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Fall 2019

### History 2019 APR Self-Study & Documents

University of New Mexico

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Academic Program Review Self-Study

Department of History  
University of New Mexico

Submitted 7 October 2019

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## Criterion 1. Introductory Section and Background Information

*IA: An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

We are viewing the APR as an opportunity to reflect on our mission as a department and to identify how to productively address the challenges we face as an academic unit and as a discipline going into the third decade of the 21<sup>st</sup> century. History faculty began discussion of the APR Self-Study during Spring 2019. We assessed changes made by the department since the last APR in 2009, emphasizing initiatives since 2013 relating to teaching, tenure and promotion reviews, and committee structures. We have addressed ongoing hiring challenges and critical gaps within our program that have resulted from numerous retirements and resignations in the past five years. We have implemented significant curricular changes to our MA program: namely, a more open and flexible set of degree requirements for the MA and the creation of a shared credit BA/MA degree. Our next task is to reexamine our PhD curriculum, last revised in 2007 and due for reassessment.

We are living in an era that requires critical thinking, historical knowledge, and the ability to evaluate evidence and sources and question historical assertions. At present, no other discipline is so readily available to challenge claims made by politicians and pundits that mislead the public through their conceptions of history and uses of the past. Historical training also provides context for the debates roiling communities and universities as they face decisions about the disposition of monuments and memorials, and commemoration through naming of squares, buildings, and streets. Our communities, states, and nation need historians and students of history to lead these discussions and to push back on false and misleading narratives of the past.

Despite History's analytical value as a discipline, it is increasingly undervalued as compared to undergraduate degrees that are perceived as more pre-professional and practical, with better job prospects post-graduation. History departments across the nation have suffered significant enrollment declines, as has UNM's program. One of our main challenges is to reverse this trend and to convince prospective undergraduate and graduate students of History's relevance and utility. We also face an academic landscape that is increasingly bureaucratized; the redefinition of state-wide undergraduate core curriculum requirements by the state's Higher Education Department (HED) poses yet another challenge in our efforts to attract students and to offer dynamic, innovative courses that are simultaneously academically rigorous and skill-enhancing.

UNM is a unique institution – a “very high activity” Carnegie Research I University, a Hispanic-serving institution, and a minority-serving institution. In a recent study by the Brookings Institute, [“Ladders, labs or laggards? Which public universities contribute most?”](#) UNM was ranked #8 among Research I and Research II universities serving the most low-income students. Our department is proud to participate in the education of this student population, to offer courses that reflect the diversity of the human experience, and to inculcate skills that contribute to our graduates' social mobility. We welcome the input of the APR team to maximize our effectiveness as teachers of undergraduate and graduate students, as purveyors of historical knowledge for the citizens of our state, and as scholars embedded within broader national and international intellectual communities.

*1B: A brief description of the history of each program within the unit*

History has been taught at the undergraduate level since UNM was founded in 1889. As was common for many western land grant universities, the Master of Arts program began in the 1920s and the PhD program was added prior to the Second World War. The first UNM History PhD was awarded in 1948 and the Department since has awarded 356 PhDs with the largest number (98) awarded in the 1970s. From 1980 to 2019, the department has averaged 48 PhDs, 120 MAs, and approximately 900 BAs per decade. At present, the Department is home to 37 PhD students, 32 M.A. students, and approximately 200 undergraduate majors/pre-majors. In Fall 2019, the department will offer a BA/MA shared credit program to be completed in five years.

Among the first five faculty members hired at UNM was history professor, Martha L. Taylor. Up until the beginning of the First World War, most of the history faculty members were women and the curriculum focused on European, American, and constitutional history. Rosco Hill, the first faculty member to hold a doctoral degree, was hired in 1915. The department began to focus on the Spanish borderlands and the history of the Southwest, making it one of the first programs in the country to teach about and research the region's Spanish colonial past. Beginning in 1909, the department offered a history of New Mexico course, covering indigenous history, Spanish settlement, and frontier missions. The department continues to be one of the nation's leading departments in the fields of Latin American history, borderlands history, and western history. President James Zimmerman's (1927-1944) vision that UNM should specialize in fields for which its location and setting gave it a scholarly and natural advantage further supported the pursuit of excellence in these areas. Zimmerman established the university-wide [Latin American Studies](#) program in 1939 and the history department has been integral to the program ever since.

The department began to build a PhD program in the late 1930s. It first emphasized the Spanish borderlands and with the hiring of Dorothy Woodward, added Latin American History. By the late 1940s, there were eight faculty members focused on the southwest, Latin America, and Spain. By the end of the 1950s, the department added specialists in Russian history, colonial Latin America, East Asian history, and recent US history. In the 1960s, grants from Ford and Doris Duke Foundations enabled the hiring of three new specialists in Native American history and Latin American history. In the 1970s, more Europeanists were added and by the beginning of the 1980s, the department consisted of 29 members in diverse specializations, including the history of Islam and the Near East. By the mid-1990s, there was enough faculty depth in women's history to create a PhD track in the women's and gender history, with an emphasis on the US West and Latin America. This field remains a department strength to this day.

During the mid-2000s, the department participated in the Carnegie Initiative on the Doctorate. Curricular revisions included the addition of thematic/comparative areas of concentration, an Advanced Historiography seminar, and a Research Methods seminar. These revisions sought to enhance comparative breadth, improve graduate student's analytical, writing, oral, and public presentation skills. The revised curriculum exposed

graduate students to faculty expertise beyond their chronological or geographic fields and provided faculty with new opportunities to collaborate with one another. Our exam structure also changed with the elimination of the written exam, expansion of the oral exam, and addition of a public teaching or research presentation.

In 2010, the Department led a university-wide initiative to become a member of the [Newberry Library Consortium in American Indian Studies](#) (NCAIS). Since that date, faculty and students have been able to take advantage of the annual workshops, institutes, conferences, and fellowships available at member institutions, the Newberry Library's world-renowned indigenous collections, and the resources of the D'Arcy McNickle Center. This initiative builds upon at least two decades of active faculty involvement with the Newberry.

In the mid-2010s, the history department along with the departments of history at Columbia University, University of California at Los Angeles and the University of Chicago, participated in the AHA/Mellon Career Diversity three-year pilot program to establish and encourage a 'new norm' for doctoral graduates to pursue career opportunities both inside and outside academe. The Department of History also was the lead investigator for the NEH's Next Generation Humanities PhD" grant to "rethink and transform the training and education for the 'next generation' of humanities PhDs. (See appendix #1 for work-to-date on Mellon Career Diversity)

The Department of History is now one of the four principal departments for a new Mellon initiative with Central New Mexico Community College titled, "Building Humanities Pathways." This grant supports programs and initiatives that support the transfer of Central New Mexico Community College students in the humanities to the University of New Mexico and assure their successful completion of the BA degree.

Over the last two decades, the department has held steady at about 25 faculty members. It has maintained its numbers primarily through opportunistic interdisciplinary and spousal accommodation hires, rather than direct hires allocated by the dean. Searches for directors of Medieval Studies (2002), the Southwest Hispanic Research Institute (2005), and Africana Studies (2014) yielded historians. Four new colleagues came from partner/spouse hires within History or across units. Two extraordinary hires in Medieval history permitted the expansion of our Medieval program into our second largest graduate field. (See appendix #2 for faculty hiring trends)

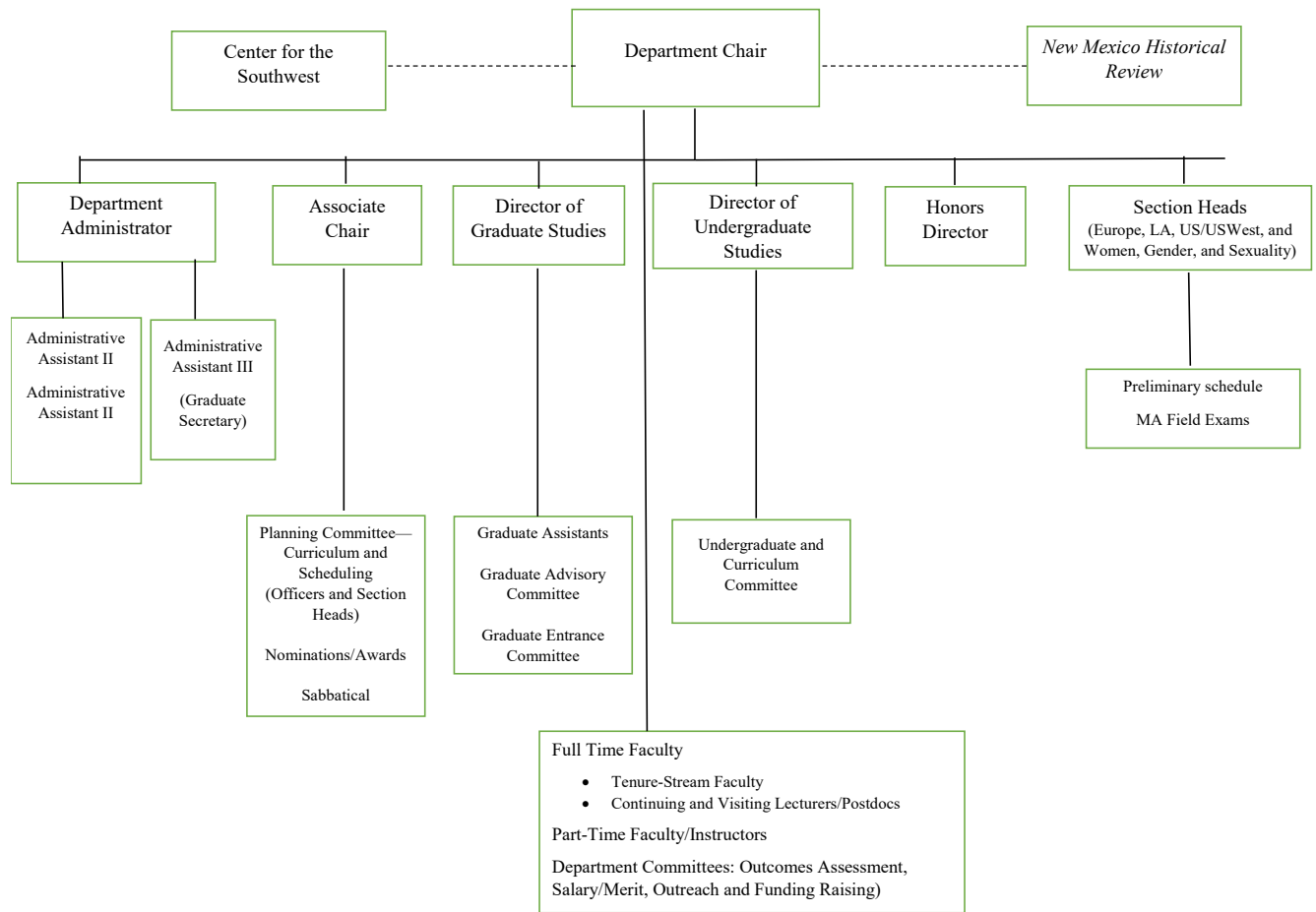
As of Fall 2019, we consist of 24 tenure track and tenured faculty, whose teaching and scholarship areas of expertise are detailed in Criterion 5. Retirements and resignations have changed the configuration of the department and in particular negatively impacted our graduate program in US Western history. We also lack historians of East Asia, the Near and Middle East, colonial North America, Ancient Mediterranean and Africa, the last of which was recognized as a priority in the APR of 2009. The number of tenured and tenure-track women faculty has fallen from 13 to 9. However, 25% of our faculty (6/24) come from underrepresented groups.

Our most recent hiring plan prioritized the hiring of a historian of the US West, broadly defined. We also requested a tenure-track hire in the history of the Ancient Mediterranean for FY2021. In FY2022 and FY2023, we will prioritize geographical areas of specialization outside of Europe

and the Western hemisphere. A visiting graduate student instructor is offering courses focusing on South Asia and the Indian Ocean for 2019-2020.

*IC: A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

Below is a diagram which illustrates the organizational structure of the Department.



The department’s principal officers are the chair, associate chair (AC), Director of Graduate Studies (DGS), and Director of Undergraduate Studies (DUS). An extremely capable department administrator (DA) supervises the office staff and manages the budget, accounting, purchasing, space allocation, and many other tasks.

The chair is selected through nomination(s), a departmental vote, and final selection by the dean of the college. The chair appoints department officers (AC, DGS, DUS) as well as section heads (see below) from the faculty. The AC is responsible for scheduling classes, curriculum, special projects, and serving as acting chair when necessary. The DGS advises graduate students about rules and procedures and chairs both the Graduate Entrance Committee (Admissions) and the



Graduate Advisory Committee (Policy). The DUS advises undergraduates about major and minor requirements, helps with degree checks and transfer credits, and chairs the department's Undergraduate Committee. Unlike some other departments, faculty officers perform these essential tasks, rather than relegating them to staff. Compensation for the AC, DGS and DUS consists of a modest stipend of \$1500 a year plus a single course release per year.

For administrative and programmatic purposes, faculty members are grouped into sections according to geographical fields: US/US West, Europe, and Latin America. Asia is dormant and Africa nonexistent, as there are no faculty members who currently teach in these areas. A fifth section, Women, Gender, and Sexuality was created in the mid-1990s to support Women and Gender History as a distinct PhD field. This is the only thematically-defined teaching field that has a corresponding departmental section and some faculty have asked that we revise our sectional organization to encompass additional thematic areas of strength that are not currently represented within our existing organizational structure. Each section meets at least once per semester to discuss course offerings, graduate and undergraduate curriculum, collaboration, and hiring. In the last two APRs, the section structure has been questioned for its efficiency and efficacy regarding course scheduling. We would welcome the opportunity to discuss the sectional organization's strengths, weaknesses, and functions with the external review team.

The department has a Planning Committee (PC) which is chaired by the Associate chair. The PC consists of the department officers and the section heads and coordinates and schedules undergraduate and graduate classes, working from preliminary proposals submitted by each section. It also reviews and approves exceptions to teaching workload based on the department's teaching load policy (Appendix #3: Teaching Load Policy). In recent years, it has acted informally as an advisory committee for the chair. We are considering codifying those practices into a formal policy document that outlines the duties of the planning committee.

The department has standing committees for various recurrent administrative and programmatic functions. Among the most important are the Graduate Advisory Committee or GAC and Undergraduate Advisory Committee or UAC (policy & curriculum), the Graduate Entrance Committee or GEC (admissions and funding), the Faculty Development Committee, and the Outreach and Funding Committee. Ad hoc committees are formed as necessary: to conduct faculty searches, for mid-probationary, tenure, promotion, post-tenure reviews, to coordinate fundraising and outreach, to steer the Mellon career diversity program, and to review and revise existing processes and procedures.

***1D: Information regarding specialized/external program accreditations associated with the unit including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).***

Not applicable because History does not have specialized/external program accreditation(s).

***1E: A brief description of the previous Academic Program Review for the unit. The description should: (1) note when the last review was conducted; (2) provide a summary of the findings from the Review Team Report; (3) indicate how the Unit Response Report***

*and Initial Action Plan addressed the findings; and (4) provide a summary of actions taken as a result of the previous APR.*

**Last APR Review:** The History Department's last APR review was held in November 2009. It was conducted by Professor Paula Findlen, Stanford University, Professor Donald Fixico, Arizona State University, and Professor Christian Fritz, UNM School of Law.

**Current faculty members (13) who were on staff at the time of the previous APR:**

Durwood Ball

Judy Bieber

Melissa Bokovoy

Margaret Connell Szasz

Manuel Garcia y Griego

Kimberly Gauderman

Timothy Graham

Paul Hutton

Elizabeth Hutchison

Erika Monahan

Enrique Sanabria

Jason Scott Smith

Samuel Truett

**Faculty members (10) who have been hired since the previous APR are:**

Luis Campos (2011)

Sarah Davis-Secord (2012)

Tiffany Florvil (2013)

Frederick Gibbs (2013)

Luis Herran Avila (2018)

Holly Guise (2020)

Robert Jefferson (2014)

David Prior (2014)

Caleb Richardson (2013)

Michael Ryan (2011)

Shannon Withycombe (2013)

**Deaths and Departures:**

Since the previous APR, we have lost five faculty members to death or departures: Ferenc Szasz (deceased, 2010), Sarah Cornell (U Mass Amherst, 2008), Lan Wu (Mt. Holyoke, 2015), Andrew Sandoval-Strausz and Cathleen Cahill (Penn State, 2017).

**Faculty members who retired Department since the last APR are:**

Jonathan Porter Asian History (2011)

Jane Slaughter, Europe/WGS (2011)

Mel Yazawa, US Colonial History (2013)

Linda Hall, Mexico/WGS (2016)

Barbara Reyes, Chicano/a History (2018)

Virginia Scharff, US West/WGS (2018)

Patricia Risso, Middle East (2018)

**Summary of 2009 APR Recommendations and Action by Department.**

The final report from the three-member review committee focused primarily on strategic hiring and less on program goals, curriculum, assessment, or resources beyond the need for additional faculty lines. The review team documented the following strengths as they related to the faculty's dedication, alacrity and effectiveness.

- High national visibility
- Superior comparative record of faculty publications, quality of programs, and national visibility
- Exceptional undergraduate and graduate teaching
- Curricular innovations
- Introduction of capstone topical seminar for the undergraduate major
- Discussion sections for larger surveys to enhance student success
- Required thematic fields for PhD students
- Improvements to the PhD comprehensive exam—oral exam and public presentation, intersectional examination committees for greater breadth in training
- Strong campus involvement of history faculty
- High morale and enthusiasm of faculty notwithstanding challenges and setbacks

***The 2009 APR Review team concluded:***

“It is important to recognize that the University of New Mexico, despite its limited financial resources, has consistently attracted first rate faculty members who come (and stay at the university) despite the fact they might well make more money at other universities. This fact is abundantly clear in the History Department, where the review team encountered an energetic faculty who expressed a deep-seated commitment to the educational mission and believed they have unique opportunities provided by the University of New Mexico that reinforce their decision to stay.”

The 2009 report did note that the college and upper administration needed greater creativity and flexibility in order to retain faculty.

**Recommendations.** There were seven recommendations made by the APR committee, since addressed by the History Department. These issues and our solutions are summarized below along with an update on the status of any outstanding action plans.

***Recommendation #1:*** *The Department should work with the College and Foundation in support of a new HSTEM initiative that could be developed via fundraising with the possibility of endowing a chair in history of science and technology.*

**Planned Action:** The department sought and received two faculty lines in History of Medicine and History of Science and Technology.

**Status Update:** We hired Luis Campos (2012), History of the Science and Technology and Shannon Withycombe (2013) and Fred Gibbs (2013), both in History of Medicine. Over the last several years, these faculty have sought opportunities to have their curriculum cross-listed with relevant STEM departments, have served on interdisciplinary STEM initiatives. Withycombe is affiliated with the Robert Wood Johnson Center for Health Policy and the BA/MD program. Gibbs is developing an interdisciplinary digital humanities undergraduate and graduate certificate.

With three well established historians of science, technology and medicine, the

department is well-positioned to begin working on identifying donors, organizations, and state and federal agencies to support graduate students, public outreach, and other activities highlighting New Mexico's unique place in the history of modern American science and technology. Creating an endowed chair would require the full support of the dean of the College of Arts and Sciences and the UNM Foundation.

***Recommendation #2:** To urge the administration to work with the Department to meet other critical hiring needs. They are medieval and ancient (2010-2011) and US diplomatic history (2011-2012).*

Planned Action: The department sought and received a faculty line in Medieval History in 2011. Ancient History is currently the second hiring priority of the debate.

Status Update: Michael Ryan, then an advanced assistant professor of Medieval History from Purdue University, was hired in 2011. In 2012, the Department hired Sarah Davis-Secord as a spousal accommodation for the English Department. These two hires, along with Distinguished Professor Timothy Graham, established Medieval History as field of excellence within the department.

Our current hiring plan identifies Ancient history as its next priority for FY2020. At present, the department has not prioritized diplomatic history. Emeritus professor, Noel Pugach, continues to offer US diplomatic history courses within a limited rotation. David Prior (department spousal accommodation) intends to develop diplomatic history offerings in the next couple of years.

***Recommendation #3.** Department to be invited to work with diversity initiatives to hire outstanding scholars of Native American and African American descent whose research and teaching interests might also fill crucial Department needs. Native American history deserves a strong representation at UNM due to nearly ten percent of the state's population being American Indian, and the absence of any courses in African-American history is a large hole in the US history program, though the Department should also be encouraged to identify opportunity hires of this kind in other fields that are also high priorities.*

Planned Action: The Department sought and received a faculty line in Native American history in 2018. Holly Guise (Alaska Native) will arrive in Fall 2020 as an assistant professor of Native American History. In 2013, the Department hired Tiffany Florvil (African American) in Comparative European Women's and Gender History. In 2014, the College of Arts and Sciences Robert Jefferson (African American) as director of the Africana Studies program and he made History his disciplinary home. After the completion of his term, Jefferson became a full-time faculty member in History.

Status Update: **Consistent with broader university initiatives to promote diversity**, over the last decade the Department of History has carefully crafted descriptions to attract the broadest possible candidate pools. Since the last APR we have recruited 2 African American faculty (1 man; 1 woman), 2 Hispanic faculty (2 men); 1 Native Alaskan woman of our last 8 hires (75%). The Department has been a leader within the university in identifying and hiring diverse faculty and in considering spousal hires from underrepresented groups. We further improved our hiring

culture by adopting best practices advocated by UNM's ADVANCE (Organizational Change for Gender Equity in STEM Academic Professions).

***Recommendation #4:*** *The administration work with the Department to anticipate its most important needs in the next five years. It is highly likely, for instance, that in the not too distant future it will be essential to make hire in Asian history (a field of increasingly global importance but which has only two faculty members potentially nearing retirement). Maintaining a program in Asian history should be a university-wide as well as Department priority.*

**Planned Action:** The department sought and received a hire in East Asian history in 2015. Lan Wu taught for one year and then left to take a job at Mount Holyoke.

**Status Update:** With the resignation of Lan Wu in May 2017 and the retirement of Patricia Risso in May 2018, we do not have permanent faculty who are able to offer any courses in Asian or Middle Eastern History. Shatam Ray, in residence last year as a Mellon doctoral teaching fellow, has been contracted as an instructor of Asian and global history courses for 2019-2020 as a temporary stopgap measure. Asian history remains an unfilled priority, as does the history of Africa and of the Islamic World.

***Recommendation #5:*** *We encourage the administration to work with the Department to develop a strong program of postdoctoral fellows and lecturers who can be offered one or multi-year appointments that can fill critical teaching needs not only due to vacancies but also sabbaticals and faculty with course relief.*

**Planned Action:** In 2016, we hired a teaching post-doctoral fellow in Early America, Taylor Spence. He may hold this position for up to 5 years. In 2017, we hired a three-year visiting lecture in Ancient History. Nikolaus Overtoom taught until May 2019 when he left to take a lecturer position at Washington State University. For 2019, we hired Mr. Shatam Ray to a visiting lecturer position in South Asian history and history of imperialism.

**Status Update:** While we have used short-term faculty to fill critical needs on a temporary basis and recognize some benefits for early career PhD's, the department opposes the shift towards contingent faculty as a more permanent feature of our program. Among other reasons, lecturers do not participate in graduate student teaching and advisement.

***Recommendation #6:*** *It is recommended that the university support the addition of the Department's Latin American History survey courses to the University Core Curriculum.*

**Status Update:** The two halves of the Latin American history were added to the core in 2011 (originally numbered History 181 and 182 and recently renumbered as 1170 and 1180 under the HED reclassification of lower-division courses) They are taught sequentially on an annual basis and each course consistently enrolls between 50 and 100 students per semester.

***Recommendation #7:*** *In this current budgetary climate, all viable opportunities for fundraising should be actively pursued by the university in support of its strong departments. The department should concentrate on fundraising for the following: Center for the Southwest;*

*New Mexico Historical Review; Friends of the Institute for Medieval Studies; and the Tim Moy Memorial Teaching Fellowship. In addition, the department should work with pre-existing History donors, continue to cultivate the active Ancient History donor (Gorham); and doctoral initiatives.*

Planned Action: Directors and editors of the above programs identified and cultivated donors.

Status Update: The following has been accomplished:

Durwood Ball, editor of *The New Mexico Historical Review*, worked with the family of the NMHR's first editor, Lansing Bloom to establish the **Lansing B. Bloom Family Award** at UNM to support the NMHR. (\$30,000)

Timothy Graham, director of the Medieval Studies Program, has built a substantial donor base to support the activities of the Medieval Studies program. (approximately \$100,000)

The **Gorham Fund** funded the lecturer position in Ancient History filled by Nik Overtoom from 2018-2020. While here, Overtoom organized distinguished speaker series and colloquia on campus using Gorham funds. Timothy Graham also employed Gorham monies to invite a leading professor of Medieval History and Archaeology from Oxford at a recent UNM colloquium. The donor is delighted to see the department make productive use of the fund.

Virginia Scharff, director of the Center for the Southwest, secured modest private donations for the center using the Western history MA and PhD networks. The Center directorship has recently been assumed by Samuel Truett, who has proposed an ambitious fundraising plan during his four-year term.

Rebecca Ulrich, the widow of Timothy Moy, has worked with the department and the foundation to add substantial funds to the **Timothy Moy Memorial Teaching Fellowship** over the last decade (50,000). The goal is to expand the endowment from \$75,000 to over \$100,000.

The foundation and the department worked with the family of BA and MA student Scott Hudson to endow the **Scott Hudson Memorial fund** for BA or MA students interested in military history. (\$25,000)

The department lists all its funds listed on its website and the UNM foundation website to facilitate on-line contributions. The annual newsletter dedicates space to highlight the different funds. The department in the last six years has raised over \$25,000 for these funds.

**Since the 2009 APR, the department has added/benefited from the following initiatives:**

**Ferenc M. Szasz and Margaret Connell-Szasz PhD Fellowship**, currently valued at approximately \$25,000, the fund awards a grant of \$1500 annually to a doctoral student pursuing a PhD in social and intellectual history.

**Joseph C. Gallagher scholarship for study in Ireland:** This scholarship, given annually to one

full-time UNM undergraduate or graduate student, provides full funding for tuition, travel and living expenses for a year of study abroad. The scholarship can be used to study any academic subject at an institution in the Republic of Ireland or Northern Ireland, or to study an Irish subject at any European university.

***1F. Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?***

**Our mission statement, as stated on our department website is as follows:**

The University of New Mexico is a highly competitive research university that serves a non-traditional, ethnically and socio-economically diverse student population. We reside in a region that lies at a unique and culturally diverse crossroads of indigenous, Spanish, Mexican and U.S. historical legacies. The History Department is home to nationally and internationally recognized scholars who work across chronological, geographic and disciplinary borders and communicate historical knowledge in multiple venues.

The Department's teaching mission promotes an understanding of diverse cultural legacies and complex global dynamics. Engagement with the historical record requires that students learn to identify and pose critical questions, analyze materials and evaluate evidence, and write effectively about complex developments. The acquisition of these skills along with the grasp of historical content lie at the core of the Department's teaching mission. The program in History prepares students for professional careers in the field and other academic disciplines. The study of History also offers essential intellectual preparation for careers in business, law, medicine, publishing, public administration, and museum and archival work.

This teaching mission intersects with active scholarly research agendas, and our commitment to serve New Mexico's diverse communities as public stewards of historical scholarship. Our faculty, both individually and collectively are engaged in the lively review of existing historical interpretations, searching for new historical materials, and communicating our findings to broad audiences through books, articles, films, museum exhibits, and public presentations. Through our teaching mission, research, and civic goals, we hope to preserve the scholarly mission of the historical discipline while recognizing the many non-academic ways people experience history. Our primary task is to help the public better understand the complex world in which we live.

The Department of History's vision is to continue to earn national and international recognition for educating undergraduate and graduate students in the importance of understanding the past and obtaining skills applicable to numerous career paths. We will provide ongoing leadership throughout UNM in rethinking undergraduate education, upholding the study of the humanities, and innovating in graduate student professionalization.

**Relationship to UNM's vision and mission.** UNM's mission as stated in the Faculty Handbook

reads: “The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

The Department of History has supported UNM’s broader mission by educating students for the 21<sup>st</sup> century knowledge-based economy, fostering globally informed and enlightened citizenship, and creating and disseminating new historical knowledge.

Since the last APR, the department has innovated within higher education, the discipline of history, and community-engaged scholarship and service. We implemented two disciplinary and university-wide initiatives (Mellon Foundation and NEH grants) to diversify career opportunities for History and Humanities PhDs; created a versatile MA degree which incorporates external certification programs to support broader career goals; and introduced a shared credit BA/MA degree pathway which allows completion of a dual degree in 5 years. We collaborated with Chicano/a Studies and Native American Studies in a Mellon Foundation-funded program to increase the number of students pursuing associate and BA degrees in the humanities and to support the transfer of humanities students from Central New Mexico Community College (CNM) to UNM.

History students learn that without analysis, explanation, or interpretation, knowledge of the past is not yet history. We do much more than simply teach students “the way things were.” We introduce them to divergent historical interpretations and primary sources and provide methods to interpret multiple forms of evidence. Underlying skills are two-fold: the capacity to sift through masses of information and determine what matters to closely read texts. Such discernment is crucial in contemporary society, where anyone with Internet access and a bit of curiosity is likely to confront information overload.

Our BA program reflects the cultural pluralism of our discipline. Every history major is required to study more than one geographical area and more than one chronological era. Our History majors are required to think globally, beyond their own experiences in time and place. Our curriculum thereby fosters empathetic thinking, greater appreciation of diversity, and understanding of the relationship between context and judgment. Furthermore, history situates the present within a longer time frame, complicating simplistic understandings of current issues. (<https://www.aacu.org/publications-research/periodicals/history-major-and-liberal-education>)

Our graduate programs at the M.A. and PhD levels prepare students to conduct historical research, engage in public history, teach in secondary and university education, and produce historical scholarship for scholarly and popular venues. For some graduate students, the History MA is one step in their path to the PhD in History (at UNM or elsewhere), while many others go on to work in museum curating, academic publishing, public history, and the private sector.



The PhD program in history at the University of New Mexico offers students the best possible preparation for the challenges and opportunities of the historical profession in the twenty-first century. Seminars and graduate-level courses provide both depth and breadth across chronology and geography. Through courses in historical methods and historiography, as well as the opportunity to take courses in other departments, our students develop theoretical and interdisciplinary sophistication. Our examination structure emphasizes qualities essential for success as a professional historian: excellence in writing and in public presentations. In sum, UNM students will be well prepared to carry out innovative work, by writing excellent dissertations, teaching with confidence, working as public historians, or pursuing any career opportunities requiring advanced skills in critical thinking, writing, communication, and analysis and synthesis of information and data.

## **Criterion 2. Teaching & Learning: Curriculum**

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

**2A. *Provide a detailed description of the curricula for each degree/certificate program within the unit. Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.***

### **UNDERGRADUATE PROGRAM: BACHELOR OF ARTS**

The undergraduate program of the University of New Mexico's Department of History offers students a first-rate liberal arts education that encompasses empirical, historiographic, and theoretical approaches to history. The Department faculty study many different countries, regions, and periods with the goal of training students in the essential skills of the historian: critical thinking about change over time, archival research, the close analysis of documents, the construction of cogent arguments, and clear and persuasive writing and speaking.

The History Department allows students great latitude in creating a course of study that will reflect their interests and career objectives. A History major requires 36 hours of course work in history: four lower-division courses (12 credit hours) and eight upper-division courses (24 credit hours).

At the lower-division level, students must complete one survey series, and may choose any other two courses from the remaining surveys including History of New Mexico to complete the 12 hours of required lower-division coursework. Students may choose from History 1150-1160 (Western Civilization), History 1110-1120 (U.S.), History 1170-1180 (Latin America), History 2255-2556 (Eastern Civilization), and History 2110 (Survey of New Mexico History).

At the upper-division level, students may choose any history course at the 300 or 400 level, but all students are required to include History 491 (Historiography) or History 492 (Senior Seminar). Students should take the survey courses that will prepare them for upper-division courses they wish to take in the areas of study offered by the Department.

Students that follow the traditional history major choose three different geographical or chronological areas of interest and enroll in at least two upper-division courses in each area. The curriculum emphasizes essential humanities skills, including critical and analytical thinking, qualitative research methods, source interpretation, social responsibility, and information and digital literacy. Students may also choose to develop an area of concentration that will prepare them for graduate or professional school in a particular area. Students may undertake independent study (History 496), which allows them to investigate a subject of their own choice, reading and holding discussions on an individual basis with a professor mentor.

The introduction of 10 new faculty since the last APR has resulted in curricular changes that correspond to a disciplinary trend noted in an article on liberal education and the history major

by the [Association of American Colleges & Universities on Liberal Arts Education](#). The essay documents a shift away from “classic methodological categories (political history, military history, economic history, social history, intellectual history) to categories of people and places (Native American history, African American history, urban history, gender history, and food history).” As a department, we maintain a balance between classical and emerging approaches to research and teaching. New courses are introduced to the curriculum through a multi-stage vetting process. Course are added to the catalog permanently after being offered three times under a generic topical course number and meeting enrollment minimums of 15 undergraduates or a combined enrollment of 10 undergraduate/graduate students.

**History Honors: (See Appendix #5: History Honors Program)** Promising students are encouraged to join the History Honors program, which requires a three-semester sequence beginning with one of the following two capstone seminars: History 491 (Historiography) or History 492 (Senior Seminar). Students then spend one semester conducting research (History 493: Reading & Research Honors) and a final semester writing the thesis (History 494: Senior Thesis.) Each of these courses counts toward the upper division credit hours required for the major. Based on faculty recommendations, the Honors Advisor extends invitations to about 50 students annually, of which 7-8 per year go on to complete the Honors Program. This number is comparable to related departments such as Political Science and Anthropology. The college no longer provides a subsidy of \$2,000 to support research trips to collections by History Honors students. We are considering a fundraising campaign among our Honors alumni to compensate for diminished institutional funds.

## UNM UNDERGRADUATE CORE CURRICULUM

In AY 2019-2020, UNM implemented the state’s general education model, which emphasizes mandated “essential skill acquisition” over content as the means to prepare college graduates to pursue advanced degrees and/or careers. The number of required humanities credits has decreased and this curricular reclassification is likely to impact negatively our enrollments, which have been declining in recent years as part of a broader national trend. The department’s undergraduate committee is currently evaluating how we might reconfigure our lower division curriculum in order to reverse this decline and look forward to input from the APR review team.

The BA requirements are as follows:

### NM BA General Education Core

At least 22 credit hours of courses in the following six content areas:
Communications (6 credits)
Mathematics (3 credits)
Science (4 credits)
Social and Behavioral Science (3 credits)
Humanities (3 credits)
Creative and fine arts (3 credits)

Flexible 9 (9 credits from content areas listed above)
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**Essential Skills.** New Mexico general education courses focus on the essential skills of communication, quantitative reasoning, critical thinking, information and digital literacy, and personal and social responsibility. Each General Education content area was three essential skills and corresponding component skills. For the Humanities, to which History was assigned, the three essential skills are Critical Thinking, Information and Digital Literacy, and Personal and Social Responsibility. Component skills are linked to student learning outcomes as illustrated in the following tables:

<b>Critical Thinking - Address All of the Component Skills</b>	
Problem Setting	Delineate a problem or question. Students state problem/question appropriate to the context.
Evidence Acquisition	Identify and gather the information/data necessary to address the problem or question.
Evidence Evaluation	Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
Reasoning/Conclusion	Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

<b>Personal and Social Responsibility - Address 2 of the 5 Component Skills</b>	
Intercultural reasoning and intercultural competence	
Sustainability and the natural and human worlds	
Ethical reasoning	
Collaboration skills, teamwork and value systems	
Civic discourse, civic knowledge and engagement – local and global	

<b>Information and Digital Literacy - Address 3 of the 4 Component Skills</b>	
Authority and Value of Information	Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.
Digital Literacy	Understand, communicate, compute, create, and design in digital environments.
Information Structures	Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.
Research as Inquiry	Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.

Breaking down the content areas into essential skills and component skills is a blunt instrument

that does not reflect the breadth of knowledge and skills which are taught in history general education courses. In order to differentiate UNM's offerings from other institutions and bolster humanities enrollments, the department's undergraduate advisory committee is designing a general education history course for inclusion into the Social and Behavior sciences content area as has other humanities programs like American Studies and Chicana and Chicano Studies. Social Science courses are categorized under the essential skills of Communication, Critical Thinking, and Personal Responsibility, corresponding more closely to history's pedagogy.

<b>Communication - Address All of the Component Skills</b>	
Genre and Medium Awareness, Application, and Versatility	Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).
Strategies for Understanding and Evaluating Messages	Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).
Evaluation and Production of Arguments	Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

### **Department of History: General Education**

History's contribution to the General Education requirement consists of broad, lower-division undergraduate surveys. At present, six such courses are included in the new general education core: History 1110 (US History I), History 1120 (US History II), History 1150 (Western Civilization I), History 1160 (Western Civilization II), History 1170 (Survey of Early Latin America) and History 1180 (Survey of Modern Latin America). These courses previously were numbered 161, 162, 101, 102, 181, and 182, respectively. These courses use the statewide student learning outcomes which were drafted by the NM's Higher Education Department and accepted by the UNM History department in Fall 2017. Student learning outcomes are based upon the [American Historical Association's History Tuning Project: 2016 History Discipline Core](#). For more details, see Criterion 3: Assessment.

At UNM, survey enrollments have dropped since the last APR for reasons that have little to do with pedagogical quality. Following APR recommendations made in 2009, we introduced discussion sections to our lower division surveys in order to improve student outcomes. While this approach allowed us to strengthen the acquisition of critical reading and analytical skills, undergraduates avoided this format because the sections were scheduled at inconvenient times or conflicted with other course offerings. In 2015, UNM imposed a 15-credit workload (5 classes per semester) in order to retain merit-based scholarships, further exacerbating potential

scheduling conflicts. We have also faced competition from AP and IB equivalents offered at high schools, from lower-cost alternatives at community colleges, and from online providers that offer greater scheduling flexibility. The College of Fine Arts no longer requires the Western Civilization surveys and history must compete with other humanities for its share in the new general education curriculum mandated by the HED. Finally, UNM's recent experience is consistent with AHA findings that many students regard the surveys either as duplicative of high school courses and/or irrelevant to the majors they seek to pursue.

Members of the History Department have actively addressed these concerns. In AY 2017-2018, we formed a Community of Practice consisting of faculty, graduate students, and recent BA graduates to begin discussions about how we might evaluate the history survey course, as part of UNM's Center for Teaching and Learning's Teaching Fellows Program. In 2018-2019, two faculty members won teaching fellowships from UNM Academic Affairs and participated in a yearlong project focused on integrating the History Department's survey courses into the broader General Education Curriculum.

In November 2018, the director of undergraduate studies introduced the possibility of adding experimental lower division offerings that would diverge from the conventional approach to surveys, offering thematic and topical courses that might appeal to other majors, like biology, business, music, or women's studies. The motivation for this curricular expansion is described in a November 2018 working document:

Having a generic topics course number allows us to offer introductory courses related to current events and/or broader historical themes (citizenship, immigration, banking, medicine, politics of memory).

- This flexibility will help us attract students who are interested in history courses that more closely align with their interests.
- Faculty who ordinarily don't offer standard surveys will now have an opportunity to get in front of a different target audience and recruit majors.
- This course could serve as foundational for more specialized upper level courses. In surveys, undergraduates have reported some hesitation to enroll in upper division courses without prior relevant preparation.
- Student response (enrollments and evaluations) will help us make future lower-level curricular decisions about which we would otherwise need merely to speculate.
- This is a low-risk / high-reward change. The only potential drawback seems to be lowering enrollments in other surveys (worse case: 10-12 students). The potential gains in enrollment by reaching new students seem far greater.
- It is virtually impossible that a net change in overall enrollment will be anything but positive, and there is potential for large gain in both enrollments and majors.

The Undergraduate Advisory Committee recently developed a proposal to introduce a Topics in History lower division course into the new core curriculum. The proposal was informed by recommendations suggested by [a recent conference](#) on redesigning history survey courses.

- Thematically Organized Surveys: citizenship: historical controversies over the rights of immigrants, voting rights, marriage rights, and other rights.
- Interdisciplinary Clusters: Paired and team-taught courses that combine the insights of a

- variety of disciplines on a topic like “Being a Citizen,” or problem like climate change.
- Career-Aligned Pathways: The University of Texas Rio Grande Valley redesigned the pathway through the biomedical sciences to emphasize professional identity formation, with students taking history, literature, philosophy, and art history courses that address representations of disease, public health, pain, illness, and medical ethics. The University of Texas at Austin offers an introductory-level course on the history of engineering.
  - Inquiry-Driven Approaches: The University of Michigan’s [History 101](#), which focuses on the question “What is history?,” offers an overview of the approaches historians have taken to studying the past, interpreting historical sources and connecting past to present.

## **GRADUATE PROGRAMS**

Our graduate offers MA and PhD degrees and has a strong record of placing graduates in academia, public history, and diverse non-academic professional venues. The department's strengths are Latin America, US/US West, and Europe, particularly medieval history. MA students concentrate in a primary field of history and have the option of writing a thesis or preparing a secondary field of concentration. Doctoral students concentrate in two fields—one regional and one thematic—before taking a qualifying examination and commencing dissertation research. Our graduate students gain valuable teaching experience through department assistantships. They have also been successful in obtaining external and internal research grants.

### **BA/MA SHARED-CREDIT DEGREE PROGRAM (Begins September 2019)**

To address the decline in both undergraduate and graduate enrollment, the History department has created a shared-credit program to offer undergraduate majors the opportunity to earn an MA degree in their fifth year at UNM. The graduate training for the shared-credit program is equally rigorous as our traditional MA program.

The History BA requires a minimum of 120 undergraduate credit hours and the MA requires 30 graduate credit hours. In the shared-credit program 6-18 graduate credits are completed during the fourth year of the BA program and are allowed to apply a maximum of 18 graduate credit hours to the completion of both degrees. Undergraduates with a History GPA of 3.5 or higher may apply to the shared credit program in their junior year of study. In addition to completing History BA’s lower-division requirements (12 credit hours) and four history upper-division courses, including History 491 or History 492 (12 credit hours), students must complete a minimum of two graduate seminars (History 664, and one additional graduate-level seminar by the end of their BA course work. Students must maintain a minimum cumulative GPA of 3.25 in all coursework and earn a B or better in all graduate course work during their senior year. Should the student fall below these standards, he or she will return to the regular BA or honors BA program, as appropriate.

We anticipate admitting 5 students the first year and gradually increasing enrollment if our current capacity allows it. Students in this program will be eligible for one year of departmentally controlled graduate funding in their fifth year of the program. Until they receive their BA, students will continue to have undergraduate status and, thus, will continue to be eligible for undergraduate scholarships or Pell Grants.

## MA PROGRAM REQUIREMENTS

**Summary:** The MA degree in history is designed to meet the needs of a diverse student population. Students learn methods of historical analysis, research methods, and practical applications of the field. We currently enroll 27 MA students. For some, the History MA is one step in their path to the PhD in History (at UNM or elsewhere), while others go on to work in museum curating, academic publishing, public history, and the public and private sectors.

### I. UNIVERSITY REQUIREMENTS

The University Catalog defines the general requirements for the MA degree as follows:

#### **Plan I (Thesis)**

1. Students must present at least 24 hours of graduate-level (500-level and above) course work beyond the BA degree.
2. At least 50% of course credits must be completed after admission to the graduate program.
3. Students must enroll for at least 6 hours of thesis (History 599) credit. All theses must be written in English.

#### **Plan II (No Thesis)**

1. Students must present at least 30 hours of graduate-level (500-level and above) course work beyond the BA degree.
2. At least 50% of course credits must be completed after admission to the graduate program.

#### **Seven-Year Rule**

All MA degree work, including applied non-degree hours, transferred credits, and thesis, must be completed within 7 years. Course work older than 7 years cannot be used to fulfill requirements for the MA degree.

### II. HISTORY DEPARTMENT REQUIREMENTS

In addition to the University Requirements, the program of studies for the MA degree requires the following:

1. **Graduate Course Load.** Expected course load is 9 **graduate** credit hours per semester.
2. A required graduate seminar in **Advanced Historiography (History 664)**, normally in the first year of study.
3. Completion of a **foreign language requirement** demonstrated by passing a timed, written translation exam, completing the equivalent of four semesters of foreign language coursework from an accredited institution with a B or better, or fulfilling approved pathways for Latin or Native American languages.
4. Students complete at least 18 hours of course work in a **primary field** and pass a written comprehensive exam in that field.
5. **Secondary field/concentration.** Students will choose a secondary field or approved transcribed minor/certification program and follow requirements for demonstrating proficiency in this field.
6. **Graduate seminars.** Graduate students will be required to take at least half of their required course hours as graduate seminars.
7. Students taking Plan I (thesis option) will complete 30 graduate-level credits, of which 18



must be in History. They enroll for a minimum of 6 hours of thesis credit. They take a comprehensive exam in the Primary Field of Concentration.

8. Students taking Plan II (no thesis) also complete 30 graduate-level credits, of which 18 must be in History. They take two comprehensive exams or may petition to substitute a capstone project or other form of assessment to demonstrate competency for the second field or transcribed minor/certification program.

9. Students may attempt the comprehensive exams twice. A second failure terminates the student's graduate study.

### III. FIELDS OF CONCENTRATION

Western World to 1500  
Europe 1500-1815  
Europe 1815-present

US/US West  
Latin America  
Asia (suspended)

### PHD PROGRAM REQUIREMENTS

**Summary.** The PhD program in history at the University of New Mexico offers students the best possible preparation for the challenges and opportunities of the historical profession in the twenty-first century, including career opportunities beyond academia. Seminars and graduate-level courses provide depth within a particular field and also allow students to attain a unique intellectual breadth that complements study along traditional chronological and geographic lines.

**Coursework:** 48 hours beyond the BA degree with at least 24 graduate credits taken at UNM and at least 18 hours following admission to the PhD program in the following categories:

- 1) Advanced Historiography 664 and Historical Research Methods 665 (6 credits),
- 2) Regional Concentration (12 credits),
- 3) Thematic Concentration (6 credits)
- 4) Outside Field/Public History requirement (6 credits).
- 5) Two of the six seminars taken in the Concentrations must be research seminars.
- 6) Students can petition to substitute the two regional fields of Latin America and US West in place of the regional/thematic concentrations, in recognition of the department's traditional strength in these areas.

#### **Regional Concentrations and Specializations**

1. U.S./American West (specializations: U.S. to 1877, U.S. since 1877, American West)
2. Latin America (specializations: Early and Modern Latin America (pre/post 1810)
3. Europe (specializations: Late Antiquity and the Middle Ages, Middle Ages and Early Modern Europe, Modern Europe).

#### **Thematic Concentrations**

1. Gender and Sexuality
2. Race and Ethnicity
3. Frontiers and Borderlands
4. War and Society
5. Environment, Science, and Medicine
6. Religion
7. Politics and Economy

**Outside Field/Public History:** to promote interdisciplinary breadth, doctoral students complete at least 6 graduate credits in another department or interdisciplinary degree program.

**Language Requirement:** same as the MA with the additional requirement that students with a Regional Concentration in Latin American or European history must demonstrate competence in a second foreign language appropriate to their course of study through coursework or an exam.

**Dissertation/ Professionalization Workshop** (3 credit hours, P/NP) This optional course provides a forum to review grant proposals and dissertation chapters and offers guidance in preparing a c.v., job interview techniques, writing syllabi, and identifying opportunities for conference participation and publication. *There has been considerable debate within the department about the utility of this course in its current form and whether it might be redefined to better meet the needs of our advanced doctoral students. It has not been offered consistently in recent years.*

**Qualifying Examinations:** Doctoral students are evaluated by a five-person committee, consisting of three faculty from the regional field and two from the secondary field. The qualifying exam consists of three components: 1) a dossier consisting of a reading list of scholarly bibliography, samples of student writing, and syllabi from relevant courses. 2) a three-hour oral exam, based upon the content within the dossier. 3) a one-hour long public presentation. The committee determines the topic and format at the conclusion of the oral exam and the student has two weeks to prepare the talk. *After over a decade's experience with this format, many faculty and students have found it unwieldy and difficult to schedule. A departmental discussion about how to produce a more functional exam process is forthcoming.*

**Dissertation:** The dissertation should represent a significant, original, monograph-length contribution to historical scholarship based on primary sources and should conform to the professional and intellectual standards of the discipline. The student is required to submit and defend a dissertation prospectus before his or her committee, typically in the semester following the qualifying exams. The committee consists of four to five faculty members, one of which must be from outside the department. Students must complete a minimum of 18 dissertation hours before scheduling the defense.

***PART II. Contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.***

## **HISTORY COURSES AND COLLABORATION WITH OTHER UNITS**

### **History courses offered to other academic department, programs, colleges, and units**

The following undergraduate programs and departments incorporate history courses within their minors and majors: Africana Studies, Asian Studies, BA/MD program, European Studies, International Studies, Latin American Studies, Medieval Studies, National Security Studies, Native American Studies, and Women, Gender & Sexuality Studies. The College of Education (COE)'s social studies track requires 21 credit hours of history. Elementary and Secondary teacher certification requires COE students to take History 2110: History of New Mexico.

These history courses may be taken for credit in the following programs:

**Women, Gender & Sexuality Studies Major and Graduate Certificate:** 345, 414, 415, 429,

428, 429, 472, 545, 614, 615, 629, 652

**Religious Studies:** 306, 323, 326, 327, 402, 426, 441, 481, 506, 526, 527, 602, 626, 641, 661

**Asian Studies:** 251, 252, 380, 382, 384, 453, 387, 481, 482, 587, 661, 662

**European Studies:** 1150, 1160, 201, 303, 304, 306, 307, 308, 309, 311, 313, 314, 316, 318, 319, 326, 328, 329, 335, 395, 398, 401, 402, 403, 406, 418, 419, 421, 422, 423, 424, 425, 426, 427, 432

**BA/MD Program:** 409, 414, 415, 417

**BA and MA in Latin American Studies:** 1170, 1180, 318, 319, 363, 371, 372, 373, 374, 376, 377, 463, 464, 465, 468, 469, 470, 472, 473, 474, 478, 648, 650, 652, 653, 654, 673, 684, 685, 686, 687, 688, 689, 690

**International Studies:** 311, 323, 326, 327, 341, 346, 347, 348, 422, 426, 481, 490

**Native American Studies:** 346, 347, 348, 466, 546, 547

**Chicano Studies:** 260, 362, 463, 465, 644, 645

**Medieval Studies minor:** 1190, 303, 304, 318, 326, 401, 402, 404, 406

**First-Year Learning Communities (FLC).** The Department of History was an early adopter of the FLC model and has been an active participant in the development of the program at UNM. Each FLC consists of two linked courses, organized around a central theme. A small group of 18-25 entering first-year students take both courses. From 2009-2014, History faculty took part in an FLC titled “Empires and Their Enemies,” which paired a Western Civilization survey course with an introductory course in Public Speaking. From 2014 to 2018, History faculty participated in FLCs with both Communication & Journalism (C&J) and Philosophy that focused on the relationship between history and rhetoric. Kimberly Gauderman also taught an innovative bilingual FLC, paired with Spanish 301, that had students write and perform scripts based on historical Spanish documents to better understand how Europeans, indigenous peoples, Africans, and their descendants experienced conquest. In 2018 and 2019, History worked with faculty from both C&J and the Theater Department to teach “Playing the Past,” an FLC which uses the “**Reacting to the Past**” curriculum to explore history through role-playing games. In 2019-2020, Taylor Spence plans to teach an FLC that pairs History with a course in the Art Department, exploring the relationship between history and its visual representation.

**Proposed interdisciplinary certificate program:** At present, Fred Gibbs and Taylor Spence are working across units to create Digital Cultural Heritage undergraduate and graduate certificates.

**Study Abroad:** In 2015, Luis Campos participated in UNM’s interdisciplinary Schloss Dyck program, offering a course with Shana McDermott of Sustainability Studies entitled Water, Wind, and Weeds: From the Rio Grande to the Rhein. Melissa Bokovoy also participated in the Schloss Dyck program in 2016, teaching with Eleni Bastea of Art & Architecture on cultures of commemoration. In 2016, 2017, and 2019, faculty have participated in the “Imagining Ireland” program, in which students take courses in History and English on campus at UNM during the Spring Semester and conclude with two-weeks of study in Ireland.

## **GRADUATE COURSES AND COLLABORATION WITH OTHER UNITS**

We generally do not cross list our graduate courses, but they attract students from other programs including Latin American Studies, Anthropology, Sociology, American Studies, Chicano/a

Studies, Spanish & Portuguese and the English Medieval concentration. Graduate students from other programs sometimes enroll in HIST 664 graduate level Historiography and HIST 665 Seminar in Historical Research Methods.

### **Latin American Studies: MA and PhD programs**

The University of New Mexico has a long and distinguished history of Latin American scholarship and teaching. The interdisciplinary Latin American Studies (LAS) program began awarding degrees in 1941 and offers BA, MA, and PhD programs. Members of the History Department serve on LAS graduate student committees, evaluate fellowship proposals, teach required undergraduate and graduate courses, and serve on policy and curriculum committees for the Latin American and Iberian Institute.

**MA in Medieval Studies, English Department.** This concentration requires 33 hours of interdisciplinary work (21 of which must be completed in English). Students are required to take History 503 or 504 (Early or High Middle Ages) Many MA students enroll in the department's Medieval history seminars as electives.

**Newberry Library Consortium Member.** History faculty applied successfully in 2010 to become a member of the Newberry Consortium in American Indian Studies (NCAIS), established in 2008. The Newberry, based in Chicago, is a world-renowned independent research library with significant collections in American Indian and indigenous studies. Its extensive non-circulating holdings include rare books, maps, music, manuscripts, and other printed material spanning six centuries.

## **2B. DISCUSS THE UNIT'S MODE(S) OF DELIVERY FOR TEACHING COURSES**

**16-Week Courses.** Almost all of the department's courses are offered as 16-week, face-to-face classes, most of them web enhanced using UNM Learn (Blackboard) to deliver course materials. Each faculty member determines the proportion of lecturing, discussion, and collaborative work for their own courses.

**Intersession.** In early the 2010s, the university created an intersession with the requirement that each 3-credit course include 40 hours of instruction. These courses can be taught in 1, 2- or 3-week configurations during the winter break. Per intersession, the department typically offers one general education class and upper-division courses that lent themselves to more concentrated formats, like film courses.

**8-Week courses.** Condensed 8-week courses offer both pedagogical and practical benefits, including greater focus on the course material and the possibility of taking two history courses back-to-back in 8-week blocks. Eight-week courses offered in the second half of the semester also allow students who might have dropped a class earlier in the semester to "pick up" another course in order to maintain the 15-credit hour requirement to retain merit scholarships. For faculty, teaching 8-week courses can free up uninterrupted blocks of time to focus on writing and research. The department has successfully paired the 8-week courses with semester sabbaticals in order to extend faculty research time.

**Online courses.** The department began offering the following general education courses online beginning in 2010 (recently numbered by NM's Higher Education Department)

HIST 101	Western Civilization I (now HED #1150)
HIST 101	Western Civilization II (now HED #1160)
HIST 161	United States History I (now HED #1110)
HIST 162	United States History II (now HED #1110)
HIST 182	Survey of Modern Latin America (now HED #1180)

At present, the only general education core course taught online are:

HIST 1150: Western Civilization I, taught regularly by Charlie Steen.

HIST 1160: Western Civilization II, which was developed by a tenured faculty member and serves as the framework for graduate assistants and part-time instructors.

The following courses were developed by PhD candidates and are currently not taught:

HIST 1110 United States History I

HIST 1120 United States History II

The following course was developed by a tenured faculty and taught once:

HIST 1180 Survey of Modern Latin America

**Challenges:** In general, the faculty in the history department prefer face-to-face teaching of general education classes to online delivery. An exception is Charlie Steen, who has taught the introductory Western Civilization classes online for several years and has developed a significant following. Shannon Withycombe has experimented with a flipped/hybrid class. Some of our PhD candidates are also receptive to on-line teaching opportunities because of the flexibility they offer, allowing teaching while researching off campus. *Given the increasing availability of on-line courses offered at other NM campuses, we will continue to discuss the role that on-line classes should have in our course delivery.*

**Graduate Courses and Seminars.** Each semester the department offers 6 to 7 graduate seminars. In Fall, we offer History 664: Advanced Historiography, a required course for MA and PhD students. In Spring, we schedule History 665: Historical Research Methods, a required course for doctoral students. The sections and planning committee balance the number and type of seminars offered. Graduate students also may enroll in graduate sections of upper-division undergraduate classes, which have additional reading, writing, or attendance requirements.

### **Criterion 3. Teaching & Learning: Assessment**

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

#### ***3A. Provide current Assessment Plan for each degree and certificate program in the unit***

The department's most current outcomes assessment plans are included as the following appendices. Our assessment procedures have been designated by the college as "mature."

Appendix #6: Outcomes Assessment Plans: BA in History

Appendix #7: Outcomes Assessment Plans: MA in History

Appendix #8: Outcomes Assessment Plans: PhD in History

*a. Describe the overall skills, knowledge and values that are expected of all students at the completion of the program*

Our department promotes a historical understanding of diverse cultural legacies that have contributed to the formation of complex global societies, past and present. Understanding the historical record requires that students learn to identify and pose critical questions, analyze materials and evaluate evidence, and write effectively about complex historical developments. Our SLOs, differentiated for the BA, MA, and PhD degrees, emphasize critical, analytical reading and writing skills and the ability to weigh and evaluate diverse forms of evidence. Skill mastery prepares students for professional careers including academia, K-12 teaching, business, law, medicine, publishing, public administration, museum and archival work.

Enumerated below are the SLOs that we have been using for our undergraduate surveys for the past several years. As of this year, we will be using new SLOs mandated by the state's HED, also provided in summary form.

#### **I: Broad Learning Goals for the BA degree**

- A. Students should understand academic honesty, a concept presented to them in all history classes.
- B. Students should understand the basic skills that historians use in research.
- C. Students should understand the basic skills that historians use in writing.
- D. Students should understand the basic tools of historical analysis.
- E. Students should understand the value of diversity.

#### **HED mandated SLOs for lower division survey courses (1110, 1120, 1150, 1160, 1170, 1180)**

*SLOs for lower-division courses were reformulated by the HED. The first SLO for each survey is unique and content-based, as enumerated below. The remaining five SLOs, which are skills-*

*based, are common to all lower-division surveys and are reproduced at the bottom of this list.*

**US History I: 1110:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.

**US History II: 1120:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the reconstruction to the present.

**Western Civilization I: 1150:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era.

**Western Civilization II: 1160:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present.

**Early Latin America: 1170:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from pre-Columbian times through independence.

**Modern Latin America: 1180:** Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of Latin America from independence to the present.

**Common skill-based SLOs for all surveys mandated by the HED:**

- Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.
- Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.
- Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.
- Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.
- Students will APPLY historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.”

**Departmental SLOs for the Capstone course (491, 492, BA Honors Thesis)**

1. By the senior year, each major will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).
2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence.
3. Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
4. Each major will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.
5. Each major will demonstrate in research topic choices and resulting papers the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

## **II: Student learning outcomes (SLOs) for the BA/MA Program in History**

Same as SLOs for MA students as follows in III.

## **III: Student learning outcomes (SLOs) for the M.A. Program in History**

- A.1. Each MA student will demonstrate in all research papers, including the thesis (Plan I – thesis option), ethical use of sources and accurate and properly formatted citations.
- B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I – thesis option)  
Each MA student will demonstrate in all research projects the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II – non-thesis option)
- C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I – thesis option)  
Each MA student will demonstrate in all research projects the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II – non-thesis option)
- D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each MA student will demonstrate in research topic choices and resulting work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

## **IV: Student learning outcomes (SLOs) for the PhD Program in History**

- A.1. Each PhD student will demonstrate in all research papers, including the dissertation,



ethical use of sources and accurate and properly formatted citations.

B.1. Each PhD student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.

C.1. Each PhD student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.

D.1. Each PhD student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

E.1. Each PhD student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

*b: Explain how the current direct and indirect program-level assessment methods are used to measure student learning outcomes. Include a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet each student learning outcome.*

### **Outcomes Assessment at the Undergraduate Level:**

As instructed by the College, we have focused on assessing our lower division survey courses and our capstone seminars for History majors. Our matrix for assessment of the lower-division surveys (1110, 1120, 1150, 1160, 1170, 1180), has been superseded as of this semester, by a new external review process mandated by the HED and conforming to the Humanities SLOs. This year we will be disaggregating and revising the SLOs for our capstone courses (491 & 492) as they differ in content, format, and learning objectives. Therefore, the matrix for assessing capstone writing is included for reference only as revision is pending.

Survey courses emphasize broad coverage of content and evaluation of primary sources and secondary scholarly literature. Many students come to UNM with no prior exposure to primary historical documents or sophisticated academic prose and the learning curve can be steep. Upon completion of the major, students are expected to have mastered the lower-division SLOs, as well as developing skills in historical research, presentation, argumentation, and use of evidence. Recent aggregated BA assessment data demonstrated 100% mastery of proper citation conventions, with other SLOs attaining between 88-97% in the adequate to strong categories.

We plan to incorporate more indirect data collection and analysis, namely exit surveys and focus groups in the near future.

### **Outcomes Assessment for the M.A.**

All of our SLOs are now being assessed at two end points in our program: The MA Major Field

Comprehensive Exam for those on PLAN I and II; and then a MA thesis assessment for students on PLAN I. We collected data for our MA program and assessed all SLOs for the cohort of 2014-2016. We currently rely on direct measures. As we have recently modified our MA degree, we will be creating new assessment instruments (both direct and indirect) following the APR in Fall 2019.

**Direct Measures:**

1. A writing rubric for all students writing a thesis.
2. An evaluative tool for the MA major field exam.

**Performance Benchmark:** Performance target 90% of students need to be rated adequate or above on all SLOs.

**Outcomes Assessment for the PhD**

**Direct Measures for SLOs are based on the following:**

1. A writing rubric is used for all dissertations.
2. A written evaluation by committee members is produced for the PhD exam.

Each SLO is assessed by at least one direct measure in one or both of the instruments

**Indirect Measure for SLOs are based on the following:**

1. Self-reporting through a survey administered to students
2. Department reporting about time to degree and job placement

***Criteria for success:***

**For Direct Measures:** Performance target 90% of students need to be rated adequate or above.

**For Indirect Measures:** Student self-reporting should reflect ratings of adequate or above for learning outcomes.

**Time to degree:** 5 years or less for 75% of the students

**Job placement:** Undetermined % as of now.

**Sampling:** all students as on average about 5-8 PhD students take oral comprehensive exams or complete dissertations.

**Reporting:** data is analyzed and reported to the College no less than once every three years. Annually, the graduate director summarizes assessment data as part of our review of the graduate program. Minutes of assessment discussions are included in the report to the College.

**Improvements:** should systematic inadequacies in learning outcomes become evident, the graduate director will discuss the assessment results with the graduate committee to determine the cause and devise solutions to remedy the shortcoming. The graduate director will then report to the faculty with recommendations and implementation plans. Should benchmarks be met consistently, we will seek new assessment criteria for which improvement can be sought.

***How have the program's assessment structure and/or methods evolved or improved?***

**Undergraduate Level**

The History Department's Assessment practices are in a state of transition. Over the last several years, the department has followed the College's Assessment Outcomes requirements, evaluating through direct assessment the extent to which our students demonstrate the Student Learning Outcomes for our survey courses and our capstone courses: Historiography (491) and Research Seminar (492). Our procedures were quickly deemed "mature" by the College. Over the course of last year, the Department chair, and directors of both graduate and undergraduate programs have attended several workshops on assessment practices and data collection.

Over the last two years, the UNM Assessment office has pivoted to a new kind of campus resource to make assessment regimes less time consuming and more productive for campus units. Beginning in Fall 2019, lower division course assessment of HED-approved courses will be conducted externally by outside reviewers who will use HED rubrics to evaluate samples of student work with reference to the HED mandated SLOs. We plan to introduce additional sampling across our survey courses to measure success in teaching the core skills. As previously mentioned, the department will revise the SLOS for our two capstone seminars (491 and 492) to better measure the differentiated pedagogy of each.

We also will be implementing exit interviews and other survey instruments for graduating seniors to obtain qualitative data about their experience as a history major at UNM. Additionally, we hope to convene more focus groups with students in course, to obtain real time feedback about student satisfaction and perceptions of pedagogical effectiveness. This information will help us to refine our curriculum and pedagogy. A combination of direct and indirect feedback will enable us to make improvements as a department.

**Graduate level.**

Graduate outcomes assessment occurs at the course level; at the program level through regular meeting between students, the DGS, and their committees on studies; and at the institutional level through direct and indirect measures. Graduate outcomes are also assessed through milestones such as qualifying exams, graduate seminar presentations, and thesis/dissertation defenses, which are embedded into our graduate program.

Doctoral students submit a dossier of written work in preparation to take their qualifying exams. We have not done detailed assessment of these dossiers and this possibly represents a missed opportunity. We might benefit from studying the internal assessment forms used by other units at UNM for MA and PhD theses and for oral defenses and exams, as well as reviewing the best practices in operation at peer institutions.

***3B. Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.***

BA, MA, and PhD reports are included as Appendices #9, #10, and #11

***3C. Describe the unit's primary constituents and stakeholders. Include an explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.***

Student Learning Outcomes are included on all syllabi and programmatic SLOs and the Capstone Assessment Matrix are listed on our departmental website.

<http://history.unm.edu/undergraduate/learning-outcomes.html>

[https://history.unm.edu/graduate/ma-program-requirements\\_current1.pdf](https://history.unm.edu/graduate/ma-program-requirements_current1.pdf)

<http://history.unm.edu/graduate/learning-outcomes.html>

***Assessment Rubrics for All Degree Programs are included in Appendices 6, 7 & 8.***

#### Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

#### UNDERGRADUATE PROGRAM

##### *4A. Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs.*

**Undergraduate Program.** For decades, the department recruited majors and minors through the six survey courses that fulfill UNM's core-course requirements. The History department assigned tenure-stream faculty, many award-winning teachers, instead of adjuncts or graduate students, in the belief that students will follow the professor into the major. In recent years, faculty have expanded recruitment by distributing informational materials about possible career paths and marketable skills offered by the history major.

#### UNDERGRADUATE AND GRADUATE RECRUITMENT INITIATIVES

- **Outreach to K-12.** In Spring 2019, the Department of History was the UNM partner with the New Mexico Humanities Council to sponsor the state-wide National History Day competition.
- **Attendance at on-campus high school/transfer recruitment fairs.** Each semester Student Affairs has a Saturday event for high school students which introduces students to possible majors. There is a similar event for transfer students.
- **Early identification of majors through general education courses** through collecting survey data about career/life goals and having faculty explain how history might be a path toward those goals.
- **Increase History's participation in the First-Year Learning Communities.**
- **Sponsor cross-course and cross-departmental activities,** especially with allied like Political Science (which is the most common double major with history) to increase majors, minors and enrollments.
- **Recruitment of undergraduate majors, honors students, and recruits for the new BA/MA program** by soliciting nominations from all **lower and upper division** classes and extending personalized invitations to prospective majors and honors candidates.
- Collection of **five-year enrollment data** to determine which courses currently enroll best as a first step to revisions to our curriculum.
- Pending is a reassessment of our **recruitment materials and website.** In addition to promoting the new BA/MA Shared Credit program and the UNM/CNM Transfer initiative on our website, we also may produce a brochure, similar to that developed for our graduate program.
- **Phi Alpha Theta.** The department chapter of the history honor society attracts undergraduates who plan student events, lectures, and film series. Members were key stakeholders in the state-wide National History Day events in 2018-2019.

#### UNDERGRADUATE AND GRADUATE RECRUITMENT INITIATIVES

**1. New Recruitment Initiative: Andrew W. Mellon Humanities Community College Transfer Initiative.** In January 2019, UNM and Central New Mexico Community College (CNM) Humanities departments began a 3-year project to increase the number of students pursuing degrees in the humanities and to support their transfer from CNM to UNM. The Department of History is one of four participating units (Chicano/a Studies, Native American Studies, and Latin American Studies) and is a member of the executive steering committee.

Funding from the grant has been used or will be utilized to

- Jointly plan events and outreach activities to stimulate student interest in the humanities
- Establish a summer academy for CNM students in the humanities who are considering a transfer to UNM
- Provide stipends for graduate assistants who will act as student navigators to help CNM students successfully transfer to UNM
- Share data and align courses between UNM and CNM
- Hire a Transfer Specialist in the UNM Arts and Sciences advisement office.

**3. New Recruitment Initiative for Undergraduate and Graduate Programs—BA/MA Shared Credit Degree Program.** The department is one of two units in the College of Arts & Sciences to create a shared-credit program. We will seek additional support from the College and Graduate Studies to publicize innovative programs like these.

**4. New Recruitment for Undergraduate and Graduate Programs—A Certificate in Digital Cultural Heritage (CDCH)** has been proposed by Fred Gibbs and Taylor Spence. They envision a program that would offer undergraduates and graduates the opportunity to combine interests in the cultural diversity of the Southwest, the humanities, and digital communication skills. Digital Cultural Heritage is defined as the processes by which communities employ digital technologies to collect, preserve, present, and promote their cultural history. Focusing on four key areas: Community Networking and Marketing, Digital Storytelling, Spatial Humanities, and Data Literacy, this certificate will train students to leverage digital technologies in the research, preservation, interpretation, and dissemination of cultural heritage. Supporting the four focus areas will be a programmatic “three-legged stool” of Curriculum, Colloquium, and Practicum. Students would take introductory and capstone courses and choose from several other pre-selected UNM courses that contribute to their expertise in one or more of the focus areas. They also will have the option to pursue digital projects as an alternative to more traditional paper-based essay assignments. A monthly colloquium (DCHC) will bring students and faculty together with innovative leaders working at the intersection of cultural heritage and digital humanities. Faculty and students would collectively maintain a Digital Cultural Heritage Laboratory (DCHL), to train students in the conception, implementation, and maintenance of regional digital humanities projects, and their dissemination to the wider community and region. This initiative is in the planning stages and has not yet secured funding.

**Graduate Student recruitment** strategies include faculty recruitment of current undergraduate History majors to the MA at UNM and at regional colleges and universities, distributing brochures, sponsoring campus visits, promoting career diversity, and offering 5-year funding packages for PhD students (beginning in 2019) and 2-year funding for MAs. We have entered a partnership with the University of Michigan, Morehouse and Spelman Colleges to recruit BA

and MA students from underrepresented groups to advanced degree programs with partner institutions. Two of our BA/MA students have gained admission to University of Michigan and the MICHHERS (Michigan Humanities Emerging Research Scholars Program) summer program. MICHHERS is an initiative of the Rackham Graduate School of the University of Michigan which encourages students from diverse cultural, economic, geographic, and ethnic backgrounds to pursue a doctoral degree in the humanities at the University of Michigan. Students receive practical instruction on applying to graduate school and pursuing careers inside and outside academia. UNM is a partner institution.

**Recruitment of top prospective PhD students.** Since the last APR, the Graduate Director has coordinated on-campus visits for the Department's top two or three prospective PhD students. The Office of Graduate Studies funds two such visits annually for domestic applicants.

**Proposed recruitment activities.** The department is in the process of creating a direct BA to PhD pathway which would include 5 or 6 years of funding. We also envision the Digital Cultural Heritage certificate as a potential draw, much like other certificate programs we added to the History MA program in 2009.

***4B. Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.***

**Undergraduate Admissions.** Previously, students wanting to declare the major or minor in History processed their paperwork with the Department's Undergraduate Advisor. In 2012, the admissions process was transferred to the College of Arts & Sciences' Advisement Center. A professional academic advisor (currently, Manny Lopez for History) completes the review process to declare a major or minor. We maintain a departmental Undergraduate Advisor (currently, Fred Gibbs) to help students select coursework best suited to their intellectual and career goals. The department's previous Undergraduate Advisor, Kimberly Gauderman, developed a four-year roadmap to the history degree, still used by the Advisement Center's web site (<https://artsci.unm.edu/advisement/advisors-by-major.html>) and as a recruitment tool.

**Impact of Admissions and Advisement on Enrollment.** As a department we might utilize pre-major declarations more actively (tentative major upon admission) to invite these students to department activities and events.

**Graduate Admissions:** The department supports two admissions cycles per year for graduate students. The cohort applying for January admission is not eligible for funding and tends to be smaller. The fall applicant pool is considerably more robust and included graduate assistantships are offered at the time of admission as well as funding being extended to meritorious students in course. Applications are first vetted by departmental sections, with particular scrutiny for PhD applicants, for whom fit with faculty is most essential. The GEC's final evaluation ensures that admissions criteria are applied fairly and consistently across the fields. After offers of admission are extended, the Graduate Director, faculty, and current graduate students collaborate to recruit successful applicants.

Our ability to recruit MA students successfully is enhanced by two-year funding packages that include a 12-credit tuition remission. This policy makes the History department unusual among peer institutions and likely contributes to our success at recruiting MA students from underrepresented groups. We recently voted to extend our funding packages to top PhD applicants from three to five years to enhance our yield. MA and new PhD graduate assistants typically are employed at .5 FTE (20 hours per week) and assigned to grade student work in faculty-taught courses. As they gain more experience, they are assigned to lead discussion sections and, after advancing to candidacy, PhD students may have the opportunity to teach a general education core class or an upper division class of their own design.

**Impact of Processes on Admission and degrees earned.** Our processes have contributed to diverse admitted pools: 33% are non-white and the majority (MA) or plurality (PhD) of these applicants are Hispanic. Our diverse faculty and multi-stage vetting of applicants help to ensure an inclusive selection. We provide attentive mentorship, contributing to high degree completion rates.

**Table 8. MA and PhD Admissions and Matriculation\***

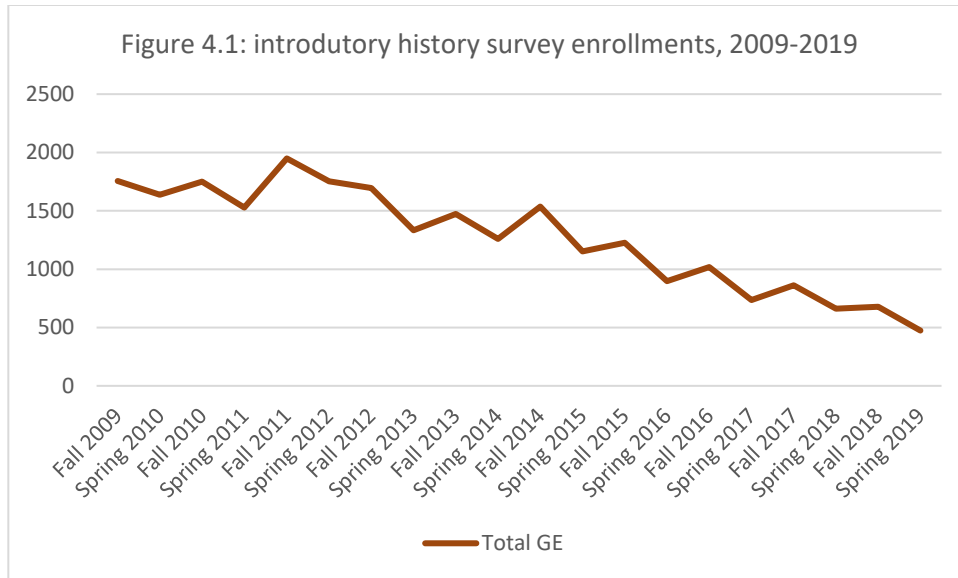
AY: 2010-2019	Admit	Hispanic	American Indian	African American	Two or More	Unknown	White	Female	Male	Attend
MAs	129	28	2		7	10	87	58	71	60
PhDs	103	15	7	1	2	9	69	50	53	48
AY: 2010-2019	Admit	Hispanic	American Indian	African American	Two or More	Unknown	White	Female	Male	Attend
MAs		21.70%	1.50%	0	5.50%	7.70%	67.40%	45%	55%	46.50%
PhDs		14.50%	6.70%	1%	2%	8.70%	67%	48.50%	51.40%	46.60%

\* We do not have corresponding demographic data for our undergraduate history majors.

**4C. Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports, IDI (the Provost's Dashboard), or OIA. The APR office will assist with identifying appropriate data sources.**

**1. Undergraduate Program Enrollments.** Figure 1.1 shows enrollments for the department's general education courses which historically had the highest and most consistent enrollment and typically outstripped UNM-wide undergraduate enrollments (source: [Provost Dashboard](#)). Enrollments have dropped 19% university-wide since 2013 and history general education enrollments have declined by 49%. These patterns are consistent with national trends and reflect changing distribution requirements mandated by UNM and by the state.



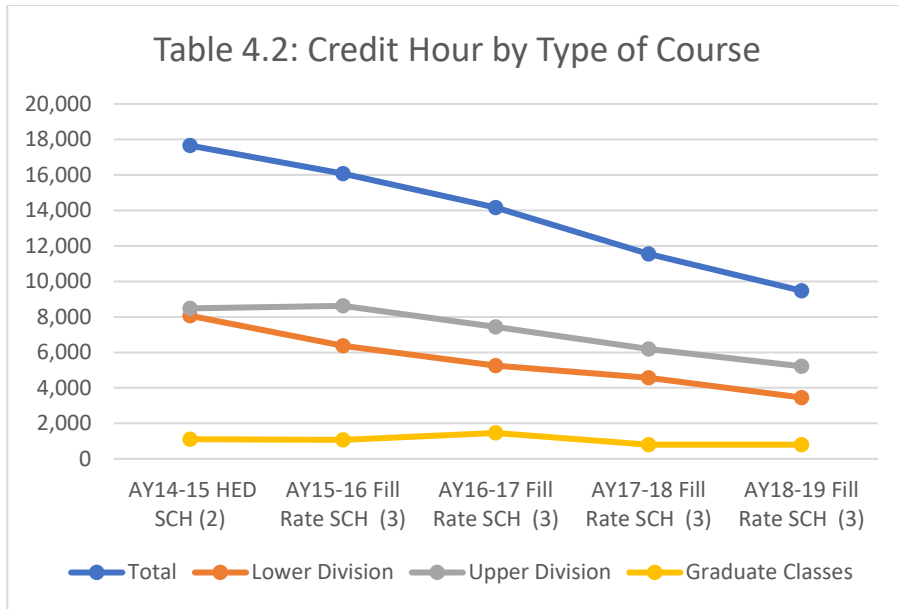


**History General Education Enrollment Trends.** Enrollments at UNM increased overall following the recession beginning in 2007-8 as unemployed and underemployed New Mexicans sought educational advancement. The history department also began to offer on-line courses at this time, in part because the university then returned a large portion of the tuition revenues to the department. Enrollments began to fall in 2012-2013, with enrollments in History 101, 102, 161 and 162 dropped from their peak by 79%, 81%, 61% and 76%. The newest general education surveys—History 181 and 182 have dropped respectively by 26% and 63%. During this period, university-wide undergraduate enrollments dropped overall by 20%.

History’s declining enrollments coincided with improving economic conditions nationwide, the introduction of the 15-credit hour tuition discount and lottery scholarship requirement (2015), and competitive offerings offered on-line, at community colleges and branch campuses, and in high school, as described on page 18.

UNM’s declining enrollments in history courses and majors are part of a broader trend within [the discipline of History](#) over the last decade. History majors have declined 34% nationwide since the great recession. Among the factors contributing to declines in majors are research university status, large numbers of Asian American or foreign students, and women choosing other majors. Lighter declines, conversely, are associated with having more African American, multi-racial, or Hispanic students

**Undergraduate Program: Upper Division Courses.** Table 4.2 shows how history credit hours have declined in lower division, upper division, and graduate courses from 2014-2019.

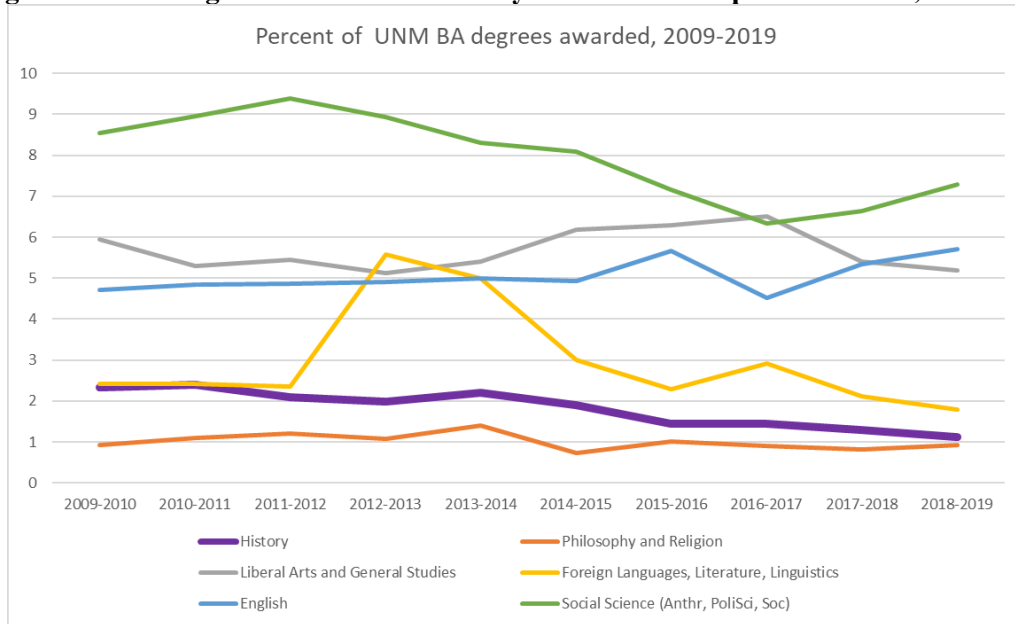


**Undergraduate Enrollment: Faculty FTE and Quality of Instruction.** Since 2014, our faculty has diminished from 29 to 24 full time members, each contributing an average of 378 credit hours. At present, 79% of lower division surveys still are taught by tenured or tenure-track faculty because we believe that experienced and knowledgeable teachers are best positioned to attract students to the major and to ensure student success. Our position dovetails with the current thinking of the Office of the Provost. Its *Foundations of Excellence: The First Year Experience* program calls on UNM to create “a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions’ reward systems.”

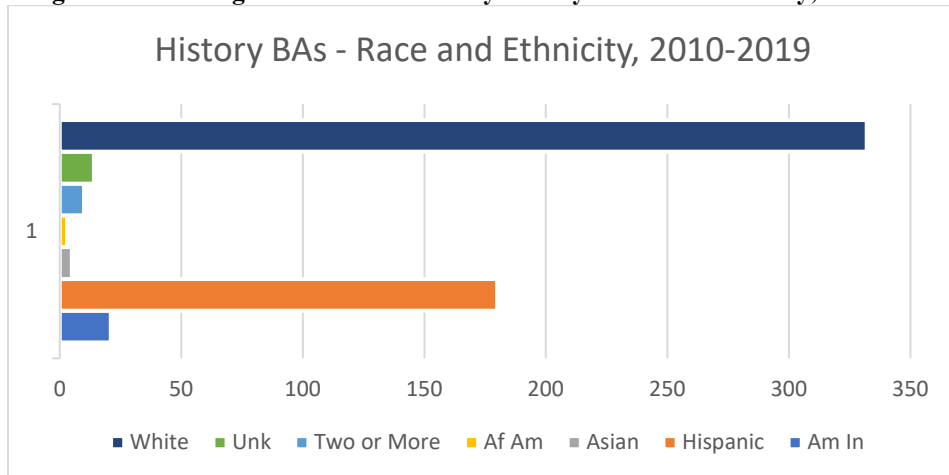
The Department’s commitment to skilled pedagogy extends to our upper-division courses which offer empirical, historiographical, and theoretical approaches to history. At present 25% of the History faculty have been recognized by the College or the University with teaching awards.

**Undergraduate Program: Majors.** Figure 4.3 shows that the number of history majors has also declined as percentage of all degrees awarded over a ten-year period. The number of degrees awarded by other Humanities and Social Sciences disciplines has fluctuated, most exhibiting a modest downward trend over time (except English).

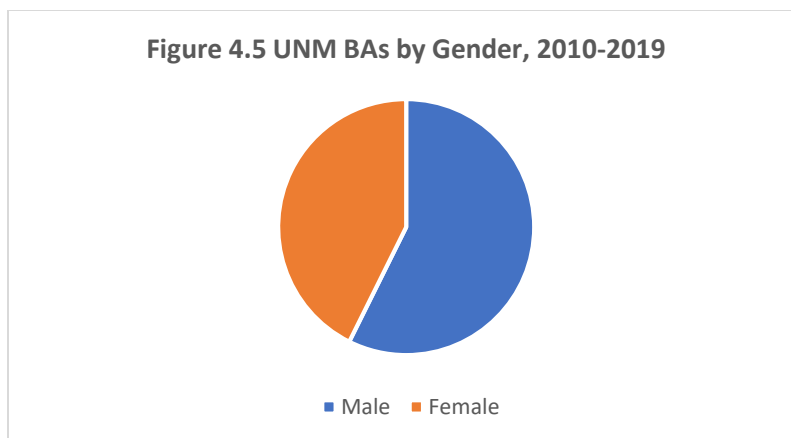
**Figure 4.3: BA Degrees Awarded in History and Select Disciplines at UNM, 2009-2019**



**Figure 4.4: Undergraduate UNM History BAs by Race and Ethnicity, 2010-2019**



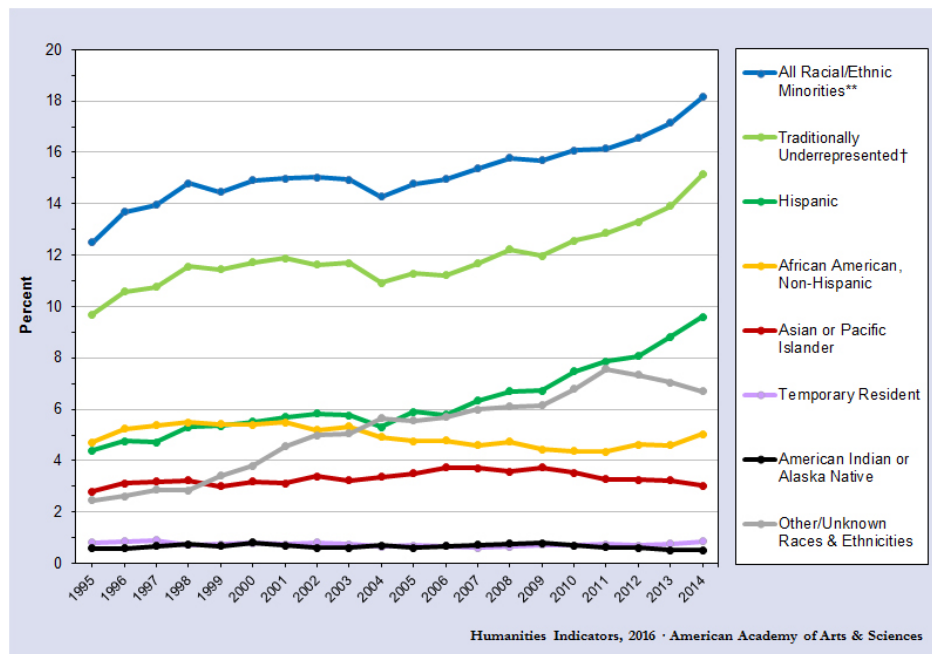
**Figure 4.5 UNM BAs by Gender, 2010-2019**



**Graduation Trends—Race and Ethnicity:** Our history department awards more BA degrees to students from traditionally underrepresented racial/ethnic groups than the national average.

- traditionally underrepresented minorities grew from less than 10% in 1995 to 12.2% in 2008 and to 15.1% in 2014, its highest level on record. ([Indicator II-19d](#))
- From 2009-2019, 32% of students earning a UNM-History BA were Hispanic which is **21% above the national average.**
- From 2009-2019, 4% of students earning a UNM-History BA were American Indian which is **3.5% above the national average.**
- 

**Figure 4.6: BA Degrees in History Awarded Nationally to Underrepresented Groups, 1995–2014\***

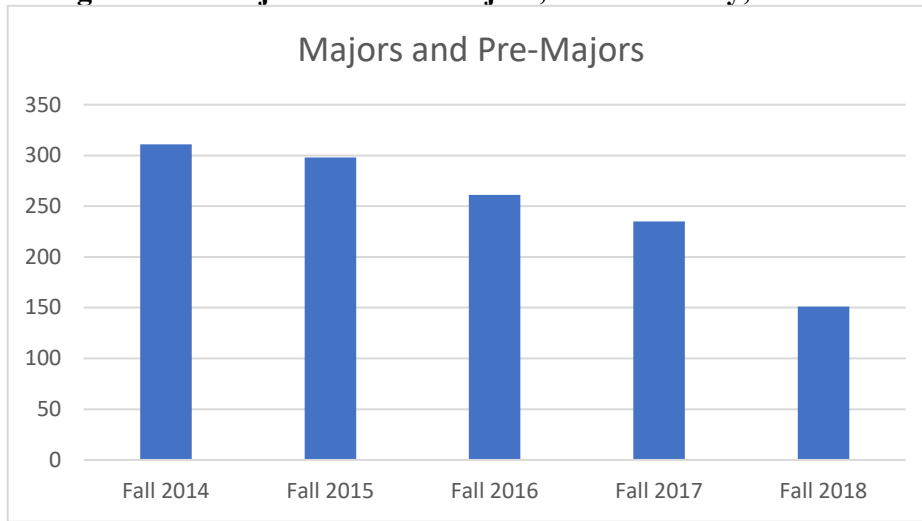


**Graduation Trends—Gender.** From 1967 to 2014 the percentage of history degrees earned by women increased at all levels but most dramatically at the doctoral level. For the BA, we see a modest upward trend for the period, from 35-40%, with a peak of 42% in 2004. (Data from Findings and Trends from Humanities—[Gender Distribution of Degrees in History](#)). At UNM, from 2010-2019, 43% of students earning a History BA at UNM were women which is **3% above the national average.**

**Declared Majors and Pre-Majors and Degrees awarded.**

From Fall 2014 to Fall 2018, the number of declared and pre-declared majors declined by over 50%, mirroring nationwide trends.

**Figure 4.7: Majors and Pre-Majors, UNM History, 2014-2018**



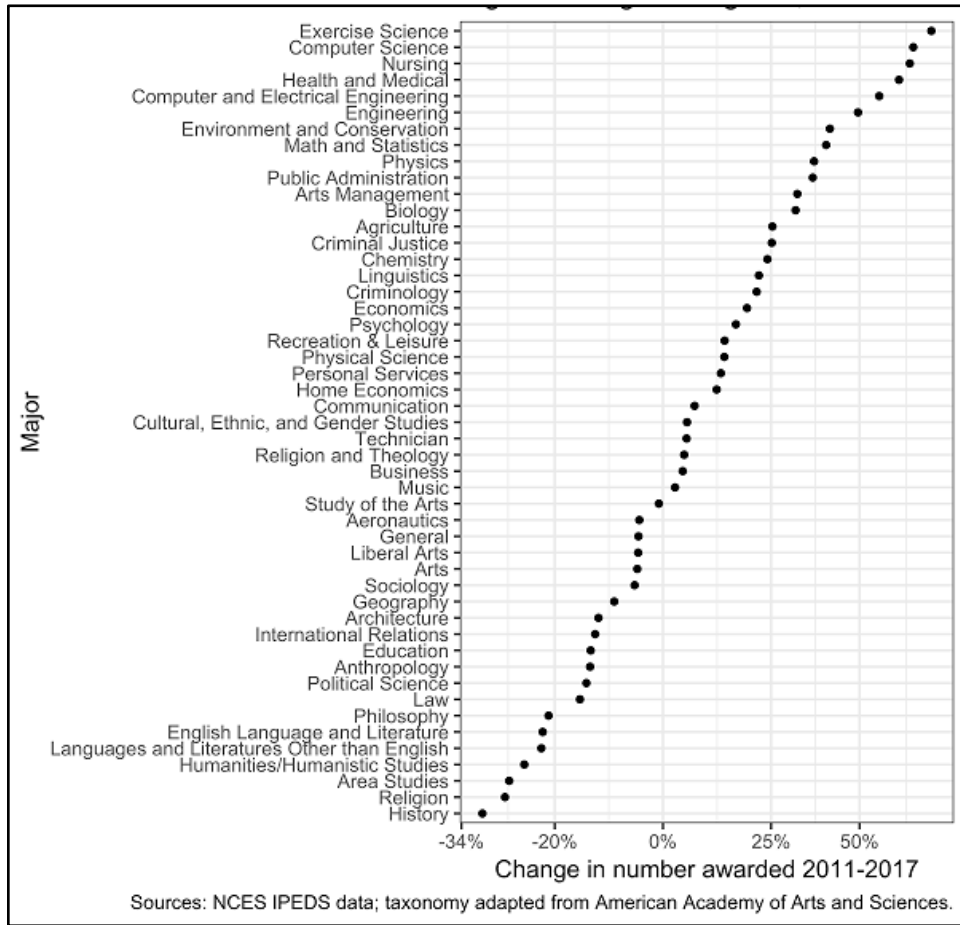
**Degrees awarded.** Table 4.8 shows a gradual downward trend in BA History degrees awarded since 2010. The decline in majors and pre-majors illustrated in figure 4.7 has not yet caught up with us fully. Based on declining core-course and program enrollments described above, we expect the number of degrees to decrease further within the next few years.

**Table 4.8 Number of BA History Degrees Awarded at UNM by Academic Year, 2010-2019**

AY	Total degrees
2010-2011	90
2011-2012	86
2012-2013	97
2013-2014	79
2014-2015	90
2015-2016	79
2016-2017	73
2017-2018	75
2018-2019	71
<b>Total</b>	<b>740</b>

The trend of declining enrollments is common to History programs across the country. Figure 4.9 reproduced from [Benjamin M. Schmidt, “The History BA since the Great Recession: The 2018 AHA Majors Report,” \*Perspectives on History\*, Nov 26, 2018](#) demonstrates a disproportionate decline in history degrees since 2011.

**Figure 4.9 Change in degrees, 2011-2017**



These trends are not limited to history as both the data from UNM and national IPEDS data demonstrate similar trends across social sciences and humanities disciplines.

**Retention rates.** Table 5 shows the retention rates for high-enrollment majors in the UNM College of Arts and Sciences from 2007 – 2016, ordered by average. Over the 9-year period, the retention rate in history varied between 35% and 65%, with an average of 46%.

**Table 4.10: UNM Retention Rates for High-Enrollment Majors, Sorted by Nine-Year Average**

Major	Average	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Number Majors Fall 2016
Speech & Hearing	0.7	0.80	0.5	0.57	0.5	0.80	0.5	0.8	0.8	0.8	134
Biology	0.5	0.56	0.4	0.51	0.5	0.62	0.5	0.5	0.5	0.6	1098
Journalism & Psychology	0.5	0.44	0.5	0.67	0.4	0.50	0.5	0.5	0.5	0.7	250
Psychology	0.5	0.49	0.4	0.47	0.4	0.56	0.5	0.6	0.5	0.6	1267
Biochemistry	0.5	0.52	0.4	0.61	0.2	0.58	0.5	0.5	0.6	0.6	354
Political Science	0.5	0.40	0.5	0.56	0.4	0.56	0.5	0.6	0.5	0.5	251
Criminology	0.5	0.40	0.4	0.47	0.4	0.54	0.5	0.6	0.5	0.5	500
Anthropology	0.4	0.63	0.4	0.47	0.6	0.42	0.5	0.3	0.5	0.4	166
Earth & Planetary	0.4	0.00	0.5	0.60	0.5	0.29	0.5	0.5	0.6	0.7	88
<b>History</b>	<b>0.4</b>	<b>0.36</b>	<b>0.3</b>	<b>0.50</b>	<b>0.3</b>	<b>0.55</b>	<b>0.5</b>	<b>0.6</b>	<b>0.3</b>	<b>0.6</b>	<b>151</b>
Chemistry	0.4	0.45	0.4	0.39	0.3	0.40	0.2	0.3	0.6	0.5	136
Spanish	0.4	0.14	0.6	0.29	0.4	0.60	0.2	0.5	0.3	0.5	66
Environmental	0.4	0.20	0.6	0.31	0.2	0.41	0.4	0.4	0.5	0.3	86
Economics	0.4	0.33	0.1	0.40	0.1	0.50	0.5	0.4	0.5	0.5	144
Philosophy	0.4	0.50	0.4	0.33	0.2	0.50	0.3	0.4	0.2	0.6	59
Mathematics	0.4	0.08	0.5	0.43	0.2	0.53	0.4	0.2	0.5	0.6	114
Communication	0.3	0.20	0.2	0.24	0.3	0.33	0.4	0.5	0.5	0.4	323
Sociology	0.3	0.33	0.4	0.30	0.3	0.52	0.2	0.3	0.4	0.2	179
English Studies	0.2	nd	nd	nd	nd	nd	nd	0.0	nd	0.5	211

Graduation rates: UNM has made impressive strides in improving its 4, 5, and 6-year graduation rates for History and the College of Arts and Sciences for cohorts enrolling between 2009-2014. Even more impressive, UNM’s as a whole substantially outperformed its predicted four-year graduation rate for 2018 of 24.07%

For full-time, first-time students, graduation rates increased as follows:

Entry Year	2008	2009	2010	2011	2012	2013	2014
4 year rate	15.03	15.87	16.7	19.3	21.72	29.51	34.49
5 year rate	37.57	39.77	36.97	42.21	43.27	48.51	
6 year rate	47.5	49.01	44.49	48.84	49.93		

Source: <https://oia.unm.edu/facts-and-figures/graduation-rates.html>

Of our history majors over the last six cohorts, 38.6 have graduated within four years. According to [UNM’s Facts and Figures](#), presently history majors are taking an average of 5.1 years to graduate, slightly higher than the College of Arts and Sciences average of 4.78 years.

**Conclusion:** While the number of history majors and history enrollment figures have declined at UNM, those trends are consistent with national averages and do not reflect the high quality of

our curriculum and our majors graduate at similar rates to the undergraduate student body overall. A paradoxical effect of moving students through UNM faster, is that there are fewer students on campus to take our courses. The credit hours to graduate have been reduced from 129 to 120. Additionally, entering classes have been smaller over the last two years. These factors all have contributed to declining credit hours across the university.

**GRADUATE ENROLLMENT, RETENTION, GRADUATION, and OUTCOMES.**

**MA:** Between 2009-2019, the department had approximately 90 MA students enrolled in the program, averaging approximately 6-10 MA students per year. Of these students, approximately half received funding from the department with the majority receiving two-year graduate assistantships (GAships) with tuition remission. About 25% of funded MA students worked additional jobs and unfunded students received readerships or found work on and off campus.

**Retention.** Since Fall 2010, only three admitted students did not complete their degrees—one white man, one Native American woman who is currently on leave, and one white woman.

**Time to Graduation and Graduation Trends.** UNM History MA students take 2.16 years to graduate on average. The additional time is primarily due to students who need an additional semester to complete an MA thesis or a certificate program.

**Graduation Trends—Race and Ethnicity.** According to recent data gathered by Humanities Indicators and the National Science Foundation, UNM’s History department awards 16% more MA degrees to students from traditionally underrepresented racial/ethnic groups than the national average.

- From 1995–2014, MA degrees earned by students from traditionally underrepresented racial/ethnic groups increased from 6.4 to 11% ([Indicator II-19e](#))
- From 2009-2019, 28% of our MA students came from traditionally underrepresented groups and constituted 27% of graduating cohorts. **This is 16% above the national average**
- From 2009-2019, 22% of our MA students were Hispanic and comprised 19.5% of graduating cohorts. **This exceeds the national average by 8%.**
- From 2009-2019, American Indians made up 6.5% of graduating cohorts. **This exceeds the national average by 6%.**

**Table 4.11: MA Degrees by Race and Gender, 2009-2019\***

Academic Year	MAs	MA Hispanic	MA-- Am. Indian	Two or More	MA White	MA Women	MA Men
Spring/Summer 2010	4		1		3	1	3
2010-2011	14	3			11	5	9
2011-2012	11			1	10	4	7
2012-2013	12	5			7	4	8
2013-2014	12	2			10	4	8
2014-2015	2		1		1	1	1



2015-2016	12	1	2		9	6	6
2016-2017	9	2			7	3	6
2017-2018	11	4	2		5	6	5
2018-2019	5				5	2	3
Ten-Year Total	92	17	6		68	36	56
Percent		19.5%	6.5%	1.0%	74%	39%	61%

\*This table reflects some students who were already in course as of 2009.

**Graduation Trends by Gender.** From 1967 to 2014 the percentage of history degrees earned by women increased at all levels. The share of women receiving degrees in history at the MA level rose from 27.9% in 1966 to as high as 49.6% in 2012. The share fell slightly to 48.9% in 2014. At UNM, since 2009, women have comprised 45% of students admitted to our MA and 41% of the graduating cohort. Our graduation rates for women are slightly below the national average. Women students who have dropped out of our program have cited family reasons. As a department, we should address how family pressures differentially impact female students.

**PhD—Enrollment, retention, and time to graduation.** Between Fall 2010-2019, the department had approximately 65 PhD students enrolled in the program, graduating 5-8 PhD students per year. Approximately half received departmental funding with the majority receiving three-year graduate assistantships. Additional funding sources include fellowships from the Latin American and Iberian Institute fellowships, editorial assistantships at the *New Mexico Historical Review*, program assistantships at the Center for Southwest Research, endowed departmental dissertation fellowships, and the college-level Mellon and Bilinski dissertation fellowships. Students may defer their departmental assistantship, allowing the department some flexibility to award 1-year supplemental assistantships to unfunded students or graduate teaching associates.

**Recruitment and Funding.** Over the last five years, our graduating PhDs (39) have obtained on average 4.9 years of funding from diverse sources. The department has recently rationalized our process by offering 5-year funding packages to top incoming PhD students to improve our yield.

**Retention and graduation.** Since Fall 2010, 48 PhD students have entered the program and to date 6 PhD students (12%) from this group have dropped out—3 white women (family or personal reasons); 1 Hispanic woman (JD already earned and began to practice); 2 white men (personal and job related). Of the 14 students admitted between 2010 and 2014, 11 have graduated with the average time to degree of 6.2 years.

#### **Graduation Trends—Race and Ethnicity.**

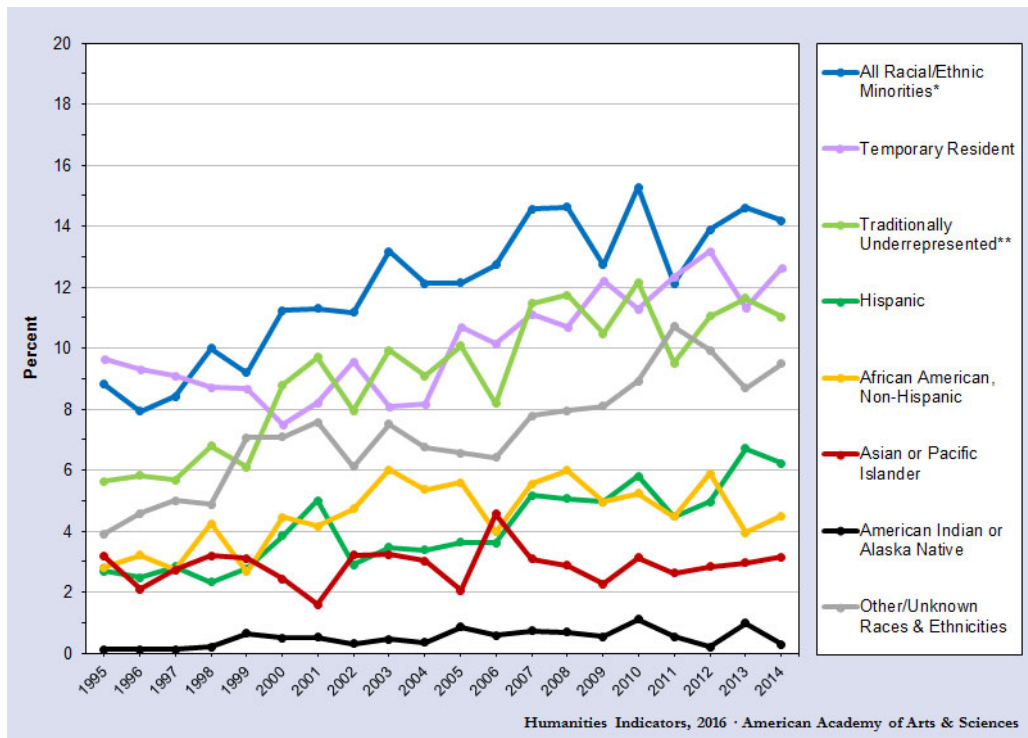
- Over the 1995–2014 time period, according to Humanities Indicators, the percentage of PhD degrees earned nationally by students from traditionally underrepresented racial/ethnic groups increased from 5.8% to about 11%. (Indicators II-19e and II-19f)
- From 2009-2019, 24.2% of students admitted to UNM’s PhD program were from traditionally underrepresented groups and comprised 19% of the graduating cohort. **This exceeds the national average by 8%.**

- From 2009-2019, 14.5% of students admitted to our PhD program were Hispanic and they were 12.3% of the graduating cohort. **This exceeds the national average by 6%.**
- From 2009-2019, 6.7% of admitted UNM PhD students were American Indian and they comprised 6.1% of the graduating cohort. **This exceeds the national average by 6%.**

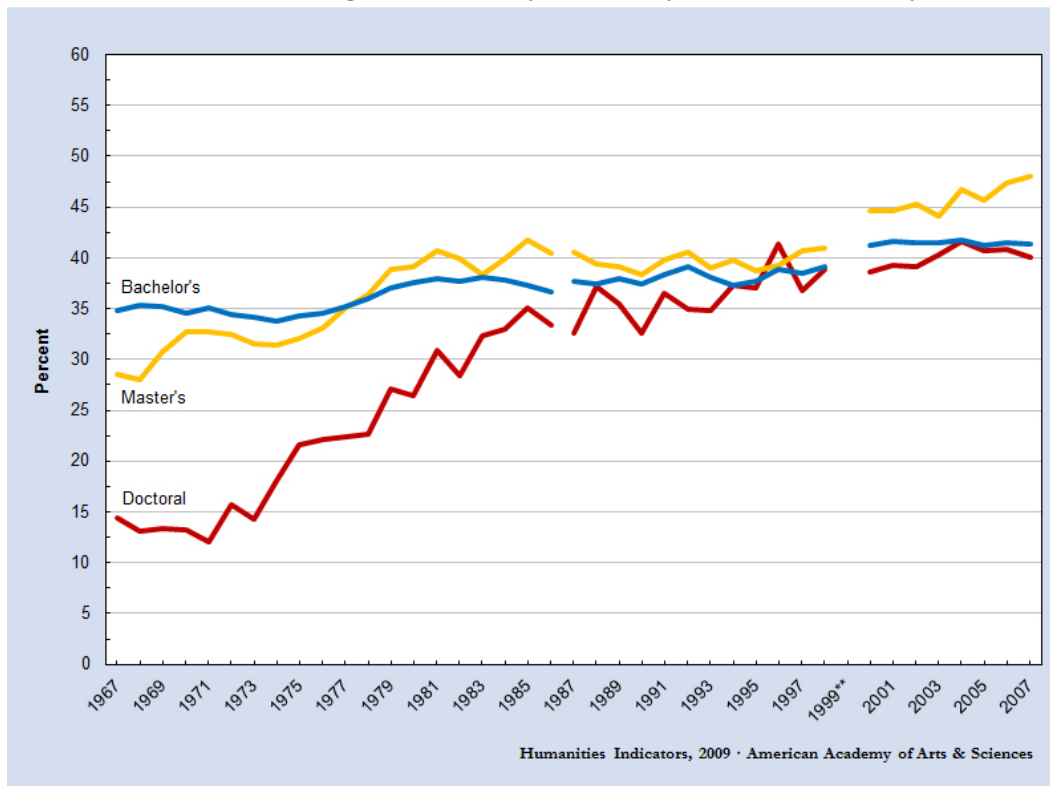
**Table 4.12: UNM History PhD Degrees by Race and Gender, 2010-2019**

Academic Year	PhD	PhD Hispanic	PhD-- American Indian	PhD-- White	Unknown	PhD Women	PhD Men
2010	4			4		2	1
2010-2011	13	2	2	7		6	7
2011-2012	4			4		2	2
2012-2013	4			4		1	3
2013-2014	8	1		7		3	5
2014-2015	12	3		9		4	8
2015-2016	6	1	1	4		4	2
2016-2017	8		1	7		3	5
2017-2018	2	1		1		0	2
2018-2019	4			4		2	2
						27	
Ten-Year Total	65	8	4	51	2	26	38
Percent		12.30%	6.10%	78.40%	3%	40%	60%

**Figure 4.13. PhD Degrees in History Awarded Nationally to underrepresented Groups, 1995–2014**



**Figure 4.14: BA and Graduate Degrees in History Earned by Women Nationally, 1967–2014**



**Graduation Trends by Gender.** From 1967 to 2014 the percentage of history degrees earned by women increased at all levels but most dramatically at the doctoral level. ([Gender Distribution of Degrees in History](#)).

- The share of women earning doctoral degrees increased from 12.0% in 1966 to 42.9% by 2014, with a peak of 45.3% in 2010.
- As of 2015, history, classical studies, philosophy, and religion were the only four humanities disciplines to award less than half of their doctoral degrees to women.
- Between 2010-2019, 48.5% of students admitted to the PhD History program at UNM were women and they comprised 40% of the graduating cohort. Our graduation rates for women are at the national average.

**4D. Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices.**

Initial academic placement and advisement for undergraduates takes place *during Lobo Orientation at the College Advisement Center*. Our undergraduate advisement processes are summarized in section 4B, page 34. We are considering adding a department orientation for all newly declared history majors and minors.

Graduate students are required to meet with the DGS as soon as they arrive on campus. The DGS reviews prior coursework for possible transfer credit and provides guidance regarding timely progress towards degree completion. The Office of Graduate Studies makes final decisions about transfer credits. The department does not currently have a standard intake form and his

discussed institutionalizing this practice. New students are advised to seek a committee chair for their course of study and to finalize the committee on studies by the end of their second semester. The committee chair and the DGS advise students about appropriate coursework and requirements as they advance through the degree.

The DGS also holds a full-day new graduate student orientation for the entering fall cohort as does the Office of Graduate Studies. Graduate students also depend upon the dedicated support of our department administrator, Yolanda Martinez, and Graduate Secretary, Dana Ellison.

***4E. Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success.***

### **Undergraduate Scholarships**

#### **Alfred Grunsfeld Endowed Memorial Scholarship**

Awarded to a declared history major with a GPA of 3.3 or higher.

#### **Conlon-Demas Undergraduate Research Fund in History**

This fund supports research and conference expenses of undergraduate honors students.

#### **Robert Figge and Thord Nilson Endowed Scholarship Fund in European History**

Awarded to junior or senior history students studying European history, based on academic achievement and financial need.

#### **Bernice A. Rebord Memorial Scholarship in History**

Awarded to juniors, seniors, or MA students who wish to pursue a career in elementary or secondary education. The award is based on scholastic achievement and financial need.

#### **Graham Browne Endowed Memorial Scholarship in History**

Awarded to a history student, with preference given to American History, based on academic standing and demonstrated financial need.

### **Undergraduate Academic and Professional Development**

- *Phi Alpha Theta*. National History Honors Society
- Undergraduate Student History Association

Additional advisement and support is provided by on-campus resources such as: Accessibility Resource Center (ARC); Career Services; Center for Academic Program Support (CAPS); Dean of Students' Office; Global Education Office (GEO); Lobo Respect Advocacy Center; One Stop and Enrollment Management; Resource Centers; and Student Health and Counseling (SHAC).

### **Departmentally-funded Graduate Fellowships and Grants**

#### **Ferenc Morton Szasz and Margaret Connell-Szasz PhD Dissertation Fellowship in History**

This fund supports a scholar in preparation of a PhD in social and intellectual history.

#### **L. Dudley Phillips Memorial Fellowship in History**

Awarded annually to support the completion of the dissertation project.

#### **Timothy Moy Memorial Teaching Award**

This endowed award supports graduate teaching assistants in the Department of History.

#### **William M. Dabney History Scholarship Endowed Fund**

This endowed fund supports graduate study in Constitutional History, Legal History, or Early

American History.

**Scott Andrew Hudson Endowed Scholarship**

Supports graduate and undergraduate students focusing on history of the American Civil War or the Second World War.

**Dorothy Woodward Dissertation Award.**

Established in memory of UNM History Professor, Dorothy Woodward, and administered by the Sandia Foundation, this award research and study of the American Southwest.

**Robert Kern Iberia Studies Fund.** Established in memory of UNM History Professor, Robert Kern to support student and faculty research and teaching about Iberia.

**Additional sources of support for graduate students**

**Career and Professional Development.** The Graduate Director, the Career Diversity coordinator, and the History Graduate Student Association coordinate workshops that address professional and career development. Topics have included preparation for the academic job market, exploring diverse career opportunities for History MAs and Ph.Ds., submitting papers for publication, history pedagogy, work-life balance, leading classroom discussions, panels, and meetings, and using [ImaginePhd](#). (See Appendix #1, Work-to-date on Mellon Career Diversity)

In addition to on-campus resources listed above for undergraduate students, advisors and faculty members refer graduate students to on-campus resources such as the Center for Teaching Excellence (CTE); the Graduate Resource Center; and the Office of Graduate Studies.

**Research and Conference Funds.** At present, the department does not have a formal policy on awarding student travel funds. During the past five years, the AHA-Mellon Career Diversity Initiative has made conference funds available to students who are committed to exploring careers beyond the professoriate. Students also have been funded at the chair's discretion for travel to conferences of up to \$500. The department should formalize a process for the distribution of student travel awards. UNM Graduate Studies, the Graduate and Professional Student association, UNM's different research centers, and HGSA have modest sums of money for student research and conferences. Our students have been successful in securing funding.

**AHA Career Diversity Initiative, 2014-2020.** This initiative is designed to diversify the career opportunities of History PhDs. UNM, UCLA, Columbia, and University of Chicago were the pilot participants in its first phase. These programs emphasize better faculty training and enhanced student marketability for well-paid jobs outside of the professoriate. UNM's History Department already has an excellent record of its alumni finding rewarding jobs both within and outside academia, and this initiative builds upon those successes. The AHA is currently implementing a new phase of Career Diversity Fellowships at numerous other universities that builds upon UNM's leadership from the pilot phase of the program.

Over the course of the AHA-Mellon initiative, we have worked to restructure graduate training, created internships in nonacademic settings, and developed new teaching and research partnerships with colleagues in law, business, architecture, engineering, cultural resources, and health sciences. We still have much left to accomplish. Our faculty are thinking critically about new approaches to the PhD program and how it can better fit the professional and academic

needs of our graduate students. Our alumni are creating an association for our graduates that will provide mentoring, camaraderie, and new opportunities for alumni, students, and faculty alike. We are refining graduate workshops and training that we piloted during the initiative.

**Graduate Student Professional Activities** include our Colloquium where students, faculty, and invited scholars present work in progress (See Criterion 6), Professionalization and Career Diversity Workshops (Appendix #1), and faculty mentoring of teaching assistants.

**4F. Discuss the success of graduates of the program by addressing the following questions:**

- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*
- *What are the results of these measures?*

## **UNDERGRADUATE OUTCOMES:**

**Alumni Survey:** Below we summarize some findings from a 23-question survey of students who received their BA, MA, and PhD degrees between 1970 - 2019. The department queried over 2,000 alumni of which 278 responded. The following sections summarize survey responses related to graduate school admission, attitudes about skills obtained in the program, post-graduation employment, and recommendations for improvement.

### **Post-Graduation Employment for BA holders grouped in the following areas:**

#### **Summary of responses to post-graduate employment**

- Employment at universities, principally in staff positions or as graduate or law students.
- Legal professions in private firms and within the judicial system.
- State employees both in NM and beyond, in education, law enforcement, and resource management.
- The military
- Overall, graduates tended to stay in state, to work in the public sector, and to pursue diverse career paths.

While slightly over half of respondents stated that their current employment related to their History degree, many alumni held positions with little direct connection to their history education. These include janitor, pastor, health care, human relations, realtor, mechanical engineer, cyber security engineer, radiation technician, lead paint risk assessor, flight attendant, executive for the Boy Scouts of America, lobbyist, musician, leatherworker, personal trainer, artist, designer, and food service worker. However, the majority of respondents agreed that the skills earned from their study of History directly contributed to their job performance. They valued mastery of writing and research skills and expressed satisfaction with the value of the degree and the quality of faculty. (See appendix 11 for survey results).

## **GRADUATE STUDENT OUTCOMES**

Historically, the department has supported diverse career paths for its graduate students, a

tendency that has been strengthened through its participation in the AHA-Mellon Career Diversity initiative. At the MA level, about 40% of graduate students went on to pursue a PhD or professional degree, 10% are active teachers at the K-12 level, and 12% are employed in the private and public sectors. At the PhD level, 61% of our graduates have found jobs in higher education, with 33% in in tenured or tenure-track positions. The remainder are employed as adjunct instructors, administrators, and editors.

**Table 4.15: PhDs awarded by Field, 2009-2019**

	MA		PhD
<b>American West (2010-2019)</b>	27		23
<b>US</b>	26		8
<b>Latin America (2010-2019)</b>	11		20
<b>Europe (2010-2019)</b>	23		10
<b>Asia (2010-2019)</b>	1		

**Table 4.16: MA Degree Career Outcomes (Department Data)**

<b>Professional or Graduate Degree</b>	<b>34</b>
<b>Full Time Teaching (K-12)</b>	<b>9</b>
<b>Public Sector</b>	<b>4</b>
<b>Private Sector</b>	<b>7</b>
<b>Unknown</b>	<b>38</b>
<b>Total</b>	<b>92</b>

**Table 4.17: PhD Career Outcomes (Department Data)**

<b>Tenure Track – 4 year institution</b>	<b>21</b>
<b>Instructor/Lecturer</b>	<b>3</b>
<b>Community College</b>	<b>4</b>
<b>Adjunct instructor</b>	<b>6</b>
<b>Education administration, University libraries, and archives</b>	<b>5</b>
<b>Total for Higher Education</b>	<b>33</b>
<b>Editing</b>	<b>4</b>
<b>Public History</b>	<b>10</b>
<b>K-12 Teaching</b>	
<b>Government</b>	<b>3</b>
<b>Private Sector</b>	<b>5</b>
<b>Total</b>	<b>64</b>

**An alphabetical list of PhD recipients since 2009 and their career outcomes may be found in appendix 12.**

**Alumni Survey:** At the MA level, 57 people responded to the survey, with 30 having received their degree since the year 2000. At the PhD level, 35 people responded, with responses skewed toward cohorts who received their degrees in the 1940s, 1950s, 1960s, and 1970s. Given the low

response rate from more recent cohorts, this feedback should be interpreted as historically relevant rather than quantitatively significant with respect to the merits of our current program.

Our graduate alumni reflected broadly about the important elements of their history education and professional outcomes, citing their ability to do analytical research and writing, to bring historical perspective to current situations, and the ability to use their historical expertise on behalf of disadvantaged groups. They praised the quality of the graduate education and the range of professional skills acquired (research and writing figuring prominently among them). Graduate alumni also cited their continued interest and fascination with the study of history, more broadly. Respondents reported a range of occupations, including as professional historians (inside and outside of academia), as K-12 teacher, and jobs including computer scientist, psychologist, radiology technician, and attorney. One remarked, “I truly enjoyed the academic learning and the intellectual challenges. However, I also think one of the best parts of my experience at UNM was the mix of cultures, land and politics that make up New Mexico.” Another stated “I got a great graduate education at UNM and choosing to go there for graduate school was one of the best decisions I’ve ever made. I would not be where I am today without the connections I made during my time there.” Other alumni wished they had been encouraged to explore collaborative work with other disciplines or had been given more guidance about how to connect their coursework to the dissertation stage. The Alumni Survey may be found in Appendix #11.



## Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

*5A. After completing the Faculty Credentials Template (Appendix A), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

### **Faculty Qualifications and Credentials**

The Faculty Credentials Template specifies doctoral institutions and areas of specialization. Faculty earned their doctorates from leading institutions with long-standing traditions of rigorous training in all facets of historical inquiry. All faculty members, unless they are administrators outside of the History department, devote 100% of their time to research, teaching, and service. The departmental average of time since degree is 21.6 years.

Full professors: Bieber, Bokovoy, Connell-Szasz, Graham, Hutchison, Hutton, Smith, Steen

- **Demographics (8):** 4 white males; 4 white females

Associate professors: Ball, Campos, Davis-Secord, Garcia y Griego, Gauderman, Gibbs, Jefferson, Monahan, Richardson, Ryan, Sanabria, Truett, Withycombe

- **Demographics (13):** 5 white males; 4 white female, 3 Hispanic males, 1 African-American male

Assistant professors: Florvil, Guise (beginning fall 2020) Herrán Avila, Prior

- **Demographics (4):** 1 African-American female, 1 Native American female, 1 Hispanic male, 1 white male

Non tenure track faculty: Spence (post-doctoral teaching fellow), Donna Ray (.25 FTE senior Lecturer), Shatam Ray (graduate student instructor)

- **Demographics (3):** 1 white male; 1 foreign national (India) male

### **Demographic Summary Information**

As of Fall 2019, we have 24 faculty members, reduced from a high of 31 in 2015-2016, due to resignations and retirements. In addition to our geographical areas of strength (US/US West, Latin America, Europe), we offer thematic courses in the history of gender and sexuality, borderlands, environment, race and ethnicity, and science, technology and medicine that reflect our research interests. We currently lack tenure-stream faculty to teach dedicated courses in Asian (either West or East) or African History.

Four faculty have split or administrative appointments that are crucial to the interdisciplinary and administrative needs of the College and the Department of History.

- Durwood Ball is .5FTE, editor of the *The New Mexico Historical Review*
- Timothy Graham is .5FTE and director of the Medieval Studies Institute;
- Manual Garcia y Griego is at .5FTE in history and .5FTE in Chicano/a Studies

- Elizabeth Hutchison is Director of the Feminist Research Institute and is on a reduced teaching load.
- Sam Truett is .5FTE as Director of the Center for the Southwest

**Rank and diversity profile:**

Mid-career faculty have comprised about 50% of the faculty over the last ten years (See Table 6.1). The number of assistant and full professors has fluctuated and currently constitute 12% and 32% of our faculty respectively.

**Table 5.1: Number of Faculty by Rank of UNM History Department Faculty, 2010-2019**

	Assistant	Associate	Full	Distinguish	Lecturer	Total Permanent	Visiting Appt*
2010-2011	3	14	4	3		24	
2011-2012	5	14	4	3	2	28	
2012-2013	6	13	4	3	2	28	
2013-2014	6	14	4	3	1	28	
2014-2015	7	13	6	3	1	30	
2015-2016	8	13	6	3	1	31	1
2016-2017	6	14	7	2	1	30	2
2017-2018	5	12	7	2	1	27	2
2018-2019	5	12	5	2	1	25	2
<b>2019-2020</b>	<b>3</b>	<b>13</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>25</b>	<b>2</b>

\*The department historically has used has had very few temp parttime faculty in the last decade. In the past five years, the department has sought visiting appointments in order to address gaps in our undergraduate curriculum

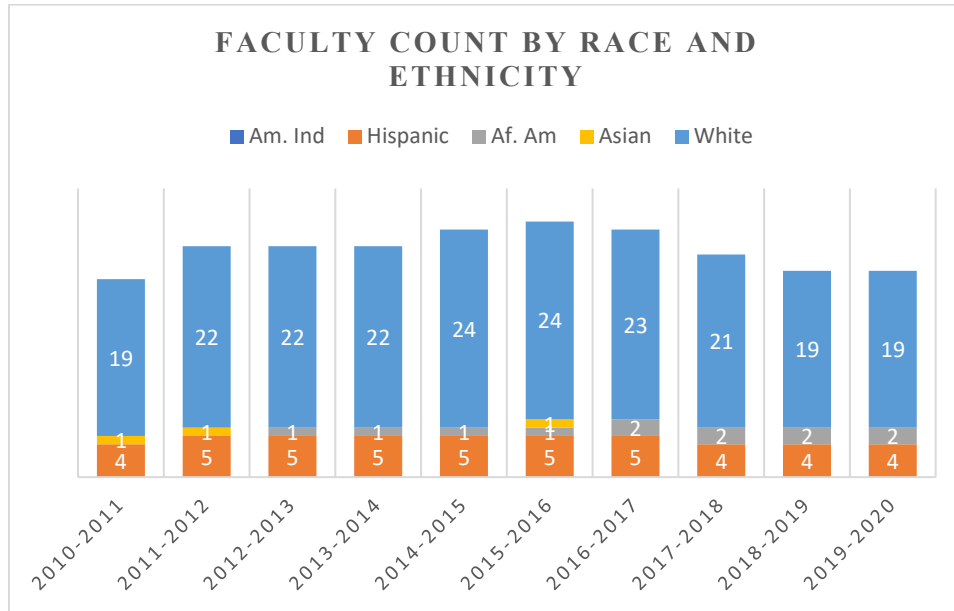
**Table 5.2: Faculty Rank by Percentage**

	Assistant	Associate	Full	Distinguished	Lecturer
2010-2011	13%	58%	17%	13%	0%
2011-2012	18%	50%	14%	11%	7%
2012-2013	21%	46%	14%	11%	7%
2013-2014	21%	50%	14%	11%	4%
2014-2015	23%	43%	20%	10%	3%
2015-2016	26%	42%	19%	10%	3%
2016-2017	20%	47%	23%	7%	3%
2017-2018	19%	44%	26%	7%	4%
2018-2019	20%	48%	20%	8%	4%
2019-2020	12%	52%	24%	8%	4%
<b>Total</b>	<b>19.29%</b>	<b>48.11%</b>	<b>19.21%</b>	<b>9.44%</b>	<b>3.95%</b>

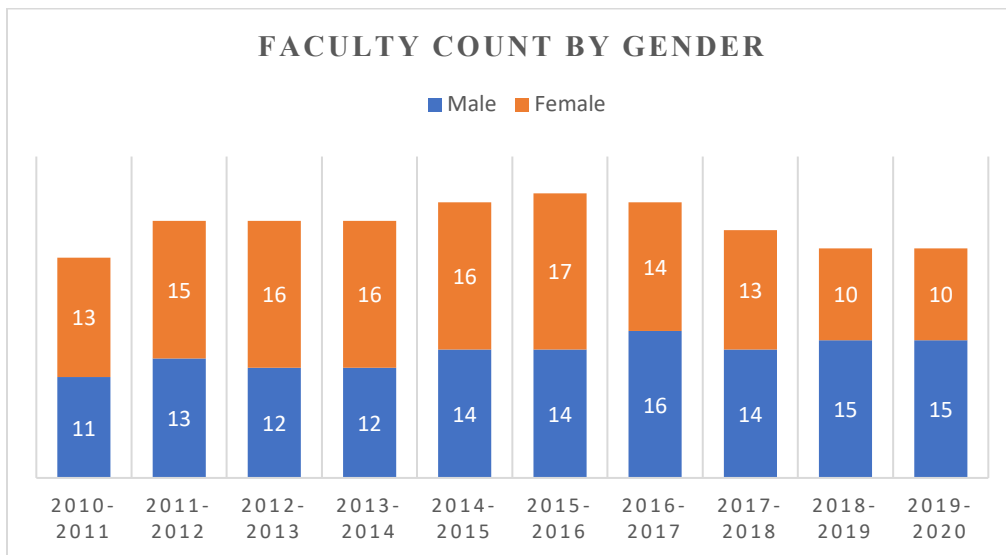
Our departmental racial and ethnic composition has remained relatively stable over the last ten years (see table 6.3) and currently stands at 16% Hispanic, 8% African American, and 76% white. An indigenous Alaskan Native woman will be joining our faculty in fall 2020. Compared to national data published in the [American Historical Association’s annual report](#) on diversity of

the profession, our department currently exceeds national averages for Hispanic (16% vs. 3%), Native American (4% vs. 1.4%), and African-American (8% vs. 4.9%) faculty. However, the percentage of female faculty has declined from a high of 57% in 2013-2014 to 40% at present, which is consistent with the discipline's average of 38%.

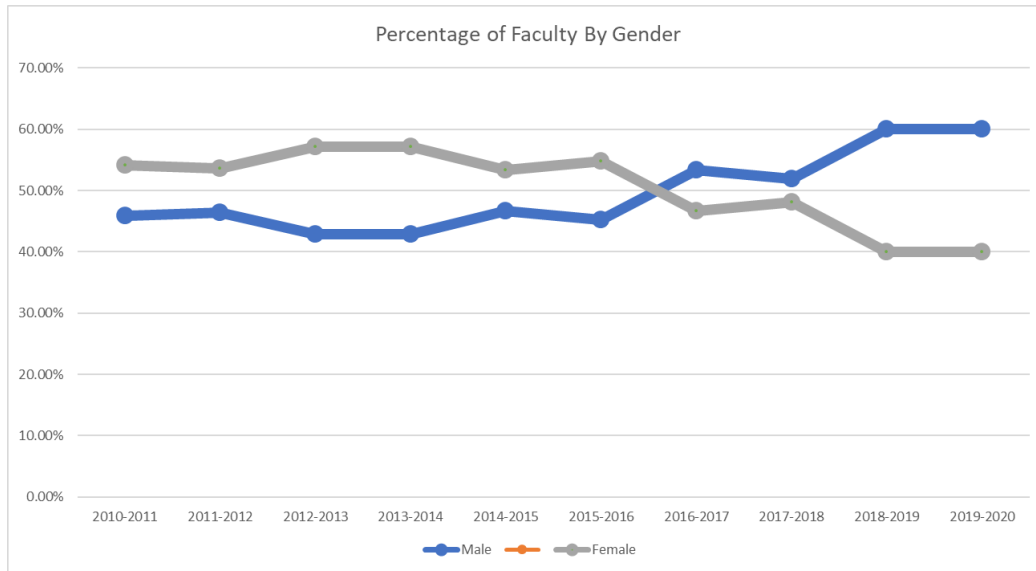
**Table 5.3: Racial and Ethnic Distribution of History Faculty**



**Figure 5.4: Departmental Gender Distribution**



**Figure 5.5: Declining Percentage of Female Faculty**



**Supporting the university’s goal to hire more diverse faculty**, over the last decade our department has carefully crafted job descriptions in order to attract diverse applicants. Of our last 8 searches, we hired 2 African American faculty (1 male; 1 female), 2 Hispanic faculty (2 males); 1 Native Alaskan (female) out of the last 8 hires (62.5%). Our search committees have followed the best practices of identifying, hiring, and recruiting faculty from underrepresented groups. **We will continue to improve our hiring culture** by attending ADVANCE workshops and adopting their recommendations for hiring.

**Faculty Vitae:** Links to faculty profiles on the department website are listed below:

- Durwood Ball <https://history.unm.edu/people/faculty/profile/durwood-ball.html>
- Judy Bieber <https://history.unm.edu/people/faculty/profile/judy-bieber.html>
- Melissa Bokovoy <https://history.unm.edu/people/faculty/profile/melissa-bokovoy.html>
- Luis Campos <https://history.unm.edu/people/faculty/profile/luis-campos.html>
- Margaret Connell-Szasz <https://history.unm.edu/people/faculty/profile/margaret-connell-szasz.html>
- Sarah Davis-Secord <https://history.unm.edu/people/faculty/profile/sarah-davis-secord.html>
- Tiffany Florvil <https://history.unm.edu/people/faculty/profile/tiffany-florvil.html>
- Manuel Garcia y Griego <http://history.unm.edu/people/faculty/profile/manuel-garcia-y-griego.html>
- Kimberly Gauderman <http://history.unm.edu/people/faculty/profile/kimberly-gauderman.html>
- Fred Gibbs <http://history.unm.edu/people/faculty/profile/frederick-gibbs.html>
- Timothy Graham <http://history.unm.edu/people/faculty/profile/timothy-graham.html>
- Luis Herrán Avila <http://history.unm.edu/people/faculty/profile/timothy-graham.html>
- Elizabeth Hutchison <http://history.unm.edu/people/faculty/profile/elizabeth-hutchison.html>
- Paul Hutton <http://history.unm.edu/people/faculty/profile/paul-hutton.html>
- Robert Jefferson <http://history.unm.edu/people/faculty/profile/robert-f-jefferson-jr.html>
- Erika Monahan <http://history.unm.edu/people/faculty/profile/erika-monahan.html>
- David Prior <http://history.unm.edu/people/faculty/profile/david-prior.html>
- Donna Ray <http://history.unm.edu/people/faculty/profile/donna-ray.html>
- Caleb Richardson <http://history.unm.edu/people/faculty/profile/caleb-richardson.html>

Michael Ryan	<a href="http://history.unm.edu/people/faculty/profile/michael-ryan.html">http://history.unm.edu/people/faculty/profile/michael-ryan.html</a>
Enrique Sanabria	<a href="http://history.unm.edu/people/faculty/profile/enrique-a-sanabria.html">http://history.unm.edu/people/faculty/profile/enrique-a-sanabria.html</a>
Jason Scott Smith	<a href="http://history.unm.edu/people/faculty/profile/jason-scott-smith.html">http://history.unm.edu/people/faculty/profile/jason-scott-smith.html</a>
Taylor Spence	<a href="http://history.unm.edu/people/faculty/profile/taylor-spence.html">http://history.unm.edu/people/faculty/profile/taylor-spence.html</a>
Charlie Steen	<a href="http://history.unm.edu/people/faculty/profile/charlie-steen.html">http://history.unm.edu/people/faculty/profile/charlie-steen.html</a>
Samuel Truett	<a href="http://history.unm.edu/people/faculty/profile/samuel-truett.html">http://history.unm.edu/people/faculty/profile/samuel-truett.html</a>
Shannon Withycombe	<a href="http://history.unm.edu/people/faculty/profile/shannon-withycombe.html">http://history.unm.edu/people/faculty/profile/shannon-withycombe.html</a>

**5B.** *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to- student and faculty-to-course ratio, and any impacts this has on unit success.*

The statutory teaching load at the University of New Mexico is six (6) courses per year. Based on the collective record of productivity of the History faculty, the normal teaching load for tenure stream faculty in the Department of History is four (4) courses per year, unless an exception is negotiated or granted to the individual by the Chair after meeting the conditions for course reductions in our teaching load policy.

The purpose of course reductions from its statutory load is (1) to achieve equitable balance between the various areas of professional and contractual responsibilities among the faculty, and (2) to promote and encourage faculty professional development. All faculty members are expected to demonstrate satisfactory achievement in teaching, research/scholarship, and service as described in the Faculty Handbook.

The History Department's primary responsibility is to maintain an effective curriculum that meets the needs of UNM students. Therefore, flexibility by the department in scheduling (times of day, days of the week, and rotation of courses) takes precedence over the wishes of individual faculty. The planning committee strives to balance the programmatic needs of the department with equitable assignment of teaching duties and the needs and wishes of individual faculty.

### **Faculty Teaching Duties**

- **General Education and Service Courses.** Most tenure-track faculty are expected to teach a basic survey course(s) in their respective fields at least once per year. As discussed previously we offer six basic surveys in US, European, and Latin American History, as well as History 2110 (Survey of New Mexico History). Our capstone seminars for majors (491, 492) and required historiography and methods seminars for graduate students (664 and 665) are also considered service courses.
- **Upper Division Courses.** The department of history has few required courses for the BA degree. Typically, faculty members teach two upper division undergraduate courses annually, reflecting their areas of expertise. The Planning Committee, led by the Associate Chair, reviews the teaching schedule to ensure that faculty members are not overburdened with service courses, that courses do not overlap excessively with respect to content, and that offerings are evenly distributed across days/times.

- **Graduate Seminars and Courses.** All tenure-stream faculty teach graduate seminars that can be regional, thematic, or comparative in subject matter, methodology, and theoretical framing. Most faculty teach a topical graduate seminar every third or fourth semester, excluding the mandatory Advanced Historiography or Research Methods service courses. The planning committee reviews seminar offerings every semester to ensure that they offer topical and regional breadth and are scheduled so as not to compete with one another.
  - **In addition to seminars,** faculty members may add graduate sections to any undergraduate course, with added requirements to meet graduate-level standards.
- **Team Teaching.** Team taught courses enhance intellectual interaction among faculty, benefitting the program and its students. If teaching is equitably shared, each instructor will receive full course credit for that course.
- **Course Load Reductions.** Teaching load reductions are prospective, not retrospective. Justifications for course load reductions are delineated in our departmental policy in Appendix #3. The College of Arts & Sciences also offers a research semester leave for assistant professors and a competitive career advancement semester for associate professors.

**Flexibility in teaching scheduling to facilitate research and teaching.** The department has attempted to facilitate research and writing time by:

- **Department of History Teaching Release.** The department developed a teaching release policy in order to facilitate the completion of a major project (Appendix #3).
- **8-week courses, Intersession, and Online Teaching.** This allows faculty to consolidate their teaching time or to experiment with new types of teaching. It also offers flexibility for our diverse student body.
- **Online teaching for graduate students.** Teaching assistants and graduate instructors teach on line for greater flexibility during the dissertation research and writing stage.

*5C. Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level.*

**Mentoring.** The department adopted new mentoring guidelines in 2014 (Appendix #14) with input from junior and senior tenure-stream faculty. The Department assigns a provisional mentor to incoming junior faculty members as a first point of contact. After gaining greater familiarity with the department faculty, the junior member in consultation with the Chair, will select an appropriate mentor from among the tenured members of the Department.

### **Research and Professional Development Funds.**

**Travel funds.** As of Fall 2019, the College of Arts and Sciences has increased the conference travel budget from \$500 to \$1000 per faculty member. Previously, the department drew from other funds to top up the travel allowance to \$800 and we will try to continue this practice in order to distribute a total of \$1,200-1,300 per faculty member annually. Half of our faculty travel internationally to conferences and symposia annually

and have had to scramble to find sufficient funds, often resorting to self-funding.

### **Research funds.**

- **Start-up Funds.** College of Arts and Sciences provides start-up funds for new tenure-stream faculty. The average about is \$7,500 over six years.
- **Individual Faculty Research Funds.** As part of retention packages, several faculty members have individual annual research funds of \$3,000.
- **Competitive Department Research Funds.**
  - Until FY 2022, the College has allocated \$10,000 to the department to support individual research and teaching projects. The awards are competitive.
  - The Shoemaker award supports the purchase of research materials and books for the UNM libraries.
  - The Woodward fund supports research and dissemination of knowledge about the American Southwest. It has been used to augment the travel budget for faculty who meet the criteria and for projects and symposia pertaining to the Southwest.
  - William and Marjorie Bell Chambers Endowed Faculty Award. This fund supports faculty members who have already acquired distinguished reputations as historians and provides support for outstanding teaching, research, and publication by a faculty member.
  - Frank D. Gorham, Jr. and Marie K. Gorham Endowed Faculty Fellowship in Ancient History: This fund supports a faculty position in Ancient History or provides a research stipend or professional development funds for the recipient in the area of Ancient History.

### **Intellectual Collaborative Spaces.**

- **Center for the Southwest.** The Center sponsors conferences, lectures, seminars, colloquia, and the annual Ruth and Calvin P. Horn Lecture in Western History and Culture. It builds institutional linkages with campus, regional, and national centers and programs, such as the Autry National Center of the American West (Los Angeles, CA), the Bill Lane Center for the American West (Stanford University), the Southwest Institute for Research on Women (University of Arizona), and many others.
- **Department Works-in-Progress Colloquium.** This colloquium is generally held on a monthly basis during the academic year. Faculty members and graduate students from UNM-History and invited scholars pre-circulate drafts for discussion and debate.
- **The Digital Humanities Working Group** advances theoretical, conceptual, and methodological seminars and speakers relating to spatial analysis and digital humanities.
- **The Snead-Wertheim Endowed Lectureship in Anthropology and History** is awarded annually to a faculty member in the Anthropology and History Departments in alternate years. The recipient delivers a public lecture during the Spring semester. The lecture is followed by a reception.

## **Criterion 6. Research, Scholarship, and Service**

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

### ***6A. Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?***

The Department areas of strength are US West, Latin American history, Comparative Women's and Gender History, Medieval History, and an emerging concentration in History of Science, Technology, Medicine, and the Environment (HSTEM). The Department's reputation for study of the American West (including a concentration in Native American history) has been well established for many decades and is widely regarded as one of the strongest programs in the Trans-Mississippi West. Our department's excellence in this field is evident in our membership of the Newberry Library Consortium in American Indian Studies (NCAIS), as home of the Center for the Southwest, as host of the 2013 *Autry National Center* of the American West annual symposium for graduate student research, and for its success in placing recent graduates in academic and public history positions.

The U.S. West faculty developed its national reputation in the latter half of the twentieth century. The faculty who teach and research in the U.S. West have long attracted first-rate graduate students and have been recognized for their distinguished teaching and research. Robert Jefferson and Samuel Truett have been appointed to the Organization of American Historians (OAH) Distinguished Lectureship Program. They join more than 400 other scholars from the nation's top universities, including Distinguished Professor of History Virginia Scharff (emerita). Graduate students deliver papers at annual meetings of the Western History Association, the Historical Society of New Mexico, the Pacific Coast Branch of the American Historical Association, the American Society for Environmental History, the American Society for Ethnohistory, the Organization of American Historians, the American Historical Association, and the Native American and Indigenous Studies Association, among other professional venues. The U.S. and U.S. West faculty have produced over 270 PhDs since the late 1940s, when the doctoral program in History began. Since 2000, they have overseen half of the department's dissertations.

The department's Latin Americanists offer comprehensive historical coverage of the region including the Southern Cone (Hutchison, Herrán Avila), Brazil (Bieber), the Andes (Gauderman), Central America (Gauderman, Hutchison) and Mexico and the U.S.-Mexico border (Truett, Herrán Avila, Garcia y Griego). They cover the region's full chronological scope, from pre-Colombian and Early Spanish and Portuguese America through early National, twentieth century, and contemporary Latin American history. Additionally, social history, environmental history, political, economic, legal, and institutional history all are well represented. Thematic areas of specialization that contribute to our core concentrations in the doctoral program include gender and sexuality (Gauderman, Hutchison), race and ethnicity (Gauderman, Bieber, Truett), and frontiers and borderlands (Truett, Bieber). Latin Americanist faculty also contribute to the department's broad strength in indigenous history (Gauderman, Bieber, Truett). With the recent hire of Herrán Avila, we have added expertise in Cold War Latin America (Herrán Avila, Gauderman, Hutchison).

As affiliated faculty, our Latin Americanists are active participants in UNM's



interdisciplinary Latin American and Iberian Institute, which provides competitive fellowships and grants for faculty and students, as well as sponsoring speaker series, conferences, and symposia. Particularly notable is the LAII-sponsored 2017 national conference organized by Kimberly Gauderman and Elizabeth Hutchison: "Practicing Asylum: Expert Witness Testimony in Latin American Asylum Cases." Borderlands-themed conferences organized by Sam Truett include the 2017 conference, "Decolonizing Nature: Resistance, Resilience, Revitalization," and the upcoming 516 Arts Forum, "Species in Peril Along the Borderlands" (November 2019).

Faculty have a strong record of placing MA students in PhD programs and PhD students in academic and public history positions throughout the country. One third of dissertations completed since 2000 relate to Latin America. Faculty provide graduate advisement in other units as well, including the Latin American and Iberian Institute, Anthropology, and Spanish & Portuguese. Our Latin Americanists have developed distinguished international reputations as is demonstrated by a successful record of winning competitive grants from Fulbright, Fulbright-Hayes, the Andrew Mellon Foundation, the NEH, and the ACLS.

The 2009 APR team identified medieval Europe as an area of potential excellence and future growth. It has reached this potential through the tireless efforts of Regents Professor and Distinguished Professor Timothy Graham. Graham is the recipient of the Award for Excellence in Teaching by the Medieval Academy of America Committee on Centers and Regional Associations (CARA) has provided exemplary leadership in both his pedagogy and research. His book *Introduction to Manuscript Studies*, jointly written with Raymond Clemens of Yale University (2007), has become the standard book in its field and is used internationally to train graduate students. As Director of the Institute for Medieval Studies, Graham had organized a premier Spring lecture series and developed strong links with medievalists across campus, most notably with the flourishing interdisciplinary program in Medieval Studies in the English Department. He holds biannual paleography seminars at UNM that attract scholars globally.

Since the last APR, we hired Sarah Davis-Secord, Michael Ryan, Frederick Gibbs, and Erika Monahan, all of whom specialized in medieval or Early Modern Europe. Two of these faculty members recently have received prestigious book awards. Sarah Davis-Secord, a specialist on religious plurality and trade in medieval Sicily, received the 2019 Dionisius A. Agius Prize from the Society for the Medieval Mediterranean for her monograph, *Where Three Worlds Met: Sicily in the Early Medieval Mediterranean* (Cornell University Press in 2017). In 2018, Erika Monahan's *The Merchants of Siberia: Trade in Early Modern Eurasia* (Cornell University Press, 2016) received the Lincoln Prize from the Association of Slavic, East European, and Eurasian Studies, in recognition of a first monograph of exceptional merit about Russia's past. Michael Ryan also published a monograph with Cornell, *A Kingdom of Stargazers: Astrology and Authority in the Late Medieval Crown of Aragon*. (2011) Fred Gibbs, a historian of medieval and early modern medicine with advanced background in the digital humanities, has recently published *Poison, Medicine, and Disease in Late Medieval and Early Modern Europe* with Routledge in 2018. These faculty consistently attract graduate students; five of the seven new M.A. students joining the department in Fall 2019 are medievalists. Our remaining Europeanists also contribute to the department's scholarly reputation with their publications and recipients of major research grants and residential fellowships, detailed on the next page.

Faculty specializing in Women's and Gender History have directed one third of all dissertations in the past decade. The program has been diminished in the last five years due to the retirements of Linda Hall, Virginia Scharff, and Barbara Reyes and the resignation of

Cathleen Cahill. However, the faculty maintain temporal breadth with offerings on the ancient, medieval, early modern, and modern periods, geographical range (US/West, Latin America, and Europe), and thematic coverage on war and society, medicine, science, technology, the environment, and frontiers and borderlands.

**Since the last APR in 2009, history faculty have published or have under contract or in production the following books:**

- Campos, Luis. *Radium and the Secret of Life*. University of Chicago Press, 2015.
- Connell-Szasz, Margaret and Ferrenc Szasz. *Abraham Lincoln and Religion*. Carbondale: S III U Press, 2014.
- Davis-Secord, Sarah. *Where Three Worlds Met: Sicily in the Early Medieval Mediterranean*. Ithaca: Cornell University Press, 2017.
- Florvil, Tiffany. “*As Women, as Afro-Germans, as Black Internationalists*”: *Black Activism in Germany* (in production at the University of Illinois Press)
- Graham, Timothy C. *Elizabeth Elstob’s “English-Saxon Homily on the Birth-Day of St. Gregory.”* Witan Publishing, 2016.
- García y Griego, Manuel and Roberto R. Calderón. *Más allá del río Bravo: breve historia mexicana del norte de Texas*. Mexico: Secretaría de Relaciones Exteriores, Archivo Histórico Diplomático 2013.
- Gibbs, Frederick. *Poison, Medicine, and Disease in Late Medieval and Early Modern Europe*. Routledge, 2018.
- Hutton, Paul Andrew. *Sunrise in His Pocket: The Life, Legend, and Legacy of Davy Crockett*. Norman: University of Oklahoma Press (forthcoming).
- \_\_\_\_\_. *The Apache Wars: The Hunt for Geronimo, the Apache Kid, and the Captive Boy Who Started the Longest War in American History*. New York: Crown Publishers, 2016.
- Jefferson, Robert F. *Brothers in Valor: Battlefield Stories of the 89 African Americans Awarded the Medal of Honor* Westport, CT: Lyons Press, 2018.
- \_\_\_\_\_. *Closing Ranks: Black Veterans, Politics, and Civil Rights in Twentieth Century America*. Lanham, MD: Lexington Books, 2019.
- Monahan, Erika. *The Merchants of Siberia: Trade in Early Modern Eurasia*. Ithaca, NY: Cornell University Press, 2016.
- Prior, David M. *Between Freedom and Progress: The Lost World of Reconstruction Politics* (forthcoming, LSU Press, 2019)
- Richardson, Caleb. *Smyllie’s Ireland: Protestants, Independence and the Man Who Ran the Irish Times*. Indiana University Press, 2019.
- Ryan, Michael. *A Kingdom of Stargazers: Astrology and Authority in the Late Medieval Crown of Aragon*. Ithaca, NY: Cornell University Press, 2011.
- Enrique A. Sanabria. *Republicanism and Anticlerical Nationalism in Spain*. New York: Palgrave Macmillan, 2009.
- Smith, Jason S. *A Concise History of the New Deal*. Cambridge: Cambridge University Press, 2014
- Steen, Charlie R. *Margaret of Parma: A Life*. Leiden: Brill Publishing, 2013.
- Withycombe, Shannon. *Lost: Meanings of Miscarriage in Nineteenth-Century America*. Rutgers University Press, 2018

## Edited Volumes:

- Ball, Durwood, and Paul Andrew Hutton, eds. *Soldiers West: Biographies from the Military Frontier*. 2d ed. Norman: University of Oklahoma Press, 2009.
- Florvil, Tiffany N. and Vanessa Plumly, eds. *Rethinking Black German Studies: Approaches, Interventions and Histories*. London: Peter Lang, 2018.
- Graham, Timothy and Anne Van Arsdall, eds. *Herbs and Healers from the Ancient Mediterranean through the Medieval West: Essays in Honor of John M. Riddle*. Burlington, VT: Ashgate, 2012.
- Hutchison, Elizabeth, with Nara Milanich, Thomas Klubock, and Peter Winn, eds. *The Chile Reader: Society, Culture, Politics*. Durham: Duke University Press, 2013.
- Hutton, Paul Andrew, ed. *Western Heritage: An Anthology of Wrangler Award Winning Articles*. Norman: University of Oklahoma Press, 2011.
- \_\_\_\_\_. *Roundup! Western Writers of America Presents Great Stories of the West from Today's Leading Western Writers*. Cheyenne: La Frontera Publishing, 2010.
- Michael Flier, Valerie Kivelson, Erika Monahan, and Daniel B. Rowland, eds. *Seeing Muscovy Anew: Politics–Institutions–Culture. Essays Honoring Nancy Shields Kollmann*. Bloomington, IN: Slavica, 2017.
- Prior, David M., ed. *Reconstruction in a Globalizing World*. New York: Fordham University Press, 2018.
- \_\_\_\_\_, ed. *Reconstruction and Empire*. Fordham Univ. Press, expected 2020.
- Ryan, Michael, ed., *A Companion to the Premodern Apocalypse*. Leiden: Brill, 2016.
- Ryan, Michael and Karolyn Kinane, eds. *End of Days: Essays on the Apocalypse from Antiquity to Modernity*. Jefferson, NC: McFarland Press, 2009.

**Since the last APR, faculty have published a total of 112 peer-reviewed articles, of which 44 have been published in the following journals in the US, Canada, Europe, and Latin America:**

*Agricultural History*  
*The American Historian*  
*The Americas*  
*Annals of Iowa*  
*Aspasia*  
*Bildungsgeschichte*  
*Biosocieties*  
*Brasilliana*  
*Canadian-American Slavic Studies*  
*Centropa*  
*Continuum: Journal of Media & Cultural Studies*  
*Éire-Ireland*  
*Ethnohistory*  
*German Quarterly*  
*Hispanic American Historical Review*  
*History Compass*  
*Journal of American History*

*Journal of Civil and Human Rights*  
*Journal of the Civil War Era*  
*Journal of Design and Science*  
*Journal of the Digital Humanities*  
*Journal of Latin American Studies*  
*Journal of Social History*  
*Journal of Women's History*  
*Magic, Ritual, and Witchcraft*  
*Medical History*  
*Mediterranean Studies*  
*MHQ: The Quarterly Journal of Military History.*  
*Nuevo mundo, mundos nuevos*  
*New Hibernia Review*  
*New Mexico Historical Review*  
*Preternature*  
*Quarterly Review of Biology*  
*Quinto Sol*  
*Revue Médecine/Sciences*  
*Social History of Medicine*  
*Western Historical "Quarterly*

**History faculty also publish in the following professional digital venues:**

Black Central Europe  
Black Perspectives  
H-Net  
H-Black-Europe  
H-Emotions  
Nursing Clio

**Conferences and Symposia**

**Melissa Bokovoy** organized the UNM symposium, “(Un)Silencing the Past: Narratives of Trauma in Comparative Perspective” with the United States Holocaust Memorial Museum and Research Center. The two-day event attracted over twenty scholars from across the Americas.

**Luis Campos**, as the fourth Baruch S. Blumberg NASA/Library of Congress chair organized and hosted the symposium, “Life As It Could Be: Astrobiology, Synthetic Biology, and the Future of Life” at the Library’s John W. Kluge Center in September 2017. Campos brought together scientists, scholars, artists and journalists to discuss the question, “What is life? How might life have emerged on Earth or on other worlds? And how might we engineer the future of life—what might we make life to be?” The symposium is part of the Kluge Center’s ongoing Baruch S. Blumberg NASA/Library of Congress astrobiology program. Campos recently won a competitive fellowship at the Akademie Schloss Stuttgart for 2021.

**Tiffany Florvil** organized with colleagues Kira Thurman and Jeff Bowersox the 2018 German Historical Institute Conference entitled “Defining Black European History. The conference allowed participants to critically engage Black Europe as a concept and to share useful methodologies, tools, and theories that will continue to excavate the narratives of the Black Diaspora in Europe. They are developing a special issue on “Black Europe” for the *American Historical Review*.

**Drs. Kimberly Gauderman and Elizabeth Hutchison**, in April 2017, hosted the fourth annual LAII Richard E. Greenleaf Conference on Latin America, “Practicing Asylum: Expert Witness Testimony in Latin American Asylum Cases.” The conference addressed critical issues related to Latin American immigration by pulling together attorneys and academics from within and beyond NM who are engaged in issues related to asylum work.

**Sam Truett**, with Subhankar Banerjee, UNM Lannan Chair and professor of Art & Ecology, hosted the symposium, “Decolonizing Nature: Resistance, Resilience, Revitalization” in April 2017. This interdisciplinary environmental justice public forum and its thirty-three speakers from the fields of art, architecture, humanities, religion, science, and grassroots activists from across the US and from Mexico, Canada and Ecuador addressed the following questions: How do we resist further ecological devastation? How do we achieve resilience in times of stress? How do we revitalize affected ecological habitats and communities? This symposium received support from the Andrew W. Mellon Foundation, the Lannan Foundation, the New Mexico Humanities Council, and University of New Mexico’s Office of the Vice President for Research, Center for Regional Studies, College of Fine Arts, and the Department of Art.

**6B. If applicable, include a summary of the unit’s research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?**

### **Faculty Fellowships and Grants**

In the last six years, half of the History faculty have been awarded national and international fellowships and grants: Kimberly Gauderman (ACLS/Mellon), Jason Scott Smith, Robert Jefferson, and Elizabeth Hutchison (NEH Summer Stipend, Fulbright Specialist) Melissa Bokovoy (NEH with Eleni Bastea); Sarah Davis-Secord (NEH Summer Institute, Barcelona, Spain); Luis Campos (Baruch S. Blumberg NASA/Library of Congress Chair in Astrobiology); Michael Ryan (Gladys Kriebel Delmas Foundation for the advancement and perpetuation of humanistic inquiry and artistic creativity); Samuel Truett (2015-16 Fellow at the Institut d’Études Avancées, Nantes, France); Erika Monahan (Davis Center, Harvard); and Tiffany Florvil (Richard M. Hunt Fellowship). As the tables below illustrate, UNM History faculty have been able to secure considerable outside funding for their innovative and demanding research projects which are described in the above section. Faculty who do not train many PhD students due to their regional areas of specialization also have contributed to the scholarly excellence of the department. Slavicists Melissa Bokovoy and Erika Monahan have been awarded major book awards from the Association of Slavic, East European, and Eurasian Studies and been awarded prestigious national residential fellowships from the Woodrow Wilson International Center for Scholars and the Davis Center at Harvard, respectively.

**External Funding.** The Department of History and individual faculty members have been successful in securing outside funding for research, fellowships, disciplinary initiatives, federal contracts and pedagogical training. The table below summarizes research grants, fellowships, and Fulbright Awards from 2013 to 2021.

**Table 6.1 : Grants and Contracts Awarded to Department, 2013-2020**

Title of Project	PI	Agency	Amount	End	Begin
Humanities Collective (or LoboHUB/Humanities Unbound): Planning for the Next Generation of Humanities Scholars at UNM	Melissa Bokovoy	National Endowment for the Humanities	\$24,895.00	7/31/2017	8/1/2016
Oral History Project for the USDA Forest Service	History Department/Sanabria	Forest Service	\$13,457.00	12/31/2019	8/1/2015
Career Diversity and the History PhD/Davis-Secord	History Department	American Historical Association	\$8,000.00	12/31/2020	7/1/2017
Career Diversity and the History PhD	History Department/Scharff and Bokovoy	American Historical Association	\$322,000.00	12/31/2020	7/1/2014
Total			\$368,352.00		

**Table 6.2: Faculty Grants, Awards, and Fellowships, 2013-2021**

Type of Award	Faculty Member/PI	Program	Award	End	Begin	**Salary return to I&G
Student Internship Awards	Fred Gibbs	Cooperative Ecosystem Studies Unit (CESU)* National Trails Intermountain Region	\$25,747.00	7/31/2021	8/1/2018	
ACLS Fellowship	Kimberly Gauderman	ACLS/Mellon Scholars in Society Fellowship	\$81,000.00	7/31/2020	8/1/2019	\$75,000.00
Fulbright Award	Robert Jefferson	Fulbright Distinguished Chair Award, Denmark	\$52,327.00	7/31/2020	8/1/2019	\$52,327.00
Fulbright Award	Elizabeth Hutchison	Fulbright Specialist Program, Argentina	\$6,000.00	8/31/2019	8/1/2019	
Enduring Question NEH Grant: How Do Societies Remember?	Eleni Bastea/Melissa Bokovoy	National Endowment for the Humanities	\$32,688.00	6/30/2019	5/1/2015	
Fulbright Award	Jason Scott Smith	Mary Ball Washington Fulbright Scholar at University College Dublin School of History, Ireland	\$60,933.00	7/31/2018	8/1/2017	\$60,933.00
Baruch S. Blumberg NASA/Library of Congress Chair of Astrobiology: Residential Fellowship	Luis Campos	NASA and Library of Congress	\$162,000.00	9/30/2017	10/1/2016	\$37,500.00
Conference Award	Tiffany Florvil	German Historical Institute	\$5,000.00	7/31/2017	6/1/2017	
National Trails GIS Development	Maria Lane/Sam Truett	US Department of Interior	\$25,383.00	6/30/2017	8/1/2016	

Summer Research Award	Tiffany Florvil	Richard M. Hunt Fellowship for the Study of German Politics, Society, and Culture, American Council on Germany	\$7,500.00	7/31/2016	6/1/2016	
Residential Fellowship	Sam Truett	Institut d'etudes avancees de Nantes	\$44,816.00	6/30/2016	8/1/2015	\$44,816.00
Public Scholar Grant	Andrew Sandoval-Strausz	NEH Public Scholar Program	\$50,000.00	7/31/2016	8/1/2015	\$23,333.00
Summer Research Award	Mike Ryan	Gladys Kriebel Delmas Foundation	\$4,200.00	7/31/2015	6/1/2015	
Summer Fellowship Award	Sarah Davis-Secord	NEH Faculty Summer Seminar	\$3,300.00	7/31/2015	6/1/2015	
Summer Research Award	Mike Ryan	H. P. Kraus Fellowship in Early Books and Manuscripts	\$4,000.00	7/31/2013	6/1/2013	
Residential Fellowship	Erika Monahan	Visiting fellow, Davis Center for Russian & Eurasian Studies, Harvard University	\$0.00	5/31/2013	3/1/2013	
Total			\$564,894.00			\$293,909.00

When faculty are awarded fellowships, the stipends replace their UNM salary. In last decade, the College of Arts and Sciences with support from the Provost has “topped” off fellowships and research awards if the awards did not match the faculty member’s salary. **At present, the College of Arts and Sciences and the Office of the Vice-President for Research do not recognize fellowship awards as research funding.** The salary savings accrue to the College’s Instructional and General Budget and are used at the discretion of the dean. **There is no return to the unit for the salary replacement and salary savings despite the \$293,909.00 in salary returned to the College of Arts and Sciences from UNM-History in the last six years.**

***6C. Give an overview of the unit’s involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia Labs, CHTM, community organizations, local media, etc.).***

Our Europeanists have performed both leadership and service roles in collaborative projects nationally and internationally, and in interdisciplinary initiatives at UNM. Melissa Bokovoy co-directs an international team of scholars researching and writing on “Kosovo under Autonomy” and is also a participant in an international research project examining the collectivization of agriculture during the twentieth century. Luis Campos is Senior Fellow of the Robert Wood Johnson Foundation Center for Health Policy, has strong ties with the Max Planck Institute for the History of Science in Berlin, and held a distinguished residential fellowship at the Library of Congress.

Timothy Graham, Sarah Davis-Secord, Michael Ryan, and Fred Gibbs serve on the Steering Committee of one of UNM’s primary interdisciplinary centers, the Institute for Medieval Studies. In this capacity they assist in the planning of the Institute’s acclaimed public programs, including the annual Medieval Spring Lecture Series, which regularly draws audiences of around 1,500 over the four days of the event. Tiffany Florvil and Caleb Richardson are currently on the Board of UNM’s interdisciplinary International Studies Institute, which offers an annual program of public events. It also oversees the major in International Studies, the most rapidly growing degree program within the College of Arts and Sciences in recent years. Working with Sarah Townsend of UNM’s English Department, Caleb Richardson has developed

a summer study abroad program in Ireland for UNM undergraduates. Richardson was also instrumental in the establishment of UNM's Joseph C. Gallagher Scholarship, which offers a UNM student the opportunity to study for a year in Ireland, or to study an Irish topic for a year in a European university. Since its inauguration in 2015, two History students, Bryna Milligan and Aleja Allen, have held the Gallagher Scholarship.

Latin Americanists historically have maintained close connections with the Latin and American Iberian Institute (LAI), serving on core committees such as the Interdisciplinary Committee on Latin American Studies (ICLAS; policy and admissions), the Grants and Awards Committee, and the Operations Committee. Gauderman has served as Director of Latin American Studies and Herrán Avila currently serves as Secretary of the Faculty Concilium on Latin America and Iberia, which advises the LAI and represents the more than 200 faculty engaged across the UNM campus in research and teaching in and about Latin America and Iberia. Hutchison has served as president of LAI's Executive Committee.

Latin Americanist faculty also maintains close ties to the University Libraries, advising collections specialists on acquisitions and, most recently, through the advocacy of Elizabeth Hutchison, supporting the acquisition of additional materials for the Margaret Randall manuscripts and photographic collection at the Center for Southwest Research. Dr Hutchison currently serves as the Director of the Feminist Research Institute and cultivates interdisciplinary relationships across campus, including with the history department. Judy Bieber maintains an active role in the Spanish & Portuguese Department, where she has taught courses, provided graduate advisement, served on search committees, and presented research talks.

Among our US/West faculty, Samuel Truett has assumed the directorship of the Center for the Southwest in Fall 2019 with an expanded border-crossing mission to develop research programs (focused on borderlands and environmental history) in U.S. West, Latin American, and global contexts. He has worked since 2010 to build cross-unit participation and funding at UNM as a member of NCAIS. Paul Hutton maintains high visibility with an active public speaking schedule, including televised appearances, geared towards both scholarly and academic audiences. Durwood Ball, as editor of the *New Mexico Historical Review*, connects our unit to his broad subscriber base.

***6D. Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.***

Faculty members commonly integrate their research into their teaching and thereby give students a taste of the excitement of research and an opportunity to develop research projects of their own. At all levels of the curriculum, students are introduced to primary sources and are taught to read closely, interpret, and contextualize them. Numerous upper-division and graduate-level courses relate to ongoing faculty research. Examples include Melissa Bokovoy's seminar on "Gender, War, and Memory"; Luis Campos's class on "Atomic America"; Sarah Davis-Secord's classes on "Medieval Travelers and Travel" and "Medieval Minorities"; Tiffany Florvil's classes on "Gender and Race after Hitler" and "1968 in Global Perspective"; Erika Monahan's seminar on "Eurasian Borderlands"; Michael Ryan's classes on "Magic, Science, and Faith in the Premodern World" and "Medieval and Modern Apocalypse"; Enrique Sanabria's class on "History of Sport"; and Charlie Steen's seminar on "Early Modern Cities." Fred Gibbs, a nationally recognized expert on digital humanities, teaches digital methodologies at the undergraduate and graduate levels. He includes a focus on GIS (Geographic Information



System), the rapidly developing mapping technology.

History faculty also encourage undergraduate research in our capstone courses and through participation in the History honors program. The capstone research seminar, History 492, typically is structured around areas of faculty research expertise. Examples include Margaret Connell-Szasz's "Celts and Native Americans," and Kimberly Gauderman's seminar on Spanish conquest. Historiography (History 491), while adopting a somewhat broad and canonical focus towards theoretical works, also invites students to hone their research skills through the preparation of research prospectuses and the preparation of original research papers. Four or five undergraduate honors theses are submitted annually, with Europeanists directing more than half of these works. History faculty also participate in UNM's Ronald E. McNair Scholars/Research Opportunity Program, overseeing summer research projects by undergraduates who are from first-generation, low-income, or under-represented minority backgrounds. The program prepares these students for entry into graduate school.

As a department we conform to the general pattern within the historical discipline of not co-publishing with our graduate students. However, faculty support graduate students in organizing panels for professional conferences. The Latin Americanist faculty, for example, has collaborated with our graduate students to chair and comment at panels from regional gatherings like RMCLAS (Rocky Mountain Conference on Latin American History) to international congresses like LASA (Latin American Studies Association).

The department sponsors a colloquium which provides graduate students the opportunity to present research in progress, as well as to review works in preparation shared by visiting scholars. We also offer workshops periodically about research-related topics such as the submission and publication of peer-reviewed articles. Individual faculty members organize thematic seminars, symposia and colloquia that incorporate graduate students and leading authorities of the discipline. These include the 2019 NCAIS Graduate Workshop in Research Methods, "Indigenous Borderlands," organized by Samuel Truett and Jennifer Denetdale (Professor of American Studies). Hosted at UNM, the meeting will draw graduate students from partner institutions working in both US and Latin American Indigenous History. In alternating years, Timothy Graham offers an intensive four-week summer seminar on medieval manuscript studies that has drawn graduate students from over thirty different institutions, including Berkeley, Yale, UCLA, the University of British Columbia, and Vrije Universiteit Amsterdam.

***6E. Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.***

## **US/West Section**

The US/West faculty maintain an active profile in the area of public history. Durwood Ball edits the *New Mexico Historical Review*, which also fulfills a professionalizing function for our graduate students. The review hires four to five graduate students that serve as assistant and managing editors. They are involved in every aspect of producing this award-winning academic journal, thus preparing them for jobs with academic journals or university presses. Faculty in this area also maintain very active public speaking agendas. Margaret Connell-Szasz's audiences extend from indigenous nations in the US to scholarly meetings in Europe and the UK. Paul Hutton is active in the curation of museum exhibits, in delivering public lectures, and

appearing in televised productions. Manuel Garcia y Griego is the Director of the UNM Land Grant Studies Program is also a member of the Board of Trustees of the Cañon de Carnué Land Grant. Jason Scott Smith served as a historical consultant to KQED (Northern California Public Television), funded by a NEH Planning Grant. This work led to the creation of “Let’s Get Lost: The New Deal Murals of San Francisco,” an interactive app available for mobile devices. He publishes op-eds in the *Washington Post*, with Bloomberg News, and in the *USA Today*. Shannon Withycombe is a regular contributor to the scholarly blog “Nursing Clio,” where she publishes on the history of reproductive health and medicine. Fred Gibbs serves on the faculty advisory committee for the National Park Service - National Trails Intermountain Region office. Taylor Spence has developed a course on the History of the University of New Mexico, for which he has organized 14 Public History Lectures for 2019.

US/West faculty also have assumed numerous professional leadership positions including: Margaret Connell-Szasz as President of the Western History Association; Manuel Garcia y Griego as director of UNM’s Southwest Hispanic Research Institute (SHRI); and Paul Hutton as editor of the *New Mexico Historical Review* and as associate editor of the *Western Historical Quarterly*, and executive director of the Western History Association and the Western Writers of America. Robert Jefferson served three years as the UNM Director of Africana Studies Program, extending Africana Studies’ relationship with the Cesar Chavez Committee, the Office of African American Affairs, the NAACP, two ministerial alliances, local think tanks, and the Sickle Cell Anemia Foundation. He has also served on several NEH Review Panels, completed a term on the Faculty Senate, and served on numerous search committees, Jefferson has also served as the department coordinator of the University of New Mexico-University of Michigan Humanities Emerging Research Scholars (MICHHERS) Program.

David Prior has directed two of H-Net’s (Humanities and Social Sciences on line) most active networks (H-Nationalism and H-Slavery), has served on several H-Net-wide committees, and has held multiple offices, including an elected two-year term as Vice President of Networks (2018-2019). Jason Scott Smith has served as associate chair and DGS for the department. Beyond UNM, he is a member of the Academic Advisory Board for the Living New Deal project, based at the University of California, Berkeley. Samuel Truett has been instrumental in developing UNM’s relationship with NCAIS and with connections to borderlands academic programs at NMSU, ASU, and U of Arizona. He will further strengthen UNM’s linkages with other institutions as Director of the Center for the Southwest, a position he assumed in Fall 2019. Shannon Withycombe serves on multiple prize committees including the Bennahum Fellowship prize committee at UNM, the Gilder Lehrman History Teacher of the Year Award prize committee in conjunction with Albuquerque Public Schools, and for national organizations. She is currently on the American Association for the History of Medicine Council. Taylor Spence as served on the Everett E. Edwards prize committee of the Agricultural History Society, which selects the best graduate student essay submitted to the journal. He currently serves on the editorial board of the *Agricultural History Journal*.

### **Latin American section**

Latin Americanists collectively have an exceptional record of service within UNM. Judy Bieber has served as Associate Chair, Graduate Director, and began a term as Department Chair in Fall 2019. She has also chaired the Tenure and Promotion committee for the College and has served on numerous search committees. Kimberly Gauderman served nine years as

Undergraduate Advisor for History, filled leadership positions on the Faculty Senate Policy Committee since 2012, has participated in the Lobo Reading Project Committee (Enrique's Journey 2016), and has offered professional development workshops at the UNM School of Law where she is a faculty affiliate. Of special mention is her dedicated service to the global Latin American community by serving as an expert witness in asylum cases involving gender, domestic, sexual, and gang violence. Her commitment to community-engaged research and social justice advocacy has been recognized with a Mellon/ACLS Scholars & Society Fellowship for the 2019-2020 year.

Elizabeth Hutchison has served as Director of Graduate Studies in History and since 2016 has directed the Feminist Research Institute. Her extensive university-level service at UNM includes serving on the Academic Freedom and Tenure Committee (2011-2015 and as Chair, 2013-2014); Co-Chair of the Presidential Task Force on Reporting Sexual Misconduct and Harassment and Supporting the UNM Community (2017); Chair of the Committee on Governance (2015-2018); and President of the Executive Committee, Faculty Concilium on Latin America and Iberia (2017-2019). As co-founder of Faculty for a Sexual Assault Free Community at UNM (Faculty SAFE UNM) since 2016, Hutchison has worked with campus partners to improve campus sexual violence policies, expand advocacy services, and advance research on campus climate and intervention. Luis Herrán, who joined our department in Fall 2018, participates in departmental committees and recently assumed the position of secretary of the Latin American Faculty Concilium. In addition to academic publications, he also writes features for the Mexican dailies *Reforma* and *El Norte*.

All faculty members review manuscripts for academic journals and university presses and serve on committees for professional organizations. Judy Bieber has long been an active member of the international Brazilian Studies Association, having served a term on its Executive Committee and acted as program chair for three BRASA conferences (2012, 2014, 2016).

## **European section**

Europeanist faculty have taken on significant service at every level. Caleb Richardson (2011-2015; 2017-2019) and Tiffany Florvil (2015-2016) coordinated the History Colloquium from 2011-2019. Richardson served as the department's Honors Advisor for six years, from 2013 to 2019 and is now serving as associate chair of the department. Richardson has also been the department's Phi Alpha Theta National Honor Society Faculty Advisor since 2013, recruiting around half a dozen students to Phi Alpha Theta each year. Sarah Davis-Secord serves as Faculty Director of the department's Career Diversity Project Team. Fred Gibbs has served since 2015 as the coordinator of the Spatial Humanities Group.

At the university level, section members have served and continue to serve on key committees. Timothy Graham served on the College of Arts and Sciences Senior Promotion Committee in 2012, chaired the committee the following year, then served on the Provost's Tenure and Promotion Committee for a three-year term, 2014–16. Graham also served on the Executive Research Advisory Committee—created to streamline the process of research administration at UNM—throughout the six years of the committee's existence (2007–13). In 2012, Melissa Bokovoy was one of four faculty who were selected campus-wide for UNM's inaugural Academic Leadership Academy; she put in terms of service in the Office of the President, the Office of the Provost, the Office of the Vice President for Research, and also interacted with executives of UNM's Health Sciences Center. Additionally, Bokovoy served a

three-year term (2011–14) as an advisor to the UNM Board of Regents' Academic/Student Affairs and Research Committee. Sarah Davis-Secord served on the Academic Freedom and Tenure Committee for 2017–19 and has been succeeded on that committee by Michael Ryan.

Within the local community, Charlie Steen, Timothy Graham, Caleb Richardson, and Erika Monahan have participated in Oasis Albuquerque, an organization that offers educational programs for senior citizens. In connection with the New Mexico Museum of Natural History and Science's exhibition "Da Vinci: The Genius," (2018), Luis Campos delivered a community lecture on "Leonardo's Many Lives" that drew an audience of around 300.

Europeanists have actively contributed service at national and international levels. In addition to spearheading department involvement in the AHA-Mellon Foundation initiative on Career Diversity, Melissa Bokovoy was elected to a three-year term as one of three councilors to the AHA's Research Division in 2017. Michael Ryan is a member of the AHA-affiliated Committee on Lesbian, Gay, Bisexual and Transgender History. Timothy Graham and Michael Ryan are active members of North America's leading professional organization for medievalists, the Medieval Academy of America, and its Committee on Centers and Regional Associations (CARA). Timothy Graham served a twelve-year term (2002–14) on CARA's Executive Committee, and for six of these years was the group's Visiting Scholars Coordinator. Subsequently, Michael Ryan served a three-year term (2015–17) as CARA's Director of Conference Programs, organizing panels for the annual meeting of the Medieval Academy as well as for the annual International Congress on Medieval Studies. This position is currently held by Sarah Davis-Secord. Davis-Secord is also a member of the Medieval Academy's Olivia Remie Constable Award Committee, which annually extends four research and travel awards to junior faculty, adjuncts, or unaffiliated scholars.

Luis Campos is Secretary of the History of Science Society and is also program co-chair for the 2021 meeting of the International Society for the History, Philosophy, and Social Studies of Biology. Timothy Graham is the current President of the International Society of Anglo-Saxonists, completing a two-year term (2018–19), and was the chief organizer of the Society's Nineteenth Biennial Meeting, held on the UNM campus in summer 2019. Enrique Sanabria was the local organizer for the 2013 Annual Meeting of the Association for Spanish and Portuguese Historical Studies. Caleb Richardson was Secretary-Treasurer of the American Conference on Irish Studies—West from 2013 to 2018 and was the lead organizer and host of the group's 2014 meeting, held in Santa Fe. Fred Gibbs has served the national and international digital humanities community in different capacities. From 2012 to 2017 he was general editor for *The Programming Historian*, which publishes peer-reviewed tutorials about digital tools and techniques to facilitate their research and teaching. Gibbs is currently an editor of the H-Nutrition network.

UNM's Europeanist faculty also contribute to regional studies. Both Melissa Bokovoy and Erika Monahan are active in the professional network for scholars of Slavic Studies. Bokovoy has served on the Board of the Association of Women in Slavic Studies and is currently the Association's President-Elect. Monahan is Reviews Editor for the journal *Canadian-American Slavic Studies*. Tiffany Florvil has organized two German Studies Association seminars (2014 and 2015). In 2017 she was the co-chair of GSA's Black Diaspora Studies Network. She is co-founder and editor of the H-Black-Europe and H-Emotions listservs.

## **Women, Gender, Sexuality section**

The service achievements of faculty members affiliated with the Women, Gender, and Sexuality section have already been detailed above within the geographically defined sections. As a group, they historically have maintained close connections with the Women's Studies Department and the Feminist Research Institute (FRI). Withycombe, Florvil, Bokovoy, Ryan, and Davis-Secord are affiliated faculty members of FRI and Women's Studies. Florvil is also affiliated with the Institute for the Study of 'Race' & Social Justice, which focuses on intersectional studies and training across multiple disciplines on the UNM campus. Withycombe has cultivated a relationship with UNM Medical School.

## Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

**7A. Choose 3 peer departments from the Peer Comparison Template to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison.**

The Department selected a total of seven History programs for comparison, all of which are housed at Carnegie designated R1 Very High Research Activity. The table below lists our “peer” History programs and is linked to their web pages.

**Table 7.1: Peer Institutions**

	Carnegie R1	Public	Hispanic-Serving	Minority Serving
UNM	Yes	Yes	Yes	Yes
<a href="#">University of Arizona</a>	Yes	Yes	Yes	No
<a href="#">University of Colorado-Boulder</a>	Yes	Yes	No	No
<a href="#">University of Iowa</a>	Yes	Yes	No	No
<a href="#">University of Nebraska-Lincoln</a>	Yes	Yes	No	No
<a href="#">University of Nevada-Las Vegas</a>	Yes	Yes	Yes	Yes
<a href="#">University of Texas-El Paso</a>	Yes	Yes	Yes	Yes
<a href="#">University of Utah</a>	Yes	Yes	No	No

Of the seven, University of Texas-El Paso and University of Nevada-Las Vegas are both minority and Hispanic serving institutions. University of Arizona just received its designation as a Hispanic-serving institution. The other four are public research Carnegie I institutions.

**Table 7.2: Peer Comparison Template (provided in APR Manual)**

	Total University Enrollment	Unit Undergrad Degrees/Certificates Offered	Unit Undergrad Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other( please specify): NRC Ranking/ US News
University of New Mexico (Data as of Spring 2018)	18,234	BA History Minor	151 majors 51 minors  Degrees: 71 BAs	MA BA/MA Shared Credit PhD	32-MA 37 PhD  Degrees: 11 MAs 4 PhDs	23 Full 1 Joint	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	49/69

<b>The University of Texas at El Paso (2016-2017)</b>	25,151	History Major (B.A.); History Minor; Certificate: Teacher Certification	289 Majors Degrees: 41 BAs	MA PhD	25 MA 22 PhD Students (35 Including Special Professional); Degrees:	19 Full	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	Unranked/91
<b>University of Nebraska-Lincoln (2017-2018)</b>	26,079	BA BS Minor	160 Majors Degrees: 36 BAs	MA PhD	12 MA 27 PhD  12 Graduate Degrees (MA and PhD)	18 Full 8 Joint	Public Research University; R1: Doctoral Universities – Very high research activity	83/69
<b>University of Nevada-Las Vegas (2018-2019)</b>	30,457	BA Minor	143 Majors Degrees: 27 BAs	MA PhD	15 MA 21 PhD  Degrees: 4 MAs 2 PhDs	27 Full 1 Joint	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	Unranked/ Unranked
<b>University of Utah (2017-2018)</b>	32,800	BA, History History Teaching BA History Minor	163 Majors Degrees: 36 BAs	MA MS PhD	18 MA 21 PhD  Degrees: 8 MAs 3 PhDs	25 Full	Public Research University; R1: Doctoral Universities – Very high research activity	105/98
<b>University of Iowa (2018-2019)</b>	33,334	BA History Minor	269 Majors Degrees: 48 BA	MA PhD	43 Graduate Students  Degrees: 5 MAs 5 PhDs	16 Full 11 Joint	Public Research University; R1: Doctoral Universities – Very high research activity	67/53
<b>University of Arizona (2018-2019)</b>	44,831	BA History Minor	245 Majors Degrees: 107 BAs	MA PhD	51 Graduate Students  Degrees: 10 MAs 14 PhDs	25 Full	Public Research University; Hispanic Serving Institution; R1: Doctoral Universities – Very high research activity	25/63
<b>University of Colorado-Boulder (2018-2019)</b>	33,246	BA History Minor	371 Majors Degrees: 140 BAs	MA MA Dual Degrees PhD	45 Graduate Students  Degrees: 4 MAs 3 PhDs	29 Full 4 Joint	Public Research University; Hispanic Serving Institution; R1: Doctoral Universities – Very high research activity	57/38

### Curricular Comparison: Undergraduate and Graduate Programs

**Undergraduate Curriculum.** Each of the peer programs requires that undergraduates complete a broad range of coursework to earn a B.A. in History. Each program requires a senior capstone seminar (**bold**). Five of the seven programs require an introduction to the study of history course (*italic*).

All programs have an honors thesis track and the University of Arizona is the only other peer program with a BA/MA Shared Credit Program, which is structured similarly to our own.

Nationally, the History degree continues to be a low-credit major with few or no pre-requisites or course restrictions. Three of the seven programs require 42 credit hours. The remaining programs, including UNM's require between 30 or 36 credit hours.

Two of the programs, UTEP and University of Utah having BA teaching tracks which lead to teacher certification and may account for the large number of majors.

**Table 7.3. Curricular comparison with peer programs: coursework required for history degrees**

Peer Institution	BA History Course Requirement	MA Graduate-Level Course Required	PhD Graduate Level Course Requirement	Language Requirement for MA and PhD
UNM	12 (36 credit hours) 4 (12 credits) lower division 8 (24 credits) upper division, including <b>1 (3 credits) capstone</b>	10 (30 credit hours) Up to 12 can be shared with BA if in BA/MA Shared Credit Program	16-18 (48 credit hours past BA, including dissertation hours)	1 language for MA 2 languages for PHD  Skill substitution allowed
University of Arizona	11 (33 credit hours spread over 4 fields of history)  <i>1 (3 credits) Intro to History (lower)</i>  6 (18 credits) upper division, including <b>1(3 credits) capstone</b>	11 (33 credit hours) Up to 12 can be shared with BA if in BA/MA Shared Credit Program	12 (36 credit hours of course work) 18 units of dissertation	1 language for MA 2 languages for PhD (only 1 for US PhDs)
University of Colorado-Boulder	14 (42 credit hours) 4 (12 hours) lower division survey  8 (24 hours) upper division, <b>including 1 (3 credits) capstone</b>  2 (6 credits) Pre-1800	10 (30 credit hours) Dual Degree can share 3 graduate courses with other degree	12-18 (45 credit hours past BA, including dissertation hours)	MA Language requirement dependent on advisory committee  1 language for PhD
University of Iowa	12(36 credit hours)  8 (24 credits) upper division including: <i>1 (3 credits) Intro to History</i> <b>1 (3 credits) capstone</b>  2 (6 credit hours) electives	10 (30 credit hours)	12-18 (72 credit hours past BA, including dissertation hours)	MA and PhD Language/Skill requirement dependent on advisory committee
University of Nebraska-Lincoln	12 (36 credit hours-18 at upper division)  <i>1 (3 credits) Intro to History (lower)</i> <b>1 (3 credits) capstone</b>  6 (18 credits) lower/upper division classes spread over 3 regional fields 2 (6 credits) in pre-1800 2 (6 credits) electives	12 (36 credit hours)	12-18 (90 credit hours past BA, including dissertation hours)	1 language for MA 2 languages for PhD (only 1 for US PhDs)



University of Nevada-Las Vegas	14 (42 credit hours) 4 (12 credits) lower division courses (survey) <i>1 (3 credits) Intro to History (lower)</i> <b>1 (3 credits) capstone</b> 8 (24 credits) upper division	12 (35 credit hours; and 41 for thesis track, including thesis hours)	12-18 (69 credit hours past BA, including dissertation hours)	MA Language requirement dependent on field  1 language for PhD; second language dependent on field
University of Texas-El Paso	10 (30 credit hours) 2 (6 credits) semester lower division World History survey <b>1 (3 credits) Capstone Seminar (upper)</b> 7 (21 credits) upper division—student choice	10 (30 credit hours)	12-18 (63 credit hours past BA, including dissertation hours)	Spanish for MA Spanish for PhD
University of Utah	14 (42 credit hours) 3 (9 credit) lower division survey 2 (6 credits) lower division US survey <i>1 (3 credits) Intro to History (upper)</i> <b>1 (3 credits) Capstone seminar (upper)</b> 7 (21 credits) course (upper)	10 (30 credit hours)	There is no stipulated number of credit hours by department. Instead students create individualized programs in consultation with Supervisory Committee members	1 language MA 1 language PhD; second language dependent on need.

The number of undergraduate degrees awarded by UNM’s History program in 2017-2018 is at the national average (see Criterion 4). Only UC-Boulder awarded more BA degrees per capita than UNM.

**Table 7.4. BAs Awarded (Institution by Enrollment)**

Institution (By Enrollment)	BAs Awarded	BAs per capita
Univ. Ariz (44,831)	107	.0024
Univ. Iowa (33,334)	48	.0014
UC-Boulder (33,246)	140	.0042
Univ. Utah (32,800)	36	.0011
UNLV (30,457)	27	.0009
UN-Lincoln (26,079)	36	.0014
UTEP (25,151)	41	.0016
UNM (18,234)	71	.0039

## Curricular Comparison: Graduate Programs

Like the UNM History department, the seven peer programs that offer the terminal M.A. in History offer a thesis and non-thesis option. The non-thesis option requires the students to specialize in a major field (regional), take a comprehensive exam in that field, and then to choose a minor field or a professional certificate program or a teaching credential. UNM's program now allows for the second field to be completed outside of the history department in order to accommodate diverse graduate student career and professional goals. The thesis option for all of the programs requires a comprehensive examination in a major field and submission of the thesis. Three of the seven programs require reading proficiency in a foreign language for the MA degree, which can be met by coursework or by a translation exam. UTEP, whose graduate program focuses on the US-Mexico border, requires Spanish. Three of the programs require a language only if recommended by the student's committee.

Like us, peer programs that offer PhD in History require their doctoral students focus on a regional field with a chronological specialization and a second field, defined either thematically or regionally. The UTEP program is highly specialized and offers a PhD in Borderlands history, based on either Latin American or US History. UNLV does not offer thematic fields. Five programs require a written comprehensive exam. UTEP and University of Nebraska at Lincoln require a graduate dossier and oral exam, as we do. None of the programs are considering a alternative research and writing requirement to replace the dissertation.

All but one program (University of Utah) recommend six semesters of course work prior to taking comprehensive exams. The recommended course load is 9 credit hours per semester (3 courses), corresponding to 18 courses beyond the BA. University of Utah's graduate school and History department do not have specific credit hour requirements. All seven programs require competence in at least one foreign language, with Spanish being mandatory at UTEP. Arizona, UNLV, Nebraska, and Utah require a second language only if necessary to the field of study. Iowa's language requirement is based on committee recommendation. UNM requires 2 foreign languages for all PhD students, except those in the US field, who must complete one.

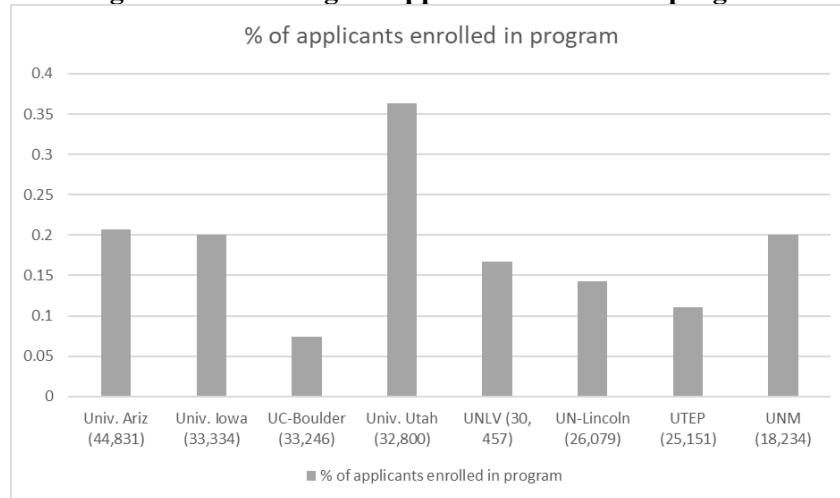
**Admissions, Enrollment, Career Outcomes Comparisons:** Based on admission and enrollment data for Fall 2019, UNM ranks third in the number of PhD students in course and are tied for third for admissions yield, at 20% enrollment rate (the average yield for this sample is 18%) However, total enrollment at Iowa and Arizona outnumbers UNM by a factor of 1.8 and 2.46 respectively. ([American Historical Association Directory Online, Institution Details](#))

**Table 5. Admission Data**

Institution (By Enrollment)	Applications (For Fall 2019)	New PhD Students	% of applicants enrolled in program	Currently Enrolled
Univ. Arizona (44,831)	29	6	0.21	40
Univ. Iowa (33,334)	40	8	0.2	43
UC-Boulder (33,246)	54	4	0.07	32
Univ. Utah (32,800)	11	4	0.36	29
UNLV (30, 457)	6	1	0.16	20

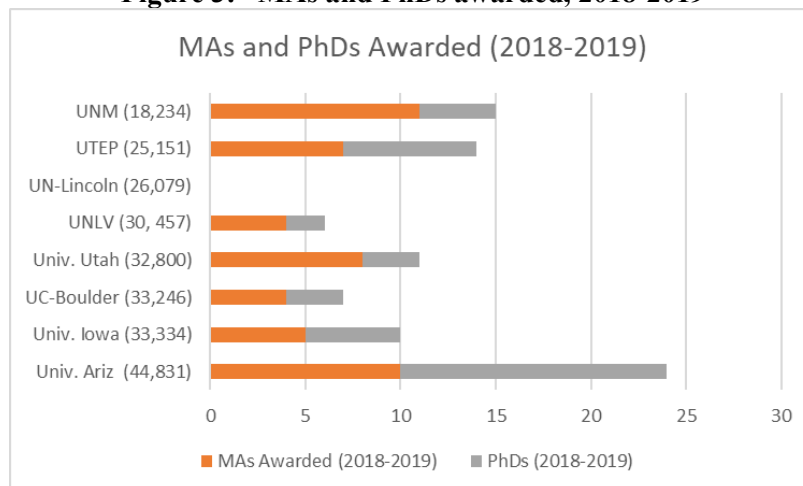
UN-Lincoln (26,079)	14	2	0.14	29
UTEP (25,151)	9	1	0.11	31
UNM (18,234)	25	5	0.2	38

**Figure 2: Percentage of applicants enrolled in program**



The most recent graduation data also reveals that UNM-History graduates more MAs and PhDs than these peer programs except for University of Arizona, which as a total student population that exceeds UNM’s by a factor of 2.46. Per capita, we exceed Arizona’s number of graduates.

**Figure 3: MAs and PhDs awarded, 2018-2019**



Based on 2018-2019 data, UNM-History also outperforms its peers in the total number of undergraduate degrees awarded in relation to total student population, with the exception of the University of Colorado.

**Table 6. MAs and PhDs Awarded, 2018-2019**

Institution (By Enrollment)	BAs Awarded (2018-2019)	MAs Awarded (2018-2019)	PhDs (2018-2019)	Grad Degrees (2018-2019)
Univ. Ariz (44,831)	107	10	14	24

Univ. Iowa (33,334)	48	5	5	10
UC-Boulder (33,246)	140	4	3	7
Univ. Utah (32,800)	36	8	3	11
UNLV (30, 457)	27	4	2	6
UN-Lincoln (26,079)	36			12
UTEP (25,151)	41	7	7	7
UNM (18,234)	71	11	4	15

UNM History career outcomes for its PhDs are comparable to these peers. According to the data collected for the American Historical Association’s project “[Where Historians Work: An Interactive Database of PhD Career Outcomes](#),” UNM places PhDs into tenure-track jobs at the peer average and nearly doubles the peer average for government sector employment.

**Table 7. PhD Career Outcomes, 2004-2014**

Institution (By Enrollment)	2 Year Non - TT	2 year TT	4 Year Non-TT	4 Year TT	Higher Ed Admin/Staff	Gov't	Non-Profit Sector	Private Sector	Not Found	Post-Doc
Univ. Ariz (44,831)	0.02	0.02	0.11	0.69	0.02	0	0.03	0.03	0.08	
Univ. Iowa (33,334)	0.03		0.18	0.58	0.03	0.05	0.03	0.03	0.03	
UC-Boulder (33,246)	0.03		0.21	0.32	0.06	0.06	0.09	0.09	0.15	
Univ. Utah (32,800)	0.04		0.17	0.46	0.04	0.04	0.08	0.08	0.08	
UNLV (30, 457)	0.06	0.06	0.17	0.22	0.06	0.06	0	0.11	0.06	
UN-Lincoln (26,079)	0.06	0.09	0.06	0.44	0.09	0.09	0.03	0.12	0.03	
UTEP (25,151)			0.2	0.4	0.07		0.07	0.07	0.2	
Average	0.03	0.06	0.16	0.44	0.05	0.06	0.05	0.07	0.09	
UNM (18,234)	0.04	0.06	0.09	0.47	0.02	0.11	0.04	0.06	0.09	0.02

### Comparison of Faculty: NRC Rankings

The 2010 National Research Council rankings of graduate history programs ([available here](#)) are based primarily on data from a 2005-06 survey of faculty from 61 fields of study in 5,000 doctoral programs at 222 institutions, and a questionnaire given to advanced doctoral students. The NRC used these data to construct 20 measures that were divided into three categories: faculty research activity, student support and outcomes, and diversity of the academic environment. The five ratings summarizing those categories were:

- Research: Based on faculty publications, citation rates, grants and awards, and the degree of interdisciplinarity
- S-Rank: Based on characteristics that faculty deemed to be important
- R-Rank: Based on the relationship between faculty ratings of representative institutions and the 20 program measures
- Students: Based on completion rates, financial aid, and other criteria

- Diversity: Based on gender balance, ethnic diversity, and proportion of international students

**National Research Council** rankings range from 1-222 for each category, with 1 being the highest rating. The NRC provides the range of highs and lows for each category ranked in the survey as illustrated in the table below. Our department rated well on objective measures, including “S” rankings ranging from 49 to 86 (high and low, respectively, reflecting our actual performance on measures identified by surveyed faculty as identifying successful departments); “Research” rankings range from 36 to 75; and diversity rankings from 9 to 33. The student rankings of 116 to 131 are derived from students' completion rates, financial aid, availability and salary of assistantships, and other criteria. Our completion rates are comparable to other History Departments for Research-I institutions, but our PhD funding was then limited to a 3-year maximum. We scored less favorably on the more subjective reputational “R” scores, 70 to 102.

**Table 7.8: NRC Rankings**

Institution, program	S-Rank High	S-Rank Low	Research High	Research Low	Students High	Students Low	Diversity High	Diversity Low	R-Rank High	R-Rank Low
Univ. Ariz (44,831)	25	45	42	74	14	50	7	27	21	44
Univ. Iowa (33,334)	67	99	79	114	45	95	9	39	30	65
UC-Boulder (33,246)	57	95	26	54	124	135	50	105	51	92
Univ. Utah (32,800)	105	132	65	108	104	134	104	124	101	129
UNLV (30, 457)										
UN-Lincoln (26,079)	83	114	61	105	63	102	49	102	98	125
UTEP (25,151)										
Average	67.4	97	54.6	91	70	103.2	43.8	79.4	60.2	91
UNM (18,234)	49	86	36	75	116	131	9	33	70	102

**Peer Research Comparison:** Two of our highest rankings, the “S” ranking and the research ranking, are based faculty publications, citation rates, grants and awards, and the degree of inter-disciplinarily. With the exception of Arizona, our S-Rank is more favorable than that of our peers.

**Peer Student Comparison:** Our department scored highly for Diversity, based on gender balance, ethnic diversity, and proportion of international students. Criterion 4 highlighted the department’s strength in this area. The low student ranking which is based on completion rates, financial aid, and other criteria may reflect inadequate graduate funding at that time. The department has since addressed this issue by increasing the amount of the stipends and the number of multi-year funding packages.

**Final Note on NRC:** New NRC rankings will be coming out next year and the department will carefully review and compare the 2010 rankings with that of the 2020 rankings. While the *US News and World Report Rankings* are problematic, our department is among the country’s 100

best programs and is ranked no. 69.

**Peer Salary Comparison.** It is difficult to collect data on each peer institutions’ salaries. Below is salary data from three peer institutions which are most similar to UNM History in terms of faculty research, graduate programs, and ranking.

**Table 7.9 Peer Salary Comparison**

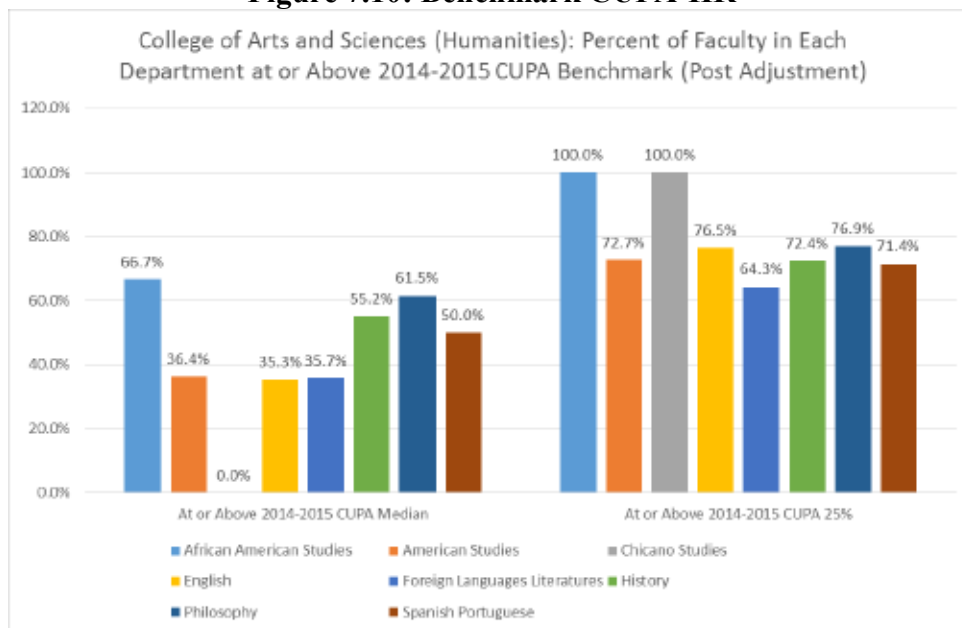
	University of Arizona	UC-Boulder	UN-Lincoln	Average	UNM
Professor	112844	122955	112473	116090	93639
Associate Professor	81962	84049	80136	82049	73895
Assistant Professor	70037	76087	63458	69860	62066

The collected salary and productivity data reveal the following:

- Per capita, we produce the most undergraduate and graduate history degree holders.
- Compared to our closest peers, average salaries by rank are lower at UNM
- Our faculty productivity and NRC rankings are on par with these close peers, whose faculty are better compensated.

**2016 UNM Salary Study as Way of National Comparison.** A 2016 salary study conducted by the Office of Academic Affairs used College and University Professional Association for Human Resources (CUPA-HR) CUPA-HR data from the mid-2010s to determine which departments were above, at, or below the national 25<sup>th</sup> percentile for faculty salaries. Below are findings for Humanities departments in the College of Arts and Sciences.

**Figure 7.10: Benchmark CUPA-HR**



In FY2015, 55.2% of History faculty received salaries that reached the CUPA median and 72.4% of the faculty were at or above the 25% percentile. Our five assistant professors in FY 2016 were paid at or above the CUPA median of just under \$60,000. Six of 13 associate professors

were below the CUPA median of 69,542. Not one of the six full professors reached the median of 89,633.

Rank	Salary FY16
Assistant	62000
Assistant	59225
Assistant	59081.25
Assistant	59081.25
Assistant	59081.25
CUPA-HR FY16	59977

Rank	Salary FY16
Full	87586
Full	86606
Full	84651
Full	82524
Full	75437
Full	75349
Full	68000
CUPA-HR FY16	89,416

Rank	Salary FY16
Associate	81600
Associate	75640
Associate	75487
Associate	72958
Associate	70998
Associate	70685
Associate	69555
Associate	69042
Associate	64617
Associate	63556
Associate	60855
Associate	60433
Associate	59185
CUPA-HR FY 16	69,542

In FY2016, only half of the department reached the CUPA median. Of those below the 25% percentile in the Associate ranks, three are female and three are male. Of the five above the 25%, three are male (two Hispanic), one is female. All of the full professors were below the 25% percentile. Between FY2016 and FY2020, the average UNM faculty raise has been 1%, as compared to the national average of 2.2%. Salaries of the associate professor cohort have been affected by compaction, counter-offers, and hiring circumstances which resulted in gender inequities. Of the three females in the cohort, all are paid less than their comparable male counterpart in terms of time since degree and scholarly accomplishments, such as the awarding of discipline-wide book prizes. Salary compaction is real, pervasive, and demoralizing.

**UNM History Department  
2019 Academic Program Review Self-Study  
4 of 7 Peer Comparisons**

<b>University of Texas at El Paso</b>
<b>Total University Enrollment:</b> 25, 151 (Fall, 2018)
<b>History Department Undergraduate Degrees/Certificates Offered:</b> History Major (B.A.); History Minor; Certificate: Teacher Certification
<b>History Department Undergraduate Student Enrollment:</b> 289 (2017); Undergraduate degrees conferred: 41 (2016-2017) No information on Minors
<b>History Department Graduate Degrees/Certificates Offered:</b> PhD, MA
<b>History Department Graduate Student Enrollment:</b> 25 MA Students; 35 PhD Students (Including Special Professional); 22 PhD students according to History website Degrees: MA's, 7; PhD's, 7 (2016-2017)
<b>History Department Faculty:</b> 18 Full Time Professors; 10 Part Time Professors
<b>General Description:</b> The Department of History at UTEP offers a PhD in Border History, M.A.s in History and Border History, and a B.A. in History. The History Department also oversees coursework and provides advising for the History and Social Studies Teacher Education Program, which trains secondary school teachers. Assistantships and Fellowships are available for up to five years and are offered to all students accepted into the graduate program.
<b>Degrees Offered:</b> PhD, MA, BA
<b>Website:</b> <a href="mailto:history@utep.edu">history@utep.edu</a>
<b>BA/BS Field Areas:</b> U.S. History, Latin American History, European History, and the Borderlands
<b>BA/BS Requirements:</b> History 1301/1002 (US History); History 2301/2302 (World History); History 4325 (Junior-Senior Special Topics Seminar) and 21 hours of advanced (3300-4300 level) history courses, which must include courses from at least three of four fields; no more than 12 hours may be taken in any one field.
<b>MA/MS Field Areas:</b> Standard Concentration (from a variety of historical areas); Borderlands Concentration; Certificate in Teaching History
<b>MA/MS Requirements:</b> Thesis option (30 hours) or a Revised Paper option (36 hours); Certificate in Teaching History option requires 18 credit hours of graduate work in History and a master's degree in another discipline, or an MA in History.
<b>PhD Field Areas:</b> All students will have a main field in Borderlands history and must also choose two additional fields: one in either Latin American or U.S. History, and one on a facet of Transnational/World History of their own choosing.
<b>PhD Requirements:</b> Approximately 4 semesters for those entering with an M.A. in History; 6 semesters for those entering with a B.A. in History. At least 63 hours of course work are required beyond the B.A. All students will also produce a Graduate Portfolio and pass Oral Exams, in addition to the Research and Writing of the Dissertation.



<b>University of Nebraska-Lincoln</b>
<b>Total University Enrollment:</b> 26,079 (Fall, 2017)
<b>History Department Undergraduate Degrees/Certificates Offered:</b> BA; BS; Minor (32 Credit hours for Major, 18 for Minor)
<b>History Department Undergraduate Student Enrollment:</b> 160 Undergraduates; 36 Bachelor's Degrees Conferred (2017-2018)
<b>History Department Graduate Degrees/Certificates Offered:</b> PhD, MA (36 Credit hours for MA, 90 for PhD)
<b>History Department Graduate Student Enrollment:</b> 27 PhD Students; 12 MA Students; 12 Graduate Degrees Conferred (2017-2018)
<b>History Department Faculty:</b> 27 Full Time Professors
<b>General Description:</b> The Department offers Bachelor's, Master's, and PhD degrees in History, as well as a joint J.D.-M.A. degree in coordination with the Nebraska College of Law. The Department is especially strong in Great Plains Studies, as well as Digital History. Graduate students may apply for departmental Graduate Teaching Assistantships, as well as Research Assistantships and Departmental Fellowships. History graduate students are also eligible to apply for University wide Fellowships.
1.
<b>Degrees Offered:</b> PhD, MA, BA, Minor
<b>Website:</b> <a href="https://history.unl.edu">https://history.unl.edu</a>
<b>BA Field Areas:</b> U.S. History, Latin American History, European History, African History, Asian History, And Canadian History
<b>BA Requirements:</b> A minimum of 32 credit hours in history comprised of a diverse mix of options from American/Canadian, Latin American, European, Asian or African history courses. It is also possible as a Dual Matriculation student to earn a B.A. from the College of Arts and Sciences (majoring in History) while becoming certified to teach secondary education.
<b>MA Field Areas:</b> Primary (& Secondary) Fields: American, European, and World. Focus Fields: North American West, 19 <sup>th</sup> Century U.S., 20 <sup>th</sup> Century International, Germany & Central Europe, Early Modern/Atlantic World, Race-Ethnicity-Identity (Students choose one specialization in each field).
<b>MA Requirements:</b> Degree requires 36 credit hours, including 12 within a primary field (American, European, World), 3 in a secondary field, a language exam, submission of a master's portfolio, and an Oral Exam. The Department also offers a dual M.A./J.D. Joint Degree, in which 12 credits may include College of Law courses.
<b>PhD Field Areas:</b> Primary (& Secondary) Fields: American, European, and World. Focus Fields: North American West, 19 <sup>th</sup> Century U.S., 20 <sup>th</sup> Century International, Germany & Central Europe, Early Modern/Atlantic World, Race-Ethnicity-Identity (Students choose one specialization in each field).
<b>PhD Requirements:</b> 90 total credit hours, satisfaction of Primary, Secondary, and Focus Field requirements, language requirement, Oral Examination, and acceptance of Dissertation.

<b>University of Nevada-Las Vegas</b>
<b>Total University Enrollment:</b> 30,457 (Fall, 2018)
<b>History Department Undergraduate Degrees/Certificates Offered:</b> BA, History Minor
<b>History Department Undergraduate Student Enrollment:</b> 164 Undergraduates (Fall, 2018)
<b>History Department Graduate Degrees/Certificates Offered:</b> PhD, MA
<b>History Department Graduate Student Enrollment:</b> 15 MA; 21 PhD Students (Fall, 2018)
<b>History Department Faculty:</b> 32 Full Time Professors
<b>General Description:</b> The Department offers major fields in U.S., Latin American, and World History, and specializes in Western and Cultural History. Graduate students in the program are eligible to apply for Graduate Assistantships and for part-time teaching opportunities.

<b>Degrees Offered:</b> PhD, MA, BA, Minor
<b>Website:</b> <a href="http://www.unlv.edu/history">www.unlv.edu/history</a>
<b>BA Field Areas:</b> U.S. History, Latin American History, and World History
<b>BA Requirements:</b> 36 Credit hours in the History major, including History 251 and 451 Research Requirement sequence
<b>MA Field Areas:</b> United States History, European History, Modern Asian History, Latin American History (Minor) Public History (Minor)
<b>MA Requirements:</b> Minimum 35 Credit hours in History for the Non-Thesis Track, 41 for the Thesis Track; a minimum 16 Credit hours must be completed above the 700 level; MA students must pass a written exam, and satisfy a foreign language requirement
<b>PhD Field Areas:</b> North American West, North American Culture and Society, European Culture and Society
<b>PhD Requirements:</b> Minimum 69 Credit hours, including 9 Credit hours in Historiography, a Research Seminar, and 12 Credit hours in a Minor field; PhD Students must pass comprehensive exams, write and defend a Dissertation

<b>University of Utah</b>
<b>Total University Enrollment:</b> 32, 800 (Fall, 2017)
<b>History Department Undergraduate Degrees/Certificates Offered:</b> BA, History Teaching BA; History Minor, History Teaching Minor
<b>History Department Undergraduate Student Enrollment:</b> 163 Undergraduates (Spring 2019); 36 BA's Conferred (2017-2018)
<b>History Department Graduate Degrees/Certificates Offered:</b> PhD, MA, MS
<b>History Department Graduate Student Enrollment:</b> 18 MA Students, 21 PhD Students (Spring 2019); 8 MA's, 3 PhD's Conferred (2017-2018)
<b>History Department Faculty:</b> 25 Full Time Professors
<b>General Description:</b> The Department is especially strong in History of the American West, and is committed to Interdisciplinary Studies, maintaining close relations with The American West Center, Gender Studies Program, the Middle East Center, the Center for Latin American Studies, and the Environmental Humanities Program, among others. Graduate students may apply for endowed fellowships, endowed scholarships, and teaching assistantships on a yearly basis. College and University-wide fellowships are also available to History graduate student applicants.
<b>Degrees Offered:</b> PhD, MA, BA, Minor
<b>Website:</b> <a href="https://history.utah.edu">https://history.utah.edu</a>
<b>BA Field Areas:</b> American West History, Atlantic History, Colonialism and Imperialism, Medieval History, Gender and Sexuality, History of Religion, Environmental History, others
<b>BA Requirements:</b> 36 Credit hours in History, including History 1700 (American Civilization), History 3100 (The Historian's Craft), and History 4990 (Senior Seminar)
<b>MA Field Areas:</b> Major fields: Medieval European, Modern European, Middle Eastern, and U.S. History; Minor fields: Asian History, Colonialism and Imperialism, Comparative Gender and Sexuality, European History, Latin American History, U.S. History, World History
<b>MA Requirements:</b> Minimum 30 Credit hours in History, completion of a language requirement, submit a Portfolio, a Thesis, and complete a comprehensive examination
<b>PhD Field Areas:</b> Major fields: Medieval European, Modern European, Middle Eastern, and U.S. History; Minor fields: Asian History, Colonialism and Imperialism, Comparative Gender and Sexuality, European History, Latin American History, U.S. History, World History
<b>PhD Requirements:</b> There is no stipulated number of Credit hours required for the PhD, instead students create individualized programs in consultation with Supervisory Committee members, designed to help them pass the qualifying examinations; students pass a language requirement, comprehensive examinations, and submit and defend a dissertation

## Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

**8A. Provide an analysis of the unit's budget, including support received from the institution and external funding sources. Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.**

**Department Budget.** The department has received \$34,476 in Instructional and General funding (I&G) from the College for its Operating Budget for the last six years. I&G funds finance the purchase of office supplies, computer upgrades for faculty, and general expenses related to the department's pedagogical, research, and service mission. I&G funds from the college have dropped substantially since the 2008 recession, when our operating budget was 53,000. In FY 2015, the College began to allocate \$500 per faculty member for professional travel, which originally had been funded out of the I&G allocation. For FY2020, the College has increased the professional travel budget to \$1000 per faculty member. This allocation will take considerable pressure off the operating budget as approximately \$10,000 was used to fund faculty conference travel and expenses related to job searches.

In order to update and modernize equipment and furniture, the department has utilized a non-recurring spending account for capital improvements for the last five years. This fund originated with earnings from online courses, which were offered by the department through 2015. In that year, the funding model changed, with the College appropriating all future on-line teaching revenues. The department had earned approximately \$120,000 from its on-line course enrollments; 50,000 was placed in a separate fund to modernize our physical plant, including upgraded ergonomic furniture and computers, WiFi, and AV improvements in departmental offices and classrooms. This fund will run out this year, requiring such upgrades to be paid out of our operating budget moving forward, save for computers, which will now be covered by the College of Arts and Sciences on a five-year replacement schedule.

Our online teaching revenues also provided \$60,000 of bridge funding to hire an Asian historian. That faculty member left after one year, as did the \$60,000. The Dean compensated by committing \$10,000 annually to fund faculty research and innovative pedagogy from FY2018 to FY2022. Moving forward, we will lack extra revenues to compensate for further cutbacks in I&G allocations, and it is likely that we will face a mid-year rescission as well. ***The depletion of these funds has posed and will continue to pose challenges to departments like History which has depended upon residuals to meet their basic needs.***

The department also draws from funds managed by the UNM foundation. Of these, the most substantial is the Chair's fund, which currently amounts to approximately \$25,000, and attracts about \$2,500 in contributions per year. Annually, the department spends approximately \$2,000-4,000 from this fund to cover graduate student travel, guest lecturers, overseas travel, film purchases, purchase of books for tenure review, indexing costs for manuscripts, and other one-time extraordinary requests. The department has several other specialized UNM Foundation spending accounts which support faculty and student achievement and research. These are not yet endowed, and each provides \$500 to \$750 per year.

The Dorothy Woodward endowment, managed by the Sandia foundation, yields

approximately \$17,000 per year to fund a \$15,000 dissertation fellowship for research and writing on the Southwest. The remaining funds are used to fund graduate student and faculty travel for research or conference participation pertaining to the Southwest.

**Table 8.1: Operating and Travel Budget Allocation from College, 2015-2020**

Funding	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Operating	35,230	34,608	34,476	34,476	34,476	34,476
Travel	11,500	11,500	11,500	12,000	12,000	24,000
Operating and Travel	46,730	46,108	45,976	46,476	46,476	58,476

**Other Non-recurring Funds.** The following table shows the other sources of money available to the department from UNM or the UNM Foundation.

**Table 8.2: Non-reoccurring and Foundation Funding, 2015-2020**

Funding Source	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Chair's Fund (UNM Foundation)	2,500	2,500	2,500	2,500	2,500	2,500
Woodward Fund (after dissertation award)	2,000	2,000	2,000	2,000	2,000	2,000
Extended University (non-recurring)	68,500	4,860.66	0	0	0	0
Plant Fund (EU monies, non-recurring)	50,000	11,135.58	7,135.58	5,135.58	3,500	2,000.00
Course Buyouts from College and Provost (non-recurring)	8,000	4,000	8,000			
Dean's Money from EU (FY2017 to FY22)		-60,000 (Faculty Salary)		10,000	10,000	10,000
Supplemental Funds (non-recurring)	131,000	24,496.24	19,635	19,635	18,000	16,500

The department's annual expenses are approximately 70,000 to 75,000 per year, of which about 30,000 is travel and research related. Non-recurring funds have funded approximately one-third of our expenses. ***Revenues from on-line teaching will be depleted in FY2022; we will then be unable to adequately fund the department's operations based on our current I&G allocation.***

**External Funding.** The Department of History and individual faculty members have been successful in securing outside funding for research, fellowships, disciplinary initiatives, federal contracts and pedagogical training. These awards were summarized in Criterion 6, tables 6.1 and 6.2 and amount to \$368,352 awarded to the department, and \$293,909 in individual faculty grants, awards, and fellowships. Fellowship awards are absorbed by the College's I&G budget and the department sees no direct return for the salary savings it provides to the College.

### Department Faculty, Student, and Staff Funding

**Table 8.3: Department Salaries by Type**

Funding	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Percent Change
Salary (Faculty and Staff)	2,161,004	2,086,682	2,056,727	2,043,659	1,775,537	1,771,311	-18%
GA/TA/RA Salaries	428,507	430,581	430,581	418,850	423,039	423,039	-1.50%
Staff Salaries	98,860	99,805	112,371	105,914	87,498	88,719	-21%
DA	61,817	61,817	61,817	61,817	62,435	63,684	3%
Student Worker Salary	12,806	12,806	5,827	5,827	5,667	5,667	-55%
Total Department Salaries	2,762,994	2,617,068	2,599,679	2,636,067	2,354,176	2,352,420	-15%

**Graduate Student Funding.** The department receives an I&G allocation of \$423,039 for graduate student assistantships, which are used to support instruction of undergraduate-level classes, programs, and editorial assistantships for the *New Mexico Historical Review*. This allocation covers the stipends for each assistantship and the graduate school funds health insurance and tuition waivers. This allocation has declined 2% from FY2017.

By combining .25FTE and .5FTE positions, the department is able to support between 20-25 graduate students per year, approximately 5-7 graders per semester, and 2-3 graduate graders during summers. Rates of pay are as follows:

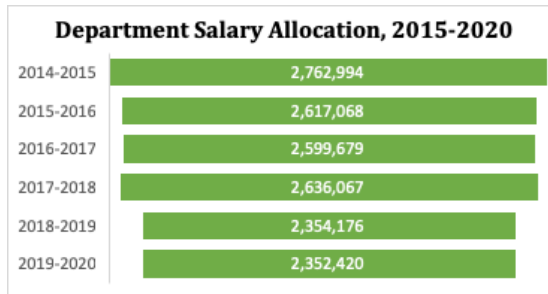
**Table 8.4: Graduate Student Minimum rates**

Graduate Assistant			
Pre-MA Level			
Appt %	5 Months	Appt %	10 Months
50	\$6,518.05	50	\$14,036.10
25	\$3,259.02	25	\$7,018.05
Post-MA Level and pursuing Doctoral Degree			
Appt %	5 Months	Appt %	10 Months
50	\$7,170.21	50	\$16,340.42
25	\$3,585.11	25	\$8,170.21

The associate editorial assistantship for the NMHR is defined as .75FTE with a stipend of \$21,510.66

**Faculty Positions.** The graph below demonstrates an 18% (\$389,693) drop in faculty salary allocations since FY 2015, due to the loss of 5 FTE faculty positions due to retirements and resignations. The dean has funded a postdoctoral fellow in Early America (currently in his fourth year) and a lecturer in Ancient History, who left for another position

**Figure 8.5: Department Salary Allocation, 2015-2020**



**Staffing and Salaries.** The budget for the department administrative staff has declined by 21%. This decline reflects the loss of a .75FTE administrative assistant in FY2018 and loss of the .75FTE administrator for the *New Mexico Historical Review*. The loss would have been greater had it not been for in-rank adjustments and a recent 3% raise for FY2020. The loss of 1.5 FTE has overburdened our remaining administrative support staff.

**8B. Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.**

**Analysis of the Sufficiency and Effectiveness of Staff.** The Department of History staff provide support to department faculty, students, collaborators, and community members. The current three member staff is not sufficient for departmental and ancillary operations, especially the *New Mexico Historical Review*. At present, we have one administrative assistant (II), Ms. Barbara Wafer; one administrative assistant (III), graduate secretary, Ms. Dana Ellison; and a department administrator, Ms. Yolanda Martinez. Ms. Cindy Tyson, administrator for the *New Mexico Historical Review*, retired in 2018. Ms. Tyson managed the operations of the *NMHR*, including the subscription data base, daily business operations, copyright requests, and article purchases. The *NMHR* work is now divided among the History Department’s staff. We have asked to hire a permanent administrative assistant (II) to assume the extra duties currently divided among our remaining staff and a temporary administrative assistant (II), Ms. Amanda Heuser.

Each staff member provides very specific services to the department, enumerated in the following list:

**Department Staff**

Department Administrator A3, Grade 14 (1.0 FTE): Ms. Yolanda Martinez.

- Oversees and administers programs, strategies, and initiatives designed to develop, enhance, and support the mission of the large, complex, and diverse History Department, as measured by annual revenue and number of faculty and staff.
- Oversees all internal and external business activities, accounting and finance, and human resources;
- Manages and coordinates facility and resource management, information services, and general department administration;
- Participates with the Chair and senior departmental faculty in strategic and operational

decision making as a member of the department's leadership team.

- Oversees all departmental accounts (tracks expenses and balances, etc.)
- Processes all contracts (for faculty, teaching assistants, and part-time instructors)
- Oversees travel funds (including flight purchases and reimbursements for faculty, visiting speakers, and on-campus job candidates)
- Oversees the administrative aspects of faculty and staff hiring (coordinates job postings and advertising, and serves as the Search Coordinator for faculty and staff hires)

#### Administrative Assistant II: Ms. Barbara Wafer

- Coordinates and performs a range of staff and/or operational support activities for 24 faculty members, 76 graduate students and 200+ undergraduate students.
  - answers telephones, assists visitors, does overrides and resolves administrative problems and inquiries, makes administrative judgments based on existing operating guidelines to resolve day to day operating issues.
  - Serves as primary point of contact upon entering department
- Serves as a liaison with other departments and units in resolution of day-to-day issues
- Assists Associate Chair with schedule build for History Department each semester and works with other departments coordinating course cross-listed courses.
- Responsible for any updates, cancellations, class caps and classroom requests/changes through the Scheduling Department.
- Manages the communications/reporting for 40 + offices with operating units including movers, lock shop, IT, maintenance, custodial, surplus property and inventory control.
- Schedules and coordinates meetings, events, interviews, and appointments for supervisors, which may include coordinating travel and lodging arrangements.
- Assists Career Diversity for Historians faculty group with coordinating workshops, conference travel, and associated publicity.
- Establishes, maintains, and updates files, 20+ databases, and records
- Develops, maintains, processes, and analyzes data for recurring internal reports.
- Compiles data relating to SLOs and creates reports for the department.
- Assists Department and Associate Chairs with statistical reports regarding course assignments and evaluation for graduate students and faculty
- Maintains a list of all dissertation/thesis topics for history graduate students, a newsletter mailing list, a list of donors, all department listservs and calculates student credit hours for graduate/undergraduate students.
- Performs miscellaneous job-related duties as assigned.
- Continues collaboration and ongoing training with A&S senior web designer, Erik Richert, to maintain almost daily updates to Department webpage.
- Uses Adobe InDesign to create brochures, History Department Newsletter and other History Department promotional materials.

#### Graduate Secretary (Admin. Level III) Ms. Dana Ellison

- Updates and maintains the unit's files, inventories, and records; implements and maintains data management systems, as required.
- Create fillable forms and Spreadsheets for Department, Faculty and Graduate Students.

- Assists core faculty committees to create and manage statistical reports.
- Trained in Advanced Excel and Cascade.
- Acts as staff supervisor when Department Administrator is absent
- Assists in maintaining updates to department webpage
- Schedules appointments and maintains calendars; schedules, coordinates and facilitates meetings, facilities usage, events, and/or travel arrangements.
- Works under direction of the Graduate Director to coordinate student internships and assist professionalization committee with coordinating workshops, conference travel, and panelists/guest speakers.
- Assists in administrative problem solving, program/project planning, development, and execution of stated goals and objectives.
- Maintains agreements and final reporting of Graduate Internships with agencies outside of UNM. This will also include processing internship payments to students.
- Trained in AppReview, OnBase and MyReports.
- Prepares and bundles Graduate online application files for review by the Department Graduate Entrance Committee.
- Assists the Graduate Director with admission reports, exam reports to Graduate Studies, final graduation reports and statistical reports to the American Historical Association.
- Provides administrative and logistical assistance with faculty and/or staff searches.
- Trained in Talent Management to act in the capacity of originator.
- Coordinates between Search Committee Members and Job Applicants to include reports, evaluations and final statistics of faculty searches as required by UNM Jobs.

In FY2016, staff positions were reclassified to reflect the work they were doing. To fund their pay increases, the student staff budget reduced by half to 10-15 hours per week. The student assists in the day-to-day work of the department.

***8C. If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.***

At present, we do not have a formally defined advisory board or executive committee. The planning committee increasingly acts as an advisory body to the chair and it would be beneficial to clarify what its role should be and to formalize it through policy. The current chair has discussed the possibility of forming an executive committee and will research how other departments and units structure them.



## Criterion 9. Facilities

The unit's facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

**9A. Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.**

*Explain if the unit has any spaces that are not documented in UNM's space management system. None*

*Explain the unit's unmet facility needs. None*

*If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

The History Department occupies the first and second floors of the middle section of Mesa Vista Hall, a four-story 100,050 square-foot building that was built in 1950 as a dormitory. It is located on the eastern side of campus, directly east of the Student Union Building. Its common room contributes to our vitality as a community by providing space for faculty meetings, guest lectures, colloquia, student gatherings, receptions, and meeting space for other units on campus, reservable through our office staff. It can accommodate up to 75 people and includes a kitchen.

The Department's assigned facilities consist of the following areas, all of which are documented in UNM's space management system.

**Administrative Offices.** The main office is located on the first floor of the History Department's part of Mesa Vista Hall. The office consists of a mailroom with a copier, an open concept administrative office with four work areas, a work room, two storage areas, the chair's office, and women's bathroom. The common room, formerly a dining room and kitchen, is adjacent to the main office.

**Faculty and Graduate Students Office Space.** History supplies office space to its full- and part-time faculty, post-doctoral fellows, teaching assistants, and graduate assistants. Emeriti faculty that teach in retirement are assigned smaller faculty offices. There are 30 faculty offices, 7 graduate student offices, and an office for Biliniski dissertation fellows. The Center for the Southwest occupies two adjoining offices. Since the last APR, we have installed new flooring, new office furniture for the staff, new furniture for faculty when requested, and repainted. The faculty offices range from 175 square feet to 284 square feet. 3-4 graduate students are placed an office, approximately 45-60 square feet per student.

**Classroom Space.** The Department controls scheduling for three seminar rooms (18-20 students each). Each space, plus the Common Room, which also is used for review sessions, film screenings, and other class activities is equipped with AV/digital equipment. The alcove off the common room houses the Department's PhD dissertations that have completed and defended since 1948.

**New Mexico Historical Review Offices.** The Department of History houses the *New Mexico*

*Historical Review* in the northwest corner of its space on the first floor of Mesa Vista Hall. It consists of a small conference room, a reception/administrative office space, and a 600 square foot workspace. In 2018, the office space was renovated, and ergonomic workstations installed.

**Table 9.1: Department rooms, square footage, and occupancy**

Room Number	Designated Use	Square Footage	Current Occupant
MVH 1002	Faculty Office	157	Larry Durwood Ball
MVH 1003	Graduate Student Office	305	New Mexico Historical Review
MVH 1005	Conference Room	32	NMHR/History Department
MVH 1006	Conference Room	305	NMHR/History Department
MVH 1006A	Office SRVC-Kitchenette	91	History Department
MVH 1007	Conference Room	745	History Department
MVH 1008	Conference Room	248	History Department
MVH 1013	Office Staff	131	History Department
MVH 1013A	Graduate Student Office	164	History Department
MVH 1013B	Office SRVC Restroom	34	History Department
MVH 1031C	SRVC Storage	16	History Department
MVH 1031D	SRVC Storage	20	History Department
MVH 1073	Faculty Office	181	Barbara Reyes
MVH 1073A	SRVC Storage	9	Barbara Reyes
MVH 1075	Faculty Office	173	Larry Garcia Y Griego
MVH 1075 A	SRVC Storage	10	Larry Garcia Y Griego
MVH 1076	Faculty Office	174	Linda Hall
MVH 1076 A	SRVC Storage	9	Linda Hall
MVH 1077	Faculty Office	170	Fred Gibbs
MVH 1077A	SRVC Storage	10	Fred Gibbs
MVH 1078	Faculty Office	179	David Prior
MVH 1078 A	SRVC Office	10	David Prior
MVH 1079	Faculty Office	166	Robert Jefferson
MVH 1079 A	SRVC Office	9	Robert Jefferson
MVH 1079 B	Office Service	12	Robert Jefferson
MVH 1080	Faculty Office	284	Paul Hutton
MVH 1093	SRVC Work Room	168	History Department
MVH 1094	Office Administrative	655	History Department Staff
MVH 1095	Office Reception	190	History Department Staff
MVH 1095A	SRVC Work Room	113	History Department
MVH 1097	SRVC Storage	68	History Department
MVH 1098	Faculty Office	233	Judy Bieber
MVH 1098 A	SRVC Storage	10	Judy Bieber
MVH 1099	SRVC Storage	188	History Department
MVH 1100	Graduate Student Office	166	3 Graduate Students
MVH 1100A	SRVC Storage	12	HD Graduate Students
MVH 1101	Classroom-Seminar	283	History Department
MVH 1109	Faculty Office	174	Caleb Richardson
MVH 1109A	SRVC Storage	10	Caleb Richardson
MVH 1111	Faculty Office	182	Taylor Spence
MVH 2046	Classroom Seminar	314	Department History
MVH 2046 A	SRVC Storage	46	History Department
MVH 2049	Graduate Student Office	170	4 Graduate Students
MVH 2049A	SRVC Storage	9	History Department
MVH 2056	Faculty Office	115	History Department
MVH 2056A	SRVC Storage	10	History Department
MVH 2058	Faculty Office	175	Michael Ryan
MVH 2058A	SRVC Storage	10	Michael Ryan
MVH 2059A	SRVC Storage	9	Sam Truett
MVH 2060	Faculty Office	174	Charlie Steen
MVH 2060A	SRVC Storage	9	Charlie Steen
MVH 2061	Office Admin.	173	Center for the Southwest

MVH 2061A	SRVC Storage	10	Center for the Southwest
MVH 2062	Faculty Office	170	Shannon Withycombe
MVH 2062A	SRVC Storage	10	Shannon Withycombe
MVH 2063	Faculty Office	121	Virginia Scharff
MVH 2063A	SRVC Storage	9	Virginia Scharff
MVH 2068	Classroom-Seminar	372	History Department
MVH 2069	Classroom SRVC Storage	15	History Department
MVH 2076	Graduate Student Office	140	Graduate Students
MVH 2076A	SRVC Storage	9	Graduate Students
MVH 2077	Faculty Office	174	Erika Monahan
MVH 2077A	SRVC Storage	9	Erika Monahan
MVH 2078	Graduate Student Office	173	Graduate Students
MVH 2078 A	SRVC Storage	9	Graduate Students
MVH 2079	Faculty Office	175	Kimberly Gauderman
MVH 2079A	SRVC Storage	9	Kimberly Gauderman
MVH 2080	Faculty Office	175	Tiffany Florvil
MVH 2080A	SRVC Storage	9	Tiffany Florvil
MVH 2081	Faculty Office	175	Melissa Bokovoy
MVH 2081A	SRVC Storage	9	Melissa Bokovoy
MVH 2082	Faculty Office	175	Enrique Sanabria
MVH 2082 A	SRVC Storage	9	Enrique Sanabria
MVH 2083	Faculty Office	175	Elizabeth Hutchison
MVH 2083A	SRVC Storage	9	Elizabeth Hutchison
MVH 2084	Graduate Student Office	170	Graduate Students
MVH 2084A	SRVC Storage	10	Graduate Students
MVH 2085	Graduate Student Office	121	Graduate Students
MVH 2085A	SRVC Storage	9	Graduate Students
MVH 2092	Faculty Office	178	Sarah Davis-Secord
MVH 2092A	SRVC Storage	9	Sarah Davis-Secord
MVH 2094	Faculty Office	175	Luis Campos
MVH 2094A	SRVC Storage	9	Luis Campos
MVH 2095	Faculty Office	175	Visiting Professor
MVH 2095A	SRVC Storage	9	Visiting Professor
MVH 2096	Faculty Office	175	Luis Herran Avila
MVH 2096A	SRVC Storage	9	Luis Herran Avila
MVH 2097	Graduate Student Office	175	Graduate Students
MVH 2097A	SRVC Storage	9	Graduate Students
MVH 2098	Faculty Office	175	Jason Scott Smith
MVH 2098A	SRVC Storage	9	Jason Scott Smith
MVH 2099	Graduate Student Office	175	Graduate Students
MVH 2099A	SRVC Storage	10	Graduate Students
MVH 2100	Faculty Office	175	Margaret Connell-Szasz
MVH 2100A	SRVC Storage	9	Margaret Connell-Szasz
MVH 2101	Graduate Student Office	125	Graduate Students
MVH 2101A	SRVC Storage	40	Graduate Students
MVH 2101B	SRVC Storage	18	Graduate Students

***9B. Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives. Explain the potential funding strategies and timelines for these facility goals.***

The Department received in the mid-2000s a \$75,000 grant from the New Mexico State Legislature for renovations, repairs, and equipment replacement. With those funds, the Department purchased new furniture for the common room, put AV/digital equipment in the

common room and one of the seminar rooms, created module workspaces for the office staff, and purchased new tables and chairs for the seminar rooms. In the mid-2010s, new flooring was installed throughout the public areas of the Department, and all faculty offices were painted.

### **Facility Needs**

- Shelving and window blinds are the next capital improvement in addition to providing ergonomic furniture and workstations for the faculty.
- The module workspaces for the department staff need to be upgraded. Currently they have added standing desk modules. This is a temporary solution as the modules and workspaces were not designed ergonomically for them.
- New furniture in the History Common. Due to heavy use of the common room, furniture needs cleaning, repair, or replacement.

***9D. Discuss the unit's facility goals and priorities for the future and the timelines associated with them. Include a description of short-term goals (1 – 3 years) (e.g. renovation requests) and long-term goals (4 – 10 years) (e.g. new facilities) and how they align with UNM's strategic planning initiatives.***

***- Explain the funding strategies associated with any of the unit's facility goals.***

### ***Short-Term Goals (Renovation requests in the next 1-3 years)***

The Department's highest priority is to get the carpets replaced in the faculty and graduate student offices. Sixteen such offices that need new carpeting. Estimating replacement costs at \$600 and \$800 per office, this update would cost between \$9,600 and \$12,800.

Minor capital requests are submitted during the spring semester of each year, and funding decisions are made by the Provost's Office. The Department will continue to submit a minor capital request to address the flooring in our offices. We may coordinate with the Department of Linguistics, which shares the fifth floor of Humanities with Philosophy. The carpeting in their hallways and offices is in need of replacement as well, and there may be some overall savings if the Physical Plant Department replaced the worn carpeting for all three units at one time.

### ***Long term goals (4-10 years)***

As we are developing a digital humanities certificate program, we aspire to obtain and equip a digital lab to house it.

While probably beyond the scope of our department, our building's bathrooms have perennial plumbing problems and accessibility for the physically disabled could be more functional.

## **Conclusion. Strategic Planning**

*Conclusion. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree/certificate program(s) in relation to peer institutions*

### **Undergraduate Programs**

Our department has always prized exceptional undergraduate teaching skills, as evidenced by tenure-stream faculty teaching gateway undergraduate surveys and by the many faculty members that have received teaching awards. That pedagogical excellence, however, has been insufficient to stem the tide of falling enrollments which afflicts history programs nationwide. While we outperform peer institutions in our production of history graduates per capita, we need to do better. The HED mandated redefinition and renumbering of our surveys, and the introduction of new undergraduate degree requirements that marginalize history, present additional challenges. We have tried to be proactive by introducing a BA/MA shared credit, five-year program to encourage our best undergraduates to complete the MA in our department. We are currently discussing the addition of a flexible lower-division History topics course to better recruit students. Given the increasing availability of on-line courses offered at other NM campuses, we will continue to discuss the role that on-line classes should have in our course delivery.

As a department, we have experienced a tension between the need to staff our undergraduate program with faculty that cover critical areas (Asia, Sub-Saharan Africa, Islam, Ancient History, colonial North America) and the imperative to maintain areas of strength within our graduate program (US West/Latin America/Medieval Europe). We are currently down four faculty members from our peak and making decisions about future hires has been complicated by choosing between these disparate needs within a climate of fiscal scarcity.

### **Graduate Programs**

Enrollment in our graduate programs also has declined over the last five years, although the size of our program continues to outpace peer institutions. As a department, we recently voted to add more generous five-year funding packages to top PhD students in order to improve recruitment outcomes. We also plan to implement more concerted outreach to colleagues and programs at colleges that might serve as feeders for our graduate degree programs. Our department's record of having diverse graduate cohorts is an asset moving forward. We must partner with UNM Graduate Studies to coordinate our efforts with theirs. Additionally, we will continue to use our commitment to career diversity, professionalization, and public history as recruitment tools.

We have recently implemented positive changes to our graduate programs, including the addition of a streamlined BA/MA program and changes to the degree requirements for the MA to incorporate various certification programs to enhance student skill sets as they seek employment post-graduation. This year, we will begin the process of revising our PhD program, which was last restructured in 2007 when the department participated in the Carnegie Initiative on the Doctorate. Our current structure was motivated by the belief that students should acquire both breadth and depth in their studies and that our assessment process should mirror professional skills that are required to succeed in the academic job market. For example, comprehensive

exams include a written dossier, an oral exam that might replicate the kinds of questions a student might face from a search committee, and a public presentation akin to a research talk or a sample class lecture. While many of these elements have functioned successfully, some students and faculty remain critical of a lengthy oral exam format (with no confirming written exam). The thematic fields, introduced to promote breadth, do not conform to current faculty strengths and their effectiveness remains unclear, both intellectually and pragmatically. Some faculty have questioned our current foreign language requirement.

Our reform process moving forward will be guided by new forms of data collection. We have recently devised exit surveys that will enable us to measure the pedagogical success of our graduate programs in real time. We plan to implement similar instruments to evaluate our recruitment processes for the M.A. and PhD. We also will discuss the possibility of issuing alumni surveys every five years to provide more consistent data about program satisfaction and professional outcomes.

## **Faculty**

As a community, we get along well and build consensus in a civil and constructive manner. We have robust faculty governance policies in many but not all areas. The department chair currently is in the process of uploading our existing policies and faculty meeting minutes to a Sharepoint folder for ease of access. In so doing, it has become evident that we have some very dated policies that require updating. For example, our bylaws do not conform to our current practice and are of some antiquity, as we have paper copies in ditto and mimeographed form. Revision of bylaws is on our priority list, as are policy documents that define the responsibilities of our principal standing committees. In particular, the planning committee increasingly acts as an advisory body to the chair and it would be beneficial to clarify what its role should be and to formalize it through policy. We also need to have an open departmental discussion about the definition of our sections, their function, and possible reconfiguration.

Our committee structure also requires rethinking as many are electoral bodies with equal representation across ranks. As we currently have a large associate professor cohort, and much smaller full and assistant professor contingents, we need to devise a means to apportion membership of said committees more equitably. Women faculty members are currently in the minority and we will continue to observe best hiring practices to ensure diversity of all kinds within our department.

We recently revised our milestone review procedures to provide clear guidelines and deadlines for candidates coming up for tenure and/or promotion. Our next step is to revise our content guidelines to better conform to the range of forms of scholarly productivity that define our discipline currently. The current chair plans to implement new forms of support to facilitate the timely promotion of our associate professors.

Salary compaction and inequities due to budget constraints are one of our most significant challenges to faculty morale and retention. In order to be competitive in the job market, we have offered to some beginning assistant professors salaries that exceed compensation paid to our associate professors. As of FY2021, nine of our associate professors (assuming Florvil and Prior

will be promoted to associate) are likely to be paid less than our incoming assistant professor. It would cost the college \$25,000 to get all faculty above \$70,000 to remedy this inequity. The dean of Arts and Sciences was made aware of this need in May 2019.

At present, the department and college have attempted to accommodate faculty by topping off fellowships, allowing flexible course scheduling per our teaching workload policy, and granting leave for visiting professorships and residential fellowships.

### **Other Staffing and Resource Priorities**

As demonstrated in Criteria 8, our permanent staff has been reduced by 1.5 FTE and the department staff must be relieved of the additional work that they have assumed as a result of these staffing shortages.

Fellowship awards earned by our faculty are not considered as research funding and savings return to the College's Instructional and General (I&G) budget. Within the last five years, History has brought in close to \$300,000 in salary for the College and we would like to strategize about how to effect a better return for the department. We also need to devise strategies to fund equipment purchases and research support as the various irregular, nonrecurring, ad hoc funds described in Criteria 8 and 9 are running out.

## **Appendix 1: Career Diversity Executive Summaries, FY2015-2019**

### **2018-2019: End-of-Year Report:** 2018-2019 Annual Report on the AHA-Mellon Career Diversity Initiative

#### **EXECUTIVE SUMMARY:**

Over the course of 2018-2019 the University of New Mexico continued its efforts with the Career Diversity Initiative. We worked on several specific projects designed to further implement some lasting changes in the program, especially those that we could integrate without external funding. As in years past, we continued to develop and host workshops for our graduate students. We also sponsored events and projects for our Alumni chapter-in-the-making. We conducted assessments and collected data regarding our students as well as our alumni. Throughout the year, we also advertised the Career Diversity Handbook, providing it to interested faculty and staff through physical and digital versions. Perhaps most prominently, we also partnered with Iowa State University on a Collaboration Grant, in order to learn how best to teach our model to other departments, and to provide support for graduate students at that institution as well. It is our hope that these efforts leave lasting impacts and set up our future goals.

#### **ACTIVITIES**

We hosted several workshops each semester, as we have done for the past few years; this year we focused on topics not already covered in years past, but which were in high demand according to our student survey, such as Online Teaching, CV writing, and GIS Mapping. Attendance at our workshops continued to be slight for the most part. However, our jointly sponsored workshops saw more success, such as one co-sponsored by the Graduate Resource Center. We are still in the process of determining a concrete model of workshop attendance for our graduate students, and especially our Graduate Assistants. Ultimately, we would like to see a host of collaborative workshops attended by our students on a rotating schedule. Early efforts on this front indicated to us the importance of utilizing other university resources, including the workshops available through Human Resources, the Center for Teaching Excellence, the University Libraries, and other places here at UNM.

Workshops:

- *Public History and Youtube*, Joseph Hall-Patton, Ph.D. Student. October 25, 2018.
- *Resumes, CVs, and Cover Letters*, Jairo Marshall, Ph.D. Candidate, Mellon Graduate Student Navigator. November 10, 2018.
- *Introduction to GIS and Spatial Mapping*, Karl Benedict, UNM Libraries. November 29 2018.
- *Time Management Strategies*, Stephanie Sanchez, Graduate Resource Center and Jairo Marshall. February 26, 2019.
- *Effective Online Teaching*, Brandon Morgan, Division Head for Humanities and Social Sciences, Central New Mexico, from CNM hosted a workshop on March 25, 2019.

#### **ALUMNI CONNECTIONS**

Our efforts to further develop alumni ties also moved forward this academic year. In conjunction with the Alumni Association, we helped put together a dinner and meeting at the AHA Annual Meeting in Chicago, although there were some challenges in organizing the events. Coming out of that meeting, the alumni wanted to conduct a survey to determine the efficacy of proposed outreach among our broader alumni community—we received dozens of replies from alumni of both the undergraduate and graduate program, and this data should prove useful for planning future alumni events and student/alumni engagement. Alumni, as we learned, want to be included in the life of the department, and we can use their careers to demonstrate the utility of professionalization to our current students.

#### **CROSS-MELLON COLLABORATION**



The collaboration with Iowa State was the highlight of our year. Building rapport with their project leads was an excellent exercise in adapting and applying the lessons we learned. In all our interactions, they were attentive and responsive to our suggestions, and brought their unique perspective and situation to the partnership. Over a busy three-day period, our representatives met with their faculty to discuss the initiative and what it meant for their department, organized a job market workshop for their graduate students, attended their own alumni panel, and worked together with ISU to develop a practical plan for implementing Career Diversity into their program. We are looking forward to their visit to UNM in the upcoming year, and we hope that other programs can collaborate as part of the Career Diversity Initiative.

- *Preparing Yourself for the Job Market*. Emily Swafford (AHA), Enrique Sanabria (UNM), and Jairo Marshall (UNM). At Iowa State. April 9, 2019.

**CHALLENGES** One practical issue we faced was communication between the assistant, alumni partners, faculty, and students. In some instances, our programming and other efforts were delayed due to slow communication between the various stakeholders. This is likely a challenge faced by other institutions as well, as projects like Career Diversity are just one of many things competing for attention and time. Other institutions would do well to keep their CD committee (and any subcommittees) meeting regularly.

**SUMMARY** In summary, we still believe that our recommendations from last year remain valid, especially for programs on a shorter time frame for implementation. As we noted then, there are several takeaways that we have found to be true—schools need to collect data and responses from their graduate student body, they must be willing to draw on resources such as alumni and university organizations, and they must create a purposeful path forward, transparent for both faculty and students. Career Diversity will always compete with the time of students and faculty, so we must always focus on providing utility, efficiency, and opportunity in the projects we develop. We are beginning to see the fruits of our labors, as recent graduates have found early success in their careers inside and outside the academy.

### **2017-2018 End-of-the-Year Report**

#### **EXECUTIVE SUMMARY:**

The highlight of the academic year was the Alumni-in-Residence program and publication of the [\*Career Diversity for Historians: A Career Diversity Resource Guide for History Ph.D. Programs\*](#) which was prepared by the Career Diversity Committee, Department of History, The University of New Mexico. During the 2017-2018 academic year, the UNM AHA-Mellon Career Diversity Advisory Board reached out across the university, the local community, the state, and wider professional communities to build upon our existing means of preparing doctoral students for a broad range of career opportunities. In collaboration with the faculty, students, staff, and alumni of the UNM History Department, we continued our professionalization workshops and internship program. We created professional development opportunities for students and faculty to participate in Career Diversity-related events at UNM, at the AHA, and other professional societies.

#### **ACTIVITIES**

During the 2017-2018 year, the AHA-Career Diversity workshop committee developed a yearlong calendar of workshops and events designed primarily for our MA and PhD students with faculty participating as hosts, guest speakers, and/or commentators. The following events were held in the main common area of the department. Each event lasted anywhere from 30 minutes to 1.5 hours. Student attendance ranged from 4 to 12 students with 2-8 faculty members.<sup>1</sup> The following workshops were held:

- Aleja Allen hosted a workshop, *Tips for Getting GPSA Grants*, September 13, 2017.
- Megan Kate Nelson hosted a workshop, *Making Your Degree Work for You*, October 27, 2017.

<sup>1</sup> We are looking towards implementing this same requirement on all of our workshops with the addendum that all students who hold an assistantship must attend a set number (TBD) of workshops each year.

- Sean Guillory hosted a presentation, *Taking the PhD Beyond Academia*, November 2, 2017.
- Henry Fountain hosted a presentation, *Reading Your Audience: Writing for the Public*, November 7, 2017.
- Enrique Sanabria hosted a workshop, *Imagining Your PhD*, February 22, 2018.
- Nikolaus Overtoom hosted a workshop, *Preparing for the Job Market*, March 28, 2018.
- Evelyn Schlatter hosted a Media Literacy workshop and a Graduate Research Skills workshop, April 17 and 18, 2018.

#### Alumni-in-Residence: Pilot

In April 2018, Dr. Evelyn Schlatter of the Southern Poverty Law Center spent a week on campus to lead workshops for students and faculty about how the skills acquired while writing her Ph.D. dissertation have helped her excel in her non-academic career, and how we might best train our students for similar outcomes. She held regular office hours during that week and hosted a media literacy workshop. This pilot project served a role model of career diversity to our students while also contributing to the community and intellectual life of our department.

We have learned, both from our own experience and from discussions at the AHA Fall 2017 and Winter 2018 Faculty Institutes, that contact, coordination, and collaboration with alumni working in non-academic professions is the single most important tool at promoting career diversity among students and faculty, many of whom fulfill diverse professional roles and should be encouraged to think about how they might better communicate these options to our early professionals. Alumni retreats and residential programs contribute to that goal.

#### Implementing Program Change

Based on surveys and workshops conducted in 2017, we are planning curricular and program changes into our Ph.D. program to enable every student to focus on the five key skills of career diversity and to participate in at least one internship. Our efforts have included professionalizing and standardizing the assistantship process training and planning workshops aimed at both faculty and Early Career Professionals. These workshops, held throughout the year, and at new student orientation, will brought together outside speakers to address the skills and practice of career diversity, showing students how to prepare themselves simultaneously for teaching positions and careers outside of the professoriate.

We have learned in previous phases of this initiative that we also must educate faculty advisors about how to mentor students on career diversity, due to their limited experience outside academia. The 2018 Annual Meeting of AHA's panel "Collaboration for Career Diversity: Locating Expertise at the Institution and National Levels," and other discussions at the Fall Faculty Institute, led us to focus on both faculty and student outreach in our workshop series. For instance, we plan to educate both emerging professionals and advisors about ImaginePhD as a tool for diversification of skills and outcomes. Our Career fellow will organize this professional development workshop series.

#### Professionalization and Collaboration

In addition, we continue to re-think our graduate assistantships to accommodate both academic and professional work. We plan to implement a five-year pathway that will introduce students to teaching, programming, editing, writing for a broad audience, and collaborative work. We will use our existing teaching assistantships as well as collaborate with administrative, editorial and program offices throughout the university. We will use existing university resources for professional training, such as the Center for Teaching Excellence, The Office for Employee and Organizational Development (EOD), the *New Mexico Historical Review*, the UNM Foundation, the Global Education Office, and University Marketing and Communication. Any additional costs for collaborative training might be subsidized through Career Diversity grants. Finally, we will continue to work with our existing network of

institutions with whom we have partnered during the pilot programs to place these highly educated, early career professionals within their organizations.

### **2016-2017 End-of-the-Year Report**

#### **EXECUTIVE SUMMARY:**

During the 2016-2017 academic year, the UNM AHA-Mellon Career Diversity Advisory Board reached out across the university, the local community, the state, and wider professional communities to build upon our existing means of preparing doctoral students for a broad range of career opportunities. In collaboration with the faculty, students, staff, and alumni of the UNM History Department, we continued our professionalization workshops and internship program. We created professional development opportunities for students and faculty to participate in Career Diversity-related events at UNM, at the AHA, and other professional societies.

Over the course of the third year, the leadership team and advisory committee focused on cultivating the department's relationship with its alumni. In February 2017, the department hosted a two-day alumni working retreat. More than 50 PhD alumni spanning four decades attended the event. The planning committee worked with a core group of alumni to develop a series of small group discussion questions focused on career expectations vs. outcomes, learned skills, student and alumni funding, curriculum, mentorship programs, and community outreach. Each small group was facilitated by two alumni representatives with two faculty members and a graduate student there to answer questions and provide additional information to the other alumni. At the conclusion of the retreat, the alumni organized an alumni steering committee to help guide career diversity at UNM. The committee's objectives include expanding alumni mentorship, growing the doctoral internship program, establishing an alumni-in-residence program, and increasing donor relations with the UNM Foundation to help support graduate student research and funding. This summer the current project coordinator is working with the IT department at UNM to build a website portal for Alumni Career Contacts. This website will be the new face for UNM Career Diversity including a portal for alumni and students to access academic and non-academic career resources.

This past year the Project Coordinator and Advisory Committee:

- Organized a two-day alumni retreat
- Facilitated an alumni career outcomes survey
- Presented at the AHA on graduate student internships and integrative skills-based courses
- Conducted a series of workshops and professionalization lectures.
- Sent students and faculty to the AHA annual meeting and other Career Diversity sponsored conferences

At the end of year three, we hired an advanced doctoral candidate to fill the position of "Project Coordinator" and awarded a stipend to a tenured-faculty member to assume the role of "Faculty Director" for 2017-2018. Both the professor and student will continue to develop co-curricular events and workshops that focus on student-learning and student-development in and beyond the classroom.

#### **ACTIVITIES**

During the 2016-2017 year, the AHA-Career Diversity workshop committee developed a yearlong calendar of workshops and events designed primarily for our MA and PhD students with faculty participating as hosts, guest speakers, and/or commentators. The following events were held in the main

common area of the department. Each event lasted anywhere from 30 minutes to 1.5 hours. Student attendance ranged from 4 to 12 students with 2-8 faculty members.<sup>2</sup> The following workshops were held:

#### EVENTS:

##### ***New Mexico Historical Review 90<sup>th</sup> Anniversary Celebration (Sept. 10, 2017)***

Career Diversity sponsored a panel discussion at the New Mexico Historical Review's 90<sup>th</sup> Anniversary forum. The panel included former NMHR managing editors who worked at the review during their graduate career at UNM. The panel discussed the skills they developed while working at the NMHR and how those skills transferred into their current careers.

##### ***Work-Life Balance (Sept. 21, 2017)***

A selection of UNM History faculty and graduate students led an afternoon lunch discussion concerning work-life balance in the Academy and in Higher Education. They offered advice and shared their own experiences with balancing work and life.

##### ***Internship Presentation (Oct. 27, 2016)***

Michelle Martin, UNM History PhD student, presented "The Corseted Ambassador: A Historian's Adventures in a Western Art Museum" and discussed her internship experience at Scottsdale's Museum of the West.

##### ***NEH Next Generation Humanities PhD Seminar: Academics & Activism (Oct. 28, 2016)***

Members of the UNM History Career Diversity leadership team helped design and lead the NEH Next Generation Humanities PhD Seminar "Academics and Activism." History PhD Alumni and current history graduate students partnered with their counterparts in English, Linguistics, and American Studies to talk about how activism informs scholarship and career choices. The department also led the post-seminar focus group on rethinking Humanities training for the 21<sup>st</sup> century.

##### ***History Alumni Retreat (Feb. 23-26, 2017)***

The Career Diversity leadership team and the History Department hosted our inaugural "History Graduate Alumni Retreat." We brought together more than 50 graduate alumni from a broad range of cohorts and whose careers span professions inside and beyond the academy. The purpose of the retreat was to develop a lasting partnership among alumni, students, and faculty of the UNM History Department. Participants charted new paths for graduate career development, outlined innovative funding opportunities, and envisioned new ways to recruit and support graduate student career development and education. A UNM History Alumni "Career Contacts" network and career resource page(s) are in early stages of development. The retreat was co-sponsored by the UNM Alumni Foundation.

##### ***"Going Alt-Ac: How Grad School Prepares You for Job 'On the Outside'" (Mar. 30, 2017)***

Dr. Mylynka Cardona of the Texas General Land Office discussed with students and faculty how history graduate education prepared her to serve as the map curator for the Texas General Land Office. Cardona holds a PhD in Transatlantic History from the University of Texas at Arlington with a background in historical cartography.

##### ***History Department Colloquium (Mar. 31, 2017)***

As part of UNM Career Diversity's initiative to engage PhDs working beyond the professoriate and to foster a broader intellectual community, we invited Dr. Mylynka Cardona of the Texas General Land Office to workshop a chapter from her manuscript, *The Six Lives of Alexandrine Tinne: Gender Shifts in*

<sup>2</sup> We are looking towards implementing this same requirement on all of our workshops with the addendum that all students who hold an assistantship must attend a set number (TBD) of workshops each year.

*the Atlantic World, 1835-1915*, with members of our History faculty and graduate community.

#### CONFERENCE PARTICIPATION BY HISTORY FACULTY AND GRADUATE STUDENTS:

- ***AHA Annual Meeting (Jan. 4-8, 2017)***
  - Organized two panels on graduate internships and integrative, skills-based curriculum
  - Sent 7 graduate students to the conference for professional development
- ***Association for Slavic, East European, & Eurasian Studies (Nov. 17-20, 2016)***
  - Sent one faculty member to facilitate a Career Diversity panel session
- ***OAH Conference (April 6-9, 2017)***
  - Sent one faculty member and one graduate student to discuss UNM's progress and recent programming developments concerning Career Diversity for Historians
- ***International Congress of Medieval Studies (May 11-14, 2017)***
  - Sent one faculty member to facilitate a Career Diversity panel session

#### CONTINUING PROJECTS:

##### ***History of the University of New Mexico—Undergraduate Course Development***

Career Diversity leadership team worked with Dr. Cathleen Cahill and Jairo Marshall, a PhD student, to develop an undergraduate course on the history of the University of New Mexico. UNM's Acting President, Dr. Chaouki Abdallah, encouraged the creation of the pilot course and sought support from Career Diversity to help develop the vision, goals, and learning outcomes. The course, which launches Fall 2017, encourages undergraduate students to contemplate the past, present, and future of their community. It stimulates historical research and creates strong connections between students and their institution. Students will do primary source research in archives and the built environment to discover the many layers of history. They will also share their findings on a website to facilitate conversation between students and stakeholders of UNM. Marshall was brought on as a project consultant and received a graduate student internship stipend for 2016-2017. He will continue as the graduate assistant and project consultant for the course in Fall 2017.

#### INTERNSHIPS:

##### **Completed**

- ***Michelle Martin, Western Spirit: Scottsdale's Museum of the West***  
Martin expanded the museum's interpretative efforts as they relate to women's historical experiences in the American West (emphasizing the experiences of women who made Arizona their home in the 19<sup>th</sup> and early 20<sup>th</sup> centuries). Martin worked with the educational staff to create outreach and education programs and hands-on learning activities for youth groups, including those with visual impairments and Autism. She also helped train museum volunteers in their historical education about the American West to enhance visitor tours and interpretive efforts with the public.
- ***Guy McClellan, National Trails Intermountain Region, National Park Service***  
McClellan worked with Angélica Sánchez-Clark, historian with the National Trails Intermountain Region, to develop digitization projects for nine national historical trails and Route 66 to enhance community engagement and to continue the protection, development, and promotion of the historical trails.
- ***Candolin Cook, Edible Santa Fe***  
Cook worked as the co-managing editor for *Edible Santa Fe*, a regional food magazine. She wrote articles on food history, solicited guest articles, and managed the production of the series from May 2016 to June 2017.
- ***Jairo Marshall, University of New Mexico, History Department***

Marshall was brought on as a project consultant to help develop the course “History of the University of New Mexico,” an undergraduate 300-level course. He assisted the faculty instructor and Career Diversity leadership team with designing the course’s vision, goals, and student learning objectives. He worked closely with the Center for Teaching and Learning and the University Archives to develop the course syllabi and materials. He will continue as the graduate assistant and project consultant for the course in Fall 2017.

### **In Progress**

□ ***Barbara Korbal, Center for Southwest Research and Special Collections at UNM***

Korbal is working with CSWR staff to learn coding and create a machine-readable finding aid for the LGBT Bennett Hammer & Neil Isbin Collection. She is learning Encoded Archival Description (EAD) to develop collection summaries, biographical sketches, scope, and content and will then transfer the metadata into the EAD which is a software coding program used internationally in the archive field.

### **2015-2016 End-Year Report**

#### **EXECUTIVE SUMMARY:**

During the 2015-2016 academic year, the UNM AHA-Mellon Career Diversity Advisory Board reached out across the university, the local community, the state, and wider professional communities to build upon our existing means of preparing doctoral students for a broad range of career opportunities. In collaboration with the faculty, students, staff, and alumni of the UNM History Department, we developed a series of professionalization workshops and conversations, streamlined our internship program and established a review board, and created more funding opportunities for students and faculty to participate in Career Diversity events at the AHA and at the partnering pilot institutes.

At the end of year one, we restructured the leadership model by discontinuing the postdoctoral fellowship and position, instead hiring an internal, advanced doctoral candidate. The project assistant created working committees of faculty and advanced doctoral students, focused on developing components of the overall project initiative. Led by the PA, the committees:

- Organized an internship review board and created a formalized internship application process
- Compiled a list of curriculum enhancements incorporating “Career Diversity” skills and conducted surveys of faculty and student engagement with skill-building initiatives
- Implemented a series of professionalization workshops
- Created a reading group on professional & disciplinary trends
- Established a social media base for the department and program
- Expanded internships beyond New Mexico
- Sent students and faculty to partnering pilot program conferences, the AHA annual meeting, and sponsored Career Diversity sessions
- Built on collaborative relationships with local and regional organizations by capitalizing on our alumni network.

The advisory committee has also suggested that during year three, a review of the department’s language requirements take place. Recommendations could possibly include valuing students’ competency in program coding and a variety of other languages in addition to the more “traditional” languages. At the same time, competency in languages other than English can be linked not simply to research agendas, but also to wider possibilities for professional engagement.

Beyond committee work and programmatic activities, the UNM advisory committee has beg

addressing the future career paths of MA and PhDs, in the content of our undergraduate history classes. We have brought in outside speakers and practicing historians to introduce students the “Many Career Paths of Historians” at a much earlier stage. Our undergraduates also have the opportunity to develop career diversity skills, by employing communication and multimedia formats, collaborative work, and interdisciplinary instruction in our First Year Learning Communities.

Finally, during the second year review of the internship program, the advisory committee suggests that further internships maintain conditional eligibility based on the student’s course and program progress, and that the department designs internships for different stages of the doctoral program (1<sup>st</sup> year, pre-examination, and ABD). Furthermore, students at the end of the dissertation research phase, for instance, may or may not be eligible for an internship based on their participation in Career Diversity related events and workshops in prior years. Also, first and second year PhD students would be eligible for summer internships if they maintain good standing in the program.

In order to sustain the internship program apart from foundation funding, we will propose that the department discuss the idea of students earning credit hours (1-3 hours) for their internship and the hours would count towards the total number of credit hours required by the department.

#### **CURRICULUM:**

This year in lieu of a clinic course, the advisory committee established a curriculum subcommittee, referred to in-house as the committee for “Mellonizing the Seminar.” This subcommittee evaluated current and previous graduate courses, looking for collaborative components, communication and presentation mediums, and use of digital and quantitative tools. The advisory committee also tasked the subcommittee with determining the extent to which “Career Diversity” skills—communication, collaboration, quantitative literacy, intellectual self-confidence, and digital knowledge—could be integrated more broadly and more visibly into future graduate courses. The committee, comprised of three faculty members, the project assistant, and an advanced doctoral student, held an open forum to propose a series of curriculum enhancements that would meet each of the five skill sets as established by the AHA. The committee distributed a survey to faculty and students in November 2015 and February 2016, respectively, to evaluate interest and engagement with the AHA’s 5 “Career Diversity” skills and career preparation. These findings have been gathered and summarized in two summary reports presented to the project leadership and faculty for review. This summer, 3-4 junior faculty and the project director will meet to discuss the reports and to review the department’s program requirements. Recommendations regarding graduate curriculum, department workshops, and program requirements are anticipated.

#### **FINAL YEAR AND BEYOND:**

As we move into the final year of the grant, the UNM Faculty and graduate students are asking not just how to change department culture, but how to create and institutionalize incentives to bring about cultural change. This year, the advisory board will establish a curriculum/program committee to review graduate program requirements, and a committee to revamp the graduate student orientation for the fall cohort. Other areas of focus will include drafting changes to the content and structure of advising and mentorship, the development of a 1-3 credit professionalization course, a required professionalization workshop series, and developing best practices for integrating internships into the department’s program structure. Finally, an alumni retreat, focusing on creating a sustainable history community anchored at UNM with local, national, and global outreach, comprised of students, faculty, staff, and alumni is planned for early Spring 2017.

As UNM looks beyond the grant period, the advisory committee will consider revisions in the graduate curriculum and advising measures, as we seek to make preparation for a wide array of careers a foundation of our program. We look to develop pro-seminars and/or faculty-student workshops and to

sponsor retreats for informal and formal conversations about graduate training, career paths, and the discipline. Building internships, professionalization courses, skill building, and alternative assignments and incentives into the structure and pace of the program, we will encourage students to begin asking, “Which *Workshop or Internship* best fits into my program plan? How does *Workshop A/Internship B* enhance my training as a historian?” Applicants to our graduate program are already mentioning the Career Diversity initiative; the advisory committee has thus suggested rethinking the admissions process and criteria with the graduate executive committee. Lastly, the advisory committee recognizes the influence and benefits of our alumni network and will pursue systematic data collection on former graduate students, create a searchable database of our alumni network for present and future students, and work towards building a larger mentorship network to connect our alumni to one another, to our students and faculty, the university, and the community.

#### **ACTIVITIES:**

During the 2015-2016 year, the AHA-Career Diversity workshop committee developed a yearlong calendar of workshops and events designed primarily for our MA and PhD students with faculty participating as hosts, guest speakers, and/or commentators. The following events were held in the main common area of the department. Each event lasted anywhere from 30 minutes to 1.5 hours, with the exception of the two communication workshops held for our graduate assistants in January which were 4-hour long training sessions. Student attendance ranged from 4 to 12 students with 2-8 faculty members.<sup>3</sup> The communication workshop garnered 30 students but the high attendance was a result of the mandatory nature of the workshop for our graduate assistants who have contracts with the department. The following workshops were held:

- ***The Job Search, Part 1: Getting Ready for Your History Career (September 24, 2015)***  
Dr. Lan Wu, professor of East Asian History and the newest faculty member to UNM’s department, shared her knowledge and experience of the job market, and Matthew Yepez, a UNM Career Development Facilitator for the Anderson School of Management, covered best practices for CVs and resumes, job search engines, and non-academic market trends.
- ***Open Forum: “Mellonizing the History Course” (October 15, 2015)***  
Hosted and presented by the AHA-Mellon subcommittee “Mellonizing the Seminar,” the open forum allowed faculty and graduate students (MA & PhD) to learn of the subcommittee’s findings on curriculum integration, to discuss course assignments and collaborative projects, to and to begin a dialogue on PhD program requirements.
- ***The Job Search, Part 2: Getting Ready for Your Interview (November 19, 2015)***  
Dr. Michael Ryan, professor of medieval history and former director of graduate studies, and Dr. Virginia Scharff, distinguished professor of history and Associate Provost for Faculty Development, spoke with advanced doctoral candidates about AHA and on campus interviews. Shalom Bond, a Career Development Facilitator for the College of Arts and Sciences, discussed resources Career Services could offer graduate students to help them prepare for academic and non-academic interviews. These resources included mock-interviews, presentation critiques, tips for preparation, and sample employer and candidate questions.
- ***“Historians on the Loose: Graduate Students Taking It to the World,” Career Diversity Internship Showcase (December 1, 2015)***

—“Historians on the Loose” was a series of short talks by UNM History graduate students who received intern fellowships from the AHA-Mellon Career Diversity for Historians Initiative. The evening

<sup>3</sup> We are looking towards implementing this same requirement on all of our workshops with the addendum that all students who hold an assistantship must attend a set number (TBD) of workshops each year.



featured Ramona Caplan, Dr. Maurice Crandall, Margaret DePond, Elena Friot, Darren Raspa, and Angela Reiniche, speaking about their projects for no more than six minutes each, with time after for questions and comments about their internship experience and the skills needed to complete their projects.

- ***Starting the Year Off Right with Communication Skills (January 14 & 22, 2016)***  
Angie Alley, a communications instructor at Central New Mexico Community College and a UNM Innovate Academy speaker, conducted two workshops with graduate teaching assistants on communication in the classroom and professional communication practices. Students participated in communication exercises focusing on tone, speed, clarity, and student engagement, as well as, techniques to overcome interview anxiety.
- ***Opportunities & Careers for Historians with the U.S. Department of State (January 28, 2016)*** Anne Callaghan, the U.S. Department of State Diplomat in Residence, held an informational session with graduate students discussing fellowships, internships, and career opportunities available at the State Department for History MAs and PhDs. UNM Career Development Officer, Heather Ver Brugge, assisted graduate students in navigating the federal employment and internship applications.
- ***Data Literacy and “The Postal West” with Dr. Cameron Blevins (February 18-19, 2016)***  
Dr. Cameron Blevins, Postdoctoral Fellow at Rutgers University, held a digital history workshop providing students with practical strategies for approaching maps, charts, and other kinds of visualizations, while also leading a broader discussion about the place of data within the practice of history. Blevins also presented his most recent work, “The Post West,” and discussed digital methodology and how digital mapping advanced a new spatial synthesis of regional development in relation to the development of the U.S. Postal Service. The event was co-sponsored with the UNM Spatial Humanities Working Group
- ***What Will Historians Do? #WWHD Career Diversity Reading Group (March 1, 8 & April 12, 2016)***  
The Career Diversity for Historians program sponsored a semester-long reading group for faculty and students to discuss current career and education trends in History and the Humanities. Participants received free copies of the books in exchange for attending designated sessions where they shared their insights on the texts. #WWHD group discussed the following texts:
  - *So What Are You Going to Do with That? Finding Careers Outside Academia*
  - *The Professor Is In: The Essential Guide to Turning Your PhD Into A Job*
  - *The Graduate School Mess: What Caused It and How We Can Fix It*
- ***Listen and Learn: How to Run a Classroom Discussion, a Conference Panel, and a Meeting (March 24, 2016)***  
Dr. Virginia Scharff, UNM Associate Provost for Faculty Development and Distinguished Professor of History, shared some basic tips that could help students succeed at running class discussion, moderating conference panels, and leading meetings of all kinds. Students learned more about setting and following agendas, awareness of room and interpersonal dynamics, and most importantly, how to listen, respond, and foster connection.
- ***History and Civic Engagement (April 17, 2016)***  
Dr. Kimberly Gauderman, UNM Associate Professor of History and Undergraduate Adviser, and Brett Janos, an immigration attorney and new U.S. History PhD student to the UNM History program, spoke with students and faculty on the topic of "Historians and Civic Engagement" and discussed how students and faculty could bridge their historical interests, teaching, and research

practices with social justice concerns, in particular in the area of asylum law and immigration cases.

#### INTERNSHIPS:

##### Completed

- ***Maggie DePond, National Hispanic Cultural Center***  
DePond assisted the NHCC with the creation and implementation of their fifteenth anniversary celebration. This was done primarily through historical research of the quinceañera, or the traditional Catholic and Hispanic ceremony surrounding a young woman's fifteenth birthday. The project ended with a scholarly article about the history of the quinceañera that was used for a panel discussion in conjunction with the anniversary celebration and exhibition in October 2015.
- ***Darren Raspa, Contributing Assistant Editor, Morocco World News***  
Raspa assisted the *Morocco World News* editorial staff in copy-editing submitted article manuscripts, as well as researching, writing, and submitting articles for publication. Articles for editing included news pieces on current social, political, and economic events in Morocco, North Africa, as well as issues pertaining to Moroccans living abroad in Europe and North America.
- ***Ramona Caplan, Assistant Curator, Albuquerque Museum of Art and History***  
Caplan coordinated the Keleher Gallery Exhibition at the Albuquerque Museum of Art and History during Fall 2015. She facilitated and led the community exhibition review panel, coordinated the community and contemporary issues exhibits.

##### In Progress

- ***Michelle Martin, Western Spirit: Scottsdale's Museum of the West***  
Martin will expand the museum's interpretative efforts as they relate to women's historical experiences in the American West (emphasizing the experiences of women who made Arizona their home in the 19<sup>th</sup> and early 20<sup>th</sup> centuries). Martin will work with the educational staff to create outreach and education programs and hands-on learning activities for youth groups, including those with visual impairments and Autism. She will also help train museum volunteers in their historical education about the American West to enhance visitor tours and interpretive efforts with the public.
- ***Guy McClellan, National Trails Intermountain Region, National Park Service***  
McClellan will work with Angélica Sánchez-Clark, historian with the National Trails Intermountain Region, to develop digitization projects for nine national historical trails and Route 66 to enhance community engagement and to continue the protection, development, and promotion of the historical trails.

## **2014–2015 Annual Report**

### **EXECUTIVE SUMMARY:**

During the first year of the *AHA-Mellon Career Diversity for Historians Initiative*, the UNM Department of History has reached out across the university, the local community, the state, and wider professional communities to build upon our existing means of preparing doctoral students for a broad range of career opportunities. In collaboration with the faculty, students, staff, and alumni of the UNM History Department, we hosted the AHA-Mellon Career Diversity Regional Conference, *What Use is History? Scholarship, Skills, and Careers*, that drew capacity crowds; coordinated workshops on topics ranging from getting through graduate school, to crafting elevator pitches; and offered an innovative graduate seminar (*Historians and the Food System*) that drew on the expertise of guest mentors and the research, communication, collaboration, digital, and leadership skills of enrolled students. We also developed an internship program that made connections to a host of sponsoring institutions, and created funded opportunities for our graduate students. We worked collaboratively with our partner pilot institutions, UCLA, Columbia, and the University of Chicago, and worked closely with Jim Grossman, Executive Director of the American Historical Association, and his staff.

During the 2015-2016 academic year, we look forward to more collaboration with our partner pilot institutions, to creating working teams of faculty and students focused on particular projects, to sponsoring more workshops, and to building on the successes of the internship program. We have also determined to use more of the available funds to support UNM faculty and student projects, and to discontinue the postdoctoral fellowship. Eric Payseur, the 2014-2015 Postdoctoral Fellow, laid the groundwork for all we will undertake going forward. Under this new model, most of the administrative work will now be in the capable hands of Project Assistant Jennifer McPherson, who last year served as Graduate Coordinator for this initiative.

We are in the process of modifying the structure of the internship program. Last year, we focused on connecting with public history entities throughout the city and state. Going forward, we will be reaching out more broadly, to develop links across the university and the public and private sectors, in order to sponsor projects that foster the skills and goals of the AHA-Mellon project. We are putting together a new application form, and will appoint a subcommittee of the Faculty Advisory Committee to review internship applications. Proposals should include potential cost sharing between the grant and the sponsoring organization, and explain how the proposed project supports the initiative's cardinal goals: developing students' capacity for collaboration, communication, confidence/leadership; and digital/quantitative skills.

### **CURRICULUM:**

#### ***AHA MELLON FIELD COURSE: HISTORIANS AND THE FOOD SYSTEM (HIST 666-002)***

#### **Instructors:**

Dr. Virginia Scharff, Project Director  
Dr. Eric Payseur, Postdoctoral Fellow

For the pilot Field Course for the AHA-Mellon Career Diversity for Historians Initiative, *Historians and the Food System* offered graduate students an opportunity to bring the skills and knowledge they have

learned throughout their history graduate training to a collaborative project engaged with the local, national, and global food system.

The instructors and students constituted a collaborative team with knowledge flowing in all directions. The team recruited contributor/collaborators who were not officially enrolled in the class, but who could take part in building both their own skills and the larger project of the seminar and the AHA Mellon initiative.

Most classes featured work with guest mentor/partner/collaborators. Each class included time for students to discuss their ideas for their contributions to the class project, including their blogs, research, questions, concerns, and big Ideas.

Each student wrote five blog posts (500-1000 words) based on research in New Mexico food history, broadly constructed. These were posted to the class Facebook page, and linked to the AHA Mellon page on the Center for the Southwest and History Department websites, and on the class WordPress blog (<https://newmexicofoodhistory.wordpress.com/syllabus/>).

Each student conducted primary and secondary research on a particular topic in New Mexico food history, to develop for a class website. Those projects made use of various sources of information, ranging from classic archives, to digital data, to material culture, the built environment, and popular culture. They also ranged broadly in terms of presentation, depending on student interests and skills.

#### **ACTIVITIES:**

During the 2014-2015 academic year, the UNM Department of History hosted the following events primarily targeted for History PhD students:

##### ***Graduate Student Needs Assessment (August 26, 2014)***

An initial assessment of graduate student needs conducted by the Postdoctoral Fellow with approximately 15 graduate students (MAs and PhDs). A survey was handed out to graduate students to complete. This survey asked students the following questions:

- What do you need help with the most at this particular moment in your studies/career?
- Where would you like to be employed after you graduate? What would your second or third choices be?
- What would your ideal job look like (in terms of work/life balance, stress, etc.)?
- What skills do you think you gain from a graduate degree in history?
- What skills do you have currently (not just academic)?
- What skills do you think you will need for your preferred job(s)?
- If you were required to do an internship as part of your program, where SPECIFICALLY would you like to be an intern?
- Are there currently limitations on the type or location of jobs that you would accept?
- What career/professional development resources/opportunities have you used and/or work experiences have you had outside the department since arriving at UNM?

##### ***Turning the CV into a Resume (October 29, 2014)***

The Postdoctoral Fellow hosted this workshop for English PhD students in UNM's English Department and history graduate students were invited to attend. However, no history graduate students participated in the workshop.

***Managing it All as a Graduate History Student: A Conversation about a Checklist  
(January 14, 2015)***

The Postdoctoral Fellow provided a checklist for graduate students to fill in and discussed their answers. Director of Graduate Studies, Dr. Mike Ryan, was on hand to share tips on how to manage the requirements and expectations for an MA or PhD graduate history degree.

***Value of Work Outside Academe to Becoming and Being a Good University History Professor  
(January 20, 2015) CANCELLED***

***Networking and Elevator Pitches: What are They and Why Historians Need Them  
(February 11, 2015)***

The workshop organized by the Postdoctoral Fellow featured Dr. Patricia Covarrubias and Dr. Josh Bentley from UNM's Communication and Journalism Department who shared tips and general guidelines about elevator pitches. Graduate students were then asked to compose and deliver 1-minute pitches to those in attendance with immediate feedback given from Covarrubias and Bentley. Six graduate students and a faculty member attended the workshop.

***How to Maximize the Benefits of the Career Diversity Symposium  
(February 17, 2015)***

The Postdoctoral Fellow distributed a list of conference participant bios and potential internship hosts, and had an informal conversation about how graduate students could use the Career Diversity conference to their advantage. Four graduate students attended the workshop.

***What Use Is History? Scholarship, Skills, and Careers; AHA-Mellon Career Diversity Regional Conference  
(February 26-27, 2015)***

The two-day conference showcased UNM History alumni applying skills acquired during their historical graduate training in public, private, and non-profit positions. Focusing on learning new skills, the conference committee designed a five-session program focusing on historians working in HigherEd administration, NGOs, government agencies, in publishing, and in private enterprises. The conference included an elevator-pitch training workshop for graduate students. Dr. Robert Donia counseled graduate students, faculty, and alumni on translating their historical research skills for corporate careers. Invited participants included: Lance Blyth, Elaine Carey, William Convery, David Correia, Sonia Dickey, Robert Donia, Emily Greenwald, Jim Grossman, Sarah Grossman, Rick Hendricks, Scott Hughes, Jon Hunner, Ari Kelman, Erik Loomis, Rev. Judy Morley, Suzanne Schadl, Evelyn Schlatter, Susan Schuurman, Rebecca Ullrich, Jim Walther, and Sarah Wentzel-Fisher. Approximately 40 history graduate students and 15 history undergraduate students attended the conference, with another 60 individuals attending as faculty, staff and administration from UNM and regional institutions. More than 26 non-UNM institutions were represented and 12 UNM departments and offices sent representatives.

***Internship Meet-n-Greet  
(April 10, 2015) \*Rescheduled session due to inclement weather during the Career Diversity Conference in February***

The Postdoctoral Fellow invited local and state organizations to UNM to hold a meet-n-greet with our graduate students. This networking opportunity created an informal atmosphere for graduate students to connect with potential internship hosts. Representatives from nine local businesses and organizations met with fifteen graduate students during the session. These organizations included the WHEELS Museum, the National Hispanic Cultural Center, the Hubble House Alliance, the Indian Pueblo Cultural Center, the National Trails Program (National Park Service), the Albuquerque City Planning Office, the National Nuclear Science Museum, the Acequia Madre House, and Heritage Hotels.

## Appendix 2: 10 Year Faculty Staffing Trends

### A. Resignations/Retirement/Deaths

Resignations/Retirement/Deaths	Replacement
Jay Rubenstein, Medievalist (2005-2006) <b>Resign</b>	Michael Ryan, 2011 Tom
Sizgorich, Ancient and endowed position (2006-2007) <b>Resign</b>	None
Nancy McLoughlin, Medievalist (2006-2007) <b>Resign</b>	Sarah Davis-Secord, Timothy
Moy, Historian of Science (2006-2007) <b>Death</b>	Luis Campos, 2012 Noel
Pugach, US Diplomatic/Jewish/Holocaust (2007-2008) <b>Retire</b>	None
Jennifer Denetdale, Native American (2007-2008) <b>Resign</b>	Holly Guise, 2020 Cynthia
Radding (.25), Latin American History (2007-2008) <b>Resign</b>	None
Jake Spidle, German History; Medicine (2008-2009) <b>Retire</b>	Shannon Withycombe, 2013
Frank Szasz, US 20 <sup>th</sup> century/Religious History (2009-2010) <b>Death</b>	None
Jonathan Porter, Asian/China History (2010-2011) <b>Retire</b>	Lan Wu, 2015 ( <b>resigned</b> ) Jane
Slaughter, Women's History (2010-2011) <b>Retire</b>	Tiffany Florvil
Sarah Cornell, US Civil War & Southern History (2011-2012) <b>Resign</b>	David Prior, 2014
Mel Yazawa, US Colonial History (2012-2103) <b>Retire</b>	None
Linda Hall, Modern Mexico (2015-2016) <b>Retire</b>	Luis Herran Avila, 2018
Lan Wu, East Asia (2015-2016) <b>Resign</b>	None
Andrew Sandoval Strausz – US History, 2016-17) <b>Resign</b>	None
Cathleen Cahill – Native American/US West/Gender (2016-17) <b>Resign</b>	Holly Guise, 2020
Virginia Scharff – US West/Gender (2017-18) <b>Retire</b>	None
Patricia Risso – Middle East (2017-18) <b>Retire</b>	None
Barbara Reyes – US West (2017-18) <b>Retire</b>	None

### B. Approved/Planned Hires since 2012

In the last five years, the department has hired according to its hiring plan 5 new scholars (one of which resigned) and made 4 spousal accommodations:

2012; Dr. Luis Campos, a historian of science specializing in the history of the life sciences in the twentieth century, especially the history of genetics.

2013: Dr. Tiffany Florvil, an African American scholar who works on Afro-Germans as the department's new European and Gender Historian

2013: Dr. Shannon Withycombe, a historian of medicine who focuses upon the history of women's health, reproduction, and prenatal health.

2015: Dr. Lan Wu, East Asia with specialty in Chinese Borderlands (**resigned**)

2018: Dr. Luis Herran Avila, Modern Mexico and Comparative Politics of Latin America

2020: Dr. Holly Guise, Native American History

### Spousal Accommodations

2013: Dr. Fred Gibbs, history of the medieval Europe and digital humanities and history. Note that this hire is shared .25 with the library due to his prior position at George Mason as director of digital humanities at the Center for History and the New Media.

2014: Dr David Prior, history of US Civil War and US South

### Spousal Accommodations for other departments

2013: Dr. Caleb Richardson, British and Irish History (Lecture position from Medical School, converted to Assistant Professorship in 2013 by request of History Department)

2012: Dr. Sarah Davis-Secord, Medieval History, 2012 (1 FTE as of August 2014)

### C. Vacant Faculty Lines since

2007: Tom Sizgorich, Ancient and endowed position (Gorham)

2008: Noel Pugach, American Diplomatic/Jewish/Holocaust 2010:  
Frank Szasz, US 20<sup>th</sup> century and Religious History  
2011 and 2016: Jonathan Porter and Lan Wu, East Asia 2013: Mel  
Yazawa, US Colonial History/Early America 2017: Andrew  
Sandoval Strausz – US History  
2018: Virginia Scharff – US West/Gender  
2018: Patricia Risso – Middle East  
2018: Barbara Reyes – US West

**D. Upcoming Retirement**

2020: Dr. Charlie Steen, Early Modern Europe, French History

### Appendix 3: Policy on Teaching Loads

**Department of History  
Policy on Teaching Loads  
Amended October 2003  
Amended May 2015(Section 5.III)**

The statutory teaching load at the University of New Mexico is six (6) courses per year ("UNM nine"). Based on the collective record of productivity of the History faculty, the normal teaching load for regular (tenure stream) faculty in the Department of History is four (4) courses per year, unless an exception is negotiated or granted to the individual by the Chair.

The purpose of teaching load reductions is (1) to achieve equitable balance between the various areas of professional and contractual responsibilities among the faculty, and (2) to promote and encourage the professional development of the faculty. All faculty members are expected to demonstrate satisfactory achievement in the three areas designated in the Faculty Handbook for evaluation, including teaching, research/scholarship, and service; tenured faculty are expected to distinguish themselves in at least one of these areas of achievement. Teaching load reductions from the normal load are intended to facilitate activities which exceed the normal expectations for faculty achievement in one or more of these three areas.

#### Conditions Governing Teaching Loads

1. **Flexibility.** The History Department has a preeminent interest and responsibility to its students, the college, the university, and the people of New Mexico to present and maintain an effective curriculum that meets the needs of its students. To this end, flexibility by the department in scheduling (times of day, days of the week, and rotation of courses) and assigning courses takes precedence over the wishes of individual faculty. Equitable apportionment of teaching duties and the needs and wishes of individual faculty will be given due consideration in the assignment and scheduling of courses.
2. **Department Need.** The overall load of each faculty member must meet the programmatic needs of the department. The assumption underlying a course release is that it is necessary to enable the faculty member to fulfill his/her professional obligations, including research and service. Therefore, no faculty member receiving a course release will be permitted to teach a course outside the department for which he/she receives extra compensation. A faculty member teaching less than the normal teaching load (4 course per year) may teach a course outside the department if it is deemed in the interests of the department that he/she do so and if the department receives the compensation allocated for the course for its instructional needs. Courses taught without compensation outside the department may be offset by a course release at the discretion of the Chair.
3. **Service Courses.** All tenure-track faculty are expected to teach the basic survey course(s) in their respective fields at least once per year, subject to the programmatic requirements of the department. Depending on the number of leaves and sabbaticals in any one year, and other programmatic exigencies, faculty may be required to teach the basic survey both semesters. Basic surveys comprise Hist 101, 102, 161, 162, 251, 252, 260, 181, 182, 283, and 284. In addition, all tenure-track faculty may be required to teach at least one of the required service courses, Hist 491, 492, 664 and 665.
4. **Team Teaching.** Team taught courses are accepted as an important element in intellectual interaction among faculty, benefitting the program and its students. If teaching is equitably shared by the instructors of a team-taught course, each instructor will receive full course credit for that course.



5. **Course Load Reductions.** Teaching load reductions are prospective, not retrospective. A consistent and strong record of scholarly and teaching productivity is rewarded by such mechanisms as sabbatical leaves, salary merit increases through the normal operation of the annual evaluation process conducted by the Salary Committee, and special inequity adjustments in salary made by the Chair in consultation with the Dean. Course load reductions below the normal teaching load are justified for one or more of the following categories of activity:

**I. Ongoing Administrative Assignments within the Department.**

Regular administrative assignments normally are compensated by Special Administrative Components (SAC) to salary. A teaching load reduction may be assigned for the following appointments:

A. Regular designated administrative assignments in the department: Assistant Chair and Graduate Advisor, one course per year; the Chair two courses per year.

B. Other reductions for administrative assignments negotiated at the time of appointment: e.g., Director of Center for the Southwest, Editor of the *New Mexico Historical Review*, Director of Medieval Studies, etc. . .

**II. Extraordinary Commitments.**

A teaching load reduction may be assigned for documented extraordinary research, teaching, or Service commitments.

A. Research project currently impending or underway that requires an extraordinary commitment of time, and for which an urgent need for completion can be documented. (See section III for the procedures for consideration of this course release(s).)

**Note:** The reduction from the nominal six courses per year that all faculty receive is a recognition of a normal level of scholarly productivity and service. Therefore, the absence of a record of scholarly productivity should lead to a six course per year teaching load.

B. Short-term intramural or extramural professional or administrative assignment requiring an extraordinary commitment of time. Examples include program chair of a major conference, and special university assignment such as president of the Faculty Senate or chair of the Committee on Academic Freedom and Tenure. If an appointment lasts longer than one year, the department requires that the faculty member negotiate course buyouts at the time of their (re)appointment.

C. Administrative Reassignment. The department recognizes the importance and significance of faculty serving in administrative positions throughout the university. While this is to the advantage of the department, the department requires that the faculty member negotiate course buyouts at the time of their appointment.

**Note:** Some kind of professional service is a normal expected component of every faculty member's activities, especially for the senior ranks.

D. Research semester teaching release for junior probationary faculty. (See attached College of Arts & Sciences Guidelines for Research Semester Policy Effective Fall 2002.)

E. College of Arts and Science Career Advancement Semester (CAS2). A program that offers a semester release from teaching obligations and a reduced service load for Associate Professors. The purpose of this program is to assist faculty in advancing to the rank of Professor.

### III. Completion of Major Scholarly Projects (Amended May 2015)

The Department of History may grant single course releases during one semester to individual faculty members to assist them in completing major scholarly projects.

- A. The definition of eligible projects is to be the same one as is employed in our tenure and promotion policy.
- B. Preference is to be given to faculty at the rank of associate professor, after which those at other ranks may be considered. Associate Professors who have received the CAS2 teaching release are not eligible for this release.
- C. Preference is also to be given to faculty who are about to *complete* a major project.
- D. In order to apply for such a release, each faculty member will submit—on the timetable indicated below in “G3: Procedures--Approval”—a formal application that we currently use to apply for sabbatical leave.
- E. After receiving this kind of teaching release, each faculty member must submit a report detailing what s/he achieved as a result of the awarded release.
- F. In addition, any faculty member who has received this teaching release will remain ineligible for another such release until full completion of the project for which s/he was awarded the previous one.

### G. Procedures

1. All course load reductions must be fully justified in writing.
2. **Proposal.** Application to the Chair for reduced teaching load must be accompanied by a written proposal which presents a rationale for the request. The proposal should describe and assess in detail the applicant's research, as well as service and teaching activities and achievements during the previous three years; activities during the period of the release; the anticipated impact of the release on the individual's work following the release, and timeline for the completion of the project. The applicant should append a curriculum vitae in the College's format.
3. **Approval.** Proposals must be submitted before the end of the semester, plus one, prior to the semester/year for which the release is requested, i.e., end of the Spring semester for the following Spring, end of the Fall semester for the following Fall. Proposals will be reviewed by the Planning Committee, which will advise the Chair. The Planning Committee will evaluate the applications primarily based on the quality of the research proposal; but if the strengths of the research proposals are judged equally meritorious, the committee will also consider each applicant's past record of service and teaching. The decisions about assigning such teaching releases will be made by the Planning Committee so that the process is coordinated with the needs of the Department.
4. **Reports.** All faculty receiving teaching load reductions under the provisions of option II above shall report in writing to the Chair annually or at the conclusion of the course release on the activities related to their load reduction.

## Procedures

1. All course load reductions must be fully justified in writing.
2. **Proposal.** Application to the Chair for reduced teaching load should be accompanied by a written proposal which presents a rationale for the request. The proposal should describe and assess in detail the applicant's teaching, research, and service activities and achievements during the previous three years; activities during the period of the release; and the anticipated impact of the release on the individual's work following the release.
3. **Approval.** Proposals must be submitted before the end of the semester, plus one, prior to the semester/year for which the release is requested, i.e., end of the Spring semester for the following Spring, end of the Fall semester for the following Fall. Proposals will be reviewed by the Planning Committee, which will advise the Chair.
4. **Annual Reports.** All faculty receiving teaching load reductions under the provisions of option II shall report in writing to the Chair annually or at the conclusion of the course release on the activities related to their load reduction.

## **Appendix 4: Departmental Honors in History**

**The Department of History honors program's requires students to work closely with a faculty advisor to research and write a senior thesis.**

### **Eligibility Requirements**

To be eligible for the history honors program, a student must be a history major and have an overall GPA of 3.00 or better. Students who are not history majors may also participate in the program with special approval of the departmental Honors Advisor.

History honors candidates, including those who are not history majors, must fulfill the same departmental course requirements as all history majors. Each honors candidate is also required to fulfill two additional requirements:

1. Honors candidates must take History 491 (Historiography) AND History 492 (Senior Seminar).
2. Honors candidates must also take 493 (Reading & Research Honors) and 494 (Senior Thesis). History honors students may count the 400-level series for upper division credit.

### **The Honors Sequence: 491, 492, 493, 494**

Students do not necessarily have to take the honors sequence in chronological order, with two exceptions:

1. Students must take 493 before taking 494.
2. Students cannot take 493 and 494 during the same semester.
  - History 491 is the course on historiography. This course is intended to introduce the student to the "history of history": the development of historical thought and writing over time.
  - History 492 is the senior seminar. Teachers and topics vary from year to year. This course is intended to introduce the student to the techniques that historians use in their research and writing.
  - History 493 is the reading and research course. 493 is a program of directed readings and research, designed in close consultation with the student's thesis supervisor. The Department strongly encourages history honors candidates to take 493 during the spring semester of their junior year, to allow for additional research during the summer.
  - History 494 is the senior thesis or "writing" course. Students typically take this course during the spring semester of their senior year. Building upon the work of the previous semester (History 493), the honors candidate will complete the necessary research and write the honors thesis.

### **Grading of the Thesis**

Each honors thesis will be read and graded by the thesis advisor and a second reader. The thesis grade will be the average of the two grades assigned by the readers.

### **The Award of Honors**

The final decision on the Honors to be awarded a candidate is by vote of the candidate's thesis advisor and the second reader. It is calculated according to a combination of factors, including the student's thesis grade and history GPA. Although the award of Honors need not be based strictly on a numerical score, Departmental members will generally be guided by the following considerations when they vote on the Honors to be awarded a candidate:

Thesis Grade: B or higher

History GPA 3.86-4.00 *Summa Cum Laude*; 3.66-3.85 *Magna Cum Laude*; 3.50-3.65 *Cum Laude*

If the student fulfills all course requirements for the honors program, but fails to make a grade of B or higher on the senior thesis, or fails to meet the GPA requirements for honors candidates at the time of graduation, the student may still graduate, albeit without honors. In cases of this sort, if the student satisfies all other requirements for the history major, the honors sequence (491, 492, 493, and 494) may be counted as a field in order to satisfy the distribution requirements of the major.

**Appendix 5: BA in History**  
 Plan for Assessment of Student Learning  
 Outcomes  
 The University of New Mexico

- A. College, Department and Date
- B. Academic Program of Study
- C. Contact Person(s) for the Assessment Plan
- D. Broad Program Goals & Measurable Student Learning Outcomes

**1. Broad History Program Goals**

- A. Students should understand academic honesty, a concept presented to them in all history classes.
- B. Students should understand skills that historians use in research.
- C. Students should understand the skills that historians use in writing.
- D. Students should understand historiography.
- E. Students should understand the value of diversity.

**2. Measurable Student Learning Outcomes (measured by the UNM goals of knowledge, skills, and responsibility)**

- A.1. Students will distinguish between primary and secondary sources and identify and evaluate evidence.
- B.1. Students should understand the basic skills that historians use in research.
- C.1. Students should understand the basic skills that historians use in writing.
- D.1. Students should understand the basic tools of historical analysis.
- E.1. Students should understand the basic tools of historical analysis.

**1. How will learning outcomes be assessed?**

**A. What:** *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?*

**Direct Measure:** Two types of instruments are used in our assessment of our SLOs. **Each measure is Direct**

- A. A writing rubric for all students writing a thesis or submission of major research paper in a seminar of their major field. **(See attached)**  
 The research paper/thesis will be typically completed during the third or fourth semester of the student's academic career. Each student completing a thesis/research paper will be rated by their thesis committee or the professor for whom the research paper is completed.
- B. Each SLO will be assessed by at least one direct measure in any history class which requires a paper.

**Indirect Measure:**

1. Students will be fill out a survey based on the SLOs about what they believe they have learned as a result of the program: self-reported
2. In the same survey, students will evaluate how satisfied they are with their experience: self reported.
3. To gauge success of program, the department will report time to degree and job placement

*iii. Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

**For Direct measures:** the performance target 90% of students should be rated adequate or above.

**For Indirect Measures:** performance target for self-reported measures of adequacy or satisfaction should be 90% or above.

### **3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The data will be analyzed, discussed, and reported to the College no less than once every three years. Annually, **the undergraduate director** will summarize these assessment data as part of our review of the undergraduate program in the spring semester. Minutes of these discussions will be included in the report to the College.

**The undergraduate director** will discuss the assessment results with **the undergraduate committee** with regard to the extent of weakness (is one SLO weak on every measure at each step of the academic path?) and to determine remedies for the inadequacy. The undergraduate director will then make a report and recommendations for curricular or pedagogical reforms to **the faculty** for deliberation and a vote.

The department chair, in consultation with the undergraduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department's discussion regarding the undergraduate director's internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

*Assessment Rubrics appear below:*

Capstone Assessment  
Matrix  
Department of History  
B.A. Program

Semester: Fall  Spring  Year \_\_\_\_\_ History 491  History 492  Honors

Student's Name: \_\_\_\_\_

Instructions: As part of the Department's program of outcomes assessment, each student in one of our capstone classes is assessed. Using one of your existing course assignments as a writing sample appropriate for this evaluation, please rate the student's performance using the following criteria. If an evaluation of a particular measure is not appropriate given this assignment, please tick the not applicable (N/A) box.

**Type of writing sample (Include a copy of the assignment when submitting your forms):**  
In-class essay  Take-home exam  Research paper  Honors thesis  Other: \_\_\_\_\_

**Length of writing sample:** \_\_\_\_\_ pages; Please attach assignment to first student matrix

	Weak(1)	Adequate(2)	Strong(3)
1. <i>Demonstration</i> of ethical use of sources/proper citation (SLO 1)			
2. <i>Analysis</i> of Primary/Secondary Sources (SLO 2)			
3. <i>Formulation</i> of historical questions/argument (SLO 3)			
4. <i>Deployment</i> of appropriate and broad range of sources (SLO 3)			
5. <i>Reach</i> convincing conclusion(SLO 3)			
6. <i>Application</i> of relevant historical facts and context(SLO 4)			
7. <i>Understanding/Development</i> of interpretation(SLO 4, 5)			

**The above measures are linked to the following student learning objectives:**

1. By the senior year, each major will *demonstrate* ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).
2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to *distinguish* between primary and secondary sources; to *identify and evaluate* evidence.
3. Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to *formulate* a clear argument, *support* the argument with appropriate and thorough evidence, and *reach* a convincing conclusion.
4. Each major will demonstrate the ability to *compare and contrast* different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.
5. Each major will demonstrate in research topic choices and resulting papers the ability to *recognize and articulate* the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**HISTORY WRITING**  
**ASSIGNMENT ASSESSMENT**  
**MATRIX**

Department of History

B.A. Program

Semester: Fall/Spring \_\_\_\_\_

Course: \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using one of your existing course assignments as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria. Please use this report form to summarize the results of your assessment by reporting the *percent* of students, for example, rating "strong" on critical thinking, etc. If an evaluation of a particular measure is not appropriate given this assignment, please draw a line through that row to so indicate. You may find it convenient to keep a running tally within the matrix and tabulate totals when you are done grading.

**Type of assignment:**

In-class  essay

Take-home  exam

Paper  Assignment

other:  \_\_\_\_\_

Average length of writing sample: \_\_\_\_\_ pages

Number of students assessed: \_\_\_\_\_

Summary of All Students' Performance

	Weak(1)	Adequate(2)	Strong(3)
1. <i>Analysis of</i> Primary/Secondary Sources <b>SLO 1</b>			
2. <i>Application of</i> relevant historical facts and context <b>SLO 2</b>			
3. <i>Understanding/Development of</i> interpretation <b>SLO 1, 3 &amp;4</b>			
4. <i>Framing of</i> historical questions <b>SLO 4</b>			
5. <i>Deployment of</i> appropriate and broad range of sources <b>SLO 4</b>			
6. <i>Demonstration of</i> communication skills <b>SLO 4</b>			
7. <i>Demonstration of</i> ethical use of sources/proper citation <b>SLO 5</b>			

**The above measures are linked to the following student learning objectives:**

1. Students will distinguish between primary and secondary sources and identify and evaluate evidence.
2. Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
3. Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.
4. Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.
5. Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers.



**INDIRECT MEASURE 1: HISTORY BA STUDENT SELF-REPORT MATRIX**

Department of History

B.A. Program

Graduation Year: Fall/Spring \_\_\_\_\_

Circle one: Plan I

Plan II

**Instructions:** As part of the Department's program of outcomes assessment, we want you to reflect upon the department's learning outcomes. Reflecting on the program, please rate each your performance using the following criteria

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
A.1. Student demonstrates ethical use of sources and accurate and properly formatted citations.				
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence;  And for thesis identify all relevant archival sources for a particular project.				
C.1. Student demonstrates her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion.				
D.1. Student deploys knowledge from Historiography course (491) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their research and writing				
E.1. Student demonstrates in research topic choices the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				

**INDIRECT MEASURES: 2 AND 3**

2. Questions will gauge how satisfied they are with their experience--self reported.  
Self-report target of 90% of students for learning to be adequate or above.
3. To gauge success of program, the department will report time to degree and job placement/PhD/undergraduate program placement

Department of History  
College of Arts and Sciences

**EXIT SURVEY FOR HISTORY B.A. GRADUATES (Satisfaction and Placement)****DEMOGRAPHIC INFORMATION(Optional)**

1. Year of matriculation
2. Gender
3. Race/Ethnicity

**GRADUATION PLANS**

4. After graduating from UNM are you planning to attend graduate or professional school?  
yes no
  - If so, in what field?
  - If you have been admitted to a program, what is it?
5. Are you planning to work? yes no
  - If so, in what occupation?
6. How did studying for the Master's Degree in History influence your choices concerning further education or work?

**QUESTIONS ABOUT THE HISTORY UNDERGRADUATE PROGRAM(Satisfaction)**

7. Which undergraduate courses did you take?
8. Did the courses you took prepare you for the capstone?  
yes no
9. Did the courses you took prepare you to write your thesis?  
yes no
10. Which courses did you find most valuable?  
Why?
11. How did the undergraduate courses you took change or affect your intellectual life?
12. What were the three most important concepts or ideas that you learned in your history seminars?
13. The learning environments in your seminars were structured as:
 

lecture	group projects
small group	individual projects
discussion	

Which did you find most valuable?

- lecture
- small group
- discussion
- group projects
- individual projects

14. Did the size of the class make a difference?

yes no

If so, how?

15. Was there much discussion in your classes and seminars?

yes no

- Did the students debate with each other? yes no
- Were individual opinions heard and respected? yes no

16. Did you discuss course readings and lectures outside the classroom? yes no

If so, with whom?

17. Were you encouraged to connect course material with that from other courses?

yes no

18. Did you participate in activities sponsored by the History Department?

yes no

If so, which ones?

Which ones did you find the most valuable?

19. How do you feel the program prepared you for life beyond UNM?

20. What was the most influential book you read during your undergraduate career?

Why?

21. What part of the program helped you prepare for your thesis?

22. Which resources at UNM did you use to conduct your thesis research?

What other sources did you use?

23. Will you publish all or part of your thesis?

yes no unsure

Why or why not?

24. What was the most valuable part of your undergraduate career?

MORE TO SAY

25. If you have suggestions for improving the undergraduate program, use the space below.

Note: Indirect measures 1, 2, and 3 are identical for our MA and PhD programs

**Appendix 6: MA in History**  
 Plan for Assessment of Student Learning Outcomes  
 The University of New Mexico

- A. College, Department and Date
- B. Academic Program of Study
- C. Contact Person(s) for the Assessment Plan
- D. Broad Program Goals & Measurable Student Learning Outcomes

**1. Broad History Program Goals**

- A. Students should understand academic honesty, a concept presented to them in all history classes.
- B. Students should understand skills that historians use in research.
- C. Students should understand the skills that historians use in writing.
- D. Students should understand historiography.
- E. Students should understand the value of diversity.

**2. Measurable Student Learning Outcomes (according to UNM Goals of Knowledge, Skills, Responsibility)**

- A.1. Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations.
- B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I)  
  
 Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)
- C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)  
  
 Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)
- D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each MA student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**1. How will learning outcomes be assessed?**

***A. What: For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?***

**Direct Measure:** Two types of instruments are used in our assessment of our SLOs. **Each measure is Direct**

- A. A writing rubric for all students writing a thesis or submission of major research paper in a seminar of their major field.  
The research paper/thesis will be typically completed during the third or fourth semester of the student's academic career. Each student completing a thesis/research paper will be rated by their thesis committee or the professor for whom the research paper is completed.
- B. An evaluative tool for the MA major field exam.  
The department requires students for both plans to take a MA major field exam. Each student taking this exam will be rated by the three professors who have been chosen to read the exams that semester and for that specific field.

Each SLO will be assessed by at least one direct measure.

**Indirect Measure:**

1. Students will fill out a survey based on the SLOs about what they believe they have learned as a result of the program: self-reported
2. In the same survey, students will evaluate how satisfied they are with their experience: self reported.
3. To gauge success of program, the department will report time to degree and job placement

iv. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

**Sample:** all graduating students as we typically graduate 10 MA students per year.

**For Direct measures:** the performance target 90% of students should be rated adequate or above.

**For Indirect Measures:** performance target for self-reported measures of adequacy or satisfaction should be 90% or above.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The data will be analyzed, discussed, and reported to the College no less than once every three years. Annually, **the graduate director** will summarize these assessment data as part of our review of the undergraduate program in the spring semester. Minutes of these discussions will be included in the report to the College.

**The graduate director** will discuss the assessment results with **the graduate advisory committee** with regard to the extent of weakness (is one SLO weak on every measure at each step of the academic path?) and to determine remedies for the inadequacy. The undergraduate director will then make a report and recommendations for curricular or pedagogical reforms to **the faculty** for deliberation and a vote.

The department chair, in consultation with the undergraduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department's discussion regarding the undergraduate director's internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

**History MA Major Field Exam Assessment Matrix**

Department of History  
M.A. Program

Semester: Fall/Spring \_\_\_\_\_ Major Field \_\_\_\_\_

Student Name: \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students' thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria

**Summary of Student Performance**

	Weak(1)	Adequate(2)	Strong(3)	Exceptional(4)
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence in their major field.				
C.1. Student demonstrates her/his the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion.				
D.1. Student deploys knowledge from Advanced Historiography course (664) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their response.				
E.1. Student demonstrates in their exam research topic the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				

**The above measures are linked to the following student learning objectives:**

B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I)

Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)

C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)

Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)

D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.

E.1. Each MA student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

RECOMMENDATION: (circle one)

FAIL M.A. PASS

**HISTORY MA WRITING ASSIGNMENT ASSESSMENT MATRIX**

Department of History  
M.A. Program

Semester: Fall/Spring\_\_\_\_\_

Circle one: Research Paper

Thesis

Length of writing sample: \_\_\_\_\_pages

Student Name: \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students' thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria

**Summary of Student Performance**

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
A.1. Student demonstrates ethical use of sources and accurate and properly formatted citations.				
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence;  And for thesis identify all relevant archival sources for a particular project.				
C.1. Student demonstrates her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion.				
D.1. Student deploys knowledge from Advanced Historiography course (664) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their research and writing				
E.1. Student demonstrates in research topic choices the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex,				



gender, as well as political, economic, social, and cultural structures over time and space.					
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**The above measures are linked to the following student learning objectives:**

- A.1. Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations.
- B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I)  
Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)
- C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)  
Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)
- D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each MA student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**RECOMMENDATION(For Thesis only): Circle One**

**FAIL**

**PASS**

**M.A. PASS WITH DISTINCTION**

**INDIRECT MEASURE 1: HISTORY MA STUDENT SELF-REPORT MATRIX**

Department of History

M.A. Program

**Graduation Year:** Fall/Spring\_\_\_\_\_

Circle one: Plan I

Plan II

**Instructions:** As part of the Department's program of outcomes assessment, we want you to reflect upon the department's learning outcomes. Reflecting on the program, please rate each your performance using the following criteria

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
A.1. Student demonstrates ethical use of sources and accurate and properly formatted citations.				
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence;  And for thesis identify all relevant archival sources for a particular project.				
C.1. Student demonstrates her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion.				
D.1. Student deploys knowledge from Advanced Historiography course (664) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their research and writing				
E.1. Student demonstrates in research topic choices the ability to recognize and articulate the diversity of human experience, including				

ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				
--	--	--	--	--

**The above measures are linked to the following student learning objectives:**

- A.1. Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations.
- B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I)  
Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)
- C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)  
Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)
- D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each MA student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**INDIRECT MEASURES: 2 AND 3**

2. Questions will gauge how satisfied they are with their experience--self reported.  
Self-report target of 90% of students for learning to be adequate or above.
3. To gauge success of program, the department will report time to degree and job placement/PhD/graduate program placement

Department of History  
College of Arts and Sciences

**EXIT SURVEY FOR HISTORY M.A./Ph.D. GRADUATES (Satisfaction and Placement)**

**DEMOGRAPHIC INFORMATION(Optional)**

1. Year of matriculation
2. Gender
3. Race/Ethnicity

**GRADUATION PLANS**

4. After graduating from UNM are you planning to attend graduate or professional school?  
yes no
  - If so, in what field?
  - If you have been admitted to a program, what is it?
5. Are you planning to work? yes no
  - If so, in what occupation?
6. How did studying for the Master's Degree in History influence your choices concerning further education or work?

**QUESTIONS ABOUT THE HISTORY GRADUATE PROGRAM(Satisfaction)**

7. Which graduate courses did you take?
8. Did the courses you took prepare you for the comprehensive exam?  
yes no
9. Did the courses you took prepare you to write your thesis?  
yes no
10. Which courses did you find most valuable?  
Why?
11. How did the graduate courses you took change or affect your intellectual life?
12. What were the three most important concepts or ideas that you learned in your history seminars?
13. The learning environments in your seminars were structured as:
 

lecture	group projects
small group	individual project
discussion	

Which did you find most valuable?

- lecture
- small group
- discussion
- group projects
- individual projects

14. Did the size of the seminar make a difference?

yes no

If so, how?

15. Was there much discussion in your seminars?

yes no

- Did the students debate with each other? yes no
- Were individual opinions heard and respected? yes no

16. Did you discuss course readings and lectures outside the classroom? yes no

If so, with whom?

17. Were you encouraged to connect course material with that from other courses?

yes no

18. Did you participate in activities sponsored by the History Department?

yes no

If so, which ones?

Which ones did you find the most valuable?

19. How do you feel the program prepared you for life beyond UNM?

20. What was the most influential book you read during your graduate career?

Why?

21. What part of the program helped you prepare for your thesis?

22. Which resources at UNM did you use to conduct your thesis research?

What other sources did you use?

23. Will you publish all or part of your thesis?

yes no unsure

Why or why not?

24. What was the most valuable part of your graduate career?

MORE TO SAY

25. If you have suggestions for improving the graduate program, use the space below.

**Appendix 7: PhD in History**  
Plan for Assessment of Student Learning Outcomes The  
University of New Mexico

- A. College, Department and Date
- B. Academic Program of Study
- C. Contact Person(s) for the Assessment Plan
- D. Broad Program Goals & Measurable Student Learning Outcomes

**Broad Learning Goals**

- A. Students should understand academic honesty, a concept presented to them in all history classes.
- B. Students should understand advanced skills that historians use in research.
- C. Students should understand the writing and publication skills that historians use.
- D. Students should understand historiography at a sophisticated level.
- E. Students should understand the value of diversity.

**Student Learning Outcomes (according to UNM goals of knowledge, skills, responsibility)**

- A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.
- B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.
- C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.
- D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**2. How will learning outcomes be assessed?**

**3.**

**A. What: For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?**

ii. *Indicate whether each measure is direct or indirect. If you are unsure, contact [assessments@unm.edu](mailto:assessments@unm.edu) for clarification. You should have both direct and indirect measures and at least half of the assessment methods/measures program wide will be direct measures of student learning.*

**Direct Measure:** Two types of instruments are used in our assessment of our SLOs. **Each measure is Direct**

- A. A writing rubric for all dissertations.

The dissertation will be typically completed within three years of completion of PhD comprehensive oral exam. Each student completing the dissertation will be rated by their committee.

B. An evaluative tool for the PhD field exam.

The department requires students to take an oral comprehensive exam. Each student taking this exam will be rated by their examining committee.

Each SLO will be assessed by at least one direct measure.

**Indirect Measure:**

1. Students will be fill out a survey based on the SLOs about what they believe they have learned as a result of the program: self-reported
2. In the same survey, students will evaluate how satisfied they are with their experience: self-reported.
3. To gauge success of program, the department will report time to degree and job placement

iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

**Direct Measure:**

1. Dissertation: Performance target 90% of students need to be rated adequate or above.
2. PhD oral comprehensive exam: Performance target 90% of students need to be rated adequate or above.

**Indirect Measures:** performance target for self-reported measures of adequacy or satisfaction should be 90% or above.

**3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

The data will be analyzed, discussed, and reported to the College no less than once every three years. Annually, **the graduate director** will summarize these assessment data as part of our review of the undergraduate program in the spring semester. Minutes of these discussions will be included in the report to the College.

**The graduate director** will discuss the assessment results with **the graduate advisory committee** with regard to the extent of weakness (is one SLO weak on every measure at each step of the academic path?) and to determine remedies for the inadequacy. The undergraduate director will then make a report and recommendations for curricular or pedagogical reforms to **the faculty** for deliberation and a vote.

The department chair, in consultation with the undergraduate director, will prepare an outcomes assessment report for the College that summarizes the measures of the SLOs, summarizes the department's discussion regarding the undergraduate director's internal reports, and describes what changes (in assessment instruments, curriculum, or pedagogy) were approved by the faculty.

**Sampling:** All graduates as we average between 5-8 PhD students taking oral comprehensive exams or completing dissertations annually.

**History PHD Comprehensive Exam Assessment Matrix**

Department of History  
PhD. Program

Semester: Fall/Spring \_\_\_\_\_ Major Field \_\_\_\_\_  
Thematic Field \_\_\_\_\_

Student Name: \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students' thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria

**Summary of Student Performance**

	Weak(1)	Adequate(2)	Strong(3)	Exceptional(4)
D.1. Ph.D. student demonstrates the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.				
E.1. Ph.D. student demonstrates in the exam the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				

**The above measures are linked to the following student learning objectives:**

D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline. **Modified for comprehensive exam.**

E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space. **Modified for comprehensive exam.**

RECOMMENDATION: (circle one)

FAIL

PASS

DISTINCTION



**HISTORY PHD DISSERTATION ASSESSMENT MATRIX**

Department of History  
Ph.D.Program

Semester: Fall/Spring \_\_\_\_\_

Dissertation

Length of writing sample: \_\_\_\_\_ pages

Student Name: \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we evaluate our students' learning along several dimensions. Using a students' thesis or major research paper as a writing sample appropriate for this evaluation, please rate each student's performance using the following criteria

**Summary of Student Performance**

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.				
B.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.				
C.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.				
D.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.				
E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				

A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.

- B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.
- C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.
- D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
- E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**RECOMMENDATION: Circle One**

**FAIL**

**PASS**

**PASS WITH DISTINCTION**

**INDIRECT MEASURE 1: HISTORY PHD STUDENT SELF-REPORT MATRIX**

Department of History  
Ph.D. Program

**Graduation Year:** Fall/Spring \_\_\_\_\_

**Instructions:** As part of the Department's program of outcomes assessment, we want you to reflect upon the department's learning outcomes. Reflecting on the program, please rate each your performance using the following criteria

	Weak(1)	Adequate(2)	Strong(3)	Exceptional (4)
A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.				
B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.				
C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.				
D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.				
E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.				

**The above measures are linked to the following student learning objectives:**

A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.

B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own

research in the existing secondary body of work on the topic.

- C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.
  
- D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.
  
- E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

**INDIRECT MEASURES: 2 AND 3**

- 2. Questions will gauge how satisfied they are with their experience--self reported.  
Self-report target of 90% of students for learning to be adequate or above.**
- 3. To gauge success of program, the department will report time to degree and  
jobplacement/PhD/graduate program placement**

EXIT SURVEY FOR HISTORY PH.D./Ph.D. GRADUATES (Satisfaction and Placement): Same  
As MA. See Appendix 7

**Appendix 8: Program Reporting Template**  
**College of Arts and Sciences**  
**University of New Mexico**  
Degree/Certificate Program Assessment Report  
College of Arts and Sciences  
The University of New Mexico

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
History	Bachelors of Arts

**Name of Academic Department (if not a standalone program):** Department of History

**Name of College/School/Branch:** College of Arts and Sciences

**Academic Year/Assessment Period:** Academic Year, 2016-2017

**Submitted By (include email address):** Dr. Melissa Bokovoy, mbokovoy@unm.edu

**Date Submitted to College/School/Branch for Review:** 12/1/2017

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

**State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:**

*All of our SLOS are assessed each semester based by instructors in Hist491: Historiography; Hist492: Topical Senior Seminar. We teach a total of 3 each semester, maximum enrollment is 20.*

Fall 2016 and Spring 2017: 55 and 58 students respectively

**If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:** *We are reporting on all our SLOs since they are integrated in such a way that separating them out makes little to no sense.*

**Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:**

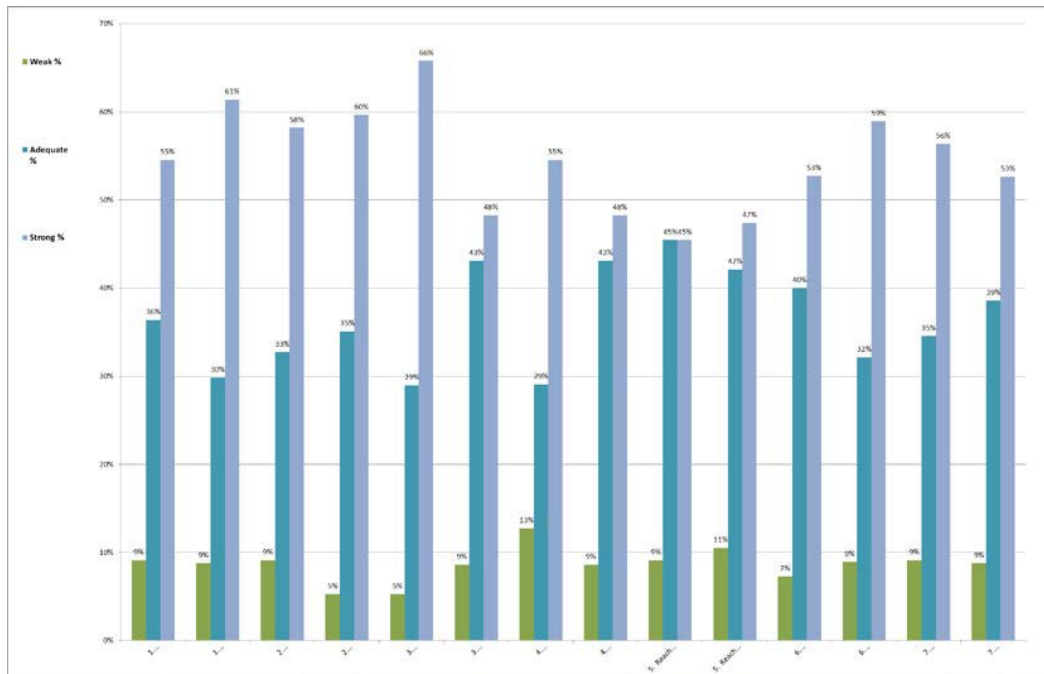
- *In 2017, the Department of History took the lead in the state mandated numbering system which also included reviewing and writing new SLOs for the general education core. These core courses are the foundation of our BA program. We adopted these new SLOs in October 2017 and are the process of aligning these SLOs, which are based on the American Historical Association's Tuning Project, to our BA program. The tuning the discipline is an effort to describe the skills, knowledge, and habits of mind that students develop in history courses and degree programs (See appendix for core history course SLOs.) The departmental discussion of the state SLOs led to all members of the department discuss aligning our program outcomes with those of the AHA which is the "industry standard."*
- *We continue to discuss the teaching and sequence of our "capstone" class. The indirect measure, an end of the course department administered survey, has repeatedly told the department that our students want to take this course earlier in their degree pathway, most desirable for students is the junior year or 5 or 6 semesters into their degree. We are discussing the sequence of the course as we adopt 4+1 BA/MA pathway as well as deciding whether or not to create an introductory level course. Our biggest issue is staffing since we will have lost 6 faculty in the last three years with only 1 new hire.*
- *We continue to discuss and create new curriculum based on research trends in the historical profession as well as expansion of our curriculum into new fields of research and teaching. We recognize and acknowledge that digital humanities and new platforms for delivery of courses are the changing the way we teach as well as assess the students.*
- *Finally, I want to say none of these changes have come about as result of the discussion of the assessment data.*

**Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:**

1. *We will not be making revisions to our assessment until we have submitted the revisions to our BA program in Fall 2018. We will be submitting a Form C to create a 4+1 and at that time will have new SLOs and an assessment plan in place that align with the AHA Turning project. We will not have a new assessment plan in place until Fall 2019 when the revisions to our BA are approved and in place.*
2. *However, we are implementing a new assessment plan for our introductory history classes that also serve the general core curriculum in Spring 2018. (See new student learning outcomes for general education in Appendix 1). How we craft our assessment for the GE will inform how we craft one for our BA program.*

Graph and Table for Benchmarks met via Capstone Paper

SLO	Total Assessments	Weak Totals	Weak %	Adequate Totals	Adequate %	Strong Totals	Strong %
1. Demonstration of ethical use of sources/Proper citation (SLO1)_2016	55	5	9%	20	36%	30	55%
1. Demonstration of ethical use of sources/Proper citation (SLO1)_2017	57	5	9%	17	30%	35	61%
2. Analysis of Primary/Secondary Sources (SLO2)_2016	55	5	9%	18	33%	32	58%
2. Analysis of Primary/Secondary Sources (SLO2)_2017	57	3	5%	20	35%	34	60%
3. Formulation of historical questions/argumet (SLO3)_2016	38	2	5%	11	29%	25	66%
3. Formulation of historical questions/argumet (SLO3)_2017	58	5	9%	25	43%	28	48%
4. Deployment of appropriate and broad range of sources (SLO3)_2016	55	7	13%	16	29%	30	55%
4. Deployment of appropriate and broad range of sources (SLO3)_2017	58	5	9%	25	43%	28	48%
5. Reach convincing conclusion (SLO 3)_2016	55	5	9%	25	45%	25	45%
5. Reach convincing conclusion (SLO 3)_2017	57	6	11%	24	42%	27	47%
6. Application of relevant historical facts and context (SLO 4)_2016	55	4	7%	22	40%	29	53%
6. Application of relevant historical facts and context (SLO 4)_2017	56	5	9%	18	32%	33	59%
7. Understanding/Development of interpretation (SLO 4, 5)_2016	55	5	9%	19	35%	31	56%
7. Understanding/Development of interpretation (SLO 4, 5)_2017	57	5	9%	22	39%	30	53%



### Student Learning Outcome: A.1.

Program Goal	SLO	UNM Student Learning Goals
A. 1. Students will distinguish between primary and secondary sources and identify and evaluate evidence.  [Area V: Humanities, competencies 1 and 2]	A. 1. By the senior year, each major will <i>demonstrate</i> ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).	Mark the UNM goal or goals this SLO aligns with.  — Knowledge _x_ Skills _x_ Responsibility

**Direct Measure:** One type of instrument was used in our assessment of this SLO.

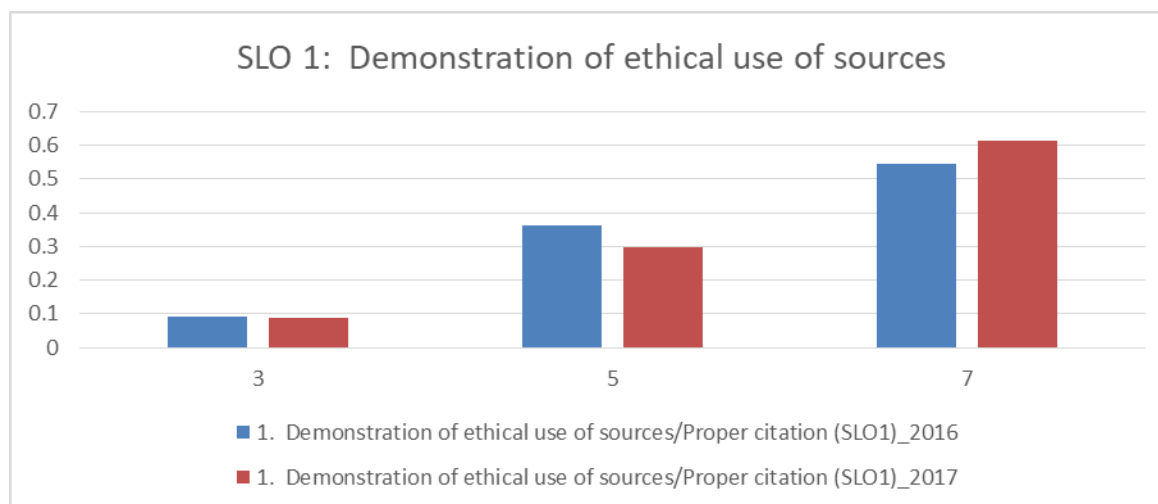
1. A writing rubric for all students write their final paper in the capstone class

**2. Indirect Measure:**

1. Use of EvaluationKIT SLOs(self report): **EvaluationKIT has yielded no usable data because response rates have been below 20%**. We are presently strategizing about improving these rates.

2. Department Qualitative Survey (self report): When we went to EvaluationKIT, the faculty developed a short 4 question in class survey (See Appendix 4)

**Key: 3=Weak; 5=Adequate; 7=Strong**



**Performance Benchmark: Direct Measure:**

1. Capstone project: Performance target 90% of students need to be rated adequate or above on all SLOs. 91% of our students met this benchmark.

**Sampled Population:**

1. We sampled all of students who took the capstone History 491 and 492 for Fall 2016 and Spring 2017

**Analysis:** 91% of the students who completed a project that required citations met the departmental expectation for ethical use of sources and accurate and properly formatted citations. There are several reasons why we have met this benchmark.

1. Our faculty are rigorous in their review of the use of sources and proper scholarly citation.
2. We have asked that every syllabus link to the department's policy on academic dishonesty: [http://history.unm.edu/common/documents/policies/GuidelinesonAcademicDishonesty\\_002.pdf](http://history.unm.edu/common/documents/policies/GuidelinesonAcademicDishonesty_002.pdf)

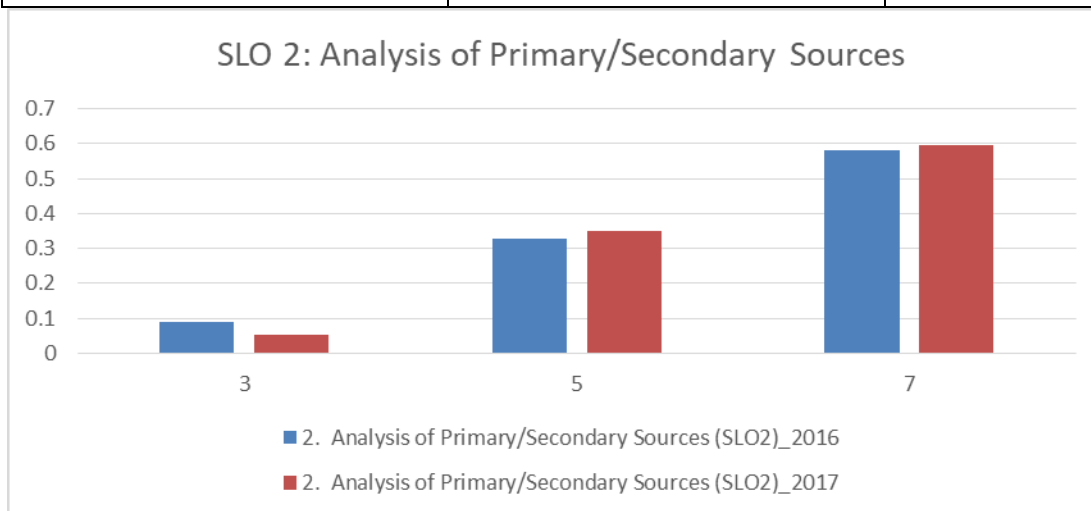
**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*We have recommended that each faculty member use UNM Learn and the plagiarism checker. The department qualitative survey does not ask about SLO 1.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *None*

### Student Learning Outcome: B.1.

Program Goal	SLO	UNM Student Learning Goals
B.1. Students should understand the basic skills that historians use in research.  [Area V Humanities, competency 2] [Area IV Social Sciences, competencies 1 and 2]	B.1. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to <i>distinguish</i> between primary and secondary sources; to <i>identify and evaluate</i> evidence.	_x Knowledge x___Skills ___Responsibility



#### Assessment Measures: Direct Measure

**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students write their final paper in the capstone class

#### Indirect Measure:

1. Use of EvaluationKIT SLOs (self report): EvaluationKIT has yielded no usable data because response rates have been below 20%. We are presently strategizing about improving these rates.

2. Department Qualitative Survey (self report): When we went to EvaluationKIT, the faculty developed a short 4 question in class survey.

#### Performance Benchmark: Direct Measure:

1. Capstone project: Performance target 80% of students need to be rated adequate or above on all SLOs. 91% of our students met this benchmark.

#### Sampled Population:

1. We sampled all of students who took the capstone History 491 and 492 for Fall 2016 and Spring 2017

**Analysis:** The nature of the seminars is to work with students for mastery of this skill and knowledge and in this regard they were able to distinguish between primary and secondary sources; to identify and evaluate evidence.

*This is a capstone class and this group of faculty worked assigned two different types of capstone projects (See Appendix).*



1. *Historiographical Essay: One capstone required the ability to distinguish the methodology of the secondary source utilized by historians writing articles or monographs.*

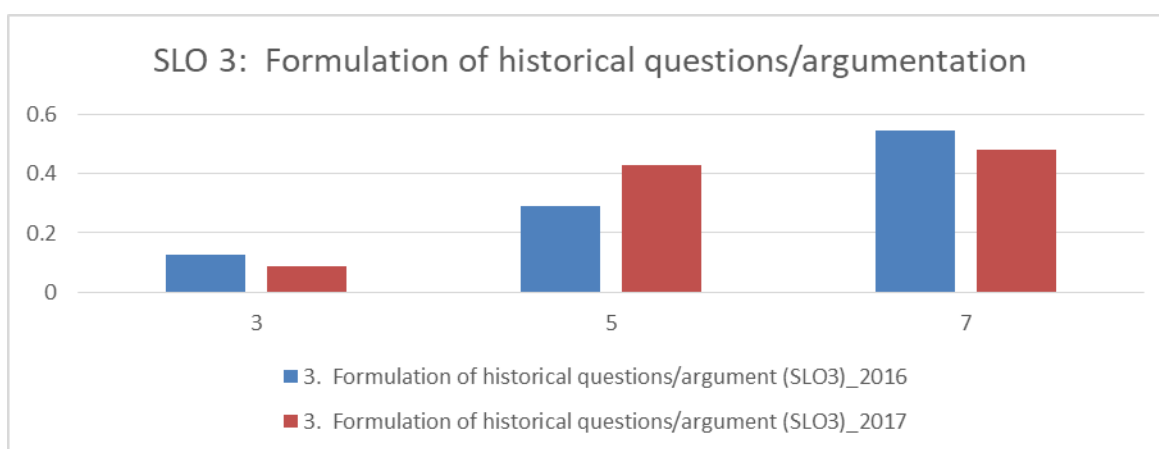
2. *Research Papers. Each instructor sought to improve the students' analytical, research and writing skills by requiring rough drafts and to have the students themselves participate in the editing process. The rigor of the seminar usually means that those students who are not passing this course drop it and then take it again. We do immediately caution the students that this is the capstone course and it requires a level of engagement many have not experience before. The drop rate for the course is 2 or 4 students per class per semester which is 10-20% but we do not fail students in the course. **There was a comment in last year's evaluation that this course should be required in the student's junior year. Currently our undergraduate advisor and our major pathway documents make it clear it is best for them to take it their junior year. Students don't always come for advising. We will be creating a brief powerpoint for our upper division classes with suggested pathways for history majors.***

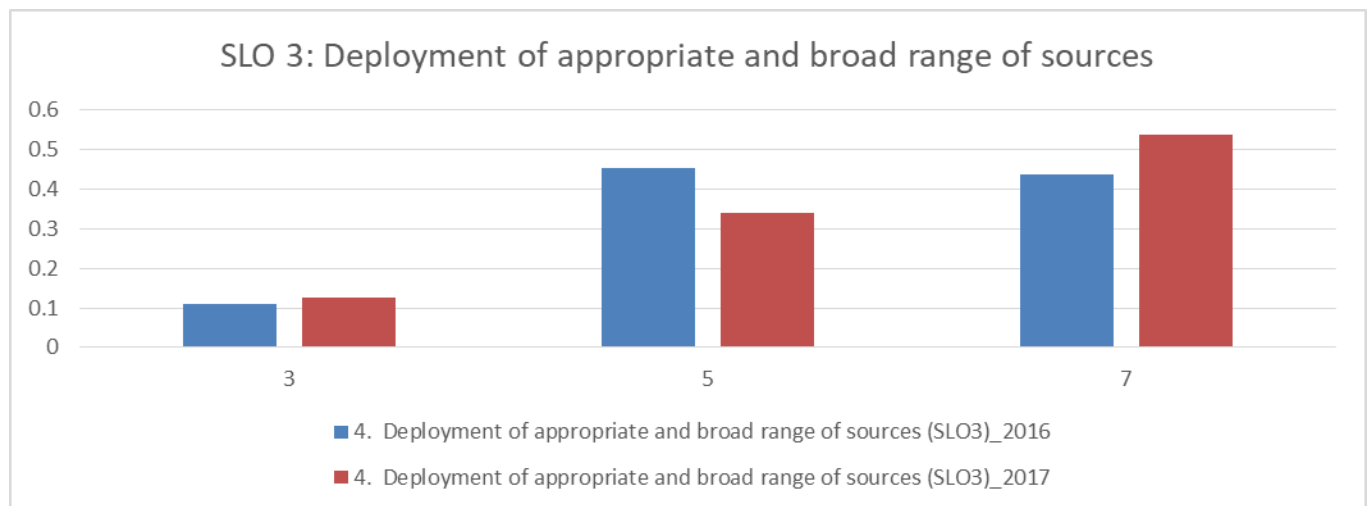
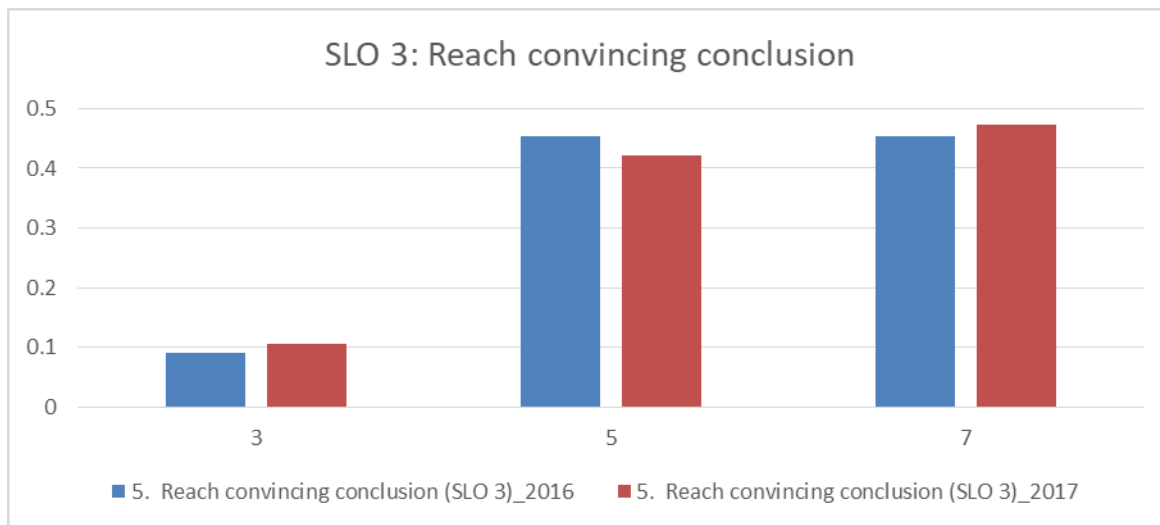
**Analysis/Faculty Discussion:** *In our discussion in both the planning meeting and the department meeting in Spring 2017, we have discussed how students come to the capstone class with a variety of different skills and strengths as well as weaknesses as a result of the breadth of our offerings, the different class sizes that our upper division classes have, and that each of us may emphasize different student outcomes in our upper division offerings. We have discussed the possibility of creating an introductory course for our majors so that as they begin to take upper division classes they will have a common baseline. If we move in this direction, it is our hope that the skill level will be more consistent among our majors.*

**Recommendations for Improvement/Changes:** *Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. Faculty who teach 491: Undergraduate Historiography and our graduate historiography class, Hist 664, are forming an adhoc committee to discuss how best to create a logical sequence for the 4+1 and whether the 4+1 students need to take both. This will lead to a discussion about how our upper division offerings can align with the capstone classes. We haven't had this discussion in our department in some time and will be doing so in Spring 2018.*

*Part II: Report Body*  
**Student Learning Outcome: C.1.**

Program Goal	SLO	UNM Student Learning Goals
C.1. C. Students should understand the basic skills that historians use in writing.  [Area V Humanities, competency 3] [Area IV Social Sciences, competencies 1 & 2]	Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.	_x_ Knowledge _x_ Skills ___ Responsibility





#### Assessment Measures: Direct Measure

**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students write their final paper in the capstone class

#### Indirect Measure:

1. Use of EvaluationKIT SLOs(self report): EvaluationKIT has yielded no usable data because response rates have been below 20%. We are presently strategizing about improving these rates.
2. Department Qualitative Survey (self report): When we went to EvaluationKIT, the faculty developed a short 4 question in class survey.

#### Performance Benchmark:

##### **Direct Measure:**

1. Capstone project: Performance target 80% of students need to be rated adequate or above on all SLOs. Approximately 90% of our students met this benchmark in all three ways in which we measured this SLO.

#### Sampled Population:

1. We sampled all of students who took the capstone History 491 and 492 for Fall 2016 and Spring 2016(58 students)

**Analysis:** The nature of the seminars is to provide to the necessary background for students to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

*This is a capstone class and this group of faculty worked extensively to improve the students' analytical, research and writing skills by requiring rough drafts and to have the students themselves participate in the editing process. 60% of the students master this series of skills with only a few who have difficulty mastering the necessary skills and knowledge to reach a convincing conclusion.*

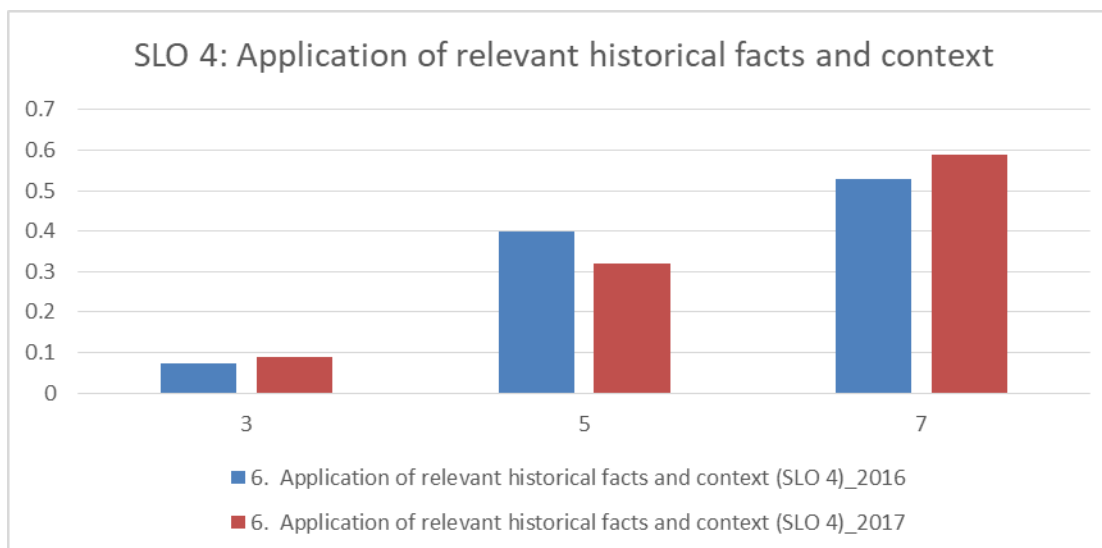
*The rigor of the seminar usually means that those students who are not passing this course drop it and then take it again. Noticing this phenomenon, we will now keep track of how many students drop the class and then take it again. We usually anticipate a 10-20% (2-4 students) drop rate.*

**Analysis/Faculty Discussion:** *In our discussion in both the planning meeting and the department meeting in Spring 2017, we have discussed how students come to the capstone class with a variety of different skills and strengths as well as weaknesses as a result of the breadth of our offerings, the different class sizes that our upper division classes have, and that each of us may emphasize different student outcomes in our upper division offerings. We have discussed the possibility of creating an introductory course for our majors so that as they begin to take upper division classes they will have a common baseline. If we move in this direction, it is our hope that the skill level will be more consistent among our majors.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *Faculty who teach 491: Undergraduate Historiography and our graduate historiography class, Hist 664, are forming an adhoc committee to discuss how best to create a logical sequence for the 4+1 and whether the 4+1 students need to take both. This will lead to a discussion about how our upper division offerings can align with the capstone classes. We haven't had this discussion in our department in some time and will be doing so in Spring 2018.*

#### Student Learning Outcome: D.1.

Program Goal	SLO	UNM Student Learning Goals
D.1. Students should understand the basic tools of historical analysis. [Area V: Humanities, competencies 1 and 2]	D.1. Each major will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.	_x_ Knowledge __x_ Skills ___ Responsibility



**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students write their final paper in the capstone class

**Indirect Measure:**

1. Use of EvaluationKIT SLOs(self report): EvaluationKIT has yielded no usable data because response rates have been below 20%. We are presently strategizing about improving these rates.

2. Department Qualitative Survey (self report): When we went to EvaluationKIT, the faculty developed a short 4 question in class survey.

**Performance Benchmark:**

**Direct Measure:**

1. Capstone project: Performance target 80% of students need to be rated adequate or above on all SLOs. 91% of our students met this benchmark.

**Sampled Population:**

1. We sampled all of students who took the capstone History 491 and 492 for Fall 2016 and Spring 2017

**Analysis:** The nature of the seminars is provide to the necessary background for students to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

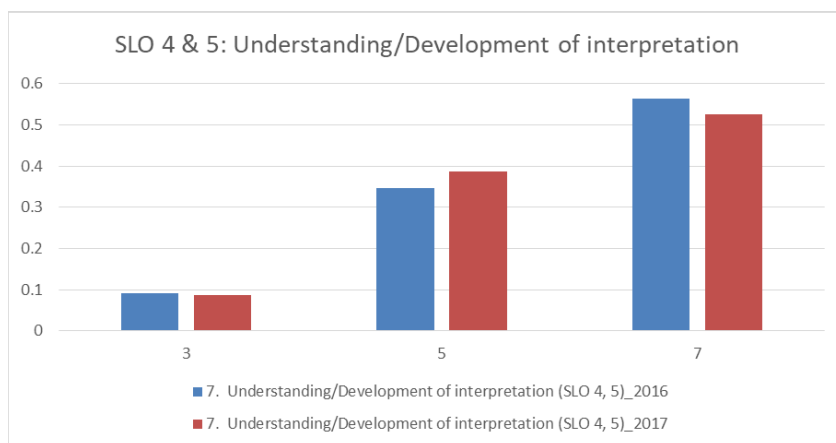
*This is a capstone class and this group of faculty worked extensively to improve the students' analytical, research and writing skills by requiring rough drafts and to have the students themselves participate in the editing process. Approximately 90% of the students master this series of skills with only a few who have difficulty mastering the necessary skills and knowledge to reach a convincing conclusion.*

**Analysis/Faculty Discussion:** *In our discussion in both the planning meeting and the department meeting in Spring 2017, we have discussed how students come to the capstone class with a variety of different skills and strengths as well as weaknesses as a result of the breadth of our offerings, the different class sizes that our upper division classes have, and that each of us may emphasize different student outcomes in our upper division offerings. We have discussed the possibility of creating an introductory course for our majors so that as they begin to take upper division classes they will have a common baseline. If we move in this direction, it is our hope that the skill level will be more consistent among our majors.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *Faculty who teach 491: Undergraduate Historiography and our graduate historiography class, Hist 664, are forming an adhoc committee to discuss how best to create a logical sequence for the 4+1 and whether the 4+1 students need to take both. This will lead to a discussion about how our upper division offerings can align with the capstone classes. We haven't had this discussion in our department in some time and will be doing so in Spring 2018.*

#### Student Learning Outcome: E.1.

Program Goal	SLO	UNM Student Learning Goals
E.1. Students should understand the basic tools of historical analysis.	5. Each major will demonstrate in research topic choices and resulting papers the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.	<input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility



**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students write their final paper in the capstone class

**Indirect Measure:**

1. Use of EvaluationKIT SLOs(self report): EvaluationKIT has yielded no usable data because response rates have been below 20%. We are presently strategizing about improving these rates.

2. Department Qualitative Survey (self report): When we went to EvaluationKIT, the faculty developed a short 4 question in class survey.

**Performance Benchmark:**

**Direct Measure:**

1. Capstone project: Performance target 80% of students need to be rated adequate or above on all SLOs. Approximately 90% of our students met this benchmark.

**Sampled Population:**

1. We sampled all of students who took the capstone History 491 and 492 for Fall 2016 and Spring 2017

**Analysis:** The nature of the seminars is provide to the necessary background for students to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.

*This is a capstone class and this group of faculty worked extensively to improve the students' analytical, research and writing skills by requiring rough drafts and to have the students themselves participate in the editing process*

*The rigor of the seminar usually means that those students who are not passing this course drop it and then take it again. Noticing this phenomenon, we will now keep track of how many students drop the class and then take it again. We usually anticipate a 10-20% (2-4 students) drop rate.*

**Analysis/Faculty Discussion:** *In our discussion in both the planning meeting and the department meeting in Spring 2017, we have discussed how students come to the capstone class with a variety of different skills and strengths as well as weaknesses as a result of the breadth of our offerings, the different class sizes that our upper division classes have, and that each of us may emphasize different student outcomes in our upper division offerings. We have discussed the possibility of creating an introductory course for our majors so that as they begin to take upper division classes they will have a common baseline. If we move in this direction, it is our hope that the skill level will be more consistent among our majors.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *Faculty who teach 491: Undergraduate Historiography and our graduate historiography class, Hist 664, are forming an adhoc committee to discuss how best to create a logical sequence for the 4+1 and whether the 4+1 students need to take both. This will lead to a discussion about how our upper division offerings can align with the capstone classes. We haven't had this discussion in our department in some time and will be doing so in Spring 2018*

**Appendix 1 – Evidence of changes in response to previous assessment results.** *We have revised our SLOs for our entry level surveys per the directive of the state but we drove the process based on disciplinary standards and concerns that the introductory classes at institutions that fed into our major have the same rigorous SLOs as we do. First, here is the letter that UNM-History composed explaining our rationale and was signed by all members of the state committee.*

**Evidence of faculty discussion:**

At the department meeting of February 3, 2017, the department discussed the problems of declining enrollments and how to better use outcomes assessment data to improve our pedagogy. For reasons of space, the transcription of that discussion is not included here but is available upon request.

**Appendix #9: Degree/Certificate Program Assessment Report College  
of Arts and Sciences  
The University of New Mexico**

*Part I: Cover Page*

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
History	MA

**Name of Academic Department (if not a standalone program):** Department of History

**Name of College/School/Branch:** College of Arts and Sciences

**Academic Year/Assessment Period:** Calendar Year: Fall 2017 and Spring 2018 **Submitted**

**By (include email address):**Dr. Melissa Bokovoy, mbokovoy@unm.edu **Date Submitted to**

**College/School/Branch for Review:** 1/27/2019

**Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:**

**State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:**

*All of our SLOS are now being assessed at two end points in our program: The MA Major Field Comprehensive Exam for those on PLAN I and II; and then a MA thesis assessment for students on PLAN II.*

**Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix(See new assessment plan in appendix that replaces plan from 2009):**

*Academic Year, 2014-2016 was the first year we collected data for our MA program and have assessed all of our SLOs. All of our measures are **direct measures** this year. We are still developing our indirect measures but holding off since we have just modified our MA degree program and will be creating new assessments prior to our APR in Fall 2019.*

**Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:**

1. *No revisions since last year as a result of systematic redesign of our graduate program since we have only one semester, Fall 2018, under the major revisions we just made.*
2. *We are sending out **indirect measure survey** for our MA and PhD programs as a result of our APR. We will then have a baseline of survey data to craft meaningful indirect surveys after that time.*

**Part II.A Overview of  
All SLOs**

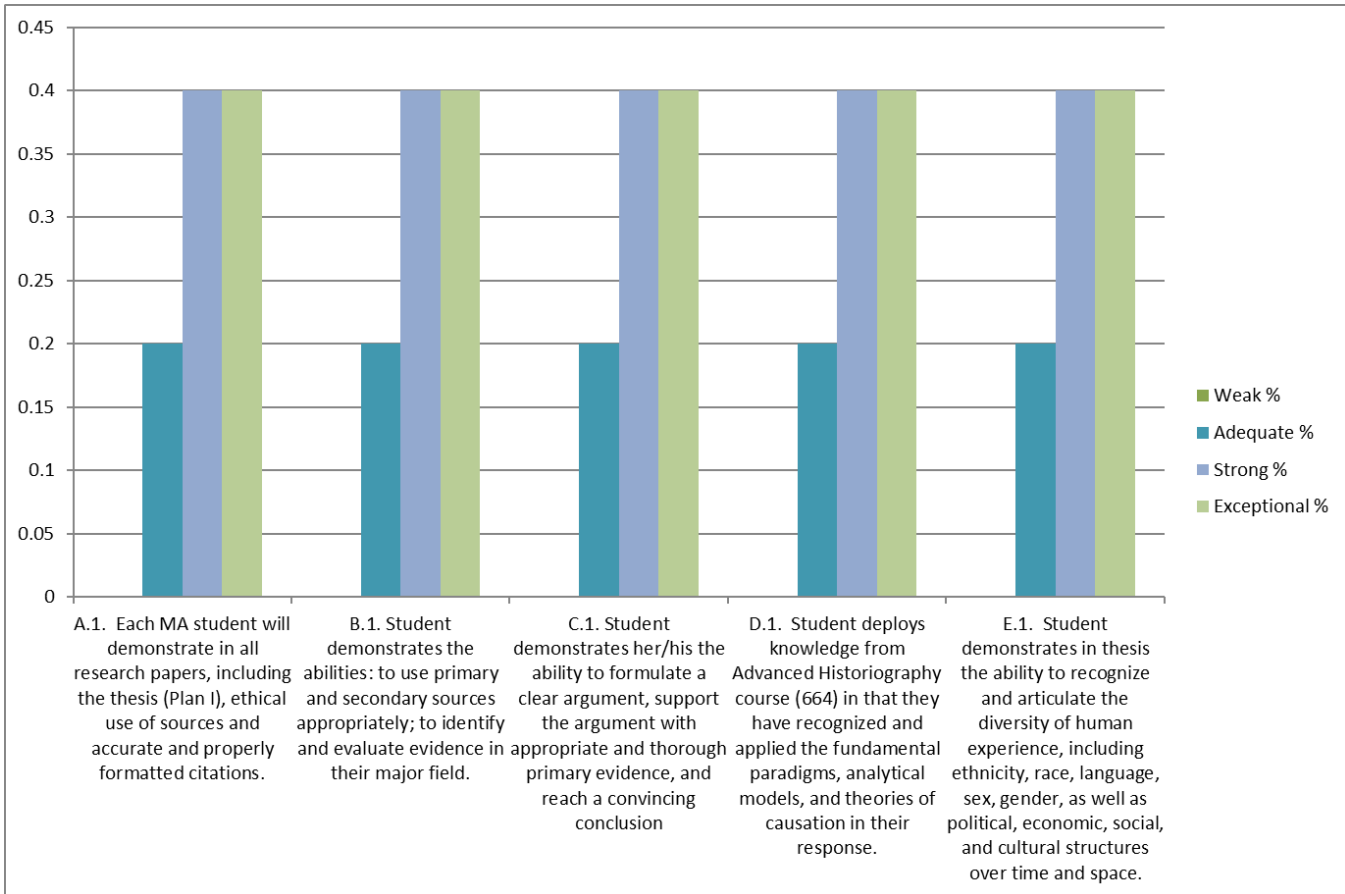
<b>Program Goal</b>	<b>SLO</b>	<b>UNM Student Learning Goals</b>
A. Students should understand academic honesty, a concept presented to them in all history classes.	A. 1.Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations	Mark the UNM goal or goals this SLO aligns with.  <input type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility
B. Students should understand skills that historians use in research.	B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan 1)	Mark the UNM goal or goals this SLO aligns with.  <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

	Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)	
C. Students should understand the skills that historians use in writing.	<p>C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)</p> <p>Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)</p>	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/>_x_Knowledge</p> <p><input checked="" type="checkbox"/>_x_Skills</p> <p><input type="checkbox"/>_Responsibility</p>
D. Students should understand historiography.	D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/>_x_Knowledge</p> <p><input checked="" type="checkbox"/>_x_Skills</p> <p><input type="checkbox"/>_Responsibility</p>
E. Students should understand the value of diversity.	E.1. Each MA student will demonstrate in a thesis/exam the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/>_x_Knowledge</p> <p><input checked="" type="checkbox"/>_x_Skills</p> <p><input type="checkbox"/>_Responsibility</p>

**Results:** Describe how the performance benchmark was met or not met.

**Graph and Table for Benchmarks met via MA Thesis**

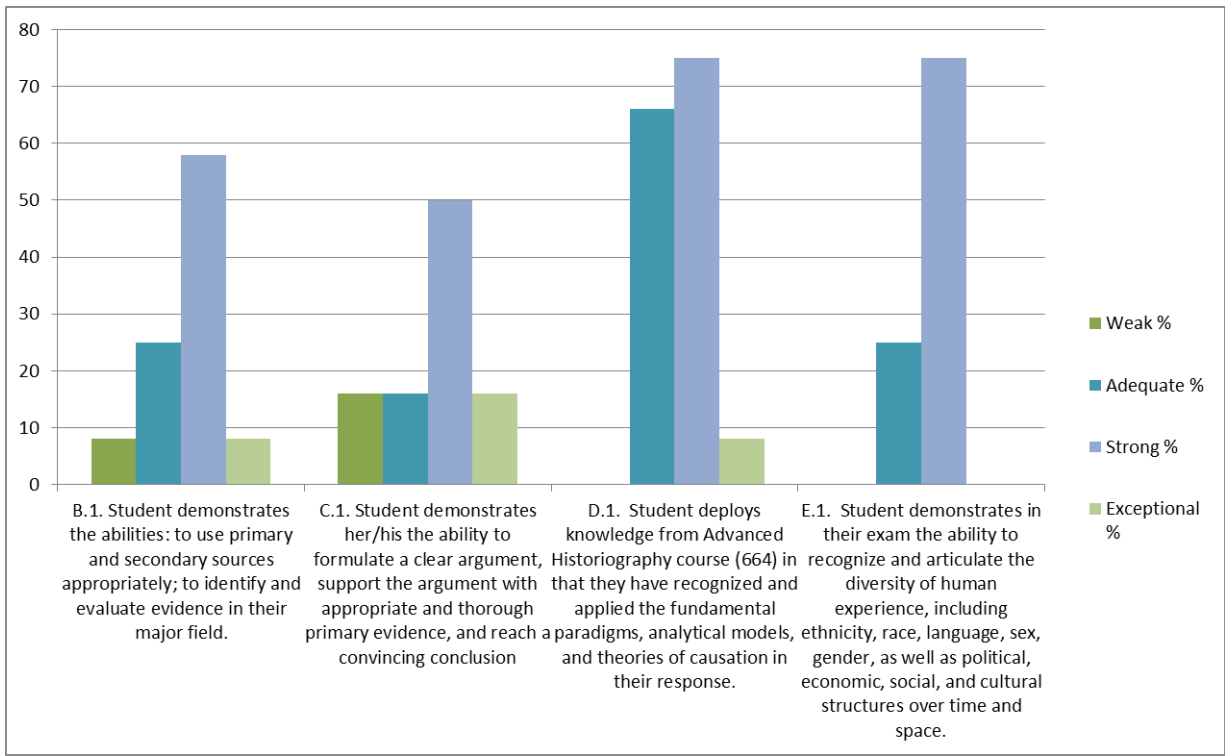
SLO	Total Assessments	Weak Totals	Weak %	Adequate Totals	Adequate %	Strong totals	Strong %	Exceptional totals	Exceptional %
A.1. Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations.	5			1	0.2	2	0.4	2	0.4
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence in their major field.	5			1	0.2	2	0.4	2	0.4
C.1. Student demonstrates her/his the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion	5			1	0.2	2	0.4	2	0.4
D.1. Student deploys knowledge from Advanced Historiography course (664) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their response.	5			1	0.2	2	0.4	2	0.4
E.1. Student demonstrates in thesis the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.	5			1	0.2	2	0.4	2	0.4



**Graph and Table for Benchmarks met via MA Major Field Exam**

SLO	Total Assessments	Weak Totals	Weak %	Adequate Totals	Adequate %	Strong totals	Strong %	Exceptional totals	Exceptional %
B.1. Student demonstrates the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence in their major field.	12	1	8	3	25	7	58	1	8
C.1. Student demonstrates her/his the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion	12	2	16	2	16	6	50	2	16
D.1. Student deploys knowledge from Advanced Historiography course (664) in that they have recognized and applied the fundamental paradigms, analytical models, and theories of causation in their response.	12	0	0	8	66	9	75	1	8
E.1. Student demonstrates in their exam the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over	12	0	0.00%	3	25	9	75	0	0

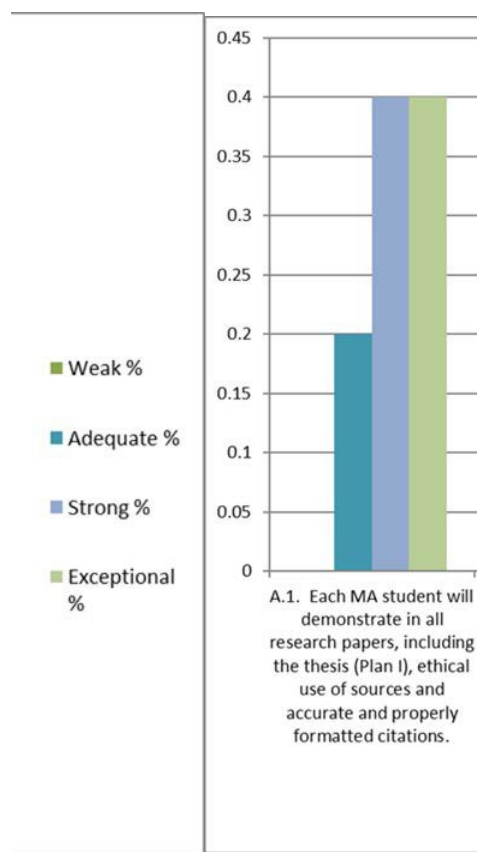




**Student Learning Outcome: A.1.**

<p>A. Students should understand academic honesty, a concept presented to them in all history classes.</p>	<p>A. 1. Each MA student will demonstrate in all research papers, including the thesis (Plan I), ethical use of sources and accurate and properly formatted citations</p>	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input type="checkbox"/> Knowledge</p> <p><input type="checkbox"/> Skills</p> <p><input type="checkbox"/> Responsibility</p>
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Percent of students scoring adequate, strong, and exceptional (Thesis: Plan 1)



**Assessment Measures:** Provide a description of the assessment instrument(s) used to measure this SLO. Please state the semester(s) the assessment instrument(s) was/were administered and if each is a direct or indirect assessment.

*Data from Theses submitted between Fall 2017 to Spring 2017*

**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students writing a thesis. (See attached)

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Thesis: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.

**Sampled Population:** Describe the sampled population, including the total number of students and classes assessed.

1. We sampled all of students who submitted a thesis between Fall 2016 and Spring 2017( 5 students).

**Analysis:** Each student who submitted a thesis met the departmental expectation for ethical use of sources and accurate and properly formatted citations. There are several reasons why we have met this benchmark.

1. Our faculty are rigorous in their review of the use of sources and proper scholarly citations.
2. The department chair reviews every thesis and dissertation to make they meet disciplinary expectations and form and if not, the thesis is returned to the student and corrections must be made prior to submission to Graduate Studies.

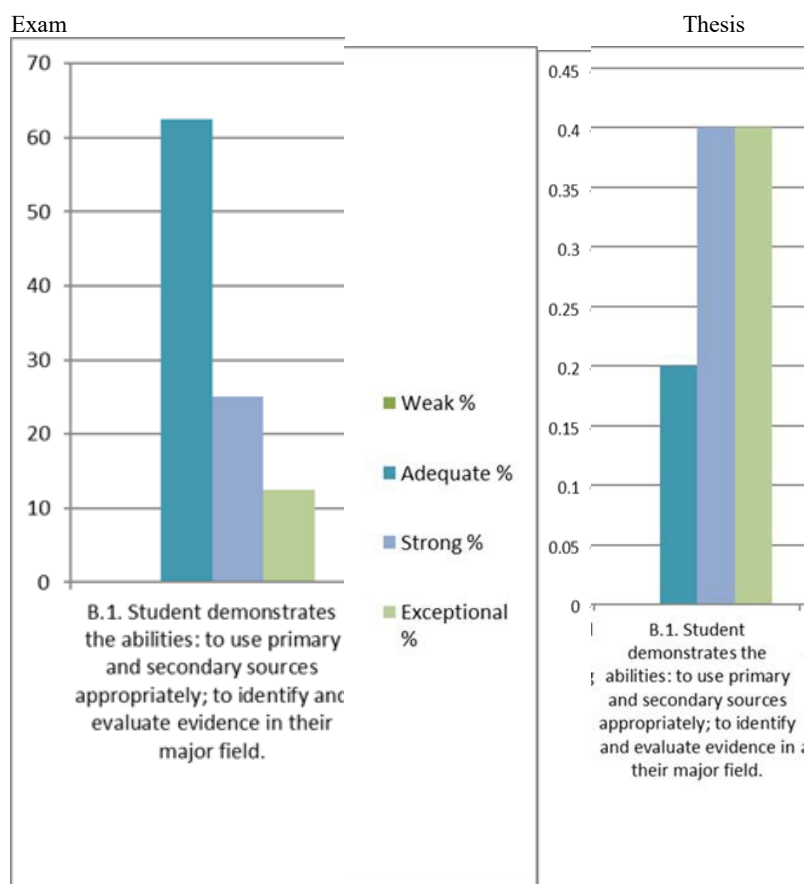
**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*None related to this SLO.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *None at this time.*

### Student Learning Outcome: B.1. (Thesis and Exam)

<p>B.Students should understand skills that historians use in research.</p>	<p>B.1. Each MA student will demonstrate in all research papers, including the thesis, the abilities: to use primary and secondary sources appropriately; to identify and evaluate evidence; and to identify all relevant archival sources for a particular project. (Plan I)</p> <p>Each MA student will demonstrate in all research papers the abilities to use primary and secondary sources appropriately and to identify and evaluate evidence. (Plan II)</p>	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/> Knowledge</p> <p><input checked="" type="checkbox"/> Skills</p> <p><input type="checkbox"/> Responsibility</p>
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**Direct Measure:** Two types of instruments are used in our assessment of our SLOs.

*Data from Theses submitted between Fall 2016 to Spring 2017*

*Data from MA Major Field Comprehensive Exam: Fall 2016 and Spring 2017*

1. A writing rubric for all students writing a thesis. **(See attached)**
2. An evaluative tool for the MA major field exam.

The department requires students for both plans to take a MA major field exam. Each student taking this exam will be rated by the three professors who have been chosen to read the exams that semester and for that specific field. **(See attached)**

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Thesis: Performance target 90% of students need to be rated adequate or above on all SLOs. All students met this benchmark.
2. MA major field exam: Performance target 90% of students need to be rated adequate or above. All students met the target

**Sampled Population: Describe the sampled population, including the total number of students and classes assessed.**

1. We sampled all of students who submitted a thesis between Fall 2016 to Spring 2017(5 students) and all of our MA students who took Fall 2016 and Spring 2017 Major MA Comprehensive Exam(12).

**Analysis:** Each student who submitted a thesis and/or took the major MA comprehensive exam met the departmental expectation for understanding skills that historians use in research. It is clear that those students who opt to take write a thesis in addition to completing the required MA comprehensive exam develop their skills better than those who do not write a thesis. Thesis students scored 80% on strong and exceptional skills vs. only 37% of the strong and exceptional category for students only taking exams. Clearly students writing a thesis have better skills than those who only take the exam and write seminar papers.

**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*In our conversations in May 2017 when the department adopted the changes to our MA program, we have created an adhoc committee to examine the content of two required courses: History 664 which is Advanced Historiography and History 665 which is research methods. The latter course is required only of MA thesis students and these students work much more intensely and intensively on research.*

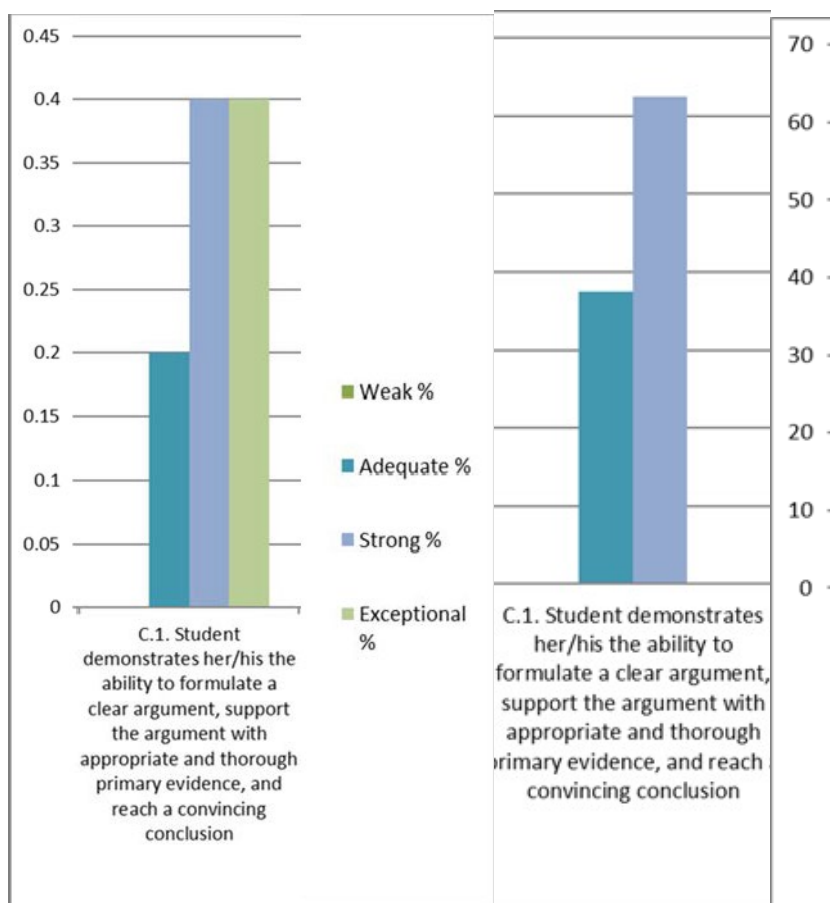
**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *We are considering reworking our curriculum at the MA level to include a major research paper component.* See appendix.

**Student Learning Outcome: C.1.**

Program Goal	SLO	UNM Student Learning Goals
C. Students should understand the skills that historians use in writing.	<p>C.1. Each MA student will demonstrate in her/his thesis the ability to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a convincing conclusion. (Plan I)</p> <p>Each MA student will demonstrate in all research papers the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion. (Plan II)</p>	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/>_x_Knowledge</p> <p><input checked="" type="checkbox"/>_x_Skills</p> <p><input type="checkbox"/>_Responsibility</p>

**Thesis**

**Exam**



**Direct Measure:** Two types of instruments are used in our assessment of C.1.

*Data from Theses submitted between Fall 2016 to Spring 2017*

*Data from MA Major Field Comprehensive Exam: Fall 2016 and Spring 2017*

1. A writing rubric for all students writing a thesis. **(See attached)**
2. An evaluative tool for the MA major field exam.

The department requires students for both plans to take a MA major field exam. Each student taking this exam will be rated by the three professors who have been chosen to read the exams that semester and for that specific field. **(See attached)**

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Thesis: Performance target 90% of students need to be rated adequate or above on all SLOs. All of our students met this benchmark.
2. MA major field exam: Performance target 90% of students need to be rated adequate or above. All of our students met this benchmark.

**Sampled Population:** Describe the sampled population, including the total number of students and classes assessed.

1. We sampled all of students who submitted a thesis between Fall 2016 to Spring 2017 (5 students) and all of our MA students who took Fall 2016 and Spring 2017 Major MA Comprehensive Exam(12).

**Analysis:** Each student who submitted a thesis and/or took the major MA comprehensive exam met the departmental expectation for understanding skills that historians use in research. It is clear that those students who opt to take write a thesis in addition to completing the required MA comprehensive exam develop their skills better than those who do not write a thesis. Thesis students scored 80% on strong and exceptional skills vs. 65% in the strong category with no one in the exceptional category for students only taking exams.

Clearly students writing a thesis have better skills than those who only take the exam and write seminar papers.

**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*In May 2017, the department discussed the efficacy of requiring a thesis and we agreed that it is a decision based on student ability, interest, and time commitment. However, we are discussing requiring a major research paper.*

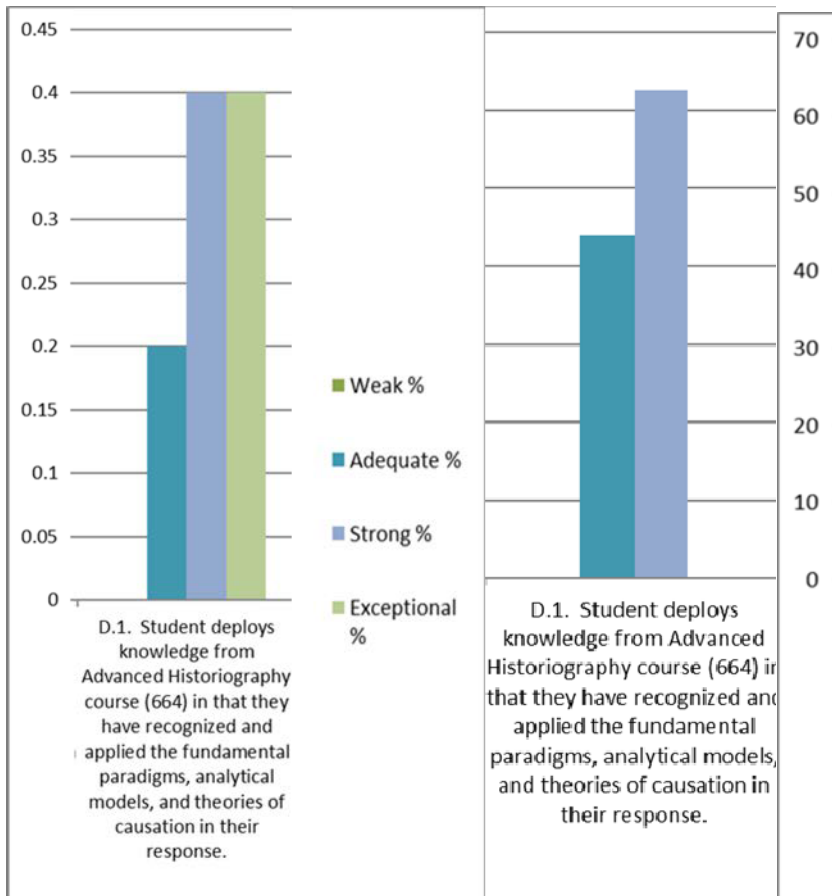
**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *We are considering reworking our curriculum at the MA level to include a major research paper component.* See appendix.

**Student Learning Outcome: D.1.**

Program Goal	SLO	UNM Student Learning Goals
D. Students should understand historiography.	D.1. Each MA student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.	Mark the UNM goal or goals this SLO aligns with. <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Responsibility

**Thesis**

**Exam**



**Direct Measure:** Two types of instruments are used in our assessment of D.1.

*Data from Theses submitted between Fall 2016 to Spring 2017*

Data from MA Major Field Comprehensive Exam: Fall 2016 and Spring 2017

1. A writing rubric for all students writing a thesis.
2. An evaluative tool for the MA major field exam.

The department requires students for both plans to take a MA major field exam. Each student taking this exam will be rated by the three professors who have been chosen to read the exams that semester and for that specific field.

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Thesis: Performance target 90% of students need to be rated adequate or above on all SLOs. All of our students met this benchmark.
2. MA major field exam: Performance target 90% of students need to be rated adequate or above. All of our students met this benchmark.

**Sampled Population: Describe the sampled population, including the total number of students and classes assessed.**

1. We sampled all of students who submitted a thesis between Fall 2016 to Spring 2017 (5 students) and all of our MA students who took Fall 2016 and Spring 2017 Major MA Comprehensive Exam(12).

**Analysis:** Each student who submitted a thesis and/or took the major MA comprehensive exam met the program expectation of understanding historiography. It is clear that those students who opt to take write a thesis in addition to completing the required MA comprehensive exam develop a deeper understanding of the historiographical issues than those who do not write a thesis. Thesis students score 80% or higher on strong and exceptional understand of historiography. None of our MA students taking the exam scored exceptional.

**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*Our belief is that application of historiography will improve among our non-thesis students if we require a major research paper. This part of our MA design.*

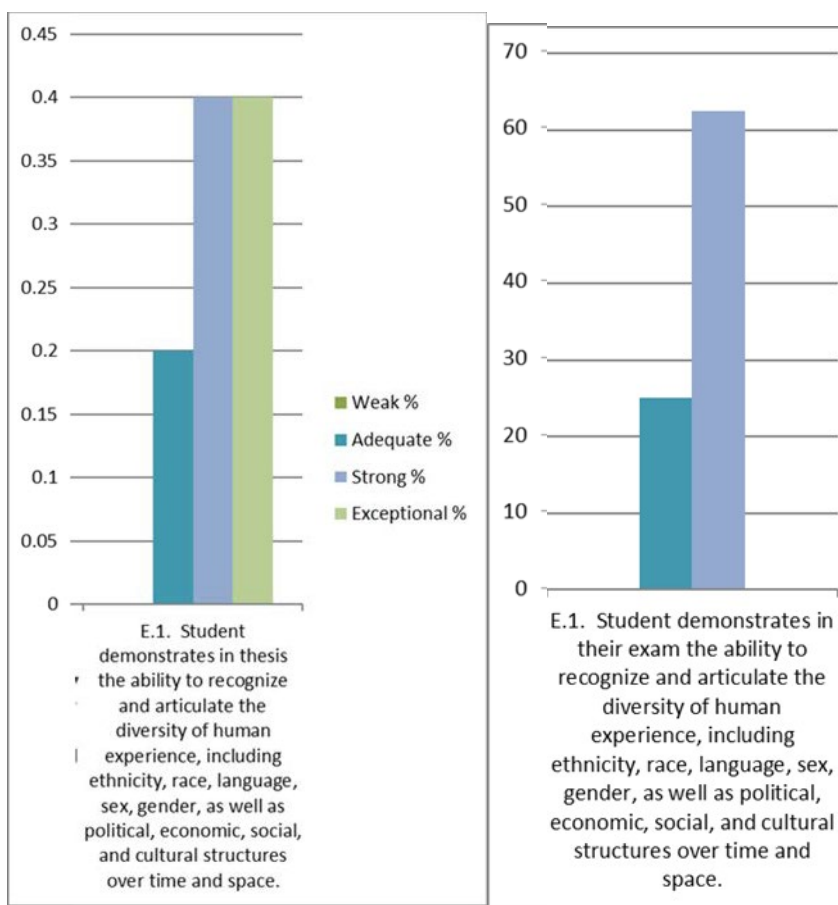
**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *We are considering reworking our curriculum at the MA level to include a major research paper component. See appendix.*

**Student Learning Outcome: E.1.**

Program Goal	SLO	UNM Student Learning Goals
E.Students should understand the value of diversity.	E.1. Each MA student will demonstrate in an exam/thesis the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.	Mark the UNM goal or goals this SLO aligns with. <input type="checkbox"/> _x_Knowledge <input type="checkbox"/> _x_Skills <input type="checkbox"/> _Responsibility

**Thesis**

**Exam**



**Direct Measure:** Two types of instruments are used in our assessment of E.1.

*Data from Theses submitted between Fall 2016 to Spring 2017*

*Data from MA Major Field Comprehensive Exam: Fall 2016 and Spring 2017*

1. A writing rubric for all students writing a thesis. **(See attached)**
2. An evaluative tool for the MA major field exam.

The department requires students for both plans to take a MA major field exam. Each student taking this exam will be rated by the three professors who have been chosen to read the exams that semester and for that specific field. **(See attached)**

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Thesis: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.
2. MA major field exam: Performance target 100% of students need to be rated adequate or above.

**Sampled Population:** Describe the sampled population, including the total number of students and classes assessed.

1. We sampled all of students who submitted a thesis between Fall 2016 to Spring 2017(5 students) and all of our MA students who took Fall 2016 and Spring 2017 Major MA Comprehensive Exam(12).

**Analysis:** Each student who submitted a thesis and/or took the major MA comprehensive exam met the program expectation of demonstrating in an exam/thesis the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space, i.e., diversity of human experience and its proper contextualization. It is clear that those students who opt to write a thesis in addition to completing the required MA comprehensive exam develop a deeper understanding and more exceptional understanding of the diversity of human experience. Thesis students score 80% or higher on strong and exceptional understand of historiography. None of our MA students taking the exam scored exceptional.



**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

*None at this time.*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *We are considering reworking our curriculum at the MA level to include a major research paper component.* See appendix.

**Overall review of all the SLOs for History MA program.** *It is clear that students opting to write a thesis gain deeper and more significant knowledge and skills than those who opt for Plan I, i.e. course work and exams.*

*In our MA redesign discussion, we discussing how we can create a capstone for our students that allow them to use different platforms, i.e., thesis, research paper, documentary, etc. . . that will strength their historical skills.*

**Evidence of changes in response to previous assessment results—See Criteria 2 for all changes.**

**Evidence of faculty discussion (e.g. meeting minutes)**

At the department retreat of August 18, 2017, we discussed the relationship between the MA and PhD and alternative pathways to the MA degree in history, including transcribed minors and certificates. We also evaluated how the Mellon Career Diversity Initiative might inform our MA and PhD programs. For reasons of space, the transcription of that discussion is not included here but is available upon request.

## Appendix #10

Degree/Certificate Program Assessment Report PhD College of  
Arts and Sciences  
The University of New Mexico

## Part I: Cover Page

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> (Certificate, Associate, Bachelors, Master's, etc.)
History	PhD

**Name of Academic Department (if not a standalone program):** Department of History

**Name of College/School/Branch:** College of Arts and Sciences

**Academic Year/Assessment Period:** Academic Year, 2016-2017: **BASED ON 18 DISSERTATIONS from 2016-2018 Submitted**

**By (include email address):** Dr. Melissa Bokovoy, mbokovoy@unm.edu

**Date Submitted to College/School/Branch for Review:** 01/29/2019

**Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:**

**State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:**

*In order to build a baseline, we are collecting all SLOs yearly. The small number of dissertations each year makes this possible. This data is based on the last three years of data.*

**Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix (See new assessment plan in appendix that replaces plan from 2009):**

**From the 2016 report:** "In response to a variety of different forces buffeting the historical profession, we are in the process of reexamining our PhD program and thus will be reworking our SLOs. I don't believe that any of the proposed changes will be as result of the data we have collected from this assessment but from a 3-year pilot program working with the American Historical Association, the Mellon Foundation, and now the National Endowment for the Humanities NEXT GENERATION PhD Planning grant that is a systematic examination of PhD training in the twenty-first century."

**2017:** This year, year 4 of the project, is when we are discussing and approving changes to our PhD program. This will include changes to our two required courses: History 664: Advanced Historiography; History 665: Research Methods, changes to our professionalization seminar, a proposed professionalization workshops. Changes takes time and we plan to submit changes to the PhD program in Fall 2018 at which time we will have new SLOs as well as a new assessment plan in place.

**2018:** We rewrote our SLOs at the departmental retreat and the Graduate Advisory Committee is aligning our assessment regime with the new SLOs.

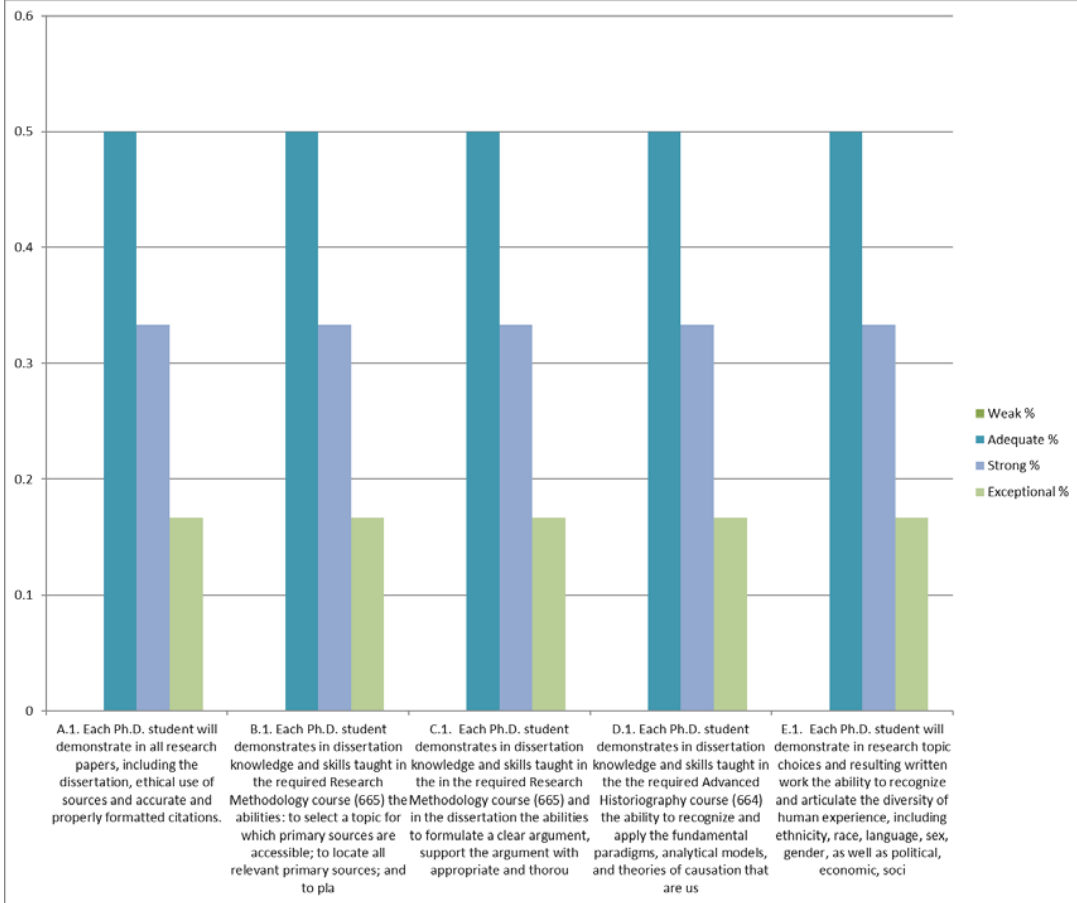
**Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:**

*None since we are revamping our PhD program and will need to completing rework our assessments, SLOs, etc. . when we implement changes related to the Careers beyond the Professoriate initiative and the NEH Next Generation Planning grant.*

## Graph and Table for Benchmarks met via 6 Dissertations(Percent)

SLO	Total Assessments	Weak Totals	Weak %	Adequate Totals	Adequate %	Strong totals	Strong %	Exceptional totals	Exceptional %
A.1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.	18	0		9	0.5	6	0.333333	3	0.16666667

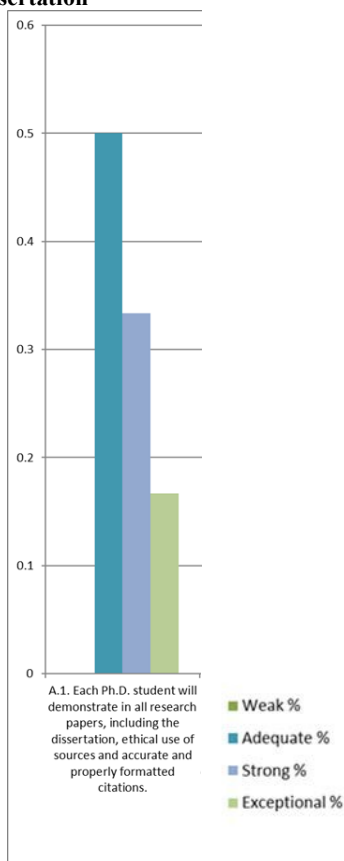
B.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.	18	0	9	0.5	6	0.333333	3	0.16666667
C.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.	18	0	9	0.5	6	0.333333	3	0.16666667
D.1. Each Ph.D. student demonstrates in dissertation knowledge and skills taught in the the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.	18	0	9	0.5	6	0.333333	3	0.16666667
E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.	18	0	9	0.5	6	0.333333	3	0.16666667



## Student Learning Outcome: A.1.

Program Goal	SLO	UNM Student Learning Goals
A. Students should understand academic honesty, a concept presented to them in all history classes.	A. 1. Each Ph.D. student will demonstrate in all research papers, including the dissertation, ethical use of sources and accurate and properly formatted citations.	Mark the UNM goal or goals this SLO aligns with. ___ Knowledge ___x Skills ___x Responsibility

## Dissertation



**Direct Measure:** One type of instrument was used in our assessment of this SLO.

1. A writing rubric for all students writing a dissertation. **(See attached)**

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Dissertation: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.

**Sampled Population:** Describe the sampled population, including the total number of students and classes assessed.

1. We sampled all of students who submitted a dissertation between Fall 2016 to Spring 2017 (6 students).

**Analysis:** Each student who submitted a dissertation met the departmental expectation for ethical use of sources and accurate and properly formatted citations. There are several reasons why we have met this benchmark.

1. Our faculty are rigorous in their review of the use of sources and proper scholarly citations.
2. The department chair reviews every dissertation and dissertation to make they meet disciplinary expectations and form.

**Analysis/Faculty Discussion:** Describe the process of analysis, including any faculty discussion that took place around the results. Describe weaknesses and/or strengths in students' learning/performance based on the results. Please include evidence of faculty discussion in an appendix, such as minutes from a meeting.

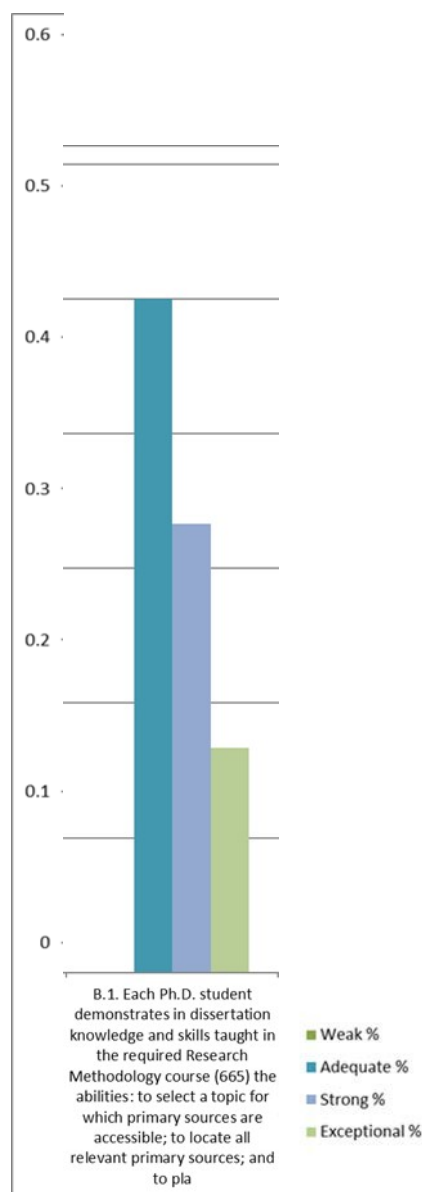
*We reinforce due diligence of citation form at the time of the thesis defense to the students and their faculty members. Also, the instructors of Advanced Historiography and Research methods are apprised of the need of due diligence when teaching these introductory, gateway courses. We are in the process of creating a committee to reexamine Research Methods as a result discussions that took place at our Fall 2017 retreat (See Appendix).*

**Recommendations for Improvement/Changes:** Describe improvements and changes to the program that address weaknesses or capitalize on strengths mentioned in the analysis. *None*

### Student Learning Outcome: B.1.

B. Students should understand advanced skills that historians use in research.	B.1. Each Ph.D. student will demonstrate in each research paper and in the required Research Methodology course (665) the abilities: to select a topic for which primary sources are accessible; to locate all relevant primary sources; and to place accurately his/her own research in the existing secondary body of work on the topic.	Mark the UNM goal or goals this SLO aligns with. _x_Knowledge _x_Skills __Responsibility
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#### Dissertation



**Direct Measure:** One type of instruments is used in our assessment of our SLOs.

*Data from dissertations submitted between Fall 2016 to Spring 2017; 6 dissertations*

1. A writing rubric for all students writing a dissertation. (See attached)

**Performance Benchmark:** State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO.

**Direct Measure:**

1. Dissertation: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.

**Sampled Population:** Describe the sampled population, including the total number of students and classes assessed.

1. 1. We sampled all of students who submitted a dissertation between Fall 2016 to Spring 2017(6 students).

**Analysis:** Each student who submitted a dissertation met the departmental expectation for understanding the advanced skills that historians use in research and how to deploy them in an original manner. 50% of the student's methodology was found adequate and the other half found to be strong or exceptional.

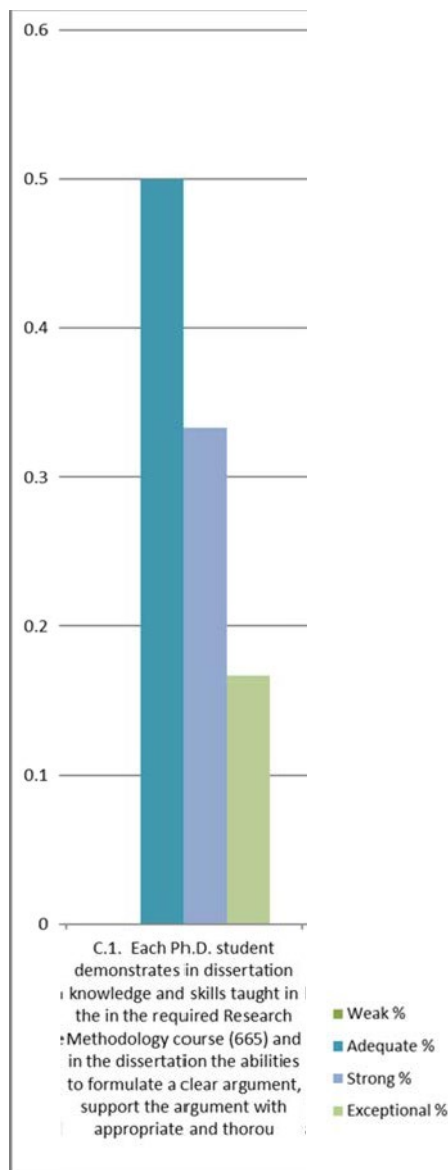
**Analysis/Faculty Discussion:** As we reconfigure the required seminar and our PhD program, we will be examining how to integrate the student's research topic into these core seminars.

**Recommendations for Improvement/Changes:** We will discuss improvement and changes in Spring 201

### Student Learning Outcome: C.1.

C. Students should understand the writing and publication skills that historians use.	C.1. Each Ph.D. student will demonstrate in the required Research Methodology course (665) and in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication.	Mark the UNM goal or goals this SLO aligns with. _x_Knowledge _x_Skills __Responsibility
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## Dissertation



**Direct Measure:** One type of instruments are used in our assessment of C.1.

1. A writing rubric for all students writing a dissertation.  
(See attached)

### Performance Benchmark: Direct

#### Measure:

1. Dissertation: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.

### Sampled Population: Describe the sampled population, including the total number of students and classes assessed.

1. We sampled all of students who submitted a dissertation between Fall 2016 to Spring 2017(3 students).

**Analysis:** Each student who submitted a dissertation met the program expectation of demonstrating in the dissertation the abilities to formulate a clear argument, support the argument with appropriate and thorough primary evidence, and reach a conclusion that is convincing to the wide academy through publication. While B.1. revealed our faculty's satisfaction with selection of topic, ability to locate and utilized source materials, our faculty are less satisfied with the way in which our student deploy methodology, i.e., the ability to make a clear argument, support the argument, and reach a conclusion. 25% in strong category and 25% in exceptional and 50% in the adequate category. This will be a point of discussion since this is the area where our students are scoring the least in the category of exceptional.

**Analysis/Faculty Discussion/Recommendations for Improvement/Changes:** As we move forward with changes to our PhD program, we have

discussed requiring several more research projects during the period when students are taking course work. What form these projects will take is also under discussion and will most likely include use of the “new media.”

**Student Learning Outcome: D.1.**

D. Students should understand historiography at a sophisticated level.	D.1. Each Ph.D. student will demonstrate in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline.	Mark the UNM goal or goals this SLO aligns with. _x_Knowledge _x_Skills __Responsibility
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**Dissertation**

**Direct Measure:** One type of instruments are used in our assessment of D.1.  
*Data from dissertations submitted between Fall 2016 to Spring 2017(6)*

1. A writing rubric for all students writing a dissertation. (See attached)

**Performance Benchmark: Direct**

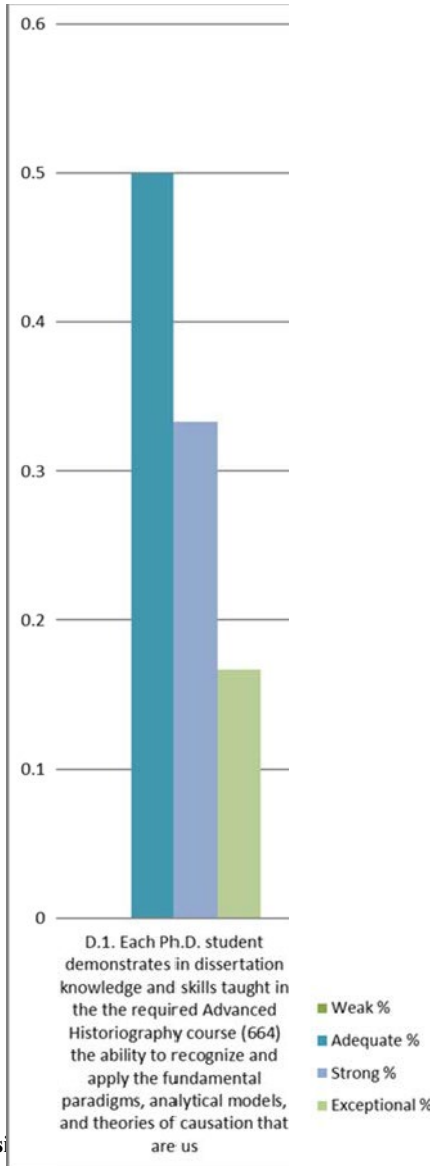
**Measure:**

1. Dissertation: Performance target 90% of students need to be rated adequate or above on all SLOs. 100% of our students met this benchmark.

**Sampled Population: Describe the sampled population, including the total number of students and classes assessed.**

1. We sampled all of students who submitted a dissertation between Fall 2016 to Spring 2017(6 students)

**Analysis:** Each student who submitted a dissertation met the program expectation of demonstrating in the required Advanced Historiography course (664) the ability to recognize and apply the fundamental paradigms, analytical models, and theories of causation that are used in the discipline. All 6 of the dissertations(100%) of were scored in adequate, strong or exceptional categories.

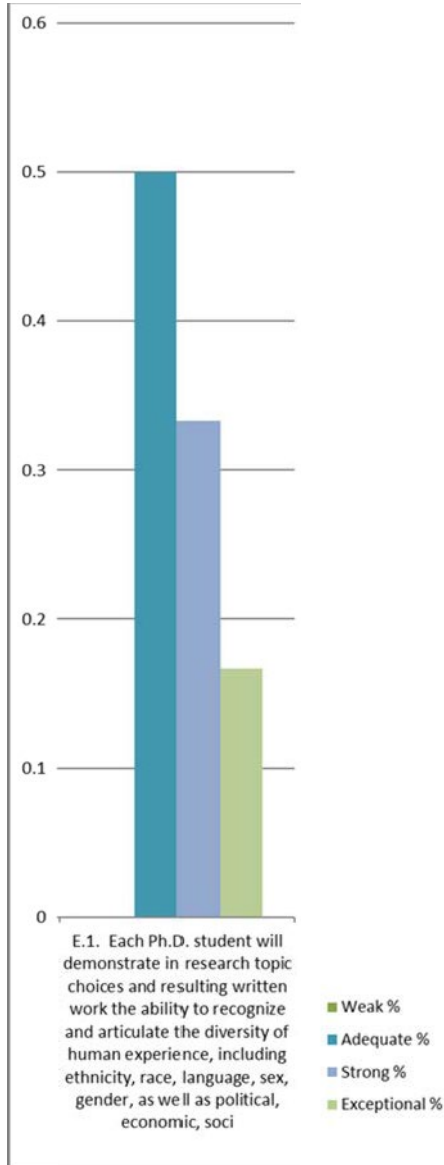


**Analysis**

**Student Learning Outcome: E.1.**

<p>E.Students should understand the value of diversity.</p>	<p>E.1. Each Ph.D. student will demonstrate in research topic choices and resulting written work the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.</p>	<p>Mark the UNM goal or goals this SLO aligns with.</p> <p><input checked="" type="checkbox"/>_x_Knowledge</p> <p><input checked="" type="checkbox"/>_x_Skills</p> <p><input type="checkbox"/>_Responsibility</p>
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**Dissertation**





**Direct Measure:** One type of instruments are used in our assessment of E.1.

1. A writing rubric for all students writing a dissertation. (See attached)

**Performance Benchmark: Direct Measure:**

1. Dissertation: Performance target 90% of students need to be rated dequate or above on all SLOs. 100% of our students met this benchmark.

**Sampled Population: Describe the sampled population, including the total number of students and classes assessed.**

1. We sampled all of students who submitted a dissertation between Fall 2016 to Spring 2017(6 students)

**Analysis:** *Each student who submitted a dissertation met the program expectation of demonstrating in their dissertation the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space. All 3 dissertations were scored adequate, trong or exceptional.*

**Analysis/Faculty Discussion:** *None*

**Recommendations for Improvement/Changes:** *None*

**Indirect Measure for Student Success in our PhD Program:** During the 2016-2017 academic year, the UNM AHA-Mellon Career Diversity committee on “*Mellonizing*” the Seminar held an open forum in October 2016 with history graduate students and faculty to identify professional skills already developed through current coursework; discuss how to highlight, enhance, or integrate specific skills in course; and how best to emphasize and incorporate “Career Diversity” skills—collaboration, communication, digital literacy, intellectual self- confidence, and quantitative literacy—into future courses. Approximately 15 MA/PHD students and 7 faculty members attended and participated in the discussion. A survey was also administered and discussed For reasons of space, that discussion has not been reproduced here but is available on request. A summary also appears in Appendix 1 of this self-study.

**Evidence of changes(under discussion):** **This assessment report also included a draft proposal for a fast track MA/PhD program as prepared by an ad hoc committee consisting of** Melissa Bokovoy, Luis Campos, Kymm Gauderman, Caleb Richardson, Mike Ryan, Enrique Sanabria

## Appendix 11: Alumni Survey--Key Highlights and Comments

*Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.*

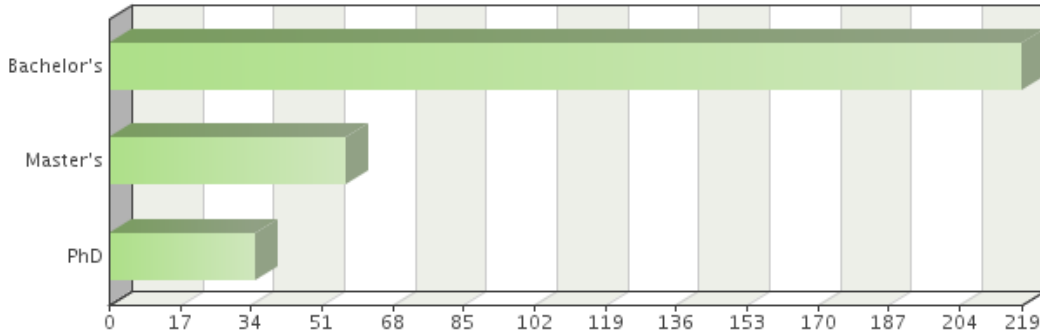
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<b>Question 8:</b> How well did UNM History prepare you for your career and/or life beyond the workplace? Pl .....	36
Levels Analytical Reasoning .....	36
Levels Writing Skills .....	36
Levels Collaboration and Teamwork .....	37
Levels Public Presentation Skills/Oral Communication .....	37
Levels Project Management skills (planning, organizing, prioritizing, timeliness) .....	38
Levels Researching, obtaining, and processing information .....	39
Levels Analyzing data/information/argument .....	39
Levels Engaging with community .....	40
Levels Becoming a more critical and informed citizen .....	41
Levels Equity and Social Justice/Building Empathy .....	41
<b>Question 9:</b> Please rate your agreement with each of the following statements .....	43
Levels My history degree is relevant to my current position .....	43
Levels My degree and coursework prepared me well for a career related to History .....	43
Levels My history degree has increased my professional opportunities .....	44
Levels My history degree is valuable to me personally .....	44

Levels My history degree is valuable to my long-term career aspirations .....	45
Levels I am satisfied with the quality of education I received in the Department of History.....	46
<b>Question 10:</b> What didn't you learn in your history program that you wish you had?.....	47
<b>Question 11:</b> Please fill in the blanks .....	52
Text input cell (row 1, column 2).....	52
Text input cell (row 2, column 2).....	55
Text input cell (row 3, column 2).....	59
Text input cell (row 4, column 2).....	62
Text input cell (row 5, column 2).....	65
<b>Question 12:</b> Please share any further feedback about your experience with the UNMHistory Department .....	70
<b>Question 13:</b> What is your Gender? .....	74
<b>Question 14:</b> Do you identify as transgender?.....	75
<b>Question 15:</b> What is your sexual orientation? .....	76
<b>Question 16:</b> Ethnicity (Check all that apply) .....	77
<b>Question 17:</b> What is your home residence zip code? .....	78
In-text element Zip.....	78
<b>Question 18:</b> What year were you born? (Please enter 4-digit number, e.g. 1955) .....	83
In-text element Zip.....	83
<b>Question 19:</b> What is the highest degree you have obtained? .....	88
<b>Question 20:</b> My current income is:.....	89
<b>Question 21:</b> If you wish to receive emails about upcoming events and lectures in the department, plea.....	90
<b>Question 22:</b> If you wish to participate in the drawing for a \$25 Amazon gift card, please email Aman.....	91

### Question 1

Please indicate the degree(s) you received from UNM History (check all that apply), indicate how long it took you to complete each degree, and the year of graduation.



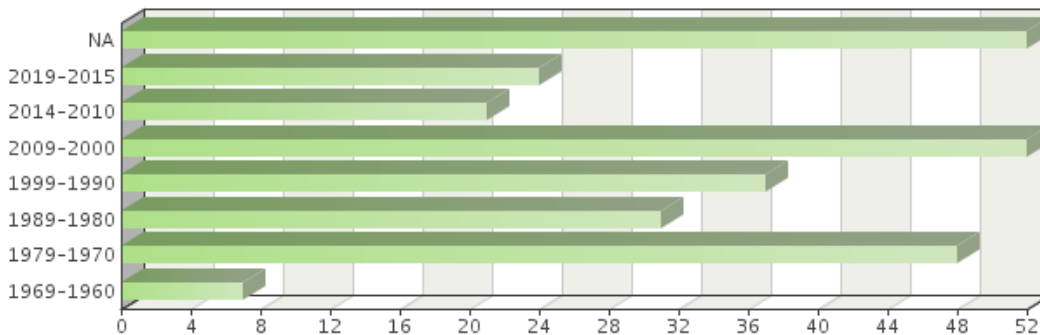
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Bachelor's	219	219	70.42%	57.18%	57.18%	78.78%	78.78%
Master's	57	276	18.33%	14.88%	72.06%	20.5%	99.28%
PhD	35	311	11.25%	9.14%	81.2%	12.59%	111.87%
Sum:	311	-	100%	-	-	-	-
Not answered:	105	-	-	27.42%	-	-	-
Average:	1.41	Minimum:	1	Variance:	0.47		
Median:	1	Maximum:	3	Std. deviation:	0.68		

Total answered: 278

### Question 2

I received my BA from UNM History in



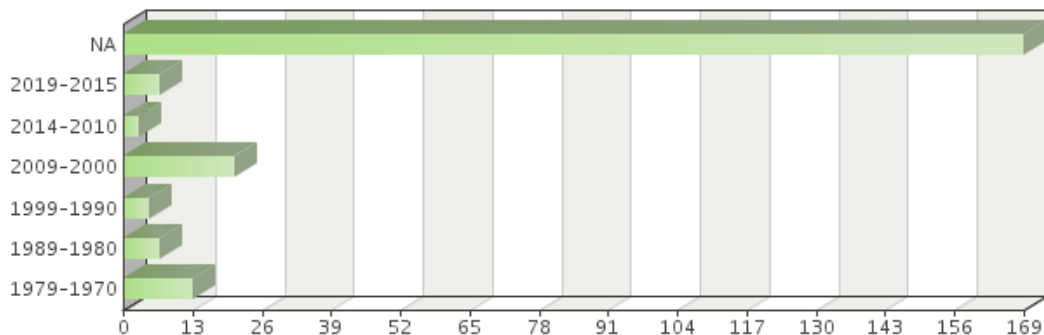
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	52	52	13.58%	13.58%	19.12%	19.12%
2019-2015	24	76	6.27%	19.84%	8.82%	27.94%
2014-2010	21	97	5.48%	25.33%	7.72%	35.66%
2009-2000	52	149	13.58%	38.9%	19.12%	54.78%
1999-1990	37	186	9.66%	48.56%	13.6%	68.38%
1989-1980	31	217	8.09%	56.66%	11.4%	79.78%
1979-1970	48	265	12.53%	69.19%	17.65%	97.43%
1969-1960	7	272	1.83%	71.02%	2.57%	100%
Sum:	272	-	71.02%	-	100%	-
Not answered:	111	-	28.98%	-	-	-
Average:	4.17	Minimum:	1	Variance:	4.73	
Median:	4	Maximum:	8	Std. deviation:	2.18	

Total answered: 272

### Question 3

I received my MA from UNM History in



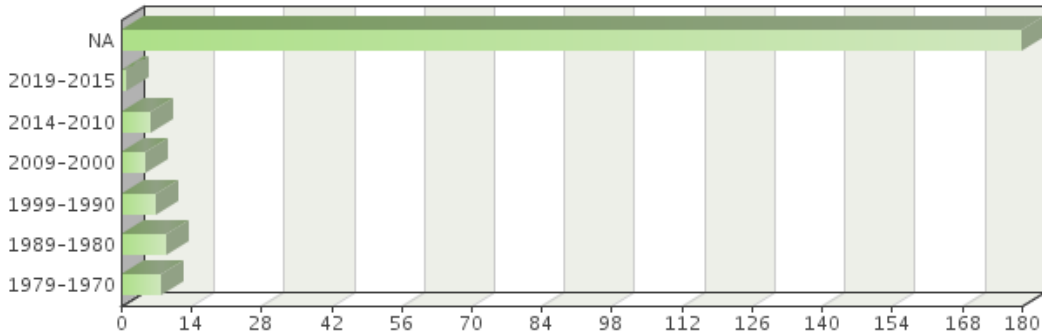
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	169	169	44.13%	44.13%	75.11%	75.11%
2019-2015	7	176	1.83%	45.95%	3.11%	78.22%
2014-2010	3	179	0.78%	46.74%	1.33%	79.56%
2009-2000	21	200	5.48%	52.22%	9.33%	88.89%
1999-1990	5	205	1.31%	53.52%	2.22%	91.11%
1989-1980	7	212	1.83%	55.35%	3.11%	94.22%
1979-1970	13	225	3.39%	58.75%	5.78%	100%
Sum:	225	-	58.75%	-	100%	-
Not answered:	158	-	41.25%	-	-	-
Average:	1.93	Minimum:	1	Variance:	3.29	
Median:	1	Maximum:	7	Std. deviation:	1.81	

Total answered: 225

### Question 4

I received my PhD from UNM History in



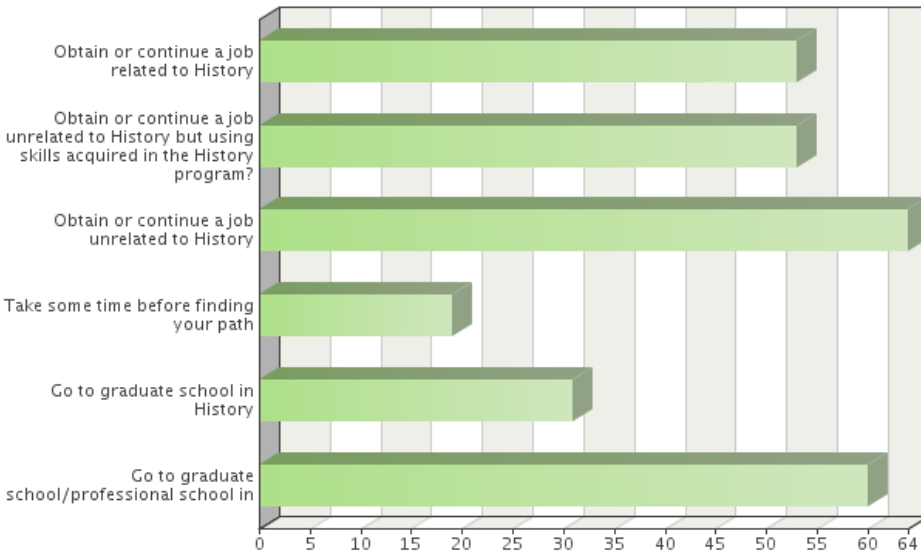
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
NA	180	180	47%	47%	83.33%	83.33%
2019-2015	1	181	0.26%	47.26%	0.46%	83.8%
2014-2010	6	187	1.57%	48.83%	2.78%	86.57%
2009-2000	5	192	1.31%	50.13%	2.31%	88.89%
1999-1990	7	199	1.83%	51.96%	3.24%	92.13%
1989-1980	9	208	2.35%	54.31%	4.17%	96.3%
1979-1970	8	216	2.09%	56.4%	3.7%	100%
Sum:	216	-	56.4%	-	100%	-
Not answered:	167	-	43.6%	-	-	-
Average:	1.69	Minimum:	1	Variance:	2.75	
Median:	1	Maximum:	7	Std. deviation:	1.66	

Total answered: 216

### Question 5:

When you completed your degree at UNM History did you (select the single most appropriate one):



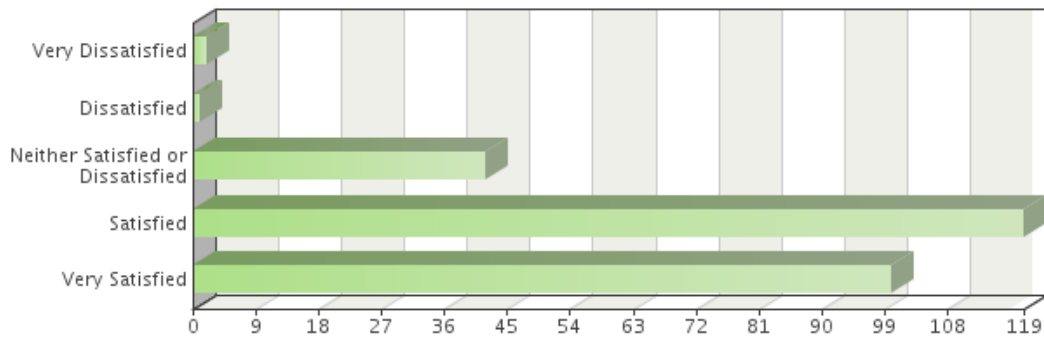
**Frequency table**

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Obtain or continue a job related to History	53	53	13.84%	13.84%	18.93%	18.93%
Obtain or continue a job unrelated to History but using skills acquired in the History program?	53	106	13.84%	27.68%	18.93%	37.86%
Obtain or continue a job unrelated to History	64	170	16.71%	44.39%	22.86%	60.71%
Take some time before finding your path	19	189	4.96%	49.35%	6.79%	67.5%
Go to graduate school in History	31	220	8.09%	57.44%	11.07%	78.57%
Go to graduate school/professional school in	60	280	15.67%	73.11%	21.43%	100%
Sum:	280	-	73.11%	-	100%	-
Not answered:	103	-	26.89%	-	-	-
Average:	3.36	Minimum:	1	Variance:	3.26	
Median:	3	Maximum:	6	Std. deviation:	1.81	

**Total answered: 280**

**Question 7: Rate satisfaction for all that apply. Leave blank those that do not apply.**

**Department Staff**

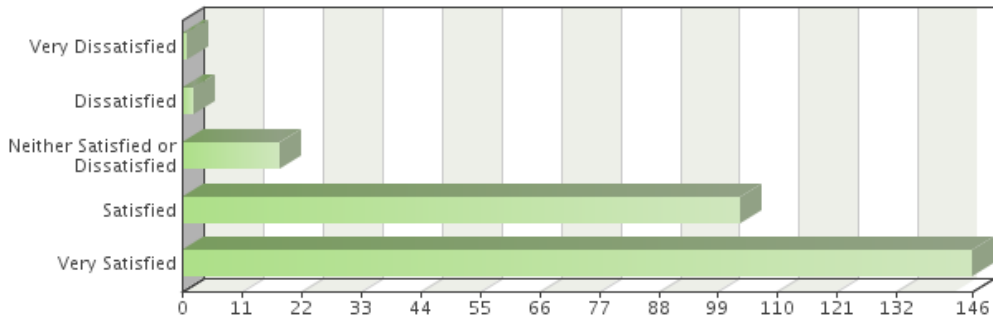


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	0.76%	0.76%
Dissatisfied	1	3	0.26%	0.78%	0.38%	1.14%
Neither Satisfied or Dissatisfied	42	45	10.97%	11.75%	15.91%	17.05%
Satisfied	119	164	31.07%	42.82%	45.08%	62.12%
Very Satisfied	100	264	26.11%	68.93%	37.88%	100%
Sum:	264	-	68.93%	-	100%	-
Not answered:	119	-	31.07%	-	-	-
Average:	4.19	Minimum:	1	Variance:	0.59	
Median:	4	Maximum:	5	Std. deviation:	0.77	

**Total answered: 264**

**Faculty**

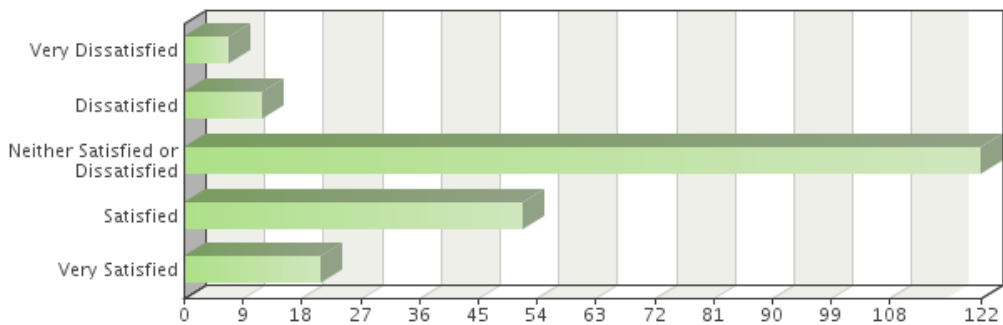


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	1	1	0.26%	0.26%	0.37%	0.37%
Dissatisfied	2	3	0.52%	0.78%	0.74%	1.11%
Neither Satisfied or Dissatisfied	18	21	4.7%	5.48%	6.67%	7.78%
Satisfied	103	124	26.89%	32.38%	38.15%	45.93%
Very Satisfied	146	270	38.12%	70.5%	54.07%	100%
Sum:	270	-	70.5%	-	100%	-
Not answered:	113	-	29.5%	-	-	-
Average:	4.45	Minimum:	1	Variance:	0.47	
Median:	5	Maximum:	5	Std. deviation:	0.69	

**Total answered: 270**

**Department Scholarships/Fellowships**



**Frequency table**

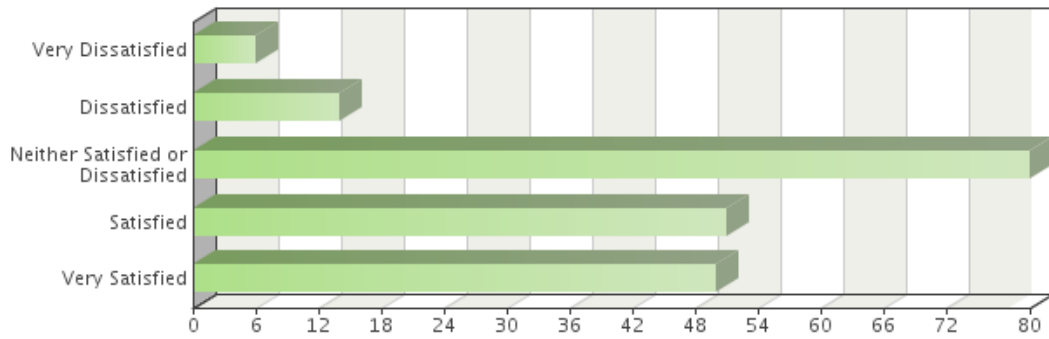
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	7	7	1.83%	1.83%	3.27%	3.27%
Dissatisfied	12	19	3.13%	4.96%	5.61%	8.88%
Neither Satisfied or Dissatisfied	122	141	31.85%	36.81%	57.01%	65.89%
Satisfied	52	193	13.58%	50.39%	24.3%	90.19%
Very Satisfied	21	214	5.48%	55.87%	9.81%	100%
Sum:	214	-	55.87%	-	100%	-



Not answered:	169	-	44.13%	-	-	-
Average:	3.32	Minimum:	1	Variance:	0.72	
Median:	3	Maximum:	5	Std. deviation:	0.85	

Total answered: 214

### Undergraduate Advisor

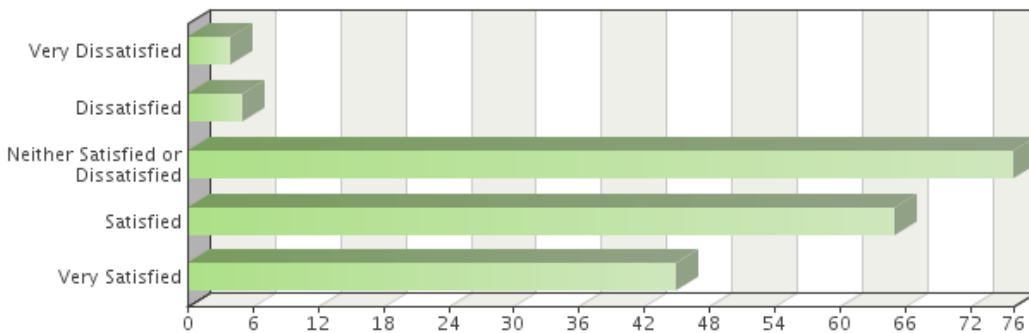


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	6	6	1.57%	1.57%	2.99%	2.99%
Dissatisfied	14	20	3.66%	5.22%	6.97%	9.95%
Neither Satisfied or Dissatisfied	80	100	20.89%	26.11%	39.8%	49.75%
Satisfied	51	151	13.32%	39.43%	25.37%	75.12%
Very Satisfied	50	201	13.05%	52.48%	24.88%	100%
Sum:	201	-	52.48%	-	100%	-
Not answered:	182	-	47.52%	-	-	-
Average:	3.62	Minimum:	1	Variance:	1.06	
Median:	4	Maximum:	5	Std. deviation:	1.03	

Total answered: 201

### Research as Undergraduate

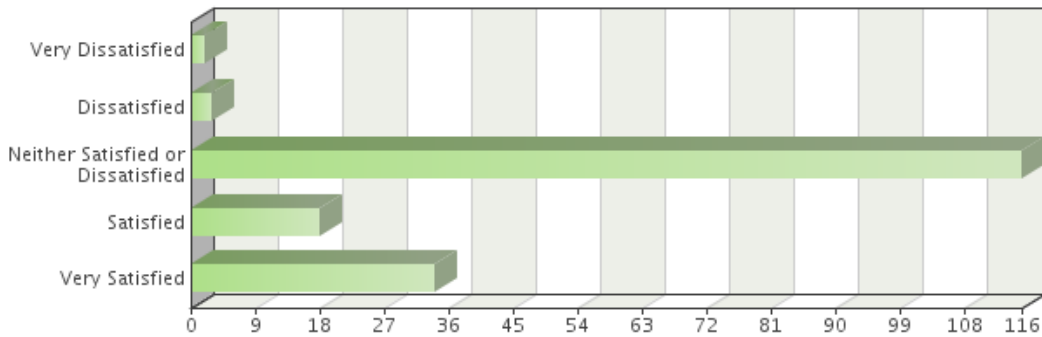


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	4	4	1.04%	1.04%	2.05%	2.05%
Dissatisfied	5	9	1.31%	2.35%	2.56%	4.62%
Neither Satisfied or Dissatisfied	76	85	19.84%	22.19%	38.97%	43.59%
Satisfied	65	150	16.97%	39.16%	33.33%	76.92%
Very Satisfied	45	195	11.75%	50.91%	23.08%	100%
Sum:	195	-	50.91%	-	100%	-
Not answered:	188	-	49.09%	-	-	-
Average:	3.73	Minimum:	1	Variance:	0.84	
Median:	4	Maximum:	5	Std. deviation:	0.92	

Total answered: 195

History Honors Program

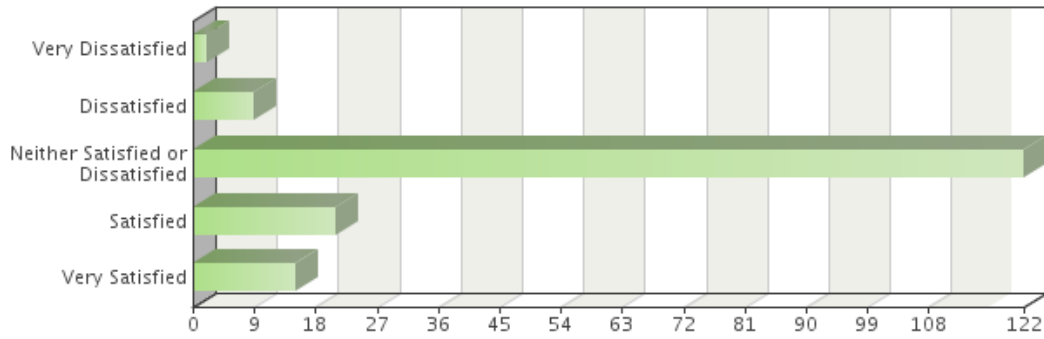


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	1.16%	1.16%
Dissatisfied	3	5	0.78%	1.31%	1.73%	2.89%
Neither Satisfied or Dissatisfied	116	121	30.29%	31.59%	67.05%	69.94%
Satisfied	18	139	4.7%	36.29%	10.4%	80.35%
Very Satisfied	34	173	8.88%	45.17%	19.65%	100%
Sum:	173	-	45.17%	-	100%	-
Not answered:	210	-	54.83%	-	-	-
Average:	3.46	Minimum:	1	Variance:	0.75	
Median:	3	Maximum:	5	Std. deviation:	0.87	

Total answered: 173

### Undergraduate History Association

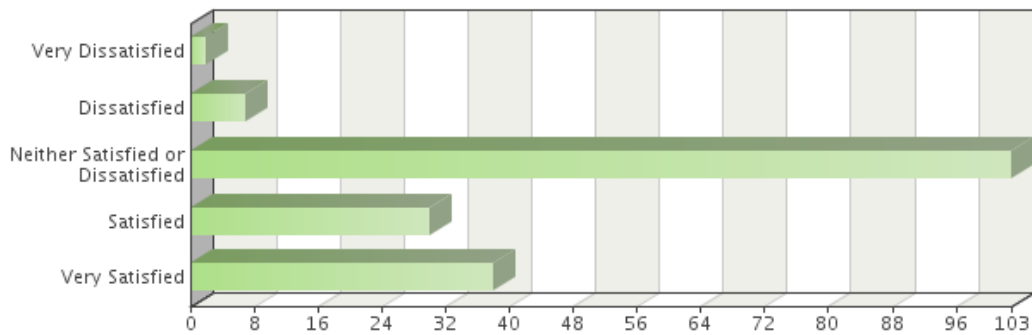


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	1.18%	1.18%
Dissatisfied	9	11	2.35%	2.87%	5.33%	6.51%
Neither Satisfied or Dissatisfied	122	133	31.85%	34.73%	72.19%	78.7%
Satisfied	21	154	5.48%	40.21%	12.43%	91.12%
Very Satisfied	15	169	3.92%	44.13%	8.88%	100%
Sum:	169	-	44.13%	-	100%	-
Not answered:	214	-	55.87%	-	-	-
Average:	3.22	Minimum:	1	Variance:	0.53	
Median:	3	Maximum:	5	Std. deviation:	0.73	

Total answered: 169

### Graduate Advisor

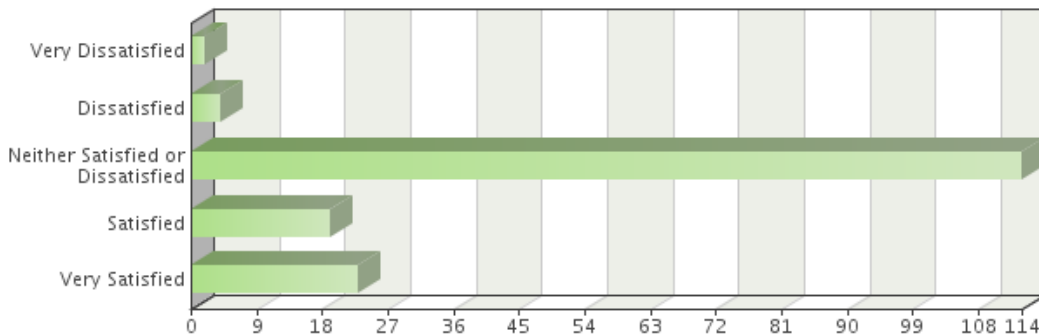


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	1.11%	1.11%
Dissatisfied	7	9	1.83%	2.35%	3.89%	5%
Neither Satisfied or Dissatisfied	103	112	26.89%	29.24%	57.22%	62.22%
Satisfied	30	142	7.83%	37.08%	16.67%	78.89%
Very Satisfied	38	180	9.92%	47%	21.11%	100%
Sum:	180	-	47%	-	100%	-
Not answered:	203	-	53%	-	-	-
Average:	3.53	Minimum:	1	Variance:	0.82	
Median:	3	Maximum:	5	Std. deviation:	0.91	

Total answered: 180

History Graduate Student Association

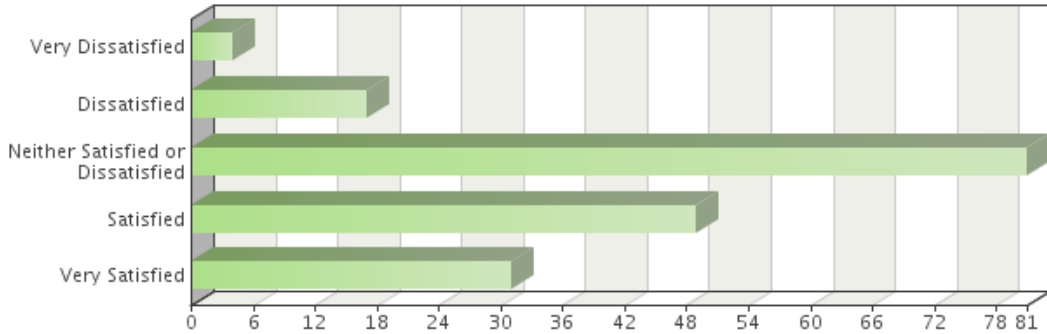


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	1.23%	1.23%
Dissatisfied	4	6	1.04%	1.57%	2.47%	3.7%
Neither Satisfied or Dissatisfied	114	120	29.77%	31.33%	70.37%	74.07%
Satisfied	19	139	4.96%	36.29%	11.73%	85.8%
Very Satisfied	23	162	6.01%	42.3%	14.2%	100%
Sum:	162	-	42.3%	-	100%	-
Not answered:	221	-	57.7%	-	-	-
Average:	3.35	Minimum:	1	Variance:	0.64	
Median:	3	Maximum:	5	Std. deviation:	0.8	

Total answered: 162

**Professionalization**

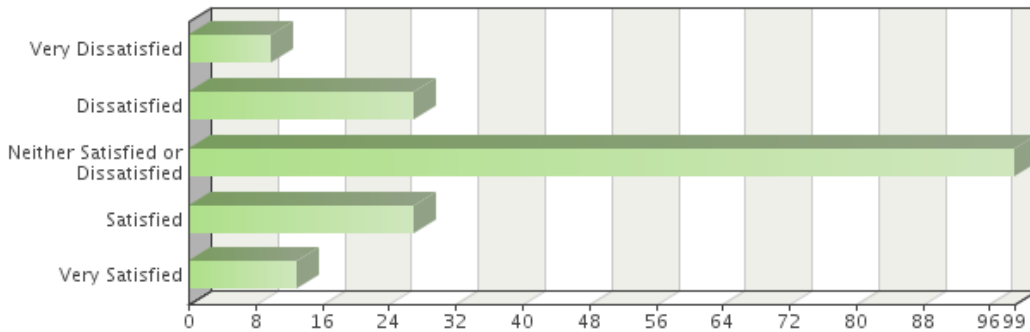


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	4	4	1.04%	1.04%	2.2%	2.2%
Dissatisfied	17	21	4.44%	5.48%	9.34%	11.54%
Neither Satisfied or Dissatisfied	81	102	21.15%	26.63%	44.51%	56.04%
Satisfied	49	151	12.79%	39.43%	26.92%	82.97%
Very Satisfied	31	182	8.09%	47.52%	17.03%	100%
Sum:	182	-	47.52%	-	100%	-
Not answered:	201	-	52.48%	-	-	-
Average:	3.47	Minimum:	1	Variance:	0.91	
Median:	3	Maximum:	5	Std. deviation:	0.96	

**Total answered: 182**

**Career Diversity (Workshops, Internships, programming)**

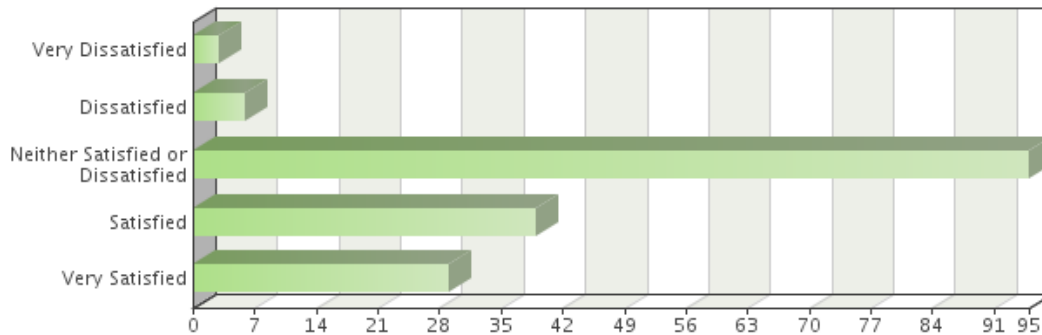


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	10	10	2.61%	2.61%	5.68%	5.68%
Dissatisfied	27	37	7.05%	9.66%	15.34%	21.02%
Neither Satisfied or Dissatisfied	99	136	25.85%	35.51%	56.25%	77.27%
Satisfied	27	163	7.05%	42.56%	15.34%	92.61%
Very Satisfied	13	176	3.39%	45.95%	7.39%	100%
Sum:	176	-	45.95%	-	100%	-
Not answered:	207	-	54.05%	-	-	-
Average:	3.03	Minimum:	1	Variance:	0.83	
Median:	3	Maximum:	5	Std. deviation:	0.91	

**Total answered: 176**

**Department Colloquium**

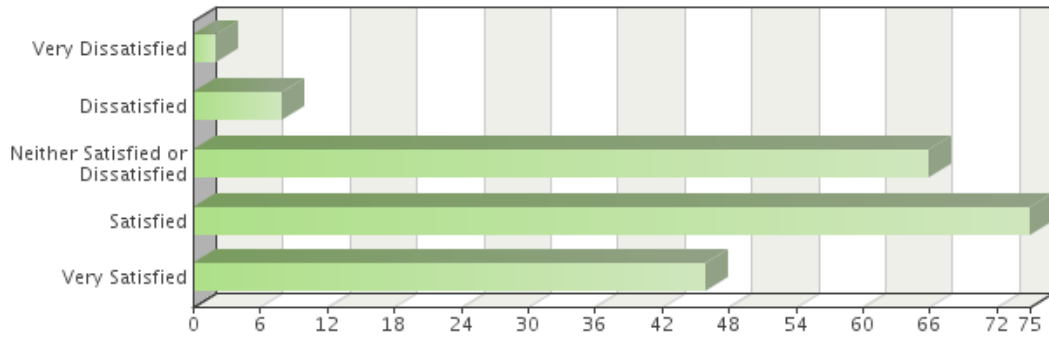


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	3	3	0.78%	0.78%	1.74%	1.74%
Dissatisfied	6	9	1.57%	2.35%	3.49%	5.23%
Neither Satisfied or Dissatisfied	95	104	24.8%	27.15%	55.23%	60.47%
Satisfied	39	143	10.18%	37.34%	22.67%	83.14%
Very Satisfied	29	172	7.57%	44.91%	16.86%	100%
Sum:	172	-	44.91%	-	100%	-
Not answered:	211	-	55.09%	-	-	-
Average:	3.49	Minimum:	1	Variance:	0.77	
Median:	3	Maximum:	5	Std. deviation:	0.88	

**Total answered: 172**

### Guest Lectures/Events



Frequency table

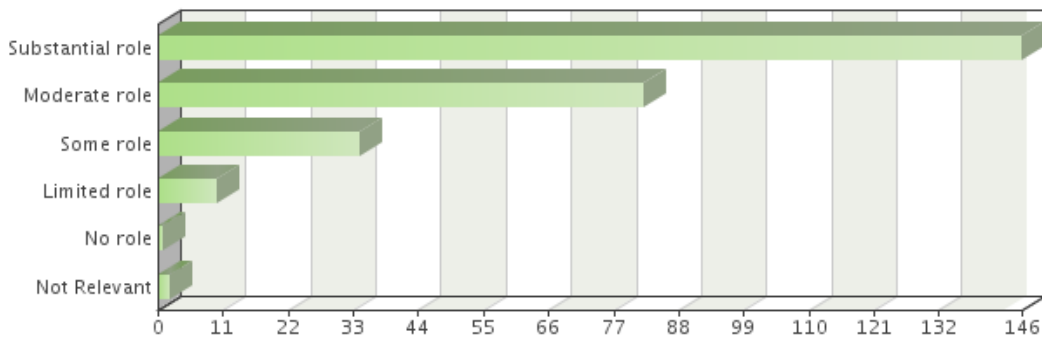
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Dissatisfied	2	2	0.52%	0.52%	1.02%	1.02%
Dissatisfied	8	10	2.09%	2.61%	4.06%	5.08%
Neither Satisfied or Dissatisfied	66	76	17.23%	19.84%	33.5%	38.58%
Satisfied	75	151	19.58%	39.43%	38.07%	76.65%
Very Satisfied	46	197	12.01%	51.44%	23.35%	100%
Sum:	197	-	51.44%	-	100%	-
Not answered:	186	-	48.56%	-	-	-
Average:	3.79	Minimum:	1	Variance:	0.78	
Median:	4	Maximum:	5	Std. deviation:	0.88	

Total answered 197

### Question 8

How well did UNM History prepare you for your career and/or life beyond the workplace? Please consider the following skill and value areas, and the role that your coursework, curriculum, and advising prepared you for your career and/or life beyond the workplace.

#### Levels Analytical Reasoning

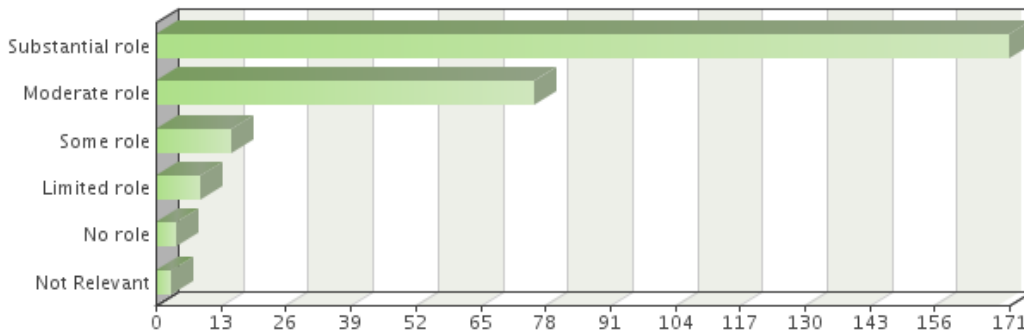


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	146	146	38.12%	38.12%	53.09%	53.09%
Moderate role	82	228	21.41%	59.53%	29.82%	82.91%
Some role	34	262	8.88%	68.41%	12.36%	95.27%
Limited role	10	272	2.61%	71.02%	3.64%	98.91%
No role	1	273	0.26%	71.28%	0.36%	99.27%
Not Relevant	2	275	0.52%	71.8%	0.73%	100%
Sum:	275	-	71.8%	-	100%	-
Not answered:	108	-	28.2%	-	-	-
Average:	1.71	Minimum:	1	Variance:	0.87	
Median:	1	Maximum:	6	Std. deviation:	0.93	

**Total answered: 275**

**Writing Skills**



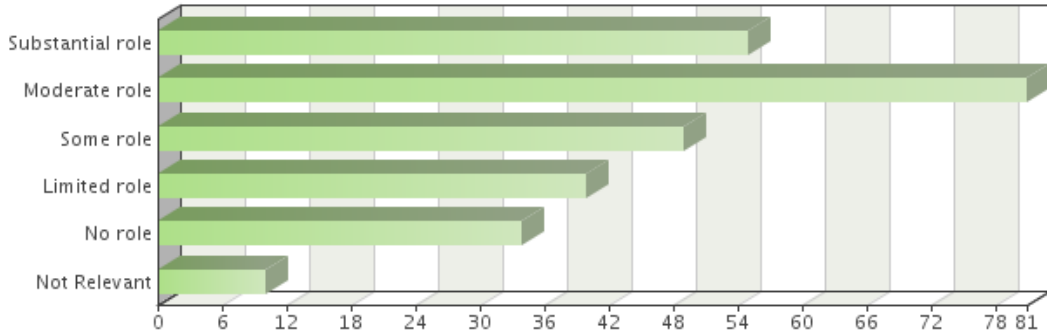
**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	171	171	44.65%	44.65%	61.51%	61.51%
Moderate role	76	247	19.84%	64.49%	27.34%	88.85%
Some role	15	262	3.92%	68.41%	5.4%	94.24%
Limited role	9	271	2.35%	70.76%	3.24%	97.48%
No role	4	275	1.04%	71.8%	1.44%	98.92%
Not Relevant	3	278	0.78%	72.58%	1.08%	100%
Sum:	278	-	72.58%	-	100%	-
Not answered:	105	-	27.42%	-	-	-
Average:	1.59	Minimum:	1	Variance:	0.94	
Median:	1	Maximum:	6	Std. deviation:	0.97	

**Total answered: 278**



### Collaboration and Teamwork

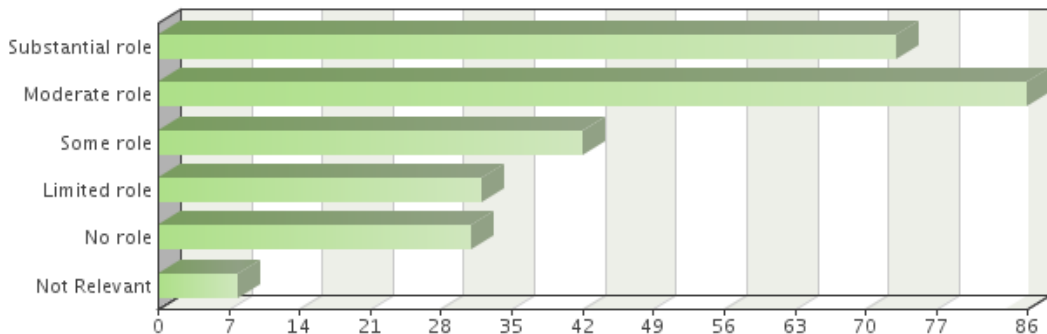


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	55	55	14.36%	14.36%	20.45%	20.45%
Moderate role	81	136	21.15%	35.51%	30.11%	50.56%
Some role	49	185	12.79%	48.3%	18.22%	68.77%
Limited role	40	225	10.44%	58.75%	14.87%	83.64%
No role	34	259	8.88%	67.62%	12.64%	96.28%
Not Relevant	10	269	2.61%	70.23%	3.72%	100%
Sum:	269	-	70.23%	-	100%	-
Not answered:	114	-	29.77%	-	-	-
Average:	2.8	Minimum:	1	Variance:	2.08	
Median:	2	Maximum:	6	Std. deviation:	1.44	

Total answered: 269

### Public Presentation Skills/Oral Communication

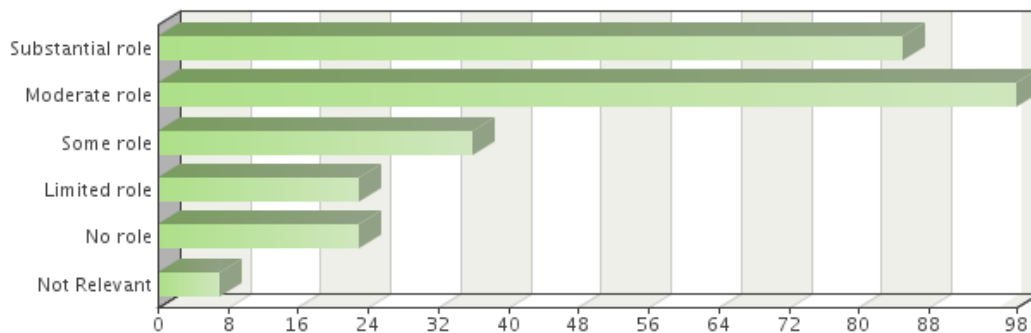


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	73	73	19.06%	19.06%	26.84%	26.84%
Moderate role	86	159	22.45%	41.51%	31.62%	58.46%
Some role	42	201	10.97%	52.48%	15.44%	73.9%
Limited role	32	233	8.36%	60.84%	11.76%	85.66%
No role	31	264	8.09%	68.93%	11.4%	97.06%
Not Relevant	8	272	2.09%	71.02%	2.94%	100%
Sum:	272	-	71.02%	-	100%	-
Not answered:	111	-	28.98%	-	-	-
Average:	2.58	Minimum:	1	Variance:	2.06	
Median:	2	Maximum:	6	Std. deviation:	1.44	

**Total answered: 272**

### Levels Project Management skills (planning, organizing, prioritizing, timeliness)

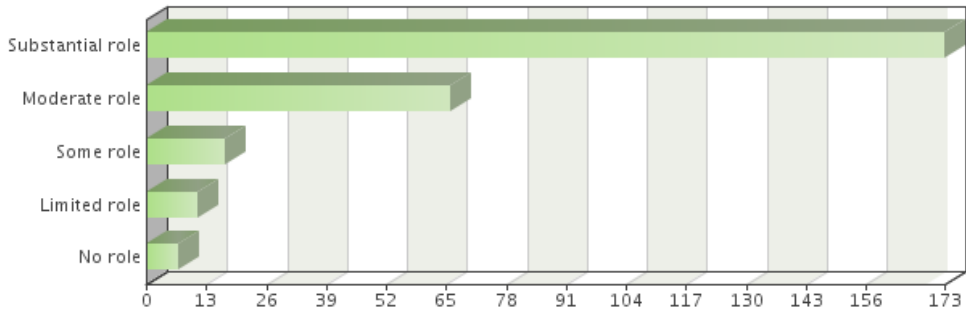


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	85	85	22.19%	22.19%	31.25%	31.25%
Moderate role	98	183	25.59%	47.78%	36.03%	67.28%
Some role	36	219	9.4%	57.18%	13.24%	80.51%
Limited role	23	242	6.01%	63.19%	8.46%	88.97%
No role	23	265	6.01%	69.19%	8.46%	97.43%
Not Relevant	7	272	1.83%	71.02%	2.57%	100%
Sum:	272	-	71.02%	-	100%	-
Not answered:	111	-	28.98%	-	-	-
Average:	2.35	Minimum:	1	Variance:	1.84	
Median:	2	Maximum:	6	Std. deviation:	1.36	

**Total answered: 272**

### Researching, obtaining, an ad processing information

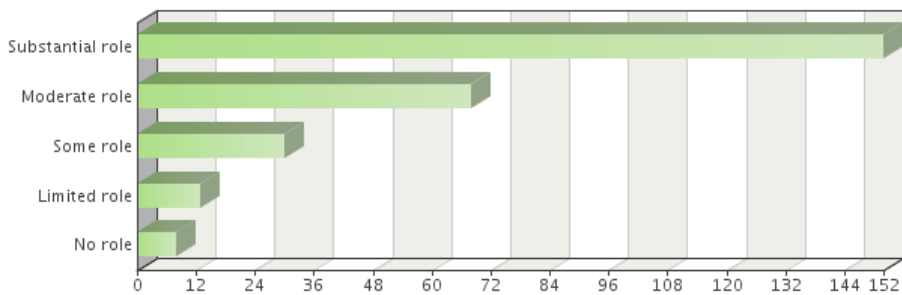


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	173	173	45.17%	45.17%	63.14%	63.14%
Moderate role	66	239	17.23%	62.4%	24.09%	87.23%
Some role	17	256	4.44%	66.84%	6.2%	93.43%
Limited role	11	267	2.87%	69.71%	4.01%	97.45%
No role	7	274	1.83%	71.54%	2.55%	100%
Sum:	274	-	71.54%	-	100%	-
Not answered:	109	-	28.46%	-	-	-
Average:	1.59	Minimum:	1	Variance:	0.92	
Median:	1	Maximum:	5	Std. deviation:	0.96	

Total answered: 274

### Analyzing data/information/argument

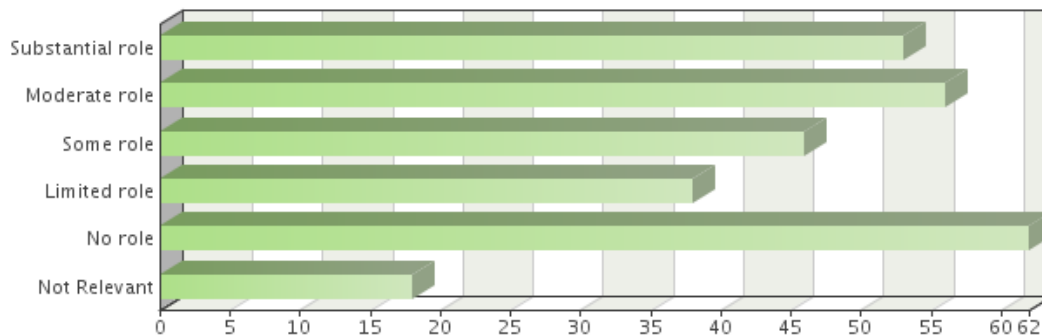


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	152	152	39.69%	39.69%	56.09%	56.09%
Moderate role	68	220	17.75%	57.44%	25.09%	81.18%
Some role	30	250	7.83%	65.27%	11.07%	92.25%
Limited role	13	263	3.39%	68.67%	4.8%	97.05%
No role	8	271	2.09%	70.76%	2.95%	100%
Sum:	271	-	70.76%	-	100%	-
Not answered:	112	-	29.24%	-	-	-
Average:	1.73	Minimum:	1	Variance:	1.06	
Median:	1	Maximum:	5	Std. deviation:	1.03	

**Total answered: 271**

**Engaging with community**

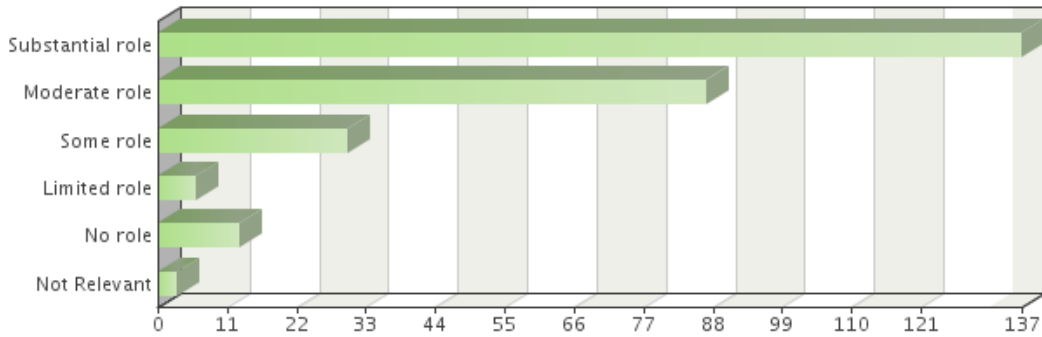


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	53	53	13.84%	13.84%	19.41%	19.41%
Moderate role	56	109	14.62%	28.46%	20.51%	39.93%
Some role	46	155	12.01%	40.47%	16.85%	56.78%
Limited role	38	193	9.92%	50.39%	13.92%	70.7%
No role	62	255	16.19%	66.58%	22.71%	93.41%
Not Relevant	18	273	4.7%	71.28%	6.59%	100%
Sum:	273	-	71.28%	-	100%	-
Not answered:	110	-	28.72%	-	-	-
Average:	3.2	Minimum:	1	Variance:	2.59	
Median:	3	Maximum:	6	Std. deviation:	1.61	

**Total answered: 273**

### Becoming a more critical and informed citizen

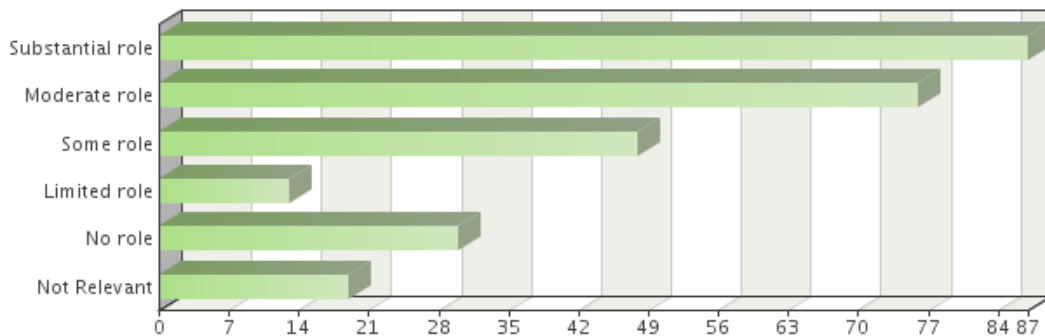


Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	137	137	35.77%	35.77%	49.64%	49.64%
Moderate role	87	224	22.72%	58.49%	31.52%	81.16%
Some role	30	254	7.83%	66.32%	10.87%	92.03%
Limited role	6	260	1.57%	67.89%	2.17%	94.2%
No role	13	273	3.39%	71.28%	4.71%	98.91%
Not Relevant	3	276	0.78%	72.06%	1.09%	100%
Sum:	276	-	72.06%	-	100%	-
Not answered:	107	-	27.94%	-	-	-
Average:	1.84	Minimum:	1	Variance:	1.27	
Median:	2	Maximum:	6	Std. deviation:	1.13	

Total answered: 276

### Equity and Social Justice/Building Empathy



**Frequency table**

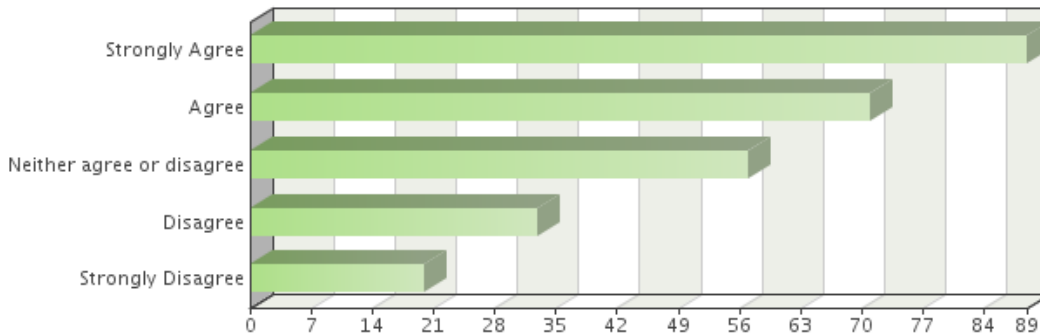
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Substantial role	87	87	22.72%	22.72%	31.87%	31.87%
Moderate role	76	163	19.84%	42.56%	27.84%	59.71%
Some role	48	211	12.53%	55.09%	17.58%	77.29%
Limited role	13	224	3.39%	58.49%	4.76%	82.05%
No role	30	254	7.83%	66.32%	10.99%	93.04%
Not Relevant	19	273	4.96%	71.28%	6.96%	100%
Sum:	273	-	71.28%	-	100%	-
Not answered:	110	-	28.72%	-	-	-
Average:	2.56	Minimum:	1	Variance:	2.48	
Median:	2	Maximum:	6	Std. deviation:	1.58	

**Total answered: 273**

**Question 9**

Please rate your agreement with each of the following statements:

**My history degree is relevant to my current position.**

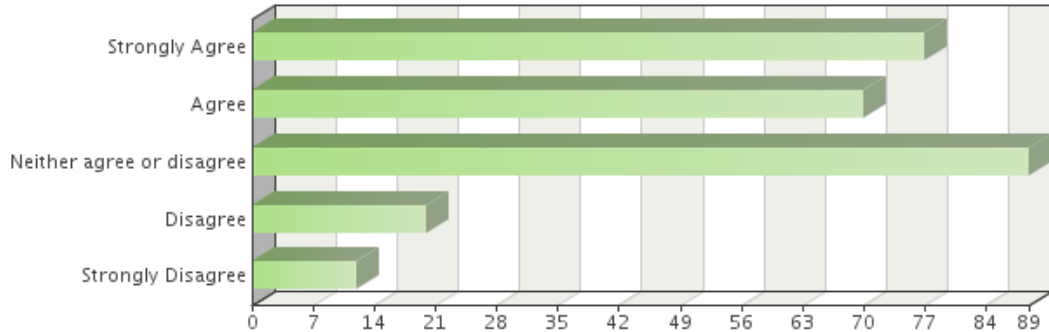


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	89	89	23.24%	23.24%	32.96%	32.96%
Agree	71	160	18.54%	41.78%	26.3%	59.26%
Neither agree or disagree	57	217	14.88%	56.66%	21.11%	80.37%
Disagree	33	250	8.62%	65.27%	12.22%	92.59%
Strongly Disagree	20	270	5.22%	70.5%	7.41%	100%
Sum:	270	-	70.5%	-	100%	-
Not answered:	113	-	29.5%	-	-	-
Average:	2.35	Minimum:	1	Variance:	1.58	
Median:	2	Maximum:	5	Std. deviation:	1.26	

**Total answered: 270**

**My degree and coursework prepared me well for a career related to History.**

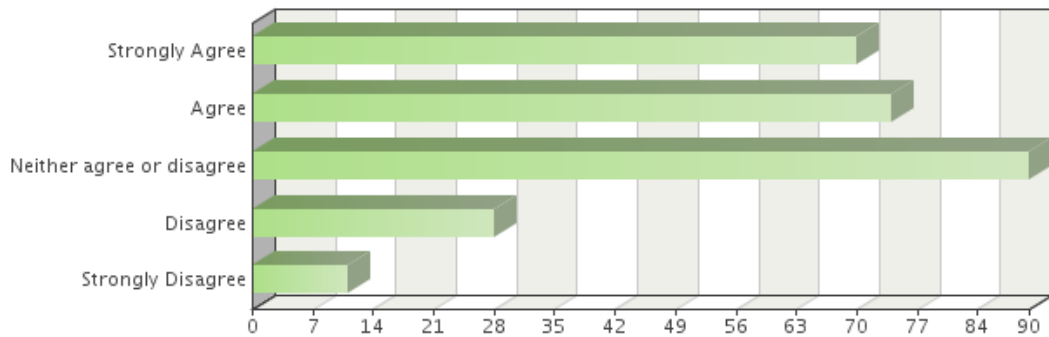


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	77	77	20.1%	20.1%	28.73%	28.73%
Agree	70	147	18.28%	38.38%	26.12%	54.85%
Neither agree or disagree	89	236	23.24%	61.62%	33.21%	88.06%
Disagree	20	256	5.22%	66.84%	7.46%	95.52%
Strongly Disagree	12	268	3.13%	69.97%	4.48%	100%
Sum:	268	-	69.97%	-	100%	-
Not answered:	115	-	30.03%	-	-	-
Average:	2.33	Minimum:	1	Variance:	1.22	
Median:	2	Maximum:	5	Std. deviation:	1.1	

**Total answered: 268**

**My history degree has increased my professional opportunities.**

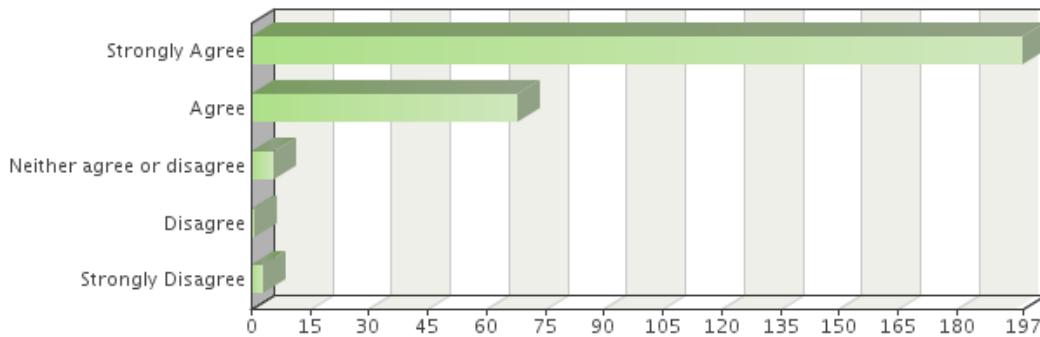


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	70	70	18.28%	18.28%	25.64%	25.64%
Agree	74	144	19.32%	37.6%	27.11%	52.75%
Neither agree or disagree	90	234	23.5%	61.1%	32.97%	85.71%
Disagree	28	262	7.31%	68.41%	10.26%	95.97%
Strongly Disagree	11	273	2.87%	71.28%	4.03%	100%
Sum:	273	-	71.28%	-	100%	-
Not answered:	110	-	28.72%	-	-	-
Average:	2.4	Minimum:	1	Variance:	1.2	
Median:	2	Maximum:	5	Std. deviation:	1.1	

**Total answered: 273**

**My history degree is valuable to me personally.**



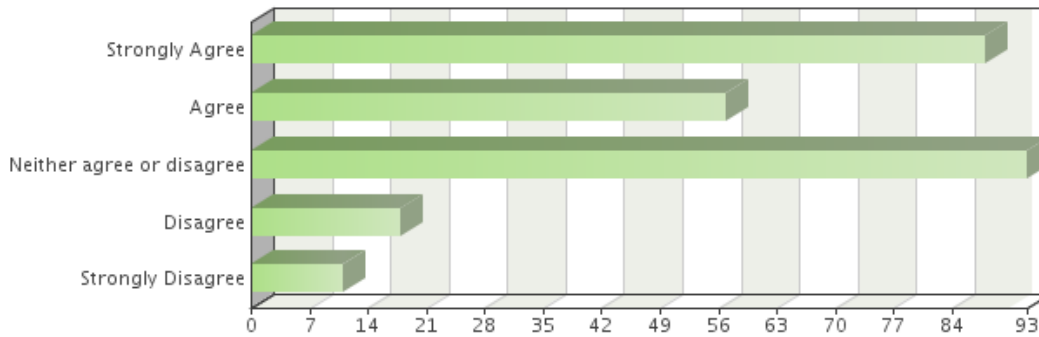
**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	197	197	51.44%	51.44%	71.64%	71.64%
Agree	68	265	17.75%	69.19%	24.73%	96.36%
Neither agree or disagree	6	271	1.57%	70.76%	2.18%	98.55%
Disagree	1	272	0.26%	71.02%	0.36%	98.91%
Strongly Disagree	3	275	0.78%	71.8%	1.09%	100%
Sum:	275	-	71.8%	-	100%	-
Not answered:	108	-	28.2%	-	-	-
Average:	1.35	Minimum:	1	Variance:	0.42	
Median:	1	Maximum:	5	Std. deviation:	0.65	

**Total answered: 275**



**My history degree is valuable to my long-term career aspirations.**

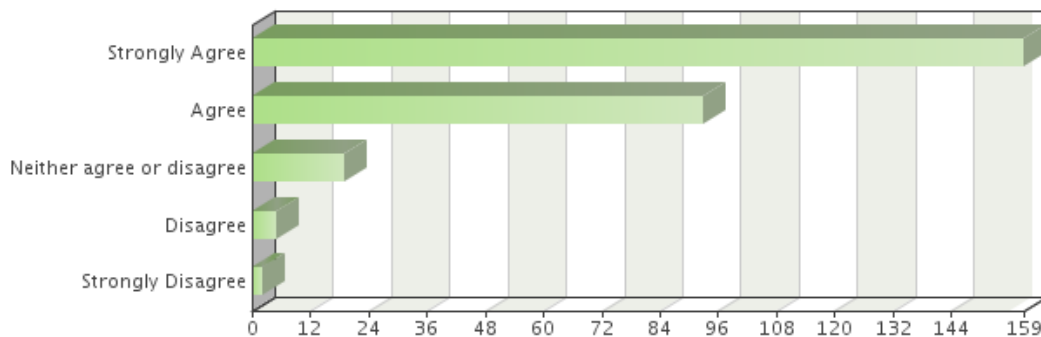


**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	88	88	22.98%	22.98%	32.96%	32.96%
Agree	57	145	14.88%	37.86%	21.35%	54.31%
Neither agree or disagree	93	238	24.28%	62.14%	34.83%	89.14%
Disagree	18	256	4.7%	66.84%	6.74%	95.88%
Strongly Disagree	11	267	2.87%	69.71%	4.12%	100%
Sum:	267	-	69.71%	-	100%	-
Not answered:	116	-	30.29%	-	-	-
Average:	2.28	Minimum:	1	Variance:	1.25	
Median:	2	Maximum:	5	Std. deviation:	1.12	

**Total answered: 267**

**I am satisfied with the quality of education I received in the Department of History.**



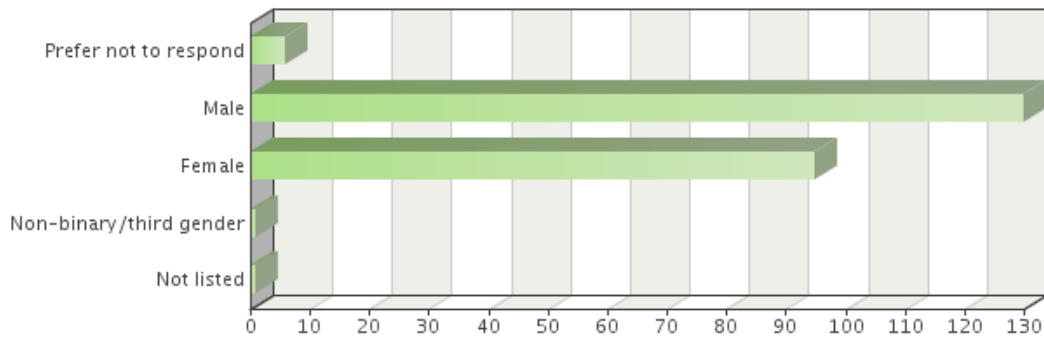
**Frequency table**

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly Agree	159	159	41.51%	41.51%	57.19%	57.19%
Agree	93	252	24.28%	65.8%	33.45%	90.65%
Neither agree or disagree	19	271	4.96%	70.76%	6.83%	97.48%
Disagree	5	276	1.31%	72.06%	1.8%	99.28%
Strongly Disagree	2	278	0.52%	72.58%	0.72%	100%
Sum:	278	-	72.58%	-	100%	-
Not answered:	105	-	27.42%	-	-	-
Average:	1.55	Minimum:	1	Variance:	0.58	
Median:	1	Maximum:	5	Std. deviation:	0.76	

**Total answered: 278**

### Question 13

What is your Gender?



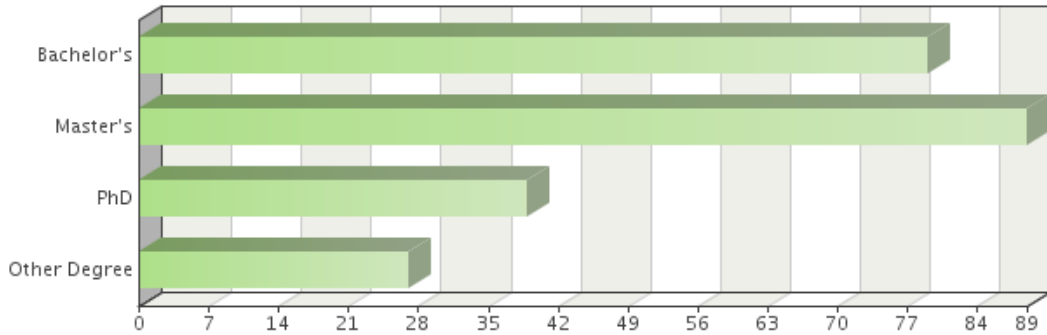
**Frequency table**

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Prefer not to respond	6	6	1.57%	1.57%	2.58%	2.58%
Male	130	136	33.94%	35.51%	55.79%	58.37%
Female	95	231	24.8%	60.31%	40.77%	99.14%
Non-binary/third gender	1	232	0.26%	60.57%	0.43%	99.57%
Not listed	1	233	0.26%	60.84%	0.43%	100%
Sum:	233	-	60.84%	-	100%	-
Not answered:	150	-	39.16%	-	-	-
Average:	2.4	Minimum:	1	Variance:	0.33	
Median:	2	Maximum:	5	Std. deviation:	0.57	

**Total answered: 233**

### Question 19

What is the highest degree you have obtained?



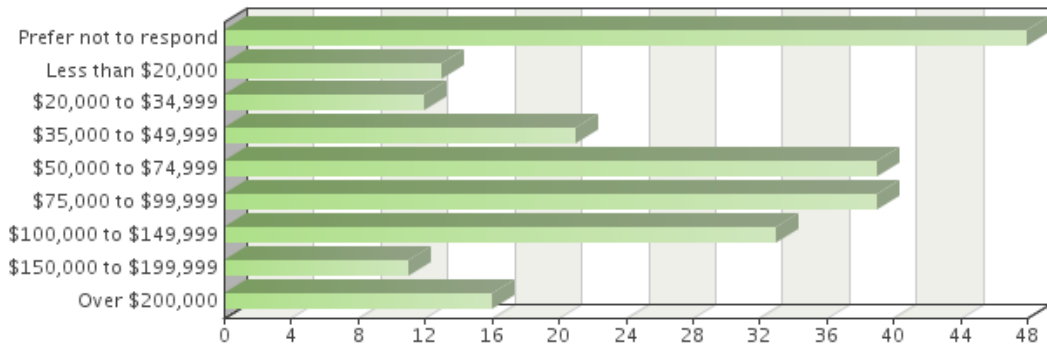
Frequency table

Choices	Absolute frequency	absolute frequency	Relative frequency	relative frequency	relative frequency	relative frequency
Bachelor's	79	79	20.63%	20.63%	33.76%	33.76%
Master's	89	168	23.24%	43.86%	38.03%	71.79%
PhD	39	207	10.18%	54.05%	16.67%	88.46%
Other Degree	27	234	7.05%	61.1%	11.54%	100%
Sum:	234	-	61.1%	-	100%	-
Not answered:	149	-	38.9%	-	-	-
Average:	2.06	Minimum:	1	Variance:	0.97	
Median:	2	Maximum:	4	Std. deviation:	0.98	

Total answered: 234

### Question 20

My current income is:



### Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Prefer not to respond	48	48	12.53%	12.53%	20.69%	20.69%
Less than \$20,000	13	61	3.39%	15.93%	5.6%	26.29%
\$20,000 to \$34,999	12	73	3.13%	19.06%	5.17%	31.47%
\$35,000 to \$49,999	21	94	5.48%	24.54%	9.05%	40.52%
\$50,000 to \$74,999	39	133	10.18%	34.73%	16.81%	57.33%
\$75,000 to \$99,999	39	172	10.18%	44.91%	16.81%	74.14%
\$100,000 to \$149,999	33	205	8.62%	53.52%	14.22%	88.36%
\$150,000 to \$199,999	11	216	2.87%	56.4%	4.74%	93.1%
Over \$200,000	16	232	4.18%	60.57%	6.9%	100%
Sum:	232	-	60.57%	-	100%	-
Not answered:	151	-	39.43%	-	-	-
Average:	4.68	Minimum:	1	Variance:	6.3	
Median:	5	Maximum:	9	Std. deviation:	2.51	

**Total answered: 232**

## Question 7

**Rate your satisfaction with the department, its activities and functioning. Open response.**

There was no professionalization during my time at UNM and this would have been a significant benefit.

The faculty in Western History in the early and mid-1970s was quite amazing to work under. My research for graduate seminars was almost always published in professional journals because of faculty support.

Did not us any of these resources

The guest lectures were honestly integral to my completion of my history degree, especially with my focus in medieval studies. Without those guest lectures, I may have kept history just as a minor. Also, Dr. Richardson and Dr. Graham (as well as many other faculty) were and are excellent.

My Grad Advisor pretty much just approved the list of courses I brought in, never a discussion nor conversation. Kern's Methodology class best prepared me for my career in academia. He discussed what it's like to be in the profession. It was instrumental in my success. The fight between Westerners/Latin Americanists. Faculty should NEVER use students to fight their wars/battles.

During a Summer School session I had a joint undergraduate/graduate course with Professor Hutton. His ability to make the history of the US Southwest come alive was amazing. Professor Hutton brought the author Hampton Sides to discuss his book on Kit Carson as well as the Editor of the True West magazine! These guest lectures still stand out to me almost ten years later.

While in the Master's program I was also teaching full time and part of a partnership history grant program through APS. Professors were flexible in the type of product outcome required for their classes. Notable example: Dr. Ball was open to me creating a lesson plan for my students incorporating material that we were learning in class in lieu of a specific writing assignment.

Instead of fostering an open dialogue the university will only invite left leaning speakers with the same agenda/message. If there have been other speakers that do not fit this opinion then that has not been communicated. While attending UNM the undergraduate advisors were overall a disappointment. They could only provide basic information on degree paths/classes while not assisting in understanding the necessary paths for degree.

The history classes I took enabled me to appreciate the places I lived in, countries and culture even today, 41 years later!

I am most impressed by the faculty of the History of the American West professors. This is especially true of Paul Hutton, Ferenc Szass, and Richard Etulain.

I continue to be a student of NM History. It is my hobby. I attribute UNM Faculty with my love of the subject.

I found the faculty to be tremendously supportive, fair, and determined to help me succeed. I also thought them very supportive of helping graduates to find employment after graduation. I think there were too few scholarships and fellowships, but I did obtain several so can't complain about that. I don't remember much about the Graduate Student Association, and I think the department staff was helpful, but sometimes not as well organized as they might have been.

Much of these I was unaware of - perhaps they didn't exist in the early 80s?

I came to the University of New Mexico as a transfer student. As such I did not take any of your introductory class. Almost all the classes I took were Senior Level or Graduate Level. While the material was interesting, well organized and presented well with lots of reading, the class were very formal with almost no interaction with either Faculty or other students. The environment was almost sterile and impersonal. In two years I never meet with an Undergraduate Advisor.

I took a few extra courses so I could have a double major, but History was not my primary department. Research materials regarding New Mexico history were great; most professors were great.

I had meaningful contact with Faculty only.

Hardly aware of Department in 1970-1972 time fame. No scholarships, awards, etc.

History was my second major. I did not access most of the clubs and events offered by the history department.

I left Albuquerque before the department began ramping up its Career Diversity efforts after getting the Mellon grant, so I wasn't able to take advantage of any of those activities.

I was pleased with the faculty and staff at the Department. Supporting Latin American programs in sociology, political science and economics were all first rate and they prepared me for my research in Brazil.

I did most of this survey earlier, hit "save" because I had to leave for a while, and it seems I lost everything. So I'm going light on the comments this time around.

At the time I was an undergraduate, Zimmerman Library did not have adequate texts to do research for study or research. The items I left unanswered were not available to me. My advisor refused to see me as I am a Vietnam Veteran, she told me, I dont talk to baby killers.

I really enjoyed my time at UNM History Department. The majority of my professors were wonderful. It would have been helpful: 1. Less theory and more history 2. A look at the Ancient Greeks and Romans. A study of Herodotus, Thucydides, Livy and Plutarch would have been enormously beneficial.

career diversity in its first years, while I was there, did a poor job of helping students with research interests outside the united states

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The department was too big. No one knew who I was, not was there outreach to make me aware. I just took classes that were required and electives and then graduated.

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I found the faculty to be extremely well qualified, approachable and supportive.

UNM History Department staff is the light of the program--and Dr. Hall and Dr. Erbig. Professors believe they have too much on their plate. They should create meaningful relationships opposed to viewing students as folks passing through. Funding is too subjective and without sufficient emphasis placed on loyalty. There was close to zero conversations with faculty, save Dr. Hall and Dr. Erbig, regarding current events in Latin America.

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I appreciated the wide range of courses and the variety of teaching styles of the professors. My instructors were approachable and available to help me learn to ask the right questions and develop an my writing style. I particularly enjoyed the historiography class with Prof. Kern, gaining an understanding of sources and interpretation in research, and the classes with Prof. Slaughter that opened my eyes to the broad and engaging history of women.

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Unfortunately I do not remember meeting my history advisor or anyone in the department that provided me with guidance during my time in the department.

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Was not prepared at all for the professional world. Unable to find any paid work in history

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A lot of the items I indicated as neither satisfied or not satisfied were not available or in limited availability when I was an undergraduate at UNM in the History department

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There were little to no resources when I attended UNM. Advisor was non-existent.

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All of my professors but two were truly outstanding, and the outliers were good. All of the TAs were very good, as well. I remember Professor Szasz with great fondness and respect. Unfortunately I don't remember their names, but other standouts were the professors for Recent American History, Trans-Mississippi West, and Historiography.

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Having only recently graduated, I just want to emphasize how supportive the professors always were and I am very satisfied with the quality of instruction

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The History department staff and faculty were really helpful and supportive. I always received help and answers to my questions from the administrative staff and great support from faculty throughout my time as an undergraduate and a graduate student. I also really enjoyed the guest lectures, especially the Institute for Medieval Studies Spring Lecture Series. They were extremely well done and covered interesting and unusual topics.

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I had tremendous professors...namely Professor Szasz and Farber. I took advantage of study in abroad in Scotland one summer with professor Szasz and his wife.

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My faculty were outstanding and approachable. My undergraduate advising from the formal advisor was cursory and poor. They were understaffed and underqualified to understand my field. However, my faculty advising from my honors history advisor was excellent. I do not remember being exposed to any professional or career advising or departmental colloquium, although I attended many lectures through the Latin American Institute and the Russian Studies program.

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I still enjoy History, and read biographies and do reading for my own personal use. I feel the subject has helped me in developing a world view that has maintained an equilibrium through my life such as placing people and events in a linear viewpoint. It influenced me in my profession as a minister and then as a Navy chaplain by knowing how to relate to vicinities a lived in or visited.

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I had very little experience with many of these programs, and ticked "neither satisfied [n]or dissatisfied" in several before I carefully read the directions! I cannot uncheck them. Alas.

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When I was a History major the professors were very good. The thing I recall most from my time at UNM is the array of History classes I took and the excellence of the professors I had. It was challenging but it was rewarding and I know I retain much of what I learned.

More importantly, the skills I learned in the History program and ones I utilize daily. I have not regretted my major once.

I enjoyed the classes and faculty in my degree. I do not recall support and connection from the History department.

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I don't recall any kind of support except for one meeting with one of my professors who required a research paper. The meeting was to discuss the paper I'd written. I could have used direction before doing/during the research and writing to see if I was on track. I don't recall any opportunities to discuss graduate options although I took the graduate version of the SAT and did very well. So I joined the Army and went to Germany, then UNM Law.

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Dr. Joel JONES, WAS A GREAT Teacher and mentor in American STUDIES. His courses enhanced my empirical research into many areas of American history and American literature.

I did graduate with honors, but it was not the best experience I ever had. I would have liked a little more guidance and someone to say, "Hey, don't be intimidated by this process. We have all been through it. Enjoy the learning." That is what I would have said to my younger self...

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Although it's 20 years later, I've often considered exploring what options I have for completing requirements toward my MA, and possibly researching taking courses for possible acquisition of a PHD sometime in the future.

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Historiography should be integrated into the curriculum early for major students. The school I received my MA in History from had a required course entitled "History 200: The Nature of Historical Inquiry" Description: This first course in the major introduces students to the tools of historical inquiry, the nature and evaluation of sources and evidence, and the conceptual

framework of historical interpretation.

I had first class professors.

UNM does a good job preparing PhD's for careers and and out of academia, in part because the faculty were/are (! I presume still) pragmatic about the state of the university hiring system.

After being accepted to the Graduate Program, I went back to work full time in my capacity as an electrical professional. I was only able to complete a small percentage of graduate work before a family emergency caused to move out of state to help with parental healthcare issues. It is a dream I hold that I can finish my Graduate studies someday.

For me, the department's connection to the Center for Southwest Research and the Health Historical Collection provided me with my first exposure to the archival profession, which became my career path.

Your Freetext doesn't allow for comment. Keeps saying "Freetext is too long."

Research as Undergraduate: Did not engage in research until my senior course (Historiography). Additionally, do not remember hearing/being taught about accessing local archival resources for research, or using digitized newspapers (or those still on microfilm), or websites such as Newspapers.Com or NewsArchives, or using city directories & insurance maps (e.g. Sanborn) or utilizing the Library of Congress.

I didn't seem to get any guidance or outreach. Just the last semester when I needed to graduate

Many of the guest lectures and events were arranged by the instructing professor and were related to the class being taught.

I had stellar experiences with virtually all of the history faculty I took classes from. In general, the course offerings were diverse,

contemporary, and relevant. The faculty were very accessible and took time to provide valuable feedback. I was encouraged and supported in my pursuit of unique subject matter in research papers and generally felt well-prepared for the course work. Great experience overall.

Most of these programs either were not offered or were not socialized when I attended UNM. I was a good student and researcher and would have been interested in many of these.

Many of these were not available or were not publicized.

I feel that the DGS should be appointed based on if that professor will invest in a students success and wellbeing, not simply because it is their turn.

Shifted majors from Architecture to History second semester, junior year (1974), wasn't aware of any support functions, organizations or activities that may have been available at the time. At the time, what I wanted was a degree by May 1976 and my commissioning into the US Navy out of UNM NROTC, never occurred to me I'd actually wind up in the historical career field.

Many of these were either not available or not publicized.

All these years later, I still recall things I learned as I travel, visit museums, read, watch TV. History is the glue that holds my experiences together!

Dr. Dabney was my advisor and I miss him greatly.

It has actually been 45+ years since I was in the program, so most of the above is probably moot, since anyone who I remember is most likely no longer working at UNM. However, the faculty and staff and the program was very satisfying. I enjoyed it as my major.

I continue to take classes (mostly history) at UNM. I look forward to these classes every semester and am always impressed with the quality of professors and staff.

I love that the Undergraduate History Association I founded in the 1990s is still going! This truly warms my heart. Honors Undergraduate Project Advisors should have written guidelines, scaffolding and support to adequately advise students. Overall the staff and faculty were wonderful and with only the one exception, I have very fond memories of my studies at UNM. I wish things had gone differently my last semester. Thank you for including me in this survey. I'm happy to help.

I did not use any of the program listed; advisor, undergrad history association, etc.

I'm thrilled the Undergraduate History Association I founded/restarted in the 1990s is still available for students!\

I feel that I received very good training in ancient history at UNM. I combined history with three years of study of Greek and subsequently got into a PH.D. program in ancient history at the University of Illinois, Champaign-Urbana. I switched into anthropology there, in 1969, and got a Ph.D. in anthropology in 1978.

Working full time, I had little opportunity to participate in non-classroom activities. It would be nice to hear about the guest lecturers for the upcoming semesters

As I sent through the history honors program, I found that the most helpful professors weren't those assigned to guide me through the process.

My BA was in secondary education with a minor in American History. My husband Daniel Hutchins received his BA in history in 1996 and taught middle school social studies for over 10 years before transitioning into Physical Education.

Can't delete clicked entry...graduate advisor is n/a

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It was long enough ago, and history was my minor, that I don't remember much. I still remember some of the classes, and have fond memories of classes with Berthold and Robbins, but I don't recall ever even meeting most of my history professors.

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There were a couple of outstanding professors, such as Dr. Paul Hutton, who supported and engaged the students, but by and large I felt there was little interest in professional development or guidance from the department.

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Since I received three degrees from UNM in three decades, this survey doesn't give me the opportunity to comment on my experience after each degree. After my BA, I did not get a job related to history; after my MA, I did not get a job related to history but did get one that related to my other BA which was in Spanish; and after my Ph.D. I found only part time employment in history for several years.

---

I don't think there were a lot of the items listed above when I was working on my degree. I went on to work as a librarian, so the history background was helpful. Now, I am retired.

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I felt adrift and unconnected. Did not know there was a lounge for history majors until my final semester. I didn't seek out help, but neither did anyone reach out to advise or tell me what was available.

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Dr. Don Cutter was my advisor and my mentor for independent study. He was a terrific teacher and mentor who not only taught me history of the Spanish colonial frontier but the basics of historical research and, most importantly how to better use my critical thinking facilities. He was a great professor. MJ Slaughter and Jake Speidel (sp?) were also powerful teachers and mentors. I learned much from them all.

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I thoroughly enjoyed the classes I took at UNM and I still enjoy history. I went to get a teaching certificate and ultimately an MA in library and information science. I've been retired for 10 years.

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During the 1970's, few of these resources were available. I left those areas blank. The resources available 1970-75 were faculty and seminars. The History Grad Student Assoc was fairly useless.

---

Never had anything to do with any one other than Professors and one grad assistant (?) except for an advisor who was NOT helpful.

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I loved all of my professors in the history department. They were dedicated to their students, and I thrived under their tutelage. Professor F. Szasz and Professor Kern and Professor Darby (I don't know if I have his name correctly, but he taught Constitutional History in the early 80's) were awesome teachers.

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Accidentally clicked History Dept. Scholarships/Fellowships in the above section and cannot unclick it. This item doesn't apply.

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I worked with three advisors, each a good teacher and generous in giving their time and sincere in wanting to help you move ahead. Two, in particular, had a large number of published works and were nationally recognized.

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I would have appreciated more of a selection in United States history.

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At the time I was in the Masters program, it would have been lovely to have more proactive faculty relationships. These are vital to both 1st gen success. But I know the University as made great strides on this since.

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I word not be who I am today without professors in the Dept of History.

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Ferenc Szasz, Durwood Ball, and Noel Pugasch were my MA advisors. All three were enormously helpful, and it was an enriching experience working under their guidance and with their support.

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advisors knew nothing of transfer credit and lied about school policies. some instructors valued politics above learning. everyone went on vacations affecting student enrollment.

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I do not recall an type of advisor interaction with professors or associates with the exception of exam or paper discussions during office hours. (graduate, 1980)

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Overall, I had the best of the UNM history faculty members for my dissertation committee. The graduate student organizations, colloquiums and special events were all a vital part of my experience and helpful in my progress.

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Too many faculty at odds with each other when I was there!!! Factionalism is to be expected; however, but not at the level then!!

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I don't think I was aware of many of the programs listed above. Not sure if it was because I was a clueless undergraduate trying to find my way or if it wasn't advertised or offered to me. I definitely would have been interested in attending or taking part of many of the programs listed above had I known about them.

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My History advisors were wonderful to work with and a great help professionally.

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The areas of dissatisfaction are related to limited resources to prepare students for the job market and academic positions available through the history department, as well as the lack of dialogue on diversity, inclusivity, biases, etc.

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UNM should considerably lower cost of tuition and books. UNM should provide internship programs to all junior-level students and above

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Dr. Yazawa had a profound impact on my life and developed confidence in me to tackle any situation presented and dissect the foundations of various issues to problem solve for current results.

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The history Department was always the best apartment in my humble opinion. Every Professor did all they could to help out the students except for one whom was the most condescending, vile, and one of the most unprofessional and unhelpful



professor and the department and that was Elisa Ferguson. Everyone else at the department is what I am basing my answers upon.

Please disregard my responses to undergraduate questions. I clicked them by mistake and don't know how to unclick them. I don't recall there being a colloquium when I was a student at UNM.

Charlie Steen, Ferenc Szasz, Margaret Connell-Szasz, Durwood Ball, Tim Moy were among the best Most of my professors were excellent but I am certain they are all long gone.

I absolutely love(d) all of my professors in my program. Don't know if he's still there, but Dr Porter was awesome.

I graduated so long ago, it's really not appropriate to comment on this section.

Some of the faculty I found to be petty, cruel and racist. It led to a difficult culture for me, as a person of color. I was young and very green, and it did not work well

## Question 10:

### What didn't you learn in your history program that you wish you had?

Text input

History of science/environmentalism

Professionalization relate to academic and non academic careers.

Because my first job after getting my Ph.D. was in Alaska, the Western History program should have included the history of that region. It's true, however, that almost all Western History programs throughout the country left out Alaska History and Alaska Native History.

I wish I had learned more in general. I had a very short degree career and only took classes relevant to my particular interest or were required. I wish I had continued my degree more fully and taken more classes.

Career Resources

How to evaluate information instead of rote memorization to pass the class.

More about working in the field More about environmental history Collaborative work with American Studies (that would not have worked back in the day) Encouragement to work with people of color directly if one is doing projects related to their past More student-organized symposiums

How to prepare, approach a career in history.

At the time I was at UNM, public history and working in the Federal Government was looked down upon. There was no historic preservation courses either. Anyone who wasn't going to be an academic historian was looked down upon because it wasn't real "history." Yet this is the field I am now working in and I love it. Granted my degree has proved invaluable in researching cultural resources and properties and determining whether properties are significant in history but what I would have given for an intro course in the world of public history.

More undergraduate opportunities like internships

The only disappointment for me was that I was unable to take all classes concentrated on U.S. and U.S. West due to scheduling conflicts. Since I worked 40+ hours a week teaching, I was only able to attend classes in the summer or late afternoon/evening. That meant that I usually had to enroll in whatever was being offered. So instead of being able to focus on my concentration, I ended up with a mish-mash of world and U.S. history classes.

I wish I had a career mentor/support group

Can't think of anything

Statistical Analysis

Computer research skills

It doesn't pay well! But I'm glad I did it!

I wish I had taken more courses in Asian history as well as Middle Eastern history.

More history of Central and Eastern Europe

The question is irrelevant in my case; the program was excellent and I enjoyed the experience.

My only regret is that I did not pursue a PhD in History. I believed I could not support my family as a faculty member.

I wish there was more time dedicated to historiography. While I feel proficient in understanding, interpreting and applying history to my work, I can only talk a limited amount about the underlying theories and perspectives.

I always felt that the history program prepared me very well for all aspects of my career. I was a non-traditional student and already had a lot of life experiences, so I was pretty good at deciding what I needed from the program and seeking it out.

Younger and less experienced students may have had different experiences.

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Much of what I learned brought in socioeconomic and art influences - a holistic view of an age. I think bringing in even more diverse influences would have been beneficial.

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I wish that there had been enough interest shown in me to push me out of my comfort zone. I would not have had a 3.95 Grade Point Average but would have learned and developed more. An example I am currently fluent in Spanish having been the Director of Finance for Hussmann Corporation at that time part of Ingersoll Rand in Mexico for many years. The University of New Mexico has extraordinary cross departmental offerings in Hispanic Culture, History and Economics. I did not take advantage of these given what I incorrectly perceived as my limited language aptitude. Something which is almost laughable as I now study and converse in Portuguese and read French as hobbies. There are many other examples in Economics which I followed up in Graduate School

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I was a history major on my way to a career as a trial lawyer for over 30 years. That worked just fine. When I retired from law I went back to school. I am currently a doctoral candidate in the history department at the University of Maryland.

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Debating various sides of historical events, situations.

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Other than an advisor (?) who helped me design my schedule so I could obtain my MA in 2 years, I don't recall any advice, counseling etc.

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I wish there was a focus on public history to apply and translate our classroom skills into non academic spaces.

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I wish there had been more public-history coursework or opportunities to do public history projects in the department when I was there. While I have a public history job now, and a lot of the things I learned at UNM are crucial to doing my job, I wish some of the current opportunities for graduate students had been there while I was still doing coursework.

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My only regret was not having more time to improve my Portuguese and Spanish.

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More exposure to different paths a history education could provide. More encouragement/assistance to write for popular publication. More civic engagement in contemporary issues as an historian.

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How to be tolerant of diverting opinions.

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I can't think of anything off the top of my head.

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My focus was Modern European History. I had some gaps in the parliamentary system of Great Britain. Furthermore, more focus on the importance of Napoleon would have been helpful. My seminars on Nationalism and Russian History were excellent. Overall, I am extremely grateful for the education I received.

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Hmmm... not sure.

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I did not learn how to write a scholarly book review.

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I didn't learn how the academic game works. Faculty tried to be transparent about that, but it wasn't enough. I didn't learn about camaraderie of a cohort, I learned about clicks within cohorts. I didn't learn how to tie the past and present together-- nothing more than I already knew. I did not have enough one on one mentoring time in writing large research projects, which hamstrung my academic career. I didn't learn how to enjoy the experience of being a graduate student because I, and my cohort, was too strapped with tasks and tasks and deadlines and a false importance on jumping through erroneous hoops. I didn't hear from faculty how important it is to spend as much time outside of the academy as it is inside-- community engagement. Further, Dr. Sandoval and his wife straight abandoned their students to head east. Where was the loyalty there? It's not wrong to change jobs, but give your students a heads up. People in my cohort felt betrayed, and I understood them.

So I did not learn loyalty, in the least, from the history department.

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There isn't anything that I didn't learn in the history program, but wished there had been more opportunities to take classes that had multiple professors lecturing on a single topic. I can't remember the specific course, but there were three professors rotating and providing insight to a specific time period or event that allowed multiple vantage points.

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More of how the material and/or skills could be applicable to real world The political economy of wage labor. Exploitation theory. Surplus value.

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I wish I had more opportunities to engage with professors more on how they chose their research and accessed historical records. With so many historical records available today on the internet our jobs as historians or even writers who write historical fiction, the information can be accessed in the matter of minutes. I wish that more classes were available under Historical Archaeology-a subject that I have become very interested in-but never taught or spoken of when I was an undergraduate.

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Dealing with-polar managers

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I would have liked to learn more about historical methods as an MA student, especially working with archives and museum objects.

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Back in the 80's, the study plan was mostly individual-based; not a lot of team activity or interaction. I think I would have benefited more had there been more interaction among the students.

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I learned all I wanted to learn as the courses offered were broad and interesting.

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I did not have any opportunity to present my research orally as an undergraduate honors major. I would have liked to have had an opportunity to defend my honors thesis before my primary and secondary reader faculty. I would have liked to have participated in more history colloquia that were related to my interests in Latin America and Eastern Europe. I would have

liked to have had the opportunity to study African history and Afro-Latin American history.

nothing

Public speaking, community engagement, community-based research

I would have loved to learn more of the local and state history and how it impacts the citizen and national scene. Because it does but is not emphasized enough. The history of the southwest region really has not been of interest nationally until now and in a negative way, i.e. immigration and politically. The view held by many, in my opinion, is a subjective one. And, in my opinion, diminishes the historical value of the the Southwest. That again, is my opinion.

Besides Judy Bieber's stellar Historiography class, I found the dearth of theory pretty disappointing. More training and assistance in the academic publishing process.

That History is fascinating but did not prepare me to go into the workforce. That History majors have very limited earning potential. There is a lot of talk now that critical thinking skills are needed but an BBA or an Engineer will always make a better living.

My only regret is that while I was happy to focus on Modern American and some European history, I missed large swaths of historical study...I am pretty I could spend 20 years taking classes and not touching every topic / era / region, etc.

How to write cover letters and prepare non-academic resumes and professionalization skills that are relevant in any career whether inside or outside the academy / classroom.

I would have liked to see more training and help in research and presentations.

i would like to have known the opportunities for working historians. I thought there weren't any, but in my law practice i have worked with many historians and see they have made careers doing history.

the study of "the Oxford History" works.

I wish that I would have combined my history degree with either a double major in business or at least a minor in business. I absolutely needed to be a History major. At 18, I had so many questions about current events, the world, politics, business and humanity. I loved college. I hated, in 1985, the business world's rejection of me and labeling me as 'unskilled.' I did not know enough about the business world, at the age of 22, to defend or rather, sell myself.

NA

That the field was already saturated with PhDs struggling to find full-time positions in a climate that exploits graduate students and adjuncts to perpetuate it's existence. I didn't learn that until I began graduate school in a program 200 miles from UNM.

Cannot think of anything. But I attended a long time ago. I am now retired. I learned a great deal that made me successful as a teacher and writer of textbooks for UNM Press.

My greatest desire was to work closer still with the GREAT Timothy Moy, as my focus was the History of Science and Technology. Coupled with the Science, Technology, and Science minor I earned through the Honors Program, it was a fine course of study, although somewhat limited. UNM isn't known as a hotbed for Science and Technology offerings. But we were a small and tight core of students. I miss Dr. Moy terribly and he had so much more to give this world. A truly tragic loss!

The rise of nationalism after WWII.

Professionalization/Career Diversity: Pertinent careers that employ history needs partnerships with organizations to gain experience as interns (paid or volunteer) in historic preservation (tangible & intangible heritage), archives, museums, preservation organizations. It would be most beneficial to have coursework that specializes in preservation, archives, and museums. Other departments would offer such courses and can have them apply for history credit. Or better yet, offer as a minor or even as a certificate that includes not only a small number of credit hours (e.g. 15hrs) but also include a minimum of volunteer or paid hours with an organization involved with preservation, archives, and museums (~150hrs). This would provide good professional training and experience needed for gaining employment after graduation. It is hoped that such experience will teach students job skills needed to demonstrate competency in areas such as programming, risk management, facility management, training/development, budgeting, forecasting, reporting that employers seek in addition to critical-thinking skills. In the 21st century, knowing software and quantitative research is necessary. Knowing how to use GIS is very beneficial and there is a subfield in Geography called Historical GIS. Within the area of Digital Humanities, knowing how to use SketchUp software is beneficial for reconstructing the past based on historical research. Lastly, knowing how to use SPSS or other quantitative software is also beneficial to student in history. Being heavily trained in qualitative research can actually be detrimental and being able to demonstrating the skill for conducting quantitative research and utilizing software like SPSS . Being able to use the above-named software programs shows to employers a graduate of history also possesses technical skills.

Very limited instruction in historiography. That was not in vogue in the 1970s. Importance of off-campus networking within the profession was ignored by all save one professor, and even that was vague and rudimentary. Absolutely no instruction in finding a job, in or out of academe. I ventured outside and was rewarded, but that was on my own. The faculty had no concept of history as a practical profession.

What employment options my degree would help me achieve. More practice in writing historiography papers.

Through my choice of courses I did not do justice to non-Western history. Better emphasis on critical thinking and

## information literacy

The only issue I can recall is not being very clear about how I might take my education and academic training and apply it in the professional world. I did attend one or two brief meetings or seminars about how to get a job with a history degree, I don't recall any significant takeaways from those or being able to easily access internship opportunities or even volunteer opportunities as an undergrad. Perhaps they were and I simply didn't apply myself, but I guess I would say I wasn't aware of any real urgency to get real life experience. As a result I was predictably caught a little flat footed after graduation.

## Oral presentation

I would have liked a bit more focus on historiography and critical analysis of historical literature. I took undergraduate historiography from a professor who essentially said "go write a research paper," and my graduate course was not much better. When I started my PhD program at UT Austin, I had a difficult adjustment in my first two years. But obviously that was a long time ago.

A little more about what archival research involves and what it looks like when the time comes. A trip to Zimmerman was good, but I feel like I actually got more out of the in class discussions because I was able to put it in my particular field.

Should've paid more attention to the mandatory Historiography course (second semester, senior year), had to re-learn primary sources some years later when I joined the National Park Service as a historian.

More visual learning of history through photos of important sites, etc. How to pursue grad work. More about the middle ages and Roman Empire

I wish I had learned more about historiography and the critical analysis of historical literature. I had what I thought was a solid grounding, but I struggled a bit in the first two years of my doctoral program.

Colonial settlement in those regions of the U. S. bordering the Gulf of Mexico. I wanted more individual study.

The curriculum should include smaller class sizes with more emphasis on Socratic method and oral presentation. Greater mentor ship by an advisor would be valuable.

I wish that I had taken the time to learn medieval/early modern Latin. But I was married with children and in a hurry to finish. I later got some immersion from a colleague where I taught.

My history courses at UNM were all: lecture/notes/midterm/final. That was 50 years ago. Now, as a current professor, my teaching is focused on experiential project-based learning where students are working with real companies to solve real international business problems in Latin America.

A better understanding of corresponding perspectives during a given period or event, such as the Civil War or the World Wars. The focus was not always on the minority voices, which have, in some cases, become the voice of the majority over the years. It would be good to understand in more detail the minority views that were active in our society within the context of the events being studied, and the impact that those voices have had going forward. I also think it is important to teach history through the lens of the period, not revised by the current norms in society. I don't remember much of that in the course plans of the 1970's.

I just wish I had continued and get a graduate degree in History. Wish we had more computer lessons hands on skills

?

I regret and did not learn how to navigate my Senior Honors Project better. I understand my advisor wrote letters that prevented me from continuing. I still struggle with trust relationships in the work place. I also wish I would have been encouraged to study abroad.

More critical thinking or analysis coursework.

That I should have written term papers that could be converted into dissertation chapters.

Employment opportunities for which a history degree is advantageous. How to leverage a history degree into real world work opportunities.

Publishing skills n/a

I wish the University allowed us, non ROTC students, to continue taking military history classes beyond the first two offered to ROTC students. I believe the professor was Rothenberg? He was excellent. Had been an advisor to Eisenhower, parents were German-Jewish and had escaped the Holocaust.

I attended college (not UNM) for only two years before marrying in the early years of WWII!. When my 3 children were adults and MY HUSBAND a high school teacher I decided to return to college - a very good, rewarding and happy experience. The History Department, the teachers, the readings and the new friendships I made at true college has greatly enriched my older years.

I have had to teach in areas not addressed in my degree program. More realistic and consistent time management and prioritizing

I had wanted to focus on American History, specifically early American settlement through the Revolution and up to the Civil War. I don't recall too many courses that were offered that pertained to that period.

Specifically? I wished they offered more courses on the ancient/ antiquity time periods.

I wish I would have know more about the services, scholarships, and programs available to history undergrads.

Alternative career options, I think people go into the History hoping to find a job in straight research and it would be nice to be introduced to different careers that require lots of research but arent traditionally seen as related to history.

I wish historiography had been required before I started my honors research. Some of the research techniques and "best source" advisement I received in that class would have been very helpful and allowed me to better focus my early research.

More historical/present day conflicting opinions and perspectives on events presented/studied - I wouldve enjoyed participating in a Socratic seminar for each one of my classes.

more on professionalization and networking

Overall, while I am not directly working in a History-related field, I feel that it (coupled with an English degree) provided a very strong foundation in analytical/critical thinking that has helped me in other areas of my career in technology.

N/A

History, and study of history, is important to society. I don't think I was personally engaged in UNM's history department, but found ways to match my interest in history with classes I took.

There wasn't any particular era or event I wish had been covered more extensively, I simply was disappointed that a couple of professors were more interested in sharing their subjective interpretation of history and penalizing our grades if we didn't share their line of reasoning in our papers/exams. Perhaps this is a bit off topic, but I wish career development in the form of mentorship/programs/seminars in the history field was more substantive.

I wish I had known more about the politics of the department and realized that the political alignments had a very negative effect on graduate students. When I returned for the Ph.D. program and comprehensive exams, I wish I had had the opportunity to have served as a graduate assistant in introductory courses to refresh the details and become acquainted with the historical trends relating to topics in my fields in a coherent manner, rather than trying to satisfy each professor's extensive reading list without a strong framework.

egyptology

Didn't learn how to specialize to move forward towards a PhD. Teaching skills. I think what I did learn was that I wasn't cut out for academia.

I got exactly what I wanted out of my history degree.

I just wish I had the time to go to grad school but I was already established and growing in my profession when I came back to UNM to finish my degree in the early 1970s. I had not been a serious student earlier but came back determined to make up for past mistakes and to study a subject that I truly love. When I earned my BA in 1976 I had a growing family and growing job responsibilities and could not continue academically. Incidentally, people would sometimes ask me why someone whose career was focused on covering the news would get a degree in history. My response always was, Hey, history's just old news.

More small group collaboration to achieve a pre-determined (pre-assigned?) goal.

How to network with local historians and more about jobs graduates obtained with their B.A. degrees.

I was very satisfied with what I learned through the history program. My professors were amazing and I am still honored to say I graduated with a history degree from UNM, even though I am not in the history career field.

My responsibility. I failed to take courses outside of my major field of study. There were some professors that I really wanted to know and never took the opportunity to take a class from them.

How to earn money as a historian

A better background in United States history. The courses offered were odd and obscure. They were an eclectic mix of course work with no focus.

A stronger sense in my undergraduate of what becoming a practicing (researching) historian actually looked like, what it entailed. This idea became terrifying, yet vague, in my Masters.

I entered the PhD program after I attended law school, but dropped out because the quality of the program had noticeably declined. I came in as a licensed attorney with a BA and MA in history, ready to do the work and write a dissertation; but, most of the newer, younger professors just seemed not to be able to see past their narrow worldviews. It seemed like every seminar devolved into an MSNBC panel (I'm a lefty, btw). It felt shallow and insubstantial - privilege masquerading as sophistication. To be honest, I came in wanting to finish the program and write a book, but felt that my time was being wasted

- then I left to practice law. So, what didn't I learn? I didn't learn to write a book at a level that would pass muster with regard to peer reviewed publishers. And, I'm kind of miffed about it. But, boy - I sure did enjoy getting the BA and MA.

i wish i had known about course challenges and exam for credit sooner in the advisement process.

I wish the history curriculum had been a little more integrated with the unique and diverse community at the university of New Mexico regardless of the area concentration one chooses, i.e. making sure every history graduate no matter their path later knows the history of the school they graduated from and the rich history of the place they lived for however long they were there.

I think a more frank discussion on the current status of the job market would be good to make to those interested in the history program especially earlier on. While I did have those discussions at UNM they seemed to take place later on in the process.

I learned lots from every class I took and cant think of something that I wish I had learned Nothing.

I didnt know what kind of opportunities would be available to me upon graduating. I love history, which is why I chose the major, but honestly I didnt know how I was going to apply my degree in the workforce after I graduated. I wasnt going to get a masters or PhD and I didnt want to be a teacher. In hindsight, Im not really certain if I should have gotten a degree in History and maybe should have gotten one in business because thats where I ended up when I joined the professional workforce a few years after graduating. Took me awhile to figure that out. I was a bit of a lost soul. My History degree did help me get my job in Human Resources since having a degree was a requirement, so it did and does have value. I switched careers several years back and am now in education, but I work with special education children, so again, not completely relevant. I am happy to have my degree and the History teachers and classes I had were amazing!

More about American legal history, since I eventually became an attorney JD University of Georgia March 1978, after spending April 1971 until September 1975 as an air intelligence officer in the USAF, stationed in Vietnam and Germany

How to manage research and publication while teaching full time. how to manage research and publication while teaching full time How to deal with asshole department heads like professor porter.

I wish I had learned more about online teaching and more diverse pedagogy strategies besides the lecture format. More classes or projects focused on community engagement practices, which could had helped on marketing my history degree beyond just academic jobs. Also, I wish that we had more workshops or conversations related to diversity and inclusivity in the field of history.

UNM offered no internship programs.

I am currently retired after my career in inter-governmental affairs including 27 years as Executive Director and lobbyist for the Oregon Municipal Electric Utilities Association so I'm answering some of these questions based on that work experience.

better preoritizing skills .. more engagement with faculty in expanding my academic and professional opportunities

How to find a history related career after college. If I had some Museum or curator opportunities or basic training it would have helped me get a job a lot faster or opened up better opportunities forme.

More help with dissertation.

More about publishing research articles.

Your equity and social justice classes is why it is why I will not support the direction UNM is going! It is identity politics used to divide. It is a shame the direction are universities are going.

Latin American history

Everything that is listed under question 8. Look, when I was in the program, it seemed as if opportunities were offered to some, not all. It depended on who your advisor was. Hopefully the department is better than it was when I attended.

I wish I had had a Historiography class my first year, and then the opportunity to take it again as the capstone (491). Learning the theory behind historical schools of thought and how to apply them in writing was the hardest (and most valuable) skill I learned (in addition to reading and learning how to analyze primary sources), and I would have liked to have had exposure to that earlier on.

## Question 12

**Please share any further feedback about your experience with the UNM History Department.**

Text input

Bob

Kern was an enormous influence on the path of my life.

Na

I have always felt that Historiography should be one of the first classes that all UNM students should take. Even an introductory version would be extremely beneficial to all students.

The UNM history department shaped me as an historian and as a person. I wouldn't be who I am today without the likes of the UNM history faculty.

My degree in History allowed me to receive a commission in the US Navy. The skills used to attain my BA were put to good use in future studies to obtain my DDS degree and an MBA. I retired after 21 years in the Navy as a dentist. I practiced for

23 years in Oak Harbor, Washington and am now retired.

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I wrote it all on the previous page, but I was told i wrote too much. I am not going to write it all again (you need to have a limit published so we don't waste time writing a lot then having to delete it because the survey tells us we wrote too much)

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Professor Hutton also took the time to meet with me years later when I was station in Tucson, AZ. He was there for the Tucson Book Festival and took a few minutes of his time to talk to one of his former students. This passion and professionalism is something I have tried to take into my classroom now.

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I am very glad that I was fortunate enough to be in the program before the internet. The skills necessary to conduct research, and the patience and perseverance required, are being lost. There is nothing like sitting on a library floor looking at old encyclopedias or periodicals to make you appreciate yourwork.

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It was a fun and enriching experience. I do not think it directly influenced my career but definitely contributed to my research and analytical skills.

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Dr. Jay Rubenstein was the reason that I switched into the history department from the nuclear engineering department. His instruction was the most important aspect of my education. It is unfortunate that he left UNM for the University of Tennessee. Hopefully, UNM history department found a suitable replacement.

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since living in new mexico in the 1960's (in fayetteville AR now) i have had a love for the history of the Pueblo People and the history of the Southwest. i have also taken my Grandchildren on cruises to Mexico, Caribbean, South America and Europe and have enjoyed sharing with them the History around those regions. especially the period of Colonialization.

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It was a great experience; a great deal of work, but worth it. Always impressed with UNM History Faculty.

(1) I believe there needs to be specializations or focuses offered. Continuously, when I offer my history credentials, persons are worried that the degree/major was generalist, even if I focused my course work. Some way to concretely express "I cared about and focused on [this]" might be very helpful. Even if the major remains generalist, many other universities include more guidance for a well-rounded experience in history than our mostly open selections. (2) I would love to see the department offer a course in numismatics, even irregularly.

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I am a disabled Veteran, out of the work force the past 15 years. Can't think of much to say other than I think it prepared me well.

Many of my teachers ( Grank Szasz, Don Sullivan, Janet Roebuck, Noel Pugach, Frank Ikle) were like the best of PBS moments, leading to later and further investigation. They wereterrific.

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As stated I don't recall much interaction with the department. There was a language exam (in Russian) which I was required to take, and the proctor/faculty head was a jerk. (1972)

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I got a great graduate education at UNM, and choosing to go there for graduate school was one of the best decisions Ive ever made. I would not be where I am today without the connections I made during my time there.

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There was a real sense of comaraderie in that there was a shared mission for students and faculty. Once you were accepted to the program, there was a real concern among the faculty to make sure you graduated. In the Latin American history program, Dr. Lieuwen, Dr. Bakewell and Dr. Conniff were all great to work with.

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I think it prepared me well.

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Bachelors of University is a worthless degree.

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I hate

dwelling too much about my time at UNM because of a really bad memory. Three weeks before I graduated, my mother died suddenly and going out to do anything, even going to school, which I loved, was pretty much torture.

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Graduate School in History was one of the most exciting times of my life. I am grateful and each day I pass on what I have learned to others.

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I feel strongly that the education I received from the UNM History prepared me well for my professional career, particularly in the areas of critical thinking, data analysis, and curiosity about other countries and cultures.

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The best thing that the department can do is offer a course that is designed to prepare undergraduates for grad school. This course needs to include book reviews, historiographies, class discussions, and answer the question of what is expected of a history student at the graduate level.

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The departments needs to be: focused on personal relationships, opposed to solely working relationships; more and more of their students are millennials who require personal relationships. The department needs to be more transparent about funding; focused on loyalty; focused on personal attention; on tying past to present; on cutting out erroneous hoops students have to jump through. Just because faculty is required to jump through hoops because they, as students had to jump through hoops, does not mean that cannot break the cycle. Faculty need to engage the community more--it's way too ivory tower. My time at UNM was a fleeting moment. I left academia because (1) it left a sour taste in my mouth,

and (2) there are not enough jobs for historians. The field needs a major shift away from churning out hopeful professors and more toward positions that help society and stimulate the economy. Dr. Hall, Dr. Erbig, and the department staff are the only folks that worked in unison with me to create meaningful relationships at UNM, facultywise.

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The history department played a key role in rounding out my education at UNM. I still value the experience. Na

I wish political economy and a historical materialist analysis had been emphasized. Not once did I ever hear the phrase "surplus value" uttered in my four years at UNM.

I would have liked more classes in my chosen historical eras that could have been aligned with art history, English, Science, and Philosophy classes. I would have liked more time in classes to explore deeper aspects of the history of a particular time and place, rather than just brush over certain phases with little explanation or exploration.

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I had a really great and positive experience with the UNM History Department as both an undergraduate and a graduate student. All of the members of the History faculty that I met were extremely supportive and helpful. Especially as a graduate student working with the medieval history faculty, I feel that I had a great deal of support while preparing for my MA comps and working on my thesis.

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I think the faculty when I was attending in the early 90s was top flight. I still remember many of my professors, and credit them with improving my critical and writing skills profoundly.

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Although I never had a close relationship with my professors, I was really impressed with the depth of knowledge they all had. I really enjoyed my major.

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Great professors and course offerings.

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I received an excellent education from the UNM History Department, especially in the areas of Latin American history, Anglo American history, Southwest history, and women's studies. My faculty were excellent, and I received outstanding support for writing my honors thesis. I would have liked to have had more culturally diverse faculty and courses, especially related to Africa, South Asia, and Southeast Asia. I would have liked to have had exposure to any tenured women of color in the department. There were no women of color in the department when I was studying.

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Most of my professors were knowledgeable historians with excellent teaching skills, but a couple were somewhat more focused on seeking out attractive undergraduate co-eds. In general, my experience was very positive and paved the way for me to lead a satisfying and successful life in an academic setting.

It was good

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The Professors were excellent.

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I loved my time there and remember it and my professors fondly.

This degree prepared me for the careers I am engaged in now.

I thought my professors at UNM were top notch. I transferred from LSU and thought my professors there were also top level. I cant think of ones that I did not Admire and look forward to their class. I still have some of the reading lists from my courses and even continue to work on those reading lists. My history study has provided me a lifetimes worth of direction for pursuing my interest in historical subjects. I wish I had had the confidence to continue with a history career. At the time however, it seemed like a pipe dream.

---

I had to be a History major. I had to gain an understanding of the world so that I could move forward confidently. I am a life-long learner. I thoroughly enjoyed a two-year study of the Bible that had us read from beginning to end, with the lecturer adding historical context as we progressed. Today, with the political environment seemingly turned upside down, I am glad that I can intelligently answer or engage with folks who both agree and disagree with me.

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Enjoyed and appreciated the guidance and mentorship from Professors Kern and Hutton as I shaped my interest and focus in history.

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As stated before, I have an interest in completing aforementioned MA degree and possibly looking at PHD before retirement in 10 years.

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I also feel that there was not enough (if any?) opportunities for undergraduates to intern or earn meaningful experience as "junior historians," to borrow a phrase from Dr. Sarah Cornell. While I had fully intended to enter the professional field, I think it is incumbent upon the department to realistically advise students about how useful the degree can be in other ways than full-time professorships. Which, we all know, are going the way of the dinosaurs. Alt-ac needs to be more than a theoretical framework for the field and the department. This is not a knock at the department, per se, but the professional organization as well. At the end of the day, I still work in higher ed, but outside the field of history. However, I was able to take the knowledge and skills I learned and use them to better understand the students I serve as a Trio advisor.

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I'm a frickin' Pollyanna about the department. I work closely with PhD students at Cornell and they are not in the least prepared by the faculty for either the reality of getting and holding a job as a scholar (eg: grant writing, conference attending etc) or HEAVEN FORBID leaving the academy. Most of them don't become professors. What happens to them? Nobody knows, and they are not given any professionalization tools. Thank you so much, truly. You did a great job with my cohort.

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Im getting homesick taking this survey.

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I really appreciate my time at UNM as it helped me to focus my career in an unexpected way. I focused on Modern European history, which was unusual at UNM, but invaluable to me now since that is the collecting focus of the Hoover Institution Library & Archives. As a native New Mexican, I am also personally interested in local history, which is something that came out of my time spent at UNM.

Became a member of Alpha Theta Phi, national honorary society in history, Sigma Chapter, during my sophomore year "in recognition for conspicuous attainment and scholarship in the field of history." This came about after discovering a lost tribe in southern Arizona that anthropologists had been trying to locate for decades. The research I did narrowed down the probable location, resulting in eventually locating their prior settlement. The location was kept secret for some time, so I was asked not to discuss it publicly. The pottery of the Membres Indian group was transferred to the anthropology department over a two- year period. I never received any recognition for this discovery because of the nature of the need for secrecy to prevent looting of the site. This might explain why I was nominated as a sophomore to become a member of Alpha Theta Phi.

\*pasting what I wrote for question #7 because received message "Freetext too long"\* History Graduate Student Association: Never heard about the organization while attending UNM. When entered graduate school in History at UTSA, department promoted Phi Alpha Theta and immediately joined and became an officer in the student organization. Not everyone wants to become a teacher and even fewer want to become a professor. The percentage is low, perhaps 20% of history students endeavor to become teachers or professors. The majority want the skills, knowledge, and experience that will help them gain employment in good-paying jobs. As I reflect back on my experience at UNM, it is focused on and prioritizing on pushing students to become academics and to fulfill the Tier One requirements but fails to educate students in the necessary skills for finding a good jobs afterwards that is unrelated to teaching or becoming a professor.

During my years as UNM, I found the faculty members (with but one or two exceptions) universally enthusiastic about their subject, and were superb teachers. They made my time here a wonderful experience. The Department itself was extremely helpful to my progress throughout. Help in finding a job...not so much, but then that probably wasn't that common 'back then.'

Professors were great. They were excellent lecturers and had passion for the subject. Sullivan Scharff Hutton Nothing at this time.

The faculty was wonderful and my degree taught me to be a better writer. I am currently a grant writer, so these skills were valuable to me.

Would have appreciated a actual check list about all the things that needed to be done during the MA. I think greater communication would have helped with a little bit of the stress.

None. Haven't had much in the way of contact with the department since graduating from UNM. I love my undergrad degree!

When I went to UNM as an undergraduate and an MA student, the program was solid, but there were some faculty who didn't seem to take service or advising very seriously. I don't have a clear sense of the current situation there.

I pursued an undergraduate degree in history knowing that it was not directly relevant to my overall career plan to become a physician. Because no specific degree type was required for medical school as long as the prerequisites were met, I felt free to focus my undergraduate studies on things that I found engaging and personally compelling without worrying about their long term career prospects. I feel that the history classes I took helped shape me as an individual and improved my writing, comprehension, and communication skills. As an unexpected bonus, I think it helped positively distinguish me from my medical school colleagues- tidbits from Jake Spidle's History of Medicine courses provided reliable conversation topics for job interviews!

I recently went to Paris/Versailles, and I was amazed at how much I retained from my French history classes with Dr. Charlie Steen.

I especially valued 20th century American history classes (Dr. Gerald Nash, etc). I found I could relate to recent history. This proved useful for my genealogy and family history hobbies. My general knowledge of history is weak. I didn't feel I could, or wanted? to take enough history classes. I was looking for a "liberal" arts education, so not just history. I knew I wouldn't be getting a job having to do with history.

A Superb Program, Great Professors

I loved being a graduate student! I found the lectures and seminars to be stimulating. Most of all, I loved discussing the readings, no matter the field. The faculty at UNM nurtured my aspirations to become a historian and helped me to become a much better writer. Almost all were quite generous with their time in giving feedback, something for which I am grateful in the extreme.

48 years is a long time ago....sorry. It was satisfying

Thank you for the opportunity to continue my education at UNM. It has allowed me to both enjoy expanding my knowledge and staying current with age groups I might not interact with

I live on the East Coast and frankly my recent visits have been ill timed for visits. But I did try a couple of years ago and asked if Prof Don Sullivan was still associated the the department, again my timing was off and I missed seeing him. Sadly this survey spurred me to search online and I see that he has passed. I really enjoyed my time with him as my adviser and thoroughly enjoyed every course he taught.

I remember being very happy there.

My work at the NMHR was invaluable in finding gainful employment. Wish I could do it all over again now that I'm retired!

I am the author of 12 books. Not all of these books relate to my program of studies at UNM, but my UNM studies pointed me in the right direction.

I am very happy that I received my Ph.D. from UNM. I feel I was able to work with some outstanding people and have maintained close friendships and professional relationships with many of my peers.

This is not a critique of the department but rather an introspective reflection I developed after graduating. I think I entered the history program with the assumption that I was pretty well informed about history and current events. I thought I was a pretty intelligent individual who had a good handle on things. After going through all of my course work and upon graduating, I actually found I knew a lot less than I was willing to admit to and had more questions and more reasons to ask questions. I realize that this may sound counterproductive to any school's educational mission but for me it is a positive thing. I found that many of my peers (across the university, not just the history program) seemed to consider themselves to be highly intellectual and profound individuals simply because they were in college. I call it an inflated sense of self-esteem. I feel that completing the program was more of a humbling experience: I was forced to admit that I didn't know as much as I thought and that my thinking was wrong much of the time. That said, the question became for myself became "How do I improve?"

I enjoyed learning from the faculty at UNM and always felt engaged, challenged and I felt well rounded when I finished the program.

My experience with the UNM History Department provided a diverse range of historical subjects and studies. It provided a strong foundation for my writing and speaking skills. I had some great professors. Many of whom I admired a lot more than they admired me, but their influence was significant on my outlook and my desire to improve. And although I am a principal of a construction company, the writing skills I learned while studying History at UNM have provided me with excellent proposal writing, understanding contracts and contract law, written presentation skills, and preparing oral arguments.

I have no idea how the UNM History Department functions at present. I am hopeful that Ph.D. students receive support from the department, that professors refrain from exploiting and playing out their animosities through the graduate students, and I hope that Ph.D. students have assistance and support in finding full time employment.

1) Bob Kern was a breath of normalcy and natural humility. He was unpretentious and always kind. 2) Never, for a second, while working on my Ph.D. did I foresee that my career would be as an IBM large computer sales manager, but I succeeded at that for 20 years in large part because of the skills I learned at UNM completing my Ph.D. 3) The History Dept gave me the latitude and space (literally office space in an old building across campus) to develop as a person. 4) Bob Kern patiently walked me through the dissertation and defense process.

There is little information on the History organizations at UNM. I had a very pleasant experience in UNM History

My time studying history at UNM is one of the highlights of my life.

The historiography class I took required the production of a video. That was odd and not beneficial to me.

The history professors pushed excellence at every level. Regurgitation of facts was not expected, using those facts to understand the period was expected. There was no room for ignorance or assumptions. I talk fondly of my time at UNM as a history major.

they need more space sometimes. also, there is a required course for seniors, historiography, that should be offered by more instructors and more semesters. less focus should be paid to race of students or how unnm is a hispanic serving institution. have football tryouts so local people can have a chance not just guys from texas and alabama. spend less on sports and more on history.

loved Prof Slaughter

I enjoyed my time at UNM and loved the History Department. I had great interactions with your department and feel that I was given a good and rewarding education. Because of UNM and the work I did there I obtained a full ride scholarship at UT-Austin for my Ph.d. I was successful there and was on a good tract to accomplish my goal of becoming a professor. Its just that while doing that, the priorities in my life changed, I had a couple of kids, and I decided it was time to go a different route in something that could guarantee a better chance at employment. For that reason alone I switched to Radiology. My heart still lies with teaching history though.

Through the History Department, I was able to publish articles in the New Mexico Historical Review, Journal of Social and Cultural History and even Montana, the Magazine of Western History (I think that's correct). I also served as a volunteer re-enactor at Los Golondrinas during its spring and fall festivals.

I LOVED my Cuban revolution class was the highlight of my experience. Drs. Ellis, Cutter, Dabney, Berthold and McClelland were superior mentors!!

Loved my professors and classes. Had many favorites and took several of this professors classes.

Another component that was not acknowledge during my time at the history department at UNM was the issue of being a woman of color in a field that is dominated by white males. I had extensive discussions about gender and academia through my classes and one-on-one conversations, but I don't recall to ever had a conversation or class discussion about the ways that junior female faculty of color are imposed an additional "cultural tax" in the job place. I learned about some of the possible implications of being a person of color through mentors and workshops outside the history department, but not within.

UNM offered no computer technology research programs. UNM offered no internships.

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I truly enjoyed the academic learning and the intellectual challenges. However, I also think one of the best parts of my experience at UNM was the mix of cultures, land and politics that make up New Mexico.

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None

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Always welcoming. The lectures were never mind-numbingly boring.

I hope that the department has a plan to teach students the components listed under question eight at the graduate level. I believe a history degree can be applied towards almost any profession.

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## Appendix 12: Graduate Student Professional Outcomes

<b>Austin, Shawn</b>
<b>Dissertation Title:</b> <i>"Beyond the Missions: Ethnogenesis in Colonial Paraguay, 1556-1700"</i>
<b>Advisor:</b> Gauderman, Kimberly <b>Dissertation Completed:</b> 2014 <b>Current Career:</b> Assistant Professor of History, University of Arkansas at Fayetteville
<b>Baca, Jacobo D.</b>
<b>Dissertation Title:</b> <i>"Somos Indigena Ethnic Politics and Land Tenure in New Mexico, 1694-1965"</i>
<b>Advisor:</b> Ball, L. Durwood <b>Dissertation Completed:</b> 2015 <b>Current Career:</b> Assistant Director- Chautauqua Program Coordinator and State Coordinator for National History Day, New Mexico Humanities Council
<b>Big Man Jr., Alden</b>
<b>Dissertation Title:</b> <i>"Crow History 1700-1950: A Political and Social Battle to Retain Their Culture"</i>
<b>Advisor:</b> Hutton, Paul <b>Dissertation Completed:</b> 2011
<b>Biro, Jordan</b>
<b>Dissertation Title:</b> <i>"Uncommon Knowledge: Lesbian &amp; Gay New Mexico, 1920s-1980s"</i>
<b>Advisor:</b> Scharff, Virginia <b>Dissertation Completed:</b> 2015 <b>Current Career:</b> Assistant Professor, The College of Wooster
<b>Blahut, Adam</b>
<b>Dissertation Title:</b> <i>"Raising the Bar: Consumption, Gender, and the Birth of a New Public Drinking Culture"</i>
<b>Advisor:</b> Sandoval-Strausz, Andrew <b>Dissertation Completed:</b> 2013 <b>Current Career:</b> Visiting Assistant Professor, University of New Mexico at Gallup
<b>Blansett, Kent</b>
<b>Dissertation Title:</b> <i>"A Journey to Freedom: The Life of Ranolies-Richard Oakes, 1942-72"</i>
<b>Advisor:</b> Connell Szasz, Margaret <b>Dissertation Completed:</b> 2011 <b>Current Career:</b> Assistant Professor, University of Nebraska at Omaha and 2013-2014 Visiting Fellow at the School for Research
<b>Brown, Lisa</b>
<b>Dissertation Title:</b> <i>"Comparative Colonialism-the Highland Clearances and the Trail of Tears"</i>
<b>Advisor:</b> Margaret Connell-Szasz <b>Dissertation Completed:</b> 2011 <b>Current Career:</b> Yes Prep, Houston, TX
<b>Carleton, William</b>
<b>Dissertation Title:</b> <i>"Fruit, Fiber, and Fire: A Cultural History of Modern Agriculture in New Mexico"</i>
<b>Advisor:</b> Scharff, Virginia <b>Dissertation Completed:</b> 2017 <b>Current Career:</b> Editor, <i>Edible Magazine</i>
<b>Cole, Erin B.</b>
<b>Dissertation Title:</b> <i>"R-0: Zoning, Race, Sexuality and Neighborhoods in Denver, 1956-1989"</i>
<b>Advisor:</b> Scharff, Virginia <b>Dissertation Completed:</b> 2014 <b>Current Career:</b> Exhibitions Curator, Minnesota Historical Society

<b>Convery, William</b>
<i>Dissertation Title: "Reconstructing Colorado: Race, Gender, Nation, and Citizenship in the Reconstruction-Era West"</i>
Advisor: Scharff, Virginia Dissertation Completed: 2012 Current Career: State Historian, Director of Exhibits and Interpretation, Colorado State Government
<b>Corcoran, David A.</b>
<i>Dissertation Title: "Transnational Lessons: U.S. Foreign Policy and Colombian Classrooms"</i>
Advisor: Hall, Linda B. Dissertation Completed: 2011 Current Career: Historical Consultant, Corcoran Historical Consulting
<b>Cozart, Daniel S.</b>
<i>Dissertation Title: Afro-Peruvian Creoles: A Social and Political History of Afro-Descended Peruvians in an Era of Nationalism and Scientific Racism</i>
Advisor: Bieber, Judy Dissertation Completed: 2017 Current Career: Instructor, University of North Carolina-Charlotte
<b>Crago, Scott</b>
<i>Dissertation Title: "Constructing Rural Citizens: Ethnicity, Decentralization and Mapuche Cultural Revival under the Pinochet Dictatorship, 1976-1988"</i>
Advisor: Hutchison, Elizabeth Dissertation Completed: 2015 Current Career: Archivist, State Archives of New Mexico, Santa Fe, NM
<b>Crandall, Maurice</b>
<i>Dissertation Title: "Republicans, Citizens, and Wards: Indian Voting in New Mexico and Arizona, 1598-1912"</i>
Advisor: Connell-Szasz, Margaret Dissertation Completed: 2015 Current Career: Assistant Professor, Dartmouth College, Hanover, NH
<b>DePond, Margaret</b>
<b>Dissertation Title:</b>
Advisor: Scharff, Virginia Dissertation completed: 2019 Current Career: Editor, Museum Resources Division, Santa Fe, NM
<b>Dickey, Sonia</b>
<i>Dissertation Title: "Sacrilege in Dinetah: Native Encounters with Glen Canyon Dam"</i>
Advisor: Connell Szasz, Margaret Dissertation Completed: 2011 Current Career: Editorial Coordinator, University of New Mexico Press
<b>Dodson, Julian</b>
<i>Dissertation Title: "'Fanaticos', Counterrevolutionary Exiles and the Mexico-US Border: Episodes of Mexican State Reconstruction, 1923-1929"</i>
Advisor: Hall, Linda Dissertation Completed: 2015 Current Career: Postdoctoral Teaching Fellow in the Roots of Contemporary Issues (RCI) program, Washington State University
<b>Dory-Garduno, James</b>
<i>Dissertation Title: "The Forging of Castilian Law: Land Disputes before the Royal Audiencia"</i>

<p><b>Advisor:</b> Graham, Timothy  <b>Dissertation Completed:</b> 2013  <b>Current Career:</b> Lawyer, The Barnett Law Firm</p>
<p><b>Ellis, Rebecca</b></p> <p><b>Dissertation Title:</b> <i>“‘Basically Intelligent:’ The Blind, Intelligence, and Gender in Argentina, 1880-1939.”</i></p> <p><b>Advisor:</b> Hutchison, Elizabeth  <b>Dissertation Completed:</b> 2016  <b>Current Career:</b> Post-Doctoral Teaching Fellow in the Roots of Contemporary Issues Program, Washington State University</p>
<p><b>Frisbee, Meg</b></p> <p><b>Dissertation Title:</b> <i>"The Fight of the Century: The Regulation and Reform of Prizefighting in Progressive Era America"</i></p> <p><b>Advisor:</b> Hutton, Paul  <b>Dissertation Completed:</b> 2010  <b>Current Career:</b> Assistant Professor, Metropolitan State University of Denver</p>
<p><b>Griego-Schmitt, Breanna</b></p> <p><b>Dissertation Title:</b> <i>"‘We Subdued the Body But Not the Courage’: Popular Literature, Sovereign Authority, and Ceremonial Rites of Power During the Dutch Revolt, 1550-1598"</i></p> <p><b>Advisor:</b> Steen, Charlie  <b>Dissertation Completed:</b> 2015  <b>Current Career:</b> UNM Core Writing Instructor and Director of Program Development at Dimensions School of Dance and Music</p>
<p><b>Grinnell, Lucinda</b></p> <p><b>Dissertation Title:</b> <i>"Lesbians Presente: Lesbian Activism, Transnational Alliances, and the State in Mexico City, 1968-1991"</i></p> <p><b>Advisor:</b> Elizabeth Hutchison  <b>Dissertation Completed:</b> 2013</p>
<p><b>Grossman, Sarah</b></p> <p><b>Dissertation Title:</b> <i>"Capital Mediators: American Mining Engineers in the Southwest and Mexico, 1850-1920"</i></p> <p><b>Advisor:</b> Truett, Samuel J.  <b>Dissertation Completed:</b> 2012  <b>Current Career:</b> Managing Editor, SEAP Publications, Cornell University</p>
<p><b>Kemp, John</b></p> <p><b>Dissertation Title:</b> <i>"Bayard Taylor and German Speaking Central Europe: A Nineteenth-Century American Encounter"</i></p> <p><b>Advisor:</b> Melissa Bokovoy  <b>Dissertation Completed:</b> 2014  <b>Current Career:</b> Associate Professor of History, Truckee Community College</p>
<p><b>King, Brian</b></p> <p><b>Dissertation Title:</b> <i>"Mystics, Radicals, Sinners and Saints: Freedom, Rebirth, and The American West"</i></p> <p><b>Advisor:</b> Connell-Szasz, Margaret  <b>Dissertation Completed:</b> 2013  <b>Current Career:</b> Instructor, Dine College at Shiprock</p>
<p><b>Lara, Sandra</b></p> <p><i>'Crimes against the Order of the Family, Public Morality, and Decency': Sexual Violence and Jurisprudence in Coahuila, Mexico, 1871-1931</i></p>

<b>Advisor:</b> Linda Hall <b>Dissertation Completed:</b> 2016 <b>Current Career:</b> Visiting Instructor in History, Earlham College, Richmond, IN
<b>Latteri, Natalie</b> <i>Dissertation Title: "Pesher, ha-Zonah, and Teshuvah in Solomon's Apocalypse: Text and Context of The Chronicle of Solomon bar Samson"</i>
<b>Advisor:</b> Michael Ryan <b>Dissertation Completed:</b> 2017 <b>Current Career:</b> Visiting Instructor in History, Foothill College, Los Altos Hills, CA
<b>Lenti, Joseph</b> <i>Dissertation Title: "Collaboration and Conflict: Organized Labor, Business, and the State in Post-Tlatelolco Mexico"</i>
<b>Advisor:</b> Hall, Linda <b>Dissertation Completed:</b> 2011 <b>Current Career:</b> Assistant Professor, Eastern Washington University
<b>Lucero, Brian Luna</b> <i>Dissertation Title: "Invention and Contention: Identity, Place, and Memory of the Spanish Past in the American Southwest, 1848-1940"</i>
<b>Advisor:</b> Truett, Sam <b>Dissertation Completed:</b> 2013 <b>Current Career:</b> Digital Repository Coordinator, Columbia University Libraries and Information Services
<b>Martinez, Nydia</b> <i>Dissertation Title: "Transnational Connections of the Mexican Left with the Chicano Movement, 1960s-1970s"</i>
<b>Advisor:</b> Hall, Linda <b>Dissertation Completed:</b> 2015 <b>Current Career:</b> Assistant Professor of History and Chicano Education, Eastern Washington University
<b>McClellan, Guy</b> <i>Dissertation Title: "Urban in Nature: Yosemite, Cars, and California's Cities, 1913-1970"</i>
<b>Advisor:</b> Virginia Scharff <b>Dissertation Completed:</b> 2019 <b>Current Career:</b>
<b>McIntyre, Kathleen M.</b> <i>Dissertation Title: "Contested Spaces: Protestantism in the Mixteca Region of Oaxaca, 1935-95"</i>
<b>Advisor:</b> Hall, Linda B. <b>Dissertation Completed:</b> 2012 <b>Current Career:</b> Assistant Professor of History, Social Sciences Department, Clarion University of Pennsylvania
<b>McPherson, Jennifer</b> <i>Not Your Mother's PTA: Women's Political Activism in Twentieth-Century America</i>
<b>Advisor:</b> Cahill, Cathleen <b>Dissertation Completed:</b> 2017 <b>Current Career:</b> Assistant Director of Residential Life, Purdue University
<b>Mikhailova, Yulia</b> <i>Dissertation Title: "Power and Property Relations in Rus and Latin Europe: A Comparative Analysis"</i>
<b>Advisor:</b> Graham, Tim <b>Dissertation Completed:</b> 2013 <b>Current Career:</b> Assistant Professor, New Mexico Institute of Mining and Technology

<b>Morgan, Brandon</b>
<i>Dissertation Title: "Columbus, New Mexico, and Palomas, Chihuahua: Transnational Landscapes of Violence, 1888-1930"</i>
Advisor: Hall, Linda B. Dissertation Completed: 2013 Current Career: Faculty, Central New Mexico Community College
<b>Morris, Carson</b>
<i>Dissertation Title: "Everything is Drag: The Politics of Performing Beautiful Women in Cold War Chile"</i>
Advisor: Hutchison, Elizabeth Dissertation Completed: 2016 Current Career: World History Faculty, Albuquerque Academy
<b>Nelson, Elaine M.</b>
<i>Dissertation Title: "Dreams and Dust in the Black Hills: Race, Place, and National Identity in America's Land of Promise"</i>
Advisor: Connell Szasz, Margaret Dissertation Completed: 2011 Current Career: Assistant Professor of History, University of Nebraska at Omaha
<b>Newhall, Mary Anne</b>
<i>Dissertation Title: "Like a Moth to the Flame: Modernity and Mary Wigman 1886-1973"</i>
Advisor: Slaughter, Jane Dissertation Completed: 2010 Current Career: Associate Dean College of Fine Arts, Associate Professor of Dance History and Criticism, Contemporary Dance, University of New Mexico
<b>Ochoa, Margarita R.</b>
<i>Dissertation Title: "Gender, Power, and Authority in Indigenous Mexico City, 1692-1829"</i>
Advisor: Gauderman, Kimberly Dissertation Completed: 2011 Current Career: Assistant Professor of History, Loyola Marymount University, Los Angeles
<b>Pafford, David</b>
<i>Dissertation Title: Kit Carson's Last Fight: The Adobe Walls Campaign of 1864</i>
Advisor: Hutton, Paul Dissertation Completed: 2017 Current Career: Commercial Agriculture
<b>Payne, Sarah</b>
<i>Dissertation Title: "Cleaning Up After Sex: An Environmental History of Contraceptives in the United States"</i>
Advisor: Scharff, Virginia Dissertation Completed: 2010 Current Career: Assistant Professor, Colorado State University, Fort Collins
<b>Pearson, Jeffrey V.</b>
<i>Dissertation Title: "Phillip St. George Cooke: On the Vanguard of Western Expansion with the US Army, 1827-48"</i>
Advisor: Hutton, Paul Dissertation Completed: 2011 Current Career: Assistant Professor of History, Arkansas Tech University
<b>Raspa, Darren A.</b>
<i>Dissertation Title: "Bloody Bay: Grassroots Policeways, Community Control, and Power in San Francisco and its Hinterlands, 1846-1915"</i>



<p><b>Advisor:</b> Andrew Sandoval-Strausz  <b>Dissertation Completed:</b> 2017  <b>Current Career:</b> Director, Air Force Research Lab, Kirtland Air Force Base, Albuquerque, NM</p>
<p><b>Ray, Donna</b></p> <p><i><b>Dissertation Title:</b> "There is a Threeness about You': Trinitarian Images of God and Self among Medieval Women Visionaries"</i></p> <p><b>Advisor:</b> Graham, Timothy  <b>Dissertation Completed:</b> 2011  <b>Current Career:</b> Senior Lecturer, Religious Studies and History, University of New Mexico</p>
<p><b>Schank-Peterson, Donna</b></p> <p><i><b>Dissertation Title:</b> "Conflict, Tension, Strength: The History of St. Paul's Mission, St. Labre Indian School, and St. Stephen's Indian School, 1884-Present"</i></p> <p><b>Advisor:</b> Connell-Szasz, Margaret  <b>Dissertation Completed:</b> 2015  <b>Current Career:</b> Reviews Editor, American Historical Review, Indiana University</p>
<p><b>Shumaker, Thomas E.</b></p> <p><i><b>Dissertation Title:</b> "Refuge, Resistance, and Rebellion: Humanism and the Middle Way in the French Wars of Religion"</i></p> <p><b>Advisor:</b> Steen, Charles  <b>Dissertation Completed:</b> 2017  <b>Current Career:</b> Grants Administrator, Office of the NM State Historian</p>
<p><b>Snider, Colin M.</b></p> <p><i><b>Dissertation Title:</b> "Complicated Campuses: Universities, Middle-Class Identity, and State-Society Relations in Brazil, 1956-90"</i></p> <p><b>Advisor:</b> Bieber, Judy  <b>Dissertation Completed:</b> 2011  <b>Current Career:</b> Associate Professor, University of Texas at Tyler</p>
<p><b>Sweeney, Lean</b></p> <p><i><b>Dissertation Title:</b> "Statewise: Jurisdictional Fictions, Transnational Politics and Remaking the State on the Chiapas-Guatemala Border, 1821-1889."</i></p> <p><b>Advisor:</b> Judy Bieber  <b>Dissertation Completed:</b> 2019  <b>Current Career:</b> Visiting Assistant Professor of History, University of Virginia</p>
<p><b>Steinke, Chris</b></p> <p><i><b>Dissertation Title:</b> "The 'Free Road': Indigenous Mobility, Power, and Rights of Passage in the Missouri River Corridor"</i></p> <p><b>Advisor:</b> Truett, Sam  <b>Dissertation Completed:</b> 2015  <b>Current Career:</b> Assistant Professor of History, University of Nebraska at Kearney</p>
<p><b>Strykowski, Jason</b></p> <p><i><b>Dissertation Title:</b> "Impossible Heights: From Mining to Sport in the Mountain West, 1849 to 1936"</i></p> <p><b>Advisor:</b> Hutton, Paul  <b>Dissertation Completed:</b> 2015</p>
<p><b>Taylor, Sue E.</b></p> <p><i><b>Dissertation Title:</b> "Negotiating Honor: Women and Slavery in Caracas, 1750-1854"</i></p> <p><b>Advisor:</b> Bieber, Judy  <b>Dissertation Completed:</b> 2011  <b>Current Career:</b> Instructor, Central New Mexico Community College</p>

<b>Tippeconnic, Eric</b>
<i>Dissertation Title: "God Dogs and Education: Comanche Traditional Cultural Innovation and Three Generations of Tippeconnic Men"</i>
Advisor: Connell-Szasz, Margaret Dissertation Completed: 2016 Current Career: Lecturer, California State University, Fullerton; Professional artist
<b>Turo, Bryan</b>
<i>Dissertation Title: "An Empire of Dust: Thomas Benton Catron and the Age of Capital in the Hispano Borderlands, 1868-1921"</i>
Advisor: Truett, Samuel J. Dissertation Completed: 2015 Current Career: International Research Fellow-Office of the Vice President, Universidad de la Salle, Bogota, Colombia
<b>Veeder, William</b>
<i>Dissertation Title: "El Metro: The History of a Monument in Motion"</i>
Advisor: Hall, Linda Dissertation Completed: 2015
<b>White, John</b>
<i>Dissertation Title: "Itaipu: Gender, Community, and Work in the Alto Parana Borderlands, Brazil and Paraguay, 1954-1989"</i>
Advisor: Hutchison, Elizabeth Dissertation Completed: 2010
<b>Wiemann, Shawn</b>
<i>Dissertation Title: "Lasting Marks: The Legacy of Robin Cassacinamon and the Survival of the Mashantucket Pequot Nation"</i>
Advisor: Connell Szasz, Margaret Dissertation Completed: 2011 Current Career: Associate Professor of History, Onondaga Community College
<b>Winchester, Ian</b>
<i>Dissertation Title: "Hombres Normativos: The Creation and Inculcation of Martial Masculinity During the Franco Regime in Spain (1939-1975)"</i>
Advisor: Sanabria Dissertation Completed: 2016 Current Career: he's doing some online teaching for us – maybe also at CNM?
<b>Woodard, Blair</b>
<i>Dissertation Title: "Intimate Enemies: Visual Culture and U.S.- Cuban Relations, 1945-2000"</i>
Advisor: Truett, Samuel J. Dissertation Completed: 2010 Current Career: Assistant Professor of History, University of Portland

### MA and PhD Employment since 2009 by Year

<u>History PhDs 2009</u>	<u>Advisor</u>	<u>Current Occupation</u>
Laurie S. Hinck	Virginia Scharff	Owner: The Log Cabin Bed and Breakfast, Silver Gate, MT
Kimberley Klimek	Timothy Graham	Associate Professor, Metropolitan State University of Denver
Carolyn E. Watson	Elizabeth Hutchison	Interim-Settlement Counselor, Davenport-Perth Neighborhood Community Health Center, Toronto, Ontario, Canada;

		Independent Researcher, Freelance Translator
<b><u>History MAs 2009</u></b>		
<b>Shawn Austin</b>	Kimberly Gauderman	2014 UNM PhD, currently Assistant Professor at University of Arkansas at Fayetteville
<b>Justin Barber</b>	Judy Bieber	National Forest Service Worker, Duluth, MN
<b>Becky Ellis</b>	Elizabeth Hutchison	Post Doctoral Fellow, Washington State University
<b>Peter Incaudo</b>	Frank Szasz	
<b>Jason Kauffman</b>	Judy Bieber	History PhD, University of North Carolina Currently Director of Archives & Records, The Mennonite Church, USA
<b>Graham McNeil</b>	Melissa Bokovoy	Law School
<b>Brian Stauffer</b>	Linda Hall	PhD, UT-Austin; UNM University Press
<b>Brandi Townsend</b>	Enrique Sanabria	Adjunct Professor of History, Pontificia Universidad Catolica de Chile
<b>Shawn Weeks</b>	Tim Graham	Doctor of Oriental Medicine, Lac at Jingshen Acupuncture & Herbal Medicine, Albuquerque, NM
<b>Melissa White</b>	Jane Slaughter	
<b>Peninah Wolpo-Chimera</b>	Tim Graham	PhD in Medieval History, UCSB
<b><u>History PhDs 2010</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>Meg Frisbee</b>	Paul Hutton	Associate Professor, Metropolitan State University of Denver
<b>Mary Anne Newhall</b>	Jane Slaughter	Associate Dean College of Fine Arts, Associate Professor of Dance History and Criticism, Contemporary Dance, University of New Mexico
<b>Sarah Payne</b>	Virginia Scharff	Assistant Professor, Colorado State University
<b>John White</b>	Elizabeth Hutchison	Education Specialist, UNM, Gallup
<b>Blair Woodard</b>	Samuel Truett	Associate Professor, University of Portland
<b><u>History MAs 2010</u></b>		
<b>Heather J. Dahl</b>	Virginia Scharff	APS Middle School Teacher
<b><u>History PhDs 2011</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>Alden Big Man, Jr.</b>	Paul Hutton	Independent Historian, Crow Agency, MT
<b>Kent Blansett</b>	Margaret Connell-Szasz	Associate Professor, University of Nebraska at Omaha
<b>Lisa Brown</b>	Margaret Connell-Szasz	Instructor at Yes Prep, Houston, TX
<b>David Corcoran</b>	Linda Hall	Historical Consultant, Corcoran Historical Consulting

<b>Sonia Dickey</b>	Margaret Connell-Szasz	Editorial Coordinator, UNM Press
<b>Joseph Lenti</b>	Linda Hall	Associate Professor, Eastern Washington U
<b>Elaine Nelson</b>	Margaret Connell-Szasz	Assistant Professor, University of Nebraska at Omaha
<b>Margarita Ochoa</b>	Kimberly Gauderman	Assistant Professor, Loyola Marymount U
<b>Jeffrey Pearson</b>	Paul Hutton	Assistant Professor, Arkansas Tech U
<b>Donna Ray</b>	Tim Graham	Senior Lecturer, Religious Studies and History, University of New Mexico
<b>Colin Snider</b>	Judy Bieber	Assistant Professor, UT-Tyler
<b>Sue Taylor</b>	Judy Bieber	Instructor, CNM
<b>Shawn Wiemann</b>	Margaret Connell-Szasz	Associate Professor, Onandaga Community College
<b><u>History MAs 2011</u></b>		
<b>Benjamin H. Abbott</b>	Linda Hall	
<b>Matthew G. Berch</b>		
<b>Francis J. Dolan</b>	Durwood Ball	
<b>Carol L. Franks</b>	Virginia Scharff	
<b>Susan Garcia</b>		Deceased
<b>Timothy W. Lorek</b>	Elizabeth Hutchison	Doctoral Candidate of History, Yale
<b>Daniel J. Martinez</b>		
<b>David Pafford</b>	Paul Hutton	2016 History PhD, UNM
<b>Amy L. Reece</b>	Paul Hutton	APS teacher
<b>Kristen A. Reynolds</b>	Cathleen Cahill	
<b>Spencer A. Wakefield</b>	Virginia Scharff	
<b>Robin S. Walden</b>	Margaret Connell-Szasz	
<b>Hannah R. Wolberg</b>	Durwood Ball	
<b><u>History PhDs 2012</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>William Convery</b>	Virginia Scharff	State Historian, Director of Exhibits and Interpretation, Colorado State Government
<b>Sarah Grossman</b>	Samuell Truett	Managing Editor, SEAP Publications, Cornell University
<b>Kathleen MacIntyre</b>	Linda Hall	Assistant Professor, Clarion University, PA.
<b><u>History MAs 2012</u></b>		
<b>Suzanne Dunai</b>	Enrique Sanabria	Doctoral Candidate in History, University of California San Diego
<b>Clifford R. Hanna</b>	Durwood Ball	APS High School Teacher, UNM PhD student
<b>Lauren Gray</b>	Sarah Cornell	
<b>Julian Landavazo</b>	Durwood Ball	

<b>Alessandra N. Link</b>	Cathleen Cahill	PhD Student
<b>Alexis W. Lopez</b>	Paul Hutton	
<b>Edward R. Michel</b>	Paul Hutton	
<b>Charles L. O'Connor</b>	Judy Bieber	Jesse Bethel HS, Vallejo, CA
<b>Gabriel R. Schrager</b>	Virginia Scharff	
<b>Paul D. Sherick</b>	Kimberly Gauderman	
<b>Eric J. Stephens</b>	Enrique Sanabria	Consultant, Madison Strategies Non-Profit Group of Tulsa, OK
<b><u>History PhDs 2013</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>Adam Blahut</b>	Andrew Sandoval-Strausz	Independent Historical Consultant
<b>James Dory-Garduño</b>	Tim Graham	Lawyer, Dory-Garduño Law Firm, Albuquerque, New Mexico
<b>Lucinda Grinnell</b>	Elizabeth Hutchison	Adjunct Professor, Montgomery College, Rockville, MD
<b>Brian King</b>	Margaret Connell-Szasz	Instructor, Diné College at Shiprock, New Mexico
<b>Brian Luna Lucero</b>	Samuell Truett	Digital Repository Coordinator, Columbia University Libraries, New York
<b>Yulia Mikhailova</b>	Tim Graham	Assistant Professor, New Mexico Institute of Mining and Technology
<b>Brandon Morgan</b>	Linda Hall	Faculty, Central New Mexico Community College
<b><u>History MAs 2013</u></b>		
<b>David A. Bliss</b>	Melvin Yazawa	
<b>Michael A. Burns</b>	Paul Hutton	
<b>John T. Granato II</b>	Jason Smith	Regional Operations Manager at Sandia Laboratory Federal Credit Union
<b>Lauren E. Gray</b>	Sarah Cornell	
<b>Alexandro J. Jara</b>	Andrew Sandoval-Strausz	Completed PhD in History, University of New Mexico 2018
<b>Steven R. Kostelecky</b>	Jason Smith	Doctoral Candidate in History, UNM
<b>Charles A. Lilienthal</b>	Tim Graham	
<b>Ryan D. McDaniel</b>	Tim Graham	
<b>Carlos Parra</b>	Linda Hall	Doctoral Candidate in History, University of Southern California

<b>Marisa J. Silva</b>	Melvin Yazawa	
<b>Conchita M. Sintas</b>	Durwood Ball	
<b>Jeanette L. Wolfe</b>	Paul Hutton	
<b><u>History PhDs 2014</u></b>	<b>Advisor</b>	<b>Current Occupation</b>
<b>Shawn Austin</b>	Kimberly Gauderman	Assistant Professor, University of Arkansas at Fayetteville
<b>Erin B. Cole</b>	Virginia Scharff	Exhibit Developer, Minnesota Historical Society, St. Paul, MN
<b>John Kemp</b>	Melissa Bokovoy	Associate Professor, Truckee Community College, Truckee, NV
<b><u>History MAs 2014</u></b>		
<b>John H. Hodges</b>	1938 Student	Honorary Degree
<b>Brett Alexander</b>	Linda Hall	
<b>Raffi E. Andonian</b>	Durwood Ball	Licensed Agent at New York Life Insurance Company Santa Fe NM
<b>L. Candolin Cook</b>	Paul Hutton	Doctoral Candidate in History, UNM
<b>Thomas S. Franke</b>	Michael Ryan	Doctoral Candidate in History, University of California Santa Barbara
<b>Katherine R. Kontos</b>	Tim Graham	
<b>David Korostyshevsky</b>	Jason Smith	Doctoral Candidate in History, U of MN
<b>David J. Luna</b>	Jason Smith	Operations Specialist, Project Echo, UNM School of Medicine
<b>Jairo Marshall</b>	Andrew Sandoval-Strausz	Doctoral Candidate in History, UNM
<b>Guy McClellan</b>	Virginia Scharff	Doctoral Candidate in History, UNM
<b>Laura E. Powell</b>	Judy Bieber	Doctoral Candidate in History, UNM
<b>Angela M. Reiniche</b>	Durwood Ball	Doctoral Candidate in History, UNM
<b>John L. Smith</b>	Judy Bieber	Doctoral Candidate in History, Brown U.
<b>Jon M. Wallace</b>	Samuell Truett	Retired, Santa Fe NM
<b><u>History PhDs 2015</u></b>	<b>Advisor</b>	<b>Current Occupation</b>
<b>Jacobo Baca</b>	Durwood Ball	Assistant Director-Chautauqua Program Coordinator and State Coordinator for National History Day, New Mexico Humanities Council
<b>Jordan Biro Walters</b>	Virginia Scharff	Assistant Professor, College of Wooster, OH
<b>Scott Crago</b>	Elizabeth Hutchison	Archivist, State Archives of New Mexico, Santa Fe, NM/APS Middle School Teacher
<b>Maurice Crandall</b>	Margaret Connell-Szasz	Assistant Professor of Native American Studies, Dartmouth College

<b>Julian Dodson</b>	Linda Hall	Instructor, Postdoctoral Teaching Fellow in the Roots of Contemporary Issues (RCI) program, Washington State University
<b>Breanna Griego-Schmitt</b>	Charlie Steen	UNM Core Writing Instructor and Director of Program Development at Dimensions School of Dance and Music
<b>Nydia Martinez</b>	Linda Hall	Assistant Professor of History and Chicano Education, Eastern Washington University
<b>Ellen McGehee</b>	Jason Smith	Archaeologist and Historian, Los Alamos National Laboratory, NM
<b>Donna Schank-Peterson</b>	Margaret Connell-Szasz	Reviews Editor, American Historical Review, Indiana University/Teacher, Bloomington, IN.
<b>Chris Steinke</b>	Samuell Truett	Assistant Professor of History, University of Nebraska at Kearney
<b>Jason Strykowski</b>	Paul Hutton	Film Industry
<b>Bryan Turo</b>	Samuell Truett	Senior Operations Manager, NextWave Safety Solutions, NY; Adjunct Professor of History, Concordia College
<b>William Veeder</b>	Linda Hall	Instructor at Central New Mexico Community College and UNM Valencia
<b><u>History MAs 2015</u></b>		
<b>Zonnie Gorman</b>	Margaret Connell-Szasz	Doctoral Student in History, UNM
<b><u>History PhDs 2016</u></b>	<b>Advisor</b>	<b>Current Occupation</b>
<b>Rebecca Ellis</b>	Elizabeth Hutchison	Postdoctoral Fellowship, Department of History at Washington State University
<b>Sandra Lara</b>	Kimberly Gauderman	Visiting Instructor of History, Earlham College, Richmond, IN
<b>Carson Morris</b>	Elizabeth Hutchison	World History Faculty, Albuquerque Academy, NM
<b>Eric Tippeconic</b>	Margaret Connell-Szasz	Lecturer, California State University, Fullerton; Professional artist
<b>Ian Winchester</b>	Enrique Sanabria	Instructor, CNM and UNM
<b><u>History MAs 2016</u></b>		
<b>Michael J. Barthelemy</b>	Margaret Connell-Szasz	Doctoral Student of History, UNM
<b>Robert C. Christensen</b>	Elizabeth Hutchison	Doctoral Student of History, Georgetown
<b>Neil T. Dodge</b>	Margaret Connell-Szasz	Doctoral Candidate of History, UNLV
<b>Sarah R. Edwards Obenauf</b>	Sarah Davis-Secord	Public Services Librarian at NM Tech U.
<b>Sarah Fairbanks-Loose</b>	Tim Graham	Doctoral Candidate of History, UNM

<b>Samuel P. Karns</b>	Durwood Ball	
<b>Victoria S. Kubica</b>	Melissa Bokovoy	
<b>Ella Kari Loftfield</b>	Melissa Bokovoy	APS High School History Teacher
<b>Gregorio A. Romero</b>	Durwood Ball	Representative, NM State Legislature
<b>Christopher J. Stachura</b>	Pat Risso	UT-Austin, Graduate School
<b>Maggie S. Waring</b>	Tim Graham	Teacher, Desert Ridge Middle School, Albuquerque, NM
<b>Kevin R. Wickett</b>	Durwood Ball	
<b><u>History PhDs 2017</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>William Carleton</b>	Virginia Scharff	
<b>Daniel Cozart</b>	Judy Bieber	Adjunct Professor of History, UNC-Charlotte
<b>Natalie Latteri</b>	Mike Ryan	Adjunct Professor of History, University of San Francisco, Foothill-De Anza Community College
<b>Jennifer McPherson</b>	Cathleen Cahill	Assistant Director of Residential Life at Purdue University
<b>David Pafford</b>	Paul Hutton	Commercial Agriculture, California
<b>Darren Raspa</b>	Andrew Sandoval-Strausz	Chief Historian of the Air Force Research Laboratory, Kirtland Air Force Base, Albuquerque, NM
<b>Thomas Shumaker</b>	Charlie Steen	Grants Administrator, Office of the State Historian, Santa Fe, NM
<b><u>History MAs 2017</u></b>		
<b>Rachael Cassidy</b>	Cathleen Cahill	Doctoral Student of History, UNM
<b>Rico Gonzalez</b>	Durwood Ball	Law Student, UNM
<b>Eugene M. Marchesi</b>	Margaret Connell-Szasz	Deceased
<b>Gianna May Sanchez</b>	Cathleen Cahill	Doctoral Student of History, UNM
<b>Todd J. Morrison</b>	Tim Graham	Doctoral Candidate in History, UNM
<b>Kaveh Mowahed</b>	Margaret Connell-Szasz	Doctoral Student of History, UNM
<b>Victor A. Oneschuk</b>	Elizabeth Hutchison	General Manager and VP of Sales and Marketing at All American Trucking & Transport, Burlingame, CA
<b>Aaron Taylor Perk</b>	Elizabeth Hutchison	Research Analyst at Strategic Partnerships, Inc. of Austin, TX
<b>Stephanie Violette</b>	Mike Ryan	Doctoral Student of History, UCSD
<b><u>History PhDs 2018</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>Alexandro J. Jara</b>	Andrew Sandoval-Strausz	Doctoral Candidate, UNM
<b><u>History MAs 2018</u></b>		
<b>Oswaldo H. Alcalá</b>	Paul Hutton	



<b>Aleja N. Allen</b>	Caleb Richardson	Doctoral Student of History, University College Dublin
<b>Marcus R. Castillo</b>	Erika Monahan	
<b>Frank J. Espinosa</b>	Sarah Davis-Secord	Doctoral Student of History, U. Michigan
<b>Samantha J. Goodrich</b>	Charlie Steen	Doctoral Student of History, U. of Arizona
<b>Danika C. Grenko</b>	Durwood Ball	High School History Teacher, Gallup, NM
<b>Sarah L. Knopp</b>	Kimberly Gauderman	
<b>Austin J. Miller</b>	Samuel Truett	Doctoral Student of History, Southern Methodist University
<b>Emily E. Northcutt</b>	Sarah Davis-Secord	Teacher of Social Studies at Garland Independent School District, Garland Texas
<b>Alice T. Wehling</b>	Tim Graham	
<b>James J. White</b>	Sarah Davis-Secord	
<b><u>History PhDs 2019</u></b>	<b><u>Advisor</u></b>	<b><u>Current Occupation</u></b>
<b>Margaret Depond</b>	Virginia Scharff	Museum Resources Division, Santa Fe, NM
<b>Stephen D. Mandrgoc</b>	Manual Garcia y Griego	
<b>Guy McClellan</b>	Virginia Scharff	
<b>Lean Sweeney</b>	Judy Bieber	Visiting Assistant Professor, U. of Virginia
<b>History MAs 2019</b>		
<b>James M. Creighton</b>	Sarah Davis-Secord	
<b>Olivia E. Gannon</b>	Timothy Graham	
<b>Nicolas A. Kennedy</b>	Jason Smith	Legislative Analyst, State Legislature, NM

**Appendix 13**  
**University of New Mexico**  
**College of Arts and Sciences**  
**Department of History**

**Departmental Mentoring Guidelines**

The History Department recognizes that the recruitment of new faculty is a long-term investment and is committed to the success of its junior faculty. While the Department expects junior faculty to take charge of their own trajectory toward tenure and promotion, strong, engaged mentoring will be a key factor in assisting junior faculty as they advance along the tenure track. In arranging for an ongoing, formal mentor, the Department discharges its responsibility to assist junior faculty on their path to tenure and promotion, and professional advancement, through a supportive mechanism distinct from the annual review of probationary faculty by the Chair that is mandated by the UNM Faculty Handbook. Acknowledging that mentoring is both an individual and a community endeavor, the Department also emphasizes the potential benefits both of a traditional one-on-one mentoring relationship and of a less formal mentoring network whereby departmental colleagues offer advice on the range of issues that typically confront junior faculty. In addition to providing formal mentoring, as described in these guidelines, the Department therefore encourages its senior faculty to use their experience and expertise to informally advise junior faculty as the latter integrate themselves into the Department and the broader UNM community, and as they engage with the profession as researchers and publishing scholars.

**Assigning the mentor**

The Department will assign to each new junior member of the faculty a mentor who can serve as a first point of contact and an advocate for the junior member, meeting with the junior member regularly and offering advice broadly on issues related to research, teaching, and service. The Department acknowledges that new faculty arrive at UNM with varying degrees of experience and self-confidence and that there will be variation in the extent of mentoring necessary.

Nonetheless, each junior member must be able to call upon the support and guidance of a mentor whose knowledge of the process of tenure and promotion, and of departmental culture, will provide a valuable combination of advice and support. Through assignment of the mentor, the Department expresses its commitment to transparency and accountability within the tenure and promotion process.

A positive mentoring relationship is most likely to develop when there is mutual respect, confidence, and a degree of commonality of interests between the junior faculty member and the assigned mentor. Before the mentor is chosen, the junior member must have the opportunity to become familiar with the Department, its senior members, and their interests. A mentor will therefore typically be assigned during the second half of a new junior member's first semester, when the junior member, in consultation with the Chair, will select a mentor from among the tenured members of the Department. The mentor may come from within or outside the section to which the junior member belongs. In making a selection, the junior member should consider the potential benefits of selecting someone whose regional or thematic interests overlap with his or her own.

Once the junior member has indicated a choice, the Chair, before formally assigning the mentor, will check that the individual is willing to serve as mentor. Until the mentor is assigned, new junior members are encouraged to meet with the Chair to discuss issues that may emerge in their first weeks in the Department. Upon the mentor's appointment, he or she will be provided with copies of these guidelines, the UNM and departmental policies on tenure and promotion, and the letter of expectations agreed upon by the Chair and the junior member. (The latter is the signed document drawn up upon the junior member's arrival at UNM that stipulates what will be expected of the junior member in order to secure tenure and promotion.) As the mentoring relationship develops, these documents will provide an essential reference point for both the mentor and the junior member.

The mentor will report orally to the Chair toward the end of the school year, to confirm that mentoring responsibilities have been discharged during the year and to provide an update on the junior member's progress. The mentoring arrangement will be renewed annually. From the second year onward, the junior member will have the opportunity to decide each August whether to continue with the same mentor or to change the mentor. If the decision is to retain the mentor, the Chair will check that the mentor is prepared to continue; in the event that the junior faculty member requests a change in mentor, the Chair will check that the new mentor requested is willing to serve in this capacity.

In the event that a mentoring relationship does not develop in accordance with expectations, either party may approach the Chair at any point in the school year to request the termination of the relationship and the appointment of a new mentor. If the junior member requests the change, no justification will be required (although the junior member may choose to offer one); in the event that the request comes from the mentor, the Chair will require a justification.

### **Meetings between junior faculty and their mentors**

The Department expects that junior faculty will meet with their mentors no less than twice each semester. The mentor will also be expected to observe the junior member's teaching at least once each semester. Junior member and mentor may wish to meet more frequently at key points during the junior member's probationary period, for example, in anticipation of the mid-probationary review and the tenure and promotion review.

One of the two meetings each semester will be an assessment and planning meeting at which the junior member and the mentor will discuss a broad array of issues related to the junior member's experience at UNM and his or her progress toward tenure and promotion. The second meeting will follow the teaching observation (discussed below, under "Teaching") and will specifically address issues related to teaching.

The assessment and planning meetings should focus on discussing, articulating, and revising the junior member's plan for achieving successful mid-probationary and tenure reviews in the Department. The specific objectives of these meetings will vary among different junior faculty and over time. At the initial meeting, the mentor and the junior member will review and discuss the departmental and UNM policies on tenure and promotion and the mentorship guidelines, along with the junior member's letter of offer, current curriculum vitae, and letter of expectations. Prior to this meeting, the junior member will draw up a prospectus outlining short-, medium-, and long-term goals, both practical and aspirational, for research, teaching, and service, along with a prospective schedule for the accomplishment of these goals. The mentor and the junior member will discuss this prospectus at the meeting, and in subsequent meetings they will review the junior member's progress and also consider any revisions that need to be made to the prospectus. In the semester prior to the mid-probationary and tenure and promotion reviews, the assessment and planning meeting should focus on the junior member's preparation for review, including communication with the Department Chair and/or review committee members, identification of possible external reviewers (in the case of the tenure and promotion review), preparation of the dossier (including the teaching portfolio), and scheduling classroom visits.

### **Teaching**

Each semester, the mentor will attend no less than one classroom session taught by the junior member. The mentor will also review the junior member's syllabi and student evaluations (IDEA forms or whichever instrument of evaluation UNM is currently using). Following the classroom observation, the mentor will provide written feedback to the junior member (via email or a printed report) and will meet with the junior member to address progress on teaching objectives. Discussion should range broadly over points emerging from the classroom observation and from the mentor's examination of syllabi and student evaluations. The junior member should be prepared to seek and to receive the mentor's advice on any specific issues or problems related to his or her teaching. The mentor should be prepared to address constructively any issues that may have emerged from the classroom observation and/or from the assessment of syllabi and student evaluations. The meeting may also be used to discuss the courses that

the junior member will teach in future semesters, taking into account the junior member's desired teaching trajectory, the appropriateness of avoiding over-commitment through the assumption of too many new course preparations, and overall departmental and sectional needs.

### **Research**

The mentor may or may not have expertise in the junior member's specific field of research. The Department therefore does not require the mentor to comment in detail on the content of the research, and the junior member should be prepared to seek advice from colleagues with appropriate expertise both within and beyond the Department and UNM. The mentor's major role is to ensure that the junior member remains on track to accomplish his or her research and publication goals in a timely manner that fits with the Department's and UNM's policies on tenure and promotion and with the specific expectations set out in the junior member's letter of expectations.

Each semester, the mentor will check on the junior member's progress toward publication of the monograph—typically a revision of the doctoral dissertation—or comparable body of work that, as stated in the Department's policy, is the major criterion for a favorable evaluation in regard to research at the time of the tenure and promotion review. The policy notes that the Department requires the work to be accepted for publication by a reputable press. Calculating backward carefully from the time at which the final manuscript must be accepted if it is to meet departmental requirements, the mentor and the junior member will establish a timetable for the accomplishment of each step in the process, factoring in sufficient time for the junior member to respond to evaluations of the manuscript received from readers identified by the publisher. The mentor and the junior member will periodically review this timetable. It is essential that the mentor have a good understanding of the process of academic publishing, including the time necessary for a publisher to evaluate a manuscript prior to its acceptance. The mentor should be prepared to advise the junior faculty member on the selection of a publisher (though the junior member is likely also to receive advice on this from experts within his or her specific field of research), when to make a first approach to the potential publisher, and what materials to prepare for review by the publisher. Because the time required to publish a monograph with an academic press can vary greatly, the mentor should encourage the junior member to identify a publisher and complete necessary revisions as quickly as possible, so the junior member may enter the tenure review year with high confidence of meeting and even surpassing the department's minimum requirements for research and publication.

The mentor will also advise the junior member on other matters related to research, such as the delivery of conference papers and the writing and publication of scholarly articles, chapters to appear in edited volumes, and book reviews. For example, the mentor may be able to assist the junior member in identifying suitable regional and national conferences at which to present his or her research. The mentor's goal will be to assist the junior member to manage professional commitments prudently while maintaining an active research agenda.

### **Service**

Service by individual faculty is vital in enabling and enriching the functioning of the Department, the University, and the historical profession at large. It also contributes significantly to a junior faculty member's professional development, helping the junior member to define his or her role within all these contexts. The Department therefore expects its junior faculty to establish a professional identity for themselves through their service just as they do through research and teaching. Given the immense range of potential choices of service activities, the mentor should assist the junior member to identify the kinds of service that will enable him or her to fulfill departmental obligations while growing and developing as a member of the University and a citizen of the academic world.

A new junior member's initial service commitments will typically be assigned by the Chair of the Department and/or by departmental vote at one or more of the regular Department meetings in the first semester. During the second semester, and during the Spring semester in subsequent years, the

mentor will discuss with the junior member the departmental committees to which he or she might most usefully contribute in the coming year. The mentor will also discuss with the junior member the possibility of service at the College and University level; and they will together consider whether there are regional or national organizations to which the junior member might contribute. Whereas new junior faculty arrive at UNM with prior experience of research and teaching, they are less likely to have accumulated significant experience of service. The mentor's role in advising on the judicious selection of service options is therefore of critical importance.

These mentoring guidelines were adopted by the Department through a vote held at its meeting of March 7, 2014.

## Appendix 14: Graduate Assistantship Duties and Faculty Responsibilities, 2019

The education and preparation of Graduate Assistants (GAs) to become effective teachers is essential to the mission of the Department of History at the University of New Mexico.

Faculty supervision of GAs improves the preparation of graduate students for teaching in a range of academic settings as well as for many other career paths and improves the quality of undergraduate education on campus. We view graduate assistants as instructors in training who work with faculty mentors. For PhD students, we view the graduate assistantship (GAship) as essential preparation for teaching their own courses within the Department and contributing to the Department's curriculum. This teaching experience positions our PhD students for success on the academic job market. PhD students, post-comprehensive exam, will thus be expected to teach a course as instructor of record before finishing their degree.

This document outlines duties for GAs and aligns these with the graduate student's degree program (MA or PhD) and progress-to-degree (pre- and post-comprehensive exams). This document also defines faculty responsibilities and addresses how the Department will monitor student progress through the graduate program (particularly for students who hold multi-year funding packages).

### I. Graduate Assistant Workload

MA and pre-exam PhD students who hold a GAship and are assigned to a faculty-taught course will be responsible for grading the work of a maximum of seventy-five undergraduate students. Employed at twenty hours per week, GAs may also expect to maintain student records and to set up and take down media equipment for the classroom. GAs should not be asked to do research unrelated to the course nor asked to photocopy or scan materials not immediately a part of the course to which they are assigned. GAs appointed to teach their own course will have their enrollments capped at fifty.

In addition to this work, faculty will create opportunities for students (in consultation with said students) to take on a range of specific duties, including (for example): the opportunity to lead class discussions of primary source readings and/or information covered in lectures and secondary readings; the possibility of designing a several-week-long course module during the semester; designing their own syllabi under the guidance of faculty; and/or applying lessons from a teaching-related workshop to a specific assignment or class session. Faculty mentors might also help GAs develop effective writing assignments and exam questions for undergraduate classes, write their own statement of teaching philosophy, and/or write their own diversity statement. GAs might also be encouraged to prepare and deliver one or two faculty-mentored lecture(s) for a faculty-taught course.

While these duties could be assigned to MA students, they are also, in the case of PhD students, designed to build toward providing them with the experience (post-comprehensive exam, in the fourth and/or fifth year of program, typically) of designing, developing, and teaching their own undergraduate course. Over the course of a multi-year GA award, graduate assistants will thus build a variety of skills.

Faculty can allocate these duties in accordance with their assessment of the strengths and weaknesses of their graduate assistants, with the goal of helping students develop their pedagogical skills.

At the end of each semester (twice an academic year), each GA assigned to teaching duties is required to write a one-page report, assessing how or in what ways they have enhanced their pedagogical skills and deepened their experiences. This report will be submitted to the Director of Graduate Studies (DGS) and the student's Committee on Studies Chair. Students and their faculty advisors are strongly encouraged to

retain these end-of-semester reports as a foundation for writing job-market documents such as statements of teaching philosophy. They should also serve as the basis of discussion with faculty mentors, including the student's Committee on Studies Chair, the DGS, and faculty in relevant sections of the Department.

## II. Required Preparation of GAs for Teaching

### A. First time and Continuing GAs must:

- i. Attend Department's orientation for Graduate Assistants (typically offered in August before Fall semester, required of new and returning GAs).
- ii. Take the online Graduate School's Introduction to Graduate Teaching (online, available at <http://grad.unm.edu/resources/graduate-teaching-tutorials/index.html> ).
- iii. Meet with the faculty member responsible for the course to which they are assigned to go over course syllabus and clarify GA responsibilities
- iv. Meet regularly throughout the semester with the faculty member in charge of the course to discuss the logistics of curriculum, assignments, exams, grades, and other pedagogical matters related to their duties for the course (see Workload, above).
- v. Explore teaching resources beyond the Department.

## III. Departmental Responsibilities

The procedures for recruiting and selecting graduate students for GAship awards should be public, transparent, and managed at the department level. Each academic year, the Graduate Entrance Committee will review applicants to the graduate program, assess the progress of students who hold a graduate assistantship, and review the applications of unfunded students (currently in the graduate program) for GA support. MA students are eligible for a maximum of two years of GA funding. PhD students are eligible for a maximum of five years of GA funding, assuming they have not previously received a GAship from the Department while an MA student. During the academic year, exceptions to the funding cap will only be made with approval from the Graduate Advisory Committee, the Graduate Director, and the Chair of the student's Committee on Studies. During the summer, if a need to make an exception arises, every effort will be made to contact the Graduate Director, the members of the Graduate Advisory Committee, and the Chair of the student's Committee on Studies in order to make a decision in a fair, transparent, and equitable fashion. Mentoring of GAs will come from a range of faculty, including the faculty member teaching the course to which a GA is assigned. The chair of a GA's Committee on Studies will also play an important role in mentoring, and will meet regularly with the GA to ensure they are making progress on their different duties, answer questions about particular issues associated with developing paper assignment ideas, writing a statement of teaching philosophy, or leading a review session, for example.

- A. The Department is responsible for ensuring that GAs teaching their own courses receive feedback on their teaching. This may include observation by a faculty member (in many cases the Chair of the student's Committee on Studies), the review of mid-term evaluations of teaching, or other steps deemed appropriate by the GAC.
- B. For Faculty who teach with GAs:
  - i. All graduate assistants require faculty supervision. At the beginning of the semester, the faculty member responsible for a course staffed with a graduate assistant is required to meet with GAs to go over the course syllabus, to clarify GA responsibilities for the course, and related matters.
  - ii. All faculty who teach with GAs must meet regularly with them during the semester to discuss the logistics of curriculum, selection of topics, assignments, exams, grades, and other pedagogical matters related to the teaching of the course.

- iii. Departmental reviews should acknowledge GA mentorship in assessment of faculty teaching performance.

#### Suggested Graduate Assistant Duties

- I. Early GAs (first or second year of MA or PhD Program)
  - a. Lead class discussions of primary source readings
  - b. Offer 1-2 mentored lectures in the course
  - c. Develop essay prompts for exams or short-writing assignments (as practice, or potentially for use in the course, at discretion of faculty instructor)
  - d. Attend a workshop on teaching at the Center for Teaching and Learning
  - e. Develop effective in-class writing assignments
  - f. Propose quizzes and small-group discussion questions
  - g. Observe classes in other History courses and discuss the pedagogical approach used in the classroom with faculty mentor
  - h. Assemble and review sample syllabi on specific topics, as determined by GA and faculty mentor
  
- II. Experienced GAs (post-comprehensive exam, PhD program)
  - a. Design sample syllabi under the guidance of faculty
  - b. Write statement of teaching philosophy
  - c. Assemble a collection of documents or articles for class reading
  - d. (in addition, any of the suggested activities in I, above)

This is not a comprehensive list. Faculty and GAs might select one or two tasks from this list to focus their skill-building during a given semester.



## Appendix A: Peer Comparison Table

### Table 2: Peer Comparison Template

	Total University Enrollment	Unit Undergrad Degrees/Certificates Offered	Unit Undergrad Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other( please specify): NRC Ranking/ US News
University of New Mexico (Data as of Spring 2018)	18,234	BA History Minor	151 majors 51 minors  Degrees: 71 BAs	MA BA/MA Shared Credit PhD	32-MA 37 PhD  Degrees: 11 MAs 4 PhDs	23 Full 1 Joint	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	49/69
The University of Texas at El Paso (2016-2017)	25,151	History Major (B.A.); History Minor; Certificate: Teacher Certification	289 Majors  Degrees: 41 BAs	MA PhD	25 MA 22 PhD Students (35 Including Special Professional);  Degrees:	19 Full	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	Unranked/ 91
University of Nebraska-Lincoln (2017-2018)	26,079	BA BS Minor	160 Majors  Degrees: 36 BAs	MA PhD	12 MA 27 PhD  12 Graduate Degrees (MA and PhD)	18 Full 8 Joint	Public Research University; R1: Doctoral Universities – Very high research activity	83/69
University of Nevada-Las Vegas (2018-2019)	30,457	BA Minor	143 Majors  Degrees: 27 BAs	MA PhD	15 MA 21 PhD  Degrees: 4 MAs 2 PhDs	27 Full 1 Joint	Public Research University; Hispanic Serving Institution; Minority Serving Institution; R1: Doctoral Universities – Very high research activity	Unranked/ Unranked
University of Utah (2017-2018)	32,800	BA, History History Teaching BA History Minor	163 Majors  Degrees: 36 BAs	MA MS PhD	18 MA 21 PhD  Degrees: 8 MAs 3 PhDs	25 Full	Public Research University; R1: Doctoral Universities – Very high research activity	105/98
University of Iowa (2018-2019)	33,334	BA History Minor	269 Majors  Degrees: 48 BA	MA PhD	43 Graduate Students  Degrees: 5 MAs 5 PhDs	16 Full 11 Joint	Public Research University; R1: Doctoral Universities – Very high research activity	67/53

<b>University of Arizona (2018-2019)</b>	44,831	BA History Minor	245 Majors  Degrees: 107 BAs	MA PhD	51 Graduate Students  Degrees: 10 MAs 14 PhDs	25 Full	Public Research University; Hispanic Serving Institution; R1: Doctoral Universities – Very high research activity	25/63
<b>University of Colorado-Boulder (2018-2019)</b>	33,246	BA History Minor	371 Majors  Degrees: 140 BAs	MA MA Dual Degrees PhD	45 Graduate Students  Degrees: 4 MAs 3 PhDs	29 Full 4 Joint	Public Research University; Hispanic Serving Institution; R1: Doctoral Universities – Very high research activity	57/38

**Appendix B: Faculty Credentials**

Appendix B: Faculty  
 Credentials Template  
**(FOR USE IN  
 CRITERION 5)**

**Directions:** Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

\*Please add rows as necessary\*

**Name of Department/Academic Program(s):** \_

Full First and Last Name	<b>Faculty Appointment</b> <u>Continuing</u> <ul style="list-style-type: none"> <li>• Lecturer (LT)</li> <li>• Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li> <li>• Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li> <li>• Prof. of Practice (PP)</li> </ul> <u>Temporary</u> <ul style="list-style-type: none"> <li>• Adjunct (AD)</li> <li>• Term Teacher (TMT)</li> <li>• Visitor (VR)</li> </ul>	<b>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</b>  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  **Only Terminal Degree is Necessary**	<b>Program Level(s)</b> (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)	<b>Faculty Credentials</b> <ul style="list-style-type: none"> <li>• Faculty completed a terminal degree in the discipline/field (TDD);</li> <li>• Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li> <li>• Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li> <li>• Other (Explain)</li> </ul>
1. Durwood Ball	TAP	Lawrence University—BA in English and History, 1982; University of New Mexico—MA in History, 1984; University of New Mexico—PhD in History, 1994	Undergraduate Graduate Doctoral	TDDR
2. Judy Bieber	TP	The Johns Hopkins University, PhD in	Undergraduate Graduate	TDDR

		History, 1995 Rutgers University, BA in Anthropology, 1987	Doctoral	
3. Melissa Bokovoy	TP	Pomona College, BA 1983 Indiana University, MA 1987 Indiana University, PhD 1991 All in History	Undergraduate Graduate Doctoral	TDDR
4. Luis Campos	TAP	Ph.D., Harvard University, 2006 M.Phil. University of Cambridge, 2000 A.B., Harvard University, 1999	Undergraduate Graduate Doctoral	TDDR
5. Margaret Connell-Szasz	TP College of Arts and Sciences Regents Professor	University of Washington BA in Advanced Writing, Minors in History and Philosophy University of Washington, MA in History University of New Mexico, PhD in History	Undergraduate Graduate Doctoral	TDDR
6. Sarah Davis-Secord	TAP	Bachelor of Arts in History and Classics, Northwestern University, 1996 Master of Arts in Medieval History, University of Notre Dame, 2001 Doctor of Philosophy in Medieval History, University of Notre Dame, 2007	Undergraduate Graduate Doctoral	TDDR
7. Tiffany Florvil	TTAP	B.A. History and German Literature, Florida State University 2003 M.A. European Women's and Gender History, University of Wisconsin-Madison 2007 Ph.D. in Modern European History, University of South Carolina 2013	Undergraduate Graduate Doctoral	TDDR
8. Larry Manuel Garcia y Griego	TAP	A.B. Princeton University 1973 M.A. (demography) El Colegio de México (Mexico City) 1980 Ph.D. (History) UCLA 1988	Undergraduate Graduate Doctoral	TDDR
9. Kimberly Gauderman	TAP	B.A. University of Oregon, History and French, 1986 M.A. University of California, Los	Undergraduate	TDDR

		Angeles, Latin American History, 1990 Ph.D. University of California, Los Angeles, Latin American History, 1998	Graduate Doctoral	
10. Frederick Gibbs	TAP	University of Wisconsin, MA and PhD in History of Science, Medicine, and Technology	Undergraduate Graduate Doctoral	TDDR
11. Timothy Graham	TDP	University of Cambridge—BA in History University of Cambridge—MA in History Warburg Institute, University of London—MPhil in Combined Historical Studies (The Renaissance) University of Cambridge—PhD in Anglo-Saxon, Norse, and Celtic	Undergraduate Graduate Doctoral	TDDR
12. Luis Herran Avila	TTAP	National Autonomous University of Mexico, <i>Licenciado</i> (BA) in Latin American Studies The New School University, MA in Politics The New School University, PhD in Politics	Undergraduate Graduate Doctoral	
13. Elizabeth Hutchison	TP	Harvard and Radcliffe Colleges—AB in Comparative Study of Religion; University of California, Berkeley—MA in Latin American Studies; University of California, Berkeley—PhD in History	Undergraduate Graduate Doctoral	TDDR
14. Paul Hutton	TDP	B.A. Indiana University - 1972 M.A. Indiana University - 1974 Ph.D. Indiana University - 1981	Undergraduate Graduate Doctoral	TDDR
15. Robert Jefferson	TAP	B.A. Elon University, Political Science, 1986 M.A. Old Dominion University, History 1990 Ph.D. University of Michigan, History 1995	Undergraduate Graduate Doctoral	TDDR
16. Erika Monahan	TAP	Dartmouth, BA Stanford, MA, PhD.	Undergraduate Graduate Doctoral	

17. David Prior	TTAP	B.A. Hamilton College, History and Economics, 2001 M.A. University of South Carolina, History 2006 Ph.D. University of South Carolina, History 2010	Undergraduate	TDDR
			Graduate	
			Doctoral	
18. Donna Ray	LT (.25 FTE)	B.A. Wheaton College, English and Biblical Studies, 1988 M.A. Northwestern University, English, 1992 Ph.D. University of New Mexico, Medieval Europe, Early Modern Europe, 2011	Undergraduate	TDD
			Graduate	
			Doctoral	
19. Caleb Richardson	TAP	University of San Francisco (transferred) Stanford University—BA in History; Stanford University—PhD in History 2006	Undergraduate	TDDR
			Graduate	
			Doctoral	
20. Michael A. Ryan	TAP	University of Florida—BA in History with high honors; Western Michigan University—MA in History; University of Minnesota, Twin Cities—PhD in History	Undergraduate	TDDR
			Graduate	
			Doctoral	
21. Enrique A. Sanabria	TAP	Santa Clara University—BA in History; Santa Clara University—BA in Spanish; University of Wisconsin-Madison—MA in Modern European History; University of California, San Diego—PhD in Modern European History	Undergraduate	TDDR
			Graduate	
			Doctoral	
22. Jason Scott Smith	TP	University of California, Berkeley—PhD in History (2001) University of California, Berkeley – MA in History (1995) University of Illinois at Urbana-Champaign – BA in History (1993)	Undergraduate	TDDR
			Graduate	
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