

**Department Of History**  
**College of Arts and Sciences**  
**Western Carolina University**  
**Program Review (BA, BS, MA)**  
**2011-2012**

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## **Executive Summary**

The Department of History supports the mission of the University in its service to the people of North Carolina and beyond. It offers both graduate and undergraduate degrees (BA, BS, and MA), supplies a number of classes for the University's undergraduate Liberal Studies program and supports the University's Quality Enhancement Plan (QEP). By emphasizing the teacher-scholar model, the Department of History makes teaching and learning the core of its programs, with a curriculum that emphasizes the history of the region, the nation, and the world.

The programs in the Department of History prepare students for employment, advanced study, and create "an informed and engaged citizenry in a global community." Graduates our programs pursue further academic study, work secondary and higher education, and embark on careers in public history. Others work in a wide range of fields including law, banking, government service, and business. Faculty of the History Department are professional teacher-scholars whose primary mission is to provide effective teaching and advisement to undergraduate and graduate students, produce significant research and publication, and to provide appropriate service to the University and region. The History Department encourages effective teaching and scholarship, collegiality, competent and time advisement, and integrity.

The History Department plays a major role in the University's mission to interpret the history of western North Carolina and the southern Appalachian region. The History Department believes in the value of scholarly community and encourages its members to work together within the department, the university, and more widely in the community and region. Our faculty are engaged teacher-scholars, dedicated to the success of our students and to excellence in scholarship. Faculty members have participated in a wide variety of academic and public programs across the region, as well as internationally. Through our program in Social Science Education, the Department maintains close contact with public schools throughout the western counties of North Carolina. Through our program in public history, the Department maintains ties with many cultural institutions in the region.

This Program Review has allowed us to survey our curriculum, educational strategies, faculty, scholarly activity, and related matters. Through this process, we have identified a number of key strengths, including:

- A carefully structured curriculum that emphasizes both knowledge and skill acquisition and follows a developmental approach.
- Course offerings that are both broad and deep.
- A faculty committed to student learning and success. .
- A faculty actively engaged in multiple forms of scholarship across the Boyer model

Like any program, we have a number of weaknesses that we hope this Program Review will help us address. They include:

- Adequate course coverage in the discipline suitable for an institution of our size and complexity
- The pedagogical effects of larger class size
- Inadequate support for faculty scholarship

Despite these weaknesses, we feel that our programs are strong, offer students excellent preparation for a wide range of careers, and set them on the path to a life defined by learning, introspection, and critical analysis of the world around them. We also feel that we have one of the strongest faculties, in terms of teaching and scholarship, in the College of Arts and Sciences and Western Carolina University. As such, our Department will play a significant role in defining the University's future.

**Western Carolina University**  
**Department of History**  
**Response to Program Review Standards, 2011-12**

**Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College**

**WCU Mission Statement**

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural activities to improve individual lives and enhance economic and community development in the region, state and nation. [Source: Chancellor's Office].

**Vision**

Western Carolina University will be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.

**Department Mission Statement**

Faculty of the History Department are professional teacher-scholars whose primary mission is to provide effective teaching and advisement to undergraduate and graduate students, produce significant research and publication, and to provide appropriate service to the University and region. The History Department encourages effective teaching and scholarship, collegiality, competent and time advisement, and integrity.

As one of the traditional liberal arts, History is a discipline that provides knowledge vital to the creation of an educated citizenry. Without an understanding of the past, the present is incomprehensible. The lives of our recent and remote ancestors have shaped the modern reality for all inhabitants of the United States and the rest of the globe.

The History Department plays a major role in the University's mission to interpret the history of western North Carolina and the southern Appalachian region. The History Department believes in the value of scholarly community and encourages its members to work together within the

department, the university, and more widely in the community and region. Faculty members have participated in a wide variety of academic and public programs across the region, as well as internationally. Through our program in Social Science Education, the Department maintains close contact with public schools throughout the western counties of North Carolina. Through our program in public history, the Department maintains ties with many cultural institutions in the region. [source: Department of History QEP Plan, 2010].

**Programs' Purpose:** The programs in the Department of History prepare students for employment, advanced study, and create “an informed and engaged citizenry in a global community.” Graduates our programs pursue further academic study, work secondary and higher education, and embark on careers in public history. Others work in a wide range of fields including law, banking, government service, and business. Our MA program has been very successful in placing graduates in doctoral programs, including, the University of North Carolina, the University of Minnesota, the University of Georgia, Auburn University, the University of Alabama, the University of Oklahoma, and elsewhere. Beyond the formal boundaries of the discipline of history, they engage in work that requires historical knowledge, analytical thinking, and superior communication skills. Our graduates understand diverse cultures and points of view, recognize the complex nature of society, and are prepared to assume positions of responsibility after completing their formal studies.

**Alignment of Purpose with University and College Mission:** The Department of History supports the mission of the University in its service to the people of North Carolina and beyond. It offers both graduate and undergraduate degrees (BA, BS, and MA), supplies a number of classes for the University's undergraduate Liberal Studies program and supports the University's Quality Enhancement Plan (QEP). By emphasizing the teacher-scholar model, the Department of History makes teaching and learning the core of its programs, with a curriculum that emphasizes the history of the region, the nation, and the world.

**Distinctive Aspects of This Program:** The Department of History QEP is distinctive in that fulfills the broader goals of the QEP at the institutional level and address the needs, concerns, and skills of history students (See Appendix 1-1). The QEP merely codifies the Department's long-held emphasis on synthesis and student research. In terms of distinctive curriculum, the Department offers

a certificate in Public History for undergraduate students, an interdisciplinary track in Cherokee studies at the graduate level, and coordinates the Appalachian Studies minor. (See Appendix 3-1)

### **Program Strengths**

- A carefully structured curriculum that emphasizes both knowledge and skill acquisition and follows a developmental approach.

The department's courses for first-year students span American, European, and World history. These courses, which serve as many students' first introduction to college-level history, draw in majors through analysis of primary materials, participation in basic historical research, and innovative teaching. In their second year, history majors take a rigorous methods course, the sophomore seminar (HIST 297), which introduces them to key concepts in the field, prepares them for independent research, and encourages them to begin considering their post-graduation plans and careers. They also enrich their general understanding of American or European history with sophomore-level survey courses. The junior- and senior-level courses typically focus on a region or specific theme within history, ranging from the Middle Ages, Caribbean history, African history, international relations, the American South, and Asian history. At the senior level, courses require a significant research project based on primary sources. As part of the Department's QEP plan, all students complete a capstone experience, which could be student teaching, an internship, an undergraduate thesis, or a contract with multiple, flexible options. The Department believes that, with its premium on student creativity and responsibility, the contracts will encourage students to reflect more broadly on their educational experiences and let them shape their culminating experience to fit their personal and career goals. Standard 3 offers more details on our curriculum.

- Course offerings that are both broad and deep.

As noted above, Department of History course offerings cover the globe, and include courses that span temporal eras, geographic spaces, or thematic topics. While some are as broad as Religion in America, others, like War and Memory apply rigorous historical analysis to less standard subjects.

- A faculty committed to student learning and success.

Department of History faculty are regularly nominated for teaching awards, and frequently receive them. Faculty achievements are detailed under Standard 4. The Department was an early adopter of WCU's QEP, and one of the first to have completed its own plan to implement it.

- A faculty actively engaged in multiple forms of scholarship across the Boyer model

All faculty publish a monograph for tenure and a second for promotion to full professor. In addition, faculty publish regularly in professional historical and SOTL journals, present their work at professional meetings, work in historical preservation, and provide their professional services in a variety of venues outside the academy. One member of the Department serves as the head of the Coulter Faculty Commons, while another directs the Mountain Heritage Center.

### **Program Weaknesses:**

- Although the Department of History offers its students both depth and breadth of courses, we are aware of certain gaps in the curriculum. For example, a single faculty member is responsible for teaching European history from the ancient to medieval period. This is a considerable stretch. The Department would like to offer a broader curriculum, including courses in Middle Eastern history, Environmental history, and the history of science, but cannot with current staffing levels.
- A looming and related problem is the increasing number of students in our classes. Most of our classes fill to the maximum capacity every semester, putting intense pressure on faculty. Faculty have been forced to consider revising assignments—especially writing assignments—simply to be able to manage these larger classes, but have done so to sustain academic quality. This decision comes at the detriment of other faculty work, most notably scholarship. Increasing numbers of students and limited faculty growth also hinders students seeking to graduate in four years, since it may be difficult for students to complete major requirements in four years. History faculty rarely teach the first-year seminar since the caps that made the classes “seminars” have been removed.
- Support for faculty development and faculty research has not increased in the past several years, even as expenses related to travel and other expenses continue to climb.

**Standard 2. The program engages in ongoing, systematic planning that is reflective of the University's strategic priorities.**

The Department of History routinely revisits our strategic goals, most recently drafted in 2010 (See Appendix 2-1). Our previous strategic plan of 2006 saw most of its goals realized, most notably hiring new faculty in public history, Atlantic world and African history, and strengthening our social science education program with additional faculty. These strategic hires have added significantly to our ability to realize departmental, college, and university missions. In 2010, our most prominent goals included curricular revision, particularly with respect to developing courses outside of American history (including more non-Western, thematic, global, comparative, and European courses) and encouraging more international experience and study abroad for all our majors. Simultaneously, we emphasized the necessity of more applied and practical experience for our majors through experiential learning. Our goals also emphasized a commitment to diversity within our faculty ranks.

The Department maintains a number of committees – the Strategic Planning Committee, Undergraduate Committee, and Graduate Committee - whose members engage in continual assessment, maintenance, adaptation and reflection upon our curriculum, program offerings and methods of engagement to ensure that we not only remain in line with our discipline, but also within the goals of our university. The membership and leadership of these committees routinely rotate, so that all faculty are involved in the planning and implementation processes during any given review cycle. Standard 6 examines the committee structure in more detail. Every five years, we revisit our strategic plan, make adjustments to curriculum, and review our long-term departmental goals, particularly within broader institutional objectives. In developing these goals, our faculty take into account current disciplinary trends, faculty obligations and needs, and student interests and concerns. Our undergraduate exit interviews in particular help shape our strategic hiring and curricular goals.

Implementation of program goals and objectives takes place via our Strategic Planning and curricular committees. The History Department has been a leader in both our college and institution in adopting new initiatives to support the university's strategic goals of improving public education, serving educational needs of the state, regional outreach and engagements, and preparing students to meet 21<sup>st</sup> century needs and demands. The History Department was one of the first to respond to WCU's new QEP, having volunteered to serve as a pilot program. We have adjusted our curriculum to reflect the university's QEP goals and emphasize integrated learning. The Department sponsored a "Reacting to the Past" workshop, which drew in faculty and students not only from WCU but also from surrounding community colleges and high schools. We have held two WCU Teacher's

Institutes for regional teachers, offered in both American and international historical themes. This recurring program exposes high school teachers in the region and the state to the latest scholarship in various fields of history and helps them integrate new approaches and knowledge into their classrooms.

Our participation in regional engagement is strong both through our social science education outreach, but also in our Public History program. Our department has seen a growing number of interns placed at regional museums, programs, and other local history entities, including the Appalachian Women's History Museum, the Thomas Wolfe House, the Zachary Tolbert House, and others. Other efforts include the Western North Carolina Oral History Project, an on-going effort to collect interviews with regional leaders, veterans, musicians, and crafters. Two of our faculty are active speakers in the North Carolina Humanities Council's Road Scholars program, presenting historically-themed talks to community groups literally from Murphy to Manteo.

As the department moves forward in implementation of our 2010 goals, external constraints may affect our pace of adoption. Hiring new faculty in global and international fields will remain a departmental priority as we adjust curriculum and attempt to offer our students new international opportunities. Several faculty members have led or hope to lead international course offerings during the summer. Undergraduate and graduate students, as well as faculty, have availed themselves of internal and external funding to pursue international research, but limited scholarly support both for students and faculty remains an impediment to this goal. Finally, because our department actively embraces the teacher-scholar model, scholarly resources are essential to the implementation of our major goals and objectives.

**Standard 3. The Program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.**

### **Curriculum**

Faculty of the History Department are professional scholars whose primary mission consists of effective teaching and advisement of undergraduate and graduate students, producing significant research and publications, and providing appropriate service to the University and the region. History provides students with knowledge vital to the creation of an educated citizenry as the lives of our recent and remote ancestors shape our modern reality. (See Table 1, Appendix 3-1, Course Syllabi)

Our Department offers a wide range of undergraduate and graduate courses, spanning the historical experience from the ancient world to modern times. Our classes emphasize critical thinking skills, primary and secondary source analysis, and proficiency in written and oral expression. We develop these skills progressively with lower level courses providing key content information and introductory analysis of primary and secondary works. Upper level courses emphasize higher-level analysis and sophisticated discussion of historical themes and ideas. These classes contain a primary source research component whereby students examine documents from the past, situate them within their proper historiographical context and present their findings in written and/or oral form. At the undergraduate level, HIST 297 Sophomore Seminar serves as a gateway course, introducing students to the demands of the historical profession in all its forms as well as helping them develop the necessary skills when it comes to researching, writing, and teaching history. At the graduate level, students take HIST 631 Historiography in their first semester, exposing them to key historical works and debates, providing a solid foundation for their success in the MA program and beyond.

Our undergraduate degrees require 120 hours, which our majors complete in approximately 4 years. Our Master's Degree requires 30 hours and is typically completed in 2, but part-time students may take up to 4 years to finish. In general, graduate students on the non-thesis track finish earlier, while thesis students take a bit longer. (See Table 3)

In terms of construction, content, and design the majority of our courses are interdisciplinary, touching on sources and ideas relevant to sociology, anthropology, political science, international studies, English, and other fields. For example, the Cherokee Studies track at the graduate level merges Anthropology, English, History, and Appalachian Studies. We have offered team-taught courses within the Department and with other departments, including an African American History and Literature course offered in the Spring 2012 term. This interdisciplinary nature is reflected in our deep commitment to the goals of the Liberal Studies program as reflected in our course syllabi and assignments.

The Departmental Graduate, Undergraduate and Strategic Planning Committees meet regularly to identify current and future curricular needs. Student feedback in the form of exit interviews and written evaluations also inform curricular decisions. We have used such information

to build upon our traditional strengths in American history, as well as expand our offerings in African, European, Latin American, and Atlantic World history. This process also led us to add a steady rotation of 600 level courses to our graduate students. (See Appendices 3-2 and 3-3)

### **Learning Outcomes Assessment**

We assess learning outcomes constantly through repeated graded activities. Our programs have prepared our graduates for successful careers in public school teaching, academia, public history, and professions such as law, business, banking, or public service. In addition to exit interviews, learning outcomes for undergraduates are also assessed by comparing work completed in HIST 297 to upper level elective research or capstone projects. Graduate work is assessed by requiring all students to pass a comprehensive exam in either European or American history. The Department remains committed to the overall goals and aspirations of the University. However, the steady increase in class sizes has diminished our ability to accomplish our myriad of missions. This affects, most notably, our ability to consistently assess student work, but poses a greater threat to the idea found in WCU's Strategic Plan that our institution will continue to grow yet maintain its small college atmosphere. A complete articulation of the History Department's learning outcomes and assessment of these outcomes can be found in our QEP document (Appendix 3-1).

### **Standard 4. The program has sufficient faculty resources to meet its mission and goals.**

Faculty of the History Department epitomize the teacher-scholar model, and we stand among the most productive at Western Carolina University. Our Department enjoys a culture that emphasizes the strong, symbiotic link between good teaching and good research. As a result, our department maintains a high standard of scholarly production. Within the past five years, our faculty published six books (with two more nearing publication within the next year), numerous journal articles, and other peer-reviewed publications, as well as numerous grants and fellowships. We are active in presenting at professional conferences, including numerous invited presentations at national, regional, and international conferences in Britain, Norway, Denmark, Holland, and elsewhere. This level of professional activity keeps our teaching current by linking us to the latest trends in our respective fields and has helped to build a strong reputation for our Department.

Our faculty have been recognized both on and off campus for their accomplishments in the classroom and in research, including national and regional awards and recognition for scholarship. Likewise, our department has a hard-won reputation for effective and engaged teaching. Our faculty have won one Board of Governor's Teaching Award, three Chancellor's Distinguished Teaching Awards, three College of Arts and Sciences Teaching Awards, and numerous other awards for directing student research and for student engagement. Three of our faculty have been selected as Hunter Scholar and five have been awarded Graduate School Summer Research Grants. Our faculty have also received grants and fellowships from the Fulbright Foundation, American Council of Learned Societies, the National Endowment for the Humanities, North Carolina Humanities Council, and other organizations and institutions.

Our tenure and promotion standards typically exceed those of other departments within our college, but are commensurate to professional expectations within our discipline (See Appendix 4-1). The Department Head assigns a rotating course reduction to untenured faculty to aid them in production of a monograph prior to tenure. The Department places strong emphasis on disciplinary engagement, in order to keep our teacher-scholars current with themes and developments within our fields. Travel funds and scholarly support from within the Department and the University aid in travel to conferences for professional development, but funding remains our primary impediment to a greater degree of scholarly productivity.

The History Department has begun a deliberate transformation in the past decade with respect to its demographic constitution (See Table 4). With attention to exit and advising interviews, as well as consideration of the university mission, we have sought to make our faculty more diverse overall, and with respect to academic specialization. We have begun this process by hiring faculty in the fields of African and Latin American history within the past five years. Our department is currently heavily weighted with junior faculty and associates, with only one full professor within the Department. Several associate professors are nearing contracts or completion of second monographs, so we anticipate this balance will shift dramatically within the next five years, with a more equal division of full, associate, and assistant professors within the department.

While we seek increased diversity in faculty and course offerings, our department's strength remains in the American history curriculum, whose faculty generate a bulk of our FTE / SCH credits (See Table 6). All tenure-track faculty without administrative course release (Graduate Coordinator,

Department Head, Social Science Coordinator) teach a 9 credit hour course load during both the Fall and Spring terms, with most faculty teaching two lower division (100 / 200) level courses, and one upper division undergraduate or graduate course. Increased class sizes over the past four years has made the department's commitment to intensive writing and student research more challenging, but we have not relented in our scholarly expectations for ourselves or our students. We encourage all our students, both undergraduate and graduate, to be as productive as our faculty, but we are especially attentive to instilling our teacher-scholar values within our graduate students. Several graduate students annually serve as teaching-assistants within our American history survey courses, and are closely mentored by the faculty of record in all aspects of pedagogy related to these activities.

While we remain a productive faculty in teaching, scholarship and service, insufficient resources impede our full productivity. Scholarly support, both with respect to funding and flexibility in course release, is a constant concern. Even more pressing, however, is the lack of reliable and current computer technology for many of our faculty, who have not had computer refresh in over five years. Finally, inadequate graduate assistantships, both in financial package and in number granted to our program, hampers recruitment of the best graduate students, many of whom apply to WCU, but go elsewhere for stronger financial incentives.

**Standard 5. The program attracts, retains, and graduates high quality students.**

In the past five years, the number of undergraduate majors have held steady, with an average of 278 students enrolled in the major. The number of graduate students has increased over the same period, with 19 students in 2007-08 and 34 in 2011-12. Our Liberal Studies courses continue to attract students. In the past five years we have offered more sections of our 100-level liberal studies courses. We have also increased both the frequency and number of sections of our required HIST 297 Sophomore Seminar. Our classes have continue to fill to capacity, even though the upper limit on class size has increased to 38 students. There is no question as to the future viability of the program in terms of enrollment. (See Tables 2, 3, 5, 7, and 9)

Faculty in the History Department are effective and engaged advisors. Once students declare a history majors, they are assigned a faculty advisor. New faculty members attend advising workshops and are mentored by the Department Head and more experienced faculty. In addition,

both in HIST 297 and Department workshops offered on Advising Day, students are given discipline-specific career advisement and instructed in preparing resumes, curriculum vita, and graduate school applications.

The Department offers history majors a number of opportunities to enrich and supplement their educational experiences, including taking summer travel courses, carrying out undergraduate and graduate research with opportunities to present their work publicly. Other curricular and extracurricular opportunities include developing museum exhibits, interacting with visiting scholars, participating in the History Club, Phi Alpha Theta, internships, and cooperative education. Moreover, the QEP capstone experience will allow students to initiate the final, reflective, and cumulative phase of their history degree.

<b>Undergraduate Research Participation</b>		
Year	WCU Undergraduate Expo	National Conference for Undergraduate Research
2007	6	3
2008	10	5
2009	14	6
2010	12	5

Student recruitment is an on-going and multi-faceted process. Through Open Houses and Career Days, students who have already developed a love for history commonly approach the faculty who attend these affairs. Other students are attracted to the major after taking a Liberal Studies course within the Department. For a number of years, the Department has actively sought to recruit the best students in the 100-level liberal studies courses with a personal letter of invitation from the Department Head. Graduate students usually learn about our program through our web site, various guides to graduate students, or through referral from faculty at their undergraduate institutions. Many of them see our website or run across a copy of the graduate journal of history, *The Tuckaseigee Valley Historical Review*, and derive their interest from those sources. Our Graduate Program Director also attends recruitment events and initiates personal contacts with all students who apply to the program.

The History Department has a number of awards available to encourage and retain high quality undergraduates: The History Academic Excellence Award, the Bill and Ruth Hice Scholarship, the Alice Mathews Scholarship, the Solon and Mary Bryan Award, and the Lucy and Jean Brown Scholarship. These are awarded annually. Graduate Assistantships from the Graduate

School have helped to recruit and retain quality students, although awards of \$800 per year are modest compared to other history graduate programs as well as programs within our College.

**Standard 6. The program has an administrative structure that facilitates achievement of the program goals and objectives.**

The Department has an administrative structure consisting of the Department Head, the Social Science Educator Coordinator, and the Graduate Program Coordinator. The faculty elect the Department Head for three-year terms. The Department Head selects the Social Science Education Coordinator and the Graduate Program Coordinator in consultation with the faculty. There are no set terms for the Coordinator positions. These positions receive professional development through Department Head Workshops and workshops offered by the College of Education and Allied Professions and the Graduate School.

All members of the faculty evaluate the Department Head annually through a standard university process. That evaluation also includes the Associate Dean of the College of Arts and Sciences. The Dean of the College of Arts and Sciences writes an annual evaluation and provides the Department Head with performance feedback. The Department Head integrates the administrative performance of both Coordinators in their respective Annual Faculty Evaluations.

The Department holds meetings at least monthly in order to disseminate information and conduct departmental business. All tenured and tenure-track faculty are voting members of the Department. Adjunct and term appointment faculty are welcome to attend departmental meetings. Copies of departmental meeting minutes are included in Appendix 6-1.

The Department faculty serve on the following five standing committees:

- Strategic Planning Committee – Develops and monitors implementation of the Department’s strategic plan, proposed new initiatives, and provides feedback on specialization for new positions.
- Graduate Committee – Provides oversight of the graduate program, including developing comprehensive exam questions, conducting assessment, and vetting new graduate course proposals
- Undergraduate Committee – Provides oversight of the undergraduate programs, including vetting new course proposals and conducting assessment.
- QEP Committee – manages the Department’s implementation of the Quality Enhancement Plan.
- Colloquy and Conversations Committee – Plans visiting scholar lectures and coordinates departmental colloquies.

The Department Head makes annual appointments to all committees, including naming committee chairs, and serves as an *ex officio* member of all standing committees. Committee chairs rotate, allowing faculty to both become acquainted with departmental business and to develop leadership skills. The Department Head also makes an annual charge to each committee to guide its work. The Committee appointments for the 2011-2012 academic year are included in Appendix 6-2.

The Department Collegial Review Committee is elected in accordance with the guidelines in the Faculty Handbook from all tenured members of the Department teaching at least half time, with the Department Head chairing the Committee *ex officio*. This committee provides recommendation on tenure, promotion, reappointment, and post-tenure review in accordance with the Department Collegial Review Document, included in Appendix 4-1.

At the end of each academic year, the Graduate Committee and the Undergraduate Program Committee conduct assessments of their respective programs. Examples of these assessments are included in Appendix 3-3. The Undergraduate Committee also conducts exit interviews on all graduating seniors to provide anecdotal feedback on all aspects of the History major.

**Standard 7. The program has adequate resources to meet its goals and objectives.**

The Department operating budget supports all Department expenditures, including office supplies, postage, copying and printing costs, and institutional professional association memberships. It also supports faculty travel, faculty computer maintenance, instructional support, and other requirements. The current operating budget is adequate to cover normal office and instructional

<b>History Department Budget, 2007-2012</b>		
Fiscal Year	Permanent	Summer
2007-2008	16,866	
2008-2009	15,906	
2009-2010	15,906	8133.00
2010-2011	15,906	7271.00
2011-2012	15,406	9190.00

operating costs despite a reduction that took effect in FY 2008-09. Unfortunately, this reduction occurred in a period when the Department added two new faculty members, forcing the Department to support more full-time faculty with a smaller operating budget. The Department is unable to provide adequate support for faculty professional development. This represents a significant weakness in our ability to aid faculty in meeting the scholarship requirements for tenure and

promotion.

This budget inadequacy is most apparent in term of supporting faculty travel, which has undermined faculty morale. Our department provides faculty presenting at conferences with a travel allocation of \$350, a meager amount that does not come close to fully supporting a single conference trip. This amount has not changed since 2002. Since 2008, University policy has prevented the use of Department funds to support travel for conference attendance unrelated to presentations, which has limited the ability of our faculty to maintain and develop their professional networks. Additional travel resources are available by application from the Chancellor's Travel Fund, which will usually fund travel up to a total of \$1000. Occasionally, the Department Head will use uncommitted funds to support additional conference presentations or research-related travel. Since FY 2009-10, our Department has used summer revenue to create a History Department Research Grant, a \$1000 award designed to assist faculty in research-related travel. Unfortunately, changes in policy governing summer revenue expenditures have made these more difficult to award, as such funds may only be provided to faculty who teach in summer school.

The current operating budget also limits the Department's ability to provide support for course-related engagement activities and public history projects. As engaged teaching and synthetic learning are essential components of the University's QEP, our limited operating budget forces to Department to choose between supporting faculty professional development and class engagement activities. In order to implement the word and spirit of the QEP, our Department needs additional resources to support the innovative, engaged learning.

Our Department has benefitted from the generosity of alumni and friends. We currently award six endowed undergraduate scholarships, usually in amounts of \$500. All these scholarship are awarded to continuing students on the basis of academic merit. The Max and Sarah Williams Scholarship Fund provides two \$1000 awards to graduate students, with one going to a continuing student and one to a new student. The Department Head also may use funds from an unrestricted endowment to support course-related initiatives, faculty research, and other departmental priorities. The balance of that fund is \$12,346.

Our current faculty staffing reflects strengths in American history, especially southern and regional history. We offer general coverage of European history, as well as of African, and Latin American history. Based on recommendations from the Strategic Planning Committee, we were able

to add new faculty in African history and Early Modern Europe in 2010. That same year we lost a faculty line in Middle Eastern history, ending what would have been a successful search. In order to offer our Liberal Studies, History, Social Science education, and graduate students a broad range of content courses, we need to add new faculty in Ancient history and Middle Eastern history, as well as an additional European history position

Our library resources are currently adequate for our undergraduate and graduate programs. Our library subscribes to the major disciplinary databases, as well as some more specialized digital primary source collections. We also have a wide range of published and microform primary source collections. The Department's annual book budget is \$14,314.00 for FY 2011-2012, an amount that has remained constant despite other budget reductions within the library. The Creighton Sossomon Library Fund, a Department endowment, provides approximately \$1200 per year for supplemental purchases. In the past, the Department has used this fund to purchase library resources for new faculty where collections have been historically weak and to acquire primary materials for student and faculty research. For more on our library resources and allocations, see Appendix 7-1

Ms. Kathy Orr is our Department's very efficient and professional administrative support associate. In this role, she submits office supply orders, contracts, manages the Department budget, manages faculty travel, and executes a litany of other tasks required to support a very active Department. She is an essential figure in our success.

The Department currently employs eight graduate assistants. Three of these work as teaching assistants and discussion leaders in large lecture sections of HIST 231 and HIST 232. The remaining graduate assistants serve as research assistants for department faculty members. The Department would like to add four new graduate assistantships. This will allow us to increase use of graduate assistants in instruction and enhance our ability to recruit top students into our graduate program.