



DEPARTMENT OF HISTORY

Illinois State University

Budget Planning Report *FY 2016*

Department of History
College of Arts and Sciences

INTRODUCTORY NARRATIVE

The Department has had an active agenda for FY 15/AY 14-15: History submitted its program review in September; we continued to implement edTPA and proposed significant revisions to our History-Social Sciences Education curriculum (including a new 1 credit edTPA preparation course); and we created a gateway HIS 100 course that will acclimate our new majors to departmental culture and thus assist retention efforts. Enrollment issues—partly planned with a required 3.0 GPA (major and overall) for History-Social Sciences Education students and partly reflective of challenges facing humanistic disciplines in general and employment possibilities for social science teachers in Illinois in particular—merit constant monitoring: recruitment and retention efforts; emphasizing history/liberal arts careers; and serving the university with a shift of faculty assignments to general education courses.

The Department's Spring 15 calendar will be dominated by the process of charting its future through the prioritizing of tenure track lines and by a host of (co-)sponsored events: the annual History-Social Sciences Education Symposium consisting of 35 panels and attended by about 250 Illinois teachers; the Capitol Forum for America's Future, which will bring 125 high school students and their teachers from a dozen schools to campus for a day of Human Rights workshops; two days' worth of European Studies workshops; the Women's and Gender Studies Symposium; and three talks in the President's Speakers Series as well as several other guest lectures.

KEY FINDINGS EXCERPTED FROM THE PROGRAM REVIEW EXECUTIVE SUMMARY

The following sections from the Executive Summary capture key findings of our Program Review. (We submitted the review in September; where possible figures have been updated through the 2014 calendar year based on productivity reports.)

Program Goals and Quality Indices: Informed by the American Historical Association's best practices, our mission statement reads: "Through the attraction and retention of high-quality faculty who are committed to teaching, research, and service as mutually supportive activities, the Department of History seeks to provide excellent instruction at the undergraduate and graduate levels, to prepare future teachers in the discipline of history, to help currently employed teachers to increase their knowledge of the subject matter and develop their pedagogical skills, to produce nationally and internationally recognized scholarship in history and the teaching of history, and to create an academic community committed to the ideals of liberal learning." According to latest (2012) IBHE figures, ISU History was the largest program in Illinois and produced the most History-Social Sciences teachers. We were also among the most rigorous education programs, with a 3.0 (major and overall) GPA requirement. 98% of our teacher education students pass the state content exam. Other indications of quality include the facts that since 2010 History faculty members and staff have won 20 major University and College Awards and that since 2008 faculty members have published 31 books, 88 articles and chapters, and hundreds of book reviews while also delivering 233 conference papers and invited talks. Finally, we co-host annually a History-Social Sciences Education symposium attended by 150-200 teachers.

Changes in the Academic Discipline, Field, Societal Need, and Program Demand: The discipline of History has become more interdisciplinary and international in focus. Nationwide—and as is the case during recessions—History and the Liberal Arts have experienced recent declines in the number of majors. Changes in the nature of the teaching profession and Illinois' fiscal health suggest that our education students will face a challenging market in the immediate future. Nevertheless, History and the Liberal Arts provide excellent training for citizenship, lifelong learning, and nearly any career that requires critical thinking and communication skills.

Major Findings of the Self-Study Review: The program plays a central role in the University and the state. Not only are we the largest overall History and largest History-Social Sciences Education program in the state, we also provide a significant number of General Education and Global Studies seats. ISU History fares exceptionally well in a comparison with other Illinois public universities. The major is also fundamentally strong, with a solid curriculum, quality training for our education majors in addition to outreach efforts to enhance the professional development of Illinois teachers, and many opportunities—from study abroad to internships and co-curricular activities—to complement excellent classroom instruction. Surveys of alumni and of seniors reveal a high degree of satisfaction among our advanced students and graduates, who find the program challenging and who rate the quality of instruction very highly. Human capital remains the Department's main strength: The 31 books published since 2008, the national prominence of faculty as seen in such recent accomplishments as journal editorships as well as Fulbright and NEH Fellowships, and the 20 major university and college awards since 2010 all evoke the Department's important contributions to ISU's mission. Nevertheless, The Department faces challenges, primarily regarding enrollment, which had "skyrocketed" to an unsustainable level by 2006 but which may soon become too low unless trends can be reversed. We will have to work hard to recruit and retain students, work that will necessitate more remediation and greater attention to students in their first year as well as greater emphasis on careers.

Initiatives and Plans for the Next Program Review Cycle: The Department will focus on five initiatives: 1) determine the future of the Department through prioritizing tenure track lines; 2) increase recruitment and retention efforts; 3) emphasize careers and internships; 4) implement a HIS 100 course (Introduction to History) for new majors; 5) focus on the minor; 6) continue to enhance faculty research productivity.

THE ALIGNMENT OF HISTORY WITH *EDUCATING ILLINOIS*

Following are sample highlights, excerpted from the BA-BS Program Review, of the alignment of departmental goals with those of *Educating Illinois*. (Again, figures have been updated through 2014 where possible.)

Centrality to the University: with 423 majors in fall 2013, History was the 4th largest department in the College of Arts and Sciences. It was also the largest History program in the state of Illinois, having eclipsed by 2012 the previously larger program at the University of Illinois at Urbana-Champaign. Because 65% of its students enroll in the History-Social Sciences Education sequence, the program is the largest producer of history teachers in the state of Illinois and one of the largest in the nation, consistent

with the origins and mission of the institution. Furthermore, the Department houses three interdisciplinary majors and teaches and/or offers classes for thirteen other interdisciplinary minors. Finally, as befitting one of the foundational liberal arts disciplines, History plays a prominent role in the University's General Education program; from 2008-2012 History generated 51,933 credit hours in General Education.

Individualized Attention: with 200-level courses capped at 30 and 300-level courses at 20 (many 100-level courses are capped at 40; no classes are larger than 88), a History major will experience continual faculty/student interaction. In addition, all students work individually with faculty members on 12-15 page research papers in "Doing History" (HIS 200), which is capped at 17, and with faculty members on 20 page research papers in the "Senior Seminar," capped at 10-12. Numerous students also benefit from independent studies.

Pursuit of Learning: History majors can choose from nearly 100 undergraduate course offerings ranging from Ancient Greece to Modern China. Assigned a significant amount of reading and writing, students emerge from History with transferable skills in written and oral communication as well as critical thinking and research. Students can also join Phi Alpha Theta, the national History honors society, or the History-Social Sciences Education club; publish their work in our journal of student papers, *Recounting the Past*; participate in one of the six study abroad programs offered or two exchange programs developed in the past 5 years; undertake a valuable internship experience (17 did so from spring 2013-spring 2014); or receive a co-curricular experience ranging from countless talks or field trips funded by the department, most recently to the Chicago Art Institute, the Abraham Lincoln Presidential Museum and Library, and so on.

Diversity: History has a diverse faculty that prepares students for an increasingly diverse world. Twenty-five percent of tenure track faculty members are minorities and 42% are women. Thirteen tenure track and 4 non-tenure track faculty members specialize in non-U.S. history, and altogether historians in the Department speak or read 23 different languages. As a discipline, History inherently prepares students to confront an increasingly globalized world, for at base historical thinking requires an appreciation of moral, causal, and epistemological complexity, historical empathy (the ability to perceive the past and its peoples in the context of their own, as opposed to one's own, value systems), and an appreciation of cultural difference within the context of our shared humanity. The Department has been at the forefront of the University's internationalization efforts. For example, a faculty member co-directed until 2013 the International Studies Seminar, while that seminar's series for fall 2014 included 3 talks by faculty members. In the past 5 years, faculty members have organized 4 new study abroad programs—a fifth is in the works—and participated in 6 altogether. Eleven students have opted to student teach in Brighton, UK, and the Department established new exchange programs with Birzeit University in Palestine and Bilkent University in Turkey. Seven students studied in Turkey this inaugural year.

Teaching, Scholarship, and Service: Since 2010 History faculty members and staff have won 20 major University and College Awards: CAS Outstanding Teacher Award (x2), CAS Outstanding Researcher Award (x3), CAS Excellence Award for Scholarly Achievement (pre-tenure), CAS Excellence/Award for Scholarly Achievement (tenured), CAS Excellence Award/John A. Dossey Award for Teaching

Achievement (tenured), CAS Excellence for Outstanding Staff (civil service), CAS Excellence for Outstanding Staff (A/P), A/P Distinguished Service Award, A/P Esprit de Corps Award, Commitment to Diversity Award (faculty), Strand Diversity Award, Service Initiative Award (x2), Teaching Initiative Award, Outstanding University Teacher Award (category II; x2); Arts & Sciences Distinguished Lecturer.

History's 5 full professors have published a combined 44 books. Since 2008 faculty members have published 31 books, 88 articles and chapters, and hundreds of book reviews while also delivering 233 conference papers and invited talks. A small sampling of recent national recognition of our faculty includes: editorship of two academic journals (and guest-editorship of many others); Library of Congress, NEH, and Fulbright Fellowships; Visiting Professorships at Bielefeld University in Germany and the American School of Classical Studies in Athens; selection to participate in NEH summer seminars, the US Holocaust Memorial Museum Silberman Seminar, and the Maria Elena Moyano Human Rights Seminar in Peru; consulting for the Sewell-Belmont House and Museum in Washington, DC; national prizes for best book, best article, and for a local public history exhibit; a *Choice* Outstanding Academic Book selection and a *Los Angeles Times* book prize finalist designation; invited talks at the American Philosophical Society among other prestigious venues, etc.

Faculty currently serve the institution: on the UCC, CGE, AP Council, AFEGC, OISP Advisory Board, CFSC, IRB Executive Committee, CRR, CTE, Honors Council and Senate, including its Executive Committee; as Chair of the Editorial Board of *Identity* and as Chair of the Search Committee for Provost & Vice President for Academic Affairs. We serve the state most obviously by co-hosting with the McLean County Museum of History and the Regional Office of Education an annual History-Social Sciences Education Symposium. We also provide civic service by co-hosting with the Illinois Humanities Council the Capitol Forum on America's Future. Nationally, colleagues serve the profession and society in numerous ways: as Expert Witness in asylum cases before the U.S. Department of Justice, on the Executive Committee of the Society for the History of the Gilded Age, as organizers of the Midwest Japan Seminar and the national conference of the U.S. Society for Intellectual History; on the World Bank African Diaspora Committee, to cite but a few examples.

PART I. FY 15 ANNUAL REPORT & ACCOUNTABILITY REPORTS

1.1 Accomplishments and Productivity for FY 15

1.1.a List Unit's Goals for FY 15

A. Complete Program Review (Educating Illinois Goal 1, Strategies 2 & 4; CAS Focus 1: Facilitate Academic Excellence, Goal 1.1): The completion of this process will determine what we do well and where improvement is needed and thus will set the Department's future agenda.

B. Prioritize Future Tenure-Track Lines (Educating Illinois Goal 1, Strategy 1 & Goal 2, Strategies 1 & 3; CAS Focus 1, Goal 1.1): Several years ago the Department held lengthy discussions to identify its hiring priorities to strengthen the program. If successful in our current search, the Department will have worked its way through that list, having completed hires in Colonial U.S., South Asian, Medieval European, and now Chinese History. Thus, History will be in a position to determine its future needs with an eye toward covering major chronological, thematic, and/or geographical gaps in the program as well as on recruiting students by offering courses in areas where strong interest exists.

C. Recruitment and Retention of Majors, Minors, and Graduate Students (Educating Illinois Goal 1, Strategy 1): The Department plans to redouble efforts to stabilize its major enrollment, to increase the number of minors, and to recruit more and high-quality graduate students. Closely related to retention efforts would be discussion of the suitability of a 100-level seminar to acculturate our students and create an early sense of community among them.

D. Enhance Students' Experience beyond the Traditional Classroom Setting (Educating Illinois Goal 1, Strategy 3; Goal 2, Strategy 5; CAS Focus 1, Goal 1.2 & 1.4): This objective includes strengthening the internship program, offering co-curricular opportunities, promoting study abroad, and facilitating student participation in conferences and research symposia.

E. Hold World War I Conference (Educating Illinois Goal 1, Strategy 3; Goal 2, Strategy 4; CAS Focus 1, Goal 1.2 & 1.3): August 2014 will be the centenary of the outbreak of World War I, an event that shaped the 20th-century and the world we live in. Numerous colleagues at ISU have scholarly interests and/or teaching expertise in World War I history. The proposed conference would consist of both teaching activities to educate students and the public about the war's significance and scholarly papers suggestive of the state of the art in the discipline.

1.1.b List Unit's Major Accomplishments for Each Goal

A. Complete Program Review (Educating Illinois Goal 1, Strategies 2 & 4; CAS Focus 1: Facilitate Academic Excellence, Goal 1.1): Our documents—History Overview, BA-BS Review, MA-MS Review, and Executive Summary—were submitted to CAS in September. They required few revisions by CAS Associate Dean Sally Parry and were forwarded to Associate Provost Jim Jawahar on October 1 for review by him and the Academic Planning Committee. The Provost's Office will issue a report to the Department by March 1.

B. Prioritize Future Tenure-Track Lines (Educating Illinois Goal 1, Strategy 1 & Goal 2, Strategies 1 & 3; CAS Focus 1, Goal 1.1): Faculty have begun informal discussions of the subject, but the official act of prioritizing lines will be the subject of several forthcoming meetings in spring 2015 and in fact will constitute the main item on the Department's collective agenda.

C. Recruitment and Retention of Majors, Minors, and Graduate Students (Educating Illinois Goal 1, Strategy 1): History of course participates in all official ISU recruitment and admissions events. In the final analysis, the list below indicates activity on the enrollment front, but the success of such activity will be determined by fall 2015 census figures.

- Held Department meeting devoted to enrollment with AVP for Enrollment Management, Troy Johnson; Chair and Ron Gifford had subsequent meeting with Johnson to devise a specific Recruitment Action Plan (* = elements of the action plan)
- Created and submitted new HIS 100 course *, a 1 credit gateway requirement for all new majors to introduce them to Department faculty and culture and to create an *esprit de corps* (currently under review by UCC)
- Implemented "freshmen of the day" program *
- Sent individualized letters to all History admits * (revised with the assistance of Troy Johnson, that letter was subsequently distributed as a model by him among ISU schools and departments); calls to majority of admits planned for February and March 2015 *
- Internal recruitment: every semester Department sends letters, totaling in the hundreds, to all first/second year students who received "A" grade in gen ed HIS courses, encouraging them to enroll in subsequent courses and/or major or minor in History
- Internal recruitment: Chair and Gifford met with University College Advisors (12/2) and Amelia Noel-Elkins (10/30) to promote the Department and have advisors encourage students to major in History *
- Offered smaller and majors-only sections of HIS 102 & HIS 136 to enhance retention
- Literature and new practices at Open Houses include list of career paths/internship experience of recent alumni * and having current majors present to talk to prospective students *
- Continued emphasis on careers: History careers was the subject of Passages presentation; faculty discuss in every major class first week of each semester; Renee Carrigan (Career Services) met with each section of HIS 200, 300, 390; Career Services held 2 resume workshops for History majors only; History participated in CAS "What Are You Going to Do with that Degree?" initiatives
- The Department is in the process of revising its website and has restarted its Facebook page * and reinvigorated it with frequent postings

D. Enhance Students' Experience beyond the Traditional Classroom Setting (Educating Illinois Goal 1, Strategy 3; Goal 2, Strategy 5; CAS Focus 1, Goal 1.2 & 1.4): History receives strong marks from students and alumni for classroom excellence, but we strive to give students meaningful learning experiences "Beyond Schroeder Hall." Such experiences might entail internships, study abroad, service learning, or co-curricular opportunities.

Internships: The goal with internships is not simply to expand and broaden the program, but to establish closer coordination and more regular communication with internship sponsors. With regard to our most significant partner, the McLean County Museum of History, the History Department has begun offering stipends to cover the internship tuition of selected students. Beyond the inducement to student applicants, this compels the Department's internship advisor to work in an ongoing way with the museum's internship coordinator. Meanwhile, we have established long-term internship projects with local institutions ranging from the Second Presbyterian Church to the Town of Normal's Uptown management office. The number of interns and credit hours has been on the increase, 42 credit hours total in 2014 and over 30 already in spring semester 2015. Dr. Lessoff has been working to connect his undergraduate U.S. urban history course and his MA-level local and public history course to the activities and institutions involved in the internship program. Students in HIS 322 spend several classes at the McLean County Museum's archives and then do primary-source-based projects devised in cooperation with the museum archivist. The MA students visit with the staff of every one of the local historical sites and institutions, in addition to spending a day during the semester meeting the head curator at the Chicago History Museum. The MA course especially has grown into a source for interns, who can thereby deepen their interests in museums, archives, and historical sites.

Study Abroad: Last summer History had two faculty-led short term study abroad programs to Orvieto, Italy (Jasper) and Europe (Hughes/Soderlund); we continued to send majors to student teach in Brighton, UK (Noraian/Walk); and the exchange program with Bilkent, Turkey (Lessoff) was launched. Overall, 17 History majors studied abroad last year, and the aforementioned programs attracted a total of 47 ISU students, 10 of whom were majors. The Bilkent program saw 7 students participate in its first year. Currently, one faculty-led program is planned for summer 2015 (Jasper), and Dr. Jim Skibo (SOA) and Anthony Crubaugh will submit a new proposal for a summer 2016 program to Burgos, Spain. In CY 14 History provided 13 students with \$500 study abroad scholarships, or a total of \$6,500 from its Excellence Fund. History will also use \$3,500 in FY 15 variance funds for a faculty stipend for a summer 2015 study abroad program. These funds function similar to a scholarship because they decrease the student fees for study abroad by \$3,500.

Co-curricular Activities: History sponsored/is sponsoring numerous co-curricular events and opportunities in FY 15/AY 14-15. These include talks by Lessoff, He, Kennedy, Cocks (Iowa) and Alegi (Michigan State) in the International Studies Seminar; by Pande (Toronto) and Schultz (UIC) in the Department Research Seminar; by Kennedy and Nassar in Milner's WWI Series; and by Johnson (UIC), Winter (Yale), and Baloup (artist) in the President's Speakers Series. They also include field trips to the Field Museum of Natural History (Adedze/300); the Chicago History Museum (Lessoff/322); the Newberry Library and Chicago Art Institute (Jasper/300); the Abraham Lincoln Presidential Museum and Library (Stump/320); Hull House (Ciani/300); and a screening of "Twelve Years a Slave" (Gifford/History Club). Our History Education students had these co-curricular experiences: Route 66 service learning project; a 2-day Chicago Urban Education trip as part of the CTEP program; discussion leaders for the Capitol Forum on America's Future; and attendance at the annual History-Social Sciences Education Symposium, which had 35 panels. Furthermore, all of our students will be encouraged to attend the European Studies Symposium workshops (April 3 and 17) as well as the Women's and Gender Studies

Symposium (April 17). Finally, students presented in 2014 or will present in spring 2015 their research at the ISU Student Research Symposium, the Phi Alpha Theta Regional Conference, the Popular Culture Association meeting in New Orleans, and the Southern Studies Conference.

E. Hold World War I Conference (Educating Illinois Goal 1, Strategy 3; Goal 2, Strategy 4; CAS Focus 1, Goal 1.2 & 1.3): The original plan of the Ad Hoc Committee on World War I was to host a two-day conference, with one day devoted to outreach and teaching WWI and a second day for scholarly papers. The latter proved impractical in light of the cost and the fact that most WWI scholars already had numerous commitments in this anniversary year. In our revised plan, the teaching/outreach component consisted of the following: Kennedy and Nassar gave public talks for the Milner “Answering the Call” program; Kennedy, Nassar, Stump and Soderlund will all teach units for the spring 2015 Senior Professionals program; and our annual History-Social Sciences Education Symposium had a strong WWI theme. (Eight of the 35 panels were devoted to WWI; 5 ISU faculty members and 3 ISU alumni were presenters on the topic). For the scholarly component, we attracted Jay Winter, Professor of History at Yale University and one of the world’s foremost experts on the Great War, to give a major talk in the President’s Speakers Series on March 26.

1.1.c Activity Report (for CY 2014)

1. **Authored Books/Monographs:** 2 (Clemmons, *Conflicted Mission*; Brakebill, *Barbara Egger Lennon*)
2. **Edited Volumes:** N/A
3. **Textbooks:** 1 (Perez, *Pre-Modern Japan*)
4. **Published Articles in Edited Books:** N/A
5. **Journal Articles:** 5
6. **Book Chapters:** 4
7. **Peer-Recognized Creative Efforts:** 2
8. **U.S. (but non-ISU) Conference Papers:** 21 (1 with graduate student)
9. **Conference Papers outside the U.S.:** 7
Other Publications: 1 encyclopedia entry, 1 review essay, 13 book reviews
Student Activities: 4 poster presentations, 6 conference presentations, 6 papers published (in faculty-reviewed departmental publication, *Recounting the Past*)
10. **Editorships**
 - Lessoff (editor), *Journal of the Gilded Age and Progressive Era*
 - Lessoff (editorial board member), *Journal of Ankara Studies*
 - Nassar (co-editor), *Jerusalem Quarterly*
 - Adedze (editor), *Textile Newsletter* (American Topical Association)
 - Adedze (book review editor), *Comparative Studies of South Asia, Africa and the Middle East*
 - Kennedy (contributing editor), *Society for the History of American Foreign Relations*
 - Biles (editorial board member), *Journal of the Illinois State Historical Society*
 - Reed (editorial board member), *Journal of the Illinois State Historical Society*
 - Reed (editorial board member), *Journal of American Ethnic Studies*
 - Olsen (editorial board member), *Revista LEDI*
 - Hughes (editorial board member), *Teaching History*
 - Hughes (editorial board member), *Education in a Democracy: A Journal of the National Network for Education Renewal*

11. **Notable Invited Public Lectures/Interviews on Academic Topics (non-ISU, non-local)**
Invited Lectures

- Biles, R. "The Fate of Cities," Oklahoma State University School of Architecture, Stillwater, OK. (November 10, 2014).
- Biles, R. "Richard J. Daley: Politics, Race, and the Governing of Chicago," Harris School of Public Policy, University of Chicago, Chicago, IL. (May 8, 2014).
- Hartman, A.G. "Culture Wars, Reform and Policy in Comparative Perspective," Aarhus University-Copenhagen, Pedagogical and Philosophical Studies, Copenhagen, Denmark. (May 2, 2014).
- Hartman, A.G. "Culture Wars in Higher Education," Université de Strasbourg, History Department, Strasbourg, France. (March 28, 2014).
- Hartman, A.G. "Culture Wars in Higher Education," Trinity College, Arts and Humanities Research Group, Dublin, Ireland. (March 10, 2014).
- Hartman, A.G. "American Education in the Culture Wars," University College-Dublin, Clinton Institute for American Studies, Dublin, Ireland. (March 7, 2014).
- Hartman, A.G. "The Battle for the American Mind: the Culture Wars in Higher Education," Nottingham University, Department of American and Canadian Studies, Nottingham, UK. (February 12, 2014).
- Hartman, A.G. "The Battle for the American Mind: the Culture Wars in Higher Education," Canterbury Christ Church University, Canterbury, UK. (January 8, 2014).
- Jasper, K.L. "Saints and Social Networking," Keynote Address, Medieval Studies Week at Andrew College, Andrew College, Cuthbert, GA. (February 11, 2014).
- Kennedy, R. "A Net of Intrigue and Selfish Rivalry: Woodrow Wilson and Power Politics," American Philosophical Society Spring Meeting, American Philosophical Society, Philadelphia, PA. (April 26, 2014).
- Lessoff, A. "Where Did the Idea of Machine Politics Come From?" Kohlenburg-Towne Speaker Series, Truman State University, Kirksville, MO. (March 5, 2014).
- Nassar, I. "Photographing the Egypt-Palestine Front During WWI," Wright State University. (September 18, 2014).
- Nassar, I. "Photographing the Egypt-Palestine Front During WWI," University of Dayton. (September 17, 2014).
- Nassar, I. "History of the Conflict in Palestine and Photography," University of Illinois Urbana-Champaign, Students for Justice in Palestine. (April 22, 2014).
- Nassar, I. "Elements of the History of Photography of the Middle East," Middle East Photography Preservation Institute, Getty Museum, Arab Image Foundation, Metropolitan Museum, Amman, Jordan. (January 25, 2014).
- Paehler, K. "Auslandsspionage---Ideologie und Illusion. Das Amt VI des Reichssicherheitshauptamtes," Keynote Address, Topographie des Terrors Foundation & Humboldt Universität, Berlin, Germany. (November 2014).
- Paehler, K. "Greece and the Greek Jewish Community during WWII," American School of Classical Studies, Athens, Greece. (June 2014).
- Paehler, K. "Spying While Female: Hisdegard Beetz, Nazi Espionage, and the Quest for the Ciano Diaries," Strochlitz Center for Holocaust Studies, The Weiss-Livnat International MA in Holocaust Studies, University of Haifa, Haifa, Israel. (May 2014).

- Perez, L. "Mutual Misinformation and Misunderstanding: The Omaha and Panay Incidents," Invited Keynote Lecturer, Center for East Asian and Pacific Studies Seminar, University of Illinois Urbana-Champaign. (November 11, 2014).
- Tsouvala, G. "The History of Thespiani, Boiotia," Guest Lecture, American School of Classical Studies at Athens, Athens, Greece. (October 26, 2014).
- Tsouvala, G. "The Archaeology and History of Horraon, Epirus," Guest Lecture, American School of Classical Studies at Athens, Athens, Greece. (September 15, 2014).
- Varga-Harris, C. "Apartment Stories: Communist Construction and Daily Life during the Khrushchev Years," Munk School of Global Affairs, University of Toronto, Toronto, ON, Canada. (October 2, 2014).
- Winger, S. "The Common Good in Lincoln's Thought," Keynote Address, Lutheran Day for the State Legislature, Lutheran Social Services of Illinois, Springfield. (May 13, 2014).
- Wood, A. "The Race for America," The Global Institute for Secondary Educations, Center for Global Studies, The University of Illinois at Urbana-Champaign. (July 11, 2014).

Interviews

- Kennedy, R. Interview on Radio Free Europe-Russia. (May 2, 2014). US and World War I.

Other Invited ISU/Local Presentations and Interviews

- Clemmons, L. Media interview, WGLT Radio. (May 2014). New book (*Conflicted Mission*)
- Kennedy, R. Media interview, WJBC Radio. (July 21, 2014). World War I.
- Kennedy, R. Media interview, ISU StateSide. (July 8, 2014). World War I.
- Kennedy, R. Media interview, The Pantagraph. (June 26, 2014). World War I.
- Kennedy, R. Media interview, WJBC Radio. (June 6, 2014). D-Day.
- Kennedy, R. Media interview, ISU StateSide. (April 2, 2014). Ukraine Crisis.
- Kennedy, R. Media interview, The Pantagraph. (March 24, 2014). Ukraine Crisis.
- Nassar, I. Media interview, WGLT Radio. (August 4, 2014). The conflict in Gaza.
- Nassar, I. Media interview, WJBC Radio. (July 29, 2014) The Israeli war on Gaza.
- Nassar, I. Media interview, WJBC Radio (August 2014). The rise of ISIS.
- Olsen, P. Media interview, WJBC Radio. (December 18, 2014). Developments in Cuba.
- Reda, J. Media interview, WGLT Radio. (December, 2014). The History of July 4.
- Varga-Harris, C. Media interview, The Pantagraph. (November 3, 2014). The Berlin Wall.
- He, Q. "'Spectacular Death: Visuality and Modernity in Early 20th-century Shanghai,'" International Studies Seminar, Illinois State University. (November 5, 2014).
- Kennedy, R. "The Bombing of Cities in World War II," International Studies Seminar, Illinois State University. (September 17, 2014).
- Kennedy, R. "The Origins of World War I," World War One lecture series, Milner Library, Illinois State University, (November 11, 2014).
- Lessoff, A. "National Capitals in the Age of Global Cities," International Studies Seminar Series, Illinois State University. (November 12, 2014).
- Nassar, I. "WWI in the Middle East," World War One lecture series, Milner Library, Illinois State University (October 9, 2014).
- Nassar, I. "Post-colonialism and Community Development," Professors-du-jour, Intellectual Feast Society, Stevenson Center for Community, Heartland Bank Community Room, Normal, IL.

12. Describe Student Participation in Student Exchanges and Study Abroad Programs

- 17 History students studied abroad in CY 14; 6 of them participated in the Study Abroad/Teach Abroad Program in Brighton, UK and blogged about their experience on the department

website; 5 History students participated in the department's two new short term study programs for summer 2014 (London/Paris, Orvieto, Italy)

- 40 ISU students participated in History faculty led study abroad programs in CY 14
- Another 7 ISU students studied at Bilkent University (the program's first year) in an exchange program established by Lessoff/History
- 13 History students given \$500 scholarships for study abroad in CY 14

1.1.d Other Productivity Measures from PRPA

Key quantitative indicators of productivity in the area of teaching include the following from PRPA: in FY 14 History awarded 112 BA/BS degrees and 18 minors; in fall 2014 History had 362 first majors, 14 second majors, and 41 minors (the decline over several years continues to reflect the national economic situation, the job market for teachers in the state, and the impact of the new 3.0 GPA requirement for education majors). The graduate program currently has 41 students and in 2014 conferred 12 MA/MS degrees. In AY 2014 the department generated 16,303 credit hours, which translates into approximately \$7.2 MM in (in-state) tuition and fees for the university. The Department maintains a central role in general education, having filled 1776 seats in spring 14 and 2,578 seats in fall 14, for a total of 4,354 seats and 13,062 credit hours; well over half of all History seats in spring were filled by gen ed students, and three-fourths of History seats in fall were gen ed. According to most recent averages (fall 2013), tenure track faculty generated 198 credit hours/FTE, which was close to the CAS average of 214 credit hours/FTE. NTT faculty generated 416 hours/FTE. All credit hour figures reflect limitations on class sizes due to a heavy emphasis on writing. Only at the 100-level do we offer classes of 88; 200-level classes are capped at 30, while 300-level classes are capped at 20, thus allowing for individualized attention and writing intensive courses. According to latest PRPA/IBHE data, our program's average cost per credit hour (186.1) is well below the average for Illinois public universities (350.3). The program's average faculty credit hours per staff year (580.8) is significantly above the combined average of other state public universities (425.1). Thus, we believe the Department delivers an excellent education at a very good value.

Period	BA/BS Degrees	First Majors	Credit Hours
2011	136	522	20,470 (2010-11)
2012	137	470	18,220 (2011-12)
2013	126	423	17,692 (2012-13)
2014	112	362	16,303 (2013-14)

1.2 Internal Reallocations and Reorganizations in FY 15

A. Reallocations or Reorganizations – History will reallocate approximately \$2,000 from the NTT base to the CS line in order to fund overtime of an employee who transitioned from salary to hourly pay.

B. Use of Additional Funds to Enhance Accomplishments and Productivity

1. **Provost Enhancement Funds** – N/A

2. Strategic Budgeted Carryover Funds – History carried over \$7,000 in SBC funds from FY 15. \$2,000 was part of a start-up research package for a new faculty member, and \$5,000 was linked to our World War I commemoration activities. In particular, the latter funds will bring in Professor Jay Winter (Yale) from Paris, France to deliver a lecture as part of the Presidential Speaker's Series.

3. Variance Funds – History received \$30,000 in variance money this year. \$10,000 supplemented faculty professional travel; \$4,500 paid for field trips to: Chicago Art Institute, Newberry Library, Chicago Field Museum, Chicago History Museum, Chicago Urban Education experience, Lincoln Presidential Museum and Library, Hull House, a screening of a historical film; \$4,500 was for hosting speakers (Pande, Schultz, Johnson, Cocks, Alegi); \$1,000 was for journal support; \$1,500 contributed to ISU's Newberry Library Consortium and American School of Classical Studies in Athens memberships; \$3,500 will pay a faculty member's study abroad stipend (thus saving student's \$3,500 in program fees); \$5,000 covered a spring course (Anderson HIS 395). As is clear, variance funds are instrumental in fostering productivity (e.g. faculty travel) and enhancing our program (e.g. field trips and speakers). They often pay for items that normally come from the Foundation—such as publishing the newsletter and supporting journals—and so help us protect that source of funds. They also allow us to temporarily take pressure off CAS, e.g. by covering Newberry Library and ASCSA dues.

4. Technology Tuition – N/A.

5. Instructional Capacity Funding – History received \$118,416 in Instructional Capacity/Gen Ed funding for FY 15. \$13,640 originally came in the form of GA support, but the Department opted to use the money for more courses. The entire \$118,416 was spent on NTT salaries for general education courses: HIS 111, 104, 107, and IDS 121. A detailed accounting of IC/GE expenditures will be due by 7/1/15.

6. Summer Session – History received \$79,782 for summer 2015 and will offer 11 courses. (A 12th course [He, HIS 104] will be funded from summer 2014 incentive money.) Six of the courses are FRC and will be held online, and eight of the twelve serve the general education program. HIS 266 serves both majors and students needing a global studies course. The other three offerings—249, 309, and 417—will help both majors and graduate students with time to degree.

7. External Funding – N/A.

8. Foundation Funds – Thanks to benefactors and donors, History has scholarship endowment funds totaling about \$1.1 MM. In CY 2014 19 students received \$32,300 in scholarships and awards. The Excellence Fund has benefitted in recent years from both donor generosity and the fact that variance money covered many items that are typically charged to this Fund, such as the publication of our departmental newsletter and journal of student papers. In CY 2014 foundation dollars were spent on: support for journals edited by faculty members (\$2,500), study abroad scholarships (\$6,500), new faculty start-up funds (\$500), a visa extension for a tenure-track faculty member (\$1,900; this is an employer obligation), faculty (Clemmons, Hartman, Paehler, Lessoff) book production costs (\$2,500), and alumni/donor development (\$500).

9. External Contracts - N/A.

1.3 Accountability Reports

A. Instructional Capacity Accountability Report – Due 7/1/15.

B. Supplemental Travel for Field Supervision Accountability Report – Due 7/1/15.

PART II. FY 16 PLANNING NARRATIVE

2.1 Major Objectives for FY 16

A. Review, and Implement Changes to, the Undergraduate Curriculum (Educating Illinois Goal 2, Strategy 1, CAS Focus 1, Goal 1.1): Discussions among faculty, the program review process, and proposed changes already underway all suggest that our undergraduate curriculum merits focus. In the History Ed sequence, we hope to implement a new 1 credit edTPA course (HIS 391), move our second methodologies course (HIS 390) up a semester so that it occurs prior to student teaching (STT 399), and alter our methodologies courses so that HIS 290 emphasizes the teaching of History and HIS 390 the teaching of the Social Sciences. For the regular BA/BS program, we hope to implement a new 1 credit gateway course (HIS 100), in which students will get to know faculty, conventions of the discipline, opportunities in the major, and departmental culture. In addition, we need to: rethink the goals of HIS 200 (Doing History), a required historical methods course; determine the role of World History in the curriculum; identify potential new courses; come to approximate agreement on proper student workloads in 100, 200, and 300 level courses; and perhaps devise scaffolding for the promotion of writing skills.

B. Recruitment and Retention of Majors, Minors, and Graduate Students (Educating Illinois Goal 1, Strategy 1): The department plans to continue efforts to stabilize its major enrollment, to increase the number of minors, and to recruit more and high-quality graduate students. Closely related to retention efforts would be the implementation of HIS 100.

C. Enhance Students' Experience beyond the Traditional Classroom Setting (Educating Illinois Goal 1, Strategy 3; Goal 2, Strategy 5; CAS Focus 1, Goal 1.2 & 1.4): As with recruitment and retention above, this objective is ongoing and so repeats an item from last year. It includes strengthening the internship program, offering co-curricular opportunities, promoting study abroad, and facilitating student participation in conferences and research symposia.

D. European Studies (Educating Illinois Goal 2, Strategy 1; CAS Focus One, Goal 1.1): The idea for an interdisciplinary program in European Studies has progressed steadily over the past few years. Key faculty held exploratory discussions and a film series, potential curricula have been floated, a grant was funded by the EU, and in spring 2015 two day-long workshops with keynote speakers will be held. With LAN and HIS faculty spearheading the efforts, FY 16 should witness a formal program application, for which process a curriculum workshop will be held in summer 2015.

2.2 Personnel Requests: New Tenure Track Faculty Requests – N/A

The departure of our specialist in early modern Europe two years ago (Ray Clemens accepted a position at Yale's Beinecke Library) left a large and important gap in our program. Not only do we have a 700 year lacuna between our medievalist (Jasper) and our 18th-century specialists (Crubaugh and Reda), we are not able to cover systematically the following critical areas in early modern Europe: Renaissance, Reformation, origins of capitalism, development of the modern state, the scientific revolution, and the Columbian exchange and its aftermath. Nevertheless, and echoing last year, given the realities of our enrollment and a good run of recent hires, the Department decided to not request a TT line this year.

2.3 Personnel Requests: New Tenure Track Faculty Other – N/A

2.4 Strategic Budgeted Carryover Requests

A. Summer School Salaries for 2015/\$9324 (Educating Illinois Goal 1, Strategy 3): Per CAS's 1/21 instructions, History is listing \$9324 for that portion of summer 2015 course salaries that will be paid in FY 16: (He/104; Olsen/104; Noraian/IDS 121).

2.5 Temporary/Permanent Enhancement Fund Requests

A. Professional Travel/\$16,500-temporary (Educating Illinois Goal 2, Strategy 3; CAS Focus One, Goal 1.3): This request would provide a modest \$750 per TT faculty member for professional travel. Like all faculty members, historians need to present their research at conferences, but most historians also require professional travel funds to conduct research in distant libraries and archives as well. In the past few years History has been fortunate to supplement its professional travel allotment with variance funds and Provost Enhancement funds.

B. Two Additional Graduate Assistantships/\$18,000-permanent (Educating Illinois Goal 1, Strategy 1; CAS Focus One, Goal 1.4): History requests two additional graduate assistantships, which would help recruit excellent students and would provide instructional support to the large number of NTTs who teach writing in general education classes but often without assistants to aid them. Presently, History has 13 GAs/6.5 FTEs, which is low relative to CAS graduate programs with similar numbers of students.

C. Summer Stipend for History Education Director/\$4,000-permanent (Educating Illinois Goal 1 Strategy 2, Goal 2 Strategy 3; CAS Focus One, Goals 1.1): The History Education Director works in summer to place student teachers, collect NCATE data, keep abreast of state requirements, maintain partnerships with schools, etc. Thus, this stipend insures the viability of our large program (approximately 300 students) by attracting a qualified faculty member willing to perform necessary duties in the summer. This position formerly had a 10 month contract, which was appropriate in light of the workload and job description.

D. Summer Stipend for Graduate Coordinator/\$2,000-permanent (Educating Illinois Goal 1, Strategy 2, Goal 2, Strategy 3; CAS Focus One, Goals 1.1): Student advisement and curricular oversight demand the labors of the graduate coordinator in summer. Until recently the stipend was unnecessary because the coordinator was on a twelve month contract. Now a change in personnel justifies the request, as a

modest stipend would compensate the coordinator and is necessary to attract someone to the position. In summer 2012 this request was partially (\$1,000) met with CAS/Provost funds; for summers 2013 and 2014 the stipend came from variance funds.

E. Computer Recap/\$6,260-temporary (*Educating Illinois* Goal 2 Strategy 1 & 3; CAS Focus Two, Goal 2.2): Based on a recommendation from CAS-IT and in keeping with its goal of replacing computers every 4 years, History wishes to purchase six new faculty/staff computers in FY 16 (4 Macs, 2 PCs) in order to replace the oldest machines from 2012.

F. Chicago Teacher Education Pipeline/\$6,000-permanent (*Educating Illinois* Goal 1, Strategy 3, Goal 2, Strategy 1; CAS Focus One, Goal 1.1): Nearly every semester our student teachers in HIS 390 participate in CTEP supported faculty-student visits to partnering CPS schools and communities. Presently the two-day experiences are funded with CTEP grant money and History Foundation dollars. In order to insure the long-term viability of this valuable 2-day program, History is making this request—part of a multi-department and multi-college initiative—for \$6,000 per year in permanent funds, which amount would cover the costs for bus transportation, hostels, meals, and museum entrances for 30 students each semester.

G. Other Temporary Enhancement Requests

1. Student Teacher Supervision Travel - \$7,762 (based on anticipated 50 student teachers)
2. Student Teacher Supervision Salaries - \$42,000 (based on anticipated 50 student teachers)
3. Internship Travel - \$1,500
4. Instructional Travel - \$2,000
5. Instructional Capacity for General Education - \$129,173 (per discussion with Jon Rosenthal to the effect that History should plan to offer the same number of gen ed seats as in AY 14-15)