

**Department of History
2001-2006 Strategic Plan**

State of the Department

Mission

The Mission of the Department of History is to promote the liberal education of all students; provide a strong educational foundation for professionals in the fields of history, teaching and historic preservation; to utilize our expertise in service to the university and the region; and to engage in all facets of historical scholarship.

Description of Faculty and Staffing Patterns

The Department of History at Southeast Missouri State University consists of twelve full-time faculty (with a variety of release time assignments), one faculty member with a half-time assignment in the University Museum, and one faculty member from the Department of Secondary Education who teaches one history course per year. Department FTE for 1999 was 12.25.

Faculty staffing patterns in the next five years indicate a considerable turnover in the Department due to retirements. Three retirements have already been announced for May 2001. At least two additional retirements, and most likely three, will occur before this five-year planning cycle is complete. In addition, our current chair has indicated she will step down when our current social studies advisor retires in May 2001 to take up those advising duties. In order for the Department to meet the goals of the university as laid out in the University's new strategic plan, it is essential that these positions be refilled. Some of the key goals of Priority 1 the Department has identified as areas of strength to pursue are the emphases on globalization and experiential learning. In order to be successful in this endeavor, the Department needs to fill the upcoming three positions with 1) East Asian specialist; 2) Ancient/Medieval Europe; and 3) Public History/Historic Site Administration. As additional retirements occur in the coming years, the Department will need to review the effect on course offerings to ensure an adequate balance of U.S. and World history courses to meet the needs of Social Studies, B.A., and historic preservation majors. One possibility for addressing program deficiencies in the American history course offerings would be to convert the current half-time museum studies position to full time.

Program Offerings

The Department of History currently offers four programs of study: the B.A. in History, the B.S. in Secondary Education in Social Studies, the B.S. in Historic Preservation, and the M.A. in History.

As a traditional liberal arts discipline, the study of history is essential to the development of college-educated individuals. The B.A. in History program serves students as preparation for graduate study in history, law, business and numerous other professions. In many ways, the BA program is at the heart of the Department's offerings in that the courses that comprise the B.A. also serve as the core history courses for both our B.S.Ed. and B.S.H.P. students.

The Department also serves as the primary area of concentration and the advising Department for the B.S. in Secondary Education in Social Studies degree. This is doubly important given the historic significance of the University teacher training function and the fact that the Department offers the

only secondary social studies program in the region. The Department must continue to provide teachers for area schools and to provide opportunities for in-service educators to meet additional certification and employment advances without leaving the service area.

The Department's Historic Preservation program is one of only a few academic undergraduate programs of its kind and draws students from across the country. In November 1999, the Department's outside reviewers reported that the program is "highly regarded by peers in historic preservation and public history" and that "the program has a strong service learning component and emphasizes interdisciplinary work and a major commitment to community outreach."

The M.A. in History degree offers three areas of emphasis: Research, Teaching and Historic Preservation. Southeast is the only institution in its service area to offer a graduate program in history.

Number of Majors

Trend Data: Number of Majors

	1994	1995	1996	1997	1998	1999 (spring)
B.S.:HP	57	62	52	42 [@]	46 [@]	44 [@]
B.S.:Soc.St.	85	83	105	116	99	111
B.A.:Hist.	26	30	24	19	26	30
Total	168	175	181	177	171	185

[@]Note: In 1996, the University decided to discontinue its targeted mailing to prospective students promoting the HP program, and enrollment declined precipitously. Although this decision was reversed the following year and the number of incoming students has risen, lower numbers overall will continue while this cadre of smaller classes works its way to graduation.

Graduate enrollments:

Number of Students by Semester	1997	1998	1999
Spring	22	26	25
Fall			

Trend Data on number of MA students:

Year	1994	1995	1996	1997	1998*	1999 (spring)
M.A. Hist	22	15	25	22	53	62

*Note: In 1998 we began counting all students in good standing rather than just those enrolled in courses during a given semester because a number of our MA students, particularly in the teaching emphasis, do not enroll in courses each semester.

The Department also offers three minors, History, Historic Preservation, and Industrial Relations. Although the University does not routinely report numbers of minors, the current count is:

Minor	History	Historic Preservation	Industrial Relations
Number of Students	32	7	0

The Department is exploring ways to revitalize the Industrial Relations minor, such as converting the current museum studies position to full-time or through new faculty hires.

Student Credit Hour Production

Spring 1999	Summer 1999	Fall 1999
3021	338	3093

Any Other Environmental Factors Expected to Significantly Affect the Department During the Next Five Years

The major environmental factors affecting the Department during the next five years are: 1) faculty retirements, 2) extended service obligations in the region, 3) meeting the challenge of using technology more extensively, both in the classroom and for extended learning/distance education, and 4) movement of the University Museum to the River Campus.

The inability to replace positions over the last five to ten years has left the Department with an outdated and traditional curriculum, which has made it difficult to attract students outside the teaching and historic preservation fields. The most crucial component of the Department's plan to develop course and program offerings more attractive to students in the coming five years requires replacing retiring faculty with new hires who can help with program development.

The increased pressure to engage in service and outreach activities threatens to overwhelm current faculty already overextended with a twelve hour teaching load and extensive service and publication expectations. New faculty hires will help alleviate some of this pressure on current faculty, at least in terms of service obligations, as will appropriate changes in the current reward system and teaching load. In the coming years, competition from other colleges and universities offering courses on the web could well threaten the department's ability to attract students, particularly in the teaching emphasis in the MA..

Encouraging faculty to incorporate technology into their teaching and developing courses for online and alternative format delivery, both in the University core curriculum and at the Masters level, present significant challenges and opportunities for the department over the next five years.

Finally, the University's scheduled move to the River Campus presents unique challenges for the department, especially the museum studies component of the Historic Preservation program. This important area is currently taught by a faculty member who is only half-time in the department. Requiring this person to split his time not only between museum administration and faculty responsibilities of teaching, advising, service and research, as is currently the case, but between two campuses as well will create an increasingly untenable position. In effect, reducing this emphasis to a couple of museum studies "service courses" taught by a museum administrator with an office at another campus who is largely unavailable for student interaction will have a severe negative effect on the department's historic preservation program. A possible solution to this problem would be to convert this half-time position to either full-time, or seven-eighth's time, after a full-time museum director and staff are hired for the River Campus facility.

Goals and Objectives

Priority 1: To provide top-quality academic programs with a liberal arts education core.

Goal 1: Improve, enhance, develop, and promote the history curriculum.

- The Department of History will improve its curriculum by
 - ✓ Continuing the comparative self-study of the graduate and undergraduate programs to address the concerns about Southeast's history curriculum brought forward in the external reviewer's report.
 - ✓ Using the self-study to review every course offered by the department, recommending improvements for courses kept in the catalog, and suggesting course areas that should be offered to meet the department's changing program needs.
 - ✓ Strengthening the HP emphasis in the Master of Arts in History by further developing the focus on Heritage Education and developing opportunities for students to pursue museum studies at the graduate level.
- The Department of History will enhance its curriculum by proposing:
 - ✓ New programs that more adequately meet the changing needs and interests of Southeast students
 - ✓ New courses for the "core curriculum" outside the "Development of a Major. Civilization" category and new offerings for the UI300, UI400, and UI500 categories.
 - ✓ Offering a hands-on course in building conservation in alternate years.
 - ✓ A new course in Preservation Planning for graduate students.
- The Department of History will promote and develop its curriculum by:
 - ✓ Creating linkages with departments across campus to raise the profile of History, create team-teaching opportunities, develop more effective class scheduling and publicity, and explore how the history curriculum can be used to serve students in other majors.
 - ✓ Acquiring more library resources for student research in areas of program strengths.
 - ✓ Insuring student access to course requirements and class schedules, all course information and syllabi presently filed in the department office will be available online.
 - ✓ Strengthen the MA in History, Teaching Emphasis by developing an on-line course component.

Goal 2: Insure the department's commitment to multicultural and international education is reflected in its program and course offerings.

- The Department of History will propose a course covering the broad spectrum of world history.
- The Department will develop a global studies minor.

- Besides courses in American and European history, the Department of History will insure there are historians with specialties in Asian, Latin American, and African studies.
- ✓ The History department will develop an informal alliance with other departments that share a global perspective to coordinate class schedules and share information.
- ✓ Expand and develop course offerings in multicultural perspectives such as African-American, Native American, and women.

Goal 3: Create an environment for students that enhances learning, aids student career goals, and assists majors in becoming members of the history community

- The Department of History will maintain a computer lab for students with access to the Internet and software for the development of computer-mediated presentations, web pages, and electronic portfolios.
- The Department will seek funding to purchase and maintain a history web server to house faculty and student web pages.
- The Department of History will standardize academic requirements and assessment procedures by developing a written set of criteria for undergraduate portfolios, graduate course papers, theses, and creative projects.
- Create a more effective web page for the Department of History that is up to date regarding the history program, student groups, career information, and other essential information.
- Develop more effective mentoring and advisement procedures to better assist students in meeting their long term academic goals.

Goal 4: Enhance faculty teaching skills.

- Besides the traditional skills related to academic preparation, teaching, and scholarship, the Department of History will expect all future applicants for history positions be computer proficient.
- The Department of History will encourage the development of new skills within the department by:
 - ✓ Giving reduced loads for faculty developing new course materials or techniques.
 - ✓ Insuring the History merit plan compensates faculty who develop new skills.
 - ✓ Providing additional funds for faculty participation in training opportunities.
 - ✓ Providing technology assistance either through a technology graduate assistant or technology-trained student workers.

Goal 5: Create a more effective curriculum through personnel additions.

- Using potential retirement dates, the self-study, and ideas garnered at the 2000 Retreat, the Department of History will strengthen and enhance its program by:
 - ✓ Hire a specialist in East Asia to develop a world studies program.
 - ✓ Hire a specialist in Ancient and Medieval history to accommodate student demand for courses and consolidate curriculum gains achieved with the department's last full-time hire.
 - ✓ Hire a specialist in Historic Preservation/Public History with an emphasis in historic site administration to strengthen the Historic Preservation program.
- Review future needs as additional retirements create opportunities for program improvement.

Goal 6: Upgrade Classroom Technology

- The Department of History will seek funding to replace one classroom projector and CPU a year starting in fiscal 2002.
- The Department of History will request the inclusion of DVD drives in all classroom computers.
- The Department of History will seek funding to purchase and maintain a department web server.

Goal 7: Promote the Teacher-Scholar model within the Department of History

- To promote scholarship by the faculty, the Department will move to a nine hour teaching load for faculty involved in research likely to result in publication.

Goal 8: Increase the experiential learning possibilities for students in history programs.

- Continue the summer Field School in Ste. Genevieve.
- Strengthen and expand the possibilities for Historic Preservation internships
- Begin a BA in History internship program.
- Incorporate the Hunter log house more fully into the curriculum in site administration, building conservation, and heritage education.
- Strengthen and expand experiential learning component in all courses where appropriate.

Resources Needed to Accomplish Priority 1.

- Technology-proficient student workers or graduate assistant (20-30 hours a week) to manage department web server and assist faculty in getting course materials online.
- Increased library budget to support teaching, learning, and research in current and proposed programs.
- Additional staff in Asian history (2001), Ancient and Medieval history (2001), Historic Preservation — particularly Public History (2001), Africa (2003), Latin America (2005).