



History Program Review 2023-24

Closing MOU

Date: June 26, 2024

Overview

Degree/Certificate Programs Reviewed: B.A. in History
B.A. in PackTeach Secondary Education and History B.A./B.A in Ed
M.A. in History
M.A. in Teaching of History M.A.T.H
Ph.D in History

Department Chair & Dean: Dr. Greta de Jong Department Chair & Dr. Casilde Isabelli Dean

External Reviewers & Affiliation: Dr. Luis Alvarez, Professor and Chair, UC San Diego
Dr. Greg Downs, Professor and Chair, UC Davis

Date of External Visit: March 18-19, 2024

Review Process Summary

The History program was scheduled for regular program review as mandated by the Board of Regents and University policy. A self-study document for the department and its programs was developed by the department faculty and completed in the Fall of 2023 for History programs. These respective reports were provided to the reviewers before they conducted a visit on March 18-19, 2024. The external reviewers reviewed the program and met with relevant faculty, staff, students and administrators to determine the department’s accomplishments, examine strengths and weaknesses, and identify opportunities as it plans for the future. A final report was issued by the review team shortly after the review visit. In accordance with institution practice, responses to the review were solicited from the department and the dean. A final meeting took place on August 19th, 2024. This document represents the final MOU of recommendations and findings from the review.

Signatures

Executive Vice President &
Provost:



Jeffrey S. Thompson

Date: 10/16/2024

Vice Provost, Undergraduate
Education:



David Shintani

Date: 10/10/24

Vice Provost, Graduate Education
& Dean, Graduate School



Markus Kemmelmeier

Date: 10/16/2024

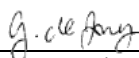
Dean, College of Liberal Arts:



Casilde Isabeli

Date: 26 September 2024

Chair, History Department



Greta de Jong

Date:

Major Findings and Conclusions

The History department is a community of scholars and teachers dedicated to their profession. They impart an understanding of the past as a vital force shaping the present and the future. They serve the public by extensive research, teaching, and scholarly publications in fields that are important to audiences from the local to the international. They enrich our analysis through interdisciplinary, cross-cultural, and theoretically informed examination of the past. They promote critical, analytical, writing, and public presentation skills, all urgently needed by students facing an uncertain and rapidly changing future. Because teaching and research are mutually reinforcing, they are active in scholarly research and writing. The History department recognizes the necessity of historical expertise for understanding current conditions and its faculty seek to make their work accessible to general audiences as well as academic peers. They unite their roles as scholars and public servants by organizing and participating in public forums and conferences in the wider community.

The reviewers felt the overall quality of the History department is very high. History is an important contributor to UNR's mission to produce first-rate interdisciplinary research that addresses the important issues of our time and to promote innovation in historical methods and knowledge. The Department's most precious resource is the overall strength of its scholars and students. Together they advance the University's investment in learning, discovery, and community engagement. The faculty publish excellent scholarship, win prestigious grants, and offer imaginative curricula. Their extensive activities in public and oral history and creative partnerships with PackTeach, Concurrent Enrollment, Core Humanities, and Gender, Race and Identity (GRI) foster crucial networks with the local community, the state of Nevada, and the world-at-large. Students leave the undergraduate and graduate programs well-equipped for meaningful careers as educated participants in public life with a robust professional skill set, including a deep understanding of history, research and interpretive methods, and critical thinking. The Department, moreover, actively cultivates a collegial community of care with lively shared spaces that benefit all of its constituents and strengthen its strong commitment to serving the campus and region. The Department of History is well-poised to participate in UNR's strategic plan to grow enrollments and attain AAU designation.

The areas that the reviewers thought should be addressed are as follows:

- Develop clear guidelines for rewarding work that furthers the university's Diversity, Equity and Inclusion efforts in research, teaching, and service.
- There was a recommendation for the University to fund a search for an advanced assistant or associate professor of World History with a specialization in Middle East History to fill gaps in the curriculum and enhance the Concurrent Enrollment program. (Following the review, in August 2024, the department requested and received authorization to begin a search for a tenure-track assistant professor of Middle Eastern History, which is currently in progress).
- Take different approaches to recruit and attract students in order to grow undergraduate and graduate programs offered by History, e.g., by involving PackTeach students in the Concurrent Enrollment program; engaging students with professional aspirations across the humanities, social science and STEM fields; working more closely with CLA advisors; and marketing the versatile skill sets taught in the History program.
- Create annual grad evaluation and grad professionalization series to bolster its quality training of MA and Ph.D students.
- Develop a more formal mentorship program for assistant professors and associate professors that includes mentors from outside the department.
- Improve merit and promotion procedures by clarifying communications about the role of Digital Humanities, Publicly Engaged Scholarship, Public History and Diversity Equity and Inclusion work in evaluation of the faculty. The Department might consider augmenting its standards to explain when and how such work is counted, what it can replace, and when it might solely supplement. The College then could clarify its view of the importance of that work in either supplementing or replacing aspects of a traditional file, so that all faculty are recognized and rewarded for that work.
- Add additional support for faculty research. This could be done at the college and university level through course releases, augmented funding for the college's Scholarly and Creative Activities Grant Program, increased support for research travel, additional subventions support for book publishing, and more targeted support for mid-career Associate Professors and Assistant Professors in their fourth and fifth years (after their start-up funds run out).
- The reviewers also noted some problems that the department encountered with obtaining and reporting accurate data on its programs. This suggests either that the University's data systems are not working as well as expected or that there is not sufficient training or support for departments to compile accurate data, especially those with very little staff. (This is a known problem at UNR and upper administration is actively addressing this.)

Next Steps for this Program/Department (topics will vary)

- Add specific guidelines for rewarding DEI work in research, teaching, and service for the purposes of annual evaluation and tenure/promotion
- Continue to offer the HIST 102C CE course at current enrollment levels and expand the program by adding a World History CE course overseen by a tenure-track faculty coordinator
- Work to integrate Pack Teach students into the CE program, e.g., through participation in professional development sessions with high school teachers and placement in CE courses for their practicums (this would need to be coordinated with the College of Education)

- Work with the College of Liberal Arts and the University to clarify policies regarding grants, evaluations of teaching, leave eligibility and the University Administrative Manual. Develop written guidelines explaining how student responses are considered in evaluating faculty teaching. Formalize procedures for peer evaluation of teaching to ensure regular teaching observations, feedback, and other guidance for faculty
- Increase marketing for new majors, minors and enrollment, including non-traditional students, GRI, STEM and PackTeach. Explore developing a minor in the history of science, technology, and society that may attract STEM majors to our courses. Take advantage of opportunities for faculty to connect to area high schools, e.g., through National History Day, the We the People program, and giving public lectures that reach wide audiences. Revive the History Club.
- Widen graduate program marketing and recruitment to include other areas of strength apart from western US history (e.g., race and ethnicity, Latin American history, Asian history, environmental history, public history, science and society)
- Refresh curriculum and initiatives. Clarify the purpose of HIST 100A and HIST 300/300A for undergraduate students and work more closely with CLA advisors to ensure consistency and gain access to current and potential students earlier in their programs of study. In addition, clarify the purpose of HIST 780 and HIST 783 for graduate students and review syllabi/staffing to ensure the relationship between the two courses is clear
- Implement an annual evaluation process for graduate students to review progress toward their degrees, achievements, funding opportunities, and future goals and continue holding one or two professional development workshops for graduate students each year
- Discuss offering an accelerated program for undergraduate and graduate (12 credits can be used for undergrad and grad – then grad student only needs 18 credits)
- Formalize mentoring procedures for assistant professors and include faculty mentors from outside the department

Vital Statistics on NSHE Reports

Number of students with declared major in the program area:

| | | |
|-----------|--|-----|
| 2023-2024 | B.A. in History | 111 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | 91 |
| | M.A. in History | 13 |
| | M.A. in Teaching of History M.A.T.H | 2 |
| | Ph.D in History | 10 |

Number of graduates from the program for the following years:

| | | |
|-----------|--|----|
| 2021-2022 | B.A. in History | 41 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | 18 |
| | M.A. in History | 7 |
| | M.A. in Teaching of History M.A.T.H | 0 |
| | Ph.D. in History | 1 |

| | | |
|-----------|--|----|
| 2022-2023 | B.A. in History | 38 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | 13 |
| | M.A. in History | 4 |
| | M.A. in Teaching of History M.A.T.H | 1 |
| | Ph.D. in History | 1 |
| 2023-2024 | B.A. in History | 42 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | 10 |
| | M.A. in History | 6 |
| | M.A. in Teaching of History M.A.T.H | 0 |
| | Ph.D. in History | 1 |

**Program-level graduation rate using first-time, full-time,
degree-seeking cohort at 150 percent completion time:**

| | | |
|-----------|--|-----------|
| 2021-2022 | B.A. in History | % n = 4 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | % n = n/a |
| | M.A. in History | % n = 6 |
| | M.A. in Teaching of History or M.A.T.H | % n = 0 |
| | Ph.D. in History | % n = 0 |
| 2022-2023 | B.A. in History | % n = 7 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | % n = n/a |
| | M.A. in History | % n = 3 |
| | M.A. in Teaching of History or M.A.T.H | % n = 0 |
| | Ph.D. in History | % n = 0 |
| 2023-2024 | B.A. in History | % n = 13 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | % n = n/a |
| | M.A. in History | % n = 4 |
| | M.A. in Teaching of History or M.A.T.H | % n = n/a |
| | Ph.D. in History | % n = 0 |

Headcount of students enrolled in any course related to the program (duplicated):

| | | |
|-----------|--|------|
| 2023-2024 | B.A. in History | 2082 |
| | B.A. in Pack Teach Secondary Education and History B.A./B.A. in Ed | 2671 |
| | M.A. in History | 92 |
| | M.A. in Teaching of History M.A.T.H | 28 |
| | Ph.D. in History | - |