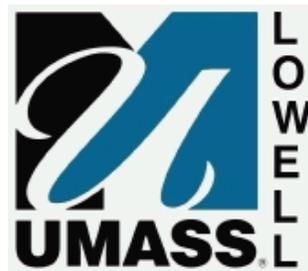


AQAD Self-Study Report

Department of History

University of Massachusetts Lowell



Revised 13 February 2015

Prepared by the AQAD Committee: Christopher Carlsmith (Chair), Lisa Edwards, Robert Forrant, & Shane Minkin, with contributions from the entire History Department

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ORGANIZATION OF THIS REPORT

This self-study report is organized around five key topics established by the Office of the Provost. Those topics include:

- (1) Goals & Objectives
- (2) Curriculum
- (3) Faculty Quality & Productivity
- (4) Teaching & Learning Environments
- (5) Resources

Guidelines from Office of the Provost for AQAD (Oct. 2014), at:

<http://www.uml.edu/Academics/Provost-Office/Faculty-Affairs/AQAD-PMYR.aspx>

Academic Quality Assessment and Development is a component of the University Performance Measurement System. The primary purpose of this component is to assess and improve the core academic functions of teaching and learning, research/professional/creative activity, and public service/academic outreach through an ongoing system of quality control/program assessment at the unit level (i.e., department or program).

All Programs will address the same core evaluation criteria, although these criteria will have varying degrees of relevance and applicability across the campus. Programs undergoing reviews for other purposes (e.g., accreditation) may submit these reviews in lieu of the Academic Quality Assessment and Development review, provided the review addresses the core criteria. If not, the Program shall prepare and submit a supplemental document addressing the core criteria.

1. Each Program shall be reviewed on a regular cycle. Ordinarily, the length of time between reviews may be no more than five to seven years, but campus procedures may establish the circumstances under which exceptions to this timeframe may be granted.
2. Each Program review shall be conducted with the participation of Program faculty members.
3. Each Program review shall consist, minimally, of the following written documents: a Program self-assessment, the external reviewers' report, a Program response to the reviewers' report, and an action plan based on the review. These written documents will be submitted to the Dean. Faculty within the Program will receive copies of all documents.
4. Each Program shall be reviewed by a team of no fewer than two external reviewers from outside the campus (one reviewer may be from another campus within the University system). The Dean, in consultation with the Program chair and faculty members, will choose the external reviewers. The campus procedures shall stipulate the questions to be addressed by the external reviewers.
5. The Dean will review and comment on the written reports. The Dean's comments will be distributed to all Program faculty, who may prepare a written response to his/her comments. The Dean will forward the Program self-assessment, external reviewers' report, Program response to the reviewers' report, and his/her comments with faculty responses, if any, to the Provost. Prior to accepting the review, the Provost will meet with the Program chair and the Dean to discuss the review and action plan.

6. The Provost of each campus shall forward to the President's office annually an executive summary of the Program reviews conducted. The summaries shall be submitted no later than June 30th. The documents comprising a review shall not, as a general matter, be circulated beyond the campus.

INTRODUCTION & OVERVIEW OF THE HISTORY DEPARTMENT

The Department of History currently trains about 175 undergraduate majors as well as a significant number of students who either minor in History or who choose a History concentration through the BLA degree. In the past five years, more than two hundred History majors have graduated from the University. Many of our students choose to teach at the elementary or secondary level as well as in higher education, while others pursue graduate education in other areas or enter the work force directly. Consistent with the University's mission to "enhance the intellectual, personal, and cultural development of its students," the Department of History seeks to train students to think both creatively and rigorously about the past, and to identify links between past and present.

The History Department currently includes fourteen full-time faculty with expertise ranging from Ancient Greece and Renaissance Italy to modern Egypt and Latin America. All faculty are actively engaged in teaching, research, and service. During the past six years, the faculty have published more than a dozen monographs as well as a variety of scholarly articles, review essays, book chapters, historical documentaries, translations, and edited collections. The faculty also work with community organizations, professional historical societies, and foundations to advance the study of History across multiple fields. Both as individuals and collectively, the faculty have won a number of prestigious grants and fellowships, including those from the National Endowment for the Humanities, American Philosophical Society, Fulbright Program, and the Russell Sage Foundation.

The Department has a chapter of Phi Alpha Theta (the national History honor society) as well as a vibrant History Club that organizes lectures, trips, and events. Service-Learning opportunities, Study Abroad courses (both in the summer and during the academic year), and individual internships offer students the chance to broaden their learning beyond the traditional classroom. The History Department is currently preparing to launch an M.A. program in History in Fall 2015 that will focus on American history and comparative global history.

The Department works with the city of Lowell and other communities in the Merrimack Valley on a host of research efforts. History Department faculty have worked closely with the Center for Lowell History, the International Institute of Lowell, the Lowell National Historical Park, the Lawrence History Center, and the American Textile History Museum in setting up research internships for History majors. History Honors Program students have engaged in several research projects for these organizations and helped to produce permanent exhibits for them. At the same time, primary source materials from these organizations have found their way into our classrooms.

I. GOALS & OBJECTIVES

Programs shall ensure that their goals and objectives are linked to the campus mission and strategic priorities.

The Program should evaluate its purpose and planning in light of the campus mission and strategic priorities. The review should answer the following questions:

- 1. What is the Program's mission and is it clearly aligned with the campus mission and direction?*
- 2. How does the Program's mission relate to curriculum; enrollments; faculty teaching; research/professional/creative activity; and outreach? Is it aligned with the campus strategic priorities?*

1a. Department and University Mission

The Department of History provides broad exposure to the complexities that shape the forces of civilization both past and present, and develops the analytical skills necessary to describe, compare, and explain human actions. Through a variety of courses that examine societies across time and space, students learn to see the diversity and complexity of the past. The study of History offers invaluable training in the essential skills of a liberal arts education: careful reading, effective writing, critical thinking, and public speaking. In addition, the student of History learns to analyze primary sources and historical evidence, as well as to understand the contested nature of historical knowledge by examining how scholars have interpreted the past. The History Department seeks to develop informed, engaged, and thoughtful citizens who can contribute on both the local and the national level. More specifically, the History Department aims to prepare students for a wide variety of careers, including teaching, law, journalism, consulting, translation, research, and of course the practice of history as an archivist, curator, or scholar.

The University of Massachusetts Lowell is a public research university committed to excellence in teaching, research and community engagement. The University is dedicated to transformational education that fosters student success, lifelong learning and global awareness. UMass Lowell offers affordable, experience-based undergraduate and graduate academic programs taught by internationally recognized faculty who conduct research to expand the horizons of knowledge. The programs span and interconnect the disciplines of business, education, engineering, fine arts, health, humanities, sciences and social sciences. The University continues to build on its founding tradition of innovation, entrepreneurship and partnerships with industry and the community to address challenges facing the region and the world. (from <http://www.uml.edu/About/mission.aspx>)

1b. Alignment of Department and University Mission

The History Department is closely aligned with multiple aspects of the University's mission. Faculty are committed to excellence in teaching, research, and community engagement. The Department offers a curriculum that not only emphasizes our shared global history but also encourages interdisciplinary teaching and learning. The Department supports the University's founding tradition of innovation and entrepreneurship to address challenges facing the region and the world by promoting critical thinking, clear communication, and rigorous humanistic research by both students and faculty. In line with the University's mission to increase student diversity, the Department is attracting a wider range of students by expanding its course offerings to include studies in Native American, Latin American, Asian, African, Immigration, and transnational history.

2a. Curriculum

In accordance with the University's mission to "span and interconnect the disciplines of business, education, engineering, fine arts, health and environment, humanities, sciences, and social sciences," the Department offers many General Education courses each semester in order to develop historical skills and knowledge in students across many majors. The Department works closely with the Graduate School of Education to prepare future teachers, and offers cross-listed courses with other programs. The Department fosters both critical and creative thinking through innovative pedagogy. The Department curriculum committee regularly reviews the requirements for the undergraduate major and is poised to do so again in the Spring of 2015. The recently-formed Graduate curriculum committee has formulated a curriculum for the new M.A. program and is currently reviewing graduate courses.

2b. Enrollments

The Department encourages high-quality instruction by trying to maintain relatively low enrollments in its courses. The average section size has remained relatively stable since our last AQAD review, averaging 31 in Fall semesters and 27 in the Spring semesters. Nevertheless, course caps have risen steadily since the last AQAD. Course limits are currently 49 for survey courses at the 100-level; 30-35 for 200- and 300-level courses; 19 for 400-level seminars and selected classes (i.e., Historical Methods). The Department experimented with one "super section" of Western Civilization in Fall 2014 with 70 students and use of a Teaching Assistant. The Department plans to expand the use of Honors-only sections, capped at 19, beginning in the Spring 2015 semester for Western Civilization, U.S. History II, and a Special Topics Seminar.

In order to reach more students and to broaden our offerings, department faculty have cross-listed courses with the Graduate School of Education, Gender Studies, Peace & Conflict Studies, the program in Regional and Economic Development, and the Honors College. We look forward to cross-listing courses with nascent programs in Asian-American Studies and in Medieval & Renaissance Studies.

The following table shows the number of History majors, BLA History concentrators, History minors, and Additional majors from 2007-08 through 2013-14. In Fall 2014 the number of History majors was about 160; as of early February 2015 that number climbed again to 177 History majors. The number of History majors previously peaked in 2010-11, and declined by 5%-10% over the past three years, with an overall average of about 140 majors, before spiking in 2014-15. The number of concentrators, minors, and additional majors has followed a similar trend, peaking in 2008-10 and declining in subsequent years (albeit with fluctuations semester-by-semester). The Department is aware of the recent drop in the number of majors and concentrators, and is exploring a number of avenues to rectify that, including a newsletter, a brochure, more Honors courses, a B.A./M.A. program, service-learning options, and other activities. The substantial increase in 2014-15 may be a result of those efforts or it may be an anomaly; it is too soon to tell. (The substantial increase in the number of BLA concentrators at the University may also play a role here, by drawing potential History majors who wish to avoid the language requirement into the BLA and thus decreasing the number of History majors.)

Majors

	AY1314	AY1213	AY1112	AY1011	AY0910	AY0809	AY0708
Fall	133	148	154	173	134	115	116
Spring	124	143	139	156	137	119	110

BLA Concentrations

	AY1314	AY1213	AY1112	AY1011	AY0910	AY0809	AY0708
Fall	63	85	79	88	80	91	64
Spring	60	72	73	84	101	109	73

Minors

	AY1314	AY1213	AY1112	AY1011	AY0910	AY0809	AY0708
Fall	20	23	17	18	25	23	8
Spring	28	24	24	23	31	27	18

Additional Majors

	AY1314	AY1213	AY1112	AY1011	AY0910	AY0809	AY0708
Fall	2	7	9	10	7	4	1
Spring	6	4	8	11	10	9	3

The following table shows Course Enrollments and the number of Course Sections for the same period of 2007-08 to 2013-14. These data indicate that the overall enrollment in History courses has climbed steadily from an average of 1474 students per semester in 2007-08 to just over 1700 students per semester in 2013-14 (excluding summer term). The number of course sections has fluctuated; oddly, the number of Fall sections has remained about the same (ca. 58 sections) while the number of Spring and Summer sections has climbed steadily (from 52 in Spring 2008 to 69 in Spring 2014).

Course Enrollments

	AY1314	AY1213	AY1112	AY11011	AY0910	AY0809	AY0708
Fall	1,758	1,970	1,821	1,664	1,674	1,475	1,497
Winter	-	17	-	-	-	-	-
Spring	1,658	1,584	1,737	1,687	1,571	1,512	1,452
Summer	321	307	292	220	208	236	183

Course Sections

	AY1314	AY1213	AY1112	AY11011	AY0910	AY0809	AY0708
Fall	56	59	58	57	56	49	61
Winter	-	1	-	-	-	-	-

Spring	69	63	61	55	60	60	52
Summer	19	17	17	17	10	13	12

2c. Faculty Teaching

In accordance with the University’s mission to “transform students to succeed in college, as lifelong learners and as informed citizens in a global environment,” the Department faculty offers both introductory and advanced courses that explore History across time and space. The goal of every course in the Department is to kindle a passion for the study of History, both at UMass Lowell and beyond. Our core audience is undergraduates, but we will soon launch an M.A. in History targeted at local teachers, museum professionals, and aspiring Ph.D. candidates.

In accordance with the University’s mission to “offer affordable, experience-based undergraduate and graduate academic programs,” the Department faculty have offered a practicum, a service-learning course, paid research fellowships, and internships, all of which are designed to encourage students to apply their academic knowledge in real-world contexts. The M.A. program will include similar opportunities for students to take advantage of the rich historic resources in Lowell by gaining relevant and meaningful experience downtown.

2d. Faculty Research

In accordance with the University’s mission to have “internationally recognized faculty who conduct research to expand the horizons of knowledge,” Department faculty members have authored seventeen books since 2008, as well as dozens of scholarly articles, book reviews, essays, documentaries, and other intellectual contributions to the field of History. The Department faculty are members of multiple professional societies, and are routinely invited to give academic talks in their areas of expertise. (Find more on this in Section Three - Faculty Quality & Productivity.)

2e. Faculty Outreach

In accordance with the University’s mission to build “partnerships with industry and the community to address challenges facing the region and the world,” the Department faculty is involved with community outreach and public service on multiple levels. For example, department faculty work closely with the Tsongas Industrial History Center and the Lowell National Historical Park. The immigrants and refugees of Lowell—including those of Irish, Greek, Italian, Armenian, French-Canadian, Brazilian, Portuguese, Columbian, Dominican, Vietnamese, Laotian, Cambodian, Ghanaian, Kenyan, and Indian heritage—once arrived to find jobs in its mills, and later in its high-tech and health care economies. The city’s rich history of immigration, industrialization, and urban history provides fertile ground for Chad Montrie’s Practicum at the Tsongas Center (43.497) and Christopher Carlsmith’s service-learning class (43.401) at the Tsongas Center and at other non-profit community organizations.

Michael Pierson, Caryn Bell, Chad Montrie, and Robert Farrant have won several large grants, including from the National Endowment for the Humanities, in partnership with the Tsongas Industrial History Center to provide professional development programs for high school teachers of American History. A team of Department faculty helped to win a significant grant on the theme of “Teaching American History” in 2008-10 to provide content workshops for middle school and high school history teachers. Two members of the faculty (Christoph Strobel and

Robert Farrant) received a grant of more than \$100,000 to write a major ethnographic study of Lowell for the Lowell National Historical Park.

(<http://library.uml.edu/CIh/OH/ETHNO/Ethnicity%20in%20Lowell.pdf>)

2f. University Strategic Priorities

The strategic plan for the University was developed in 2008-09 through a campus-wide dialogue that involved more than 200 faculty, staff, and students, and which resulted in the UMass Lowell Vision 2020 plan (see <http://www.uml.edu/2020/default.aspx>). This plan was distilled into five “Pillars of Excellence” which capture the essential elements of the campus strategy.

<i>University Priority in “Pillars of Excellence”</i>	<i>Department Mission or Action</i>
1. Transformational Education	The Department uses Echo360, Blackboard, and blended classes, as well as other techniques for active learning (e.g., discussion, role-plays, think-pair-share) designed to increase student engagement and academic success.
2. Global Engagement and Inclusive Culture	The Department requires a foundational course in “World Civilizations” and at least two courses in “Global & Comparative History” for its majors, and offers multiple courses in non-Western history to all students. Paul Keen will offer a study abroad course in Greece soon.
3. Innovative Research & Entrepreneurship	The Department faculty demonstrate intellectual curiosity and innovative methodologies in their research, helping to open up new areas of study and to revitalize traditional topics, including digital history.
4. Leverage Our Legacy & Our Place	The city of Lowell is famous as the birthplace of the Industrial Revolution, as an ‘immigrant city’ and as the home of the Lowell National Historical Park; the Department utilizes this resource through partnerships with the Park, topical courses and exhibitions, faculty and student research. Whenever possible, the city’s and the region’s history are introduced to students (e.g., the first-year seminar “Lowell as Text”, or a service-learning course focused on Lowell’s history, or a new course on the history of Lowell).
5. Entrepreneurial Stewardship in Higher Education	Through the Hellenic Studies Program and its Director Paul Keen, the Department offers a wide range of activities (e.g., speakers, seminars, concerts) that contribute to the Hellenic-American community and to Greece. As detailed elsewhere in this report, the Department is actively involved with historical organizations in Lowell in an effort to build a vibrant and sustainable city.

II. CURRICULUM

Programs shall ensure that curriculum is relevant, rigorous, current and coherent. The need to provide a high quality education for students should be the primary consideration when evaluating the relevancy, currency, and coherence of curricula. Evaluation of the curriculum should reflect an awareness of changing knowledge, trends in the discipline, and the professional context for curriculum. The review should answer the following questions:

- 1. How does the Program determine curricular content? How does the curriculum relate to current existing standards, if any, of the discipline?*
- 2. What internal or external measures of review are employed to ensure that the curriculum is relevant and up-to-date?*
- 3. Are the curricular offerings structured in a logical, sequential and coherent manner? Is there an appropriate balance between breadth and depth?*
- 4. If consistent with the Program mission, does the curriculum adequately prepare students for further study or employment?*
- 5. In what way does the Program contribute to the education of students in terms of general knowledge, critical thinking capacity and other essential cognitive skills?*

[For a statement by our principal professional organization, the American Historical Association (AHA), please see “Excellence in Classroom Teaching of History” at AHA: <http://www.historians.org/about-aha-and-membership/governance/divisions/teaching/statement-on-excellent-classroom-teaching-of-history>]

1a. Curriculum Content

History majors at the University of Massachusetts Lowell must take three 100-level surveys (Western Civilization I, World Civilization II, and either United States History To 1877 or United States History Since 1877); Historical Methods; and two courses at the 200-level or above in each of three areas: United States, Europe, and Global/Comparative/Under-represented Groups. Beyond these requirements, students may choose their own courses (with the help of a faculty academic advisor) to meet the requirement of 36-45 credits in History, of which 15 credits must be at the 300- or 400-level.

Our curriculum consists of introductory surveys, mid-level courses, and advanced classes in United States, European, and World History. [See subsection 3(a) below for detailed descriptions of the course levels.] Every semester, the department offers multiple sections of 100-level surveys in Western Civilization I (to 1500), World Civilization II (since 1500), and United States History (to 1877 and since 1877). Once or twice per year, we also offer a section of World Civilization I. A large portion of the enrollment in the survey courses is by non-majors who are completing general education requirements or free electives.

At the 200-level, the department offers a number of courses organized around regional or thematic foci, such as Women in American History, Colonial Latin America, Ancient Greek History, or China and the Modern World. More advanced classes, at the 300- and 400-levels, allow students to explore more specialized topics, such as the Cuban Revolution, Childhood in Pre-modern Europe, United States in the 1920s and 1930s, Japan Since 1600, or the American Civil War in Memory. These courses typically involve a research component and substantial writing, and are only occasionally taken by non-majors. Many, but not all, function as seminars. A few 200- and 300-level courses are designated as general education courses and attract some

number of non-majors, but many do not, and therefore are populated primarily by History majors and minors.

1b. Curriculum in context of existing disciplinary standards

Our major professional organization, the American Historical Association (AHA), does not prescribe specific courses as essential, but instead notes that historians must engage in current debates over the nature and value of education “by developing clear criteria that inform decision makers – both on and beyond campus – of those characteristics of historical study that are fundamental to students’ formulation of meaningful historical perspectives.”

(See <http://www.historians.org/jobs-and-professional-development/statements-and-standards-of-the-profession/statement-on-excellent-classroom-teaching-of-history>.)

These criteria include: (1) course content, (2) historical thinking, (3) classroom environment, and (4) evaluation of student performance.

History courses at UMass Lowell address each of these four core points. Our courses contain sufficient factual material to enable students to identify important individuals and events as well as to grasp central themes. Yet a history course is far more than a mere recitation of dates, names, or places; our courses address concepts like sequencing, cause and effect, and change over time. This kind of historical thinking is modeled by our faculty in lower-level courses, and used by our students in upper-level courses; in both cases historians identify relevant sources, organize evidence, compare their findings to those of other historians, and formulate conclusions. Through this process, both faculty and students are consistently aware of the challenges presented by conflicting evidence and alternative perspectives. The AHA holds that the classroom environment “must actively promote the learning of history,” as ours do, by encouraging a mix of lecture and discussion, by promoting current classroom technologies, by fostering visual literacy, and above all by offering rigorous analysis of the past and its relation to the present. Lastly, the AHA promotes a variety of different evaluation methods within the curriculum, and encourages in particular those methods that revolve around analysis and interpretation, which are the cornerstones of historical study. As detailed in this section and elsewhere in our self-study, the History Department utilizes oral presentations, research papers, annotated bibliographies, group projects, and other assessment techniques to help students learn.

Among the public four-year Massachusetts state universities and the University of Massachusetts campuses, our required sequence of one semester of Western Civilization (I) and one semester of World Civilization (II) is somewhat unusual. It is more common to require a two-semester sequence of one or the other. The required sequence in World Civilization has become more common in recent years. Several institutions in Massachusetts no longer offer Western Civilization and do not accept transfer credits towards the major from that sequence. In practice, our department has traditionally accepted transfer credits for either sequence as fulfilling the requirements of both Western Civilization I and World Civilization II.

Among the UMass and state university campuses, our requirement for one semester of a U.S. History survey course matches that of UMass Boston. [The Academic Transfer Pathways documents are not clear about exactly what is required at other campuses re: US History survey courses, but generally one or two semesters of a U.S. History survey is the rule of thumb.]

The expectation that our majors take Historical Methods in the sophomore year is the norm among Massachusetts public institutions. In many History departments, it is followed in the

senior year with a capstone seminar, which we will incorporate next year as part of the new general education program (Core Curriculum) that will be implemented University-wide. The requirement that students take courses focusing on different geographical regions is also a norm in our discipline. This contributes to their understanding of diverse experiences and views of the human condition.

2a. Curriculum Review (internal and external)

Faculty members in the department are responsible for developing appropriate courses for their own areas of specialization. Typically, each faculty member develops new courses as his or her interests evolve and as student demand dictates. Once a sample syllabus is created, the departmental curriculum committee reviews the course. After department review, proposals for new courses are forwarded to the Undergraduate Studies Committee of the College of Fine Arts, Humanities, and Social Sciences (FAHSS). New course proposals undergo a final review by the University Faculty Senate's Undergraduate Policy Committee before they are entered into the catalog and can be scheduled for a future semester.

The department periodically reviews the curriculum and requirements for the major. We expect to undertake curricular reform in the next twelve months, particularly in terms of course renumbering, transfer pathways, and a capstone course (see Future Challenges section below). It is worth noting the plethora of new and revised courses that faculty have introduced since the last AQAD report; many of those courses have been conceived by our recent hires, and they offer fresh methodologies and areas of study. Among the twenty or so new courses are 43.241 "Colonial Survival: Case Studies in Early American History;" 43.348, "Making an Historical Documentary;" 43.376, "20th Century Irish History in Film;" 43.401, "History, Writing & Community;" 43.421, "The Age of European Global Expansion;" and "43.443, 'Foreigners' of the Middle East."

As we have prepared to launch an M.A. in History, we have also discussed the graduate curriculum and its relationship to the undergraduate curriculum and to other University graduate courses. During the spring and summer of 2014, five faculty developed new graduate courses. In the fall of 2014, as our M.A. proposal approached final approval on campus, a department graduate curriculum committee reviewed the syllabi for our first group of graduate-level courses. We expect to launch the M.A. program in the fall of 2015 with a required Core course in The Practice of History, which will incorporate historiography and research methods, as well as with courses in each of the two concentrations (Global History and American History). In Spring 2015 we expect to submit another group of graduate-level courses to be offered the following spring (2016). The process for course approval is parallel to that for undergraduate courses; once a new course is approved at the department level, it is submitted to the FAHSS College Graduate Studies Committee and then to the Faculty Senate's Graduate Policy Committee.

3a. Curriculum Logic, Sequence, and Coherence

Several years ago, the department developed course level guidelines as follows:

- 100 – As general introductions to a particular area of historical study, these courses serve as gateways to the discipline of history. They provide a basic knowledge of events, historic figures, groups, and ideas and put some emphasis on recall of information. They also provide students with opportunities to develop their analytical skills. Assessment of student work can be a combination of examinations, quizzes, short writing assignments, class presentations, and other evaluative tools or activities. These courses are always appropriate for students at all levels, and for both majors and non-majors.

- 200 – These courses provide overviews of more narrowly defined areas of historical study, serving as introductions not only to the discipline of history but also to particular fields and subfields. They assume some familiarity with a basic historical narrative (e.g., ancient civilization and Europe, early America and the United States, etc.) as well as some experience with analytical thinking and expository writing. Assessment of student work can include essay exams, short writing assignments, class presentations, and other evaluative tools or activities. These courses are usually appropriate for students at all levels, and for both majors and non-majors.

- 300 – Designed for specialized study of a particular field, period, or topic, these courses expect a substantial amount of prior knowledge as well as experience with reading monographs or scholarly articles, and with writing history papers. The courses carry a substantial reading load and there is an expectation that students will verbalize their thoughts on this reading as part of class discussions. Writing assignments can include book reviews, essay responses to set questions, and research papers based on primary and/or secondary sources, as well as appropriate in-class exams and activities. These courses are designed for students at the junior level or above, although highly-motivated and prepared underclassmen may well succeed in them.

- 400 – These courses fit a seminar model. They are meant to provide in-depth examination of a field, subfield, period, or topic of historical study. Students meet as a class once or twice during a week, read key secondary works, and research related primary and secondary sources. Some familiarity with textual analysis and basic research methods is assumed. Students will be evaluated based on their contribution to class discussions, completion of various stages of an original research paper or project, and other assignments made by the instructor. These courses are intended primarily for seniors within the major.

- 500 - Graduate-level courses at the 500-level and above are intended to provide advanced instruction in specific historical topics. The reading load will be heavy, and students are expected to do some independent work, such as library or archival research, as well as to contribute actively to class discussion. Familiarity with historical research methods, citations, and historiography is assumed.

While our curriculum is structured with a progression through the levels from 100-level surveys to more advanced courses, students are not obligated to take courses in any particular order. The only course which limits enrollment by a student's rank is Historical Methods, which is reserved for History majors above the freshman level. Some 200- and (more) 300-level courses have one of the surveys as a prerequisite.

During the last few years, first-year students have been block scheduled for their first semester, and History majors are typically enrolled in several general education classes and one of the surveys. We have recently learned that it is possible for the department to direct which classes and which instructors should teach our first-semester students, and we are in the process of making that determination for next year's entering class.

3b. Curriculum Breadth vs. Depth

As noted above, the B.A. in History includes a distribution requirement that each major must take two upper-level (200 or above) courses in each of three areas: American History, European History, and Global/Comparative/Under-represented Groups. The Department's requirement of 12-15 courses in History is consistent with the breadth requirements of other programs in the

college and the university. In terms of depth, a History major must take a minimum of five classes at the 300-level or above to ensure a sufficient number of advanced courses.

4. Curriculum as Preparation for Employment or Further Study

A substantial percentage of History majors at UMass Lowell are interested in becoming teachers at the middle school or high school level. The Graduate School of Education (GSE) offers a ‘Fast Track to Teaching’ program that allows our students to take two electives at the graduate level in Education during the final semester of their B.A. degree that will also count towards the Masters degree in Education. It is a popular option, as it allows them to effectively double count two courses and save both time and tuition. During advising, we discuss future careers with our students and point those who want to become teachers towards the Fast Track program. We also have a link to the Graduate School of Education’s ‘Fast Track’ website from our department webpage. The recent addition of a tenure-track line in Ancient History was motivated in part by our awareness that the Massachusetts Tests for Educator Licensure examination required of future teachers incorporates a substantial number of content questions in that subfield.

We have not yet launched our M.A. program, but expect that our students at the graduate level will be future or current teachers seeking initial licensure or professional development. Some will work towards an M.A. in History, while others will take content coursework with us for the M.Ed. or professional development credits. Throughout the development of the M.A. proposal, we discussed the future program with the GSE, and have support from the leadership there for our new coursework and degree. We expect to keep clear lines of communication open with the GSE to support our students who are current or future teachers.

For both our undergraduates and future graduate students, several faculty members in the department have longstanding relationships with the Lowell National Historical Park, the Tsongas Industrial History Center, the Center for Lowell History, the Lawrence History Center, the American Textile History Museum, and other local institutions engaged in historical research and public history.

In recent years, our major professional organization, the American Historical Association (AHA), has engaged in an effort called the “History Tuning Project” to clarify how History supports “an educated workforce and citizenry and to demonstrate that its value goes far beyond narrow professional training.” [See <http://www.historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core>] The “History Tuning Project” notes, “History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.”

The Project established a list of Core Competencies that History students develop.

1. *Engage in historical inquiry, research, and analysis.*
2. *Practice historical empathy.*
3. *Understand the complex nature of the historical record.*

4. Generate significant, open-ended questions about the past and devise research strategies to answer them.

5. Craft historical narrative and argument.

6. Practice historical thinking as central to engaged citizenship.

Our History curriculum fosters students' mastery of these core competencies. As they move through courses covering different regions and time periods, they learn how to think historically. Course offerings at all levels incorporate the reading of both primary and secondary sources at all levels, expecting students to read, synthesize, and analyze more complex and difficult texts as they advance to more challenging courses. Films and images make up some of the materials to analyze in a number of courses and, at times, are the primary focus of analysis, such as in *Making an Historical Documentary*, *Twentieth-Century Irish History in Film*, or *Ancient History in Film*. Courses at the 300 or 400 level include substantial research, in which students must generate questions; find, evaluate, and analyze primary sources and contextualize their findings with secondary source readings; and craft a historical narrative with an analytical argument based in primary source materials.

Students also work closely with faculty in 400-level seminars to develop exhibit-quality content for local organizations and historical sites. Such student work has been completed for several partners including the Tsongas Industrial History Center, the Lawrence History Center, and the International Institute of Lowell.

5. Curriculum and Cognitive Skills

The History curriculum includes a number of courses that meet the University's general education requirement in the Arts and Humanities (with the implementation of the new Core Curriculum in the fall of 2015, all History courses not restricted to majors will fulfill the AH distribution requirement for non-majors). Our courses contribute to our majors' and non-majors' breadth of knowledge and historical understanding of our society and our world. The analytical and oral and written communication skills that students develop in History assist them in becoming better-educated citizens.

III. FACULTY QUALITY & PRODUCTIVITY

Programs shall ensure faculty quality and productivity.

Programs shall ensure that faculty possesses the expertise to assure effective curriculum development, instructional design and delivery, and evaluation of outcomes. Faculty should exhibit awareness of trends in the discipline and the professional field as appropriate.

Collectively, faculty should be involved in teaching, research/ professional/creative activity, and public service/academic outreach as appropriate to the mission and regional context of the campus. The review should answer the following questions:

1. *Do faculty possess the appropriate background, experience and credentials?*
2. *Are faculty current in relation to the knowledge base and content of the discipline and curricular offerings?*
3. *Are the Program expectations for faculty involvement in teaching, research/ professional/creative activity, and public service/academic outreach activities appropriate; and how are these expectations met? Are these expectations consistent with program policies regarding teaching assignments, merit allocations, and other aspects of faculty roles and rewards?*
4. *In what ways does the Program foster professional development and growth of faculty?*
5. *In what ways does the Program faculty lend its professional expertise - as expressed through teaching and research, scholarly and creative activity - to off-campus constituencies?*

Overview

As of September 2014, the Department consists of 11 tenured and tenure-track faculty, one non-tenured Lecturer, and two visiting professors, plus two active emeritus faculty. The Department has a pool of about a dozen adjunct faculty who teach survey courses and the occasional upper-level course, both in person and online. The two tables below indicate the number of full-time faculty and part-time faculty from 2009-2014; it is obvious that our reliance upon part-time faculty has grown in recent years, a phenomenon consistent with higher education across the nation. In an effort to increase diversity, the Department has appointed four female faculty since the last AQAD report in 2007. The department is currently searching for one additional faculty member in the area of African-American history and expects to appoint an assistant professor in Spring 2015. The Department is interested in adding tenure-track positions in other areas too (see III/1 below as well as VI-Future Directions and Challenges). The faculty has a strong publishing record of monographs, edited volumes, articles, book chapters, review essays, book reviews, historical documentaries, digital exhibits, and other contributions to the discipline. Faculty regularly attend professional conferences and workshops to stay current in the discipline. Department faculty routinely serve on college- and university-level committees, including leadership positions on the General Education committee, the Undergraduate Policy Committee, the Research Advisory Committee, and the College Personnel Committee.

Full-time Faculty

	AY1314	AY1213	AY1112	AY1011	AY0910
Fall	14	16	14	12	11
Spring	14	15	14	12	10

Part-time Faculty

	AY1314	AY1213	AY1112	AY1011	AY0910

Fall	16	15	16	8	6
Spring	17	14	15	10	7

1. Faculty background, experience, and credentials

Among the full-time faculty, the Department includes four full professors, four associate professors, and three assistant professors, as well as one Lecturer and two visiting full-time faculty members. All full-time faculty hold the Ph.D. in History from major American research universities; a majority of adjunct faculty hold the Ph.D. and the rest are ABD. A number of the faculty have taught at other institutions and thus bring relevant experience to UMass Lowell.

The faculty collectively offers expertise in a range of geographical areas including the United States, Latin America, Europe, Middle East, and Asia, but lacks expertise in South Asia and Eastern Europe/Russia. In terms of chronology, the Department has one expert each in the Classical world, early modern Europe, and colonial America; the majority of the faculty has expertise in the nineteenth and twentieth centuries. The Department currently lacks a historian of the medieval period. Thematically the faculty cover numerous sub-fields of History, including political history, intellectual history, oral history, labor history, social history, religious history, film history, material culture, and transnational/comparative history, as well as more narrow specializations such as the history of tourism, the history of childhood, death studies, film-making and numismatics. The Department does not have expertise in the history of science.

2. Knowledge Base and Content of the Faculty

Keeping up with recent scholarship is a high priority of the faculty and can be demonstrated in several ways as detailed in III/2 and III/3 below.

Faculty have been hampered somewhat in recent years by the Library's reluctance to purchase journal subscriptions and new books; fortunately, the Inter-Library Loan (ILL) office is very willing to order articles and journals as needed, and many major research libraries are located in the greater Boston area. In Fall 2014 the Library Director has demonstrated much greater willingness to consider purchase of books in History, by soliciting requests for 150 new purchases in support of the M.A. program, and creating a "Buy This Book" link on the Library website where faculty and other members of the university community can recommend book purchases. [For more on the Library, see V/3 (p. 28) below.]

The faculty routinely attends conferences and annual meetings in their respective fields, both to present their own research and to learn about new trends and discoveries. Sample conferences include those sponsored by the Association of Ancient Historians, the Renaissance Society of America, Society for Italian Historical Studies, New England Renaissance Conference, the Society of French Historical Studies, the Middle Eastern Studies Association, the Southern Historical Association, the Appalachian History Association, the Association for Asian-American Studies, the Social Science History Association, the Organization of American Historians, the Massachusetts Historical Society, the American Conference on Irish Studies, the Omohundro Institute of Early American History and Culture, and of course the American Historical Association.

Faculty are members of various professional associations including the American Historical Association, Southern Historical Association, Labor and Working Class History Association, Society for Italian Historical Studies, Middle Eastern Studies Association, Urban History

Association, World History Organization, Society for Historians of the Early American Republic, Agricultural History Society, New England World History Association, and the Renaissance Society of America. In addition to membership, faculty serve on the boards or nominating committees of several of these organizations (e.g., Renaissance Society of America; Southern Historical Association; Agricultural History Association; Society for Historians of the Early American Republic). Specific examples are noted in the faculty biographies.

Faculty have published 17 books in their respective fields since 2008, with several more titles forthcoming in 2015 and 2016. Faculty have also published numerous articles in leading peer-reviewed journals including the *Cambridge Journal of Economics*, *Environmental History*, *Rethinking History*, *History Compass*, *French Historical Studies*, *International Review of Social History*, *Journal of Social History*, *Labor History*, *Massachusetts Historical Review*, *New England Quarterly*, *Perspectives on History*, *Regional Studies*, *Safundi: The Journal of South African & American Studies*, *Studi irlandesi: A Journal of Irish Studies*, *Teaching History: A Journal of Methods*, and the *World History Bulletin*. In addition, faculty have served as reviewers for several journals, such as the *Journal of American History*, *Sixteenth Century Journal*, *Journal of the Early Republic*, and *History Compass*.

Faculty have garnered several research and teaching grants (i.e. Andrew Mellon Foundation, Russell Sage Foundation, American Historical Association, Fulbright Fellowship, Richard Hofstadter Fellowship, Lowell National Historical Park, Mass Humanities, National Endowment for the Humanities, UMass President's Office). Faculty also have served on the editorial boards of academic journals (e.g. *History Compass*, *Labor History*), and have long established relationships with area institutions like the Lowell National Historical Park, the Lawrence History Center, and the Tsongas Industrial History Center. Specific examples are noted in the faculty biographies.

Graduate and Online Instruction

Faculty have offered graduate courses in the Graduate School of Education and in the Program in the Economic and Social Development of Regions. Faculty have extensive experience offering workshops for middle school and high school history and social studies teachers through National Endowment for the Humanities and Teaching American History-funded programs. Much of this work includes online instruction. Department members have experience with web-based instruction (e.g., Blackboard) and regularly offer online, blended, and flipped courses. One faculty member was among the first in the nation to publish his research through the Digital Public Library of America.

3. Expectations for Faculty Teaching, Research, and Service

At the time of our last AQAD review in 2007-08, the standard teaching load was three-three. Beginning in 2012, the University established a workload policy to formalize teaching reductions from a three-three load to a two-three annual load for both tenured and non-tenured faculty who are research-active and two-two for those who are research-productive. Pre-tenure faculty may apply for the equivalent of a one-semester sabbatical either at once or with three course reductions spread over three semesters.

The union contract specifies that full-time faculty members are expected to distribute their effort across teaching (40 percent), research (40 percent), and service (20 percent). Lecturers are expected to devote 60 percent of their time to teaching and 40 percent to service. Although there is not a specified policy, the Department has tried to keep pre-tenure faculty from assuming heavy service burdens. The Department follows the workload policies of the College as noted above.

The percentage of sections taught by full-time faculty has remained relatively stable in the past five years, averaging just over half of all classes taught in the Department.

Percentage of Sections Taught by FT Faculty

	AY1314	AY1213	AY1112	AY1011	AY0910
Fall	54%	61%	55%	53%	54%
Spring	52%	62%	56%	49%	48%

Distribution of teaching assignments is described in IV/3 below.

4. In what ways does the Program foster professional development and growth of faculty?

The Massachusetts Society of Professors (MSP) contract guarantees professional development funds to all full-time faculty. These funds allow \$600 for one professional conference per year per faculty member from Department funds, in addition to another \$200 per faculty member upon application. Additionally, the Dean’s Office offers an annual \$1000 supplement to cover travel costs of faculty presentations at primary national scholarly organizations.

UMass Lowell provides sabbatical semesters at the junior and senior levels. The History department encourages its members to apply and provides a collegial atmosphere of sharing applications and feedback to help our faculty be awarded sabbatical time.

Finally, it is worth noting that the History Department is generally very supportive and collegial. We pride ourselves on our good relations and relaxed atmosphere at work; that ambience has only improved now that we are all on a common hallway. The Department hosts occasional social events, such as an “office-warming” reception for the new office suite, or a kickoff BBQ in September hosted by senior faculty. We have recently added room in our common office space to celebrate each other’s achievements through displaying our publications. We continually look for ways to make our department a supportive space.

5. In what ways does the Program faculty lend its professional expertise - as expressed through teaching and research, scholarly and creative activity - to off-campus constituencies?

Department faculty members are engaged with a number of community and professional organizations, to which they lend professional expertise including the American Textile History Museum, Lowell Historical Society and the Lawrence History Center. Several faculty members have served as Faculty Judges of Massachusetts History Day. Faculty members have given public lectures in Lowell through the Moses Greeley Parker Lecture series, and in surrounding towns (e.g., Lawrence, Methuen, Holyoke, Springfield) on historical topics. A faculty member chaired the Lawrence Bread and Roses Centennial Committee while another works for a series of educational programs (e.g. Five Colleges, Inc. in western Massachusetts). Faculty have offered several content area workshops for area social studies and history teachers.

As mentioned above, department faculty serve on the boards, nominating committees, and prize committees of several academic and professional associations; this service keeps our faculty abreast of cutting-edge scholarship and current academic trends across the profession. Faculty members additionally serve on the editorial board of various journals, including *French Historical Studies*, *History Compass*, and *Massachusetts Benchmarks*; and as manuscript reviewers for Kent State Press, Baywood Publications, and Westview Press, again providing an opportunity to review recent scholarship and to foster our own professional development.

The History faculty contributes expertise on an international level as well. Faculty regularly speak at international conferences, or translate our publications into other languages for foreign publication. Faculty have also been selected to have terms of residence at, or association with, foreign universities or libraries in Italy, France, Greece, Egypt, and Ireland. Paul Keen directs the university's Hellenic Studies Center and plans to teach a recurring study-abroad course in Greece.

Faculty members are invited broadly to give lectures, such as Chris Carlsmith's lectures at Stanford University (2014) and Oxford University (2013) or Chad Montrie's lectures at Swarthmore (2013) and Wellesley College (2009). Our faculty have also contributed their expertise in other ways too. For example, Abby Chandler has worked as a docent and interpretive guide in public history and in museums, while Shana Minkin previously worked for the SSRC and for the World Affairs Council as a researcher.

IV. TEACHING & LEARNING ENVIRONMENTS

Programs shall provide learning environments that promote student success. Students are expected to learn both content and skills appropriate to the discipline. The program should indicate clear expectations for student learning outcomes. The teaching/learning environment should be accessible to all students, should include a variety of instructional methodologies, and should provide timely feedback to students. The review should answer the following questions:

1. *To what extent does the Program have articulated learning outcomes (content and skills) for students? By what means are these outcomes measured? Are they achieved by most students?*
2. *How is assessment of student learning outcomes used in reviewing or evaluating Program curriculum and faculty?*
3. *In what ways does the Program evaluate student success following graduation and the Programs' contribution to that success?*
4. *What is the role of the core faculty in teaching lower division, upper division and graduate courses? What is the rationale for these assignments?*
5. *Does the department have articulated learning outcomes?*
6. *What means are identified to measure student attainment of those outcomes?*
7. *How does the department use the assessment data on student learning outcomes?*

1. Articulated, Measured, and Achieved Learning Outcomes for Student

Articulated Learning Outcomes

Students who complete their degree in History will:

- (1) Develop a thorough grounding in the historical process and offer a variety of perspectives through which to view human thought and action.
- (2) Evince an understanding of the distinctiveness of people and societies of the past, as well as the threads that connect the experiences of all peoples over time.
- (3) Gather, interpret and analyze a wide range of primary source material.
- (4) Display an understanding of interpretations developed by different historians (i.e., historiography).
- (5) Analyze contemporary issues with reference to prior events.
- (6) Explain processes of change and continuity over time.
- (7) Communicate effectively with both oral and written methods, and especially to be able to tell a clear, cogent, and compelling story. [from UMass Lowell online Catalog]

Measured Learning Outcomes

The articulation of these specific learning outcomes occurred in the spring and fall of 2014 as a by-product of developing the M.A. proposal and of revamping the Department website. Thus we have not yet had an opportunity to measure the extent to which our students achieve these goals. Prior to these current goals, the Department had a more limited set of four learning outcomes posted on the Department website, but we never developed a systematic method for measuring them.

Achieved Learning Outcomes

Until we develop a more effective system for measuring learning outcomes, we cannot know which of them have been achieved. (But see (5) below for further discussion.)

2. Use of assessment of student learning outcomes in reviewing or evaluating Program curriculum and faculty

The Office of the Provost regularly reviews DWF rates (grades of D or F or course withdrawals) across courses, departments, and faculty to identify areas needing intervention. To date we are not aware of any significant problems in History. We anticipate that when we have established measures for the assessment of student learning outcomes that meet standards for reliability and validity, we will use those data to review curriculum and faculty in meaningful ways.

In Spring 2014 the Department established 43.298 Historical Methods as a “Success Marker” course, so that we can begin to establish over time whether this gateway course is a good predictor of eventual student success in the major.

3. Post-graduation success of students and department’s contribution to that success.

With the exception of our previous AQAD in 2007-08, the Department has not conducted formal surveys of its alumni; nor does it keep a database of alumni email addresses, careers chosen, and the like. From the 2007 alumni survey, to which 28 alumni responded, 90% were satisfied or very satisfied with the overall education at UMass Lowell, and 93% were satisfied or very satisfied with the quality of education received in the History Department specifically. Students pointed to the supportive learning environment, [small] class size, quality of teaching, and opportunity to do research as the leading causes of their high satisfaction. Nearly 80% indicated that they thought UMass Lowell should offer an M.A. in History, and that figure is what initially motivated our attempts to offer a graduate degree in History.

In Fall 2014 the Department prepared an online survey to be sent to our recent alumni (2007-2013). It includes ten questions seeking to ascertain the alumni’s experience with the History Department; that survey was distributed in early January 2014. As of January 29, we have had 51/156 responses. The full survey results (which may change slightly as we will leave the survey open into March 2015) are available at the Survey Monkey link below, but herewith the most salient findings:

- 60% of respondents indicated that they attended graduate school after graduation.
- 93% of those attending graduate school earned an M.A. or an M.Ed.
- More than half of respondents obtained a job in the field of education.
- 82% felt that the History Department prepared them ‘very much’ or ‘somewhat’ for their job.
- The quality of the History Department averaged 4.0 on a scale of 1 to 5, with 5 being the highest possible score; more specifically, “quality of teaching” received the highest possible score from 65% of respondents.
- In analyzing the “greatest strengths” of the History Department, a large majority of respondents pointed to the enthusiasm, knowledge, and availability of their professors.
- Suggestions for the History Department included a greater focus upon career advice and internships that prepare students for the job market. (The Department has already begun addressing these concerns by offering a Service-Learning course [43.401] that includes a substantial component about careers for historians, as well as increasing enrollment in the Tsongas Center practicum [43.497] and the Emerging Scholar program; we also expect to work more closely with the UML Career Center.)

Survey results at: <https://www.surveymonkey.com/results/SM-V6M6TPHV/>

The Department invites select alumni to the end-of-semester reception in honor of graduating seniors every year, and many faculty stay in touch informally with our graduates as they pursue graduate degrees, employment, or other options. The Department has had discussions about creating an e-newsletter to be mailed once or twice each year to alumni, former faculty, and donors, but no substantive progress has been made.

A substantial number of our students attend the GSE in order to obtain an M.Ed. and Massachusetts initial licensure as a public school history teacher. History majors have a near-perfect pass rate on the MTEL test required for admission, which examines subject knowledge in History as well as literacy and communications skills. Most of these students go on to teach in our local public schools.

A few of our recent majors have pursued a doctorate in History, including Andrew Drenas (UML '05) who defended his dissertation in Reformation History at the University of Oxford in September 2014, or Emily Jarmolowicz (UML '13) who is pursuing an M.A./Ph.D. in Medieval History at UMass Amherst. As indicated in the survey, several students have completed an M.A. in History, including Jenna Lapachinski (UML '11) in Historic Preservation from the University of Vermont (2013), Christopher Lynch (UML '13) in American environmental history at Brandeis (2014), and Janelle Bourgeois (UML '13) in modern U.S. history at UMass Amherst (anticipated 2015).

3. Role of the core faculty in teaching lower division, upper division and graduate courses, and the rationale for these assignments.

The full-time faculty have great latitude to choose the courses they wish to teach, with the general expectation that most teach a minimum of one survey course and one upper-level course each semester. The Department believes that it is important for the full-time faculty to teach at the introductory level in order to attract potential majors and to provide proper foundations for all students in historical skills; likewise, the Department believes that upper-level courses require the expertise and dedication of full-time faculty. Each semester the Chair requests course preferences from the faculty, and then creates a schedule, taking into account faculty requests, enrollment projections, and curricular balance.

Adjunct faculty have traditionally been included in this process, although their assignments are less flexible and more likely to include survey courses. As noted below in section V/2, the number of adjunct-taught sections will decline for the first time in Spring 2015 in order to ensure that classes are filled and to reduce duplication of upper-level courses. With the imminent M.A. program slated to begin in Fall 2015, the Department will need to revisit how teaching assignments are handled every year to ensure equity and sufficient coverage.

We expect that graduate and undergraduate courses will be treated equally in terms of workload, and that nobody will teach more than one graduate course per semester. Since 2008 the Department has created a list of probable courses for future semesters, and posted that information on the Department website so that students (and their faculty advisors) can plan ahead with increased confidence.

Directed studies, thesis supervision, and honors-by-contract have traditionally been conducted by Department faculty on top of their regular teaching load; that is to say, faculty are not compensated in any way for such additional work, but do so for the benefit of our advanced students who crave an additional challenge.

The faculty have in recent years expanded efforts to nurture and cultivate student excellence beyond the classroom too. These include the annual Blewett essay competition for both survey and upper-level courses; increased engagement with the Honors College; the granting of a half-dozen scholarships for both merit and financial need; and an end-of-semester ceremony to recognize graduating seniors and meritorious achievements in research and service by our majors.

4. Articulated Learning Outcomes

The Department has recently adopted a set of seven (7) articulated learning outcomes, which are included in section IV/7 above, and also available on the UMass Lowell catalog page for History, at <http://www.uml.edu/Catalog/Undergraduate/FAHSS/History/Default.aspx>. Individual faculty include tailored learning outcomes on their course syllabi that are in alignment with the broader learning outcomes for the Department.

5. Means to measure student attainment of learning outcomes

The Department does not currently possess any formal means for measuring student attainment of learning outcomes. During Department meetings in the past several years, the faculty have reflected upon the desired level and quantity of student work, particularly in upper-level classes. These discussions prompted the creation of the Course Level Descriptions (II/3a above), the Articulated Learning Outcomes (IV/1 above), and the anticipated curriculum review in the coming year. Traditionally we have had few pre-requisites for our upper-level courses but this might change as we review assessment procedures. The imminent revisions to the Core Curriculum, and the challenge of how to map those 7 Essential Learning Outcomes (ELOs) onto the history curriculum, have driven (and will continue to drive) further reflection on the part of the Department about learning outcomes and their assessment (VI below).

6. Use of Assessment Data on Student Learning Outcomes

We have no current means to use the assessment data on student learning outcomes, but when we have obtained this data, we expect to use it to improve retention rates and to strengthen our advising process for history majors.

V. USE OF RESOURCES

Programs shall ensure that the resources available are used to meet Program goals and objectives, and as appropriate, engage in use of innovation to enhance resources; should engage in both intra and inter-campus collaboration; and should demonstrate a commitment to effective and efficient use of resources. The review should answer the following questions:

- 1. What process does the Program use to allocate resources?*
- 2. In what ways does the Program maximize the use of its human resources?*
- 3. In what ways does the Program maximize the use of material resources such as space, equipment, operating funds, etc.?*

Overview

The History Department has an approximate annual operating budget of \$17,000, and an annual discretionary budget of \$26,000. University resources provided to the Department are primarily dependent upon enrollments and the number of full-time faculty. The Department strives to achieve equity in distributing resources to faculty for conference travel or other professional expenses. In years past the Department Chair has not shared the overall budget with the faculty; thus the faculty has had little input into, or understanding of, the Department's financial situation.

The amount of money provided by the Provost to the Department increased substantially ca. 2009 (?), reflecting an effort by the University administration to let Departments determine their own budget priorities. Combined with a recent workload change that allows faculty to teach 3/2 or 2/2, this increased funding has permitted more faculty to present their research at national and international conferences, thus raising UML's research profile.

1. Process for Allocation of Resources

The Department Chair controls all Department funds. Faculty can request travel reimbursement or other expenses through the Department Chair. In recent years, the Department has been able to fully fund one conference per year for each faculty member, and to make contributions toward a second conference if requested. The Department also pays for a 2014-15 subscription to the *Chronicle of Higher Education* and purchased the American Historical Association's *Directory of History Departments* in 2013. The Department occasionally buys office supplies through the university vendor.

Professional Development Money: In accordance with University policy, each tenured or tenure-track faculty member receives \$600 in professional development money each year to use for conferences, journal subscriptions, book purchases, and so forth. Each tenured or tenure-track faculty member can apply to the Department for an additional \$200 in professional development money on the basis of merit; such proposals are reviewed by a committee of three tenured faculty. Each tenured or tenure-track faculty member can also apply to the FAHSS Dean's Office for an additional \$1,000 to cover travel to one national professional conference.

2. Human resources

Overview: Since our last AQAD review in 2007-08, the Department grew from ten to a maximum of fourteen tenured or tenure-track members and from 110 to 180 majors. Currently we have eleven tenured or tenure-track faculty, plus one Lecturer and two Visiting Assistant

Professors, for about 130 majors. We are engaged in a search for a tenure-track African-American historian to begin in September 2015. We previously shared a staff person with three other departments in Coburn Hall; since April 2013 we have benefited from the presence of Katherine Gill as our department staff. All faculty requests for tenure and promotion have been successful, reflecting the Department's high standards for publication, teaching, and service.

Staff: Kathleen Gill works full-time to support the Department, and particularly the work of the chair. Her principal responsibilities include staffing the front desk, maintaining Department office supplies, assisting with budget matters, updating ISIS and Summit records, and responding to inquiries from faculty, staff, and students. She also supervises the work-study students. Beginning in 2015 she will maintain a Departmental calendar of events and perhaps assist with an e-newsletter for our alumni.

Adjunct Faculty: The Department is fortunate to have the services of a cadre of loyal and competent faculty who teach primarily in our survey courses but who in recent years have begun to teach upper-level courses too. The number of adjuncts, and the number of courses taught by them, has climbed steadily since 2007, to the point where it nearly equals the number of full-time faculty and their courses. Although the increased number of adjuncts offers clear benefits to students (such as a wider array of courses and smaller average class sizes), it is not sustainable in the long term. In consultation with the Registrar and the Associate Dean, the Department has substantially reduced the number of sections for Spring 2015. We hope and expect that this means our classes will have higher enrollments, and that fewer classes (or even none) will be cancelled just prior to the semester. The adjunct faculty recently formed its own union, resulting in a separate class evaluation form, the position of Senior Adjunct I and II, and other changes that will offer them greater protection but that will potentially complicate their relationship with the Dept.

Work-Study Students: In recent years the Department has been able to hire 1-3 work-study students at an hourly rate for a total of 25-30 hours per week. In 2014-15 we have three excellent students, Ed Appleton, Michaela Goss, and Aiden Cox, who assist Kathleen Gill and the Department faculty with clerical tasks.

Workload / Sabbaticals: The Department follows university policy in assigning sabbaticals and leaves of absence to faculty upon the recommendation of the Department Personnel Committee. The Department has attempted to follow university policy in terms of workload, but this has been a complicated issue that remains unresolved. More specifically, the Department has been unable to establish a clear and consistent policy regarding course reductions that derive from publications; it is to be hoped that this issue will be resolved in 2014-15. During the past several years, numerous Department faculty have achieved the status of Research-Active and Research-Productive.

Advising: The Department distributes student advisees to all full-time faculty on an equitable basis; such assignments are made by the Chair, but both students and faculty can request a change if desired. Beginning in Fall 2016, the Department plans to experiment with assigning students to faculty in a cohort; thus a group of students would remain with a specific faculty member throughout their stay at the university. Details remain to be worked out (e.g., what happens when a faculty member goes on sabbatical?).

Professional Development: Faculty routinely attend on-campus workshops and presentations to enhance their skills and professional knowledge, including Advising Workshops, IRB workshops, HR workshops, the Teaching/Learning Symposium, and the biannual Faculty Development

Workshops in January and June. As noted above in III, faculty routinely attend professional conferences to stay abreast of current scholarship.

Department Positions / Committees: The Department has recently appointed a new Transfer Coordinator (Carlsmith), a new Graduate Coordinator (Farrant), and a new First-Year Coordinator (Smith), each of whom receive a small stipend. The Department has also restructured its internal committees so that a wider array of faculty participate in department governance; these include the Personnel Committee, the Prizes & Scholarship Committee, the AQAD Committee, the Curriculum Committee, the Core (Gen Ed) Committee, the Graduate Committee, and the Undergraduate Committee. The Department has also decided to meet monthly in order to address both short-term and long-term strategic issues that had in the past either been ignored or dealt with exclusively by the Chair.

TA/RA Graduate Positions: The Department is currently exploring the feasibility of Teaching Assistants/Research Assistants as a means to support our M.A. students but no action has been taken.

3. Material Resources (including space, equipment, operating funds, etc.)

Office Space: In January 2014 the History Department faculty were consolidated in an office suite in Dugan Hall 106. This new location has several benefits: it allows each of the full-time Department faculty and the staff administrator to have a private office, and it brings all of the faculty and staff together along a common hallway. This new location also offers a common area where small meetings and informal exchange can occur. Unlike other Departments that recently moved to Dugan Hall (Sociology, Philosophy, Political Science), however, the History Department was not provided with new furniture in either the offices or the common space; all furniture was recycled from the pre-existing collection or scavenged from other offices. The result is that the common suite, in particular, has a number of mismatched items, although the Department has worked hard to make it a comfortable, inviting, and efficient space. The Department recently purchased several new bulletin boards to advertise our events and to assist students in locating faculty offices; this year we also plan to have a glass bookcase installed in the common suite where faculty publications can be displayed.

Office Equipment: The equipment previously available to Department faculty in the secretary's office (Coburn 114) has not been replaced in the Dugan suite. Thus we do not have a photocopy machine, Scantron machine, or fax machine (these are available in other department offices in Dugan Hall, and we have been instructed to use those machines during regular office hours). Fortunately the south campus copy center is located directly downstairs and so larger photocopying projects for classroom use are handled easily. We were able to provide our own small refrigerator, coffee maker, and water bubbler for the common area.

Technology: Faculty are provided with a university-owned computer (desktop or laptop) on a four-year rotating basis. Faculty may choose a Mac or PC, and may customize the machines at their own expense or at the Dept. expense (e.g., larger memory, faster hard drive). These computers include the complete MS Office suite, Adobe, and McAfee anti-virus software. The faculty also receive a university-owned printer as needed.

Classrooms: The university has aggressively pursued the installation of "smart" classrooms with built-in computers, DVD players, internet access, and document cameras, as well as the installation of white boards to replace chalkboards. Most classrooms hold 50 students; two new classrooms in Dugan hold 75 students. In Fall 2014 a number of conference rooms were re-

purposed to serve as seminar classrooms; when classes are small (8-12) this works fine but classes capped at 19 struggle to fit in such smaller rooms.

Library: The Department has no library of its own, although it has recently begun a collection of monographs published by the Dept. faculty; this is currently displayed on the bookshelf in the common area of Dugan 106.. The UML Library system includes O’Leary Library on South Campus, Lydon Library on North Campus, and the Center for Lowell History downtown. The latter contains a significant collection of primary sources on the history of Lowell.

After years of largely ignoring Department requests for new books, the Library has recently indicated its willingness to purchase 150 books for use in the M.A. program. Those books have been identified and are now being added to the Library collection. The Library now claims that it will purchase any books requested to support instruction. The university has indicated its plans to purchase shelving to create “mini-libraries” within academic departments on which we can create a rotating display related to significant events, anniversaries, etc.

The Department recognizes the ever-increasing cost of journal subscriptions, and the availability of many such journals at neighboring research libraries, and is grateful for the effectiveness of the ILL office. The Library subscribes to about 1,500 online journals. Journal articles from libraries within the Boston Library Consortium are emailed, often the same day. We also acknowledge that the UML Library has invested in a federated discovery service (EBSCO Discovery Service) which permits students and faculty to trawl multiple databases (i.e., JSTOR, Project Muse, Historical Abstracts, America: History and Life) with one interface. On the other hand, in recent years faculty have sometimes been unable to access the journals needed for research. We plan to work with Joseph Fisher at the Library to identify the most important journal subscriptions within our field.

Several years ago most of the Library’s collection, including titles in History, was moved from O’Leary Library on South Campus to Lydon Library on North Campus, rendering it significantly less accessible to students and faculty. Fortunately the Reference collection remains on the shelves in O’Leary, even if in a pared-down form. The Library Director has indicated plans to move some books back to South Campus to create extensive browsing and special collections areas; we eagerly await details on this plan.. The Department understands that scholarship, like society in general, is trending toward an increasing use of digital resources. However, History remains a fundamentally book-based discipline, and the importance of such resources—in terms of their number, currency, and physical location—should not be overlooked..

In 2015 the university opened the Honors Commons on the 3rd floor of O’Leary Library, which features a dedicated rare book library. It is planned to include workspace for students, faculty, and library curators.

Media: The Media Center in O’Leary Library contains a significant number of DVDs and VHS tapes that are useful to the History Department; it also subscribes to Films on Demand. The Media Center staff has been invaluable in assisting Dept. faculty with audio-video questions of all types, from editing video to capturing oral history to preparing images for publication in books and journals. The retirement of Paul Coppens, and the impending retirement of Mitch Shuldman, however, threaten the high level of competence in this area; the Department hopes that replacement library staff will possess the same interest in classroom applications of media technology as has existed in the past.

VI. FUTURE DIRECTIONS & CHALLENGES

Curriculum Reform

It has been many years since our last curriculum reform. The department is discussing revised requirements for History majors. This discussion includes the role of survey courses for majors, how the new Core Curriculum's requirement of Essential Learning Outcomes (see below) will be incorporated into History courses for our majors (and for non-majors), and the distribution of majors' classes to provide a well-rounded curriculum. We also need to consider the balance between in-person and online courses, a topic which has a number of ramifications (faculty workload, time-to-degree for majors, reimbursement from CSCE, etc.) We have a large number of transfer students, many of whom have taken several survey-level courses at previous institutions, so this also needs to be considered in our discussions.

Implementing the new Core Curriculum.

A major revision of the University's general education requirements has just been completed and the new Core Curriculum will be implemented in the fall of 2015. This could impact our courses in several ways. First, all History courses will fulfill the Arts/Humanities requirement for non-majors. This could allow for more students in many of our upper-level courses. While this may have a very positive effect on what courses we can schedule and run, it could also result in upper-level courses with under-prepared students, or more limited seats for our majors. One possible solution is to restrict some courses to majors. Another impact of the Core Curriculum will be the requirement that students complete courses that fulfill Essential Learning Outcomes (ELOs). We have decided that a capstone seminar for seniors will be one way of incorporating this requirement into our curriculum. Department faculty will likely rotate in teaching the capstone; it will become another consideration for scheduling to ensure a balanced schedule of classes each semester.

Development of M.A. Program

During our last AQAD review, the department was encouraged to establish an M.A. program. We have nearly completed the approval process, and expect the program to open in the fall of 2015 with a small cohort of part-time and full-time students. Several graduate courses are already on the books; another half-dozen have been approved at the department level and are moving through the university approval process. Our greatest initial challenge for this program will be scheduling sufficient courses for graduate students and having enough full-time faculty to teach a full complement of graduate and undergraduate courses that will meet our majors' and non-majors' needs.

Faculty

The department currently consists of twelve full-time faculty (11 tenured or tenure-track and 1 lecturer) and 2 visiting faculty members. One of those visiting positions will be eliminated next year with the addition of a new tenure-track line in nineteenth-century African-American History. Despite this new faculty member, however, the department will still be too reliant on adjunct faculty to provide a full range of courses at all levels, particularly with the addition of M.A. courses and a senior capstone course that will need to have a lower course cap for the significant research and writing component it will require. It was possible this (Spring 2015) semester to have very few upper-level courses taught by adjunct faculty, but fall enrollment tends to be much higher. Also, it is critical that permanent full-time faculty teach the surveys as a way of recruiting

undeclared students into the major. Brief recent discussions of new faculty positions have included interest in public history, Southeast Asian history, and the History of Science, Technology, or Medicine. As we progress through the spring semester, we will discuss and prioritize these positions so that we are prepared to ask for new faculty lines as the academic year comes to a conclusion. The Provost has indicated that he is receptive to requests for new faculty positions but that the Dept. must provide justification in terms of increased enrollment, new graduate programs, or other rationales for additional hires.

Library Resources

Although recent discussions with the new library director have suggested that positive changes are being implemented in the library system,, UMass Lowell has a longstanding reluctance to invest in significant library resources in History. A few years ago, the library discarded many books and moved most books to North Campus; we are heartened (if cautious) that that decision is being reconsidered. It has been a long time since a broad range of History books have been purchased regularly. While our collection is strong in a few areas, many books in local history are in the non-circulating Center for Lowell History, which is not very accessible, and books about other areas of the world are in short supply. Interlibrary loan and access to WorldCat is useful, but probably not adequate for an M.A. program, and we desperately need a substantial investment in books and databases. As we finalized our M.A. proposal, the department's graduate committee collected a list of 150 essential books for new coursework we will offer in the near future, and the library has committed to purchase them. However, more work needs to be done over the next few years to ensure the resources that faculty and our students need for coursework in American and Global History. Additionally, more databases of digitized primary sources seem to be available in recent years, and the department needs to consider which of these would be useful for our work and our students' work in classes and research projects for future library requests.

APPENDICES

A-1: List of Faculty with Areas of Specialization (alphabetical)

A-2: Faculty PMYR Statements (alphabetical)

A-3: Faculty CV / Biographical Sketches (alphabetical)

A-4: List of External Reviewers with their university affiliation

A-5: Calendar for AQAD review

A-1: List of Faculty with Areas of Specialization (alphabetical)

Faculty member	Tenured Y/N	Areas of Specialization
Carlsmith, Christopher Ph.D. in History Professor	Y	<ul style="list-style-type: none"> • Early Modern Europe • Archives
Chandler, Abigail Ph.D. in History Assistant Professor	N	<ul style="list-style-type: none"> • Early American Hist. • Public History
Chen, Shehong Ph.D. in History Associate Professor	Y	<ul style="list-style-type: none"> • Diplomatic History • 19thC. U.S. History • China
Edwards, Lisa (Chair) Ph.D. in History Associate Professor	Y	<ul style="list-style-type: none"> • Latin America • Church History • Political History
Farrant, Robert Ph.D. in History Professor	Y	<ul style="list-style-type: none"> • Industrial History • Immigration • 19th and 20th c. U.S.
Herbin-Triant, Elizabeth Ph.D. in History Visiting Asst. Prof.	N	<ul style="list-style-type: none"> • African-American Hist. • Southern History
Keen, Paul Ph.D. in History Asst. Professor	N	<ul style="list-style-type: none"> • Ancient History • Ancient Empires • Athenian Democracy
Minkin, Shane Ph.D. in History Asst, Professor	N	<ul style="list-style-type: none"> • Modern Middle East • Egypt • Death Studies
Montrie, Chad Ph.D. in History Professor	Y	<ul style="list-style-type: none"> • Modern U.S. • Environmental • Labor • Social History

Pierson, Michael Ph.D. in History Professor	Y	<ul style="list-style-type: none"> • American Political History • Civil War
Pratschke, Mairéad Ph.D. in History Lecturer	N	<ul style="list-style-type: none"> • Irish History • Film History • Irish Language Revival Movements
Smith, Fletcher Ph.D. in History Lecturer	N	<ul style="list-style-type: none"> • Modern Japan • U.S. History • Radicalism
Strobel, Christoph Ph.D. in History Assoc. Professor	Y	<ul style="list-style-type: none"> • Global History • Comparative History • Native American
Young, Patrick Ph.D. in History Associate Professor	Y	<ul style="list-style-type: none"> • Modern France • History of Tourism • Consumer Cultures

A-2: Faculty PMYR Statements (alphabetical)

Please see attachments.

A-3: Faculty CVs (alphabetical)

Please see attachments.

A-4: List of External Reviewers and University Affiliation

Dr. Barbara Diefendorf
Professor of History
Boston University
617-353-8311
bdiefend@bu.edu
Ph.D., UC Berkeley
Early Modern Europe, French History, Religious History

Dr. Eliga Gould
Professor and Chair of History
University of New Hampshire
eliga.gould@unh.edu
Phone: (603) 862-3012
Ph.D., Johns Hopkins University
Colonial America, American Revolution, Early Modern Atlantic World

Dr. Tara Nummedal
Associate Professor of History
Brown University
Director of the Program in Science Technology Studies
Tara_Nummedal@Brown.edu
401 863 9757
Ph.D., Stanford University
Early Modern Europe and the History of Science

A-5: Calendar for AQAD Review

**Preparations for AQAD/PMYR Reviews
August 2008**

By May 1 of prior year

Chair appoints departmental AQAD coordinator/committee

Coordinator meets with Institutional Research to identify data that will be used in self-study

Coordinator begins collecting vitae, syllabi, and drafting self-study

By October 31

Chair and coordinator select date of campus visit (2 days in March)

Department identifies potential reviewers; Dean approves and invites reviewers

Coordinator schedules entrance and exit interviews with Chancellor, Provost, and Dean

Tenured faculty prepare PMYR statements

Coordinator completes first draft of self-study

By November 30

Department reviews and revises draft self-study

Department Personnel Committee reviews PMYR statements and either approves or asks for revisions

By January 30

Faculty submit revised and approved PMYR statements to the Dean

Dean prints final draft of self-study and sends to reviewers

Chair and coordinator prepare agenda for reviewers including individual and group meetings with faculty, classroom visits, entrance and exit interviews with administration, and private time for reviewers

By February 28

Chair submits budget to the Provost outlining the estimated costs of the review

Chair reviews the AQAD Reimbursement Procedures

By March 31

Reviewers visit campus

By April 15

Reviewers file report

By April 30

Department responds to report

By May 31

Dean responds to report

Dean responds to PMYR statement