Department of History

ACADEMIC PROGRAM REVIEW SELF-STUDY

April 2011

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# SELF STUDY SUMMARY

#### Administrative Home:

The Department of History is found in the College of Social and Behavioral Sciences (SBS), which includes ten departments (Communications; Gender and Women's Studies; History; Judaic Studies; Latin American Studies; Linguistics; Mexican American and Raza Studies; Near Eastern Studies; Philosophy; and Sociology), five schools (Anthropology; Geography and Development; Journalism; Information Resources and Library Science; and Government and Public Policy); four research centers (Latin American Studies; Middle Eastern Studies; Southwest Institute for Research on Women; and the Southwest Center) and the Division for Late Medieval and Reformation Studies, which supports graduate education and public outreach. The College, in turn, is part of the larger Colleges of Letters, Arts, and Science, which was created in 2008 to promote collaborative research and facilitate curriculum plam1ing among the Colleges of Fine A1is, Humanities, Science, and Social and Behavioral Sciences. With 5400 students, SBS is the second largest college on campus (after Sciences).

#### Table A-1: The Faculty in History

Regents Professors

|  |  |
| --- | --- |
| K.arant-Nunn, Susan | Early Modern Europe: Germany, Reformation; Gender and Women |
| Maiiinez, Oscar | 20111 C. US History, Mexican-US.Borderlands, Mexican American |
| Schaller, Michael | 20111 C. US, Foreign Policy, US and Asia |

Full Professors

|  |  |
| --- | --- |
| Anderson, Karen (.5) (retiring) | 20111 C. US History, Gender and Women |
| Beezley, William | Latin America, Modern Mexico |
| Clancy-Smith, Julia | Middle East, North Africa, Colonialism; Gender and Women |
| Eaton, Richard | India, South Asia |
| Garcia, Juan | 20111 C. US History, Mexican- American |
| Gibbs, David | 20111 C. US International Relations |
| Lotz-Heumann, Ute | Early Modern Europe: Ireland, Germany |

|  |  |
| --- | --- |
| Marietta, Jack (.5) (retiring) | US History, Colonial |
| Nichols, Roger (retiring) | 19111 C. US, West, Native American |
| Weiner, Douglas | Soviet Union, World, Environment |

Associate Professors

|  |  |
| --- | --- |
| Barickman, Bert | Latin America, Modern Brazil |
| Crane, Susan | Modern Europe, Germany |
| Darling, Linda | Middle East, Ottoman |
| Few, Martha | Latin America, Colonial, Ethnohistory; Gender and Women |
| Futrell, Alison | Ancient Rome; Gender and Women |
| Gosner, Kevin | Latin America, Colonial, Ethnohistory |
| Johnstone, Steve | Ancient Greece |
| Lotz-Heumam1, Ute | Early Modern Europe; Ireland; Germany |
| Morrissey, Katherine | l 9111/20111 C. US West, Enviro1m1ent |
| Ortiz, David | Modern Europe, Spain; Gender and Sexuality |
| Pieper Mooney, Jadwiga | Latin America, Modern Chile; Gender and Women |
| Tabili, Laura | Modern Europe, Britain |

Assistant Professors:

|  |  |  |
| --- | --- | --- |
| Irvin, Ben | (recommended for tenure2010) | Early US, American Revolution; Gender |
| Lanza, Fabio | (recommended for tenure2010) (.5 lFTE) | Modern China |
| Milliman, Paul |  | Medieval Europe |
| Spieler, Miranda | (recommended for tenure2010) | Modern France; Colonialism |
| Vejdani, Farzin |  | Middle East, Iran |
| Vetter, Jeremy |  | US Environmental, West, Science |

Affiliated Faculty

Brescia, Michael Latin America; North America Arizona State Museum Graizbord, David Early Modern Spain Judaic Studies

|  |  |  |
| --- | --- | --- |
| Grant, John | Slavery; African American | Africana Studies |
| Mutchler, J.C. | U.S. History; West | UA South |
| Smith, Charles | Arab-Israeli Conflict | Near Eastern Studies |

Current lecturers, adjunct instructors

|  |  |
| --- | --- |
| Bonner, Michael (fulltime) | United States |
| Landry, Stan (part-time) | Modern Europe |
| Marmon, Roland (part-time) | Native American |
| Kaye, Deborah (part-time) | Holocaust |

#### Academic programs

Bachelor of Arts: Total Student Credit Hours (SCH) AY 2010: 16,366 F2009: Majors 570; Minors 199

Master of Arts: F2010: 22 candidates Doctor of Philosophy: F2010: 58 candidates

# UNIT DESCRIPTION AND GOALS

One of the traditional core disciplines of the arts and sciences, history remains vital in four key ways:

* History illuminates the deep temporal roots of many contemporary phenomena. A strong response to the challenges and opportunities we face - here in Arizona, in the United States, and around the globe - requires an understanding of the past and patterns of change in every dimension of the human experience. We cannot predict where these challenges will emerge, or even what they will be, so leading universities must support robust research in the field and wide-ranging programs of historical inquiry on diverse periods, areas, and topics.
* The public mission of the University of Arizona as a land-grant university requires a dedication to history as the common inheritance of the citizens of the state. This dedication takes particular urgency in the training of secondary school history teachers, especially in American history. History departments also have unique opportunities for public service through collaborations with museums, historical societies, and many other kinds of civic associations.
* History impels students to transcend parochial identities and explore their place in narratives of the past that are local, regional, national, and cosmopolitan. This contribution is especially important on a campus that prides itself in promoting diversity and providing opportunities to many first-generation college students from the greater Southwest.
* As a foundational discipline, History contributes to the pursuit of knowledge and the advancement of scholarship in almost every field of research in the academy, from the humanities to the sciences, from law to business, from fine arts to medical science. V./e are an important nexus for interdisciplinary research and for collateral programs of study in many different colleges.

#### Role and Scope:

Although relatively small in comparison to those of our AAU peer institutions, our faculty of thirty excels in both teaching and research. Awarded the University's departmental teaching award in 2000, the Department enables some 1500 freshmen and sophomores each semester to meet General Education requirements, serves over 500 undergraduate majors, and supports major requirements and graduate programs in more than a dozen other departments on campus. We cooperate with Study Abroad to assign academic credit for summer study, and offer student internships with local and regional organizations throughout the academic year. Faculty members in History often contribute to the summer McNair Scholars Program that prepares under­ represented college juniors for advancement to graduate programs of their choice. We partner with Tucson Unified School District, most recently with a 4-year grant from the U.S. Department of Education in a program to help middle school social studies teachers meet new state standards.

History is a Ph.D. granting department in what used to be called a Research I university, offering a graduate education to more than 75 students, candidates for both Masters and Ph.D. degrees.

We support five major fields: United States, Latin American, Early European, Modern European, and Middle Eastern history, with additional minor fields in World/Comparative history and in Gender and Women's history. For more than a decade, the Department has successfully placed our graduates in tenure-eligible academic appointments, and the American Historical Association has ranked the Department's MA program as #3 nationally in advancing minority students to doctoral programs on other campuses.

Faculty in History also serve on graduate committees for students in many other units, including Classics, Latin American Studies, Anthropology, Art History, Natural Resources, Geography, Education, Gender and Women's Studies, Near Eastern Studies, and East Asian Studies. We contribute to collaborative research and teaching projects across disciplines with the Group for Early Modern Studies, Teacher and Teaching Preparation, the Institute for the Study of Planet Earth, and Arid Lands. Finally, History faculty have initiated or facilitated international exchange agreements with institutions in Mexico, Guatemala, Colombia and other parts of Latin America.

The quality of scholarship in the History Department is reflected in the prestigious, nationally competitive fellowships awarded to our faculty from the Jolm Simon Guggenheim Memorial Foundation, the National Endowment for the Humanities, the National Science Foundation and the Spencer Foundation. Our ranks include two colleagues who have recently served as presidents of national scholarly organizations, three Regents Professors, and an inaugural College of Social and Behavioral Sciences Earl Carroll Fellow. And, in the past five years,

doctoral candidates in History have earned Fulbright and Fulbright-Hays Dissertation Fellowships, Mellon-CUR Fellowships, Wenner-Gren Dissertation Fellowships and many other highly competitive grants.

#### Current Strategic Plan

As we look to the future, we anticipate a significant increase in undergraduate enrollments in community colleges and the three state universities as Arizona's population continues to grow. Within the larger system, the University of Arizona seeks to maintain and enhance its reputation as a student-centered research institution. To meet that goal, central administration plans to limit enrollment growth on the main campus, expand online, weekend, and evening classes through the Outreach College, promote and strengthen collaborations in teaching and research across departments and colleges, and compensate for reduced state funding by an aggressive effort to increase external grants and private donor support.

These initiatives are included in the University's Five-Year Strategic Plan for 2012-2016 (http://\vv,T\v.provost.arizona.edu/files/UA Strategic Plan 12 15 2010.pdf), which identifies three broad priorities: academic excellence; student access and success; quality oflife and societal impact. The Strategic Plan also calls for emphasis in the following subject fields of inquiry: Climate; Sustainability; Southwest, Native America, Borderlands, and Latin America; Biosciences and Biotechnology; Optics; Space Exploration; Creative Arts, Language, and Language Acquisition; Law and Public Policy; Biomedical and Behavioral Health; and Youth Development. Scholarship in the History Department makes significant contributions to more than half of these topical areas, not only in subject areas in the humanities and social sciences, but also to research in the Biosciences, Climate and Medicine.

To support the current strategic directions of the University, the History Department has defined priorities that will enable us to sustain areas of current strength, rebuild vital areas that need attention, and take advantage of new opportunities created by UA Transformation and the incentive structure of Resource Centered Management (RCM), the budget redesign that places a premium on increasing student credit hours, undergraduate majors, and graduations. These priorities include:

* *Preserving and enhancing* the cohort of ranked-faculty to maintain healthy student/faculty ratios, meet curricular requirements for undergraduates and graduates, and offer comprehensive programs of study, including in areas that are currently under­ represented on campus. These efforts support the larger institutional goals of academic excellence and student success, as well as our ability to meet RCM-generated targets for increasing overall student credit hours in SBS. To this end, no priority is more critical than rebuilding the faculty in United States history, which has been depleted by past retirements and departures to other institutions and now faces the loss of three senior U.S. historians who will retire in June 2011. The U.S. history faculty is a keystone of our depaiiment, and with these new departures, we will no longer have the capacity to fulfill essential elements of our core mission for our majors, for the College, and for the

University. We are especially mindful of our commitment to educate future secondary school teachers, whose training in historical content fields now falls entirely upon us with the elimination of the undergraduate secondary education major by the College of Education. The gaps among our U.S. faculty--the history of slavery and the Civil War, gender and women's history, and Native American History-are core subfields that support undergraduate and graduate programs of study all across the campus and also are tied to key elements of the UA Strategic Plan. We also are anxious to move on plans for joint-hires with East Asian Studies for a historian of modern Japan and with American Indian Studies for a Native American historian, which are included in the strategic plans of those respective units.

* *Improving graduate recruitment offers* in the form of externally-funded research assistantships and pre-dissertation travel grants, to attract the very best graduate students and compete nationally and internationally with peer institutions.
* *Strengthening programs for secondmy school teachers* through joint B.A. and Masters degree programs in cooperation with the Department of Teaching, Learning and Sociocultural Studies in the College of Education, including the Teach Arizona Master's degree.
* *Promoting new initiatives for faculty retention and career advancement* at all ranks to confront efforts from other universities to recruit outstanding members of our faculty.
* *Expanding research partnerships and grant-writing collaborations* with faculty and academic professionals in other colleges, departments and programs to promote interdisciplinary scholarship and advance the organizational transformation of the University in ways that support research and teaching.

#### Development Priorities for Donors and Friends of History

To make progress on our strategic priorities, we know we will have to increase donor gift-giving and alumni support. We work closely with the Development Office in SBS, sharing alumni databases, cultivating individuals who might be potential donors, and contributing to College­ based events and development efforts, such as the Magellan Circle. We maintain a directory of Friends of History, with whom we communicate by listserve, and intend to reorganize our Community Board, which we have maintained in the past, but not used particularly effectively. The new History Department website will have links for alumni and donors, including an online gift-giving site provided by the University of Arizona Foundation.

Our development priorities reflect our larger strategic goals, and included several carefully defined initiatives. Some are quite ambitious; others more modest in scale:

* Fully-Endowed Professorship in U.S. History

President Shelton has made increasing the number of endowed chairs at the University one of his highest priorities. History already is the beneficiary of an endowment campaign undertaken by our colleague, Susan Karant-Nunn, under the auspices of the Division for Late Medieval and

Reformation Studies, that enabled us to fill the Heiko A. Oberman Chair with a distinguished scholar of the Reformation, Ute Lotz-Heumann. We now propose an endowed chair in U.S. history, with a preference for a scholar of the Greater Southwest. The chair would showcase a tradition of distinguished historical scholarship on the American West that goes back decades and support an interdisciplinary field of study that is central to the mission of the University of Arizona. Our hope is that a successful effort to fund the chair will be matched by a commitment from the University for at least two additional hires in U.S. history, whose expertise will support teaching and research not only in American history but also in comparative fields of interest in the department.

* Endowed professorships

We propose a package of smaller endowed professorships to fund release time from teaching, support travel to collections and professional conferences, and provide other kinds of research assistance to faculty in need of institutional sponsorship for research that is close to publication. These would be short-term awards, given through a competitive review, to faculty in our own department as well as visiting scholars who seek to be nominated. The purpose of the initiative is to create an instrument to help with faculty retention and facilitate collaborations with scholars from other institutions.

* Endowed graduate assistantships

In the competition to recruit the best and most promising candidates for our graduate program, we find ourselves at a disadvantage because we have very few graduate assistantships to offer. Graduate funding is based almost entirely on teaching assistantships, for which students must apply annually. A package of endowed graduate assistantships would enable us to offer fellowships to our best students, and could be used both for recruitment and for advancement to degree for outstanding candidates already here.

* Named Distinguished Visiting Lecturers

One of our goals is to enhance the reputation of the History Department for scholarship and research among colleagues on campus and also among the general public. To that end we would like to be able to sponsor invited lecturers to give public talks and seminars for students.

Funding for the lecturers would support travel and per diem expenses, and honoraria.

* Faculty Travel Grants

The responsibilities of faculty and the dissemination of their research require participation in academic conferences and the annual meetings of professional associations. This travel is often costly, especially for junior faculty, but public universities do not have the resources to fully fund these activities. We seek donor support for faculty travel to promote retention and career advancement.

* Library Acquisition Grants

History often shares the cost of library acquisitions to support new faculty hires and underwrite the purchasing of books and periodicals that are vital to historical scholarship but may not be used by enough patrons to warrant purchase by the library. Strong libraries are a key criterion in the national ranking of History departments, and we seek resources to strengthen our partnership with the University Library.

* 1. **UNIT HISTORY**

#### Describe any major changes that have occurred in the unit since the last review including academic programs that have been renamed, merged, or disestablished.

**Faculty:** Our faculty, of course, has been reshaped since 2003-04 by both losses and gains. We now number thirty, an increase of two overall, though two senior colleagues have reduced FTE to .5, and three colleagues will retire in Spring 2011. Losses have been especially significant in US history, with six colleagues (as of the end of AY 2010-2011) who have departed to other universities or retired. We were able to replace two lines in US history , one through a search that was part of our strategic plan (Ben Irvin in Early America) and one through the provost's initiative for the environmental sciences (Jeremy Vetter in 19th-century U.S. and the history of science). We were fortunate to have gotten SBS and Provost support for four other hires that were part of our last Five Year Strategic Plan: European Medieval (Paul Milliman); The Reiko

1. Oberman Endowed Chair in Late Medieval and Reformation History (Ute Lotz-Heumaim); modern South America and the history of gender (Jadwiga Pieper Mooney); and modern France (Miranda Spieler). In addition, Title VI funding from the Center for Middle Eastern Studies enabled us to hire a scholar of modern Iran (Farzin Vejdani) and collaborate with East Asian Studies, which is in the College of Humanities, for a joint appointment in modern Chinese history with the tenure home in History (Fabio Lanza). Martha Few, who earned her Ph.D. in

our department, joined our faculty in colonial and 19th century Latin America as an opportunity

-

hire initially funded by the Eller School of Business. And, in Fall 2011, Minayo Nasiali, another opportunity hire, will join our faculty; her fields are twentieth century France; immigration and human rights; and urban history. Her recruitment took place as we finished up this self-study.

#### TABLE C-1: FACULTY ATTRITION SINCE 2004

|  |  |  |  |
| --- | --- | --- | --- |
| Sarah Deutsch | US West | Took position at Duke | 2004 |
| Leonard Dinnerstein | 20tn C. US | Retired | 2004 |
| Reeve Huston | Early US | Took position at Duke | 2004 |
| Alan Bernstein | Medieval Europe | Retired | 2005 |
| Helen Nader | Spain, Renaissance | Retired | 2006 |
| Gail Bernstein | Modern Japan | Retired | 2007 |
| Hermann Rebel | Central Europe | Retired | 2007 |

|  |  |  |  |
| --- | --- | --- | --- |
| Frederick Kellogg | Eastern Europe | Retired | 2008 |
| Karen Anderson | US Women | Retiring | 2011 |
| Jack Marietta | Early US | Retiring | 2011 |
| Roger Nichols | 19tn C US,American Indian | Retiring | 2011 |

**TABLE C-2: FACULTY HIRES SINCE 2004**

|  |  |  |  |
| --- | --- | --- | --- |
| Jadwiga Pieper Mooney | Latin America | External hire | 2004 |
| Martha Few | Latin America | Opportunity hire | 2004 |
| Benjamin Irvin | Early US | External hire | 2005 |
| Miranda Spieler | France | External hire | 2005 |
| Fabio Lanza (split appointment) | Modern China | External hire, with funding from EAS | 2005 |
| Paul Milliman | Medieval Europe | External hire | 2006 |
| Ute Lotz-Heumann | Early Modern Europe | External hire, with Division funding | 2008 |
| Farzin Vejdani | Iran | External hire, with funding from CMES | 2009 |
| Jeremy Vetter | US Environmental | External hire, with funding from Institute for the Environment | 2010 |

**TABLE C-3: FACULTY PROMOTION AND TENURE SINCE 2004**

|  |  |  |  |
| --- | --- | --- | --- |
| Fred Kellogg | Eastern Europe | Promoted from Associate to Full | 2007 |
| Jack Marietta | Colonial US | Promoted from Associate to Full | 2007 |
| J. Clancy-Smith | Middle East | Promoted from Associate to Full | 2009 |
| David Gibbs | us | Promoted from Associate to Full | 2010 |
| Benjamin Irvin | us | Tenure and promotion from Assistant to Associate *pending* | 2010 |
| Fabio Lanza | Modern China | Tenure and promotion from Assistant to Associate *pending* | 2010 |
| Jadwiga Pieper Mooney | Latin America | Tenured, promoted from Assistant to Associate | 2010 |

|  |  |  |  |
| --- | --- | --- | --- |
| Miranda Spieler | Modern France | Tenure and promotion from Assistant to Associate *pending* | 2010 |

**Head:** Juan Garcia served as head in Fall 2003, succeeded by Karen Anderson from January 2004 to July 2007. Kevin Gosner followed and was reelected for a second three-year term in Spring 2010.

#### The Undergraduate Major:

**Curriculum Development:** In Fall 2009, after a two-year pilot, we established History 301: Introduction to the Study of History, as a gateway foundations course, required for all History majors. The new requirement is our response to on-going assessments of student academic performance in the capstone seminar (History 396A) as well as in upper division writing-intensive classes in the major. History 301 develops library research skills, promotes academic integrity and understanding of professional standards regarding plagiarism and original authorship, and introduces History majors to concepts, analytical frameworks, and terms of critical analysis common to disciplines in the social sciences and humanities. Enrollments are limited to sixty students per class, with TA support, to enable close individual attention.

**Advising:** Until 2007, three ranked faculty, compensated with support for summer research, served as the primary academic advisors for History majors, with final degree checks completed by staff advisors in SBS. Those service positions were lost in the round of 2% budget cuts in 2007/08, when it was no longer possible for the department to compensate service with support for research. Formal advising for all but Honors History majors was shifted to academic advisors in the college. We work closely with the two staff advisors in SBS and student satisfaction with the reorganization seems to be high.

**Staff:** In Spring 2007, tech support within SBS was centralized, and most tech positions located in units were pulled by the college. We lost a very capable member of our staff, who supp01ied individual faculty needs as well as those of the department. Tech support is now provided entirely through SBS Tech. In addition, one Staff Assistant position was converted from a full-time fiscal year appointment to an academic year appointment in July 2008 in response to a budget cut. Our Graduate Coordinator voluntarily reduced her hours in AY 2008-09, in part to accommodate the cut. Finally, in December 2011, with the promotion of our former business manager, Cynthia Malbrough, to the dean's office, the business manager positions in History and Philosophy were consolidated into one joint appointment.

**Provide a summary of the recommendations of the previous academic program review and changes made in response to the recommendation.**

#### The April 2004 recommendations of the 2004 External Review Committee included:

* 1. *That the administrahon act not only to ensure the timely replacement of historyfctculty lost to attrition, but that it move to increase significantly the total number o.ffaculty in the department in the next.five years.*

Outcome: The depaiiment has grown from 28 to 30.But with three retirements this year we will have decreased from 30 to 27.

* 1. *That the Dean and/or Provost provide the Department with monies separatefi·omfaculty lines in the amount of some $65,000 over the next two years to allow the chair to deal with the problem c f salary compression, especially as it affects Associate Professors*

Outcome: In Fall 2003 and again in Fall 2005, the Head was able to increase the salaries of a select number of associate and full professors who were designated "critical persmmel" when monies were made available campus-wide for this purpose. Faculty members who received increases were chosen by the Head. In Fall 2007, merit money, allocated across the campus, was distributed to the full cohort ofranked faculty, based on shares awarded by the average overall rating earned in the last three annual performance reviews. Promotions added $5000 to the base salary of new associate professors and

$7000 to the base salary of new full professors. At the same time, starting salaries for new assistant professors have increased at a faster pace than raises, with the result that all of the assistant professors hired in the last seven years make as much or more than several of the associate professors. Two full professors in History are the lowest paid in SBS. Our current dean, J.P. Jones III, appointed in December 2010, has made adjustments to salary compression one of his highest priorities.

* 1. *That the Dean, Provost, and Head of the History Department devise new strategies to encourage Associate Professors to complete research sufficient/or promotion to Full Professor in a timely manner. These strategies might include the broadening of University Programs that enable meritoriousfaculty to devote a semester to research without teaching.*

Outcome: Since 2004, four associate professors have finished their second monographs, and have been promoted to full professor. It may be significant that two of these joined the Department as associate professors, and the other two retired almost immediately after their promotion. While guidelines for promotion have recently been revised, the reward structure does not adequately reflect the work colleagues actually perform, including substantial graduate mentoring, and a variety of critical service activities for both the department and the college. Finally, extended time in rank for associates is a campus-wide problem.

* 1. *If the History Department is expected to sustain current levels of General Education*

*enrollments, we recommend allocation ofadditionalfi111dsfor teaching assistants so that the Department is able to maintain its high expectations for writing and critical thinking work in those large classes.*

Outcome: Funding for grading teaching support of General Education has kept pace with increases in enrollment, enabling us, in the last three years, to support a larger number of graduate students and limit their workload in the large lectures to 60 students in three discussion classes of 20.

* 1. *ff the Hist01y Department is asked to extend current levels of General Education enrollment, we recommend assignment of new faculty lines so that the department is able to maintain its commendable practice of assigning General Education courses to tenured and tenure-track faculty members.*

Outcome: New hires are not primarily driven by General Education needs, nor should they be. Responsibility for Tier I teaching is shared by a significant number of faculty across all ranks, a practice that we have been able to continue. Moreover, the new University budget redesign does not include incentives for additional General Education enrollments.

* 1. *We suggest that the Department consider establishing a position for a Director of Undergraduate Studies with primary advising re:,,ponsibilities and leadership responsibilities for the Undergraduate Curriculum. The faculty member in this position could oversee the proposed redirection of some of the technical mpects of advising to the professional advisors in the College office.*

Outcome: This task essentially falls to the chair of the Curriculum Committee, who is initial point of contact for coordinating the schedule of classes each year, a process that begins with the recommendations of the faculty in each area caucus. We did not seriously consider creating a position of Director of Undergraduate Studies.

* 1. *That the Dean and Provost work aggressively with the Hist01y Department to increase sign(ficantly grctduate student fellowshipfi111ding to a level that would allow the Department to offer at least three or four multi-year.fellowships each year.*

Outcome: The core allocation for temporary teaching, which funds graduate teaching assistants and year-to-year adjunct faculty has held steady despite significant budget cuts. In each of the last seven years, these funds have been augmented by monies provided in late spring or early summer for additional Tier I General Education seats, with the result that we currently are funding about six-to-eight more graduate students each year than we did in 2003. However, temporary teaching appropriations increasingly come late in the recruiting season for new graduate students, too late to make multi-year offers and also too late to conduct national searches for adjuncts.

* 1. *That the History Department office stqfl andfimctions be evaluated by the UA Human Resources Department in the nearfi1ture.*

Outcome: A 2% cut in the permanent budget in 2007 resulted in reassignment of workload responsibilities as staff hours were cut substantially. We are currently responding to new recommendations from an SBS-based committee of faculty and staff that has set standards for unit staffing, and recommends that units of our size have only two full-time staff members in addition to a shared business manager.

## OVERVIEW OF THE UNIT'S ACADEMIC QUALITY

History faculty members take pride in the quality of scholarship, undergraduate and graduate teaching, and service that they provide. Although the department's resources do not always match its professional goals, it has managed to generate an impressive record of scholarship, implement an innovative graduate program and curriculum, set high standards in teaching, and serve the profession and community in myriad and significant ways.

#### Outline the indicators and sources of information by which the unit is judged:

* 1. **Resources indicators,** e.g., student selectivity or demand; faculty prestige, training and teaching loads; grants and contracts; library; equipment; and support staff.

#### Student selectivity or demand:

Undergraduates: In 2008-09, History ranked third in SBS in total undergraduate SCH. In the last seven years, the number of majors has grown each year, with most of our majors choosing History during rather than prior to their college careers. (See Appendix D.2: History Majors by Classification, 2003-2009). History undergraduate majors outrank the average in SBS and University-wide in combined SAT and ACT scores: in Fall 2009, history majors' average ACT was 25.5 and the SAT 1139, compared with 23.6 and 1105 in SBS and 23.7 and 1103 University­ wide. Graduate student selectivity continues to be strong, as does undergraduate demand and quality. We accept between 25% and 45% of graduate applicants, and in Fall 2010, 14 of the 43 who were accepted enrolled.

Graduates: Applications to our Masters and Ph.D. programs vary from year to year, but we have maintained an enrolled cohort of 75 students or more for the past seven years. Quantitative measures indicate that incoming graduate students in History compare favorably with their peers in all the highly ranked programs within SBS.

#### TABLE D-1: AVERAGE GRE OF INCOMING GRADUATE STUDENTS 2003-2010

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Verbal | 591 | 626 | 576 | 555 | 612 | 566 | 612 | 603 |
| Quantitative | 548 | 590 | 562 | 519 | 523 | 468 | 568 | 622 |
| Analytical | 5.16/675 | 5.2/ 656 | 4.85/660 | 4.77/640 | 4.8 | 4.44 | 4.7 | 4.54 |
| Average GPA | 3.52 | 3.87 | 3.56 | 3.67 | 3.76 | 3.72 | 3.74 | 3.68 |

Source: Appendix 17 Admissions Smmnary Data

**Faculty prestige:**

University of Arizona History department faculty members have been recognized nationally and internationally through the award of book prizes, research grants, and other honors as detailed below. Since 2004, Professor Susan Karant-Nunn has been named Regents' Professor, giving History a total of three. The *US. News and World Report* survey ranked the department's Latin American history program 10th in the nation in 2001. In addition to prize-winning monographs, colleagues have authored what have become standard textbooks, garnering name recognition for themselves and for the University of Arizona. Additional measures of faculty leadership and influence, such as research productivity and visibility, and election to national and international bodies, are reported in section E below.

Faculty training: All History Department faculty members have Ph.D.s from top tier graduate programs such as Berkeley, Yale, Stanford, Michigan, Chicago, Columbia, Pennsylvania, Wisconsin and Illinois. All current faculty continue to be active research scholars.

Teaching loads: All faculty teach 2 courses per semester, with rare exceptions, such as teaching release time in compensation for administrative work. History ranked faculty teach at all levels. Courses range in size from large general education surveys which normally range from 120 to 420 students, to intensive undergraduate research seminars and graduate courses capped at 15, to lecture courses which range from 40 to 120.

The number of undergraduate majors per faculty (16.7) is significantly higher at the University of Arizona than all but three of the top 25 programs in the country. Comparison data drawn from the top 24 departments as reported in the *US. News and ·world Report* (see Table D-1) and American Historical Association, *Direct01y of History Departments, Historical Organizations and Historians* 36th ed. 2010-2011 (Washington, D.C: AHA, 2010).

For university instructors, the time devoted to teaching depends not only on the number of classes, but on the type of work assigned and graded. UA History faculty believe that writing historical essays, whether papers or essay exams, is crucial to improving students' analytical, research, and writing skills and that students benefit most from substantive comments. Thus,

grading is a process that includes line-editing and carefully considered responses to students' writing, not merely assigning a letter grade.

**Grants and contracts:** History faculty members win nationally prestigious competitive individual fellowships and grants, including awards from the National Science Foundation, the National Endowment for the Humanities, the Guggenheim Foundation, and the Spencer Foundation. A fuller account is provided below.

**Library:** The UA Main Library ranks 19th among public universities, but the combination of budget cuts, the escalating cost of materials, and severe staff reductions have dramatically changed the relationship between History and the Main Library. We offer a fuller account below.

**Equipment:** The department has its own high-volume photocopier, several shared printers, two scanners, a fax machine, and an antiquated laptop and portable projector. All faculty have their own University-owned desktops and printers, though ,ve rely entirely on History funds to cover the cost of computer hardware and software upgrades and new purchases. In recent years, SBS has funded start-up for new faculty at the level of $5000. We do not maintain research laboratories.

**Support staff:** Reductions in the number of support staff and their distribution of effort are outlined elsewhere in this report. We have lost one 1.0 staff FTE since 2004, reduced one position to an academic year appointment, and cut a third staff position to .75 FTE.

#### Reputational indicators, e.g.

National or international ranking: in Fall 2010 the National Research Council showed the UA History Department ranked 25th in "S" and 21st in "R" rankings. (See Appendix D.l, National Research Council Summary Report).

#### TABLE D-2: PEERS AND ASPIRATIONAL PEERS (U.S. News and World Report)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Institution | Ranking | Full-time Faculty | BAs per Faculty | Majors per Faculty | Graduate Students | Undergrad Majors |
| University of Arizona | 42 | 29 | 4.89 | 16.7 | 82ft, 3pt | 485 |
| Arizona State | 71 | 81ft 31pt | 3.92 | 21.42 | 81ft 31pt | 814 |

The Top Twenty Public and Private History Departments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Institution | Full-time Faculty | BAs per Faculty | Majors per Faculty | Graduate Students | Undergrad Majors |
| Princeton | 49 | 1.63 | 3.44 | 122 | 169 |
| Stanford | 39 | 1.28 | 3.51 | 100 | 137 |
| California Berkeley | 48 | 5.45 | 10.9 | 177 | 525 |
| Yale | 52 | 3.15 | 5.63 | 204 | 293 |
| Harvard | 38 | 2.63 | 6.13 | 109 | 233 |
| Chicago | 43 | 1.86 | 4.06 | 250 | 175 |
| Columbia | 48 | 3.45 | 5.79 | 144ft 3pt | 278 |
| Michigan | 48 | 4.77 | 10.23 | 148 | 491 |
| Johns Hopkins | 22 | 1.22 | 3.18 | 72 | 70 |
| UCLA | 69 | 6.82 | 18.77 | 197 | 1295 |
| U. Pennsylvania | 45 | 4.7 | 7.1 | 117 | 320 |
| Cornell | 39 | 2.2 | 4.9 | 69 | 193 |
| UNC Chapel Hill | 49 | 4.53 | 18.02 | 140 | 883 |
| Duke | 40 | ? | 8.76 | 53 | 351 |
| Northwestern | 35 | 2.68 | 9.08 | 101 | 318 |
| Wisconsin Madison | 43 | 7.34 | 20.65 | 188ft 2pt | 888 |
| Brown | 25 | 3.72 | 6.24 | 70 | 156 |
| NYU | 40 | 4.75 | 11.25 | 42ft 16pt | 450 |
| Texas Austin | 68 | 3.82 | 16.17 | 165ft 1Opt | 1100 |
| Rutgers | 56 | 5.35 | 12.5 | 100ft 14pt | 700 |
| Univ. Virginia | 51 | 5.64 | 9 | 142 | 459 |
| Univ. Indiana | 42 | 11.54 | 11.54 | 136 | 485 |
| Illinois Champaign | 35 | 15.25 | 15.25 | 126 | 534 |

Ohio State 64 10.15 10.15 125 650

Comparison data drawn from the top 25 departments as reported in the *US News and 'World* Reports and American Historical Association, *Directory of History Departments, Historical Organizations and Historians* 36th ed. 2010-2011 (Washington, D.C: AHA, 2010).

Other judgments of the program's students, faculty, resources and productivity: As shown in the table above and discussed below in sections D and E, our peer History Departments have at their disposal considerably larger numbers of faculty and graduate students and/or serve a considerably smaller undergraduate student body. These ranking reflect in part the size of the programs and the resources available to them; they show that the History Department of the University of Arizona is producing more with fewer resources than most of our peer History Departments.

Students: Some idea of the History Department's reputation and that of our BAs and MAs may be discerned from our success in placing BAs and MAs in prestigious graduate and professional programs. Student outcomes are reported at length below.

#### Outcome indicators,

Unique faculty scholarly productivity: The National Research Council summary report (Appendix D.1:), shows History faculty with an average of 9.75 publications in 2004-2006, second only to Philosophy among major programs in the College of Social and Behavioral Sciences.

Single-authored, research-based monographs are the principal form in which historical lrnowledge is advanced and disseminated, augmented by scholarly journal articles and book chapters. In the past six years, History Department faculty members have produced a total of 14 refereed historical monographs, 54 journal articles, and 100 scholarly book chapters. They have edited 11 books and have given 123 conference papers and 242 invited lectures. More than 33% of History Department faculty have produced a research-based book in this period, in addition to articles, scholarly editions of archival documents, textbooks and other works such as book reviews. History faculty members also serve as officers of scholarly organizations; as editors and referees for journals, presses and prize and fellowship committees; and in other capacities.

History faculty awards and honors, 2004-2010: Since 2004, 19 of 30 current History faculty members have won a total of 70 research awards, 29 of them from national grants or from UA programs granting a semester's leave. These grants have come from a range of prestigious institutions. (See Appendix E. l, Grants and Fellowships for a complete listing.) In addition, they have won 6 research prizes, and 21 of their books and 18 articles or chapters have been reprinted or republished in translation; one was reproduced in its entirety through plagiarism.

Research contributions: History faculty members are committed to the exploration of human problems with a view to their understanding and amelioration. Faculty scholarship since 2004 has

explored such themes as the history of the environment, border and migration history, race and gender, the history of culture, the history ofreligion, the history of the emotions, new economic history, and the history of historical memory.

As the attached appendices show, UA History Department faculty members also support the historical profession as editors or on editorial boards of journals and scholarly presses. They also review manuscripts for presses, articles for journals, applications for fellowships, and books and articles for prizes, and serve as presidents and officers of national and international scholarly bodies, all of which are discussed at greater length below in section E. (See Appendices E.2: National And International Professional Associations; and E.3: Journals, Presses, and Book Series).

Teaching performance: History has a campus-wide reputation for exceptionally strong teaching. In the period 2004-2010, History faculty received a total of 19 teaching awards and served as visiting professors and lecturers (see Appendix#, Teaching Honors). Faculty teaching effectiveness is monitored by annual peer evaluations and student course evaluations. Graduate students also have been recognized for their ,vork as teachers and teaching assistants. They are mentored and monitored in their teaching duties, principally leading discussion sections for large lecture courses, by the supervising instructors, the Graduate Director and Graduate Committee, and the Department Head.

Service to state and nation: Faculty, graduate students and undergraduates have contributed their expertise to Arizona through primary and secondary education, state institutions, community lectures, public history and educational publications.

Each year, for example, undergraduate and graduate students serve as interns at the Arizona Historical Society and present papers at the Arizona History Convention. The History honorary society, Phi Alpha Theta, participates in a range of service activities, such as donating book sales funds to literacy programs.

History faculty and graduate students continue to work with Arizona school teachers in a variety of venues, including National History Day; local and national curriculum integration projects; a four-year Teaching American History project with Tucson Unified School District middle school faculty, and Teach Middle East! summer programs for K-12 teachers. The links we have built with TUSD and high school history teachers in southern Arizona contribute to our mission in several ways. They help to attract minority and underprivileged junior high and high school students to the university, for example. Approximately one-fifth, or 106.5 of our 527 (20.2%) undergraduate majors were underrepresented minority students in 2008-2009.

At the state level, faculty have also served on the Arizona Humanities Council, the Arizona Convention Board, Arizona Women's Heritage Trail, the Arizona Historical Society Board, state history awards and recognition committees; and have presented public talks throughout the state.

History faculty members have also served as consultants for film and television productions for National Geographic, the History Channel, and PBS.

Student gains in lmowledge: Since history courses focus heavily on the development of critical reading, thinking, and writing skills, our goal is that students who pass these courses have experienced an improvement in these basic analytical skills, in addition to the acquisition of historical knowledge and perspectives. For details see Student Outcomes Assessment below H.5.

Students' professional achievements: A list of graduate student publications and professional papers indicates that a high proportion of History Ph.D. students, as well as many BA and MA students, have begun careers of professional achievement even before completing their training. See Appendix I.4B: Current Students Scholarly Presentations: Graduate Students and Appendix

#: Graduate Students Publications and Conferences. They have also won numerous nationally and internationally competitive research awards from the Fulbright Program and many other foundations and granting agencies. See Appendix I.5, Graduate Fellowships, Grants, Honors Awards: 2004-2010.

Placement, personal or career development: As noted, all History faculty members are active research scholars with books in progress or in production. Unlike many other scholars, whose research takes place in campus-based laboratories or other facilities, most historians must travel, nationally and internationally, to search in archives for historical data. This labor-intensive activity requires long stretches of time spent away from Arizona, for which research leaves and research suppo1i are critical. History faculty have been successful in garnering both.

1. Identify the top five programs in the field. Describe how this unit compares and the sources of information used for the comparison.

#### TABLE D-3: TOP FIVE HISTORY DEPARTMENTS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Institution | Ranking | Full-time faculty | BAs per Faculty | Majors per Faculty | Graduate Students | Undergrad Majors |
| Princeton | 1 | 49 | 1.63 | 3.44 | 122 | 169 |
| Stanford | 2 | 39 | 1.28 | 3.51 | 100 | 137 |
| Berkeley | ,,*.)* | 48 | 5.45 | 10.9 | 177 | 525 |
| Yale | 4 | 52 | 3.15 | 5.63 | 204 | 293 |
| Harvard | 5 | 38 | 2.63 | 6.13 | 109 | 233 |

Source: *US. News and 'World Report* [http://grad.schools.USnews.rankingsanclreviews.com/best...](http://grad.schools.USnews.rankingsanclreviews.com/best) and American Historical Association, *Directory ofHist01y Departments, Historical Organizations and Historians* 36th ed. 2010-2011 (Washington, D.C: AHA, 2010).

These figures show the top History departments nationally have substantially larger faculties while serving much smaller numbers of students and majors. With 30 faculty (fewer in FTE) Arizona's History department serves over 500 majors or 16.7 majors per faculty member, two to three times as many as four of the top 5 programs, and over 50% more than Berkeley.

## FACULTY.

#### Describe the overall nature and breadth of the faculty's research and other scholarly contributions, with an appraisal of the most significant contributions to advancing the field or discipline.

Without exception, History faculty are active researchers. We produce books, articles and papers enhancing the University of Arizona's national and international visibility and reputation; train future historians in our graduate and undergraduate programs; serve as referees for journals, presses, prize committees and tenure reviews; hold offices in national and international professional associations; and consult with state agencies and other public entities. Many are leaders in their fields of expertise, as reflected in the *curricula vitae* appended to this report. Our Latin America faculty has been ranked in the top ten nationally for more than a decade, and in recent years has been augmented by two historians of women and gender. Two of the five current faculty in the Early Europe field have been named Guggenheim Fellows. Our programs in world history and environmental history are also areas of particular strength.

The scholarship of history faculty is on the cutting edge in several areas. Three faculty members study the history of the environment as the intersection of science, culture, and politics (Morrissey and Vetter, US; Weiner, USSR). We approach the history of borders and migration from many different angles: One faculty member has created a new model for understanding the unique way oflife in borderland regions (Martinez, US Border); several explore the Atlantic World (Irvin; Spieler; Few; Gasner; Bariclmrnn; Pieper Mooney); others study US immigration policy toward Mexicans (Garcia), migration in a supposedly homogeneous society (Tabili, Britain), mobility and citizenship/legal personhood (Spieler, France), interactions between military and religious expansion on the border (Milliman, medieval Poland), the constructedness of identities such as

"European" (Clancy-Smith, North Africa; Lotz-Heumann, Ireland; Vejdani, Iran; Beezley, Mexico; Eaton, India), the negotiation of identity and power in empires (Futrell, ancient Rome; Few, Gasner, and Barickman, Latin America); Clancy-Smith and Spieler (French empire); and the development of an oppositional ideology (Darling, Ottoman Empire).

An equal diversity exists in our approaches to racial issues: we study the contradiction between ideological egalitarianism and the development of racial discrimination toward colonized peoples (Spieler, France and French Guiana; Tabili, Britain: Nichols, US); the intersection of race, family structure, and economic change (Gasner, Mexico; Few, Guatemala; Barickman, Brazil; Garcia, US); and the intersection of race and gender in how racial categories affect different communities of women, both the disadvantaged and the advantaged (Anderson, US). The study of gender is

central to the research of numerous History faculty . Faculty publications show how gender has been manipulated for political ends (Irvin, US; Futrell, Rome), how gender affected colonial relations (Clancy-Smith, North Africa; Spieler, French Guiana; Few, Guatemala), and how political and economic activities historically affect family structures (Pieper Mooney, Chile; Barickman, Brazil; Gosner, Mexico and Central America; Tabili, Britain; Clancy-Smith, Nmih Africa).

Cultural history approaches currently dominate the field of history, as reflected in many of the faculty's contributions. We have produced groundbreaking work in the cultural history of Mexico (Beezley), and have studied legal culture as a factor in political development (Spieler, France; Johnstone, Greece); the interaction of native and colonial cultures (Few, Guatemala; Gosner, Mexico); the effect of student culture on political development (Lanza, China); the history of a culture of justice (Darling, Ottoman Empire; Marietta, US; Johnstone, Greece); the history of the belief in hell (Bernstein, medieval Europe); the penetration of European liberal culture in Spain (Ortiz), the role of culture in the development of political and ideological structures (Irvin, US; Vejdani, Iran); and the development of modern culture itself, especially the transformation from pre-Industrial cultural and social hierarchies to modern, class-based systems (Lotz-Heumann, Germany; Gosner, Latin America). Also noteworthy are works on the history of cultural representations, including studies of historical memory (Crane, Germany), of the ways the past is imagined in popular culture (Futrell, Rome; Garcia, US; Beezley, Mexico), of cultural contestations over the meanings of visual evidence (Morrissey, US).

A new field in historical research to which History Department faculty contribute is the history of emotions; topics we have studied include the role of emotions in the Reformation (Karant-Nunn, Germany), how mistrust and fear shaped international relations during the Cold War (Schaller, US), and the role of sentiment in the production of political culture (Irvin, US). An old field newly revived is economic history; one faculty member is producing a new model for understanding development and underdevelopment (Martinez, US-Mexico Border), and one has reinterpreted economic change through changes in taxation (Darling, Ottoman Empire); other contributions include how economic change has transformed recent politics (Schaller, US) and the economic nature of First World expansionism in the Third World (Gibbs, US). Several faculty study how ordinary individuals contribute to the creation of major historical events (Eaton, India; Tabili, Britain; Anderson, US), and one methodically applies methodologies developed for Europe to the study of non-European societies (Eaton, India).

History capitalized on the breadth of faculty interest to institute a cutting-edge graduate minor field in Comparative and World History in 1996 to add to the Comparative Women's History formed in 1982 and a Ph.D. major in Middle Eastern Histories in 1998. These History graduate minors and the new History graduate major were designed after assessing the job market in History, and they have attracted increasing numbers of our best graduate students, as they offer theoretical sophistication and breadth of coverage. Since 1996 preparation in these fields has given our students an edge in a highly competitive job market, in which ability to teach World History has become a common *desideratum.*

Since 2004, we have added faculty in medieval and early modern Europe, the modern history of Iran, China, France, Latin America, and US history. Simultaneously, we have lost faculty in the history of Spain, Central and Eastern Europe, Japan, and, most significantly, the US. The loss of six US history faculty members, with only two replacements, has been critical. The non­ replacement of departing faculty--especially specialists in sub-Saharan Africa and East Asia­ also has hurt the World and Comparative Women's minors.

Members of the History Department have participated in search committees for Near Eastern Studies, East Asian Studies, Arizona State Museum, and Africana Studies in order to support their efforts to hire faculty in cognate areas.

#### Describe the faculty's participation, leadership, and influence in the academic profession through such avenues as professional associations, review panels, and advisory groups.

For a complete list of faculty service since 2003 see Appendix E.14: Faculty Service. The lists below are intended to be illustrative of the faculty's professional activity rather than exhaustive.

#### Service to Professional Organizations:

In addition to membership, faculty members in the Department serve various national and international professional organizations as officers, board members, program chairs, and committee members, notably:

* + Professor Douglas Weiner served as the President of the American Society of Environmental History.
	+ Professor Roger Nichols served as the President of the American Historical Association's Pacific Coast Branch.
	+ Professor Alison Futrell is the President of the Tucson Chapter of the Archaeological Institute of America.
	+ Professor Linda Darling serves as the Secretary of the American Research Institute in Turkey.
	+ Professor David Ortiz is the Treasurer of the Association of Spanish and Portuguese Historical Studies.
	+ Professor Susan Karant-Nunn was chosen as president-elect of the Society for Reformation Research.
	+ Professor Lotz-Heumaim is a board member and secretary of the German Society for Reformation Research.

Faculty members have also served in the following organizations:

* + The Organization of American Historians
	+ The American Association for the Advancement of Slavic Studies
	+ The North American Conference on British Studies
	+ The American Research Institute in Turkey
	+ The American Society of Ethnohistory
	+ The Association for Asian Studies
	+ The Brazilian Studies, Mexican Studies, and Central American Studies Committees of the Conference on Latin American Studies
	+ The Holocaust Museum,
	+ The Medieval Academy of America,
	+ The Middle East Studies Association
	+ The Netherlands Institute for the Advancement of the Study of the Reformation
	+ The Society for Reformation Research
	+ The Society for the Study of Early Modern Women
	+ The American Society of Church History
	+ The American Council of Learned Societies
	+ The American Academy of Arts and Sciences
	+ The American Philosophical Society
	+ The American Philological Association
	+ The American Historical Association
	+ The Association of American Colleges and Universities
	+ The American Historical Association-Pacific Coast Branch
	+ The Rudolf Agricola Institute
	+ The Society for Spanish and Portuguese Historical Studies
	+ The Front Range Early American Consortium
	+ The Western History Association
	+ The World History Association
	+ The International Association for Ottoman Economic and Social History
	+ The Turkish Studies Association
	+ The Canadian Centre for Architecture
	+ The Society for French Colonial Historical Studies
	+ The Society for French Historical Studies
	+ The Women's Classical Caucus
	+ The College Board/Educational Testing Service.

Faculty members have served and serve as editors or on editorial boards of:

* + H-WEST, an internet network, EBSCO Publishing
	+ *The Archive for Reformation Hist01y*
	+ *The Historian*
	+ *Ethnohistory*
	+ *Histmy Compass*
	+ *Environmental Hist01y*
	+ *Classical Antiquity*
	+ *The Journal ofEarly Jvfodern Hist01y*
	+ *Gender & History*
	+ *A1editerranean Studies*
	+ *The A1iddle East Studies Association Bulletin*
	+ *The Journal of the A1uslim World*
	+ *Southeastern Europe*
	+ *Pac(fic Historical Review*
	+ *Western Historical Quarterly*
	+ *The Soviet and Post-Soviet Review*
	+ *The Journal of Borderlands Studies*
	+ *Sehepunkte*
	+ *Tikkun A1agazine*
	+ *Comparative Studies of South Asia, 4fi'ica and the A1iddle East,*
	+ *The Journal o\_f Women's History*
	+ *Journal of Colonialism and Colonial History*
	+ *A;[edieval Hist01y Journal*
	+ *Journal o\_f Ecclesiastical Hist01J1*
	+ *Indian Historical Review*
	+ *Journal o\_fA;[odern Hist01y*
	+ *Journal of British Studies*
	+ *.Journal of American Ethnic Hist01J1*
	+ *Journal of Arizona Hist01y, Environmental Justice*

Recently, however, Professors Susan Karant-Nunn and Linda Darling have had to decline positions as journal editors because of lack of institutional support.

Review Panels:

Faculty members in this Department have served on review panels for fellowships and prizes for organizations such as:

* + The MacArthur Foundation
	+ The National Endowment for the Humanities
	+ The American Historical Association,
	+ The Newberry Library
	+ The Social Sciences and Humanities Research Council of Canada
	+ The National Humanities Center
	+ The Conference on Latin American History
	+ The National Science Foundation
	+ The Ford Foundation.

Book and Article Manuscript Reviews:

Faculty members have reviewed book manuscripts for commercial presses:

* + Palgrave Macmillan • Longman
	+ Vl. W. Norton • St. Martin's
	+ Brill • Lynne Reinner
	+ Houghton-Mifflin • Routledge
	+ Prentice-Hall, Greenwood • Wadsworth
	+ Harper-Collin

And for university presses:

* Oxford
* Cambridge
* Chicago
* Duke
* Arizona
* New Mexico
* California
* Oklahoma
* Kansas
* Texas
* Nebraska
* Colorado
* Stanford
* SUNY
* North Carolina
* Pittsburgh
* Indiana
* Ohio
* Minnesota
* Washington.

They have reviewed article manuscripts for journals:

* + *American Quarterly*
	+ *Western Historical Quarterly*
	+ *Ethnohistory*
	+ *The Americas*
	+ *Oral HistoJJJ Review*
	+ *The William and ]Ylmy Quarterly*
	+ *Classical Antiquity*
	+ *The Classical ·world*
	+ *International Journal of }.;fiddle East Studies*
	+ *The Journal of ·world Hist01y*
	+ *Comparative Studies in Society and Hist01y*
	+ *The Journal of Economic Behavior*
	+ *The Journal of }.;fodern Hist01y*
	+ *1'.;fediterranean Historical Review*
	+ *Hispanic American Historical Review*
	+ *The Journal of Peace Research*
	+ *The Journal of Politics*
	+ *Gender & Hist01y*
	+ *The Journal of British Studies,*
	+ *The Journal of Women's History,*
	+ *Afi'o-Asia*
	+ *Anthropology Today*

*and Organization*

* + *The Journal of.Milita,y History*
	+ *Global Society*
	+ *Victorian Studies*
	+ *International Spectator*

This list of journals vividly illustrates the interdisciplinary interests of this faculty.

#### University Service:

In the wider University, History faculty members have served widely. Their contributions include: a team co-chair for the NCA accreditation self-study; SBS promotion and tenure committees; 5-year head or director reviews, and on-going committee work as affiliated faculty for interdisciplinary programs such as the Institute of the Environment and the Centers for Latin American Studies and for Middle Eastern Studies, and departments such as Gender and Women's Studies. In recent years, faculty members have also served on the Strategic Planning and Budget Advisory Committee, the Committee or Research Integrity, the Graduate Council, Southwest Foundation, and the Provost's Strategic Advisory Council for the Arts, Humanities, and Social Sciences (see Appendix E.14, Faculty Service, for a full list of faculty service).

#### Describe the teaching and outreach activities of the faculty. Provide documentation (may be placed in the Appendix) about the quality of the teaching activities by faculty and lecturers in this unit compared to the college or university as a whole.

Virtually all of our faculty members teach across the curriculum, from lower division General Education Tier I surveys, to upper division classes in the major, to graduate colloquia and seminars. And everyone serves on at least several graduate committees for comprehensive exams or thesis defenses.

Awards. In 2000, we received the University Teaching Award for Meritorious Departmental Teaching, setting a standard that we have worked hard to continue. Since 2003, nine SBS or University of Arizona teaching awards have been earned by faculty in the History Department. Colleagues also have been recognized by several national awards: The Oregon-California Trails Association Outstanding Educator Award, the Theo Crevanna Award for Promotion of Binational Latin American Studies, and the American Historical Association's James Harvey Robinson Prize for the Teaching of History.

Visiting Lectureships: In recent years, two colleagues have been Fulbright lecturers; two have been Distinguished Lecturers of the Organization of American Historians; and others have been invited to teach at universities such as El Colegio de Mexico (Mexico City, Mexico), the American University in Cairo (Egypt), the University of Muenster (Germany), Gutenberg University in Johannes (Germany), University of Mainz (Germany), the University ofNmthern Colorado, and the University of Joensuu (Finland).

Professional Service in Teaching: Faculty in the Department have organized and presented a number of conferences and programs for teachers and students in the past several years on topics

such as Southwestern Environments, New Directions in Latin American History, De-Centering Cold War History, The Business of War, and Feminism and Classics (see Appendix E.15: Faculty Outreach for a full list).

UA Faculty Affiliations: Our teaching serves numerous students and programs outside the History Department, in units such as Latin American Studies, Near Eastern Studies, and Anthropology, and Graduate Interdisciplinary Programs (GIDPs) such as American Indian Studies. (see Section Kand Appendix E.6: Service in Other Departments).

External Service on Graduate Committees: Faculty members also have been called to serve on graduate committees for degree candidates at other institutions, including Arizona State University, the University of California at Berkeley, Yale University, Duke University, the University of Chicago, the University of London, University of Melbourne (Australia), the University of Wellington (New Zealand), the University of Jena (Germany), The European Institute (Florence, Italy) and the University of Hong Kong.

#### What is the faculty's collective view of the program's future, its desired directions, and its means for reaching these objectives? How do planning and incentives direct the program to these ends?

Every AAU aspirational peer that the University of Arizona has identified for the institution as a whole has a History Department ranked among the top-10 public universities, a reflection of history's place as a foundational discipline in the core of arts, letters, and sciences faculties. To support the mission of our university, we aspire to enhance our national reputation, maintain excellent doctoral programs in at least five major fields, and preserve and enhance the high quality of undergraduate instruction.

These are the desired directions that we all embrace, but what do we really think and feel about the future? Naturally, we have our cohorts of optimists and pessimists. Budgets have been contracting for more than a decade, and, as historians and social scientists, we are acutely aware of how the internal scramble for a share of scarce resources has promoted deep anxieties, some real conflicts, and a more sharply defined division of labor. Ours is a discipline that straddles the arts, humanities and social sciences, and like colleagues in our collective fields across the country, we often feel as if our core values, intellectual commitments, and educational principles are at odds with those of university administrators, government policymakers, and much of the general public. And as we v-1rite this self-study, these concerns are all the deeper as public universities are facing unprecedented pressures all across the country as state governments slash budgets.

Here at the University of Arizona, our sense of foreboding was especially acute in August 2008, when the Colleges of Arts, Humanities, and Social Sciences all received 7% cuts, while the Colleges of Science, Optics and Agricultural and Life Sciences, as well as the professional schools, got much smaller reductions of 2% or less. For SBS, the 7% cut added to an already sizable deficit, which remains an obstacle to hiring new faculty in the college and managing other

critical needs. Since then, the Office of the Provost has undertaken a series of initiatives designed to reaffirm support for the arts, humanities, and social sciences, including the creation of two new institutes, Confluence: The Center for Creative Inquiry and the Institute for Civil Discourse, as well as a new fellowship program for faculty research and graduate support (the 1885 Society AHSS Fellowship Program). We hope that these initiatives continue and are expanded, but this recent history frames much of our faculty's outlook about the future.

History as a field of inquiry balances empirical research and content-based teaching in traditional geographical fields with theoretical and conceptual frameworks that recognize transnational, global interconnections across time and place. We lmow that such a broad field of inquiry is less and less the norm in American university life, as budget pressures encourage the concentration of resources into narrower areas of potential excellence, especially areas that can attract external research dollars. Moreover, the norm also is collaborative research, mainly journal articles and reports, and not single-authored book-length monographs, as it is in history and only a handful of other social science and humanities fields. We recognize that as faculty, and as a department, we well have to respond to these pressures, defending practices that we remain committed to but also taking advantage of opportunities that emerge as the UA changes. To this end, we mniure a lively culture of collective decision-making, with bi-monthly faculty meetings, ammal retreats, and active standing committees. Junior faculty members are fully engaged in department governance and an important cohort advocating for ongoing re-evaluations of past practices.

Perhaps no instrument will reshape our planning practices more than the new budget design, RCM or Resource Centered Management, which establishes incentives for increasing undergraduate student credit hours, undergraduate majors, and undergraduate degrees. Our goals, especially for undergraduate programs discussed elsewhere in this report, are fully compatible with the budget redesign. Increases in these categories will bring new dollars to colleges (and eventually to depaiiments), but decreases will cost. We have long hoped for a budget model that rewards teaching across the campus, but whether RCM will generate the resources to act on long­ term strategic planning remains very uncertain. A planned cap on total undergraduate enrollment, coupled with an aggressive 2+2 initiative with the community colleges, will reduce the potential for significant increases in SCH for the colleges and sharpen the internal competition to add seats. The hiring freeze in SBS, which may well last tlu-ee more years, compounds these challenges.

In all candor, we are not confident that RCM alone will provide the necessary resources for any of the departments in SBS to fulfill critical needs created by more than a decade of budget cuts and reallocations. However, amidst all the current anxiety about next year's budget, the Provost recently articulated the need to hire some 300 new faculty to meet university-wide goals set by upper administration for 2020 in the current ten-year strategic plan. For History to have a part in this initiative, we recognize that we will have to extend and deepen our collaborative relationships with partners all across campus, building on well-established affiliations and energetically creating new ones.

#### Describe recent faculty recruiting and planned directions for future hires. See Tables C­

**l, C-2, and C-3.**

Over the last four years, about half of our hiring efforts reflected long-term strategic planning; the balance has been oppo1iunistic hires that have emerged from partnerships with other units in SBS and elsewhere on campus. We have come to appreciate unexpected oppmiunities all the more, because real long-term strategic planning around faculty development has been virtually impossible. All lines revert to colleges, and unit hiring plans in departments like History that are dependent on the availability of permanent state dollars, are subordinate to college and university hiring priorities. And those priorities seem always to be in flux. Planned directions for future hires are discussed in several sections of this report, but it bears repeating that our most critical needs are in U.S. history, especially in the key subfields of the history of slavery and the Civil War, gender and women's history, and Native American history.

#### Provide a table showing faculty compensation range and average comparisons by rank with relevant peer institutions named in section D-2.

In comparison to other units in the College of Social and Behavioral Sciences and to national standards of compensation in history (see UA Benchmark Report, AAUDE Publics), the salaries of faculty in the History Department at UA are at or below the median. Comparison with 36 other departments of history across the US and Canada puts full professors' salaries in the UA History Department in 2009 averaging at 87.5% of national averages. Salaries for associate professors average 86% of national norms in History, except for two associates (including the Head) whose base salaries reflect special circumstances. Assistant professors' salaries came to 95% of the average. Salaries of assistant professors remained at 95% of national norms. The problem of compensation is acute; only one full professor is compensated substantially above the AAUDE Public average, and several are below it by more than 40%. Only three of the associate professors' salaries are above the AAUDE Public average at all, and one of those is the department head. This problem will replicate itself until the problem of associate professor salaries is fully addressed.

#### TABLE E-1: FACULTY COMPENSATION AND COMPARISON

|  |  |  |  |
| --- | --- | --- | --- |
| Compensation: | Professor | Associate | Assistant |
| Salary Ranges, Fall 2010 | 67,961-133,836 | 60,770-100,000 | 60,000-60,000 |
| Averages, Fall 2010 | 102821 | 71490 | 60000 |
| UA, Fall 2009 and 2010, in thousands\* | 105/102 | 73/71 | 60/60 |
| AAUDE Public, 2009 | 120 | 78 | 63 |
| UA as Percentage of AAUDE Average | 87.5%/85% | 93.5%/91% | 95% |

\*The amounts listed in the University's official comparison chart do not match the totals of the salaries in the budgets for those years. These averages were derived from budget salary figures.

#### Provide short biographical sketches (may be included in an appendix) of faculty that includes recent publications or listing of scholarly work, current grant funding, recent invited lectures, honors, major service or committee assignments, etc.

See Appendix E.18: Faculty Biographies.

# UNIT ADMINISTRATION

Governance:

The head serves as the administrative leader for the unit, working closely with the director of graduate studies (who is nominated by the head and approved by department vote for a three-year term) as well the chairs of the two standing committees, the Graduate Committee and the Curriculum Committee. The History Department regularly holds bi-monthly meetings of the entire faculty and most decisions are collective, with the faculty acting as a committee-of-the­ whole and voting by a show of hands or secret ballot. (see Appendix F.1: Bylaws) All decisions regarding graduate student funding are ratified by the full faculty; all search committee recommendations are reviewed and voted by the full faculty; and all recommendations regarding promotion and tenure are reviewed and voted on by the full faculty of appropriate rank. The head and business manager are required to provide an annual financial report. And annual performance reviews are conducted by an elected peer committee, who make their recommendations to the head; the evaluations of both the committee and the head are reported to the dean.

The faculty also meet as separate caucuses representing the major world regions covered by the curriculum-Latin America, the Middle East, Early Europe, Modern Europe, the United States­ and the topical fields of Comparative Gender and Women's History and Comparative/World History. Caucuses meet to plan course offerings and are represented on the Curriculum Committee. They also make recommendations to the Graduate Committee regarding the admission of applicants to the graduate programs.

Ad hoc committees for various purposes, including awarding undergraduate scholarships are selected by the head or by department vote, depending on circumstances.

Major Policies and Procedures: Promotion and tenure proceed according to University, College and Department guidelines. Recruitment is also governed largely by University, Affirmative Action, and American Historical Association guidelines.

#### Provide a table of classified staff and professional staff by appointment type. Comment on any unusual annual turnover rates in the years since the last APR.

|  |  |  |
| --- | --- | --- |
| **Business Manager** | **Classified Staff** | **.5FTE** |
| **Program Coordinator** | **Classified Staff** | **LOFTE** |
| **Administrative Assistant** | **Classified Staff** | **.75 FTE** |
| **Administrative Assistant** | **Classified Staff** | **.75 FTE** |

Staff turnover rates were high in the 1990s but have stabilized. With the exception of the recently appointed shared business manager, the three core staff members have all been with the History Department for nine years or longer. Classified and professional staff include: .5FTE Business Manager shared with Philosophy, and three Classified Staff Assistants, who serve as graduate coordinator, office manager, and outreach and alumni program coordinator. In 2008, the office manager was put on an academic year appointment and the graduate coordinator

voluntarily reduced her workload to 30 hours per week.

We are currently undergoing a staff review and reorganization, redefining workload and the distribution of responsibilities to bring History staff assignments closer to the conventional arrangements defined by Human Resources. An SBS committee composed of faculty and staff named by the dean to study staff workload and structuring throughout the college has recommended that units of our size and scope have two full-time staff in addition to a full or part­ time business manager. We expect to complete our internal review and reorganize staff before the start of the next academic year.

#### Comment on the adequacy of staff support and any plans for reconfiguration.

Supp01i is adequate for most of our needs, with the significant exception of the expertise needed to maintain and enhance the History Department webpage as well as the web presence of individual faculty. None of our current staff is fully-prepared to take on this responsibility. SBS Tech is in the process of building new websites for every unit in the college with a common platform and format that is intended to be easier for us to maintain and keep up to date. We are working to "go live" with our new site by the end of March.

In the last two years, the University of Arizona has adopted an entirely new electronic record­ keeping system-UAccess-for every single administrative task on campus. The transition is not yet completed and the process has presented significant challenges to staff, administrators, and faculty alike. Our hope is that with adequate training and more experience, working with the system will become easier, but the last two semesters have been very difficult.

As noted above, we are contemplating a reconfiguration of staff responsibilities, with the goal of retraining current staff and making at least two staff positions full 1.0 FTE appointments on permanent state dollars.

1. **UNIT RESOURCES.**

#### Describe and appraise support services for the unit: Teaching Program

*Instructional needs* are supported by a variety of university offices, starting with University and Information Technical Services (UITS), which maintains the Desire2Learn (D2L) electronic system for course management, provides classroom hardware and sofovare, and offers technical services for all web-based instructional resources including individual faculty websites. We coordinate the schedule of classes with Room and Course Scheduling, which assigns classrooms and manages enrollments. Our Evening Program and Correspondence classes are run through the Outreach College. The University Bookstore offers online textbook ordering, with incentives for early orders. Our work with learning and physically disabled students is coordinated through the Disability Resource Center, which identifies students eligible for the SALT program, informs faculty about the special needs of individual students, and coordinates testing and the assigning of note-takers.

In the last three years, we have expanded our contributions to the Evening and Weekend schedule of classes, which is coordinated through the Outreach College. Nearly all of these classes are taught by ranked faculty as part of their workload. We now offer four-to-six classes in the evening each semester, including History 396A, the capstone seminar. Like the summer program, Evening and Weekend returns a percentage of tuition dollars directly to the department. We use that revenue to support adjunct positions and graduate teaching assistantships not funded by

temporary teaching dollars from SBS. And, since the college swept all operating budgets in December 2009, we use it to help cover basic operating expenses.

Overall, most faculty would appraise support for instruction, from UITS and also the Office of Instruction and Assessment, as adequate. Many faculty members could take better advantage of the resources available than they do, but one wonders if the capacity of the system could handle full utilization. UITS maintains a D2L technical support staff person in the Social Sciences building, who is both competent and accessible. Everyone on campus would agree that the most critical problem regarding instructional support is the shortage of classrooms. Seating capacity for classes with mid-range enrollments (75-125 students) is limited, and classrooms of any size are at a premium during the peak teaching hours (10:00-2:00). As the RCM budget redesign is fully implemented, classroom capacity will be a critical limiting factor as academic units seek to increase SCH and plan for enrollments appropriate to each level of their undergraduate programs of study. Ongoing maintenance of classroom facilities and technologies also is not what it should be.

For historians, no campus resource is more important for both their teaching and research than the Main Library. And no campus resource provokes greater concerns among history faculty or

higher levels of dissatisfaction. The UA Main Library ranks 19 th among public universities and has moved aggressively in the last fifteen years or so to expand and enhance digital resources, offer new online tutorials to promote library skills, and reallocate space to new technologies. But the rapid turn to digitalization, coupled with budget cuts and dramatic increases in the price of new materials, has come at a heavy cost. As the recently completed NCA self-study, *Bridging to the Future,* rep01is, in the last six years purchasing power has been reduced annually by about

$500,000 and the Main Library has lost 47 positions, reducing FTE from 226 in 2002 to 179 FTE in 2008. Since 2004, the Main Library has eliminated its cohort of reference librarians as well as all research professionals with doctoral-level academic training in content areas or disciplines. It no longer offers on-site library skill workshops for classes; and no longer maintains a reserved book room to support classroom instruction. In the past six months, a new purchasing policy has been introduced that ends the purchase of hard copy books when electronic versions are available. We have been told that the mission of the Main Library is no longer to build collections but rather to expand access to the materials required by the largest number of patrons.

We feel quite deeply the loss of old partnerships with professional colleagues at the Main Library, especially the highly trained academic professionals who provided reference services, maintained the quality, depth and breadth of collections, and met regularly every semester with every student in each of our capstone seminars. The elimination of content area specialists is a radical departure from the core mission of university research libraries that greatly diminishes the capacity of the Main Library to supp01i teaching and research, not only in history but across the humanities and social sciences. And while we acknowledge that the future is with electronic media, in our appraisal, the shift away from print purchases of books has been premature, undertaken at a time when e-book formats and technologies vary in quality and accessibility. And as scholars in a discipline that demands the preservation of written and print records, we have strong objections to the abandonment of the Main Library's role as the conservator of historically significant books, journals, and other print media.

#### Research, creative production and other scholarly activities.

UA support for faculty research in History comes primarily in the form of release time from teaching: the seven-year sabbatical cycle; SBS-funded Junior Faculty Development Grants; and SBS Research Institute-funded research professorships. College policies encourage faculty to seek, and enable faculty to accept, externally-funded fellowships for research.

Most of our grants and fellowships do not include indirect cost revenue, but those that do are supported by The Office for Sponsored Projects, an administrative office under the Vice-President for Research.

SBS Tech provides support for research-related software obtained through their office.

#### Outreach, including professional and community service

In SBS, outreach and public engagement activities are largely initiated and maintained by local units. We have long-standing outreach activities (including student internships) with the Arizona State Museum, the Arizona Historical Society (located just off-campus within close walking distance), and also with middle and high school campuses in different neighborhoods in Tucson. The success of these efforts is largely determined by initiatives taken by individual faculty and the face-to-face relationships they have nurtured in the community over time. We could share information about outreach activities more widely and effectively within the College, and historians should be more involved with collaborative public engagement projects than we have been. Our most successful outreach partnerships have been with the Centers for Latin American and Middle Eastern Studies, both Title VI-funded, and the Institute of the Environment.

In History, administrative support for our outreach and public engagement activities is provided, in large part, by Vicki Parker, our Outreach Coordinator, who also manages alumni and donor relations, including account held by the University of Arizona Foundation. However, the Division for Late Medieval and Reformation Studies is our most active sponsor of public engagement, with the strongest ongoing partnerships in the community. The Division has been supported by its own senior program coordinator and, until December 2010, a staff assistant. Its success is measured by a full calendar of community activities that are detailed elsewhere, the success of the graduate students in Early European History, and by the completion of the development campaign to fully fund the Reiko A. Oberman Chair.

#### Administration

In Spring 2010, all operating funds were pulled by the dean following the 7% cut to the budgets of SBS and the Colleges of Humanities and the Fine Arts. We cover all administrative costs, including fixed utility and tech services costs, with Summer and Evening Program revenue.

The head receives an administrative stipend to supplement base salary and partial release from teaching, and works closely with the dean, associate dean, and SBS staff on a wide-range of issues, from curriculum planning, to budget, to staffing and faculty affairs. The director of graduate studies receives one course release.

#### Describe any specific resource needs

* + Library: As outlined above, we have grave concerns about institutional support for the Main Library, and the shift in mission away from enhancing collections.
	+ Greater classroom capacity, especially for courses with enrollments of 75-125.
	+ The restoration of a state-supported operating budget.
	+ Additional office space for graduate teaching assistants.
	+ A room dedicated to Phi Alpha Theta activities, and a meeting place for undergraduate maJors.
	+ Support for faculty travel to conferences, especially (but not limited to) international travel. We have offered partial support to junior faculty in recent years, but most faculty have not received any support for travel to conferences.
	+ Computer Technology: Funding for more frequent upgrades and computer are needed. Our conference room, Social Sciences 128, lacks projection technology; and the two laptops and portable projector we share for classes and invited lectures on and off campus are obsolete.

#### Comment on projected changes in unit activities and quality outcomes if additional resources were available.

We could reasonably expect that more resources would increase our research productivity, raise our national rankings, and enrich the curriculum, particularly in United States and World History. New faculty lines and GAT funding would broaden our curriculum at all levels and enhance course availability and selection for our students, paiticularly in the World History curriculum.

Additional resources should also improve faculty retention and provide the Department with the stability that it currently lacks.

The Department's most pressing needs are for new faculty lines and for money to support faculty development, including money for faculty research and travel, research assistants and multiyear recruiting packages for graduate students as well as speakers and conferences.

A room dedicated to the activities of History majors, especially those of Phi Alpha Theta, would enhance the academic culture of the department for undergraduates and, we would assume, promote retention and academic achievement. And it would better enable us to encourage them to take advantage of opportunities for collaborative research, conference participation, internships, and Study Abroad.

1. **UNDERGRADUATESTUDENTS,DEGREEPROGRAMS AND OUTCOMES**

#### Describe enrollment trends for each of the undergraduate degree programs offered by the unit using data provided through the Office of Academic Affairs.

History majors have increased steadily since we began tracking them in the 1980s. These include undergraduates at UA South, a separate unit with whom we coordinate class scheduling and instructional resources, such as adjunct teachers. (See Appendix A.2: History, Enrolled Majors,

2003-2009) and Appendix H.2: History Undergraduate Majors, 1983-2003) In the seven years since the last APR this trend has continued. History undergraduate majors increased from 446 to 570, about one third, while our faculty has increased by one FTE.

#### TABLE H-1: HISTORY, ENROLLED MAJORS, 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 03 | Fall 04 | Fall 05 | Fall 06 | Fall 07 | Fall 08 | Fall 09 |
| Baccalaureate (BA) | 446 | 462 | 529 | 490 | 483 | 503 | 570 |

Source: Appendix A.2: History, Enrolled Majors and Minors, 2003-2009

In addition to steady rises in the number of undergraduate majors, undergraduate minors have increased from 144 in Fall 2003 to 199 in Fall 2009, a net increase of almost a third. Secondary Education Teaching minors were discontinued in Fall 2009 and have therefore diminished by two thirds from 11 to 4, peaking in Fall 2004 at 17.

#### TABLE H-2: HISTORY, ENROLLED MINORS 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
| Baccalau reate | 144 | 186 | 178 | 166 | 180 | 186 | 199 |
| Level unknown | 6 | 13 | 8 | 8 | 13 | 18 | 13 |
| History Teaching | 11 | 17 | 14 | *9* | *9* | 6 | 4 |

Source: Appendix A.2: History Enrolled Majors and Minors, 2003-2009

History majors' average ACT scores have risen from 24.0 to 25.5 between 2003 and 2009, consistently exceeding SBS and UA averages, although average SAT scores have dropped from 1167 to 1139. History majors' SATs continue to exceed the SBS average, which has dropped from 1119 to 1105, as well as campus-wide averages, 1115 in 2003 and 1103 in 2009.

#### TABLE H-3: ACT AND SAT SCORES 2003-2009

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | History |  |  | SBS |  |  | UA |  |  |
| \ | Freshme11 | ACT | SAT | Freshmen | ACT | SAT | Freshme11 | ACT | SAT |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fall09 | 122 | 25.5 | 1139 | 733 | 23.6 | 1105 | 8233 | 23.7 | 1103 |
| Fall08 | 92 | 24.5 | 1155 | 688 | 23.6 | 1081 | 8017 | 23.6 | 1096 |
| Fall07 | 92 | 25.4 | 1138 | 604 | 23.6 | 1097 | 7959 | 23.5 | 1102 |
| Fall06 | 85 | 25.8 | 1190 | 620 | 23.4 | 1112 | 7233 | 23.4 | 1106 |
| Fall05 | 99 | 25.1 | 1156 | 657 | 24.1 | 1129 | 7415 | 23.5 | 11221 |
| Fall04 | 85 | 24.8 | 1137 | 607 | 23.8 | 1132 | 7269 | 23.7 | 1118 |
| Fall03 | 86 | 24.0 | 1167 | 648 | 23.7 | 1119 | 7625 | 23.6 | 1115 |

Source: Appendix H.3: Incoming Freshmen SAT/ACT Scores, 2003-2009

Since 2003, the number of freshman History majors has risen 34%,from 46 to 70. At the same time, students continue to switch majors from other fields into history throughout their careers at UA. Students declaring the major in their sophomore, junior and even senior years make up the vast majority. More than twice as many juniors as freshmen declare the major, and three times as many as late as their senior years. Because it can be completed in two years or less, the History major remains an attractive option for students whose interests and plans for life change during their university careers.

#### TABLE H-3: HISTORY MAJORS 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Majors by Classification | Fall 03 | Fall04 | Fall05 | Fall06 | Fall07 | Fall08 | Fall09 |
| First time Freslm1en | 46 | 48 | 52 | 45 | 59 | 55 | 70 |
| Other First Year | 9 | 13 | 6 | 7 | 8 | 10 | 27 |
| Second Year | 68 | 77 | 92 | 84 | 62 | 79 | 112 |
| Third Year | 127 | 125 | 142 | 150 | 131 | 139 | 154 |
| Fourth Year and Beyond | 197 | 198 | 238 | 205 | 222 | 221 | 211 |

Total Undergraduates 447 461 530 491 482 504 574

Source: Appendix D.2: History, Majors by Classification, 2003-2009.

The number of Honors History majors rose from 65 in Fall 2003 to 69 in Fall 2009, peaking in Fall 2005 at 82. History has consistently attracted a larger percentage of Honors students compared to the college as a whole: 12.3% compared to the college-wide average of 9.2% in Fall 2009, for example. History's percentages have usually exceeded the University-wide averages as well.

See Appendix H.5: History Majors in the Honors Program, 2003-2009

#### TABLE H-4: ETHNICITY OF HITORY MAJORS 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Ethnicity | Fall 03 | Fall 04 | Fall 05 | Fall 06 | Fall 07 | Fall 08 | Fall 09 |
| African American | 13 | 8 | 13 | 17 | 18 | 11 | 11 |
| Asian American | 11 | 16 | 18 | 15 | 13 | 16 | 16 |
| Hispanic | 59 | 68 | 80 | 67 | 73 | 58 | 72 |
| Nafore American | 8 | 9 | 9 | 6 | 10 | 15 | 15 |
| Non-resident/International | 1 | 0 | 1 | 2 | 2 | 1 | 0 |
| Unknown/Other | 31 | 39 | 41 | 33 | 25 | 26 | 20 |
| white | 323 | 322 | 367 | 350 | 342 | 376 | 436 |
| Total | 446 | 462 | 529 | 490 | 483 | 503 | 570 |
| Underrepresented | 91 | 101 | 120 | 105 | 114 | 100 | 114 |
| Percentage | 20.4% | 21.9% | 22.7% | 21.4% | 23.6% | 19.9% | 20.0% |

Source: Appendix H.4: History, Enrolled Majors by Ethnicity

Since 2003, numbers of underrepresented minorities have risen overall, particularly Native American, Hispanic and Asian American students. Numbers of African Americans, however, have dropped. Overall, of our 446 majors in 2003, 91 came from minority groups, 20 of unlmown ethnicity and the balance, 323, identified as white. By Fall 2009, of 570 majors the number of minority students had risen to 114, or 20%, 20 were ofunlmown affiliation and 436 white. The number of minority students peaked in Fall 2005 at 120 and the percentage peaked in Fall 2007 at 23.6%.

The percentage of women History majors has dropped from 43% in Fall 2003 to 36.7, though their absolute numbers of varied within a relatively small range. To put this another way, male undergraduates account for a significantly higher percentage of new majors than their female counterparts. We are not sure why.

#### TABLE H-5: GENDER AND HISTORY MAJORS 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 03 | Fall 04 | Fall 05 | Fall 06 | Fall 07 | Fall 08 | Fall 09 |
| Female | 192 | 186 | 218 | 191 | 172 | 181 | 209 |
| Male | 254 | 276 | 311 | 299 | 311 | 322 | 361 |
| Total Enrolled | 446 | 462 | 529 | 490 | 483 | 503 | 570 |
| Total Female | 192 | 186 | 218 | 191 | 172 | 181 | 209 |
| Percent Female | 43.0% | 40.3% | 41.2% | 39.0% | 35.6% | 36.0% | 36.7% |

Source: Appendix H.7: History, Majors by Gender, 2003-2009

Approximately 3/4 of our undergraduate majors are Arizonans, currently the highest percentage in seven years, at 76.3%. (See Appendix H.8: History, Majors by Residency, 2003-2009.)

#### TABLE H-6: RESIDENCY AND HISTORY MAJORS 2003-2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 03 | Fall 04 | Fall 05 | Fall 06 | Fall 07 | Fall 08 | Fall 09 |
| In-State | 334 | 336 | 388 | 368 | 368 | 377 | 435 |
| Out-of-State | 112 | 126 | 141 | 122 | 115 | 126 | 135 |
| Total Enrolled | 446 | 462 | 529 | 490 | 483 | 503 | 570 |
| Percentage In-State | 74.9% | 72.7% | 73.3% | 75.1% | 76.2% | 75.0% | 76.3% |

Source: Appendix H.8: History Majors by Residency, 2003-2009

History undergraduate FTE rose overall in the seven years since the last APR, from 605.10 in Fall 2003 to 608.69 in Fall 2009, peaking the previous Fall 2008 at 637.60.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 |
| 605.10 | 587.19 | 583.66 | 567.84 | 578.03 | 637.60 | 608.69 |

Source: Appendix H.9: History, Student Full-time Equivalent (FTE) Enrollment, 2003-2009

#### Describe the contributions of the unit to offering proficiency/foundations/general education courses including who teaches, how quality is assessed, and how updating is monitored. Describe the planning process and how these courses are coordinated with other courses.

General Education

The History Department considers its annual contributions to General Education teaching a substantial service to the University. Every semester, ranked faculty or adjunct instructors offer two-semester course sequences in United States, European, Latin American and World History. The surveys usually are offered in 300-seat lecture classes which convene twice weekly, supported by weekly discussion sections of twenty students led by advanced graduate students who are directly supervised by the instructor of record. These General Education courses may not count toward the history major, although freshmen and sophomore majors who have not taken APs in these fields often take the General Education surveys in order to gain foundational expe1iise. The department's commitment to General Education teaching has helped sustain its goal of training graduate students to become excellent teachers, while providing the undergraduates with instruction from faculty engaged in research.

When the current General Education curriculum was introduced more than a decade ago, we integrated all of our introductory survey classes into Tier I. One consequence has been that planning for Tier I is coordinated with the larger undergraduate curriculum-in other words, Tier I is integral rather than auxiliary to History Department offerings. This decision came with some cost; Tier I classes are largely conceived and designed to serve the common interests of non­ majors and the jump to upper division classes for ne,v majors can be challenging at first because of higher reading loads and more challenging writing requirements. If we had the resources, ,ve would expand undergraduate offerings at the 200-level to ease this transition.

Enrollment patterns in 2010-11 seem to suggest that the era of ever-increasing Tier I enrollments is ending. At the same time, the RCM budget redesign treats all student credit hours as equal, balancing incentives to increase seats in regular History classes as well as in General Education courses. As a result, while we hope to maintain our cm tribution to Tier I at current levels, we are no longer intent on expanding the number of seats in these classes. 200-level classes in History are mostly likely our best bet for increasing SCH for the department.

Every course in the History Department, including those in General Education, is writing intensive. By departmental policy, all contain a significant writing component regardless of the level of the course. The assessment of student performance includes essay examinations, traditional term papers, shorter and more frequent written assignments, book reports, map quizzes, film reviews and a variety of other assigmnents aimed at developing critical thinking and writing skills. Rarely do history professors employ any other means than prose writing to

measure students' proficiencies. Non-history majors who have serious deficiencies in expository writing often discover this for the first time in history courses when they are obliged to write essays. Through uncovering such deficiencies and providing practice in communicating clearly and consistently, History enhances University of Arizona students' proficiency in writing and critical thinking.

The Department also serves substantial numbers of nonmajors, who take Tier I and Tier II General Education courses, fulfil degree requirements in other disciplines ,vith cross-listed History classes, or simply take electives in our department. As of autumn 2010, 199 students were minoring in history, up from 152 in 2003.

Who teaches?

The vast majority of our undergraduate classes are taught by ranked faculty. On average, we have employed one full-time (3/3 workload) and two part-time adjunct instructors each semester in each of the last seven years, and also assigned two-three graduate assistants to teach stand-alone classes. But these instructors account for a small part of our curriculum. We have expanded course offerings in Summer and Winter sessions, many taught online by graduate students. And many of our majors fulfil their lower division requirements with classes taught by adjunct instructors at one of the Pima College campuses, where tuition is lower. The University strategic plan calls for expanding what are lmown as 2+2 plans for coordinating and integrating community

college and main campus degree programs. To support this effort, History needs to improve communication and contact with administrators and faculty at Pima College and other co1mnunity colleges, especially if we are to balance the loss of lower-division SCH to the community colleges with increases in upper division SCH and History majors on the main campus.

How is quality assessed?

The many teaching awards won by individual faculty are one measure of the quality of instruction. (See Appendix H.5: Majors in the Honors Program) Virtually all of those who have received undergraduate teaching prizes teach in our General Education curriculum.

Individual professors continuously assess their teaching. To this end, the Department has designed a course evaluation form which most of its teachers use. Unlike the University course evaluation form which solicits mostly numerical ratings, the Department form asks for more specific narrative evaluations, enabling students to comment directly on successful and less successful aspects of the course and instruction. Each year the Performance Review Committee examines these evaluations for all professors; they are also scrutinized in the tenure process, including the periodic pre-tenure reviews.

Quality also is assessed in ongoing discussions around curriculum development and academic performance in the capstone seminar required of all majors. The most tangible evidence that this

process has real substance has been the initiative to create History 301: An Introduction to the Study of History, and make it a required course for the major, with two offerings each semester.

How is updating monitored?

New courses are proposed by individual faculty and then reviewed through the department, college, and university curriculum processes. Programmatic review and initiatives originate in the area and topical courses, and formal proposals must be approved by the curriculum committee and the full department.

#### Describe the planning process and how these courses are coordinated with other courses.

The planning process for these courses is the same as that for our curriculum as a whole. The Curriculum Committee ensures that the Department offers each year a range of courses fulfilling General Education requirements while meeting the needs of our majors as well. This is no easy task, given our shortage of faculty. New courses are vetted by a College-wide Curriculum Committee.

Faculty regularly update courses. No prescribed syllabi exist, as each historian's unique approach enriches students' experience.

#### Undergraduate Programs-major(s) and minor(s) curricula and courses.

Faculty in the Department educate more undergraduate majors than at most comparable institutions. In a survey of the top 24 programs in the country, the Arizona History Department, with 16.7 majors per faculty member, ranks third, after UCLA, Wisconsin Madison and UNC­ Chapel Hill. Comparison data drawn from the top 24 departments as reported in the *US News and World Report* http:!/grad.schools.USnews.rankingsandreviews.com/best... and American Historical Association, *Directory of History Departments, Historical Organizations and Historians* 36th ed. 2010-2011 (AHA: Washington, DC 2010).

#### Describe how the undergraduate curriculum reflects the basic goals of the academic program. If there are options or tracks in the degree program, describe these.

The History Department offers a single BA program structured not sequentially but as a menu. Majors take two courses in three of four geographical areas of the globe, the United States, Latin America, Europe and the Non-Western World, plus at least one course in the pre-1500 world.

Unrestricted selection of four additional History courses offers the opportunity to specialize or to explore additional areas. History 301, the foundations course, and History 396A, a senior research seminar, are the only required courses. At least 18 of the 33 units required for the major must be at the upper division level, although in practice 27 or 30 upper division units is typical. Most courses have minimal or no prerequisites.

The diversity of the History program is designed to cultivate an understanding of societies beyond North America and the development of a sense of identity in the world. By having no more than two core history courses, History 301, Introduction to the Study of History, and History 396A: The Nature and Practice of History, and a liberal choice of courses, we act on our belief that historical understanding and the methods of historical research can be learned from the study of any past time and place, and that to a degree unlike any other social science, history pays attention to detail without necessary concern for positivistic outcomes. This liberality acknowledges that the tools of history are diverse: a second, third, or more languages; mathematics and statistics for demographic or economic history; ethnography and archaeology to illuminate a culture with a non-written, lapidary record. A minor in languages prepares a student for reading original sources; a minor in statistics prepares him or her to do quantitative history; a minor in political science helps her or him to grasp past political systems and to analyze them. Finally, we believe that doing history grounds students in practices common to all liberal education.

**HIST301: Introduction to the Study of History:** In AY2004-2005 faculty responded to longstanding concerns about students' proficiency by implementing a long-awaited foundations course, HIST301. The course introduces history majors to the skills essential to success in conducting independent research. Students learn basic reading skills such as note-taking methods, summarizing, distinguishing between primary and secondary sources, identifying an author's argument and analyzing his/her use of evidence as these are relevant to historical study. They are then exposed to the resources available to them at a research library, the University of Arizona's Main Library, both its physical contents and the virtual ones, including online history databases, interlibrary loan, and the History Subject Guides created by library specialists.

Students also are introduced to the resources and programs of the Arizona State Museum, which supports research on the greater Southwest and promotes a variety of ambitious programs in public history. By visiting Special Collections and local archives in Tucson's historical and art historical museums, students learn how to gain access to exemplary historical objects-- primary sources -- and are simultaneously exposed to the richness of the community's cultural institutions. By the end of the semester, students can competently identify the best places to access sources for their independent research projects, and produce correctly formatted bibliographies to demonstrate their historical research competence Instructors in the capstone seminar observe a perceptible improvement in student readiness for the research project. (See Appendices: H.10- H.12: HIST301: Overview; HIST301 Grant Proposal; andLearning Outcomes for HIST301.)

History course offerings are weighted heavily toward upper division courses. In line with this general distribution, majors typically take 9 or 10 of their required 11 courses at the upper division level. The design derives in part from the University's reform of the General Education curriculum in 1997. At that time, the Department decided to transform most of its 100-level survey classes into the Tier I Traditions and Cultures or Individuals and Society General Education classes. As outlined elsewhere, with more faculty resources, we would enhance lower division classes in History for potential and actual majors.

**HIST396a: The Nature and Practice of History:** We have long required one course in historical research and writing to expose students to the process of generating the historical record, and not just reading others' accounts of the past. For this purpose, we again permit the student to choose among diverse past times and places, rather than teach a single routine or set of routines of historical inquiry abstracted from a time and place.

This History capstone course is required of all History majors at the culmination of their undergraduate career. The course demands the preparation of a substantial single-authored research paper based upon examination of original materials, analysis of documents, and review and synthesis of relevant secondary literature. Such a project requires a high degree of literary skill. This capstone course provides the student with the experience of real historical research to complement the content courses that constitute the major. The course stresses close communication between instructor and student and it is taught in sections of no more than 15 students. History 396A emphasizes the skills ofresearch, composition, revision and presentation of a finished product, allowing the student to experience what historians do and to utilize the professional skills that have been conveyed in earlier courses.

#### Does an accrediting body prescribe the curriculum(s)? If yes, briefly summarize the outcome of the most recent accreditation.

No outside accrediting body prescribes our curriculum. Our curriculum reflects the department's view that its goals are to inculcate historical understanding and the methods of historical research and writing through the study of diverse societies from different geographical areas and historical periods.

#### Describe how the degree programs compare to similar programs nationally and any plans that are underway to change or strengthen courses or course sequencing in the curriculum.

Our undergraduate degree program reflects national conventions, with the significant exception of our gateway required class, History 301.

History faculty make a conscious effort to incorporate new knowledge and perspectives by hiring faculty, v,rhen we are able, in new areas both geographical and topical, such as Middle East and Environmental, and by encouraging new course development and course revision by all of its faculty. The Department has dropped a few courses over time, but this was more because it could not staff them or other rubrics offered flexibility than because they represented outdated views. An example of this was the substitution of Special Topics in Women's History for the Comparative History of Feminism course. The broader framework allows a number of faculty members to offer new courses in women's history. HIST495 colloquia, reading and discussion courses whose topics vary every semester, focus on innovative approaches to historical study and

the most recent advances in historical knowledge, exposing students to research in the intimate setting of classes capped at 15 to 20.

The Curriculum Committee, the standing body to which is delegated oversight of the curriculum, is currently conducting a curricular self-study to determine whether the major optimally serves undergraduate needs. The Committee is centrally concerned with how to improve the sequencing of classes, that is, to ensure that students learn basic skills and knowledge before taking more advanced classes. Possibilities include:

* Introducing a 3-unit freshman seminar that would serve both as an entry-level introduction for prospective department majors, and as a course emphasizing the most basic reading, writing and critical skills for future historians.
* Restructuring the distribution of required courses for majors. In place of the current distribution of two courses in three of four geographically-defined fields, one course would be required in each of these four fields, plus two courses in a new field to be called "Themes in History." Since the new category would be thematic and not region-specific, themes could be studied comparatively across time and space. Such a change would not only give students exposure to a more diverse range of historical fields; it would also build on the increasingly thematic orientations of our faculty, and indeed, of the history field as a whole.
* Decreasing and creating new INDV and TRAD offerings, while augmenting 200-level courses. Cutting back on Tier-1 Gen-Ed offerings and either re-energizing such courses as 200- level courses or creating new 200-level courses would address the severe imbalance of upper and lower level courses currently on the books; for example, in Fall 2011 we will be offering twenty 400-level courses, but just two 200-level courses. For students, an advantage would be that 200- level courses would count toward their History major, whereas current Gen-Ed courses do not. History Departments at other universities have reformed their curriculums to reflect a progression between levels of classes. These levels have often been defined in terms of outcomes: specific skills or bodies of knowledge students should master at a particular level. The University of Washington provides a model for such a curriculum. (See William W. Cutler III, "A Competency-Based Approach to Teaching History Surveys," *Perspectives* April 2002.) This could be done in conjunction with bringing some or all of the survey courses back into the department as HIST courses. Such an approach v,rould require a depaiimental consensus on what courses at particular levels should do, as well as resources to rework courses and, potentially, to develop new courses for Tier One General Education. These could be implemented in combination.

#### Discuss whether courses in the undergraduate program(s) are sufficient and balanced among the various specialities, tracks, options or career directions to meet student needs and interests.

History majors go on to careers in education, law, business, medicine, writing, politics, and many more. Because the Department plays such a central role in educating future teachers and because public schools are now emphasizing content preparation for teachers more than in the past, the Department's ability to offer a strong undergraduate curriculum is critical to the improvement of public education in Arizona. The Department's commitment to high quality education for future educators and to fostering responsible citizenship is reflected in its curriculum development. The major's "menu system" of course offerings (rather than a mandatory "track") permits majors to chose the courses that they believe most relevant and useful, and encourages them to take responsibility for the content of what they are learning.

Because the scope of the discipline is global and transnational, our curriculum requires both geographical and topical depth and breadth. We have significant gaps in faculty and instructional expertise in 19th century United States history, East Asian, and African history. In United States history, the curriculum includes courses that we are no longer able to offer in a predictable rotation because of faculty losses; ,ve need to redesign and rethink significant portions of that program of study. Our course offerings in East Asian and African history are inadequate by any measure considering the critical importance of these regions in global affairs, but we lack the faculty to teach them, as do our partners in East Asian and Africana Studies.

#### Describe active learning strategies that are used within each degree program, including internships, practica, work-study, or seminars.

**Internships:**

The department's internship program includes established arrangements for undergraduate and graduate internships with local history-related institutions, such as the Arizona Historical Society, University of Arizona Press, College of Agriculture Archives, and the Stone Avenue Temple Project, as well as individualized internship programs. Over the past seven years, history majors and graduate students have also held summer internships away from Tucson at various locations, including the Smithsonian Institution and the *Americas.* We have regularly arranged for summer internships for students at their home town historical societies, such as the Binghamton Historical Society (NY), Pimeria Alta Historical Society (AZ), and Big Bear Historical Museum (CA). The standard 3-unit undergraduate internship involves 10 hours per week on location and 2 hours per week of related reading and writing. Each intern completes 10- 15 pages of writing, some of which might be generated by the requirements of the internship work itself (e.g., an archival finding aid, a teachers' guide, a research report). The faculty internship adviser (Katherine Morrissey) coordinates the internships, meets monthly with each intern, and evaluates the written work. Although a small percentage of our history majors (about 10 a year) take advantage of the internship option, those who do find it a valuable part of their educational experience.

*A;Jy internship with the AHS during the .spring semester of 2010 has been a use.fit! and challenging internship. It matched up with my hist01:v mqjor and infact even with my business minor. The work done organizing events for the public helped me to understand*

*the business m,pect of a museum and exactly how it reaches out to the public to make it a profitable business. Additionally events such as National History Day and the review work I was tasked with built upon my h;storical skills. This internship, something I had thought was only a viable option for other mqjors, has served to fi1rther my understanding of a place outside of academia where history makes its home. It has opened my eyes to another complete v different career.field, which would still keep me involved with the study of hist01y.* (Undergraduate student intern with Arizona Historical Society)

#### Seminars:

The Department is dedicated to active learning: All history majors not only learn about history, they actually engage in writing history. History 396A, the senior capstone course, requires all majors to demonstrate their command of history as a discipline. It offers each major the opportunity to engage in research in primary sources, to situate their work in relationship to that of other historians, and to produce a polished piece of historical research. Because they are taught in small classes of no more than 15 students, each student can work closely with a professor. The department offers 8 to 10 sections of HIST 396A each year, enabling majors to work in a field of interest. While all sections of HIST 396A emphasize research in primary sources, those devoted to Tucson or Arizona history allow for actual archival work. Moreover, the department offers some funding for students in 396A who wish to travel to archives further away.

#### Primary source analysis, writing and historiography:

Most history classes, moreover, engage students in the process or discipline of history through exposure to primary sources such as texts, maps, film and artifacts which they are invited to analyze. The department is known for its emphasis on writing, which stresses the analytic and interpretive activities of historians. Multiple choice tests are vi1tually unknown. While classes differ in their emphases - some focus on the reading, interpretation, and use of primary sources while others highlight historiography and debates among historians - all push students toward an active understanding of the past.

#### Study abroad:

History majors are encouraged to take advantage of accredited study abroad programs, to enhance their historical knowledge by studying *in situ* the cultures and languages of interest. Students may take a semester, a summer or a year-long study abroad and earn credits towards their history degree.

#### Describe the use of instructional technology within program courses.

History faculty have adopted technologies to aid student learning judiciously and when pedagogically appropriate. Seventeen or just over half of our faculty use D2L to-post syllabi, readings, film clips, handouts and images, and some for submitting and grading assignments, posting PowerPoint lessons and grades, emailing the class and posting links to films and other

WEB resources. Three colleagues use podcasts: one of these makes his own. At least, one colleague uses UA YouTube and many others use YouTube clips in lectures and course assignments. At least one colleague uses instructional blogging but not through the UA system. Several colleagues have built autonomous websites or refer students to WEB resources independent on the UA system, including primary historical sources sites. Elluminate for voice, video, or text sharing online is increasingly employed by our faculty who teach online courses. And one used Skype for distance office hours.

#### Discuss whether online courses are available for required or elective courses.

Elective online courses have been taught by two ranked faculty during the previous and current academic years, and ABD doctoral candidates regularly offer online classes in our Winter and Srnm11er sessions. Both distance learning and partial online content courses have proven popular with students, and the department has expanded its online course offerings in each of the past three years. Required courses (HIST 301 and HIST 396) are not offered online, because the work conducted in the classroom, interactively with the instructor, is essential to success in the course.

#### Undergraduate Students:

**Summarize available data on how the quality of students selecting unit degree programs for a major compare with the quality of students, graduation rates, and time to degree in other fields at the University of Arizona.**

**Quality of students:** The quality of History majors compares favorably to other majors in our college. History undergraduate majors outrank the average in SBS and University-wide in combined SAT and ACT scores: In Fall 2009, history majors' average ACT was 25.5 and the SAT 1139, compared with 23.6 and 1105 in SBS and i3.7 and 1103 University-wide. See Appendix H.3).

The number of Honors History rose from 65 in Fall 2003 to 69 in Fall 2009; in Fall 2005 the figure was 82. History has consistently attracted a larger percentage of Honors students than the college as a whole: 12.3% compared to the college-wide average of 9.2% in Fall 2009, for example. History's percentages have usually exceeded University-wide averages as well. See Appendix#, History Majors in the Honors Program, 2003-2009

#### Describe any efforts being done to attract and retain well qualified undergraduate students.

We have a ranked faculty member serving as Honors Major advisor, Susan Crane, who also has additional service responsibilities sponsored by the Honors Co1lege. We have an active chapter of the national History honors society, Phi Alpha Theta, with their own website and calendar of events. We support Phi Alpha Theta travel to the national conference and underwrite their social

events. We offer competitive undergraduate scholarships, as outlined elsewhere, and recognize a Distinguished Senior History major at the bi-annual History commencement brunch. And we work with the SBS Magellan Scholars Program to identify qualified students for college-based support for undergraduate research and study abroad.

#### Explain how undergraduates majoring in the unit's program(s) are advised and any challenges to the process or plans for change.

As outlined elsewhere, until 2007, the Department supported three of its faculty to advise undergraduates. Formal advising is now done through SBS by two staff members dedicated specifically to History majors. We have a faculty Honors major with support from the Honors College. The Department still provides informal advising through its website pages dedicated to Undergraduates, as well as the majors' handbook, which is revised annually and circulated in hard copy and electronically to incoming freshmen. Current news and information is provided majors through the History Majors listserve. And, professors as a matter of course continue to advise and mentor individual majors whenever asked.

#### Summarize any data on how alumni of the undergraduate degree programs view their educational experience. List data on graduation outcomes (percent attending graduate school, types of jobs obtained following graduation, etc.)

Data about students' perceptions of their learning outcomes in their major courses is collected twice a year in preparation for the Department's graduation ceremonies (winter and spring commencements) by the department outreach coordinator. This information allows us to track students' experiences in the major as well as their immediate future plans. History majors have been highly successful in graduate school admissions. Data collected from 2005-2010 indicates a high percentage of graduating majors had GPA's of 3.0 or above, and a large number of students moving on to law school or other postgraduate programs; careers in education; or public service.

#### Undergraduate Student Learning Outcomes Assessment

* + 1. **Outline the expected learning outcomes for each undergraduate degree program offered in the unit.**

As part of the UA's increased focus on assessment, the Department of History continues to implement robust measures to assess and evaluate its undergraduate and graduate programs in the context of the mission and goals of these programs.

The Department of History has identified multiple skill and content outcomes as posted online: ([Http://assessment.arizona.edu/sbs/Historv%20Undergrad).](http://assessment.arizona.edu/sbs/Historv%20Undergrad%29)

#### Skill Outcomes:

* + - * Study the past as it is recorded, remembered, and interpreted.
			* Challenge personal preconceptions and those of others
			* Write clear, well-documented prose.
			* Conduct historical research, taking advantage of the latest computer facilities in the University's library.
			* Think logically and analytically.
			* Recognize and evaluate competing interpretations.
			* Muster evidence to support an argument.
			* Comprehend what you have read.
			* Exercise a healthy scepticism, a respect for evidence as a necessary component of any argument, an appreciation for the many sides of an argument, and a willingness to challenge established "truths" if new evidence calls these into question.
			* Develop an historical imagination through working with primary source materials.
			* Appreciate the "varieties of human experience," that is, the similarities as well as differences that characterize human societies over time.
			* Become a more cosmopolitan and well-informed citizen of the world.

#### Content Outcomes:

* + - * Acquire historical knowledge about three of four designated global geographical regions
			* Investigate the past before 1500 as well as contemporary history
			* Become competent independent researchers by developing skills in selecting and reading primary and secondary source materials
			* Produce substantial, single-authored narrative accounts of historical significance

#### Assessment Activities

Cumulative history major student outcomes are regularly assessed during successful completion of the required senior capstone research seminar, HST 396A. The seminar draws on all of the learning and content goals and requires each history major to demonstrate competence in both practical and analytical skills. Each student writes a 20-40 page paper on a subject of their choice, under the supervision of a faculty member, after first developing a research proposal; preliminary bibliography; draft of the paper; and revisions based on peer evaluations and faculty assessments. Successful completion of the independent capstone research project reflects not only one semester's worth of intensive labor, but has been understood as a reflection of cumulative student competence for course content throughout their experience in the major.

Superior papers from HST 396 are submitted by their faculty supervisors to an ammal, juried competition for a scholarship prize, which is awarded at the Department's spring commencement ceremony.

Assessment also is supported by the annual report on grade distributions; by the annual faculty

peer review; and by ongoing curriculum development efforts.

#### G.5. Describe how the data are collected to ensure reliability and validity. For example, are the data collected from a representative sample? Are the methods appropriate to the nature of the discipline, the goals of the program, and the students in the program?

Data about students' perceptions of their learning outcomes in their major courses is collected twice a year in preparation for the Department's graduation ceremonies (winter and spring commencements) by Vicki Parker Outreach Coordinator. This information allows us to track students' experiences in the major as well as their immediate future plans.

#### Writing Assessment

All History major classes are writing intensive courses. The department provides a History graduate student writing tutor, who is available to work with any student enrolled in an undergraduate history course. Faculty regularly provide written comments on rough drafts of student papers and incorporate rough draft review workshops in class. Regularly scheduled office hours are also used for providing feedback on student preparation, writing and rough drafts, and assessment of student progress. Because the Department of History has a longstanding commitment to General Education teaching, History faculty are well attuned to the varieties of undergraduate writing abilities.

#### Describe how faculty, staff and students are involved in the development and implementation of student learning outcomes assessment.

**Course Content Assessment**

The Department of History has developed its own course evaluation form, which differs from the TEP form in offering a more qualitative assessment measure to facilitate course improvement.

Course instructors have the option to use either form, but the majority of instructors use the department's form. Separate qualitative forms assess graduate student teaching. Students are encouraged to make specific comments on the content of the course, readings and assignments, which enables faculty to target optimal instructional improvements. See Appendix # History Department Course Evaluation Form

#### Describe results of the learning outcomes assessment from your program and indicate how this information is used to:

As noted above, History majors have been highly successful in graduate school admissions. Data collected from 2007-2010 indicates a high percentage of graduating majors had GPAs of

* 1. or above, and a large number of students moving on to law school or other postgraduate programs; careers in education; or public service.

Law School

Graduate School (other) Education

Public Service Other

History Graduates, 2007-2010 (2008 data missing)

Source:

History Department, University of Arizona

#### Student learning and classroom instruction

In response to the recommendations of the previous APR, the Depaiiment of History implemented a gateway methodologies course for the major. A team comprised of tenured faculty and history research specialists from the Main Library collaborated on course content development. The result, HST 301, was piloted in AY 2005-06 by one of the team members. HST 301 introduces history majors to skills essential for success in the major: primary and secondary source evaluation; library research methods, including subject-specific database searching; note-taking, summarizing and proposal writing. The course became a history major requirement and prerequisite for the senior capstone seminar, HST 396, in AY 2009-10 and is regularly offered by one tenure-eligible and five tenured faculty members. A survey of HST 396 students found that those who had taken HST 301 (prior to its becoming a requirement) felt substantially better prepared for HST 396 and more confident in their ability to achieve the goals of the capstone course. Starting in AY 2010-11, students in HST 301 take a pre-test of information literacy to assess their foundational competence prior to the course, and another test at the end of the semester. The test data is being compiled and evaluated by an Instructional Services team at the Main Library, and will be used to assess the success of newly implemented online tutorials created for HST 301.

History faculty have reported an upswing in cases of plagiarism committed over the past five years in both General Education and History courses, including (unfmiunately) the capstone seminar. The department adopted a "zero tolerance" policy for violations of the Code of Academic Integrity in AY 2007-08, which is stated on the department website

([http://datamonster.sbs.arizona.edu/history/undergraduates/plagiarism.php)](http://datamonster.sbs.arizona.edu/history/undergraduates/plagiarism.php%29) and implemented in course syllabi. A violation of the Code results in failure of the course (absent any mitigating factors; instructors retain authority to review each case). A comparison of the number of plagiarism cases reported to the Dean of Students office over the past two years shows History to be one of the top two departments in SBS seeking sanctions.

#### Review, evaluate, and modify the curriculum in your major. Proposal for Learning Outcomes Assessment Innovation

As yet there is no department-level assessment of learning outcomes which can be used to target specific areas of the curriculum and provide formative data to support curriculum change. The Department of History's curriculum committee is charged with oversight of curriculum development. The curriculum committee would be the appropriate unit to conduct a self-study of the department's overall curriculum design, including the relative proportion of lower-division and upper-division courses; the relevance of the major requirements; whether resistance to grade inflation is paying off in student outcome dividends; how to sequence courses to facilitate skill development; and whether rubrics for grading are standardized across the curriculum. Students comment that instructors have varying expectations for amount and type of work required, writing rubrics, and grading. While this may be a typical undergraduate complaint across the university, it may be worth examining how the Department of History can better address this perception and create a shared sense of purpose among its majors.

# GRADUATE, STUDENTS, DEGREE PROGRAMS AND OUTCOMES

#### Overview:

History seeks to understand human experience by tracing patterns of change and development from the past, interrogating sources and parallels of contemporary phenomena and analyzing our shared and diverging traditions of connection, interaction, and identity-formation. As a depaitment, we endeavor to challenge our graduate students, to inspire them to engage thoughtfully with the past and to help them develop critical skills in analysis, research and communication, both written and oral, to share their findings with a range of scholarly and popular audiences. A top-tier graduate program is essential to our mission. Graduate-level teaching stirs the intellectual life of the department; faculty must track current shifts in the scholarship, new findings and innovative analytical frameworks must be accommodated in the graduate curriculum, which in turn stimulates new work on our part. Experience has demonstrated that a graduate program that is robust and dynamic, especially at the doctoral level, is essential to recruit and retain faculty of the highest calibre. Sustaining the quality of our graduate program is key to improving the national ranking of the History Department.

#### Describe the graduate degree program(s) offered by this unit. Include, as appropriate, approved options within your programs, dual degrees, joint degrees, accelerated masters programs and post-baccalaureate and/or graduate certificate programs.

The Department of History offers programs leading to the Master of Arts and Doctor of Philosophy degrees. Both programs have the same CIP code, 54.0101. With 80 active students our graduate program ranks third in size in the College of Social and Behavioural Sciences, behind Information Resources and Library Science (a degree program that is partly online) (208), and Anthropology (182).

The M.A. degree offers five fields of focus: Latin America; Early Europe; Modern Europe; United States; and Asia. The Ph.D. offers five fields of focus: Early Europe; Modern Europe; United States; Latin America; and Middle Eastern Histories.

The PhD. also requires substantial coursework in a minor field, which may be 1) one of the major fields above; 2) Comparative Women's History; 3) Comparative/World History; 4) an interdisciplinary minor field approved by the student's major committee; or 5) a field in another department at the University of Arizona.

In Fall semester 2010, a total of 80 students were enrolled in the graduate program; of these, 21 are currently working on a master's degree and 57 on the doctorate (one student finished the MA and one student successfully defended her dissertation). Of the latter group, 37 have finished comprehensive exams and are conducting research for and writing their dissertations. Twenty­ nine students have Latin America as their major field; 26 specialize in the US; 15 focus on Early Europe; 5 emphasize Modern Europe; and 6 concentrate on Middle Eastern Histories. (See Appendix I.1, Current Graduate Students.)

Between 2003 and 2010, the Department of History awarded 104 graduate degrees: 57 Ph.D.s and 47 M.A.s. (See Appendix I.2A & I.2B, Completed MA and Ph.D. Degrees).

#### Describe any changes that have occurred in recent years and changes planned for the future.

Some changes have been made in the graduate program since the last Academic Program Review:

**Departmental fellowships:** Continuing efforts at development have been productive in securing more resources in the form of small, locally controlled grants to support graduate students' travel to archives and to conferences. Two new funds have augmented our established roster of small invested pools dedicated to this purpose, the Richard A. Cosgrove and the Barbara Payne Robinson scholarships. The latter fund is not exclusively devoted to graduate support. We have also regularized the annual application process for these monies, requiring that students submit a

project description and a budget with a clear indication of how the requested funds will be used, a dossier not unlike those typically required by outside granting agencies. This gives graduate students useful experience in applying for grants, with the opportunity for feedback from the DGS and the Graduate Committee, who scrutinize the files and distribute available funds. The level of funding each year from these accounts varies, as the market is often volatile. It has, however, made a small but sometimes significant difference to a large number of graduate students, especially those whose research takes them far afield, exerting financial pressure at a time when external grants are under more stress than ever before. Development eff01is have also borne fruit for the Division of Late Medieval and Reformation Studies, which has established the Oberman-Reesink Scholarship for Language Study and the Ora DeConcini Maiiin and Morris Martin Scholarship to assist graduate students in that specialized field. See Appendix I.5 Graduate Fellowships for specifics.

**Information tracking:** The paper student files, which were in a fairly chaotic state, were completely reorganized in 2004 by the Graduate Coordinator and the DGS. The new dossiers established specific and clearly-delineated sections for major categories of information such as admissions material, progress toward degree, and forms completed. Highlights of each student's record are now likewise tracked in digital form; developing this database on computer has made it possible to assemble quickly basic information about the program for a number of purposes and to streamline routine processes.

**Website:** Information about the graduate program is updated annually for the departmental website. The graduate handbook was converted into pdf format in 2004 and also uploaded for the web. Department-specific application material was then made available on the website. This has saved a tremendous amount of labor and expense in accommodating the needs of potential students. This academic year, 2010-2011, we have shifted to an online application process. For the January 2012 admissions cycle, we hope to have purged the need for paper dossiers from the process entirely. This will speed our assessment of applicants and help us to woo likely candidates more promptly and, possibly, increase the probability they will matriculate.

This points, however, to a serious problem for the graduate program: maintaining the website to keep information about personnel, resources and deadlines up-to-date and to keep the program's digital presence active, nimble and competitive with peer institutions requires time and expertise. At the time of the last Program Review, we had a staff person, Lucas Guthrie, devoted to trouble­ shooting and maintaining technology for the department. This was a major asset to the department as a whole and for the graduate program in particular. At one point, we were even able to think beyond the website as a resource for the external audience and potential applicants, and to imagine this as a pool of useful community memory. The History Grad Student Association, working in cooperation with Lucas, put together a body of successful grants, teaching materials, professional activities and the like, to be available on the website to the graduate corps as a whole. When we lost Lucas, that effort fell apart, as technical support, under the college aegis, was geared toward the solution of immediate crises rather than developing resources in line with technology advances. The fact that technical support has not been available

to help us with this goal has been a real detriment to the program. We hope to make some progress in reworking the website to reflect the current state of the department and to clear away obsolescent material in the next few months. Future visions of our digital presence remain uncertain.

**Professionalization:** We continued and enhanced workshops/activities directed toward preparation for the job market. These have included workshops on application cover letters, teaching portfolios, and the preparation of *curricula vitae,* as well as mock interviews for those who would be interviewing at the American Historical Association meeting and other professional conferences. The History Grad Student Association has also taken the initiative to arrange its own workshops on conference papers, publication and grantsmanship.

**Fields:** Changes in faculty have encouraged us to begin rethinking field definition, a direction perceptible in the discipline nation-wide. Strengths across fields in environmental history, echoed in a number of disciplines across campus as well as in the Institute of the Environment, have drawn a number of students to this area both methodologically and as a research focus.

Growing depth in cultural history is also becoming a source of development in graduate curriculum. Middle Eastern Histories, a new emphasis at the time of the last review, has produced competitive new doctorates in recent years and continues to attract students to its dynamic analysis of transregional and global engagement oflslamic societies. Efforts are underway to enhance our cooperation at the doctoral level with Near Eastern Studies.

#### Summarize any evidence (resources, reputation, outcomes, NRC rankings, or other criteria that is available concerning the quality of the unit's graduate program(s).

UA History Ph.D.s have enjoyed an enviable placement record since the 1990s, as well as a strong record of grant-making and publication. See Appendix I.2B for alumni placement; I.3B for alumni publications and I.5 for grants and fellowships.

In Fall 2010 the National Research Council showed the UA History Department ranked 25th in "S" and 21st in "R". See Appendix D.1: National Research Council summary report. In *The US News and World Reports* survey conducted in 2009, the University of Arizona was placed 42 out of 100 ranked graduate programs, alongside William and Mary, UC-Irvine, UC-Santa Barbara and the University of Southern California.

**Resources:** A quick look at the top tier of History departments prompts some general assessments. Elite rank often reflects the prestige of the institution as a whole. Half of the top twenty-five schools in History are the same institutions placed in the top twenty-five of *US News and World Report's* overall ranking of National Universities. Elite rank also is clearly linked to the size of programs, measured both by the number of faculty and the number of full­ time graduate students. UC Berkeley, for example, has 52 regular full-time faculty, who cover sixteen distinct sub-fields for their MA and PhD Programs, with an average of 212 full-time graduate students. Yale, another top-ranked program, has 53 faculty and an average of 191

graduate students. The leading programs are all rated highly in a number of fields; Yale, for example, is placed in the top ten programs in eight separate fields: European, African-American, Modern U.S., Colonial U.S., Latin America, Asia, Cultural and Women's/Gender history. Seven of the top twenty-five have more than five fields at this lofty ranking. These numbers point to a level of financial commitment that strengthens such programs, certainly, but faculty numbers are also important in less obvious ways in the development of intellectual communities. The best programs have real breadth of coverage, balancing expertise in conventional critical fields like

U.S. and European history with equally strong cohorts of scholars working on Africa and Asia, and in topical fields, such as History of Science. Larger faculty are also able to productively engage their scholarly affinities, in foci and approaches, and generate structures of intellectual connection. This type of diversity, measured by breadth, by depth and by connectivity, the capacity to create distinctive scholarly scaffolding, is key to such programs' status.

Below the highest range of doctoral history programs, the criteria that determine rank are less clearly defined. The size of the program figures in these rankings, though there are some interesting exceptions. Consider these programs ranked above Arizona:

#### TABLE H7: COMPARISONS OF FACULTY-STUDENT RATIOS AT HIGHER RANKED PEERS

|  |  |  |  |
| --- | --- | --- | --- |
| Institution | USNWRrank | Fac:Stdt numbers | Fac/Stdt ratio |
| UCLA | 9 | 71:218 | 1:3.1 |
| UNC Chapel **Hill** | 12 | 51:143 | 1:2.8 |
| Univ. Wisconsin Madison | 14 | 49:208 | 1:4.2 |
| UT Austin | 17 | 65:173 | 1:2.6 |
| Illinois | 22 | 46:133 | 1:2.9 |
| Ohio State | 24 | 69:124 | 1:1.8 |
| Minnesota: Twin Cities | 24 | 52:128 | 1:2.5 |
| Univ. Washington | 26 | 42:100 | **1**:2.4 |
| UC Davis | 28 | 33:100 | 1:3 |
| U Maryland College Park | 33 | 51:100 | 1:2 |
| Iowa | 36 | 26:83 | 1:3.2 |
| Univ. of Arizona | 42 | 30:80 | 1:2.6 |

**Faculty:student ratios:** In this field, the faculty:student ratio for Arizona is close to the average of 1:2.8. Statistics can be deceptive, of course: in practice, student load is not doled out numerically and can often cluster disproportionately. Significantly, in overall numbers, Arizona dips well below the average of 50.45 full-time faculty.

**Curricular innovation:** In the second tier of programs just as in the top rank, breadth of coverage and strength across several sub-fields make a difference. The History department at the

University of Illinois, for example, is able to boast not only breadth in the conventional geographical fields but also an attractive range of subfields that cut across the traditional boundaries, such as "Colonialism and Post-Colonialism," "Comparative Labor/Working Class," "History of Nationalism," "Race and Ethnicity," "Religion in Pre-Modern Society" and "History of Science, Technology and Medicine." This sort of structuring bespeaks the capacity for intellectual innovation within the community; the engagement across traditional fields enhances, of course, the bonds of scholarly connection, ·within and without the department; it also has the effect of distributing the burden of graduate teaching more broadly among faculty. As noted above, this is an approach to graduate education we find promising. We can imagine in future adding to our current roster fields that reflect faculty strengths, such as Comparative Slavery; Urbanism; Popular and Material Culture; Comparative Empires; Mediterranean World; History of Religion; Atlantic World; and the Global 20th Century. Curricular changes to structure these fields might create and coordinate existing colloquia that mesh approaches from a range of vectors, within the discipline and in departments across campus. We do not suggest that this should substitute for faculty strength in core fields, however. Recent retirements and departures have been particularly damaging in the US field; looming retirements will make the problem more serious.

**Graduate funding:** Comprehensive data on graduate support at other institutions is very difficult to gather, so our discussion remains impressionistic, given our sampling. Several aspects of graduate funding shape an institution's ability to recruit and retain the best students. The monetary value of the stipend and benefits is the most obvious basis for comparison to aspirational peer institutions, and here Arizona seems to fall within a normative range: our annual GAT stipend of $14,418 (PhD), plus tuition, registration and health insurance, marches

right alongside UNC Chapel Hill's $14,700 plus tuition and health insurance for PhD students, or UT Austin's $14,206 plus tuition and health insurance for PhD students, or Illinois' "around

$15,000." We suffer in comparison, however, to those institutions that can offer multi-year guaranteed funding packages to incoming students; UT Austin routinely does this for new doctoral students, as do Ohio State, Chapel Hill, Minnesota, and Maryland. We are likewise at a disadvantage in our diminished capacity to offer annual fellowships and research assistantships, which shift the labor demand for their recipients. The financial volatility of recent years has also exacted a cost. A portion of our GAT positions are dependent on fall enrollment numbers, and we have often scrambled to find additional TAs and instructors very late in the summer. This makes it difficult for us (and for our graduate students) to plan appropriately for the coming year. It also hampers our ability to recruit effectively. For example, we anticipate a cut in temporary teaching funding for AY 2011-12 of at least 20%. We can make up some of that will revenue from Evening and Weekend, but we likely will have about eight fewer graduate teaching assistantships for next year.

**Departmental fellowships:** See above and Appendix I.5: Graduate Fellowships for specifics.

#### Graduate Program-Curriculum and Courses:

* 1. **Describe the extent to which the courses in the graduate degree program(s) are sufficient and balanced among various specialties, options, tracks, or career directions to meet student needs and interest.**

**Course offerings by specialization:** The caucuses of the different fields including the two comparative minor fields meet to discuss programmatic needs, both undergraduate and graduate, articulating the field within the department. Caucuses present the course schedule to the Curriculum Committee, which coordinates the department's offerings as a whole in consultation with the Director of Graduate Studies and the Department Head. Ideally, each field should offer one colloquium per semester and one seminar per year: the Latin American field, with its higher numbers of majors, tries to offer two colloquia and one seminar per semester, while Early Europe tends to offer one seminar per semester and perhaps one colloquium per year. The caucus curriculum planning process provides an opportunity to discuss student progress, to integrate courses taught by different faculty, and to provide for student needs while accommodating anticipated faculty leave. Faculty may then make use of these insights to advise their major students how to plan coursework to meet degree requirements in a timely fashion. (See Appendix I.8: Graduate Course Offerings).

**695K, the Historiography colloquium,** is required of all graduate students during their first year of coursework and thus must be regularly staffed. This has at times provided a problem; since the demand for the colloquium depends on the number of new students, an unexpectedly high rate of matriculation may create an unanticipated need for sections in both semesters of a given academic year. Faculty may be asked to abandon curricular plans to accommodate this. Classes in the minor-only fields of Comparative Women and Comparative/World also must be offered, to ensure timely completion of coursework. Changes in faculty ranks have made this difficult in recent years, particularly for 695E, the Comparative Women colloquium.

The years between 2003 and 2010 saw an average of 55.4 graduate courses in History offered per year. Distribution of course types seems to have shifted somewhat since the last Program Review. Numbers of colloquia (695) and seminars (696) are higher, rising from 27% to 33%, on average, of the graduate courses per year. A substantial portion of graduate education is provided in 500-level courses, which meet in conjunction with senior-level undergraduate sections. About half of the graduate courses offered each year were in these combined 400/500-level classes.

These courses are structured typically as upper-division surveys; the form taken by the graduate component varies from one instructor to the next. Some faculty meet separately with graduate students; all require additional reading and writing assignments of them. They serve a function in graduate education in preparing our students for undergraduate teaching in their own field and in secondary areas. And they add to the course offerings available to graduate students, beyond what has been possible with the 695/695 sequence of colloquia and seminars. There are real efficiencies to this system, but at a cost of significant and often hidden additions to faculty instructional workload. Finally, we have seen a drop in the number of independent studies taken by graduate students, from nearly one-third of the graduate courses each year to half that.

One measure of whether this combination of different kinds of coursework is sufficient to prepare our graduate students is their success on the Masters and Ph.D. comprehensive examinations, which is very high. Other measures of assessment are discussed elsewhere in the self-study.

#### Describe active learning strategies that are used within each degree program, including internships, practica, teaching internships, and /or assistantships.

**Internships:** We have seen a radical plummet in numbers of legislative internships at the graduate level: this may be traced to the retirement of Prof. Richard Cosgrove, who worked regularly with students in the Law School. (See Appendix I.8, Graduate Courses).

Because our main source of graduate funding remains teaching assistantships, nearly all of our Ph.D students, and many M.A.s have classroom teaching experience.

**Teaching:** The Department continues the mandatory annual workshop for all teaching assistants, held in the week before the start of the academic year. The department has enhanced its semester-long pedagogy workshop. (See below section **1.2.b.).** Irregular workshops on the challenges and rewards of teaching online have also proven useful events; in recent years, undergraduate demand for web-delivered courses during the summer and winter terms has created the opportunity for graduate instructors to take up this technological gauntlet.

**History 597A:** since the last APR, **History 597A, the Teaching Workshop,** has become part of the campus-wide Graduate Teaching Certificate Program, which means that the occasional student from outside the field of History has been enrolled in the class. The course was designed primarily around the challenges encountered by teaching assistants involved in History's offerings of the large sections of general education courses with topics following the progression of the semester. Topics include patterns of cognition in the undergraduate classroom and techniques for promoting discussion, engaging students actively in learning and honing writing skills. A good portion of the workshop is also directed toward long-term professional development, e.g. the thoughtful preparation of self-generated course material, from exams to syllabi to websites. The course has been offered three times since the last Program Review, each time with an enhanced consideration of the role played by technology in the university classroom. Students have the opportunity to test sample online courses, for example, as well as critically review different online discussion methodologies. As the majority of our graduates who enter academia are employed at teaching institutions, this formal training in pedagogy will serve them far beyond the fulfillment of GAT responsibilities. Response to the course by graduate students has been quite positive; indeed, a number of them have requested that this become a required course for the doctoral degree.

**Teaching assistantships** constitute the primary source of funding for graduate students in History; typically, doctoral students are awarded eight semesters of this kind of support while MA students, as a group, have been deprioritized in receipt of TAships. This funding, of course,

serves a primary goal of helping students keep body and soul together; GAT funding also serves the professional goal of providing considerable teaching experience for graduates of the program, a significant advantage on the job market. Typically, the Depaiiment of History has some 15 full-time FTEs available to distribute as GATs for a total of 30 stipends. This number in recent years has been destabilized by a series of budgetary crises, in which initial stringency is followed by last-minute bounty granted to departments to serve teaching needs. This makes it difficult to plan the best way to meet graduate students' needs. Dissertators are also eligible to apply to teach during the Summer and Winter sessions. Graduate students in History also occasionally fulfill OAT positions in other departments and units at the University, e.g. Near Eastern Studies, Classics, and Judaic Studies.

Experience and training in the teaching of undergraduates is both a burden and an asset for our graduate students. Teaching requires time and energy, demanding resources that our students might otherwise apply to coursework and research. On the other hand, this kind of preparation makes sense for those seeking an academic degree, who will commit substantial portions of their lives to teaching.

**Mentoring:** The History Graduate Student Association has continued the practice of peer mentoring, in which a senior student is paired with each incoming student, ideally in the same field. Mentors offer sage advice on adjustment to the practical and psychological challenges of graduate school, coordinating competing demands for time and energy, help new students "learn the ropes" at the University of Arizona.

#### Describe the use of instructional technology within program courses. For example, do your faculty use: See above

* 1. **Discuss whether online courses are available for required or elective courses.** We do not offer graduate level courses online, as their purpose is personal training by a specialist.

#### Comment on the adequacy of the resources available for graduate students to carry out their studies, e.g office and lab space, supplies, travel, photocopying, etc.

**Office and lab space:** The History Department last remodeled teaching assistant offices in the mid- l 990s. Office space for graduate students in History remains limited, although there has been some expansion since the last report, as the adjacent double office in Social Sciences 126 has been commandeered for their use. This adds one office with two additional desks and a "library" area, with shelving for books and a conference-style table. Graduate students try to use this area to get away from the noise generated by TAs consulting with students in Soc Sci 128, but other claims made on this space, such as administering exams, at times take precedence. The main GAT office is made to serve a multitude of functions beyond its original design as the chief dedicated space for graduate students. This room has sixteen desks with two locked drawers each, as each desk is meant to be shared by two teaching assistants, who are expected to

coordinate their undergraduate contact hours in order to provide sufficient chairs and sufficient quiet. This second goal is, however, a fragile one; graduate students note that the room is flooded with people by mid-morning, a deluge that does not ease for hours. Students in search of work space are forced to retreat, finding focus at coffee shops or the library, where study carrels are limited and the majority of our graduate students de-prioritized in their distribution. Since his days as Graduate Director, the Head has aspired to create a Common Room for graduate students who are not GTAs. More workspace, with a separate area for mini-fridge and microwave, would serve the interests of community and productivity.

The departmental Commons Room is a multi-purpose room that can accommodate fewer than eight or ten people at a time; and the TA offices are devoted to student advising. We need a proper graduate student lounge as an informal gathering place for graduate students, especially for the activities of Phi Alpha Theta and the History Graduate Association and for Masters students. Graduate students who become TAs often remark on the depth of informal knowledge they acquire only when afforded regular access to the TA office, and how comparatively isolated they were beforehand.

**Travel support:** Students apply for department fellowships to support travel to archives. The department also has tried, from its own budget, to help graduate students fund travel to professional conferences and unbudgeted research expenses, but this has typically been done on an ad hoc basis, as money is available. We feel this is only fair as gradute students generate most Departmental "soft money" through summer and Winter session teaching. Amounts expended have been substantial, ranging from $10,935 in 2002-2003 to $15,555 in 2001-2002. All such monies are of course subtracted from those available to support faculty travel. (See Appendix I.14, Funding for Graduate Student Research).

**Photocopying & supplies:** Graduate students have limited photocopying privileges for teaching materials only, and are entitled to use department stationary for official correspondence.

Teaching assistants have access to the photocopy machine for classroom materials, but the elimination of operations budgets college-wide has necessitated a more restrictive policy in its use to help meet the demands of graduate coursework. To some extent, increasing reliance on digitalized journal articles, accessed via D2L and via the Library subscription, has shifted use away from the printed format. Graduate students have been permitted use of departmental letterhead for official correspondence; recently, they have had access to the digitalized letterhead, to be used in email correspondence, which has not the cachet of the higher quality physical format, but does represent a financial saving. These resources are barely adequate at present, and in addition add considerably to the overall strain on the operating budget.

**Program funding:** The History Depaiiment has limited funding for independent sponsorship of invited speakers and distinguished visiting lecturers. Though we often contribute as co-sponsors to initiatives taken by other units, such as the Town and Gown lecture of the Division for Late Medieval and Reformation Studies, we cannot fund many programs on our own. Our intellectual profile within the College and the University has suffered as a result.

**Recruiting funding:** It would be a great benefit to have additional recruiting funds to allow us to pay for campus visits for at least some of the top five doctoral applicants. More impmiantly, we need to be able to offer multiyear recruitment packages of financial assistance to compete with peer programs.

**Fellowship stipends:** These are the major need of our graduate students. Currently our principal source of graduate student financial support is teaching assistantships. While our graduate students, as a group, are excellent teachers, the performance of pedagogical duties is a distraction from coursework and, importantly, from dissertation research and write-up. The need to focus on this major task, as well as the minimal support offered by the GAT, has led a number of graduate students to assume a heavy debt burden from accumulated student loans.

#### Comment on the proportion of PhD students in your program who take courses or complete minors in other disciplines and the proportion of PhD students from other disciplines who take courses or complete a minor in your programs. Discuss any coordination problems.

The choice to take courses in other units is determined by individual students who develop their plans of study in consultation with their committees and the Director of Graduate Studies.

Students in Early Europe, for example, often choose Classics as a minor field. The development of coursework in Classics focusing on Medieval Latin texts is a product of this long-term cooperation and reflects that department's willingness to work with doctoral students. Students in other fields frequently take courses in a variety of other departments, most notably Anthropology, Latin American Studies, Gender and Women's Studies, Classics, Art History, Religious Studies, Near Eastern Studies, and American Indian Studies. Faculty in those units also frequently serve on History Department examining and disse1iation committees.

The courses that originate in the Department of History were devised with the needs of our majors in mind and their quality is assessed through our usual methods. The numbers of students we attract from other units attests that they are meeting the needs of those students and their programs. With changes to the graduate curriculum suggested above, we hope to strengthen our interdisciplinary ties to other units and to improve communication regarding our mutual programmatic needs.

#### Graduate Students

* 1. **Describe mechanisms used to recruit students, and how well the program is competing for the top students. Compare the quality of students in the (these) graduate program(s) with students in other similar programs and the quality since the last APR review (based on GREs, GPSs, or other admissions criteria).**

**Recruitment:** To some extent, the History Department relies on traditional mechanisms to

attract viable new graduate students, such as recommendations from colleagues at other institutions, visibility of faculty at regional and national conferences. A more important resource is the History Department website, at least half of which is devoted to the graduate program ([http://datamonster. sbs.arizona.edu/history/ graduates/)](http://datamonster.sbs.arizona.edu/history/graduates/%29)

Individual webpages offer descriptions of the caucuses, faculty research specializations and graduate courses. A condensed explanation of the degree requirements can be accessed, along with a summary of departmental funding for grad students. Students can find links to information about UA financial aid and contact links to the Graduate Coordinator for questions about the admission process, or to the Director of Graduate Studies for specific inquiries about the program. Since 2004, students have been able to download the complete graduate handbook and all required application forms; this was a goal expressed in the last Program Review. For the current admission cycle, the department began the shift to an online application process, negotiating the formatting designed by our Graduate College to fit our interests and needs.

Removing the paper manipulation required to make and maintain student dossiers will streamline the process and make the department more competitive in rapid response to our strongest candidates. In recent years, however, upkeep of the website has become difficult: having lost our technical specialist Lucas, we rely on SBS Tech persmmel for updating. Lingering obsolete information about events, achievements, personnel and deadlines does not impress the savviest potential students; conflicting information about the application process has led to duplication and confusion in the current cycle as well. (See also comments above)

Typically, after admissions decisions have been made, we also add the "personal touch." The Director of Graduate Studies contacts each admittee, by telephone or email, to extend congratulations to the applicant and to respond to any questions they may have. Appropriate faculty mentors likewise are encouraged to initiate contact with potential doctoral students. Further contact is made as soon as funding decisions clarify what kind of support packages can be used to lure the strongest students to Arizona. As noted above, these packages can only represent support for the first year, rather than multi-year offers like those found at many aspirational peer universities.

**Financial aid:** We typically set aside five of our anticipated thirty half-time GAT appointments to be used as recruitment packages; each comes with an out-of-state tuition waiver, making the total dollar amount not insubstantial; for an incoming PhD from outside Arizona taking three courses/semester, this amounts to a total award equivalent of, amounting to$38,684 $26,551.

**Diversity:** We have been able to "sweeten" the package to recruit students from underrepresented groups; in cooperation with Graduate College, we combine offers of tuition waivers or teaching assistantships from our departmental allocation with additional stipendiary support and fee waivers. The Diversity Fellowships were eliminated in 2011, following passage of Proposition 102, a voter initiative opposed to affirmative action; that program has been replaced this with Opportunity Fellowships targeting first generation college graduates.

**Competing for top students:** Convincing students to choose Arizona, after we accept them, can be a challenge. Our inability to offer multi-year fellowship packages to incoming students puts us at a disadvantage, in comparison to aspirational and realistic peers. Every year, we fail to attract some of the top acceptees, who often tell us they have been lured by substantial 4-5 year financial packages from other institutions.

**Admission:** Between 2003 and 2010, our new fall matriculations averaged slightly more than 14. To some extent, averaging masks the wide variation in numbers, from a high of 20 (2005) to a low of 8 (2008). Overall number of applicants has likewise varied a great deal, from a high of 93 applying to enter in Fall 2009, to a low of 55 for Fall 2003. (See Appendix I.7:Graduate Admissions Summary Data and I.8: Admissions).

**Quality:** In the past seven years, composite GRE scores for incoming students have remained relatively stable; the alteration of the analytical scoring with the substitution of a writing component for that portion of the exam makes comparison difficult. Verbal scores average 591, a slight rise since 2003; average quantitative scores are slightly lower, dropping from 551 to 548. It is impossible to compare analytical performance, as the GRE has switched over to essay in the interim. The average GPA has gone up since the 2003 review, from the former average of 3.43 to

3.69 for the current period under scrutiny, with the highest matriculating average in 2004, with 3.87.

#### Provide data on gender and race/ethnicity composition of the current graduate students with majors in the unit and comment on similar graduate programs at other schools.

As among undergraduate majors, the proportion of women students has fallen F03 to F09, from 58.8% to 50.6%, perhaps reflecting the loss of several senior Women's Historians. Of the current students in the program, forty-two are male (53%) and thirty-eight female (47%), which represents a change from the last review, in which fifty were female, thirty-six male. See Appendix H.7: History Majors by Gender, 2003-2009

We have ten students of Hispanic derivation, two Native American and three Asian; approximately 19% of the program thus identifies as non-White. This represents a slight increase in the percentage of students from underrepresented groups: for the last Program Review, 18% of the total came from a non-White background. (See Appendix I.1, Current Graduate Students).

This is comparable to the distribution for undergraduate majors, which for Fall 2009 assessed 20% as non-White. In contrast to the undergraduate population, in which numbers and percentages of underrepresented minorities have fallen F05 to F09, and F07 to F09 respectively, in the PhD program they have held and in the case of Hispanics risen F03 to F09, suggesting that where History controls our enrollments more directly, we have done a better job of attracting and retaining minority students. In the past, the availability of dedicated Minority stipends, for which History applicants have competed successfully, has aided in this. See Appendix:H.4: History, Enrolled Majors by Ethnicity

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#### Comment on the number and adequacy of the stipends and assistantships. In addressing this, indicate:

**The percentage of graduate students in the program(s) that have a teaching or research assistantship;** We award on average 32 teaching assistantships a year, primarily to doctoral candidates, a little less than half of the total number of graduate students.

**The salary range of stipends for half-time research assistantships and teaching assistantships:** Annual GAT salary for a Ph.D. student in 2010 is $14,418, plus out-of-state tuition of $24,266; fellowships for a full load of three courses total $38,684.

**Graduate teaching assistantships:** The principal source of support for History graduate students is the GAT, or teaching assistantship. The Department of History has, in past years, been allocated 15.5 FTEs for GATs to be distributed in .5 allocations, for a total of 30 stipends; the past few years of repeated cuts has meant that we no longer have this assurance for planning purposes. The annual rate of pay for a GAT at the MA level is currently $12,554 at the PhD level it is $14,418. Tuition waiver and single-student health insurance is included in the GAT, which can raise the amount of support for an incoming student. This represents a fairly modest increase over the 2003 rate of for a $12,692/AY for a PhD student, $10,890/AY for MA. The majority of our graduate students teach at least two semesters during their time in residence; a number of them teach more than eight semesters.

**Other financial aid:** The Department of History is currently allocated somewhat more than two Unrestricted Fellowships (currently $10,000 plus a waiver of out-of-state tuition). We are also granted a sum of money to be distributed for tuition and fees (see below "other financial aid"). Tuition and fee stipends have changed since the last Program Review. At that time, the department was allocated a specific number of waivers that could be applied to in-state registration costs and to out-of-state tuition fees. The current system, however, grants the department a cash reservoir to be applied to the needs of graduate students. The practical effect of this change has been that a larger number of students have some help with skyrocketing tuition costs, but that support is more thinly distributed. In 2010-2011, for example, the department was awarded $60,000 toward this purpose. For this academic year, however, the amrnal tuition and fees for a student with a full load (9 units) of courses rose to $9040 in-state,

$24,902 out-of-state. (Compare tuition costs of $3852 in-state/$5638 out-of-state at the time of the last Program Review). Thus, although our resources as cash equivalent have expanded to some extent, the demand placed on those resources in tuition alone has far outstripped the modest increase. The form in which we are no,v allocated stipends diminishes our support capacity. In 2003, we were able to provide full tuition scholarships for 16 graduate students (7 in-state and 9 out-of-state). Our present resources, in stark contrast, would cover the full tuition costs of 7 in-state students, or a bit more than 2 out-of-state students.

**Endowed fellowships:** The Department controls eight fellowship funds from endowed monies: the Michael Sweetow Fellowship, the William H. Hesketh, the EdwinTurville, the John P.

Rock.fellow, the Elizabeth Lantin Ramenofsky and the Sybil Ellingwood Pierce funds, with the recent additions of the Richard A. Cosgrove and the Barbara Payne Robinson funds. The relative meagreness of the funds involved has meant that these are distributed in support of dissertation research, rather than serving as stipends to finance the annual needs of graduate students for tuition or room and board. The amount of money available each year for allocation varies: some funds are more recent in origin and thus tend to have smaller award levels. Individual awards from the History fellowships granted to doctoral students range between $450 and $1800, typically used to help finance travel to archives or to specialized colloquia, or to pay for other research expenses such as purchasing microfilm or translation of documents. (See Appendix 15, Graduate Fellowships, Awards). As noted above, development effo1is by the DLMRS and by the Department have added new resources to these funds since the last Program Review. This has been a targeted benefit for our graduate students. We have no plans to cease our eff01is to enhance these resources further.

These funding levels, however, are spartan. The University of Arizona, Office of Financial Aid ([http://financialaid.arizona.edu/money/estimateclcost)](http://financialaid.arizona.edu/money/estimateclcost%29) offers some estimates for minimum graduate student budgets at Arizona. For Arizona residents, the total reaches $30,407 per academic year, $46,269 for out-of-state residents. Minus tuition, they estimate $21,379 as the annual demand on the graduate student wallet. The estimates assume that students are single and childless and not, apparently, in need of health insurance, a profile that does not describe a substantial number of our graduate students.

Graduate students at Arizona often accumulate fairly hefty levels of education related debt. An informal survey of indebtedness netted the following information: two students have accumulated at least $100,000 in debt; several students estimated their loan obligations at around

$50,000; several more placed debt load somewhere between the two. One student claimed a "mere" $25,000. The sample here is taken from current doctoral students who were willing to share this information, and thus the average debt load of nearly $60,000 may not be representative.

Individual debt is, of course, a major feature of our current economic crisis; in June of 2010, *USA Today* announced that for the first time, student loan debt, calculated at $850 billion, surpassed the level of credit card liability. While financing graduate education at accredited research universities may represent a less volatile proportion of that obligation, the burden is hardly negligible.

The US Department of Education published a report last year on trends in graduate student borrowing, using the most recent dataset collected by the National Center for Education Statistics and covering the decade ending AY 2007-2008 (see [http://nces.ed.gov/pubs2010/2010180.pdf).](http://nces.ed.gov/pubs2010/2010180.pdf%29) The debt average for doctoral students in the Humanities in 2007-2008 was $45,300; for Social and Behavioral Sciences, it was $52,000. While this is lower than the total accrued by the average new M.D. ($87,700) or J.D. ($60,500), one must recognize that graduates in history are much more vulnerable than graduates of professional schools who will command starting salaries

two or three times those of assistant professors in the social sciences. Salary levels of new PhDs in tenure-track positions cannot easily accommodate loan payments, which, according to industry recommendations, should be no higher than 8% of their annual income.

**Travel support provided to students presenting scholarly papers:** As discussed above, the Department supports Graduate Student travel to the extent we can: in addition, the Graduate and Professional Student Association offers highly competitive University-wide travel grants

**Division for Late Medieval and Reformation Studies:** The Division for Late Medieval and Reformation Studies has separate funding designated for graduate students in this field: between five and seven .5 FTEs are allocated to them as teaching assistantships each year. The Division also has two fellowships funded from endowments: the Oberman-Reesink Scholarship and the Ora DeConcini Martin and Morris Martin.

#### d. Comment on the average ratio of student/faculty thesis and dissertation supervision and the time to degree in each graduate program since the last APR and compare to other programs in this discipline.

For first year students, advising is primarily done by the Director of Graduate Studies. The department provides a day-long orientation at the beginning of the academic year for new students to introduce them to the requirements of the program and to resources and facilities on campus. This is an opportunity as well for basic questions to be aired. The formal mentoring program sponsored by the graduate students likewise is useful in clearing up any initial confusion. By the end of the first year, students are expected to choose advisers and committee members who can make specific recommendations about coursework and research. The burden of dissertation supervision is unevenly distributed in the department (See Appendix I.2B, Completed Ph.D.s).

#### Indicate the six and eight year completion rates.

Average time to degree, at the doctoral level, is 6.86 years; for the master's degree, it is three years. We have the highest average completion rate SBS-wide with 72.9%.

**Graduation rates** during the past seven years represent an increase overall and a shift in distribution, in comparison to the interval covered by the last APR. 57 doctoral degrees were awarded, in comparison to 45; and 47 master's degrees, versus our previous 51. Of the M.A. awardees, 13 went on to the doctoral program at the University of Arizona, and at least 9 proceeded with graduate study at other institutions, including Harvard, Chicago, the University of California at Berkeley, Duke, Yale and the University of Virginia. Other students changed fields of study, to, for example, Library Science and Law. (See Appendix I.2A, Completed MAs).

#### Summarize information for exit interviews in your programs.

We do not conduct formal exit interviews, however the oral Masters comprehensive examination and the Doctoral defence both serve similar purposes.

#### Provide a list of the graduate student placements since the last APR.

See Appendix I.2B: Completed Ph.Ds.

#### Graduate Student Learning Outcomes Assessment

**Examine the information for your academic unit on the UA assessment website (http://assessment.arizona.edu)**

* 1. **Outline the expected learning outcomes for each graduate degree program offered in the unit.**

The Department of History has attempted to maintain its high standard of graduate student achievement and placement despite significant loss of faculty over the past ten years. Both the MA and PhD programs are designed to train future college and university teachers and scholars. In equipping students for the academic job market of the 21st century, we seek to:

**Develop effective teaching techniques:** We require participation in an annual Graduate Teaching Assistant Orientation and Workshop of all new and continuing students, and monitor their performance with written evaluation at the end of each semester, which are supported by instructor observations of classroom activities. As noted above, since the last APR, History 597A, the Teaching Workshop, has become part of the campus-wide Graduate Teaching Certificate Program, which means that the occasional student from outside the field of History has been enrolled in the class. See discussion on p. 58 above.

**Develop professional research methodologies:** to give graduate students practical training and experience in historical research through seminars and dissertation writing; to give them experience in college-level teaching, including the option of world history; to encourage them to present papers at academic conferences and to publish research findings; and to prepare them for academic culture by giving them practical experience in academic settings and training and support for the job search process.

**Obtain expertise in the various subfields of history:** We aspire to prepare graduate students solidly and deeply in their fields of specialization; to train them to read, write, and think across traditional field boundaries through both colloquium and seminar training; to train them in the history of the discipline and in current analytical methods;

**Become proficient grantwriters:** See outcomes below.

#### Articulate to professional standards and practices:

**MA students:** Our MA program prepares students both for academic positions in History and for a diversity of other vocations. Its intended outcomes are thus dual:

**Academic training:** One intended outcome of our MA training is to select the best MAs for advancement to PhD candidacy. In addition to those who pursue the PhD in our program, many Arizona history MAs proceed for training to PhD programs around the country.

**Preparation for diverse vocations:** Since many other Arizona History PhDs proceed to the same variety of vocations as History BAs, such as training in law, business, and so on, intended student outcomes for them are the same as those for undergraduates, described above.

#### List and characterize the methods and performance measures used to assess expected student learning outcomes. Describe how data are collected.

**Regular or recurring activities:**

We assess our graduate students' professionalization through tracking presentation of scholarship at national and international conference; publication of reviews, articles, journal articles and books through a peer review process; competition for grants and fellowships; and placement as academics and professionals.

**Results of doctoral placement:** 39 of the 57 students completing the doctorate since 2003 have gone on to full-time tenured and tenure-track appointments at universities and colleges, including such institutions as the University of California at Riverside, Cornell, Fordham, Michigan State, California State Fullerton, Miami Ohio and Wake Forest. Four more hold appointments as lecturers at universities. Another was awarded a multiyear postdoctoral fellowship. Still another is a visiting scholar at a major research institution. Two hold administrative positions at the University of Arizona. Three have taken faculty appointments at preparatory schools. One serves as a curator at a public museum. A few decided, for various reasons, to leave academia, finding employment in one case as a researcher for History Associates Inc. One has retired, a shift in status that reflects the age of the student upon entry to the program rather than long duration of time to degree. (See Appendix I.2 B, Completed Ph.Ds)

**External grant applications:** Since 2003, dozens of History graduate students have won numerous awards, grants, and fellowships, notably:

* + 10 students have been awarded Fulbright fellowships for study abroad, 7 more have been recipients of the Fulbright-Hays dissertation fellowships, one received an ASLA­ Fulbright and another was awarded the Fulbright IIE fellowship.
* 15 were granted research support from the Tinker Foundation.
* 3 received grants from the Newberry Renaissance Consortium.
* 5 were recipients of monies from the Program for Cultural Cooperation between Spain and the United States.
* 5 were recipients of funding from FLAS.
* 4 were awarded the Deutscher Akademischer Austausch Dienst Scholarship.
* 2 were Ford Foundation Dissertation Fellows.
* 3 internships at the Smithsonian Institute were awarded.
* 3 students won Mellon and Mellon-IHR Dissertation Fellowships.
* 3 were recipients of awards from the P.E.O.
* 3 won grants from the American Society for Ethnohistory.
* 2 were supported by American Friends of the Herzog August Bibliothek, with another awarded that institution's Dr. Gunther Findel Dissertation Fellowship.
* 2 received research support from the Hewlett Foundation.
* 2 were awarded grants from the American Historical Association.
* One was funded as a Fellow of the Council for American Overseas Research Centers.
* One was granted a Wenner-Gren Dissertation Fellowship.
* One was awarded a fellowship from the Institute for European History in Mainz.
* One student received a Huntington Library Fellowship.
* One received a grant from the American Research Council in Egypt.
* One became a fellow of the Max Planck Institute for the History of Science.
* One was awarded monies by League of Finnish Societies/TTS Foundation.
* One was supported by the Hayek Fund for Scholars at the Institute for Humane Studies.
* 24 students won grants for thesis and dissertation projects from the U of A Social and Behavioral Sciences Research Institute, several of them repeatedly.
* 7 more were awarded substantial Grant Development awards from the U of A Social and Behavioral Sciences Research Institute.

This is but a sampling, albeit impressive, as History graduate students competed for and won at least forty other awards, grants and fellowships. (See Appendix I. F.5: Graduate Fellowships, Awards). These numbers compare well to the last Program Review: the rate of Fulbright awards remained consistent while SBSRI awards doubled and Tinker, Mellon and Program for Cultural Cooperation awards increased significantly.

#### Evaluate record of professional activity:

**Publication:** So far, 9 doctoral dissertations completed since 2003 have been revised and published as monographs by presses in the US and overseas; several others are under contract or are forthcoming. Three more PhDs have published books on topics separate from dissertation research. Four formed partnerships to craft edited volumes. Another book was published by one of our MA students, based on the master's thesis. Recent PhDs have also published at least 65 articles and chapters in peer-reviewed journals and edited collections, 30 reviews in journals, online and paperbound, as well as a plethora of encyclopedia articles. Several graduates have also contributed works in popular and public history and the scholarship of teaching. This is a very impressive record, certainly, more than doubling the publication output for recent graduates documented in the last APR. Current graduate students carry on this tradition of active

paiiicipation in scholarship, measured by publications and presentation of papers at professional conferences. Single-authored publications of current graduate students, including articles in peer­ reviewed journals, chapters in edited volumes, published conference proceedings, reviews and encyclopedia articles number upwards of 45. (See Appendices I.3A Completed Dissertations, F3B Publications: Recent Graduates and I.4A Current Students Publications).

**Conference participation:** Our graduate students have presented more than 150 conference papers at local, regional, national and even international professional venues since 2003.

Students have also begun the unsung service work of the profession, by laboring behind the scenes at conferences and colloquia. (See Appendix 1.4B: Current Students Presentations).

**Review of teaching evaluations:** As discussed above, the Depaiiment of History has developed a teaching evaluation form focused on eliciting qualitative feedback from undergraduates about teaching effectiveness. Teaching assistants use a version of this form.

#### Assessment activities:

Graduate students in History are required to maintain a record of progress towards degree, including completion of required courses, language examinations and comprehensive examinations. Included in each graduate student's file are letters from her or his instructors, providing a qualitative evaluation of student achievement in graduate seminars and colloquia, as well as of their teaching assistance in sections and grading performance. They also update new achievements for their curricula vitae, noting such milestones as their presentations of papers at national and international conferences, submission or publication of scholarly journal articles, book chapters, encyclopedia entries, and book reviews. Each is a hallmark of their scholarly training. Faculty members report annually on student progress as recommendations are made to the Director of Graduate Studies on offers of continuing support. One measure of success in preparing these students for an academic career is their ability to teach independently. Graduate students in history who have reached ABD status conduct stand-alone classes in winter and summer sessions, offer distance learning courses year round, and teach correspondence courses as representatives of the faculty of the University. They present papers at national and international academic conferences, publish articles in scholarly journals, encyclopedias and academic books. Each publication is a hallmark of their scholarly training. See Appendices I.4A: Publications

#### ACADEMIC OUTREACH

**Outreach refers to educational efforts, leadership, and sharing of knowledge off-campus, for example in the local community and throughout the State.**

* 1. **Describe the nature and outcome of academic outreach activities in this unit.**

The academic outreach efforts of the History Department encompass a variety of activities, including ongoing programs coordinated by our Outreach and Undergraduate Programs Coordinator, including collaborative projects with the Tucson Unified School District, internships with the Arizona Historical Society and the Arizona State Museum, and community lectures.

* 1. **education:** As part of the U.S. Department of Education Teaching American History Grant, awarded to the Tucson Unified School District, University of Arizona history faculty and graduate students worked with TUSD middle school teachers to improve teachers' content knowledge of American History. This four-year program, which ran from 2006-2010, involved 6 faculty members and 7 graduate students. Among our activities: full-day and after school seminars and workshops during the academic year; week-long summer programs; field trips; bi­ weekly one-on-one sessions with individual "pilot" teachers at each TUSD middle school; collaboration with TUSD teachers and administrators on integrating the new state social studies curriculum; consultations on new textbooks and technology; readers, handouts, and visual materials for teachers and for classroom use. We continue to maintain a grant website with teaching resources for Arizona middle school teachers: [http://tah.arizona.edu/.](http://tah.arizona.edu/)

Other K-12 education efforts include lectures and seminars for Teaching American History grants in other states (Roger Nichols, Benjamin Irvin); individual work by faculty with local K- 12 classrooms and teachers (Karen Anderson with Wakefield, Katherine Morrissey with Presidio Magnet School); History Day volunteering and judging; and education publications (Oscar Martinez, Juan Garcia).

**Lifetime learning:** We regularly offer lecture series geared to the public on various topics. Listed below are the lecture series we have run over the past seven years.

* + - Mystery in History-collaboration with local mystery bookstore for lecture series on historical backgrounds to mystery fiction, 4 times a year.
		- History Mystery Series-department faculty lecture & dinner series on mysteries from the past, 2-3 times a year.
		- RV Voyagers Lecture series-annual lecture series, 4-6 lectures a year on various historical topics for seniors.
		- Archaeological Institute of America Lecture series-invited scholars on ancient history topics, 4-6 lectures a year.

Beyond these established series, history faculty members have delivered more than 150 formal lectures and informal talks to groups, large and small, in a variety of community settings, during the past seven years. Members of the department have served as consultants, behind and in front of the cameras, on over twenty film and television productions. These include programs for National Geographic Channel, the A & E Network, the Public Broadcasting Corporation, the History Channel, and educational films.

**Arizona History:** We support public history in Arizona in a variety of ways. Roger Nichols serves on the Arizona Humanities Council. Katherine Morrissey is an active member of the Arizona History Convention Board and Arizona Women's Heritage Trail scholars and advisory board. We maintain close ties with the Arizona Historical Society and the Arizona State Museum where our undergraduates work as interns, faculty and graduate students bring classes, and faculty have acted formally and informally as mentors and advisory scholars. Our faculty members regularly serve as Arizona Humanities scholars in support of public grant projects. In 2006, a 6-month long Picturing Arizona lecture tour, funded by the Arizona Humanities Council, brought history faculty to rural areas of Arizona to present lectures on 1930s Arizona

photography.

**Federal grants:** In addition to the Department of Education TAH grant involvement noted above, we have been active in pursuing relevant federal grants that include substantial outreach components. With a $200,000 grant from the National Endowment for the Humanities, the History department sponsored a month-long Summer Institute in summer 2009, led by Katherine Morrissey. *Nature and History at the Nation's Edge: A Field Institute in Environmental and Borderlands Hist01y* brought 25 college and university faculty together with 30 experts and faculty to explore the fields of environmental history and borderlands history through a distinctive, hands-on summer program that included an extended 15-day field study tour through the arid lands and historical landscapes of Arizona, New Mexico, and Sonora, Mexico. Both in the classroom and in the field, scholars from the cutting edges of these two fields offered participants insights and methods for reading the historical landscape in a variety of rural, urban, "wild" and industrial settings, and for thinking about both cultural and environmental history in a broader bi-national context. For more information see the institute website:

http://v-1,vw.u.arizona.edu/~kmorriss/nature/ Several of our environmental history graduate students-Michelle Berry, Tom Finger, Marcus Burtner-have received funding to work on National Park Service Desert Southwest Cooperative Ecosystem Studies projects under the supervision of Katherine Morrissey.

#### Outreach Coordinator Activities.

Our Outreach Coordinator has a calendar filled ,vith events that bring history and history education to our community and university, and financial support to the Department and its scholarship accounts. One of the most popular events we offer is our Commencement Brunch and Ceremony, scheduled annually in May and December. The $10 ticket price per guest helps to pay the event costs, with all profits going to support our Friends of History account. Funds in that account, in turn, help us to present faculty lectures, student showcases, two ammal graduate student orientations, and much more.

In the past four years, in cooperation with the SBS Development Office, we have honored three outstanding alumni at a special dinner of faculty, students and invited guests.

On campus, the Outreach and Undergraduate Program Coordinator manages our pmiicipation in the annual Meet Your Major Fair and Graduate School Day, and also coordinates the department's support for Phi Alpha Theta activities, which include workshops of applying to graduate school and careers for History majors.

At the time of the last APR, much of the Outreach Coordinator's work focused on developing partnerships with the History Community Board and a network of department alumni and donors we named the Clio Society. Both of these organizations have been moribund for the past four years, though we have maintained and expanded our Friends of History list. We have been encouraged by the UA Foundation to reconstitute the History Community Board with a members willing to offer annual financial support as well as volunteer time, but we have not yet acted on this recommendation.

**The Division for Late Medieval and Reformation Studies.** The Division is a unique and energetic office for promoting public engagement, a close and valued pminer with the History Department. They produce an biannual newsletter, *The Desert Harvest,* to promote Division activities and share news about the accomplishments of their graduate students and affiliated faculty. Much of the newsletter is composed by students in Early European history.

The Division's successful campaign to raise the money for the Heiko A. Oberman Chair is one very tangible measure of their impact. The Town and Gown Lecture, which takes place every spring, has brought remarkably distinguished international scholars to campus for community lectures and graduate workshops, including: Caroline Walker Bynum (2005), Natalie Zemon Davis (2007), Heinz Schilling (2010), and Barbara Diefendorf (2011). The Division regularly brings other guest lecturers to campus, eight in all during the last seven years, among them Paul Freedman, Carlos Eire and Bruce Gordon (all Yale University), and James Estes (University of Toronto).

Every summer, the Division organizes a summer lecture series consisting of four lectures given on consecutive Sundays in August at St. Philip's in the Hills Episcopal Church in Tucson. In recent years, the series has explored "Religious Refugees in the North American Colonies" (2007), "Pilgrimage" (2009), and "Religion and Violence in Early Modern Europe" (2010).

Professor Susan C. Karant-Nunn regularly gives community lectures and holds community seminars in and around Tucson, 18 such lectures and seminars during the last seven years. Professor Ute Lotz-Heumann has also started to do the same: she has given two community lectures since she came to the University of Arizona in the fall of 2008.

Other outreach activities of the Division include at least one fundraising event each year, for example, High Country Seminar on "Religious Conflict in the West" in 2007, and Ute Lotz­ Heumann's inaugural lecture and banquet in 2008. The Division also hosts a donors' appreciation luncheon as well as a "combibium" at the Sixteenth Century Studies Conference. Both events take place annually. Finally, Susan Karant-Nunn's outreach activities include numerous luncheons with individual donors over the last seven years.

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**The Tucson Society for the Archaeological Institute of America.** The local chapter of the AIA is led by Professor Alison Futrell; it sponsors an annual series of public lectures, with between six and ten guest speakers presenting talks on archaeology and material culture from a range of cultures, disciplines and sub-specializations. The Tucson Society was also awarded the first-ever Local Society Incentive Grant in 2004, which was used to reconstruct an ancient Greek kiln and test various methods and materials involved in ceramics production. The project was designed to engage students and teachers at St. Gregory's High School, where the kiln itself is located, in learning about ancient pottery as well as the social and cultural context in which ceramics were created and exchanged. The AIA has co-sponsored a series of workshops, focusing on the kiln and classical ceramics.

**Humanities Seminar:** The Humanities Seminar is run through the College of Humanities and offers some six seminars each year, which meet weekly, in classes of about a dozen participants from the community. In 2009-10, Professor Oscar Martinez offered a 10-week seminar on "Mexico and the U.S.-Mexico Borderlands." Martinez focused on the history and heritage of Mexico and major issues confronting the borderlands. Broad themes included: The Creation and Maintenance of the U.S.-Mexico Boundary; The Emergence and Evolution of the Border Cities; The Unique World of Border People; The Spanish/Mexican Heritage of the Southwest; The Mexican American Experience in the United States; Mexican Immigration to the United States; The Mexican Revolution and the Borderlands; Drug Trafficking and Border Violence; U.S.­ Mexico Relations: Alienation to Integration; and Border Entrepreneurs and Other Shady Characters. Based on current research, Martinez offered a new answer to the question: "Why is Mexico poorer than the United States?"

**Faculty interviews with and writings for the Mass Media:** History faculty regularly make their expertise available to larger audiences through radio, television, and print media interviews. Quotations and opinions of faculty have appeared in an wide range of publications, including the Washington Post, Washington Times, New York Review of Books, Buffington Post, Chronicle of Higher Education, Associated Press, Politika (Belgrade), Mladina (Slovenia), El Colombiano (Medallin), La Jornada (Mexico City), African Executive (Nairobi), Neue Zurcher Zeitung (Zurich), and Frankfurter Rundschau (Frankfurt), as well as various Tucson and Phoenix publications. David Gibbs? interviews and lectures have been broadcast by C-SPAN, the BBC, Al Jazeera, and the Pacifica network, as well as radio programs in Jamaica, Serbia, and Australia. He has written articles for Foreign Policy in Focus, the London Guardian, Tikkun; as well as letters to the editor for the Financial Times, Washington Post, and Harpers.

#### How do these activities reflect the goal(s) described in Section A, and the particular needs of Arizona?

Community lectures, internships, and public school curriculum development projects focus outreach energies in areas where the University can make a unique contribution. History faculty bring to the community not only their own research but an overview of the latest developments

in their fields which helps Tucson and Arizona citizens gain self-awareness through understanding themselves in relation to place and time. Through public school curriculum projects and student internship programs, History faculty members expand the integration of scholarly research into learning activities and public policies of various kinds.

* 1. **What evidence is available to document the quality and effects of these activities?** The most obvious evidence is that the History Department has sustained a wide variety of academic outreach efforts over a considerable period of time. Faculty have contributed to

successful collaborative grants, and invitations to give invited public lectures are a routine part of the life of the department. The successful link between academic outreach and fundraising is reflected in the growth of our UA Foundation accounts, our ability to offer undergraduate and graduate scholarships from department resources, and the remarkable achievements of the Division. In 2009-10, Professor Susan Karant-Nunn received the award for faculty-led fundraising at the University of Arizona.

#### 2. Comment on these activities and support with the goal(s) of the unit and the particular needs of Arizona.

As described above, a preponderance of outreach is done locally or in Arizona, with Tucson Unified School District, Arizona History, and at local venues.

#### COLLABORATION WITH OTHER UNITS

**Outline the main collaborations of your unit with our departments, schools and/or colleges, include joint or dual degrees and Graduate Interdisciplinary Programs, as appropriate.**

History Department faculty members collaborate with a wide range of other units, pmiicularly those with an interdisciplinary mission. These include Gender and Women's Studies, Latin American Studies, American Indian Studies, Mexican-American and Raza Studies, Classics, Religious Studies, Near Eastern Studies, and similar units. The contributions of History faculty to other units on campus include a wide variety of activities. More than two-thirds have formal affiliations with other degree-granting departments or interdisciplinary programs, for whom they teach cross-listed classes, advise graduate students, and serve on formal or ad hoc committees, including promotion and tenure reviews, graduate admissions committees, and fellowship review panels. William Beezley served as Director of Latin American Studies in 2003-2004. (See Appendix, Service as Affiliated Faculty in Interdisciplinary Units). Undergraduate and/or graduate classes housed in the History Depmiment are particularly essential for degree programs in East Asian, Judaic, Near Eastern, and Religious Studies. Since 2004, History faculty members have served on Masters and/or Doctoral committees for students in other departments and programs. (See Appendix I.6, Cross-listed Graduate Courses).

History faculty also contributes substantial intramural service at other levels of the College and University. In recent years, for the College of Social and Behavioral Sciences, examples have

included participation in the following: University Finance Committee, SBS Faculty Board, SBS Strategic Plmming Committee, SBS Promotion and Tenure Committee, SBS Research Institute Advisory Board, SBS Graduate Council, SBS Undergraduate Council.

**Cross-disciplinary Programs and Departments:** History faculty have been very active in Gender and Women's Studies, Latin American Studies, Mexican-American Studies, Russian and Soviet Studies, East Asian Studies, Near Eastern Studies, Judaic Studies, Religious Studies, Natural Resources, Classics, and other cross-disciplinary units. In most cases, several History faculty rather than just one have been involved, teaching cross-listed and cross-disciplinary courses, and performing extensive committee service. Professors B. Barickman, W. Beezley, K. Gosner, M. Few, 0. Martinez, and J. Pieper-Mooney are Latin American Studies affiliates and teach courses cross-listed with the program. Professors S. Karant-Nunn, M. Few, J. Pieper Mooney, L. Tabili, L. Darling, K. Morrissey and A. Futrell have taught cross-listed courses and performed committee service in Gender and Women's Studies. Professors Darling and R. Eaton have served on the Executive Board of the Center for Middle Eastern Studies, of which they, J. Clancy-Smith, and F. Vejdani are affiliates, and Professor S. Crane is an affiliate of Judaic Studies. Professors D. Weiner and F. Kellogg have been RASS affiliated faculty.

In addition to such formal affiliations, History faculty have also served other units and programs *ad hoc;* for instance, Professor D. Ortiz has performed committee service in the Spanish Department, Professor Katherine Morrissey in Mexican-American Raza Studies, J. Clancy-Smith in the French and Italian Department, Professors J. Garcia, D. Gibbs and L. Tabili served on search committees for Africana Studies, and Professor J. Garcia has served on several extra­ departmental search committees.

The History Department would like to strengthen these ties and efforts, through joint appointments, a closer cooperation on matters of curriculum (including new course development), and the exploration of other initiatives of mutual interest.

#### DIVERSITY/ AFFIRMATIVE ACTION

Refer to the University of Arizona Diversity Action Plan that appears at [http://diversity.arizona.edu/.](http://diversity.arizona.edu/)

* 1. Provide information on the gender and race/ethnicity composition of the faculty and staff and the major features of the plan for recruitment, retention, and equity of a diverse faculty and staff.

Of29 faculty in 2009-2010, 12, or 40%, are white females. Of the remainder, 3, or 10%, are minority, specifically Hispanic, males. The remainder, 15, or 50%, are white males. The percentage of white females on our faculty exceeds norms in the profession as a whole, in spite of the fact that most women faculty have been hired only since 1988.

By rank, our unit breaks down as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Full Professors | Associate Professors | Assistant Professors |
| white males | 7 | ,.,\_) | 5 |
| white females | 3 | 8 | 1 |
| Hispanic males | 2 | 1 | - |

At present, our full-time staff includes one African American, two Hispanics among five total. We will focus particular!y on retaining staff members through appropriate compensation and career development.

#### Provide information on gender and race/ethnicity composition of the students in the unit (majors). Describe activities enacted for recruiting and retaining students from underrepresented ethnic groups, the challenges, and the successes.

Since 2003, numbers of underrepresented minorities have risen overall, particularly Native Americans, Hispanic and Asian American students. Numbers of African Americans have dropped, however. Overall, of our 446 majors in 2003, 91 came from minority groups, 20 of unknown ethnicity and the balance, 323, identified as white. By Fall 2009, of 570 majors the number of minority students had risen to 114, or 20%, 20 were of unknown affiliation and 436 white. The number of minority students peaked in Fall 2005 at 120 and the percentage peaked in Fall 2007 at 23.6%. This suggests the drop in standards (as measured by SAT scores) with increased enrollments has simultaneously depressed minority access, a worrisome trend. See Appendix H.4: History, Enrolled Majors by Ethnicity

#### Describe major steps taken to create a welcoming and supporting climate inclusive of diversity in the unit.

History Department has acted in various ways to ensure a welcoming and support climate for its students. Phi Alpha Theta provides an annual reception for its student members. The History Graduate Association also has a welcoming reception for incoming students. Our curricular diversity and our close work with several interdisciplinary programs operate to attract students from diverse backgrounds to our courses and our major. Through the McNair Scholars Program and the Students' Conservation Service Minority Internship program, individual faculty members have been active in working with students from diverse backgrounds.

#### UNIT PROFILES

**Interpretations of data provided by the Office of Academic Affairs (which should be included in the self-study appendices) not discussed in preceding sections should be summarized here. APR data reports are available at** [**http://apr.web.arizona.edu/Home**](http://apr.web.arizona.edu/Home)

1. **SPECIAL CONSIDERATIONS: THRESHOLD FOR DEFINING PRODUCTIVE**

**PROGRAMS**

We will be notified by the Office of Academic Affairs if we fail to meet the prescribed threshold. and there are directions for responding.