



University of
West Florida

**PROGRAM REVIEW
EXECUTIVE SUMMARY
2006 - 2007**

**Department of History
College of Arts and Sciences**

54.0101, History, B.A., M.A.

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Department of History Program Review

Executive Summary

2006-2007

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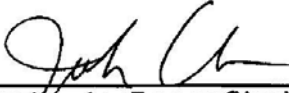
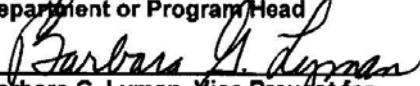
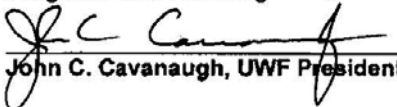
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**CONFIRMATION OF PROCESSES
FOR
ACADEMIC PROGRAM REVIEW**

I hereby confirm that the enclosed program review for History has included all processes outlined in Board of Governors requirements:

- a delineation of the specific academic programs (with levels) that were included in review
- a brief description of the nature of the review and whether it was part of an accreditation review or self-study with external consultant
- directory information on the external consultant
- a synopsis of actions taken as a result of earlier program reviews
- a copy of the Academic Learning Compact for each reviewed baccalaureate degree program
- a summary of program strengths, weaknesses, opportunities, and threats (SWOTs)
- recommendations based on review findings.

These items are included in the Executive Summary. Further, each program review was conducted according to University of West Florida approved university policy.

| | |
|---|------------------------|
|  _____ Department or Program Head | <u>6/1/07</u> Date |
|  _____ Barbara G. Lyman, Vice Provost for Programs and Planning | <u>6-5-07</u> Date |
|  _____ John C. Cavanaugh, UWF President | <u>6/25/07</u> Date |

Program Review Report **Executive Summary**

Department of History
University of West Florida
Dr. John Clune, Chair

Review Dates: April 9-10, 2007

Programs Reviewed:

| <i>CIP Code</i> | <i>Degree Level</i> | <i>Degree Name</i> |
|-----------------|---------------------|--------------------|
| 54.0101 | B.A. | History |
| 54.0101 | M.A. | History |

Brief Description of Program(s):

The Department offers undergraduate specializations in History, Gender and Diversity Studies, Public History, Pre-Law, and European Studies and graduate programs in History, Public History, and Historic Preservation.

B.A. Specializations:

History: The B.A. degree in history offers students interested in the humanities or social sciences a flexible program, which can be custom designed to satisfy a wide range of interests. Students can take elective courses in any field. Many history majors have used their degrees to enter the teaching profession.

European Studies: Students with an interest in the cultures, people, history and languages of the 33 countries that comprise Europe major in this track. They are required to take an array of European history courses dealing with different geographic regions and different time periods.

Gender and Diversity Studies: A specialization in Gender and Diversity prepares students to work in non-profit organizations, for-profit businesses, community agencies, human resources, institutional planning, public administration, educational development or areas of communication. The program's interdisciplinary approach allows students to understand the history of social issues and diverse groups, as well as to prepare for effective leadership roles in promoting relationships, politics, services and institutions that value diversity and work toward eliminating gender stereotypes.

Pre-Law: Students planning to attend law school or interested in pursuing careers in politics or criminal justice specialize in Pre-Law. Offered in conjunction with the university's Political Science and Criminal Justice departments, the specialization in Pre-Law includes courses in legal research and writing, legal studies and skill development in logic, ethics, presentation development and communication.

Public History: From recording oral histories, to developing exhibits in the living historical laboratory in downtown Pensacola, to traveling historical regions of the United States, students who choose to specialize in Public History gain hands-on experience applying history outside of the university and classroom settings. Students learn how public historians think and operate as professionals. Through both traditional and applied course work, they select and develop specific public history and project management skills.

M.A. Programs:

History: The traditional M.A. degree equips students to pursue further study or to begin an enriching career. Students may focus their course work in American or European history but acquire a broad knowledge and marketable skills that prepare them for a Ph.D. program in history or for a career teaching at the middle school, high school or community-college level or working in governmental and non-governmental agencies, institutional planning, libraries, museums, archives, non-profits, politics or publishing.

Historic Preservation: The HP program provides students with an interdisciplinary knowledge of historic preservation, with courses in History, Archaeology, and Art History. It also offers students invaluable skills and extensive experience through internships and grant projects.

Public History: Students work in two or more areas of public history specialization including community history, museology/museum studies, policy history, environmental history, and/or media history. Coursework is offered through both the History Department and through other university departments and programs. The combination of traditional and applied skills with the practical application of public history in the field provides students with the resources to secure employment following graduation. Additionally, the program provides both the students and the university with an invaluable association with various government agencies, businesses, museums, historical organizations, and individuals in and around the Pensacola area through student internships.

Nature of Program Review:

In spring 2007, the University of West Florida reviewed its B.A. and M.A. programs in History as part of a seven-year review cycle. The review was not part of any accreditation review but a self-study with an external consultant. History program personnel, headed by the department chair, prepared a self-study in fall 2006 and spring 2007. Dr. William B. Robison, ably assisted by Dr. Bruce Swain, Chair of Communication Arts, and Dr. Laura Tissington, Acting Associate Dean, College of Professional Studies, conducted a site visit on April 9-10, 2007. During the visit, the team interviewed University administrators, faculty, staff, and students. Much of the

information contained in this report comes directly from the departmental self-study or from the review team report. In many cases, wording from documents submitted as part of this executive summary have been incorporated verbatim into this summary.

External Consultant:

Dr. William B. Robison, Ph.D.

Head

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Synopsis of Actions Taken Since Last Program Review:

In spring 2001, the University of West Florida History Department conducted a self-study and was reviewed by an external consultant, Dr. Robert Carriker, Chair, Department of History, University of Louisiana, Lafayette, assisted by Dr. Gary Howard, Director of UWF Center for Teaching and Learning, and Dr. Pat Wentz of the UWF Educational Research and Development Center. The review team interviewed a range of University administrators, faculty, staff, and students. As a result of the recommendations made by the site review team, the Department took the following actions. It better marketed itself by developing colorful, four-fold brochures and posters and a new presentation board to advertise its B.A. and M.A. programs. To improve recruiting and retention specifically at the undergraduate level, the History faculty became more involved in local high schools history fairs and the Department better articulated with the History/Languages/Philosophy Department at Pensacola Junior College. At the graduate level, the Department had its graduate program in Public History listed as part of the Academic Common Market Program and used expressed admission procedures to admit its best undergraduate students to its graduate programs. To enhance its web presence and visibility at Fort Walton Beach (FWB)—now Emerald Coast Campus—the Department has developed three survey and four upper courses online and offered Latin American courses through the Distance Learning Classroom to FWB. To improve community outreach and sponsored research, History faculty wrote more than \$400,000 in grants and received just over \$40,000. The Department also established a presence at the downtown campus at Historic Pensacola Village with public programs and M.A. degree offerings on site.

Academic Learning Compacts:

History has developed academic learning compacts at both the B.A. and M.A. level and has assessed students in general education courses, upper-level history courses, and graduate courses.

B.A. History, Academic Learning Compact

Content

1. Recognize and apply concepts and principles in the discipline of history
2. Identify key elements in understanding history (e.g. historical contexts, political and social developments, cultural achievements, geo-political boundaries, major figures, and events)
3. Develop expertise in a historical sub-discipline (e.g., American, European, Latin American, African, Asian, Legal, or Women's History)

Critical Thinking

1. Sort historical evidence chronologically and topically for analysis
2. Critically analyze and evaluate historical evidence
3. Interpret historical events to demonstrate and explain change over time
4. Produce plausible explanations about cause and effect of an event
5. Identify influence of historical context on people, places, and things
6. Recognize and explain historical trends (i.e., historiography)

Communication

1. Communicate effectively in written and oral modes
2. Demonstrate competency in the standard historical writing style: Chicago (Turabian) Style
3. Use information/library literacy and technology effectively and efficiently to conduct and present research

Integrity/Values

1. Exercise academic integrity in all forms
2. Adhere to professional ethical practices in the use of historical evidence and in the interpretation of historical events

Project Management

1. Conceptualize, research, and present a historical paper or applied history project
2. Document sources of information (i.e., bibliography)
3. Regulate the pace of work appropriately to meet deadlines
4. Collaborate effectively with colleagues and/or clients
5. Demonstrate skills relevant to careers in education, research, communications, information management, advocacy, government service, and business.

Assessment

Beginning next year, all graduating seniors will be required to complete the History Capstone Experience, which produces a student-assembled, student-maintained portfolio of assignments completed in an upper-level history course. The course must be a regularly-scheduled course taught by a member of the regular line History faculty and be scheduled in the student's final fall or spring semester.

The History Capstone Experience cannot be embedded in a lower-level History course, a summer course, a course from another discipline, or a directed study and cannot be contracted with a faculty member from another discipline or a member of the adjunct History faculty. The History Capstone Experience must be arranged through a contract between the student and professor at the beginning of the student's final semester of coursework and should represent the student's best work.

At the heart of the History Capstone Experience is the research/writing component, which might be a major paper or a series of shorter analytical papers, an individual project, an individual's contribution to a larger group/class project, a documentary, a simulation exercise, a series of oral histories, or in-class presentations.

The research/writing component should meet most, if not all, of the expectations of the History Capstone Experience, which are linked to the five domains of the History Academic Learning Compact: content knowledge, critical-thinking, communication, ethics and integrity, and project management.

M.A. History, Academic Learning Plan

Student Learning Outcomes

Content

Summarize and interpret at an advanced level the general content knowledge of history and the influential works, theories, and methods in history, public history, or historic preservation

1. Recognize and apply concepts and principles in the discipline of history
2. Identify key elements in understanding history, such as historical contexts; political and social developments; cultural achievements; social, economic, and political boundaries; major figures; and events
3. Demonstrate an advanced understanding of relevant historiography (influential works of historians, past and present), theories, and methods

Critical Thinking

Demonstrate advanced critical thinking through the effective application of historical research and methodology

1. Critically evaluate, interpret, and synthesize secondary and primary sources
2. Utilize relevant historical theories and methods to analyze evidence
3. Select appropriate methods for gathering and interpreting evidence to solve a historical problem
4. Analyze the historiography in the chosen area of study

Communication

Demonstrate advanced professional communication

1. Communicate effectively—in written and oral modes—one's understanding of major trends, events, and individuals that have made history.
2. Demonstrate competency in the standard historical writing and citation style that is the Chicago Manual of Style and the summary by Kate L. Turabian.
3. Use information/library literacy and technology effectively to conduct and present research.
4. Contribute to the knowledge base of the discipline through professional scholarship, projects, and presentations.

Integrity/Values

Demonstrate advanced understanding and application of professional ethics

1. Exercise academic integrity in all forms
2. Adhere to professional ethical practices in the use of historical evidence and in the interpretation of historical events, as explained in American Historical Association's Statement on Standards of Professional Conduct
3. Describe and adhere to the specific ethical principles in the student's chosen area of study

Project Management

Conceptualize, design, and implement a scholarly and/or professional project. This may consist of a thesis, research seminar paper, or internship/internship report that constitutes a graduate capstone experience.

Assessment

Comprehensive exams Graduate Capstone Experience (thesis, research seminar paper, or internship/internship report) at the end of their program of study.

Program Strengths, Weaknesses, Opportunities, and Threats (SWOTS)

Strengths:

- *Excellence in Teaching and High Productivity*

The Department of History's greatest strength is in its teaching. It is realizing its vision of being a nationally recognized model of excellence at the baccalaureate and master's degree levels. The History faculty is among the most popular and the most decorated in the University, with 10 Teaching Incentive Program Awards, 4 Excellence in Teaching and Undergraduate Advising Awards, 5 Distinguished Teaching Awards, and 2 Outstanding Instructor Awards (FWB).

History is also a major producer of Full-Time Equivalency (FTE), Student Credit Hour (SCH) and Headcounts in the College of Arts and Sciences, with a large base of undergraduate majors and graduate students, as demonstrated in the following graphic analysis. The History faculty teaches a full loads (3-3) and typically summer courses.

- *Undergraduate Program*

History maintains a close relationship with Pensacola Junior College and recruits from its 2+2 program. The faculty thrives in an interdisciplinary environment, working closely with Anthropology, Government, Criminal Justice, Art, English, and Philosophy to prepare students for better understanding the world around them.

- *Graduate Program*

History has demonstrated a considerable strength in its graduate programs, which have become model programs at the university, regional, and national level. Through Public History and Historic Preservation, History has developed targeted areas in education and research that address national objectives. As a result, Public History has been recognized by the National Council on Public History for its excellence.

Although there has been a dip recently in graduate enrollments, due to heightened admission requirements (from a 3.0 GPA *or* a 1000 on verbal and quantitative sections of GRE to a 3.0 *and* a 1000 on the same), these enrollments have remained strong over the review period--despite the loss of a popular historical archaeology program in 2003.

- *Scholarship*

History faculty members have engaged in scholarly research and creative activity to solve regional problems and enhance quality of life. Four monographs written by members of the Department and dozens of journal articles attest to the strength of scholarship in History.

- *Alumni*

Through newsletters, brochures, and the departmental website, the Department maintains close relations with its alumni. History alumni give of their time and treasure to mentor students and fund scholarships, writing awards, student travel, and departmental enhancements related to student activities. In positions of leadership inside and outside of the field of history, alumni visit the University, make presentations, and foster the success of the History students and faculty.

Weaknesses:

- *Communication with alumni and friends of the Department and corresponding donations*

Although History has developed a departmental newsletter and cultivated higher rates of alumni giving, the newsletter has been sporadic and the giving less than it could be. We have attempted to rely on student, staff, and faculty assistance to realize our goal of getting out an annual newsletter, but the goal has proved elusive: in 2006 we did not get one out. Some of our alumni give generously, but overall a very small percentage give.

Opportunities:

- *To develop an education track*

The Department can further align University services with community needs by redeveloping a teacher education track that was dropped before the current review period. The class-size amendment in the state of Florida, limiting the size of classes, has developed a great demand for teachers. Currently, students major in History and

minor in Education, but having a History Teacher Education track would serve a need and target a significant market: students wanting to teach history or social studies in high school or middle school.

- *To increase graduate enrollments*

History sees a great opportunity to build its graduate programs here on the Pensacola Campus, with the possibility of extending west to the Emerald Coast Campus. To recruit more students to its programs in History, Public History, and Historic Preservation on this campus, it has: combined assistantship stipends and available scholarships to create 12 packages per year to recruit and retain students; begun recruiting graduate students through expressed admission, which allows faculty to nominate outstanding history undergraduate students and have them admitted through an expedited process; appointed Dr. Matthew Clavin as Coordinator of the Traditional History M.A.; advertised our programs in an improved webpage and graphic brochures; and hosted pizza parties to encourage graduate applications.

To increase support for programs by increasing amounts given to scholarship and award endowments.

Threats:

- *Hurricanes*

There have been some threats, particularly Hurricane Ivan-related ones, which have lowered FTE production, student credit numbers, and headcounts after fall 2003; but History is again seeing a rise in headcount and, since fall 2001, has increased its percentage of majors in the College of Arts and Sciences. Despite these setbacks, History is up in every category since the fall 2001.

Findings and Recommendations from Current Review:

VISION, MISSION, VALUES, GOALS

Findings

Vision: The Department of History at the University of West Florida will be a nationally recognized model of excellence at the baccalaureate and master's degree levels.

This statement is extremely ambitious and articulates a vision that the department shares with many similar departments at other regional universities throughout the country. Nevertheless, it is clear and straightforward, and—as it should—it aims high. While not every regional university alone can be “the best,” many can be “among the best.” In fact, regional universities like UWF—with the Department of History being an outstanding example—are doing more of what universities are supposed to do than many state-supported institutions at other levels, whether it be flagship research institutions or community colleges. They are producing first-rate scholarship while still putting their best faculty in the classroom on a regular basis, exposing the best and brightest students to the best and brightest faculty.

Mission: The Department of History seeks to provide students with a broad knowledge base in the discipline and highly refined research, writing, and critical thinking skills.

The department seeks to provide a foundation for better understanding the world in which we live, to produce high quality scholarship that makes a significant contribution to the discipline and to serve community needs by providing a source for historical information and expertise crucial to preserving the region's heritage.

This statement is clear, concise, complete, and consistent with the department's vision. It addresses disciplinary epistemology, scholarly technique, and high academic and civic ideals in an entirely realistic and practical manner. Implicit in this statement is the reality that the study of history, more than any other discipline, prepares individuals to be full-fledged, well-informed citizens, and there is no greater mission to which higher education can aspire.

Values: (1) Respect—treating all persons with dignity and courtesy. (2) Quality—dedication to uncompromising excellence in teaching and scholarship. (3) Inquiry—seeking historical knowledge for its own sake and for its potential to contribute to the understanding of the world. (4) Service—commitment to serving the university and community-at-large.

Analogous to the department's vision, its values statement is highly idealistic. However, for a discipline that seeks truth and promotes good citizenship, such idealism is entirely appropriate, and the values espoused here are consistent with the department's vision and mission.

Goals.

The department's goals, too numerous to reiterate at length here, are clear, concrete, and reasonable. For students they require broad knowledge of American, European, and non-western History; appropriate expertise specific to the various degree options (B.A. in History, European Studies, Gender and Diversity Studies, Pre-Law, Public History; M.A. in History, Historic Preservation, Public History); an understanding of historical methods; critical thinking; and the ability to do formal research and writing. The assessments are comprehensive and thorough. For individual faculty they require a reasonable amount of continuing scholarly activity and service to the university and the community. The department's goals for expanding its programs and hiring new personnel are entirely practical, though obviously subject to the vagaries of the state budget. The department's success in meeting its goals thus far will be discussed below.

Recommendations

The department's vision, mission, and values statements need no revision. The same is true of its goals, with the exception of changes that will need to be made if the department restructures its undergraduate tracks.

CURRICULUM AND IDENTIFICATION OF STUDENT LEARNING OUTCOMES

Findings

The department is actively assessing and modifying its curriculum on the basis of both student learning outcomes and the university's need to recruit and retain a more diverse student body from a larger geographical area.

The well-constructed curriculum maps clearly relate individual courses to the department's Academic Learning Compact and Academic Learning Plan, which in turn facilitate collection of meaningful data on student learning outcomes.

The department recently has developed on-line versions of all four of its general education courses—EUH 1001: Western Perspectives I, EUH 1001: Western Perspectives II, AMH 2010: U.S. to 1877, AMH 2020: U.S. since 1877. This allows the department to reach a new population of students who otherwise might be unable to enroll at UWF.

The department recently has developed four upper-level on-line courses: HIS 3313: Issues in Gender and Diversity, HIS 4284: Maritime History, AFH 4XXX: Africans in the Atlantic World, EUH 4XXX: Germany). Together with a fifth to be ready by fall 2007, this will enable the department to offer an on-line minor, further expanding its reach.

The department is developing a History Capstone Experience, which will be a valuable addition to the curriculum as well as a useful tool for assessing student learning outcomes.

At the level of degree programs, the department recently has undergone significant change and potentially faces considerably more in the near future. The department has compensated well for the loss of the M.A. in Historical Archaeological with the creation of the M.A. in Historic Preservation and the growth of the M.A. in Public History.

The undergraduate track in Gender and Diversity Studies is slated to become part of a new Interdisciplinary Humanities B.A. program in 2007-08. Dr. Halonen has indicated that the details of this new program remain problematic, though that does not reflect negatively upon the Department of History. In practical terms, while the department will lose a few majors with the departure of this program, it does not seem likely that it will experience a loss in SCH production, given that the new program is to be interdisciplinary.

Based on enrollment numbers, the department also is considering whether it is worthwhile to maintain separate degree tracks in European Studies and Public History.

Finally, and perhaps most importantly, the department is contemplating an attempt to revive the degree in History Education, which in present circumstances seems very wise.

Recommendations

Paralleling its impressive achievements in other areas, the UWF Department of History manages to offer an incredible array of courses, given the size of its faculty. Thus the following recommendations for additional courses should not be construed in any way as criticism. Rather, they represent a “money-is-no-object wish list” or an ideal to which the department may wish to aspire at such time as the budget for faculty lines makes it practical to do so. This is consistent with its vision of becoming a nationally recognized model of excellence.

In the interests of providing comprehensive chronological continuity in its course offerings, the department should consider creating the following courses. The proposed 4000-level courses all deal with popular periods in history and are likely to boost undergraduate enrollment substantially, thereby repaying the cost of creating additional faculty lines. The proposed 6000-level courses would broaden the appeal of the traditional M.A. in History, which recently has lost some ground relative to the M.A. in Historic Preservation and the M.A. in Public History.

- AMH 4000-level: America 1877-1920
- AMH 4000-level: America from the End of the Cold War to the Present

- AMH 6000-level: Early America
- AMH 6000-level: America from the Civil War to 1900
- AMH 6000-level: Southern History

- EUH 4000-level: Ancient Greece
- EUH 4000-level: Ancient Rome
- EUH 4000-level: Hanoverian Britain [perhaps combined with Victorian]
- EUH 4000-level: Modern Britain
- EUH 4000-level: Modern France
- EUH 4000-level: Modern Women

- EUH 6000-level: Seminar in Ancient History
- EUH 6000-level: Seminar in Early Modern European History
- EUH 6000-level: Seminar in European History from World War II to the Present

In the interests of increasing the already substantial appeal of Historic Preservation and Public History course offerings, the department should consider creating the following courses.

- HIS 4000/5000-level: Family History
- HIS 4000/5000-level: Heritage Tourism

To take further advantage of its strengths in Latin American history and the “Spanish connection” in West Florida, the department should consider creating the following course.

- LAH 6000-level: Seminar in Latin American History

To broaden its appeal to a diverse student population, the department should consider creating the following courses. Both undergraduate and graduate students emphasized in interviews with the Program Review Committee the desire for a more diverse faculty and more diversity in course offerings.

- Course(s) on African History
- Course(s) on Asian History

The department may also wish to consider setting up a two-year cycle of course offerings in which all upper-level and graduate courses are offered at least once every two years and in the same semester(s) during each cycle. This will make scheduling easier for the Department Head, and it will help both faculty and students to plan ahead. On the other hand, there is a caveat: department faculty noted in discussion with the Program Review Committee that the Department Head has a very good sense of when to offer courses in order to satisfy student demand; therefore, this a very provisional recommendation. The department may prefer to continue its present method of scheduling. Note that the Department of Government would like to see American and British Constitutional History offered in a regular sequence.

While faculty members seem committed to offering on-line courses, many have expressed very genuine concerns about how to maintain the academic integrity of such courses and especially the security of exams. Such problems are best handled at the university level, and it does not appear that the university has addressed these concerns adequately; therefore, this needs to be a high priority.

If the department determines that it is impractical to maintain a separate track in Public History, it should consider offering a minor.

The department should continue to pursue the revival of the baccalaureate degree in History Education. Florida's class-size amendment creates a need for additional middle and high school Social Studies teachers, and a degree in History Education housed in the Department of History can meet that need more directly than the current system of having students major in History and minor in Education. The creation of such a degree also would enhance the department's opportunities for obtaining external funding from sources devoted to improving secondary education, e.g., the U. S. Department of Education's Teaching American History Grant Program. The most recent call for application for TAH Grants emphasized reaching school systems that are most in need, which clearly would include economically disadvantaged counties like Escambia and Santa Rosa. The TAH Grant Program also is putting increasing emphasis on historic preservation and public history as valuable adjuncts to classroom teaching at the elementary, middle, and high school levels, and the UWF Department of History has great strength in these areas.

Finally, the Department of Government has expressed an interest in creating an interdisciplinary M.A. degree combining History and Political Science and focusing on constitutional issues.

CREATIVE AND SCHOLARLY ACTIVITIES

Findings

Given the teaching load, out-of-class responsibilities, and limited financial resources of UWF faculty, the scholarly productivity of the Department of History is amazing. The standard teaching load is 3 courses in the fall and 3 in the spring, and most History faculty teach a course in the summer term. Of the nine full-time faculty in 2006-07, Dr. Clune serves as Department Head, Dr. Ellenberg as Associate Dean of Arts and Sciences, Dr. Miller as advisor for European Studies, Dr. Ruud as advisor for Gender and Diversity Studies, Dr. Miklovich as advisor for Pre-Law, Dr. Moore as advisor for Public History (undergraduate and graduate), Dr. Clavin as coordinator of the M.A. in History, Dr. Belko as coordinator of the M.A. in Historic Preservation, and Dr. Mitchell-Cook as assessment coordinator. All also are active in other forms of service. Notwithstanding those demands on their time, since the last program review they have produced far more scholarship than one might expect at a regional institution.

Dr. Belko, who received the Ph.D. in 2001, has won several awards, has a new book with the University of Missouri Press, and is editing a volume for the University Press of Florida.

Dr. Clavin, who received the Ph.D. in 2005, has received several research fellowships, has two journal articles accepted, and has published two articles in reference works.

Dr. Clune, who received the Ph.D. in 1997, has published two journal articles since 2001 and served as President of the Gulf South Historical Association.

Dr. Ellenberg, who received the Ph.D. in 1994, has an award-winning book at press.

Dr. Miller, who received the Ph.D. in 1989, has published two books and several journal articles since 2001.

Dr. Mitchell-Cook, who received the Ph.D. in 2004, has published a journal article, a book chapter, and an article in a reference work.

Dr. Moore, who received the Ph.D. in 1997, has published two journal articles and two articles in reference books since 2001 and has two books under contract.

Dr. Zumbro (Visiting Instructor), who received the Ph.D. in 1980, has published a book, which was a selection of both the History Book Club and the Military History Book Club.

Dr. Carol Malt (Adjunct) has published four journal articles and a book since 2001 and has a book chapter forthcoming.

In addition faculty have numerous refereed conference presentations to their credit.

Recommendations

The faculty of the UWF Department of History are doing all that reasonably can be expected of them in terms of scholarship. Because they clearly are “overachievers” in teaching, professional activity, and service simultaneously, the only way for them to be

more productive is for them to have more time and resources. The budgetary prospects for the immediate future in Florida suggest that additional resources will not be forthcoming for some time. Thereafter, the Program Review Committee recommends that (a) History faculty seek more external funding [for further discussion, see below under "Resources"] and (b) the university develop a workload plan that will allow History faculty to obtain additional released time.

More specifically, the recommendation is that the College of Arts and Sciences develop SCH targets for each department. When departments exceed that target, they should receive additional release time in 3-hours blocks on an incremental basis. The appropriate target and the increment at which additional release time is awarded can best be determined by the Dean, but if x is the target and y is the increment, reassigned time would be awarded as follow: $x + y = 3$ hours, $x + 2y = 6$ hours, $x + 3y = 9$ hours, etc. Given that the Department of History already generates more than its share of SCHs, it should be a prime candidate for more reassigned time.

An additional feature of such a workload plan is that it gives each department the flexibility to manage workload as it chooses. Workload can be reduced in either of two ways: (1) by keeping class sizes small, or (b) by increasing the size of class sizes, thus generating more SCHs and more reassigned time. [Note that Southeastern Louisiana University's College of Arts, Humanities, and Social Sciences implemented such a plan with excellent results in 2005-06.]

A complementary recommendation is that the Department of History should be allowed to reduce the size of graduate seminars in return for increasing the size of undergraduate classes. It is not unworkable to have 80 students in survey classes or 35-40 in 4000-level classes, but graduate seminars really should be capped at 10 to function properly.

Another recommendation concerns public attention for the department's scholarship. While it appears that the university president frequently calls attention to the department's achievements, there is no such thing as too much publicity. The department should work to achieve a higher profile in community and university media. In addition, the department should use a public lecture series to highlight faculty scholarship.

SERVICE TO THE INSTITUTION, PROFESSION, AND COMMUNITY

Findings

Given the teaching load and scholarly output of UWF's History faculty, the amount of service that they provide to the university and community is astounding. The most spectacular example is its collaboration on the Downtown Center and its work on the planned John H. Fetterman Maritime Museum.

On campus History faculty do their fair share of committee work at the university, college, and department levels, as well as working closely with the History Club and Phi Alpha Theta (the History honor society).

Recommendations

As discussed in greater detail below under “Resources,” the department is understaffed. Faculty are performing a heroic amount of service. Adequate staffing no doubt would increase that, as well as averting the risk of faculty “burnout.”

PROGRAM ASSESSMENT

Findings

The department is fortunate in having in Dr. Mitchell-Cook a talented faculty member who also is interested in assessment. With her leadership it has developed two valuable instruments, the Academic Learning Compact for the B.A. in History and the Academic Learning Plan for the M.A. in History. Both emphasize five domains: content, critical thinking, communication, integrity and values, and project management. Both provide multiple measures for each domain. The new History Capstone Experience will play the major role in assessing the B.A. The Master’s comprehensive exam and the Graduate Capstone Experience (thesis, research seminar paper, or internship report) will do likewise for the M.A.

The department’s curriculum maps key each course to individual measures within the five domains. The department follows the annual assessment schedule established by the Center for University Teaching and Learning. Among the strengths of the process is that the process itself is continuously evaluated and that assessments lead to relatively quick action when necessary.

Recommendations

The department is on the right track here. It simply needs to insure that Dr. Mitchell-Cook continues to receive adequate support for her efforts.

RESOURCES

Findings

The UWF Department of History is understaffed in terms of both faculty and clerical support. What the current faculty and staff accomplish is remarkable, but there are practical limits to what even a department made up entirely of “overachievers” can do. Increasing the number of faculty budget lines and providing additional clerical support will enable the department to continue its current growth and development. Failing to do so will risk subjecting the department’s largely young faculty to “burnout.”

That being said, the department’s faculty are—as noted above—extremely productive scholars and provide tremendous service to the university and community. They also are excellent teachers, as the number of teaching awards that department faculty have won will attest. In interviews with the Program Review Committee, undergraduate and graduate students had nothing but praise for History personnel, including tenured/tenure-track faculty, visiting instructors, and adjuncts. As the students pointed out and as the Committee’s own inquiries confirmed, the History faculty is not only good at everything it does, it is an extraordinarily collegial group of individuals who work together and who are very accessible to students.

In Ms. Gabriela Grosse the department has an extremely capable office administrator. Faculty and students both support this assessment, as does the university's decision to award her two Academic Professional Excellence Awards (1999, 2006). The Program Review Committee's experience in working with her provides still further evidence of her efficiency and professionalism. However, given that she already is doing the work of two or three people, she clearly could use assistance.

The department has the benefit of a comfortable office building (Building 50), which it shares with the Department of Government, one of its closest academic associates. It has a Public History Laboratory with audio and video editing equipment, as well as a History Conference Room.

The John C. Pace Library is an asset, particularly for UWF's students, though faculty conducting research will find it necessary to seek some resources elsewhere.

The most impressive of the department's resources—aside from its faculty and staff—is the Downtown Center, which provides the department with an extremely favorable public presence; opportunities for grants, contracts, and community outreach; and very positive relationships with other entities, both public and private, interested in the history of West Florida.

The department's travel budget increased from \$200 to \$300 annually in 2006-07. While this is welcome, it should be emphasized that this is not adequate for the travel needs of most History faculty. For example, whereas many Science faculty may be able to conduct much of their research in on-campus laboratories, historians generally must travel to multiple archives to conduct research. Therefore, while it is understandable that equipment budgets for Science departments are much larger than those for History and other humanities departments, it would be equally reasonable for History to have larger travel budget to support research. Realistically, the amount currently available will barely support, at most, one very small research trip or one conference presentation per year.

The department has remained competitive with peer institutions in what it offers to graduate assistants; however, as the M.A. programs grow, the number of assistantships will need to grow with it. GA positions are an invaluable recruiting tool.

The department has acquired over \$40,000 in grants in recent years and is well positioned to increase that amount.

The department has acquired five new faculty laptop computers with docking stations.

Recommendations

The department needs to do the following with regard to staffing.

- Hire a full-time tenure-track faculty member with expertise in Ancient and/or Medieval European history to replace Dr. Ruud, who is retiring.

- Hire a full-time tenure-track faculty member with expertise in Southern history to take over the departmental role previously fulfilled by Dr. Ellenberg, who appears to have moved permanently into administration (but keep Dr. Ellenberg as involved as possible in the department).
- Hire a full-time tenure-track faculty member with expertise in Maritime and Public History to allow Dr. Moore to focus permanently on his role in the Downtown Center and create additional opportunities for expanding the Public History program, e.g., at the National Museum of Naval Aviation and the proposed Fetterman Maritime Museum.
- Hire a full-time tenure-track faculty member to replace Dr. Miklovich, who is retiring. Though he will return in a Lecture Emeritus position—which is most fortunate—the department needs additional faculty to meet its many responsibilities. This position could be in African-American, African, American, Asian, or European History, depending upon which areas of the current curriculum and/or curriculum development the department gives the highest priority. The Department of Anthropology, because of its interest in colonial archaeology, would particularly like to see the department hire a Spanish Colonial or Early American Historian.
- Maintain Dr. Miklovich as a Lecture Emeritus, enabling to continue his work with British and European History students, as well as exploring faculty and student exchange programs and internship opportunities.
- Convert the “super adjunct” position occupied by Dr. Derek Zumbro to a full-time position with responsibility for increasing enrollment of military personnel at Eglin Air Force Base and Hurlburt Field and exploring the creation of an M.A. option geared to such individuals.
- Convert the “super adjunct” position occupied by Ms. Knefely to a full-time Instructor position.
- Hire a full-time assistant to Ms. Grosse.
- Maintain all other existing positions.

As suggested above, the department should seek a significantly larger travel budget sufficient to support both scholarly research and presentation at professional conferences.

The department has demonstrated an ability to acquire grants from the National Endowment for the Humanities, the National Park Service, the Florida Humanities Council, the History Channel, and various state agencies, and it should expand its efforts in this regard.

The department would benefit from the acquisition of additional laptop computers for faculty research. Laptops also would further the introduction of technology in the classroom, as would portable LCD projectors. Both are now relatively inexpensive.

ARTICULATION WITH OTHER UNITS WITHIN AND OUTSIDE UWF

Findings

The UWF Department of History has excellent relationships with other academic departments on campus and with other institutions in the area.

Representatives of the Department of Anthropology, the Department of Criminal Justice and Legal Studies, and the Department of Government emphasized the strength of their relationships with the Department of History in interviews with the Program Review Committee. Evidence in the department's report indicates similarly good relationships with the Department of Art, the Department of Biology, and the Department of Environmental Studies.

The department's undergraduate tracks in European Studies, Gender and Diversity Studies, Public History, and Pre-Law are interdisciplinary. The same is true of the graduate programs in Historic Preservation and Public History. The department also contributes courses to the interdisciplinary B.A. in Maritime Studies and the M.A. in Historical Archaeology

The department conducts sponsored research projects with the Archaeology Institute and West Florida Historical Preservation, Inc., which also support the department's academic programs. The department also plays a prominent role in UWF's "research and teaching focus on the biophysical and cultural environments of northwest Florida, with emphasis on coastal and estuarine systems," along with the Departments of Anthropology, Biology, and Environmental Studies, the Archaeology Institute, the Center for Environmental Diagnostics and Research, and the Marine Services Center.

The department also collaborates with the College of Professional Studies with the Education minor for History majors who wish to be teachers.

Recommendations

The main recommendation here is that the department keep up its enviably good work.

It may also be useful to the department in its quest for additional external funding to pursue more joint grant applications with its partners.

ENROLLMENT-RELATED PRODUCTIVITY

Findings

The UWF Department of History is one of the most productive on campus in terms of Full-Time Equivalency, Student Credit Hours, and Headcounts. Though it suffered predictable setbacks after Hurricane Ivan, it has recovered to a level surpassing its position in 2001, though not yet to its highest pre-Ivan status.

At the graduate level it is making good use of assistantships and scholarships to recruit and retain quality students, as well as facilitating enrollment through expressed admissions.

Recommendations

The department experienced a sharp upward spike in FTEs, SCHS, and headcount just prior to Hurricane Ivan. It should seek to identify the reason(s) for that.

The recommendations made above with regard to curriculum also apply here.

Given the compelling anecdotal evidence concerning student placement in the department's report, it would almost certainly provide a useful recruiting tool (and thus an enrollment booster) if the department were to systematically track placement of graduates in advanced degree programs and jobs and publicize that information.

The department should further strengthen its relationships with alumni and seek to increase financial support for faculty endowments and student scholarships.

SUMMARY OF RECOMMENDATIONS

Faculty Lines

- Tenure-track faculty member with expertise in European history (replacing Ruud).
- Tenure-track faculty member with expertise in Southern (replacing Ellenberg).
- Tenure-track faculty member with expertise in Maritime and Public History (new).
- Tenure-track faculty member with expertise to be determined (replacing Miklovich).
- Lecture Emeritus line (Miklovich).
- Convert "super adjunct" position to full-time (Zumbro).
- Convert "super adjunct" position to full-time (Knefely).

Equipment and Support

- 5 new laptop computers, estimated cost \$7,500
- 3 new portable Infocus projectors, estimated cost \$3,000

Policy Issues

- Follow through with Strategic Plan recommendations for Historic Pensacola Village, the John H. Fetterman Maritime Museum, expanding sponsored research, establishing a History Education track, developing exchange programs and internships, and exploring an M.A. for military personnel.
- Develop a plan for routine replacement of all computers on a three-year cycle.

SUMMARY

The UWF Department of History is doing an outstanding job in every respect. All recommendations here are intended to be make an extremely good department even better. UWF cannot really ask the department to do any more than it is doing already with its current resources, but with a judicious allocation of additional resources it can reap enormous benefits in still greater productivity. The off-campus member of the Program Review Committee is a Department Head at a similar regional university and would be proud to have any member of this department on his staff; in fact, he would be proud to be a member of this department.

Draft of findings and recommendations submitted May 25, 2007