

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

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

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

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

(FDEC) Diversity Rubric:

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

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

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

1. Hire regular faculty

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

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

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

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

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

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

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

In May 2022, the students and faculty gathered for our annual conference. Co-organized by Jason Daniels and Anna Alexander

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

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

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

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

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

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

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

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

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

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

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

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

PLO 1 PLO 2 PLO 3 PLO 4 PLO 5 PLO 6

think
critically and creatively and apply
analytical and quantitative reasoning
to address complex challenges and
everyday problems.

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

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

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

Instruments: Capstone projects

Sampling Procedure: All eight projects reviewed

Sample Characteristics:

Advanced analysis (pedagogical, historical, applied)

Bibliography

Synthesis

Data collection: Graduate Coordinator, Dr. Linda Ivey

Data analysis: Graduating cohort of 8 students

HIST 699 and 691 grades for AY 2021-2022:

A: 6

A-: 1

B-: 1

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

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

capstone projects is excellent.

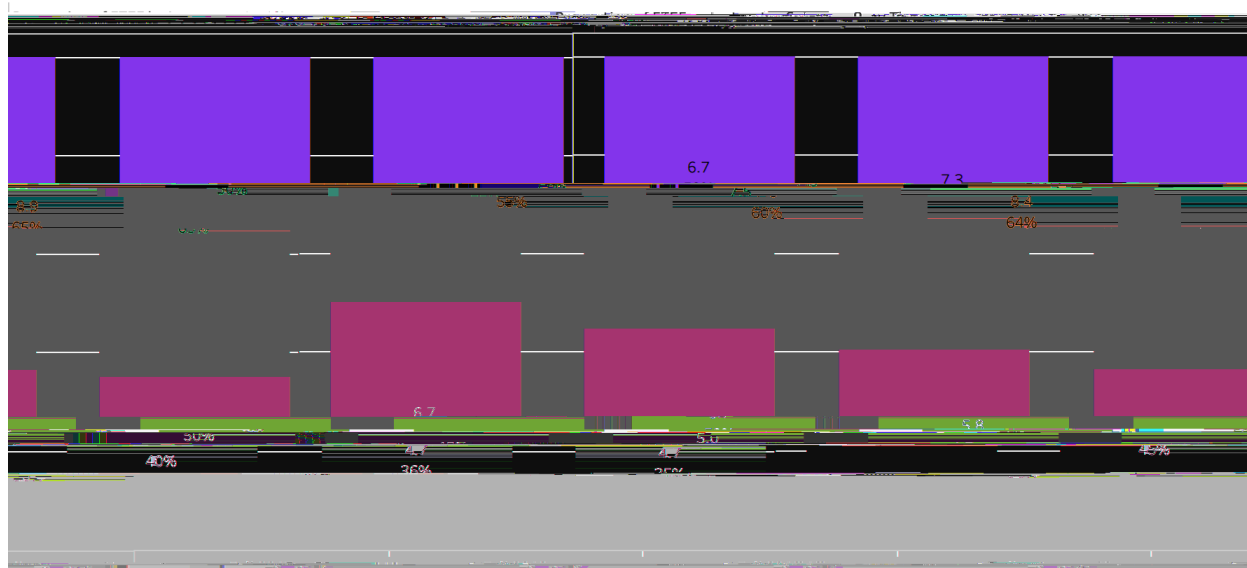
We have invested considerable time in

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

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

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

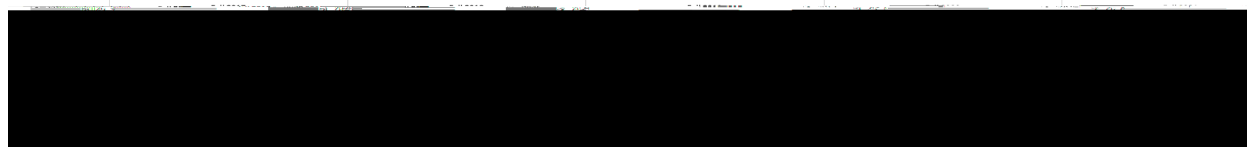
By Fall 2021, temporary, part-time faculty made up 65% of our FTEF, and the absolute number of TT faculty had dropped from 6.7 to 4.7:



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

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

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



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

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

(suggested length of 1 page)

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

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

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

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

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

2. Request for Other Resources

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

Rationale:

We have always had a separate MA program and MA advisor. We

