

## ANNUAL PROGRAM REPORT

College	CLASS
Department	History
Program	M.A. program
Reporting for Academic Year	2022-2023
Last 5-Year Review	2019-2020
Next 5-Year Review	2024-2025
Department Chair	Bridget Ford
Author of Review	Bridget Ford
Date Submitted	October 1, 2022

### I. **SELF-STUDY** (*suggested length of 1-2 pages*)

#### A. **Five-Year Review Planning Goals**

*Present your planning goals from your last 5-year plan.*

We received our MOU from the HIST 2019-2020 5-Year Review on May 15, 2021. Herewith we summarize key recommendations from Associate Provost Rafael Hernandez, the CAPR Executive Summary, Dean Wendy Ng, our External Reviewer, and our own Five-Year Plan:

1. Hire regular faculty
2. Formally propose a Center for Applied History
3. Address staffing needs
4. Consolidate new Semester-Conversion BA program with relevant assessment
5. Make meaningful and measurable improvements in student success

Each of these areas has a significant correlation to the Faculty Diversity & Equity Committee (FDEC) Diversity Rubric:

1. *Hire regular faculty*: History Department programs and History majors will greatly benefit from regular faculty who reflect the student body and community at CSUEB (Rubric 12 and 13)
2. *Formally propose a Center for Applied History*: As an informal entity, mainly funded through A2E2 and HIST donor funds, the Center for Applied History (CAH) focuses on socially engaged history that creates history collaboratively with the Bay Area community. The Center hands authority to students to interpret and represent the past in fresh, creative ways, often outside the classroom itself (Rubric 1-4 and 6-8).
3. *Address staffing needs*: An office presence is critical to the functioning of departments, and gives a home to programs; this presence allows us to foster a welcoming and conducive Department climate (Rubric 5, 9, 10, 11, 14-17).
4. *Consolidate new Semester-Conversion BA program with relevant assessment*: Our new Program Learning Outcomes and relevant assessment addresses representation and interpretation, with careful consideration for diversity and equity (Rubric 3, 4, 6-8).
5. *Make meaningful and measurable improvements in student success*: In undertaking a

major advising and assessment overhaul, major exit surveys, and collaborating with multiple advising offices, Institutional Effectiveness and Research, EEC, and APS, we seek to retain, graduate, and support students completing their degrees (Rubric 1-4, 4.5).

### **Progress Toward Five-Year Review Planning Goals**

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

#### 1. Hire regular faculty

In 2020, our External Reviewer warned that the History Department's "reliance on lecturer faculty . . . [is] not sustainable if the Department's curricular and other initiatives are to have greatest success."

Unfortunately, the proportion of the HIST faculty that is part-time and temporary has increased in the last five years, from 50% in Fall 2017 to 65% in Fall 2021 of our FTEF. This reality has severely constricted the number of faculty eligible to teach and support the MA program.

With endorsements from Academic Affairs and CAPR, we seek to reverse this contingent hiring trend. We are thrilled to report this year that the Department successfully completed an approved tenure-track search in 2021-2022, for an assistant professor with expertise in the history of diversity and diasporas, particularly with teaching and research interests in communities of color in modern US History. Dr. Michael Schulze-Oechtering (Ph.D., Ethnic Studies) joined the Department of History in Fall 2022.

We will seek another tenure-track hire for next year, related to our new BA degree in History-Social Science Teacher Preparation, for prospective middle and high school teachers in California (see below). The prospective hire would also be of benefit to our MA program, Teacher Concentration.

Academic Program Review data available on Pioneer Insights for Faculty Diversity is only available through 2020, and so is two years behind current trends.

#### 2. Formally propose a Center for Applied History

We are currently funding the Center for Applied History through A2E2 and donor funds. We are examining the creation of a Department Center, following the Cal State East Bay Academic Senate policy memo charter process. We hope to initiate this process in Spring 2023, for a formal start date before our next 5-Year Review.

#### 3. Address staffing needs

On October 1, 2021, the HIST Department welcomed a new Administrative Support Coordinator II, shared 50-50 with the Department of Philosophy and Religious Studies. We reiterate here that this 50-50 split of an ASC II does not appear consistent with other department staffing, where there is a one-to-one ASC and department staffing relationship, or nearly so.

As of October 1, 2022, Mr. Donilon Alcantara has completed his first year as the ASC II for the Departments of History and Philosophy and Religious Studies. Mr. Alcantara is doing superbly in his position, although with two departments to support, Mr. Alcantara in some ways endures 2X the workload as other ASCs managing department offices. It is not clear to us that the ASC II position makes up for that added workload, of submitting two academic schedules each semester, completing contracts for faculty in two departments, hiring student assistants for two departments, and managing the budgets for two departments, among other duplications. This arrangement also demands additional coordination by the two department chairs, placing additional burdens on those two chairs, relative to other chairs who do not share ASC staff time.

In short, it seems to us that there are disparities in university or college support for the Departments of History and Philosophy and Religious Studies, that redound visibly to added workload and other intangibles related to sustaining departments.

*We therefore reiterate our observation from last year, for which we have not yet received any comment from CAPR:* We are of course pleased that we have completed a successful ASC II search. However, this position is complicated by the two-department/one ASC structure, wherein one department chair, Dr. Bridget Ford, supervises the one staff person for two department chairs and two department faculty. The managerial/supervisory relationship is somewhat challenged here in that Dr. Ford does not also supervise the chair and faculty in the Department of Philosophy and Religious Studies, thereby making it difficult to manage the workflow of the ASC II.

This places an additional supervisorial burden on Chair Ford, and the ASC II must, in effect, do two-times the work of other ASCs. Again, it is not clear to us that the additional salary for the ASC II position makes up for this added, disparate workload.

This arrangement appears unequal and disparate to us, and raises equity questions for the chair and staff person in the Department of History.

#### 4. Consolidate new Semester-Conversion BA program with relevant assessment

While this does not apply directly to the MA program, we will seek to initiate changes to the MA program PLOs and SLOs after this year. We should seek greater synergy between the two programs, and yet ensure their distinctiveness.

Please see our BA program Annual Report for detailed discussion of this section.

#### 5. Make meaningful and measurable improvements in student success

Our MA program is substantially different from our BA program, in its approach to student success. In one measure of success, we have seen substantially more MA students completing their degrees and graduating in the last five years, from 5 in 2017-2018, to 10 in 2020-21.

Advising in the MA program is robust, and highly individualized. We have an experienced, effective Graduate Committee, that addresses program needs swiftly. Advisors consult regularly, to consider unique student needs.

Please see our BA program Annual Report for detailed discussion of this section.

## **B. Program Changes and Needs**

*Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.*

### **Overview:**

Most notably, we have sought to improve program understanding and visibility through our [website](#) improvements. The MA program has a clear advising page, as well as detailed information about concentrations, capstone projects, and applications.

Also, since summer 2022, we have worked with a Salesforce team so that our MA application process is more streamlined and clear. The Salesforce form is now being built, based upon our extensive input, and it should debut in November 2022. To date, the MA application process has been confusing, and students were failing to complete the departmental application. We hope that this new single form, will greatly aid in the smoothness and ease of the application process.

### **Curriculum:**

We are anticipating a more substantial review and revision of our PLOs, and hence, of our curriculum map. Our hope is also to debut an online concentration in the MA program, following our creation of our Center for Applied History. We will undertake this work in Fall 2023, following the debut of our online BA program.

### **Students:**

Our MA students produce exceptional student work, and, in fact, have won the University outstanding thesis award for four years running, without interruption. They publish their work in *East Bay Historia*.

In a continuity with last year, our MA students are very active in seeking out internships and other public history projects, and they work steadily on the *California History* journal. They present their work at the Wanda Washington History Student Conference and at scholarly conferences.

In May 2022, the students and faculty gathered for our annual conference. Co-organized by Jason Daniels and Anna Alexander, this year marked the Department of History's 5th Annual Wanda Washington Student Conference. Faculty chaired and commented on ten student panels and we welcomed over 75 participants, including a dozen graduate students and nearly thirty undergraduates (most of whom graduated this year) to the day's proceedings. The conference panels were all-encompassing, reaching across hundreds of years and thousands of miles. From medieval accounting to post-colonial thought, the presentations revealed the Department of

History's greatest asset - our students' dynamic and diverse interests.

MA students are also employed in large numbers as instructional assistants, where they work closely with faculty members and lower-division students. They ably facilitate discussions and foster community in lower-division American Institutions courses. Student evaluations from these courses amply testify to the value of discussion and conversation in our US history courses for lower-division students. They help to break down barriers between first-year students and faculty, and develop peer relationships among students.

In Spring 2022, we officially installed a Phi Alpha Theta chapter at Cal State East Bay, for History MA students (meeting eligibility requirements) to enjoy networking and professionalizing opportunities.

### **Faculty:**

The Faculty Diversity Dashboard in Pioneer Insights currently lags by two full years, with the last data reported from Fall 2020. In consequence, in light of multiple retirements and hiring, and considerable shifts in our lecturer and TT faculty, we do not have up-to-date census data relative to faculty diversity to present here.

We have sought to use A2E2 monies to bring diverse speakers, working in the field of history or history preservation, before our graduate students. Professor Jason Daniels has been especially effective in bringing multiple speakers to his graduate courses in the last year.

More generally, our regular faculty continue to provide exceptional service to the University, and in AY 2022-2023, currently serve as the chairs of GEOC and the Academic Senate Sustainability Committee. We have routinely supported our colleagues outside the Department on multiple RTP committees.

Our faculty also have contributed enormously to news media outreach, appearing on evening news routinely, to discuss, among other things: 9/11 remembrances, the Supreme Court and abortion, the murder of Shinzo Abe in Japan, Elon Musk, social media, education, and Japanese incarceration during World World II.

Lecturer Mary Ann Irwin continues to edit the significant journal *California History*, and she recently won an award for service with the American Historical Association. Lecturer Greg Brueck serves as the Book Review Editor for the journal.

### **Staff:**

As of October 1, 2022, Mr. Donilon Alcantara has completed his first year as the ASC II for the Departments of History and Philosophy and Religious Studies.

Mr. Alcantara is doing superbly in his position, although with two departments to support, Mr. Alcantara in some ways endures 2X the workload as other ASCs managing department offices. It is not clear to us that the ASC II position makes up for that added workload, of submitting two academic schedules each semester, completing contracts for faculty in two departments, hiring student assistants for two departments, and managing the budgets for two departments, among

other duplications. This arrangement also demands additional coordination by the two department chairs, placing additional burdens on those two chairs, relative to other chairs who do not share ASC staff time.

Moreover, the ASC II position obviously supports the HIST MA program, in addition to the two BA programs in HIST and PHIL. This places some additional pressure on the ASC II, Mr. Alcantara, who supports complex enrollment questions in our program, relative to special registration petitions, many of which originate in the MA program, by requirement.

**Resources:** *(facilities, space, equipment, etc.)*

Our MA program has enjoyed some special donor funds, most notably the David Campbell Scholarship. We are currently working with Jen Ripley to extend Mr. Campbell's robust support of public history students.

**Assessment:** Please see our summary of assessment, below.

**Other:** *(e.g., major program modifications)*

We have invested a great deal of time and energy in a new [Department of History website](#), which debuted in March 2022, integrated with our active social media feeds. We continue to increase our recruitment and outreach efforts through these means. We have tried to make information about our department, its programs, activities, and advising available on this website.

This digital work (website, social media) involves an inestimable amount of time. There is virtually no support for this from the University. We believe this is something of a travesty, with departments routinely told that they should rely on volunteer students to do this (uncompensated) work. Quite frankly, a department website should not be skimmed on, as this is a crucial means for us to communicate important information to prospective and current students, in a highly professional way. Cascade is a complex system, and having students work episodically in this is not an option, given navigation and other significant matters of organization. We are mystified by the University's failures to support and invest in this critical digital work among individual departments.

## II. **SUMMARY OF ASSESSMENT** *(suggested length of 1-2 pages)*

### A. **Program Learning Outcomes (PLO)**

*List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)." Program Learning Outcome(S) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)*

## PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

Students graduating with an M.A. in History will be able to:

<i>SLO 1</i>	demonstrate advanced knowledge of United States history and the history of at least one other geographical region;
<i>SLO 2</i>	analyze major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values;
<i>SLO 3</i>	demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources;
<i>SLO 4</i>	develop advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities;
<i>SLO 5</i>	complete a major independent project in history;
<i>SLO 6</i>	design an individual portfolio showcasing advanced historical work and create work suitable for publication or presentation in your chosen field;
<i>SLO 7</i>	observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

<b>Institutional Learning Outcomes</b>	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
<b>Thinking and Reasoning:</b> think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.			X	X	X	
<b>Communication:</b> communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.		X			X	
<b>Diversity:</b> apply knowledge of diversity and multicultural	X	X			X	

competencies to promote equity and social justice in our communities.						
<b>Collaboration:</b> work collaboratively and respectfully as members and leaders of diverse teams and communities.						X
<b>Sustainability:</b> act responsibly and sustainably at local, national and global levels.						X

### B. Summary of Assessment Process

*Summarize your assessment process briefly using the following sub-headings.*

For the MA program, the department assesses 1-2 PLOs each year. For AY 2021-2022, we examined PLO #5, Complete a major independent project in history.

Instruments: Capstone projects

Sampling Procedure: All eight projects reviewed

Sample Characteristics:

Advanced analysis (pedagogical, historical, applied)

Bibliography

Synthesis

Data collection: Graduate Coordinator, Dr. Linda Ivey

Data analysis: Graduating cohort of 8 students

HIST 699 and 691 grades for AY 2021-2022:

A: 6

A-: 1

B-: 1

### C. Summary of Assessment Results

*Summarize your assessment results briefly using the following sub-headings.*

**Main findings:** 8 students completed major independent projects in the MA program, 7 of which were in the topmost, or “proficient,” assessment range (A or A-). One grade fell into what might be considered a “basic” assessment range, with a (B-) grade. Overall, student work in the



capstone projects is excellent.

**Recommendations for Program Improvement:** We have invested considerable time in preparing students for their capstone projects, so that they can be successful in them. These investments appear to be working. We need to continue to review student projects for feasibility and ensure adequate advising support.

**Next Steps for Closing the Loop:**

Presentation to department faculty to discuss capstone project support and advising, especially to ensure consistency across students and projects.

**Other Reflections:** Overall, MA student work is superb. For the last four years, a HIST MA student has won the Harrington Outstanding Thesis Award presented by the University. We will continue to require students to present their work at the Wanda Washington History Conference and to submit their capstone projects to *East Bay Historia* for revision and publication.

**D. Assessment Plans for Next Year**

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

We will continue to follow our established assessment schedule. Next year we will review SLO #7:

Year 5: 2022-2023	
1. Which SLO(s) to assess	SLO # 7
2. Assessment indicators	Performance evaluation
3. Sample (courses/# of students)	HIST 652 Scholarly Practicum
4. Time (which quarter(s))	Spring 2023
5. Responsible person(s)	Faculty assigned to the course
6. Ways of reporting (how, to who)	History Graduate Coordinator to History department
7. Ways of closing the loop	Department meeting at end of AY

**III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS** *(suggested length of 2 pages)*

*Each program should provide a one-page discussion of the program data available through University Dashboard. This discussion should include an*

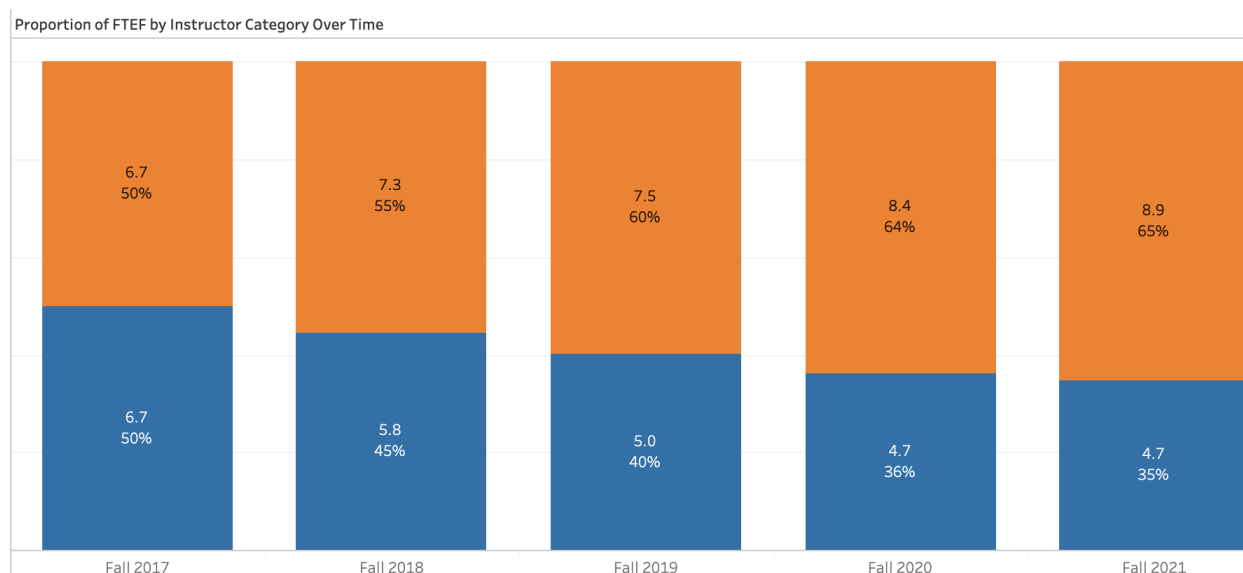
*analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to University Dashboard data.*

*Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

### **A. Discussion of Trends & Reflections Notable Trends;**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

By Fall 2021, temporary, part-time faculty made up 65% of our FTEF, and the absolute number of TT faculty had dropped from 6.7 to 4.7:



The HIST Department is nearly the reverse of the stated goal of the University, to have 75% of its faculty on the tenure track.

As of Fall 2021, regular HIST faculty remain considerably less diverse than the students we teach, and therefore less representative of students' backgrounds and lived experiences.

The trends among History MA students continues to see the proportion of white students decline, while students representing greater overall diversity increases. Students self-identifying as Black, Latinx, or Multirace represent nearly a majority of History graduate students today:

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	n	%	n	%	n	%	n	%	n	%
Asian					1	4%				
Black	1	6%	1	6%					3	12%
Latinx	2	11%	3	18%	5	21%	5	18%	5	20%
Multirace	1	6%	1	6%	2	8%	3	11%	2	8%
Unknown	1	6%	1	6%	4	17%	5	18%	2	8%
White	13	72%	11	65%	12	50%	15	54%	13	52%
Total	18	100%	17	100%	24	100%	28	100%	25	100%
	18	100%	17	100%	24	100%	28	100%	25	100%

**Reflections on Trends and Program Statistics:**

*Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.*

We have begun to redress the imbalance between student diversity and faculty diversity through a successful AY 2021-2022 tenure-track search. We seek to continue our faculty hiring work so that student backgrounds are justly represented in the faculty ranks.

**B. Request for Resources** (*suggested length of 1 page*)

1. Request for Tenure-Track Hires: provide evidence from trends provided

The HIST Department seeks approval for a tenure-track assistant professor in the history of education, in the United States and/or comparatively, with emphases on the experiences of marginalized communities and movements for equity in educational settings. The candidate must hold expertise in the pedagogy of teaching history, California History-Social Science Framework (2016), and Ethnic Studies Model Curriculum (2021), and California subject matter requirements for middle and high school teachers.

For the MA program, this position would enable us to support our Teaching History Concentration. Six out of eight of our last cohort of MA graduates selected the Teaching History Concentration; it is far and away the most common concentration among our four concentrations. This faculty position would assist with the advanced pedagogical projects undertaken by our MA students, many of whom are History teachers today in regional high schools.

For our undergraduate programs, we seek this position to support our new BA degree program in History-Social Science, with a Teacher Preparation Concentration, which will debut in Fall 2024. Moreover, we have several courses, Introduction to Teaching History and Education and American Democracy, which are regularly taught by lecturers, who are not necessarily in conversation with our Single Subject Matter Preparation Program advisor. This has led to some patchwork advising and recruitment for prospective teachers.

In addition to supporting the preparation of future middle and high school history-social science teachers, the candidate would assist in coordination with other University programs preparing teachers, and would assist with recruitment of majors among advisors and community college advisors.

2. Request for Other Resources

We request \$3,000 for one-time website design and maintenance, with an independent contractor.

**Rationale:**

We have invested a great deal of time and energy in a new [Department of History website](#), which debuted in March 2022, integrated with our active social media feeds. We continue to increase our recruitment and outreach efforts through these means. We have tried to make information

about our department, its programs, activities, and advising available on this website.

This digital work (website, social media) involves an inestimable amount of time. There is virtually no support for this from the University. We believe this is something of a travesty, with departments routinely told that they should rely on students to do this (uncompensated) work. Quite frankly, a department website should not be skimmed on, as this is a crucial means for us to communicate important information to prospective and current students. Cascade is a complex system, and having students work episodically in this is not an option, given navigation and other significant matters of organization. We are mystified by the University's failures to support and invest in this critical digital work.

We believe that individuals designing and maintaining these critical information systems should be compensated for their labor.