs, if required.
 - At least two weeks before the Fall Retreat, provide the Academy President with directions to the host institution, information on parking, and if needed, a map of the institution, with location of the building where the meeting will take place.

Report on the Arrangements for the Fall Retreat:

- As the one exception to the common responsibilities outlined in the Introduction to Section 4 of the *Handbook*, the Host for the Fall Retreat submits a written report to the Secretary-Treasurer and the Archivist to be presented to the Executive Council at the Fall Meeting, rather than the Spring Conference.
- In line with other written reports, the report on arrangements for the Fall Retreat should explain how the work was conducted, any problems encountered, and any suggestions for improving or facilitating the work of the host of the Fall Retreat in the future.

Membership Committee

A. Common Responsibilities of All Standing Committee Chairs

- For essential information concerning the responsibilities of all Standing Committee Chairs, see above, in the Introduction to all Standing Committees, the critical list of “Common Responsibilities” they share.
- The following description highlights the *unique* characteristics and responsibilities of the Membership Committee Chair and Committee Members.

B. Origin and Mandate of the Committee

- The concept of a Membership Committee originated with David Hogan (Heidelberg), President of the Academy, 2009-10. His recommendation was, in part, a response to a decline in Academy membership over several years due to competition from a progressively larger number of subject-specific organizations.
- The Membership Committee was established by a constitutional amendment (#16) in April 2009.
- Its mandate, according to Article VI, Section 12 of the Academy Constitution, is to maintain a record of Academy membership and to increase the number of members by disseminating the word about the Academy among professional and amateur historians and archivists throughout Ohio.

C. Composition of the Committee and Term of Service of Committee Members⁶

- The committee is composed of six members.
 - Three members, the Vice President, President, and Past President, serve *ex-officio*.
 - The three remaining members are appointed by the President.
- Appointment of the Committee Chair:
 - When the committee was first established in 2009, the Vice President of the Academy served as Chair. It soon became clear, however, that the Vice President already had multiple responsibilities and could not devote the time needed to manage the committee. As a result, the committee did not function effectively, if at all, for several years.
 - To resolve that problem, the Executive Council recommended that the Vice President remain an *ex-officio* officer on the committee, but that the Chair be appointed by the President. In March 2012, the Academy membership approved the change, and the Constitution was revised accordingly through amendment #18.

⁶ At the Executive Council Meeting in March 2015, President Jonathan Winkler introduced possible changes in the composition and responsibilities of committee members that will be outlined in future revisions of the *Handbook*. Many of those changes reflect recommendations made earlier, as noted in the description of the committee below.

D. Committee Procedure and Responsibilities:

- Responsibilities: The three primary responsibilities of the committee have not changed since the committee was established in 2009. The committee is expected to:
 - “maintain a current roster of historians in Ohio,
 - recruit new members for the Academy, and
 - publicize the activities of the Academy.”

- Procedure:
 - Given the breadth of responsibilities assumed by the committee, it soon became clear that each of those responsibilities needed to be further defined and specific procedures recommended for their implementation.
 - The first contribution to that effort came in the Fall 2011 Membership Committee Report, written by then Chair, Molly Wood (Wittenberg), Academy President 2012-13. Based on recommendations originally outlined by Jonathan Winkler (Wright State), President of the Academy 2014-15, the report made the following suggestions:
 - The list of historians in Ohio should be updated annually, and it should include self-identified specialization areas, which could be helpful particularly to the Program Committee. (Molly Wood recommended Jonathan Winkler’s spreadsheet of Ohio historians as a model list.)
 - New historians in Ohio should be located either through department websites or by phone calls to departments. They then should receive letters informing them of first-year complementary memberships in the Academy.
 - The Membership Committee should keep a record for the Executive Council of the number of members in a given year, the number of gains or losses, and the historical track record over several years.
 - In its Spring 2013 Report, also written by Molly Wood, again serving as Chair, the Membership Committee made a number of recommendations. Some, including those below, were designed specifically to facilitate communication with history departments throughout the state:
 - Rely on Academy “Liaisons”: Traditionally, the Academy has kept in touch with departments through each department Chair. Often, however, the typically overburdened Chair fails to pass on Academy messages to the rest of the department. To resolve that problem, John Douglass, Academy President 2008-09, recommended the creation of a list of Academy representatives, one per department, to serve as liaisons to the Academy and, more specifically, to the Membership Committee. It was anticipated that the Academy liaisons would create more dependable and effective contacts with other faculty in each department.
 - Divide up the state into districts, with each member of the committee focusing on two districts. (As an example, the Local History Alliance divides the state into 10 districts.)

- Other recommendations for improving Membership Committee procedures include the following:
 - A form letter should be crafted that could be sent out annually to department liaisons and/or department chairs requesting information on any changes in department memberships.
 - The 2013 Nominating Committee Report, authored by then Chair Shelley Baranowski (Akron), recommended that the Membership Committee could play a particularly helpful role in selecting Academy Officers and Representatives to the Executive Council. Working with the Nominating Committee, the two committees could develop a database of potential leaders/nominees that called attention to Academy “members who [had] chaired committees, won awards, [and] shown willingness for service in a variety of ways.” The list of Committee Officers, Chairs, and Committee Members, 1994-Present, could be of help here, as well. (See the Appendix.)
 - To aid all those efforts, the Membership Committee Chair has access, through the Secretary-Treasurer, to the updated Academy database.

Nominating Committee

A. Common Responsibilities of All Standing Committee Chairs

- For essential information concerning the responsibilities of all Standing Committee Chairs, see above, in the Introduction to all Standing Committees, the critical list of “Common Responsibilities” they share.
- The following description highlights the *unique* characteristics and responsibilities of the Nominating Committee Chair and Committee Members.

B. Origin and Mandate of the Committee

- The Nominating Committee was created in the early post World War II years as one of several new committees and offices, a reflection of the Academy’s new level of confidence, generated by the expansion of higher education in the United States.⁷
- According to the Academy Constitution (Article VI, Section 1), the purpose of the committee is to “prepare a slate of candidates for the annual election of officers.”

C. Composition and Term of Service of Committee Members

- According to the Constitution, the committee is “composed of at least three members.” Traditionally, the committee has had three-to-four members.

D. Committee Procedure and Responsibilities

1. Primary Responsibility: The Committee is charged with providing a slate of candidates for the election of the following Officers and Representatives of the Executive Council:

- Executive Officers:
 - The Vice President/President-Elect
 - The Secretary-Treasurer
- At-Large Members of the Executive Council. A rotation of elections ensures that each year the Council has a total of seven members, with:
 - two members from private colleges and universities,
 - two members from state universities,
 - one member from public history,
 - one member from a two-year institution or regional campus, and
 - one member who is or has been a social studies teacher at the 7-12 level.⁸

⁷ Wallace Chessman, Presidential Address to the Academy, April 1977, 10, unpublished. Other manifestations of that new confidence were reflected in the establishment of the Vice Presidency, the Executive Committee, a Committee on Teaching, and an Award Committee for “Outstanding Historical Achievement.”

⁸ Before 2003, the Academy Constitution mandated only that the Executive Council should include, beyond the Senior Officers, “six additional elected members, elected for three-year terms, two to be elected each year.” At the April Meeting in 2003, the membership of the Academy approved an amendment (#14) to the Constitution

2. Content of the Call for Nominations:

- The Call for Nominations should indicate the eligibility requirements for nominees and the procedure for making nominations.
- The names and email addresses of the Chair and each Committee Member are included.
- The Call should make clear that the deadline for nominations is November 1.
- Models of the Call for Nominations may be obtained from the Archivist. (See also the Appendix.) The most recent calls are available on the Academy website at <http://www.ohioacademyofhistory.org>.

3. Publicizing the Call:

- By July 1, the Chair of the Nominating Committee sends to the General Editor of the *Newsletter* the list of specific positions open for nominations. Using a template for the Call for Nominations, the Editor revises and updates the Call accordingly, and by July 15, submits it to the Production Editor for the Academy Website and for publication in the Fall *Newsletter*.
- In the Fall Email Blast sent to all members by the Secretary-Treasurer and in the postcard mailed to members by the Production Editor, reference is made to the website where one can find the Calls for Nominations.
- The Chair also should ensure, however, that the Call for Nominations is given the widest possible visibility over the internet through such forums as H-Net, the AHA *Perspectives*, and the OAH *Newsletter*, among others.

4. Criteria for the Selection of Nominees:

- For Vice President: Although it is not mandated by the Academy Constitution, the office of Vice President/President-Elect has traditionally rotated between nominees from private colleges and from state universities. At the Fall Meeting in 2011, Jake Dorn (Wright State), then serving as Past President as well as Chair of the Nominating Committee, suggested that the Executive Council consider whether nominees from public history institutions also should be eligible. At issue was the question of how a rotation could be set up, when there were fewer colleagues in the Academy from public history institutions than from state universities and private colleges. In a November 2011 communication with the Executive Council, Dorn recommended a simple provision that prohibited successive nominees for vice president from representing similar institutions.
- For Representatives of the Executive Council: The two candidates presented in tandem for each seat on the Executive Council should be from comparable institutions. The selection of Executive Council nominees should be staggered to ensure that the five different constituencies, as outlined above (under “At-Large Members of the Executive Council”) are represented.

- Out-of-State Nominations: In the Fall of 2012, the question came up as to whether an out-of-state colleague could be nominated to the Executive Council. The Constitution was silent on the matter. The members of the Executive Council agreed that colleagues from out of state should be considered for positions on the council.
- Hold-Over Nominations: In the fall of 2012, it was agreed that, where applicable, the names of individuals nominated but not given awards, could be held over by Prize Committees for three years. No decision has been made clarifying whether the same policy could be extended to nominations for the Executive Council.

5. Traditional Committee Procedure:

- Committee communication in the past has been primarily by email rather than face-to-face.
- Traditionally, each member of the committee has been responsible for providing names for at least one of the open positions.
- The committee has been urged to be proactive and to use its collective wisdom in the nomination of Officers and Executive Council members.
- The Chair has been advised to fully inform each of the nominees about the responsibilities of the position for which he/she is being nominated. For further information, the Chair should refer the nominee to the appropriate pages of the *Handbook* on the Academy Website.

6. Further Recommendations for Procedure made by the 2013 Nominating Committee, chaired by Shelley Baranowski (Akron):

- The committee again stressed the importance of each nominee fully understanding “exactly the expectations of the position and the workload before agreeing to become a nominee.”
- The Nominating Committee should “work closely with the President, Vice President, and Executive Council members, especially in soliciting names for the position of Vice President, which entails a three-year commitment of considerable time and effort.”
- The Membership Committee should work with the Nominating Committee to develop “a database” of potential leaders/nominees in every category,” calling attention to Academy “members who have chaired committees, won awards, and shown willingness for service in a variety of ways.” The list of “Committee Officers, Chairs, and Committee Members, 1994-Present,” can be of help here, as well. (See the Appendix.)

7. Decisions on Nominees and Publicizing their Biographical Sketches:

- Decisions on the selection of all nominees must be made by February 1.
- By February 15, the names of the nominees, their institutions, and a short biographical sketch of each nominee should be sent to the Secretary-Treasurer, the General Editor of the *Newsletter*, and the Archivist.
- The biographical sketches are made available to the membership in the Spring *Newsletter* and on the Academy Website before the Spring Business Meeting, at which time the elections are held.

- The Chair should strongly encourage all nominees to attend the Business Meeting at the Spring Conference to be introduced to the membership while the ballots are handed out.
8. Spring Business Meeting: Election of Officers and Members of the Executive Council
- It is the responsibility of the Nominating Committee to handle the election at the annual Business Meeting on the Saturday of the Spring Conference.
 - Each seat on the Executive Council is voted on separately, i.e., on a single ballot, each position on the Executive Council is listed separately, so that members can distinguish between them. Recommendation: If different color paper is used for each separate position, that helps speed up the counting of ballots at the meeting.
 - There is no need to place the office of President on the ballot.
 - The committee provides the ballots--150 should be sufficient.
9. Vacancy on the Executive Council: In April 2011, the membership of the Academy endorsed the procedure recommended by the Executive Council for filling a vacancy on the Council. According to what became Article IV, Section 8, of the Constitution:
- “If a vacancy should occur during the three-year term of any elected representative to the Executive Council, the President shall appoint the runner-up nominated for the same position to fulfill the remainder of the term.
 - If the runner-up is unable to serve, the Nominating Committee will select two new candidates from the same type of institution as the original nominees for a special election.
 - The special election may be held by electronic ballot or at the following annual spring meeting.
 - The winner of the special election will serve out the remainder of the original term.”

Committee on K-12 Professional Development and Outreach (formerly the Standards Committee)

A. Introduction

In October 2014, the Executive Council of the Academy decided that the Standards Committee, known since 2012 as the K-12 Professional Development and Outreach Committee, would “be kept in abeyance until” its “usefulness” and “value” could be clarified.⁹ For more than sixty years, the Standards Committee had expended at times enormous energy to advance the cause of history at the college/university and K-12 levels, only to be continually undercut by forces largely beyond its control. Externally, the committee had to buck the power of the Ohio Department of Education (ODE) and the Board of Regents.¹⁰ Other agencies devoted to history, meanwhile, including Buckeye Council and the National Council for Social Studies, wielded far more clout with social studies teachers. Professional historians also contributed to the problem. Preoccupied with their own academic responsibilities, they generally lacked any “involvement in [and were uninformed about] primary and secondary education.”¹¹ The committee’s efforts, finally, were undermined by forces within. Unable to settle on a limited mission, the breadth of its constitutional mandate was simply too vast to fulfill, especially by a perpetually fluctuating group of volunteers. With few positive results to show for its efforts, in 2014, the committee was finally put on hold. If it is to be reconstituted, the following outline is intended to provide background, as its position and purpose are reconsidered.

B. 1950s and 1960s: Origin and Constitutional Mandate

It was never a question of whether the Academy should play a role in history education in Ohio. That was clear from the start, although initially the focus was limited to “constructive discussions of the problems of teaching college courses in history.”¹² By mid-century, the Academy’s newly constituted “Standards Committee”¹³ had expanded its pedagogical

⁹ Minutes of the Executive Council, October 25, 2014, *Newsletter*, Spring 2015, 8. [Hereafter, all Minutes of the Executive Council, but not the Minutes of the Annual Business Meeting, are designated simply as “Minutes.”]

¹⁰ In the mid-nineties, when the Board of Regents cut back state funding for the majority of history graduate programs in Ohio, it was not deterred by a lengthy, resolution demanding their reinstatement sent not by the Standards Committee in this case, but by the Academy President. See Minutes, April 26, 1996, Minutes of the Annual Business Meeting, April 27, 1996, *Newsletter*, Fall 1996, 3-6, and Minutes, October 25, 1996, *Newsletter*, Spring 1997, 2.

¹¹ William Jenkins (Youngstown State) and Donald Ramos (Cleveland State), “Perspectives,” *Newsletter*, Winter 1999, 2.

¹² Wallace Chessman, Presidential Address to the Academy, April 1977, 7.

¹³ The Ohio History Center [formerly the Ohio Historical Society], MSS 888, The Ohio Academy of History Records, 1930-2002, 5.

interests to include teaching standards in Ohio's public schools,¹⁴ and its efforts seemed emboldened by the Academy President, who in the late 1960s, urged "the Academy to assume a larger role in solving" the "problems facing the historical profession at both the secondary and college level."¹⁵ That larger role was reflected in the committee's vast constitutional mandate, which was: "to consider, observe, receive reports or complaints on and investigate the standards of the history profession and history teaching in [Ohio], with particular regard for methods and procedures, qualifications, working conditions, and salaries." Through trial and error, the committee of 5-6 volunteers¹⁶ would spend the next six decades trying to narrow down and carry out that mission.

C. 1970s-1980s

In one sense, the committee did succeed in narrowing its mission. To advance the cause of history, it returned repeatedly to efforts to promote history in the ODE-mandated K-12 History/Government and Social Studies Content Standards and in the college and university history courses offered for teacher certification. With those objectives in mind, during the 1970s, the committee established a pattern of action that was to be repeated several times over the years – often with the same unproductive results. Each time the Department of Education or other government agency initiated revisions in the K-12 content standards or the teacher certification requirements, the committee would try to 1) raise awareness of "the threat to history," and then 2) recommend remedies,¹⁷ which, more often than not, would be unfulfilled.

Having minimal, if any, impact on the revision process, the tendency was either to turn inactive for a time or to seek out some other meaningful role. That effort often involved expanding the committee's "scope . . . to embrace [an even] wider . . . set of issues," such as maintaining "minimal standards of competence in" teaching high school and college history, and/or supporting week-long "history institutes" or weekend "workshops" on methods of teaching history. Floundering for a feasible focus, the committee often would encourage

¹⁴ Thomas Sosnowski, Presidential Address to the Academy, "A La Recherche du Temps Perdu: A Paeon to a Laudatory and Octogenerian Past!" April 9, 2011, 5-6.

¹⁵ "Academy Holds Annual Meeting," April 12, 1969, *Newsletter*, October 1969, 6.

¹⁶ Ohio Academy of History Constitution, Article VI, Section 5, *Newsletter*, September 1980, 11. The committee was to be "composed of six members of the Academy, each member being appointed for a three year term." In 1990, (according to Amendment 9 of the Constitution published in the 1997 Roster), Article VI, Section 5 was revised to reduce the number of required members from six to "at least three," but the Standards Committee almost every year thereafter had at least five, if not more, members. No change was made in the original appointment for "a three-year term."

¹⁷ Harris L. Dante (Kent State), Chair, Standards Committee, "Certification Revision Proposals for Public Schools," *Newsletter*, March 1970, 13-14; Minutes of Annual Business Meeting, April 6, 1974, *Newsletter*, September 1974, 2, and April 23, 1983, misdated April 17, 1982, *Newsletter*, September 1983, 4. Occasionally a statement of concern was addressed to the appropriate agency. See Lowell J. Satre (Youngstown), Chair, Report of the Standards Committee, *Newsletter*, Autumn 2002, 6-7; and Minutes, October 4, 2002, *Newsletter*, Spring 2003, 9.

Academy members to suggest other projects it might take up.¹⁸ In the late seventies and early eighties, the committee shifted its energies from “the unemployment crisis” among trained historians,¹⁹ to the decline in student enrollments in history,²⁰ to the promotion of Ohio History Day and “a Junior Academy of History,”²¹ to a short-lived plan -- the initiative of the committee’s first high school teachers,²² -- to “enable college faculty to establish local alliances with high school teachers of history . . . to improve [the] quality of teaching.”²³ Although the last proposal died even before it got off the ground,²⁴ the decision to invite two high school teachers to join the committee had lasting benefits.

The pattern repeated itself in the mid-eighties when ODE’s proposal for a K-12 program for “Ohio Studies,” rather than “Ohio History,” was perceived as an effort to bypass Ohio law and consign “history to a peripheral role in education.” The initial response was a resolution and letter of protest from the Executive Council to ODE,²⁵ along with a recommendation from Standards that ODE be “encourage[d]” to make Ohio History a requirement for social studies teacher training.²⁶ Unable to move the Department of Education, the Academy could only advise its “members . . . to communicate with their state legislative representatives.”²⁷ The subsequent inactivity of the Standards Committee was hardly surprising.²⁸

D. 1990-2004 Evolution

By the 1990s, the State Board of Education had submerged the teaching field of History/Government into the Social Studies curriculum. That change was seen as potentially positive, but only if the required credit hours were increased, both for K-12 social studies and for teacher training.²⁹ Meanwhile, ODE also introduced “proficiency exams,” which, it was clear, gave “short shrift” to history. Nothing could be done at that time, however, to change them. Convinced, nevertheless, that the exams would have a detrimental “influence [on] curriculum formation,” but that historians still could influence the State Board of Education,

¹⁸ Robert H. Jones (Akron), Chairman, and Michael Moore (Bowling Green), Report of the Standards Committee, April 3, 1971, *Newsletter*, November 1971, 10.

¹⁹ Dwight L. Smith (Miami), President, “Message to the Academy,” *Newsletter*, September 1978, 1.

²⁰ Minutes, April 20, 1979, *Newsletter*, September 1979, 2, 5.

²¹ Minutes, April 24, 1981, *Newsletter*, September 1981, 2, 4, April 16, 1982, *Newsletter*, September 1982, 3.

²² “Ohio Academy of History Committees for 1982-83,” *Newsletter*, September 1982, 4; Minutes of the Annual Meeting, April 23, 1983, misdated April 17, 1982, *Newsletter*, September 1983, 4.

²³ Minutes, October 26, 1984, *Newsletter*, April 1985, 2.

²⁴ Minutes, April 2, 1985, *Newsletter*, September 1985, 2, April 18, 1986, *Newsletter*, November 1986, 2.

²⁵ Minutes, October 18, 1985, *Newsletter*, April 1986, 5.

²⁶ Minutes, April 18, 1986, *Newsletter*, November 1986, 1-2.

²⁷ *Ibid.*, 3-4.

²⁸ Minutes, April 15, 1988, *Newsletter*, October 1988, 4.

²⁹ Dante, “Certification Revision Proposals,” *Newsletter*, March 1970, 13-14.

Standards Chair David Robson (John Carroll), urged members of the Academy to “become informed and make [their] voice[s] heard.”³⁰

About the same time, another threat to history appeared with the development of ODE’s new “Model Curriculum,” which portended “a significant de-emphasis of history in the” proposed revision of the K-12 Social Studies Content Standards.³¹ Simultaneously, the state was considering a move from teacher “certification” to “licensure,” the impact of which on the college and university history courses then mandated for teacher training was not clear. In an effort to raise concerns about both issues, the committee responded with more determination than in the past. Under the energetic leadership of Robson, Academy members were encouraged to review the “draft of the proposed model curriculum” and, at hearings, to “make the Academy’s official position known.” Meanwhile, in the effort to become better informed about the expected change from certification to licensure, the Standards Committee investigated and then publicized the certification programs of history departments as they were then constituted.³² No further action to follow up along those lines, however, was taken. Meanwhile, after serving on one of the state advisory committees that created the model curriculum, William Jenkins (Youngstown State), who chaired the Standards Committee in the mid-nineties, was convinced that history would take a back seat to an “interdisciplinary” approach to social studies in both “the new licensure program” for training teachers and in “the new model” curriculum. Such an approach would negatively impact both the courses future teachers would take in college and what they taught at the K-12 levels. To raise the awareness of historians both in the Academy and without, Jenkins laid out his concerns in letters to history department chairs and in an article for the *Winter Newsletter*, with concrete suggestions, significantly, about ways that historians could help.³³

As it turned out, “the model curriculum became non-binding on school districts.” During the rest of the nineties, therefore, committee activities centered on panel discussions³⁴ and speeches by distinguished guests, with the goal of disseminating information and fostering understanding of the “national standards in history” and the Ohio social studies standards.³⁵ Particular emphasis was put on raising awareness of the potential reduction in hours for social studies certification.³⁶ On and off during the decade, however, the committee simply

³⁰ David Robson, “History in the Schools and in the Ohio Academy of History,” *Newsletter*, January 1992, 4-7.

³¹ Minutes, April 23, 1993, *Newsletter*, Fall 1993, 2.

³² David Robson, Reports of the Standards Committee, Addendums to Minutes, April 23, 1993, *Newsletter*, Fall 1993, 3, April 22, 1994, *Newsletter*, Fall 1994, 3-4; Minutes, October 21, 1994, *Newsletter*, Spring 1995, 2-3.

³³ The article did not appear until several years later. See, Jenkins and Ramos, “Perspectives,” *Newsletter*, Winter 1999, 1-3.

³⁴ Minutes, April 21, 1995, *Newsletter*, Fall 1995, 3.

³⁵ Minutes, October 6, 1995, *Newsletter*, Spring 1996, 3, October 17, 1997, *Newsletter*, Spring 1998, 5. See also Marcella Barton (Rio Grande), President, “Message to the Academy,” *Newsletter*, Fall 1996, 1.

³⁶ Minutes, April 21, 1995, *Newsletter*, Fall 1995, 3.

reverted to inactivity.³⁷ One year, a resolution “affirm[ing] the centrality of history in the K-12 curriculum,” won the support of the Executive Council, but was not followed up.³⁸

It took another ODE revision of the social studies standards in 2001-02 to spur the committee into action again. Under the chairmanship of Lowell Satre (Youngstown), the committee took a year to study the revisions and then send ODE a statement outlining its concerns and its recommendations. A few members of the committee thought that ODE incorporated some of their recommendations in the final revisions. Nevertheless, because the standards, for the first time, would be “common . . . for all [K-12] students,” Satre, in a lengthy report published in the *Newsletter*, tried to raise the Academy’s understanding of their impact on social studies teaching and teacher training.³⁹ The decision in 2002 to revise the Academy Constitution to include a high school social studies teacher among the elected representatives of the Executive Council grew out of the same concerns.⁴⁰

E. 2004-2014: CEU (Continuing Education Unit) Credits:

Meanwhile, a new focus of attention had opened up as the move from teacher “certification to licensure” put demands on teachers to “participate in professional development.”⁴¹ It seemed that here the Academy might be able to play a constructive role, while furthering its historic goal of preserving history in the curriculum. With that in mind, in 2004, the committee settled on two strategies: first, to outline a plan of Academy-sanctioned coursework that would provide sufficient background in history “for teachers certified in social studies”; and second, to design a program for teachers to “receive CEU credit” by “attending the annual meeting” of the Academy or Academy-sanctioned “historically based lectures on various campuses” in Ohio.⁴²

As it turned out, the first proposal was put on hold while the second absorbed all the committee’s energies, leading to the most ambitious effort to impact history education in the committee’s history. Under the leadership of John Jordan (Worthington Kilbourne High School), Committee Chair 2005-2008, a program for “Post Licensure Ongoing Professional Development in History for Secondary School Teachers” was drafted. The program was to

³⁷ Minutes, April 4, 1997, *Newsletter*, Fall 1997, 4.

³⁸ Minutes, April 24, 1998, *Newsletter*, Fall 1998, 9.

³⁹ Satre, Standards Committee Report, *Newsletter*, Autumn 2002, 6-7. “Several Academy members,” including Scott Martin (Bowling Green), who would later chair the Standards Committee, “served on the ODE Content Committee.” See, Minutes, October 4, 2002, *Newsletter*, Spring 2003, 8; and Scott C. Martin, “The State of Ohio Social Studies Content Standards: An Update,” *Newsletter*, Spring 2004, 1, 6.

⁴⁰ Minutes, October 4, 2002, *Newsletter*, Spring 2003, 8; “Constitutional Amendments,” *Newsletter*, Spring 2003, 3, 8; “Constitutional Changes Approved,” Member Meeting and Luncheon, April 2003, *Newsletter*, Autumn 2003, 9.

⁴¹ Barton, “Message,” *Newsletter*, Fall 1996, 1-2.

⁴² Minutes, April 16, 2004, *Newsletter*, Autumn 2004, 8.

provide: 1) “monthly schedule[s] of [Academy-approved] history lectures/events hosted by Ohio colleges, universities, and public history agencies,” 2) “a system for documenting teachers’ attendance at these lectures/events,” and 3) an email communication link with hundreds of “colleges, universities, and public history agencies,” and “Ohio school districts,” which would collect and then distribute information about upcoming events.⁴³

Standards made a valiant effort, but the project ultimately was defeated by forces within and without. History departments were slow to propose lectures, and compiling information for distribution proved overly “time-consuming”; more than a year of the chair’s time was invested in creating the database of contacts, yet information failed to get from school districts to teachers; the process of evaluating questionable lectures and events promised to further increase the workload on the chair; and lecture and event hosts failed to put into effect the process of documentation.⁴⁴ To carry out the program effectively would have demanded a committee whose membership remained far more constant and whose time was not already burdened by full-time academic careers – and even that would not have changed the fact that other history organizations, enjoying far more clout with social studies teachers, already were meeting many of their needs.⁴⁵

F. 2011-2014: The Final Effort

Without giving up the CEU effort, several years followed as Standards tried to find some other worthy focus.⁴⁶ Tim Connell (Laurel School), who chaired the committee during its last three years, from 2011-2014, still believed in the merit of Jordan’s program. He and Jordan also understood, however, that a redefinition and narrowing of the original committee mandate was essential in order “to focus on [the goal of producing] quality history teaching” at the K-12 levels.⁴⁷ With the support of the Executive Council, therefore, the newly titled “Committee on K-12 Professional Development and Outreach” would contribute to “higher standards for K-12 history teaching . . . through the promotion of opportunities for K-12 teachers to receive professional development in history.”⁴⁸ Thus was made constitutional Jordan’s earlier goal. In practice, however, the scope of potential lectures and presentations

⁴³ John Jordan, Report of the Standards Committee, 2007-2008, unpublished; Minutes, October 7, 2005, *Newsletter*, Spring 2006, 8-9.

⁴⁴ Jordan, Report, 2007-2008; Minutes, April 7, 2006, *Newsletter*, Autumn 2006, 5, October 6, 2006, *Newsletter*, Spring 2007, 8, April 27, 2007, *Newsletter*, Autumn 2007, 5, October 12, 2007, *Newsletter*, Spring 2008, 8.

⁴⁵ Minutes, October 12, 2013, *Newsletter*, Spring 2014, 5.

⁴⁶ Minutes, March 26, 2010, *Newsletter*, Fall 2010, 6, October 29, 2010, *Newsletter*, Spring 2011, 9, October 16, 2009, unpublished. [The Spring 2010 *Newsletter*, in which the October 2009 Minutes would have appeared, was not published.]

⁴⁷ Minutes, April 8, 2011, *Newsletter*, Fall 2011, 4-5.

⁴⁸ Minutes, October 14, 2011, *Newsletter*, Spring 2012, 11; Ohio Academy of History Constitution, 2012, Article VI, Section 5.

was far more feasible, being limited to what could take place at Academy conferences and at other events sponsored by the committee.⁴⁹

The constitutional mandate might have stopped there, but it included two other labor-intensive responsibilities, both seen as crucial to the focus on quality history teaching. First, the committee was to “monitor the history coursework requirements of social studies teacher preparation programs offered by Ohio’s universities and offer its endorsement to those programs whose requirements [were] seen to promote better K-12 history teaching.” Second, it was “to monitor the development and amendment of K-12 standards for history and social studies in the state and communicate the views of the Academy to the Ohio Department of Education regarding these standards.”⁵⁰ The mandate was a tall order – especially given the limited success of past efforts to influence ODE.

The last two responsibilities were put aside, however, while emphasis was put on the professional development program. Despite the committee’s effort, the program was undercut by the inability to induce secondary school teachers to take advantage of Academy conferences for CEU credits.⁵¹ In the spring of 2014, after considering *another* revision of both the name and the mission of the committee, Tim Connell accepted the recommendation of Jonathan Winkler (Wright State), the incoming Academy President, to suspend the committee’s activities --- “pending further consideration.”⁵²

G. The Committee’s History and Its Future:

The committee never lost sight of its historic goal of preserving and promoting history in the secondary school curriculum and in the certification requirements for social studies teachers. To achieve that objective, however, it took on responsibilities beyond the energies of its volunteer membership and beyond its power to influence events. Nevertheless, its investigations and panel presentations, resolutions, and articles documenting government, university, and secondary school programs and policies impacting history education were of significant value in keeping Academy members informed -- and might provide the basis of a future mandate. The Academy may decide, however, that a future committee should take a more *active* role in influencing the standards of history education in Ohio. Whatever course is chosen, the past experience of the committee must serve as a guide in assessing which policies of the committee had a positive impact on events and which did not -- and, most important, *why*. Only in that way can a mandate be defined that is realistic and practical.

⁴⁹ Minutes, April 4, 2014, *Newsletter*, Fall 2014, 4, April 8, 2011, *Newsletter*, Fall 2011, 4.

⁵⁰ Minutes, April 8, 2011, *Newsletter*, Fall 2011, 4-5; Ohio Academy of History Constitution, 2012, Article VI, Section 5.

⁵¹ Minutes, April 5, 2013, *Newsletter*, Fall 2013, 4.

⁵² Minutes, October 12, 2013, *Newsletter*, Spring 2014, 5, April 4, 2014, *Newsletter*, Fall 2014, 4.

Program Committee

A. Common Responsibilities of All Standing Committee Chairs:

- For essential information concerning the responsibilities of all Standing Committee Chairs, see above, in the Introduction to All Standing Committees, the critical list of “Common Responsibilities” they share.
- The following description highlights the *unique* characteristics and responsibilities of the Program Committee Chair and Committee Members.

B. Origin and Mandate of the Committee:

- Origin and Evolution:
 - Although the Academy did not establish a Program “Committee” until shortly after World War II, (and its first program was not distributed until 1950),⁵³ as early as 1932, when they first met in Cleveland, the program was a top priority of the founders. “The ‘first attention of the society’,” said Harold Davis (Hiram), the Academy’s first Secretary-Treasurer, “should be devoted to planning for the next spring ‘a program that will be wide in interest, and of as high an intellectual level as possible’.”
 - Along with the presentation of research papers, discussions of pedagogy and the college curriculum in history were seen as critical parts of the program --- and they remain so today. Equally important has been the effort to attract papers on non-American subjects. The decision in 1969 to expand the program by establishing “additional concurrent sessions” at the spring meeting was aimed specifically at “appeal[ing] to a wider number of specializations.”⁵⁴
 - The “Book Panel,” introduced in 2009 at the Spring Conference at Akron, was a reflection of that goal and of Harold Davis’ desire to have a program “‘of as high an intellectual level as possible’.” Each Book Panel has focused on a recently published book, introduced by the author, with comment by two or more experts in the field, followed by audience discussion. At most recent Spring Conferences, the Book Panels have highlighted the works of authors who were winners of the Publication Award.
- Evolution of the Production of the Program: For over sixty years after it was first introduced, the program was sent out to all participants as a printed booklet. In 2011, as part of the overall change in Academy communications to a digital format, the program was distributed for the first time in digital form. It has remained so since.

⁵³ The Ohio History Center [formerly the Ohio Historical Society], MSS 888, The Ohio Academy of History Records, 1930-2002, 4-5.

⁵⁴ Wallace Chessman, Presidential Address to the Academy, April 1977, 7, 10-11, unpublished.

- Mandate of the Committee: The Committee's main charge is to prepare the Program for the annual Spring Conference.

C. Composition of the Committee and Term of Service of Committee Members:

- According to the Academy Constitution (Article VI, Section 2), "the Committee shall be composed of at least three members." Normally the Committee has had at least five members.
- Additionally, the following members serve as ex officio members of the Program Committee:
 - The Academy President,
 - The Secretary-Treasurer,
 - The Chair of the Conference Committee.
- Ideally, each Committee member represents a different area of specialization.
- Term of Service: Each member of the Committee serves for one year.

D. Committee Procedure and Responsibilities:

Call for Papers: (Request for Proposals for Individual Papers or Panels)

- The Call for Papers (a model may be found in the Appendix to this *Handbook*) should include a request for the following information:
 - The name, title, institution, address, phone number, and email address of each person submitting an individual paper or panel proposal, or participating as a member on a panel.
 - An abstract of each paper or panel being proposed (as an attachment in Word or in Rich Text Format).
 - A one-page curriculum vita for each presenter.
- The Call should also make clear that:
 - The deadline for all proposals is November 1, with proposals being submitted to the Program Committee Chair.
 - Email is the preferred method of submission, but materials may be mailed if necessary.
 - Proposals from undergraduates are not appropriate for the Conference.
 - Proposals may be submitted by non-Academy members and by scholars from outside of Ohio.
 - All participants must register for the Conference no later than four weeks before the Conference in order for their names to appear in the Program.
 - Paper presenters are also expected to meet the established date, i.e., three weeks before the Spring Conference, for delivery of their papers to chairs and commentators.
- Disseminating the Call:
 - By May 15, the Committee Chair should send a copy of the Call for Papers as an email attachment in Word to the *Newsletter* Editor (for the Webmaster) and to the Secretary-Treasurer. The Webmaster should post the Call for Papers on the Academy's website.
 - Preferably by mid-June, the Program Committee Chair should send the Call for Papers via email to the Production Editor at the Ohio History Connection

(formerly the Ohio Historical Society) for distribution to the Academy's membership.

- The Call should be sent as well to other lists of historians in the state.
- Later in the summer, a follow-up email with the Call is also recommended.
- Meanwhile, early in the summer, the Call for Papers should be given the widest possible visibility over the Internet through such forums as H-Net, the AHA *Perspectives*, and the OAH *Newsletter*, among others.
- The Call for Papers is also included in the Fall Packet sent to all members of the Academy.⁵⁵

Special Panels Arranged in Advance:

- In recent years, the winner of the Academy's Publication Prize for the previous year has been featured in a panel at the following Spring Conference. The Program Committee Chair should contact the winner shortly after the prize is announced to ask for names of possible panelists. (Sample communications may be found in the Appendix to this *Handbook*.)
- Past experience has demonstrated the value of having Program Committee Chairs solicit panels in advance of the circulation of the Call for Papers. Chairs should work closely with the Academy President in determining ideas for these panels, which might focus on pedagogy, professional issues, important books, milestone historical anniversaries, etc. (Sample communications soliciting such panels may be found in the Appendix to this *Handbook*.)
- Traditionally, the Ohio Valley World History Association, an affiliate of the Academy, has prepared and submitted a session, over which the Program Committee has had final approval. The Association, however, has not sponsored a session in many years.

Circulation of Proposals to Program Committee:

- The Program Committee Chair should circulate paper and panel proposals to all members of the Committee, either as they arrive or in one large package just after the deadline for submissions has passed.
- "Dropbox" has recently proved to be an effective way of disseminating materials, but individual Committee Chairs are free to use whatever mechanism they deem appropriate.
- All members of the Program Committee should read and evaluate the submissions before the Committee's meeting (see below). They should develop suggestions for combining single paper proposals into complete panels, filling open chair and commentator slots, and otherwise facilitating the work of drafting the Program.

⁵⁵ The Fall Packet contains, among other things, information about the Calls and the *Newsletter*. Although it has been sent in digital form since the Fall of 2011, paper copies of the materials in the Fall Packet continue to be sent to those individual members requesting them. Each Fall, the Ohio History Connection (formerly the "Ohio Historical Society") also mails a postcard to each member of the Academy as a reminder that the Calls for Nominations are available on the Academy website.

Meeting of the Program Committee

- Meeting Scheduled for November or Early December:
 - The Program Committee Chair works closely with the Conference Committee Chair in scheduling and planning the meeting.
 - The committee meets preferably in late November, or early December at the latest. The date for the meeting should be set early in the fall, with the Program Committee Chair working with the Conference Committee Chair to determine possible dates and then surveying committee members for their availability.
 - The meeting takes place preferably at the institution hosting the Spring Conference and includes a tour of facilities to be used during the Conference.
 - As ex-officio members of the Program Committee, the President, Secretary-Treasurer, and Conference Committee Chair all attend the meeting. It is also helpful to have the Vice President/President-Elect at the meeting.
 - Because the meeting usually takes several hours, it is often planned for a Saturday, with the Academy covering the cost of lunch for attendees. (The Program and Conference Committee Chairs should survey attendees regarding dietary needs and arrange for lunch delivery at an appropriate time.)
- A Note Regarding Terminology:
 - The term “session” is used hereafter to refer to the 1½ hour period of time (give or take 15 minutes) when several different groups meet to discuss topics or present papers, or a special program takes place, or a keynote speaker is featured at a “plenary session.”
 - The term “panel” will be used from here on to designate the 3-7 different groups participating in any one session. A “panel,” therefore, refers either to:
 - a traditional panel of 3-4 scholars giving oral presentations, or
 - the presentation of 2-3 research papers read by individual scholars.
 - The term “moderator” is used interchangeably with “panel chair.”
- Purpose and Goals of the Program Committee Meeting:
 - Determine which proposals will be included in the Program for the Spring Conference.
 - Plan the number and timing of each session.
 - Determine the number and content of panels to be included in each session.
 - The Program should strive for a balance in participants and content between:
 - American and non-American panels.
 - Faculty and graduate students. It is recommended that graduate students should be on panels with faculty.
 - To achieve the broadest possible participation in the Conference, it is suggested that the Program Committee seek to divide the duties of panel chair and commentator whenever practicable. Identifying potential chairs and commentators should take place at the Program Committee meeting or immediately thereafter.

Planning the Sessions for the Spring Program: Overview

- Once the Committee has determined the panels that will constitute the Program, it should also decide, if possible, which panels should be scheduled for which rooms. (This process necessitates some guessing when it comes to matching room capacity with likely panel attendance.)
- In planning the sessions for the Spring Program, some flexibility is necessary. Although by tradition the format outlined below has been the norm, other options may certainly be considered depending on the availability of space at the host institution, the number of panel proposals submitted, etc.
- The one exception is the Friday Plenary Session, the content of which is pre-determined.
- Throughout the process of planning the Program for the Spring Conference, it is critical that the Program Committee Chair keeps the Conference Committee Chair fully informed of the number and size of rooms that will be needed for all sessions and events on both Friday and Saturday.

Planning the Friday Sessions:

- The Friday Afternoon Sessions
 - The Executive Council normally meets between noon and 1:00 on Friday, and the meeting usually lasts for at least 2 ½, but more often 3, hours. With that in mind, the afternoon session usually begins at 3:30, at the earliest, and ends by about 5:30, at the latest, so members have an opportunity to get dinner (normally off campus) before the Plenary Session at 7:30.
 - Traditionally, one session has been arranged, with 3-4 panels in the session.
 - Normally the number of attendees for the Friday session(s) is much smaller than for the Saturday sessions, so the Program Committee must take into consideration that some people may be serving on panels or presenting papers to very small audiences. Program Committees may therefore try to schedule some “high-draw” panels on Friday in an effort to encourage early attendance (if, of course, Friday panels are being utilized).
- The Friday Evening Plenary Session and Reception: 7:30-10:30
 - Before the Friday afternoon session was introduced in 2005, the Friday evening Plenary Session traditionally opened the Spring Conference. The Plenary Session now follows the afternoon panels (when they are included).
 - In 2004, the Executive Council voted to utilize the Plenary Session for delivery of the Distinguished Historian lecture.
 - The Plenary Session is planned by the Program Committee Chair in conjunction with the President and Past President, both of whom serve on the Distinguished Historian Committee, as well as the Secretary-Treasurer and Conference Committee Chair.
 - The Program Committee Chair should determine the time for the Plenary Session and, in conjunction with the Conference Committee Chair, for the Reception to follow. (The specifics of each year’s schedule will depend on such factors as the schedule for Friday afternoon and the availability of space at the host institution.)

Planning the Saturday Sessions:

- Background
 - Until 2005, when the Friday afternoon session was first introduced, the traditional outline of Saturday sessions was the following:
 - 9:00-10:30: Session I: with 7 panels
 - 10:45-12:15: Session II: with 7 panels
 - 12:15-2:20: Business Luncheon and Presidential Address
 - 2:30-4:00 or 3:00-4:30: Session III: with 3-6 panels
 - The Saturday morning sessions have continued in the traditional pattern noted above, although, over time, the number of panels in each session and the time allowed for each session have diminished slightly.
 - To ensure that there is enough time for the business of the Academy, presentation of awards by Academy Prize Committee Chairs, and for the Presidential Address, the Business Luncheon normally lasts a full 2 hours.
 - In 2005, because of progressively lower attendance at the Saturday afternoon panels, Session III (following the Business Luncheon) was eliminated (and replaced by the Friday afternoon session). In 2010, the Saturday afternoon session was reintroduced.
 - In 2015, the afternoon session was limited to one panel.
- Recommendations Based on Past Experience
 - Timing of Panels in Each Session:
 - Traditional Problem: A potential conflict may arise between the first two sessions in the morning. If there are too many panels in the first session, or too many papers presented in any one panel, then time is stolen from panels in the second session.
 - Possible Solutions: In that case, arrangements might have to be made to permit certain panels to continue into the second morning block by not scheduling a panel in the same room. On the other hand, fewer papers could be planned for any given panel. Moderators need to establish tight control on time available for presentations. Each panel needs a strict terminal time.
 - Coordinating needs with the Conference Committee Chair is crucial. The Program Committee Chair must alert the Conference Committee Chair as to:
 - The size and number of rooms needed for panels in each session.
 - In which rooms, audiovisual equipment, computers, and/or data projectors will be needed.
 - If passwords are necessary to log on to computers, an individual must be available to provide the password at the time of the sessions.

Follow-up from Program Committee Meeting: Communicating with Individuals Who Submitted Proposals and with Potential Panel Chairs and Commentators:

- Immediately following the Program Committee meeting, the Chair should contact individuals whose proposals have been accepted, notifying them of that fact and providing basic information about the Conference. At this time presenters should be given a deadline for requesting audiovisual equipment. The deadline is set in conjunction with the Conference Committee Chair based on host institution policy.

(Sample communications may be found in the Appendix to this *Handbook*.)

- Soon after the meeting, requests to potential panel chairs and commentators who were not included in initial panel proposals should also go out. (See sample communications in the Appendix to this *Handbook*.)
- The Program Committee Chair should also notify those applicants whose paper/panel proposals were not successful. Such notifications should not be sent in one general email, but to the individuals who submitted single papers and/or to the groups of individuals who submitted panel proposals. (See sample communications in the Appendix to this *Handbook*.)

Drafting and Distributing the Program

- The Program Committee Chair should obtain from the President the title of the Distinguished Historian lecture for inclusion in the Program.
- The Committee should complete the Program eight weeks before the Spring Conference. The final draft should include confirmations and corrections.
- The Chair should prepare a short version of the Program, listing panel titles and other information for inclusion in the Spring *Newsletter*. (See the Appendix of this *Handbook* for a sample.) It should be submitted to the *Newsletter* Editor by January 13, which is the deadline for submissions of all content for the Spring *Newsletter*.
- The Committee Chair should send registration information to all presenters, moderators, and commenters eight weeks before the Conference with a reminder that they must register no later than four weeks before the Conference to be included in the Program. (Sample communications may be found in the Appendix to this *Handbook*.)
- Once the deadline for participant registration has passed, the Program Committee Chair should make adjustments to the original draft as needed based on presenter pre-registration, and then email a copy of the full program to all participants.
- The Program Committee Chair should send a copy of the full program, as a Word document, to the Archivist, Secretary-Treasurer, and Webmaster. The Webmaster will ensure that the Program is posted to the Academy's website no later than three weeks before the Conference, by which time all participants should have registered. All Academy members will be directed to the posted Program in the Spring email blast from the Secretary-Treasurer.

Communicating with Participants about their Responsibilities:

- Responsibilities of the Committee Chair:
 - By February 1, the Chair of the Program Committee should contact all panelists, chairs, and commentators regarding their responsibilities. (Sample communications to participants may be found in the Appendix to this *Handbook*.)
 - A questionnaire, provided by the Program Committee Chair, has been developed for panel moderators to complete and return to the Chair of the Program Committee after the Spring Conference. The Committee Chair should make sure that panel moderators have the questionnaire in their hands before the Conference. The Committee Chair should have further copies available for panel moderators on Friday and Saturday, if needed. (A copy of the form may be found in the Appendix to this *Handbook*.)

- More importantly, the Program Committee Chair should inform panel moderators, commentators, and presenters that the highest quality papers will be considered for publication in the *Academy Proceedings*.⁵⁶
- To expedite matters for the *Proceedings* Editor, the Committee Chair should provide the Editor with an electronic list of all moderators, commentators, and presenters, and their addresses, institutional affiliations, and emails.⁵⁷
- Responsibilities of Panel Moderators:
 - Deadlines: Panel moderators should inform all paper presenters of deadlines for paper submissions to commentators.
 - Questionnaire: A questionnaire, provided by the Program Committee Chair, has been developed for panel moderators to complete and return to the Chair of the Program Committee after the Spring Conference.
 - Proceedings:
 - More importantly, because the highest quality papers will be considered for publication in the *Academy Proceedings*, panel moderators should inform presenters that they should have copies of their papers available for the Editor of the *Proceedings*, in case they are among those recommended.
 - Panel moderators should recommend for publication only those papers that are in publishable form.
 - The panel moderator submits a copy of each of those recommended papers to the Editor of the *Proceedings*.
- Responsibilities of Paper Presenters:
 - All presenters are expected to register for the Spring Conference no later than four weeks in advance in order for their names to appear in the Program.
 - Presenters are expected to distribute copies of their papers to panel chairs and commentators no later than three weeks in advance of the Conference. Panelists who miss that deadline risk being omitted from commentators' remarks.

The Book Exhibit and Exchange:

- Background:
 - Origin of the Book Exhibit:
 - The Academy's decision to display books and, more specifically, to invite publishers to show their books, grew out of concerns in the late sixties that the association "seemed to be standing still while problems of the profession mounted at all levels." President-elect, Robert Twyman (Bowling Green) called on his colleagues to find ways for the Academy "to assume a larger role in solving these problems'."

⁵⁶ Following the retirement of Vladimir Steffel (Ohio State-Marion) as Editor of the *Proceedings*, an *ad hoc* committee on the *Proceedings*, aware of the unusual time commitment required by the individual serving as Editor, reevaluated the responsibilities and role of the Editor and the Board. In 2017, the Executive Council approved reactivation of the *Proceedings*.

⁵⁷ Subcommittee (Vladimir Steffel, Tom Sosnowski, Korcaighe Hale) Charged with Recommending Procedures for Nominating and Submitting the Best Researched Panel Papers Presented, January 2011.

- Gathering at Heidelberg College in May 1969, “leading members” of the Academy recommended several approaches to resolving the challenges they faced, one of which was to increase “attendance at [spring] meetings” by inviting “publishers to display their books.”⁵⁸
 - Evolution of the Exhibit and Introduction of the Exchange:
 - The Book Exhibit was successful for many years, as it displayed a large selection of publishers’ books. It was managed primarily by the Secretary-Treasurer, and eventually by an Ex-Officio Officer known as the “Coordinator of the Book Exhibit.”
 - Over time, however, as publishers and commercial presses increasingly sent out more books used solely for courses, the exhibits lost their appeal for participants at Spring Conferences.
 - In 2009-10, the Program Committee took over responsibility for the Exhibit, and in an effort to rejuvenate it, combined the Exhibit that Spring with a “Book Exchange.”
 - The next year, the Program Committee tried a Book Exchange on its own, with the proceeds intended for the new Junior Faculty Research Award fund.⁵⁹
 - Given the limited success of both the exhibit and the exchange, however, in the last few years, it has been left up to each new Program Committee to choose whether to have one or both --- or neither.
- Responsibilities of the Program Chair in Regard to Arrangements for a Book Exhibit or Exchange:
 - A Book Exhibit or Book Exchange should be arranged when the Program Committee deems it appropriate.
 - To arrange either a Book Exhibit or Exchange, the Program Committee Chair should coordinate with the Conference Committee Chair all needs regarding:
 - Rooms, possibly for Friday (to set up an exhibit) as well as Saturday. Rooms used for a Book Exhibit or Exchange must be secured if materials are to be left overnight.
 - Tables, to display the books, including, by tradition, those books nominated for the Publication Award. (The Secretary-Treasurer is responsible for transferring the nominated books to the Spring Conference site.)
 - One extra table must be reserved for the Ohio History Connection (formerly the Ohio Historical Society) display.⁶⁰
 - Student help, for the Friday set-up and for sales, or exchanges, on Saturday.

Other Responsibilities of the Program Committee Chair:

- In reporting to the Executive Council, the Program Committee Chair follows the procedure outlined for all Committee Chairs in the Introduction to this fourth section of

⁵⁸ Chessman, Presidential Address, April 1977, 10-11.

⁵⁹ Spring Conference Programs, Capital University, March 26-27, 2010, Denison University, April 8-9, 2011.

⁶⁰ The table for the Ohio History Connection reflects the June 2009 Collaboration Agreement, renewed most recently in 2014, between what was then the Ohio Historical Society and the Academy.

the *Handbook* on Standing Committees.

- The Program Committee Chair should keep copies of all forms, letters, and other pertinent documents to pass along to his/her successor. A copy of each should also be made available to the Archivist to keep the appendices of this *Handbook* updated.
- The Program Committee Chair serves ex-officio on two other committees:
 - The Distinguished Historian Award Committee.
 - The Conference Committee.

Public History Committee

A. Introduction:

In October 2014, the Executive Council of the Academy decided that the Public History Committee would “be kept in abeyance until” the relationship between the Academy and public history associations in the state could be clarified.⁶¹ The following background is provided hopefully to help Academy members in determining the committee’s future. The history of the committee suggests that not just recently, but frequently in the committee’s past, finding a focus for its energies proved elusive.

B. 1961-1996: Origin and Evolution of the Committee on Historical Societies and Archives

The Committee on Historical Societies and Archives, the precursor of the Public History Committee, was founded in 1961,⁶² at a time when the Academy was becoming increasingly “concern[ed] about Ohio’s historical needs.”⁶³ Those concerns were reflected in part in what then was a particularly acrimonious relationship with the Ohio State Archaeological and Historical Society, the precursor of the Ohio Historical Society (today’s Ohio History Connection). The focus of their differences was over how popular or scholarly the Society’s *Quarterly* journal should be. The Academy pushed for a more scholarly volume and won, the result being *Ohio History*, first published in 1962. How much of an impetus the crisis was in the founding of the new committee is not clear, but the outcome of the crisis was the subject of the new committee’s first report,⁶⁴ and a decade later, the question of funding *Ohio History* was “the major item” dominating “the committee’s agenda.”⁶⁵ Given that the journal’s financing remained a problem, the Historical Society’s pledge in 1972 not to take “further action [regarding] *Ohio History* without consultation with the Ohio Academy of History”⁶⁶ was an early success for the committee.

The specific responsibilities of the new Historical Societies and Archives Committee, outlined in Article VI, Section 6 of the Academy Constitution, were another reflection of the Academy’s “mounting concern[s] about Ohio’s historical needs.”⁶⁷ The mandate of the new committee was large, but in light of its later mandate, relatively limited, in that it concentrated on “investigat[ing] the standards of [Ohio’s] historical societies and archives” only. More

⁶¹ Minutes of the Executive Council, October 25, 2014, *Newsletter*, Spring 2015, 8. [Hereafter, all Minutes of the Executive Council, but not the Minutes of the Annual Business Meeting, are designated simply as “Minutes.”]

⁶² The Ohio History Center [formerly the Ohio Historical Society], MSS 888, The Ohio Academy of History Records, 1930-2002, 4.

⁶³ Wallace Chessman, “50th Anniversary Issue: History of the Academy,” *Newsletter*, April 1982, 3.

⁶⁴ *Ibid.*

⁶⁵ Jacob H. Dorn, Chair, “Report of the Committee on Historical Societies and Archives, July 24, 1972,” *Newsletter*, September 1972, 6-7; Erving E. Beauregard, President, “Report to the Membership,” *Newsletter*, September 1972, 5.

⁶⁶ Minutes, October 20, 1972, *Newsletter*, April 1973, 4.

⁶⁷ Chessman, “50th Anniversary Issue,” *Newsletter*, April 1982, 3.

specifically, it was the responsibility of the committee “to consider, observe, receive reports or complaints on, and investigate the standards of historical societies and archives in the state with particular regard for programs, methods and procedures, qualifications and working conditions and salaries.” Not surprising in light of those responsibilities, the size of the committee was large, six members, each serving three-year terms.⁶⁸

Despite the battle over its journal, throughout the 1960s, the welfare of the Ohio Historical Society was a focus of the Academy’s concerns, as manifested in its consistent “support of vigorous efforts to improve the salaries and tenure of [the] organization’s professional staff.” The Academy also pressed for an expansion of the state’s legislative budget “for archival facilities” as well as “the appointment of a ‘competent, dedicated, dynamic’ state archivist at a competitive salary.” The *Newsletter* showed its support by highlighting the Archives-Library Program of the Society with an in-depth five-page article.⁶⁹

During the 1970s and 1980s, the Historical Societies and Archives Committee also sought ways to cooperate with the Society of Ohio Archivists (SOA),⁷⁰ an organization whose interests and activities paralleled those of the committee. Founded in 1968, the SOA promoted the dissemination of information about “and coordination of activities of [Ohio’s] archival and manuscript repositories.”⁷¹ With great optimism, the two committees embarked on a huge undertaking, i.e., “a joint two-year study . . . of research facilities in Ohio.”⁷² The project failed to come to fruition, but the two committees continued to seek ways to work together. By 1973, the title “OAH-SOA Joint Archives-Library Committee” was being applied to the Academy committee, and each year throughout most of the 1970s, three of its six members were representatives of the Society of Ohio Archivists.⁷³ The cooperative relationship culminated in the Spring Conference of 1980. Four years in the planning, the conference was unique in that it was the first, and would prove to be the only, joint meeting of the Academy and the Society of Ohio Archivists.⁷⁴

Article VI, Section 6 of the 1981 Constitution reflected the effort of the two committees to work together. “There shall be a committee on Historical Societies and Archives, pursuant to an agreement between the Academy and the Society of Ohio Archivists, establishing a committee jointly. The Academy President will appoint three members to this committee, each member to be appointed for a three-year term.” While not stated, it was assumed that the other half of the committee would be SOA representatives, and throughout much of the eighties, between one and three SOA representatives did serve on the committee. In 1988,

⁶⁸ Academy Constitution, 1980, *Newsletter*, September 1980, 11.

⁶⁹ Chessman, “50th Anniversary Issue,” *Newsletter*, April 1982, 3; “The Archives-Library Program of The Ohio Historical Society,” *Newsletter*, March 1972, 1-5.

⁷⁰ Chessman, “50th Anniversary Issue,” *Newsletter*, April 1982, 4.

⁷¹ “Profile: Society of Ohio Archivists,” *Newsletter*, September 1972, 7.

⁷² “Study of Research Facilities Launched,” *Newsletter*, October 1969, 1.

⁷³ Committee Lists for: 1973-74, 1974-75, 1975-76, 1976-77, 1977-78, 1978-79, *Newsletters*, September 1973, 11, September 1974, 3, September 1975, 5, September 1976, 4, September 1977, 5, September 1978, 5.

⁷⁴ Minutes of the Annual Business Meeting, April 24, 1976, *Newsletter*, September 1976, 2; President Dwight L. Smith, “Message to the Academy,” *Newsletter*, September 1978, 1; Minutes, October 5, 1979, *Newsletter*, April 1980, 6; Minutes of the Annual Meeting, April 26, 1980, *Newsletter*, September 1980, 2.

SOA even recommended that one more member of its organization serve on the committee.⁷⁵

Beyond committee service and one joint meeting, however, the cooperative SOA-Academy relationship achieved little that was substantive. Executive Council meetings passed by often with no reports from the joint committee. As early as 1983, therefore, the real value of the committee was being questioned. At the Executive Council meeting in April that year, the “Historical Societies and Archives Committee [itself] raised the question whether [it] should be continued.”⁷⁶ Nevertheless, under the chairmanship of Carl Becker (Wright State), who headed the committee through most of the 1980s, the committee concentrated on two important historical projects: one was to restore five local records positions at the Ohio Historical Society, and the other was to fund a major survey and assessment of the resources of “small historical societies in Ohio.”⁷⁷ The first effort, however, made little headway, while the second endeavor came to naught when funding fell through.⁷⁸

During the early 1990s, after Becker retired from the Academy, the committee’s *raison d’être* again was questioned, in part because by that time the SOA representatives seemed to have disappeared. In October 1990, the Academy President stated the obvious, “that the Ohio Archivists’ half of the committee [did] not exist.”⁷⁹ In January 1991, an “Ad Hoc Committee on the Future of the Ohio Academy of History” reported that the prospects of the Historical Societies and Archives Committee required “discussion,” for the committee lacked “a clear, ongoing agenda of positive responsibilities.”⁸⁰

The committee hung on, but barely. With only three members serving each year in the early 1990s, the committee floundered in finding a focus. It seemed to try anything and everything, from urging public historians to participate at Spring Conferences, to investigating Ohio’s historical archives, to restoring the representation from SOA. None of those efforts was successful.⁸¹ Academy Presidents tried to help out, “emphasiz[ing] the importance of” public history “by holding [the Academy’s] fall meetings at the sites of museums and archives,” including “the Hayes Presidential Center.”⁸²

C. 1996-1998: From Historical Societies and Archives to Public History

1996: The Public History Award Committee

At the Executive Council meeting in April 1995, an entirely new idea was broached that was to be, for a time, the most successful endeavor since the committee’s founding. The Historical Societies and Archives Committee Chair, J. D. Britton (OHS), reported that “public

⁷⁵ April 15, 1988, *Newsletter*, October 1988, 4.

⁷⁶ Minutes, April 22, 1983, *Newsletter*, September 1983, 2.

⁷⁷ Minutes, October 18, 1985, April 18, 1986, September 18, 1987, April 15, 1988, October 21, 1988, *Newsletters*, April 1986, 3-4, November 1986, 1, April 1988, 3, October 1988, 4, April 1989, 2.

⁷⁸ Minutes, April 21, 1989, *Newsletter*, September 1989, 4-5.

⁷⁹ Minutes, October 19, 1990, *Newsletter*, April 1991, 3.

⁸⁰ “Report of the Ad Hoc Committee on the Future of the Academy,” *Newsletter*, January 1991, 7.

⁸¹ Minutes, October 4, 1991, October 16, 1992, *Newsletters*, April 1992, 9, May 1993, 1.

⁸² Donald G. Schilling, President, “Message to the Academy,” *Newsletter*, Fall 1994, 1.

historians” felt “alienated,” because all the awards of the Academy went to “academic historians.” The Executive Council concluded that the three members of the Historical Societies and Archives Committee should draft some “recommendations and guidelines,” for an award for public history.⁸³ Once drafted, the proposal, which required an amendment to the Constitution, moved quickly through the system, and was endorsed by the membership in April 1996.⁸⁴ According to the new Section 9 added to Article VI of the Academy Constitution, the new “Committee on Awards for Outstanding Contribution to Public History” would “be a subcommittee of the Historical Societies and Archives Committee,” and would have “five members, three public historians and two academic historians.” The description of the “award for the outstanding contribution to public history” was outlined in the new Section 5 of Article VII.⁸⁵

1998: An Independent “Public History Committee” with an Enlarged Mandate

For the descriptions of the two public history committees to reflect realities, two further amendments were necessary. With the concurrence of the Society of Ohio Archivists, in October 1997, J. D. Britton introduced what would become, in the Spring of 1998, Amendment #12 to the Constitution, revising Article VI, Section 6, and turning the earlier “Joint Committee” into the Academy’s five-member “Committee on Public History.” Three members were to “be public historians,” and all members would serve three years. The new committee also had a new, and *vastly enlarged*, mandate. The Public History Committee was to investigate not only “historical societies and archives” in Ohio, but also “history museums, historic preservation agencies, . . . historic sites, historic research consultant[s], archaeological agencies, and historians in government and business throughout the state.”⁸⁶

1998: An Independent “Public History Award Committee”

Also in the Spring of 1998, Article VI, Section 9 of the Constitution was revised, making the Public History Award Committee independent of the new Public History Committee.⁸⁷

D. 1998-2010: Two Committees or One?

1998-2005: Progress in Carrying out the Mandates of the Two Committees

For the next seven years, the newly independent “Public History Award Committee” fulfilled its mandate, presenting an award each year from the Spring of 1998 through 2004. Meanwhile, the new “Public History Committee,” with more or less rigor, tried to carry out various facets of its enlarged mandate. In 1998, for instance, it “was working on ways to relate public history to the Ohio Bicentennial.”⁸⁸ The following spring, however, no report was submitted.⁸⁹

⁸³ Minutes, April 21, 1995, *Newsletter*, Fall 1995, 3.

⁸⁴ Minutes of the Annual Business Meeting, April 27, 1996, *Newsletter*, Fall 1996, 4, 6.

⁸⁵ Minutes, April 26, 1996, *Newsletter*, Fall 1996, 2.

⁸⁶ Minutes of the Annual Business Meeting, April 25, 1998, *Newsletter*, Fall 1998, 10.

⁸⁷ *Ibid.*

⁸⁸ Minutes, Fall 1998, *Newsletter*, Spring 1999, 5.

⁸⁹ Minutes, April 9, 1999, *Newsletter*, Autumn 1999, 4.

2005-09: Evolution of the Two Committees into One Committee

In 2005 and again in 2006, the Public History Award Committee issued a Call for Nominations, but in both years gave no award and made no report. In the Spring of 2006, the Executive Council decided to merge the Public History Award Committee and the Public History Committee under the one title of “Public History Committee.” The rationale for combining the two committees was not made clear. The Public History Committee gave no award in 2007 (the third year in a row), but efforts started earlier, designed to carry out various facets of the original mandate of the Public History Committee, continued through 2007. Those efforts, however, were short-lived. During the three years from 2007 until 2009, the Public History Committee concentrated little on its original mandate outlined in Amendment #12 and became instead essentially an award committee only. Yet, because of limited nominations, it gave only one award in those three years. Meanwhile, no new constitutional amendment governed the evolution of the two committees into one nor the evolution of the committee’s mandate.

2010: Restoration of the Public History Award Committee

Given that the combined “Public History” Committee was for several years carrying out not its original mandate, but that of what then was the defunct Award Committee, in the Spring of 2010, the original name of “Public History Award Committee” was revived to become the title of what was in reality the only active committee dealing with public history. The committee presented an award in the Spring of 2010.

E. 2010-2014: The Final Effort to Find a Focus

2010-2011: Reassessment of the Public History Committees

As of 2010, the Public History Committee was still recognized in the Constitution, but it was not functioning. Vice President Jacob Dorn (Wright State) determined that a major reassessment was essential. As a result, for the 2010-11 year, the members of the Public History Award Committee were instructed to combine their responsibility for selecting an award winner with a full consideration of the question as to whether the Public History Committee should be reconstituted, and if so, whether it should be constituted under its original or a revised, and more reasonable, mandate. Under the chairmanship of Christie Weininger (Hayes Presidential Center), therefore, the Public History Award Committee used the year 2010-11, as directed, to decide the future of not just one, but for all practical purposes, both public history committees.⁹⁰

2011 Constitutional Amendment Establishes One Public History Committee

In March 2011, the members of the Public History Award Committee concluded that a major overhaul of the Constitutional mandate of the original Public History Committee, outlined in Article VI, Section 6, was warranted. They determined that the mandate was “unrealistic” for

⁹⁰ Minutes, October 29, 2010, *Newsletter*, Spring 2011, 9; Report of the Public History Award Committee, in Minutes, October 29, 2010, unpublished.

an “organization composed of volunteers,” and furthermore that “national public history organizations,” not the Ohio Academy of History, were the appropriate institutions “to monitor [and] investigate the standards of historical societies and archives.” That undermined what had been the *raison d’être* of the committee since its founding. The Award Committee also concluded that Article VI, Section 9, describing the separate Public History “Award” Committee, should be deleted from the Constitution, again leaving one committee to represent Public History in the Academy.⁹¹

In April 2011 the Academy Constitution was revised to establish a *single* Public History Committee with a new mandate.⁹² What, amazingly, was still then designated incorrectly in the Constitution as the “Joint Committee on Historical Societies and Archives” was replaced by “a Committee on Public History,” with five, rather than the traditional three, members, each serving “a three-year term.” Three members were to “be public historians not principally employed as faculty members.”⁹³

As amended, Article VI, Section 6 of the Constitution outlined the responsibilities of the new Public History Committee as follows:

- 1) “to serve as a conduit of information between public history practitioners and academic history departments”;
- 2) to “provide educational opportunities for those currently involved in or seeking to become engaged in public history work; and”
- 3) to “select the recipient of the Academy’s annual award for outstanding contribution to public history.”⁹⁴

The proposed amendment won the unanimous support of the Executive Council.⁹⁵

2011-2014: The Public History Committee Carries Out its New Mandate:

During the next three years, the newly established Committee made a valiant --- and enthusiastic --- effort to carry out its new mandate. The creation of a Facebook Page addressed the first of its responsibilities, i.e., “to serve as a conduit of information between public history practitioners and academic history departments.” The Executive Council gave its unanimous approval.⁹⁶ To provide educational opportunities for public history students, the Committee created a panel on public history for the 2013 Spring Conference.⁹⁷ It was titled appropriately, “Educating Public Historians: Responsible Collaboration between Academe and the Field.”⁹⁸ In fulfillment of its third responsibility, the Committee received

⁹¹ Report of the Public History Award Committee, Conference Call Meeting, March 19, 2011, unpublished.

⁹² Minutes, April 8, 2011, *Newsletter*, Fall 2011, 5.

⁹³ Report of the Public History Award Committee, Conference Call Meeting, March 19, 2011, unpublished.

⁹⁴ *Ibid.*

⁹⁵ Minutes, April 8, 2011, *Newsletter*, Fall 2011, 5.

⁹⁶ *Ibid.*; Minutes, March 30, 2012, April 5, 2013, October 12, 2013, *Newsletters*, Fall 2012, 11, Fall 2013, 4, Fall 2014, 5; Reports of the Public History Committee, Spring 2012, 2013, unpublished.

⁹⁷ Minutes, April 5, 2013, *Newsletter*, Fall 2013, 4.

⁹⁸ Report of the Public History Committee, Spring 2013, unpublished.

between one and three nominations for each of the four prizes awarded between 2011 and 2014.⁹⁹

2014: Decision to Hold the Public History Committee in Abeyance

Thus the committee addressed each of its major responsibilities. It was a noble effort to carry out the new mandate. By early 2014, however, it was clear that the committee had had only limited success in fulfilling its goals as originally hoped. As a result, at the April 2014 meeting of the Executive Council, Vice President Jonathan Winkler (Wright State) announced that the Public History Committee would “be held in abeyance until the organization [could get] a better grasp on what [the Academy’s] goals should be in that regard and what [the Academy’s] relationship should be with public history in the state.”¹⁰⁰ At the October 2014 Executive Council Meeting, Winkler elaborated on his earlier comments. The committee was being “held in abeyance,” he said, because it was “too difficult to find Public Historians to staff it,” and due also --- and most importantly --- to “uncertainty and confusion about the impact, value, usefulness and goal(s) of” the committee.¹⁰¹ For nearly sixty years, the Academy had tried to support public history in Ohio through a wide variety of proposals and projects. Although not without some success, the committee had accomplished few of its goals as hoped. As Executive Council members consider the Academy’s relationship to public history in the future, hopefully the story of the background and evolution of the Public History Committee in its various forms will be of some help.

⁹⁹ Minutes, April 8, 2011, April 5, 2013, *Newsletters*, Fall 2011, 5, Fall 2013, 4; Reports of the Public History Committee, Spring 2012, 2013, 2014, unpublished.

¹⁰⁰ Minutes, April 4, 2014, *Newsletter*, Fall 2014, 3.

¹⁰¹ Minutes, October 25, 2014, *Newsletter*, Spring 2015, 6, 8.