

DIVISION OF SOCIAL SCIENCES

LONG-RANGE PLAN

EXECUTIVE SUMMARY

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I. INTRODUCTION

The Division of Social Sciences eagerly embraces the opportunities and challenges of planning for UCSC's expanding role in California's higher education between now and 2010–11. The division prides itself on excellence and innovation. We identify four major foci of scholarly expertise and curricular emphasis: diversity and justice, public education, international and global issues, and environmental science and policy. In recent years, the division has built new undergraduate and graduate programs, and the students have come.

In the next five to ten years, the division plans several exciting programs that build on our existing strengths while extending our reach to new populations of students. Our new programs will advance the campus' goal of increasing the number of graduate students. For example, our division already is strong in policy-oriented research. Therefore, we propose a new master's program in "social policy and public advocacy." Our Education Department is rising to meet Governor Davis' challenge to increase the number of schoolteachers, having developed an innovative 15-month curriculum that includes two summer quarters. Education also proposes a master's of advanced studies in education (MASE) program to reach out to teaching professionals and a doctoral program to train the next generation of scholars. Our Community Studies Department plans to carve out a niche for our campus by offering a unique master's program in social documentation. These examples represent only a few of our innovative responses to curricular and enrollment needs.

Quality and excellence are our top criteria in developing programs, hiring faculty, and admitting students. Our programs promote diversity; for example, our Economics Department's popular new major in business and management economics is enrolling many minority students, several of whom are the first person in their family to attend college. In planning for growth, we strive to develop and improve our programs while accommodating steady enrollment growth.

In this executive summary, we describe the vision of our departments and research centers and the initiatives that we propose. We then discuss our plans for staff, our support budget, and space, all of which are integral parts of our plans for growth. We also discuss accountability measures. We begin, however, with a discussion of workload, because the strong enrollment growth that we anticipate raises concerns that our already-high faculty workload, rather than gradually moving back toward the campus average, could increase if we do not receive sufficient allocations of new faculty.

II. CURRENT AND PROJECTED WORKLOAD

The Division of Social Sciences leads the UCSC campus with an estimated 3,805 student workload FTE in 2000–01 and the highest faculty workload ratio of any division (23.5 in 1999–2000). We enthusiastically support the campus' goal of lowering our workload ratio closer to the campus average of 19.5 unweighted student workload FTE per budgeted faculty FTE.¹ However, we are very concerned that Social Sciences' enrollment increases over the last five years show no signs of abatement in the coming years.

In the five years since 1995–96, the division has grown at an average annual rate of 6.1 percent. We believe that the high and improving quality and innovative character of our programs are the reasons for these increases. For example, the Economics Department opened a new major in business and management economics in fall 1997. Today, only three years later, 477.5 students have declared or proposed this major.

¹ In this executive summary, the terms "student workload FTE" and "workload FTE" all refer to unweighted student workload FTE.

In light of no evidence to the contrary, we estimate that our 6.1-percent annual growth rate over the past five years may well continue for the next five years. If we grow at 6.1 percent per year from 1999–2000 to 2005–06, our student workload FTE will rise from 3,500 to 5,117, an increase of 46 percent. We will represent over 34 percent of total campus workload FTE. We believe that this scenario is realistic because the division already holds 32 percent of student workload FTE in 1999–2000.

While we recognize the dangers of straight-line extrapolations into the future, we do not see any evidence to support an alternative prediction. A growth rate significantly slower than 6.1 percent for Social Sciences does not seem realistic, as it would require growth rates for other divisions to increase by roughly 30 percent over their average growth rates for the last five years in order to meet overall campus growth targets. Meanwhile, Social Sciences' growth rate would need to drop to only 2.6 percent — less than half our current rate and below the expected rate for the campus as a whole. Even growing at the campus average will leave us with 32 percent of student workload FTE.

Let us be very clear. The Division of Social Sciences is not *seeking* to capture 34.3 percent of campus student workload FTE. However, absent dramatic changes in enrollment management — changes in admission processes and undesirable caps and restrictions on majors — a substantial portion of the new students is likely to enroll in Social Sciences programs. Moreover, our new graduate programs surely will attract new students and stimulate growth. Therefore, we urge the campus to provide us with the resources necessary both to accommodate the enrollment growth that we expect and to lower our faculty workload ratio to a number reasonably closer to the campus average.

If we received one faculty FTE for every 18.7 student workload FTE (86.5 new faculty FTE between 1999–2000 and 2005–06), our workload ratio would decline to 20.79. Any growth in faculty FTE at a rate slower than one faculty FTE for every 18.7 student workload FTE would threaten to leave our division with an unacceptably high faculty workload ratio at the end of the campus growth phase. We expect that the excellence of our programs will continue to attract students, and enrollment projections for our division should assume that our current growth rate will continue. With the students coming, and recognizing our obligation to instruct them, we need to receive faculty resources commensurate with the growth in our workload FTE.

III. DEPARTMENT PLANS

A. Anthropology

The Anthropology Department offers an undergraduate major in anthropology. In the doctoral program, the department offers three tracks: cultural anthropology, physical anthropology, and archaeology. The Ph.D. programs in physical anthropology and archaeology will enroll their first students in fall 2001.

The Anthropology Department's growth plan builds on existing strengths and develops new initiatives. In the cultural field, the department will hire faculty studying the anthropology of medicine and technology, language ideology, the politics of knowledge, and Islam. In archaeology, the department will recruit in historical archaeology of the colonial Americas. For physical anthropology, the department will recruit faculty specializing in growth and development and living populations.

With these new faculty members, the department will revise the undergraduate curriculum. The department also will be able to contribute to new division and campus initiatives. For example, positions focusing on medicine and technology and human growth and development will enhance the

department's strength in medical anthropology and contribute to the campus' Health Sciences Initiative. The department also would be better able to accommodate increasing enrollment demands on the resource-intensive laboratory course, *The Anatomy of the Human Body*. Positions in historical archaeology of the colonial Americas, language ideology, science and technology studies, and anthropology of medicine and technology will strengthen intra-departmental studies of culture and power and contribute to divisional initiatives on inequality, tolerance, social justice, and policy. Proposed new hires in language ideology will intensify fusion of cultural and linguistic anthropology. This fusion is a major contribution to anthropology and a distinguishing feature of the graduate program.

Silicon Valley Regional Center: The proposed new faculty member studying science and technology would provide an opportunity for linkage with the Silicon Valley Regional Center.

B. Community Studies

The undergraduate major in Community Studies examines how people can achieve social justice through community-based organizing, social movements, policy endeavors, and nonprofit-sector initiatives. Importantly, all students participate in a substantial field-studies internship before receiving their degrees. The department experienced 65-percent growth in student workload FTE from 1995–96 to 1999–2000. This growth strained the academic program and has prompted revisions in the field-studies program. The department's growth plan addresses these problems.

The department is organized around a central academic mission to study social justice, social change movements, and community organizing and social policy. Within this core are four foci: labor and political economy, health, social documentation, and identity and culture. The department proposes new recruitments in these fields to accommodate existing enrollments and expected growth. With these new hires, the department also will contribute to campus and division initiatives in health policy and in social policy and public advocacy.

The department's most significant initiative is a new master's program in social documentation. This program will train students to use visual, audio, or print media to document and express people's lives and cultures, their working and living conditions, and their efforts to improve their lives. New faculty hires will help to launch this unique and exciting program as early as fall 2003.

Summer Quarter and Silicon Valley Regional Center: Community Studies already operates a year-round program, with 88 majors on field study enrolled in summer 2000. For a state-funded summer quarter, Community Studies would expand its course offerings, principally in conjunction with a presence at the new Silicon Valley Regional Center. At SVRC, Community Studies would develop a new focus on social justice in the new economy. Using a part-time enrollment model, the program would target minorities and working adults enrolled at community colleges. The department would refocus other courses around a Silicon Valley theme as well.

C. Economics

Propelled by a 17.8-percent increase in undergraduate workload FTE in the first two quarters of 2000–01 compared to the same period in the previous year,² the Economics Department plans to accommodate expected growth and strengthen core fields.

² Economics' student workload FTE has increased by 57 percent between 1996–97 to 1999–2000, a number that will increase once final data for 2000–01 become available.

The Economics Department offers undergraduate majors in economics, global economics, and business and management economics. The global-economics major requires students to spend at least one quarter in the Education Abroad Program, thus integrating this important program into our division's curriculum. The major in business and management economics has experienced phenomenal growth since the department launched it in 1997. Approximately 70 percent of the department's majors are in business and management economics. In winter 2001, 477.5 students have declared or proposed this major. The major is home to large numbers of minority students and first-generation college-goers. The department also offers a M.S. degree in applied economics and finance and a Ph.D. in international economics. Students in the Ph.D. program have an impressive placement record.

With its growth plan, the Economics Department reaffirms its commitment to intellectual leadership in international economics. Under this plan, UCSC would boast the largest concentration of international economists of any U.S. university. The newly established Santa Cruz Center for International Economics (SCCIE) will further cultivate research and teaching on emerging policy issues in international economics.

The Economics Department plans to seize the opportunity to hire faculty in areas that have seen exciting advancements in recent years. In addition to strengthening the core fields of microeconomics, macroeconomics, and econometrics, the department plans to hire new faculty specializing in international finance, international trade, industrial organization, game theory and behavioral economics, financial economics, and public economics. Positions in international trade offer interactions with faculty elsewhere in the division specializing in trade and environmental issues. Faculty specializing in public economics will provide obvious linkages with the division's emerging focus on public policy. We also expect the department to recruit a faculty member who studies distributive justice, a position allocated to the division in the Campus Curriculum Initiative (CCI).

Summer Quarter and Silicon Valley Regional Center: For a state-funded summer quarter, Economics would expand course offerings and involve more ladder faculty in teaching. The department offers more than half of the core courses offered during the regular year during summer as well. The department also would consider offering an intensive summer program in advanced international economics directed toward current or prospective graduate students in the United States. For the Silicon Valley Regional Center, the department would expand outreach to corporations and extend teaching efforts while maintaining a firm base on the Santa Cruz campus.

D. Education

Faculty in the Education Department study issues of diversity in learning and teaching, in both classrooms and community settings. Implementing Governor Davis' mandate to increase the number of credentialed teachers, the Education Department is dedicated to training new teachers to educate California's ethnically diverse school population.

The largest and fastest-growing program in the Education Department is the program that leads to a master's degree in education and a teaching credential. This program is compressed into 15 months, including two summers, to accommodate substantial enrollments. At the undergraduate level, the department offers a popular minor, a six-course program that provides students with field experience in public-school settings or after-school, community-based programs. The minor program enables the department to reach out to undergraduate students interested in teaching careers.

The Education Department also is home to two innovative resources, the New Teacher Center and the federally funded Center for Research on Excellence and Diversity in Education (CREDE). The department seeks ORU status for CREDE.

As part of its growth plan, the department has submitted a proposed doctoral program in education. This program will prepare the state's next generation of educational researchers, teacher educators, university faculty educators, and policy-makers. The department also proposes a master's in advanced study in education (MASE), a program directed at practicing teachers in local counties. University Extension will administer this program. In addition, consistent with a systemwide commitment, the department proposes a systemwide ORU and a Ph.D. degree in education, both in conjunction with the California State University system.

Areas of faculty recruitment to accommodate anticipated growth as well as these initiatives include teacher education, systemic reform and mixed-methods research, pre-service education, and professional development.

Summer Quarter and Silicon Valley Regional Center: The Education Department is fully involved already in summer teaching, as the combined program that leads to a master's degree and teaching credential enrolls students for a total of 15 months, including two summers. The MASE program would develop and grow at the Silicon Valley Regional Center. In addition, the New Teacher Center already has operations in Silicon Valley.

E. Environmental Studies

Research in the Environmental Studies Department advances our understanding of ecological and social systems. Receiving multi-division training in natural and social sciences, students learn analytical tools to balance the needs of ecological systems with the demands of human society.

The Environmental Studies Department offers an undergraduate major in environmental studies. This major is interdisciplinary, drawing on natural sciences and social sciences and incorporating courses both within and outside the department. In addition, the department supports combined majors with economics, evolutionary and organismic biology, and earth sciences.

The department launched a Ph.D. program in 1994, the nation's first doctoral degree in environmental studies. The program has progressed well and is building a reputation for excellence. As part of its growth plan, the department plans to implement a master's program in environmental studies, a program that already has been approved but not yet implemented.

Over the next 10 years, the department plans to fill recognized research and curricular gaps. The department also plans to strengthen bridges between the department's research fields and other campus centers. Fields in which the department plans to recruit include plant physiological ecology, landscape ecology, rural change and governance, global environment change and governance, land use and sustainable community development, and fresh-water ecology. In keeping with the department's cross-disciplinary composition, natural scientists will fill some positions, while social scientists will fill other positions. The department plans to augment research and teaching collaborations with the Center for Agroecology and Sustainable Food Systems (CASFS). In fact, at least two of the proposed recruitments could fulfill CASFS needs as well. The department plans to continue developing the Center for Conservation Science and Policy. Finally, the department proposes two new research centers, the Institute of Agro-Food Studies and Rural Change and the Center for Tropical Ecology, Agriculture and Development.

An exciting development still in the planning stage is an interdivisional collaboration (Social Sciences, Natural Sciences, and Engineering) to enhance the synergy in environmental science and policy research and teaching across the many relevant departments on our campus. A task force has identified two major research themes (biodiversity and linking global and regional issues), and we anticipate that the next round of planning will include requests for several new faculty across the divisions to enhance current linkages and capabilities.

Summer Quarter: For a state-funded summer quarter, the Environmental Studies Department would offer gateway courses to the major, field study, courses for the master's program, and summer short courses or conferences with CASFS. The courses offered in conjunction with CASFS also might play a role in the master's program.

F. Latin American and Latino Studies

Latin American and Latino Studies will achieve official department status on July 1, 2001, creating the largest university department in the country that bridges Latin American and Latino studies. Merging traditions of area studies and ethnic studies, LALS faculty study Latin American culture and the dynamics of Latin American communities. Achieving department status at the beginning of UCSC's growth phase, the department now has the recognition necessary to launch exciting new initiatives.

Presently, the department offers an undergraduate major. Along with increasing the number of undergraduate majors, in the next five years the department plans to develop a Ph.D. certificate program, followed by a proposal for a Ph.D. program. The department also plans to develop an LALS emphasis within the division's proposed master's program in social policy and public advocacy.

To accommodate additional enrollments and continue developing the department's research plan, the department will recruit faculty who study mass media and popular culture, social issues and community development, comparative Latino studies, comparative race and ethnicity in the Americas, and human sexuality or gay studies. As the department seeks balance between humanities and social sciences approaches, some of the new faculty will have a humanities background, while the research of other faculty will provide a social sciences perspective. The department also plans to continue developing intellectual ties with other departments and strengthening the Chicano/Latino Research Center and the Center for Justice, Tolerance and Community.

G. Politics

The Politics Department offers an undergraduate degree in politics. The department also oversees the undergraduate Legal Studies program. At the graduate level, in fall 2000 the department welcomed the first class of students in its new Ph.D. program.

In planning for growth, the department presents several initiatives. First, the department will reconceptualize the undergraduate major consistent with experiences learned from the Ph.D. program. The department also will consider recent initiatives in political-science departments at other institutions. In addition, the department is discussing with the coordinators of the Legal Studies program the possibility of developing a combined politics and legal studies major. If this change does not prove feasible, the department will consider a practically oriented law and policy track in the politics major while retaining the philosophically oriented Legal Studies program. At the graduate level, the Politics Department plans to propose a master's program in social justice and politics.

Targeting individuals seeking a career in political and social advocacy, this program would focus on questions of social and economic justice.

To advance the department's teaching and research mission, the department plans to recruit faculty specializing in international relations and state formation, American political theory, research methods and public finance, democratic institutions and practices, comparative capitalism and political economy, gender and social policy, theories of sexuality and gay politics, and international law. The faculty member hired in international law possibly would coordinate the combined legal studies/politics major.

H. Psychology

Conferring more undergraduate degrees per year than any other major, the Psychology Department has one of the two highest faculty workload ratios on campus. In addition to the popular undergraduate degree in psychology, the department offers a doctoral program. Students in the doctoral program choose one of three specializations: cognitive, developmental, or social.

The department's growth plan accommodates expected student growth while developing the three research divisions in the department. New recruitments will deepen the department's existing strengths. In the cognitive area, the department plans to hire faculty specializing in cognitive neuropsychology, judgment and decision-making, applied cognitive psychology with links to technology, and cognitive psychology of education. For the developmental area, the department will recruit faculty in early development, personality, emotional development in infancy, early language and communication, organization of informal learning, resilience and positive youth development, and public policy and child development. The department is considering a graduate-level concentration in personality and the study of lives. The department also may expand the personality area of the undergraduate curriculum to include courses focusing on promoting the well-being of communities. Finally, in the social area, the department plans to build on the theme of social justice by hiring new faculty studying educational justice, policy development and implementation, diversity in organizations, and environmental justice.

Summer Quarter: In a state-funded summer quarter, the Psychology Department would offer courses that are impacted during the regular year.

I. Sociology

Social justice and social change are the centerpiece of the Sociology Department's curriculum. Policy analysis flavors faculty research, leading to policy recommendations at all levels of government on contemporary issues including technology, gang conflict, immigration and sexuality, drug policy and public health, regional development, environmental hazards, and affirmative action.

The Sociology Department offers a popular undergraduate major in sociology as well as a doctoral program. Along with accommodating expected student growth, the department plans to strengthen existing areas of research and develop other areas further. The department foresees recruitments for faculty studying work and wealth in the new world economy; women and feminisms of color; science, technology, and social change; media, representations, and institutions; gender and development; law, policy, and social justice; global environmental crises and new social movements; and youth, society, and culture.

Summer Quarter and Silicon Valley Regional Center: The Sociology Department is interested in offering Sociology 15, World Sociology, in the summer at the Silicon Valley Regional Center. Faculty would conduct research at SVRC, as the new economy in Silicon Valley has raised a variety of sociological issues. In addition, the department would like to place students in field-studies positions in Silicon Valley, perhaps with an on-site field-placement coordinator.

IV. COLLEGES

A. College Nine

The Social Sciences Division is preparing to submit a proposal to establish the academic program for College Nine. The new college will have a distinctive academic and co-curricular theme, “International and Global Perspectives.” This theme addresses the complementary themes of diversity, regionalization, and globalization in the modern world. College Nine students will be required to spend one quarter in the Education Abroad Program, foreign-language instruction, service learning (field study), the Global Information Internship Program, or UCDC. Since most service learning will take place off campus, students may satisfy their service-learning requirement during the summer, perhaps even in their home town, thus enabling the campus to shift some workload to both summer quarter and off-campus locations.

The dean of social sciences will oversee College Nine’s academic program, and the associate dean of social sciences will serve as provost of the new college. The college core course, A World of Possibilities, will be writing intensive, and the division will request funding for all sections of the core course. The division will request funding for other academic staff as well for the remainder of the program.

B. College Ten

Shortly after submitting a proposal for College Nine, the division will formally propose the establishment of the academic program for College Ten. “Social Justice and Community” will be the theme of College Ten. The college curriculum will explore a wide variety of topics ranging from psychological studies of the roots of prejudice, discrimination, and violence against disenfranchised groups to possible community and governmental policies for addressing social, political, and economic inequalities. Given the college’s emphasis on community, College Ten students will be required to enroll in at least one quarter of field study that emphasizes learning through community service. In addition to fostering community involvement, the service-learning requirement reflects the university’s commitment to the local community and California. As is true for the College Nine proposal, some students will perform their service learning during the summer and at off-campus locations.

The dean of social sciences will oversee College Ten’s academic program, and the associate dean of social sciences will serve as provost. The college core course, Social Justice and Community: A Writing Workshop, will be writing intensive, and the division will request funding for all sections of the core course. The division will request funding for other academic staff as well for the remainder of the program.

V. DIVISION INITIATIVES

A. Honors Minor in Global Studies

A planning group in the Center for Global, International, and Regional Studies proposes an honors minor program in global studies. The honors minor program will prepare highly motivated students to understand the causes and consequences of globalization. Guided by a commitment to public service and social justice, students will learn research skills to enable them to become research assistants or interns. Some students will participate in the center's innovative Global Information Internship Program, which places trained student interns in non-governmental organizations and civil society groups around the world to upgrade and support their information systems and use of technology and information.

B. Master's Program in Social Policy and Public Advocacy

Faculty in the Division of Social Sciences are developing a proposal for a master's program in social policy and public advocacy. The proposed program would educate students to "solve problems in society rather than to manage them."

Our faculty observe that many people employed in activist or organizer roles need training in thinking creatively about policy. They must understand how to analyze the effects of policy on people, and they need to understand the attitudes and beliefs that predict support for policies. The proposed program would provide them with this training.

Our faculty also note a trend toward regional studies. Regions are emerging as foci of research. For example, in Silicon Valley, prominent issues exist concerning quality of life, environmental protection, and effects of technology. This policy program would offer students an opportunity to focus on a region. In part to appeal to practitioners, the program would offer courses at the proposed Silicon Valley Regional Center. The program also would establish partnerships with community organizations, which often need a research component in order to be eligible for grants.

The proposed program would be interdisciplinary and would include a set of core, required courses (e.g., economics, organizational psychology, ethics, policy analysis, research methods and statistics, etc.). While similar to core courses in other policy programs, the courses would be tailored to the goal of training students to solve, rather than manage, problems. Students then would select elective courses to specialize in one of many subject areas supported by master-level programs and/or tracks in social sciences departments (e.g., Economics, Politics, LALS, Environmental Studies). In addition, students may be able to design, subject to approval, their own specialization comprised of existing courses at UCSC.

Faculty hired to teach in the program would hold their FTE in an existing department. Existing and new faculty interested in teaching in the program would be affiliated with the policy program. Most likely, no faculty would teach exclusively in the policy program. The program would generate a workload of at least four to six faculty FTE. Of course, the number of faculty members affiliated with the program would be considerably larger than four to six. At least 25 current faculty have expressed an interest in teaching in the program. In addition, we anticipate that the policy program would require a faculty director, plus approximately two staff members to administer admissions, advising, and related functions. Additional details will emerge as planning for the policy program progresses.

VI. RESEARCH CENTERS

The division has encouraged the growth of interdisciplinary research centers. We now have seven such centers that bring together faculty and students from several departments and bring vitality to both scholarly and teaching activities. These centers include the Center for Agroecology and Sustainable Food Systems; the new Center for Conservation Science and Policy; the Center for Global, International and Regional Studies (CGIRS); the Center for Justice, Tolerance, and Community; the Chicano/Latino Research Center; the Center for Research on Educational Diversity and Excellence; and the Santa Cruz Center for International Economics.

The departments recognize the value of these centers, and many of the faculty recruitments requested in each of their plans are designed to forge or strengthen linkages to the research centers.

VII. VISITING FACULTY

Economics, Environmental Studies, and LALS have requested funding to hire visiting faculty (four positions total). We propose that the recruitment and scheduling of these visiting faculty would be coordinated with College Nine, College Ten, Merrill College, and College Eight to teach at least one course in a college as well as courses in departments in our division. Visiting faculty, as soft FTE, will provide funding flexibility to the campus if enrollments decline.

VIII. STAFFING, SUPPORT BUDGET, AND SPACE

Meeting the challenges of growing enrollments requires an appropriate investment in staff, support budgets, space, and library resources. Over the past few years, the Division of Social Sciences has made strategic investments to help achieve improvements in our academic units and to accommodate our rapidly growing enrollments. We have forward-funded staff positions and kept pace with support budgets in anticipation of growth. In the process, we established norms for staffing and support that are not generous — our faculty tell us they need more — but they have allowed us to keep pace with growth. In their long-range planning, our departments have identified the support resources needed to sustain growth. Division staff have evaluated department requests against the support models developed over the past few years. The needs identified here are based on the best judgments and experience of our department managers and division analysts. They are, we believe, a reasonable compromise between maintaining the status quo and meeting the wish lists of our departments.

A. Staff

Our requests consider the continuing trend of decentralizing functions and responsibilities from central offices to divisions and from divisions to departments. This trend has increased the efficiency and responsiveness of the campus business systems from a faculty perspective, but it has not necessarily saved money. Increasing responsibilities in departments necessarily results in higher payroll classifications and salary impacts — a positive outcome in our difficult labor market but a budget obligation nonetheless. As we grow, we will also need to add additional technical support for instructional activities and specialized support staff for laboratories in Anthropology, Community Studies, Environmental Studies, and Psychology.

Our current ratio of department to division staff is approximately 1 to 1, a ratio that reflects the provision of business functions through service centers. We anticipate that the ratio will slowly become weighted towards departments as we transfer business functions closer to the academic centers

they support. We believe this change will be necessary to meet the demands of enrollment growth in the departments. This change also will ensure that we have sufficient staff in departments for peak demands, such as the beginning of quarters, without being overstaffed for routine activities. Properly staffing departments is necessary as well to meet the demands of a summer quarter. Just as faculty will need to spread their nine-month appointments across four quarters, so too will department staff need to adjust so that year-round support services can be met while allowing for vacations, leaves, training, etc.

Our short-term requests (2001–02 and 2002–03) will take into consideration where we want to be in 2005–06 as well as immediate needs that decentralization creates. For example, the Graduate Division’s proposal to transfer the processing of graduate applications from the central office to the departments would have widely varying consequences for Social Sciences. Two of our departments, Economics and Politics, already manage their own applications, although the Graduate Division processes some of these two departments’ applications that arrive centrally. We have funded Economics’ and Politics’ activities from existing resources, but we would expect to incur marginal additional costs to process those applications that the Graduate Division currently processes. A department with a relatively large office support staff, such as Psychology, estimates a .25 FTE increase along with the costs of supplies, mailings, and student assistance to absorb the increase. Environmental Studies, a department with fewer office staff and more technical staff, estimates the need for a .50 FTE increase. These two examples highlight the efficiencies gained from staffing appropriately at the department rather than division level.

B. Support

In 1999–2000, the Division of Social Sciences was spending \$27,000 per budgeted faculty FTE for support services. This figure includes department staff, division staff, support budgets, faculty services, telephones, data networking, and equipment replacement. While it includes routine facilities maintenance, it does not include one-time facilities costs or lease payments. Our facilities costs remain high as we attempt to modify and reassign existing space to accommodate our growth. We project that our per-FTE costs for new faculty FTE will increase to \$39,900 by 2005–06. The increase includes costs of inflation, higher job classifications, and increases in telephone and data networking rates for existing services as well as the costs of new staff FTE, support budgets, networking, and equipment replacement to accommodate our growing faculty and graduate student population. It does not include the costs of faculty, related TAS, or TA costs. While accurate projecting to 2010–11 is a stretch, we estimate that these costs will continue to grow.

C. Space

Space is the easier resource to estimate given California Postsecondary Education Commission (CPEC) norms, but it is the most difficult resource to plan for. If we achieve the enrollments we anticipate, we will fall to 52 percent of CPEC space guidelines in 2005 counting the space additions associated with ISB and the Engineering building. We improve to 80 percent in 2006–07 with the benefits from Academic Building One. Our success in meeting the demands of the anticipated enrollments in year five will be closely tied to the on-schedule completion of these three buildings.

In the short term, we cannot meet growth demands without temporary reassignments of space or alternative arrangements for providing space. In the long term, we must address the needs for specialized laboratory space required by Anthropology’s physical anthropology/archaeology group, Education, Environmental Studies, and Psychology. Our projected growth through 2010–11 requires

35,000 ASF to meet non-laboratory growth needs and an additional 35,000 ASF for laboratory needs. Some of this space requirement can be met off-campus at the Silicon Valley Regional Center, but most will be needed on-campus.

D. Library

A fully capable library will be critical for our faculty. Therefore, we support a fair allotment of resources to the library.

IX. ACCOUNTABILITY MEASURES

The Division of Social Sciences welcomes development of accountability measures. Many of our departments have already proposed accountability measures. Since departments in our division follow different scholarly and pedagogical paths, various measures will be more relevant to some departments than others. Over the next several months, the division will consult with departments to identify the accountability measures that are highly relevant, moderately relevant, and inappropriate for measuring accountability in each department.

While details will emerge by the time we submit our final long-range plan in December, we propose to judge our division on enrollments, faculty publication records, honors and awards, extramural research funding, development funding, student and faculty recruitment success, and student placement.