# University of Nevada, Las Vegas

# Office of the Vice Provost for Academic Affairs

# Program Review Self-Study

Program(s) Under Review: History

Degree(s): Ph.D.

Program Chair or Director: Dr. Andy Kirk

Dean: Dr. Jennifer Keene

Date of Report:

### GENERAL INSTRUCTIONS

- Please complete the program review self-study using this template.
- If this review is covering several degree levels, be sure to address each level in the responses to the questions.
- This is a formal document that will be read by Senior Vice Provost for Academic Affairs, the Nevada System of Higher Education (NSHE), and the Board of Regents, and will become a public document when submitted to NSHE. Please use professional language throughout the document.
- Writing style:
  - Write the self-study in third person (i.e., do not use "I, the department or our").
  - When referring to the program or faculty, use "the faculty" or "the program's faculty".
  - Use plain language when explaining parts of the program, i.e. don't use discipline specific jargon or slang that will not be easy for others outside the program to understand.
  - o Define abbreviations before using.
- Answer every question; do not refer to different sections as an answer. Information can be restated or summarized for subsequent sections.
- Please do not alter the format of this document.
- Ensure that the document has been edited (check for grammar, punctuation, notes to self, etc.) **prior to submission**.
- Send completed self-study electronically to: <u>programreview@unlv.edu</u>
- Questions can be addressed to the Academic Programs Analyst in the Office of the Vice Provost for Academic Affairs or to <a href="mailto:programreview@unlv.edu">programreview@unlv.edu</a>

The Provost Office is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, the department welcomes feedback from programs and departments, external or internal reviewers, and any other constituents of the process.

### I. Program Description

- i. College/Program
  - College or School: Liberal Arts
  - Unit: History
  - The department b address: <a href="https://www.unlv.edu/history">https://www.unlv.edu/history</a>
  - Program(s) being reviewed: Ph.D. History
  - Degrees and their abbreviations:
- Doctor of Philosophy History; Concentration in European Culture and Society
- Doctor of Philosophy History; Concentration in North American Culture and Society
- Doctor of Philosophy History; Concentration in North American The department st

### ii. Primary Individual Completing This Worksheet

- Name: Andy Kirk
- Title: Professor and Chair
- Campus phone number: 53544
- Mail stop: 5020
- E-mail: andy.kirk@unlv.edu
- Date of self-study: 5/2022

### iii. Other Faculty Involved in Writing This Report

- Raquel Casas maria.casas@unlv.edu
- Susan Johnson <u>susan.johnson@unlv.edu</u>
- Jeff Schauer jeff.schauer@unlv.edu
- Deirdre Clemente deirdre.clemente@unlv.edu

### iv. Catalog Description

i. Insert the most recent catalog description(s) of the programs(s)

### https://www.unlv.edu/degree/phd-history

The History Department's Ph.D. program was formed in 1991. It embodies the ultimate expression of the Department's mission to generate and disseminate new knowledge through research, analysis, and publication. The three areas of concentration are: North American West; North American Culture and Society; and European Culture and Society. The program seeks to provide graduates with the capacity for original research and thought, and the qualifications for

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employment in secondary schools, community colleges and universities. Our first graduate received her degree in 1996.

The Ph.D. program is a more specialized course of study designed to train students to teach and write history at an advanced level. Seminars instruct students in the skills required for original scholarship. The doctoral program has three areas of concentration: North American West; North American Culture and Society; and European Culture and Society. The concentration in the history of Culture and Society emphasizes an interdisciplinary approach to European and North American history. The study of cultural forms, practices, and events offers the opportunity to explore issues in politics, economics and social life from a national and transnational perspective. The Department has specialists in nineteenth-century American cultural history, twentieth-century American cultural history, American religious history, urban history, gender history, the Atlantic World, as the department well as the intellectual and cultural history of classical antiquity, medieval Europe, eighteenth-century Britain, eighteenth-century France, nineteenth-century Russia, twentieth-century Britain and twentieth-century Germany, Near Eastern and Islamic history, and colonial Latin America. A large microfilm collection, archives house in Special Collections in UNLV's Lied Library, and a growing collection of digital databases provide important resources for student research. The concentration in the North American West emphasizes a broad approach to the study of the region. The unique geography, social characteristics and demography of the North American West place it at the heart of many issues facing the United States today. The study of its economic, environmental, ethnic, racial and cultural past offers the opportunity to explore not only themes that pertain to Nevada and the Southwest, but also those that address the region and nation as a whole. The West's political and social systems, its rural, urban, and industrial sectors, its controversies over water, and its distribution of wealth make it an important focus of scholarly interest. With specialists in, environmental history, urban history and the built environment, American Indian history, the Latino/a history, borderlands, ethnohistory, and history of Mexico., The faculty collectively provides both depth and breadth in its coverage of the field, encourages the study of diverse cultures, and interdisciplinary work in The department stern history. UNLV contains numerous resources for the study of the region. A large microfilm collection with strength in the department stern newspapers and in American Indian, women's, labor, ethnic and environmental history is available for students, as are extensive local and Nevada history collections.

Doctoral students take a specialized course of study in preparation for comprehensive exams in geographical, chronological, topical, and methodological fields to assure a firm grounding in broad contexts and to cultivate expertise in specialized areas. The culmination of the degree is the dissertation: a major written contribution to the field of history based on original research, worthy of publication.

There are four types of courses: colloquia, readings course devoted to mastering the historical literature in particular fields; seminars, dedicated to original research work and writing; and historiography, courses in the history of historical writing and historical theory and method; and independent study. Students are encouraged to develop a course plan that embraces the interdisciplinary strength of the faculty

The doctoral program trains graduates to think analytically about the past, conduct original research, and to convey their knowledge through clear, professional prose. The doctoral program qualifies graduates for employment in four-year colleges and universities, community colleges, secondary schools, and in a variety of other institutional settings.

Students in the doctoral program are eligible to apply for graduate assistantships and opportunities for part-time teaching in the University and Community College System of Nevada on a competitive basis. The Department also supports graduate student research and professional development with a competitive grants program. In addition, the Graduate College offers summer research funding on a competitive basis.

### **Available Options**

- Post-Bachelor's North American West Track
- Post-Bachelor's North American Culture and Society Track
- Post-Bachelor's European Culture and Society Track
- Post-Master's North American The West Track
- Post-Master's North American Culture and Society Track
- Post-Master's European Culture and Society Track

#### Accreditation

For information regarding accreditation at UNLV, please head over to <u>Academic Program Accreditations</u>.

### **Learning Outcomes**

Upon completion of the Ph.D. program in History, students should be able to:

- Demonstrate an in-depth knowledge of the content of an extensive body of scholarly material in a major field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- Demonstrate knowledge of the content of an extensive body of scholarly material in a minor field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- Demonstrate knowledge of the major theoretical and historiographical approaches to their major field.
- Demonstrate an awareness of the role of historians in the construction of the past and the role of contemporary context in shaping the perspectives of historians.
- Demonstrate the ability examine sources thoroughly, efficiently, and even-handedly within the context of the existing scholarly literature in the field and construct a well ordered, well-argued and well written paper of substantial length.

ii. Is the description for the program(s) correct? If not, what needs to be changed? Have changes been initiated in Curriculog?

The description is correct.

### v. Relationship to Other Programs

i. What relationship does this program have to other programs, e.g. articulation, transfers, collaborations, partnerships, in the NSHE system? All undergraduate programs have transfer agreements.

The History PhD program will be a critical collaborator with the newly approved Reid Public History Institute. A newly funded endowment will support the Henry and Jessica Schuck Reid Public History Fellow. This position will provide a year-long graduate assistantship for a PhD student working with the Institute. Annie Delgado is the inaugural Fellow and is working with the Institute during the 2022-2023 academic year on a range of community engagement and public history projects in support of her dissertation.

ii. What relationship does this program have to other programs at UNLV, e.g. collaborations, partnerships, affiliated faculty, general education requirements?

The department collaborates across the College of Liberal Arts extensively with coordination of graduate student seminars to encourage exchange of students, to aid partners in other departments and toward collaboration on public history projects. Graduate history courses in areas like environmental history are required by various other UNLV colleges including the School of Engineering Solar Energy Minor and the Greenspun College Environmental Studies Program. In the Nevada System of Higher Education (NSHE) system, UNLV works closely with the History Departments at College of Southern Nevada, Nevada State College, Great Basin College, and University of Nevada, Reno (UNR) to ensure transfers and articulation at the graduate level function seamlessly for students enrolled in the program and courses. The Ph.D. History curriculum accommodates articulation and transfers. In the area of public history, the history department collaborates with UNR on a range of statewide engagement projects, with participation in the Nevada Humanities Commission and through multi-institutional boards like Preserve Nevada that always include representatives from several NSHE units.

The faculty serve on graduate committees across the campus and work with a wide range of graduate students seeking to include historical context in their research. The

department has two faculty with joint appointments in the Honors College and many faculty regularly teaching in Honors. The department has one faculty with a joint appointment in the Law School and two major annual lectures co-sponsored by Law and History. The department collaborates with the Barrick Museum on public programs and events at the intersections of art and history. The department has several faculty currently or previously affiliated with the Black Mountain Institute and Brookings Mountain West and graduate students participating in their events and programming. The department performs extensive service across the campus as external members of student committees. Our public historians regularly partner with other units on campus. The eight-year Nevada Test Site Oral History Project, for example, linked the departments of History and Sociology graduate students with the Lied Library Special Collections on grants from the U.S. Department of Energy (DOE), U.S. Department of Education and U.S. State Department. That project also involved faculty and staff from the Desert Research Institute who participated in a year-long seminar and aided in preparations for fieldwork in Kazakhstan and remains the basis for a campus and community collaborations annually. The department has one affiliated faculty, Ombudsman and history instructor, David Schwartz.

### II. Mission Alignment, Excellence, and Productivity

What is the program's mission statement?
 If the program does not have a mission statement, please use the department or college mission statement.

"We seek to be a nationally and internationally recognized unit, known for the quality and variety of scholarly production, the innovativeness and effectiveness of our degree programs, and the significance and durability of our engagement – with the campus, the southern Nevada community, the national and international scholarly community, and the general public, from the local to the international scale. The UNLV History Department provides students, our colleagues and the southern Nevada community with expertise and practical application of knowledge about the recorded human past. The department achieve this through instruction, research and scholarship, and professional and community engagement by providing guidance to enable others to pursue informed and effective interaction with the human past. This guidance includes proper handling of a wide variety of source materials, deployment of a wide range of methods of analysis and interpretation, mastery of multiple means of scholarly and public communication, and the fostering of an appreciation for the salience, significance, and meaning of the diverse languages, cultures and experiences that constitute the human experience."

The Department's broader objectives include: (1) transmitting the accumulated knowledge of the human past through formal teaching by tenured and tenure-track faculty at all levels of the curriculum; (2) generating and disseminating new knowledge of the

past through innovative research; (3) training students in the skills of research, critical analysis and effective communication; (4) contributing fundamentally to the university's efforts to promote understanding of global, multicultural, and international issues; (5) providing services to the local community as part of a robust relationship based on interdependence and reciprocity.

ii. Briefly describe how this program is aligned to and supports achievement of the university's <u>Mission</u> and <u>Top Tier 2.0 Strategic Plan</u>.

The History Department consists of 40 instructional staff members: 22 active tenurestream faculty, 2 faculty-in-residence, and 10 part-time instructors (each of whom holds an advanced degree), and between 2-4 graduate PTI/GA instructors. Three tenure-stream faculty hold joint or courtesy appointments with other academic units, and the department also have two courtesy appointments of Affiliate Faculty employed in other divisions. As with the university as a whole, the diverse faculty, students, staff and alumni work together to use the wide appeal of the study of history to link our specific departmental mission with UNLV goals to promote community engagement linked to individual achievement through education, research and scholarship. Nationally recognized efforts in public history contribute to economic development and foster a climate of applied humanities engagement resulting in national award-winning community engagement projects. All of our activities demonstrably enrich the cultural vitality of the communities UNLV serves. The History Ph.D. supports UNLV Top Tier 2.0 in the core areas of Student Achievement by providing access to community engagement and servicelearning opportunities, Research, Scholarship, and Creativity through collaborative public history research and publication, Community Partnerships through established and extensive relationships with a wide range of Nevada and regional cultural resource and public land community groups and organizations. The Ph.D. also supports Social Justice, Equity, and Inclusion by fostering innovative research and community engagement in collaboration with and in support of Nevada's diverse population.

iii. Provide at least three examples of the integration of teaching, research and service at the program level (e.g. faculty mentoring which lead to student presentations at conferences, service learning classes, community service activities involving students, or other noteworthy student activities and achievements).

Three examples of Ph.D. Achievement

Margaret Huettl (2016)

In 2016, Margaret Huettl earned her PhD in History at the University of Nevada, Las Vegas. As a graduate student, Margaret earned a diversity fellowship at the University of Wisconsin, Platteville and awards from the The Western History Association. Margaret's dissertation won the W. Turrentine Jackson Award for Best PhD dissertation from the Pacific Coast Branch of the American Historical Association. Upon graduation, Margaret was hired as a tenure-track assistant professor in History and Ethnic Studies at the University of Nebraska, Lincoln. Beginning in Fall 2022, Margaret will be the director of the Indigenous Studies program and an assistant professor of history at the University of Wisconsin, Oshkosh.

### Shae Cox (2020)

Dr. Michael Green mentored Dr. Cox toward pursuing every possible avenue to share her research and promote her career, and she responded brilliantly. She completed her dissertation, "The Fabric of Civil War Society: The Effect of Uniforms, Flags, and Badges, 1861-1939," in five years. As a student, she presented her research at multiple conferences, including the American Historical Association (our profession's leading organization) and the Society for Civil War Historians, and she became an SCWH committee member. She did presentations for community groups, including a gathering of UNLV emeritus faculty and the Daughters of the American Revolution. She served as project manager for "Ready to Roar: Women's Evening Wear in the Prohibition Era," at The Mob Museum, an American Alliance of Museums-accredited facility that is consistently ranked among the top museums in the country. In the process, she did everything from helping to preserve clothing to crowdsourcing donations to writing a grant proposal that helped fund the project. She reported to the department chair as the graduate assistant for two organizations, helping to run both the Pacific Coast Branch of the American Historical Association (the AHA's only branch) and Preserve Nevada, the state's oldest statewide historic preservation organization. Now she is an assistant professor of history at Nicholls State University in Louisiana and continuing her high levels of achievement, including a book contract with Louisiana State University Press, advising the history club, and winning grants for public history projects.

### Doris Morgan Rueda (2022)

Before she completed her comprehensive exams, Dr. David Tanenhaus worked with Ms. Doris Morgan Rueda to apply for and then prepare to participate in the American Society for Legal History's Student Research Colloquium (SRC), which was held in November 2019 at Harvard Law School. Her SRC paper began as a seminar paper that examined how the City of San Diego worked with the FBI as the department deployed academic experts from Harvard University during the 1940s and 1950s to create programs aimed at

preventing juvenile delinquency among Spanish-speaking families. Since completing the seminar paper, she has delivered revised versions at the Somewhere in Between: Border & Borderlands International Conference at the University of London and made a lightning round presentation of it at the meeting of the Western History Association. Thanks to Ms. Morgan Rueda's impressive performance at the SRC in 2019, she became the graduate student representative and coordinator for the Society's annual SRC in 2020. Her contributions to the American Society for Legal History (ASLH) paved the way for her selection as a postdoctoral fellow at the Stanford Center for Law and History (2022-2024).

- iv. List and briefly describe five highlights or areas of excellence of the program.
- 1) Research, scholarly and creative activity with clear and consistent links between research and teaching across the curriculum.
- 2) Teaching with essential contributions to college and university teaching mission and innovative methods and practices on the leading edge of the discipline including extensive community engagement and service-learning opportunities.
- 3) Public History linking research, teaching, service learning and community engagement resulting in best practices in professional preparation of history majors. The American Historical Association initiated directed efforts to achieve these goals more widely through the "Tuning Project" and "Career Diversity Program." Our efforts over the past decade and dating to 2000 meet or exceed these new program guidelines and standards only recently adopted or explored by most history departments nationally. Placement of graduate students in R1 universities and highly competitive public history employment opportunities.
- 4) Diversity of faculty and diversity as a central component of faculty research areas and teaching. Over the past decade the department hired seven new diverse faculty, expanded course offerings, public history programing, student support and community building and research training in areas specifically aimed at meeting the needs of UNLV's exceptionally diverse student body and to align our program efforts with university mission in this area.
- 5) Extensive external funding and development exceeding national norms for history departments in peer and aspirational institutions.
  - v. Provide an indication of faculty productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

The department of history is one of the most research-active in the university and the state system of higher education. The department regularly produces a high level of single-authored books, edited or co-authored books, peer-reviewed articles and book chapters, and wins regional and national prizes, grants and fellowships. The faculty have won every major research award offered by the university and the system. The public history program is the only program to have produced winners of both the National Council on Public History Project Award and Book Award, two of the most significant national awards in that field. Over the ten-year period under review the faculty of the department of history have published, 16 books, 70 articles and 15 book

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chapters, secured extensive prestigious external funding including, NEH and two Ford Foundation Fellowships, and won 48 national, university, and system awards including major national book prizes, teaching and research awards. History faculty published with all of the top presses and highest impact factor journals of the discipline, including Oxford University Press, University of Chicago Press, Cambridge University Press, NYU Press, *The American Historical Review, the Journal of American History, Environmental History*. History faculty are co-authors of leading American and European history textbooks from Oxford University Press and Taylor Francis. Individual faculty CVs include full listings by category of individual faculty publications, presentations, grants and fellowships and other evidence of research, scholarship and creative activity. <a href="https://www.unlv.edu/history/directory">https://www.unlv.edu/history/directory</a>.

The Ph.D. program promotes graduate student achievement across the curriculum with mentors working toward student productivity throughout individual programs. The innovative public history program has been on the leading edge of graduate training in our discipline for over Twenty years. Service learning and community engagement are woven into our graduate programs regardless of major/minor concentrations. By incorporating public history theory and method into most of our graduate courses the department are achieving the goals of programs only recently introduced to many history departments as best practices for the future. Thus, our Ph.D. program is a leader in shaping the evolving standards for best practices in graduate education in our discipline as outlined by the American Historical Association, Organization of American Historians, and National Council on Public History. The History Department also spearheaded the effort for UNLV to join the Newberry Consortium in American Indian Studies, which enables faculty and students to conduct research in issues related to American Indian Studies with 17 other member institutions (including Harvard, Yale, and the University of Oklahoma). M.A. and PhD students have the opportunity to work at archives in the United States (Newberry Library, Peabody Museum, and National Museum of the American Indian) and Canada (Hudson's Bay Company) and faculty hosted a research workshop on methods in American Indian Gaming at Special Collections in Lied Library. Our national award-winning Public History efforts resulted in an extensive record of community partnerships extending throughout the state and across the region, nationally and internationally. (https://www.unlvpublichistory.com/) History Ph.D. student public history research and engagement have received significant scholarly and media attention for innovations in pedagogy and practice. Most notably, the emphasis was designed to be an integral part of our graduate and undergraduate programs at a time when many public history programs operated independent of primary departmental teaching programs. While the department emphasize practical experience, our program is intellectually rigorous, and students are expected to read, discuss, and produce academic scholarship. By blending theory and practice in innovative and unconventional ways from the classroom to the field our program trains students to merge academic research and hands-on training in ways now specifically indicated as best practices by all the leading professional organizations of our field. Thus, our efforts since 2000, and during the ten-year period under review place our department among the small minority of university programs nationally and internationally with public history, service-learning and community engagement built into all aspects of their graduate curriculum.

vi. Provide an indication of student productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

# Ph.D students 2011-2021 with Employment & Professional Activities (pending near Graduation dates in parenthesis)

Jordan Watkins, Assistant Professor BYU

Margaret Huettl, Assistant Professor University of Nebraska Lincoln

Autumn Wyland, CCSD History Teacher

Michelle Turk, Visiting Assistant Professor UNLV Honors College Liberal Arts

Michael Duchamin, CEO Briscoe The department stern Art Museum

Johnathan Foster, Associate Professor Great Basin College

Edgar Weir, U.S. Social Security Administration

James Steele, ABD (2025)

Summer Cherland, Assistant Professor, Southern Mountain Community College

Julia Stetler, Researcher American Heritage Center

Aaron McCarther, Associate Professor, Department Head Arkansas Tech University

Kendra Gage, Assistant Professor UNLV IGES

**Douglas Smith** 

Deborah Raynor, ABD (2023)

Kristen Phipps, ABD (2025)

Tracy Neblina, Meadows School History Teacher ABD

Doris Morgan-Rueda, Stanford Law School Post Doc (2022)

Nicholas Pellegrino, AP History Teacher Northern Valley High School

Mariah Mena

Mary Ludwig, ABD (2024)

Kristina Lewis, ABD (2023)

Christina Lamoureaux, ABD (2023)

Paige Figanbaum, ABD (2024)

Analiesa Delgado, Henry & Jessica Schuck Public History Fellow

Joshua Coleman

Dakota Ciolkosz

Nicole Batten, ABD (2024)

Bridger Bishop, ABD (2024)

Neil Dodge, ABD Navajo Nation

Adla Earl, ABD (2023)

Anthony Graham, ABD Southwest Oral History Association, Nevada Test Site Specific

Advisory Board (2023)

Christoper Knott, ABD CCSD AP History Teacher

Angela Moor, ABD (2022)

Ernest Neely, CCSD AP History Teacher

Joseph Thomson, ABD (2022)

Renee Wiseman, ABD CCSD History Teacher

Shae Cox, (2020) Assistant Professor Nicols State

Stephen Bohigian, Instructor California State University Fresno

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### Sample Ph.D. Student Productivity (Select Ph.D. Student CV's in Appendix)

### **Doris Morgan Reuda**

#### Placement:

Stanford Law School Postdoctoral Fellow 2022-2024

### Peer Reviewed Publications:

- "Riding the Juvenile Crime Wave: Juvenile Delinquency, Race, and Gender in Postwar San Diego," Journal of San Diego History 67, Fall 2021.
- "The Dazed and Dangerous Delinquents of Sin City: Policing and Detaining Juvenile Delinquents in 20th Century Las Vegas," eds. Thomas Kehoe and Jeffery Pfeifer. Chapter in edited volume, *History and Crime: A Transdisciplinary Approach*, Emerald Publishing. September 2021.

### Other Publications:

- "Coffee Table Books, Pulp Fiction Covers, and Courtroom Photography: Finding & Understanding the Art in Historical Interpretation," National Council on Public History, History@Work Blog, March 2021. <a href="https://ncph.org/history-at-work/coffee-tables-books-pulp-fiction-covers-and-courtroom photography/">https://ncph.org/history-at-work/coffee-tables-books-pulp-fiction-covers-and-courtroom photography/</a>
- "Humanities Heart to Heart: Learning to Embrace the Non-Normal," Nevada Humanities Blog, February 2021.
   <a href="https://www.nevadahumanities.org/heart-to-heart/2021/2/11/learning-to-embrace-the-non-normal">https://www.nevadahumanities.org/heart-to-heart/2021/2/11/learning-to-embrace-the-non-normal</a>

### Grants/Awards:

- Arizona Historical Society Research Fellowship, 2022
- American Association of University Women American Dissertation Fellowship, 2021-2022
- American Historical Association Littleton-Griswold Grant,
   2021
- The department stern History Association Graduate Student Prize, 2021
- The department stern History Association Trennert-Iverson Scholarship, 2021
- "6 Feet of Art" Exhibit Certificate for Free Choice, 2020

### **Tracy Nablina**

# Proposal for Teaching with Historic Places: Material Culture Through Las Vegas Architecture. Fall 2022

A written proposal for Public History portfolio. Created lessons and other instructional materials for educators designed to help high school students understand the significance of material culture in general and architecture in particular, specifically in Las Vegas.

# Mellon Foundation Summer Workshop at the University Colorado, Boulder: Spring 2022

Working with other historians at the doctoral and post-doctoral levels discussing and creating materials for applied history.

### **Rosenbloom Scholar Workshop:**

### **Fall 2021**

Working with Patricia Limerick and other doctoral candidates to examine our dissertation projects and connect with various scholars.

#### **UNLV/National Parks Service:**

### **Spring 2021**

Created teaching and learning materials for on-site use and classroom educators for the Hoover Dam.

# UNLV/Walking Box Ranch-Ranch Day: Spring 2020

Research and data entry into OMEKA Walking Box Ranch webpages, including images and links to outside resources. Preparation of Ranch Day activities and lessons for various ages, including art projects, walking tours, and cattle roping.

# **Teaching with Historical Objects Presentation: Spring 2020**

Development of lesson plans, presentations, and teaching materials to prepare instructors to use historical objects in their own classroom. The lesson is based on the McClung Fleming Model and includes student sheets for various age groups and a resource page with links to museum resources for lesson extension.

### **Anthony Graham**

Public History: Nevada Site Specific Resource Board (NSSAB) Vice Chair/Member. A stakeholder's advisory board considering environmental management activities at the Nevada National Security Site, formerly the Nevada Test Site. (August 2016-Present)

NSSAB Vice-Chair (November 2020-Present)

Upcoming: Southwest Oral History Association Summer Boot Camp Presenter (July 2022)

Local Arrangements Committee Member, Southwest Oral History Association (April 2022)

Assistant Organizer/Instructor, Southwest Oral History Association Summer Oral History Boot Camp. (June 2021)

Digital panel organizer and moderator. The department stern Jewish Studies Association Digital Conference (March 2021)

Digital panel organizer and moderator. Southwest Oral History Association Digital Conference. (September 2020)

Local Arrangements Committee Member, Southwest Oral History Association (March 2020)

Produced NSSAB bimonthly newsletter bi-monthly with a readership of 1000. (August 2016-August 2018)

Nevada National Security Site Tour Organizer and Guide. The department stern History Association, Las Vegas, NV (October 2019)

Exhibitor for Southwest Oral History Association, Oral History Association Annual Meeting, Salt Lake City, UT. (October 2019)

Local Arrangements Committee Member, Nevada National Security Site Tour Lead, National Council on Public History Annual Meeting, Las Vegas, NV (April 2018) reviewed in: Joshua McGuffie, *The Nevada Nuclear Test Site*. Las Vegas and Mercury, Nevada. *John Spahn*, Tour Guide; Anthony Graham and Andrew Kirk, UNLV Tour Leaders. April 18, 2018. *The Public Historian*, Vol 40, issue 4 (Nov. 2018): 139-141.

Educational Director, "Ready to Roar" Women and Fashion in the 1920s, Mob Museum, Las Vegas NV. (November 2016- May 2017) Developed the educational program and talking points for docents at the museum and contributed to the curation and installation of the exhibit.

Phi Alpha Theta President Si Sigma chapter (UNLV) (Fall 2016-Spring 2018)

Created curriculum for the Teaching with Historic Places Program through the National Park Service (2015)

Graduate Assistant, American Society for Ethnohistory Conference, Las Vegas, NV (Fall 2015)

CSUEB History Student's Association President (Fall 2012- Spring 2013)

Instructor, CSUEB History Day (Dec 7, 2013)

### **Presentations**

"The future of the Southwest Oral History Association" SOHA Conference, April 1-3, 2022, Las Vegas, NV.

"National Atomic Testing Museum Panel Discussion: Environmental Management at the Nevada National Security Site and the Nevada Site Specific Advisory Board" National Atomic Testing Museum, January 6, 2022, Las Vegas, NV.

"Still a 'Frontier' Town: Las Vegas Oral Histories and Creating the Metropolis of the Mojave" Southwest Oral History Association Digital Conference, September 12, 2020, Las Vegas, NV.

"Where Shall You Find the Desert? Tourism and Boosterism in the Mojave" The department stern History Association, October 2019, Las Vegas, NV.

"Selling the Wasteland: Gold, Boosterism, and Natural Disaster" Pacific Coast Branch of the American History Association, August 2019, Las Vegas, NV.

"The Ocean Shore Railroad: Development of the Coastside" at the Hayward Area Historical Society, May 2013, Hayward, CA.

### **Honors**

- Summer Session Scholarship (2021)
- Hal Rothman History Student Award (2020)
- UNLV Summer Doctoral Research Fellowship (2019)
- Jerry Lodge and Robert E. Clark Scholarship (2019)
- Harold L. and Judith Boyer Award (2018)
- Jerry Lodge and Robert E. Clark Scholarship (2018)
- UNLV History Outstanding Doctoral Student (2017)
- UNLV Summer Doctoral Research Fellowship (2017)
- Hal Rothman History Student Award (2017)
- UNLV History Best Seminar Paper (2016)
- Liberal Arts PhD Student Summer Faculty Research Stipend (2016)
- Hal Rothman History Student Award (2016)
- Old Spanish Trail Conference Travel Scholarship (2016)
- Jerry Lodge and Robert E. Clark Scholarship (2015)
- Nevada Humanities Grant—"Ready to Roar (2016)

### **Publications**

- Anthony Graham, Review of *Mapping the Four Corners: Narrating the Hayden Survey of 1875* by Robert S. McPherson and Susan Rhoades Neel, *Environmental History*, vol. 23, issue 3 (2018)
- Anthony Graham, University of Nevada, Las Vegas, "The Goldfield Historic District," *Intermountain Histories*, http://www.intermountainhistories.org/items/show/31
- Anthony Graham, Review of *The Genius of Earth Day: How a 1970 Teach-In Unexpectedly Made the First Green Generation* by Adam Rome, *Psi Sigma Siren*, vol. 8 issue 2 (2015): 34-35

### III. External Demand for the Program

i. Who are the main (local and regional) stakeholders of your educational programs? In other words, which employers and entities benefit from these programs, by hiring the graduates or admitting them to graduate and/or professional programs?

Clark County School District (CCSD): The department collaborates with CCSD on National History Day, The department The People, and through our Teaching with Historic Places Endowment along with annual collaborations on history and social studies student events and programing. History teaching in public or private schools is an employment path common nationally and locally for history graduates. The department has a strong record of supporting CCSD and private school teachers seeking Ph.D. degrees for career advancement. We have had almost twenty CCSD MA students and 8 CCSD PhD students including two currently in the program.

Public Land Management Agencies & Cultural Resource Managers: All the U.S. public lands agencies have regional offices and provide educational programs and internship opportunities for history majors. These agencies employ history graduates and offer support for history students seeking graduate degrees. Our department has a national reputation as a leader in public lands history, Cooperative Ecosystems Studies Units (CESU) public lands funding for the Humanities, pioneering methods in linking CESU and public lands research with graduate and undergraduate curriculum and teaching, leading-edge research linking environmental history and historic preservation, and extensive public history collaborations with all the department stern and national land management agencies. The newly created and fully endowed Reid Public History Institute in the College of Liberal Arts and Department of History will enable us to consolidate and enhance our public lands efforts in service of Ph.D. students in the coming decade.

Preserve Nevada: Preserve Nevada is Nevada's statewide historic preservation and cultural resource management organization chartered by the National Trust for Historic preservation. Preserve Nevada (PN) is unique in the American historic preservation system as the only statewide preservation institution housed in an academic department and run by a graduate student director. The organization has a distinguished statewide Board of Directors Chaired by former Governor and U.S. Senator Richard Bryan. Preserve Nevada has closely linked our department research and teaching to a wide range of stakeholders in the state cultural and business communities for two decades. PN is also nationally recognized as an innovator of student engagement in a field in need of a new generation of preservation professionals.

**Southwest Oral History Association (SOA):** Housed in our department this vibrant regional organization supports our students, offers unique methodological training and collaborative opportunities for our faculty, students and community and supports

teaching in a range of courses deploying oral history methodologies. SOA supports one graduate assistantship annually.

Pacific Coast Branch of the American Historical Association (PCB-AHA): Housed in our department since 2017, the 112 year-old PCB-AHA is the only branch of the most important national professional organization four our discipline. The PCB-AHA facilitated a recent visit by AHA Executive Director Jim Grossman, a leading international expert on the historical profession. During the visit and through our association with the PCB-AHA, Grossman offered insights for undergraduate and graduate students and offered insights for faculty working toward best practices in 2018 and beyond. In 2019, the department hosted the association's annual meeting bringing three hundred historians to the UNLV campus. This institution is a very significant asset to our department and our Ph.D. program as the department plan for the next decade of engagement with our profession. The PCB-AHA fully funds one twelve-month graduate assistantship annually.

### **Cultural Community Partners:**

Local and State Governments: Local and State government offers internships and employment of history graduates and supports our programs. Notably, Professor Andy Kirk from our department represented Nevada's history educators on the Governor Brian Sandoval's, Nevada 150 Commission for 4 years leading to new stakeholder relationships, expanded projects for students and programs linking UNLV history education with K-12 education in the state.(2011-2014) The City of Las Vegas and Clark County funded a series of projects over the past decade and our public history program regularly collaborates with several city and county cultural resource and planning agencies on historic matters and cultural resource research and management.

Universities Seeking Assistant Professors with Public History Training: Because the department has twenty-two-year record of training Ph.D. 's with public history and community engagement closely linked with all aspects of their research and teaching, our graduates have secured some of the best and most competitive tenure-track positions over the past decade. Including positions at the University of Nebraska, Colorado State and Brigham Young University, Great Basin College, and Nicolls State College, one of the few positions that survived the national wave of cancellations in the spring of 2020.

**Business Community**: History students often take information management, research and writing skills into the business community.

Through our public history and history of the American The department st programs the department has an extensive network of community partners ranging from museums and historic organizations to the Culinary Union, Nevada Test Site community, historic preservation organizations, and a wide range of cultural organizations.

ii. Describe the needs of these stakeholders for graduates of this program.

All of our community business partners, especially those designated as 501C3 non-profits, require Ph.D. employees and collaborators trained in the methods and practices of public history to function. (501C3 means a nonprofit organization that has been recognized by the IRS as being tax-exempt by virtue of its charitable programs). Much of the local, state, and federal work of these organizations requires History Ph.D. review or participation to meet guidelines and requirements. As students and as graduates, our Ph.D.'s help meet this need in Las Vegas and The State of Nevada.

iii. What are the anticipated placement needs for program graduates over the next 3-5 years?

Given the severe constraints on funding resulting from the pandemic, the need for Nevada cultural business and organizations to have access to History Ph.D. students for consolation, part-time and long-term employment is likely to exceed previous periods when funds the department were available for national searches. The Occupational Outlook Handbook projects 5.1% growth in jobs in all categories for history graduate students nationally with a wide range of federal, state, and local government positions leading recent hiring trends along with museums and cultural sites. These are precisely the jobs our public history track is designed to prepare students for and an indication of the ongoing importance of public history in the history PhD program. Nevada Workforce Research Data is less specific on history graduate degrees but trends in the state and employment of UNLV history graduate students at all the major sites and cultural resource management agencies and organizations over the past ten years indicates that Nevada patterns are similar to national trends.

iv. What changes to the program, if any, will the anticipated placement needs for the program graduates require?

With two decades of work creating a Ph.D. program designed to meet the special needs of community businesses and cultural organizations and are the department ll-positioned to take advantage of any new needs and opportunities for our students.

v. Describe the placements of recent graduates.

Examples of History Ph.D.'s working in the private sector and business include:

- Lance Sorenson, Office of the Utah Attorney General
- Bruce Alverson, founding partner Alverson Taylor Mortensen & Sanders
- UNLV College of Liberal Arts Alumnus of the Year 2022, Michael Duchamin, Chief Curator Autry National Museum and then President/CEO Briscoe The department stern Art Museum.

vi. If the program does not have placement information on graduates, what is the plan to gather that information?

The department maintains communication with all PhD graduates and annually tracks their employment status. Department staff annually collect specific information on current placements, publications, achievements, and career milestones. The AA III maintains that information and posts notable updates on our website throughout the year.

vii. As required by NSHE, discuss how the program assesses whether the graduates are meeting employers' needs.

Our department staff maintain regular communication with Ph.D. graduates specifically about training and subsequent applications for our annual strategic planning and other university required reporting. Staff specifically ask about the relationship and balance of academic and applied learning outcomes and how that balance meets employer needs. For PhD placement in tenure-track academic jobs graduates have indicated that competency, training, and experience in both traditional academic research and applied public history training and fieldwork was essential to their selection for highly competitive academic positions. Likewise, employers like the Nevada State Museum, News Bureau Archive, and Mob Museum where recent graduates are employed point to the balance of scholarly and applied learning outcomes in our graduate programs as essential to meeting employer needs. See assessment plans and reports in the Appendix.

### IV. Program Resources.

i. Faculty Time and GA Resources

Please fill in the table below in order to answer the questions below.

Staff Type		Spring 2019	Fall <b>2019</b>	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Tenured &Tenure-	Total Number:	24	23	22	22	22	22
Track Faculty	Percent of Courses Taught:	100	100	100	100	100	100
	Student Credit	105	91	103	119	108	113

	Hours Taught:						
Faculty in Residence	Total Number:	1	1	1	1	1	1
(FIRs), Lecturers, & Visiting	Percent of Courses Taught:	4.25	4.25	2.25	2.25	2.25	2.25
Faculty	Student Credit Hours Taught:	0	0	0	0	0	0
Part-time Instructors (PTI)	Total Number:	8	9	7	7	7	7
	Percent of Courses Taught:	54	58	52	48	53	56
	Student Credit Hours Taught:	90	103	100	80	90	110
State- supported	Total Number:	8	9	7	7	7	7
Graduate Assistants (GAs)	Percent of Courses Taught:	19.75	16.9	9.3	21	10.2	12.75
Provided by the Graduate College	Student Credit Hours Taught:	43	34	21	43	26	27

## Budget

Fill in the three tables below and use this information to answer the questions below.

Revenues	Fiscal Year (FY) 17-18	FY 18-19	FY 19-20	FY 20-21
State Operating Account	\$3,183,104	\$3,450,771	\$3,544,294	\$3,542,750
Student Fees	\$	\$	\$	\$
Other	\$	\$	\$	\$
<b>Total Revenue</b>	\$3,183,104	\$3,450,771	\$3,544,294	\$3,542,750

Expenses FY 17-18	8   FY 18-19	FY 19-20	FY 20-21
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Salaries (faculty, staff, GAs, work-study student, etc.)	\$3,125,316	\$3,095,217	\$3,268,544	\$3,225,935
Operating Expenses (operational and instructional supplies, equipment maintenance, software licensing, online electronic subscriptions, etc.)	\$44,333	\$44,068	\$38,460	\$41,194
Student Activities (recruitment, career services, general activities, etc.)	\$1,510	\$1,387	\$1,055	\$0
Other	\$	\$	\$	\$
Total Expenditures	\$3,171,159	\$3,137,672	\$3,308,059	\$3,267,129

Graduate	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Assistantships				
Number of Graduate	18	18	18	18
Assistantships provided				
by the Graduate College				
Number of Graduate	2	2	3	3
Assistantships funded				
by grants				
Total number of	20	20	21	21
Graduate				
Assistantships				

Are these resources sufficient to meet the degree programs instructional and scholarship needs? If not, approximately how much additional funding is needed for what specific activities? What funding sources could be reasonably increased to help the program attain its goals?

### ii. Program Funding

i. Is funding from other sources sufficient to assist the program in achieving its outcomes? (Other sources include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships.)

Generally, however, if the department expand our public history emphasis to include a major option the department may need to adopt a student fee structure to cover expanded fieldwork and supply costs. Our development efforts over the past ten years have drastically increased graduate student funding during a period when federal history

funding opportunities remained diminished from the recession of 2008. Our department operating budget is the same or lower than it was ten years ago. This limits our ability to fully fund activities related to graduate recruitment.

ii. If not, which funding streams could be increased to help the program attain its outcomes?

Cost per student for proposed fees would be in the range of \$50-150. Indirect cost recovery of \$3,000-5,000 annually would greatly increase our capacity for regional fieldwork and work in more remote areas of central Nevada greatly in need of the kind of projects and expertise our public history program and students can provide with adequate funding. Increase of department operating budget to facilitate recruitment.

iii. What, if any, new donor revenue has been generated since the last program review?

Since our last program review the department have five new endowments for student support and a separately funded institute. (total combined new endowments of approximately \$1.8 million) Most significantly the Harry Reid Endowed Chair for the Intermountain West and Reid Public History Institute raised \$1.5 million in permanent endowments for our department directly in service of graduate education. The department successfully hired Dr. Susan Johnson from the University of Wisconsin who is currently the President of the Western Historical Association and a national leader in history graduate education. The Henry and Jessica Schuck Public History Graduate Fellowship funded with an initial gift of \$100,000, (2021) is highly likely to result in a second more significant gift at the completion of the first four-year period. The Schuck Fellowships will provide funding for a Ph.D. student to work with the Reid Public History Institute which also has a fully funded endowment that will provide additional Ph.D. student support. Our unit's engagement in fundraising activities during the last five years to garner support for the program have been extensive and highly successful. The department secured funding for the Harry Reid Endowed Chair for the study of the Intermountain West and the Reid Public History institute along with the gifts and endowments noted above. All of these are in direct support of graduate education and student community engagement that made a significant contribution to UNLV's designation as a Carnegie ranked Community Engagement institution.

### iii. Program Resources

i. Is the quality and quantity of available consumable materials and supplies (e.g. office supplies or laboratory supplies) adequate? If not, please explain why.

Yes, the department are in good shape on these basics

ii. Is the quality and quantity of available technological resources (e.g. computers, large format displays, software) adequate? If not, please explain why.

For the most part yes, though Ph.D. students doing field work could use better remote and field technology and support. Simple examples include drones and iPads for documenting historic landscapes in challenging terrain a consistent issue for our PhD students.

- iii. Is the quality and quantity of other types of necessary equipment adequate? If not, please explain why.

  Yes.
- iv. Is the quality and quantity of available library and information resources adequate? If not, please explain why.

Yes. The department have an excellent working relationship with the libraries and very strong support for our public history and other Ph.D. research needs.

v. Are available program staff resources sufficient to attain the programs outcomes? If not, please explain why and state what additional staff resources are needed and how they would be funded.

The Reid Public History Institute will need staff support from the college to enable future external funding and development efforts and to provide support for operations and management of institute funds and resources. The Dean of Liberal Arts has indicated support for a future AA II position to help support these needs.

### iv. General Education

i. If your program or unit offers General Education course, estimate what portion of the unit's teaching resources are allocated to those courses.

In any given semester up to 65% of our department teaching resources are allocated to those courses. Our 100-level courses generally fill to capacity and Ph.D. student teachers and PTIGA's are essential to our ability to meet this consistent and very high GE demand. The College of Liberal Arts Metrics consistently rank our department as one of the top 2 most important units to UNLV Liberal Arts GE.

ii. Are there any factors that affect the unit's ability to offer courses for its major students? If so, please explain why.

No.

### II. Size, Retention, Progression and Completion

- i. Size of the Program
  - i. Headcount, course enrollment and degree conferred data provided by the Office of Decision Support. Use the tables to answer the questions below.

Note:

Program review data does not include transfer students or part-time students in the retention rate calculations or in the 6-year degree completion rate calculations.

Headcounts of student majors and enrollments in courses do include all student enrollments (both transfer and part-time student enrollments are included). Counts of degrees conferred for a program would also include any student earning the degree (both transfer and part-time students earning degrees are included in the degree counts).

The program may track graduation rates differently from the official data provided by the Office of Decision Support and that can be described in the document in the date section. Please be sure to explain how and why these data differ from the official data. Do not delete the Decision Support information.

# Headcount declared majors in History PHD

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in None indicated (-) Department of History

Term	Ph.D.
Fall 2010	27
Spring 2011	27
Fall 2011	25
Spring 2012	26
Fall 2012	21
Spring 2013	21
Fall 2013	24
Spring 2014	21
Fall 2014	17
Spring 2015	15
Fall 2015	13
Spring 2016	11
Fall 2016	4
Spring 2017	4
Fall 2017	4

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in None indicated (-) Department of History

Term	Ph.D.
Spring 2018	4
Fall 2018	3
Spring 2019	2

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in North American The department st (1000002880) Department of History

Term	Ph.D.
Fall 2014	4
Spring 2015	5
Fall 2015	5
Spring 2016	5
Fall 2016	8
Spring 2017	7
Fall 2017	9

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in North American The department st (1000002880) Department of History

Term	Ph.D.
Spring 2018	9
Fall 2018	10
Spring 2019	11
Fall 2019	11
Spring 2020	11
Fall 2020	12
Spring 2021	11
Fall 2021	10

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in European Culture and Society (HISECSPCON) Department of History

Term	Ph.D.
Spring 2015	1
Fall 2015	1

1.2022

**Headcount declared** majors in History PHD Plan code 'HISPHD' Con/Track in European **Culture and Society** (HISECSPCON) **Department of History** 

Term	Ph.D.
Spring 2016	1
Fall 2016	1
Spring 2017	1
Fall 2017	1
Spring 2018	1
Fall 2018	2
Spring 2019	2
Fall 2019	1
Spring 2020	1
Fall 2020	2
Spring 2021	1
Fall 2021	2

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

**Headcount declared** majors in History PHD Plan code 'HISPHD' Con/Track in N. American Culture & **Society (HISNCSPCON) Department of History** 

Term	Ph.D.
Fall 2015	1
Spring 2016	1
Fall 2016	3
Spring 2017	3
Fall 2017	5
Spring 2018	5
Fall 2018	6
Spring 2019	6
Fall 2019	10
Spring 2020	8
Fall 2020	8
Spring 2021	7
Fall 2021	8

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in Post-Bachelor's (HISPBXPTRK) Department of History

Term	Ph.D.
Spring 2019	1
Fall 2019	3
Spring 2020	3
Fall 2020	4
Spring 2021	4
Fall 2021	4

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

Headcount declared majors in History PHD Plan code 'HISPHD' Con/Track in Post-Master's (HISPMXPTRK) Department of History

Term	Ph.D.
Fall 2014	3
Spring 2015	3
Fall 2015	4

**Headcount declared** majors in History PHD Plan code 'HISPHD' Con/Track in Post-Master's (HISPMXPTRK) **Department of History** 

Term	Ph.D.
Spring 2016	4
Fall 2016	10
Spring 2017	9
Fall 2017	12
Spring 2018	13
Fall 2018	16
Spring 2019	19
Fall 2019	19
Spring 2020	17
Fall 2020	18
Spring 2021	15
Fall 2021	16

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

**Headcount declared** majors in History PHD Plan code 'HISPHD' Con/Track in World **History Minor** (HISWHXPCON) **Department of History** 

Term	Ph.D.
Fall 2017	1
Spring 2018	1
Fall 2018	1
Spring 2019	1

Source: PeopleSoft Table
PS\_LV\_CNR\_STDNT\_CR
PS\_LV\_CNR\_STDNT\_CP
Office of Decision Support, December 2021

# Department of History enrollments by course subject

Enrollments in HIST lecture courses by course level History

Term	Level - 600	Level - 700
Fall 2010	23	135
Spring 2011	41	118
Fall 2011	48	137
Spring 2012	38	100
Fall 2012	26	95
Spring 2013	15	95
Fall 2013	18	103
Spring 2014	16	80
Fall 2014	23	97
Spring 2015	11	86
Fall 2015	13	95
Spring 2016	24	68
Fall 2016	11	88
Spring 2017	5	61
Fall 2017	11	81
Spring 2018	1	76

### **Enrollments in HIST lecture courses** by course level History

Term	Level - 600	Level - 700
Fall 2018	16	70
Spring 2019	12	64
Fall 2019	6	81
Spring 2020	7	73
Fall 2020	11	95
Spring 2021	11	71
Fall 2021	5	70

Source: PeopleSoft Table PS\_LV\_CNR\_ENRL Office of Decision Support, December 2021

# Degrees Conferred by Academic Year

Degrees conferred by Academic Year (July to June) History PHD (Plan code 'HISPHD') **Doctor of Philosophy Department of History** 

Academic Year	Degree Count
1995-96	1
2000-01	1
2001-02	1
2002-03	1
2003-04	2
2005-06	1
2007-08	1
2008-09	1
2009-10	6
2010-11	3
2011-12	5
2013-14	1
2014-15	4
2015-16	3
2016-17	1
2017-18	1
2018-19	1
2019-20	2

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES Office of Decision Support, December 2021

# Graduation rates for Fall Cohorts

**New Graduate Student Cohorts** declaring History PHD (Plan code 'HISPHD') and graduating within 8 years **Department of History** 

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)	Yr 6 rate (%)	Yr 7 rate (%)	Yr 8 rate (%)
2010	4	0.0	0.0	0.0	0.0	50.0	75.0	75.0
2011	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014	3	0.0	0.0	0.0	0.0	33.3	33.3	33.3
2015	1	0.0	0.0	0.0	100.0	100.0	100.0	NA
2016	5	0.0	0.0	0.0	0.0	0.0	NA	NA
2017	4	0.0	0.0	0.0	0.0	NA	NA	NA
2018	3	0.0	0.0	0.0	NA	NA	NA	NA
2019	4	0.0	0.0	NA	NA	NA	NA	NA
2020	2	0.0	NA	NA	NA	NA	NA	NA
2021	2	NA	NA	NA	NA	NA	NA	NA

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES
PS\_LV\_CNR\_CP
PS\_LV\_CNR\_CR
Office of Decision Support, December 2021

### Completion rates for new students declaring History PHD (Plan code 'HISPHD') Department of History

Duration	N	Degrees	Rate
Years 2	33	0	0.0
Years 3	31	0	0.0
Years 4	27	0	0.0
Years 5	24	1	4.2
Years 6	20	4	20.0
Years 7	15	5	33.3
Years 8	14	4	28.6

Source: PeopleSoft Table PS\_LV\_CNR\_DEGREES
PS\_LV\_CNR\_CP
PS\_LV\_CNR\_CR

Office of Decision Support, December 2021

ii. Discuss the headcount figures from the last five years. Are the trends in line with projections in your unit's strategic plan?

The numbers over the past three years are not in line with our projects because the pandemic caused exceptional disruption to the research of historians globally. The pandemic resulted in a national decline of history graduate applications, undergraduates moving into planned graduate programs, and slowed the program progression of history PhDs who must travel to complete archival research. With archives shuttered and travel banned, our most recent cohort of Ph.D. students the department re delayed resulting in the metrics above. The department now have five Ph.D. students graduating in the 2022-2023 academic year. All of these students the department re able to resume delayed work and make excellent progress toward graduation. These five new Ph.D.'s will join the 10 M.A. students the department graduate this academic year and the department are confident that the numbers will continue to improve as the pandemic eases and final restrictions are removed.

iii. Does your programs enrollment trend differ from national trends? If so, please explain why.

As noted above, it does not differ. The discipline of history was hit especially hard by the pandemic following a decade of gradual declines nationally. Our program has always been relatively small but has survived and thrived despite negative national trends.

### ii. Major Course Offerings

i. Does the program offer enough course to meet enrollment demands? If so, please explain why.

Yes.

ii. How many major courses have been added or eliminated in the last five years?

7 Added 0 Eliminated

iii. Why did were these actions taken?

New faculty have offered newly designed graduate courses. Despite lower enrollments the department continue to offer the full range of graduate classes and are not considering eliminating courses. The department are, however, working to enhance collaborations with other units toward enrollment. For example, offering 700 level environmental history as part of the Solar Engineering program. Harry Reid Chair of the Intermountain West, Professor Susan Johnson designed new 700 level western history offerings to enhance training in the history of gender and sexuality for students working on significant exhibitions and interpretive programs with the Bureau of Reclamation at Hoover Dam as part of the centennial of the Colorado River Compact and with the Bureau of Land Management at the Walking Box Ranch. Four new 700 level courses were designed to better link our faculty working in global areas of research with the bulk of our students working in environment and American West. These included courses on Filipino-American history, Southwestern borderlands, transnational, Chinese and Chinese-American history, and global environmental history.

iv. What additional actions should be taken to improve retention, progression and graduation of students in the program?

Increasing the stipends for both Ph.D and Master's students would greatly benefit our recruitment efforts but not being able to offer a multi-year funding package to students

also hinders our ability to recruit and compete with other graduate programs. The department have lost top candidates because other institutions' offer letters guarantee and outline the amounts of money for each academic year, UNLV's inability to make such offer letters puts our department in a weaker negotiating position. Funding at the dissertation stage is also an issue as many of our Ph.D students are asked to teach two sections of 100 level history courses and complete their dissertations; a funded year when students concentrate on the writing of the dissertation would ease the bottleneck that too often occurs with our Ph.D students.

v. Are there courses that represent barriers for progression and/or graduation, because students routinely have difficulty enrolling in, and/or completing those courses? If so, please explain why.

No.

vi. If there are course that represent barriers for progression and/or graduation, please describe financially-based and non-financially-based solutions to reduce "bottle-necks" in these courses.

Not applicable, the Ph.D. History program does not have this issue.

vii. Can any changes in sequencing of courses be made to facilitate student retention, progression and graduation?

No

viii. Please discuss whether the unit has any plans to provide any or more online courses within the next 2-3 years. If the unit does not have such plans please explain why.

The department is open to add more online courses but only if the department can substantiate that the quality of the courses uphold the rigor of our department standards and benefit both faculty and students. Graduate students have consistently preferred live or hybrid offerings. The department are considering a fully online public history MA.

### iii. Curriculum

i. Is the program's curriculum aligned with current developments in the discipline? If so, please explain how.

Yes, our balance of rigorous traditional academic training in historical content and research methods closely linked with leading-edge public history and community engagement are aligned closely with the standards of the American Historical Association, Organization of American Historians and National Council on Public History. The department are the department well ahead of the majority of history departments in building public history and career diversity into the framework of our program at all levels.

ii. If the program curriculum is not aligned with current developments in the discipline, please explain what steps faculty are taking to modernize the curriculum.

The Ph.D. History program does not have this issue.

### iv. Advising

i. How many full-time academic advisors are available at the Colleges Advising Center? Is this number sufficient?

The Advising Center concentrates on undergraduate advising and does an excellent job directing history students. In the department all PhD students have a primary advisor and committee of three department faculty and one Graduate College Representative. The Graduate College provides significant advising on process toward graduation and funding and works closely with the department Graduate Coordinator who independently advises all of our PhD students, helps them select classes, manages graduate funding and assistantships and teaching a section of HIST 710 The Professional Historian each semester. Most of our faculty participate in HIST 710 each semester providing insight on different fields, methods, and practices from their specialties.

ii. Describe any changes to advising practices in the last five years based on the findings of assessment reports.

Based on previous assessment reports the department has implemented an introductory graduate course, History 710: The Professional Historian, to help orientate new graduate students not only to the department culture but also to the profession. Various professional development activities are discussed and students are encouraged to think about their professional development beyond the department. The department supports graduate student participation in professional development and over the past five years has sent all PhD students

able to travel to national conferences to attend workshops and present their research. The department hosted the National Council on Public History annual meeting in 2017 and the Western History Association annual meeting in 2018. These are the two most important national organizations for our PhD program and UNLV PhD students played significant roles in organizing and participating in both of these conferences. Over the past ten years our advising has expanded to included efforts to enhance professional opportunities and direct participation in professional activities like organizational leadership, conferences, and national workshops. The new course development discussed above is an effort to expose all of our PhD students to the widest possible range of our outstanding faculty in all areas of expertise to enhance training and expand advising beyond the traditional committee structure.

### v. Graduation Rates

i. Program graduation numbers and rates are summarized below (insert here tables with graduation data). Use the tables to answer the below questions.

Fall	Size	Yr 2 rate (%)	Yr 3 rate (%)	Yr 4 rate (%)	Yr 5 rate (%)	Yr 6 rate (%)	Yr 7 rate (%)	Yr 8 rate (%)
2010	4	0.0	0.0	0.0	0.0	50.0	75.0	75.0
2011	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2012	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2013	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2014	3	0.0	0.0	0.0	0.0	33.3	33.3	33.3
2015	1	0.0	0.0	0.0	100.0	100.0	100.0	NA
2016	5	0.0	0.0	0.0	0.0	0.0	NA	NA
2017	4	0.0	0.0	0.0	0.0	NA	NA	NA
2018	3	0.0	0.0	0.0	NA	NA	NA	NA
2019	4	0.0	0.0	NA	NA	NA	NA	NA
2020	2	0.0	NA	NA	NA	NA	NA	NA
2021	2	NA						

ii. Are the trends in 6-year cohort graduation close to the University's goal of 50% graduation rate?

The five impending Ph.D. graduations for the 2022-2023 academic year will bring our cohort graduation rates back in line with longer-term trends in the history of the program. The national average time to complete a history Ph.D. is seven years and our numbers over several decades are in-line with that average or slightly better. After a significant wave of graduations the department had a lull while a completely new cohort made progress toward 2014. Then again, a lull toward positive numbers in 2020 that the department re delayed by the pandemic. Still, the department graduated a star Ph.D. student in 2020, Shae Cox who landed one of the tiny handful of tenure-track jobs not canceled that year, a testament to her excellence and the reputation of our faculty and program.

iii. If not, what is being done to reach the 50% graduation rate?

Over the past five years the department has restructured our Ph.D. comprehensive exams, created new portfolio options for a portion of that process and streamlined our dissertation prospectus process all to move candidates quickly into the dissertation phase toward timely completion and graduation. This process greatly improved the progress of our current cohort and helps explain how, despite the pandemic, the department are poised to graduate the most Ph.D. students in eight years.

### III. Quality

- i. Admission and Graduation Requirements
  - i. List program admission requirements as they appear in the current UNLV academic catalog.
- 1. All domestic and international applicants must review and follow the <u>Graduate College</u> Admission and Registration Requirements.
- 2. Applicants must have completed significant course work at the upper division or graduate level in History.
- 3. Competitive scores on verbal, quantitative and analytical measures of the Graduate Record Examination.
- 4. Recommendations from three former instructors addressing the applicant's preparedness for doctoral level work in United States History or European History.
- 5. A statement of purpose in which the applicant describes specific interests in and approaches to either United States History or European History. The statement should also include a

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description of the applicant's background and training for advanced work in this field as well as academic and professional goals.

6. A writing sample in the form of a master's thesis or original research paper of substantial length and quality. If possible, the writing sample should engage either United States History or European History.

### Post-Bachelor's subplans

- 1. B.A. or equivalent from an accredited institution with a minimum GPA of 3.75.
- 2. Students must have written an Honors Thesis in History or a closely related field, which must be uploaded as part of the application.

### Post-Master's subplans

- 1. M.A. or equivalent from an accredited institution with a minimum GPA of 3.50.
- 2. Students who have not completed HIST 710 and HIST 740 as part of their master's degree will be required to complete them as a condition of their admission. Note: These courses will not count toward the 35 credits required for the Doctor of Philosophy History.
  - ii. List any updates that need to be made to the undergraduate or graduate academic catalogs. Have these changes been initiated in Curriculog?

The department has removed the GRE requirement for Ph.D. applicants and removed the teaching subplan for the Master's Program. Both efforts have moved through Curriculog.

#### ii. Outcomes and Assessment

 Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are available through the <u>Office of Academic</u> <u>Assessment</u>. Attach the most recent assessment report in the Appendix

Most recent plans and reports in Appendix

ii. As a result of information gathered in your assessment reports, has the program revised its curriculum (e.g. changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s)) in the last five years? If so, what changes the department re made and why?

Over the past ten years a range of new course offerings have expanded contact between PhD students and all of our faculty regardless of specializations and expanded and enhance advising beyond traditional committee structures.

See reports and plans in Appendix

iii. Describe how the program has revised course content or pedagogical approaches based on findings in your assessment reports in the last five years?

Over the past five years the department Graduate Committee worked completed a significant revision of our PhD comprehensive exams that had been a barrier to progression in previous years. Students who have done well in coursework have struggled with exam preparation and completion. The new exam structure based on a careful review of exams at peer and aspirational institutions along with new workshops, study tools, and other resources to help students prepare for exams has enabled PhD students to advance to candidacy in a timely fashion and led to much better rates of first-time success in examination and four recent PhD exams passed with distinction.

The effort to enhance PhD student's participation in conferences and publish research results has enhanced the profile of students and the department and strengthened PhD student professional development and enhanced student Curriculum Vitae.

Over the past five years the department secured over \$300,000 in external funds to create endowed summer funding for graduate students. This funding has significantly enhanced the ability of PhD students to travel to complete research, participate in collaborative public history fieldwork, attend important summer workshops including the Newberry Consortium summer programs where UNLV students have refined and presented their research to national audiences of scholars.

Endowed funding is also now available for some students to have reduced teaching obligations toward better progress in the program at critical points.

See reports and plans in Appendix

iv. Describe how you have used the findings in one assessment report to improve student learning.

The Graduate Committee changed the structure of PhD exams in response to our 2018 assessment report. Previously, PhD students were examined in four fields. However, many of UNLV's tier 1 research peers require PhD students to be examined in three fields. Although our department maintained the rigorous standards for students to pass their comprehensive exams, it concluded that it is not appropriate to make our students do more than their peers at aspirational institutions. Further, the report demonstrated that our Graduate Assistant positions require students to teach for five years; PhD students at peer institutions often only teach for three out of five years. Changes the department re implemented and are now in practice based on these assessments.

### IV. Conclusion and Self-Assessment

- i. Faculty Review of Self-Study
  - i. On what date did the program and/or department faculty review this self-study?

Between May 2022 and June 2022 faculty were provided opportunities to review and comment on the self-study and the final draft was revised accordingly.

### ii. Conclusions

i. What are the top three priorities and/or needs for the future development of the program?

Continue to advertise our exception opportunities like the new Reid Public History Institute and Schuck Fellowships to recruit excellent Ph.D. students.

Work with the Dean and the Graduate College to explore ways to modify and enhance our GA funding and create new guarantees of duration of funding to enable us to compete with peer and aspirational programs in the region and nationally.

Continue to enhance and expand our linked programs of study along with our dynamic public history programs and community engagement networks toward full employment of all our Ph.D. students.

### ii. What are the strengths of the program?

UNLV history Ph.D. students consistently win major university and national awards at a rate far beyond the expected for a program of our size at a newly R1 regional public university. History Ph.D. students have secured highly competitive tenure-track and public history jobs during one of the most intensely competitive periods in the history of our discipline. History PhD students are highly visible representatives of UNLV at national and international conferences and events enhancing the reputation of the department and the university every year. History PhD students have an exceptional record of securing external funding, grants, and awards including prestigious national awards no UNLV students have received in any field of study. Ms. Doris Morgan's recent, American Dissertation Fellowship 2021-2022 from the American Association of University Women. Ms. Morgan, along with three other UNLV history Ph.D. students also received funding from the Newberry Library in Chicago in 2022, a coveted summer fellowship program that attracts the best Ph.D. students from Ivy League and other national R1 universities. Morgan will graduate in Fall of 2022 and already has a prestigious two-year post doc at the Stanford University Law School.

The History department regularly generates extensive positive national/international/local media coverage for UNLV and NSHE including dozens of leading media outlets like; *The New York Times, PBS NewsHour, The Atlantic*, the *L.A. Times, Smithsonian*, & NPR. Scholarly awards, journals, conferences, grants. Faculty in our department generate hundreds of thousands of reads with posts and blogs in forums like *The Conversation, The Huffington Post* and a wide range of field appropriate online venues. Faculty in the department regularly collaborate with state and local media on history and history education with one faculty hosting a popular show on KNPR. These efforts in community engagement and in the profession bring honor and distinction to the university annually. History faculty have won every major university and NSHE award for teaching, research and service and many of these multiple times. The department has a culture of service to the university over the decades strongly embraced by

our faculty today. Many history faculty currently serve on critical university committees and work across the campus in a variety of significant ways. Through fieldwork and internships history PhD students are a visible presence in the community with clear impact on a variety of fronts. Graduate students have completed 57 community internships with 40 different community partners including; the Mob Museum, the Office of Historic Preservation at the City of Las Vegas, The Liberace Foundation, The New Bureau at the Las Vegas Convention and Visitors Authority (LVCVA), the Clark County Museum, Special Collections at UNLV's Lied Library, and The Hard Rock Hotel and Casino, the Culinary Union, National Atomic Testing Museum, National Park Service, BLM, Reclamation, Forest Service, State Office of Historic Preservation, and many others. Students working with Preserve Nevada provide valuable cultural resource management research, expertise and advice to the Las Vegas and statewide community. Graduate students studying a wide range of topics, time periods, and geographic areas are active participants in local conferences and events and our Teacher/students take their insights directly into the K-12 environment. PhD candidate Anthony Graham has an unprecedented role on the highly influential, Nevada Site Specific Resource Board where he currently serves as Vice Chair. Anthony was chosen as a graduate student board member to represent UNLV on this important atomic testing region stakeholder advisory board in 2018 was elected as a full board member in 2019 and elected to the position of Vice Chair in 2021. This group conducts official environmental reviews of the test site and region and reports to the Department of Energy and NNSS. They provide essential environmental education, advocacy and outreach to downwind and Indigenous communities dealing with environmental and human health issues related to atomic testing and ongoing experiments at the site. Anthony's work represents the cutting edge of the field of environmental history and clearly demonstrates how UNLV history graduate students can apply the theories and methods of public and environmental history toward high-impact community engagement.

Our department is currently ranked 113 in *US News* top history departments, the highest in the state by a large margin and notable because our Ph.D. program (size of Ph.D. program is a critical measure for US News) is much smaller than larger regional institutions ranked just above or below our program. That ranking is up one over the past year and may rise further with the announcement of the Reid Public History Institute and related significant increases in external funding. In 2020, our department received the American Historical Association Equity Award in recognition of our "exceptional efforts to recruit, support and retain diverse faculty and students." This award is the highest national award a history department can receive in this category and only awarded when merited and not annually. The department have a highly research productive faculty publishing in the top ranked peer-reviewed journals in their fields and with the top academic presses in the world. Publications from our department have been widely

reviewed in highest impact-factor journals including, The Journal *Nature*, *Science*, *The American Historical Review*, *The Journal of American History* and virtually every top-ranked journal in every sub-field represented by our faculty. Faculty books have been reviewed in *The New York Times*, *The London Review of Books*, *The Los Angeles Times*, *The Chicago Tribune* and many public media forums. Faculty books have won major national prizes and been featured on the PBS NewsHour, C-Span Book, and a wide range of national and local media. Our faculty have won many national awards, secured the most competitive National Endowment for the Humanities grants and fellowships and prizes for research.

Our Western History Program is nationally recognized and the department has a diverse and outstanding faculty in World History. Our faculty edit national and international journals, Edit top-ranked book series, serve in a wide range of high-level professional service capacities including as elected officers of the leading organizations of their field, board members, and serve as committee chairs. Harry Reid Endowed Chair of the Intermountain The West For example, Dr. Susan Johnson is currently serving as the President of the Western Historical Association.

UNLV Public History activities have had a very significant impact in the area of community engagement, contributing to UNLV's status as a Carnegie Community Engagement Institution, and these efforts have won national awards including the NCPH Project Award & NCPH Book Award. UNLV collaborative public history work and teaching has been featured as a model in the leading journal of the field, The Public Historian, been the subject of museum exhibits, documentaries, extensive national media coverage, and in a wide range of scholarly production and publication. Unlike many departments of history the applied efforts, across geographies, themes and all areas of study are linked in ways that enable students to take full advantage of all of our faculty and department resources making us a leader in our discipline in this critical area for the future of the discipline of history. We have three full-time public history faculty and six affiliated faculty in our department. History Ph.D. students are essential to the department's ability to contribute so significantly to UNLV's status as a Carnegie Ranked Community Engagement institution and to all aspects of UNLV's Top Tier 2.0 and R1 initiatives and metrics.

The UNLV History Department provides graduate students, colleagues and the State of Nevada with expertise and practical application of knowledge about the recorded human past. The department achieve this through instruction, research and scholarship, and professional and community engagement by providing guidance to enable others to pursue informed and effective interaction with the human past. The department provide critical general education teaching to the institution and our courses consistently enroll thousands of students each semester. The department serve and collaborate with the K-12 teaching community and thus, all of the children of our state. Our courses directly support

UNLV's mission to, "assist students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking and social integrity." Our diverse faculty and range of geographic, thematic and methodological subjects the department cover directly support UNLV's mission to support our diverse community through education, research, scholarship, and creative activities. Our department program stimulates economic development and diversification through public history and community engagement and enriches the cultural vitality of the communities the department serve in all aspects of what the department teach and do. Three of our faculty have won the Harry Reid Silver State Research Award in recognition of significant contributions to the economic development of the state.

### iii. What are the challenges facing the program?

The national decline in history graduate enrollment represents a serious issue for all departments of history in the U.S.. The ability to match and compete with programs with much more substantial budgets likewise is a significant challenge at the PhD level. Las Vegas's local economy has significantly improved and the rising wages now being offered undermines our efforts to recruit both undergraduate but especially graduate students. First generation students, which are the majority of our graduate cohort, are debating the worth of a graduate degree, especially if they are paying the full tuition. The rising cost of housing is also a challenge as UNLV offers no graduate housing which could help us recruit students outside of Nevada. Family graduate housing is especially needed as graduate students tend to be older and if they have partners or children finding affordable housing is becoming a greater challenge.

iv. Provide any additional comments about the program.

# V. Appendix

### i. Assessment Plans & Reports

HISTORY DEPARTMENT ACADEMIC ASSESSMENT PLAN 2015-2018 Ph.D.

DEPARTMENT MISSION STATEMENT

The UNLV History Department supplies a critical component of a liberal arts education by providing a historically informed perspective on the contemporary world and the challenges that it faces.

The Department's broader objectives include: (1) transmitting the accumulated knowledge of the human past through formal teaching by tenured and tenure-track faculty at all levels of the curriculum; (2) generating and disseminating new knowledge of the past through innovative research; (3) training students in the skills of research, critical analysis and effective communication; (4) contributing fundamentally to the university's efforts to promote understanding of global, multicultural, and international issues; (5) providing services to the local community as part of a robust relationship based on interdependence and reciprocity.

#### 1. STUDENT LEARNING OBJECTIVES

Upon completion of the Ph.D. program in History, students should be able to:

- 1. Demonstrate an in-depth knowledge of the content and historiography of an extensive body of scholarly material in a major field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- 2. Demonstrate knowledge of the content and historiography of an extensive body of scholarly material in a minor field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- 3. Demonstrate knowledge of the major theoretical and historiographical approaches to their major field.
- 4. Demonstrate an awareness of the role of historians in the construction of the past and the role of contemporary context in shaping the perspectives of historians; contextualize the past on its own terms: and recognize the value of conflicting narratives and evidence.
- 5. Demonstrate the ability to generate significant, open-ended questions about the past and devise research strategies to answer them through the crafting of a well-written and effective historical narrative and argument. This paper of substantial length will use and examine a variety of sources, recognize and build on the work of other scholars, and explore multiple historical and theoretical viewpoints that provide perspective on the past.
- 6. Demonstrate the ability to formulate a larger original research project embodying the characteristics described in learning objective #5 above in the form of a prospectus and its oral defense, which identifies pertinent sources and locates that project within the existing body of scholarship.
- 7. Produce a book-length dissertation that completes the project formulated in the prospectus and defend that work orally.
- 8. Demonstrate a reading knowledge of foreign languages pertinent to the student's geographic fields of study.
- 2. CURRICULUM ALIGNMENT OF STUDENT LEARNING OUTCOMES

  KEY B = outcome introduced in beginning of development, such as in introductory course

  M = outcome covered in middle stages of development

E = outcome fully developed at the end of career, such as in the prospectus and dissertation. PH.D. Requirements	Student Learning Outcomes						
SLO 1	SLO2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8
600-level courses	В	В	В	В			
HIST 710	В						
Colloquia	M	M	M				
HIST 740	M	M					
Seminars	M	M	M				
Comprehensive Exams (written and oral)	M	M	M				
Prospectus	M	E					
Foreign languages	E						
Dissertation	E						

### **Annual Academic Assessment Report Cover Sheet**

Email to: assessment@unlv.edu

**Program Information:** Program Ph.D.

Assessed

Department History
College Liberal Arts
Department Chair Andy Kirk
Assessment Coordinator William Bauer
Date Submitted December 14,

2020

NEW: Semesters & Year Spring and Fall

Assessment Conducted 2020

Contact Person for This Report

Name William Bauer Phone (702) 895-

0918

Email wbauer@unlv.

edu

#### STUDENT LEARNING OBJECTIVES

Upon completion of the Ph.D. program in History, students should be able to:

- 1. Demonstrate an in-depth knowledge of the content and historiography of an extensive body of scholarly material in a major field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- 2. Demonstrate knowledge of the content and historiography of an extensive body of scholarly material in a minor field defined by historical period, geographic region or regions, or theme, e.g. History and Memory.
- 3. Demonstrate knowledge of the major theoretical and historiographical approaches to their major field.
- 4. Demonstrate an awareness of the role of historians in the construction of the past and the role of contemporary context in shaping the perspectives of historians.
- 5. Demonstrate the ability to formulate an original research project, identify pertinent sources, examine those sources thoroughly, efficiently, and even-handedly within the context of the existing scholarly literature in the field and construct a well ordered, the department well-argued and the department well written paper of substantial length.
- 6. Demonstrate the ability to formulate a larger original research project in the form of a prospectus and its oral defense, which identifies pertinent sources and locates that project within the existing body of scholarship.
- 7. Produce a book-length dissertation that completes the project formulated in the prospectus and defend that work orally.
- 8. Demonstrate a reading knowledge of foreign languages pertinent to the student's geographic fields of study.

2020 Assessment will focus on SLO 3, 4, 5 and 7 through review of completed dissertations over the past three years following a slightly revised plan as outlined in 2014 - 2015. Two dissertations the department reviewed. The titles of the dissertations are attached in Appendix 2. DIRECT ASSESSMENT

The dissertations the department re assessed through a rubric adapted from that developed by the American Historical Association for capstone courses. The categories of the AHA rubric largely overlaps with the SLOs #3, 4, 5 and 7.

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Review of dissertations written over the past three years shows that the History Department is doing a very good to excellent job of producing doctoral students who write dissertations that contribute to scholarship in the field of History. All dissertations the department were rated from very good (4+) to excellent (5) on the AHA rubrics.

Graduate students have been extremely active in professional activities.

UNLV graduate students have published one co-edited book, one book chapter and four book reviews. Further, PhD students made sixteen research presentations at academic conferences. UNLV history students made 20 public exhibits. Finally, PhD students won two research grants, Neil Dodge won a research fellowship from the Charles Redd Center for the Study of the American West. Mary Ludwig won a research fellowship from the Labriola National Native American Data Center at Arizona State University

In addition, doctoral students have been finishing their degrees in approximately six years. This is a significant improvement in time to degree.

Three further observations emerged from the assessment process.

- 1) The dissertations reviewed demonstrated a very high level of research skills using a wide variety of primary sources, including manuscripts, newspapers, oral interviews, and local, state and federal government reports, as the department well as other texts, and secondary sources. All demonstrated an excellent ability to construct an historical narrative and explain the historiographical and historical context; all provided a clear rationale for the topic and approach; and all linked evidence and interpretation in a convincing and solid manner. All the department re the department well written.
- 2) All dissertations under review the department re in the field of United States history. These dissertations reflected current and up-to-date trends in the field, which include a focus on local case studies and intersections of law, politics and social history.
- 3) There was room for improvement in two respects. One, more attention might be paid to the conclusion of the dissertation. Outside readers are likely to read the introduction and the conclusion before reading the entire dissertation. Therefore, special attention should be paid to ensuring that the conclusion is as substantive and clear as possible and is more than an epilogue. Secondly, more attention should be paid to the Abstract. Many more readers will read the Abstract than the entire dissertation. The review showed that, with several exceptions, the Abstracts did not represent the focus, approach and conclusions of the dissertation in the most effective way. More attention should be paid to ensuring that the Abstract is as effective as the dissertation itself in demonstrating the author's research, scholarly and writing accomplishments. It needs to be remembered that writing a dissertation is an extremely demanding task and requires a major commitment from both the student and the faculty on the student's committee. The effort and time put into shepherding doctoral students through the 12/14/2020

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process of writing a dissertation by both individual faculty members and the Department as a whole should be recognized and rewarded.

The findings will be reviewed by the entire faculty of the Department, with special attention by the Graduate Committee. The Graduate Committee will consider whether changes below the level of program change are indicated and present their findings to the department as a whole during a Faculty meeting for consideration.

#### PROGRAM CHANGE

The Graduate Committee is considering on creating two new major fields for students in the MA program. The proposed fields are World History and Public History. The Graduate Committee is also considering changing the structure of PhD exams. Currently, PhD students examine in four fields. However, many of UNLV's tier 1 research peers require PhD students to examine in three fields. Although our department will maintain the rigorous standards for students to pass their comprehensive exams, it is worthwhile considering if the department are making our students do more than their peers. This is the case across the University. The Graduate Assistant positions require students to teach for five years; PhD students at peer institutions often only teach for three out of five years.

OPTIONAL: How has your program responded to the challenges created by COVID-19? Obviously, the COVID-19 pandemic has made research difficult for PhD students. Students had research trips planned for spring break of 2019; these trips the department re cancelled because of the COVID stay at home orders. This is especially pressing for fifth-year PhD students; the Graduate College limits funding for PhD students to five years. It will be impossible for PhD students to complete dissertations during this time. The Graduate Committee has made two recommendations. First, the department made sure to be extra diligent about recommending our PhD students to apply for internal and external funding. The department nominated one student for the UNLV President's Fellowship and two students applied for the Barrick Fellowship. Two students are applying for the Ford Foundation Dissertation fellowships. Second, the Graduate Committee solicited letters from the fifth year PhD students and their advisors to make sure that, outside of COVID, they are making progress. Since the Graduate College waived the fifth year limit this year, the department hope to be able to offer a sixth year of funding to PhD students, provided they are making progress toward degree. Unfortunately, this will make it difficult to recruit new PhD students to our program.

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Assessment Scores and Rubric Cox	Bol	nigi
	an	
Demonstrate knowledge of the major theoretical and historiographical	5	5
approaches to their major field.		
Demonstrate an awareness of the role of historians in the construction of	the past 5	5
and the role of contemporary context in shaping the perspectives of histo	rians.	

Demonstrate the ability to formulate an original research project, identify	5	5
pertinent sources, examine those sources thoroughly, efficiently, and even-		
handedly within the context of the existing scholarly literature in the field and		
construct a well ordered, well-argued and well written paper of substantial		
length.		
Produce a book-length dissertation that completes the project formulated in the	5	5
prospectus and defend that work orally.		
Total	20	2
		0

### Top Tier Graduate R2PC Plan Worksheet

### **Department/Program Information:**

Name of Contact Person: William Bauer Title/Role: Associate

Professor/Recruitment Coordinator

Department: History College: Liberal Arts

Email: wbauer@unlv.edu Phone: 5-0918

Please list all Graduate Programs (certificates & degrees) that you are including in this R2PC

Report:

M.A. and Ph.D., History

Please describe who participated in drafting this R2PC Plan from your department/school/program (i.e. chair, graduate coordinator, graduate committee, grad admissions committee, all faculty, etc.). Also, if there was a faculty vote on the information contained in your report, please share the outcome of that vote:

On October 9, Professors William Bauer and Elizabeth Nelson attended the Top Tier Graduate R2PC Plan Workshop. Bauer wrote a first draft of the proposal and Dr. Nelson added supplementary material.

### **Information & Directions:**

Why R2PC & Why Now? Though departments the department re asked to prepare RPC plans for your undergraduate programs in recent years, the campus community has never undertaken a graduate R2PC (Recruitment, Retention, Progression, Completion) planning process. As a university with top tier goals (UNLV Top Tier the department website) that require strategic graduate growth, especially but not exclusively at the doctoral level, graduate recruitment and RPC are critical. The department also have a relatively new state funding formula which more heavily weighs and values graduate level course and degree completion, so it is now especially important to understand faculty plans with respect to their graduate programs, and to engage in strategic graduate enrollment management (GEM) in order to achieve our collective goals. R2PC planning is the first step in this process.

What is the Process? This planning worksheet is designed to make it easy for graduate programs to report their graduate recruitment, retention, progression and completion opportunities, challenges, goals, and requests for related resources. While the faculty conversations about program goals may take some time and coordination, the idea is that completing this form should not be an onerous or overly time consuming project. The department 'd rather you spend your time dedicated to departmental conversation around your goals and plans; that, the department hope, will be time well spent crafting a 5+ year plan for your graduate programs. Your completed R2PC Plan should be emailed to your Dean's office by November 30<sup>th</sup>, unless your Dean tells you otherwise. College Deans will then review the plans from departments, make comments, and forward all of their department/school plans to the Graduate College by mid-December. The department will then generate and circulate a campus-wide report on graduate R2PC as one of the critical and foundational steps in the top tier implementation process this year.

Why all the Supporting Documents? Attached to the email containing this R2PC Plan Worksheet are a number of other documents to ensure that you have the information and data you may need at your fingertips. Included in the documents are: 1) five (5) years of application, admissions, matriculation, enrollment and graduation data for your college, by department, in both Excel spreadsheets and graphs; 2) four (4) years of GA data by college and department in Excel spreadsheets; 3) a "cheat sheet" on the relatively new NSHE funding formula (covering WSCH and the performance pool, as related to graduate course & degree completion); 4) data from a Spring 2015 graduate student survey on their perceptions of RPC – you are receiving the report from students in your college only; 5) a short white paper on basic comparative stipend information gathered from phone calls and the department b research; 6) a comprehensive report that the department purchased from Oklahoma State on GA stipend comparisons among a large number of our peer and peer plus institutions from 2014-2015 (listed by department and CIP code for apples-to-apples comparisons); and 7) an excel spreadsheet showing each of our graduate programs and how they are classified by Carnegie, as the department II as their CIP codes (for easy comparison to the OK State GA stipend data).

Will this Plan Matter? Yes, it is important for a few reasons: 1) to get a sense of faculty and departments' ideas, plans, needs and goals with respect to R2PC, so that the department as a university can assess graduate growth for budgetary purposes related to the NSHE formula; 2) to assess where faculty and departments plan to grow or not grow, and to plan accordingly with respect to our top tier and Carnegie research very high goals; and 3) to understand where faculty and departments need resources to support graduate program excellence and R2PC growth so that the department can strive to provide support. In fact, three pools of resources are available and will be distributed based on the outcome of this grad R2PC planning process.

First, the department have funds to begin increasing GA stipends effective in spring 2015; yes, that soon. There is a top tier implementation sub-committee, and the GC executive committee, working with the Graduate College to review your plans and make recommendations about GA stipend increases. Given our top tier goals, it is likely that the new GA funds (that the department have available for the spring and beyond) will be invested into doctoral stipend increases first, but the department will make that final decision after assessing all of these plans. It is also likely that the department will not have enough new funding to increase all GA stipends to each department's requested minimum on the GA portion of this worksheet, but the department will work to bring stipends up a percentage of the way toward your goal with these new funds. So, effective in spring the department intend to use the newly available GA stipend funds to move to market-based differential minimum stipends (with continued flexibility to offer higher stipend amounts) across disciplines based on the data you provide on the GA section of this Plan. You have a couple of options for making your minimum GA stipend recommendation. First, you may rely on the amount listed for your department/CIP code in the Oklahoma State GA stipend report (attached herewith). If you do so there's no need to provide any other information. Alternately, you may contact administrators at your aspirational peer institutions and/or research their minimum stipends online and provide this data to us to make your case for your requested minimum stipend amounts (by student level). If you do the latter, the department are asking you to provide the data sources (contact info, the department websites, etc.) and to be certain that you are only using minimum stipend amounts (not maximums, higher stipends from grants and fellowships, or total package values including tuition/fees, etc.). Second and third, in terms of resources that will be allocated based on these R2PC reports, are recruitment scholarship funds for programs to entice and enroll outstanding new graduate students, and recruitment support resources to assist your faculty recruitment efforts. These will be allocated in winter 2016 for Fall 2016 recruitment.

Help! I need some R2PC Training: Please join us for a Top Tier Graduate R2PC Workshop on Friday, October 9<sup>th</sup> (doors open with continental breakfast at 8:30, workshop starts promptly at 9am) in the TAM Alumni hall. The Graduate College and Provost's Office are hosting this one-time, day-long training event to provide the campus with the terminology, concepts, frameworks and tools needed to fully understand graduate recruitment, retention, progression and completion, and to learn about successful strategies and tactics for your R2PC implementation. This event is

free and every department, school, and college with graduate programs is encouraged to send a few faculty representatives from each unit to the workshop so that they can facilitate this R2PC process with their faculty. Lunch will be served. RSVP here: <a href="https://goo.gl/YAtoaA">https://goo.gl/YAtoaA</a>

## **Top Tier Graduate R2PC Plan Worksheet: Recruitment**

### **Recruitment Planning Basics**

Program Name & Degree*	What are your Recruitment Opportunities & Challenges?**	What is your Key Messaging (about Strengths of your Program) to Recruit New Graduate Students?**
History MA	The number of applicants has decreased since 2010.  This decline has been caused by the loss of several prominent faculty members. In addition, there have been little or no active recruitment activities in the period of time. During this time, the department have also increased the rigor of the admissions process, admitting fewer students who are better prepared for the program. Although this has resulted in a smaller student body, it was a necessary step to increase the rigor of the program, and to increase the number of students completing the program in a timely fashion.  The majority of the students who enter the MA program are UNLV undergraduates and non-traditional students from the community. The department should adopt the following action items:  Identify more students from programs outside Nevada. For this to be effective, the department would need to increase the number of GAships the department can offer to MA students.  Outline the strengths of the program on the Department the department website and create better hard copy recruitment materials also.  Develop a network of contacts with History Departments in the region to find better ways to make students aware of our program.  Reach out to CCSD teachers and encourage them to apply to the program. The department used to have a higher percentage of CCSD teachers when CCSD had more	Department the department website Email Correspondence from the Graduate Coordinator The department need stronger involvement from current students and from faculty

i e	
supportive tuition policies. The department	
would like to be a resource to this	
community. Developing some scholarship	
opportunities would be a good recruitment	
tool here.	
· Use the strength of our Phi Alpha	
Theta Chapter to recruit students from out of	
state.	
· Create materials for our current	
out of state students to use to reach out to	
students at their undergraduate institutions	
Create online the department webinars or chat	
opportunities for out of state students to "visit" UNLV	

#### History PhD

The number of applicants has decreased since 2010. This decline has been caused by the loss of several prominent faculty members. In addition, there have been little or no active recruitment activities in the period of time. The department need to involve faculty much more actively in the recruitment of PhD students. Our PhD program is organized around three tracks. This delineates the faculty who are most likely to chair committees. The department need active involvement from those faculty members. Our best success in past years has been with students who came to study with a particular member or members of the faculty. In additional to all the action items outlined for the MA program, the department need to adopt the following action items:

• Task Faculty with actively recruiting students at conferences and through colleagues.

· Reach out to Graduate Coordinators in Regional and Topically appropriate MA programs to build recruiting relationships

Create a stronger presence for the PhD program on our website by creating biographies for current students, identifying more clearly the topical strengths of the Department, creating links to current projects, and to student and faculty achievements.

· Create stronger presence for the PhD programs at national conferences.

· Advertise in national journals/the department websites

· Create recruiting materials specifically targeted at PhD recruitment

· Reach out to Alumnae/i of the program for help with recruitment

· Work with the UNLV foundation to raise funds for additional scholarships and recruitment money

• Make better use of recruitment money available in the college.

• Be willing to accept a smaller number of high-quality students to build the quality and reputation of the program rather than just the size.

Rethink the track in European Culture and Society. Create a faculty task force to redefine this track and actively recruit students. This track offers a significant opportunity to increase the number of graduate students, but it will require active faculty involvement.

· Recruit more international students. There are several American Studies programs in Germany and the United Kingdom. I might be fruitful to develop recruitment relationships with these programs.

Department website

Email Correspondence from the Graduate Coordinator

The department need stronger involvement from current students and from faculty

Move the application deadline to December 1 to be in a more competitive position to recruit students before they commit to other Universities.	

<sup>\*</sup> Please answer specific to each graduate program/degree that you offer on a separate row; indicate the program/degree in the first column.

### **Graduate Program Recruitment Goals: Application & Admission Targets**

Program Name & Degree*	Year #1: 2017 – 2018 Targets**				Year #3: 2019 – 2020 Targets**				Year #5: 2021 – 2022 Targets**			
	App. # Min. Goal	App. # Push Goal	New Admit Min. Goal	New Admit Push Goal	App. # Min. Goal	App. # Push Goal	New Admit Min. Goal	New Admit Push Goal	App. # Min. Goal	App. # Push Goal	New Admit Min. Goal	New Admit Push Goal
Ph.D., History Post Masters	15	19	4	5	20	25	5	7	30	40	6	8
M.A., History	20	30	14	16	40	45	16	18	50	60	18	20
PhD History Post-Bac	3	5	1	2	5	8	2	4	8	10	3	6

<sup>\*\*</sup>Feel free to use bullet points or paragraphs, whichever you prefer.

<sup>\*</sup> Please answer specific to each graduate program/degree that you offer on a separate row; indicate the program/degree in the first column.

Year #1 (2017-2018) Targets: What type of applicants will you target to achieve your recruitment goals? For example, what student profile are you striving for (level of student: post-bachelors, post-masters, etc.; regional/US/international; above specific GPA or GRE levels; etc.)? If you have different answers for different graduate programs/degrees, please specify that.

Build on existing areas from which the department recruit graduate students – California, Washington, and Nevada. The department need to explore the advantages and disadvantages of admitting students to the PhD program Post-Baccalaureate. If the department adopt this new admissions approach, the department may be able to attract a larger pool of talented students. The department would need better a better mechanism for assessing student early in the program and funneling students who are not progressing at the PhD level into the MA program. This would require stronger mentoring and assessment of students at the end of the first year. The department are happy with our currently GPA levels. The department don't use the GRE as much as the department use the other application materials, but the department would like to see an increase of applicants with higher GRE scores. It is not clear yet, however, how important these scores are. The department would like to expand our recruitment efforts to international students, but the department would need a better funding plan for international students.

Year #3 (2019-2020) Targets: What type of applicants will you target to achieve your recruitment goals? For example, what student profile are you striving for (level of student: post-bachelors, post-masters, etc.; regional/US/international; above specific GPA or GRE levels; etc.)? If you have different answers for different graduate programs/degrees, please specify that.

Work with the graduate college to identify students with GRE scores of more than 159 in verbal (80% percentile) and 4.5 on writing (80% percentile); post-bachelor students; post-masters students; Expand recruitment base to include students from Oregon and Arizona.

Year #5 (2021-2022) Targets: What type of applicants will you target to achieve your recruitment goals? For example, what student profile are you striving for (level of student: post-bachelors, post-masters, etc.; regional/US/international; above specific GPA or GRE levels; etc.)? If you have different answers for different graduate programs/degrees, please specify that.

<sup>\*\*</sup> Minimum goal should reflect your program-specific minimum application and admission numbers for each academic year; your push goal reflects the level you would like to strive for but which may require additional support/resources to achieve.

Work with the graduate college to identify students with GRE score of more than 162 verbal (90% percentile) and 5.0 on writing (90% percentile); post-bachelor students; post-masters students; Expand recruitment base to include students from Montana, Wyoming, Colorado, Idaho.

### **Strategies & Tactics:**

Please describe the specific recruitment strategies you would like to employ to meet your overall goals: Direct contact with faculty at other institutions that will recommend that their students apply to UNLV.

Year #1 (2017-2018) Tactics: Improve the department website. Advertise in conference programs, such as the annual meeting of the The Western History Association. Send direct mailings to colleagues at other institutions. Initiate direct contact with faculty at other institutions that will recommend that their students apply to UNLV. Actively recruit for the European Culture and Society Track if the Europeanists can propose a topical focus that will offer high quality training for students in this field. Create a The department webinar, or another Online opportunity for students from outside of Nevada to "visit" the History Department before they apply.

Year #3 (2019-2020) Tactics: Advertise in conference programs, such as the annual meeting of the The Western History Association. Send direct mailings to colleagues at other institutions. Create on campus workshops, mini-conferences and other scholarly opportunities to encourage regional students to see UNLV as a center for the History of the North American West.

Year #5 (2021-2022) Tactics: Advertise in conference programs, such as the annual meeting of the The Western History Association. Direct mailings to colleagues at other institutions. Continue activities listed above.

#### **Resources:**

What new/additional resources would help you achieve your recruitment goals?

One of the biggest challenges the department would face if the department dramatically increased the number of students entering the program would be the ability to add additional graduate courses and still support the undergraduate curriculum. The second biggest challenge would be having enough faculty to serve as Advisory Chair and Committee members for exam and dissertation committees. Funding would be the third challenge. Full funding is essential for students pursuing

doctorates in the Humanities; these students cannot expect high paying jobs in the field of History to warrant borrowing large sums of money.

- · Hire replacement faculty in North American West, Latin/South America, and Europe.
- · Hire new faculty member who specializes in Borderlands (Northern and/or Southern).
- · Hire additional faculty lines in Urban History, Women, Gender and Sexuality, Race and Ethnicity, and Public History would augment and build upon department research clusters.
- · Additional GA money for PhD students, especially to support international students.

What assistance, support, or resources from the Graduate College would help you meet your goals?

- Developing Recruitment materials, online and hard copy
- Support for good record keeping on program recruitment statistics
- · System to coordinate the follow-up on student inquiries.
- · Advocacy for additional Graduate Assistant funding
- · Fundraising help for additional graduate student financial support: grants, fellowships, prizes, etc.
- Mentoring for new Graduate Faculty members
- Professional Development opportunities for PhD students

### **Final Recruitment Thoughts:**

Please share other ideas, comments, or plans regarding your graduate program recruitment: When competing with other schools, UNLV faces two issues.

- In addition to full funding, the department would like to offer advanced and highly qualified ABD students a reduced teaching load to facilitate finishing in a timely manner.
- · More final year dissertation-writing fellowships.
- · Competitive Graduate Assistant Stipends.
- $\cdot$  Additional Financial awards fellowships, moving money, research travel money, to recruit highly qualified candidates.

# **Top Tier Graduate R2PC Plan Worksheet: Retention, Progression & Completion**

#### **Basic RPC Information:**

What are your current barriers to Retention success in each of your graduate programs? What possible changes may remedy your Retention challenges & what is the timeline?

The biggest challenges the department face are financial and intellectual. To increase retention the department would need:

- · Higher levels of funding would alleviate stress for students and allow them to stay in the program. 2016-2017
- Additional funding for MA students. High quality MA students are essential to the intellectual community that makes a small PhD program work. A larger, more consistent intellectual community would support new PhD students. 2018-2019
- A larger application pool would allow us to be more selective in our admissions which would increase the chances of admitting students who the department re qualified to finish the program. A larger applicant pool and entering class would allow us to be more selective after the first year, separating students who the department re not performing well from the program early without significantly reducing the number of graduate students in each cohort. 2016-2018
- Financial packages for Part-Time students. 2018-2019

What are your current barriers to successful student Progression in each of your graduate programs?

On the level of coursework, some students experience barriers to progression because the department are only able to offer a limited number of graduate courses, especially in European, Latin American, and Asian History. Additional faculty lines in those fields would allow us to offer more graduate courses without curtailing the undergraduate course offerings and allow students to create more coherent programs of study.

Comprehensive exams have also been a barrier to progression in recent years. Students who have done the department well in coursework have struggled with exam preparation and completion in

1.2022

ways that seem surprising. Providing students with workshops, study tools, and other resources to help them prepare for exams would help students take exams on time, and, in the case of PhD students, advance to candidacy in a timely fashion.

Students, particularly PhD students, are not participating in conferences or publish papers at a high enough rate. This is, in part due to limited funds for travel, but it prevents them from developing a robust Curriculum Vitae

Summer funding has also been an issue in the past. In the past two summers, the Dean of the College of Liberal Arts has provided competitive funding for PhD students. This has been a great benefit to the program. More funding would be essential to increase the number of students.

At the advanced level, the department most often lose PhD students who do not make progress on their dissertations because they teach too much. More funding available for students without teaching obligations, or reduced teaching obligations (one course a semester instead of two) would help students make better progress in the program.

What possible changes may remedy your Progression challenges & what is the timeline?

- Additional Faculty would make it possible to offer more courses and advise students more actively. The department are hiring an Historian of Asia in 2015-2016, who will replace Dr. Sue Fawn Chung. The department would like to hire additional faculty members to replace Dr. Tom Wright in Latin American History, and Dr. David Wrobel in the History of the North American West and Dr. Colin Loader in European History as soon as possible. All three of these faculty members played a very active role in the graduate program at the MA and PhD levels. Dr. Eugene Moehring will be retiring in a few years, the department would need to hire his replacement immediately, he has been integral to the graduate program from its inception. It would be ideal if some of these hires could be made at the Associate level. It is difficult to imagine advising additional PhD students with only assistant professor hires.
- Develop new courses that help prepare students for Comprehensive Exams. This process is underway.
- Study and Propose Changes to the Comprehensive Exam formats for both the MA and PhD program. This process is underway and the department hope to propose a new format in 2016-2017.
- Re-examine the relationship between coursework and comprehensive exams.
- Examine the thesis option for MA students and study the idea of creating a process through which students apply to write a thesis and are mentored in the process. 2017-2018

- · Use prospectus writing course (HIST 789) more effectively to mentor PhD students in that process. 2016-2017
- Tie funding to successful completion of these requirements in a timely fashion. Enforce this rule.
- · Increase the number of PhD students who apply for the COLA Deans' summer funding. Try to extend that funding to MA students who are writing a thesis. This could happen immediately with additional funding.
- Increase the amount of money available for students to travel to conferences.
- Provide competitive dissertation-writing Graduate Assistantships with limited teaching to help students finish their degrees in timely fashion.

What are your current barriers to successfully graduating your students in each of your graduate programs?

- M.A. students hit a roadblock when they have to take exams and a thesis. Ph.D. students encounter similar roadblocks at the exam and dissertation stages.
- Lack of final year dissertation-writing funding slows students down.
- Anxiety about the job market also can encourage students to delay finishing. It would be nice to have some funding available in the form of Post-Docs to support our PhD students while they are on the market. It sometimes takes several years for students, even award-winning students, to get a full-time academic job.

What possible changes may remedy your Graduation challenges & what is the timeline?

- Better mentoring at the comprehensive exam and thesis/dissertation stage. 2016-2017
- Provide more options for the culminating experience in the MA program. Study the option of adopting a Professional Paper in lieu of a traditional thesis. 2016-2017
- Revisit the exam structure for M.A. students. Create a qualifying exam at the end of the first year instead of comprehensive exams in the second year. Use those exams to help students choose between the thesis/non-thesis options
- Better mentoring to help students find outside funding. 2016-2017. Additional dissertation writing funding at UNLV.
- · Reduced teaching loads for ABD PhD students.
- Development of UNLV Post-Docs for recent graduates. 2017-2018

What is your desired/intended Time-to-Degree for each of your graduate Programs? M.A. = 2 years; Ph.D. = 5-6 years

1.2022

What strategies might you employ to help students achieve this while maintaining or increasing program quality?

- Students with dissertation-writing funding for the final year could finish in 5 years.
- · Enforce program benchmarks.
- · Create qualifying exam at the end of the first year for MA students to create more time in the second year for students to work on the thesis.
- · Summer thesis development courses for MA students.

What strategies might you employ to strategically grow your WSCH (Weighted Student Credit Hour, the new NSHE funding formula variable that has largely supplanted FTE; see Funding Formula Cheat Sheet document that came with this Worksheet for additional info.) in ways that make sense for your department, your graduate students, and considering marketplace demand for your program graduates:

- Create new guidelines for admitting more students to the Post-Baccalaureate PhD Track instead of initially into the MA program. Potentially up to 5 students per year which would, with increases in the Post-Masters PhD program increase the number of students admitted to 11 or 12 per year in the next five years.
- Increase the course offerings from 5 graduate courses at the 700 level (with additional courses at the 600 level) each semester to 7 courses at the 700 level each semester to allow greater course offerings for students in the European Culture and Society Track and to make possible more robust course offerings in Asian and Latin American History to broaden the scope of the minor fields and work toward creating major fields in these geographic areas.

### **Retention, Progression & Completion Goals**

Progra m Name		: 2017 – 201	8 Targets	Year #3:	: 2019 – 202	0 Targets	Year #5: 2021 – 2022 Targets			
	New Student Retentio n Rate (%)	Total # Program Enrollme nt	Total # of Graduate s	New Student Retentio n Rate (%)	Total # Program Enrollme nt	Total # of Graduate s	New Student Retentio n Rate (%)	Total # Program Enrollme nt	Total # of Graduate s	
Ph.D.	90%	30	4	90%	33	4	90%	36	6	

M.A.	75%	50	8	80%	55	10	85%	60	14
	li.								
									_

**Notes & Comments about the Targets above:** The department have a good track record with retention in the PhD program because the program is small, and students get a lot of hands-on advising. The department would like to increase the number of students in the PhD program slowly because the job market is competitive; the department do not want to produce more graduates than the department can place. In the MA program, the department have more part-time students and full-time students who have not been funded. The department would like to increase the number of full-time MA students, who have better retention rates, and increase the number of MA students the department can fund.

## **Strategies & Tactics:**

Please describe the specific RPC strategies you would like to employ to meet your goals overall, and note if they are different by degree program/level: Active recruitment of new students. Increase advising contact with first year students. Provide workshops and resources for students taking comprehensive exams. Offer more active mentoring of new graduate faculty. Increase the number of full-time MA students.

Specific RPC Tactics to Meet Year #1 (2017-2018) Goals:

- · Active Recruiting
- · Hire New and Replacement Faculty
- · Implement New Comprehensive Exam Structure
- · Create an Admissions plan for the Post-Baccalaureate PhD Track.
- Create Progression Benchmarks for the Post-Baccalaureate PhD Track

Specific RPC Tactics to Meet Year #3 (2019-2020) RPC Goals:

- · Active Recruiting
- · Hire New and Replacement Faculty
- · Implement New Options for the Culminating Experience to

Specific RPC Tactics to Meet Year #5 (2021-2022) RPC Goals:

- · Active Recruiting
- · Hire New and Replacement Faculty
- · Offer reduced teaching Graduate Assistantships for PhD students in their final year.

#### **Resources:**

What new/additional resources would help you achieve your RPC goals?

- · New Recruitment Materials
- · New and Replacement Faculty hires
- Additional Graduate Assistantship funding
- · Increased funding for student research and conference travel
- · Post-doctoral fellowships for recent graduates

What assistance, support, or resources from the Graduate College would help you meet your RPC goals?

- · Improve the Department the department website
- · Increasing the Department's social media presence
- · Create information pamphlets and electronic information sources
- · Circulate recruitment materials at national recruitment events.

#### **Final Thoughts on your Graduate Program RPC:**

Please share other ideas, comments, or plans regarding your graduate program retention, progression and completion:

In addition to working harder to help students complete their programs in a timely manner. The department need better and earlier mechanisms to identify weak students and separate them from the program. Retaining weak students is a detriment to the other students in the program. It is a drain on Department resources. Clearer benchmarks for student achievement in each year of the program would reward strong students and help weak students assess what areas they need to improve to stay in the program.

# **Top Tier Graduate R2PC Plan Worksheet: Graduate Assistants**

Please describe current strengths, opportunities & challenges in your department's GA program:

## Strengths:

- Ability to offer funding guarantees for the first three years to PhD students in good standing. This makes it possible for students to be ABD by the end of the third year.
- The Possibility of up to two years of additional funding for PhD students to pursue dissertation research and write the dissertation.
- The ability to offer students training and experience in grading, leading a section, serving as a research assistant and leading their own class.
- The increase in stipend amounts for ABD PhD students has served as a strong incentive to help students meet program benchmarks
- The ability to fund strong MA students to create a robust intellectual community for all graduate students, MA and PhD

#### Weakness:

- Stipend amounts are not competitive with peer and peer plus institutions.
- Tuition waiver does not full tuition
- Teaching responsibilities are too heavy for advanced graduate students to finish in a timely fashion.

Excluding GA stipends, what <u>other benefits</u> need to be part of GA packages in order for your program to be competitive with your aspirational peers (i.e. tuition/fees; health insurance; graduate/family housing; etc.)?

- Tuition/fees (including an automatic waiving of out of state tuition)
- · Health insurance
- · Graduate Housing
- GA packages should come with a semester or a year release from teaching (other institutions, such as the University of Wisconsin and Arizona State University offer this

to students in their first year of the Ph.D. program AND/OR during exam preparation or dissertation research phases of their degree program).

Do you have suggestions regarding GA policies, practices, or options that would help you develop and grow your GA program & improve your graduate student RPC?

A funded year with a release from grading and teaching responsibilities.

## **Competitive Minimum Graduate Assistantship Stipend Amounts**

Please note that this is where you should share with us what you have found to be the <u>minimum</u> stipend level (excluding tuition, fees, etc.) required to be competitive among aspirational peers in your discipline or field. You may simply use the stipend amount reported in the Oklahoma State data provided to you, or you may go beyond that and provide additional data and justification for a higher minimum GA stipend based on information you can document from your aspirational peers.

Degree Program & Student Level (masters, pre-ABD doctoral, post-ABD doctoral, etc.)	Minimum 9 Month Stipend Requested / Recommended	Min. Summer Stipend Requested (if applicable)	Rationale & Notes	Sources of Data from Aspirational Peers* (check all that apply)
Ph.D.	\$20,000		The national average is \$14,207. The High is \$41,220 and the low is \$6,818. Of the 41 schools surveyed, the midpoint stipend is \$19,156. This would allow us to competitive not only with our peer institutions but also the peer-plus institutions in our region and our topical specialties. Currently the department lose students to peer-plus institutions largely due to stipend amount. This would allow us to recruit these high-quality students and move toward a more equal status with those peer plus institutions.	OK State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:
M.A.	\$15,000		The national average is \$14,207. This would allow us to increase the number of full-time MA students which would allow us to offer a stronger intellectual environment in graduate courses and the program as a whole	OK State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:

		OK State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:
		OK State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:
		Ok State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:
		Ok State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:
216		Ok State Data Asp. Peer Department Contact* Grad Program The department websites* Other*:

<sup>\*</sup>If you used any data sources besides OK State to justify your stipend requests, please also complete the table below. If you are using the minimum stipend amount for your discipline from the OK State data you may skip the table below.

# **Aspirational Peer Stipend Data Sources**

Degree Program, Student Level & Stipend Request (i.e. Ph.D. program, ABD Stipend \$20,000)	Aspirational Peer Institution & Department (i.e. University of AZ, Psychology)	Please Describe the Stipend Data Collected	Name, Title & Email of Contact Who Provided GA Stipend Data*	Link for The department website with this GA Stipend Data*	Contextual Info (State/Grad College funded GA Stipends? Grant Funded? Supplemented with GA Scholarship? Etc.)

<sup>\*</sup> If applicable.

# **Overall Goals for # of Graduate Assistantships**

Grad Progra m	Year #1: 2017 – 2018 Targets			Year #3: 2019 – 2020 Targets				Year #5: 2021 – 2022 Targets				
	# of State *	# of Grant Funde d	# of CGRA* *	# of Other (explain )	# of State*	# of Grant Funde d	# of CGRA* *	# of Other (explain )	# of State *	# of Grant Funde d	# of CGRA* *	# of Other (explain )
Ph.D.	15	1			22	1			33	2		
M.A.	10	1			12	2			14	2		

<sup>\*</sup> Please recognize that the department do not expect to be able to progress to Carnegie research very high status by finding huge additional sums of money to fund state GAs. While some limited increase in state funded GA positions is possible, departments should not assume that asking for a lot of new state GA positions will be a strong, successful strategy to increase or meet your R2PC goals.

## Top Tier Graduate R2PC Plan Worksheet: Additional Information

## Please share any final data, goals, information, or comments below:

It is the goal of the History Department to build it graduate program in a way that is consistent with the availability of jobs in the field of history for graduates of the program, and in a way the supports the research agenda of the faculty. The department do not want to sacrifice the productivity of research faculty by overburdening them with advising responsibilities, not do the department want to admit graduate students to the program just to support faculty research. Maintaining this delicate balance is essential to healthy growth of the program, and the ability of the History Department to continue its strong contributions to the goals of the Top Tier Initiative.

Thank you for your time!

<sup>\*\*</sup> CGRAs are Community Graduate Research Assistantships whereby a community partner (public, private, non-profit) funds a GA position for one or more years. The GA does <u>not</u> work for the community partner, but they may be asked to give a presentation each semester to the partner, invite partner to their thesis/dissertation defense, share published research with the partner, and the like.

## ii. Select Student CV's

#### Christina M. Lamoureux

University of Nevada, Las Vegas
Department of History
4505 S. Maryland Parkway, Box 455020
Las Vegas, NV 89154
(508) 331-3592

christina.lamoureux@unlv.edu

## EDUCATION Ph.D. in History 2023

**Anticipated** 

University of Nevada – Las Vegas, NV

Major Field: North American History since 1850

Minor Field: Public History

*Dissertation:* "Vice Cannot Afford to Have Virtue Dictate All the Terms of its Existence": The Viability and Visibility of Prostitution in Nevada, 1859-1923.

Advisor: Dr. Elizabeth Nelson

#### M.A. in Public History

2017

Southern New Hampshire University – Manchester, NH

Capstone Project: "Prostitution and Print Culture in America, 1690 to 1930" public history project thesis and online exhibit <a href="http://prostitutionandprintculture.omeka.net/">http://prostitutionandprintculture.omeka.net/</a> Relevant Coursework: Historical Lenses, Comparative History, Historical Methods, Archival Management, Documentary Editing, Public History Strategic Management

# M.A. in History

2013

Fitchburg State University – Fitchburg, MA

Graduate Thesis: "The Murder of Maud Merrill: A Case Study in Prostitution" Relevant Coursework: Historiography, Colonial Society and Culture, Food Culture and History, Antebellum Reform, Artifacts and History, United States in Latin America

## **B.S.** in History

2009

Fitchburg State University – Fitchburg, MA

Minor: Literature

Senior Seminar Thesis: "The Maud Merrill Case: Murder, Insanity, and Justice in

Nineteenth-Century New York"

#### A.S. in Business Administration

1998

Mount Wachusett Community College - Gardner, MA

Honors Project: "Civil War Gravesites in Templeton, Massachusetts"

## **HONORS & AWARDS**

Summer Doctoral Research Fellowship

2022

Hal K. Rothman Award

2021

Summer Doctoral Research Fellowship

2021

Summer Doctoral Research Fellowship

2019

Elli H. Cooper & Laura Lee Ledbetter Scholarship for Public History

2019

College of Liberal Arts Ph.D. Summer Stipend

2018

Edmund B. Thomas Research Fellowship

2013

Dorothy Holmes Toporeck Graduate Scholarship

2010

Roger F. Holmes Award for Excellence in the Discipline of History

2009

## RESEARCH INTERESTS

Nineteenth and Early-Twentieth Century U.S. History

- · Prostitution and Vice
- · Print Culture and Material Culture
- · Religion and Moral Reform Movements
- · GIS and Textual Analysis

#### RESEARCH EXPERIENCE

Southern New Hampshire University - Manchester, NH

2014 to 2017

Master's Researcher

- · Conducted extensive primary and secondary research on the relationship of print culture and prostitution in America from 1690 to 1930
- · Researched secondary scholarship on moral reform movements in nineteenth-century America
- · Investigated the geography of slave ship rebellions utilizing the *Trans-Atlantic* Slave Trade Database
- Developed a comparative history on the clergy of the American and French revolutions

## Fitchburg State University - Fitchburg, MA

2009 to 2013

Master's Researcher

- Produced original scholarship on the murder of a nineteenth-century prostitute in relation to print culture, immigration, reform movements, women's history, and material culture
- Researched legislation and morality relating to the sport of bowling in America from 1650 to 1900 utilizing period newspapers and other primary sources
- · Conducted material culture scholarship on the mourning rings of Colonial America
- · Investigated the role of Dutch ovens in American cooking using newspaper advertisements and probate records
- · Investigated the religious traditions of the Mongol Empire in relation to religious tolerance in their expanding empire
- Explored the role of idolatry in the *Examinations of Anne Askew*

#### **EXPERIENCE**

## **Higher Education and Teaching**

Graduate Assistant – University of Nevada, Las Vegas present

2017 to

- · Instructor: United States History from the Colonial Period to 1877, United States History 1877 to Present, and Introduction to Public History
- Discussion Leader: History 100 Revolutions & Constitutions: The US, USSR, and Iran and History 100 Empires & Constitutions
- Grader: United States History from the Colonial Period to 1877

Archival Assistant – Special Collections and Archives, Lied Library

2018 to 2019

- · Re-housed and arrange collection materials
- · Researched collections and review existing descriptions for compliance
- · Created new collection descriptions for finding aids

# Research Assistant – University of Nevada, Las Vegas 2018

2018 to

· Assisted in the research and creation of a spreadsheet listing Nevada suffrage sites and worked with the Votes for Women Trail national organization.

## Private Tutor - Fitchburg, MA

2012 to 2017

- Tutor in undergraduate and graduate courses in history, literature, accounting, finance, statistics, and management among others
- · Proofreading and research paper development services
- · Assisted in developing studying and time management skills

## Parking Appeals Coordinator – Fitchburg State University

2012 to 2018

- · Review parking appeal requests and render appeal decisions
- · Met with students, faculty, and staff to discuss concerns and advise on parking regulations
- Developed specialized reports relating to historical data of permits, citations, payments, and other parking-related items.

## **Other Work Experience**

Rig Manager and Customer Service Representative – Luv My Pet

2009 to 2011

Generated customer paperwork and resolved customer issues

Receptionist – Towne & Country Stone

2003 to 2009

Provided administrative support and customer service

Cost Estimator – Travers Building Company

1996 to 2003

Researched and developed cost analysis reports and product quotes

#### **PRESENTATIONS**

"Historic Buildings and Presentation Efforts" presented at the Preserve Nevada Annual Meeting, October 2021.

#### **SERVICE**

Site Steward – Nevada Site Stewardship Program

2017 to 2019

## PROFESSIONAL MEMBERSHIPS

American Historical Association

Massachusetts Historical Society

National Council on Public History

The department stern Historical Association

# Anthony D. Graham

## Anthony.Graham@unlv.edu

Dissertation Title "Inventing the Mojave:

Boosterism, Visual Culture and Perceptions of Deserts in the Intermountain The department st"

Street Address

8410 Eldora Ave. Apt. 2059 Las Vegas, NV, 89117

Education

California State University, East Bay (Hayward, CA)

Masters of Arts in US History, June 2013

University of California, Davis (Davis, CA) Bachelor of Arts in History, June 2009

Minors in Science and Technology Studies (STS) and War and Peace

studies (International Relations)

College of San Mateo (San Mateo, CA)

Associates of Arts in Liberal Studies, December 2007

Employment History Graduate Assistant Southwest Oral History
Association Las Vegas, NV (Fall 2019-Present)

Instructor **University of Nevada Las Vegas** Las Vegas, NV (Spring 2017-Spring 2019) History 101: US History Colonial Times to 1877 and History 102: US History 1877 to present

Senator Harry Reid Graduate Assistant **University of Nevada Las Vegas,** Las Vegas, NV (Fall 2017-Spring 2018)

Graduate Assistant University of Nevada Las Vegas Las Vegas, NV (Fall Semester 2014-Fall 2016)

Developed and led two discussion sections of Hist. 100 with Graded assignments, engaged students in discussion and assessed grades.

Reader/T.A **CSU East Bay History Dept.** Hayward, CA (Winter Quarter 2012- Spring Quarter 2013, 5 quarters in total)

Counseled students on papers/assignments. Graded tests and papers. Performed administrative tasks for overseeing professor. Program Director **Pico Blanco Scout Reservation** Carmel, CA (2008-2015)
Developed and administered an educational program for middle and high school aged youth on various subjects in an outdoor setting including, Environmental Science, Social Studies and Creative Arts. Trained a staff of 30 on successful teaching methods.

**Public History:** 

Nevada Site Specific Resource Board (NSSAB) Vice Chair/Member. A stakeholder's advisory board considering environmental management activities at the Nevada National Security Site, formerly the Nevada Test Site. (August 2016-Present)

NSSAB Vice-Chair (November 2020-Present)

Upcoming: Southwest Oral History Association Summer Boot Camp Presenter (July 2022)

Local Arrangements Committee Member, Southwest Oral History Association (April 2022)

Assistant Organizer/Instructor, Southwest Oral History Association Summer Oral History Boot Camp. (June 2021)

Digital panel organizer and moderator. The department stern Jewish Studies Association Digital Conference (March 2021)

Digital panel organizer and moderator. Southwest Oral History Association Digital Conference. (September 2020)

> Local Arrangements Committee Member, Southwest Oral History Association (March 2020)

Produced NSSAB bimonthly newsletter bi-monthly with a readership of 1000. (August 2016-August 2018)

Nevada National Security Site Tour Organizer and Guide. The department stern History Association, Las Vegas, NV (October 2019)

Exhibitor for Souththe department st Oral History Association, Oral History Association Annual Meeting, Salt Lake City, UT. (October 2019)

Local Arrangements Committee Member, Nevada National Security Site Tour Lead, National Council on Public History Annual Meeting, Las Vegas, NV (April 2018) reviewed in: Joshua McGuffie, *The Nevada Nuclear Test Site*. Las Vegas and Mercury, Nevada. *John Spahn*, Tour Guide; Anthony Graham and Andrew Kirk, UNLV Tour Leaders. April 18, 2018. *The Public Historian*, Vol 40, issue 4 (Nov. 2018): 139-141.

Educational Director, "**Ready to Roar**" Women and Fashion in the 1920s, Mob Museum, Las Vegas NV. (November 2016- May 2017) Developed the educational program and talking points for docents at the museum and contributed to the curation and installation of the exhibit.

Phi Alpha Theta President Si Sigma chapter (UNLV) (Fall 2016-Spring 2018)

Created curriculum for the Teaching with Historic Places Program through the National Park Service (2015)

Graduate Assistant, American Society for Ethnohistory Conference, Las Vegas, NV (Fall 2015)

CSUEB History Student's Association President (Fall 2012- Spring 2013)

Instructor, CSUEB History Day (Dec 7, 2013)

#### **Presentations**

"The future of the Southwest Oral History Association" SOHA Conference, April 1-3, 2022, Las Vegas, NV.

"National Atomic Testing Museum Panel Discussion: Environmental Management at the Nevada National Security Site and the Nevada Site Specific Advisory Board" National Atomic Testing Museum, January 6, 2022, Las Vegas, NV.

"Still a 'Frontier' Town: Las Vegas Oral Histories and Creating the Metropolis of the Mojave" Southwest Oral History Association Digital Conference, September 12, 2020, Las Vegas, NV.

"Where Shall You Find the Desert? Tourism and Boosterism in the Mojave" The department stern History Association, October 2019, Las Vegas, NV.

"Selling the Wasteland: Gold, Boosterism, and Natural Disaster" Pacific Coast Branch of the American History Association, August 2019, Las Vegas, NV.

"The Ocean Shore Railroad: Development of the Coastside" at the Hayward Area Historical Society, May 2013, Hayward, CA.

#### Honors

Summer Session Scholarship (2021)

Hal Rothman History Student Award (2020)

UNLV Summer Doctoral Research Fellowship (2019)

Jerry Lodge and Robert E. Clark Scholarship (2019)

Harold L. and Judith Boyer Award (2018)

Jerry Lodge and Robert E. Clark Scholarship (2018)

UNLV History Outstanding Doctoral Student (2017)

UNLV Summer Doctoral Research Fellowship (2017)

Hal Rothman History Student Award (2017)

UNLV History Best Seminar Paper (2016)

Liberal Arts PhD Student Summer Faculty Research Stipend (2016)

Hal Rothman History Student Award (2016)

Old Spanish Trail Conference Travel Scholarship (2016)

Jerry Lodge and Robert E. Clark Scholarship (2015)

Nevada Humanities Grant—"Ready to Roar: 1920s Women's Fashion" museum installation at the Mob Museum. (2016)

**Publications** Anthony Graham, Review of *Mapping the Four Corners: Narrating the Hayden Survey of 1875* by Robert S. McPherson and Susan Rhoades Neel, *Environmental History*, vol. 23, issue 3 (2018):

Anthony Graham, University of Nevada, Las Vegas, "The Goldfield Historic District," *Intermountain Histories*, http://www.intermountainhistories.org/items/show/31.

Anthony Graham, Review of *The Genius of Earth Day: How a 1970 Teach-In Unexpectedly Made the First Green Generation* by Adam Rome, *Psi Sigma Siren*, vol. 8 issue 2 (2015): 34-35.

## DOUGLAS HEINER SMITH

3726 Las Vegas Boulevard South, Las Vegas, NV 89158 • 702-449-6886 • dhsmith717@gmail.com

#### **EDUCATION**

University of Nevada, Las Vegas, Las Vegas, NV

Doctor of Philosophy in History, Projected Graduation May 2023

Master of Arts in History, December 2021

#### William S. Boyd School of Law, University of Nevada, Las Vegas, Las Vegas, NV

Juris Doctor, May 2017

Honors: Nevada Law Journal (Law Review), Articles Editor, 2016 – 2017; Junior Staff, 2015 – 2016

Charles H. McCrea, Jr. Academic Scholarship, 2012

Activities: Phi Alpha Delta, Member, 2012 – present

Toastmasters International, Member, 2014 – 2016

Just and Inclusive Law School Faculty Committee, Member, 2012 – 2016

Phi Kappa Phi, Member, 2022-present

## University of Nevada, Las Vegas, Las Vegas, NV

Paralegal Certificate, June 2012

## University of Nevada, Las Vegas, Las Vegas, NV

Bachelor of Science in Hotel Administration, May 2011

Major: Hospitality Management

Honors: Dean's List, Fall 2007, Spring 2010

Millennium Scholar, 2007 – 2011

National Society of Collegiate Scholars, 2007 – 2011

Activities: Dean's Advisory Board Member, William F. Harrah College of Hotel Administration, 2010 –

2011

Harrah Hotel College Mentor Program, August 2009 - May 2011

Study Abroad, César Ritz Colleges Switzerland, Le Bouveret, Switzerland, Summer

2009

#### **EXPERIENCE**

#### Backus, Carranza & Burden, Las Vegas, NV

Paralegal, March 2018 - July 2018

- Drafted deposition summaries to complete client files
- Researched case law for drafting motions and responding to opposing motions
- Prepared deposition binders for conducting depositions
- Drafted medical chronologies to complete client files for attorneys

## Legal Aid Center of Southern Nevada, Las Vegas, NV

Special Education Clerk, May 2016 - August 2016

- Drafted due process orders to help secure educational rights of children with disabilities.
- Drafted memoranda relating to open cases concerning educational rights of children with disabilities.
- Researched changes in special education law to help update professional education programs

## University of Nevada, Las Vegas, Office of General Counsel, Las Vegas, NV

Intern, May 2015 – July 2015

- Updated campus drug and alcohol policy and procedures to comply with federal requirements.
- Conducted legal research for new campus policy regarding service animals.
- Observed depositions and employee discipline proceedings.
- Prepared reports on university campus as a public forum.

#### MGM Resorts International, Las Vegas, NV

#### Corporate Human Resources Intern, May 2010 - August 2010

- Edited documentation to prepare for corporate name change.
- Wrote employee promotional material for company benefits.
- Assisted in preparing new hire orientation materials.
- Participated in labor relations and employee discipline meetings.

#### Las Vegas Hilton, Las Vegas, NV

## Human Resources/Legal Intern, June 2008 - August 2008

- Inspected lawsuit documentation.
- Proofread and compared multiple versions of contracts.
- Assisted with entering and archiving employee data within the hotel's computer system.

## Office of the Illinois Attorney General, Chicago, IL

Press Office Intern, June 2007

- Compiled confidential reports and information relating to hazardous imported trade goods.
- Identified retail and online outlets supplying Illinois consumers with unsafe products.
- Created privileged records relating to personnel listed in the Illinois Sex Offender Registry.
- Verified business license information for Illinois medical professionals.

# Analiesa N. Delgado

PhD Student / Graduate Assistant Email: delgaa12@unlv.nevada.edu 4505 S Maryland Pkwy, Las Vegas, NV 89154

#### **Current Research Interests:**

Native California History, MMIWG, Racial Violence, Capitalism, Possession, Mineral Extractions, Native Women History

#### Education:

University of Nevada Las Vegas | 2020-Present Doctor of Philosophy in History of the American West with a Minor in Public History - Post Baccalaureate Program

University of Nevada Las Vegas | 2020-2022

Masters of Arts in History of the American West with a Minor in Public History

Committee: Dr. William Bauer, Dr. Andrew Kirk, Dr. Tessa Winkelmann, Dr. Mark

Padoongpatt

University of California Riverside | 2016-2020

Bachelor of Arts in Political Science, Concentration: International Affairs

University of California Riverside | 2016-2020

Bachelor of Arts in History with Distinction

Senior Thesis: The Decline of Many: The Effects of the California Missions on The Native

**American Population** 

#### Academic Employment:

Graduate Assistant - Public History, Spring 2022

Graduate assistant for UNLV's Public History

Graduate Teaching Assistant, Fall 2021

History 100: "Freedom and Slavery in the American West." Dr. A.B. Wilkinson.

University of Nevada, Las Vegas

Graduate Research Assistant, Summer 2021

Research assistant to Dr. Tessa Winkelmann. University of Nevada, Las Vegas

Systems: Microfilm Work, imaging / ST ViewScan

Online Archival Work - Utilizing Smithsonian Online Archives, National Archives

Online, Library of Congress Archives Online

Obtain copyright approvals

Graduate Teaching Assistant, Spring 2021

History 100: "Empires and Constitutions" Dr. Michelle Tusan. University of Nevada, Las

Vegas

Graduate Teaching Assistant, Fall 2020

History 100: "Revolutions and Constitutions" Dr. Paul Werth. University of Nevada, Las Vegas

Public History Experience:

University of Nevada, Las Vegas Payday on Block 16 Project Manager and Facilitator Presented an outline for the event to Mob Museum

Designed and created logo for the event

Handled all the press, including press releases, social media aspects, and reaching out to local media

Managed a team of 20 people to host event

Creating marketing materials

University of Nevada, Las Vegas Walking Box Ranch Collection Assistant

Managed and oversaw the move of furniture from one holding to another

Managed a loan agreement between the Walking Box Ranch, UNLV Public History, and the Mob Museum

Organized and cleaned the collections room

Interviewed on a local Las Vegas News Station

Scholarships and Awards:

Willard-Rollings History Scholarship (2022)

Patricia Sastaunik Scholarship (2022)

The department stern History Association Graduate Student Prize (2021)

Carolee Dodge Francis Dreamcatcher Scholarship Recipient (2021-2022)

Graduate Assistant Funding (2020-Present) University of Nevada, Las Vegas Graduate College

Susan M. Wyse Memorial Scholarship Fund Recipient (2020)

Conference Activities:

History Undergraduate Research Symposium, UC Riverside (May 2019)

Grad Rebel Slam Presenter "California Statehood and Genocide," University of Nevada Las Vegas (October 2021)

The department stern History Association Graduate Student Workshop Participant (October 2021)

Employment:

Academic Tutor

Planned lessons for the allotted time to strengthen the department weak subjects and build other skills

Educate students on note-taking, studying, and reading

Led students through already prepared lessons to help improve and sharpen already learned skills and subjects

Community Involvement:

Diversity, Equity, Inclusion & Justice Advisory Board (2022)

Graduate Student Representative - History Department (2021-2022)

Graduate & Professional Student Association Council

History Representative (2021-2022)

University of Nevada, Las Vegas Graduate Rebel Ambassador (2021-2022)

Phi Alpha Theta Member (2021-Present)

Vice President of Administration (2021-2022)

IGNITE: President of UC Riverside Chapter (2019- 2020)

IGNITE: Internal Vice President of UC Riverside Chapter (2018-2019)

Campaign for College Opportunity: Student Ambassador (2018-2019)

Redlands East Valley High School, Redlands, CA: SAT Proctor (2016-2020)

Languages:

Spanish - Intermediate, Speaking; Advanced, Reading

Professional Memberships and Affiliations:

The department stern History Association Member

Graduate Student Caucus Member

Native American and Indigenous Studies (NAISA) Member

American Historical Association Member

# Doris Morgan Rueda

# University of Nevada, Las Vegas 760-519-5232

## Doris.morgan@unlv.edu

## **Employment**

Fellow, Stanford Center for Law and History, Stanford Law School, 2022-2024

## **Education**

University of Nevada, Las Vegas

Ph.D., History, 2022

Comprehensive Exams Passed with High Honors: American Legal History, Borders & Borderlands, North American History from 1850, and Public History

Dissertation Title: "Saving the Bad Kids, Caging los Chicos Malos: Racialized Juvenile Justice and Latinx Youth in the U.S.-Mexico Border, 1900-1975"

California State University, San Marcos

M.A., History & Digital Media, 2016

Thesis Title: "Crime, Kids, and Moral Panic on the Border"

University of California, Irvine

B.A., Criminology, Law & Society, 2013

## Awards & Scholarships

External

Arizona Historical Society Research Fellowship, 2022

American Association of University Women American Dissertation

Fellowship, 2021-2022

American Historical Association Littleton-Griswold Grant, 2021

The department stern History Association Graduate Student Prize, 2021

The department stern History Association Trennert-Iverson Scholarship, 2021

William Nelson Cromwell Foundation Early Career Scholar

Fellowship Finalist, 2021

Boyer Foundation Oral History Scholarship, 2021

American Society for Legal History Digital Legal History Research Grant, 2020

Internal

UNLV History Department Outstanding Doctoral Student, 2021 & 2019
College of Liberal Arts Summer Doctoral Fellowship, 2021 & 2019
Jerry Lodge & Robert E Clark Scholarship, 2021& 2018
"6 Feet of Art" Exhibit Certificate for Free Choice, 2020
Harold L & Judith Boyer Oral History Award, 2020
Graduate & Professional Student Association Travel Grant, 2019 & 2018
UNLV History Department Best Graduate Seminar Paper, 2019
Elli H. Cooper & Lauralee Ledbetter Scholarship, 2019
College of Liberal Arts Summer Research Award, 2018
Patricia Sastaunik Scholarship, 2018
Jean Nidetch Women's Center Scholarship, 2017

#### **Publications**

Articles/Book Chapters

"Comparative Roundtable: Social Movements, Activism, & Gender," Register of the Kentucky Historical Quarterly & Journal of Arizona History, Forthcoming Spring 2023.

"Riding the Juvenile Crime Wave: Juvenile Delinquency, Race, and Gender in Postwar San Diego," Journal of San Diego History 67, Fall 2021.

"The Dazed and Dangerous Delinquents of Sin City: Policing and Detaining Juvenile Delinquents in 20th Century Las Vegas," eds. Thomas Kehoe and Jeffery Pfeifer. Chapter in edited volume, *History and Crime: A Transdisciplinary Approach*, Emerald Publishing. September 2021.

#### **Book Reviews**

"Spatial and Discursive Violence in the US Southwest," Western Historical Quarterly Vol. 53, Number 4, Winter 2022.

"Latinos in Nevada: A Political, Economic, and Social Profile," *Nevada Historical Society Quarterly*, Spring 2022.

"Potosi: The Silver City That Changed the World," *Nevada Historical Society* Quarterly, Fall 2021.

"Choosing to Care: A Century of Childcare and Social Reform in San Diego, 1850-1950," *Journal of the The West* Vol.60 No. 1, Winter 2021.

"The Other Side of Assimilation: How Immigrants are Changing American Life," *Journal of the The department st* Vol. 58 No. 3, Summer 2019.

"Hard-boiled Hollywood: Crime & Punishment in Postwar Los Angeles," *Journal of San Diego History 65*, Spring 2019.

https://sandiegohistory.org/wp-content/uploads/2019/07/Journal 65-1 Spring 2019.pdf

"Gendering Radicalism: Gender and Communism in Tthe department ntieth-Century California," *Journal of San Diego History* 63, Spring 2017. <a href="https://sandiegohistory.org/wp-content/uploads/2018/05/The department">https://sandiegohistory.org/wp-content/uploads/2018/05/The department</a> bVersion-Vol63-Summer2017-No2-88- 93.pdf

"Contesting the Borderlands: Interview on the Early Southwest," *Journal of San Diego History* 62, Summer/Fall 2016.

<a href="http://www.sandiegohistory.org/wp-content/uploads/2016/07/V62-3-4-Book-Reviews.pdf">http://www.sandiegohistory.org/wp-content/uploads/2016/07/V62-3-4-Book-Reviews.pdf</a>

"Rosario Tijeras by Jorge Franco," *Acentos Review*, May 2016. http://www.acentosreview.com/May 2016/doris-rueda-morgan.html.

#### Other Publications

"A Very Important Piece of Blue Cardstock," 24 Views, September 2021. 24 VIEWS

"Craft: Angel of Caliente & Super Heroes in a Vegas Alley," The Mudsill Magazine, March 2021. <a href="https://themudsill.substack.com/p/the-mudsill-vol-1-no-5-235">https://themudsill.substack.com/p/the-mudsill-vol-1-no-5-235</a>

"Coffee Table Books, Pulp Fiction Covers, and Courtroom Photography: Finding & Understanding the Art in Historical Interpretation," National Council on Public History, History@Work Blog, March 2021. <a href="https://ncph.org/history-at-work/coffee-tables-books-pulp-fiction-covers-and-courtroom photography/">https://ncph.org/history-at-work/coffee-tables-books-pulp-fiction-covers-and-courtroom photography/</a>

"Humanities Heart to Heart: Learning to Embrace the Non-Normal," Nevada Humanities Blog, February 2021. <a href="https://www.nevadahumanities.org/heart-to-heart/2021/2/11/learning-to-embrace-the-non-normal">https://www.nevadahumanities.org/heart-to-heart/2021/2/11/learning-to-embrace-the-non-normal</a>

"Collections as Data: Rethinking the Digital Archive in the Digital Age," UNLV Special Collections & Archive Blog, June 2018.

https://www.library.unlv.edu/whats new in special collections/2018/07/collections-data-rethinking digital-archive-digital-age

"Collections as Data: The Process (and Complications) of Data Visualization," UNLV Special Collections & Archive Blog, July 2018. <a href="https://www.library.unlv.edu/whats\_new\_in\_special\_collections/2018/07/collections-data-process">https://www.library.unlv.edu/whats\_new\_in\_special\_collections/2018/07/collections-data-process</a> and-complications-data

"Collections as Data & Digital History: Moving from Theory to Practice," UNLV Special Collections & Archive Blog, July 2018.

<a href="https://www.library.unlv.edu/whats\_new\_in\_special\_collections/2018/07/collections-data-digital history-moving-theory-practice">https://www.library.unlv.edu/whats\_new\_in\_special\_collections/2018/07/collections-data-digital history-moving-theory-practice</a>

## **Presentations**

### Invited Workshops

"Construyelo! And the department will bring them!: Building the Juvenile Court in the Borderlands, 1900-1920," Newberry Seminar in Borderlands and Latino/a Studies, (Newberry Library), Chicago, Illinois, January 2022.

"No one's getting smarter, no one's learning the score': San Diego's Surveillance of Youth and the Border in the 1950s," ASLH Student Research Colloquium, (Harvard Law School), Boston, November 2019.

#### Invited Talks

"Post MA Career Night," History 620, California State University, San Marcos, March 2022.

"Juan Crow Juvenile Justice: Latinx Youth and Civil Rights, 1930-1950," History 1302, Texas A & M University-Commerce, March 2022.

"Drawing the Borders of Safety: Constructing Juvenile Delinquency Prevention Policy in Mid-20th Century San Diego," University of Rhode Island, December 2021.

#### Conferences

"Policing 'Our' Delinquents: Community Outreach as Juvenile Delinquency Prevention Policy in Mid-Century San Diego," Organization of American Historians Annual Conference, Los Angeles, March 2023.

"Teaching Famous Trials," Organization of American Historians Annual Conference, Los Angeles, March 2023.

"The Boy Is Large for His Age': Making Age in Arizona's Early Juvenile Court, 1907-1920," Children and the Law: A Conference in Honor of Michael Grossberg (Northwestern University School of Law), Chicago, Illinois, November 2022.

"Invisible Intimacies: Indians, Itinerant Youth, and Internal Migrants Negotiate the U.S.-Mexican Borderlands," The department stern History Association 62nd Annual Conference, San Antonio, October 2022.

"Finding the Artist in the Courtroom: Rethinking the Use of Art and Visuals in Legal History," The department stern History Association 61st Annual Conference, Portland, October 2021.

"Delinquency and Duress in the Desert: Juvenile Detention Centers in the mid-20th Century Las Vegas," Society for the History of Children & Youth Biannual Conference, Galway, Ireland (virtual due to COVID), June 2021.

"Lightning Talks: Condensed Doctoral Research Presentations," The department stern History Association 59th Annual Conference, Las Vegas, October 2019.

"On the Borders of Safety: Constructing Juvenile Delinquency Prevention Policy in Mid-20th Century San Diego," Somewhere in Between: Border & Borderlands International Conference. University of London/London Centre for Interdisciplinary Research, April 2019.

"Plenary Speaker: These Aren't Girls, These Are Monsters: Representations of Gender, Youth, and Criminality in *The Violent Years*," 1950s Pop/Visual Culture Conference. Texas Christian University, November 2018.

#### Guest Lectures

"Ni De Alla, Ni De Aqui: Latinx and Civil Rights," Guest lecture for HIST 100, invited by Dr. Michael Green. University of Nevada, Las Vegas, Spring 2019.

"Ni De Alla, Ni De Aqui: Latinx and Civil Rights," Guest lecture for HIST 100, invited by Dr. Michael Green. University of Nevada, Spring 2018.

## University Forums

"Art and Visual Culture as Tools of the Legal Historian," Graduate & Professional Student Association 24<sup>th</sup> Annual Research Forum, University of Nevada, Las Vegas, March 2022.

"No one's getting smarter, no one's learning the score': San Diego's Surveillance of Youth and the Border in the 1950s," Graduate & Professional Student Association 22nd Annual Research Forum, University of Nevada, Las Vegas, February 2020.

"These Aren't Girls, These Are Monsters: Representations of Gender, Youth and Criminality in *The Violent Years*," Graduate & Professional Student Association 21st Annual Research Forum, University of Nevada, Las Vegas, February 2019.

"These Aren't Girls, These Are Monsters: Representations of Gender, Youth, and Criminality in *The Violent Years*," Rebel Grad Slam 3 Minute Thesis Competition. University of Nevada, Las Vegas, October 2018.

#### Juried Art Exhibits

"Emotional Weather," Winchester Cultural Center, Las Vegas, NV, June-October 2021.

"Sizeable," Clark County Government Rotunda Gallery, Las Vegas, NV, June-July 2021. Rotunda Gallery (clarkcountynv.gov)

"Womxn," UNLV Department of Fine Art, Las Vegas, NV, March 2021. https://sites.google.com/unlv.nevada.edu/unlv-art-exhibition-

2021/womxn/paintings?authuser=0 "Extra Spicy," UNLV Department of Fine

Art and UNLV Student Union, Las Vegas, NV, January 2021.

"#Justice," Donna Beam Fine Art Gallery, Las Vegas, NV, 2020. <a href="http://donnabeamexhibitions.sites.unlv.edu/">http://donnabeamexhibitions.sites.unlv.edu/</a>

"Here I Am, Here The department Are," UNLV First Generation Celebration The department ek Artist Spotlight, November 2020.

"Without Borders, Sin Fronteras 2020," Without Borders, Sin Fronteras, San Diego, CA, October 2020. <a href="https://withoutbordersinfronteras.com/">https://withoutbordersinfronteras.com/</a>

"Lines, Shapes, & Objects," Fusion Art Gallery, Palm Springs, CA, June 2020. https://www.fusionartps.com/2nd-annual-lines-shapes-objects-art-exhibition-june-2020/

"6 Feet of Art," Donna Beam Fine Art Gallery, Las Vegas, NV, May 2020. <a href="http://donnabeamexhibitions.sites.unlv.edu/6-feet-of-art/">http://donnabeamexhibitions.sites.unlv.edu/6-feet-of-art/</a>

## **Public History Projects**

Summer 2021- Summer 2022

Hoover Dam/Bureau of Reclamation

Conducted research and worked on language accessibility for the Hoover Dam and Colorado River Compact Centennial project. Provided and oversaw Spanish

language translations and materials that will be available in the visitor's center and on plaques and accompanying audio tours.

#### Fall 2018-Present

## 1 October Community Ofrendas

Worked in collaboration with Miriam Melton-Villanueva and Deidre Clemente on facilitating community ofrendas as a form of communal grief following the 1 October shooting in Las Vegas. These ofrendas the department re set up for Dias de los Muertos in 2018 and 2019 at UNLV, the National Council on Public History Annual Conference, and local Nevada libraries. These ofrendas will serve as the subject of an upcoming article on the history of grief, tragedy, and historical memory that will be published with The Public Historian.

The Lessons of Tragedy | News Center | University of Nevada, Las Vegas (unlv.edu)

## Summer 2018

UNLV Lied Library Digital & Special Collections

As part of LSTA Entertainment Collection Grant, worked with digital collections specialists and librarians to experiment with data visualization software as method of understanding collections as data under the supervision of Cory Lampert, Thomas Padilla, and Emily Lapworth. Produced a series of blogs documenting the process and how these experiments could be expanded in future projects. Collections as Data & Digital History: Moving from Theory to Practice by Doris Morgan Rueda | UNLV University Libraries

## Fall 2017- Spring 2018

Changing Women, Changing Lives

Co-Project Manager of the Changing Women, Changing Lives project, a digital exhibit created to celebrate the one hundredth anniversary of the Nineteenth Amendment and that focused on the activism and engagement of Nevada women during points of profound national change. Researched and wrote sections highlighting the organizations that Nevada's women created and lead throughout the 20<sup>th</sup> and 21<sup>st</sup> century to promote and fight for gender equality. <a href="https://sites.google.com/view/changingwomenchanginglives/home?authuser=0">https://sites.google.com/view/changingwomenchanginglives/home?authuser=0</a>

#### Teaching Experience

Instructor- University of Nevada, Las Vegas

Designed and taught a 60-student lecture, responsible for planning assignments, designing exams and quizzes, and grading. Spring 2021 HIST 102: U.S History, 1877 to Present

Fall 2020 HIST 102: U.S History, 1877 to Present

Spring 2020 HIST 102: U.S History, 1877 to Present

Teaching Assistant- University of Nevada, Las Vegas

Led two 30-student discussion classes by planning assignments, designing exams and quizzes, and presenting lectures.

Fall 2019 HIST 101: U.S History, Colonial to 1877

Spring 2019 HIST 100: Historical Issues and Contemporary Society Fall 2018 HIST 100: Historical Issues and Contemporary Society Spring 2018 HIST 100: Historical Issues and Contemporary Society

Fall 2017 HIST 101: U.S History, Colonial to 1877

Teaching Assistant- California State University, San Marcos Led a 20-student discussion class by planning assignments, designing exams and quizzes, and presenting lectures. Fall 2015 HIST 131: U.S History 1877- Present

Spring 2015 HIST 130: U.S History 1500-1877 Fall 2014 HIST 130: U.S History 1500- 1877

## Professional Experiences/Service

Summer 2020- 2022

Graduate Relations Director and Graduate Co-Chair

Latinx Student Alliance (LSA)

Worked to help foster a unified and representative Latinx community at UNLV and connect current and future Latinx students with Latinx faculty, staff, resources, organizations, and community partners to build a strong network that supports the success of Latinx students. Developed public panels and workshops for Latinx graduate students to learn about university resources, applying for grants and panels, and the academic publishing process.

#### Summer 2020

Committee Member- Undergraduate Curriculum Matters Working Group UNLV Department of History

Collaborated with faculty and graduate students to revisit survey course curriculum, make consistent educational goals for instructors, provide suggestions and guidance to instructors transitioning to COVID-19 online courses and remote campus life.

March 2020- June 2020

Volunteer

Juvenile Justice Advocates International (JJAI)

Using my Spanish abilities and research skills, assisted the JJAI in collecting contact data for juvenile justice administrators and juvenile detention centers in Colombia to distribute COVID-19 policy recommendations for detained youth.

## Fall 2019- present

Graduate Student Representative, Student Outreach Committee American Society for Legal History

Representing graduate student interests in the planning of the conference, additionally spearheading an effort to design a graduate student-centered event at future ASLH meetings. Additionally, served on the selection committee for the 2020 and 2021 ASLH Student Research Colloquiums.

#### June 2019

Humanities Intensive Learning & Training (HILT) Certificate- Indianapolis, IN Participated in a weeklong intensive training workshop on digital humanities with a special focus on Python computing coding for digital historical analysis and research.

## Spring 2018

Graduate Assistant

**UNLV** Department of History

Edited and cataloged state legislature books for historical digitization project with the goal of creating a digital database under the supervision of Dr. Eric Nystrom and Dr. David Tanenhaus.

## September 2015- August 2017

Administrative Coordinator I

California State University, San Marcos- Literature & Writing Studies Department Managed department budget, all administrative duties, and academic scheduling. Responsible for day-to-day department operations, event coordination, and held fiscal authority for department finances. Additionally, responsible for creating and daily operations of department social media and course publicity.

## January 2014- September 2015

Student Assistant

California State University, San Marcos- College of Humanities, Arts, Behavioral and Social Sciences Dean's Office

Managed Dean's Office front office, responsible for imputing and tracking incoming paperwork from departments, assisted with Dean's Office duties such as evaluation, college-wide events, and assisting student and faculty find appropriate team member for their concerns.

## January 2014- May 2015

Bilingual Academic Tutor

Valley Center-Pauma Unified School District- After School Enrichment (ASE) Provided bilingual academic tutoring in Social Science, Language Arts, and Math to at-risk youth at the Valley Center High School. Responsible for assisting teachers with translation services and helping student's meet academic goals to be removed from probation list.

## Language Skills

English and Heritage Spanish Speaker

## Nicole Rae Batten

PhD Candidate
Department of History
University of Nevada, Las Vegas
nicole.batten@unlv.edu
(951) 415-9155

#### **Education**

Ph.D., History of the American West, University of Nevada, Las Vegas, anticipated 2023 Concentration: Major: Cultural and Social History of the North American West; Minor: Public History

Dissertation: (Title Pending) "Beyond Monuments: The Built Environment of Las Vegas and Los Angeles in the Twentieth Century"

M.A., History, California State University, Los Angeles, 2016 Concentration: Community Formation in Greater Los Angeles in the 20<sup>th</sup> Century Research Paper: "Controversial Concrete: Local Activism and the Ongoing Dispute Over the Extension of the 710 Freeway"

B.A., History, California State Polytechnic University, Pomona, 2013 Concentration: Modern United States History, Labor Organization Thesis: "Haymarket Remembered: United States Labor History Through the Lens of Commemoration and Memorialization"

#### **Research and Teaching Interests**

Cultural and Social History of the North American West, Community and Identity Formation in California and other areas in the American West, Memory and Remembering, Commemoration and Monument Building, Labor Unionization and Gender, Transnational United States Labor History, Race and Ethnicity in the United States, Transportation History, Digital Humanities, Public and Applied History, Environmental History and the Built Environment.

#### **Conference Presentations**

Society for Military History, Great Plains Region Annual Conference (Virtual), 2022 "'Bright Light City Gonna Set My Soul on Fire' The First Chapter in my Dissertation; Beyond Monuments: The Built Environment of Las Vegas and Los Angeles in the Twentieth Century Modern West"

American Historical Association Annual Conference 2021 \*Accepted, but not presented due to COVID-19\*

"Fallen Neon: Monuments and Memory in Las Vegas, Nevada"

The department stern History Association Annual Conference 2020 "Modern Memory and the American West: Monuments, Memorials and Commemoration in Remembering a The department stern Identity" Research Presentation

The department stern History Association Annual Conference 2019 "Fallen Neon: Monuments and Memory in Las Vegas, Nevada"

Phi Alpha Theta Regional Conference 2019 "Fallen Neon: Monuments and Memory in Las Vegas, Nevada"

#### **Collaborative Research Projects**

Liverpool University Press Digital Publication Assistant, 2019-2020 Networks of the Enlightenment, Advisor: Dr. Gregory Brown

Walking Box Ranch Preservation and Interpretation Team Member Fall 2019-Spring 2020, UNLV Public History

## **Teaching Experience**

Instructor of Record, Spring 2022 History 102, "United States since 1865" University of Nevada, Las Vegas

Instructor of Record, Fall 2021 History 102, "United States since 1865" University of Nevada, Las Vegas

Instructor of Record, Spring 2021 History 102, "United States since 1865" University of Nevada, Las Vegas

Graduate Teaching Assistant, Fall 2019 and Fall 2018 History 100 Dr. Paul Werth University of Nevada, Las Vegas

Graduate Teaching Assistant, Spring 2019 History 100 Dr. Michael Green University of Nevada, Las Vegas Long-Term Substitute Teacher, 2017-2018 SPED English 9, SPED Earth Science Herbert Hoover High School, Glendale, California

Substitute Teacher, January 2017-June 2018 Corona-Norco Unified School District

Classroom Lecture Facilitator, Winter Quarter 2016 History 202B "Modern US History, 1877-Present" California State University, Los Angeles

Substitute Teacher, January 2015-June 2018 Glendale Unified School District

#### **Awards**

Patricia Sastaunik Scholarship, University of Nevada, Las Vegas 2022-2023
Summer Doctoral Research Fellowship, University of Nevada, Las Vegas, 2022
Harold L. and Judith Boyer Award in Oral History, University of Nevada, Las Vegas, 2022
WHA-Huntington Library Martin Ridge Fellowship, Western History Association, 2021
Graduate Student Prize, Western History Association, 2021
Harold L. and Judith Boyer Award in Oral History, University of Nevada, Las Vegas, 2021
Best Graduate Student Paper, Phi Alpha Theta Regional Conference, St. George Utah, 2019

## **Professional Memberships and Affiliations**

Phi Alpha Theta, National Historical Honors Society

- Psi Sigma Chapter Journal Editor 2018-2021
- Psi Sigma Chapter President 2021-2022

National Council on Public History, Student Member

The department stern History Association, Student Member

American Historical Association, Student Member

## **Non-Academic Professional Experience**

Archive/Collections Processing:

UNLV Special Collections and Archives

HIST 752: Modern Archives: Theory and Methodology

Dr. Su Kim Chung Spring 2021

UNLV Special Collections and Archives Backlog Elimination Project, Student Worker November 2019- June 2020

## Sales:

Perspectives: A Journal of Historical Inquiry
Student-edited Academic Journal, Advertisement Coordinator
California State University, Los Angeles, 2016

Wicks Brewing Company Outside Sales Representative Riverside, CA, 2014-2016

## Museums:

The Neon Museum Las Vegas Interpreter 2019

Corona Historical Society Volunteer Assistant 2017-2018

Museum of Social Justice, Los Angeles, California Volunteer Docent 2015-2016

California Surf Museum, Oceanside, California Volunteer Docent 2012-2013

# Paige Figanbaum

University of Nevada, Las Vegas

figanbau@unlv.nevada.edu

## Education

## University of Nevada, Las Vegas, ABD

Ph.D., History, Anticipated 2023

Concentration: North American West, Public History

Working Dissertation Title: "Competing Desert Landscapes: The Relationships between Environmental Perception, Nevada Tourism Industry, and Land Management"

Comprehensive Exam Fields: North American West, History Since 1855, Public History

Passed with Honors November 15, 2021.

## University of Nevada, Las Vegas

M.A., Post-Baccalaureate Embedded Degree, 2020

## University of Northern Iowa

B.A., (Magna Cum Laude) History, Public History, Anthropology, 2016

Junior/Senior Seminar Project: The British Invasion: How the Creation of the British Museum Conveyed Britain's Identity

## **Awards & Scholarships**

2022 Charles Redd Research Award Upper Division and Graduate Students

2022 UNLV Doctoral Summer Research Grant

2022 UNLV Dr. Hal K. Rothman Doctoral History Graduate Student Award

2022 The Honor Society of Phi Kappa Phi Graduate Student Recipient 2020-2021 Newberry Consortium in American Indian Studies Summer Institute Student Recipient

2021 UNLV Tribute Scholarship Award

2020 UNLV Dr. Hal K. Rothman Doctoral History Graduate Student Award

2019 UNLV Cooper & Ledbetter Scholarship

2019 UNLV Harold L & Judith Boyer Oral History Award

2019 UNLV Best Master Student

2018-2020 Oliver Mitchell Scholarship

2016 Purple and Old Gold Award, University of Northern Iowa

## **Publications**

## **Book Reviews**

"California, Nevada, and Mexico: The Travels of a Technical Student," Nevada Historical Society Quarterly, Fall Issue 2021.

## **Blog Posts**

"Neon History: The Neon Museum's Upcoming Oral History Project," Southwest Oral History Association Special Summer Newsletter Edition. Issue 106. July 2021. <a href="https://sohanews.files.wordpress.com/2021/07/summer-2021-newsletter.pdf">https://sohanews.files.wordpress.com/2021/07/summer-2021-newsletter.pdf</a>.

"Connecting History," *Nevada Humanities Heart to Heart Project*. June 21, 2021. <a href="https://www.nevadahumanities.org/heart-to-heart/2021/6/16/connecting-history">https://www.nevadahumanities.org/heart-to-heart/2021/6/16/connecting-history</a>.

#### **Presentations**

#### Conferences

"Selling the American Desert": The Role of The department stern Tourism and the Desert Environment in the Expansion of the American Empire," Pacific Coast Branch of the American Historical Association. (2021) "Interacting With the Past: The Significance of Oral histories in the Preservation of the Walking Box Ranch," Southwest Oral History Association, University of Nevada, Las Vegas. (2020)

"The Claim The department Hold is as Good as Gold: The Forgotten Stories of People in Mining

Communities," Western History Association Conference, Nevada. (2019)

"Giving Up the Ghost: The Representation of Nevada Mining Towns in the Romanticized West," Phi Alpha Theta Regional Conference, Utah (2019)

## Workshops

"Collaborations and Contestations: Past, Present, and Future Transformations in Indigenous Material Culture, Art, and Performance," Newberry Consortium in American Indian Studies Summer Institute. (2021)

"Improving the Research Experience: A Workshop for Graduate Students In The department stern American History. The department stern History Association. (2019)

## **University Forums**

"'The Great American Desert': The Influence of The department stern Tourism and the Desert Environment in America's Westward Expansion," Graduate & Professional Student Association, University of Nevada, Las Vegas. (2021)

"The department welcome to Fabulous Searchlight: The Political, Economic, and Environmental Circumstances that Brought the Tourist Industry to Small Town Southern Nevada" The department stern History Symposium. (2020) "Out with the Old in with the New: The Discussion between Old and New The department stern History," University of Nevada, Las Vegas Diversity Research and Mentorship Reception Poster Session, Nevada. (2019)

#### **Exhibits**

Lighting Up: The Perception of American Drug Culture August 2015- December 2015

Thesis: Understanding how drugs changed the United States cultures and how people saw themselves in relation to drugs.

- The exhibit was showcased at the Grand re-opening of Museum
- Researched primary and secondary sources
- Involved in the process of choosing artifacts that best fit the themes of the exhibit
- Assisted exhibits designer on the final look of the exhibit
- Drafted labels used to present the main themes and artifacts within the exhibit

## **Public History Experience**

## University of Nevada, Las Vegas History Department OMEKA Consultant, 2022-

- Provided a workshop on OMEKA for Dr. Deirdre Clemente's HIST 750
   Public History Class
- Currently restructuring the 100 Years of the Colorado River Compact OMEKA site <a href="http://centuryofcrc.sites.unlv.edu/">http://centuryofcrc.sites.unlv.edu/</a>
- Modified the OMEKA the department website by expanding the plugin features to provide a more interactive platform for the public
- Implemented the OMEKA the department website for not only a public interface but a digital repository for resources, collections, and exhibits related to the upcoming 100 Years of the Colorado River Compact.
- Developed lesson handouts to provide support for students first learning OMFKA

## Preserve Nevada, Deputy Director, 2021-

 Redeveloping the Preserve Nevada's the department website <u>https://preservenevada.wixsite.com/nevada</u>

- Orchestrated and Presented at the Annual Meeting October 9<sup>th</sup>, 2021
- Interviewed and corresponded with several media platforms about Preserve Nevada's 11 Most Endangered List
- Managed Preserve Nevada's social media platforms (Twitter, Instagram, Facebook)
- Collaborated in writing a letter of support for the Sutro Historic District

## The Mob Museum, Collections Assistant, 2021

- Working Knowledge of Mob Museum's database Proficio
- Audited the Mob Museum's accessions and loan agreements paperwork
- Digitized accession and loan agreements paperwork
- Cataloged incoming accessions
- Created Storage Boxes for artifacts to Museum standards
- Developed reports discussing the overall accessions and loan agreements within the Mob Museum's collection
- Created correspondences for donor relations

# The University of Nevada, Las Vegas Walking Box Collection's Project Facilitator and Registrar, 2019- 2021

- Created and Implemented OMEKA the department website <u>https://thewalkingboxranch.sites.unlv.edu/</u>
- Developed and Implemented Public History Workshop (May 21-23, 2019)
- Assisted in moving collection to the new facility
- Orchestrated the design of the collection room
- Collaborated with the following organizations: Bureau of Land Management,
   Nevada State Museum, Las Vegas, Friends of Red Rock, Friends of Walking Box
   Ranch, University of Nevada, Las Vegas Special Collections
- Worked with the basic treatment and storage of artifacts
- Corresponded with media about Walking Box Project
- Arranged tours to showcase collections
- Presented information about Walking Box to various organizations

# John Deere Tractor and Engine Museum Collections Assistant/Docent/Ticketing, 2016-2018

Worked extensively with PastPerfect

- Assisted research and label writing in exhibits
- Cataloged and Photograph recently donated artifacts
- Collaborated to create educational programs for the STEM fair
- Deliver accommodating guided tours to complement the themes of the museum
- Interacted with visitors of all ages
- Presented Educational Tours to all ages
- Monitor Museum space (interactives working, theater timing lights, BrightSign players), which includes minor exhibit
- Managed after-work events for distinguished customers
- Systems: Microsoft Word, Microsoft Excel, CounterPoint, Adobe
- Reconcile Register at closing
- Perform all cash register operations
- Provide rack cards and brochures to area Visitor Bureaus
- Prepare register for opening required
- Coordinate with Guest Services for tours
- Request brochures from other attractions when necessary
- Interacts with customers when selling tickets

## University of Northern Iowa Museum Collection's Assistant, 2015-2016

- Systems: Microsoft Word, PastPerfect, UNI Museum Database
- Organized the museum's military history collection
- Acquired a working knowledge of the PastPerfect database system
- Assisted in the new design of the UNI Museum database
- Engaged in donor relations
- Assisted in setting up and moving display casing and exhibits
- Understands proper methodology to accessioning new and existing artifacts
- Participated in deaccession process with curator
- Care and treatment of rolled and flat storage textiles
- Work with the basic treatment and preservation of museum collections
- Assisted in the move of UNI Museum to a new facility
- Packed and moved collections to the highest level of museum standards
- Inspected and inventoried collections as they arrived in the new storage facility
- Photographed the collection and incorporated these images into the digital database

National Wrestling Hall of Fame and Dan Gable Museum Collections and Research Assistant, 2016-2017

- System: Microsoft Word, Microsoft Excel
- Developed and implemented inventory system
- Orchestrated the design of the collection room
- Directed new interns on self-designed project management strategies
- Relocated permanent exhibits
- Conducted object inventories and photographed collections

## Teaching Experience

## Professor- University of Nevada, Las Vegas

Taught own class surveying several branches of public history, theory and methods, ethics, and professional issues. Teaching students' skill sets to apply in the Public History field.

Spring 2022 HIST 302: "Topics in Public History"

## Teaching Assistance- University of Nevada, Las Vegas

Led two 30 student discussion classes by planning assignments, designing exams and quizzes, and presenting lectures.

Spring 2021	HIST 100: "Empires & Constitutions"
Fall 2020 and the IRI"	HIST 100: "Revolutions & Constitutions: The US, The USSR,
Spring 2020	HIST 100: "Historical Issues and Contemporary Society"
Fall 2019	HIST 100: "Hitler and the Constitution"
Fall 2019	HIST 100: "Historical Issues and Contemporary Society: The Meaning of Freedom in American History"
Fall 2018	HIST 100: "Hitler and the Constitution"

## Online Teaching Essentials- University of Nevada Las Vegas, Fall 2020

A four-the department ek online course designed to help prepare teachers to work effectively with students in an online environment. The course taught management systems of The department webcampus while implementing Community Inquiry (Col) and Universal Design of Learning (UDL) frameworks.

## Volunteer and Community Involvement

## University of Nevada, Las Vegas

Southwest Oral History Association Nevada Co-Delegate (2021)

UNLV GPSA Awards Committee Member (2021)

UNLV Graduate and Professional Student Association Representative (2019-2021)

Community Service for Three Square Food Bank

## University of Northern Iowa

First student liaison voting member of Cedar Falls Historical Society (2016- 2017) Voting member of the University of Northern Iowa Museum Friends Board (2015- 2016)

UNI History Club (2014-2016)

Vice President of student organization Panther Animal Welfare Society (2016)

### **CURRICULUM VITAE**

Bridger Bishop

907 N. Balcony Dr.

Coeur d'Alene

bridger.bishop@unlv.edu

702-902-0393

## **Education:**

B.A. University of Montana, Missoula, MT May 2001

Major: History Minors: Classics, Biology

Cumulative GPA: 3.9 out of 4.0

M.A. University of Colorado, Boulder, CO May 2004

Major: Classics

Cumulative GPA: 3.8 out of 4.0

M.A.T. University of Illinois- Chicago, Chicago, IL May 2013

Major: History Minor: Teaching Certification

Cumulative GPA: 4.0 out of 4.0

Ph.D. University of Nevada- Las Vegas, Las Vegas, NV (currently enrolled)

Major: History of the American West

Cumulative GPA: 3.91 out of 4.0

## **Papers Presented:**

"Medism during the Persian Wars" Association for Students of the Classical World Annual Symposium, Boulder, 2002.

"Julian the Apostate and the Death of Roman Paganism" Phi Alpha Theta Northwest Regional Conference, Tacoma, 2001.

#### **Publications**

Book Review of *The Bet* by Paul Sabin published in the Spring 2015 edition of the *Psi Sigma Siren* 

## Workshops:

March 2015 NCAIS City and Company Workshop in Winnipeg

## **Relevant Work Experience:**

Instructor, History 260: Introduction to Native American History Fall 2018

Instructor, History 102: American History Since 1877 Fall 2017, Spring 2018

Deputy Director, Preserve Nevada Fall 2016, Spring 2017

Internship with Nevada State Historic Preservation Office Summer 2016

Graduate Assistant at UNLV Fall 2014, Spring 2015, Fall 2015, and Spring 2016

Student Teacher at Louisa May Alcott College Prep High School, Chicago, IL Jan-April 2013

Peace Corps Volunteer in Romania, Institutional Development Sector, May 2005- June 2007

Graduate Teaching Assistant- Fall Semester 2003 at University of Colorado for course entitled "The Rise and Fall of the Roman Empire".

Continuing Education Instructor in Program Specific Computer courses (Microsoft Access, Word, Excel, Pothe department r Point, and Publisher) at Florida Keys Community College from November 2001 to May 2002

Instructor- Fall Semester 2000 at University of Montana for course entitled "Contemporary American Social Problems".

### Awards:

2014-2015 Lodge/Clark Scholarship for Academic Excellence

2016 Jerry Kalafatis Lodge Scholarship

2016-2017 Willard Rollings and Barbara Williams Rollings Scholarship

2017 Rothman Doctoral Award

## **Activities:**

Member of UNLV's Psi Sigma Chapter of Phi Alpha Theta Judge for the Chicago Metro History Fair 2010-2013.

Two guest lectures for Hist 302: Introduction to Public History Spring 2019

## **References**

Andy Kirk, Department Chair- UNLV History Department 702-895-3544

andy.kirk@unlv.edu

William Bauer- UNLV History Department

702-895-3544

wbauer@unlv.edu