

NEW PROGRAM PROPOSAL

Ph.D. in History

University of Missouri-St. Louis

January 2007

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1. Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): University of Missouri-St. Louis

Program Title: History

Degree/Certificate: Ph.D.

Options: _____

CIP Classification: 45.0801

Implementation Date: Upon approval

Cooperative Partners: N/A

Expected Date of First Graduation: May 2010

AUTHORIZATION

Thomas F. George, Chancellor

Name/Title of Institutional Officer	Signature	Date
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PROGRAM DESCRIPTION

Ph.D. in History

Overview

This proposal is a request for a new Ph.D. degree in History, with fields of study in Metropolitan History, Regional History, National History and Transnational History. This doctoral program will be central to the mission of the University of Missouri-St. Louis and unique to the University of Missouri. Centered on the St. Louis metropolitan area and its regional hinterland, the program promotes an examination of history from a sense of place that is transnational and global in perspective. The program will enable the UM-St. Louis History Department to continue to broaden and deepen its involvement with the St. Louis community. At the same time, the doctoral program will promote connections between the St. Louis community and the wider world.

One of the most pronounced trends in the late twentieth century was the concentration of human populations in metropolitan environments that form hubs of broader geographic and economic regions. More extensive than urbanization, the growth of metropolitan areas and regional hinterlands has influenced all aspects of human behavior and intellectual activity. While “metropolitanization” and “globalization” have created new problems and opportunities, they have also stimulated new ways to address the study of history.

At the national and international level, the high quality of the UM-St. Louis history faculty and the unique character of the doctoral program will attract students from across the country and around the globe. From its St. Louis campus, the University of Missouri will offer the St. Louis region, the nation and the world a doctoral program in history that enriches and refines a sense of place and connects local identities to global realities and relationships.

The program proposed here will not duplicate or compete with traditional doctoral programs in history. Traditional doctoral programs focus on the study of nation states and require extensive faculty resources to cover a wide range of national histories. This proposal emphasizes innovation and draws its strength from limited and tightly focused objectives. As part of the public metropolitan research university of the state’s most populous and economically robust region, the history department at UM-St. Louis possesses valuable resources that will facilitate the implementation of the proposed doctoral. Rather than requesting extensive new resources, this proposal seeks only recognition that existing resources enable UM-St. Louis to offer a distinctive and innovative doctoral program in history.

An inventory of existing resources include recent additions to the faculty, a fundamental restructuring of graduate studies in history, the relocation to the UM-St. Louis campus of a major national historical organization and the implementation of new history programs and projects.

The core strength of advanced study in history at UM-St. Louis lies in the scholarly accomplishments of its faculty. Although the department has not been able to replace all members of the faculty who have retired over the last decade, it has been able to acquire new

faculty members who significantly strengthen its innovative approach to advanced historical study. Elsewhere in this proposal, the accomplishments of the faculty are discussed in greater detail. Here the goal is to highlight the attributes of newer members of the department. **Dr. Carlos Schwantes** is the Mercantile Library Professor of Transportation Studies. His forthcoming book on the West the railroads made is indicative of his perspective on regional history examined from a global perspective. **Dr. Kevin Fernlund** is a joint appointee in History and Education who specializes in the twentieth century American West and is the newly appointed Executive Director of the Western History Association. The decision of the Western History Association to relocate the office of its Executive Director to the UM-St. Louis campus strengthens the Department's national reputation as a center of excellence in metropolitan and regional history. **Dr. Deborah Cohen** is a joint appointee in History and the Institute for Women's and Gender Studies. Her interest in transnational gender issues focuses on labor migrations across the Mexican and United States border. **Dr. Minsoo Kang** is a Korean national trained in European intellectual history at the University of California-Los Angeles. Like Dr. Cohen, Dr. Kang's distinctive transnational and transcultural perspective lies at the vital center of the department's innovative approach to advanced study in history. This perspective will continue to provide the department with intellectual cohesion in the years ahead.

Beyond the faculty, by far the most significant historical asset acquired by UM-St. Louis in recent years is the venerable St. Louis Mercantile Library. Founded in 1846, the Mercantile Library holds one of the nation's richest and most extensive collections of manuscripts, rare books, original artwork, newspapers and images. Relocated from downtown St. Louis to modern facilities on the UM-St. Louis campus in 1998, the Mercantile Library provides an incomparable resource for advanced study in regional and metropolitan history.

Another area of success in the advanced study of history at UM-St. Louis is the thriving M.A. program in Museum Studies. Demand for this program from across the region (and beyond) has made it highly selective. The program director is **Dr. Jay Rounds, the E. Desmond Lee Professor of Museum Studies and Community History**. Dr. Rounds has maintained an enrollment cap of twelve students per year and has successfully placed the program's graduates in museums around the country. Although the M.A. degree is generally the terminal degree for historians employed in museums, a Ph.D. in metropolitan and regional history will provide future museum directors with an advanced degree.

Finally, it is important to emphasize the success of the path-breaking Virtual City project. The Project fuses innovative digital technology with advances in pedagogy, archival methods and museum display. Grant support for the Virtual City project is indicative of the national recognition that it has received as a tool for the organization, study and display of historical materials. The National Endowment for the Humanities awarded the Project two major grants and featured the Project in its magazine, *Humanities*. Currently, the Project is funded by the Library Services and Technology Act Federal Grant Program and by a National Leadership grant from the Institute of Museum and Library Services.

All of these assets and activities have brought increased national attention to the advanced study of history at UM-St. Louis. The Western History Association (WHA) and the Virtual City Project have also increased demand for graduate research assistants (GRAs). The WHA employs

two GRAs each year. With its current funding, the Virtual City project employs three GRAs. In addition, the History Department employs five graduate teaching assistants. All ten of these graduate assistantships provide tuition remission and will enable the proposed doctoral in history to provide a significant degree of financial support to its students without additional costs to the university.

UNIVERSITY OF MISSOURI-ST. LOUIS MISSION STATEMENT

The University of Missouri-St. Louis is a land-grant research institution committed to meeting the diverse needs in the state's largest metropolitan community. It educates traditional and nontraditional students in undergraduate, graduate, and professional programs so that they may provide leadership in health professions, liberal and fine arts, science and technology, and metropolitan affairs such as business, education, and public policy. University research advances knowledge in all areas, and through outreach and public service, assists in solving, in particular, problems of the St. Louis region

2. NEED

A. Student Demand

FORM SE STUDENT ENROLLMENT PROJECTIONS

	SCH by Fiscal Year									
Students	1	2	3	4	5	6	7	8	9	10
FT #1	15	15	15	15						
FT #2		15	15	9						
FT #3			15	15	15	15				
FT #4				15	15	9				
FT #5					15	15	15	15		
FT #6						15	15	9		
FT #7							15	15	15	15
FT #8								15	15	9
FT #9									15	15
FT #10										15
Total FT SCH	15	30	45	54	45	54	45	54	45	54
PT #1	9	9	9	9	3					
PT #2	6	6	6	6	6	6	3			
PT #3		9	9	9	9	3				
PT #4		6	6	6	6	6	6	3		
PT #5			9	9	9	9	3			
PT #6			6	6	6	6	6	6	3	
PT #7				9	9	9	9	3		
PT #8				6	6	6	6	6	6	3
PT #9					9	9	9	9	3	
PT #10					6	6	6	6	6	6
PT #11						9	9	9	9	3
PT #12						6	6	6	6	6
PT #13							9	9	9	9
PT #14							6	6	6	6
PT #15								9	9	9
PT #16								6	6	6
PT #17									9	9
PT #18									6	6
PT #19										9
PT #20										6
Total PT SCH	15	30	45	60	69	75	78	78	78	78
Total SCH	30	60	90	114	114	129	123	132	123	132
Total Students	3	6	9	12	13	15	15	16	15	16
Degrees Awarded	-	-	-	2	1	3	2	4	2	4

Enrollment Assumptions

Projected enrollments were determined using the following assumptions:

- One new fulltime (FT) student each year.
- Two new part-time (PT) students each year.
- Since they will be graduate assistants, the fulltime students will take six hours in fall, six hours in spring, and three hours in summer for 15 hours a year, and will graduate in four years.
- One of the new part-time students will take six hours in fall and six hours in spring, for 12 hours a year, and will graduate in five years.
- One-half of fulltime students take 15 SCHs per fiscal year and need 60 SCHs for the Ph.D. degree.
- One-half of fulltime students take 15 SCHs per fiscal year (till final year) but need only 39 SCHs for the Ph.D. degree because they have an MA.
- All part-time students will initially be our MA graduates who are working fulltime in the St Louis region.
- One-half of part-time students take 9 SCHs per fiscal year (till final year) and need 39 SCHs for the Ph.D. degree.
- One-half of part-time students take 6 SCHs per fiscal year (till final year) and need 39 SCHs for the Ph.D. degree.
- Our enrollments will mirror the national annual retention rates below, making the annual stop/drop rate (1-retention rate) will be 8%.. Any student who leaves the program, however, will be replaced by a new student.

All Master's	86%
Academic Master's	85%
Professional Master's	87%
Doctoral	92%

Source: Council of Graduate Schools

Rationale for Form SE

The proposed degree program will provide students the opportunity to earn a Ph.D. dedicated to the exploration of the history of St. Louis and other metropolises and their surrounding regions. Currently, UM-St. Louis' History MA program attracts many students, primarily secondary teachers. The population in Table 1 will be a major source of students when the program begins.

Table 1. Growth in Potential Student Population 2001-2005

Degree Program	Majors FY01		Majors FY05		Change	
	BA/BS	MA	BA/BS	MA	BA/BS	MA
HISTORY	90	65	122	74	36%	12%

Source: UM-St. Louis Institutional Research Report: CY05 Unit Report Student Data 2006

Table 2 contains a list of our graduates who have kept in touch with us after completing or while working on their Ph.D. degrees at other universities. This documents the strength of our existing programs as well as students' interest in doctoral study.

Table 2. Universities Where UMSL History Students Studied for Ph.D.

Carnegie Mellon University
<ul style="list-style-type: none"> • <i>Meadows, Darrell</i> (BA; MA, UMSL; Ph.D., Carnegie Mellon) -- Historian at the Library of Congress, for liaison with the <i>Bibliothèque nationale</i>.
University of Cincinnati
<ul style="list-style-type: none"> • <i>Sexauer, Connelia</i> (MA, UMSL; Ph.D.; Cincinnati) -- Assistant Professor, History, University of Wisconsin- Marathon County (?) or Wausau (?)
Harvard University
<ul style="list-style-type: none"> • <i>Haassis, Jennifer</i> (MA, UMSL; doctoral program at Harvard Divinity School).
University of Indiana - Bloomington
<ul style="list-style-type: none"> • <i>Dowden-White, Pricilla</i> (BA, UMSL; MA. Cornell U.; Ph.D.. Indiana - Bloomington) -- Associate Professor, History, UMSL
<ul style="list-style-type: none"> • <i>Loughlin, Bonnie</i> (MA, UMSL; pursuing Ph.D. at Indiana-Bloomington).
<ul style="list-style-type: none"> • <i>Moore, Gwendolyn</i> (One-year in UMSL MA program; now Ph.D. fellow at Indiana-Bloomington)
Michigan State University
<ul style="list-style-type: none"> • <i>Johnson, Jeffrey K.</i> (MA, UMSL; pursuing Ph.D.) -- TA at Michigan State.
University of Minnesota
<ul style="list-style-type: none"> • <i>Henry, Deborah</i> (MA, UMSL; Ph.D., Minnesota) -- Affiliated Assistant Professor, History; Director of Special Programs, UMSL
<ul style="list-style-type: none"> • <i>Samayoa, Marrian</i> (MA, Museum Studies, UMSL; second year Ph.D. student at Minnesota)
University of Missouri - Columbia
<ul style="list-style-type: none"> • <i>Cook, Barak</i> (BA, UMSL; Ph.D., UMC) -- Visiting Assistant Prof.
University of Oklahoma
<ul style="list-style-type: none"> • <i>Barnett, Michael</i> (BA & MA, UMSL; pursuing Ph.D. at Oklahoma)
St. Louis University
<ul style="list-style-type: none"> • <i>Acsay, Peter</i> (MA, UMSL; Ph.D., SLU) -- Affiliated Assistant Professor, History, UMSL
<ul style="list-style-type: none"> • <i>Clark, Bayard</i> (Non-degree graduate student, UMSL; Ph.D. in American Studies, SLU)
<ul style="list-style-type: none"> • <i>Randoll, Stephen</i> (BA & MA, UMSL; graduate study, UMC; ABD SLU) -- Teaching Assistant, SLU
<ul style="list-style-type: none"> • <i>Rutledge, Michele</i> (BA & MA, UMSL; ABD, SLU) -- Adjunct Assistant Professor, History, UMSL
<ul style="list-style-type: none"> • <i>Thurman, Joseph</i> (BA & MA, UMSL; pursuing Ph.D. at SLU)
<ul style="list-style-type: none"> • <i>Venn, Richard</i> (MA, UMSL; pursuing Ph.D. at SLU)
University of Toronto
<ul style="list-style-type: none"> • <i>Szostalo, Maksymilian</i> (MA, UMSL; pursuing Ph.D. at Toronto)
Washington University
<ul style="list-style-type: none"> • <i>Cheng, Linsun</i> (Non-degree graduate student, UMSL; Ph.D., WU) -- Associated Professor, Massachusetts - Dartmouth

• <i>Wilson, David</i> (Teaching Associate, History, UMSL, 1976; ABD WU) -- Volunteer social activist
• <i>Yard, Alex</i> (BA UMSL; Ph.D. WU; Passed away, Aug. 2005) – Late Professor/Chair, History, Winona State U., Minnesota
• <i>Yin, Liangwu</i> (MA, UMSL, Ph.D., WU) -- Associate Professor, Mount Union College, Ohio
University of Wisconsin - Madison
• <i>Lipset, George</i> (MA, UMSL; Ph.D., Wisconsin-Madison) -- Professor, American Studies, UC - Santa Cruz

In February 2004, a survey of master's students in History, Philosophy, and Political Science revealed that eleven students are “extremely interested” in the proposed Ph.D. program and another 33 students are “moderately interested.” Only one-third (28) were not interested.

Table 3. Survey Of Interest

Question	Seniors N=5	Potential Applicants N=3	Grad Students N=15	Alumni N=9	AVG N=32
How important is it that the program fits your career needs	2.4	3.0	2.4	2.8	2.5
How likely is the degree program to enhance your job stability with your current employer?	1.6	1.3	2.0	2.6	2.0
How likely is the degree program to enhance your productivity at your current job?	1.6	1.3	2.0	2.0	1.9
How likely is the degree program to enhance your effectiveness at your current job?	1.6	1.3	2.1	2.4	2.0
How likely is the program to enhance your chances of a promotion at your current job?	2.0	1.3	2.0	2.2	2.0
How likely are you to retain your current job after finishing the degree?	2.0	1.3	2.0	2.2	2.0
How likely are you to move to a new job in the St Louis region after finishing the degree?	2.3	2.7	1.9	2.4	2.2
How important is it that the program fits your intellectual scholarly interests	2.8	3.0	2.7	3.0	2.6
How compatible are your research interests and the fields in the program its emphasis areas?	2.4	3.0	2.1	2.4	2.3
How compatible are your research interests with those of the UMSL faculty members?	2.6	2.7	2.2	2.6	2.4
How important is it that the program fits your career needs	2.4	3.0	2.7	2.4	2.6

How likely is the degree program to enhance your job stability with your current employer?	1.4	1.7	1.6	1.4	1.5
How likely is the degree program to enhance your productivity at your job?	1.3	1.7	1.7	1.3	1.5
How likely is the degree program to enhance your effectiveness at your current job?	1.4	1.7	1.7	1.4	1.5
How likely is the program to enhance your chances of a promotion at your current job?	1.6	1.3	1.8	1.4	1.6
How likely are you to retain your current job after finishing the degree?	1.6	1.3	1.8	1.3	1.5
How likely are you to move to a new job in the St Louis region after finishing the degree?	1.8	3.0	2.1	1.4	1.9
How important is it that the program fits your intellectual and scholarly interests	2.4	3.0	2.8	3.0	2.8
How compatible are your research interests and the fields in the program or its emphasis areas?	2.6	3.0	1.8	2.1	2.2
How compatible are your research interests with those of the UMSL faculty members?	2.4	2.7	1.8	2.6	2.3
Competence in quantitative methods as applied to historical study.	1.8	1.7	2.3	2.3	2.1
Competence in electronic media and information technology, as tomorrow's tool for college online teaching and distance learning in History.	2.0	2.7	2.0	2.0	2.1
How Important is/are:					
Two or three competitive full PhD scholarships from the University of Missouri - St. Louis, guaranteed for four years.	2.3	2.7	2.7	2.9	2.7
Assistance in seeking competitive full or partial doctoral scholarship from outside sources	2.8	2.3	2.5	2.4	2.5
Awards of teaching or research assistantships that include tuition remission.	2.8	3.0	2.7	2.9	2.8
Graduate student loans from federal, state or metropolitan area sources.	2.0	1.7	1.8	1.7	1.8
Regular MA degree program, for well-qualified holders of a B.A. degree with the option to move into the PhD program after completion of	1.3	2.0	2.5	2.7	2.4

the MA degree.					
Regular PhD degree program for well-qualified holders of a B.A. degree or an M.A. degree.	2.0	2.0	2.5	2.1	2.3
Expedited M.A. / PhD track (the so-called “Fast Track” or “Express Way”)	2.8	3.0	1.8	2.1	2.1

Experiences in two other social science Ph.D. programs, Political Science and Criminology and Criminal Justice, suggest that we temper our enthusiasm when projecting enrollments. Because of limited faculty resources, those two Ph.D. programs enrolled a total of 63 students in Fall Semester 2005 (IPEDS) and had three graduates each last year.

The proposed program will particularly accommodate place-bound, ethnically, racially, and economically diverse St. Louis area students who already hold a related master’s degree. Our feedback from current students in such master’s programs indicates that an estimated 70 percent of the students will already be employed professionals in the St. Louis area. The proposed Ph.D. will strengthen students’ credentials and offer the possibility for professional advancement. Currently they hold leadership positions in agencies, schools, and colleges; a small number work in businesses.

Persons already employed by St. Louis institutions typically must retain their positions while enrolled in graduate studies for family and financial reasons. To do so while working and at an affordable cost requires the availability of a Ph.D. program at a public, comparatively low-cost, university that makes high quality doctoral work accessible to students whose schedules necessitate late afternoon, evening, and weekend classes. UM-St. Louis faculty routinely accommodate such students because of the university’s mission; the program design in Form PS documents how we have structured the program to promote students’ success.

Other students (an estimated 30 percent) will pursue the doctorate fulltime, seeking new career opportunities, probably in similar fields as those who are employed fulltime. Using existing departmental and grant funds, we are prepared to offer graduate assistantships to all fulltime students admitted into the program. (These graduate assistantships will be reserved for fulltime students since part time students will, typically, be employed off campus.) These experiences form the basis for the conservative enrollment projections in Form SE.

B. Market Demand

The Council of Graduate Schools’ Newsletter, *Communicator*, described an anticipated unmet need for Ph.D. graduates in their March 2007 edition. Although doctoral education grew significantly over the last 30 years, faculty positions in higher education have declined due to lower revenue growth and smaller-than-expected retirements among existing faculty. However, Ph.D. graduates in all fields have learned that they can make higher salaries in industry.

The 2006 Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook* of 2006 describes growth in post-secondary teaching positions over the next 10 years as stemming primarily from an increase in 18- to 24-year-olds and the increasing number who attend college. Additionally adults will return to college to enhance their careers. In addition, the BLS expects that colleges and universities will replace the large numbers of faculty who were hired in the late 1960s and the 1970s and are expected to retire in the next decade. This led the BLS to conclude, "Ph.D. recipients seeking jobs as postsecondary teachers will experience favorable job prospects over the next decade. While competition will remain tight for tenure-track positions at 4- year colleges and universities, there will be a considerable number of part-time or renewable, term appointments at these institutions and positions at community colleges available to them" (<http://www.bls.gov/oco/ocos066.htm>).

Table 4. An Occupation Report from the BLS website with job prospects for Historians

Industry	2004 employment		Projected 2014 employment		Change, 2004-2014	
	Number	Percent distribution	Number	Percent distribution	Number	Percent
Total employment, all workers	2,611	100.00	2,724	100.00	113	4.3
Total wage and salary employment	2,506	95.97	2,626	96.40	120	4.8
Federal government, excluding postal service	579	22.17	546	20.04	-33	-5.7
Local government	444	17.00	460	16.88	16	3.6
State government	375	14.36	378	13.87	3	0.8
Management, scientific, and technical consulting	152	5.82	230	8.44	78	51.3
Museums, historical sites, and similar institutions	101	3.86	113	4.14	12	11.9

Source:

http://data.bls.gov/oep/servlet/oep.nioem.servlet.ActionServlet?Action=empior&MultipleSelect=XXXXXX&MultipleSelect=919999&MultipleSelect=930000&MultipleSelect=541600&MultipleSelect=712100&MultipleSelect=920000&MultipleSelect=000500&Sort=ws_emp_p&StartItem=0&Resort=No&ResortButton=No&Base=2004&Proj=2014&SingleSelect=1930930197&Type=Occupation&Number=25

As Table 4 documents, there is an expected growth in all of the current positions held by historians except those employed by the federal government. Since few UM-St Louis graduates work for the U.S. government, this decline is not expected to affect our graduates.

The BLS also points out the significance of the Ph.D. degree for social scientists (<http://www.bls.gov/oco/ocos054.htm>). Social scientists are likely to have the highest educational attainment among all occupations. That is because the Ph.D. is a minimum requirement for higher education positions and is important for advancement to many nonacademic research and administrative posts (<http://www.bls.gov/oco/ocos054.htm#training>).

Similarly to the Department of Labor, UM-St Louis considers historians as social scientists. The *Handbook* describes the employment picture of social scientists in this way:

Many individuals with training in a social science discipline teach in colleges and universities and in secondary and elementary schools. . . . The proportion of social scientists who teach varies by specialty: for example, the academic world usually is a more important source of jobs for graduates in history than for graduates in most other social science fields.

Overall employment of social scientists is expected to grow more slowly than average for all occupations through 2014. However, projected growth rates vary by specialty. . . . Employment of geographers, historians, political scientists, and sociologists will grow

more slowly than average, mainly because these workers enjoy fewer opportunities outside of government and academic settings.

Competition will remain keen for social science positions. . . A few social scientists will find opportunities as university faculty, although competition for these jobs also will remain keen. Usually, there are more graduates than available faculty positions, although retirements among faculty are expected to rise in the next few years. *The growing importance and popularity of social science subjects in secondary schools is strengthening the demand for social science teachers at that level* (emphasis added).

Employment projections in this region are more general, as demonstrated in Tables 5 and 6.

Table 5. Projected Employment in Missouri by 2012

Title	2002 Employment	2012 Employment	N Change	% Change	Average Annual Openings
Postsecondary Teachers	23,570	31,120	7,550	32	1,290
Archivists, Curators, and Museum Technicians	1,180	1,260	80	6	30

Source: <http://www.projectionscentral.com/projections.asp?page=Main>

Table 6. Projected Employment of Secondary Teachers in Missouri by 2012

Occupation	Employment 2002	Projected 2012	N Change	% change	Annual Average Openings	Growth
Missouri	24,610	28,903	4,293	17.44	1,122	Well Above Avg. A-
Central Region	2,544	3,041	497	19.54	122	Above Average B+
Kansas City	4,173	4,728	555	13.30	173	Well Above Avg. A-
Northeast Region	945	1,055	110	11.64	38	Well Above Avg. A-
Northwest Region	1,294	1,439	145	11.21	51	Well Above Average A
Ozark Region	1,478	1,863	385	26.05	81	Well Above Avg. A-
South Central Region	888	996	108	12.16	36	Above Average B+
Southeast Region	1,877	1,968	91	4.85	62	Above Average B+
St. Louis Region	8,041	9,528	1,487	18.49	375	Well Above Avg. A-
Southwest Region	960	1,172	212	22.08	48	Well Above Avg. A-
West Central Region	954	1,088	134	14.05	40	Above Average B+

Source: Missouri Economic Research and Information Center.
<http://www.missourieconomy.org/occupations/ltpri/Default.aspx>

In fact, the Missouri Economic Research and Information Center noted that the Educational Services sector was at the top of its Ten High Growth Industries for the St Louis Region in the latest data available, the second quarter of 2006. That quarter there was over 5% growth over last year (<http://www.missourieconomy.org/regional/profile/?ac=2915000014#Section6>).

Given the competition for jobs, it is important that historians have a niche. As the *Handbook* states, “Historians, political scientists, and sociologists will find jobs in policy or research. Historians may find opportunities with historic preservation societies as public interest in preserving and restoring historical sites increases” (n.p.) The History Department at UM-St Louis has responded to one of those niches with our nationally recognized MA specialization in Museum Studies. The success of that program has led faculty to propose a niche History Ph.D. program.

The niche specialization is clear in the demand within academia for History faculty with the ability to focus their research within a metropolitan or regional context. As we conducted the needs assessment, we consulted H-Net Online, a job website for historians. On September 21, 2005, we found 67 positions appropriate for graduates of programs similar to the one we are proposing. Of the 67, 53 were seeking specialists in United States regions. The most commonly sought specializations were Public History or Public and Oral History (n = 11), African American History (7), and United States Women’s and/or Gender History (5).

What was surprising was the wide variety of many of the positions in what used to be considered “American History.” For example, there were announcements as diverse as the following: Late 19th or 20th century American urban, Antebellum South, Mid-Atlantic local or regional, North American Native or Environmental, American Military, U.S. Intellectual/Cultural, American West/Pacific Northwest, and U.S. Race and Ethnicity History as well as the History of Los Angeles. These positions document the niche markets that have been created with the current trend to study regions and their people more in depth.

There were other positions that focused on world regions such as Brazilian, Western European, West African, Islamic World, Non-western, Africa/African Diaspora, and Atlantic World History. More frequently the positions sought specialists in world regions or peoples related to the United States. Some examples include African American and African Diaspora, United States and Latin American (n=2), U.S. foreign relations, Borderlands, Political Economy, United States and the World (3), U.S.-Asia Migration/Mobility, and Transnational History. In summary, it became clear that other universities were conceptualizing new positions in terms similar to the way that we had recruited History faculty recently.

As the State of Missouri’s economic engine, the St. Louis region employs numerous highly educated professionals in a vast array of private, public, and non-profit organizations. The University of Missouri-St Louis’ niche is to contribute to the workforce and economic development of the region. The proposed Ph.D. in History will prepare recipients for applied research careers in public and non-profit organizations and advocacy groups; consulting to these

organizations; and high school, college, and university teaching by reflecting this metropolitan region in advanced studies.

According to the BLS there were about 24,000 History faculty in higher education in 2004 (<http://www.bls.gov/oco/ocos066.htm>). Recent searches for faculty positions in the social sciences at UM-St. Louis have actively sought candidates with research agendas related to metropolitan topics. Other institutions, for instance, the University of Illinois at Chicago, do so as well.

Although we do not anticipate that many of our graduates will find university positions in this region, local community college faculty with master's degrees are another audience for this program. They need additional and more accessible paths to the Ph.D. Because of our undergraduate population that consists of 74% transfer students, the university has robust partnerships with community colleges. We will ask UM-St Louis staff that work on community-college campuses to notify those faculty of this opportunity.

The doctoral degree will also provide a credential useful in advancement in secondary school teaching. With recent demands of the No Child Left Behind legislation, secondary teachers also feel the need for greater preparation in the discipline. Since UM-St. Louis prepares 20 percent of teachers in the state of Missouri, our own graduates will be the first targets of marketing efforts for this Ph.D. program. In addition, our strong school partnerships provide another avenue to attract potential students.

In the governmental sector, graduates of the proposed Ph.D. program will be highly sought after because of their experience with, and detailed investigation of, metropolitan problems that will increasingly become the locus of governmental activity. Consequently, our large and long-established Master's of Public Policy Administration program will serve as a feeder program for the Ph.D.

C. Societal Needs

Because of their location, public metropolitan research universities have both unique opportunities and an obligation to look to the future and determine how the accumulated knowledge of the past and the best thinking and research of the present can contribute to solving emergent problems through active engagement with their communities. Students ready to accept the challenge and make their contribution to understanding and solving critical issues for metropolises will embrace an intellectually rigorous program that enables them to do so.

Few professions have been as affected by increased metropolitanization as education. As education levels rise in metropolitan regions, community college faculty feel more obligated to have a Ph.D. degree in the field that they teach. Given the increasing accountability demands on public school teachers and the complexity of their jobs, more teachers are also returning to the university for advanced education. For secondary teachers, that normally means a graduate degree in the discipline that they teach. For example, the majority of M.A. students in History and English at U.M.-St Louis are high school teachers from the region.

Table 7 documents the growth of Missouri teachers with master's degrees over the last five years. Given the findings of our survey of potential students, we expect to see an increase in the number. Interestingly, their education has increased faster than their salaries, suggesting that many are seeking more knowledge rather than simply attempting to increase their salary with a graduate degree.

Table 7. Missouri Teacher Data

	2001	2002	2003	2004	2005	5-Yr Change
Average Teacher Salary	\$35,321	\$36,488	\$37,636	\$38,214	\$39,066	10.6%
Average Years of Experience	12.8	12.7	12.6	12.9	12.8	0.0%
Teachers with a Master Degree or Higher (%)	43.9	44.2	45.7	47.5	49.5	12.8%

Source: <http://www.dese.mo.gov/schooldata/four/000000/facunone.html>

Deep understanding of history has been valued through the ages as a social good. As Dean Richard Wheeler wrote in the March 2007 *Communicator*, “The hope of the humanist is, in my view, essentially, that there is so much from the past to pass on: our aim is to provide each new generation the frameworks of understanding that will allow them to interpret a significant portion of our human heritage” (p. 7). We have structured this program to do that in an innovative way.

D. Methodology for Determining Needs

To design this program, faculty in the History Department agreed that the focus that the department was taking in its hiring of regionalists would serve as a solid foundation for the development of a unique Ph.D. program. Faculty then surveyed their colleagues and university websites for benchmarks for cutting-edge programs. We reasoned that another traditional Ph.D. program in History was not necessary, given the other local programs and the strong program at UM-Columbia. We discovered that some universities have a similar attitude toward research in History as well as serving a metropolitan region. After studying Ph.D. programs at the University of Texas-Arlington, University of Houston, George Mason University, the University of Nevada-Las Vegas, University of Akron, University of Missouri-Kansas City and University of Hawai'i-Manoa, we designed the current program. After that, we discovered that another comparator, the University of Wisconsin-Milwaukee, had established a Ph.D. program that was the most similar to our proposal.

To document the need for this program, we surveyed alumni and potential students twice during the last eight years for their interest in the planned degree and their opinions about the program design. The positive responses exceeded our expectations. In addition, we consulted websites such as the Bureau of Labor Statistics and other sites cited above for data on potential employment of graduates of the program. We also used the university's fact book for data about our campus and our enrollment figures. In each case we cited the web resources that yielded data we could use to make our case for the needs.

3. DUPLICATION AND COLLABORATION

Duplication

Our investigations found few similar programs in the country and none in the state of Missouri. The American Historical Association's website on Ph.D. programs in the United States and Canada (<http://www.historians.org/projects/cge/PhD/Specializations.cfm>) stated, "Departments reported more than 126 specializations comprised of 352 specific fields." At the time that this proposal was developed, no university reported a History Ph.D. specialization in metropolitan or regional studies.

In general, Ph.D. programs reflect the campus mission and environment. For example, traditional History Ph.D. degrees are offered at Washington University in St Louis, St. Louis University, and the University of Missouri-Columbia. Areas of study in Washington University's Ph.D. in History reflect their traditions and mission: British, U.S., Jewish, European, Latin-American, world, medical history, and empire. The History Ph.D. specializations at St Louis University correspond to their Jesuit affiliation and include Late Antique, Byzantine, Medieval European, Early Modern European, Modern European, or American history. Ph.D. students at UM-Columbia have access to broad traditional fields that only a large comprehensive research university can offer: US history to 1865, US history since 1865, Ancient history, Medieval Europe, Early Modern Europe, Modern Europe, Latin American history, Asian history, or African history.

UM-St Louis has designed a program that meets the strengths and mission of our campus. Similar to the new Ph.D. program at the University of Wisconsin-Milwaukee, the structure and content of the proposed program are designed for scholars and teachers in a metropolitan region. For that reason it would be difficult for us to collaborate formally with other universities in the region.

Another important consideration in duplication is the mission of the University of Missouri-St Louis to make quality education accessible to citizens of this region. Given the difference in tuition between the two private universities and UM-St Louis, only this program provides access to an affordable quality Ph.D. in History for place-bound graduate students. In that sense, this program does not duplicate the other two local programs. Further, the distinctive fields of study – Metropolitan history, Regional history, National history and Transnational history – indicate the innovative nature of the program and distinguish it even more from existing programs.

Collaboration

Although collaborating on the program level would be very difficult given the different conceptual frameworks for the Ph.D. programs, UM-St Louis has a long successful collaboration with faculty at this region's other two research universities and the University of Missouri-Columbia. With prior approval, regularly admitted graduate students are permitted to take a course not offered by UM-St. Louis at Washington University or St. Louis University. This inter-university agreement has proven so mutually beneficial over the years that each semester there

are about the same number of Washington University students studying at UM-St Louis as there are UM-St Louis students taking courses at Washington University. Fewer students take advantage of the resources at St. Louis University, although their philosophy courses are popular with our MA students in Philosophy. In addition, through the System's Traveling Scholars program, graduate students at any University of Missouri campus may register on their own campus to take an approved course offered at another campus. We will continue to encourage students to participate in these exchange programs.

Offering a Ph.D. program in History at UM-St Louis will strengthen our collaboration so that we can offer doctoral level courses as electives for students in the other Ph.D. programs. History students at UM-St Louis will finally be able to benefit from participating in the St. Louis Doctoral Consortium in History approved by Chancellor Blanche M. Touhill of UM-St. Louis and Chancellor William Danforth of Washington University in June 1994. This agreement enables doctoral students in History to work with faculty at both UM-St Louis and Washington University. Until now, our participation has been limited primarily to UM-St Louis faculty serving on dissertations at the other campuses.

4. FORM PS PROGRAM STRUCTURE

The proposal was developed based on the standards and policies for Ph.D. programs of the Council of Graduate Schools. As the introduction to their policy says, “Students in a Ph.D. program become scholars by choosing an area in which to specialize and a professor with whom to work. Individualized programs of study may then be developed and committee members selected cooperatively as course work is completed and research undertaken” (p. 1). Those standards led to the following program structure:

- A. Total credits required for graduation: 60 (including master’s hours). The Graduate School at UM-St Louis requires a minimum of 60 hours for all Ph.D. programs. Students holding a master’s degree in History or a closely related field must, therefore, take a minimum of 39 credits beyond the master’s degree. Students may be admitted to the Ph.D. program without an MA if they follow the expedited MA track. The expedited MA program is a 30-hour course of study in which students satisfy the core requirement with 24 hours of coursework (i.e. without the five credit writing course) and complete the degree with the Thesis Option. Students admitted to this MA program do not need to reapply for admission to the Ph.D. program.
- B. Residency requirements: There are no additional residency requirements beyond the Graduate School requirements for all Ph.D. programs, which follow:
9.6. Doctoral Residency Requirement
The majority of credits used to satisfy requirements for a doctoral degree must be completed in residence at UM-St. Louis. The residence requirement may be satisfied with dissertation credit hours, graduate institutes, and credit courses taken through Continuing Education, as well as regular courses....
Residency normally requires that doctoral students successfully complete a minimum of 15 hours over three consecutive terms, which may include summer. The Dean of the Graduate School may grant exceptions upon recommendation by the program.
- C. General education: Total Credits: N/A
- D. Major requirements: Total credits: 30
7101 Doctoral Proseminar in Metropolitan History 3 cr
7102 Doctoral Research Seminar in Metropolitan History 3 cr.
7110 Doctoral Proseminar in Regional History 3_cr.
7112 Doctoral Research Seminar in Regional History 3 cr.
7120 Doctoral Proseminar in National History 3 cr.
7121 Doctoral Research Seminar in National History 3 cr.
7130 Doctoral Proseminar in Transnational History 3 cr,
7131 Doctoral Research Seminar in Transnational History 3 cr.
7201 Doctoral Research Methods Seminar 3 cr.
7202 Dissertation Research Seminar 3 cr

E. Free elective credits: 9 plus additional hours that equal at least 39 after MA
(Sum of C, D, and E equal A.)

F. Requirements for thesis, internship or other capstone experience: A dissertation is required. The UM-St Louis Graduate School policies for the dissertation state,

9.11 Doctoral Dissertation

All doctoral degrees require a dissertation as a final component of the program. The dissertation must be written on a subject approved by the candidate's doctoral dissertation committee, must embody the results of original and significant research and must be the candidate's own work.

9.11.1. Dissertation Proposal

Before a student may conduct substantial research for the dissertation, the dissertation committee must approve a proposal after a formal defense. The student submits the approved proposal for review and approval by the dean of the Graduate School.

An approved dissertation proposal in no way implies a contract between the university and the student. Depending on the outcome of the research, the dissertation may require substantially more work than anticipated when the proposal was approved. The termination of a line of research and the adoption of a substantially new dissertation project requires the preparation, formal defense, and acceptance by the Graduate School of a new dissertation proposal.

9.11.2. Preliminary Dissertation Approval

One copy of the dissertation, certified as complete and provisionally acceptable to the committee, shall be submitted to the Graduate Dean at least six weeks prior to commencement. The Dean of the Graduate School may seek advice and make suggestions to the committee about content and style before approving the dissertation.

9.11.3. Defense of Dissertation

Normally the approved Doctoral Dissertation Committee serves as the Oral Defense of Dissertation Committee. The Graduate Dean may appoint one additional qualified voting member to the Defense of Dissertation Committee from the Graduate Faculty within the University of Missouri System.

After deliberating on the oral defense of the dissertation, the Defense of Dissertation Committee votes on whether the defense was successful. The defense shall be deemed unsuccessful if there are two negative votes, even if outnumbered by positive votes. An abstention will be considered a negative vote. A student failing an oral defense shall have the opportunity for one additional defense before the same committee. The Defense of Dissertation Committee shall determine the timing and format of the subsequent defense.

Final examinations are open to the public. The decision of the Defense of Dissertation Committee is final. The report of the final examination is due to the Graduate School no later than two days after the examination.

G. Unique features: The focus on regionalism is an inherent unique feature. In addition, the following features are designed to guide students to a successful dissertation and scholarly career:

Students entering the Ph.D. program enroll in 7201 Doctoral Research Methods Seminar (3 credit hours). They prepare for the Comprehensive Exam by identifying three fields of study and completing up to 15 hours of work in Doctoral Proseminars.

HIST 7201 will be a regularly scheduled seminar meeting each Fall Semester. The same will be true for 7202, discussed below. Each member of the History Graduate Faculty will be assigned a Doctoral Proseminar and a Doctoral Research Seminar each semester. Students will arrange meeting times with professors. As enrollment in the program grows, a method will be developed to give faculty teaching credit for Doctoral Seminar work – e.g. faculty directing work for three doctoral students may receive workload credit for teaching one course.

Working in consultation with the Director of Graduate Studies, students must satisfy a **skill requirement** as they begin their doctoral work. Students must demonstrate competence in two foreign languages; or, in one foreign language and statistics.

With the completion of a minimum of nine hours of work in Doctoral Proseminars and after satisfying the skill requirement -- and within five semesters after entering the doctoral program -- students will take the Comprehensive Exam. Before taking the exam, students will meet with an Exam Committee composed of three faculty members. The Exam Committee will compile for the student a comprehensive bibliography of the literature in the student's three fields of study. The Comprehensive Exam will test the student's knowledge of this literature.

The Comprehensive Exam will be drafted, administered and evaluated by the students' Exam Committee. Usually each faculty member will draft one question to test the student in each of the three fields of study. The grades assigned will be "pass," "fail," or "retake."

Upon successful completion of the Comprehensive Exam, students will identify a major professor and enroll in 7202 Dissertation Research Seminar. As students work on their dissertation, they will enroll for 15 hours of work in Doctoral Research Seminars supervised by their major professor. Dissertations will be defended orally before a committee composed of the student's major professor and two other members of the Graduate Faculty. With the approval of the major professor, the Director of Graduate Studies and the Dean of the Graduate School, one member of the defense committee may be from outside of the department or the university.

One of the characteristics of a quality Ph.D. program is the foundation of a strong MA program. Some of the key points are summed up below by paraphrasing or direct quotations from the relevant sections in the *Bulletin*.

(a) Basic Requirements for History MA degree:

- No graduate credit may be counted from any History course below 5000.
- While you may take as many graduate level (5000/6000) courses as you prefer, it is stipulated that no more than 9 credit hours at 5000-level may be counted towards the 26 credit hours "core-course" of your degree program.
- To earn the 26 hours core, candidates select three fields of study (from the following History fields) [**These fields of study are currently being changed to the fields**

discussed in this Ph.D. proposal – Metropolitan History, Regional History, National History and Transnational History] :

Europe to 1715

Europe since 1715

Latin America

United States to 1865

United States since 1865

China and Japan since 1800

Africa and the Middle East (currently unavailable)

Africa and African-American

- For the first and the principal field, take a minimum of four courses (each at 3 credit hours or more); for the second and the third fields, a minimum of two courses each (at 3 credit hours or more). However, each field must include at least one 6000-level course.
- Each candidate must select one of two degree-options: the Thesis Option or the Research Paper option. While the Thesis candidate must complete a minimum of 32 credit hours in total and must demonstrate competency in at least one foreign Language or in quantitative method, the Research Paper option does not require thesis writing or competency in foreign language/quantitative methods but it does require the minimum of 36 credit hours in total and two graduate seminars (5-credit hours for each, in addition to the 26 hours core).

(b) General requirements for Graduate Studies:

- Time limitation: The maximum time allowed for completion of an MA degree program is 6 years after the first graduate course enrollment. All courses included in the program . . . must have been completed within six years of the awarding of the degree.”
- Maximum course load: For a regular semester, 9 to 12 credit hours as normal full-time course enrollment; for an 8-week summer session, two courses consisting of no more than 6 credit hours; and for a 4-week summer session, 3 credit hours.
- Full-time employment/full-time study: Student may either work full-time or carry a full-time load of courses, *but not both*. Therefore, those students who are employed full time *may not register for more than six hours*.
- Transfer credits may be granted only for graduate courses for which a grade of A or B . . . was achieved.
- Certificate program credits may be transferred to an MA degree program, with the consent of the degree program and within the time limitation set for the MA degree. If the MA degree is in a different graduate program from that awarding the certificate, then no more than one third of the credits from the certificate program may apply to the MA degree.
- Filing for a program of study: In consultation with their program advisor, MA degree students should file a program of study before completing the first two-thirds of the required hours in a degree program. (That means, before completing 21 credit hours of the 32-hour thesis option or before completing 24 credit hours of the 36-hour Research Paper option.) This individual program of study must be approved *both* by the degree program involved and by the Graduate School dean.

5. FORM FP

Form FP is attached in Appendix III. Data for it are based on the assumptions for Form SE, which is repeated here from page 7.

FORM SE STUDENT ENROLLMENT PROJECTIONS

	SCH by Fiscal Year									
Students	1	2	3	4	5	6	7	8	9	10
FT #1	15	15	15	15						
FT #2		15	15	9						
FT #3			15	15	15	15				
FT #4				15	15	9				
FT #5					15	15	15	15		
FT #6						15	15	9		
FT #7							15	15	15	15
FT #8								15	15	9
FT #9									15	15
FT #10										15
Total FT SCH	15	30	45	54	45	54	45	54	45	54
PT #1	9	9	9	9	3					
PT #2	6	6	6	6	6	6	3			
PT #3		9	9	9	9	3				
PT #4		6	6	6	6	6	6	3		
PT #5			9	9	9	9	3			
PT #6			6	6	6	6	6	6	3	
PT #7				9	9	9	9	3		
PT #8				6	6	6	6	6	6	3
PT #9					9	9	9	9	3	
PT #10					6	6	6	6	6	6
PT #11						9	9	9	9	3
PT #12						6	6	6	6	6
PT #13							9	9	9	9
PT #14							6	6	6	6
PT #15								9	9	9
PT #16								6	6	6
PT #17									9	9
PT #18									6	6
PT #19										9
PT #20										6
Total PT SCH	15	30	45	60	69	75	78	78	78	78
Total SCH	30	60	90	114	114	129	123	132	123	132
Total Students	3	6	9	12	13	15	15	16	15	16
Degrees Awarded	-	-	-	2	1	3	2	4	2	4

Budget Summary

Description	Fiscal Year									
	1	2	3	4	5	6	7	8	9	10
Revenue:										
Tuition	8,292	16,584	24,876	31,510	31,510	35,656	33,997	36,485	33,997	36,485
Institutional Revenue										
Total Revenue	8,292	16,584	24,876	31,510	31,510	35,656	33,997	36,485	33,997	36,485
Expenses:										
Adjunct Faculty:										
S & W	(1,920)	(3,840)	(5,760)	(7,680)	(8,320)	(9,600)	(9,600)	(10,240)	(9,600)	(10,240)
Staff Benefits	(147)	(294)	(441)	(588)	(636)	(734)	(734)	(783)	(734)	(783)
FT Student Scholarships	(4,146)	(8,292)	(12,438)	(14,926)	(12,438)	(14,926)	(12,438)	(14,926)	(12,438)	(14,926)
E & E	(1,800)	(3,600)	(5,400)	(7,200)	(7,800)	(9,000)	(9,000)	(9,600)	(9,000)	(9,600)
Total Expenses	(8,013)	(16,026)	(24,039)	(30,394)	(29,194)	(34,260)	(31,772)	(35,549)	(31,772)	(35,549)
Excess (Deficiency)	279	558	837	1,116	2,316	1,396	2,225	936	2,225	936

Budget Rationale

The budget was constructed on the basis of current tuition rates of \$276.40 for Missouri graduate students. Adjunct faculty salaries were based on current salaries in the History Department of \$3,200 per course. Staff Benefits were calculated based on the current rate of 7.65%. Finally, the algorithm at the University of Missouri System is \$3000 for e & e per employee. We allocated that on a pro-rata basis.

A key assumption is that we did not include current tuition or costs, including current faculty or assistantships. For example, a maximum of four fulltime Ph.D. students will receive existing assistantship stipends, which add no additional costs. Those resources are on-going revenue and expenses that support other History programs and will be shared with the new program.

One adjunct faculty member is added on a pro-rata basis for each five doctoral students enrolled. This supports our tutorial-seminar model in which faculty work one-on-one with students. If at least five enroll to work with one faculty member during a year, an adjunct faculty member will teach one of the faculty mentor's regular classes. Of course, given the large number of faculty in the department and limited enrollment, the budget includes the maximum expense for replacement faculty.

Break-Even Analysis

The budget shows that the tuition will pay program expenses from Year 1 on.

6. FORM PG PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

A. Student preparation

1. Admission procedures and student qualifications.

Procedures

The proposed program will follow the normal admissions procedures described in the Graduate School policies, which state, “The University of Missouri-St. Louis admits qualified individuals to study for graduate degrees and certificates. Students with a bachelor's degree or the equivalent from an accredited college or university may apply for admission to the Graduate School. Applicants may be denied admission if (a) they do not meet admission standards, (b) there are no available openings, or (c) applications are incomplete at the time of the decision” (<http://www.ums1.edu/divisions/graduate/faculty/rulesingle.html#Admissions>).

After the Graduate Admissions staff prepares the application materials for review, the Director of Graduate Studies in the UM-St. Louis History Department will base admissions recommendations for the Expedited MA program on the strength of the applicant's undergraduate program, a sample of written work, and three letters of recommendation from professors with whom the applicant has studied. Students admitted to the Expedited MA program can move directly to the Ph.D. program when they have successfully completed the defense of their MA thesis.

The Director of Graduate Studies will base recommendations for admission to the Ph.D. program on the strength of the applicant's MA program, a sample of written work and three letters of recommendation from professors with whom the applicant has studied.

The recommendations for both programs are forwarded to the dean of the Graduate School, who makes the final admission decision and informs the applicant and department of the decision.

Qualifications

Our admission criteria are based on the expectations for scholars in the social sciences. The Bureau of Labor Statistics summarized those qualifications as follows: “Social scientists may need a wide range of personal characteristics. Intellectual curiosity and creativity are fundamental personal traits, because social scientists constantly seek new information about people, things, and ideas. The ability to think logically and methodically is important to a political scientist comparing, for example, the merits of various forms of government. Objectivity, having an open mind, and systematic work habits are important in all kinds of social science research. . . . Excellent written and oral communication skills also are necessary for all these professionals” (<http://www.bls.gov/oco/ocos054.htm#training>).

Applicants to the proposed Ph.D. program must have completed an MA degree, or they may be admitted to the expedited MA program with a bachelor's degree. Applicants must document academic strength through a minimum GPA of 3.0 and three letters of recommendation. If they have not completed a master's thesis, they must also submit a writing sample, which normally

consists of a research paper. When reviewing the packets, the Graduate Program Director will consider the professional traits expected of social scientists.

2. Characteristics of specific population to be served. The program expects that the population will reflect current graduate students at UM-St Louis. That is, it will serve primarily culturally diverse full-time and part-time students from the St. Louis region who are interested in advancing their careers. Working students are expected to comprise most of the students in this program.

An important characteristic of the History doctoral program at UM-St. Louis is its capacity to enrich the culture of St. Louis by providing a high quality program to meet the professional needs of regional secondary educators, place-bound professionals in libraries, archives and historical agencies and independent scholars. The program will also attract students from outside of the region and outside of the United States for whom advanced study in comparative regionalism will be the focus of their doctoral work.

B. Faculty Characteristics

The Council of Graduate Schools' policy on Ph.D. programs is emphatic: "The quality of the graduate faculty is the single most important factor in the establishment and maintenance of an excellent program leading to the Ph.D. degree" (p. 7). This section and the mini-biographies found on pp. 38-40 document that the History Department at UM-St Louis meets this important quality standard.

1. Special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate program. The faculty assigned to teach in the Ph.D. program will all be members of the UM-St. Louis graduate faculty. The faculty will all be tenure track with doctoral degrees and significant research in their area of historical expertise.

In recent years, the History Department has made transnational and comparative history the intellectual core of its hiring priorities. It will remain the intellectual core as the composition of the Department is reconfigured in the opening decades of the twenty-first century.

Recent hires in the last five years illustrate the manner in which the Department is being reconfigured. The Mercantile Library Endowed Professor of Transportation Studies examines nineteenth and twentieth century transportation systems in global perspective; a professor of Mexican-American history specializes in the Borderlands of the American Southwest and northern Mexico; a European intellectual historian is an American-educated South Korean national with an interest in the impact of Confucianism on Western European thought.

The unique character of the UM-St. Louis history program will be shaped by scholars such as these as the Department of History emerges in the early decades of the twenty-first century with a perspective shaped by its graduate fields of study.

In addition to new faculty hires, the Department of History has reconfigured its existing BA and BS requirements to reflect its new focus on Metropolitan and Regional History. An earlier undergraduate

upper division distribution requirement has been changed. Previously, the Department required one upper division course each in United States history, European history and Non-Euro-American history. Now the Department requires one course each in Metropolitan history, Regional history and Transnational history. Similarly, the fields of study available to students in the existing MA program have been changed from Europe, United States, Latin America, China and Japan and Africa and African American to Metropolitan History, Regional History, National History and Transnational History. In short, the History Department is fully committed at all levels of study to its new emphasis. Individual faculty profiles are described in the section, Institutional Characteristics.

2. Estimated percentage of credit hours assigned to full-time faculty. It is estimated that 90-100% of the credit hours in this program will be assigned to fulltime faculty. History faculty consist of 16 fulltime tenure-track faculty, who will maintain the current departmental workload of three courses per term. In addition, the Dean of Arts & Sciences, the Dean of the Honors College, and a former chancellor are tenured faculty members in History and will occasionally teach in the program. Guest faculty will teach in the program infrequently, normally in the summer, although external experts may be invited to serve as the fourth member of the dissertation committee. The dean of the Graduate School must approve guest faculty members to teach graduate courses or serve on dissertation committees.

3. Expectations for professional activities, special student contact, teaching/learning innovation. Since this is a research degree, all faculty teaching in the program are expected to engage in research and bring that research into their teaching. Faculty are evaluated annually on their research, teaching, and service. In addition, non-tenured tenure-track graduate faculty undergo extensive reviews after three years and then during their tenure reviews after six years. UM-St Louis faculty must meet the stringent research requirements established for faculty at all University of Missouri campuses. Tenured faculty also undergo the University of Missouri required post-tenure reviews every five years after being tenured.

C. Enrollment Projections

At the end of five years, majors in the program will be four full-time and six part-time students. These projections are based on the number of predicted applications and an estimate of the number of students the program can serve effectively. Please see Form SE (p. 6) for details.

D. Student and Program Outcomes

1. Number of graduates per annum at three and five years after implementation: For full-time students, the program should take approximately four years to complete, three years of coursework and one year of dissertation. Part-time students should take approximately six years to complete. Thus, the number of graduates at three years after implementation should be 0. At five years after implementation, the number of graduates should be one, with another two graduating in the fifth year of operation.

2. Special skills specific to the program: Comparative historical analysis is a complex skill specific to the program. National histories have dominated historical studies since the beginning of graduate training in history in the late nineteenth century. Indeed, it could be

argued that the modern history profession in Western Europe and the United States emerged to promote the history of the nation state. Globalization has clearly transformed this historical project. The UM-St. Louis doctoral program retains national history as an essential field of study. In fact, the Department is currently working with colleagues from Missouri Southern University to develop a collaborative MA program to deliver traditional American history content to secondary educators in Carthage, Missouri and elsewhere across the state. The doctoral program will not marginalize national history, but it will locate national history in the nexus of Metropolitan, Regional and Transnational history.

Students in the existing MA program and proposed Ph.D. program work in the same fields of study. However, MA students are required to develop *competence* in three fields of study as measured by their completion of a thesis or research papers. Ph.D. students are required to develop *mastery* in three fields of study as measured by their comprehensive examination and doctoral dissertation.

Through this program, students will demonstrate the following **learning outcomes**:

- At the beginning of their doctoral work, students will demonstrate competence in two foreign languages; or, in one foreign language and in statistics.
- Through courses and in a Comprehensive Examination, students will demonstrate
 - A professional understanding in three historical fields of study.
 - An extended and fine-grained understanding of a body of primary sources in their area of regional specialization.
- In an oral presentation, students will defend the quality of a book-length original contribution to historiographical literature in the form of a dissertation.
- Publish an original piece of historical research. This peer-reviewed work represents the student's public display of their mastery of their chosen fields of history.

3. Proportion of students who will achieve licensing, certification or registration: Not applicable

4. Performance on national and/or local assessments: The written Comprehensive Exam and the oral Dissertation Defense form the program's assessment tools. Publications resulting from doctoral work will constitute regional and national assessment of the program. We expect the success of the program to be evident by these measures at the end of the first five years.

We expect a high percentage (over 90%) of our students to successfully complete the program and receive the doctoral degree. We expect such a high rate of success because admission to the program will be based in substantial measure on evaluations of an applicant's prospect for success. As we have stated, many of our students will come to the Ph.D. program with a completed master's degree. Some, with exceptionally strong credentials, will be admitted to the expedited M.A./Ph.D. program (in all cases, admission to the Ph.D. program is separate and distinct from admission to the M.A. program).

5. Placement rates in related fields, in other fields, unemployed: Since many of our students will already hold professional positions, placement rates will be relatively low. Many of the students in the program will be seeking professional advancement in existing jobs. Nevertheless,

we expect that the unique features of the program will provide recipients of the Ph.D. at UM-St. Louis with a competitive advantage in all regional markets of higher education. Outside of the largest national colleges and universities, a “sense of place” is essential to the identity of most colleges and universities. Historians with the capacity to embrace and build upon a “sense of place” will be welcome additions to history departments in most colleges and universities.

6. Transfer rates, continuous study: The UM-St Louis Graduate School has strict enrollment and transfer policies, as follow:

5.2. Continuous Enrollment

To remain in good standing, students shall enroll for at least one term each calendar year. Students not meeting this enrollment requirement will become inactive and be required to reapply. If students reapply and are readmitted, they will be subject to all regulations in effect at the time of readmission.

After they achieve candidacy, Doctoral students shall enroll each semester. International students on student visas shall enroll fulltime for each fall and spring semester.

5.3. Fulltime Study

The minimal fulltime course load is nine credit hours for a regular semester and/or five credit hours during the eight-week summer session.

5.6.1. Courses Taken at the University of Missouri-St Louis

At least half of the credits for master's, educational specialist and doctoral degree plans shall be from 5000-level courses and above.

Within the major department, students normally may not take a 3000-level course for graduate credit. However, outside the department, a 3000-level course may be taken for graduate credit with the approval of the students' advisors. Advisors shall seek approval from the instructor, who may assign additional work commensurate with each student's graduate status.

Courses numbered from 0 to 2999 may not be taken for graduate credit.

5.6.2. Credit for Courses Taken Prior to Enrolling in a Graduate Program at UM-St. Louis

No course applied to an undergraduate degree may be allowed in that student's graduate degree.

Transfer credit shall be granted only for approved graduate courses for which a grade of at least B-, or equivalent, was achieved from an accredited institution.

Degree credit may be allowed for up to three credit hours for institutes, workshops, clinics, and Continuing Education courses only if offered by an appropriately accredited institution of higher education. Only such courses that award a letter grade may be applied to a graduate degree.

Students may transfer up to 18 hours of work on a Graduate Certificate Program Plan to a Master's or Doctoral Program Plan, if the unit granting the degree approves the transfer.

5.6.3. Credit for Courses Taken at Other Universities After Enrolling in a Graduate Program at UM-St. Louis

Graduate students admitted to UM-St. Louis shall petition in advance to take courses at another institution and apply the credit toward a graduate degree at UM-St. Louis.

9.3. Doctoral Enrollment

Full-time status is defined as nine credit hours per semester. Units may require higher enrollments than this.

After students achieve candidacy and complete the residence requirement, they must remain enrolled during fall and winter semesters until the degree is completed. Failure to register in any regular semester will result in termination from the Graduate School. If students so terminated decide to reapply and if they are readmitted, they will be subject to all regulations in effect at the time of readmission, and will be required to enroll for at least one credit hour in each semester since their last enrollment.

When doctoral students are enrolled for research credit, the credit amount may vary, but the student must register for all work required, and the credit total may exceed the minimum requirements.

Given our experiences with the existing MA program, we anticipate that most students will maintain continuous enrollment and few will drop out of the program. Our enrollment projects reflect national trends in the discipline.

E. Program Accreditation

There is no state or national accreditation agency that is appropriate for this program.

F. Alumni and employer survey of satisfaction

The History Department views its role as preparing its majors to be effective citizens. The following excerpt from the university *Bulletin* documents their graduates' satisfaction with the existing programs:

An important rationale for the discipline of history is its centrality to the university curriculum and to the life experience. The ability to put events or developments into the context of the past is useful as well as pleasurable. Responses to a questionnaire sent to history graduates have indicated that alumni in a wide variety of fields are as conscious of and appreciative of their training in history as those who have chosen it as a profession. Men and women in business, lawyers, bankers, librarians, and foreign-service officers have all found it relevant to their careers. Study and research in history sharpens organizational and writing skills important to success in business and the legal profession.

The proposed program expects to continue that practice. The program will be reviewed every five years and will include a survey of all graduates as part of the review. We anticipate that most of the graduates will be employed. The UM-St Louis Career Center periodically surveys major employers of our students to determine their level of satisfaction with graduates of the program; however, long term employment of graduates will also be used as a measure of employer satisfaction.

7. ACCREDITATION

The University of Missouri-St. Louis is accredited by the Higher Learning Commission of the North Central Association. This accreditation applies to all baccalaureate, masters, and doctoral levels. Our next scheduled comprehensive evaluation will be in 2008-09.

8. INSTITUTIONAL CHARACTERISTICS

Characteristics of the University of Missouri

The University of Missouri-St. Louis is one of four campuses that constitute the University of Missouri, the ninth largest university in the United States. Founded in 1839 upon the ideals of Thomas Jefferson, the University of Missouri became a land-grant institution following passage of the Morrill Act by Congress in 1862. The university remained a single-campus institution until 1870 when the Rolla campus was opened. Two campuses were added in 1963. The private University of Kansas City became UM's Kansas City campus, and an entirely new campus was started in St. Louis, in response to the early 1960s nation-wide movement toward the creation of public universities located within metropolitan centers. Today the University of Missouri is governed by a nine member Board of Curators appointed by the governor and confirmed by the State Senate. The curators name the president of the university. Each campus is supervised by a chancellor.

Characteristics of the Campus

With more than 15,000 students, the University of Missouri-St. Louis is the largest public university in the area and the third largest in Missouri. It offers 47 undergraduate degree programs, 29 master's degree programs, 13 doctoral degree programs and the state's only professional degree in optometry.

UM-St. Louis' urban location determines its mission. The university works in partnership with other key community institutions to help the region progress and prosper and provides opportunities for people of the area to receive high quality and accessible liberal arts, career, professional, and graduate education. By means of a careful melding of strengths in scholarly research, teaching, and community service, UM-St. Louis plays a leadership role in advancing scholarship; providing quality undergraduate, graduate, and professional instruction to the large and diverse numbers of students in the St. Louis area, while it contributes to economic development throughout the area, region and state.

The University is committed to the development of high quality doctoral programs, as articulated by the Action Plan for UMSL. The Vision Statement in the Action Plan states, "The University of Missouri-St. Louis will elevate its status as a premier metropolitan public research university. Its educational and research missions will increasingly advance the economy and culture of the region, and provide leadership at a national and international level" (<http://www.umsf.edu/chancellor/plan/index.htm>).

Two priorities in the Action Plan support this proposal: Priority One. *Enhance the quality and delivery of undergraduate and graduate/professional education* and Priority Three. *Build the quality of research, scholarship, artistic/creative activity and graduate programs*.

UM- St. Louis is particularly well suited to offer a Ph.D. in history with fields of study in Metropolitan history, Regional history, National history and Transnational history. First, about 95% of UM-St. Louis students come from the St. Louis region, and 80% of UM-St. Louis

graduates live and work in the St. Louis region, making UM-St Louis the largest provider of college-educated workers in the region. UM-St. Louis offers opportunities for part-time and evening students to pursue graduate degree programs while they are employed. Our location means that students and faculty have immediate access to metropolitan resources. Second, the St. Louis area offers many opportunities for dissertation topics related to both contemporary and historical metropolitan issues. Third, a large fraction of the faculty at UM-St. Louis were attracted to this university because it is a public, land-grant, research university located in a metropolitan region. Metropolitan issues may not be the focus of all of their scholarly activity, but faculty are predisposed to ask discipline-based questions that are influenced by such issues.

The proposed Ph.D. degree in history explicitly reflects the mission of the University of Missouri-St. Louis. As indicated in our Mission Statement, the University “is the land-grant research institution committed to meeting the diverse needs in the state's largest metropolitan area. University research advances knowledge in all areas, and through outreach and public service, assists in solving, in particular, problems of the St. Louis region.” The commitment emphasized in the Mission Statement to provide education for metropolitan residents and to engage in research on metropolitan issues will achieve its fullest expression in this new degree program. In many ways this degree program will embody more aspects of the mission and ideals of the University than other graduate degree programs.

The commitment of the University to conduct research on metropolitan and regional issues has been expressed in many ways. One is the Public Policy Research Center (PPRC). Structurally, PPRC is organized around three units: Applied Research, Metropolitan Information and Data Analysis Services (MIDAS), and the Public Finance Initiative. Each unit is headed by a director. Other PPRC initiatives include the Point-of-View Photography Project, and Community History Research and Design Services.

A major infrastructure component at the university is the Thomas Jefferson Library. Library holdings develop primarily through the recommendations of faculty members. Because UM-St. Louis has attracted research faculty with a predisposition toward considering their specific discipline within the context of a metropolitan university, their accumulated recommendations for book and journal purchases have built a collection that has metropolitan and regional research strengths in many disciplines.

The decision of the St. Louis Mercantile Library Associates to move the Mercantile Library to the UM-St. Louis campus makes available a unique resource founded in 1846. While valued at more than \$25,000,000, this library and its John W. Barriger, III Railroad Library is literally priceless in terms of the materials in its collections. The move to the UM-St. Louis campus and the accompanying computerization of its catalog records makes these materials readily and conveniently available to doctoral students. With the acquisition of the Mercantile Library, the University has about 1,000,000 volumes, either on the shelves or in University of Missouri System remote access storage.

Accompanying the transfer of the St. Louis Mercantile Library to UM-St. Louis has been the creation of two endowed professorships in areas related to the Library's collections. One professorship is housed in the Department of History. Dr. Carlos Schwantes, St. Louis

Mercantile Library Endowed Professor of Transportation Studies and faculty member in the History Department, is an authority on regional history. He offers among other courses a graduate seminar held in the Mercantile Library and focused on topics that employ materials in the Mercantile's extraordinary collections.

One branch of the Western Historical Manuscript Collection is also housed in the Thomas Jefferson Library (the remaining branches are on the other UM campuses). The St. Louis collection is rich in materials related to St. Louis, with strengths in the fields of African-American contributions, the environment, education, immigration, journalism, labor, politics, social reform, and women's history. Among the organizations that have deposited their records in the St. Louis collection are labor unions, the League of Women Voters, the Metropolitan Church Federation, and the St. Louis YMCA and YWCA. A print, slide, and negative collection, primarily related to the St. Louis area, numbers over 200,000 items. An Oral History Program further enhances the collection.

Several years ago the University of Missouri System made the decision that on-shelf holdings were not as important as access to necessary information. Thus many on-shelf items were transferred to remote storage. As another part of this decision, combined electronic catalogs of all System library resources, as well as those of St Louis University and Washington University were developed. Under the collection sharing agreements with these universities, total holdings of over 8,700,000 volumes are as readily available to UM-St. Louis faculty and students as are the portions of the UM-St. Louis collection currently housed at the System remote site. As part of the MOBIUS System, any requested volume from the 8,700,000 will be available within 24 hours.

In addition, UM-St. Louis' Thomas Jefferson Library has electronic access to databases containing over 1,400 full-text journals, and through Lexis-Nexis Academic Universe, access to an additional 12,000 full-text resources. Finally, UM-St. Louis is a member of the Internet2 consortium, which provides very high bandwidth access to most available electronic resources at any of the other two hundred leading research universities in the country.

Faculty in the University of Missouri-St. Louis' doctoral programs were recently ranked as the eleventh most productive in the nation among small research universities, according to a list released by the Academic Analytics' Faculty Scholarly Productivity Index (*Chronicle of Higher Education*, January 12, 2007). More than 7,000 doctoral programs in 100 academic disciplines nationwide were examined. Those included in the small research university category had fewer than 15 doctoral programs; UMSL has 13. UMSL, as well as Washington University in St. Louis, were the only Missouri institutions listed in the top research university indexes.

Tom George, chancellor of UMSL, said, "The ranking shows that not only does UMSL educate St. Louis, UMSL also has a tremendous faculty whose research productivity enriches our academic programs and adds to the social and economic vitality of this region and nation" (<http://www.umsf.edu/services/ur/media/newsrel/jan11ranking.htm>).

Characteristics of the Graduate School at UM-St Louis

The Graduate School of UM-St Louis is charged with oversight of all graduate programs. The graduate dean approves all admissions to graduate programs, oversees all program changes and assures that students have fulfilled all of the policies before graduation. The policies are formulated by graduate faculty through a representative Graduate Council and are available on the Graduate School's website in the online Student Handbook.

That website (<http://www.umsl.edu/divisions/graduate/about/mission.html>) also clarifies the Mission and Role of the School, as follows:

Mission

The Graduate School of the University of Missouri-St Louis promotes culturally and intellectually diverse learning environments in which scholarship and creativity can flourish.

Role

To fulfill the teaching and research goals of the UM-St. Louis, the Graduate School provides leadership to graduate programs that inspire in students a passion for discoveries. In contrast to those in traditional universities, our programs reflect our mission as a public metropolitan research university: our faculty members' and students' scholarship advances understanding of their disciplines in rapidly changing local, regional, and global contexts.

In concert with the Graduate Council, the Graduate School:

- Provides an environment in which students and faculty can work together to acquire, discover, preserve, synthesize, and transmit knowledge;
- Continuously reviews the university's graduate programs and policies to maintain rigorous academic standards and respond to innovations in teaching and research;
- Facilitates interdisciplinary communication and endeavors.

The Graduate School will provide significant infrastructure to the proposed program as part of its regular activities.

Characteristics of the College of Arts and Sciences

The History Department is housed in the College of Arts and Sciences. The dean's statement on the College website summarizes the intellectual environment for the proposed program:

Grounding in the arts and sciences is the intellectual base for advanced study and research in academic disciplines, for professional training, and for responsible citizenship. Students in our classes engage in creative and critical thinking, learn to analyze multiple sources of evidence and appreciate pattern in complexity, reflect on important issues of the past and present, hone their ability to communicate effectively both orally and in writing, and prepare themselves to benefit from changes in the workplace that require well-educated employees.

The campus's oldest and largest college, Arts and Sciences takes special pride in its nearly 200 professors, all of whom hold earned Ph.D. degrees or other appropriate terminal degrees. These teacher-scholars teach approximately a thousand courses annually. Often small in size, these courses enable students to exchange ideas and information with peers as well as the professor. . . .

The CAS provides some 4,000 undergraduate and 800 graduate students with a wide range of accredited baccalaureate, master's and doctoral degrees and multi-disciplinary certificates through 14 departments, the Institute for Women's and Gender Studies, and The School of Social Welfare.

The dean is also a tenured member of the History Department and will assure that the proposed program has the support of the College.

Characteristics of the History Department

The History Department at UM-St Louis has a long history of community outreach. For example, Missouri's Region V History Day 2007 is held on campus, normally in February of each year. The region includes schools in the counties of Jefferson, Lincoln, Montgomery, Pike, St. Charles, St. Louis, and Warren counties, and the City of St. Louis. A non-tenure-track faculty member is responsible for managing this important event, which attracts many high school students.

Students in the proposed program will have access to other major assets in the St. Louis region because of the department's partnerships. For example, the Department of History and the Missouri Historical Society (MHS) have engaged in a variety of formal cooperative projects for more than a decade, and at present MHS provides support for the Museum Studies Program. One result of the cooperation between the Society and the faculty has been student access to the valuable primary source collection housed in the new research facility of the Society. The collection and other resources of the Society are an important addition to the combined facilities of the two universities involved in the St. Louis Doctoral Consortium in History. In addition, the Missouri State Archives has recently opened a St. Louis office that houses the St. Louis Circuit Court Records, the Mechanics Lien Papers, and other collections specific to the St. Louis region. The Virtual City Project is currently digitizing the Mechanic Lien Papers in collaboration with the State Archives. This is one example of the collaborative activities that generate graduate assistantships for students and employment opportunities for graduates.

Such resources recently led the Western Historical Association (WHA) to name History Department faculty member, Kevin Fernlund, as its Executive Director. The WHA began in 1961 with the purpose, "to promote the study of the North American West in its varied aspects and broadest sense." Due to the key role that transportation played in the development of the Western U.S., the WHA partners with the UM-St Louis Center for Transportation Studies (CTS).

The Virtual City Project's pioneering achievements in the field of three-dimensional electronic replication of historical landscapes has won recognition and support from the National

Endowment for the Humanities and have positioned it to become a model for the study of the American city. The History Department's 2005 Newsletter described the project in this way:

The central element in the project design is the interactive three-dimensional model of the downtown core of St. Louis. In its current version, the Virtual City website features reconstructed downtown landscapes for each decade between 1850 and 1960. Interacting with these models, students, teachers and scholars can explore the past by navigating through a changing urban landscape. Imaging technology has made virtual representations of three-dimensional space familiar features in scientific enquiry and in architectural, engineering and urban design. The Virtual City weds this technology to the organization and display of humanities content. Through its innovative design approach, the Virtual City allows visitors to interact with a variety of materials in a setting that approximates the lived experience of the past. In the Virtual City, the visitor can move through its streets or float over them.

Secondary school teachers will be recruited to this program because of the long and successful collaboration between the History Department and the College of Education at UM-St Louis. Two faculty members have joint appointments in History and Teaching and Learning. One, Laura Westhoff, noted in the Department's latest newsletter that recent Organization of American Historians' annual meetings were devoted to such collaborations. She wrote,

Classroom teachers are hungry for content-specific professional development (which has been seriously compromised in many school districts), and they welcome interaction with practicing historians. . . . While we might include scholarly concerns in our interactions with teachers, we might also discuss how we wrestle with questions of what content and skills to emphasize in our own courses, what primary sources we draw upon to do so, and how we pique our students' interests in seemingly remote events and cultures. Making the intellectual processes surrounding research and teaching more transparent not only models them for teachers, but also invites us to reflect on our own practices as we build professional communities that value rigorous standards for history education (p. 2).

This respect for secondary teachers in the History Department has created an unusually inviting environment for public school educators.

Faculty Resources

"A doctoral program is an apprenticeship" (Council of Graduate Schools, p. 18). The most important factor in the quality and success of the Ph.D. degree program is the faculty who will serve as mentors to the apprentices. All current History Department faculty are members of the Graduate Faculty. They all have active research programs that touch upon metropolitan and/or regional issues or context on the one hand or methodology relevant to the investigation of such issues or context on the other.

Robert Bliss (Ph.D. University of Wisconsin-Madison) Dr. Bliss is Associate Professor of History and Dean of the Pierre Laclède Honors College. Before coming to UM-St. Louis in 1997, he served as Lecturer, Senior Lecturer and Director of American Studies at the University

of Lancaster. Bliss specializes in early modern American and British history. He is the author of Revolution and Empire: English Politics and the American Colonies in the Seventeenth Century (Manchester: Manchester University Press, 1990) and numerous journal articles and book review.

Mark A. Burkholder (Ph.D. Duke University) Dr. Burkholder is Professor of History and Dean of the College of Arts and Sciences. He has written six books and numerous articles, book chapters and book reviews. His prosopographical research on high-ranking bureaucrats in Spain and Spanish-America provides a methodological approach particularly germane to studying interrelations between bureaucrats and other groups affecting the formation and implementation of policy in urban settings.

Deborah Cohen (Ph.D., University of Chicago) Dr. Deborah Cohen is Assistant Professor of History and holds a joint appointment in the Center for Women's and Gender Studies. Cohen is currently completing a book length manuscript titled "Bordering Modernities: Race, Masculinity, and the Cultural Politics of Mexico-US Migration." In addition to migration studies, her fields of interest include Feminist Theory, Critical Race Theory, Queer Theory, Postcolonial Theory, and the growing field of Transnational History.

Priscilla A. Dowden-White (Ph.D., Indiana University) Dr. Dowden is Associate Professor of History whose research concerns African Americans in St. Louis history. She has demonstrated her expertise in locating primary sources that have been traditionally omitted from regional studies. For example, her upcoming book (University of Missouri Press) discloses previously unknown facts about African American life in the St. Louis region.

Frederick Fausz (Ph.D., The College of William and Mary) Dr. Fausz is Associate Professor of History with an expertise in early American history and economic and cultural exchange among Europeans and Native Americans. He is the author of numerous scholarly articles and dictionary entries treating Anglo-Indian history and the trans-Mississippi fur trade. He is currently active in the commemoration of the 400th anniversary of the founding of Jamestown, Virginia.

Kevin Fernlund (Ph.D. University of New Mexico) Dr. Fernlund is Associate Professor of History with a joint appointment in the College of Education. He is also Executive Director of the Western History Association. He is the author and editor of several books treating the history of the twentieth century American West. Prof. Fernlund is currently completing a biography of Lyndon B. Johnson and the American West.

Louis S. Gerteis (Ph.D., University of Wisconsin-Madison). Dr. Gerteis is Professor and Department Chair. He is also director of the Virtual City Project. He has published four books and numerous articles, book chapters, dictionary entries and book reviews. His research expertise in nineteenth century United States history and in the Civil War era has focused most recently on St. Louis and serves as an example of the ways that regional research contribute to the advancement of traditional disciplines.

John R. Gillingham (Ph.D., University of California, Berkeley). Dr. Gillingham is a Professor of History who has written six books and 22 articles and chapters, including in the *Journal of*

Social History. His most recent work on the history of European political and economic integration place him at the forefront of international scholars in the field. He brings to the program expertise in regional, international and cross-cultural historical perspectives.

Winston Hsieh (Ph.D., Harvard University) Dr. Hsieh is Associate Professor of History and studies China, Asian-Pacific Rim, and Chinese American Ethnic History. He has conducted extensive research on Shanghai. His five books and six articles and chapters include the study of historiography from an international perspective.

Andrew J. Hurley (Ph.D., Northwestern University). Dr. Hurley is Professor of History with expertise in U.S. Urban History, Environmental History and Community History. He has written three books and numerous articles and book reviews. He is also co-director of the Virtual City Project. His research utilizes the St. Louis metropolitan region as a resource and focuses particularly on the interactions of urban landscapes, daily life and the transformation of metropolitan regions.

Minsoo Kang (Ph. D, University of California- Los Angeles). Dr. Kang is Assistant Professor of History, with expertise in the cultural and intellectual history of France, England and Germany in the eighteenth and nineteenth centuries. He is the author of numerous essays and book reviews. He is currently completing a book on the automaton as a cultural and intellectual symbol in the European imagination. His other areas of interest include the history of science and technology, literary history, East Asian and European contact in the early modern period and Korean history.

Richard H. Mitchell (Ph.D., University of Wisconsin, Madison). Dr. Mitchell is Professor of History and a Curators' Professor since 2001. His research focus on Japan will contribute to students' understanding of the international dimensions of metropolitan studies. He has written five major books on Japanese political structures, including one on bribery, another on other political criminals, thought control, and the role of the Korean minority in Japan.

Adell Patton, Jr. (Ph.D., University of Wisconsin-Madison). Dr. Patton is an Associate Professor of History whose book and 11 articles and chapters focus on the history of Africa, African Americans, and the African Diaspora. Dr. Patton will be able to serve as a role model for students of color as well as contribute to all students' understanding of the role of African Americans in St. Louis and other metropolitan regions.

Gerda W. Ray (Ph.D., University of California, Berkeley). Dr. Ray is Associate Professor of History who publishes in the area of criminal justice. Her contributions to the program will center on her expertise in U.S. Political and Social, Law and Society.

Jay Rounds (Ph.D., University of California at Los Angeles). Dr. Rounds is E. Desmond Lee Professor of Museum Studies and Community History and Director, of the Museum Studies Program. Dr. Rounds developed a graduate certificate in Museum Studies for M.A. students of History. Dr. Rounds' role as a mentor has made the certificate program popular with those already working in museums as well as those who are interested in the field. The Museum

Studies certificate program is expected to serve as a feeder program for the proposed Ph.D. and its courses can be used to meet the skills requirement for the Disciplinary Option in History.

Steven W. Rowan (Ph.D., Harvard University). Dr. Rowan is Professor of History who specializes in Germany and German-Americans. He has written or translated nine books, including editing and translating *Memoirs of a Nobody: The Missouri Years of an Austrian Radical, 1849-1866* (Missouri Historical Society Press, 1996) and *Germans for a Free Missouri: Translations from the St. Louis Radical Press, 1857-1862* (University of Missouri Press, 1983; selected and translated). He has written 23 articles and chapters. He will contribute to students' understanding of the role of ethnic groups in metropolises.

Carlos A. Schwantes (Ph.D., University of Michigan). Dr. Schwantes is the St. Louis Mercantile Library Endowed Professor who specializes in regional approaches to historical investigations. His five books and 50 articles investigate the development of the American West, a topic of considerable interest to students in this program.

Blanche Touhill (Ph.D., St. Louis University). Dr. Touhill is Professor and Chancellor Emeritus with a continuing interest in Irish and Irish-American history. Her expertise supplements the Department's strengths in transnational history and migration studies.

Laura Westhoff (Ph.D., Washington University). Dr. Westhoff is Associate Professor of History. She studies women, especially in the Progressive Era in Chicago. Her expertise will be an important component to the programs of those students interested in change agents in metropolitan and regional studies.

Lawrence White (Ph.D., University of California, Los Angeles). Dr. White is the Hayek Professor of Economic History. His fields of interest include monetary theory and policy, history of economics, history of economic thought and political economy. His articles have appeared in numerous leading economics journals and his books on monetary institutions and free banking have received international attention. He is an Adjunct Scholar of the Cato Institute (Washington, DC), a member of the Academic Advisory Council of the Institute of Economic Affairs (London), and a member of the Council of Scholars of the Foundation for Economic Education.

In summary, the contextual characteristics provide evidence that the University of Missouri-St Louis is well positioned to make this unique doctoral program available to professionals in the St Louis region who are seeking an advanced research degree in History. The university, through its organizational structure and campus culture, has the capability to support appropriately the proposed Ph.D. program.

Appendix I CLARIFYING COMMENTS

Ph.D. in History University of Missouri-St. Louis

ALIGNMENT WITH INSTITUTIONAL MISSION

Some might wonder if creating a new Ph.D. in History in 2007 is wise. Instead, the question should be, how should a Ph.D. in History be designed in 2007? Our research found that today's increasing academic demands in the service sector, especially education, are best served by a Ph.D. program that draws on the strengths of the region and addresses concerns about the growth of metropolitanism and regionalism internationally. That can best be accomplished at a metropolitan research university such as the University of Missouri-St. Louis.

The Mission Statement for the University of Missouri-St. Louis reads as follows:

The University of Missouri-St. Louis is the land-grant research institution committed to meeting the diverse needs in the state's largest metropolitan community. It educates traditional and nontraditional students in undergraduate, graduate and professional programs so that they may provide leadership in the health professions; liberal and fine arts; science and technology; and metropolitan affairs such as business, education and public policy. University research advances knowledge in all areas, and through outreach and public service, assists in solving, in particular, problems of the St. Louis region.

The proposed Ph.D. in history is directly aligned with the campus mission as a public, metropolitan research university. It builds directly on the advantages inherent in the campus's location in the State of Missouri's largest metropolitan area. Moreover, the program offers unique opportunities to already proven master's degree recipients to complete advanced research directly related to historical issues of the greater St. Louis region and, through comparative research, other metropolises and regions.

One of UM-St. Louis' Action Plan Priorities is directly relevant to the proposed Ph.D. program: **Build the quality of the research, scholarship and graduate programs to benefit the region.**

The measurable outcomes of this Priority demonstrate how this proposal will do that:

1. **Increase the number of doctoral programs with distinct CIP codes from 11 to 19**
 - a. Conduct market analyses and business plans to support the development of one new doctoral program per year (on average).
 - b. Increase number of doctoral degrees granted by seven annually.
2. **Increase graduate enrollment annually by 100 to 3,000 by 2008**
 - a. Increase program offerings to attract professionals seeking career development opportunities

Not only does this proposal reflect the campus mission, it also aligns with the University of Missouri Strategic Plan, as follows:

I. Access to Quality Learning and Teaching: Create a positive learning environment that enables students to achieve their full academic potential and to cultivate their personal development.

Strategic Goals:

1. UM should grow its overall enrollment by 10,000 students, with priority on graduate and professional students.

II. Academic and Research Achievement and Quality: Achieve a nationally competitive position in research, scholarship, and academic programs in selected areas consistent with each campus mission.

Strategic Goals:

3. UM should achieve doctoral-research extensive status for UMKC, UMSL and UMR and support enhancement of UMC's status as an AAU institution.

This Ph.D. program will provide a research degree that is accessible to place-bound professionals in the St Louis region. In addition, the program offers a curriculum that reflects the diverse St Louis region.

DEMONSTRABLE NEED

The History Department at UM-St Louis attracts many master's degree students. Over the years many have gone on to Ph.D. programs at other universities. For place-bound students this has been at a significant cost because of the steep tuition at Washington University and St Louis University.

Planning for the program, we surveyed the current students and alumni in the region who had not continued their studies. The results are described in detail on pp. 8 and 9. The comments that students made were even more compelling than the quantitative results, and we continue to get requests for information since the survey was administered in 2004.

In addition to the need that our own students expressed, a review of labor market projections (pp. 10-16) suggested growth in jobs that require or prefer a Ph.D. in History. According to 2001 data provided by the Bureau of Labor Statistics of the U.S. Department of Labor, there are currently over 2,000 positions filled in the St. Louis metropolitan region in relevant post secondary teaching (c. 500 in political science, history, economics, and philosophy), urban and regional planning (270), and administration in secondary education (1320). Using only the first two groups and assuming a thirty-year career, there will be more than 25 vacancies a year, more than triple the highest anticipated number of Ph.D. recipients annually.

The proposed Ph.D. in history will prepare recipients for applied research careers in public and non-profit organizations and advocacy groups; consulting to these organizations and groups; and college and university teaching. The doctoral degree will also provide a credential useful in advancement in secondary schools. As we explained in Societal Needs (p. 16), the No Child Left Behind legislation requires qualified teachers. In addition, many secondary and community college teachers in this region feel that they need a Ph.D. in their discipline to progress in their careers.

Finally, the need for the program is related to the mission of UM-St Louis. As the State of Missouri's economic engine, the St. Louis region employs numerous highly educated professionals in a vast array of private, public, and non-profit organizations. Persons already employed by St. Louis institutions typically must retain their positions while enrolled in graduate studies for family and financial reasons. To do so while working and at an affordable cost requires the availability of a Ph.D. program at a public, comparatively low-cost, university that makes high quality doctoral work accessible to students whose schedules necessitate late afternoon, evening, and weekend classes. UM-St. Louis faculty routinely accommodate such students because of the university's mission. Additionally, the program design in Form PS (pp. 20-23) documents how we have structured the program to promote students' success.

EFFICIENT USE OF RESOURCES

The proposed program will utilize existing full-time, regular graduate faculty at UM-St. Louis drawn from a department that already offers graduate courses and the MA degree. Thus the marginal cost of this program will be minimal.

We have projected a conservative budget. For example, we projected fewer enrollees than the market study suggests will be interested. In addition, we expect to be held accountable for these figures during the Program Review in five years.

Major infrastructure components are already in place at the university. For example, the program will hire additional faculty members only in adjunct positions. Additionally, faculty members' accumulated recommendations for book and journal purchases have built a collection in the Thomas Jefferson Library that has metropolitan and regional strengths.

Because the needs in the St Louis region outstrip state funding, the university has leveraged its resources through unique partnerships. For instance, the St. Louis Mercantile Library Associates moved the Mercantile Library, founded in 1846, to the UM-St. Louis campus. While valued at more than \$25,000,000, this library is literally priceless in terms of the materials in its collections, especially for historical researchers. Accompanying the transfer of the St. Louis Mercantile Library has been the creation of two endowed professorships in areas related to the Library's collections.

Another example of efficiency through partnerships is the Center for Metropolitan Studies. It is the original (1965) and still the largest of the centers comprising the Public Policy Research Center. The North American Institute for Comparative Urban Research operates through the

Center and maintains close ties with the European Institute for Comparative Urban Research located at Erasmus University, Rotterdam, The Netherlands. Additionally, endowed professors in the Desmond Lee Collaboration are explicitly linked through formal partnerships with public and private organizations of the St. Louis metropolitan region. The Institutional Characteristics (pp. 33-40) describe the many existing strengths that provide on-going resources for an additional graduate program in the History Department.

BENEFITS OF COLLABORATION

History students will benefit from participation in the St. Louis Doctoral Consortium in History approved by Chancellor Blanche M. Touhill of UM-St. Louis and Chancellor William Danforth of Washington University in June 1994. This agreement enables doctoral students in History to work with faculty at both UM-St Louis and Washington University.

In addition, UM-St. Louis has a long history of graduate program collaboration with other departments at Washington University and St Louis University. The Inter-University Agreement Program allows regularly admitted graduate students to take one or two courses not offered by the University of Missouri-St. Louis at Washington University or St. Louis University under an agreement among the three institutions. Students pay UM-St. Louis fees and enroll through the UM-St. Louis.

Enrollment data from those programs show equivalent numbers of students from private campuses attend UM-St Louis classes as UM-St Louis students attend a private campus classes. For that reason the program has been successful for several years. Offering a Ph.D. program in History at UM-St Louis will strengthen our collaboration by being able to offer doctoral level courses as electives for students in the other Ph.D. programs.

UM-St Louis has several cooperative doctoral programs with other UM campuses. However, we have learned through those experiences that the type of study required of Ph.D. students minimizes collaboration across such distances. Much doctoral learning is done in small group research and seminar experiences that cannot easily be achieved even with sophisticated technology. Instead, with the approval of the Dean of the Graduate School, faculty from other campuses may serve on History dissertation committees, as they do in all Ph.D. programs at UM-St Louis.

DISTANCE-BASED AND OFF-SITE PROGRAMS

Doctoral programs require such intensive personal relationships that we do not anticipate offering any additional off-site courses for the proposed program. Of course, individual students may take advantage of any UM-St Louis course offerings for electives, and some of them may be delivered by innovative formats.

The History Department has recently started to pilot a distance-education master's program in collaboration with Missouri Southern State University. It is possible that our experiences with that program will lead to more innovative delivery modes in the future, especially if the MA graduates from the collaborative program want to continue in the Ph.D. program.

Appendix II UNIVERSITY OF MISSOURI PRESIDENT'S CRITERIA

Ph.D. in History University of Missouri-St. Louis

First, there will be no sacrifice of the quality of current programs. The new Ph.D. program requests no new faculty members. Rather than sacrificing quality of the existing master's degree program, we anticipate that adding a doctoral program will enhance the quality of all of our programmatic offerings.

Adding new students without requiring new faculty members is possible because of the tutorial-seminar staffing model we will employ. Following the standard of the Council of Graduate Schools, faculty will work with students to plan an individualized curriculum. Students will work primarily with their advisor but will also select courses and seminars with other faculty members. Each faculty member will design one seminar per year. When the enrollment in the seminar reaches three students, an adjunct faculty member will take responsibility for teaching one of the seminar instructor's other courses.

Second, our market analysis includes metropolitan societal needs as well as student demand. It indicates the need for future community leaders and secondary and post-secondary faculty with expertise in metropolitan and regional studies. However, we are also concerned about the impact that this degree could have on our relationships with the community. Our society needs scholars with the depth of expertise gained through Ph.D. work and the understanding gained through collaborative research. In this way, the proposed program is directly linked to our mission and the university's Strategic Plan (please see the proposal's Clarifying Comments pp. 41-44).

The proposed program will particularly accommodate place-bound, ethnically, racially, and economically diverse St. Louis area students who already hold a related master's degree or who wish to join our expedited MA-to-Ph.D. program. Our feedback from current students in such master's programs indicates that an estimated 70 percent of the students will already be employed professionals in the St. Louis area. The proposed Ph.D. will strengthen students' credentials and offer the possibility for professional advancement. Currently they hold leadership positions in agencies, schools, and colleges; a small number work in businesses.

Persons already employed by St. Louis institutions typically must retain their positions while enrolled in graduate studies for family and financial reasons. To do so while working and at an affordable cost requires the availability of a Ph.D. program at a public, comparatively low-cost, university that makes high quality doctoral work accessible to students whose schedules necessitate late afternoon, evening, and weekend classes. UM-St. Louis faculty routinely accommodate such students because of the university's mission; the program design in Form PS documents how we have structured the program to promote students' success.

Other students (an estimated 30 percent) will pursue the doctorate fulltime, seeking new career opportunities, probably in similar fields as those who are employed fulltime. Using existing departmental and grant funds, we are prepared to offer graduate assistantships to all fulltime

students admitted into the program. These experiences form the basis for the conservative enrollment projections in Form SE (p. 6).

Third, *the proposal's financial analysis shows that this innovative approach to a Ph.D. in History allows us to meet these needs, even in the current fiscal climate.* The program expects an enrollment of 10 students by its fifth year. Although Ph.D. programs are universally expensive because of the individual attention students require, current faculty resources will be sufficient because of the History Department's depth and the staffing plan. The Business Plan follows:

Ph.D. in HISTORY

BUSINESS PLAN

I. Executive Summary

This proposal is a request for a new Ph.D. degree in history. The program will be central to the mission of the University of Missouri-St. Louis and unique to the University of Missouri. Centered on the St. Louis metropolitan area and its regional hinterland, the program promotes an examination of history from a sense of place that is transnational and global in perspective. The program identifies Metropolitan History, Regional History, National History and Transnational History as distinct areas of study. The program will enable the UM-St. Louis History Department to continue to broaden and deepen its involvement with the St. Louis community. At the same time, the doctoral program will promote connections between the St. Louis community and the wider world.

The proposed program is designed to enrich the culture of the St. Louis community by providing a high quality program to meet the professional needs of regional secondary educators, place-bound professionals and independent scholars. At the national and international level, the high quality of the UM-St. Louis history faculty and the unique character of the doctoral program will attract students from across the country and around the globe. From its St. Louis campus, the University of Missouri will offer the St. Louis region, the nation and the world a doctoral program in history that enriches and refines a sense of place and connects local identities to global realities and relationships.

The program proposed here will not duplicate or compete with traditional doctoral programs in History. Traditional doctoral programs focus on the study of nation states and require extensive faculty resources to cover a wide range of national histories. This proposal emphasizes innovation and draws its strength from limited and tightly focused objectives. As part of the public metropolitan research university of the state's most populous and economically robust region, the history department at UM-St. Louis possesses valuable resources that will facilitate the implementation of the proposed doctoral. Rather than requesting extensive new resources, this proposal seeks only recognition that existing resources enable UM-St. Louis to offer a distinctive and innovative doctoral program in history.

II. Product and Services

A. Product and service description

The proposed degree program will provide students the opportunity to earn a Ph.D. dedicated to the exploration of St. Louis and other metropolises and their surrounding regions. Specifically, through the Ph.D. in Metropolitan and Regional History program, students will demonstrate the following learning outcomes:

- As they begin their doctoral work, students will demonstrate a competence in two foreign languages; or in one foreign language and statistics.
- During the course of their study, doctoral students will develop mastery in three fields of study as measured by their comprehensive examination.
- The student's Exam Committee will compile for the student a comprehensive bibliography of the literature in the student's three fields of study. The Comprehensive Exam will test the student's mastery of this literature.
- Upon successful completion of the Comprehensive Exam, students will begin to work under the direct supervision of their dissertation supervisor to write, defend and electronically publish an original piece of historical research. This peer-reviewed work represents the student's public display of their mastery of their chosen fields of history.

B. Competitive Comparison

Our investigations found few similar programs in the country and none in the state of Missouri. The universities that are in the best position to design a similar program are those situated, as is the University of Missouri-St Louis, where source materials are located. For example, one of our comparators, the University of Wisconsin-Milwaukee (<http://www.uwm.edu/Dept/History/phd.html>), recently instituted a new Ph.D. program that includes concentrations in Modern Studies and Global History as well as Urban History.

UM-St. Louis is particularly well suited to offer a degree program in Metropolitan and Regional History. First, its location means that students and faculty have immediate access to metropolitan resources. Second, the St. Louis area offers many opportunities for dissertation topics related to both contemporary and historical metropolitan issues. Third, a large fraction of the faculty at UM-St. Louis were attracted to this university because it is a public, land-grant, research university located in a metropolitan region. Metropolitan issues may not be the focus of all of their scholarly activity, but faculty are predisposed to ask discipline-based questions that are influenced by such issues.

The proposed Ph.D. degree in history explicitly reflects the mission of the University of Missouri-St. Louis. As indicated in its Mission Statement, the University "is the land-grant research institution committed to meeting the diverse needs in the state's largest metropolitan area. University research advances knowledge in all areas, and through outreach and public

service, assists in solving, in particular, problems of the St. Louis region.” The commitment emphasized in the Mission Statement to provide education for metropolitan residents and to engage in research on metropolitan issues will achieve its fullest expression in this new degree program. In many ways this degree program will embody more aspects of the mission and ideals of this University’s than any of its other graduate degree programs.

IV. Market Analysis

As the State of Missouri’s economic engine, the St. Louis region employs numerous highly educated professionals in a vast array of private, public, and non-profit organizations. The Ph.D. in history will prepare recipients for applied research careers in public and non-profit organizations and advocacy groups; consulting to these organizations; and college and university teaching.

There is demand within academia for faculty with the ability to focus their research within a metropolitan or regional context. Recent searches for faculty positions in the social sciences at UM-St. Louis, for example, have actively sought candidates with research agendas related to metropolitan topics. Other institutions, for instance, the University of Illinois at Chicago, do so as well. According to 2001 data provided by the Bureau of Labor Statistics of the U.S. Department of Labor¹, there are currently over 2,000 positions filled in the St. Louis metropolitan region in relevant post secondary teaching (c. 500 in political science, history, economics, and philosophy), urban and regional planning (270), and administration in secondary education (1320). Using only the first two groups and assuming a thirty-year career, there will be more than 25 vacancies a year, more than triple the highest anticipated number of Ph.D. recipients annually (8).

Community college faculty with master’s degrees in this region are in the market for additional and more accessible paths to the Ph.D. Because of our robust partnerships with community colleges, we have staff on community-college campuses that can notify those faculty of this opportunity. The doctoral degree will also provide a credential useful in advancement in secondary school teaching. Since UM-St. Louis prepares the majority of teachers in the state of Missouri, our own graduates will be the first targets of marketing efforts for this Ph.D. program. In addition, our strong school partnerships provide another avenue to attract potential students.

These realities confirm the results of recent studies that found that only 50% of all U.S. doctoral graduates enter academic careers.² Of those who do, 75% are at institutions where teaching and service are of equal or greater importance than at research institutions.³

¹ <http://stats.bls.gov/oco/oco2003.htm>

² Hoffer, T.B., B. Dugoni, A. Sanderson, S. Sederstrom, V. Welch, I. Guzman-Barron, and S. Brown. 2002. Doctorate recipients from United States

universities: summary report 2001. Table 26. Chicago: National Opinion Research Center. (Data from the Survey of Earned Doctorates, conducted for NSF, NIH, USED, NEH, USDA, and NASA by NORC).

³ Berger, A., R. Kirshstein, and E. Rowe. 2001. U.S. Department of Education, National Center for Education Statistics (NCES). Institutional Policies and Practices: Results from the 1999 National Study of Postsecondary Faculty, Institution Survey. Table 2.1. Washington, DC.

B. Target Market Segment

The proposed program will particularly accommodate place-bound, ethnically, racially, and economically diverse St. Louis area students who already hold a related master's degree. Our feedback from current students in such master's programs indicates that an estimated 70 percent of the students will already be employed professionals in the St. Louis area. The proposed Ph.D. will strengthen students' credentials and offer the possibility for advancement. Currently they hold leadership positions in agencies, schools, and colleges; a small number work in businesses. Persons already employed by St. Louis institutions typically must retain their positions while enrolled for family and financial reasons. To do so while working and at an affordable cost requires the availability of a Ph.D. program at a public, comparatively low-cost, university that makes high quality doctoral work accessible to students whose schedules necessitate late afternoon, evening, and weekend classes. UM-St. Louis faculty routinely accommodate such students because of the university's mission.

Other students (an estimated 30 percent) will pursue the doctorate fulltime, seeking new career opportunities, probably in similar fields as those who are employed fulltime. We have existing resources to offer graduate assistantships to all fulltime students admitted into the program.

In all, we expect two part-time and one fulltime students will start the program. By the fifth year of implementation, the enrollment is expected to grow to seven part-time and three fulltime students. By Year V two fulltime and two part-time students are expected to graduate.

V. Promotion and Marketing Strategy

Students currently enrolled in and recent graduates of the bachelor and master's degree programs in History, Public Policy Administration, and Social Studies Secondary Education at UM-St Louis are the natural first targets of our marketing strategy.

In order to attract new students, we plan to promote the program by:

- Including the program in all marketing efforts in the UM-St. Louis Graduate School.
- Recruiting outstanding master's degree students from non-Ph.D.-granting institutions in the region.
- Informing community college faculty of the new program through UM-St Louis staff that work on community college campuses as transfer advisors.

VI. Financial Plan

A. Important Assumptions

Income from the proposed new degree rests on the number of new students that are expected to enroll in the program and the retention of continuing students. Detailed enrollment projections are included in Form FP (pp. 25-26). Within five years, we expect that the new degree program will maintain a steady-state enrollment of two new part-time and one new fulltime students per year, which, with student retention equivalent to the national average, will yield tuition income of \$ \$39,287.

B. Break-even Analysis.

Because this degree program is comprised almost entirely of existing space, courses, and faculty resources, the break-even number is 0. If no students were to enroll, there would be no additional expenses incurred. All costs for the program (operating expenses at University of Missouri rates for a small department, telephones and computers, library materials, the director's summer salary) will only accrue if students enroll in the program.

We expect that new revenue from student tuition/fees will average about \$40,000 per year after reductions due to tuition discounts. At the same time, new program expenses are expected to average under \$30,000 per year for the first six years. Some internal adjustments may be possible as TAs increasingly teach undergraduate courses currently taught by adjuncts. However, the proposed budget (Appendix III) assumes no change in the existing resources to present the most conservative scenario possible.

Enrollment at the end of Year V for the program to be Financially and Academically Viable

Minimum number of enrolled students after five years that would be required for the new degree program to be both academically and financially viable.

YEAR	V
FULL-TIME	1
PART-TIME	2
TOTAL	3

C. Projected Balance Sheet

We project that tuition generated by new students in the program will meet expenditures from Year I. This is due to existing institutional resources plus costs for adjunct faculty to cover faculty with more than three students in a seminar and one graduate assistantship and a small marketing budget, which are less than the expected income.

STUDENT EDUCATIONAL FEE PROJECTIONS							
Year	I	II	III	IV	V	VI	VII
Full-Time							
Part-Time							
TOTAL							

STUDENT FEE PROJECTIONS - Discussion

Tuition for the 2005-2006 academic year is \$263.20 (rounded to \$263) per credit hour for in-state students and 679.70 (rounded to \$680) per credit hour for out-of-state students. The projections presented above do NOT include tuition waivers for full-time graduate assistants or educational fee discounting.

Full-time Students. Full-time students will pay no tuition during the ?? years of course work—they will be supported on graduate assistantships, which include tuition support. The total tuition revenue for students from the full-time cohorts, starting in the ? year, is \$30,792.

Part-time Students. Part-time students will pay tuition for six years. Two part-time students will be admitted each year. It is assumed that all part-time students are instate – 12 semester credit hours/year/student at \$? per credit hour=\$?.

The total tuition revenue for students from the part-time cohorts . . .

Appendix III
University of Missouri Financial Documents