

# **DIVISION OF SOCIAL SCIENCES**

## **LONG-RANGE PLAN**

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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. Moreover, we fulfill UCSC's uncommon commitment to undergraduate education by offering exciting and innovative majors, minors, and honors programs. Our teaching is excellent. In addition, we offer undergraduate research opportunities through our research centers and newly established College Nine. We also are developing new graduate programs and strengthening existing ones, and we are planning the curriculum of College Ten.

In our division, as in most first-rate research universities, the individual faculty member engaged in independent scholarship is the backbone of our research endeavor. A wide variety of basic and applied cutting-edge research is done, and the recognition that we receive (in grants, fellowships, prestigious national appointments, etc.) attests to the quality of this work.

However, our faculty also come together in collaborative, multi-disciplinary arrangements that richly enhance the pedagogy and research dimensions in Social Sciences. Four vectors of scholarly interest that characterize the division concern diversity and social justice, public education, globalization, and environmental science and policy. These vibrant associations allow the division to develop powerful research centers and educational programs, and these four areas of concentration will be highlighted throughout our plan. It should be understood, however, that the divisional interest in these programs does not interfere with our commitment and support for the full range of scholarly interests of our faculty.

In the next five to ten years, the division plans several exciting programs that build on our existing strengths while extending our reach to a new population 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 master's and credential curriculum that includes two summer quarters. Education's Ph.D. program is already under review off campus, and the department now proposes a master's of advanced studies in education (MASE) program to reach out to teaching professionals. In addition, the department is planning a joint Ed.D. program with San Jose State University. 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 also 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 long-range plan, we describe the vision of our departments and research centers and the initiatives we propose. We then discuss our plans for staff, support budget, and space, all of which are integral parts of our plans for growth. We also discuss accountability measures and explain our priorities.

## **II. DIVERSITY**

Faculty, staff, and student diversity, as well as a focus in our curriculum on diversity-related issues, has long been one of our strengths. The Division of Social Sciences is proud of its success in recruiting ethnically diverse faculty. As of July 1, 2001, 30 percent of our faculty are minority. Women account for 45 percent of our faculty. In 1999–2000, 20.8 percent of the undergraduate majors in the division were members of underrepresented minority groups, the highest percentage of any division.

The division's success in recruiting ethnically diverse faculty, staff, and students is no accident. In recruiting faculty, our departments employ many successful strategies including targeted mailings, networking among professionals in the field, and prominent advertising. Several departments have requested additional funding for outreach under the Diversity Fund Program. Our departments will continue their efforts to recruit ethnically diverse faculty members. Similarly, minority students are attracted to our programs because many of our programs emphasize minority and diversity issues. Indeed, issues of equality and justice are a central concern to many of our faculty and research centers and are one of the themes of the Division of Social Sciences. The division also sponsors workshops for department managers on attracting diverse applicant pools for staff hiring. The division has an excellent track record of promoting diversity and will continue to promote diversity in the future using techniques that have worked for us in the past.

## **III. ENROLLMENT AND WORKLOAD PROJECTIONS**

### **A. 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 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. Only three years later,

477.5 students have declared or proposed this major. Enrollments in Economics are up 21.6 percent in fall 2001 compared to fall 2000.

Absent active campus-level enrollment-management techniques or division-imposed caps on majors, we estimate that our 6.1-percent annual growth rate over the past five years may well persist if the campus continues to grow. In fact, enrollments in Social Sciences departments grew approximately 8.7 percent from fall 2000 to fall 2001, indicating continued growth in Social Sciences, although fall-quarter enrollment data may not predict a division's overall growth for the year. If we grow at 6.1 percent per year from 2000–01 to 2005–06 and add new graduate programs, our student workload FTE will rise from 3,805 to 5,296, an increase of 39 percent. Absent enrollment management, and assuming that our growth and campus growth decline by approximately one half from 2005–06 to 2010–11, our student workload FTE would grow to 6,063, over 36 percent of total campus workload FTE.

Social Sciences faculty adhere to the same UCSC pedagogical tradition of intensive undergraduate education as the faculty in other divisions do, and our faculty do so carrying higher per-faculty student workloads (194.7 students per payroll faculty FTE versus a campus average of 151.1) with fewer TA resources. We have invested division resources to ease our workload numbers to maintain the quality of our undergraduate instruction. Absent a change in the campus commitment to undergraduates, we see only two alternatives if resources grow at a rate below student demand. First, in order to maintain reasonable workload levels and ensure quality, we request support from the campus to restrict enrollments in courses and majors in departments where resource growth lags student demand. Second, where enrollment management techniques are not desirable or do not work, we request support to delay implementation of new initiatives to enable us to direct resources toward enrollment demands.

At the rate of one faculty FTE for every 18.7 student workload FTE, our division could expect to receive 80 new faculty FTE by 2005–06 and 121 new faculty FTE by 2010–11. However, enrollment management or fluctuations in student demand may reduce or at least control our workload pressure, so our plans are based on a more modest assumption of 103 new faculty.

### **B. State-Funded Summer Instruction**

On June 14, 2001, the division submitted preliminary course offerings and enrollment estimates for a possible state-funded summer quarter in 2002. Including Education's summer program, EAP, UCDC, and off-campus field study, we projected to accommodate 42 percent of a single quarter's student FTE in nontraditional on-campus fall, winter, and spring instruction. We projected an increase to 45 percent by summer 2004.

Enrollments are so strong in the division that we stand a reasonable chance of achieving these projections. Particularly noteworthy is the experience of the Economics Department in summer 2001. The department had projected 206 enrollments for summer 2001. After the department added courses for summer 2001, the actual enrollment total was

370. The department's summer enrollments grew from 159 to 370 in just one year. The department is well on its way to meeting its projection of 460 enrollments for summer 2002, the projection that we incorporated into our division plan for a state-funded summer quarter. Similar excess demand in other departments likely will show up in summer enrollments once the campus begins promoting summer quarter as a regular quarter and our departments continue to expand their course offerings. The division is confident that it will help the campus to meet its 40-percent target for enrollments outside traditional on-campus fall, winter, and spring instruction.

The division stands ready to offer summer courses when the campus receives funding from the state.

#### **IV. 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 enrolled 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. The department has earned a national reputation in culture and power, focusing on the interplay of local and global practices and on ethnographic research and writing. 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. Several recruitments are in fields that likely will attract ethnically diverse faculty and faculty interested in diversity-related issues.

#### **FACULTY RECRUITMENTS**

##### **Cultural Anthropology**

**Politics of Knowledge.** This position will focus on the production and circulation of scientific, cultural, or political knowledge within and across expert communities and between lay communities. Areas of specialty might include the politics of representation, discourses of development, international non-governmental organizations, human rights, social justice, advocacy and activism, emergent public cultures, education, museums, and indigenous knowledge.

**Medical Anthropology.** This recruitment will seek a faculty member holding a Ph.D. or M.D. who is trained in medical anthropology and one or more of the following areas: studies of health institutions and industries, biotechnology, environmental health, disabilities,

indigenous medicine and healing technologies, ethnobotany, reproductive technologies, clinical medicine, or health policy. This position will support cultural analysis and ethnographic study of recent developments such as the human genome project.

**Language Ideology.** The department will hire two faculty members working at the intersection of cultural and linguistic anthropology. These faculty members will relate speech events and practices to political, economic, sociocultural, and historical formations. Thus, faculty members might study child development and language socialization, bilingual and multidialectal education, national language policies and planning, the emergence of regional or global languages, economies of language, colonial languages in a post-colonial setting, emergent public languages and speech genres, and issues of language generativity and iteration. Importantly, these faculty would interact with programs in regional studies, education, and psychology and strengthen the department's reputation as a center of language, culture, and power studies.

**Science and Technology.** The department will seek a faculty member with a Ph.D. or M.D. who has a strong background in ethnographic studies of science and technology, bioethics, philosophy and history of science, patent ownership, or the legal aspects of biotechnology and digital knowledge. New forms of scientific knowledge and technological artifacts are emerging continuously. Increasingly, technoscientific endeavors are owned and circulated by collaborations between public institutions and private industry or directly by multinational corporations. These developments have provoked some of the most exciting and provocative critical work in contemporary anthropology, a discipline uniquely positioned to offer sustained and systematic study of these forms with a concern for questions of culture and power.

**Islam.** This faculty member will have expertise in an Islamic region and a broad vision of Islam as a global constellation of flexible, varied religious and political formations. This position would engage the department in contemporary debates on the resurgence of fundamentalist movements, the historical dynamics of state-church relations, theories and representations of religion, and transnational communication or new forms of media.

### **Archaeology**

**Historical Archaeology of the Colonial Americas.** The first recruitment in archaeology would provide expertise in the historical archaeology of the colonial Americas, with an emphasis on pre-colonial indigenous history, cross-cultural interactions, ethnicity, and group identity formation. The second recruitment would complement the first, except that the region of expertise for the second recruitment would be different from the region of expertise of the faculty member hired in the first search.

### **Physical Anthropology**

**Growth and Development.** This faculty member would study functional morphology, bone biology, and biomechanics, with an emphasis on experimental work. This faculty member

would oversee the anatomy component of the curriculum, serving the campus community by providing anatomical training for undergraduates interested in the health sciences.

**Living Human Populations.** This position would link closely with cultural anthropology and with campus initiatives in human health and biology. Methodologies might include reproductive ecological studies, research on nutrition and disease loads, or physiological responses to environmental challenges.

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 will 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 and interdivisional initiatives on health, medicine, and technology. 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 degree. The department experienced 65-percent growth in student workload FTE from 1995–96 to 1999–2000, indicating the contemporary attraction of its curriculum. 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 fields in which the department will recruit will attract a diverse applicant pool. In addition, the department applied for funding in the Diversity Fund Program to expand the use of databases



and targeted mailings and to bring ethnically diverse social documentarians to campus for colloquia.

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.

#### **FACULTY RECRUITMENTS**

**Core Emphases.** This recruitment will focus on the centerpiece of Community Studies — social justice, social change movements, and community organizing and social policy. This faculty member will study the significant and often contested role that nonprofit advocacy organizations play in contemporary society, with a focus on critical study of the nonprofit sector in relation to generational and life-cycle changes.

**Health.** The department will seek candidates whose research examines the interactions between the environmental justice movement and public health policy-making. Although the environmental justice movement is most closely associated with communities of color in the United States, the movement is global in scale and scope. The department will seek candidates who can address both the local and global dimensions of health policy and environmental justice.

**Social Documentation.** The department will hire three faculty who will directly support the new master's program in social documentation. The first position will study new communication technologies and geographies of organizing. The second position, in politics and culture, will study the interaction of culture and politics. Candidates may have expertise in, for example, critical museum studies practice, thus contributing to cultural studies in campus units across the divisions of arts, humanities, and social sciences. The third recruitment will seek a tenured faculty member to direct the graduate program in social documentation and conduct research in documentary theory, traditions, and practices. Finally, the department seeks an unfilled FTE to use to bring distinguished visitors to campus on a regular basis.

**Political Economy and Labor.** The department will recruit three faculty for the political economy and labor focus. The first position will study changing political economy of communities of color in the United States, using a comparative, interethnic approach to focus, for example, on labor or housing markets. The second position will focus on critical studies in criminal justice, including study of criminal justice alternatives and reforms. The third position will study the new global and local political economy of food, centering on the social and political dimensions of contemporary agro-food systems.

**Culture and Identity.** The department will recruit in the area of global and local feminist organizing to support the majority female community studies majors, many of whom are interested in feminist theory and practice.

***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,<sup>1</sup> the Economics Department plans to accommodate expected growth and strengthen core fields.

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 had 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 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

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<sup>1</sup> 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.

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). The department has requested funding in the Diversity Fund Program to conduct additional interviews of candidates during the annual ASSA meeting, which doubles as a recruiting trip.

#### **FACULTY RECRUITMENTS**

**International Finance.** One or two faculty recruitments will focus on international private and government borrowing and lending. Recent developments, including a new currency for Europe, the opening of financial markets in developing countries, banking and financial crises in emerging markets, exchange-rate fluctuations, and controls on capital movements, will shape the research agenda.

**International Trade.** The department will hire two faculty members who will investigate reasons why countries trade, the goods that countries export and import, and the domestic effect of trade. Recent research in this field has focused on the political economy of trade policies and the effect of trade on the environment and domestic wages. As international trade issues become increasingly intertwined with environmental issues, the department would like to see a new faculty member develop the literature studying linkages between international trade issues and environmental concerns.

**Industrial Organization.** The department will hire two faculty members who will study industrial organization. In this field, economists study game theory and econometric techniques. Applications include financial markets, industrial customer-supplier markets, and electronic commerce. Breakthroughs in international economics often arise from considering industrial organization in a global context, with attention to multinational firms, competition policy, and intellectual-property rights.

**Microeconomist.** The field of microeconomics studies formal theories of firm and household behavior based on self-interest and rationality. The department will hire one microeconomist with a specialty in behavioral economics or game theory.

**Macroeconomist.** Modern macroeconomics is distinguished by its policy-relevant questions concerning short-run and long-run growth of aggregate output, aggregate factor usage (employment and capital), and aggregate price variables. The department will hire two macroeconomists specializing in money, computation, or growth.

**Econometrician.** Rigorous econometric analyses are instrumental in drawing conclusions about the economy and economic behavior. The department will hire one or two faculty members specializing in econometrics. The department will reactivate a business-forecasting course for the undergraduate major in business and management economics and a second-year econometrics field in the Ph.D. program.

**Financial Economics.** The department will hire one faculty member in this specialized field of macroeconomics. This faculty member will study the sophisticated and complex financial markets. Finance is a subject of central importance to the major in business and management economics.

*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. Cohort growth of 25 students per year is planned. The department also is considering a proposal to reestablish its intern program in Santa Clara and Santa Cruz counties. 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 who are interested in teaching careers.

The Education Department also is home to three innovative resources, the New Teacher Center, the federally funded Center for Research on Excellence and Diversity in Education (CREDE), and a new NSF informal-education grant. The department seeks ORU status for CREDE.

As part of its growth plan, the department has submitted a proposed Ph.D. program in education. This program will prepare the state's next generation of educational researchers, teacher educators, university faculty educators, and policy-makers. The proposal has been approved on campus and is now being reviewed off campus.

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. Department faculty presently are exploring ways to integrate and expand upon

coursework in the research track of the master's program to make it relevant and appropriate for experienced teachers. Ideally, the master's program would articulate with the first few quarters of the Ph.D. program or Ed.D. program (described below). Professor Gordon Wells is leading the MASE program. Once he assumes full responsibility for the program, the department will need one FTE to replace his contributions to the teaching in existing department programs.

In addition, consistent with a systemwide commitment, the department proposes an Ed.D. program in collaborative leadership for teaching and learning in conjunction with San Jose State University. UCSC and SJSU have received permission from their systemwide offices to begin formal negotiations. This program will require two faculty FTE, one in teacher education leadership and one in school reform and policy.

Areas of faculty recruitment generally follow the degree programs that those faculty will support. These fields attract ethnically diverse faculty candidates and support the division's policy emphasis.

#### **FACULTY RECRUITMENTS**

##### **Master's Degree and Teaching Credential Program (6 FTE total, with expertise in the following areas)**

- Reading and Second Language Development
- Policy and Evaluation
- Science and Instructional Technology
- School Reform
- Learning and Teaching
- Cultural and Linguistic Diversity and Qualitative Methods
- Language Acquisition

##### **MASE Program**

- Language and Literacy

##### **Ed.D. Program**

- Teaching Education Leadership
- School Reform and Policy

***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. And the new informal-education grant proposes collaborations with the Tech Museum and Exploratorium.

### **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. This program will contribute to the division's emphasis on policy.

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) known as STEPS 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.

## **FACULTY RECRUITMENTS**

**Plant Physiological Ecology.** The department will recruit a natural scientist specializing in plant physiological ecology. This position will focus on the ecological implications of global climate change, including consequences for sustainable agriculture and biodiversity conservation. The position will integrate with the CASFS and earth science programs and support a campus-wide priority for global-scale research.

**Rural Change and Governance.** The department will recruit a social scientist trained in rural change and governance. This faculty member will study agricultural restructuring, policy formation, and rural change, with an emphasis on social justice, the sustainability of rural communities, and emerging forms of institutional innovation and governance. This position will support CASFS and the proposed Institute of Agro-Food Studies and Rural Change.

**Landscape Ecology.** This faculty member, a natural scientist, will specialize in the environmental consequences of land-use decisions. This position will reinforce existing expertise in agroecology, conservation biology and policy, and agro-food studies. It also would extend the department's capacity to address regional land-management questions. This position would support CASFS and strengthen Global Information Systems (GIS) activities.

**Ecological Economics.** The department will recruit a social scientist trained in ecological economics. This faculty member will specialize in evaluating the environmental consequences of global climate change and implications for international environmental policy and governance.

**Fresh Water Ecology.** This faculty member, a natural scientist, will link stream ecology with surrounding watershed management regimes and their abiotic consequences, such as nutrient enrichment and inorganic pollution. This position will extend the department's interdisciplinary strengths in watershed management, restoration ecology, water policy, and land-use change in California and other regions.

**Land-use Policy and Sustainable Community Development.** The department will recruit a social scientist specializing in land-use management and policy formation. The department will seek a faculty member with interests in regional land-use change in California and the implications of these processes on sustainable community development and environmental and social justice.

**Agroecology.** The department plans to recruit a natural scientist with training in agroecology. This faculty member will specialize in on-farm nutrient fluxes and land cover practices, with particular emphasis on land management and conservation.

**Environmental Governance.** A social scientist will specialize in modalities of environmental governance at diverse scales, including international conventions, national, state, local, and tribal institutions, and non-governmental organizations.

**Biogeochemistry.** The department will recruit a natural scientist specializing in biogeochemical interactions at the scales of ecological systems, landscapes, and watersheds, with interests in global climate change.

**Environmental Conflict Resolution.** The department will recruit a social scientist with training in the ethical, social, and cultural foundations of different environmental valuation systems.

**Open FTE.** The department proposes two open FTE, one for a visiting professorship in environmental studies and one to support visiting environmental professionals.

These recruitments in Environmental Studies will support the division's proposed master's program in social policy and public advocacy.

***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 achieved 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. The department has already begun this process. Eventually, the department hopes to propose a Ph.D. program. At this point, a Ph.D. program remains a long-term goal for this new department; hence, planning for a Ph.D. program has not commenced yet. Lastly, the department also plans to develop an LALS emphasis within the division's proposed master's program in social policy and public advocacy.

LALS and American Studies have a relationship. First, one American Studies professor is a participating faculty member in LALS. Second, two LALS faculty are members of the planning committee of the comparative U.S. studies Ph.D. program. This program, housed in but not limited to the American Studies Department, is in the advanced planning stages. Some LALS faculty probably will join either the core or affiliated faculty of that Ph.D. program once it is launched.



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 will attract ethnically diverse new faculty. 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.

### **FACULTY RECRUITMENTS**

**Mass Media and Popular Culture.** The department will recruit a faculty member who studies television and Internet media in Spanish or Portuguese language. The position will create a powerful critical mass on campus in the cultural analysis of Latino film and video in Latin America and the United States.

**Social Issues and Community Development.** This position will examine a broad range of issues including health, education, welfare, drug issues, labor, community-based economic development, and environmental justice. The department will seek a faculty member using an applied, interdisciplinary social-science focus, including expertise in ethnographic, quantitative, or institutional analysis.

**Comparative Latino Studies.** The department will recruit a faculty member who studies the social, cultural, or political interactions between Latino peoples of the Caribbean and the United States.

**Comparative Race and Ethnicity in the Americas.** This position will focus on either indigenous or Afro-Latin American studies. The department seeks to cover Afro-Latin issues systematically, building on existing campus strengths in politics, history, and literature.

**Human Sexuality or Queer/Gay/Lesbian Studies.** Focusing on these issues within Latin America and between Latin America and the United States, this position will contribute to existing campus strengths across departments and divisions.

### **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. The department has applied for funding from the Diversity Fund Program to increase start-up funding for newly recruited faculty.

#### **FACULTY RECRUITMENTS**

**International Relations/State Formation/Nationalism.** This faculty member will study theories of international relations and international political economy, nationalism, and nation-state formation. This faculty member will consider the challenge to the current state system that ethnic-national movements pose in the context of globalization.

**International Law.** This faculty member will focus on questions of social justice, human rights, and the management of global public goods.

**American Political Theory.** The department will recruit a faculty member whose teaching and research interests center on American political thought, studied through American literature and culture. This faculty member would consider contemporary political and theoretical debates and focus on an issue such as democracy or gender.

**Research Methods and Public Finance.** This position will combine expertise in quantitative and qualitative research methods. The faculty member will have a substantive focus on issues in public finance and fiscal politics, with an emphasis on politics and the logic of research in the field of public policy. This position will support the division's proposed master's program in social policy and public advocacy.

**Democratic Institutions and Practices.** This position will concentrate on the institutions and practices of modern democracy, including political parties, elections, social and political movements, and the welfare state.

**Comparative Capitalism/Political Economy.** The department will recruit a faculty member who studies comparative analysis of the development and organization of capitalism and economic regulation.

**Gender and Social Policy.** This position will conduct comparative analysis of gender politics and social policies in industrial and industrializing societies. This position will emphasize feminist approaches to social policy and welfare states, varieties of gender politics, and the effect of social policies on gender equality.

**Theories of Sexuality and Lesbian/Gay/Queer Politics.** This position will combine expertise in historical and contemporary gay/lesbian movements and their political history, issues, and debates with an interest in theories of sexuality or “queer theory.” Ballot initiatives over civil rights and non-discrimination laws, hate crimes, domestic partnership, adoption, and AIDS funding are modern-day examples of issues in this field.

## **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. These recruitments will support the division’s proposed master’s program in social policy and public advocacy. The department has applied for funding in the Diversity Fund Program for access to databases of top minority candidates.

## **FACULTY RECRUITMENTS**

### **Cognitive**

**Judgment and Decision-Making.** The department will recruit a faculty member in cognitive psychology who specializes in group decision-making and judgment and decision-making under uncertainty. This area has an important applied component that will appeal to students interested in marketing and consumer behavior. Faculty members on campus in Philosophy, Economics, and Environmental Studies share interests in this field.

**Applied Cognitive Psychology with Links to Technology.** Faculty in the cognitive area, as well as faculty in the Computer Science Department and researchers and firms in the Silicon Valley, are interested in human-computer interaction. This field is an important aspect of the graduate program, as many graduate students have held internships at high-tech companies and embarked on successful careers in Silicon Valley. This position will help to provide a focus for faculty who are interested in this subject.

**Cognitive Psychology of Education.** The department will recruit a faculty member interested in informal learning or the study of collaborations among individuals in learning.

### **Development**

**Early Development.** The department will recruit a faculty member specializing in infancy and early childhood development. Strength in this field is important for excellent developmental psychology programs.

**Personality.** The department will recruit a faculty member who specializes in personality.

**Emotional Development in Infancy.** An exciting area of national focus is the development of emotion communication, understanding, and expression in infants and young children. The department will hire a faculty member who will study the interface among emotion, language, cognition, and, possibly, diversity. This topic is an appealing area for growth because it would provide a bridge across social/personality and cognitive/language development, two standard fields in developmental psychology.

**Early Language and Communication.** The department will hire a faculty member who studies language and communication, ideally with a focus on bilingual language development, the study of meaning negotiation in different cross-cultural settings, language-thought relations, language use and understanding among peers, or language and culture. This position will allow the developmental group to forge stronger links with the cognitive area, social area, Linguistics Department, and Mind and Meaning Project in the Institute for Humanities Research.

**Organization of Informal Learning.** Current research and theory suggest that the structure and process of children's learning may differ depending on the social and organizational context of learning. Therefore, psychologists can study human learning by conducting

research on children from diverse communities, where school learning may be problematic or less familiar. The department will recruit a faculty member who may conduct research in collaborative problem-solving or decision-making among peers, participation structures in discourse in informal learning settings, or motivational aspects of learning in voluntary settings, with infants or young children. This research would link closely with the informal learning collaborative that is being formed among the Education Department, the Exploratorium and other area museums, and Kings College in London.

**Resilience/Positive Youth Development.** The department will recruit a faculty member with expertise in an exciting research trend in developmental psychology that focuses on whether aspects of communities, such as peers, family, youth programs, teachers, and other adult mentors, may influence the resilience of “at risk” children.

**Public Policy and Child Development.** The department will recruit a faculty member who will focus on links between developmental psychology research and policy related to children, family, peers, schools, and communities. This new faculty member also would provide a bridge to the social psychology area’s focus on social justice and with the Center for Justice, Tolerance and Community.

## **Social**

**Educational Justice.** The department plans to hire a social psychologist whose research focuses on educational institutions and practices, such as school dynamics, admissions policies, benefits of diversity, educational equity, recruitment and retention of students of color, and faculty dynamics. This faculty member would provide links with developmental psychology, the Education Department, CREDE, and CJTC.

**Policy Development and Implementation.** While many faculty in social psychology are involved in policy-related research, few of them are involved in creating, implementing, or evaluating policy. The department will hire a faculty member with expertise in direct development, implementation, and evaluation of social policy. This faculty member will strengthen graduate training, further solidify the special niche of this program nationally, and strengthen ties with CJTC.

**Diversity in Organizations.** The department will recruit for a faculty member in social psychology who studies diversity in various institutional settings.

**Environmental Justice.** The department will hire a social psychologist with research interests in the relationship of the natural environment to health, well-being, inequality, or social behavior (e.g., conservation) or political behavior (e.g., “green” parties, candidates, and movements).

**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. The department expects two additional recruitments in fields to be determined later. The department will play a prominent role in the division's proposed master's program in social policy and public advocacy. The department has applied for funding in the Diversity Fund Program to develop and publish a recruitment poster for the Ph.D. program, to update the department's Web site, and to extend recruitment outreach at conferences.

### FACULTY RECRUITMENTS

- Work and Wealth in the New World Economy
- Women/Feminisms of Color: The Intersection of Gender, Race, and Class
- Science, Technology, and Social Change
- Narrating the Social: Media, Representations, Institutions
- Gender and Development
- Law, Policy, and Social Justice
- Global Environmental Crises and New Social Movements
- 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.

## V. COLLEGES

### A. College Nine

The Academic Senate is considering the Division of Social Sciences' 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. 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. A future enhancement will provide funding to hire writing tutors for all sections of the core course. This enhancement will be consistent with the campus' efforts to improve the quantity and quality of writing instruction on campus.<sup>2</sup>

In the future, with proper funding, College Nine plans to require students 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.

College Nine also proposes to require a two-credit course in the quarter following the core course. The college will hire a coordinator of academic and co-curricular programs to develop this two-unit course as well as other courses that will enhance the themes of the college and provide students a range of small group learning opportunities. The coordinator also will plan, coordinate, and implement a conference-style program for College Nine and College Ten students. Focusing on issues of diversity and academic opportunities related to the college's theme, faculty and staff presenters will facilitate workshops and presentations in a one-day program. Finally, the coordinator will develop and implement co-curricular programs that enhance the theme of the college.

Table 1 shows a budget for Colleges Nine and Ten.

### B. College Ten

The division expects to propose the establishment of 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

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<sup>2</sup> The recent decision to remove the "W" designation from core courses in the other colleges was an attempt to introduce additional writing in students' overall university curriculum by requiring students to take a "W" course *in addition to* the core course, in which they already learn writing. This change was not made in response to dissatisfaction with the teaching of writing in the core courses.

policies for addressing social, political, and economic inequalities. An enthusiastic advisory group of faculty members shared ideas at a series of meetings in the 2000–01 academic year to inform the provost’s proposed academic program for College Ten. Given the college’s emphasis on community, when the college is fully funded 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. 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 to hire writing tutors for all sections of the core course. The division will request funding for other academic staff as well for the remainder of the program.

The coordinator of academic and co-curricular programs described in section V.A. for College Nine will develop programs to enrich the education of College Ten students as well.

Table 1 shows a budget for Colleges Nine and Ten.

## **VI. DIVISION INITIATIVES**

### **A. Social Documentation**

The Division of Social Sciences has forwarded for campus review a proposal for an innovative master’s program in social documentation.

A social scientist performing social documentation uses visual, audio, or print media to express people’s lives and cultures, working and living conditions, and efforts to improve their lives. Students in this program will analyze social problems and then learn to collect and present documentary material. Documentary material may be used to effect social change. Master’s students will produce films, videos, oral histories, audio productions, photographic essays, historic presentations, Internet or digital programs, or written ethnographies. Graduates will learn to produce original social analyses and present them effectively.

The department has identified a number of graduates in community studies, sociology, anthropology, Latin American studies, American studies, and journalism who are seeking advanced training either in community-oriented field study or to incorporate academic research into visual, image-based, and publicly accessible products. Presently, entry into the world of professional social documentation is haphazard, as personal contacts and chance, as opposed to proven competence, often guide students’ opportunities to enter the profession. Students typically begin by serving as unpaid assistants or interns on projects. This program will attempt to provide a better path into this field.



**TABLE 1  
BUDGET FOR COLLEGES NINE AND TEN**

	<b>2002-2003</b>	<b>Full Enrollment</b>
<b>STUDENT ENROLLMENT</b>	1,800	3,000
<b>COLLEGE ADMINISTRATION</b>		
Associate Dean	63,117	63,117
Associate Dean's Assistant	28,200	28,200
Discretionary fund for intellectual & social events (1)	7,000	14,000
Supplies and Expenses	31,980	39,975
	<b>130,297</b>	<b>145,292</b>
<b>ACADEMIC PROGRAMS: WRITING WORKSHOP</b>		
Writing Workshop Instructors (2)	235,000	235,000
Writing Tutors (2)	14,000	14,000
	<b>249,000</b>	<b>249,000</b>
<b>ACADEMIC PROGRAMS: PRACTICUM REQUIREMENT</b>		
Service Learning Instructors	67,500	112,500
Teaching Assistants	84,447	140,745
Service Learning Coordinator	53,976	53,976
Service Learning Assistant II	28,482	28,482
Supplies and Expenses	5,472	9,120
	<b>239,877</b>	<b>344,823</b>
<b>OTHER ACADEMIC AND CO-CURRICULAR PROGRAMS</b>		
Coordinator of Academic and Co-Curricular Programs	35,624	35,624
Course Assistants - no cost, credit only	-	-
Supplies and Expenses	1,146	1,910
	<b>36,770</b>	<b>37,534</b>
<b>ACADEMIC ADVISING</b>		
Senior Academic Preceptor	58,533	58,533
Academic Preceptor	51,400	51,400
Academic Advisors	93,600	187,200
Peer Advisors	4,200	7,000
Peer Tutors	8,400	14,000
Supplies and Expenses	12,790	21,317
	<b>228,923</b>	<b>339,449</b>
<b>CAMPUS BENEFITS ASSESSMENT</b>		
Cumulative benefits assessment - new staff FTE	54,482	73,356
	<b>30,636</b>	<b>49,510</b>
<b>TOTAL PERMANENT FUNDING</b>	<b>915,502</b>	<b>1,165,608</b>
<b>NEW COLLEGES STARTUP EXPENSES</b>		startup expenses 03-04 and 04-05
Computer Equipment – staff, Associate Dean	13,325	5,000
Copier (33.33% of total cost)		
Office setup – staff	15,990	6,000
Other startup supplies and expenses		
<b>TOTAL ONE-TIME FUNDING</b>	<b>29,315</b>	<b>11,000</b>

**TOTAL REQUEST**

**944,817**

(1) provided by Social Sciences Dean first year only; not included in total request for 2000-2001

(2) Core course for each college assumed to enroll 400 students.

The program in social documentation also will serve students in film, video, photography, and journalism programs in UC and state universities. These fields are popular; indeed, practical media courses at UCSC are oversubscribed. The training opportunities that the master's program in social documentation will provide likely will attract some of these students.

The program will serve the needs of the state, and society, for social analyses that are more detailed and significant than most current, deadline-driven media analyses.

Previously scheduled upgrades to equipment in the Social Sciences Media Lab will help to offset the startup costs for new equipment for this program. We will need to continue and strengthen close coordination between the social documentation program and Film and Digital Media. Both programs will benefit from each other because, generalizing somewhat, the program in social documentation will be primarily focused on content, while the program in film and digital media is primarily focused on production.

While current faculty will lend their expertise to the program, the department's plan calls for hiring a tenure-level faculty member to direct this program. Total steady-state enrollment will be 16 to 24 students.

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

Faculty in the Division of Social Sciences are developing a proposal for an interdisciplinary master's program in social policy and public advocacy. The proposed program will educate students to "solve problems in society, rather than to manage them." It will occupy a niche unfulfilled by traditional policy programs, which do not adequately prepare students for the challenges of grappling with the problems of our own era. The need now is to teach students not only how to evaluate policies or to analyze policy alternatives, as most conventional policy programs do, but also how to think creatively about new problems. In addition, the program is designed to address the needs of an underserved public-policy sector — non-governmental organizations (NGO's) and non-profit agencies — that, in turn, serves an underserved population. Social justice will be a broad theme of the new program.

Today's policy advocates, policy-makers, and practitioners confront a novel set of problems arising out of the global economic transformation underway. The policy advocates and policy analysts of the future must understand how to analyze the effects of policy on people and places, identify and trace the specific local effects of macro-level policies—issues of scale—and to understand the attitudes and beliefs that predict support for policies. Students will need to learn how to combine cognitive, or theoretical, skills with political skills. Environmental justice is a classic problem that requires a synthesis of these skills. The proposed program will provide students with this training.

The program will attract students interested in a variety of issues including education reform, farm labor, environmental justice, globalization, and inequality and distributive justice. The program also will appeal to excellent existing UCSC graduate students, some of whom presently move on to policy-oriented programs at other institutions. Graduates will apply their skills in government agencies, NGO's, and research and policy institutes.

While the program will train students to consider statewide, national, and international issues, our faculty note a trend toward regional studies as well. Regions are emerging as foci of research. For example, in Silicon Valley and the San Jose area in general, prominent issues exist concerning environmental protection, effects of technology, and quality of life, including housing and transportation. This region is underserved by applied policy research. This policy program will offer students an opportunity to focus on a region. In part to appeal to practitioners, the program will offer courses at the proposed Silicon Valley Regional Center.

The proposed interdisciplinary program will include a set of required core courses (e.g., economics, organizational psychology, political theory (distributive justice), policy analysis, quantitative and qualitative research methods, etc.). While informed by core courses in other policy programs, the core courses will be tailored to the goal of training students to frame, define, and solve problems. Students then will select elective courses to specialize in one of many subject areas supported by master-level programs or tracks in Social Sciences departments (e.g., Community Studies, Economics, Education, Environmental Studies, LALS, Politics, and Sociology). In addition, students may be able to design, subject to approval, their own specialization comprised of existing courses at UCSC. A field-study internship will be a major practical component of the program, offering additional connections between the policy program and our research centers.

Faculty hired to teach in the program will hold their FTE in an existing department. Existing and new faculty interested in teaching in the program will be affiliated with the policy program. Most likely, no faculty will teach exclusively in the policy program. The program will generate a workload of at least five or six faculty FTE. Of course, the number of faculty members affiliated with the program will be considerably larger than five or six. At least 25 current faculty have expressed an interest in teaching in the program. We anticipate that the policy program will 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.

### **C. Education MASE Program**

The Education Department proposes a master's of advance studies in education (MASE) program. Administered through UCSC Extension, the program will support the further development of effective practitioners and enable them to take leadership roles in improving learning and teaching in their schools and districts. Among others, the program will attract persons who have been master teachers and mentors in the department's credential

program. The Education Department has received approximately 6,000 inquiries for a program of this type, so a substantial pool of potential students exists in Santa Cruz, the Monterey Bay region, and the Santa Clara Valley.

Expected enrollments are 20 students in 2003–04 and 40 students each year thereafter. One new faculty FTE will be required to implement this program.

#### **D. Education Ed.D. Program**

The Education Department proposes an Ed.D. program in collaborative leadership for teaching and learning. This program will be a joint program with San Jose State University. The program is designed for educators who are committed to using their knowledge, research, and skills to serve the schools, districts, and K–12 populations that have not been served well. The program will prepare educators who will work with low-income, multilingual, multicultural student populations. Educators will learn to work collaboratively to create environments and situations that will improve educators' response to the needs of students and families. The course work will draw heavily on restructuring and school reform as well as successful research and practice from a range of educational models in the United States and elsewhere.

The program will be a three-year program with intensive instruction during the summer and weekend instruction during the regular year. The program will attract educators who work in schools and district offices, as well as teacher educators, policy analysts, special-education educators, curriculum instructors, district-office administrators, and community agency workers.

Expected enrollments are 10 students in 2003–04, 20 students in 2004–05, and 30 students in each year thereafter. Two faculty FTE will be required to implement this program.

#### **E. Education Ph.D. Program**

The Education Department's proposal for a new Ph.D. program has already received campus approval. This program will provide an integrated approach to the study of issues of diversity, learning, and teaching in classrooms and community settings. The program is now under review off campus.

Expected enrollments are 8–10 in 2002–03, 16–20 in 2003–04, and 32–40 in 2004–05. The department's recruitment schedule provided in section IV.D. will hire the faculty necessary to support the Ph.D. program.

#### **F. Honors Minor in Global Studies**

The division proposes an honors minor in global studies. This 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 appropriate research

skills to enable them to become faculty research assistants, interns, information interns, or research assistants to Center for Global, International, and Regional Studies working groups and other faculty research projects. 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.

The honors program will place special emphasis on five interdisciplinary themes:

- The Political Economy of Global Integration, Regulation and Governance;
- The Global Environmental Crisis;
- Global Justice, Civil Society and Human Rights;
- The Impact of New Technologies on Social, Cultural and Public Life;
- Global Security and Conflict Resolution

The program will accept students from all departments in the division. Students' work in the minor program will be integrated with their major. The division proposes to initiate the program in fall 2002 with an initial intake of 25 students, with an annual steady-state intake of 40 and a steady-state total of 130 students.

Existing faculty will direct the program, in consultation with a steering committee and the dean. The estimated budget for the program, including instruction, staff, and operating expenses, is \$100,000.

At some point after evaluating the honors program, the division may consider pursuing a major in this area.

### **G. Program in Community and Agroecology**

The basis for sustainable food systems is grounded in the communities in which food production occurs, as well as in the communities where the consumers of this food live. Linking these two communities more directly is the goal of the innovative Program in Community and Agroecology (PICA), which co-directors Steve Gliessman, Jenny Anderson, and Don Rothman<sup>3</sup> will lead. At the interface between the two communities is where PICA will train student "interns for sustainability."

The university recently installed a new residential complex on campus for 170 students located next to the farm and the Center for Agroecology and Sustainable Food Systems (CASFS). PICA will join extensive campus resources in agroecology, sustainable agriculture, and community studies with complementary academic resources that range from

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<sup>3</sup> Steve Gliessman is a professor of environmental studies. Jenny Anderson is the founder of the Environmental Studies Internship Program. Don Rothman teaches writing and directs the Central California Writing Project.

writing, film and media, sociology, ethnic studies, economics, and others. The result will be an interdisciplinary, service learning, community-focused experience.

PICA will bring together junior and senior students from a broad range of campus departments and disciplines in the new residential community setting to share their perspectives, backgrounds, and academic majors. Initial orientation to PICA will occur through several colleges. PICA faculty and graduate student resident assistants will provide lectures and lead seminars on the goals and values of the program, as well as advise on the different academic tracks students can pursue. Several courses will be designated as “gateway” courses to the program, such as Agroecology (ENVS 130A) and Principles of Sustainable Agriculture (ENVS 130B). According to each student’s individual focus and interests, additional course work will be recommended. Practical training in agroecology will also occur through courses taken at the campus farm in horticulture and organic agriculture and through involvement in on-campus community gardens, composting activities, and food programs. Graduate student resident assistants from departments with complementary foci will function as team leaders and site staff for the community, convening small group seminars, discussions, and field projects. A core group of faculty will work closely in both the classroom and the field. Interdisciplinary faculty from campus, visiting scholars, and members of the local community partnership groups will complement them.

By their senior year, students will be prepared to move their work into the community, serving as interns to the various partners. A final senior project, focused on the needs of students’ individual internship placements, will be the final program requirement.

In addition to their normal academic training, students will be given the opportunity to live in and learn about community. They will also be informed of the issues and challenges facing communities of producers and consumers in the food systems of today and how linkages between the two are an essential component of building sustainable communities. They will gain first-hand knowledge from their placement with local food system innovators, but they also will reciprocate by applying and sharing their educational experiences, energy, and personal commitment to the community with which they work. An educational partnership will emerge that will link our campus and community efforts in developing and maintaining sustainable food systems.

We project 25 students in 2002–03, 60 students in 2003–04, 100 students in 2004–05, and 150 students in 2005–06.

## **VII. Interdivisional Programs**

### **A. Information Systems and Technology Management**

The School of Engineering, in conjunction with the Economics Department, is proposing a graduate program in information systems and technology management (ISTM). This program will train students for management positions that require a strong knowledge of

information systems and technology. Using new faculty resources allocated specifically to support this program, the Economics Department will hire faculty to teach ISTM students corporate finance, mergers and acquisitions, financial engineering, e-commerce, microeconomics, marketing, and strategy. The division requests five faculty FTE to support this program. Faculty hires in this area likely will strengthen the campus' course offerings in organizational theory and practice, thus allowing us to respond to the campus' needs for interdisciplinary support in the management area. (Two examples of expected campus needs are the master's in social policy and public advocacy and the master's in public humanities.)

Representatives from the Division of Social Sciences and School of Engineering are meeting to discuss development of the program. The School of Engineering is taking the lead.

The Division of Humanities is proposing an innovative master's program in public humanities. The Division of Social Sciences fully supports this proposal, and representatives from the two divisions are meeting during development of the proposal. The Division of Social Sciences has not yet determined whether the program will require new faculty FTE in the Division of Social Sciences. However, division hires for other programs will enhance course offerings in organizational theory and practice, also potentially serving students in the master's in public humanities program. The Division of Humanities is taking the lead on this proposed program.

#### **B. Health Sciences Initiative**

The Division of Social Sciences continues to support an interdivisional undergraduate major in health sciences. A faculty committee in the division has issued a preliminary report. The division has invited faculty in the Division of Natural Sciences to meet with the committee to develop an interdisciplinary program, but the faculty in Natural Sciences have not advanced their proposal to a point where they wish to meet with Social Sciences faculty. We anticipate that this collaboration will begin in the near future. These two divisions will then need to consult with faculty in the Division of Humanities as well, since we envision a component in ethics and critical studies for this major.

#### **C. South Asia Studies**

The Division of Social Sciences supports South Asia studies in collaboration with the Divisions of Humanities and Arts. We anticipate growth and foresee the possibility of adding one to two positions to complement a growing emphasis on research in this area.

#### **D. STEPS**

An interdivisional initiative is emerging between the Division of Social Sciences and the Divisions of Natural Sciences and Engineering to form a research institute known as STEPS: Science, Technology, Engineering, Policy, and Society. STEPS will be a major center for development of research approaches linking global and regional environmental processes

that span land and sea, urban and natural landscapes, and rapid transition zones among biological habitats. From Social Sciences, the Environmental Studies Department will be a key participant.

Research in STEPS will follow two themes. The first theme is the integration of biodiversity from genes to ecosystems. This theme addresses the need for a comprehensive understanding of the factors generating, maintaining, and diminishing biological diversity and its effects on ecosystem function. The need for further investigation is pressing, as research has linked biodiversity to ecosystem health and function in complex ways. The second theme is water, environment, and society. This theme recognizes the importance of effective management of the world's water resources.

The divisions will attempt to obtain external funding to support STEPS needs, which include endowed chairs, visiting fellows and professionals, release time for faculty, postdoctoral fellows, and buildings. In addition, the Division of Social Sciences requests four faculty FTE to be hired in fields to support STEPS.

STEPS will be led by a steering committee comprised of the deans and faculty from each division and a representative from the office of the vice chancellor for research.

### **VIII. RESEARCH CENTERS**

The division has encouraged the growth of interdisciplinary research centers. We now have seven 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; 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.

Staffing for SCCIE is incorporated into the Economics Department. CSP likely will be incorporated in the same way.

CASFS differs from both SCCIE and CSP because CASFS serves interdepartmental functions and Extension functions and provides support to the local agricultural community. CASFS reports directly to the dean, rather than being managed through a department. Through programs such as PICA, we would anticipate building a stronger relationship between CASFS and departments than currently exists.



## **IX. VISITING FACULTY**

Economics, Environmental Studies, LALS, and Community Studies have requested funding to hire visiting faculty (five 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.

## **X. STAFFING, SUPPORT BUDGET, SPACE, AND RESOURCE ISSUES**

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 that 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.

### **A. Staff**

The faculty-to-staff ratio in the Division of Social Sciences has ranged from 2.4 to 2.2 between fiscal 1996 and 2002 compared to a ratio of 1.5 prior to the 1992–93 budget reductions. Two-thirds of the staff are located in departments or assigned to departments compared to 80 percent in 1992–93. We expect the ratio of department staff to central staff to increase slightly as the division grows over the next 10 years. Our plan allocates 80 percent of new staff to our academic departments.

We anticipate continuing two staffing trends of the past few years. New staff positions in larger departments are typically technical positions, primarily computing support and specialized laboratory technicians. Technical staff start at higher salaries than traditional department office support staff. They also require managers with higher skill sets and classification levels than managers in smaller departments, further increasing our staffing costs. Division staff have been working closely with department managers to increase their skills and job responsibilities to meet these challenges. This change in staff profile is a deliberate part of our strategy to help meet campus enrollment targets and enhance our quality of teaching and research. A few examples of changes in the past five years help to illustrate our growth plans.

Teaching and research in economics is dependent on quantitative methodologies and access to large econometric datasets. A computer support position has been assigned to the department for over 10 years, but we made significant changes to the computing environment during that time. Staff time assigned to Economics increased from 0.5 FTE to approximately 1.25 FT and now stands at 0.8 FTE plus a share of divisional FTE. The department computing environment migrated from stand-alone PCs to a networked environment supported by a Sun server and a large disk array and a multiple-seat graduate computing lab running off the department server. In stages, we increased the technical staff FTE assigned to the department, added a small graduate computing lab, upgraded faculty to a common computer platform and operating system, expanded the graduate lab, added server support, and purchased licenses for a variety of economic data. The effects of the incremental changes allow faculty and graduate students to share common teaching and research data and computing space while preserving a separate, secure area for the faculty's data and files. Support staff can manage software across all machines on the network and provide backup services via the server. The server also provides computing power and swap space for econometric models that sometimes take days to process. Continued growth in economics FTE, courses, and research has strained the available resources. Augmenting IT support staff in economics will be a priority for new support funds over the next five years.

Similar accounts can be related for Psychology and Environmental Studies, although resources do not automatically flow to the largest department. Psychology, for example, creates about half of the demand for IT support in the division, yet increases in IT support have been marginal compared to increases in Environmental Studies. We prioritized adding IT staff in Environment Studies because their Geographic Information Systems Laboratory was central to the development of their teaching and research program, and the technical needs of maintaining a successful laboratory require specialized skills. Psychology's need for additional IT support is no less important than that of Environmental Studies, but we can keep pace in Psychology by borrowing assistance from other division IT staff. Again, this arrangement is strained by continued growth in Psychology and the addition of younger, more technologically savvy faculty. Augmenting IT support staff in Psychology will be another priority for new support funds over the next five years.

The specific point of these anecdotes is that the need for specialized technical support for teaching and research in the social sciences continues to grow with advances in digital technologies and the evolution of social science methods. Our strategy has been to fund support positions when programs could not make faculty hires or meet instructional needs without specialized support and to temporize needs where possible. In addition to the Economics and Environmental Studies examples already cited, we added one FTE support for new physical anthropology and archaeology laboratories in Social Sciences 1, augmented support for new Environmental Studies laboratories in Natural Sciences 2, and added one IT support position to balance workload across the division. Out of 12 technical and computing staff in the division, four are female and two represent gender diversity.

Without additional growth, we need a second IT position in Psychology. The completion of the Interdisciplinary Sciences Building adds support for greenhouses to the staff and operating costs of Environmental Studies. The proposed social documentation M.A. in Community Studies will create additional workload for the division's Media Lab that cannot be met by existing staff as the program matures, thus creating the need to augment Media Lab staff or allocate a support position in Community Studies. Meeting just the specialized support needs identified here would add approximately \$190,000 to division support costs. Depending on the pattern and timing of future staff separations, we have identified approximately \$70,000 that could be redirected to meeting this need.

Specialized support aside, department support staff will need to grow with student and faculty growth. In the absence of campus norms for staffing and given the assumption of the New Business Architecture document that staff growth will lag student growth in the next 10 years, we have developed our own methodology to estimate support staff needs. Some positions are easy. When the Economics Department moves to the Engineering Building, we will need to add a staff FTE for faculty services support. When a department such as Community Studies adds a graduate program, additional staff must be added to manage new responsibilities. Less clear is how to measure the impact of decentralized processes such as graduate admissions. Our departments estimated their need based on their knowledge of the work involved. The estimates varied with the assumptions as to the tasks involved. The graduate division is working with departments to develop a common understanding as to which tasks will be centralized and which tasks will be held centrally. Clarity of expectations should help us build better estimates of need. The implementation of the Academic Information System is yet another unknown effect on department workload. While we anticipate benefits at all levels from the new system, business innovations have had the net result of transferring workload to the lowest tier office.

Division administrative staff growth is directly related to growth in faculty, staff, and research activities. Our goal is to decentralize many business processes along with new staff positions to perform the work. The alternative is to continue adding business staff at the central level. In response to increased faculty FTE, contract and grant activity, and extramurally funded staff, the division has added 1.5 FTE in staff human resources, 0.5 FTE in academic human resources, 1 FTE in contract and grant accounting, and 1.5 FTE in business services over the past five years. We have reorganized our business office twice at the point of staff turnovers to achieve efficiencies and postpone adding additional staff. The most recent reorganization took place in September 2001. Although we plan on decentralizing staff and business processes to departments, we have based our staffing estimates on the traditional campus service center model so as not to inflate our staffing need. The net result is that we plan to add staff in departments at current rates and reduce our rate of growth in division central staff by 80 percent.

Given the relative size of the division, some activities are best performed via central staff. We approach designing Web pages and supporting Web page development and management as a central divisional service. We reallocated a portion of one staff position in

our Media Lab to Web design. The effort was moderately successful, but the individual is no longer with the division. We did learn, however, that demand for Web support was too high to rely on a partial FTE with other job responsibilities. Offering support from the division also allows us to leverage our design and photography resources in the division's Media Lab. Staff and Academic Human Resources will be retained centrally as well.

If fully funded, our plan decreases the faculty-to-staff ratio from the current 2.3 to 2.2.

Academic programs drive our planning effort. Staffing needs follow from those plans. Our challenge is to develop a support funding model that is tied to specific elements of our academic plans yet general enough to fit our campus block funding strategy. Our approach is to outline specific needs identified in our academic plans and convert them to a per-academic FTE block support amount. The cost components used to calculate our block support request are identified in Table 2. The line "Pre-funded" covers staff hired in the last 18 months in anticipation of workload funding. They are our highest priority for new funds. A detailed table is presented in Appendix 1.

**Table 2  
Staff and Support Costs**

	FTE	Salaries	Benefits
Office Staff	24.44	\$772,113	\$210,970
Professional Staff	11.75	\$483,060	\$105,078
Computing	7.25	\$300,000	\$72,550
Pre-funded	5.28	\$148,538	\$33,728
Subtotal	48.72	\$1,703,711	\$422,326
Operating Costs		\$350,000	
Networking/Equipment		\$241,339	
One-Time Costs		\$248,450	
Pre-funded (Rent)		\$78,000	
Subtotal		\$917,789	
Total			\$3,043,826
Per new Faculty FTE in 2001 dollars			\$29,552

## **B. Support**

Support costs are included in Table 2. They were calculated according to established divisional funding principles and assume constant 2001 costs and dollars. We augment

department operating budgets by \$3,000 for a new graduate program where none existed. Departments adding an additional graduate program receive lesser amounts depending on their estimate of costs unique to that program. We augment department operating budgets by \$300 for each FTE increase in faculty, \$400 per additional telephone line for new faculty and staff FTE, and \$200 in faculty services support for each new faculty FTE. Operating costs include \$130,000 in costs estimated by the UCDC faculty committee and faculty managing the honors program in global studies. Our network and equipment budget increases by \$856 per new staff and faculty FTE. We calculate communication and equipment augmentations at a rate of \$856 per four graduate students. One-time costs include network and telephone connection charges, furniture, and staff equipment.

We included the costs of renting division offices from College Nine as a “pre-funded” cost. By this term, we mean to indicate that we allocated divisional operating dollars in excess of our budget while planning to use annual salary savings to cover the expense pending our move to a permanent location. Since a possible home for the division has yet to be identified (except one that would similarly require us to pay rent to Housing) and our budget situation has eroded the availability of salary savings, we have included this item as a permanent operating cost. We have not calculated future rent increases, as the size is dependent on the pace of growth in campus housing.

### **C. One-Time Costs**

Table 2 includes one-time costs associated with hiring new faculty and staff (moving furniture, connecting telephones, providing basic office supplies, etc.). Major one-time costs are presented in Table 3. One-time costs include equipment for the social documentation program, remodeling and moving costs for new laboratories in Anthropology and Environmental Studies, and moving costs for Economics and Education. One-time costs are not pro-rated by new faculty as are staff and operating costs. One-time costs listed here do not include faculty start-up costs.

Anthropology remodeling costs are triggered by increases in archaeology and physical anthropology faculty requiring laboratory research space. We are exploring external fund sources that might cover up to \$100,000 of the estimated costs. Economics and Education costs are associated with the opening of the planned Engineering Building. Based on recent experiences, the division will need to cover the estimated costs. The Community Studies costs are tied to the approval of the social documentation program and the opening of Academic Building 1. Environmental Studies costs are associated with the proposed release of space associated with the construction of Natural Sciences 6. If this project moves forward as proposed, release space would be available for remodeling in 2009–10.

**Table 3**  
**Major One-Time Costs**

<b>Department</b>	<b>Estimated Cost</b>
<b>Anthropology</b>	
Remodel existing space.	\$500,000
<b>Community Studies</b>	
Social Documentation equipment	\$250,000
Moves and remodels	\$50,000
<b>Economics</b>	
Moves and furniture	\$250,000
<b>Education</b>	
Graduate program start-up	\$10,000
Moves and furniture	\$45,000
<b>Environmental Studies</b>	
New wet labs	\$750,000
Equipment	\$250,000
<b>Total</b>	<b>\$2,105,000</b>

#### **D. Space**

The Division of Social Sciences is experiencing a severe shortage of space as evidenced by our use of apartments to house administrative staff. We expect the situation to worsen dramatically over the next five years. Immediate and long-term office needs for Environmental Studies will be met with the opening of the Interdisciplinary Sciences Building in Winter 2002. Mitigations for a future expected shortage of laboratory space will be met via release space in planning for Natural Sciences 6. The Economics Department, on the other hand, has used every available office for ladder faculty appointments and may need to curtail hiring until the department moves to the planned Engineering Building in 2005.

Education's space shortage is more critical than Economics', although some accommodations have been made in trailers and by leasing space in downtown Santa Cruz. We plan to move the department to Social Sciences 1 in 2005 when Economics moves to the

Engineering Building. The move will greatly improve Education's shortage of offices, but it will leave them without adequate research space. Education research space is planned for Academic Building 1, scheduled to open in 2006. As campus enrollments stabilize, we expect to request an Education Building be added to the campus five-year capital project plan. We do not expect that a building will be available within the time frame of this document.

Space for the remaining Social Sciences departments and activities assumes that Academic Building 1 will be constructed on time. Space released by Humanities and scheduled for assignment to Social Sciences is necessary to accommodate the faculty growth proposed in this document.

Anthropology will be able to meet their basic office needs but will fall short of research space. It will be difficult, but not impossible, to meet specialized laboratory needs for growth in archaeology/physical anthropology. The faculty have identified the use of compact storage as a means to make additional laboratory space available within Social Sciences 1. The faculty are currently exploring external funding opportunities to purchase the compact storage. A rough estimate of anticipated remodeling costs is included in our one-time request.

Community Studies will similarly meet their office and graduate student needs when they move to Oakes College in 2006 (following the construction of Academic Building 1). It will be more difficult to meet their specialized classroom and graduate student production needs at Oakes. The department is seeking external funding and cooperative arrangements with the Film and Video Department and Community Television in downtown Santa Cruz to help meet their more specialized studio needs.

LALS, Politics, and Legal Studies can meet their office and graduate student needs in space that will be assigned in Crown and Merrill. They will fall short of adequate research space. Short-term needs can be met through cooperative arrangements with Education, but a long-term solution will not be available until Education can move to its own building. We do not expect space to delay department plans if Academic Building 1 is constructed on time.

The adequacy of Psychology space is dependent on their size and timing of any new growth. Additional offices are slated to be released when the Office of Sponsored Projects moves from Social Sciences 2. A minimal increment in research space follows the move of the Graduate Division.

Sociology space is projected to be adequate with the release of Community Studies space following the completion of Academic Building 1.

Clearly, our plans are dependent on the timely completion of the Engineering Building and Academic Building One. The short-term availability of office space will influence the timing of the assignment of new FTE to departments.

### **E. Graduate Student Support**

The division currently provides graduate-student support from a variety of sources. First, the division allocates \$60,000 to departments to augment campus block funding. Second, the division allocates to departments all campus-funded TA's. The division provides an additional 16 division-funded TA's to departments. Third, division faculty spend nearly all the division-funded faculty research grants to hire graduate student researchers. The division allocated \$175,000 in faculty research awards in 2001–02. Fourth, in 2001–02 the division contributed \$85,000 for non-resident tuition to augment Dean's Fellowships. The division expects to continue these funding strategies to supplement graduate-student support.

### **F. Research and Grant Expenditures**

In research grant activity, we have dramatically increased both submissions and yield by our support of new research centers (CGIRS, CASFS, CJTC, and CREDE) and by our program of early support for junior faculty (the division research awards). Extramural grant funding for the division has grown by more than 150 percent since 1995–96, largely as a result of grants in the Education Department. In addition, state research funding grew from \$1,372,302 in 1997 to \$3,745,137 in 2001, a 173-percent increase. Research-related income accounts grew from \$107,931 in 1997 to \$617,784 in 2001, an increase of 472 percent.

While not all social-science research occurs in overhead-generating activities, this dramatic overall growth in research expenditures is an accurate measure of our research productivity. We will continue to foster this kind of research atmosphere. As our new centers mature, we expect even better results.

### **G. Development Income**

Development income in the division grew from \$1,093,058 in 1996–97 to \$3,974,041 in 2000–01, an increase of 264 percent. To increase gift support, we have doubled our full-time fundraising staff to two FTE. We also have created some very attractive targets for donors, including CJTC.

### **H. Library**

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

## **XI. Integrative Summary**

All the new programs that the division is proposing fit into one or more of the division's areas of strength. Our new programs in social documentation and social policy and public advocacy, the Ed.D. program, and College Ten will advance the emphasis on diversity and justice. Programs in social documentation and social policy and public advocacy, as well as the MASE and Ed.D. programs, will promote our strength in public education. The



program in social policy and public advocacy, the global studies honors minor, and College Nine will support our emphasis on international and global issues. Finally, the program in social policy and public advocacy and PICA will strengthen environmental science and policy.

## **XII. Priorities for Implementation**

The division's proposals in this long-range plan fall into three categories of priority. Programs in category 1 represent our highest priorities. Faculty recruitments in this category represent growing programs that need new faculty to keep pace with workload. Programs in category 2 need new faculty to strengthen existing programs or expand into a new field. Programs in category 3 will receive new faculty in the second phase of growth as their programs mature or their workload rises.

Enrollment patterns, retirements and separations, and programmatic plans are key parameters that ultimately will determine every FTE allocation. As these parameters change, so may these priorities. Retirements and separations may, in some cases, offer opportunities to implement a particular aspect of our plan earlier than expected. However, none of our departments' plans indicates an intent to phase out a particular field. This result is not surprising because the division has been planning, prioritizing, and restructuring its programs over the last seven years. Therefore, in most instances, departments will need to replace a retiring or separating faculty member with a new faculty member in the same general field. Thus, a retirement or separation may not offer a significant opportunity to accelerate implementation of an aspect of our plan. To the extent that workload is increasing in departments, our departments will need to replace retiring and separating faculty members *and* receive new positions as well.

Cluster hiring offers an opportunity, under appropriate circumstances, to accelerate growth of a new area in one or more departments. The division will consider cluster hirings in future hiring decisions.

### **Category 1**

- **Education** faculty recruitments: the department is developing MASE, Ph.D., and Ed.D. programs, and the state has placed a high priority on teacher education.
- **Economics** faculty recruitments: the department is short-staffed and facing rapidly growing enrollments in the business and management economics major.
- **Community Studies** faculty recruitments: the department is short-staffed, and the department is developing a master's program in social documentation.
- **Anthropology—archaeology/physical anthropology** faculty recruitments: the department is understaffed for its new graduate tracks.

- **Politics** faculty recruitments: the department is short on faculty, and the department is pursuing integration of the legal studies major into the Politics Department.
- **Global Studies Honors Minor** program funding.
- **STEPS**

### Category 2

- **Psychology** faculty recruitments: the department has a high workload but has not proposed new programs.
- **Sociology** faculty recruitments: the department has a high workload but has not proposed new programs.
- **Environmental Studies** faculty recruitments: the department needs to implement its approved master's program and hire faculty to support STEPS. Recruitments to support STEPS will be a category 1 priority.
- **Social Policy and Public Advocacy**: This program is still in the early stages of development, so faculty recruitments will occur closer to implementation.
- **ISTM**: This program is still in the early stages of development and depends, in part, on another division, so faculty recruitments will occur closer to implementation.

### Category 3

- **LALS** faculty recruitments: the department is young and will need to increase workload over time before new faculty will be necessary.
- **Anthropology—cultural** faculty recruitments: faculty recruitments will follow increases in workload.

## XIII. 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. The table provided in Appendix 1 shows our accountability measures and their applicability to our departments.

## APPENDIX 1

### Operating Budget Detail

	FTE	Staff	Benefits	Operating Costs	Networking	Equipment Replacement	Faculty Services	1-time
New Faculty FTE (103)				72,100	26,368	61,800	20,600	139,050
<b>Support Costs:</b>								
<b>Anthropology</b>								
Pre-funded (.25)	0.25	7500	780					
Field Support	1	40000	8730	750	256	600		1300
Faculty Services	1	30000	7690	600	256	600		1300
Lab Support	1	40000	8730	750	256	600		1300
Remodels								500000
<b>Community Studies</b>								
Pre-funded (.5)	0.5	14100	6036	400	256	600		
Grad Support	1	35000	8210	600	256	600		1300
Field Support	1.75	70000	16420	1500	512	1200		2600
Technical Sup.	1	40000	8730	750	256	600		1300
Soc Doc MA				2000	1280	50000		250000
Moves and remodels								50000
<b>Economics</b>								
Pre-funded (.5)	0.5	18100	1882					
Faculty Services	1	30000	7690	600	256	600		1300
Computing	1.75	70000	11850	1200	512	1200		2600
SCCIE Support	1	30000	7690	600	256	600		1300
Field Study Assistant	1	30000	7690	600	256	600		1300
Office Manager	1	35000	8210	600	256	600		1300
Space moves								250000
<b>Education</b>								
Credential S.	1	40000	8730	750	256	600		1300
Office Support	2	60000	15380	1200	512	1200		2600
Computing	1	40000	8730	750	256	600		1300
Grad Support	1	35000	8210	600	256	600		1300

	FTE	Staff	Benefits	Operating Costs	Networking	Equipment Replacement	Faculty Services	1-time
<b>Environmental Studies</b>								
Pre-funded (.5)	0.5	10000	1040					
Advising staff	1	40000	8730	750	256	600		1300
Computing	0.5	20000	6650	600	256	600		1300
Office Support	1	30000	12260	1200	512	1200		2600
MA Program				1000	512	1200		5000
Green House	0.5	30000	7690	15600	256	600		1300
Operations Manager	1	40000	8730	750	256	600		1300
Outreach coord	1	35000	8210	600	256	600		1300
Course coord	1	35000	8210	600	256	600		1300
PICA				25000	1024	1200	500	25000
New wet labs				5000				750000
Equipment						50000		250000
<b>LALS</b>								
Pre-funded (.75)	0.75	18621	6507					
Grad Support	1	35000	8210	600	256	600		1300
MA/PhD Program				3000	1024	2400		9600
<b>Politics</b>								
Pre-funded (.2)	0.28	9458	5554					
Grad Support	0.22	6478	674					
Legal Studies S.	0.41	12334	5853					
Computing (LALS)	1	40000	8730	600	256	600		1300
Office Support	1	30000	12260	1200	512	1200		2600
<b>Psychology</b>								
Office Support	2.31	69300	16347	2700	512	1200		2600
Computing	1	40000	8730	600	256	600		1300
Post docs				15000			200	
Ugrad enhancements				25000			500	
<b>Sociology</b>								
Pre-funded (.5)	0.5	10759	1119					
Faculty Services	1	30000	7690	600	256	600		1300
Office Support	1	15000	6130	600	256	600		1300
Field Support	1	40000	8730	750	256	600		1300

	FTE	Staff	Benefits	Operating Costs	Networking	Equipment Replacement	Faculty Services	1-time
<b>Division</b>								
Pre-funded	2	60000	10810	78000				
Acad HR	0.5	18060	1878					
Service Center	2	70000	23700	1200	512	1200		2600
Web Specialist	2	90000	27860	1500	512	1200		2600
Soc Doc Media	1	45000	9250	750	256	600		1300
UCDC various				80000				
Grant Support	2	80000	17460	1500	512	1200		2600
<b>New program not included above.</b>								
<b>Global Honors Program</b>								
Staff	0.5	14000	6026	750	275	600		1300
Operating Costs				50000				
<b>Social Policy</b>								
Social Policy Staff	2	65000	15900	1200	512	1200		2600
Total	49	\$1,703,711	\$422,326	\$406,000	\$43,539	\$197,800	\$21,800	\$2,343,450

## APPENDIX 2

### TABLE A-1

	Proposed Changes										
	Existing Base			Year 1		2005-06			2010-11		
	FTE	Permanent	One-Time	FTE	Permanent	One-Time	FTE	Permanent	One-Time	FTE	Permanent
Anthropology											
Faculty (no benefits)	16.00	\$1,239,300	\$26,350	1.00	\$51,700	\$270,800	8.00	\$413,600	\$26,350	1.00	\$51,700
Staff (no benefits)	5.00	\$175,800	\$1,300	1.00	\$40,000	\$2,600	2.00	\$70,000			
TA (no fees)	11.00	\$155,600		0.42	\$5,900		3.36	\$47,200		0.42	\$5,900
Operating		\$62,700			\$3,362	\$500,000		\$23,260			\$1,756
Community Studies											
Faculty (no benefits)	8.00	\$576,300	\$26,350	1.00	\$51,700	\$146,750	5.00	\$271,800	\$79,050	3.00	\$155,100
Staff (no benefits)	2.50	\$85,000	\$1,300	1.00	\$40,000	\$3,900	2.75	\$105,000			
TA (no fees)	6.67	\$94,300		0.42	\$5,900		2.10	\$29,500		1.26	\$17,700
Operating		\$26,900			\$3,362	\$250,000		\$66,878	\$50,000		\$5,268
Economics											
Faculty (no benefits)	18.00	\$1,709,800	\$82,700	2.00	\$146,000	\$206,750	5.00	\$365,000	\$206,750	5.00	\$365,000
Staff (no benefits)	5.80	\$231,400	\$2,600	2.00	\$70,000	\$3,900	3.00	\$95,000	\$1,300	0.75	\$30,000
TA (no fees)	21.67	\$308,500		0.84	\$11,800		2.10	\$29,500		2.10	\$29,500
Operating		\$74,500			\$6,724	\$250,000		\$13,598			\$9,985
Education											
Faculty (no benefits)	11.00	\$788,600	\$26,350	1.00	\$51,700	\$131,750	5.00	\$258,500	\$79,050	3.00	\$155,100
Staff (no benefits)	6.00	\$215,000	\$2,600	2.00	\$60,000	\$3,900	3.00	\$105,000	\$0		\$0
TA (no fees)	6.33	\$89,600		0.42	\$5,900		2.10	\$29,500		1.26	\$17,700
Operating		\$48,100			\$4,968			\$20,878			\$5,268
						\$55,000					
Environmental Studies											
Faculty (no benefits)	16.00	\$1,166,700	\$51,350	1.00	\$51,700	\$231,750	5.00	\$258,500	\$205,400	4.00	\$206,800
Staff (no benefits)	5.96	\$232,300	\$1,300	1.00	\$50,000	\$2,600	2.00	\$70,000	\$3,900	3.00	\$110,000
TA (no fees)	10.33	\$146,200		0.42	\$5,900		2.10	\$29,500		1.68	\$23,600
Operating		\$84,800			\$18,362	\$25,000		\$39,716	\$1,000,000		\$61,842
LALS											
Faculty (no benefits)	5.50	\$458,800	\$0		\$0	\$131,750	5.00	\$258,500	\$0		\$0
Staff (no benefits)	2.00	\$51,300	\$0		\$0	\$1,300	1.00	\$35,000	\$0		\$0
TA (no fees)	4.00	\$56,580			\$0		2.10	\$29,500			\$0
Operating		\$4,300			\$0	\$9,600		\$16,810			\$0
Politics											
Faculty (no benefits)	8.00	\$615,600	\$0		\$0	\$225,800	8.00	\$426,900	\$0		\$0
Staff (no benefits)	3.00	\$113,000	\$0		\$0	\$3,419	2.63	\$98,270	\$0		\$0
TA (no fees)	12.33	\$174,500			\$0		3.36	\$47,200			\$0
Operating		\$28,600			\$0			\$18,272			\$0
Psychology											
Faculty (no benefits)	25.50	\$1,942,500	\$0		\$0	\$330,800	8.00	\$413,600	\$289,450	7.00	\$361,900
Staff (no benefits)	7.82	\$303,400	\$0		\$0	\$4,303	3.31	\$109,300	\$0		\$0
TA (no fees)	28.00	\$396,100			\$0		3.36	\$47,200		2.94	\$41,300
Operating		\$93,200			\$0			\$60,064			\$12,292
Sociology											
Faculty (no benefits)	17.00	\$1,290,600	\$0		\$0	\$131,750	5.00	\$258,500	\$131,750	5.00	\$258,500
Staff (no benefits)	4.09	\$144,900	\$0		\$0	\$2,600	2.00	\$55,759	\$1,950	1.50	\$30,000
TA (no fees)	18.33	\$259,300			\$0		2.10	\$29,500		2.10	\$29,500
Operating		\$41,800			\$0			\$11,992			\$11,189
Division											
Faculty (no benefits)			\$0		\$0	\$0		\$0	\$0		\$0
Staff (no benefits)	27.33	\$1,189,853	\$0		\$0	\$7,800	6.00	\$243,600	\$4,550	3.50	\$138,600
TA (no fees)					\$0			\$0			\$0
Operating		\$666,619			\$0			\$9,636			\$5,621

## APPENDIX 2

### TABLE A-1

<b>Global Honors</b>							
Faculty (no benefits)		\$0	\$0	\$0		\$0	\$0
Staff (no benefits)		\$0	\$0	\$650	0.50	\$14,000	\$0
TA (no fees)			\$0			\$0	\$0
Operating			\$0			\$803	\$0
<b>Public Policy</b>							
Faculty (no benefits)		\$0	\$0	\$158,100	6.00	\$310,200	\$0
Staff (no benefits)		\$0	\$0	\$2,600	2.00	\$65,000	\$0
TA (no fees)			\$0		2.52	\$35,400	\$0
Operating			\$0			\$13,748	\$0
<b>STEPS</b>							
Faculty (no benefits)		\$0	\$0	\$105,400	4.00	\$206,800	\$0
Staff (no benefits)		\$0	\$0	\$0		\$0	\$0
TA (no fees)					1.68	\$23,600	\$0
Operating			\$0			\$7,024	\$0
<b>ISTM</b>							
Faculty (no benefits)		\$0	\$0	\$131,750	5.00	\$258,500	\$0
Staff (no benefits)		\$0	\$0	\$0		\$0	\$0
TA (no fees)					2.10	\$29,500	\$0
Operating			\$0			\$8,780	\$0
<b>TOTAL</b>	\$15,342,352	\$222,200	\$684,978	\$3,332,322		\$5,484,888	\$2,079,500
							\$2,141,121

## APPENDIX 2

TABLE A-2

	2005-06	2010-11
<b>Proposed Divisional Funding Sources:</b>		
Existing Divisional Resources	\$70,000	
New Divisional Resources		
1) Enrollment Growth	\$6,010,000	\$2,100,000
2) Other	\$90,000	\$40,000
Support from Other Campus Units		
<b>Total Funding</b>	\$6,170,000	\$2,140,000



## APPENDIX 2

TABLE A-3

### WORKLOAD FTE

	2000-01		2005-06		2010-11	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Total FTE	3380	425	4545	751	5268	870
Summer	118	85	417	167	561	167
Off Campus	191		239		320	

#### NOTES:

Total FTE for 2000-01 does not include summer enrollments. Total FTE for 2000-01 includes off-campus enrollments in FWS.

Total FTE for 2005-06 and 2010-11 includes summer enrollments as well as off-campus enrollments in FWS.

Off-campus enrollments during the summer are included in the FTE total for summer.

Graduate totals for summer are based on an anticipated cohort of 250 students in the Education credential program. Two cohorts overlap during the summer.

The FTE total is based on FTE associated with 500 students enrolled during each summer quarter.

### APPENDIX 3

#### Accountability Measures

	ANTH	CMMU	ECON	EDUC	ENVS	LALS	POLI	PSYC	SOCY	Soc Pol	GSHM	PICA
Total Enrollments	X	X	X	X	X	X	X	X	X	X	X	X
Total Majors	X	X	X		X	X	X	X	X		X	
Graduate Student Enrollments	X	X	X	X	X		X	X	X	X		
Faculty Publication Records	X	X	X	X	X	X	X	X	X	X		
Faculty Honors and Awards	X	X	X	X	X	X	X	X	X	X		
Extramural Research Funding			X	X	X	X		X	X	X	X	
Development Funding		X	X		X					X		X
Faculty Recruitment	X	X	X		X	X	X	X	X	X		
Student Recruitment	X	X	X	X	X	X	X	X	X	X		
Student Placement	X	X	X	X	X	X	X	X	X	X	X	X
Student Diversity	X	X	X	X	X	X	X	X	X	X	X	X
Faculty Diversity	X	X	X	X	X	X	X	X	X	X		
Graduate Student Fellowships	X	X	X	X	X		X	X	X	X		
Undergraduate Awards	X	X	X		X	X	X	X	X		X	X
Interdisciplinary Achievement			X	X	X	X						X
Teaching Achievement		X		X	X	X	X	X	X			
Effective Service		X		X	X	X			X	X		
Contribution to Region		X	X	X	X	X		X		X	X	X

**NOTE:**

An "X" indicates that a particular accountability measure applies to a department or program.