

DEPARTMENT OF HISTORY
THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
ACADEMIC PLAN, 2005-2010

1. INTRODUCTION.

CURRENT STATUS AND COMMITMENTS OF THE HISTORY FACULTY

As of Spring 2005, the History Department has ten full-time faculty. Of the ten full-time faculty, nine are either tenured or tenure-track, and one is a non-tenure track Senior Lecturer. The Department also employs several adjuncts on an as-needed basis.

History faculty are committed to the University's goals of excellence in teaching, research, and service. Nonetheless, the Department's major emphasis has been and will continue to be excellence in teaching. Indeed, the Department has earned a reputation for excellence in teaching, and since 1996, one faculty member has received the UNC Board of Governor's Award for Teaching Excellence while another was twice a finalist. In addition, four faculty have been awarded UNC Pembroke's Outstanding Teacher Award, and one of these four has received the award twice. The Departmental commitment to teaching notwithstanding, History faculty are actively involved in research, and they frequently publish books, articles, and reviews and they participate in state, regional, national, and international professional organizations. The Department, finally, values university and community service, and History faculty serve on many Departmental and university-wide committees, and they perform valuable service within their communities. Last year, one faculty member received the Dial Award for Service.

The History Department is responsible for an array of undergraduate and graduate programs. It offers a BA in History; a BA in History: Social Studies Licensure; and a BA in American Studies. It also offers for prospective teachers a Middle Grades (6-9) Licensure Program in Social Studies and Academic Concentrations in History and American Studies. Rounding out the undergraduate programs are Minors in History and American Studies. At the graduate level, the Department coordinates a Master of Arts in Social Studies Education and an MAT in Social Studies Education.

Most of the ten full-time members of the Department have additional university commitments that reduce their time to teach History Courses. The Chair has a six-semester hour reduction in his teaching load each semester; the Social Studies Education Coordinator has a 50%-75% commitment to administer and teach courses in that program; the Graduate Coordinator has a three-semester hour reduction each semester; one faculty member has a 50% commitment to teach courses in the American Indian Studies Department; the Department is committed to offering courses required by other Departments (i.e. North Carolina History and U.S. Military History); and the Department is committed to offering History courses to support off-campus programs at Richmond Community College and Sandhills Community College. Moreover, members of the Department teach courses in the Honors College. Department members also serve as Mentors to Teaching Fellows and teach in the Freshman Seminar Program, which will

entitle them to a reduced teaching load in the future. Finally, important for the future is increased faculty involvement in the Graduate Program in Social Studies Education, which means that selected faculty will be granted reduced teaching loads. In short, the current level of staffing means that History faculty are stretched thin, and the Department finds it difficult to meet the needs of its on-campus students, majors as well as General Education students. The heavy workload of the History faculty was noted by Dr. William Spellman, the Department's External Reviewer in the Spring of 2000 (Email to Robert W. Brown, 11 April 2000).

The Department's major challenge at this time is lack of faculty to cover existing programs and commitments, to maintain program quality, and to meet future demands for additional History courses. In the next five years, there is a need for at least three additional faculty to teach General Education and Upper-division courses. Upper-division fields that need to be covered include the American West, Colonial and Modern Latin America, United States Cultural and Intellectual History, and Public History. In the long term, the Department will need to add faculty as UNC Pembroke grows and as the enrollment increases.

ENROLLMENT IN HISTORY COURSES

Enrollment in History and Social Studies Education courses has grown substantially 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
Fall 2004	990	659	320	11	2938

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; and in Fall 2004, the total number was approximately 100. 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 new 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.

2. Executive Summary of the 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 new 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 Dean 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 implementation 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 (2005-2006) 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 new MAT in Social Studies Education.

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, and one faculty member occupies a temporary office in a trailer. 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	Fall 2004: 990

Enrollment in General Education classes:

Fall 1999: 434	Fall 2002: 609
Fall 2000: 503	Fall 2003: 719
Fall 2001: 618	Fall 2004: 659

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

Fall 2000: 16	Fall 2002: 19	Fall 2004: 21
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 2004, 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 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 implementing an MAT in Social Studies.

2. PROCESS.

Work on the Academic Plan for 2002-2007 began during the spring 2001 semester, and was initiated by the Provost's Memorandum of 5 January 2001. The Chair duplicated this document and distributed copies to each member of the Department. Departmental planning discussions began at the February 2001 Department meeting, when the Chair asked faculty members to

review the Department's current mission statement and to suggest Goals and Objectives for the years 2002-2007. In addition, faculty were asked to revisit the Academic Program Review prepared during the 1999-2000 academic year and the report and recommendations submitted by the Department's external reviewer, Dr. William Spellman of the History Department at UNC-Asheville. Finally, Faculty were asked to take another look at the "Draft Outline of Goals, 2000-2005" originally distributed for comment on 24 April 2000. Faculty were asked to submit their suggestions via email or personally to the Chair by 2 April 2001. Because of relatively small number of full-time faculty in the Department, the whole Department actively participated in the planning process. Drawing upon input provided by the faculty, the Department Chair drafted the 2000-2007 Plan and circulated it for comment and approval by the Department. It was submitted, as specified in the Provost's memorandum of 5 January 2001, to the Dean of the College of Arts and Sciences by 15 May 2001. As requested by the Dean, an Executive Summary of the Department's Plan was submitted on 14 September 2001. An present, the Chair is drafting a Time Line for the implementation of the Five-year Plan, and it will be approved by the Department and submitted to the Dean by 15 November 2001. Thereafter, the Department will adhere to the schedule established by the Provost for the revision and final implementation of 2002-2007 Academic Plan for the History Department. Faculty input was requested for a revision of the Academic Plan, and it was submitted to the Dean. The 2005-2010 Academic Plan is an update from the two previous plans.

3. ASSUMPTIONS.

The Department will maintain and enhance its reputation for excellence in undergraduate and graduate teaching.

The Department will continue to support the General Education program with courses in American, World, and American Indian History.

The Department will continue to offer majors in History, Social Studies Education, and American Studies that are academically sound and intellectually stimulating programs of study.

The Department will continue to be responsible for a significant number of undergraduate majors, minors, and academic concentrations and for a MA and MAT in Social Studies Education. While ensuring that these programs are adequately staffed, the Department would like to consider adding an Interdisciplinary Minor in Public History, in cooperation with the American Indian Studies Department.

The Department will continue its commitment to research.

The Department will continue its commitment to service at the local, state, and national levels.

The Department's undergraduate and graduate programs in Social Studies Education will continue to be strong and they will be innovative in helping southeastern North Carolina meet an increasing demand for public school teachers and in assisting Lateral Entry teachers earn certification. Indeed, given North Carolina's critical need for teachers, the Department expects

all the Social Studies Education programs to grow, increasing the demand on faculty and resources.

The History Department will continue its commitment to enhancing the technological skills (Information Technology) of its majors and to sharing faculty expertise with public school teachers and others requiring assistance in this growing field. In addition, the Department plans to expand the number of high demand courses offered over the Internet or other electronic media. Expanded use of Instruction Technology is, of course, dependent on support from the University.

The Department will continue to support off-campus programs, particularly programs associated with the preparation of teachers.

The History Department will build upon its current level of outreach to the local community and Southeastern North Carolina, particularly in the areas of education and cultural enrichment.

Demands on UNC Pembroke and the History Department will increase and needed funding will be scarce. Accordingly, faculty and other resources must be utilized efficiently and effectively. Nonetheless, the Department expects that the University will provide the necessary resources – especially faculty and technological resources – needed to achieve departmental goals and objectives.

4. MISSION AND VISION STATEMENTS.

MISSION STATEMENT

History is a humanistic discipline and a core component of a liberal arts education. “History,” one distinguished scholar has said, “is part of society's attempt to structure a self-image and to communicate a common identity. No community can exist as a community without common references. In a modern nation, they come from history.”

Students of History, the broadest as well as the most integrative of the academic disciplines, learn to understand how men and women throughout the ages have attempted to solve the vital problems of human existence and of their manifold political, social, economic, and cultural achievements. Through the study of the modern world and the rise, flourishing, and decline of major civilizations in the past, they gain insight into the shared experience of humanity, a perspective which is enriched and broadened by the study of peoples at different times and places. Students of History learn accordingly to comprehend the perennial issues confronting human beings living in society, acquiring thereby the knowledge that enables them to become discerning citizens able to make informed, reasoned, and intelligent responses to these problems and to cope with the complex, diverse, and interdependent world of today and the future.

Students earning a B.A. in History master research, communication, and critical thinking skills. They learn research techniques and the analytical skills needed to evaluate conflicting evidence and interpretations. These skills and modes of thought, together with the depth and breadth of knowledge also acquired, prepare graduates for many exciting and rewarding careers, not only in

the traditional field of teaching but also in public service, law, journalism, publishing, business, and the arts. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

The Department of History is committed to achieving excellence in teaching, scholarship, and service and to preparing students for employment, post-graduate study, and responsible citizenship. The Department's teaching mission consists of offering courses in United States, Native American, and World History that meet the stated goals and objectives of the General Education Program. The Department also offers a major structured so as to require a balanced program of study in American, European, and Non-western History, as well as the more specialized study of specific topics and research methods. For students wishing to pursue a teaching career, the Department offers a program in Social Studies Education, which combines the History major with course work in the Social Sciences and professional education, and an Academic Concentration. Non-majors interested in History have the opportunity to complete a minor. The Department contributes to the advancement of historical knowledge through research, presentations at regional and national scholarly conferences, and the publication of books, articles, and reviews. History faculty are committed to service on both a regional and a national level. This departmental mission is in accord with the statement adopted by the University of North Carolina at Pembroke.

CURRENT EDUCATIONAL GOALS OF THE HISTORY DEPARTMENT

- ◆ History Faculty will provide students with an up-to-date and challenging curriculum that requires a balanced program of study in American, European, and Global Western History.
- ◆ History Faculty will strive to graduate majors who will demonstrate knowledge of their fields of study, reveal an understanding and appreciation of History as an academic discipline and a mode of thinking, and express satisfaction with their major.
- ◆ History Faculty will provide students with instruction that emphasizes the critical evaluation of primary and secondary sources, the organization and synthesis of evidence, and the coherent presentation of such material in a written and/or oral format.
- ◆ History Faculty will provide quality instruction so that students taking History courses as part of the General Education Program will express satisfaction with their course experience; that History majors will express satisfaction with their course experience in upper division courses, and that graduate students in the Social Studies Education program will express satisfaction with their course experience in History courses.
- ◆ History Faculty will serve their students so that majors will express satisfaction with the quality of academic advising, interaction with faculty outside of the classroom, and departmental activities for students.
- ◆ History Faculty will demonstrate an on-going commitment to scholarship.

- ◆ History Faculty will demonstrate a commitment to professional service at the local, state, or national levels.
- ◆ History Faculty will perform Department service, take part in departmental decisions, and serve on university-wide committees.
- ◆ History Faculty will be committed to the Department's mission of quality teaching, research, and service.

VISION STATEMENT

The History Department will continue to offer academically sound and intellectually stimulating programs at the undergraduate and graduate level. It will also emphasize teaching excellence without minimizing research and service. Looking to the future, the Department wants to meet the needs of UNC Pembroke students by adequately staffing existing programs and by adding faculty so it can offer courses in currently neglected areas. In addition, the Department, in cooperation with the American Indian Studies Department, intends to plan and implement an Interdisciplinary Minor in Public History. It also intends to plan and implement, in cooperation with the appropriate departments and programs, Area Studies Minors, an Honors Track in History, and an MAT in Social Studies.

5. DEPARTMENTAL GOALS AND OBJECTIVES, 2005-2010.

GOALS:

A. Teaching:

Goal 1: The Department will offer a quality program of instruction for undergraduate majors in History, Social Studies Education, and American Studies.

Goal 2: The Department will offer a quality program of instruction for non-major undergraduates who take History courses (included are students taking History courses in the following areas: General Education, Academic Concentrations, Minors, or interest in the subject).

Goal 3: The Department will offer a quality program of instruction for graduate students in the Master of Arts: Social Studies Education program.

B. Research:

Goal 1: The Department will demonstrate a commitment to research.

C. Service:

Goal 1: The Department will demonstrate a commitment to service to the Department and University

Goal 2: The Department will demonstrate a commitment to service at local, state, and national levels.

TEACHING OBJECTIVES:

1. Hire, reward, and retain three new talented faculty committed to teaching excellence to adequately staff existing as well as planned programs. (Teaching Goals 1-3; Planning Theme: Liberal Arts and others)

Action: The chair and the department will continue to invest substantial efforts to recruit and retain additional faculty committed to teaching excellence and the department's overall mission in the areas of teaching, research, and service. Fields that need to be covered include: the American West, Latin America, United State Cultural and Intellectual History, Public History, and Social Studies Education.

Action: The chair will recognize and reward teaching excellence by nominating faculty for teaching awards and by granting appropriate released time.

2. Offer rigorous and up-to-date courses and undergraduate majors in History, Social Studies Education, and American Studies. (Teaching Goal 1; Planning Themes: Liberal Arts and others)

Action: History faculty and the chair will review courses and the requirements for majors offered by the Department on an annual basis and during the Five-year External Review. Faculty will also review assessment data provided by the University of North Carolina. Finally, the chair and faculty will review annually student evaluations of instruction.

3. Offer academically sound and intellectually stimulating courses for the General Education Program and non-History majors. (Teaching Goal 2; Planning Themes: Liberal Arts and others)

Action: History faculty and the chair will review courses offered in the General Education Program on an annual basis and during the Five-year External Review. Faculty will also review assessment data provided by the University of North Carolina. Finally, the chair and faculty will review annually student evaluations of instruction.

4. Enhance teaching by greater use of Instructional Technology and other equipment. (Teaching Goals 1-3; Planning Themes: Liberal Arts, Information Technology, and others)

Action: History faculty will continue the current practice of offering more Internet and web-enhanced courses.

- Action: The Department will maintain and enhance the Department's web pages, so they serve as a teaching resource for faculty, students, and teachers (K-12).
- Action: The Department will maintain and enhance the Multimedia Resource Center/Computer Lab.
- Action: The Department will request University funding to complete the process of equipping all classrooms with a computer and a ceiling-mounted Projector.
- Action: History Department faculty will post more courses and course materials on the web.
- Action: As the use of Instructional Technology increases, released time for a departmental troubleshooter and/or Technology Pedagogy may become necessary. Several faculty who wish to build web sites need guidance.
5. Limit class size in selected General Education courses. (Teaching Goals 1-2; Planning Themes: Liberal Arts and others)
- Action: Limit enrollment to 25 in selected General Education classes each semester. Smaller class size will permit more class discussion, student interaction, and written assignments. The current practice of permitting General Education classes to enroll 40 or more students makes these and other related instructional activities all but impossible. The Department's external reviewer made this recommendation.
6. Involve more students in undergraduate research activities.
- Action: Collaborate with undergraduates on research.
- Action: Encourage more students to write research papers and make presentations on campus (to students and faculty) and off campus at conferences like the regional meetings of Phi Alpha Theta.
7. Make History courses and selected degree programs available to non-traditional students. (Teaching Goals 1-3); Planning Themes: Liberal Arts and others)
- Action: The Department will continue to support the University's efforts to reach non-traditional students by offering when needed courses at off-campus sites, on the Internet, and at convenient times.
8. Participate in Interdisciplinary Programs [American Indian Studies, American Studies, the proposed Public History Minor, the proposed Area Studies Minors, and the Honors College.] (Teaching Goal 2; Planning Themes: Liberal Arts and others)

Action: The Department will continue to participate in existing and planned Interdisciplinary Programs. In addition, the Department will explore, in cooperation with the American Indian Studies Department, the feasibility of offering an interdisciplinary Minor in Public History. It will also explore, in cooperation with the appropriate departments, the creation of Area Studies Minors.

Action: The Department will determine the feasibility of offering an Honors Track in History.

10. Maintain a rigorous and up-to-date graduate programs in Social Studies Education.
(Teaching Goal 3: Planning Theme: Education)

Action: The chair and the Graduate Social Studies Education Coordinator will review courses and the requirements for MA in Social Studies Education on an annual basis and during the Five-year External Review. The chair and the Graduate Social Studies Education Coordinator will also review assessment data provided by the Graduate Office and University of North Carolina. Finally, the chair and the Graduate Social Studies Coordinator will review annually graduate student evaluations of instruction.

Action: The chair and the Graduate Social Studies Education Coordinator will develop a recruitment plan for the M.A. in Social Studies Education.

Action: The Department will collaborate with the School of Education in the implementation the MAT in Social Studies.

10. Maintain the exceptional reputation for excellence in Social Studies Education.

Action: The Department will continue to identify and recruit promising Social Studies Education candidates.

Action: The Social Studies Education Coordinator will develop a plan to assist Social Studies Education students to attend and participate in the state NCCSS.

Action: The Department will annually recognize and reward the outstanding Social Studies Education student.

Action: UNC Pembroke Social Studies Education students will become technology leaders in the secondary classroom.

RESEARCH OBJECTIVES:

1. Maintain and enhance (if possible) the Department's commitment to scholarship. (Research Goal 1)

Action: The Department will actively encourage and support scholarship. Scholarship includes print and electronic publication and presentations at regional and national meetings of scholarly associations. Scholarly activities receive priority when faculty request travel money.

2. Establish a 4/3 teaching load for faculty with research agendas. (Research Goal 1)

Action: The chair will award released time to faculty who submit applications for time to begin and/or complete a research project. The Department's external reviewer made this recommendation.

SERVICE OBJECTIVES:

1. Maintain a tradition of Departmental Service. (Service Goal 1)

Action: History faculty will demonstrate a commitment to Departmental service. The chair will annually review service.

2. Maintain a tradition of University Service. (Service Goal 1)

Action: History faculty will demonstrate a commitment to professional service at the University level. The chair will annually review service.

3. Maintain and enhance (if possible) a tradition of Community Service. (Service Goal 2)

Action: History faculty will demonstrate a commitment to professional service at the community level. The chair will annually review service.

Action: The department, in cooperation with the Social Studies Education Coordinator, will offer – as needed or requested – workshops for teachers in UNC Pembroke's service area.

Action: History faculty will determine the feasibility of offering National History Day (or a similar activity) for high school students in UNC Pembroke's service area.

4. Maintain a tradition of service to the Historical profession. (Service Goal 2)

Action: History faculty will demonstrate a commitment of service to the Historical profession at the local, state, and national level. The chair will annually review service.

5. Establish a 4/3 teaching load for faculty with heavy service commitments, such as coordinating programs. (Service Goal 1)

Action: The chair will endeavor to award appropriate released time to faculty with heavy service commitments.

6. EVALUATION/ASSESSMENT:

1. The Chair and History faculty will annually monitor faculty resources to make sure they are sufficient to meet the instructional and programmatic needs of the Department.
2. The Chair and History faculty will annually assess the curriculum of each program offered by the Department to ensure that they are academically solid and up-to-date.
3. The Chair and History faculty will annually assess student mastery of content and skills in History courses. Grades and other assessment data supplied by the Office of Planning and Institutional Research and the UNC system will be used to make this assessment.
4. The Chair and the Social Studies Education Coordinator will annually assess the performance of teacher licensure candidates in Social Studies Education classes, student teaching, and standardized tests.
5. The Chair and the Social Studies Education Coordinator will annually assess the performance of students in the M.A. and MAT Programs in Social Studies Education.
6. The chair and History faculty will regularly review student survey data provided by the UNC Pembroke Office of Planning and Institutional Research and the UNC Office of the President.
7. The chair and History faculty will annually review the space and equipment allocated to the Department.
8. The Department will continue to participate in UNC Pembroke's five-year cycle of Departmental Self-studies and evaluations by outside reviewers.
9. The Department will develop an Outcomes Assessment Plan.

USE OF EVALUATION RESULTS: If the assessment procedures outlined above reveal problems in the areas of teaching, research, and service, the chair and History faculty will develop a plan to correct deficiencies.

7. CONCLUSION.

Full implementation of the History Department's Five Year Plan will substantially strengthen the Department and its programs.

A number of the Department's objectives can be achieved at little or no cost. For example, History faculty can regularly assess, as they have in the past, the degree programs and course offerings in History, American studies, and Social Studies Education. Student performance can also be assessed, assuming that the University and the UNC System will continue to supply the necessary data. The Department lacks the resources to collect data on its own. And, to give but

one additional example, the proposed Interdisciplinary Minor in Public History can be implemented using existing courses and faculty.

Other objectives will require the allocation of new faculty positions and resources, especially in the area of Instructional Technology. Additional faculty will be needed as enrollment increases and to fill existing gaps in the Department's fields of expertise. Implementation of objectives involving the use of Instructional Technology, the enhancement of student study space, and the limiting of class size to improve student learning will require a commitment of resources. Substantial resources will also be required to develop and implement an Outcomes Assessment Plan.

The History Department is committed to its Mission at UNC Pembroke and to the University's Mission, and faculty will continue to work to make sure that both Missions are fulfilled.

8. Time Line for the History Department's Five-year Plan.

Year I (2005-2006)

Action: Undertake a search for a new tenure-track Assistant Professor with a specialization in American West/Latin America and related sub-fields (perhaps Public History) that meet the Department's needs. Efforts will be made to find a candidate with a teaching license.

Assessment: The successful recruitment of a faculty member who is committed to the Department's goals of teaching excellence and active involvement in research and service.

Action: Appoint a Departmental Assessment Coordinator and provide the Coordinator with sufficient released time (at least three semester hours a year) to implement the Department's Outcomes Assessment Plan. A Summer contract for this service is an alternative.

Assessment: The appointment of the Departmental Assessment Coordinator with appropriate released time.

Action: Final Development of the Department's Outcomes Assessment Plan.

Assessment: Completion of the Outcomes Assessment Plan.

Action: Maintain and enhance the Department's Multimedia Resource Center/Computer Lab (Dial 217-219).

Assessment: Enhance the Multimedia Resources Center/Computer Lab.

Action: Enhance teaching by greater use of Instructional Technology and other equipment. The Department will also utilize Instructional Technology to make

courses available to diverse student populations, including off-campus students. Additional Internet courses will be offered.

Assessment: The additional number of courses that utilize Instructional Technology and the additional number of Internet courses.

Action: Limit class size to 25 in selected General Education courses, so that students will have a richer educational experience. Faculty members will submit a proposal for a General Education course with reduced enrollments.

Assessment: The quality of the faculty proposals and the number of General Education courses with reduced enrollment. Each of these courses will be evaluated by faculty and students concerning the quality of the educational experience.

Action: Establish a 4/3 teaching load for faculty with research agendas. At least two faculty members a year will be awarded released time based upon a proposed research program.

Assessment: The quality of the faculty proposals and the research results (presented at conferences and/or published).

Action: Encourage more students to undertake research projects (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meeting of Phi Alpha Theta or regional Honors Conferences).

Assessment: The number of students presenting the results of research projects to on-campus and off-campus audiences.

Action: Develop, in cooperation with the Dean of the Honors College, an Honors Track in History.

Assessment: The development of a plan for an Honors Track in History that will be implemented during 2006-2007 academic year.

Action: 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.

Assessment: The development of a plan for an Interdisciplinary Minor in Public History that will be implemented during 2006-2007 academic year.

Action: 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.

Assessment: The development of plans for Interdisciplinary Area Studies Minors.

Action: Increase, with the cooperation with the Dean of the School of Graduate Studies, enrollment in the MA in Social Studies Education program by developing and implementing a recruitment plan.

Assessment: The development and implementation of a recruitment plan to increase enrollment in the MA in Social Studies Education program.

Action: Collaborate with the School of Education in developing and implementing an MAT in Social Studies Education.

Assessment: Implementation of an MAT in Social Studies Education.

Action: The Department helps recruit qualified students for the MA and MAT programs.

Assessment: The quality of candidates (as measured by GPA and completion of licensure requirements) will rise.

Action: Social Studies Education Students will attend the state Social Studies Conference.

Assessment: Development of a plan for students to attend NCCSS at no fee for the students.

Action: The Department will recognize the outstanding Social Studies Education student.

Assessment: Annual recognition of the outstanding Social Studies Education student.

Year II (2006-2007)

Action: Begin a search for a new tenure-track Assistant Professor with a specialization and related sub-fields that meet the Department's needs (if enrollment increases continue).

Assessment: The successful recruitment of a faculty member who is committed to the Department's goals of teaching excellence and active involvement in research and service.

Action: Trial implementation of the Outcomes Assessment Plan.

Assessment: Implementation, assessment, and revision (if necessary) of the Outcomes Assessment Plan.

Action: Use of the Multimedia Resource Center/Computer Lab to enhance teaching by greater use of Instructional Technology and other equipment. The Department will also utilize Instructional Technology to make courses available to diverse

student populations, including off-campus students. Expand course offerings on the Internet

Assessment: The additional number of courses that utilize Instructional Technology and are offered on the Internet.

Action: Continue limiting class size to 25 in selected General Education courses, so that students will have a richer educational experience. Faculty members will submit a proposal for a General Education course with reduced enrollments.

Assessment: The quality of the faculty proposals and the number of General Education courses with reduced enrollment. Each of these courses will be evaluated by faculty and students concerning the quality of the educational experience.

Action: Continue offering 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.

Assessment: The quality of the faculty proposals and the research results (presented at conferences and/or published).

Action: Continue to encourage more students to undertake research projects (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meeting of Phi Alpha Theta).

Assessment: The number of students presenting the results of research projects to on-campus and off-campus audiences.

Action: Implement, in cooperation with the Dean of the Honors College, an Honors Track in History.

Assessment: Implementation of an Honors Track in History.

Action: Implement, 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.

Assessment: Implementation of an Interdisciplinary Minor in Public History.

Action: Continue participating 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.

Assessment: The development and implementation of Interdisciplinary Area Studies Minors.

Action: Increase, with the cooperation with the Dean of the School of Graduate Studies, enrollment in the MA and MAT in Social Studies Education programs.

Assessment: Increased enrollment in the MA in Social Studies Education program.

Action: The Department helps recruit qualified students for the MA program.

Assessment: The quality of candidates (as measured by GPA and completion of licensure requirements) will rise.

Action: Social Studies Education Students will attend the state Social Studies Conference.

Assessment: Development of a plan for students to attend NCCSS at no fee for the students.

Action: The Department will recognize the outstanding Social Studies Education student.

Assessment: Annual recognition of the outstanding Social Studies Education student.

Year III (2007-2008)

Action: Undertake a search for a new tenure-track Assistant Professor with a specialization and related sub-fields that meet the Department's needs (if enrollment increases continue).

Assessment: The successful recruitment of a faculty member who is committed to the Department's goals of teaching excellence and active involvement in research and service.

Action: Use of the Multimedia Resource Center/Computer Lab to enhance teaching by greater use of Instructional Technology and other equipment. The Department will also utilize Instructional Technology to make courses available to diverse student populations, including off-campus students. Continue expanding the number of Internet courses.

Assessment: The additional number of courses that utilize Instructional Technology and the number of Internet courses.

Action: Continue limiting class size to 25 in selected General Education courses, so that students will have a richer educational experience. Faculty members will submit a proposal for a General Education course with reduced enrollments.

Assessment: The quality of the faculty proposals and the number of General Education courses with reduced enrollment. Each of these courses will be evaluated by faculty and students concerning the quality of the educational experience.

- Action: Continue offering 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.
- Assessment: The quality of the faculty proposals and the research results (presented at conferences and/or published).
- Action: Continue encouraging more students to undertake research projects (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meeting of Phi Alpha Theta).
- Assessment: The number of students presenting the results of research projects to on-campus and off-campus audiences.
- Action: Continue participating 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.
- Assessment: Implementation of Interdisciplinary Area Studies Minors.
- Action: Increase, with the cooperation with the Dean of the School of Graduate Studies, enrollment in the MA and MAT in Social Studies Education programs.
- Assessment: Increased enrollment in the MA and MAT in Social Studies Education programs.
- Action: The Department helps recruit qualified students for the MA and MAT programs.
- Assessment: The quality of candidates (as measured by GPA and completion of licensure requirements) will rise.
- Action: Social Studies Education Students will attend the state Social Studies Conference.
- Assessment: Development of a plan for students to attend NCCSS at no fee for the students.
- Action: The Department will recognize the outstanding Social Studies Education student.
- Assessment: Annual recognition of the outstanding Social Studies Education student.
- Action: The Department will encourage former Social Studies Education students to present at NCCSS.
- Assessment: The number of former students presenting at NCCSS.

Year IV (2008-2009)

Action: Use of the Multimedia Resource Center/Computer Lab to enhance teaching by greater use of Instructional Technology and other equipment. The Department will also utilize Instructional Technology to make courses available to diverse student populations, including off-campus students.

Assessment: The additional number of courses that utilize Instructional Technology.

Action: Continue limiting class size to 25 in selected General Education courses, so that students will have a richer educational experience. Faculty members will submit a proposal for a General Education course with reduced enrollments.

Assessment: The quality of the faculty proposals and the number of General Education courses with reduced enrollment. Each of these courses will be evaluated by faculty and students concerning the quality of the educational experience.

Action: Continue offering 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.

Assessment: The quality of the faculty proposals and the research results (presented at conferences and/or published).

Action: Continue encouraging more students to undertake research projects (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meeting of Phi Alpha Theta).

Assessment: The number of students presenting the results of research projects to on-campus and off-campus audiences.

Action: Continue participating 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.

Assessment: Implementation of Interdisciplinary Area Studies Minors.

Action: Increase, with the cooperation with the Dean of the School of Graduate Studies, enrollment in the MA and MAT in Social Studies Education programs.

Assessment: Increased enrollment in the MA and MAT in Social Studies Education programs.

Action: The Department helps recruit qualified students for the MA and MAT programs.

Assessment: The quality of candidates (as measured by GPA and completion of licensure requirements) will rise.

Action: Social Studies Education Students will attend the state Social Studies Conference.

Assessment: Development of a plan for students to attend NCCSS at no fee for the students.

Action: The Department will recognize the outstanding Social Studies Education student.

Assessment: Annual recognition of the outstanding Social Studies Education student.

Action: The Department will encourage former Social Studies Education students to present at NCCSS.

Assessment: The number of former students presenting at NCCSS.

Action: Social Studies Education students will be comfortable using technology while teaching.

Assessment: The number of students comfortable using technology while teaching.

Year V (2009-2010)

Action: Use of the Multimedia Resource Center/Computer Lab to enhance teaching by greater use of Instructional Technology and other equipment. The Department will also utilize Instructional Technology to make courses available to diverse student populations, including off-campus students.

Assessment: The additional number of courses that utilize Instructional Technology.

Action: Continue limiting class size to 25 in selected General Education courses, so that students will have a richer educational experience. Faculty members will submit a proposal for a General Education course with reduced enrollments.

Assessment: The quality of the faculty proposals and the number of General Education courses with reduced enrollment. Each of these courses will be evaluated by faculty and students concerning the quality of the educational experience.

Action: Continue offering 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.

Assessment: The quality of the faculty proposals and the research results (presented at conferences and/or published).

Action: Continue encouraging more students to undertake research projects (undergraduate research) and present the results to on-campus and off-campus audiences (such as the regional meeting of Phi Alpha Theta).

Assessment: The number of students presenting the results of research projects to on-campus and off-campus audiences.

Action: Continue participating 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.

Assessment: Implementation of Interdisciplinary Area Studies Minors.

Action: Increase, with the cooperation with the Dean of the School of Graduate Studies, enrollment in the MA in Social Studies Education program.

Assessment: Increased enrollment in the MA in Social Studies Education program.

Submitted by:

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4 April 2005