I. Process: We solicited the input of all current faculty, graduate students, and staff via email and in collective conversation, including discussion at two faculty department meetings and at an “Open Forum” with lunch for all faculty, graduate students and staff (50 participants). Finally, we solicited the input of all faculty, graduate students, and staff on a draft of this document.

II. History Graduate Student Outcomes: History is a humanistic inquiry founded on the phenomena of time, temporality, and the relationship between change and continuity. In providing an account of the past in time, it contributes to the advancement of human knowledge and self-understanding, yielding insights into the human predicament of vital and lasting importance. The sustained effort to understand the past distinguishes history from other humanistic disciplines; it is in its attention to the past that the discipline of History helps us to understand how we have come to the world we live in today and the problems of our own time. As we train our students to think about it, history is an analytic method as well as a means of information gathering; it is a complex process of discovery, recovery, and reconstruction. We seek to instill in our students an appreciation of the moral and political significance of historical practice; history illuminates and informs even as it often unsettles long-established beliefs about what is natural and inevitable in the history of humankind.

Deep knowledge requires specialization and comparison, as well as engagement with ways of knowing in other disciplines (interdisciplinarity). We train students in a broad range of fields of history covering all major periods and geographic areas, and addressing a broad range of subfields and themes, concepts, and processes. For all of our students this means developing the tools to gather, evaluate, and interpret historical evidence and developing skills to communicate orally and in writing analysis and implications. The discipline requires training in historical methods; developing broad foundational knowledge in multiple chronological/geographic/thematic fields of history, intensive language study (all students are required to have competency in two languages in addition to English; in some areas students must have competency in three or more languages); and, original historical research. The original research at the core of a dissertation in History requires that students discover and collect from disparate sources the evidence that forms the basis for their argument. Despite the explosion in digital archives, the nature of the discipline continues and will continue to require sustained and supported research time at sites around the world wherever relevant archival collections or other research sources are located. Historical research is, by definition, uncertain and dialectic: archives themselves are historically constituted and often contain more, less, or different material than students anticipate, forcing them to redefine their projects as they dig into the material. In many cases there is no established collection of sources and students must collect materials from disparate locations, including oral histories. Taking account of the required coursework, language acquisition, original research and its diverse locales, we expect students to finish in a minimum of five to six years and understand that seven or eight years may be necessary depending on the dissertation.

Graduate education in History is distinguished from undergraduate education in its emphasis on self-directed development, so that although it includes a series of basic requirements (coursework in history and interdisciplinary coursework, language acquisition, prelim exams, dissertation and final exam), students emerge having demonstrated the ability to initiate and complete advanced research and other self-directed skills such as teaching,
grant-writing, and engagement with their particular field. Most, though not all, of our students seek careers in academia where self-direction is essential to success. Graduate education in History also differs from undergraduate education in that it takes place in multiple locations beyond the classroom, including one-on-one work with faculty, informal collaborative work with other students, formal workshops, professional conferences, service appointments, teaching, and especially importantly, self-directed research and writing. The need to customize learning goals to the strengths, weaknesses, interests, and goals – the developmental arc – of each student is amplified by the fact that students enter our program post-BA, with Masters, and from more than one disciplinary background. For these reasons, learning objectives consist of a combination of minimal standards and benchmarks of progress through a customized program of study for each student crafted in consultation with his or her advisor(s) and other committee members. Progress in meeting requirements and student-specific objectives is assessed in fall check-ins and annual advisor(s) and GSC reviews of every student. Responsibility for assessing and addressing performance issues is shared by the student, advisor(s), the student’s other committee members, faculty in individual courses in which a student is enrolled, and the DGS.

Since 2004, 130 students have completed PhDs in History at the University. We have employment data on all but 15 of these students. Despite a tough job market 84% of our 130 graduates since 2004 are in academic or academic related appointments; 64% (83 out of 130) hold tenure-track or tenured academic appointments. Our graduates hold tenured and tenure-track appointments at major state flagship universities, elite private universities, and leading liberal arts colleges, as well as at smaller regional, state university branch campuses. A small, but growing number of students use their PhDs to pursue non-academic careers in public history, museums and libraries, the non-profit sector and NGOs and business. Placement of our PhDs matters for our students’ careers, but there are larger stakes in Minnesota’s role in shaping the writing and teaching of history. To offer one telling example, PhD graduates in African history hold appointments at every major university in Africa today.

The knowledge, skills and their application imbedded in successful completion of a PhD in History at Minnesota are (1) advanced knowledge in multiple chronological/geographic/thematic fields of history; (2) a strong foundation in historical methods and theory including the ability to independently frame significant, original historical questions and arguments; (3) language mastery; (4) original research, including the ability to identify/access and critically analyze primary sources to make a substantial original contribution to knowledge; (5) development of the ability to communicate effectively both orally and in writing to professional and non-professional audiences; (6) history pedagogy; and, (7) professionalism.
### III. Program Outcome Assessment Measures:

Assessment measures reflect basic programmatic requirements coupled with measures that vary by student based on professional/career goals.

<table>
<thead>
<tr>
<th>History Outcome Assessment Measures</th>
<th>Programmatic Requirements</th>
<th>Varying by Student</th>
</tr>
</thead>
</table>
| HPO 1: Advanced Knowledge in History | - satisfactory completion of graduate coursework in history & interdisciplinary coursework in other fields  
- pass rates prelim exams  
- teaching  
- completion of dissertation & final defense | - workshop participation (in & beyond History)  
- completion of M.A. in History  
- publication of book reviews/encyclopedia articles or synthetic essays  
- placement |
| HPO 2: Historical Methods & Theory  | - satisfactory completion of History graduate course that focuses explicitly on methodology & theory (currently Hist. 8015)  
- successful completion of research paper in year 1 of graduate program  
- dissertation prospectus & successful completion of prelim exams  
- completion of dissertation & final defense | - other coursework focused explicitly on methodology & theory  
- RAships with faculty  
- completion of M.A. in History  
- GRPP  
- competitive grant/fellowship proposals  
- workshop participation |
| HPO 3: Language Acquisition         | - successful completion of 2 language exams (English language competency required but not included here) or quantitative methods in place of 1 language | - competency in additional languages required for research/field  
- use of non-English language sources in research  
- work in non-English language sites  
- participation in international conferences/workshops |
| HPO 4: Original Historical Research | - % of students completing research paper in year 1 of graduate study  
- dissertation prospectus  
- pass rates of prelim exams  
- successful completion of dissertation & final defense | - completion of M.A. in History  
- participation in professional conferences/research colloquia  
- peer-reviewed publications, oral histories, public/digital history projects/exhibitions  
- professional awards for conference papers, articles, dissertations  
- placement |
| HPO 5: Communication | - faculty evaluation of student coursework  
- teaching (TA/RG/Instructorships)  
- student & faculty evaluations of teaching  
- successful completion of prelim exams  
- dissertation prospectus  
- successful completion of dissertation & final defense | - workshop participation  
- completion of M.A. in History  
- professional conference/research colloquia participation  
- coordinating scholarly conference/lecture series/public event  
- competitive grant/fellowship proposals  
- professional awards for conference papers/articles/dissertations  
- peer review & invited publications  
- lectures to community groups, K-12 presentations  
- work in libraries/museums/archives  
- internships & other non-academic professional experience |
| HPO 6: History Pedagogy | - participation in required Fall Inservice  
- graduate student teaching (TA/RG/public history appointments) & faculty observation/evaluation  
- teaching evaluations | - instructorship(s)  
- preparation of course syllabi  
- History Day participation  
- internships & non-academic professional experience drawing on training in history  
- public or digital history projects  
- placement |
| HPO 7: Professionalism | - participation in required Fall Inservice  
- successful completion of coursework assignments (e.g., intellectual biography, book reviews, draft fellowship/grant proposals, manuscript reviews)  
- mentorship training/practice | - participation in other professional development workshops  
- professional conference/research colloquia participation  
- committee service appointments (departmental, college, university, professional organization)  
- History related public service  
- publications |
IV. Structural Impediments to Students Meeting History Outcome Measures: There are currently a number of structural impediments that compromise/undermine the History Department’s graduate mission. These include TA stipend (the stipend of $15,000 has not increased since 2007-08), lack of summer funding, limited fellowship support (only 1 semester guaranteed in History), increase in section sizes (from 22 to 26 in WI courses since 2005-06), and the five-year funding cap. These issues mean taking on additional debt, additional jobs (university or otherwise), increase stress as students barely scrape by, and extend the TTD because students are unable to complete the necessary research for their degrees while juggling demanding teaching obligations on which their funding depends, and further increase the TTD as a result of shouldering full-time jobs once their university funding runs out. For international students who, by law, cannot take non-University jobs and cannot remain in the U.S. without evidence of University support, the stipend level and funding year cap poses special problems. Addressing these issues requires College/University level action. Solutions would include an increase of $5000 in the annual stipend; $5,000 x 2 guaranteed summer support; a minimum of 1 full-year fellowship funding; reduction in WI section sizes to 22; and guaranteed funding for 6 rather than 5 years (students who enter the program with a BA have 3 years of coursework so that in a 5 year funding model they have only 2 years to research/write their dissertation).