

prepare students for public history careers should work to develop a network of institutions—from museums to foundations, from libraries and archives to learned societies, from publishers and other media to government agencies—willing to receive and supervise interns. Internships with scholarly journals or projects devoted to editions of the papers of individuals or groups are valuable for all students, whether they intend to pursue academic or nonacademic careers.

### Professional Ethics and Practices

Every doctoral program should provide its students with a formal introduction to professional ethics, covering such topics as plagiarism and intellectual property, (im)proper relations with students and colleagues, the sharing of authorial credit, academic freedom, conflicts of interest, conducting research with human subjects, the management of research funds, writing letters of recommendation, and confidentiality. We do not offer any recommendations about the format of this training in professional ethics, which could, for example, be part of an introductory seminar or a series of special workshops. But we are convinced that the training needs to take place.

Graduate students should learn about the importance of professional collegiality. They should also gain a sense of the professional tasks they will be asked to undertake as working historians, whether as teachers (e.g., working with diverse student populations), as members of a faculty (e.g., serving on committees), or as scholars (e.g., reviewing manuscripts and books, evaluating their peers). By the time they receive a Ph.D., students should understand how the world of scholarly publication works as well as the etiquette of publishing, including ways of approaching publishers, the propriety of multiple submissions to journals or presses, contracts, editorial and production processes, etc. They should know how to get on conference programs, the obligations of a panelist, and how to make an effective presentation at an academic conference.

Graduate students are keenly aware that they need to know more about these ethical issues and professional practices.<sup>18</sup> While we believe that graduate programs must do much more to address this problem, responsibility does not end with graduate school. Academic and nonacademic employers have a responsibility to guide the professional development and nurture a professional ethos among beginning professionals. There is a role for the AHA

<sup>18</sup> See Golde, "Career Goals of History Doctoral Students," 21–26. These survey data have been confirmed by the Committee's own conversations with graduate students.

here, too, in promoting a deeper and wider discussion of ethics among all members of the historical profession. There are important statements on professional ethics—especially in regard to intellectual property and employment practices—that have been developed by the Professional Division of the AHA, and these are on the Association's Web site and in various publications. But authoritative written material on more aspects of professional ethics and responsibilities need to be developed by the AHA, as well as workshops on these issues.

### Citizenship

Students who become faculty and those in public history careers deserve more preparation in becoming professional citizens, perhaps as a part of their instruction on professional ethics and practices or in separate courses or workshops. Citizenship requires knowing something about the history and sociology of not only the history profession but higher education in the United States and about the other key institutions that serve and employ historians. Faculty must take more responsibility in providing guidance and information. But students can do much on their own; the *Chronicle of Higher Education* is readily available in university libraries and should be available in departments; students will find it to be a good source for following contemporary higher education issues. Joining and participating in relevant professional organizations, not only the AHA, but also more-specialized organizations, is a significant way of learning about the profession and signaling one's commitment to it.

There is too little explicit discussion of the professional historians' obligations to students, colleagues, and the institutions that employ them, as well as to their local communities and society in general. Citizenship carries rights as well as responsibilities, including the right to participate in the work of one's department, whether as a faculty member, an employee in a museum, or a graduate student. Learning something of academic structures and procedures is important for graduate students, and such learning is greatly advanced by direct experience on appropriate departmental committees. It is clear that more and better dialogue between faculty and students about educational and professional issues is necessary to make the local improvements we are seeking, and we strongly endorse such citizenship in practice.

Students deserve opportunities for professional collaboration in research, teaching, and institutional tasks. The collective organization of a small conference or a proposed multiauthored volume around a particular theme would be good experience, whether as a class exercise or, resources permit-

ting, for real. Students might also collaborate on designing a Web page or other supplemental materials for a course. Well-conceived public history programs, such as those at Arizona State University, the University of South Carolina, and several other places have made collaboration a standard part of the student's experience; all historians would profit from such experiences.

The logic of citizenship extends to the various settings for professional historical work. All historians, but especially those working in nonacademic institutions, must know the history and contemporary roles of historical museums, libraries and learned societies, foundations, and documentary film and media (old and new), as well as the role of history in public policy. In these institutions no less than in the academy, knowledge of the relevant ethical issues, roles and responsibilities, and collegial obligations are an essential part of one's professional preparation.

Institutional citizenship is only part of the responsibility inherent in professionalism. Academic professionalism has from the outset promised a broader citizenship. Historians as professionals serve both the discipline and the public interest as part of their commitment to research, teaching, and service. For public history careers, this civic dimension of professionalism is central.

### The American Historical Association

The AHA should provide guidance and a framework for the systematic collection and dissemination of data on graduate education. Beyond creating the template for mounting basic information on graduate programs that has been described above, the AHA should maintain a Web page with links to all participating doctoral departments. The AHA should also maintain a directory of links to selected sources of online information that are most likely to contribute to the professional development of history graduate students. These links should make the AHA Web site a reliable and up-to-date gateway to information on graduate education that is useful to historians.

The AHA has been supportive of public history, but it can do more to promote careers in public history. It should develop better and more regular means of communication with nonacademic employers of historians in the interest of enhancing both educational and career opportunities. Collaboration with other professional societies associated with public history already exists, but it can be expanded in the interest of achieving the highest possible standards for professional work and working conditions, including model agreements that provide clarity on intellectual property issues, pay equity, and professional development in nonacademic institutions. Another, more practical initiative should be to encourage nonacademic employers to advertise their position openings in *Perspectives*, where most academic opportunities

for historians are already listed. The AHA should also bring the work of nonacademic historians more fully into the consciousness of the profession by continuing and expanding its regular coverage of public history in *Perspectives*, including interviews with practitioners, as well as more collaboration with local public history institutions in cities hosting the annual meeting of the AHA.

The Committee recommends that the AHA in collaboration with the National Council on Public History create a Task Force on Employment Opportunities to look beyond the academy, perhaps working with the Organization of American Historians, the American Association for State and Local History, the Society of American Archivists, and the Society for Historians in the Federal Government. The purpose would be more than simply identifying careers in these areas (about which there is increasing knowledge); it would include identifying the methods of recruitment into them, creating better routes to them.

Building on recent efforts to increase the profession's awareness of the importance of history education in community colleges, the AHA should work to bring the recruitment of historians by community colleges more firmly into the existing framework of academic recruitment through listings in *Perspectives* and interviewing at the annual meeting.<sup>19</sup>

The increasing detail and sophistication of the annual AHA survey and analysis of job openings and placement by field, as well as in the aggregate, is invaluable and should be strongly supported, both by the AHA and by the various departments that provide the necessary data. Unfortunately, our analysis of academic positions advertised and hires as reported in the *Directory of History Departments* reveals that not all jobs are being posted in *Perspectives*. The AHA should do all it can to establish universal posting, both for reasons of equity and opportunity and so that academic employment patterns in the profession can be accurately reported and effectively analyzed.<sup>20</sup>

The AHA's role in the employment process goes beyond serving as a bulletin board. The Professional Division provides information and sets some standards. We strongly endorse efforts by the Division to increase the likelihood that all job seekers will be treated honestly and with dignity. That goal will require a clearer notion by employers and job seekers of an institutionalized etiquette, one that would include, for example, accurate descriptions

19. See Nadine I. Hata, ed., *Community College Historians in the United States* (Bloomington, Ind.: Organization of American Historians, 1999), a report that was cosponsored by the AHA and the OAH. See also Maureen Murphy Nurtling, "Teaching History at Community Colleges: It's a Job for Historians," *The Chronicle of Higher Education*, October 30, 1998, B7-8.

20. It is said that graduate students rely more on H-Net than the AHA postings. The point is not where the positions are posted but the importance of having all positions posted on a known site. Perhaps electronic posting at the AHA would make it a more attractive central site.

of the position; acknowledgment of applications; an appropriate setting and tone for interviews, including mutual awareness of what is or is not an appropriate question at an interview; an indication of the likely schedule of the search process, updated if necessary; and timely notification when the search is completed or suspended.

In order to facilitate the development of adequate training in professional ethics, the AHA should sponsor—probably through its Professional Division—the development of a guide to professional ethics that will provide material (including case studies) to facilitate teaching on this important issue.<sup>21</sup> There should also be regular workshops in professional ethics in conjunction with the annual meetings of the AHA.

Finally, the Committee recommends that the AHA seek funding to develop a program of annual workshops or retreats for department chairs, directors of graduate studies, and other faculty members interested in developing their leadership and strategic planning skills—whether within their department or at higher levels of academic leadership. There is much to gain from improved governance and resource management in individual history departments.

The leadership network that will grow out of these workshops will be a collective resource for the AHA and will be prepared to advance the interests of the discipline at their home institutions and in general. The project will also build capacity within the AHA for its own strategic planning.

Historical interest among the public is substantial, and it is vital that professional historians continue to play a substantial role in serving that interest, both in formal educational institutions and in a variety of more public settings, ranging from local historical societies and museums to the media. As a profession, we are committed to a level of quality that is not apparent in all the historical materials available to the public.<sup>22</sup> We have both a responsibility and an opportunity to expand the influence of professional history. As long as we continue to train new generations of graduate students, we historians must sustain our historical commitment to extend the civic role of professional history, whether in American schools and universities or in a variety of public sites and media.

21. It would thus be different from the AHA's indispensable "Statement of Standards of Professional Conduct" (2002), available at <<http://www.theaha.org/pubs/standard/htm>>. For a good example of the sort of guidance and materials needed, see Carla Rahn Phillips, "Moral Fables and Cautionary Tales from the Job Market: Annual Report from the Professional Division," *Perspectives* 36:4 (April 1998): 1.

22. Historians typically ignore or condemn much of the history presented on commercial television and even public television, but they may have to engage it, either in public discussion of particular issues or by working with producers to enhance its quality—or both.

## PART 2

### FOUNDATIONS