

CSUCI History Program Strategic Plan 2008-2013

- **Mission**

- Why Does the Program Exist?

As a discipline that documents and interprets continuity and change through time, the History program prepares students to search into the human experience, as well as to communicate and analyze historical interpretations and ideas, verbally and in the written form. An emphasis of the program is to examine events from local and global perspectives, which informs the required fields of the program: North American History, World History, Thematic History, and Historical Methods. A strong history program is an integral part of a liberal arts education for any top-rank university, and our mission and curriculum and excellent faculty provide this to students at CSUCI.

- Success Characteristics?

Students: Growing the number of majors each year (now at 140). Providing meaningful support for the Liberal Studies Teaching and Learning majors while developing the Single Subject Teaching Credential Waiver program to expand the university's efforts to prepare teachers. Regular admittance of a select few students into quality graduate and professional schools.

Faculty: Recently hiring tenured Associate Professors and Professor; tenuring earlier hires, promoting Assistant professors to Associate and Associate to Full. We are now all tenured, two full and three associate professors.

Retention of several long-term part-time faculty who contribute to our mission and serve our students very well.

Curriculum: Developing new courses to further serve the program's and the University's missions.

- Alignment with CSUCI Mission?

In support of the University's commitment to an interdisciplinary education, the History program affords students the opportunity to integrate into their plan of study cross-listed history courses as well as subjects outside the discipline. The program also promotes community-based applied research by placing student interns within public, private, and non-profit institutions as part of its degree. A growing number of history courses about different parts of the world and diverse North American populations inform the international and multicultural pillars of the mission.

- **Vision**

- Ideal Characteristics of the Program in 5 Years?

A reputation for the highest quality of scholarship, teaching, and learning.

A destination and resource for diverse constituencies and communities, including but not limited to inviting outside speakers on campus for the broader community as well as our student body, hosting historical and cultural events, and building student internship partnerships. A new initiative in this regard is to establish a regular Faculty Seminar where the program would host a speaker to present to CSUCI faculty, community college history faculty, high school history teachers and museum, library, and other public history professionals on a research topic and its relationship to classroom teaching.

A magnet for both B.A. and M.A. students from Ventura County, California, the United States, and internationally.

- **Program's Current SWOT Analysis**

- **Strengths**

Tenure-track and long-term part-time faculty with strong reputations among their peers and students. A few in each category have a dedicated following of students.

As an added strength, we (TT and PT faculty) genuinely like and support each other

Innovative curriculum offerings in North American, World, and Thematic History.

Inclusion of Historiography in the required courses in addition to the more standard Historian's Craft. It informs more analytic Capstone and internship projects, and gives students who go on to graduate school a distinct advantage. Most undergraduate history programs do not have this course.

Team-taught and cross-listed courses with psychology, chemistry, and literature, and cross-listed courses with interdisciplinary focus with anthropology, art history, business, chemistry, Chicana/o Studies, economics, and performing arts.

Campus-wide research awards going to history majors.

- **Weaknesses**

Holes in curriculum: Ancient, Middle East, Central Asia, South Asia, Islam, Asian-American, Native American, and Canadian history among the courses that need to be developed.

More part-time lecturers than full time tenure-track faculty. This poses many challenges, ranging from offering a full curriculum and developing the needed infrastructure as the program grows to simply scheduling regular faculty meetings with so many part-time faculty.

In meeting the multicultural aspect of the university mission, we could go further in ensuring that all of our courses consistently include the history of women in the respective time periods and locations covered by the courses. We have one dedicated course in this regard (HIST 414 Women in History). This is only a weakness to the extent that it is perceived that this "covers" the history of this half of the world's population.

- **Opportunities**

Hiring more tenure track faculty to complement existing areas of expertise.

Collaboration with other disciplines, programs, and the mission-based Centers.

More cross-fertilization with faculty coming on board across disciplines.

Broader coverage of world history and multicultural North American history, including gender history

Develop a niche M.A. program focused on particular World History (i.e. colonialism/empires, interdisciplinary approaches to World History, etc.) and Local/California History themes, including an interdisciplinary public history/archival track.

Develop more ties in the community – shared events with CC and CLU faculty, museums, archives, etc. An example would be the Faculty Seminar initiative described above.

The university's considered reformulation of its G.E. program

Encourage majors to take advantage of study abroad opportunities.

Encourage majors to acquire proficiency at the intermediate level (equivalent of 3 or 4 semesters) in a second language.

Encourage students to participate in research competition.

Opportunity to infuse within all the course outlines the experience of women as a way to further insure the weakness recognized above is addressed.

➤ Threats

Uncertain budget environment.

The university's considered reformulation of its G.E. program

- **Strategic Initiatives**

- To Accomplish in 2 years?

- ❖ Goals/Targets

1. Get M.A. in History proposal through university review levels and on to Chancellor's Office and WASC.
2. Finish development of Social Science/History waiver for History B.A. and other social science students on credential track.
3. Have successful Program Review (2010),
4. Improve pedagogical skills (already considerable) of tenured and part-time faculty.
5. Individual publication of scholarship by faculty, including scholarship on teaching.

- ❖ Techniques (Tactics – How?)

1. Committee appointed to draft M.A. proposal and steer it through various levels of review.
2. Committee appointed to continue development of CCTC proposal for Social Science/History Waiver, including matrices and indexes, and steer it through various levels of review. Collaboration with Political Science, Economics, Chicana/o Studies and other Social Science faculty in developing the curriculum for the waiver.
3. Through collaboration with the AVP for Academic Programs and planning, membership in PARC and reviewing documents of successful program reviews, plan well for program review. Build on earlier assessment projects regarding program student learning outcomes.
4. Bring in a social science consultant regarding new pedagogies.
5. Scholarship:
 - Tenure-track faculty develop individual publication targets, apply for mini-grants and outside research funding. Scholarship chart in History Program Personnel Standards serves as a guide.
 - Development of UNIV 498 courses where students assist faculty in research.
 - Chair support for part-time faculty to acquire research materials, go to research collections, present research at conferences, and mentoring on publication in research and teaching journals (modest monetary support, considerable morale and mentoring support).
 - Establishment of "Faculty Seminar" where tenure-track and part-time faculty present their research to peers with an eye to revision for publication, as well as application of research to classroom teaching.

❖ Resources Needed for Success

More tenure track faculty to support all three emphases, but esp. the World and Thematic pillars, of our undergraduate program as well as the new M.A. and single subject waiver path.
More release time for existing faculty.

❖ Assessment of Success

Numbers of students graduating, numbers of students getting into quality graduate and professional schools
Assessment of learning outcomes and program review
Bring in a social science consultant regarding new pedagogies and how to assess them.

➤ To Accomplish in 5 years?

❖ Goals/Targets

1. Launch M.A. in History in 2011, and graduate students with M.A. beginning in 2013.
2. Launch Social Science/History Single Subject waiver emphasis with History B.A.

3. Assess the status of the program following program review, and plan and implement needed changes.
 4. Continue to improve pedagogical skills of faculty.
 5. Continued individual publication of faculty scholarship.
- ❖ Techniques (Tactics – How?)
1. Implementation of M.A. in History.
 2. Implementation of History/Social Science waiver B.A. emphasis.
 3. Are your learning outcomes appropriate and being met? Are we responding adequately to student demand? Will implementation of the M.A. and waiver cause adjustments?
 4. Bring in a social science consultant regarding new pedagogies.
 5. Scholarship:
 - Tenure-track faculty update individual publication targets, continue to apply for mini-grants and outside research funding.
 - Rotation of UNIV 498 courses.
 - Continued chair support for part-time faculty research, as above.
 - Continuation of a “Faculty Seminar.”
- ❖ Resources Needed for Success
- More tenure track faculty.
 Dedicated advising release time for the waiver option.
 More release time for faculty.
- ❖ Assessment of Success
- Are we growing? Are the course offerings keeping up with student demand?
 Are we filling the “holes” in the curriculum with talented tenure-track faculty?
 Are the numbers growing in the minor, B.A., waiver option, and M.A.?
 How interdisciplinary, multicultural, community-based, and international is the training our students are getting?