

**Report of the Review Committee of the Department of  
History, East Carolina University**

**April 1, 2014**

**Committee Members**

**Chester Pach, Ohio University (Chair)**

**Kenneth Lipartito, Florida International University**

**Charles Ewen, East Carolina University**

## Program Overview

Courses in history have been a vital part of the curriculum at East Carolina University since its founding in 1909. The Department of History, which was part of a Social Studies Department for eighteen years beginning in 1945, gained its current independent status in 1963. It also includes the Program in Maritime Studies, which was established in 1981. For undergraduates, the History Department offers a B.A. in History and minors in History and Public History. Since 1984, the department has also offered a B.S. (professional) in Public History, but has decided to eliminate that degree program. Undergraduates, however, will be able to combine a major in history with a minor in public history, which will be the equivalent of the B.S. (p) in Public History. Graduate students can earn an M.A. in history with a concentration in either American, European, military, Atlantic world, or public history. They can also secure an M.A. in Maritime Studies.

The undergraduate major and minors in history and public history have clear objectives and expected outcomes that shape student learning experiences. The History Department expects that its majors should be able to:

- 1) Develop their critical thinking skills and demonstrate them in a senior thesis that analyzes an original research question, rests on an appropriate research strategy, and requires the use of appropriate historical sources.
- 2) Present the results of their research project in a clear and persuasive analytical narrative.
- 3) Apply their conceptual and analytical skills to global issues and challenges.<sup>1</sup>

These goals would be familiar to any historian involved in undergraduate education, as they reflect the fundamental methods and objectives of historical analysis. Any historical inquiry begins with a question, so framing questions that can be answered through empirical inquiry is an essential task. Doing history involves using reliable sources that are appropriate to the research question and analyzing them to reach conclusions that rest on empirical evidence. The History Department's expectations for its majors are well-conceived, as they require a mastery of historical methodology as well as a demonstrated ability to communicate the results of historical inquiry.

In addition, the History Department expects its majors to use their knowledge to address the issues that all citizens face in the global society of the 21st century. The ECU mission statement includes the goal of preparing students "with the knowledge, skills and values to

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<sup>1</sup>Thomas Harriot College of Arts & Sciences, Department of History Self-Study 2014, 3-4 (hereafter History Department Self-Study).

succeed in a global, multicultural society.” The university’s current approved strategic goals include, “Education for a New Century: ECU will prepare students to compete and succeed in the global economy.”<sup>2</sup>

Inherent in the discipline of history are ways of thinking and understanding that comport with these university priorities. Historians study change over time by using sources that provide multiple perspectives. Their studies illuminate the ways that peoples, nations, societies, and communities interact across borders and over time. Students trained in history—whether they concentrate on the ancient world or the modern period; international, military, or cultural history; the Atlantic world, Europe, Africa, or East Asia; gender, ethnicity, or religion—gain an understanding of the connections and conflicts among people and institutions and how they change over time. Historical thinking involves finding patterns in complex human interactions and understanding how they evolve. Historians look for the general in the specific or, in other words, what their particular subject of inquiry can reveal about the human condition.

Historical training, in short, provides a sturdy foundation for understanding the complexities of the global world of the 21st century. The History Department has given priority in its undergraduate education to connecting past and present so that its majors are prepared to understand the global world in which they live and the global economy in which they compete. Because of the emphasis on using historical thinking to promote understanding of contemporary issues, the History major is advancing the mission and strategic priorities of the university and helping students develop the critical skills they will use to succeed in whatever occupation they choose. The review committee encourages the History Department to think about the value of historical knowledge as well as the skills it expects students to learn as it plans for the future.

The History Department also expects students in its M.A. program in history to fulfill clear and important objectives. M.A. students should be able to:

- 1) Demonstrate critical thinking skills by framing a significant research question, designing a research strategy appropriate to that question, and conducting graduate-level research.
- 2) Show their familiarity with important developments in historiography since 1850 as well as historical thinking and argument.
- 3) Develop reading competence in at least one foreign language to help facilitate their analysis of global issues from multiple perspectives.<sup>3</sup>

Students who earn an M.A. in Maritime Studies should be able to:

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<sup>2</sup>History Department Self-Study, 2-3.

<sup>3</sup>History Department Self-Study, 5.

- 1) Formulate a research question in the context of Maritime Studies, which draws on historical, archaeological, or cultural resource data and answer it in a thesis.
- 2) Use critical thinking skills to analyze global issues from multiple perspectives.<sup>4</sup>

These goals are appropriate to master's level education and reflect a clear understanding of the types of students that the department's M.A. programs serve. Those who enroll in the M.A. in History often are teachers whose goal is professional development. Some students, however, seek an M.A. as a step toward the Ph.D. The History M.A. program can meet the needs of both types of students by allowing them to follow either a thesis or nonthesis track toward their degree, while requiring all students to demonstrate the research skills and historiographic knowledge appropriate to the M.A. level.

Maritime Studies is a world-class program that draws students who intend to follow careers in maritime archaeology. The interdisciplinary training that this program provides and the requirement for a thesis are appropriate for students with such professional aspirations. Despite their differing emphases and requirements, the History Department's two M.A. programs work in tandem. The combined size of the two programs, which, together, enroll about 25-30 new students each academic year, allows the History Department to offer a greater number and a wider variety of graduate-level courses than would be the case if the department had only one M.A. program. The members of the review committee also found that there is considerable interaction between the students in these two programs, which has added to the sense of community among the graduate students.

A chair administers the History Department, and s/he relies on the assistance of two staff administrators and three faculty directors (Undergraduate Director, Graduate Director, Program in Maritime Studies Director). The Maritime Studies Director has the support of one staff administrator. The History Department has several standing committees (Curriculum, Undergraduate, Graduate, Research and Publications, and Assessment Outcomes). In addition, an Executive Committee consists of the chairs of the standing committees. There is also a Personnel Committee and a Tenure and Promotion Committee. A description of the responsibilities of each of these committees can be found in the History Department Self-Study Report.<sup>5</sup>

## Program Strengths

- **Diversity of Teaching and Research Expertise** The History Department has scholar/teachers in a wide variety of chronological, regional, and thematic areas, including U.S., European, African, Asian, and Latin American history. It

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<sup>4</sup>History Department Self-Study, 5-6.

<sup>5</sup>History Department Self-Study, 12-15.

also has research and teaching expertise in areas that are international, transnational, and global, including world, maritime, and Atlantic world history. It has interdisciplinary breadth that comes from faculty members with advanced training in archaeology who teach in Maritime History. The History Department offers courses in ancient, medieval, early modern, modern, contemporary, and public history.

- **Faculty Research Productivity and Grant Funding** The History Department has active and accomplished researchers, a conclusion validated by a variety of metrics. During the past seven years (2007-14), History faculty have published twenty-two books. Among the many excellent presses with whom faculty have placed these books are: the University of North Carolina Press, the University Press of Kansas, Cambridge University Press, the University Press of Florida, Pantheon Books, Texas A&M University Press, Palgrave Macmillan, Hill and Wang, Rowman and Littlefield, and Routledge. Data from Academic Analytics show that this record of book publication compares quite favorably with that of fourteen peer programs (including Ohio University and Florida International University, the home institutions of external reviewers Chester Pach and Kenneth Lipartito, respectively). The number of books published and the number of books per faculty member ranks the ECU History Department ahead of more than half of the history departments at peer institutions.<sup>6</sup>

The History Department has also compiled an admirable record of securing outside funding. Data from Academic Analytics show that in numbers of grants, number of faculty with grants, and percentage of faculty with grants, the History Department ranks higher than most of its self-identified peers and does even better when compared to 233 U.S. history departments.<sup>7</sup> Faculty members have also been successful in producing refereed journal articles, book chapters, and book reviews. This record of scholarly accomplishment is all the more impressive in view of the substantial teaching loads that faculty members carry, including some instructional responsibilities, such as directing M.A. theses or study abroad programs, that do not result in any reduction of the number of courses each faculty member is required to teach.

- **Excellence in Undergraduate Teaching** The History Department has set clear and appropriately demanding standards for its undergraduate majors. It is clear as well that faculty have appropriately high expectations for all students in their courses and do a fine job of fostering an atmosphere of student success in the classroom. There are many measures of instructor effectiveness in the classroom.

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<sup>6</sup>History Department Self-Study, 57

<sup>7</sup>History Department Self-Study, 57, 58.

One only has to look at course syllabi, essay assignments, examinations, and student evaluations. Conversations that the review committee had with members of the History Department confirmed that faculty are committed to excellence in the classroom. The relatively small size of many history classes allows instructors to engage students in ways that could be more challenging in larger classes. Students have a chance to participate in courses through individual or small group interactions or discussions. Instructors have made the development of the quality of student writing a high priority in history courses. Practically all 3000-level courses require a research essay. Instructors commonly provide students with individualized instruction as they work on those assignments.

The reviewers were particularly impressed by the information they obtained from attending a meeting of History 3225, “The Era of Sectionalism and the Civil War, 1848-1877.” The instructor, Prof. Gerald Prokopowicz, introduced the members of the committee and then left the room. We were able to talk to the students—about twenty-five undergraduates and six M.A. students—extensively and candidly. Practically every student participated in the discussion. This high rate of participation suggests that the students are used to engaging in discussion—that such activity is a regular part of class meetings. Indeed, the students were seated in small groups, and they work together in those units during the regular class meetings. The students were thoughtful and articulate. They discussed issues in Civil War history and did quite well at connecting the memory of the Civil War to contemporary issues. They also talked about what they liked about history courses, not only History 3225 but also the other history courses they had taken. (Most of the students identified themselves as history majors.) They emphasized that they valued the engagement of the instructors, which they said was common in their classroom experiences in history. The enthusiasm and passion for history on the part of the instructor encouraged them to engage readings and to think deeply and critically about the issues they raised. Our interaction with these students persuaded us that students who take history courses commonly experience learning environments that are stimulating, demanding, and conducive to their success.

- **Distinctive Identity from Maritime Studies and Atlantic World Programs** The Maritime Studies program is one of the History Department’s great assets. In a relatively short period of time, it has established an international reputation for excellence. It has few rivals; the M.A. in Maritime Studies is a top choice for students who aspire to a career in maritime archaeology. Graduates have great success in finding professional positions once they have completed their M.A. degrees or, indeed, even before they finish their theses. In addition, the program in Maritime Studies and its faculty have been extremely successful in securing external funding. The mix of expertise in archaeology and history in the Maritime Studies program is another asset, as it gives the department the

capability to offer courses and training that cross disciplinary boundaries. The Atlantic World program complements Maritime Studies. It offers students a way to study connections between the Americas, Africa, and Europe. Within the program, they can concentrate on a wide range of international, cultural, social, or political topics or issues. Together, Maritime Studies and the Atlantic World help give the History Department a distinctive identity, something that sets it apart from peer institutions and helps make it a destination of choice for M.A. students.

- **Study Abroad** Several faculty members were justly proud of their efforts in taking students abroad and exposing them to cultural experiences in Japan, Europe, and elsewhere. We were particularly impressed with their willingness to undertake this arduous work, despite the lack of compensation for their time and effort. Members of the department would be willing to expand this attractive feature of the curriculum, which comports well with the strategic goal of the university to train students to deal with the complexities of a global environment. We believe that with a small additional investment from the administration, the study abroad program could be even more successful and reach a greater number of ECU students.
- **Successful Outreach** Through a variety of initiatives and activities, the History Department has achieved great success in contributing to various state and regional programs and in opening opportunities for study and training for its students. The department's involvement in History Day has earned considerable praise. According to its Self-Study Report, "The Department's largest and most visible community engagement project is its long-running commitment to National History Day." History Day, in which middle school and high school students present projects, attracts to the ECU campus over 300 students as well as many parents and teachers. In the past five years, the total number of projects has increased from 89 to 257. The North Carolina state coordinator for History Day, Laura Ketcham, praised the History Department's commitment to this annual event and noted its importance in giving some students who might pursue their undergraduate degrees at ECU their first opportunity to visit campus.

Overall, department faculty have worked with an impressively wide range of local and state organizations, ranging from the Kiwanis and Rotary clubs of Greenville to Civil War societies in several North Carolina counties to local cultural institutions, such as the Country Doctor Museum (which itself is connected to the ECU Medical School). These relationships provide important benefits, such as intern opportunities for history students. Some of these cultural institutions are experiencing the effects of adverse economic conditions, and the willingness of the History Department to have faculty and students engaged with them and to provide various forms of support and assistance is highly commendable. There seem to be additional opportunities as well for the

department to work with the twenty-seven historical sites and seven history museums under the supervision of the North Carolina Department of Cultural Resources.

A particularly important connection for the History Department is with the Queen Anne's Revenge Project. This site of national and international significance provides valuable exposure for the ECU History program in general and the Maritime Studies program in particular. The Queen Anne's Revenge Project also provides faculty and students with important learning and training experiences. The History Department should consider the possibility of involving ECU undergraduates with this project, perhaps through summer programs, internships, or distance learning technology that would connect the shipwreck site to an undergraduate class about the ship or the history of piracy. The Queen Anne's Revenge Project might also be a way to further cooperation between the Atlantic World and Maritime Studies programs.

- **Staff** The History Department's administrative staff operates efficiently and conscientiously. Katrina Person and Ingrid Meyer have learned to do more with less and to balance daily and weekly tasks with the additional responsibilities that come with special events, such as guest lectures, conferences, or workshops. The same is true of Karen Underwood at Maritime Studies. Faculty members expressed high praise for the staff. In addition, the review committee found the staff members highly organized and attentive to our requests during our campus visit.
- **Department Leadership** The external reviewers heard nothing but praise for the leadership of the current chair, Gerald Prokopowicz. Faculty commended him for his consultative qualities, transparency, assistance in facilitating their research, and clarity in disseminating information. Tenure-track faculty emphasized that he has helped them in many ways, including his reliable counsel about departmental expectations for tenure and promotion. Both tenured and tenure-track faculty members appreciate his efforts to foster an inclusive community, particularly in view of previous problems with "anti-collegial behavior."<sup>8</sup> The external reviewers found Prof. Prokopowicz to be extremely helpful and highly responsive to their requests for additional information.

## **Areas for Improvement/Recommendations for Improvement**

- **Low Faculty/Staff Morale Arising from Budget Cuts and Lack of Raises** Both faculty and staff called attention to the impact of state and university

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<sup>8</sup>History Department Self-Study, 65.



budget cuts on their morale. All understand the challenging financial environment that ECU faces and realize that resources are scarce and will continue to be precious. Many, however, are discouraged by the failure of their hard work and sustained productivity to produce pay raises that would allow them just to keep up with increases in the cost of living. All faculty members and staff with whom we discussed this issue made clear that the lack of raises has not affected their performance in the workplace. All the evidence that the reviewers have gathered sustains that conclusion. We have no recommendation for the resolution of this issue; it is beyond our charge to propose solutions to university financial issues. We believe, however, that faculty and staff would appreciate acknowledgment from university officials of their awareness of this problem as well as expressions of gratitude for the professionalism and commitment of faculty and staff in these times of financial stringency. We imagine that there have been previous expressions of such sentiments. They are necessary and should continue.

- **Fixed-Term Faculty Having Little Advance Notice of Appointment/Providing Greater Advance Notice of Appointment** Fixed-term faculty in the History Department play an important role in teaching and service. They strengthen the department and may well play an even larger role in the future, if fewer budget lines are available for tenure-track faculty. Fixed-term faculty members have experienced considerable uncertainty about their status in recent years, as multi-year contracts have become less common and notice of reappointment occurs, at times, just before the beginning of an academic year. Such uncertainty undercuts the ability of these faculty members to contribute to the department's mission. The committee recommends that fixed-term faculty members receive notification of the renewal of their contracts no later than the final spring semester of their current appointment. In addition, multi-year contracts, whenever possible, would be highly desirable.
- **Declining Resources for History Department Operating Budget** According to figures in the Self-Study Report, the History Department's operating budget has decreased by 45.1 percent during the past six years from \$53,533 in 2007-8 to \$28,609 in 2013-14. The review committee found such a precipitous decline a matter of great concern, especially because of the impact on the professional activities of history faculty. Travel to conferences to present papers, a major way to gain recognition for work in progress, has been affected. Many faculty told the review committee members that they had to finance at least part of any trip they took from their own resources. If they took more than one trip to give a paper, they paid the cost of that second trip out of their own pocket. We understand the need for economizing, but the consequences for the research activities and national and international visibility of the faculty must be measured against financial exigencies. We hope that it will be possible, at the very least, to avoid future cuts and to restore some of the lost funds. In addition, the

administration, if it has not yet done so, could designate additional funds exclusively for travel, perhaps available on a competitive basis to faculty across the university.

A possible indication of the negative effects of the decline in travel funds is the relatively low percentage of History faculty receiving awards as well as the number of citations per faculty. While the latter measure is not far off the pace of peer institutions, these metrics of achievement are less impressive than other department accomplishments, such as percent of faculty who have published books and articles and total books and articles. Particularly for junior faculty, less frequent access to professional venues diminishes opportunities to network with publishers, editors, and peers. The review committee appreciates the significant research achievements of the History faculty, while believing that a judicious investment of funds would raise the visibility of those achievements to professional colleagues.

- **Raise Efficiency of Introductory Teaching By Offering Larger Courses** As indicated in its Self-Study Report, the History Department at times sees a conflict between the pressure to teach more students and the instructional benefits of smaller courses. The reviewers appreciate these trade-offs, but believe that the History Department should move toward teaching larger units of its introductory courses in American and world history. The History Department has begun moving in this direction, as it will offer both halves of the introductory American history course (Hist 1031 and Hist 1051) in units of 288 students, with discussion sections of 48 students.<sup>9</sup> Students in History 3225, with whom the reviewers met, said that they thought larger classes could be effective, provided the lecturer was engaging. We understand that there are continuing issues with space availability, and it may be difficult to consolidate what are currently offered as several smaller sections into larger classes. Still, we believe that the History Department should continue to move in this direction, as it has the potential both to increase the number of students the History Department teaches and allow faculty to continue to offer smaller courses at the 3000-level.

One possible way to mitigate some of the negative consequences of larger classes is to employ technology, not only in the form of distance education classes (which the department already offers) but also in hybrid formats. For example, students could meet in person twice per week with the faculty member, but then be required to engage in online discussions, monitored by the faculty member and a graduate student. If classroom space is a constraint, class lectures could be recorded and uploaded to the web, creating simultaneous in-class and online sections of the same course. The chair might charge a standing committee of the

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<sup>9</sup>History Department Self-Study, 17.

department or appoint a new committee to investigate ways to use new digital technology to balance the needs for greater efficiency with the goal of maintaining a high quality undergraduate experience.

- **Too Many History Classes Satisfying Foundations Social Sciences Credit/Reduce Number** According to its Self-Study Report, eighteen of the thirty-two history courses offered in Fall Semester 2013 satisfied Foundations social sciences credit. This seems to be an excessive number. We recommend that the History Department consider reducing the number of courses that satisfy that Foundations requirement as a way of channeling students into introductory courses that could be taught in larger units.
- **Too Many Low-Enrollment Courses/ Devise New Courses and Increase Attractiveness of Existing Courses** During Spring Semester 2014, there are several courses with single-digit enrollment. There could be a variety of explanations for the low enrollment in any particular course. In a time of declining resources, however, the History Department cannot afford to offer so many low-enrollment courses. There are various ways to attract more students to history courses. One is by increased efforts to publicize courses, something that the Undergraduate Committee has begun to do and that it should continue. A second is to retitle or redesign courses so that they appeal to non-majors. Experience in the History Department of Ohio University, a self-identified peer of the ECU History Department, has shown that titles can indeed make a difference. A course called simply “The United States in the 1980s” will not attract as large an enrollment as one titled “The Age of Reagan and Madonna.” Only the title of those two courses is different; the content is the same. The History Department should also consider making new efforts to attract students in business, prelaw, communications, or other specialties who are interested in courses that can provide historical perspective on developments such as globalization or the Information Revolution.

Also, the History Department should consider ways to use the faculty expertise in Maritime Studies to attract undergraduates. A course on the history of piracy, for example, would be timely and extremely popular. There would be trade-offs that would have to be carefully considered if some faculty in Maritime Studies, who are already heavily involved in graduate instruction, took on a larger role in undergraduate teaching. Still, the review committee members found that the faculty in Maritime Studies would be willing to consider new undergraduate teaching responsibilities, if it were possible to make necessary adjustments in existing workload.

- **Need to Increase Enrollments in History Courses and Attract Majors/Consider Creation of Certificate Programs** The History Department

may be able to expand its reach to undergraduate and graduate students through certificate programs, which build on the existing curriculum and could be established with limited investment. Two possibilities are certificate programs in archives management and conservation. These two areas grow out of the public history minor and the Maritime Studies program. For M.A. students, the opportunity to add a certificate that has a public history focus could be attractive, particularly given ECU's already strong relationships with cultural organizations. Likewise, for students not in Maritime Studies, a course in conservation connected to a certificate program in public history would provide additional skills and training. The department might also think about whether multidisciplinary certificate programs that build on existing strengths—such War and Peace Studies or Global Awareness—might bring students who major in other subjects, such as political science, sociology, or business, into history courses.

- **Continue to Experiment with Distance Education Courses** During the past four years, the History Department has greatly increased its offering of distance education (DE) courses from only one in 2010-11 to twenty-three in 2013-14. Faculty involved in DE find that such courses in some ways have advantages over traditional instruction but in other ways are inferior.<sup>10</sup> Because of its newness, DE will continue to evolve. For the History Department, an important issue will be to determine in which types of courses—introductory or upper-level—DE is most likely to work effectively and to attract significant enrollments. Those answers will come only with continued experimentation. Because of the need to boost enrollments, we recommend that the History Department continue those efforts at DE.
- **Lack of Specificity in Policy for Tenure/Potential Revision** Section IV. B. 2 of the History Department's Unit Code, which deals with "Permanent Tenure," contains language that could lead to misunderstandings or uncertainty about the criteria for tenure. Subsection b. I., which deals with "The Scholarship of Research," indicates that for a candidate for tenure, such scholarship "should take the form of monographs published by reputable scholarly presses, university presses, scholarly societies, or other publishers held in high regard by the scholarly community, or articles published in reputable scholarly publications, or a combination of the two." This definition, despite its merits, could lead to uncertainty about basic issues. For example, at what point does a book project become a book? When the book manuscript is accepted for publication, when it's in page proofs, or when it's between two covers and available for purchase? Such questions could be crucial at the time that someone comes up for tenure. How many articles will be necessary for tenure for a candidate who doesn't publish a book? The History Department may not want to specify a precise number, yet it

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<sup>10</sup>History Department Self-Study, 9.

should consider whether it needs to find a better way to convey its expectations to tenure-track faculty. We recommend that the appropriate committee or the tenured faculty of the History Department consider such issues.

- **Consider Changing the Current Teaching Load of Tenure-Track Faculty in Order to Improve Research Productivity** We applaud the policy of the History Department to provide tenure-track faculty with a lighter teaching load (3/2) than tenured faculty (3/3). Even while teaching a lighter load, however, faculty will devote considerable time to instructional responsibilities. One semester entirely free of teaching might be a better investment, since it would allow the faculty member to devote full time to a research project. We recommend that the History Department consider this change. The Dean told the review committee members that the College of Arts and Sciences is most concerned about the department average workload, not the workload of individual faculty. This information suggests that the department has some flexibility in using workload assignments to encourage and reward active and successful faculty researchers.
- **Continued Efforts to Diversify Department Faculty** The History Department has diversified its faculty in the fifteen years since its last comprehensive review in 1999. Among its thirty-six faculty members, nine are women and two are visible minorities. Most of the female and visible minority members have been hired in recent years. Expanded diversity will broaden the appeal of history courses to students. We urge the History Department as it recruits and hires new faculty members to continue to make diversity an important consideration.
- **Improved Communication with Staff Administrators** One small way of improving efficiency and morale in a time of limited resources might be for the chair to call regular staff meetings to plan ahead as much as possible for upcoming demands on staff time, so that staff will be able to manage their responsibilities most efficiently.
- **Improved Departmental Strategic Planning** According to its Self-Study Report, the History Department has begun to think about its future in the next decade and beyond.<sup>11</sup> The review committee commends that effort and suggests that the department consider establishing a formal strategic planning process. Such a process could help position the department to be proactive rather than reactive in a time of financial stringency. Such planning as well could facilitate stronger communication links between faculty and administration on important issues of staffing, research, instruction, and budget, which we think would be

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<sup>11</sup>History Department Self-Study, 65.

highly desirable.

## Conclusion

The History Department Self-Study is a commendable appraisal of the teaching, research, and service activities of the History Department and an assessment of what the department has done effectively and where it can improve. The department is keenly aware of the need to change in certain areas. “If we don’t choose how to change, we will find change forced upon us,” the Self-Study Report concludes.<sup>12</sup> We agree.

This report is offered in the spirit of constructive dialogue with our peers in the History Department and with the ECU administrators who are charged with using the university’s resources in the most efficient manner to fulfill the institutional mission. We hope our recommendations will facilitate improvements in the teaching, research, and service of the History Department. We believe the department is making a vital contribution to East Carolina University, and we hope that our report will help enhance that contribution.



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<sup>12</sup>History Department Self-Study, 65.