INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

What matters. Where it matters.

Department of History
School of Liberal Arts
IUPUI
Self-Study Report

March 2014

"I loved my time here at Liberal Arts and it truly feels like a family." ~ Andrew Townsend
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1. INTRODUCTION

A. RATIONALE FOR THE SELF-STUDY

The Department of History at IUPUI is a BA and MA granting department in the IUPUI School of Liberal Arts. It is dedicated to training students in the discipline of history as well as providing a quality undergraduate education that supports specific IUPUI educational initiatives, such as the Principles of Undergraduate Learning (PULs) and the RISE (Research International Service Learning) initiative. The department is also committed to the university’s traditional mission of promoting a civically-engaged, diverse, and inclusive learning environment for all students.

The department was last reviewed in 2006. Reviewers made a set of recommendations in four areas: 1) Expand the undergraduate curriculum, especially through faculty hires in Islam/Middle East, post-65 immigration, and Native American history, address the “skills gap” between requirements in most undergraduate courses and the capstone experience (J495), and consider offering more than one capstone course per term; 2) Expand graduate-only offerings for Non-Public History students and look for ways to secure and increase financial support for internships; 3) Improve faculty development through a 2-2 teaching load for those with active research agendas, develop a plan to assist associate professors working towards promotion, and establish a pre-tenure policy for junior faculty; 4) Support Public History “at no less than its current level,” and consider creating an alumni organization and newsletter.

In response to the reviewers’ recommendation to bring “greater diversity and diversification” to the curriculum, the department put at the top of its list of priorities the addition of a historian of Islam and the Middle East to the faculty, resulting in the hiring of Eren Tasar in 2012. Tasar was highly sought-after, coming to IUPUI after teaching as a visiting professor at Washington University in St. Louis. In 2013, Tasar left IUPUI to accept an assistant professor position in Central Asian history at the University of North Carolina in Chapel Hill. The position at UNC was a much closer fit with his area of specialization. We anticipate that the reviewers will once again put the hire of an Islamic/Middle Eastern historian front and center on their list of recommendations.

The department also took some significant steps to address the “skills gap” that exists between our 200/300-level upper-division courses and the senior capstone seminar. The 2006 review team graciously referred to this situation as a “perceived” skills gap, but colleagues who have taught the capstone course during the past few years all agree that the “skills gap” is real. Following the reviewers’ recommendation and given the consensus that quickly developed within the department, we have undertaken a reevaluation of our undergraduate curriculum with a particular emphasis on assessment and student learning outcomes. Toward this goal, we brought in James Cousins, with the generous support from the Office of Academic Planning and Evaluation, for a two-day workshop in January 2013. Cousins is a faculty member in the History Department at Western Michigan University where he also serves as Director of Undergraduate Studies. Starting in 2007, his department identified similar issues and concerns, and embarked on a major overhaul of its undergraduate curriculum. His visit presented the department with the opportunity to learn about best practices and helped us move forward our project to restructure our own curriculum. As a result, the department’s Teaching, Curriculum, and Assessment Committee (TCA) has been working on a proposal that has been discussed at several department meetings (please see appendix B).
The department was gratified that the 2006 review team recognized the strength of our MA program—especially the Public History “track,” which it described as a “model.” A key component of the Public History program’s success is the half-time, cost-shared internships students undertake in local historical institutions. These internships are not only an integral part of the curriculum, but also constitute the principal means of graduate student support. We certainly agree with the review team that “it is essential that the School and the University continue to fund its share of the internships” and that “the growth of new graduate programs… should not come at the expense of one of IUPUI’s oldest, and most cost-effective ones.” Let it be emphasized here that the department is most grateful for the continued support our Public History program has received from both the Dean’s Office and the Graduate Office.

The department continues to endorse several other observations and recommendations the review team made in 2006 on issues that transcend a single department, such as “reducing the teaching load to no more than 2-2 for professors active in research” and “making available lines to replace faculty serving indefinitely in administrative positions outside of the Department.”

In 2006, the department was operating within a different budgetary environment, and its growth in terms of enrollment and scholarship, mirrored the growth of the Campus. In recent years, however, the department has been faced with serious challenges due to a host of factors connected to the economic downturn and the slow economic recovery, and structural changes in Indiana public education imposed by the Indiana Commission for Higher Education. Among the changes are college credit for high school AP history courses and increasing number of transferred credits from Ivy Tech Community College. Our total of credit hours has dropped by 31 per cent from fall 2006 to fall 2013, a downward trend that is mostly driven by low enrollment in our historically high-enrollment U.S. History survey courses (H105 and H106). Our ranks have been reduced by the retirement of one faculty member, Justin Libby. Additionally, Melissa Bingmann, Annie Gilbert Coleman, Eren Tasar, and visiting Assistant Professor Jon Wood accepted positions at other universities. With these departures and the possible retirement of several other faculty in the coming years, there is growing concern in the department that faculty attrition will compromise our ability to deliver the high quality of teaching we are reputed to have in the School of Liberal Arts.

In addition, the department has seen some important change in leadership since our last review. Didier Gondola succeeded Robert Barrows as department chair in fall 2012 and is fully committed to leading the department through this period of transition and challenges. As Anita Morgan took a well-deserved sabbatical leave in fall 2013, Eric Lindseth stepped in for her as interim Director of Undergraduate Studies and lead advisor. Our director of Graduate Studies is in transition as well, as the current director, Kevin Cramer, plans to take a sabbatical leave beginning in June 2014. We expect Elizabeth Brand Monroe to fill that position in AY 2014-15 before passing the baton to Daniella Kostroun who will assume that position in July 2015.

**B. Questions for the Review Team**

Given all these changes and more changes and challenges looming on the horizon, the department welcomes the opportunity to participate in another review of its programs. We are grateful to the Office of Planning and Institutional Improvement for facilitating this review and the Office of Information Management and Institutional Research (IMIR) for providing the department
with vital data for the self-study. We have identified five sets of questions related to our undergraduate and graduate programs, faculty, community engagement and service, and budgetary environment. These questions are as follows:

1. Undergraduate Program
The Department of History offers both the BA and MA degrees, as described in our review materials. All of our full-time faculty have major responsibilities for teaching undergraduate classes, from the 100- to the 400-level. Our undergraduate enrollments, which had risen steadily for a number of years, now have leveled off, and for the American History surveys have significantly declined because of state and system decisions related to the general education core curriculum. For example, in fall 2006 the department enrolled 2,731 students, of which 56 percent took H105/H106, while in fall 2013, we taught 2,004 students and only 41 percent enrolled in our two U.S. surveys. As a result of the decline in enrollment, our number of majors has decreased from a record high 226 (in fall 2011) to 165 in fall 2013. Yet, we are still second in Liberal Arts, behind English, in generating student credit hours, and we have consistently had the highest per class average of any department in the School of Liberal Arts. Per class average in the fall of 2013 was 33; in the fall of 2005, for comparison, it was 40. We believe we are using our available resources (faculty, facilities, time) with efficiency. We actively seek to attract and retain undergraduate students and to offer classes that combine appropriate content with the larger goals of the Principles of Undergraduate Learning, which underlie the IUPUI approach to general education. Faculty in History participate in a variety of Learning Communities, Critical Inquiry sections, and Honors classes. Faculty have also written a number of successful course development grants offered by the campus-wide Center for Teaching and Learning. We also have begun to broaden our program to include digital humanities. Even so, we are concerned about the loss of majors and of lower-level enrollments and are actively considering ways to reinvigorate history as a program of study for undergraduates.

- What are the distinctive features of our undergraduate program?
- Are we effectively meeting the needs of the variety of undergraduate students who enroll in our classes?
- How do we best position our department within the School of Liberal Arts at a time when enrollment is down and, as a result, credit hours and the number of majors have significantly declined?
- How can the department effectively recruit and retain more students? The enrollments in the 100-level courses have decreased from 83% to 77% of the department’s offerings, a reduction of about 15 to 20 percent of total student enrollment from 2006 to 2012.
- All academic units have stated learning outcomes for their undergraduate and graduate major fields (see Bulletin URL). In addition to expected learning outcomes in the major, the Principles of Undergraduate Learning (PULs) undergird IUPUI's approach to general education for undergraduate students and the Principles of Graduate and Professional Learning (PGPL) provide a competency-based framework for graduate programs at IUPUI. As you review documents and speak to the members of the campus community, do you find evidence of these
learning outcomes in the courses and degree structures? Are purposes and expectations for each degree clearly communicated to students? Finally, are there means of assessing student learning related to the stated outcomes, and systematic processes for collectively examining the assessment information and taking warranted actions designed to improve instruction, the curriculum, and/or student support services?

2. Graduate Studies Program
Public History has been the distinctive feature of our graduate program, but within the past ten years, the traditional U.S. and European tracks of our MA have attracted a growing number of students. We have joint MA degrees with the Department of Library and Information Science (now part of the School of Informatics and Computing) and the School of Philanthropy, and Certificates available in Documentary Editing and Museum Studies. Funding for graduate students comes from a variety of internal and external sources, including two fully endowed internships, the School of Liberal Arts, Block Grant money from IUPUI, grants and contracts, and internship cost-shares with our off-campus sponsors. We enjoy a sustained and mutually beneficial relationship with most of the museums and historical organizations in the city. Costs have risen steadily in recent years, and in some cases such as student health insurance, costs heretofore paid for by the School of Liberal Arts have been shifted to the departments.

• What are the distinctive features of our graduate program?
• Are we effectively meeting the needs of the graduate students who enroll in our program? How can we best balance reasonable growth and development of our graduate program against the increasing costs and decreasing availability of funds?
• How do we balance the allocation of resources internally between the traditonal MA programs in U.S. and European history and Public History graduate program?
• How do we best incorporate digital technologies into our graduate programs?
• Are there opportunities or pitfalls we have over looked, for example, the market for retired or otherwise avocational students interested in history for history's sake?
• Should the department consider exploring the addition of an online graduate certificate in Public History? If yes, how to do so without shortchanging our successful Public History MA program?

3. Faculty
In recent years, the IUPUI campus has placed a greater emphasis on research, increasing the pressure on faculty to conduct research and support their research through securing internal as well as external grants and fellowships. While other departments have struggled in meeting this challenge and adapting to this shifting culture, our department has found itself in familiar territory. As a matter of agreed-upon departmental practice, we have successfully hired excellent colleagues, who want to be teachers and scholars. We have two Senior Lecturers with only teaching and service responsibilities; and all tenured and tenure-track faculty have active research agendas. The department values and encourages the communication of research through refereed publication and applied/public scholarship. Faculty have been very successful at competing for a variety of internal (IUPUI and IU) grants, and given the limits on grant money available to humanists, highly
successful in attracting external funding for research and a variety of community engagement activities. Our Teaching American History Grant involved us heavily with professional development for Teachers in Brown County, and other areas in central Indiana. A number of our American History faculty may retire within 2-4 years and the department is unsure about how to replace them given the School’s financial situation and the decline in enrollment in our American History sequence. The issue requires even more attention given that some colleagues who anticipate retiring within the next few years are directing campus programs that they have founded.

• What are the distinctive features of our faculty?
  • How do we continue to foster a department culture that encourages all faculty members (associate faculty, senior lecturers, tenured and tenure-track faculty) to buy into a shared vision?
  • How do we reconcile the department’s expectations that all faculty will be recognized by peers for the quality of their traditionally published scholarship with the increasing professional expectations for Public History faculty that their scholarly work may assume different form and reflect different standards of acceptance?
  • Are there ways by which we can improve the process and timetable for promoting colleagues from Associate to Full Professor given that a large number of our faculty have the rank of Associate Professor?
  • What should be the department’s strategy with respect to the retirement and replacement of its American History faculty and program/center directors?
  • Should we be concerned that we are an “aging” department in the sense that there are so few assistant professors among our ranks?

4. Community Engagement and Service
We have a demonstrated, long-term commitment to community engagement and to service to the department, school, university, and profession. The Public History program has led the way in the community engagement arena by establishing contact and working relationships throughout the metropolitan area. Faculty have served, and continue to be active, on Boards of Directors and in other capacities where their experience and expertise make contributions to historical institutions in the community. We sponsor the Central Indiana District competition for National History Day. A number of our undergraduate and graduate classes take advantage of resources in the community, and several faculty have offered regular, for-credit classes in locations such as the Indianapolis Museum of Art, the Indiana Historical Society, and the Eiteljorg Museum of American Indians and Western Art. Faculty are also committed to providing service to the Department, the School of Liberal Arts, and the University. We regularly serve on a range of committees, and several have held appointed and elected administrative and leadership positions.

• What are the distinctive features of the department’s community engagement and service activities?
  • How have we done as a department in the area of community engagement?
  • Are there opportunities we might consider?
  • How are we doing in the area of collaboration with other departments and programs in the School of Liberal Arts and other schools on campus?
5. Budgetary Environment
In the past several years, the budgetary environment in which we operate has presented challenges. State appropriations have declined at the same time that assessments imposed by central administration have risen. We are in a position where the School of Liberal Arts assessment exceeds its share of the state appropriation. What this means in practical terms is that we “live off” the funds generated by student credit hours. The School of Liberal Arts, and all of its departments and programs, must constantly push up student credit hours just to stay even. Grant and contract funding helps, and we generate quite a bit of external funding.

- How well are we managing our finances in this budgetary environment?
- What opportunities might we consider to promote the department’s financial security and/or growth for the future?

We have designed this self-study to provide reviewers with key information about our department’s growth since the last review and our reflections on these vital questions. Each section concentrates on one specific aspect of our program to give the reviewers a more complete picture of the department’s growth since our last review, the challenges we face, and our goals for the future.
2. WHO WE ARE AND OUR GOALS FOR THE FUTURE

We owe our growth to a larger context that has shaped who we are as a department. We start this section with some background information on Indianapolis and its urban campus before providing details about the department and its goals.

A. THE INDIANAPOLIS CAMPUS AND ITS MISSION

Indiana University-Purdue University Indianapolis (IUPUI) is Indiana’s premier urban public research university. It is located near the heart of downtown Indianapolis. Although its history goes back as early as 1916, when Indiana University established its first Extension Center in the state capital and largest city, IUPUI was officially created in 1969 with the merger of the regional campuses in Indianapolis (IU-I and PU-I) which, until then, were operated separately by Indiana University and Purdue University. The merger of faculty, administrative personnel, curriculum, and student organizations was completed in July 1971, with Indiana University retaining administrative responsibility. Because many campus schools and programs are dedicated to health, including the IU School of Medicine, the IU School of Nursing, the Dental School, the School of Public Health, and several other centers with a health focus, IUPUI is Indiana’s urban research and academic health and life sciences campus.

The campus location in downtown Indianapolis offers many vital opportunities. A major political and economic hub, the city headquarters three Fortune 500 companies, Eli Lilly, WellPoint, and BrightPoint, and many other major businesses. The city boasts a variety of cultural and artistic organizations such as the Indianapolis Symphony Orchestra, the Indianapolis Repertory Theater, the Indianapolis Museum of Art, the Eiteljorg Museum of American Indians and Western Art, the Madam C. J. Walker Theatre (Commissioned by and named after America’s first female self-made millionaire), and the Children’s Museum of Indianapolis, the world’s largest museum of its kind. Indianapolis is also well known as a center for both amateur and professional sports being the home of Indianapolis 500, Brickyard 400, Indianapolis Colts football team, the Indiana Pacers basketball team, the national headquarters for the National Collegiate Athletic Association (NCAA), and the OneAmerica 500 Festival Mini-Marathon, the largest half-marathon race in the U.S. Thanks to its Sports Complex, the IUPUI campus itself has hosted several high-profile competitions, attracting the world’s finest swimmers, divers, track athletes, and tennis players.

IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of BA, MA, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity. IUPUI has more than 7,000 full- and part-time faculty and staff to serve more than 30,000 students. More than one in four students are graduate students, and IUPUI's 2009-10 enrollment included students from all 50 states and 135 countries. 89% of our students are in state, 11% are out-of-state students; 57% are female and 43% male. 13% of students are classified as ethnic minority and 4.7% are international students. Six out of ten students received financial aid in 2011-12, including $95.6 million in gift aid.

IUPUI drafted its strategic plan in a 2013 document entitled Our Commitment to Indiana and Beyond (http://strategicplan.iupui.edu/), ahead of two important milestones, the 50th anniversary of
the campus (2019) and the State of Indiana’s bicentennial in 2020. This strategic plan reflects the “values, aspirations, and culture of IUPUI,” builds on the campus’ existing sources of strength, and reaffirms the campus commitment to diversity. Ten strategic initiatives have been identified to support implementation of the campus strategy; these initiatives are aligned with, derived from, and organized around elements of the IUPUI Vision Statement:

**Promote Undergraduate Student Learning and Success.** IUPUI will build on its strengths to maintain and expand the intellectual, social, and community engagement of students by creating effective environments for their learning and success.

**Optimize our Enrollment Management.** IUPUI will create and implement a strategic enrollment management plan to expand our reach, optimize enrollments, retain students, and increase degree attainment.

**Increase Capacity for Graduate Education.** IUPUI will develop tomorrow’s intellectual leaders and scholars through enhanced opportunities in graduate and inter-professional education.

**Transform Online Education.** IUPUI will become a leader in technology-enhanced learning through the use of cutting-edge tools and processes that promote access and opportunities for learners.

**Leverage our Strengths in Health and Life Sciences.** IUPUI will assert its national leadership position in health and life sciences to advance its capabilities and contributions in these disciplines.

**Accelerate Innovation and Discovery through Research.** IUPUI will translate research into practice by focusing efforts on applying innovation and discovery to improving the quality of life.

**Deepen our Commitment to Community Engagement.** IUPUI will collaborate and partner with the community to expand service learning, promote economic development, and provide outreach and engagement to address urban needs.

**Strengthen Internationalization Efforts.** IUPUI will capitalize on IU and Purdue’s international reputations to forge and expand effective international partnerships and support the development of our students as global citizens.

**Promote an Inclusive Campus Climate.** IUPUI will nurture an inclusive campus climate that seeks, values, and cultivates diversity in all of its forms.

**Develop our Faculty and Staff.** IUPUI will invest in and develop its faculty and staff so that individuals can realize their fullest potential to contribute to an institution focused on excellence.

By putting a particular emphasis on student success, diversity, student life, and innovative teaching, these ten strategic initiatives embrace and advance IU’s *Principles of Excellence* ([http://pres.iu.edu/vision/principles-of-excellence/index.shtml](http://pres.iu.edu/vision/principles-of-excellence/index.shtml)). When implemented across IUPUI's
many schools and programs to meet community, state, national, and global needs, they will enable the campus to make unique contributions to IU’s capacity to offer students an “Excellent Education.”

B. THE SCHOOL OF LIBERAL ARTS

The School of Liberal Arts was formally established in 1972 as Indiana University’s only school with an exclusive focus on teaching and research in the humanities and social sciences. It is home to 11 academic departments (including the Department of History) and over 20 institutes, interdisciplinary programs, and world-renowned research centers. State-of-the-art technology generates groundbreaking liberal arts research in fields like geographic information science (GIS), health geographics, digital humanities, and professional editing. The School has 19 undergraduate majors (as well as joint degrees) and several undergraduate certificates. Most departments offer graduate degrees and certificates; students may also choose a Ph.D. program in economics, with a new Ph.D. in health communication accepting applications in the next year. To meet the needs of our students, the School of Liberal Arts employs more than 230 full-time faculty who teach classes at the undergraduate and graduate levels.

The School enrolls nearly 2,400 undergraduate majors and 300 graduate students. Last year we graduated more than 970 students with undergraduate and graduate degrees and certificates. The average age of Liberal Arts undergraduates is 26; 57% of undergraduates are female; 45% of majors have taken all of their course work at IUPUI/IU. Our students recently studied abroad in Mexico, Greece, Kenya, Spain, Japan, England, France, Germany, and other nations around the globe.

The School of Liberal Arts has fully endorsed the Campus strategic plan, as it overlaps with the School’s “Strategic Plan for 2010-2015” and presents an opportunity to rearticulate its mission, which is “creating and exchanging knowledge that promotes understanding of the human experience.” With the implementation of the strategic plan, the School aspires to “become a model 21st-century urban liberal arts school and a preferred location for learning and research in the humanities and social sciences.”

The School’s “Strategic Plan for 2010-2015” promotes a liberal education grounded in a set of core values that it clearly articulates. These are as follows:

**Student learning:** We provide an intellectual climate and curriculum that challenges students to think critically, communicate clearly, and succeed in their chosen fields.

**Diversity:** We seek to better understand the complexities of human society, and believe that the educational environment is enhanced when multiple perspectives based on race, ethnicity, national citizenship, gender, gender identity, sexual preference, age, physical and mental differences, religious identification, ideology, and social class come together.

**Research:** We encourage the on-going pursuit of knowledge and understanding through research and creative activity.

**Excellence:** We seek excellence in teaching, research and creative activity, and professional and community service.
Collaboration with the community: We value civic engagement as a way of enriching the academic environment, bringing citizens into our deliberations, and enhancing our constituent communities.

Interdisciplinary, international and multicultural approaches: We take a broad perspective on intellectual questions, civic engagement, and the education of students and seek to situate learning in a global context.

Collegiality: Students, staff, and faculty are joined in a collaborative partnership—characterized by mutual respect—to promote the mission of the School.

Accessibility: As a public institution, we are dedicated to making a high quality education as accessible as possible for all students through flexible scheduling, loans, scholarships and other means.

Ethics: We promote high ethical standards in our courses and in our interactions within the School, campus and community.

Stewardship: We steward the resources of the School—and measure their impact—in the most effective, efficient, ethical, and timely manner possible.

In order to fulfill its Strategic Plan for 2010-2015, the School of Liberal Arts has identified five specific goals that need to be met. These goals include:

Goal 1: Create learning opportunities that inspire students to develop their intellectual abilities academically, technologically, and practically in order to enhance their personal, professional, and civic lives.

Goal 2: Continue and improve the quality and productivity of scholarly research and creative activity performed by Liberal Arts faculty and students.

Goal 3: Increase awareness, appreciation, and support of the School of Liberal Arts and of the impact and involvement, within the community, of its students, faculty, staff, and alumni.

Goal 4: Support students, staff and faculty through improved efficiency, communications, and working environment.

Goal 5: Protect and promote the financial future of the School.

C. THE DEPARTMENT OF HISTORY

Our department not only embraces but also embodies the mission, goals, and priorities set by IUPUI and the School of Liberal Arts.
Mission Statement

The IUPUI Department of History critically examine “the past to develop better understanding of the past as well as the present and to advance the discipline of history in its various forms. Our audiences are students, scholars, and the general public. We teach our students to see the past as a complex environment, rich with actions and perspectives that shaped our contemporary world. We train them to bring both sympathetic imagination and sophisticated thinking to the study of history through an introduction to research methods. We invite our students to appreciate the role of ambiguity and contingency in all human events. We ask our majors to practice history as a craft and to become scholars by engaging the past directly through research projects. As initiates in the discipline, we want them to learn from our practice as scholars. We believe in research and its dissemination in a variety of formats as primary responsibilities of professional historians, and we embody this conviction in our departmental standards. In this fashion, we accept our obligation to advance the discipline of history through our scholarship and our professional activities. Finally, we are committed to history as a civic enterprise. We seek public audiences for our work, we involve individuals and institutions beyond the academy in our inquiry, and we train students to engage our fellow citizens on behalf of the discipline.

Although we utilize the full range of the University’s Principles of Undergraduate Learning (PULs) in our interactions with students, our goals for our students also articulate some specific principles and goals.

Our Goals

1. Help students understand complexity, ambiguity, and contingency through a critical study of the past and its relationship to the present.

2. Focus on developing higher order learning skills -- especially the synthesis, evaluation, and communication of knowledge.

3. Provide students with knowledge of the past that is consistent with the best understanding and practice of professional historians and train them to use this knowledge to develop their own critical perspectives.

4. Ask students to learn that history is more than just narrative by faculty bringing to the fore the methods and theories that underlie narratives.

Our goals related to research and civic engagement include:

1. Advance the interests of the discipline through research and analysis and interpretation.
2. Communicate complex data and analysis through publication, public scholarship, and participation in professional activities.

3. Practice history as a civic enterprise by engaging the public in our work and by training public historians.

**D. Brief History Since the 2006 Program Review**

Since the last program review our department has made steady progress under Robert Barrows’ careful management as department chair. Guiding the department through an uncertain budget environment, unexpected faculty departures, and the retirement of the senior office coordinator, Barrows oversaw the promotion and tenure of junior faculty, the continued significant progress of faculty research and community engagement, the expansion of a research-oriented curriculum for history majors, the rising national reputation of the MA program in Public History, and the forward-looking agenda of hiring new faculty who reflect the research and pedagogical trajectories of the twenty-first century.

In 2009, the department lost two Americanists who, beyond their importance to undergraduate education, were vital contributors to our MA program. Annie Gilbert Coleman, a much in-demand thesis director (she also served for several years as Director of Graduate Studies), joined her spouse at the University of Notre Dame. Melissa Bingmann, the Director of the Public History Program, departed to the University of West Virginia to direct its Public History program. Under Barrows, in 2010 the department moved quickly to fill one of these essential positions, hiring Rebecca Shrum (Ph.D., University of South Carolina) from the University of Wisconsin-Whitewater as an assistant professor (U.S. Public History and material culture) to replace Bingmann as Public History’s assistant director. As yet, the department has not replaced Coleman, who specialized in American western and environmental history, as well as post-1945 U.S. In view of these departures, as well as approaching retirements, Barrows emphasized, even in the face of serious budget constraints, the importance of maintaining and expanding the American side of the department.

A major step forward in the expansion of the Public History program (and interdisciplinary collaboration) was made in 2007 with the hiring of Modupe Labode (D. Phil., Oxford University) as an assistant professor in history and museum studies and adjunct assistant professor in Africana studies. Hired as a “Public Scholar of Civic Engagement,” she also serves as “Public Scholar of African American History and Museums.”

For several years, the History Department had requested a search to fill the vacancy created by the death, in 2003, of Scott J. Seregny, our professor of Russian history. From the beginning, there was consensus within the department that this search should not simply seek an expert on nineteenth- and twentieth-century Russian history, but broaden the job description to attract someone who could not only teach modern Russian history, but whose research fields focused on the Middle East, Central Asia, and the Islamic world. Finally, after several requests for this search had been denied, in 2012 the department hired Eren Tasar (Ph.D., Harvard University), a historian who promised to further expand the international parameters of the faculty. Unfortunately, as noted elsewhere, he moved to another institution after just one year here.
Successful stewardship of a collegial and productive department requires, semester after semester, a consistent ability to manage the often conflicting demands of teaching, research, and service that are made on faculty so their professional development can advance successfully. By providing letters of recommendation, course releases, travel funding, and other forms of administrative assistance, Barrows made it possible for the history faculty to sustain an impressive record of research, publication, and funding over the six years of his tenure.

A significant overall decline in enrollments, national and state debates regarding the future of the humanities and a liberal art education, and a constrained budget environment continued to focus the department's attention on undergraduate education in general and the experience of our majors in particular. Several “special topics” courses which had been offered multiple times were converted to regular course numbers, basically expanding the history curriculum. The senior capstone research seminar, J495, previously offered only once a semester, began to be offered at least three times each academic year following the recommendation of the 2006 review team. This change reflected the beginning of a major departmental initiative to restructure the undergraduate course offerings to address the skills gap between upper-division requirements and the expectations of J495.

Graduate education, particularly the MA program in Public History, remained a department strength under Barrows. The number of applicants has risen steadily each year to the current level of approximately forty applications coming in during the two spring admission rounds. This applicant pool has also become increasingly competitive, with the Public History program attracting talented and accomplished students from the best colleges and universities across the country. As a result, the program has become more and more selective regarding whom it admits. In general, candidates’ GPAs and GRE scores have trended consistently upward. Overwhelmingly, these applications come from students seeking admission to the Public History program. Currently, only a handful of students pursuing non-Public History MAs are admitted each year. Of those in this category who are admitted, the department favors applicants with compelling reasons to continue their education at IUPUI, such as teachers seeking to bolster their credentials in their field. This is one reason for the decision to eliminate the foreign language requirement for graduate students unless they are doing non-American/British history. In the main, this is a reflection of department priorities in the distribution of limited financial resources, such as paid internships and University Fellowships. As successful and nationally recognized as the Public History program has become, the incoming class has generally been limited to between ten and fifteen students, parameters enforced by available resources (especially the tuition remission budget set by the School of Liberal Arts) and faculty (the latter factor has also prevented offering a broader range of graduate-only courses). Given anticipated retirements and evolving pedagogical needs, any significant expansion of this successful program will be contingent on hiring new faculty, especially in the fields of American and digital history and humanities.

**SUMMARY AND KEY QUESTIONS**

This section was intended to put the department of history within a larger context that includes our urban community, university system, campus, and school. We also seek the review team’s suggestions on specific issues where we see potential growth as well as challenges. Of importance
is the ability of our program, given the budgetary environment, to implement the Campus’ strategic plan. Is the Department of History poised to make further contributions to the achievement of the Campus and the School mission? If so, what are our strengths?
3. FACULTY RESOURCES

This section expands on Part D of Section 2 and describes in more detail the department, its faculty, and showcases their research activities for the past seven years or so. It starts with a general description of the faculty, by rank and areas, and concludes with one of the most critical challenges we will face in the very near future with the retirement of several of our Americanist colleagues.

A. GENERAL DESCRIPTION

The department has currently 21 full-time faculty (including one colleague who holds a 50-50 joint appointment with Museum Studies). Below is a table that lists all 21 faculty members by rank. A more elaborate table (see below: Tenure-Related Faculty in the Department of History – 1995-2013) details the growth of the department since our first program review in 1995.

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<tr>
<td>Stevens, John</td>
<td>Emeritus</td>
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<tr>
<td>Tatar, Eren</td>
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<tr>
<td>Wokeck, Marianne</td>
<td>Professor</td>
<td></td>
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<tr>
<td>Zhang, Xin</td>
<td>Assoc. Prof.</td>
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<tr>
<td>Number of Faculty</td>
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<td>19</td>
<td>18</td>
<td>18</td>
<td>20</td>
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<td>21</td>
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</table>
In the School of Liberal Arts, the expected course load for tenure/tenure-track faculty is 3/3, but department chairs can release faculty from one course per year for documenting an active research agenda. Most tenured and tenure-track faculty members in the Department earn the release and carry a 5-course load. Faculty do not receive additional release time for teaching graduate classes, numbered 500 or above, and they are not permitted to “double count” graduate-only classes, which in our system carry 4 credit hours.

While our American and European upper-division course offerings remain strong, with nearly 90 percent of faculty providing teaching in U.S. and European history courses for our undergraduate majors and Public History students, our Global South sequence has suffered a setback with the departure of our Islamic/Middle Eastern history specialist. In fact, this departure severely impacts the ability of the school to expose our students to this area of the world, since History was the only department to offer courses on Islam and the Middle East. The chair submitted a request for search to the Dean that recalibrated the position as a joint appointment with the newly created Global and International Studies Program. However, given the School's financial situation, the request for search was not authorized in 2013. We have currently three faculty members in our Global South sequence (Gondola, Snodgrass, and Zhang) who offer courses in African history, Latin American history, and Asian history, respectively (see table below). Gondola, being the chair of the department, has a reduced teaching load and it is bound to happen (as in this current spring 2014 semester) that only one Global South faculty member will teach an upper-division course. While it is possible to recruit part-time instructors to teach World History Surveys (H108 and H109), finding a qualified instructor to teach an upper-division course in a given area of the Global South is challenging, even in our metropolitan community. Therefore, it is critical for the department to conduct a search next year to fill the Islam/Middle East slot. Unlike other disciplines in the humanities and social sciences, the discipline of history is greatly influenced by the changing global patterns and foci. The recent developments in the Middle East and the Islamic world (the so-called Arab Spring) have made it crucial to provide students with an understanding of this area of the world. For this reason, the review team in 2006 recommended that we make the hiring of a specialist of the Middle East the department's top hiring priority.

<table>
<thead>
<tr>
<th>U.S.</th>
<th>Europe</th>
<th>Global South</th>
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<tbody>
<tr>
<td>Barrows</td>
<td>Cramer</td>
<td>Africa</td>
</tr>
<tr>
<td>Bodenhamer</td>
<td>Kelly</td>
<td>Asia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Latin America</td>
</tr>
<tr>
<td>Kaufman-McKivigan</td>
<td>Kostroun</td>
<td>Gondola</td>
</tr>
<tr>
<td>Labode</td>
<td>Lindseth</td>
<td>Zhang</td>
</tr>
<tr>
<td>Little</td>
<td>Robbins</td>
<td>Snodgrass</td>
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<tr>
<td>Monroe</td>
<td>Saak</td>
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<tr>
<td>Morgan</td>
<td>Schneider</td>
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<tr>
<td>Robertson</td>
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<tr>
<td>Scarpino</td>
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<td>Shrum</td>
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<tr>
<td>Wokeck</td>
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In recent years, a number of history faculty have served and continue to serve the School and the Campus in administrative positions. The table below provides a list of history faculty whose administrative service outside of the department has resulted in course-load reductions.
Although an indication that the department contributes its share to serving the School and the Campus, which generates pride within the department, this situation has compromised our ability to staff survey classes with FTEs. Indeed, a simple head count can be misleading because of joint appointments or other positions held by faculty members. A reasonable full-time equivalent count reduces the number of FTEs with regular teaching load in the department to 16.

<table>
<thead>
<tr>
<th>Name</th>
<th>Administrative Appointment</th>
<th>Term</th>
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<tbody>
<tr>
<td>Bodenhamer</td>
<td>Founding Executive Director of the Polis Center</td>
<td>1989 to present</td>
</tr>
<tr>
<td>Gondola</td>
<td>Chair of the Africana Studies Committee</td>
<td>2001-2008</td>
</tr>
<tr>
<td>Kaufman-McKivigan</td>
<td>Project Director and Editor of the Frederick Douglass Papers</td>
<td>1994 to present</td>
</tr>
<tr>
<td>Kelly</td>
<td>Director of the IUPUI Arts and Humanities Institute</td>
<td>2012 to present</td>
</tr>
<tr>
<td>Little</td>
<td>Director of Africana Studies Program</td>
<td>1981-2011</td>
</tr>
<tr>
<td>Robertson</td>
<td>Director of Women Studies Program</td>
<td>2005-2011</td>
</tr>
<tr>
<td>Schneider</td>
<td>Director of Medical Humanities</td>
<td>1997 to present</td>
</tr>
<tr>
<td></td>
<td>Associate Dean, Research and Graduate Programs</td>
<td>1998-2003</td>
</tr>
<tr>
<td>Snodgrass</td>
<td>Director of International Studies Program</td>
<td>2011 to present</td>
</tr>
<tr>
<td>Wokeck</td>
<td>Associate Dean for Faculty Affairs</td>
<td>2006-2012</td>
</tr>
<tr>
<td></td>
<td>Director of Institute for American Thought</td>
<td>2013 to present</td>
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</table>

Indeed the reliance on Part-Time Employees (PTEs) to teach survey classes has increased since spring 2010 when for the first time their number exceeded that of FTE instructors. Since then, we have had at least two other semesters (fall 2011 and spring 2013) with similar ratios (see figure below). It is true that a few of our PTEs are seasoned instructors with Ph.Ds. who have been teaching for the department on a regular basis, some of them for several years. They have demonstrated superior ability to teach effectively and, as a result, they have established a positive track record with respect to student evaluations. Yet, a number of our PTEs are doctoral students from IU-Bloomington and Purdue University who do not have the same teaching experience and credentials as our regular PTEs. Recruiting them to teach our survey courses is a task that the department takes seriously for one obvious reason. Students who take our survey classes come from a variety of schools, with a sizable cohort of undeclared majors coming from University College. For this reason, we use survey courses not only to impart to students the critical skills they need to succeed in their academic pursuit but also to recruit history majors into our program. In fact, because we teach large survey sections, the recruitment of majors benefit other SLA departments as well, not just History.
Faculty in the History Department maintain an active research agenda that has resulted in an impressive number of publications in peer-reviewed outlets. Below is a list of the most significant monographs and edited volumes (a list of refereed journal articles and book chapters is included in Appendix 2) since the department's last program review. Although most publications are in English, faculty routinely publish in other languages as well, including Spanish, French, German, and Chinese.
<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Title (Monographs and Edited Volumes)</th>
<th>Press</th>
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<tbody>
<tr>
<td>-</td>
<td>Gondola*</td>
<td>Tropical Cowboys: Youth Gangs, Violence, and Masculinities in Colonial Kinshasa</td>
<td>Indiana University Press</td>
</tr>
<tr>
<td>-</td>
<td>Kaufman-McKivigan^</td>
<td>Encyclopedia of American Reform Movements</td>
<td>Facts on File</td>
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<tr>
<td>-</td>
<td>Kaufman-McKivigan#</td>
<td>Frederick Douglass's The Heroic Slave: A Cultural and Critical Edition</td>
<td>Yale University Press</td>
</tr>
<tr>
<td>-</td>
<td>Bodenhamer#</td>
<td>Deep Maps and Spatial Narratives</td>
<td>Indiana University Press</td>
</tr>
<tr>
<td>-</td>
<td>Saak</td>
<td>Catechesis in the Later Middle Ages I: The Exposition of the Lord's Prayer of Jordan of Quedlinburg, OESA (d. 1380)—Introduction, Text, and Translation (Jordani de Quedlinburg Opera Selecta/Selected Works of Jordan of Quedlinburg, OESA, vol. I)</td>
<td>University of Notre Dame Press</td>
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<tr>
<td>2013</td>
<td>Schneider</td>
<td>The History of Blood Transfusion in Africa</td>
<td>Ohio University Press</td>
</tr>
<tr>
<td>2012</td>
<td>Kaufman-McKivigan#</td>
<td>The Frederick Douglass Papers, Series II: Autobiographical Writings, Volume III: Life and Times of Frederick Douglass</td>
<td>Yale University Press</td>
</tr>
<tr>
<td>2012</td>
<td>Kaufman-McKivigan#</td>
<td>In the Words of Frederick Douglass</td>
<td>Cornell University Press</td>
</tr>
<tr>
<td>2012</td>
<td>Saak</td>
<td>Creating Augustine. Interpreting Augustine and Augustinianism in the Later Middle Ages</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>2012</td>
<td>Bodenhamer</td>
<td>The Revolutionary Constitution</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>2011</td>
<td>Kostroun</td>
<td>Feminism, Absolutism, and Jansenism: Louis XIV and the Port-Royal Nuns</td>
<td>Cambridge University Press</td>
</tr>
<tr>
<td>2010</td>
<td>Kelly</td>
<td>The Society of Dilettanti</td>
<td>Yale University Press</td>
</tr>
<tr>
<td>2010</td>
<td>Cramer</td>
<td>The Thirty Years’ War</td>
<td>University of Nebraska Press</td>
</tr>
<tr>
<td>2010</td>
<td>Schneider#</td>
<td>This Story of One Life</td>
<td>University of Rochester Press</td>
</tr>
<tr>
<td>2010</td>
<td>Bodenhamer^</td>
<td>The Spatial Humanities: GIS and the Future of Humanities Scholarship</td>
<td>Indiana University Press</td>
</tr>
<tr>
<td>2009</td>
<td>Kostroun#</td>
<td>Women, Religion, and the Atlantic World</td>
<td>University of Toronto Press</td>
</tr>
<tr>
<td>2009</td>
<td>Gondola^</td>
<td>Frenchness and the African Diaspora</td>
<td>Indiana University Press</td>
</tr>
<tr>
<td>Year</td>
<td>Author(s)</td>
<td>Title</td>
<td>Publisher</td>
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<tr>
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<tr>
<td>2009</td>
<td>Snodgrass</td>
<td>Deferencia y Desafío en Monterrey: Trabajadores, Paternalismo y Revolución en México, 1890-1950</td>
<td>Fonda Editorial de Nuevo León (Mexico)</td>
</tr>
<tr>
<td>2009</td>
<td>Kaufman-McKivigan^</td>
<td>The Frederick Douglass Papers, Series III: Correspondence, Volume I: 1842-1852</td>
<td>Yale University Press</td>
</tr>
<tr>
<td>2008</td>
<td>Dichtl</td>
<td>Frontiers of Faith: Bringing Catholicism to the West in the Early Republic</td>
<td>University of Kentucky Press</td>
</tr>
<tr>
<td>2008</td>
<td>Bodenhamer^</td>
<td>The Bill of Rights in Modern America</td>
<td>Indiana University Press</td>
</tr>
<tr>
<td>2007</td>
<td>Gondola</td>
<td>Africainisme: La crise d'une illusion</td>
<td>L'Harmattan (Paris)</td>
</tr>
<tr>
<td>2007</td>
<td>Robertson</td>
<td>Christian Sisterhood, Race Relations, and the YWCA</td>
<td>University of Illinois Press</td>
</tr>
<tr>
<td>2007</td>
<td>Cramer</td>
<td>The Thirty Years' War and German Memory in the Nineteenth Century</td>
<td>University of Nebraska Press</td>
</tr>
<tr>
<td>2007</td>
<td>Bodenhamer</td>
<td>Our Rights</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>2006</td>
<td>Bodenhamer^</td>
<td>The History of Indiana Law</td>
<td>Ohio University Press</td>
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^editor  □ Joint authorship  #Accepted  *Submitted

### C. Faculty International Activities

The Department of History is one of the most internationalized departments on the IUPUI Campus. History faculty members speak several languages, specialize in different countries outside of North America, collaborate with international scholars across the globe, and travel internationally to visit archival centers, collect oral data, present their research at international conferences, and meet with international peers. Over the years, many of our Americanist colleagues have also carried out active international research agendas. In all, we have visited 29 countries outside of the U.S., with the UK being the most popular destination with nearly 70 visits made by History faculty between 2006 and 2013. While we have been successful in using our international research activities in the classroom to expose students to a variety of international issues and experiences, and to internationalize our curriculum, we have yet to identify resources and programs available in the school and the university that could enhance
our students' international outlook and give them a “hands-on” international experience. Therefore, we are looking forward to suggestions from the review team in that specific area.

Figure 3: Most Frequently Visited Countries (2006-13)

Figure 4: Map of Countries Visited (2006-2013)
D. Faculty Development Opportunities

History faculty have competed successfully over the past seven years to secure both internal and external grants to support their research. Many have relied on the Overseas Conference Grant from the Office of the Vice President for International Affairs (OVPIA) to supplement their international travel outside of North America. Given the current level of department support for international travel, which has remained modest for several years, the chair now strongly encourages faculty requesting departmental funding for international travel to apply to the OVPIA's Overseas Conference Grant. New Frontiers in the Arts and Humanities, which is administered by the Office of the Vice President for Research (OVPR) is another university-wide grant for which there is an excellent track-record in the department. In addition to internal funding faculty have also secured some highly competitive external (including federal and international) opportunities to fund their research (included in Appendix 3 is a table listing grants and research funding opportunities obtained by History faculty since 2006).

E. Retirement and Recruitment

The Department of History has had no faculty retirement since 2003 when two of our Americanists, Miriam Langsam and Justin Libby, retired. Langsam had joined the department of history at the IU Indianapolis extension campus in 1964 and became one of the founders of the IUPUI Department of History. In 1986, she was promoted to Associate Dean for Student Affairs in the School of Liberal Arts, a position she held until her retirement in 2003. Because of her administrative responsibilities, Langsam had no teaching assignments in the department and was not replaced when she retired. Libby officially retired the same year but continued to teach one course each semester for the department until 2013.

The department will face a wave of retirements in the next few years that will seriously deplete Americanist ranks. Three of those colleagues serve as the director of School and Campus centers and, as a result, have reduced teaching loads. Their retirement not only means that the department will be hard-pressed to replace valuable colleagues who have contributed to our teaching and research strengths, but the School will also lose competent administrators of centers associated with the History Department.

Given that the majority of the colleagues that will retire soon have attained the rank of full professor, their departure adds some urgency to an issue the department has been facing for several years now: how to promote many of our associate professors to the rank of full professor. The department has currently seven full professors and four of them have plans to retire in the very near future.

We view the replacement of these colleagues not only as a challenge but also as an opportunity to recruit and retain a new breed of scholars that will strengthen our U.S. history sequence and nurture our Public History program. Hiring should fulfill our vision and some of our essential goals articulated in the previous section: teaching excellence, advancing a research-driven and cross-disciplinary agenda, and bringing digital humanities expertise to the department.
SUMMARY AND KEY QUESTIONS

Our department has done a great deal to adapt to the shifting culture at IUPUI which in recent years has placed more emphasis on research. We continue to lead the school in terms of publications and have a positive track record in securing internal as well as external grants. Given our international outlook the department had no difficulty aligning itself with the Campus' mission to strengthen IUPUI's international reputation while remaining committed to community engagement at the local level. Still, challenges remain. How can we play a larger role in helping to internationalize the campus given that we have been leading the school in that area for many years and without shortchanging our American and Public History program? What should be our hiring priorities when we consider that the department could lose half of its Americanist cohort to retirement within the next two or three years? Finally, how do we create a successful promotion path for our associate professors?
4. INTERNAL GOVERNANCE AND MANAGEMENT

This section identifies the current administrative structure as well describes faculty recruitment and the process of mentoring faculty through the Annual Review and the Promotion & Tenure processes. Although significant authority and responsibility rests in the hands of the Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, and the Director of Public History, most substantive decisions are made by the full-time faculty as a whole. Challenges facing the History Department with respect to governance and faculty include questions about recruiting, reviewing, and mentoring faculty.

A. BASIC ADMINISTRATIVE STRUCTURE

The Chair is the chief administrator for the History Department. He is appointed by the Dean. While departmental faculty are consulted during this process, the final decision rests with the Dean. The Chair is assisted in his administration of the Department by an Office Coordinator (a Senior Administrative Secretary) who coordinates all departmental office activities. The Department also employs a part-time hourly Administrative Assistant.

In addition to the Department's staff, the Director of Graduate Studies (DGS), the Director of Public History (DPH), and the Director of Undergraduate Studies (DUS), each of whom is appointed by the Chair from among the full-time faculty, play critical roles in the administrative work of the Department. The DGS is charged with overseeing the overall operation of the Department's graduate program. This work includes admitting, advising, and monitoring the progress towards graduation of graduate students. The DPH coordinates the Public History Program, which includes course scheduling as well as matching students with available internships. The DUS serves as the Lead Undergraduate Advisor, whose duties include informing undergraduate majors about departmental as well as the School of Liberal Arts' general education requirements for graduation, monitoring their progress in fulfilling the same, mentoring, making information available to majors about available scholarship opportunities and awards, serving as advisor to the Department's History Club and its chapter of Phi Alpha Theta as well as nominating qualified students to the latter. Depending on an individual student's career goals, the DUS also provides guidance and encouragement in the selection of and application to post-baccalaureate degree programs that best fit their future educational needs.

The Department's regular, full-time faculty members are in charge of curriculum and play an important role in faculty recruitment, annual review, and advancement. They write recommendation letters for students and serve as chairs and members of thesis committees.

In recent years, the History Department has become rather meeting averse. Department meetings are, therefore, held on an as-needed basis, with an increasing amount of business conducted via email. The agenda of typical departmental faculty meetings include important announcements from the Dean of the School of Liberal Arts and reports by the DGS, DUS, DPH, and Library Liaison Representative as well as the chairs of the Department's committees (when pertinent). Much of the business of the Department is handled at the committee level. The following is a list of permanent departmental committees, their function, purview, duties, etc.

Annual Review – This committee is responsible for conducting annual reviews of the faculty. Responsibilities include the reading of faculty annual reports and supporting materials included
in colleagues’ FAR dossiers, drafting an initial report to be shared with individual faculty for remonstrance and the submission of final reports to the Chair as a basis for salary recommendations; for more information, see part C, Faculty Annual Reviews, below.

**Graduate Admissions** - Chaired by the DGS, this committee reviews student applications to the Department’s graduate programs in American, European, and Public History, and votes on their admission, either as regular or probationary students. For more, see section 6 below.

**Awards** - Responsibilities include the annual assessment of undergraduate and graduate students’ papers for the Department’s Thelander Award (undergraduate paper) and Graduate Student Awards as well as reviewing nominations for and selecting an undergraduate major for its Outstanding Undergraduate Student (the Scott Seregny Award). It also works with students and faculty to promote students for School and Campus awards.

**Travel** – This committee is charged with the review of faculty requests for departmental assistance in funding travel for the purposes of research and/or attendance at professional conferences.

**Speakers’ Series & Workshop** – Responsible for hosting departmental speakers who present their research to colleagues for feedback. The workshop also hosts external speakers on topics of importance for the enhancement of teaching and learning in the Department.

In addition to these standing committees, there are also a number of regular departmental assignments and/or temporary committees. These include:

**Library Liaison Representative** - This faculty member maintains communication with the University Library Liaison Librarian who is responsible for overseeing books and archival materials that are important for undergraduate and graduate instruction as well as faculty research in History (see section 10). The Department’s Library Representative informs faculty about available funding for library purchases and changes in library policies that impact history instruction as well as student and faculty research.

**Gateway Liaisons** – Faculty member or members tasked with this assignment serve on IUPUI’s University College Gateway Committee. The Committee is made up of Thematic Learning Community instructors from across the campus. The History Department’s liaisons are concerned with retention issues of undergraduate students, and the utilization of classroom technology to enhance learning in its 100-level freshman or first-year Western Civilization/U. S. History courses.

**Technology Mentor** – This faculty member keeps Department faculty apprised of recent developments in technology that are pertinent to teaching and research. He/She also provides assistance to faculty in the use of these technologies and informs them of internal/external funding opportunities available for the utilization of technology in their teaching and research.
Future Faculty Teaching Fellowship Mentor – This faculty member serves as a professional mentor to an FFTF graduate student from IU-Bloomington who teaches in IUPUI's History Department for one academic year.

Department Meeting Secretary - This faculty member is responsible for recording and distributing the minutes of Department faculty meetings. It is a long-standing tradition that, when possible, the most junior faculty member fills this position.

Teaching, Curriculum, and Assessment – This committee is responsible for assessing the Department's overall instruction, courses and assessment of student outcomes. In response to a recent directive by the Indiana Commission for Higher Education and the Campus to address rising costs of graduation, it has undertaken a review of the Department's curriculum and proposed changes to enhance the effectiveness of the Department's general education requirements leading to graduation (see the TCA's “Undergraduate Pedagogy and Curriculum Restructuring (2012-2015)” in Appendix B).

History Search Committee – This “as needed” committee is activated whenever the Department is authorized by the Dean of the School of Liberal Arts to hire new faculty to fill full-time positions. It is tasked with presenting a list of semi-finalist candidates to Department faculty for approval to extend an invitation for campus visits. For more information about this process, see Section C, “Faculty Recruiting” below.

CA 537 Renovation – This temporary committee has been charged with overseeing renovation of the Department's seminar/meeting room in Cavanaugh Hall.

B. FACULTY RECRUITING

Hiring priorities for the Department are discussed at departmental meetings, chaired by the Department Chair. The Chair appoints the Search Committee, in consultation with the Department as a whole. To the extent possible, the Chair interacts with the Search Committee at every stage of the process. The Search Committee does the initial screening. It then submits a list of semi-finalists for campus visits—usually the top three or four—to the Department along with the rationale for its choices. Dossiers of the semi-finalists are made available to departmental faculty for their own review. Once the department examines and approves the list, the Search Committee disbands. During the campus visits, the faculty discuss and weigh the strengths and weaknesses of each candidate. Following the campus visits, the Department faculty meet and vote to determine whether any candidate is acceptable; to select the top candidate; and to provide a rank order for the other candidates. These votes address the possibility that a top-ranked candidate may decline the Department's offer. Immediately following the departmental meeting, the chair contacts the selected candidate with the news of his or her selection. Once an official offer is made and mailed, the candidate is allowed a week or more upon receipt to make a decision and, if he or she declines, the chair proceeds to contact the next highest-ranking acceptable candidate.

The Department successfully recruited a Mideast specialist to begin in Fall 2012 although (as noted), we failed to retain the faculty member. In the case of the search for a digital historian in
2012-2013, there was a substantial delay in the Department’s ability to make a formal offer because of School and Campus requirements. There is growing concern in the Department that we are not as nimble or as expeditious as possible in hiring because of the laborious and lengthy position approval process at both the school and campus levels as well as the fact that the AHA convention occurs so late in the hiring “season.” In the fall of 2013, we decided to bypass the AHA and, instead, use Skype for the preliminary interviews for the search for a digital historian so that we could bring candidates to campus sooner. This strategy has proven effective as we were able to make an offer quickly and hire our top candidate.

Suggestions from the Review Team on best practices concerning this matter, especially with respect to expediting our faculty recruiting/hiring would be helpful.

C. FACULTY ANNUAL REVIEWS
As per School and University policy, departmental faculty are reviewed annually by the Chair who then submits it to the Dean along with recommendations for annual salary increments once the University determines the amount for the average salary increase. The Department’s Annual Review Committee—composed of one full, one associate, and one assistant professor, selected by their peers in rank and appointed by the Chair—makes the initial review. Its review is based upon the Online Faculty Annual Report, Curriculum Vitae, student teaching evaluations, and any supporting materials the faculty member wishes to include as a demonstration of teaching effectiveness, research impact, or service. Based on these materials, individual Annual Review Committee members draft an Annual Review summary that is discussed by the Committee as a whole; the Committee then gives a rating ( Truly Outstanding, Excellent, Satisfactory, Unsatisfactory) and forwards the draft to the faculty member for feedback to correct possible factual errors and/or omissions. The Committee forwards the report to the Chair for appropriate action based on the rating for each of the three standard categories of research, teaching, and service.

The 2013 committee has raised a number of issues for consideration by the Department regarding both the composition and the procedures of the committee; see Appendix C. The Department welcomes the review team’s recommendation as we look to improving our annual review process.

D. GUIDANCE FOR TENURE AND PROMOTION
IUPUI has parallel administrative and faculty channels for promotion and tenure. The Department utilizes a Primary Committee of tenured faculty at the level of Associate Professor and above for faculty guidance to junior faculty during their reappointment review; ultimately, it votes whether or not to recommend tenure and promotion. Similarly, a Primary Committee of full Professors, along with the Chair, provides guidance for tenured Associate Professors to advance in rank.

The Primary Committee provides the guidance through the years preceding the P & T decision year. In late spring of the fifth year, the candidate’s dossier normally is sent out for external review. In August, the Primary Committee evaluates the dossier (and outside letters) and
forwards its recommendation to the Chair and School. The Chair files a separate letter. The process concludes after further faculty and administrator reviews at the School and campus levels with the Chancellor’s decision being issued in late spring of the sixth year.

At present, much of the junior faculty mentoring is conducted on an informal, ad hoc basis. Faculty are hired with the clear expectation to publish peer-reviewed articles and monograph representing a body of solid scholarship during their probationary period. This is a policy that is reiterated throughout their period as an Assistant Professor. Beyond this guidance, junior faculty must seek out assistance and/or information on their own from other, more senior departmental faculty, campus P & T workshops, or the SLA Associate Dean for Faculty Affairs to understand fully the expectations for promotion and tenure at the departmental, school, campus, and university levels. In short, there is no formal departmental policy for mentoring junior faculty.

A key question is whether there are ways our current ad hoc system for faculty promotion and tenure could be improved? Are there more efficient mechanisms we could adopt?

The Department is generally in agreement that excellence in research should be the chief determinant in the promotion and/or tenure decision, subject to satisfactory performance in teaching, and a willingness to engage in at least a minimal amount of service. There is also a general sense that the quality of the research must be judged by whether the outlet for a traditional publication—book manuscript or journal article—is peer reviewed. In this environment, non-traditional types of research, such as museum exhibitions, workshops and symposia, white papers, or reports are not acknowledged as genuine research and, therefore, bring little professional payoff. This narrow definition of research has always been somewhat problematic, but has become more so in recent years with the addition of faculty whose area of research expertise, such as Museum Studies and Public History, either falls outside of or overlaps the traditional boundaries of the Department’s accepted definition of research. This has led to concerns among some faculty that proper guidance to junior faculty towards promotion and tenure suffers as a result of the Department’s narrow, traditional definition of research.

Is the Department’s definition of research too narrow? Does the Department insufficiently reward inter- and cross-disciplinary work? What are the best ways to evaluate and reward applied research? In addition, in these areas as well as the new subfield of digital history, questions arise as to how to assess collaborative efforts.

Since the last program review, three Department faculty have been promoted to the rank of full Professor—Robert Barrows (2010), Didier Gondola (2009), and Philip Scarpino (2006). There is concern at the Campus level about faculty being stuck at the Associate Professor level and, to some extent, this is also a concern in the History Department despite our best efforts to provide mentorship to Associate Professors.

Are there good models for effective mentoring of mid-career faculty that we should be aware of?
SUMMARY AND KEY QUESTIONS

The History Department generally prides itself on the strength of its leadership and the level of engagement that all Department members have in governance. The reliance on Committees disperses both authority and the workload. Nonetheless, key questions arise. In particular:

1. Although candidates experience the job market as one of competition, it is also the case that there is competition among hiring Departments. What strategies might the Department employ to improve its competitive position when recruiting new faculty—esp. in areas where there is high demand (Mideast, Digital History)?
2. What are best practices for mentoring faculty through the tenure and promotion to associate professor process?
3. What are best practices for mentoring faculty through the promotion to full professor process?
4. What are good models for understanding public and applied scholarship and collaborative research efforts?
5. UNDERGRADUATE STUDIES PROGRAM

This section of the self-study describes the Academic Program for undergraduate students in terms of the major and minor requirements. It also discusses student demographics, enrollment patterns, and activities. For information on pedagogy and curriculum, see the statement on “Undergraduate Pedagogy and Curriculum Restructuring (2012-2015)” in Appendix B.

A. THE ACADEMIC PROGRAM

1. Major

The primary focus of the department’s undergraduate studies program is the Major in History. The history major consists of 36 credit hours that must be completed with a minimum grade of C. Nine of the 36 credit hours must be taken in residence on the IUPUI campus during two consecutive semesters (but not two consecutive summer sessions). Two semesters of HIST H113 (Western Civilization I) or H108 (World History I) and HIST H114 (Western Civilization II) or H109 (World History II) must also be completed. We expect majors to take these courses to fulfill the IUPUI core education requirements (and we do not include them in the 36 hours of course work in the major). Every member of the Department, including the Chair, teaches these 100-level surveys on a regular basis. The department offers a BA degree in History to students in three concentrations: United States; European; and the Global South (African, Asian, and Latin American history). It is also possible to graduate with a special thematic concentration.

Departmental Requirements:

6 credit hours: HIST H105 and H106, United States History I and II
3 credit hours: HIST H217: The Nature of History
24 credit hours: Concentration and sub-concentration courses (all courses must be above the 200 level).

1. United States History Concentration

   12 credit hours U.S. history
   6 credit hours European history
   6 credit hours Global South (African, Asian, Latin American history)

2. European History Concentration

   12 credit hours European History
   6 credit hours U.S. History
   6 credit hours Global South History

3. Global South Concentration

   12 credit hours Global South History
   6 credit hours European History
   6 credit hours U.S. History

4. Thematic Concentration
The Thematic concentration requires 12 credit hours in the “theme” and 6 credit hours each in two support areas as specified in the theme description.

3 credit hours: HIST J495 Proseminar or senior seminar, a capstone course for majors. The topics for this course vary from semester to semester.

2. Minor
The minor in History consists of 15 credit hours of courses in history above the 200 level (6 credit hours completed at IUPUI), with a minimum grade of C in each course. It is designed to further student knowledge in both depth and breadth. The goals the department sets for its minors are the general goals as applied to a specific historical concentration and increased sophistication with respect to historical breadth. The department is particularly intent that minors are able to integrate their historical studies with their major, very much in line with the IUPUI Principles of Undegraduate Learning (PULs). The course work must be distributed as follows:

9 credit hours in one of the following: U.S.; European; or Global South History
3 credit hours: in the second of the areas not selected above
3 credit hours: in the third of the areas not selected above

3. School of Liberal Arts General Education
History courses are also part of the IUPUI core requirements that went into effect in 2013. Students are required to take one or two courses in the Social Sciences category and the history surveys (H105, H106, H108, H109, H113, and H114) are included as options. In the new
School of Liberal Arts core requirements, these courses, plus all 200-level history courses are included in the Arts and Humanities section of the core

4. IUPUI Principles of Undergraduate Learning (PULs)
The department supports the five PULs that were revised and approved by the IUPUI faculty council in 2007 (click on the following link: PULs). All syllabi must contain a statement regarding the PULs following the guidelines set by the SLA Undergraduate Curriculum and Standards Committee. In addition, all course instructors provide assessments for students' performance on two of the PULs (5. Understanding Society and Culture and 1. Core Communication and Quantitative Skills) when submitting final grades to the registrar at the end of every semester. The SLA forwards these assessments to the IUPUI Office for Planning and Institutional improvement as part of a larger assessment template.

B. UNDERGRADUATE STUDENT PROFILE

1. Demographic Information
Figure 5 provides demographic data for undergraduate majors in the Department of History over the last 10 years.

The latest census shows that the number of undergraduate history majors in the department has continued to fall. From our peak in 2011 (184 majors) we have fallen to 138 majors in 2013. On the positive side, minority enrollment is up by two students and has hovered around 20 students for the past five years. The number of freshmen has also gone up to its highest level for years 2003-2013. While we do not know all of the factors behind the drop in numbers, one factor might be the large number of students who have recently graduated. This is a good thing as we did have a few years where students lingered in their junior and senior years for several semesters. Now they seem to be moving through the program at a much quicker pace. This is probably due, in part, to the increase in the number of traditional students moving through the program.
### Figure 5: Undergraduate Students in the History Department, IUPUI (Fall Semesters)

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*Headcount  
**New Integrated Post-Secondary Data System (IPEDS) ethnicity definitions were applied for years 2010-2013.*
Current enrollment data indicates that our number of undergraduate majors is 144 students as of January, 2014.

When we compare the make up of history majors with that of the entire School of Liberal Arts (see Figure 6), the make up of history majors overlaps closely with that of the School of Liberal Arts in terms of the percentage of Age 25 and older, Lower Division classes, and Indiana Residents. The percentage of full-time students in history became higher than that of the school starting in 2010. The History major population deviates from the school population in percentage of women and percentage of ethnic minorities. In both cases, department proportions have remained consistently lower (20% and 10% respectively) than those for the school. We welcome the review team’s advice on ways that we may increase the number of women and minority students taking history courses.

Figure 6: Undergraduate Student Profile-History Compared to School of Liberal Arts.
Figure 7: History Minors Awarded by Degree Year and School of Major (2004-2012)

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* (Degree Year: July 1 – June 30)
Out of a total of 41 history minors, 16 come from within the School of Liberal Arts (39%). Next, the schools of Education and Continuing Studies provide the most minors (9 minors, or 22% each). All of the minors coming from the School of Education are pursuing degrees in Social Studies Education. All but one of those from Continuing Studies are General Studies majors. We welcome the review team’s advice on ways that we may recruit more history minors, particularly from schools outside the SLA.

2. **Student Perseverance and Retention**

As available data indicate (see page 19 of the “History Program Review Report 2013” in Appendix F), the History Department retains its students at rates that are comparable and often above those for the School of Liberal Arts. For example, in 2010 and 2011 the department retained, respectively, 70 percent and 71 percent of its majors while the School retained only 66 and 69 percent, respectively.

3. **Enrollment Data**

![Figure 8: History Enrollment Compared to Other SLA Departments (2010-2014)](image-url)
<table>
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<th>Fall Semester</th>
<th>2006</th>
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<td>89</td>
<td>115</td>
<td>98</td>
<td>91</td>
<td>84</td>
</tr>
</tbody>
</table>

**TOTAL SLA** | 1,940 | 1,958 | 1,979 | 2,021 | 2,131 | 2,176 | 2,006 | 1,768 |

Figure 9 shows the downward trend in history enrollments. Our total credit hours have dropped by 31 per cent from fall 2006 to fall 2013. The noticeable decrease in 2012-13 coincides with the transition to the new “Core 30” curriculum mandated by the Indiana Commission for Higher Education and the subsequent adjustments in course requirements adopted by the SLA Faculty Assembly (in response to the Core 30) which no longer specify Western Civilization courses as requirements for graduation. While most SLA Departments maintained stable enrollments during this period of transition, History (along with English) experienced a notable drop in enrollments. Only Communication Studies has seen a rise in enrollments since the new
curriculum and changes in course requirements came into effect. The chart below "(H105/H106) Credit Hours" reveals that U.S. survey courses were already in decline due to an increase in competition from AP courses and expanded offerings by Ivy Tech Community College.

**Figure 10: H105/H106 Credit Hours (Fall 2006-13)**

**Figure 11: History BA Total Credit Hours (Fall 2006-13)**
C. UNDERGRADUATE STUDENT PROFILE, ACTIVITIES, AND OPPORTUNITIES

The department has implemented several initiatives in recent years to create and maintain community among our majors. These include the use of special meetings for all history majors, the use of social media, and the strengthening of departmental student organizations.

1. Annual Meetings for History Majors

At the beginning of the fall semester, the department hosts an informal get-together to welcome new and returning majors. Majors mingle informally with faculty over pizza, and learn about upcoming events and opportunities from the Director of Undergraduate Studies, the president of the History Club and from the president of Phi Alpha Theta. The Director of Undergraduate Studies organizes additional meetings for history majors prior to the fall and the spring registration periods where she provides information about classes for the upcoming semester, scholarship opportunities (and how to apply for them), internship and volunteer opportunities in the community, and information about graduate school application deadlines.

2. IUPUI Undergraduate History Club

The IUPUI Undergraduate History Club is a university-recognized organization open to history majors, history minors, potential majors and minors, and any other IUPUI student who is interested in history (several club members are in this category). It is a student-led group with the Director of Undergraduate Studies serving in an advisory capacity. The club president and vice-president schedule a wide variety of club activities each semester. Recent examples of club activities include: a popular faculty seminar series where faculty members are invited to share their latest research discoveries; trips to local sites including the Indiana State Museum for a personal tour of the latest Lincoln exhibit, Crown Hill Cemetery, the Benjamin Harrison Home for a behind-the-scenes tour, the War Memorial, a tour of the behind-the-scenes activities (including the vault at the Indiana State archives), and a tour of the Indiana Medical History Museum. History Club members have also served as judges at regional and State History Day competitions. The club has an active, open to members only Facebook group with around 80 “friends,” including recent graduates. The Facebook page supplements the department’s undergraduates listserv as another means to disseminate important announcements, solicit student input, and as a place where students post items (serious and not so serious) pertaining to history that they find in the course of their daily lives. In sum, the History Club provides a forum for history majors, a means of cultivating and furthering historical interest and knowledge beyond departmental course offerings, a method for interaction among faculty and students in a setting outside the classroom, and an opportunity to promote the interest in and knowledge of history on the IUPUI campus.

3. Phi Alpha Theta

Phi Alpha Theta is the national history honor society. The Director of Undergraduate Studies completed the application process in 2011 and received permission to form our chapter of Phi Alpha Theta at IUPUI in the fall of that year. The twenty-one charter members were initiated March 2012. The next fifteen members were initiated in February 2013. The national
organization sets the minimum standards for membership in the organization and our chapter’s standards are somewhat higher. The benefits of having a chapter of our national honor society on campus include: recognition of outstanding history students at IUPUI, opportunities to present their research at the biennial Phi Alpha Theta national conference and at regional conferences and to publish their research in the society’s scholarly journal, and eligibility to apply for scholarships offered only through Phi Alpha Theta. Phi Alpha Theta chapters must perform service work and our chapter has opted to offer free history tutoring to anyone on campus. The Director of Undergraduate Studies coordinates with the Bepko Learning Center on campus to disseminate to students and advisors the times and places when tutoring is available. One of the student members coordinates staffing and also makes special arrangements for tutoring that must take place outside of regular hours. Chapter members have also discussed the possibility of volunteering at the underfunded and understaffed Indiana State Archives. The one-time fee of $40 to join Phi Alpha Theta is a bit steep for many of our students. Faculty members have paid fees for those who cannot afford to join and the club has paid back those fees through members providing five hours of research assistance to the faculty member. Still, some eligible students have not joined the organization because they are unable to pay this fee.

4. Internships

In 2012, under the direction of Rebecca Shrum, the department instituted a three-credit, unpaid summer internship course. Students work 130 hours over 9 weeks at various sites in the state of Indiana and outside of Indiana as well. Placement sites include: Conner Prairie Living History Museum, the Indiana Historical Society, the Indiana Medical History Museum, the Hendricks County Historical Society, the Indiana State Archives, the Papers of Abraham Lincoln housed at the Allen County Public Library, the Papers of Abraham Lincoln at the Abraham Lincoln Library and Museum (Springfield, Illinois), and the World War II Museum in New Orleans, Louisiana. One student has also interned as a researcher with a firm in Washington, D.C. These internships are inherently beneficial in helping students choose their careers and also give them experience in the community so they may understand the practical applications of their studies. Internships can have long-term impacts on students' lives. For example, one student thought that she wanted to work at a living history museum like Conner Prairie. She found, however, that she did not. Instead, she discovered (from working with the Conner Prairie manuscript collections) that she really enjoyed working with manuscripts. She now volunteers at the Indiana State Library and will apply to enter graduate school in library science.

5. Undergraduate Research/Independent Research

The department is committed to encouraging and supporting undergraduate research and independent study. Most undergraduate research in the department is completed with financial assistance from Crisler and Lunsford Scholarships, which are competitively awarded through the School of Liberal Arts. These scholarships reward students who complete a research project under the direction of a faculty mentor. History majors have very successfully competed for these scholarships over the last few years. Independent research can also be completed by a student enrolling in HIST K495. This course also offers close student-faculty interaction since
research is guided by a faculty mentor. History majors also work on projects through UROP (Undergraduate Research Opportunity Program) and MURI (Multidisciplinary Undergraduate Research Institute) (see the latest MURI project: http://rivers.iupui.edu/cms/muri-2013-research-project). Some history students also participate in the McNair Scholarship Program.

6. Awards

The department gives two awards to recognize outstanding undergraduate achievement. We give the Thelander Award annually to the student who wrote the best undergraduate history paper in the previous calendar year. We are exploring creating an online journal for our best undergraduate papers. The other award is the Seregny Award, which recognizes the outstanding graduating history senior for that year. Both prizes include a financial award and campus-wide recognition.

History majors are also quite successful at competing for scholarships that are offered through the School of Liberal Arts. In 2007 they were awarded 6 undergraduate scholarships. (No information is available for 2008.) In 2009, they won 3 scholarships. In 2010, they were awarded 4 scholarships. In 2011, they received 3 scholarships. In 2012, history majors received 12 competitive scholarships including 3 of 5 Crislers and 3 of 5 Lunsfords (both awards are based on a proposed independent research project with a faculty mentor). History majors had another good year in 2013 when they were awarded 14 scholarships including 5 of 6 Crislers, 3 of 5 Lunsfords, and the highly competitive School of Liberal Arts Faculty Medal of Academic Distinction. Much of this success can be attributed both to history majors’ increased access to (through the listserv and the Facebook page) scholarship application deadlines and application procedures and also to the willingness of history faculty to work with our students on research projects. Aside from research-based scholarships, other scholarships history majors received included funding for study abroad, for recognition of overall, outstanding academic success, and for selection as a Masarachia scholar (a school-wide program based on social justice/community service learning).

D. VARIOUS METHODS OF MEASURING LEARNING OUTCOMES

1. Curriculum

The history faculty does not teach a set curriculum determined from the outside. Faculty construct courses that allow them to share their knowledge, expertise, and experience with students. Whether in large survey courses or small upper-division courses, professors are responsible for choosing their own classroom materials. Department standards protect and encourage the highest professional standards.

Until fairly recently, History had no curriculum committee or systematic efforts to review and revamp the curriculum—despite appeals to do so by some Department members as early as 2007. Ideas about curriculum reform, primarily in the form of new courses, tended to be introduced on an ad hoc basis at the discretion of individual faculty, initially as “Special Topics” courses. In some cases, and based on student response to the course, individual faculty then submitted the necessary paperwork that advanced through curriculum committees at the School
and Campus levels to make the course a permanent course in the Department’s curriculum. Departmental curriculum development had, therefore, stalled—because of the inexorable, and perhaps outdated, logic of national and/or traditional area studies in which the Department’s faculty have been trained, while the discipline has begun to utilize newer ways to organize historical knowledge such as trans-national and topical courses.

This situation was obviated last year by the activation of the Teaching, Curriculum, and Assessment Committee, partly as a way to address recent developments in Higher Education at the state, national, and international levels. The chair has tasked the TCA Committee to review the Department's undergraduate curriculum, something that has not been undertaken in more than twenty years. The TCA Committee reviewed the Department’s curriculum and proposed major changes in the delivery of history instruction to its majors. These changes include making an existing course—HIST-H217, The Nature of History—a required course for all majors and creating prerequisites for other history courses in the hope of improving the research skills and learning outcomes for the Department's undergraduate majors. (For more on the proposed changes, see the TCA's report "Undergraduate Curriculum Restructuring (2012-2015)" in Appendix B).

2. Pedagogy
The American Historical Association’s Liberal Learning and the History Major recommends that a strong undergraduate program include “a strong foundation course,” a course “to acquaint students with the diversity of the global setting in which they live,” “a course in historical methods,” and “research seminars.” Our survey courses in U.S., Global South, and European history serve as our foundation courses. The AHA also recommends that all students enroll in at least one course that stresses global diversity. Most of the survey and upper-division courses in history include a global dimension. The department has always felt it is on a firm foundation in regard to those two recommendations.

The course, HIST H217, The Nature of History, was originally designed to introduce non-majors to the field of history and historical research. It was required of all social studies education majors, undergraduates who pursued a museum-studies certificate, and art history majors. Anyone else who was interested in history could also take the course. The required assignments for the course include an introduction to primary and secondary sources, an explanation of the various fields of history, an introduction to historiography, visits to museums to critique exhibits, an introduction to Public History, and critical analyses of history education at the K-12 level. History majors who enrolled in the course (usually because they were pursuing a museum studies certificate) increasingly requested that the course should be required of all history majors as they felt it gave them a solid foundation for their upper-division courses. Faculty members agreed that majors could benefit from this course. Consequently, the department decided to require H217 of all history majors starting in the Fall 2013 semester. Revising this course to meet the needs of history majors is a priority for the current curriculum revision (see section 6 below).
The AHA recommends “research seminars with significant writing requirements that integrate and synthesize” for advanced undergraduate majors. Most of our 300 and 400 level courses require a significant written component in the form of either several short papers, books reviews, or research papers. Our 300 and 400 level courses are capped at 37 undergraduate students. A small contingent of graduate students may also enroll in a graduate section that meets in conjunction with the undergraduates.

IUPUI is fortunate to be situated in downtown Indianapolis. This gives our students access to local historical institutions, which can be incorporated into our courses. For example, Dr. Scarpino’s "Hands on History" class included extensive research using land maps and records found at the Indiana State Archives. Most sections of HIST-H217, The Nature of History, include visits to the Indiana State Library, which is located across the street from campus. Many upper-division US history faculty take their students to the state library and to the Indiana Historical Society (also located across the street) where the staff introduce them to the proper procedures to follow when researching in the manuscript collections and even let them see some of the more unique materials from some of the collections. Students in the US senior capstone courses usually return to those institutions to conduct their research. Students are also sometimes asked to complete museum reviews, which target the Civil War Museum (in the base of the Soldiers and Sailor’s Monument) or exhibits at the Eiteljorg Museum of American Indians and Western Art or the Indiana State Museum, all within walking distance of campus. Freshman Thematic Learning Communities, which include a history component may take walking tours of downtown Indianapolis to study architectural styles and to study the German influence in the creation of Indianapolis.

Recent course designs include the use of the Valley of the Shadow web site as the basis for primary source research and production of several short papers based on those sources. Entire courses have been constructed around Abraham Lincoln and Frederick Douglass. The Lincoln course arose from students’ requests to learn more about Lincoln. The course includes not only the examination of primary sources and extensive reading in the secondary literature, but also uses the two Lincoln statues in downtown Indianapolis to examine Lincoln in public art, includes the viewing of classic films about Lincoln, and features the author of a recent book on Lincoln’s boyhood in Indiana. The Indiana State Museum also provided private tours of the Lincoln Collection as a vehicle to discuss the importance of material culture. Similarly, the Frederick Douglass course drew heavily on the Douglass Papers, which are housed at IUPUI, to further acquaint students with primary sources. Students in the Douglass class were also required to attend a symposium on Douglass’s life held here on campus where they heard papers read by prominent historians from across the country. The “Hands on History” class was also new with its emphasis on land records and maps found at the Indiana State Archives. Another faculty member has, since the 1990s, given extra credit to students for a project conducted at the Conner Prairie living history museum. They are required to visit the museum and question the interpreters about life in 1836 and complete a 10-page paper on the visit. She estimates that around 247 students have visited Conner Prairie since the 1990s as a result of that assignment.
More and more faculty also use digital sources and assignments in their courses. Faculty who teach the capstone as a European or World history course find digitized sources to be invaluable. One instructor has made use of video clips and online learning modules in his courses. The department offers one online course, HIST H114 Western Civilization II. Our undergraduate majors have not requested more online courses. When polled they prefer in-class interactions with other students and the professor.

E. STRENGTHS OF THE PROGRAM

1. **Faculty dedicated to research and teaching.**
   One of the best indicators of this dedication is the number of faculty who participate in undergraduate research projects.

2. **Faculty dedicated to bringing their research into the classroom.**
   The faculty believes that teaching and research are complementary practices.

3. **Faculty dedicated to creating the best learning environment for students inside the classroom, outside of the classroom, and in the community.**
   Faculty actively search for ways to involve our students in local historical organizations.

4. **Academically-motivated students who engage in independent research and seek opportunities to serve the community.**
   The growth of our undergraduate organizations and the involvement of our students in the community through internships and volunteer activities at the State Archives, the State Library and at History Day expand teaching outside of the traditional walls of the university and emphasize the importance of history in their community.

5. **Faculty dedicated to professional development in scholarship and teaching.**
   Members of the faculty regularly attend state, regional and national organization meetings dedicated to improving research and teaching. The faculty recently undertook an intensive look at our undergraduate program and a committee is at work to discern the best way to sequence our courses.

SUMMARY AND KEY QUESTIONS

The department welcomes feedback from reviewers on how to address the following challenges.

1. **How do we keep undergraduates involved in departmental organizations?**
   The level of involvement by the undergraduates in our program has grown considerably in the last three years. That level of involvement must be maintained when this current group of students graduates.

2. **How can we encourage a wider variety of faculty members to mentor undergraduate research projects?**
While we are lucky to have several faculty members who have discovered the rewards of working one-on-one with students on undergraduate research projects, we could use a wider variety of faculty to engage in this process. The success of many of our students in gaining admittance into professional and graduate programs can be tied to this close mentoring by the faculty.

3. **How can we increase funding for undergraduate programs on campus and for travel to present papers and attend meetings off-campus?**

At the present time we have no funds designated for the development of the undergraduate program. As Phi Alpha Theta gains steam we would like to see our students travel to regional and national meetings to present papers. The cost of registration and transportation is quite high and beyond the means of many students. Additionally, our community engagement and use of historic sites in our classes could be expanded with a fund to pay for travel.

4. **How can we increase the number of women and minority students into our history classes?**

5. **How can we attract more students into the history minor, particularly those from outside the School of Liberal Arts?**
6. GRADUATE STUDIES PROGRAM

This section provides a profile of our students and their accomplishments as well as noting recent revisions in the curriculum. It concludes with key questions facing the Department ranging from funding problems for students and workload concerns for faculty to substantive issues about possible new directions for the Department including exploring an on-line Public History program and the idea of a Ph.D. in Public History.

A. OVERVIEW

The Indiana Commission on Higher Education approved the Department of History's MA program in 1984, as the first graduate degree at Indiana University's School of Liberal Arts at IUPUI. One of the reasons for the Commission's approval was the Department's intent to emphasize the relatively new and still emerging field of Public History in order to avoid duplication and to distinguish our graduate degree from the ones at Bloomington. One of the "selling points" for a MA degree stressing Public History was the significant array of resources and potential community partners literally within walking distance of the campus in downtown Indianapolis. The Department of History has capitalized on that opportunity in developing its Public History program.

Since 1984, several other departments in the School of Liberal Arts have also developed MA degrees; the Department of Economics now has both an MA and a Ph.D., and Communications is about to launch a Ph.D. in Health Communications. The School of Liberal Arts presently offers eleven MAs and one doctoral degree. The Center on Philanthropy took one MA and one Ph.D. with it when it recently became its own School. While the growth in graduate programs is a positive development for the School, it does mean increased competition for limited resources (See: "Financial Support," below).

The founder and first Director of the Department's Public History program was Albert Hurtado, who is presently the Paul H. and Doris Eaton Travis Chair in Modern American History at the University of Oklahoma. Philip Scarpino followed Hurtado in August 1986, joining the Department following an appointment directing a statewide, grant-funded historic preservation program at Oklahoma State University. Scarpino served as Director of Public History from 1986 to 1995; he then chaired the Department for eleven years, during which Elizabeth Brand Monroe directed Public History. Monroe brought to the job considerable hands-on experience including employment in the State Historic Preservation Office of Florida where she held the title Historic Preservationist, which made her second in command in an important, state-wide cultural resources agency. She also spent several years as Executive Director of the National Council on Public History. Since 2006, Philip Scarpino has again directed the Public History program. Melissa Bingmann assisted with the program from 2003 to 2009; she left to direct West Virginia University's graduate Public History program. Rebecca Shrum, who joined the Department in January 2011, currently serves as Assistant Director of Public History. Modupe Labode, appointed in August 2007 as Public Scholar of African American History and Museum Studies, also contributes significantly to Public History.
In addition to teaching graduate courses, faculty supervise theses (H898) and conduct independent readings (H575) on an overload basis. Recently the School of Liberal Arts has voted to allow faculty to count 45 credits of independent study or thesis credits as one course. One question that faces the Department is how to properly recognize the work that supervising theses requires; as noted below, students in the European and U.S. tracks take 6 credits of H898, while students in the Public History track take 2 credits of H898—yet the work for the thesis director is the same.

The overall job of administering the graduate program in the History Department falls to the Director of Graduate Studies, who receives a one-class release for taking on the responsibilities of that position. The Director of Public History runs the elements of the graduate program that are unique to Public History, e.g., liaison with campus and community partners; developing funding; assigning, coordinating, and overseeing internships; developing and supervising occasional community projects; arranging annual activities associated with the program (one-day, back-to-school workshop; intern seminars; spring service trip). The Director of Public History receives two course releases for the position and in addition may count supervising the internships as the equivalent of one class.

The graduate program has helped the Department attract faculty whose active research agendas have enlivened and enriched both graduate and undergraduate classes. We see an important link between excellence in research and excellence in graduate and undergraduate teaching. Nearly all full-time faculty teach graduate students in some capacity.

In the past few years, the Department has made a commitment to digital history based upon an assessment of trends in history, in universities more generally, and in the public institutions that employ our graduates. We have a search for a digital historian underway in the 2013-2014 year.

**B. THE GRADUATE PROGRAM**

Since its inception, the Department’s MA program has offered students three tracks of study: United States History, European History, and Public History. Students in Public History take thirty-six credit hours, while those in U.S. and European thirty hours. In 1994, we initiated a joint MA with the School of Library and Information Science (SLIS) with fifty-three credit hours, twenty-three of which are history courses. (The School of Library and Information Science is now the Department of Library and Information Science in the School of Informatics and Computing.) The joint degree will hereafter be referred to as the Dual History/MLS. Most of the students in the Dual History/MLS have elected the Public History track of our history MA degree, but they are not required to do so. We also established a joint MA with the Center on (now School of) Philanthropy in 1996. The number of hours required for the dual degree in History and Philanthropic Studies varies from fifty-one to fifty-four, depending on the area of concentration—U.S. History, European History, or Public History. All of our degree options, with the exception of the Dual History/MLS, require a thesis. The History/MLS students must take H750, Research Seminar in U.S. History. (See Graph One, “Graduate Areas of Concentration, 2006-2013.”) Graduate certificates currently available in Museum Studies and Documentary Editing also enhance our offerings and our professional connections to Museum Studies and
the Center for American Thought. By “double-counting” required classes and electives, students can add a certificate and take just one additional class.

Our tracks in U.S. and European History largely serve students who live in Central Indiana, while Public History and, to some extent, the Dual History/MLS meet the needs of a broader cohort of applicants. We recruit students for Public History and History/MLS students from Indiana and from out of state. Of the 59 Public History students who matriculated between 2006 and 2013, 34 resided in Indiana and 25 came from out of state with the greatest numbers from Michigan, Illinois, and Ohio. In the case of the Dual History/MLS, of the 11 students admitted between 2006 and 2013, 8 were residents of Indiana and 3 came to us from Oregon, Minnesota, and New Jersey. (See Figure 13, “Residence Public History and Dual History/MLS, 2006-2013.”) Not only do we regularly attract out-of-state students to Public History and the Dual History/MLS, but we also place graduates in positions in and out of Indiana.
Public History represents the largest part of our graduate program, in terms of students and allocation of resources. Our program enjoys and continues to cultivate a close, reciprocal and mutually beneficial relationship with the historically-oriented organizations in Indianapolis and surrounding vicinity.

C. Library Resources

In 1984, the small size of our library and its limited holdings presented some obstacles to graduate education, especially in areas outside of U.S. history. The opening of our new library in 1994 followed by a series of healthy budget years allowed us to augment the collections substantially. In the past, SLA and the Department granted incoming faculty funds to buy books in their research areas. In this way we were able to develop our collections in African, Latin American, Asian, and European history, in addition to holdings in U.S. and Public History.

As our library improves its collections of secondary materials, it has also developed its central strength in electronic resources. The launch of the Center for Digital Scholarship in November 2013, has given a boost to the library’s research potential, especially for students in U.S. and Public History.

Resources in U.S. history and Public History are now quite strong, and they are supplemented by access to materials at the Indiana University libraries in Bloomington, the University Library’s Special Collections and Archives on campus, and other libraries nearby, such as the Indiana State Library, the Indiana Historical Society Library, and the Indiana State Archives. Indeed, many graduate students have used resources at these repositories to support their thesis research, and access to them makes our program strong, especially in the areas of U.S. and Public History. See also Section 10 below.

D. Curriculum

Our graduate program has a common core for all students. This core provides an anchor for the MA. It also ensures that all students get instruction in the methods, theoretical considerations, bibliography, critical thinking, and communication skills that are at the heart of the discipline and the “Principles of Graduate and Professional Learning,” approved by the Indianapolis Faculty Council, on April 5, 2011. The core consists of a 600-level graduate readings colloquium (4 credits), H501 Historical Methods (4 credits), a 700-level research seminar (4 credits), and the thesis, H898 (6 credits in U.S. or European history and 2 credits for Public History). Public History students must also take H542, Introduction to Public History (4 credits), in their first semester and four credits of internship (H543).

The core emphasizes that the Department trains students in public and traditional forms of the same discipline, and it drives home the point that all historians share an emphasis on research, analysis and interpretation, and communication. Differences between public and traditional historians show up in the audiences with whom they communicate and in the methods of communication, but these two approaches to history still share a common core and are complementary parts of the same profession. Our faculty members rotate core courses to maximize their exposure to graduate students and students’ exposure to them. (See: additional
discussion of the core and recent revision of the order in which students take the core classes under "Challenges and Opportunities" below.)

For electives we offer a number of dual-listed, upper-level undergraduate courses that have graduate sections within them and thus a separate graduate course number (HIST-H509, H511, H521). Graduate students typically fulfill extra reading and writing requirements to earn graduate credit, and often meet separately with the instructor throughout the semester. This situation is not ideal for the students or the instructor, but it increases the variety of elective courses available for students. We also have the ability to fill in student needs with up to three credit hours of independent readings per student, which they arrange themselves.

We have developed a number of graduate-only electives under the H547 number to support the needs of our Public History students. H547 embraces a range of topics courses in areas such as archives, material history, historic preservation, historic site interpretation, historic site administration, local and community history, and documentary editing. Additionally, history graduate students may take up to 6 hours of electives outside the History Department, which they have used in the past to develop interdisciplinary thesis projects or follow their interests into related fields. (Students may also apply the six hours of electives outside of history toward a certificate in Museum Studies or Documentary Editing.)

E. Recruitment

Our primary means of distributing information about our graduate program is the Department's web site. In addition, the National Council on Public History publishes a guide to graduate programs. Especially in the case of Public History, our national reputation and our program of paid internships assist us in attracting quality applicants. The fact that the headquarters of the National Council on Public History is in Cavanaugh Hall helps with recruitment, although our collaboration with NCPH extends far beyond recruiting.

From time to time, we have offered day-long Careers in History symposium, which we market to undergraduates majoring in history and related fields at colleges and universities within a two-hour driving radius of Indianapolis. NCPH took the lead in planning the most recent "Careers in History," which was on campus in the new student center in late fall 2010. This most recent version of "Careers" attracted 140 participants (students and speakers), with the registrations representing 18 colleges and universities—20 percent from outside of the two-hour driving radius. Some students drove to Indianapolis from nearby locations in Ohio and Kentucky. We expect to schedule another Careers in History in 2015.
It is worth noting that the downturn in students from Indiana or 25 and older likely reflect the increasing perception of the strength of the IUPUI program—that we are able to competitively recruit students straight out of college (who are often exploring multiple programs around the country). The increase in the number of students from outside Indiana is additionally impressive since many of them do not receive tuition remission. The percent of students who are female appears to reflect the general composition of graduate students in the School of Liberal Arts.
The Department is concerned about the low number of ethnic minority students it has been able to recruit—especially as recruitment has extended outside Indianapolis. We welcome suggestions from the Review team on how to address the situation.

The Director of Graduate Studies, the Director of Public History, the Chair, and other members of the faculty also recruit actively for the program. Faculty participation at professional meetings locally, regionally, and nationally has not only served to make our program better known but also provided opportunities to meet with prospective students one-on-one. A number of our faculty members are well known in the regional and national community of public historians. A key part of recruiting highly qualified Public History students who have multiple options, involves bringing those on the “recruiting list” of the accepted students to campus, where among many other activities we schedule a lunch for applicants and current Public History students without faculty present. In those situations, the latter play an essential role in recruiting.

F. ADMISSION

While stressing quality and that a majority of our students be enrolled full-time, we have also been willing to take chances on students who show promise, and we serve a population of in-state residents who want a graduate education. Some of our students have come to us with non-traditional records, having been out of school for several years, or with an interest in making a career change, or because they heard that Public History would allow them to “do” something with a graduate degree in history besides teach in a college or a university. A few of them pursue their degrees part-time in concert with full-time jobs or careers. Some of our graduates go on for the Ph.D. of J.D., but for most, the MA is a terminal degree, and we take that into account when we evaluate records for admission.

A departmental admissions committee, which includes the Director of Graduate Studies, the Director of Public History, and three or four other faculty, reads the applications and makes decisions concerning admissions. We have a “rolling” admissions policy, but the main admission point takes place in February of each year. At that meeting, the committee assesses the applicants, estimates positions and income and tuition remission for the coming year, and draws up a list. As part of the recruiting, we bring Public History and History/MLS applicants on the “recruiting list” to campus. The admissions committee makes decisions on which applicants to nominate for University Fellowships, and the Director of Graduate Studies writes the letters of nomination.

We do have minimum standards, such as a 3.0 GPA, but as a matter of practice we pride ourselves on weighing all of the evidence in the application file when making admission decisions. We try to fund all full-time, qualified Public History students so admission decisions are also driven by available funding for internships and tuition remission. Out-of-state students have to meet an especially high standard because it is very expensive to provide them with out-of-state tuition remission.
The History Department is proud of its record of attracting high-quality students, whose accomplishments and aptitude for graduate work are reflected in their GPAs and GRE scores. Between 2006 and 2013, we admitted students with strong, average GPAs and average GRE writing scores above the 80th percentile. Both are very good representations of past accomplishment and of future potential. (See Figure 15, “GPA by Concentration, 2006-2013” and Figure 16, “GRE Writing, 2006-2013.”)
In the case of applicants to a history graduate program, the verbal score on the GRE is also a good indicator of potential, especially when combined with the GPA and the results of the writing portion of the GRE. The Educational Testing Service Graduate Record changed its reporting of numerical scores on the verbal and quantitative sections of the GRE exam in August 2011. Capturing that information also reflects the fact that we have raised our admission standards in recent years, especially for Public History and Dual History/MLS students, due to limits on tuition remission dollars and funding and overall rising costs. We “set the bar” higher for out-of-state students whose tuition remissions are much more expensive than in-state students. The increasing admission standards are partially reflected in the average Verbal GRE scores before and after 2011. (See Figure 17, “Average Verbal GRE before August 1, 2011” and Figure 18, “Average Verbal GRE after August 1, 2011.”)

We pay careful attention to the college or university from which the applicant has graduated, often based upon years of reading student applications from those institutions and on
performance of their graduates in our program. In recent years, especially in the case of Public History and History/MLS, we have trended toward graduates of small liberal arts colleges that offer significant, research-based, capstone experiences and train their students in the kinds of knowledge, communication, and research skills that argue for success in a history graduate program.

Students come to IUPUI from a wide range of undergraduate institutions, and our Public History program is especially competitive, often recruiting students who also have offers from excellent programs such as the University of South Carolina, Arizona State University, and Loyola Chicago.

Students have told us that they selected IUPUI because of the reputation of the Public History program, because we train good historians as opposed to specialists in particular areas of Public History, because we offer paid internships (see discussion of funding below), and, more recently, because of related programs such as Museum Studies.

Enrollments have leveled out since our last review in 2006, largely because we are reluctant to admit full-time Public History students without being about to fund them. Our tuition remission budget from the School of Liberal Arts has remained “steady” for the past several years, while the cost of tuition has increased.

**G. Financial Support**

*Background*

The Department has been quite successful at obtaining financial assistance for our graduate students. We are fortunate, especially in Public History, to have multiple income streams, which have helped stabilize the budget in difficult economic times. Assistance comes in the form of University Fellowships; teaching assistantships; occasional research assistantships; and half-time, ten-month internships in Public History. Indeed, one of the strengths of the Public History program is the degree to which we have been able to fund our qualified full-time students. In order to make this possible in an environment that has been characterized by limited (and, in some areas, declining) resources, we have combined support from the School of Liberal Arts, the IUPUI Graduate School, the University Graduate Fellowship Committee (block grants and University Fellowships), the campus-level Venture Fund, the Office of Service and Learning, grants, private gifts, and cost-share with off-campus sponsors of Public History internships.

We are extremely fortunate to have two endowed internships, which produce enough annual income to pay for stipends and health insurance, if needed. The endowments do not, however, generate sufficient money to pay for tuition remissions. In addition to funds for internships, the School of Liberal Arts provides funding for tuition remissions, which must meet the needs of all of the graduate interns and four teaching assistants. The support from the Graduate School, the School of Liberal Arts, and the Graduate Fellowship Committee (provides Block Grants and University Fellowships) is essential to the success of the internships and the Public History program. We are, indeed, grateful for this support. At the same time, it represents fixed income in a “fiscal world” of ever-rising expenses. (See: “Opportunities and Challenges,” below.)
Public History Deficit
At the present time, the Public History budget has a deficit accumulated from previous years. The Director and the Assistant Director recognize the importance associated with paying off that deficit and will make a concerted effort to do that over the next five years. We will not add to the deficit, and we have set aside money to apply to the current deficit when we cross into a new fiscal year at the end of June 2013.

Sources of Financial Support for Graduate Students

University Fellowships:

These Fellowships are competitive, campus-level awards used to attract highly qualified first-year graduate students to IUPUI. They are the best “deal” that the campus offers incoming students. Each research-based MA and Ph.D. program may nominate up to four first-year students to the University Fellowship Committee, which then reads the applications and awards University Fellowships. Variables considered by the Fellowship Committee include GPA, GRE scores, letters of recommendation, and a letter of nomination from the sponsoring program. The committee looks for research accomplishments and research potential. MA-level students who win University Fellowships receive a stipend of $12,000, graduate student health insurance, and $800 to attend the conference of their choice. (Next year the travel award will increase to $1,000.)

Graduate programs agree to provide Fellows with a full tuition remission, which in 2013-2014 ranges from about $16,000 for an out-of-state student to about $5,000 for an in-state Fellow. Programs must also agree to fund Fellows in subsequent years and to maintain the full tuition remission. The availability of University Fellowships has represented a key factor in the ability of the Department to compete for top-quality applicants.

Teaching Assistantships:

In 2013-2014, we have three teaching assistantships funded by the School of Liberal Arts. These academic-year positions are considered half-time and pay $9,500, which is up from $9,000 in 2005. (Teaching assistants also receive substantial, but not full, tuition remissions and student health insurance if they need it.) These teaching assistants assist in large, 100-level, survey classes (capped at 90) of U.S. history, western civilization, and world history. Teaching Assistantships allow us to fund qualified full-time students in U.S. and European History, as well as occasional Public History students—most commonly those who are finishing their thesis in a third year and who have already fulfilled their internship requirements. Duties vary from professor to professor, but have included conducting discussion and review sections, grading papers and exams, and holding office hours. Graduate students do not teach independently, although they may be offered the chance to give a lecture, and they are carefully supervised, guided, and evaluated by the professor in charge of the class.
**Internships:**

We are fortunate to have a number of half-time, ten-month, cost-shared internships, which most often go to full-time, qualified students in Public History and History/MLS. Internships currently pay a stipend of $9,500, which is up from $9,000 in 2005, plus health insurance (if needed) and a tuition scholarship. (We no longer pay full tuition remissions except to University Fellows, and the cost will vary widely depending on whether the student has in-state or out-of-state status. We also do not pay tuition for Library Science classes taken by History/MLS students.)

We award internships competitively and use them as the Public History equivalent of Teaching Assistantships, i.e., they provide the students with income and valuable professional experience, and they allow us to attract good students to our program. We commit to funding interns for their second year, provided we have the budget to do so, and they are making documentable progress toward completing their degree.

Internships blend theory and practice. Interns, who complete the program, earn their MA degree and accrue at least two years of half-time experience. (See discussion of “Time to Degree” under "Opportunities and Challenges.”)

**Background on Internships:**

When Scarpino assumed the Public History directorship in August 1986, a significant part of his charge from the Department was to develop internships. He made a decision not to put students out in intern positions “for free,” believing that, while “free” would produce many internships quickly in the short run, it was a strategy that could not easily be undone. From the beginning our internship program has been based on the premise that Public History students are professionals in training whose time has value and who will make a material contribution to the institutions where they intern. We began funding the internships with grants and contracts, and over a multi-year period moved in the direction of cost-shared internships with a variety partners.

We are now at the point, where we have a long-term system of cost-shared internships, many with partners who have been with us for over twenty years. The core mission of our internship program is contained in the description of the internships included in every Letter of Agreement with partners and every Letter of Appointment provided to interns:

> We have three general goals for all internships. First we look for employment opportunities that will allow students to make use of their professional skills: research, analysis and interpretation, and communication. Second, we want students to have a high-quality, supervised work experience that will enhance their education in Public History and their future employability. Finally, we want the students to perform a service and/or produce a product of use to the sponsor.

We have reached the point where our graduates, who have worked in the field for many years, now approach us asking to co-sponsor internships. Most recently, new internships at the
Michael Feinstein Great American Songbook Initiative, in Carmel, and the National Headquarters of the American Legion, in Indianapolis, fit that pattern.

**Paying for Internships:**

A key factor in making the system of cost-shared internships work is the availability of funding from IUPUI. This includes annual, line-item support from the School of Liberal Arts and the IUPUI Graduate School. (See discussion of “Funding” under “Opportunities and Challenges.”) The intern budget also receives funding from Block Grant money passed through the School of Liberal Arts, the Office of Service and Learning, the IUPUI Solution Center, grants, and contracts.

The current, average cost share per position is $6,000. We have not increased either the cost share or the stipend in several years, while expenses such as health insurance have continued to rise. In January and February 2013, when we renewed with our partners, we advised them that we would likely have to increase the cost share starting in August 2014, to $6,750. New internships already reflect the higher cost share.

**Administration of Internships:**

The Department of History bills the partner, usually in February, and covers all expenses until the cost-share funding comes in from the partners. IUPUI pays the interns directly, partly for the sake of uniformity and partly to make it clear that the interns are students and professionals in training; they are not employees of our partners in the generally accepted sense of that term. Partners receive a Letter of Agreement and interns receive a Letter of Appointment. Interns report in writing monthly to the Director of Public History, and supervisors evaluate interns at the end of each semester. Either the Director of Public History or the Assistant Director accompanies first-year interns to the intern site for introductions. We hold several intern seminars during the course of the year, which are mandatory for all interns. For the past several years, we have hosted an evening “get together” each April as a way to say thank you to our sponsors. (See Public History Calendar for 2013-2014, attached.)

Administratively, a member of the staff of the partner organization directly supervises the intern on site, while the Director of Public History exercises overall supervision. From time to time, the Director of Public History personally oversees grant- or contract-funded internships, such as an oral history documenting the impact of flash flooding that took place in Central Indiana in June 2008 and a history of the Fall Creek YMCA (the former African-American branch that opened in 1959 just north of the present-day IUPUI campus).

We have had longstanding relationships (and, therefore, placements) with key cultural institutions in Central Indiana, including the Indiana Historical Society (which takes multiple interns), the Eiteljorg Museum of American Indians and Western Art, and the Indiana State Library. We frequently develop new relationships with additional organizations. In 2010-11, we placed two students at the Chicago History Museum, while we added an internship at the
American Legion Headquarters (here in Indianapolis) beginning in the Fall of 2013. Almost without fail, these internships are paid (for reasons noted above). For a list of placements since 2010, see Appendix 11.

H. ADVISING

At the start of each new academic year right before classes begin, the Director of Graduate Studies holds an orientation for all incoming graduate students. The Director of Graduate Studies serves as the first-year advisor for U.S. and European graduate students, and assists them with class selection, narrowing the thesis topic, and picking a thesis director. The Director of Graduate Studies also conducts a graduation “audit” for all students approaching the end of their degree.

Early each fall, Scarpino and Shrum meet jointly with the in-coming, first-year Public History and Dual History/MLS students. They divide the returning students and meet one-on-one with each of them as well. In the case of the new students, we talk about which classes to take in year one, and we discuss the process of selecting a thesis topic and a thesis director. We remind the incoming students of our commitment to seeing students finish the Public History MA in two calendar years. When we talk to returning students we assess progress, go over classes taken and those remaining, and progress toward the thesis.

Once the student has selected a thesis topic and a thesis director, the director takes the lead in advising.

I. ASSESSMENT

The Principles of Graduate and Professional Learning, stress the following points:

- Demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field.

- Think critically and apply good judgment in professional and personal situations.

- Communicate effectively to others in the field and to the general public.

- Behave in an ethical way both professionally and personally.

In History, we expect all of our graduate students to master the literature of their field and the core skills common to all historians: research, analysis and interpretation, and communication. The key difference between the more traditional European and U.S. tracks and the Public History track comes in the area of communication. Traditional historians communicate the results of their research to peers in the form of refereed publications, and traditional graduate programs train their students to do likewise. Public History students learn to tailor the delivery of their scholarship to a variety of audiences. Even so, in all three tracks, we are in the business of training good historians.
In addition, Public History stresses problem-solving and collaboration, working cooperatively within an interdisciplinary environment, networking, and on-going professional development. Public History students also need to understand the concept of "shared authority" when working in and for the public.

Our core classes are designed to provide instruction and practice in the core competencies described in the Principles of Graduate and Professional Learning (PGPL). Measures of mastery come in assessing the class assignments that range from research and writing, bibliography and historiography, oral presentations, and, in the case of Public History, a range of collaborative projects.

The thesis is the capstone for all three tracks of the MA, as well as the dual-degree with the School of Philanthropy. Thesis committees evaluate the primary and secondary research; bibliography; the ability to develop a persuasive argument based upon analysis and interpretation of the research; and clarity and effectiveness of written communication. In the case of Dual History/MLS, the H720/H750, Research Seminar, becomes the capstone for the history portion of the degree.

**J. Students: Quality and Accomplishments**

Between 2006 and 2013, students in the graduate program have developed a remarkable record of achievement, which among other things reflects the overall quality of the graduate students admitted. This section documents a picture of an active, professionally-engaged graduate student body composed of individuals whose accomplishments model successful implementation of the Principles of Graduate and Professional Learning.

**Quality of Entering Students:**

A snapshot of the quality of students admitted to our graduate program is revealed by their average GPA and GRE scores (See Figures 15 through 18, above). The quality of entering students is also demonstrated by the number who secure University Fellowships which represent a campus-level, refereed measure of their quality. Our nominees—all of whom were applicants to the Public History program—have won fifteen University Fellowships between 2006 and 2013. These “full ride” fellowships are awarded competitively by the University Fellowship Committee (an interdisciplinary, campus-level, faculty committee), to first-year applicants nominated by research-based graduate programs campus-wide. Of the fifteen first-year University Fellowships awarded to History, eleven accepted our offer and enrolled in Public History at IUPUI.

As Figure 19 illustrates, we are using University Fellowships to attract excellent students, about two-thirds of whom are from out of state. Figure 20 shows that the average GPA for University Fellows was 3.91 and their average writing score on the GRE was 5.1, with 5.0 marking the 93rd percentile. Successfully recruiting students of this caliber not only reflects positively on the reputation of the Public History program, but it also raises the overall level of performance and expectation among all of the graduate students.
Recognition of the Quality of Students and their Work

Since 2006, more than 60 students have completed their thesis and graduated with an MA in History (see Appendix 4 for a list of the students and their topics). The quality of the students’ work is demonstrated in part by the fact that, in the eight years since the last program review, the IUPUI Graduate School has nominated four different times, a MA Student in History for the Distinguished Thesis Award given out by the Midwest Association of Graduate Schools (MAGS). The Campus is limited to nominating only one student per year; nominations, as such, represent a campus-level, refereed assessment of the quality of our students’ work and the significance of
their research. Significantly, two of those students, Meghan Bishop and Ryan Schwier went on to win the MAGS award in 2008 and 2013, respectively; again more information is provided in Appendix 6.

An additional 13 students completed the History/MLS degree (for which they did not have to write a thesis).

Finally, a significant recognition of a MA student’s accomplishments occurred last year when Erik Peterson (MA 2013) was named the Chancellor’s Scholar for Graduate School (at the MA level); that award is the top honor which IUPUI confers upon a MA student and is given to only one student a year.

Additional recognition of students has come from both on and off the campus. While History students usually win the Department's award for the best history paper written by a graduate student, our students have also won awards for their written work from various interdisciplinary programs, including Medical Humanities & Health Studies and Women’s Studies. They have also received research fellowships, internship fellowships from national organizations, and recognition by the National Council on Public History for projects as well as being a “new professional”—while they were students or recent graduates. David Allison (MA 2010) while employed full-time at Conner Prairie Interactive History Park and working on his thesis was selected as one of the twelve 2008 recepients of the [Indiana] Governor's Award for Tomorrow’s Leaders. This award, developed by Indiana Humanities and the Office of the Governor of Indiana, recognizes accomplishments in entrepreneurial success, community engagement, and academic and cultural achievement.

**Conference Presentations:** Conference presentations represent another measure of the quality of our graduate students’ work.

Since 2006, four students have given research presentations at professional conferences in international venues, accepted through the regular review process. Our students presented at national conferences more than 20 times, including those in Public History, Museum Studies, local and state history. They covered topics and subfields of their research specialties and interests (e.g. women’s history, medical history, popular culture). They made more than three dozen presentations locally and regionally—most notably at the annual meetings of the Indiana Association of Historians. The visibility of their efforts contributes to perceptions of the Department's strengths. For a list of venues, conferences, and presentations titles, see Appendix 7.

**Exhibits:**

Exhibits represent an important technique for engaging the public. Many of our interns and students work on exhibits as part of their training. Some exhibits rise to the level of significant accomplishments that go beyond the baseline purpose of training public historians. There is greater detail on these in Appendix 8, but we draw attention to the following briefly here:
“Women in the Winner’s Circle”: Hilary Retseck (MA 2013) and Casey Schuster (MA 2012) worked with Lyn St. James, former Indy Car driver, and her Women in the Winner’s Circle Foundation and the Henry Ford Museum in Detroit. They created an exhibit on “Women in the Winner’s Circle,” a history of female race car drivers in Europe and the United States from the late 1890s to the present. “Women in the Winner’s Circle” has traveled to several US cities. Following the opening, Retseck and Schuster continued to conduct research on women drivers and their female crewmembers that has been incorporated into a database that can be accessed by the interested public.

“Out in Chicago”: While interning at the Chicago History Museum, Jessica Herczeg-Konecny (MA 2013), carried out most of the background research for “Out in Chicago,” a major exhibition that ran from 2011 to 2012. Her research also contributed to the published catalogue that accompanied the exhibit. “Out in Chicago” was recognized by the NCPH with an Honorable Mention for the Outstanding Public History Project award.

“Guantánamo Public Memory Project”: In the Fall semester 2012, Melissa Burlock (MA 2014), Jennifer Kalvaitis (MA 2013), Theresa Koenigsknecht (MA 2014), Callie McCune, Elena Rippel, Nicholas Sacco, and Carol Wilson (MA 2013) participated in the national “Guantánamo Public Memory Project.” For the project, the students conducted the research for a panel about post-9/11 Guantánamo, entitled “Guantánamo Hits Home.” The exhibit opened in New York where McCune and Sacco were discussants at the opening. The exhibit toured nationally, including a stop in Indianapolis at IUPUI.

Indiana Historical Society (“You Are There” exhibits): Until quite recently, the Indiana Historical Society, famous for its library holdings and publications, had done few exhibits. In 2008, as part of a general re-thinking of its programming, the Indiana Historical Society pioneered a new exhibit format intended to augment attendance and actively engage visitors. Staff at the Society select a photograph from the organization’s holdings and then re-create that image in three dimensions so that visitors can “walk into” the picture and interact with first-person actors who are “residents” of that time and place. The pilot “You Are There” (YAT) used a WWII-era image of a grocery store in Terre Haute, featuring a woman presenting her food coupons to the proprietor. Christopher Mize (MA 2012) did much of the background research and assisted with the development of the pilot YAT. Following appraisal of the pilot, the Indiana Historical Society made a major commitment to mounting a series of temporary, rotating YAT exhibits. The YAT series has become a centerpiece of the Indiana Historical Society’s public offerings.

Public History interns have played key roles in the research and development of every YAT exhibit. Eloise Batic, Director, Exhibitions Research and Development, Indiana Historical Society (and a 2003 graduate of the Public History program), wrote the following about the essential role played by Public History interns in the YAT program:

To say that IUPUI interns have significantly made a contribution to the YAT series is an understatement. Without the work of Chris Mize, Jessica Herczeg-Konecny, Angela
Giacomelli, Krystal Gladden, Theresa Koenigsknecht, and Stephanie Schulze, we would never have been able to research, design, and implement the You Are There’s. I know that Angela, Krystal, and Theresa were or have all been kept employed by IHS after their internships ended and remain valuable participants on the exhibit team.

**Eiteljorg Museum of American Indians and Western Art:** Within the past few years, graduate interns from the Public History program have played important roles in two record-setting, temporary exhibits at the Eiteljorg, “Steel Ponies” (on motorcycles in the West) and “Guitars.” Both exhibits occupied the museum’s prominent first-floor temporary gallery and attracted large numbers of visitors. “Steel Ponies” drew about 62,000 visitors and became the best attended exhibit ever at the Eiteljorg—a record soon eclipsed by “Guitars.” “Guitars” was largely responsible for the Eiteljorg setting an attendance record of more than 63,000 visitors.

**Publications by students and graduates:**

A number of our MA students have published work in both Public History and refereed outlets, including articles, encyclopedia entries, and books. A list of some three dozen works can be found in Appendix 5; it is worth noting that in the case of publications that appeared after the student graduated, the publications reflected either thesis research or projects undertaken in course work or internships. Publications from 2006 to 2013 of particular note include:


“Manuscript Section, Indiana State Library” by Elizabeth Wilkinson (MA/MLS 2001)
“Photographs and Family History” by Elaine Rosa (MA 2002).

Glory-June Greiff (MA 1992), People, Parks, and Perceptions: A History and Appreciation of Indiana State Parks (Bloomington, IN: Woodsprite, 2009). Received the 2010 Wilbur Peat Award for Outstanding Contribution to Understanding and Appreciation of Indiana’s Architectural Heritage


Gradsuates: Subsequent Education and Employment:

Between 2005 and 2013, at least nine of our graduates have gone on to doctoral programs. Two other graduates are presently attending IU Law School and the University of Chicago Business School. Specifics can be found in the Appendix 9.

A small number of our students have gone on to academic appointments including David Benac (MA, 1997 and Ph.D. University of Missouri 2003), Andrea Johnson (MA 2002 and Ph.D., University of Missouri 2006), and Aaron Gulyas (MA 2003). In August 2013, Benac joined the faculty of the Department of History at Western Michigan University, as an Associate Professor, with responsibilities in Public History, environmental history, and historic preservation. Benac
formerly taught at Southeastern Louisiana University where he developed the Public History program. Johnson is a lecturer at California State University at Fresno while Gulyas is an Assistant Professor of History at Mott Community College in Michigan.

More representative of our graduates, however, are those who find work in venues that require only a terminal MA. In an effort to better understand the positions our students who take either the MA in Public History or the History/MLS are able to secure, Dr. Rebecca Shrumm conducted a survey.

**Survey of graduates in Public History and Dual History/MLS:**

Rebecca Shrum, Assistant Director of Public History, conducted a survey of graduates of the Public History program and the History/MLS from January 2002 to April 2013. In that period, we admitted 77 Public History students and 16 students pursuing the joint degree in PH/SLIS. Of those 93 students, 8 withdrew before finishing their course work and were not invited to participate in the survey. An additional 20 are still actively working on their degrees (taking classes and/or receiving funding). This leaves 65 students who have either graduated or have achieved the status of “all but thesis.” Shrum was able to gather contact information for 62 of 65 and then sent those 62 the Survey Monkey survey she developed. As illustrated by Figure 21, her survey produced an impressive 74% return rate, with 46 of 62 taking the time to reply. Figure 22 reinforces her basic finding: Despite the recent, prolonged economic downturn, the Public History program and the Dual History/MLS continue to do what they were designed to do—place qualified graduates in a variety of Public History and library-related positions. Among the 46 graduates who returned the survey, 28 reported working full time in a position consistent with their training and another 8 part time in such a position. An additional seven work full time in a non-history position.

![Figure 21](image-url)
**K. CHALLENGES AND OPPORTUNITIES**

**Time to completion of the thesis/degree:**

Since our last external review in 2006, it became clear that many graduate students were taking three or more years to complete their degrees. Two key reasons and two ancillary factors accounted for this trend:

1. Despite telling students that we expected them to plan in terms of completing their degrees in two years, we routinely funded students in their third year who had made little or no progress researching and writing their theses. This trend was most evident in Public History, but also extended to the appointment of teaching assistants.
2. We had organized the core classes so that our MA students did not take their required research seminar (H750 or H720 [seminar in European History]) until their fourth semester in the program. Most students did not actually start researching and writing their theses until they took the research seminar. Because the majority of our graduate students are in Public History, the greatest impact of this trend was also in Public History.
3. In addition, especially in Public History, the most common reason why students failed to graduate was securing employment, leaving school, and failing to complete the thesis.
4. The fact that tuition has risen every year, and our tuition remission budget from the School of Liberal Arts has remained steady, also pressured us to use available tuition dollars with much greater efficiency and care.
We began the process of reducing the length of time to graduation with the appointment of interns in the summer of 2009. Each intern appointed for fall 2009 received a memo from the Director of Public History explaining that significant changes in reappointment expectations for time to graduation would go into effect with the appointment of interns in 2010. The memo put students on notice that, beginning with the class entering in 2010, we had the expectation that they graduate in two calendar years, keeping in mind that most full-time students also hold twenty-hour-per-week internships. In 2010, we established clear guidelines for reappointing second-year interns, and warned that reappointment in the third year for Public History students was not guaranteed; we also informed incoming first-year students of the conditions.

Because many students did not begin researching and writing their thesis until taking H720/H750, Research Seminar, until the fourth semester in residence, we reorganized the order of our core classes for students in Public History. (This shift effectively changed the order of core classes for all of our graduate students.)

Our original sequencing of core classes for Public History students was as follows:

- Semester 1 (fall)  H542 Introduction to Public History
- Semester 2 (spring)  H501, Historical Methods (included developing a précis for their thesis)
- Semester 3 (fall)  H650, Colloquium: U.S. History (instructors often encouraged student to read in their thesis area)
- Semester 4 (spring)  H750, Seminar in U.S. History, thesis students usually researched and wrote a chapter.

Starting in fall 2013 we changed the order of classes as follows:

- Semester 1 (fall)  H542 Introduction to Public History and H650, Colloquium in U.S. History
- Semester 2 (spring)  H501 Historical Methods
- Semester 3 (fall)  H750 Seminar in U.S. History
- Semester 4 (spring)  H898, thesis credit, continue working on thesis with thesis director

Once we have been through this new cycle one time, we will reflect, assess, and if need be reconsider and “tweak” it.

By the time the class of 2012 had matriculated, we could see a notable shift in the “culture” of the program, with students entering the program with the expectation that they would finish the program in two calendar years.
Funding:

As noted, the Public History program has developed a highly successful and nationally competitive internship program. These cost-shared internships are absolutely consistent with IUPUI’s emphasis on civic engagement. They also depend on the program’s ability to offer matching funds for the stipend and health insurance and to pay at least partial tuition remissions. While we have been successful in developing match money from multiple income streams, loss of all or part of that funding represents a serious threat to the integrity and viability of the internships and to the Public History program itself.

Each year History receives a share of a Block Grant awarded to the School of Liberal Arts from the campus-level Fellowship Committee. Annually, schools on the IUPUI campus with research-based graduate degrees may apply to the Fellowship Committee for block grants to support those programs. The source of the money is indirect costs. At one point, when History had the only graduate program in the School of Liberal Arts, we received the entire Block Grant awarded to SLA. Gradually, as the School added graduate programs, the award to History declined—a situation that was perfectly consistent with the need to divide the block grant among the School’s growing number of graduate programs.

While the total block grant awarded to the School of Liberal Arts has risen sharply between 2006 and 2013, the amount allocated to the Department of History has remained steady. In 2006, the School of Liberal Arts received a block grant in the amount of $98,900 rising to $300,000 awarded in 2013 for the current fiscal year, which represented a significant increase in recognition of the expanding number of graduate programs and the demonstrated quality of those programs. The Department received $20,000 for 2009-10; $22,000 for 2010-11; $20,000 for 2011-12; and $20,000 for 2012-2013.

About twenty years ago, the Dean of the School of Liberal Arts pledged $25,000 a year to help pay for cost-shared internships. While generous and much appreciated, this money was partially an attempt to make up for History’s declining share of the block grant, as the School added more graduate programs. About the time of our last external review in 2005, a different dean informed the Chair of the Department that he was moving toward eliminating the $25,000 in support for the Public History program. In 2006, the external reviewers reported that IUPUI had one of the best MA-level Public History programs in the nation. The Director of the Graduate Office, IUPUI/Associate Dean of the Graduate School, Indiana University, elected to help the Department with cost-share money and pledged $25,000 per year, but she tied that award to the Dean of SLA continuing his support. The dean agreed to that stipulation.

Presently, on an annual basis, we receive $25,000 from SLA, $25,000 from the IUPUI Graduate School, and about $20,000 from the Block Grant against a total cost of the intern program (not counting tuition remission) of $183,685 in 2011-2012; $163,940 in 2012-2013 and $194,210 in 2013-2014.
This funding is crucial to the existence of the Public History program, and its availability is only as good as the willingness of future deans of the School of Liberal Arts and the IUPUI Graduate School to continue to honor the Memorandum of Agreement.

A related threat comes from the end of the Lilly Endowment grant supporting the Venture Fund. In recent years, the Venture Fund has played an important role in funding key internships with Indiana Humanities, the Capitol Tours Office in the Indiana Statehouse, the Social Health Association of Indiana, the YMCA of Greater Indianapolis, and Bethel AME church. Right now, it looks as though the Venture Fund will no longer exist to help support community projects after 2013.

**SUMMARY AND KEY QUESTIONS**

The graduate program in history is a strength not only of the Department, but of the University. That achievement reflects the quality and hard work of both the faculty and the students we attract. Nonetheless, the Department faces a series of important questions.

With respect to faculty: As indicated above, the workload for faculty advising MA theses needs to be recognized and more evenly distributed. The majority of our students write their theses in U.S. History. In the past, there has been an expectation that thesis committees would include at least one non-Americanist—a practice that is currently honored more in the breach. What might be ways to structure the thesis process in order to address this issue?

With respect to students: We have begun addressing concerns over the length to completion problems. Are there other strategies and tactics we might consider?

In addition, we are facing substantial difficulties in funding students—particularly from out of state. In the face of the Public History program’s deficit, we have reduced our tuition remission costs; starting in August 2014 we will cut tuition remissions back to 2/3 of a full load except for University Fellows. An inability to continue funding students at higher rates has begun to compromise our ability to compete on the national scene for the strongest students.

With respect to programmatic offerings: The strength of the Public History program, as well as current trends in higher education, has prompted some to urge that we create an online degree program in Public History at the MA level. Are there useful models out there for such an effort? What are the other issues and concerns we should keep in mind?

The strength of the MA in Public History (as well as campus trends) has prompted interest in establishing a doctoral program in Public History. We do not wish to sacrifice a competitive MA program for what would be a small doctoral program. We appreciate that such a move would require new resources. What are the other issues and concerns we should keep in mind in the face of such requests?
7. STUDENT LEARNING OUTCOMES: OVERVIEW, SAMPLING, AND TRENDS

It is clear that more consistent, more extensive, and more finely detailed assessments of student learning outcomes must take place both within the IUPUI Department of History and within the IUPUI School of Liberal Arts as a whole. Current institutional survey instruments to assess student learning outcomes effectively are needlessly cumbersome, suffer from low response rates (often due to exclusively online administration in formats confusing to student respondents), are not well coordinated, and do not provide faculty with timely or readily intelligible results. This is especially true with regard to the IUPUI School of Liberal Arts' best and most successful students in all majors: its graduating seniors. Current survey instruments and techniques addressed to graduating seniors in the School of Liberal Arts are especially weak and suffer from poor data processing and distribution at IUPUI. These instruments at present lack specific and detailed questions polling exiting, successful graduates on their exact analytical and interpretive skills gained and mastered through undergraduate university study. Slow improvements in survey-instrument design, data collection, and processing are now underway led by the SLA faculty Committee on Teaching and Advising. However, since 2012, the IUPUI History Department faculty has been working collaboratively, via its concerted and comprehensive departmental Curriculum Restructuring, to establish better parameters of assessment for student learning outcomes and to make better, constant survey of student skills acquisition and learning outcomes within the department an integral part of curricular reform at all levels of instruction.

The interim report on History Department student learning outcomes that follows is based upon a complementary collection of documents. These include:

1. IUPUI Faculty Ratings of Student Performance on Principles of Undergraduate Learning Department of History, Spring 2010 through Spring 2013 (Sample size varying from N=115 to N=3,246 depending on class levels assessed). Core student competencies addressed include students' understanding of society and culture and students' abilities in written, oral, and visual communication.

2. 2013 IUPUI Continuing Student Satisfaction and Priorities Survey, Results for All History Department Respondents (N=10).

3. 2013 Graduating History Graduate Student Alumni Satisfaction Survey (N=4).

4. Supplemental Data regularly gathered on student self-assessment of learning outcomes in reading- and writing-intensive sections of Western Civilization survey courses (H113 and H114) taught by Associate Professor of History Kevin C. Robbins, fall and spring semesters 2004-2012 (N>500).

A. FACULTY ASSESSMENTS OF STUDENT LEARNING OUTCOMES 2010-2013

Review of data on student learning outcomes stockpiled by History faculty via their Ratings of Student Performance on Principles of Undergraduate Learning (Spring 2010 through Spring 2013: see Appendix D) shows points of real strength and student improvement but also some negative trends that History faculty must address. These ratings of all students are assigned by faculty at the end of each academic semester in conjunction with final grades for course
performance. These ratings thus communicate a faculty member’s best sense of his or her students’ growth to competency or failure to thrive in key measures of analytical ability.

Faculty assessments of students’ capacity to understand society and culture show clear improvement as students ascend to higher levels of instruction in History courses. At the 100 survey level, only 63.3% of all students enrolled are currently deemed by History faculty as “Effective” or “Highly Effective” at these tasks. However, that percentage rises to 71.3% at the 200 level of instruction, to 74.2% at the 300 level, and to 79% of all students judged “Effective” or “Very Effective” in the comprehension of society and culture at the 400 level of instruction. This measured improvement in students’ comprehension of social and cultural history is sustained even though the total numbers of students assessed increases significantly at the 300 and 400 levels of instruction (see Appendix D). The percentage of students deemed “Not Effective” in understanding society and culture drops steadily at higher levels of history instruction. Overall, these trends are positive, arguably register the beneficial effects of current history teaching on departmental students, and show positive student learning outcomes. History faculty and current external reviewers should jointly consider how best to increase levels of student competency in social and cultural knowledge so that effective mastery of these abilities approaches more closely to 100% of all enrollees at higher levels of instruction.

On the vital faculty assessment of students’ core skills in written, oral, and visual communication, History faculty report steady improvement and progress as students move up from the 100 level survey courses to 300 level advanced undergraduate classes. However, that progress is checked and reversed at the 400 level, falling back to 72.9% of all students deemed “Effective” or “Very Effective” in vital communication skills. This negative trend is amply reinforced by recent, anecdotal History faculty complaints of poor student communication skills, especially deficits visible in students’ written work and learning in the History Senior Capstone Seminar (History J495). Here, recent faculty concerns focus on many junior and senior History majors’ inability to select practicable topics for independent research, some students’ inability to compile and digest sufficient primary and secondary sources, students’ inability to formulate cogent, answerable research questions of real significance, and students’ woeful challenges in the basic organization of effective research paper outlines, and in the clear, grammatically correct, and incisive writing of their senior, capstone, independent research papers. At the 400 level of History instruction, it is simply unacceptable that more than one-quarter of all students are currently deemed by faculty as less than fully effective in core communication skills and learned improvement. The percentage of the competent in essential communication skills (72.9) is far too low and must be improved. Over the period Spring 2010 to Spring 2013, whereas only 62.4% of students in 100 level survey courses were deemed “Effective” or “Very Effective,” in Written, Oral, and Visual Communication Skills, that percentage rises to 71.3% at the 200 level, and to 74.4% at the 300 level. For the percentages of students deemed only “Somewhat Effective” or “Not Effective” in written, oral, and visual communication skills, these fall from a combined 37.6% of all students at the 100 level, to 28.7% at the 200 level, to 25.6% at the 300 level, but rebound to 27.7% assessed as ineffective or only somewhat effective at the 400 level of instruction. Those numbers are not good and must be improved via more rigorous teaching of written, oral, and visual communication skills at all earlier class levels. This is the clear intent of
the History Department's Curriculum Restructuring now underway. Integral to that curriculum restructuring is the History faculty’s determination to assess undergraduates' effective mastery of core communication and analytical skills at all levels of instruction. At present, in some survey-level Western Civilization courses (H113 and H114), heavier, sustained emphasis on such classes as essentially communication skills acquisition courses, rather than simply “History” courses, has already consistently yielded stronger student assessments of positive learning outcomes. When explicitly and encouraged to view basic instruction in Western Civilization courses as always an exercise in intensified critical reading, critical writing, and critical thinking, students, overall, report highly satisfactory learning outcomes.

B. HISTORY STUDENTS’ SELF-ASSESSMENTS OF LEARNING PRIORITIES AND OUTCOMES.

At present, very small, recent samples (2013) of self-assessments on learning outcomes by History graduate and undergraduate students show positive results. But small sample sizes overall cannot be taken to validate existing History Department curricula as optimal or best capable of enhancing student acquisition of core analytical and interpretive skills. And, as with all self-assessments, external reviewers are right to interpret these measures cautiously. This is only logical given reasonable skepticism about the capability of any student cohort to judge accurately or objectively the real progress of their own cognitive abilities.

At the graduate level, a recent survey (2013) of exiting History MA students who had successfully completed the program (N=4) shows high graduate student satisfaction with superior learning outcomes compared to other MA level graduates in other campus departments. When compared to recent IUPUI MA graduates overall, those four History respondents asserted significantly better, terminal ability in gaining deep knowledge of their field, in conducting original, independent research, in comprehending existing scholarship in their field, in articulating their own research creatively to public audiences, and in the application of critical thinking skills to productive research work. In stark contrast to a higher percentage of apparently disgruntled MA degree recipients in other programs at IUPUI (who now regret their matriculation and graduate work here), all recent MA graduates in History who were sampled avowed a higher degree of satisfaction with their course of instruction and a firmer belief that they made the right choice to pursue graduate study in the History Department. These opinions correlate closely with those History students’ registered convictions that they were exposed to higher quality courses in their specific areas of interest, got better opportunities to pursue independent research work, received higher quality faculty consultations on their own thesis work, got more personal and beneficial attention from faculty, and gained more opportunities for community service via the existing graduate History curriculum. Here, overall, History graduate students express high satisfaction with their own positive learning outcomes.

A recent (2013) IUPUI survey of Continuing Student Satisfaction and Priorities (see Appendix E) enables closer review of how some History undergraduates perceive their key educational priorities and the degree to which current History Department operations meet or satisfy their desires for appropriate learning outcomes. Alas, here again, the relatively small number of respondents (N=10 for History) does not permit definitive conclusions about effective History Department attainment of suitable learning outcomes valued by some undergraduate students.
Since the survey itself barely reached 22% of all continuing students, the results presented here should be taken as tentative at best and not fully representative of all students continuing in History or in other IUPUI departments within the School of Liberal Arts. External reviewers should also note the skewed nature of the History undergraduate student cohort whose opinions are sampled here. This group of respondents to the survey is ethnically homogeneous (all Caucasian), contains fewer transfer students than typical among all respondents, includes only juniors and seniors, contains only full-time students, ranks more highly on SAT measures of verbal ability than most other respondents to the survey, and tends to have higher GPAs than most other respondents to the inquiry. History participants in the survey are also distinguished by having taken far more foreign language course work than most other respondents, by more participation in internships and field study, and by anticipation of and participation in a distinct senior capstone course or project. These participants in the survey also show a higher intention to pursue advanced graduate study than do most other respondents and thus may qualify as essentially more academically inclined and ambitious.

With these caveats firmly in mind, the History undergraduate students surveyed here rank themselves generally as significantly more effective at key analytical and intellectual tasks than do most other respondents from other departments on campus. Advanced History undergraduates sampled also report a higher degree of satisfaction overall with their academic experiences at IUPUI than do all other students who replied to the survey. For the purposes of History program review and assessment of positive student learning outcomes achieved by current History curricula, it is most important to note where, precisely, History respondents deem themselves significantly more accomplished than most other IUPUI students sampled here. History students queried here avow higher competencies in critical reading and reading comprehension, in adroit identification of the most appropriate and useful source materials to advance independent research projects, in building critical argumentation predicated on the use of diverse sources, especially quantitative data, and in their aptitude for self-criticism, especially through systematic critique of their own strategies to attack and master an issue or subject. History respondents to this survey also aver a stronger capacity than most to integrate discrete bodies of knowledge and to apply the comprehensive insights thereby derived to the amelioration of their own lives. This higher skill level is reinforced by the respondents' firm belief that they are significantly more adept at perceiving inter-relationships between local, national, and global issues. Apparent convictions here about the socio-cultural and socio-psychological benefits of historical study also yield a cohort of thoughtful History respondents more pro-social in their thinking and appreciably more confident in their ability to effect positive social change. From this cohort of survey respondents at least, their endorsements of significant and positive key learning outcomes from study in History are unequivocal and can be taken as a valuable legitimization of the existing array and skills focus of the current curriculum and faculty teaching methods.

The survey referenced here also queried students on the importance they attach to key aspects of their university learning experience. The ten History respondents here strongly concurred that their most important concerns are quality of teaching by faculty in their major, the availability of courses in their specific area of inquiry, and the quality of academic advising in their department.
History participants also stressed their high expectations for quality of teaching by faculty at IUPUI outside their major and the relevance they seek between History course offerings and their own career goals. History students also assigned more importance to gaining opportunities for participation in faculty members' own research. In nearly all instances, History respondents were more concerned about these specific aspects vital to effective learning outcomes than other students participating in the survey.

The same survey then queried participants on the degree to which their educational expectations and desires were met or satisfied through their experience of departmental and campus instruction. On average, History respondents expressed consistently higher degrees of satisfaction with how their key learning expectations are being met than did all other participants in the survey. This is especially true with regard to student perceptions of the quality of teaching in History, the ready availability of classes in their field area of inquiry, the high quality of academic advising for students in History, and the perceived relevance of History course offerings to the students' own career goals. History respondents, as a whole, were significantly more satisfied in these elements of their learning than all other respondents to the survey. History participants also expressed significantly higher satisfaction with the general helpfulness of their faculty than did other students who replied. History respondents were also slightly more satisfied than all other survey participants with opportunities available to become involved in departmental faculty members' own research work.

Despite a limited sample size, this survey also should alert History faculty and outside reviewers to critical points where student expectations for effective learning are not being as fully satisfied as they could be. Although History respondents did not initially assign high levels of importance to these features of their educational experience, student dissatisfaction levels may warrant deeper faculty review and potential modifications to current curriculum and advising strategies. The measures where History respondents registered higher levels of dissatisfaction than other survey participants include uses of technology in the classroom, information available about volunteer service opportunities, and opportunities for overseas study. The very recent revitalization of IUPUI International Study programs, new senior administrators charged with further internationalizations of the campus and departmental curricula, and recent projects to increase scholarship and fellowship support for study abroad may all help to increase History students' satisfaction with access to and successful completion of international learning opportunities. The hiring of a new digital humanist and the prospect it presents of capitalizing on masterly use of technologies appropriate to historical inquiry at affiliated IUPUI centers of excellence (such as the Polis Center for the study of urban demographics and culture) should also improve History students' future access to and training in technologically driven historical research and analysis. To enhance History students' gain of information about volunteer service opportunities in the community, History Department advisors may wish to call upon and cite more frequently the experience and expertise of numerous current History faculty members whose research work and board service duties keep them in very close touch with kindred educational nonprofit and museum organizations in Indianapolis and throughout the Mid-West.
C. Analytical Skills Acquisition Teaching and SLOs.

Finally, it may be useful, in assessing History students’ opportunities to gain positive learning outcomes, to consider the value added to such endeavors by intensified emphasis on critical skills acquisition especially at the survey level of instruction. These remarks are predicated upon supplemental survey data gathered on student learning outcomes (N>500) as registered in multiple sections of survey-level Western Civilization courses (H113 and H114) over the period 2004-2012. One History faculty member’s teaching here has been progressively recast as essentially devoted not to history itself, but rather to student mastery of enhanced critical reading, critical writing, and critical thinking skills through the study of historical communities, artifacts, and texts. Integral to this pedagogy are very minimal use of lectures in classroom teaching and more reliance on in-class discussion sessions with students called on to participate actively and express their own opinions on thorny required readings. These courses run with a serious list of required readings (including a standard course textbook, supplemental readers with original sources from the eras covered, and an array of up to seven additional required readings in literary, philosophical, and historical masterworks from the historical eras surveyed) and a sequence of progressively more difficult required map projects, media analysis assignments, substantive, take-home mid-term and final essay examinations, and two research papers. Here students are consistently encouraged to outline all written work meticulously, to draft and re-draft their papers under faculty guidance, and to submit, and then re-write their essays for potentially higher marks. Research paper topics focus largely on the texts read and discussed in class and are entirely driven by cogent questions posed about especially challenging or provocative passages in those texts. Students are expected either to answer those questions as directly as possible in their own writing or to formulate their own specific questions to answer in these required written assignments.

Throughout each semester, these assignments are regularly supplemented by in-class discussion of basic, cogent, written primers on effective, efficient reading of History textbooks and other sources, on common errors in undergraduate writing, on specific and problematic aspects of English grammar and composition especially challenging to each class of student writers, and on effective outlining techniques for shorter and longer essays on historic works, themes, and problems. Prior to encountering any challenging historical text on the syllabus, all students also receive batteries of 20 to 40 reading questions in hard copy geared to each reading. Students are encouraged to read through all of these questions before grappling with the target text and are invited to use these questions as guides to inform their own critical reading and to animate in-class text discussions. Students are also consistently invited to add their own queries to the lists for private reflection, future critical writing, and in-class discussion. Both orally and in writing, students are consistently reminded on all assignments of the specific critical analytical skills to be gained and to be honed by timely completion of the work required. This tutelage is reinforced by close faculty reading and explicit, detailed correction of all student written work in hard copy with timely return of all assignments to promote student re-writing and improvement in core analytical and creative, self-expressive skills.

Unfortunately, these demanding survey-level courses propel some students into other sections of the survey, sometimes up to one-third of all initial enrollees. However, the students who
persevere and make progress in these sections devoted to critical thinking skills report them to be highly rewarding. They are given a clear opportunity to assess their own progress toward key learning outcomes on the official student evaluation of course design and faculty teaching that is administered toward the end of every term. Here, the faculty member includes an important array of supplemental course evaluation questions specifically requiring all students, in comparative fashion, to assess the degree to which their History class participation has enabled them to gain better skills in critical reading, critical writing, and critical thinking, in the critical comprehension and integration of information gleaned from different historic source media, and in acquisition and effective practice of analytical skills useful in other academic courses and for the future working environments students anticipate. On these points of assessment, students are specifically asked to evaluate their History survey course for utility in core skills acquisition in direct comparison to all other university-level courses they have taken. For a faculty in quest of better information about students' perceived learning outcomes, it is often merely a question of explicitly polling student opinions on this subject and thus making sure that such opportunities for cogent assessment are readily available in official student course and faculty evaluations.

Results, overall here, are excellent. Routinely, 85% to 95% of all respondents, year in and year out, agree or strongly agree and assert that survey-level instruction of this kind has given them significantly better critical reading, critical writing, and critical thinking abilities. Very high proportions of all survey participants also report better ability to integrate and comprehend information derived from a variety of different source media. Moreover, very high proportions of all respondents affirm that they face all other academic and future professional working environments with a higher degree of self-confidence because they feel that they now possess the core and vital analytical skills necessary to confront and to master the complex learning challenges they will face. What qualifies as highly positive student learning outcomes can readily be achieved when faculty abandon, traditional, lecture-format, survey-level teaching strategies and coherently design all teaching materials (from syllabus to final, take-home, essay examination) to reiterate that student skills-acquisition and practice are, ultimately, far more important than a mere and passing knowledge of discrete historical events. From this experience, it is clear that courses geared entirely to student skills acquisition and practice produce consistently high student assessments of their own positive learning outcomes. The current and on-going curriculum restructuring within the Department of History at IUPUI will incorporate such persistent emphasis and testing on students' acquisition of core analytical skills at all levels of undergraduate instruction. This endeavor should yield both higher student levels of mastery in such core skills and better documentation of more positive student learning outcomes over time.

**SUMMARY AND KEY QUESTIONS**

Student surveys currently measure student satisfaction more than learning outcomes. The history department is exploring ways to better measure student learning. In the meantime, the department draws on a variety of sources to measure student learning: faculty ratings of student performance in the PULs, student satisfaction surveys, and independent surveys developed by faculty members. The data from these measures is limited due to low participation rates in the surveys. Nevertheless, certain patterns do emerge. Faculty report higher levels of student
performance as students move into increasingly more advanced courses. This pattern stops, however, at the capstone. Faculty reported a decline in student ability and performance for students in the capstone class. Student satisfaction surveys show that history students at both undergraduate and graduate level are highly satisfied with their degrees, more than students in many other majors. Undergraduate students wanted more opportunities for international studies and opportunities to conduct research with faculty.

- How should we assess student learning for all levels of students? What are some of the best practices that we should look into?
- How should we assess student learning for the capstone course? Should this course use a separate assessment system?
- How can the history department increase opportunities for overseas studies?
- Should the department increase service opportunities for undergraduate students so that they are commensurate with those available for graduate students?
- How can the department encourage more faculty to engage students in their research?
8. HISTORY DEPARTMENT COLLABORATIVE ENGAGEMENT WITHIN SLA AND BEYOND

During the past decade, History Department faculty members made notable contributions to enhancing the regional, national, and international profile of IUPUI and the School of Liberal Arts through their roles as founders, directors, and collaborators with a host of interdisciplinary programs and research centers. This section demonstrates the relationships the department has nurtured with these programs and centers.

A. CAMPUS RESEARCH CENTERS FOUNDED AND DIRECTED BY HISTORY FACULTY

1. Medical Humanities and Health Studies
The newest of the Liberal Arts programs to offer the Bachelor of Arts degree, MHHS, already counts 30 majors and an equal number of minors. It is the rare Liberal Arts program that attracts double majors from the School of Science. Its founder and current director is Professor of History William H. Schneider, who oversees a program that directly serves IUPUI's dominant health and life sciences focus. As with Africana and International Studies, this interdisciplinary program plays a key role within the School of Liberal Arts of fostering IUPUI's commitment to internationalizing the curriculum and promoting globally-focused extracurricular activities on campus. All MHHS majors take our course on the History of Medicine, while both the History of Science and the History of Humanitarian Assistance serve as electives. The MHHS program also hosts one of the strongest lecture and symposia series on campus. Its faculty and research assistants also conduct significant research, such as the following studies funded by $250,000-$300,000 external grants, each of which resulted in publications:

1) An International Collaboration on the Political, Social, and Cultural History of the Emergence of HIV/AIDS (NEH), WH Schneider, PI

2) The History of Western Medicine in China, 1800-1950 (Henry Luce Foundation), WH Schneider, PI

3) Indiana and the Legacy of State and Local Eugenics, 1907-2007(NIH), WH Schneider, PI

2. The Polis Center (http://www.polis.iupui.edu/).
Three members of the department, Jan Shipps, Ralph Gray, and Robert G. Barrows, served on the task force that led to the creation of Polis and the appointment in 1988 of historian David J. Bodenhamer (from the University of Southern Mississippi) as Executive Director of Polis and Editor of the Encyclopedia of Indianapolis. The center employs advanced geospatial technologies to assist cities and communities across central Indiana and now provides expertise internationally on how to use information and technology more effectively. Funded by more than $70 million in contracts and external grants since 1989, the center is an internal hub for the digital humanities and is recognized internationally as a leader in the new field of spatial humanities, with two major NEH grants in this area since 2010. It also created and manages the Spirit and Place Festival (http://www.spiritandplace.org/), an annual event that showcases IUPUI's commitment to community engagement.
B. CAMPUS RESEARCH CENTERS DIRECTED BY HISTORY FACULTY

1. IUPUI Arts and Humanities Institute
Founded in 2012 and affiliated with the Office of the Vice Chancellor of Research, the IAHI’s inaugural director is history professor Jason Kelly. The IAHI funds faculty research and creative activity and acts as a liaison to the community for the joint development of arts and humanities initiatives in the greater Indianapolis area. History professor William Schneider serves on the IAHI Council and played a key role in its creation.

C. SLA CENTERS AND PROGRAMS FOUNDED BY HISTORY FACULTY

1. Africana Studies
The Africana Studies Center was co-founded in 1981 and directed until 2012 by Dr. Monroe Little. Formerly known as African American and African Diaspora Studies, the program has offered the major to Liberal Arts students since 2008, in addition to the minor and certificate. Course electives draw heavily from offerings in US, African, and Latin American/Caribbean history while the following historians are also adjunct faculty members: Drs. Little, Gondola, Kelly, and Kaufman-McKivigan. Dr. Labode is not only an adjunct faculty member but, in her role as Public Scholar of African American History and Museums, she plays a vital role in the program’s mission of civic engagement. As part of that mission, the program co-sponsored the 2013 Black Studies Association national meeting and serves as the local arrangement committee for the 2014 annual conference of the African Studies Association in Indianapolis.

2. Institute for American Thought.
The IAT is an IUPUI Signature Center directed by history faculty member Marianne Wokeck, and additional faculty serve or direct three of the institute’s seven centers and programs:

Frederick Douglas Papers (http://www.iupui.edu/~douglass/). Jack Kaufman-McKivigan, the Mary O’Brien Gibson Professor of United States History, is both the project director and editor of these papers, with which he has been associated since its inception at Yale in 1973. The papers have resided at IUPUI since Dr. Kaufman-McKivigan’s arrival in 1998.


IUPUI Max Kade German-American Center (http://maxkade.iupui.edu/home.html): Dr. Kevin Cramer and Dr. Marianne Wokeck are faculty affiliated with the center.

3. American Studies
Five history faculty members are affiliated with this program, which is part of the IAT and offers a minor. Marianne Wokeck served as past director of this program. The only required course for the AS minors is one of the two U.S. history surveys. A number of U.S. history classes are regularly cross-listed with American Studies. Given the focus of her teaching interests, Dr. Nancy Robertson usually cross-lists her upper-division history topics courses (like A390 Representative Americans) with the AS program, thus ensuring stronger enrollment and using the course as a platform to recruit students to History. Elizabeth Brand Monroe and Jack
Kaufman-McKivigan have also cross-listed their courses on Legal History, the American Working Class, and the History of Dissent. The AS program also implemented and now oversees the IUPUI-Derby (UK) student exchange program. Several history majors enjoyed the uniquely affordable opportunity to study abroad while they paid tuition at their home institution.

4. Professional Editing

The graduate certificate for Professional Editing is a program of the IAT. It is directed by Marianne Wokeck.

D. SLA Centers and Programs Directed by History Faculty

1. Global and International Studies
Launched in 2006, the interdisciplinary program now counts more than 100 majors and 30 minors, and includes more students pursuing double majors than any other program or department in Liberal Arts. The current director (since 2011) is Dr. Michael Snodgrass, Associate Professor of Latin American History. Dr. Snodgrass also served on the advisory board that created the program. As the program's Master Course List indicates, History contributes more course offerings to the program's list of electives than any department other than Political Science and World Languages and Cultures (http://liberalarts.iupui.edu/international/courses/). An immediate goal of the History Department is to hire a faculty member specializing in the Middle East and/or the Islamic World, whose teaching duties and research interests will greatly enhance course offerings for the International Studies program. (A collaborative effort in 2013 to secure approval for such a search did not receive funding from the School of Liberal Arts. We will resubmit in the coming year.)

2. Women's Studies
An interdisciplinary program offering a minor, the program was directed by Dr. Nancy Robertson, Associate Professor of History, from 2005 until 2012. Several other history faculty have helped administer the program since its inception in the late 1970s. Dr. Robertson collaborated with Dr. Anita Morgan to develop a two-course sequence on U.S. Women's History (A341, A342, which count as electives toward the minor. One other faculty member (Danna Kostroun) teaches course electives related to women and gender in Europe. In 2011, Dr. Robertson organized the 23rd Annual Indiana University Women's and Gender Studies Undergraduate Research Conference, the longest-running such congress in the IU system. She was recognized for her service in 2012 when IUPUI named her “Outstanding Veteran Woman Faculty Leader.”

E. Programs and Centers Affiliated with the History Department

1. Classical Studies
The program in the studies of ancient Greek and Roman civilizations offers a minor and encourages students to pursue the BA degree as an Individualized Major Program. Since the retirement of Dr. Kenneth Cutler in 2003, adjunct history faculty teach the cross-listed courses in Greek and Roman history that serve as program electives.
2. Museum Studies
This program offers both an MA and an undergraduate certificate, which several dozen history BA students pursued over the past decade. Several History MA candidates also pursue the Museum Studies graduate certificate as well. The program builds strongly on course offerings and faculty collaborations with the History Department, especially with Public History, and our colleague Dr. Modupe Labode has a joint appoint with Museum Studies. Students pursuing the certificate must take our course The Nature of History (A217) as a requirement. Museum Studies is the only interdisciplinary program offering the MA degree and Public History courses are heavily represented among the electives students take. The include Introduction to Public History and courses on Historical Administration, History Preservation, Historic Site Interpretation, Archival Practices, and Interpreting African American History at Public Sites. The Guantanamo Project, the nationwide collaboration spearheaded at IUPUI by Dr. Labode, was another example of a cross-listed class serving both History and Museum Studies students.

3. Philanthropic Studies
Now the Lilly Family School of Philanthropy (http://www.philanthropy.iupui.edu/), philanthropic studies was until 2012 a center based in the School of Liberal Arts and the first to offer the PhD, in addition to undergraduate and MA degrees. Dr. Kevin Robbins developed much of the center's courses in both the cultural history of philanthropy and in research methods, for both undergraduate and graduate students. In 2006, with the launching of the PhD program, he developed the primary Research Methods course for doctoral students and then also designed and taught an online history of philanthropy course for the center's Executive MA program. Dr. Robbins has also directed both MA and PhD theses as has Dr. William Schneider, who has also taught the advanced research methods course for doctoral students. The other major contributor to philanthropic studies has been Dr. Nancy Robertson, who regularly teaches graduate seminars like the required History of American Philanthropy course.

4. Center for Earth and Environmental Science
(http://www.cees.iupui.edu/)
This center is a formal partner of the "The Rivers of the Anthropocene," a transnational, interdisciplinary comparative study of the Ohio and Tyne river valleys (http://rivers.iupui.edu/cms/), for which Phil Scarpino and Jason Kelly serve as principal investigators. Phil Scarpino is also affiliated with this center.

5. Center for the Study of Religion and American Culture
(http://raac.iupui.edu/about/research-fellows/)
The following history faculty are research fellows affiliated with the center based in the Religious Studies Department (which includes several faculty trained as historians): Jack Kaufman-McKivigan, Nancy Robertson, Marianne Wokeck

6. Binational Cross-Cultural Community Enhancement Center
(https://www.dentistry.iu.edu/BICCHEC_Site/)
Michael Snodgrass serves with faculty from Public Health, Medicine, and Dentistry on this research center focused on health issues in Mexico and among Latino immigrants in central and northern Indiana. BICCHEC was one of the first Signature Centers dedicated to interdisciplinary
and translational research on the IUPUI campus.

F. NATIONAL COUNCIL ON PUBLIC HISTORY (NCPH)
(http://ncph.org/cms/)

Founded in 1979-1980, the NCPH grew rapidly as a scholarly and professional society in its first
decade and moved its executive office four times before the IUPUI History Department invited
NCPH to make its home here. NCPH arrived at IUPUI in 1990. NCPH is an “external agency” of
Indiana University, a separate nonprofit that operates under a five-year memorandum of
agreement (MOA) with the IU School of Liberal Arts (SLA), dated July 2010. The agreement
summarizes their relationship as follows:

This new agreement is designed to benefit each of the partners in furthering their missions,
particularly in areas of mutual interest, such as civic engagement. To the partnership, NCPH
brings the prestige of an international organization promoting the intersection of the scholarly,
professional, and public. The organization, through its programs, board of directors and
numerous committees, and the expertise of its executive director and staff, provides IUPUI
students and faculty with access to networks of public historians in the United States and
abroad and to new initiatives and developments at the heart of the vibrant and internationalizing
field of Public History. In return, IUPUI provides substantial financial and administrative support,
such as the services of the Human Resources Administration and University Information
Technology Services. NCPH staff members are employees of the university, interact with
faculty and administrative peers, and have access to classes and other forms of professional
development. NCPH also stays in close contact with one of the leading graduate programs in
Public History [also at IUPUI]. The program provides NCPH with a ten-month, cost-shared
graduate intern, an arrangement that benefits the organization and provides the student with
valuable professional experience. The executive director and program manager routinely make
contributions to the program via classroom presentations and related activities.

IUPUI provides office space, computers, and business-related services as well as sixty percent
of the NCPH executive director’s pay and benefits, forty-five percent of the program manager’s,
and fifty percent of the membership assistant’s. This support has grown over the years as the
relationship has evolved. When NCPH first arrived at IUPUI, Dr. Elizabeth Brand Monroe
employee and one half-time graduate intern. Under Dr. David Vanderstel (executive director
1994-2005), the half-time clerical assistant became full-time. With the help of the History
Department and SLA, Dr. John Dichtl (executive director 2006-present) converted the clerical
position into a professional position and added a half-time clerical staff member.

Under the current agreement, Dr. Dichtl and Program Manager Stephanie Rowe provide a
range of services to the History Department and IU SLA. They help orient the graduate students
during the annual opening workshop for the IUPUI Public History program. Both also supervise
and mentor the graduate student intern. Rowe administers the Cornelius O’Brien Historic
Preservation Lecture Series for the IU Historic Preservation Committee and helps plan the
committee’s annual statewide preservation conference. Dr. Dichtl serves on MA thesis
committees and speaks to classes and other campus groups about Public History. The
executive director is also expected to focus on projects targeting civic engagement and Public
History. In 2010, for example, the NCPH office produced a “Careers in History” symposium for the Department with the History Graduate Students Association that attracted 140 graduate and undergraduate participants from three states. In 2011-2012, Dr. Dichtl served on SLA’s Joseph Taylor Symposium Program Committee for the school’s signature community outreach and diversity event. Currently, Dr. Dichtl is working with Dr. Rebecca Shrum to develop a historical tour smartphone app, *IndyHistorical*, a project that brings together many IUPUI graduate students and community partners from Indianapolis and across the state. Finally, the location of the NCPH executive offices at IUPUI regularly brings leading public historians through Indianapolis, where they contribute to the intellectual life of the campus and the capital city. Through its continued and generous support of the NCPH executive offices for more than two decades, SLA has helped to make the IUPUI Public History program one of the finest in the United States and the History Department an epicenter on the international Public History landscape today.

**SUMMARY AND KEY QUESTIONS**

The Department of History is fully committed to interdisciplinarity and collaboration with research centers and programs that contribute to the reputation of the IUPUI campus. Members of the department have been instrumental in founding and directing several of these centers and programs. How can we best utilize these partnerships to promote the department? With some of these directors retiring in the near future how do we ensure the continuing involvement of History faculty in leading and managing those centers and programs and how best to support them?
9. DEPARTMENT FINANCES

A. INTRODUCTION

This section on the History Department's self-study focuses on the department's finances. It begins with a discussion of the budget report that was provided by the School of Liberal Arts' Office of Finance and Administration. This report gives a "snapshot" of the department's expenditures and gives a sense of the size and operating costs of our program. Next, this section will explain the department's cash flow. Finally, this part of the study describes faculty salaries and how they compare with those at other state institutions.

B. OVERVIEW OF EXPENDITURES

The budget report provided by the School of Liberal Arts (see Appendix G) shows that the History Department's operating costs, or Net Total Program Expenditures (NTPE) for 2012-13 totaled $4,698,890. Because this budget is drawn up at the beginning of the year, the NTPE for 2013-14 ($4,496,009) are based partially on actual costs (in the case of faculty salaries, which were set last year) and partially on projected costs (stipends for graduate students and hourly wages for staff during the academic year). The NTPE for 2014-15 is based 100% on projected numbers. Because of the decline in student credit hours for history courses and the recent decision made by the dean to reduce the number of full-time faculty hires, the projected budget for 2014-15 is probably inflated. In all likelihood, these costs will be the same or lower than they are for 2013-14.

C. SOURCES OF INCOME AND DEBTS

Sources of Income

Indiana University uses a Responsibility Center financial management system. Each School is a Responsibility Center [RC]. That means it receives revenues in the form of: (i) a share of state appropriations (based on historical factors); (ii) tuition revenues; and (iii) external grant revenue (including a share of indirect costs). In return the School pays an assessment for university-provided services such as Parking and Transportation, Libraries, Payroll, and so on. The assessment is based on a campus-level algorithm, which is tweaked from time to time but is typically driven by items such as FTE faculty, FTE students, and space [square footage]. The School retains its tuition dollars and a large share of research grant indirect costs. These are our two main sources for income.

In the case of tuition dollars, this source of income has traditionally put the department (and the School of Liberal Arts as a whole) at an economic disadvantage compared to other universities because of IUPUI's original mission to provide a low-cost, open-admission college opportunity for commuting students in the Indianapolis metro area. More recent funding mechanisms (such as attracting more out-of-state and international students who pay higher tuition) have not helped the school "catch up" financially with peer institutions because these increases are built on a historically low funding base. Although some gains have been made, the decline in SLA enrollments during the last two years suggests that we can expect a decreasing trend in terms of income.

The overall decline in student credit hours in the School of Liberal Arts is tied to many factors, including ones that have a disproportionate impact on the History Department. Most significantly,
a state legislative mandate that IUPUI adopt a transferable 30-credit-hour general education core has led to an overall reduction in credit hours from 122 hours to 120 needed by students to graduate. One of the ripple effects of this reduction is that other schools at IUPUI, such as the School of Science, have now dropped history courses as part of their graduation requirements. Another factor is the high number of transfer students who come to IUPUI with history credits already on their record. Additionally, some students who are enrolled at IUPUI decide to take introductory history courses at community colleges, which have replaced IUPUI as Indianapolis' inexpensive, open-admission college. The pressure on high schools to raise their ranking in the state's grading system by offering more Advanced Placement and other college equivalent courses is another factor contributing to the decrease in students taking our introductory-level courses.

The School of Liberal Arts provides an incentive for another income stream: SLA shares revenue on indirect cost recovery (ICR) from research grants with the departments that have obtained grant funds. The campus takes 20% of any indirect costs on a research grant, the School takes 25% of what comes to the School, and the remainder goes to the Principal Investigator (PI) and the department. The savings realized when the School hires replacement faculty to teach the courses of full-time professors who "buy-out" their courses with grants go entirely to the School.

Since 2006, the History Department has generated $70,619.91 in income from ICR's (see chart in Appendix G). Although this amount averages out to $8,828 per year, the data show that there are wide fluctuations in the amount of money brought into the History Department every year through external research grants. The greatest amount was $17,543.05 in FY07 and the lowest amount was only $185.18 in FY11. The data for ICR's at the School level show a declining trend in the number of external research grants. The History Department appears to be experiencing this same general trend since the amount of money coming in the first four years of this period (FY06-09) represents more that 75% of the total IRC income generated in the eight-year period.

**Departmental Debt**

In June 2012 (end of FY 2012), the department had a negative carry-forward of $170,096.46, combining a deficit of $49,455.70 in Object Code (OC) 6000 (travel) and $120,640.76 in OC 5800 (fee remission). Thanks to a deficit reduction deal offered to the department by the Dean (in which the Dean's office contributes $1 towards our debt reduction for every $2 paid by the department) the department was able to reduce the deficit in OC 6000 by $27,064.73. The department plans to have the travel deficit removed by the end of the current fiscal year. Once the department pays off that part of the debt, the Dean has agreed to increase the School's contribution to $1-for-$1 to help the department pay off quickly the Fee Remission deficit. Instead of $120,640.76, we will be responsible for only half of this amount. The department anticipates removing all of its debt by FY 2018 (see History Deficit Reduction Excel spreadsheet in Appendix H).
D. Faculty Salaries

Most of the department's expenses pay faculty salaries. Because the American Historical Association (AHA) did not publish data on history salaries for 2012-13 last May (as it has done in the past) we cannot compare the salaries from the most recent year with those among History Departments nationally. The last time the AHA published data on salaries for historians was for the 2011-12 academic year. At that time, the national average salary for full-time historians on 9-10 month contracts at public institutions was $84,014 for full professors, $63,418 for associates, $52,464 for assistant professors and $40,614 for full-time instructors. (*Perspectives*, May 2012).

When we compare our most recent numbers for history faculty salaries at IUPUI (2012-13) with the national numbers for 2011-12, we see that the average salary for full-time, 10-month faculty at the professor rank at IUPUI ($78,000) is already significantly below the national average for the previous year. The gap is not as bad at the associate professor rank, where the average salary for historians is $62,960. The department does best at the assistant professor rank where the average salary at IUPUI is $54,662. These numbers suggest that while IUPUI is doing a good job of hiring faculty at current competitive levels, faculty are losing income compared to their peers at other institutions the longer they stay at IUPUI and would profit from going on the job market. Because the AHA data reveal that the percentage raise for historians at public institutions has remained at most ranks somewhere between .5 percent and 2 percent over the past few years (percentage raises consistent with what was given at IUPUI in the last few years), there is reason to believe that the current faculty salary deficit at IUPUI at the upper ranks compared to other public institutions will only increase with time. Although most of our faculty has chosen not to go on the market, it is possible that low salaries might have a negative impact on our ability to retain talented faculty in the near future. In addition, low salaries provide an incentive for faculty to pursue higher-paying positions in administration at IUPUI. Among our seven full professors, four currently hold administrative positions for which their primary duties lie outside of the department and the classroom. Last year, one associate professor accepted an offer to direct the IUPUI Arts and Humanities Institute. Meanwhile, other associate professors have successfully demonstrated their administrative potential by serving (either currently or in the past) as directors of campus and school-wide degree and certificate programs. It is possible that the strain put on the department's human resources by faculty pursuing administrative positions will continue in the future.

Summary and Key Questions

The history department operates on an annual budget of about $4.5 million. The largest source of income for the department comes from tuition dollars. This source of income is declining as student enrollments drop for the department. The department also receives some income from research (indirect cost recovery). But this revenue stream is not reliable and has also been on a downward trend. The department has debt in the form of unpaid graduate fee remissions. The department has been steadily paying down this debt with the help of matching funds from the dean's office. Most of the department's income goes towards faculty salaries. The salary rates are competitive with national rates for professors at the assistant professor level. However, as faculty advance in rank, their salaries decline compared with national averages. This provides
an incentive for History professors to seek higher-paying positions in administration.

- How well are we managing our finances in this budgetary environment?
- What opportunities might we consider to promote the department's financial security and/or growth for the future?
10. IUPUI UNIVERSITY LIBRARY

This section focuses on the resources of IUPUI’s University Library that are particularly distinctive and/or relevant to the needs of the History Department. The staff and holdings of the University Library reflect its interest in and commitment to digital sources—which is timely given changes in the historical profession and the needs of the Department.

A. Overview

The IUPUI University Library moved to its present location in 1994. The building was designed by renowned architect Edward Larrabee Barnes and was envisioned as one of the most technologically advanced libraries in the country. Today the library continues to focus on leveraging technology to support student success with thirty full-time faculty librarians, plus programs in information literacy and digital preservation of rare resources and scholarly research. With over 80,000 electronic serial titles and thousands of e-books and databases, the library’s resources are always available to students online. IUPUI students enjoy easy access to the collections contained in the statewide Indiana University system, whose collections number over 9.8 million books and bound journals. The ILLIAD ordering system for interlibrary loan also offers, in conjunction with World Cat (OCLC), a streamlined and very efficient method for accessing books outside of the IU system. In addition to journal-oriented databases such as J-STOR, Humanities Full-Text, EBSCO, Project Muse, America History and Life, and Historical Abstracts, the Library also subscribes to many arts and humanities databases that offer access to primary source collections, such as Alexander Street Press, ARTstor, Eighteenth-Century Collections Online, Historical New York Times, and the Perseus Project.

The University Library’s resources include signature collections like the Joseph and Matthew Payton Philanthropic Studies Library, the Ruth Lilly Special Collections & Archives, and the Herron Art Library. The University Library has also developed a robust program of digital scholarship and with the help of collaborative partners like the Conner Prairie Living History Museum, in nearby Fishers, Indiana, and the Indiana Landmarks Foundation, has created over 70 online collections, the majority of which are historic, primary resource collections. Recently the library digitized the entire run of the Indianapolis Recorder newspaper. The Recorder online collection allows users to explore the rich history of Indianapolis’ African American community from the turn of the 20th century up to the present. To browse the digital collections or find books and articles online, go to www.ulib.iupui.edu.

B. University Library and the IUPUI History Department

Each academic unit has a subject librarian who provides support to professors and students. Kristi Palmer is the History Department’s subject librarian. She earned her BA in History from Ball State University in 1999 and a MA in Library Science from Indiana University in 2001. Palmer leads student workshops on library resources, creates and maintains the “History Campus Guide,” and develops resource guides for specific courses at the instructor’s request. The History Campus Guide (available at http://iupui.campusguides.com/history) is a portal for commonly used resources, including databases, citation guides, and tutorials on basic components of research. Palmer has a research interest in open access issues and is the leader of the Digital Scholarship Team. She was also a member of the History Department’s search committee for a digital historian.
Since late 2006, the University Library has made Indiana University MA theses available digitally through the open-source collection, ScholarWorks. Palmer is overseeing the digitization of earlier theses; this effort strengthens the visibility of our graduates as well as represents the Library’s commitment to open access. This is just one project generated by the University Library's new Center for Digital Scholarship: http://www.ulib.iupui.edu/digitalscholarship/whatwedo.

C. FACULTY ASSESSMENT OF UNIVERSITY LIBRARY RESOURCES FOR TEACHING

In the summer of 2013, the History Department faculty replied to the following survey questions:

1. Does the library have the materials (books and journals) that allow your students to complete the assignments devised for your courses?
2. If the library is lacking critical materials, what other options are there for your students to obtain the necessary literature and/or sources?
3. Please provide an example of successful use of the library resources by your students.

Those respondents whose research and teaching focused on U.S. history expressed the greatest satisfaction with the library resources. However, all respondents noted that they were able to devise appropriate, research-based assignments, in part because of the availability of digital primary and secondary resources. Faculty also indicated that interlibrary loan supported the research assignments. It also appears that faculty accommodates itself to the range of books readily available either at the University Library or in the IU system.

One faculty member described Kristi Palmer’s help in supporting graduate students' research on the history of Indianapolis, while another incorporated Palmer’s orientation to library resources in every history class. A professor described using the 1900 U.S. manuscript census—available on microfilm—as part of an assignment for an upper-division undergraduate class. The professor had earlier requested that the University Library purchase these microfilms, and noted that there are now only two microfilm readers in the library.

SUMMARY

It appears that the physical and electronic holdings of the University Library, along with the contributions of the new Center for Digital Scholarship, as well as the expertise of the subject librarian for history, adequately support the History Department's undergraduate and graduate teaching and faculty research efforts. With the possible exception of the concern over the declining number of microfilm readers, the Department is generally pleased with the resources provided by the University Library.
11. PHYSICAL FACILITIES

This section provides a brief overview of the spaces that most history faculty and students inhabit at IUPUI. Although Cavanaugh Hall has been placed on various lists of buildings to renovate, there are no plans in the foreseeable future to do so.

Much of the formal history instruction at IUPUI, certainly in terms of the number of classes, takes place in four rooms in Cavanaugh Hall (CA)—three general-purpose classrooms (215, 217, 235) and one seminar room (537).

The windowless classrooms, which seat about 50 students, can be best described as “functional.” The monochromatic concrete block walls, which bespeak the era in which the building was constructed, at least have the advantage of providing no visual exterior distractions. Two of these rooms are supplied with traditional (albeit small) tablet chairs, while the third was outfitted six or seven years ago with movable tables and chairs (and, as a result, accommodates fewer students). All three rooms are equipped with kiosks that house/control the usual forms of modern instructional technology (PC, VCR, DVD, document camera). Blackboards/whiteboards and overhead projectors are also available for use by those instructors who have not fully embraced the digital age.

The seminar room is used principally for the undergraduate capstone course and the graduate-only classes, as well as for meetings, thesis defenses, and the like. It is currently undergoing renovation. It will be equipped with small rolling tables and chairs (to permit multiple configurations) as well as IT equipment (which it has lacked). Future upgrades could potentially make it a site to originate distance education classes.

The History Department does not have exclusive use of these four rooms, but it does have priority claim on them when schedules are crafted. Classes that cannot be accommodated in these rooms are assigned by the Registrar to available “general inventory” classrooms elsewhere in the building or on campus. In addition, history faculty also use for curricular purposes out-of-campus facilities, including a conference room at the Indiana Historical Society and the Indianapolis Museum of Arts (IMA).

The Department generally offers three “large” sections (~ 70-90 students) of the introductory classes each semester. These frequently meet in ramped rooms in Lecture Hall (adjacent to Cavanaugh) or in similar sorts of tiered rooms scattered around campus. The Lecture Hall rooms have recently been refurbished with new seating and flooring, and the IT capabilities have been upgraded as well.

The location, size, and quality of faculty offices vary widely. Those (several) historians who have administrative assignments, often in other buildings, generally have somewhat larger and/or well-appointed spaces. Most history faculty, however, make do with small offices (approx. 90 square feet) on the 5th floor of Cavanaugh Hall. Like the classrooms three floors below, “functional” seems an apt characterization of these workspaces—though some might prefer the term “Spartan.” (It may be an urban legend, but the story goes that when Cavanaugh was in the planning stages, a now-retired member of the History Department suggested the small size of the standard faculty offices to ensure that they could never be subdivided!) The building was not
designed with PCs and printers in mind, of course, a fact that has led to some creativity in office arrangement.

As noted elsewhere, the Department and School began hosting the executive office of the National Council on Public History in 1990 (the current memorandum of agreement [MOA] was signed for a period of five years, 2010-2015). The NCPH operation was housed in a small, subdivided room that originally served as a chemistry lab—and still had (operable) sinks and gas jets to prove it. Early on, when it was just the executive director, clerical staff, and an intern, the space was serviceable, if a bit odd. Over time, however, as the responsibilities of the executive director became more complex and the staff expanded, the room became wholly inadequate. When the most recent MOA between NCPH and the School of Liberal Arts was signed, the Dean agreed to upgrade the organization’s space as soon as possible. All concerned were delighted when in early summer 2013 that agreement was honored and NCPH moved into a multi-room suite of offices on the ground floor of Cavanaugh Hall.

**SUMMARY**

Probably the most effective way to appreciate the physical facilities is to spend time in the rooms. We would certainly welcome suggestions on how to get better accommodations. Periodically, there are opportunities to secure money for the re-design of a room. One challenge is the need to maintain a sufficient number of seats—which can preclude larger furniture (more suited to today’s bodies).
12. CONCLUSION: CLOSING REFLECTIONS

In the process of preparing this report, we have carefully examined the campus goals (pp. 11-12) and school core values (p.13) and have focused our report on seven interlocking goals/core values.

At the campus level we plan to maintain and hopefully exceed the primary goals of:

1. promoting undergraduate student learning
2. expanding our graduate program
3. extending the presence of the department in the community and
4. demonstrating our international connections

At the school level we have emphasized the core values of:

1. Challenging student learning (both undergraduate and graduate)
2. Collaborating with our community and the citizens of Indianapolis and the surrounding counties
3. Placing our teaching, research, and service in a global context

However, in this time of decreasing enrollments, lost revenues, and anticipated retirements we welcome suggestions on our seven goals. In other words, our major concerns relate to undergraduate recruitment (and retention), graduate student progress toward the degree, and faculty retirements. Whether they are couched in positive terms: expand undergraduate enrollments, increase graduate student financial support, and hire new faculty; or in negative terms of undergraduate and graduate failure to finish and lost faculty lines, we need not only to solve these intertwined problems but also to creatively expand our programs to continue to attract the best students and faculty.

A. UNDERGRADUATE PROGRAM

Our undergraduate enrollments have decreased substantially (along with those of most other School of Liberal Arts departments) since the last review in 2006. How do we recoup our losses, and what strategies will not only fill our survey and upper division classes but also increase the diversity of our majors as to gender, ethnicity, and age?

Our initiative to expand our 200-level offerings to include multiple broad-based offerings to “catch” liberal arts distribution hours for majors in other programs has hardly begun. We hope this initiative will attract new students to our major. In addition, as this document goes to press we are revising our undergraduate major curriculum to include a prerequisite research skills course (H217) for all 300-level classes. We believe this revision will provide students with enhanced abilities to analyze and interpret historical materials. How do we assess the enhancement of our undergraduate teaching (both as to substance and skills) and our students’ successes beyond graduation?
B. Graduate Program

How do we maintain or expand our graduate program? We have just hired a digital historian at the assistant professor level who has the stated desire of leaving the “Alt-Ac” track at the University of Maryland to teach critical sport studies and Native American and ethnic history in addition to digital history. Her expertise in all areas is welcome. Yet even with this addition, we are hardly in the position to support a Ph.D. program in Public History. We have two Public History faculty, plus several others who occasionally teach a Public History course. Several of these faculty are on the soon-to-retire list. Should we consider enhancing the “regular” history component of our graduate program to raise our stature both on campus and across the country? We have excellent European and Global South scholars (who are maturing rather than retiring), and we could consider a thematic approach—perhaps emphasizing comparative or global history, imperialism, or (due to our location and the campus and university emphasis on civic engagement) urban history. With both the campus and the School of Liberal Arts emphasizing civic engagement and internationalization, we may be better able to leverage research and travel dollars through shifting our current focus. Another potential area of expansion relates to maximizing our regional base of potential students who permanently reside in the Indianapolis area. A quick head count of graduate students who began our program when over 30 years of age and completed it amounts to 37 (with another seven or more currently enrolled). For the most part those who completed their degrees received little or no funding from the department. Five have gone on for Ph.Ds., two have gone on to law school. Several work for research institutions in Indianapolis, one (with three MA degrees) is a senior librarian at Indiana State University. One is the U.S. District Attorney for the Southern District of Indiana. Quite a few have hired our graduates or provided internships.

C. Faculty

Much of the document you have just read develops the outlines of our problems: eight of our tenured faculty are in their 60s; six more are in their fifties. All but one of the sixty-somethings are Americanists (those in their 50s are broadly distributed by field). How do we continue to fulfill our undergraduate teaching loads both in service courses and upper division courses in American history, as well as support both the regular and Public History thesis production when many of the faculty who routinely cover those classes and chair thesis committees will be leaving? In other words how do we retain our faculty lines? Our choices include trying to recover our lost student count by recruiting and retaining students or initiating new programs that may garner faculty lines (as have other departments, notably Economics and Communication Studies).

D. Community Engagement

Both the Campus and the School define community engagement in terms of the local community and citizens. Usually when the term comes up the Public History program is automatically mentioned. But that is only one segment of our department. One way to enhance our Campus and School profiles is for all of us to participate in the community. Reaching out to service clubs, professional associations and volunteer organizations may help us recruit both graduate and undergraduate students as well as solicit donations for scholarships and other
student expenses. For example the National Council on Public History pays the travel expenses of their Public History intern to attend the annual meeting (this year in Monterey, California). The local chapter of the English Speaking Union or Alliance Française or their individual members may help with travel funds for student scholars. How should we approach the community in terms of our mutually beneficial goals?

These concluding remarks have focused on our three major problems—our programs, our funding, and our faculty retirements. In the process of completing this document some potential solutions have come to light, but they are untested. Before we embark on these activities, we would like your candid review of not only our existing program but also our ideas.

We look forward to working with you, and should you require any additional information, please let us know.

Thank you,