

FY2008 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of History Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of History offers BA and MA degrees in history and plays a vital role in preparing prospective secondary social studies teachers seeking history and government licensure. The program, both Teacher and General Education, has remained popular since its inception. The faculty who make up the Department of History have diverse interests and provide our majors with numerous fields of inquiry. For example, Dr. David Bovee specializes in Intellectual history and American Diplomatic history; Dr. Norman Caulfield is a recognized expert in the fields of Latin American and labor history; Dr. David Goodlett's emphasis is Russian and Eastern European history; Dr. Steven Kite specializes in Public History as well as Early Modern/Modern Britain and Gilded Age America; Dr. Todd Leahy's emphasis is Colonial and Antebellum America as well as American Indian history; Dr. Kimberly Perez is an expert in the History of Science; Dr. Raymond Wilson is a recognized authority in the fields of American Indian and Western American history. This year, the department was supplemented by the one-year addition of Mr. Jeremy Dyes, a PhD candidate from Texas A&M and specialist in the history of Modern Ireland. The course offerings in the Department of History give students a world perspective and provide for a wide variety of student interests.

The department also has an active graduate MA program. Our graduates pursue further education at Level 1 research schools, teach at area community colleges, or pursue careers in museums and archives. Enrollment in the on-campus graduate program is rising and future enrollment numbers should surpass those of previous years. Finally, this is the first full year of the concentration in Public History.

Finally, the department offers numerous distance learning opportunities. All of the department's General Education courses are available through online delivery as well as a number of more advanced, upper division courses. Additionally, the department has an active and dynamic Master's of Liberal Studies program that continues to grow and in many cases stretches the department in new and unique ways.

A. Departmental Mission and Vision Statements

In an ever connected world, college graduates must be prepared to live as global citizens. They will need to understand the diverse peoples with whom they share the world. Moreover, as the world experiences a revolution in communication and information technology, college students must be trained to critically analyze the abundance of available information. Finally, students need to acquire the skills that allow them to communicate their knowledge and ideas.

History students develop the ability to understand varied cultures, to see current issues in an historical perspective, to appreciate the complexities of past societies, to contextualize texts and images, and to express their ideas in a clear and concise manner. Above all, the department demands that its students learn to acquire, evaluate, and interpret information. For those students seeking to teach in K-12 education and those hoping to move into more professional positions as college instructors or public historians, the department will continue its traditional mission of providing excellent degree programs.

The History department consists of 8 scholars who have earned or will earn their PhDs from distinguished research institutions from across the nation. History faculty are active in research, publication, presentation, and professional organizations. Department members are vital to the life of the university and the community, serving as advisors, speakers, and historical experts and consultants. The faculty is committed to excellence in teaching and advising and has won awards on these fronts.

Students majoring in the study of history will learn what they need to be world citizens as the department continues to focus on the history of diverse populations and the information and technologies that make worldwide communication possible.

B. Departmental Goals, Objectives, and Strategic Priorities

The Department of History's basic goals, objectives, and strategic priorities rest upon three premises.

First, the department stands at the epicenter of the university's preparation of high quality history and government teachers for Kansas and the surrounding region. Given the university's foundations and long-standing tradition of teacher preparation, the department makes teacher preparation a key feature of all departmental programming at both the undergraduate and graduate levels.

Second, over the previous decade the department has adjusted its approaches to curriculum and instruction to acknowledge to overriding considerations: technology integration and the growth of history majors *not* planning to teach at any level. In the first case the department has been a leader in the use of computers, Blackboard, and other appropriate technologies in the classroom. In the latter case, the department has dedicated itself to providing opportunities for non-teaching history majors to acquire the skills and experiences necessary for success in public history positions and in the private sector.

Finally, given its long tradition of providing high quality value within the university's general education program, the department commits itself to teaching 100 level survey courses, particularly within the International Studies area (History 111—Modern World Civilizations Since

1500). The department firmly believes that a multicultural, global, highly nuanced approach to understanding patterns of human interactions is essential. Accordingly, the department places high priority on these areas in design and implementation of general education course development, implementation, and oversight.

II. DEPARTMENTAL HIGHLIGHTS

A. Department Productivity and Distinctive Accomplishments

The Department of History continued its strong tradition of preparing future teachers, providing opportunities for history majors to prepare for careers beyond the classroom, and continuing to fulfill its long-standing role within the university's General Education curriculum, especially in the international studies area.

This year, the department had a banner year in terms of scholarship. Dr. Leahy and Wilson have nearly completed their Native American movements book. Dr. Leahy continues to serve as Historical Consultant for Still Springs Productions, a motion picture production company who has purchased the rights to his forthcoming work on the Canton Asylum for Insane Indians. In addition, Dr. Bovee received a contract for his monograph on the Catholic rural life movement to be published by Catholic University Press. Dr. Caulfield also received a book contract for his study of labor and globalization. Dr. Wilson received a sabbatical and is working on a book on Carlos Montezuma. Faculty members also presented their work at various conferences around the globe. Students in the department also made a resounding impact in terms of scholarship when seven students traveled to Omaha to present their work at the Missouri Valley History Conference.

The department implemented a new recruitment plan for graduate students and seeks to increase its graduate SCH and Degrees Awarded in future years. A new plan for retaining undergraduate students was put into action during the fiscal year. The research handbook for majors that will be assigned in Historical Methods (HIST 379) continues to have an impact with helping students throughout their careers as History majors at FHSU. Finally, the department continues developing a program in Public History for students interested in museum work, editing and publishing, and archival work.

In short, the department is comprised of excellent and dedicated teachers, concerned advisors, and recognized scholars. Faculty members understand their place in the life of the university and have dedicated themselves to making FHSU a unique place for the study of history; the incorporation of new technologies and methodologies makes the students experience history in new ways. Every full-time member of the department offers an upper-division MLS history course online. This department is truly on the leading edge of historical teaching and scholarship.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen [END OF FALL SEMESTER, HEADCOUNT]	12	6	15	15	18
Transfer Students [END OF FALL SEMESTER, HEADCOUNT]	12	8	6	12	10
Majors					
Undergraduate (first majors/second majors) [END OF FALL SEMESTER ONLY, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	91	82	95	104	87
Graduate majors [END OF FALL SEMESTER ONLY, HEADCOUNT]	11	5	7	8	9
MLS students	X	40	32	24	25

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
[END OF FALL SEMESTER ONLY, HEADCOUNT OF ADVISEES WITH 120-4901]					
Major Retention [PERCENT OF MAJORS RETURNING]	X	X	X	X	55.10%
Student Credit Hour					
Undergraduate [TOTAL UNDERGRAD SCH FOR FY2006]	3710	4235	4573	4468	4572
Graduate [TOTAL GRAD SCH FOR FY2007]	371	378	399	433	477
Faculty					
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL FOR FY2008]	6	7	5	7	7
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL FOR FY2008]	1	1	3	1	1
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY UNDER CONTRACT (VIRTUAL COLLEGE PART-TIME) AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE TOTAL NUMBER OF FACULTY AND SECTIONS TAUGHT]	1 adjunct@ 2 sections	1 adjunct @2sections	4 adjuncts @1- 3sections	4 adjuncts @1-3 sections	6 adjunct @1-2 sections
Degrees					
Undergraduate degrees [TOTAL NUMBER OF UNDERGRAD DEGREES AWARDED IN FY2008]	16	9	14	18	15
Graduate degrees [TOTAL NUMBER OF GRAD DEGREES AWARDED IN FY2008, NOT MLS]	4	4	1	7	1
MLS degrees [TOTAL NUMBER OF MLS DEGREES AWARDED IN FY2008 BASED ON 120-4901 ADVISEES IN DEPT]	1	2	12	6	8
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED FOR FY2008]	2	2	4	6	5
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	40	40	50	100	40
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED FOR FY2008]	12	10	5	12	21
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]	60	50	50	75	85

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES FOR FY2008]	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP FOR FY2008 (FACULTY PERFORMING CREATIVE ACTIVITY/TOTAL FACULTY)]	0	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	2	0	3	2	3
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	2	0	1	1	0
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.] [PERCENT OF FACULTY MEETING MINIMAL STANDARD DURING MERIT EVALUATION]	100	100	100	100	100
Percent of faculty meeting exceptional standard of service activity [PERCENT OF FACULTY MEETING EXCEPTIONAL STANDARD DURING MERIT EVALUATION]	20	30	20	40	71
Assurance of Student Learning [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 Approaches to World History Pre/Post	X	X	X	49/62 avg. score	52/80 avg. score
Direct Outcome 2 Approaches to United States History Pre/Post	X	X	X	79/113 avg. score	72/84 avg. score
Indirect Indicator 1 Hist 379 Portfolio	X	X	X	73% avg. across 18 students	68% avg. across 13 students
Indirect Indicator 2 Hist 675 Research Paper	X	X	X	86% avg. across 14 students	88% avg.

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Other Department Key Performance Indicators (up to 3 additional measures, optional) [NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Senior Exit Interview	95%	Hist 099 req.	Hist 099 req	97%	97%
Outcome/Indicator 2 Graduate Exit Interview	97%	95%	95%	97%	100%
Outcome/Indicator 3 [SPECIFIC PERFORMANCE MEASURE 3]					
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	1
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	0

C. Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
Finalize MA concentration in Public History to increase opportunities for History outside the classroom setting	Program approved by Provost, courses offered both on and off campus at historic sites, first MA will be awarded next fiscal year.
Scholarship Revitalization	Not what was expected, but minor increase in scholarly production.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
Scholarship Revitalization	Department Chair will continue to emphasize the importance of scholarship in the department and increase funding for scholarly activities.
Reexamine undergraduate curriculum	Department of History faculty will evaluate current course offerings to better prepare majors after graduation

D. Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	Completed Handbook for Historical Methods
Develop mobile computing teaching and learning environment	More faculty using tablet PC technology in the classroom. All GTAs have tablet PCs.
Internationalize the campus and curriculum	Visiting Professorship did not materialize
Strategically manage new	

enrollment opportunities	
Improve student learner outcomes in computing	Increased student access to various web-based research facilities.

III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

[DISCUSSION OF YOUR DEPARTMENT'S STRATEGIC PLANNING PROCESS. RESULTS OF STRATEGIC PLANNING SHOULD BE RECORDED BELOW. DEPARTMENTS ARE NOT EXPECTED TO ENGAGE IN FORMAL STRATEGIC PLANNING ANNUALLY, BUT SOME SYSTEMATIC STRATEGIC PLANNING MODEL SHOULD BE IMPLEMENTED. IF A SWOT ANALYSIS IS USED, PLACE IN SPACES BELOW; IF A DIFFERENT MODEL IS USED, THEN SUBSTITUTE.]

Current Strengths	Current Needs
The department is now staffed by high quality faculty who are all PhDs and accomplished teachers	Faculty performance in scholarship and research remains uneven.
Future Opportunities	Future Threats
Partnerships, both on and off-campus provide a unique opportunity for non-teaching history majors to explore a variety of career opportunities.	Extracurricular credit (concurrent enrollment) constitutes a long-term, significant threat to overall student and program quality.
MA graduates, in PhD programs, offered online teaching opportunities	The department, and university in general, face significant challenges in the recruitment and retention of high-quality faculty, particularly in the area of minority hires.
	The MLS program constitutes a threat to the department. As more and more students avail themselves of this opportunity, more time is being spent on virtual students than on-campus ones.

B. Opportunities for Improvement

[NOTE: Long-term OFIs are meant to be resource-intensive changes requiring permanent or one-time resources that can favorably impact the department over the long-term.]

Long-Term Strategic Initiatives	Resources Required	Expected Result
Increased number of on-campus Graduate Teaching Assistantships	Funding of at least 1-2 new graduate assistants	Stronger on campus MA and virtual college MLS programs.
[BRIEF DISCUSSION OF OFI]	[BRIEF DISCUSSION OF ALL NECESSARY RESOURCES]	[BRIEF IMPLEMENTATION PLAN INCLUDING EXPECTED OUTCOMES AND SCHEDULE]

IV. SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

**College of Arts and Sciences
Affinity Diagram for Degree Programs**

What are the **elements/building blocks** of a B.A. degree program in History that will meet the educational needs of the prospective History major?

Characteristics of History Majors	Expected Learning Outcomes	Curriculum	Assessment Approach And Methods	Results
<p><u>Knowledgeable</u> They discover and master the basic factual information concerning the institutional, cultural technological, social, political, economic, and intellectual legacies of past civilizations.</p> <p><u>Analytical</u> They probe the meaning of what they study, comprehend historical facts in terms of the historical frameworks out of which these facts arose, and seek interconnections among historical events.</p> <p><u>Insightful/Creative</u> They use their factual information to form valid interpretations in order to secure understanding; they recognize the roots of contemporary conditions and problems in the past as well as the persistence in the present of the values and mindsets of former eras.</p> <p><u>Humane/Objective</u> They comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the modern world; they are tolerant, capable of critical thinking, and aware of the dilemmas posed by the human condition.</p> <p><u>Skilled in Communication</u> They know how to conduct meaningful research and how to impart their findings to others in articulate, effective, and persuasive fashions.</p> <p><u>Professional</u> They have the outlook, talent,</p>	<p><u>Goal</u> To secure a perception of what constitutes the field of history and the study of history. The learner will (1) demonstrate comprehension of fundamental historical knowledge in broad, general survey courses; (2) advance to building upon and deepening this basic comprehension, in more intensive, detailed courses devoted to narrower topics; (3) realize that historical understanding involves not just a grasp of chronology but also the exercise of judgment, analytical skills, the integration of factual material, and insight.</p> <p><u>Goal</u> To create the global view (world-mindedness) required by well-informed participants in today's society. The learner will (1) be able to explain the evolution of the United States and the development of a range of other western and nonwestern societies as well; (2) prove capable of evaluating all civilizations objectively, with an appreciation of their contributions to humanity and with an ability to discuss their shortcomings; (3) perceive the cultural, economic, political, and intellectual interaction among diverse societies and throughout time.</p> <p><u>Goal</u> To produce individuals who have the practical skills of critical thinking, curiosity, objectivity, investigative technique, writing ability, and computer literacy. The learner will (1) develop proficiency in research and express the results of that research in an</p>	<p><u>Develops Historical Perspective</u> HIST 110 World Civilization to 1500 HIST 111 Modern World Civilization HIST 130 U.S. History to 1877 HIST 131 U.S. History since 1877 (HIST 130 and HIST 131 required of teaching majors; proficiency examination may be substituted by non-teaching majors.)</p> <p><u>Develops Historical Perspective</u> Five electives (15 hrs.) in upper division United States history courses Three electives (9 hrs.) in upper division European history courses One elective (3 hrs.) in upper division World history courses One elective (3 hrs.) in upper division European OR World history course</p> <p><u>Develops Research Skills</u> HIST 379 Historical Methods HIST 675 Seminar in History (applied to Historical Perspective requirement)</p> <p><u>Develops Teaching Skills (For Teaching Majors Only)</u> HIST 277 Early Field Experiences HIST 479 Methods of Teaching Secondary Social Studies</p>	<p>The progress toward all goals is measured by the following methods/instruments:</p> <ol style="list-style-type: none"> Senior Exit Survey and Interview administered in the Fall, Spring or Summer semester of Senior year. Alumni satisfaction survey administered regularly beginning in the third year following graduation. Portfolios of material collected from majors in HIST 379, HIST 479, and HIST 675 during their undergraduate years at FHSU. Portfolios contain: <ol style="list-style-type: none"> Papers to demonstrate the development of research and writing skills, critical thinking, and scholarly ability for HIST 379 and HIST 675. Teaching units to demonstrate development of knowledge content, writing objectives, daily lesson plans, exam construction, technology skills, and student activities by teaching majors in HIST 479. Content Competency Exams in Approaches to U.S. History and 	<p>HIST 379 Mean</p> <p>HIST 675 Mean</p> <p>Content Competence Exam Scores for U.S. History Approaches and World History Approaches</p> <p>Senior Exit Survey and Interview</p> <p>(Dr. David Goodlett will be in charge of data collection and interpretation for the B.A. in history artifacts and will be assisted by faculty members teaching the above identified courses).</p>

and technical skills which make them valued and influential members of the university community and successful after graduation in a variety of careers.

environment where discussion of scholarship is encouraged; (2) take advantage of opportunities to use advanced technology in classroom work, study, and research; (3) through examinations, papers and discussions, improve upon his/her facility to advance arguments, seek interrelationships, demonstrate understanding, and produce new awareness, all of which will be evaluated by the firmest standards of scholarship, logic, and truth.

Approaches to World History.

In addition, all courses are evaluated each semester by students to measure the effectiveness of content and presentation.

College of Arts and Sciences Affinity Diagram for Degree Programs

What are the **elements/building blocks** of a M.A. degree program in History that will meet the educational needs of the prospective History major?

Characteristics of History Majors	Expected Learning Outcomes	Curriculum	Assessment Approach And Methods	Results
<p><u>Knowledgeable</u> They discover and master the basic factual information concerning the institutional, cultural, technological, social, political, economic, and intellectual legacies of past civilizations.</p> <p><u>Analytical</u> They probe the meaning of what they study, comprehend historical facts in terms of the historical frameworks out of which these facts arose, and seek interconnections among historical events.</p> <p><u>Insightful/Creative</u> They use their factual information to form valid interpretations in order to secure understanding; they recognize the roots of contemporary conditions and problems in the past as well as the persistence in the present of the values and mindsets of former eras.</p> <p><u>Humane/Objective</u> They comprehend, interpret, and appreciate cultural diversity as part of their efforts to deal with the complexities of the modern world; they are tolerant, capable of critical thinking, and aware of</p>	<p><u>Goal</u> To increase historical knowledge and promote understanding of what constitutes advanced historical study. The learner will (1) augment his/her already existing store of factual data concerning historical eras; (2) deepen historical perceptions in intensive, challenging learning situations; (3) be encouraged to the fullest exercise of judgment, analytical skills, synthesis, and insight.</p> <p><u>Goal</u> To develop and refine the global view (world-mindedness) required by well-informed participants in today's world and especially by professional educators. The learner will (1) comprehend the evolution of western and nonwestern cultures; (2) prove his/her capability for evaluating the significance of these civilizations with impartiality and acumen; (3) recognize the cultural, economic, political, and</p>	<p>Total Program (30 hrs.)</p> <p><u>Develops Knowledge</u> Six or seven electives (18-21 hrs.) in graduate courses, divided between United States and European/World history.</p> <p><u>Develops Professional Awareness</u> HIST 675 Graduate Seminar in History (I), and a choice of HIST 675 Graduate Seminars in History (II), HIST 878 Graduate Practicum in History/Portfolio (3 hrs. OR 6 hrs.), or HIST 899 Graduate Thesis in History (6 hrs.)</p>	<ol style="list-style-type: none"> The academic progress of all degree candidates is monitored by Graduate Advisor and History Department Graduate Committee. Degree candidates must pass a written and/or oral examination covering all of their graduate work; candidates are evaluated on the basis of their demonstration of factual knowledge, use of critical thinking, and capacity for interpretive analysis. Degree candidates must submit electronically an approved copy of a research paper, written under the guidance of a graduate faculty member, to prove their ability to conduct original research, integrate the results into a cogent argument, and exhibit 	<p>HIST 675 Mean</p> <p>Exit Interview & Survey</p> <p>Alumni Survey</p> <p>(Dr. Norman Caulfield will be in charge of data collection and interpretation for the M.A. in History artifacts. The faculty member who teaches HIST 675 during a given semester assists Dr. Caulfield in the process.)</p>

<p>the dilemmas posed by the human condition.</p> <p><u>Skilled in Communication</u> They know how to conduct meaningful research and how to impart their findings to others in articulate, effective, and persuasive fashions.</p> <p><u>Professional</u> They have the outlook, talent, and technical skills which make them valued and influential members of the university community and successful after graduation in a variety of careers.</p>	<p>intellectual interaction among diverse societies across time.</p> <p><u>Goal</u> To provide intellectual and professional growth. The learner will (1) gain awareness of the more important contemporary theories, fields, approaches, and techniques in the academic discipline of history; (2) improve his/her ability to conduct original research and defend the results of that research in discussions with colleagues and mentors; (3) develop confidence as a historian, one who sees the enduring relevance of the past to present.</p>		<p>intellectual integrity.</p> <p>4. All courses are evaluated each semester by students to measure the effectiveness of content and presentation.</p> <p>5. Candidate Exit Survey administered in final semester of degree program.</p> <p>6. Alumni satisfaction survey administered regularly, beginning in the third year following graduation.</p>	
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B. Department Staffing Plan

College of Arts and Sciences

**Department Staffing Plan and Assignments (Current Scenario)
Department of HISTORY
Date Completed – 1/31/07**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
Historical Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional/ Admin FTE	Rank Current	Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank
World History/ U.S. Women	K. Perez	History of Science Research Methods Medieval History Ren. And Ref. Women in U.S.		1.0	Asst. Prof.	2006	Ph.D.	Tenure Track	41,000	
Chair U.S. History/ American West	T. Leahy	Admin/ Expertise Early 19 th cent. U.S. Col./Rev. America American West American Indian		0.5 0.5	Asst. Prof.	2005	Ph.D.	Tenure Track	57,452	
World History/ US Diplomatic	D. Bovee	Intellectual Social/Cultural U.S. Diplomatic		1.0	Asst. Prof.	2005	Ph.D.	Tenure Track	41,000	
World History/ Early Mod. Eur./ Modern Eur.	B. Hodson	Early Mod. Europe Middle East German History 19 th & 20 th cent. Eur.		1.0	Asst. Prof.	2005	Ph.D.	Tenure Track	41,000	
World History/ England/Virtual College Courses	S. Kite	Mod.Wld. Civ. U.S. Survey		1.0	Inst.	2005	M.A.	Temporary	38,500	
Latin Am./ U.S. History/ Mod. Wld. History	N. Caulfield	Latin America Mexico Mexican Amer. Late 19th cent. U.S. U.S. Civil War Labor/Social	1951	1.0	Prof.	2000	Ph.D.	Tenure	51,732	
	R. Wilson	American West	1945	1.0	Prof.	1988	Ph.D.	Tenure	66,589	

American West/ U.S. History/ Teaching Meth.		American Indian 20 th cent. US Sec. Teaching Meth.						
Mod. Wld. History/ Modern Eur./Mod. Far East	D. Goodlett	19th & 20th cent. Eur. 1951 Russia/Soviet Southeastern Europe Modern Far East Modern Britain	1.0	Asst. Prof.	1997	Ph.D.	Tenure	46,236

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College of Arts and Sciences

Department Staffing Plan and Assignments (Current Scenario)

Department of HISTORY

Date Completed - 1/20/06

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Historical Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional/ Admin FTE	Rank Current Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank
TOTAL				8.0					

College of Arts and Sciences

Department Staffing Plan and Assignments (Projected Scenario)

Department of HISTORY

Date Completed - 1/31/07

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
Historical Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birthdate)	Assigned Instructional/ Admin FTE	Rank Current	Date	Degree Completed	Track	Current Salary In Line	Nat'l Average For Discipline/ Rank
World History/ U.S. Women	K. Perez	History of Science Research Methods Medieval History Ren. And Ref. Women in U.S.		1.0	Asst. Prof.	2006	Ph.D.	Tenure Track	41,000	
Latin Am./ U.S. History/ Mod. Wld. History	N. Caulfield	Latin America Mexico Mexican Amer. Late 19th cent. U.S. U.S. Civil War Labor/Social	1951	1.0	Prof.	2000	Ph.D.	Tenure	51,732	
U.S. History/ American West/ Teaching Meth.	R. Wilson	American West American Indian 20 th cent. U.S. Sec. Teaching Meth.	1945	1.0	Prof.	1988	Ph.D.	Tenure	66,589	
Mod. Wld. History/ Modern Eur./Mod. Far East	D. Goodlett	19th & 20th cent. Eur. Russia/Soviet Southeastern Europe Modern Far East Modern Britain	1951	1.0	Asst. Prof.	1997	Ph.D.	Tenure	46,236	
World History	History Faculty	Mod.Wld. Civ. Middle East Africa Asia		1.0	Visiting* Prof.			Temporary		
Chair/ U.S. History/ American West	T. Leahy	Administration Early 19 th cent. US Col/Rev America American West American Indian		0.5 0.5	Asst. Prof.	2005	Ph.D.	Tenure Track	57,452	
Public History/ Early Mod. Eur./ Modern Eur.	History Faculty	Public History Britain Early Mod./ Mod. Europe U.S. Survey		1.0	Asst. Prof.		Ph.D.	Tenure Track*		
World History/ U.S. Diplomatic/ Virtual College Courses	D. Bovee	Intellectual Social/Cultural U.S. Diplomatic		1.0	Asst Prof.	2006	Ph.D.	Tenure Track	41,000	
TOTAL				8.0						

*EXPLANATORY NOTES

1. This position will be filled annually by an appropriate faculty member from one of FHSU's numerous partner universities.
2. The new tenure track position will restore the History Department to its former composition of 7 tenure/ tenure track faculty and 1 temporary position.

C. Bibliography of Departmental Scholarly Activity

12 Book reviews published by faculty in refereed journals.

D. Department Program Assessment Results

Attached as hard copy only.

E. Other Departmental Information

N.A.

F. Special AQIP Report

N.A.

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

February 15	Draft Template distributed to Deans.
April 1	Final Template and Directions distributed to Department Chairs. Selected enrollment data (fall 20 th day counts) distributed to Chairs and Deans.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College/Unit Annual Report due to Assistant Provost for Quality Management and Provost.