

Department of History
Executive Summary of the Five-Year Plan, 2004-2009

Introduction

Enrollment in History and Social Studies Education courses has grown since 1999, while the number of full-time faculty has only slightly increased. Likewise, resources needed to support instruction have not matched enrollment growth.

Semester	Enrollment	Lower Division	Upper Division	Graduate	Semester Credit Hour Production
Fall 1999	656	434	219	3	1970
Fall 2000	745	503	236	6	2179
Fall 2001	850	618	206	6	2455
Fall 2002	875	609	266		2511
Fall 2003	1053	719	334		2935

This represents about a substantial increase in enrolled students. Using data supplied by the Registrar's Office, the number of declared majors in History, American Studies, and Social Studies Education in 1999-2000 was 91; in 2000-2001, the total number was 87; in Fall 2001, the total number was 101; in Fall 2003, the total number was approximately 125. Using a formula provided by the Dean's office, Semester Credit Hour Production should grow to 3684 by Fall 2007. In addition to the documented increase in enrollment in Undergraduate courses, the Department projects an enrollment increase at the Graduate level, once the M.A. is fully publicized. The proposed MAT in Social Studies will also increase enrollment. Finally, the projected growth in UNC Pembroke's total enrollment to 6,140 in the years 2001-2010 will likewise substantially increase enrollment in History and Social Studies Education classes.

Additional supporting data may be found in the full Five Year Plan.

1. New Programs/ Minors/ Tracks/ Courses/ Other initiatives.

The Department will continue to offer and enhance a quality program of instruction for undergraduate majors in History, Social Studies Education, and American Studies and a quality program of instruction for graduate students in the Master of Arts in Social Studies Education program and the proposed MAT in Social Studies.

The Department will maintain and enhance a Multimedia Resource Center/Computer Lab (Dial 217-219) for History faculty, majors, and students taking History classes.

The Department will have all classrooms equipped with a computer and a ceiling mounted Projector.

The Department will continue to enhance teaching by greater use of Instructional Technology and other equipment (both Internet and blended courses). The Department will also utilize Instructional Technology to make courses available to diverse student populations, including off-campus students. More Internet courses will be offered to supplement the current offerings of HST 101 and 317. In addition, blended courses, such as SSE 365, will be offered.

The Department will limit class size to 25 in selected General Education courses, so that students will have a richer educational experience.

The Department will establish a 4/3 teaching load for faculty with research agendas. Two faculty members a year will be awarded released time based upon a proposed research program.

The Department will encourage more students to write research papers (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meetings of Phi Alpha Theta or Honors Societies).

The Department will develop, in cooperation with the Director of the Honors College, an Honors Track in History.

The Department will develop, in cooperation with the American Indian Studies Department, an Interdisciplinary Minor in Public History. The proposed Minor would include existing courses and require the development of new ones.

The Department will participate in planning Interdisciplinary Area Studies Minors (as proposed by Richard Kania). The proposed Minors would include existing courses and may require the development of new ones.

The Department will cooperate with the Dean of the School of Graduate Studies to increase enrollment in the MA in Social Studies Education by developing and implementing a recruitment plan. The Department will also collaborate with the School of Education in the development of the MAT in Social Studies, which will likely require additional graduate courses.

2. Related “Themes”.

Preparing knowledgeable managers and professionals for the future to ensure business and economic development.

Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through grades P-K to 12 and including post-graduate Continuing Education.

Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society, with particular emphasis on the

development of “information literacy,” the knowledge and skills necessary for accessing and applying information from multiple sources and media.

Viewing the Liberal Arts as the basis for critical thinking, ethical decision making, and life-long learning skills.

Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the arts and UNC Pembroke’s unique Native American and southern heritage.

Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.

3. Resources required to implement (faculty, staff, facilities, equipment, etc.)

The History Department needs to recruit at least one new tenure-track faculty member next year (2004-2005) and at least two more new faculty in the five years of this plan. Additional faculty are needed to allow the Department to: 1) teach the growing number of students in History classes; 2) offer an adequate number of advanced courses in History, American Studies, and Social Studies Education so students can complete their degree requirements within a standard period of time; 3) maintain the quality of instruction in courses offered by the Department; 4) meet the needs of certification candidates and the growing number of lateral entry teachers; 5) reduce class size in General Education classes; 6) reduce the teaching load for faculty with a research agenda; 7) plan and teach courses in the proposed Interdisciplinary Minors and the Honors College; and 8) teach additional graduate classes for the MA in Social Studies Education and the proposed MAT in Social Studies.

Provide state-of-the-art Instructional Technology (hardware and software) to support the growing number of faculty who teach technologically or web-enhanced courses and who offer Internet courses. Computers and other technology should be on a three-year renewal cycle.

Add office and classroom space to the History area. All offices are currently occupied and are too small. At least two to four new offices will be needed. The Department’s four classrooms and one usable seminar room are barely adequate to support the Department’s faculty and its teaching goals. But, they are in constant use, especially during high demand teaching hours and, as the student population grows, will be inadequate.

Maintain and enhance the computer lab for instruction, demonstration projects, and student use.

Add secure storage space and an adequate resource room with shelving and locking cabinets. At present, media equipment and other materials are mostly stored in Dial 217, but such use makes the room difficult to use for seminars and other classes. The

Department is therefore considering converting Dial 217-219 into a Resource Center/Computer Lab. If such a conversion takes place, the Department will need a new Seminar Room.

Add a new Seminar Room if the renovation discussed above takes place. The Department needs a room furnished for seminars (like HST 300: Introduction to the Study of History, Topics in History Courses, and HST 451: Senior Seminar), graduate classes, and other uses, such as department meetings. Given the paucity of space in the History Department's area, finding a location for a new Seminar Room will be a challenge, but the Department would like to have the proposal on the table for discussion.

Equip all classrooms with a computer and a ceiling-mounted Projector.

4. New departmental structure or organizational change proposed

None

5. Anticipated student demand.

Total enrollment in History courses has grown substantially (see the Fall enrollment figures below), and the Department anticipates future growth as UNC Pembroke grows.

Fall 1999: 656	Fall 2002: 875
Fall 2000: 745	Fall 2003: 1053
Fall 2001: 850	

Enrollment in General Education classes:

Fall 1999: 434	Fall 2002: 609
Fall 2000: 503	Fall 2003: 719
Fall 2001: 618	

Number of General Education sections (HST 101, 102, 110, 111, 114, and 115):

Fall 2000: 16	Fall 2002: 19
Fall 2001: 19	Fall 2003: 24

In short, total course enrollment has increased by almost 400 students since 1999 and faculty, financial, and other resources have not kept pace with these increases.

Using a formula provided by the Dean's office, enrollment should reach approximately 1225 by Fall 2007, nearly double that of 1999. Should enrollment match this prediction, additional faculty and other resources will be required.

Faculty teaching loads are heavy. In Fall 2003, History had 14 General Education classes with enrollments in the 30-40 range. Since most faculty teach three General education classes, the result is a General Education teaching load per faculty of 90-120 and an overall teaching load in the 140 and up range. This burden is too heavy, given that professors want interaction and give and grade numerous writing assignments. Hence the pressing need for additional faculty.

The Department also expects increases in the number of certification candidates, given the teacher shortage in North Carolina. Moreover, meeting the needs of lateral entry students will put pressure faculty on resources. And, the Department expects the graduate program to grow in the years to come, especially with the addition of the proposed MAT, likewise straining scarce faculty resources.

6. Interdisciplinary collaboration involved? (With what other units?)

The Department has initiated discussions with the American Indian Studies Department concerning the establishment of an Interdisciplinary Minor in Public History. It has cooperated with other Departments in developing an Interdisciplinary Minors in Gender Studies and will work with them in designing Area Studies Minors. And, it will work with the University Honors College to develop an Honors Track in History. Finally, it will collaborate with the School of Education in developing an MAT in Social Studies.

Submitted by:

Robert W. Brown, Chair
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